

A Theory of Instruction for Teaching ELs: Communication, Pattern, & Variability: The TOOL

For a downloadable and printable black and white copy of the following charts, please click the following links: [CPV Charts 1](#), [CPV Chart 2](#)

**Second Language Acquisition Framework:
Concepts, Principles, and Instructional Premises**

CONCEPT 1: COMMUNICATION

How can I assist students in becoming successful communicators?

<p>PRINCIPLE: Input <i>How can I improve access to oral and written input?</i></p> <p>Second language acquisition requires access to comprehensible input, that is, written and oral input that is slightly beyond a learner's current ability level for language acquisition to take place.</p> <p>Instructional Premise: Through interaction with others, content that is slightly beyond the learner's current abilities is made more comprehensible.</p>	 <p>PRINCIPLE: Interaction <i>How can I increase opportunities for meaningful interaction?</i></p> <p>Second language acquisition requires interaction. Learners develop greater language proficiency through interaction with other people for authentic purposes when they communicate to meet personal, social, academic goals and needs in a sociocultural reality.</p> <p>Instructional Premise: Learners communicate and interact for authentic purposes to meet personal goals.</p>
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CONCEPT 2: PATTERN

How can I promote language and literacy development?

<p>PRINCIPLE: Stages of Development <i>How can I assess language and literacy skills?</i></p> <p>Second Language Acquisition is a patterned and gradual process of development characterized by specific stages, orders, and sequences of development that predict what aspects of language are learned earlier than other aspects.</p> <p>Instructional Premise: Learners need multiple opportunities to practice reading, writing, listening, and speaking to demonstrate knowledge.</p>	 <p>PRINCIPLE: Errors and Feedback <i>How can I use feedback to further language learning?</i></p> <p>Second Language Acquisition is a patterned but nonlinear process. As new features of language are learned the learner's internal system is restructured, sometimes causing errors in production that look like backsliding or reveal a learner's testing of hypotheses. Errors and feedback are essential to this learning process.</p> <p>Instructional Premise: Learners need opportunities to receive and give appropriate feedback in ways that deepen understanding of language and content and reflect the complexity of the process.</p>
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CONCEPT 3: VARIABILITY

How can I vary instruction to meet individual needs?

<p>PRINCIPLE: Types of Proficiencies <i>How can I increase knowledge of language?</i></p> <p>Second Language Acquisition results in various levels of skill or proficiency with which a person can use language for a specific purpose, in a specific cultural or academic setting, with various individuals.</p> <p>Instructional Premise: Through carefully constructed tasks, materials, and contexts, individual learners can develop a range of strategies for understanding language and content.</p>	 <p>PRINCIPLE: Types of Performances <i>How can I expand use of language?</i></p> <p>Second Language Acquisition is marked by variability in performance as well as patterns because the very context, tasks, or language function (e.g., complimenting, requesting help) can impact the learner's ability to produce language with fluency and accuracy.</p> <p>Instructional Premise: Learners need opportunities to use language and content for various purposes, in various cultural settings, and with various individuals.</p>
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Second Language Acquisition: A Theory of Instruction

	Communication	Pattern	Variability
Input	Second language acquisition requires comprehensible input that is slightly beyond a learner's current ability (written and oral)	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Second language acquisition is patterned but non-linear. As a learner gains language proficiency specific errors may occur. These errors and the feedback given are critical to the learning process.
Interaction	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.	Language acquisition creates various skill sets with which a learner can use language for specific purposes (i.e. academic vs. social).
Stages of Development	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.	Second language development is individualized dependent on the context, tasks, or language functions of the learner (complimenting, requesting help).
Errors and Feedback	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.	Second language development is individualized dependent on the context, tasks, or language functions of the learner (complimenting, requesting help).
Types of Proficiencies	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.	Second language development is individualized dependent on the context, tasks, or language functions of the learner (complimenting, requesting help).
Types of Performance	Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.	Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.	Second language development is individualized dependent on the context, tasks, or language functions of the learner (complimenting, requesting help).
Teacher Responsibilities			
Pedagogy (strategies)		Student Outcome	
Communication		Cognitive/Academic Success	
Input	<ul style="list-style-type: none"> Build on prior knowledge of language Teach language using a balanced literacy approach (read to, with, and by) Move from concrete to abstract Adjust teacher talk and text selection; however, avoid oversimplification 	<ul style="list-style-type: none"> Learn language skills and general, cultural, and content knowledge Read often from various texts Learn academic and social language and vocabulary Develop flexible strategies for understanding 	
Interaction	<ul style="list-style-type: none"> Create and maintain a safe environment Provide opportunities for peer interaction (discussion of texts and reading/writing processes replace drills and worksheets) Teach writing skills Model and teach strategies for self-repairing misunderstandings Encourage parents to read and write with their child in native language 	<ul style="list-style-type: none"> Take risks Gain self-confidence and motivation for learning Build a range of communication strategies The literacy skills to communicate ideas Use formal and informal opportunities to read and write Understand and use the writing process 	
Stages of Development	<ul style="list-style-type: none"> Teach what is developmentally appropriate Use assessment of native and 2nd language to guide instruction Move students from understanding speaking and writing in new language Provide a rich literacy environment Expect a silent period giving time for students to recognize patterns within the new language Encourage communication Use routines, models, visual, and non-verbal cues 	<ul style="list-style-type: none"> Comprehend text structures Discriminate between sounds and words of both languages Use rules and patterns of new language Increase regulatory complexity and flexibility Move from unanalyzed to analyzed use of words/phrases/sentences 	
Errors and Feedback	<ul style="list-style-type: none"> Recognize errors as indicators of language development Monitor students reading fluency, word recognition, and comprehension Provide feedback focusing first on meaning, then form Focus on reading, writing, listening, and speaking using scaffolding Allow multiple attempts and drafts Encourage and guide self-assessment Set clear and high expectations (rubrics) 	<ul style="list-style-type: none"> Accept and respond to feedback on errors Accept challenge and seek help when needed Self-monitor and self-correct Collaborate with others to improve quality of language use Practice 2nd language 	
Types of Proficiency	<ul style="list-style-type: none"> Teach social language Teach academic language and skills Model and teach culturally/socially acceptable interactions Encourage connections between native and 2nd language Explicitly teach structure and vocabulary of new language 	<ul style="list-style-type: none"> Use and comprehend social language Use and comprehend academic language Attend to registers and genres Apply culturally and socially appropriate behavior Use language strategies to compensate Make connections between native and 2nd language 	
Types of Performance	<ul style="list-style-type: none"> Assess independent and assisted language performance Provide varied opportunities for language use Integrate reading and writing with content Give students time to encounter and use social and academic vocabulary Hold students accountable for language learning Focus on fluency and accuracy 	<ul style="list-style-type: none"> Use the language in multiple contexts and for different purposes Show continued improvement in vocabulary Consistently improve on reading and writing in different genres 	



Use the slide bar at the bottom to see the entire chart below.

What Every Teacher Should Know About Second Language Acquisition: A Theory of Instruction

© 2001, 2002 Brigham Young University. Teemant, A. (2001). What every teacher should know about second language acquisition: A theory of instruction. Provo, UT: Brigham Young University.

Concepts	Six Defining Principles	Develop Flexibility in Examples of Student Work	Plan for Variety in Examples of Teacher Work
Communication How can I assist students in becoming successful communicators?	<p>Input: How can I improve access to oral and written input? Second Language Acquisition requires access to comprehensible input; that is, written and oral input that is slightly beyond a learner's current ability level for language acquisition to take place.</p> <p>Interaction: How can I increase opportunities for meaningful interaction? Second Language Acquisition requires interaction. Learners develop greater language proficiency through interaction with other people for authentic purposes, when they communicate to meet personal, social, academic goals and needs in a sociocultural reality.</p>	<ul style="list-style-type: none"> Activate and develop language skills and general, academic, and content knowledge Learn new structures and vocabulary Develop flexible strategies for understanding 	<ul style="list-style-type: none"> Recognize and build on students' language skills and general, cultural, and content knowledge Contextualize language and learning Move from concrete to abstract Adjust teacher talk Modify and elaborate speech and text Avoid oversimplification of speech, text, tasks, or content
Pattern How can I promote language and literacy development?	<p>Stages of Development: How can I assess language and literacy skills? Second Language Acquisition is a patterned and gradual process of development characterized by specific stages, orders, and sequences of development that predict what aspects of language are learned earlier than other aspects.</p> <p>Errors and Feedback: How can I use feedback to further language learning? Second Language Acquisition is a patterned but nonlinear process. As new features of language are learned the learner's internal system is restructured, sometimes causing errors in production that look like backsliding or reveal a learner's testing of hypotheses. Errors and feedback are essential to this learning process.</p>	<ul style="list-style-type: none"> Take risks Gain self-confidence Create and sustain motivation for learning Develop and work toward goals Be aware of sociocultural factors' impact Use formal and informal opportunities Move from whole to part Build a range of communication strategies Learn new cultural ways 	<ul style="list-style-type: none"> Create and maintain a safe environment Respect multiple perspectives Provide varied opportunities for authentic peer interaction Promote meaningful language use (not drills or worksheets) Provide strategy instruction for skill-building Teach nonverbal skills Focus on meaning first Model and teach strategies for repairing misunderstandings
Variability How can I vary instruction to meet individual needs?	<p>Types of Proficiencies: How can I increase knowledge of language? Second Language Acquisition results in various levels of skill or proficiency with which a person can use language for a specific purpose, in a specific cultural or academic setting, with various individuals.</p> <p>Types of Performances: How can I expand use of language? Second Language Acquisition is marked by variability in performance as well as patterns because the very context, tasks, or language function (e.g., complimenting, requesting help) can impact the learner's ability to produce language with fluency and accuracy.</p>	<ul style="list-style-type: none"> Comprehend and discriminate sounds, words, meanings Internalize rules and patterns Move from unanalyzed to analyzed use of words/phrases/sentences Avoid fossilization 	<ul style="list-style-type: none"> Teach what is developmentally appropriate (Teachability Hypothesis) Move students from comprehension to production Create a rich linguistic environment Understand and expect a silent period Have appropriate yet high expectations Plan opportunities for students to notice new features Encourage communication Use routines, models, visual, and nonverbal cues
		<ul style="list-style-type: none"> Practice useful phrases Integrate new and increasingly complex forms Generate hypotheses Transfer first language competence Develop language skills simultaneously Accept and respond to feedback on errors 	<ul style="list-style-type: none"> Recognize errors as students' hypotheses about how language works Provide feedback with a focus on meaning and then form Support transfer of native academic language skills to new language skills (Interdependency Hypothesis) Integrate focus on reading, writing, listening, and speaking using appropriate scaffolding Move students from comprehension to production Allow multiple attempts and drafts Collaborate with colleagues who can support student development
		<ul style="list-style-type: none"> Learn social language Learn academic language Learn sociocultural appropriacy Use analysis and synthesis skills in understanding language Build a repertoire of strategies for compensating Develop awareness of self in sociocultural settings 	<ul style="list-style-type: none"> Teach language for social interaction Model and teach socially and culturally appropriate classroom interaction Teach academic language Engage students in challenging curriculum Assess students' L2 proficiency to ensure accessibility to instruction (Threshold Hypothesis) Teach registers and genres Teach standard English Teach academic skills
		<ul style="list-style-type: none"> Controlled/planned to automatic/spontaneous Move between accuracy and fluency Flexible learning strategies 	<ul style="list-style-type: none"> Provide varied opportunities for language use because features first appear in planned or monitored speech Teach explicitly forms, functions, sentence structures, and vocabulary Focus on fluency and accuracy Hold students accountable for learning Teach academic strategies for learning

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