



**MegaMind Plus Academy**

**Education - Training - Consultancy**

**info@mmp.ac**

**www.mmp.ac**



**+964-750-7860090**

# **Principles of Instructed Language Learning in Teaching English as a Foreign Language**

**Javad Gholami**

**Associate Professor of Applied Linguistics/TESOL**

**j.gholami@urmia.ac.ir**

**Urmia University ([www.urmia.ac.ir](http://www.urmia.ac.ir))**

**Virayeshyar Editing Center ([virayeshyar.ir](http://virayeshyar.ir))**

**October 2020**



<http://en.urmia.ac.ir/>





<http://en.urmia.ac.ir/Literature-Faculty/Foreign-languages-department>



# Department of English

- **BA Programs: 1. English Language Teaching/TESOL/TEFL/ Applied Linguistics; 2. English Literature**
- **MA Programs: 1. English Language Teaching/TESOL/TEFL/ Applied Linguistics; 2. English Literature**
- **PhD Program: English Language Teaching/TESOL/TEFL/ Applied Linguistics**
- **PhD by Coursework or PhD by Research**



# IJLTR

Iranian Journal of Language Teaching Research

## Iranian Journal of Language Teaching Research

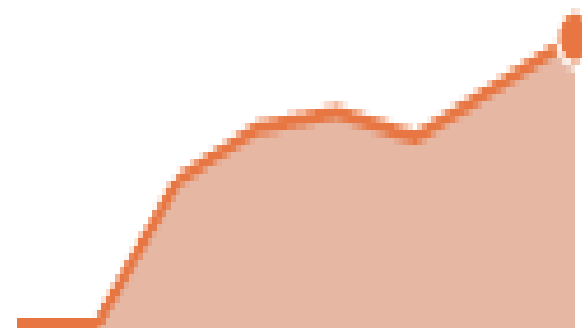
Q1

Language and  
Linguistics

best quartile

SJR 2019

0.34



powered by scimagojr.com





# COVID-19 PANDEMIC

# Glocalization

## Think Globally, Act/Teach Locally

Glocalization is the "simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems." The notion of glocalization represents a challenge to simplistic conceptions of globalization processes. [Wikipedia](#)







# Principles of Instructed Second Language Acquisition

Rod Ellis, Professor, University of Auckland, New Zealand  
2008 Ferguson Fellow, Center for Applied Linguistics

Second language acquisition (SLA) researchers do not agree how instruction can best facilitate language learning. Given this lack of consensus, it might be thought unwise to attempt to formulate a set of general principles for instructed language acquisition. However, if SLA is to offer teachers guidance, there is a need to proffer advice, providing that it is offered in the spirit of what Stenhouse (1975) called “provisional specifications.” The principles described in this digest, therefore, are intended to provide teachers with a basis for argument and for reflection and not as a set of prescriptions or proscriptions about how to teach. They are designed to be general in nature and therefore relevant to teachers in a variety of settings, including foreign and second language situations and content-based classrooms.

**Principle 1: Instruction needs to ensure that learners develop both a rich repertoire**

Ultimately, however, learners need to develop knowledge of the rules that govern how language is used grammatically and appropriately. For example, they need to internalize rules for subject-verb agreement and for modifying terms of address to suit the person to whom they are speaking. Rules are generative and so enable learners to construct their own sentences to express their own ideas. They also enable them to use language creatively—for example, for purposes of irony and humor.

If formulaic chunks play a large role in early language acquisition, it may pay to focus on these initially, delaying the teaching of grammar until later. A notional-functional approach (Wilkins, 1976) lends itself perfectly to the teaching of formulaic sequences and may provide an ideal foundation for instruction in the early stages. Clearly, though, a complete language curriculum needs

## Principle 1

Instruction needs to ensure that learners develop a rich repertoire of formulaic expressions and a rule-based competence.



# Formulaic Expressions

A language user has available to him or her a large number of **semi-preconstructed phrases that constitute single choices.**

# Formulaic Expressions

- **Necessary for fluency (Skehan)**
- **Native speakers use a wide range of formulaic expressions (Foster 2001)**
- **Classroom studies show that learners often internalize rote-learned material as chunks**
- **Learners may develop 'rules' through analyzing memorized chunks.**



# Rule-Based Competence

- Traditionally deal with through a focus-on-forms approach but this may result in learners learning rote-memorized patterns.
- Teaching of grammar can be profitably delayed until later.



**Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.**

- **Teaching implications**

- **Teach formulaic expressions first**
- **Teach grammar later**
  - **Focus on functions and pragmatic purposes of the language**
    - **Introductions, greetings, good-byes;**
    - **Invitations, Apologies, Condolences;**
    - **Gratitude, Compliments, Congratulations;**
    - **Requests, Commands, Warnings, Directions;**
    - **Offers, Seeking Permission;**
    - **Advice, Intention**



## Principle 2:

Instruction needs to ensure that learners focus predominantly on meaning





**“MEANINGFUL INTERACTION”**

## Principle 2: Instruction needs to ensure that learners focus predominantly on meaning

- **Optimal learning condition** is created when learners are engaged in decoding and encoding messages in the context of actual acts of communication;
- Pragmatic meaning leads to **true fluency** in an L2 learners;
- Tasks aimed at creating pragmatic meaning are intrinsically **motivating**.



# The Acquisition ----- Learning Distinction

simply pick up L2

use naturally

keep longer

direct

subconscious process



Acquisition: **Children** acquire L2 naturally

grammar & rules

conscious learning

decayed

complicated

blocked

indirect

indigested

error correction

?  
grape

?  
lunch box

?  
shoe

?  
Santa Claus girl

Learning: **Adult** learns L2 consciously

**Children acquire L2 better and quicker than adult**

## Principle 3:

Instruction needs to ensure that learners also focus on form.

# Attention





# Two Types of Focus-on-Form Instruction

1. **Intensive** (pre-selected linguistic forms)
2. **Extensive** (incidental attention to form through corrective feedback or preemptive focus on form)

- Please answer these questions based on your common classroom practices in the chat box. Just write 1 or 2.

**In my classes, meaning-oriented activities are ..... frequent than language-oriented activities.**

**1. More**

**2. Less**

Principle 4:  
Instruction needs to be  
predominantly directed at  
developing **implicit knowledge**  
**of the L2** **while** not neglecting  
explicit knowledge.



# Implicit Knowledge

- Procedural
- Accessed by means of automatic processes
- Unconscious
- Not verbalizable

**The goal of teaching an L2 should be to develop implicit knowledge.**

# Explicit Knowledge

- Declarative (i.e. 'facts' about language)
- Accessed through controlled processing
- Conscious
- Verbalizable (metalanguage)

# The role of explicit knowledge

Two possible roles:

1. As an initial starting point for the development of implicit knowledge.  
Explicit knowledge → implicit knowledge
2. As a means of developing awareness of what needs to be learned and thus facilitating the processes involved in developing implicit knowledge.

The role of consciousness-raising tasks.



**Explicit Knowledge**



The diagram illustrates the relationship between explicit and tacit knowledge using an iceberg metaphor. The visible tip of the iceberg, which is small, is labeled 'Explicit Knowledge'. The much larger, submerged portion of the iceberg is labeled 'Tacit or Implicit Knowledge'. A ship is shown on the surface of the water, representing the realm of explicit knowledge.

**Tacit or Implicit  
Knowledge**

# Explicit or Implicit

**In my classes, ..... gets the primary focus.**

**1. Explicit/Declarative Knowledge**

**2. Implicit/Procedural Knowledge**



# SYLLABUS

Principle 5: Instruction needs to take into account the **learner's 'built-in-syllabus'**.

## Principle 5: Instruction needs to take into account the learner's built-in syllabus.

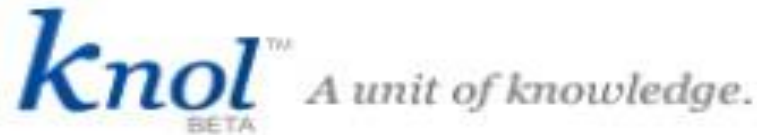
- **Natural order and sequence of acquisition → learner's built-in syllabus**



**Principle 5: Instruction needs to take into account the learner's built-in syllabus.**

- **What are some teaching possibilities given the learner's built-in syllabus?**
  - **Ensure that learners are developmentally ready to acquire a specific target feature**
  - **Take Placement Exams very seriously**

# Principle 6: Successful instructed language learning requires **extensive L2 input**.



WIKIPEDIA  
*The Free Encyclopedia*

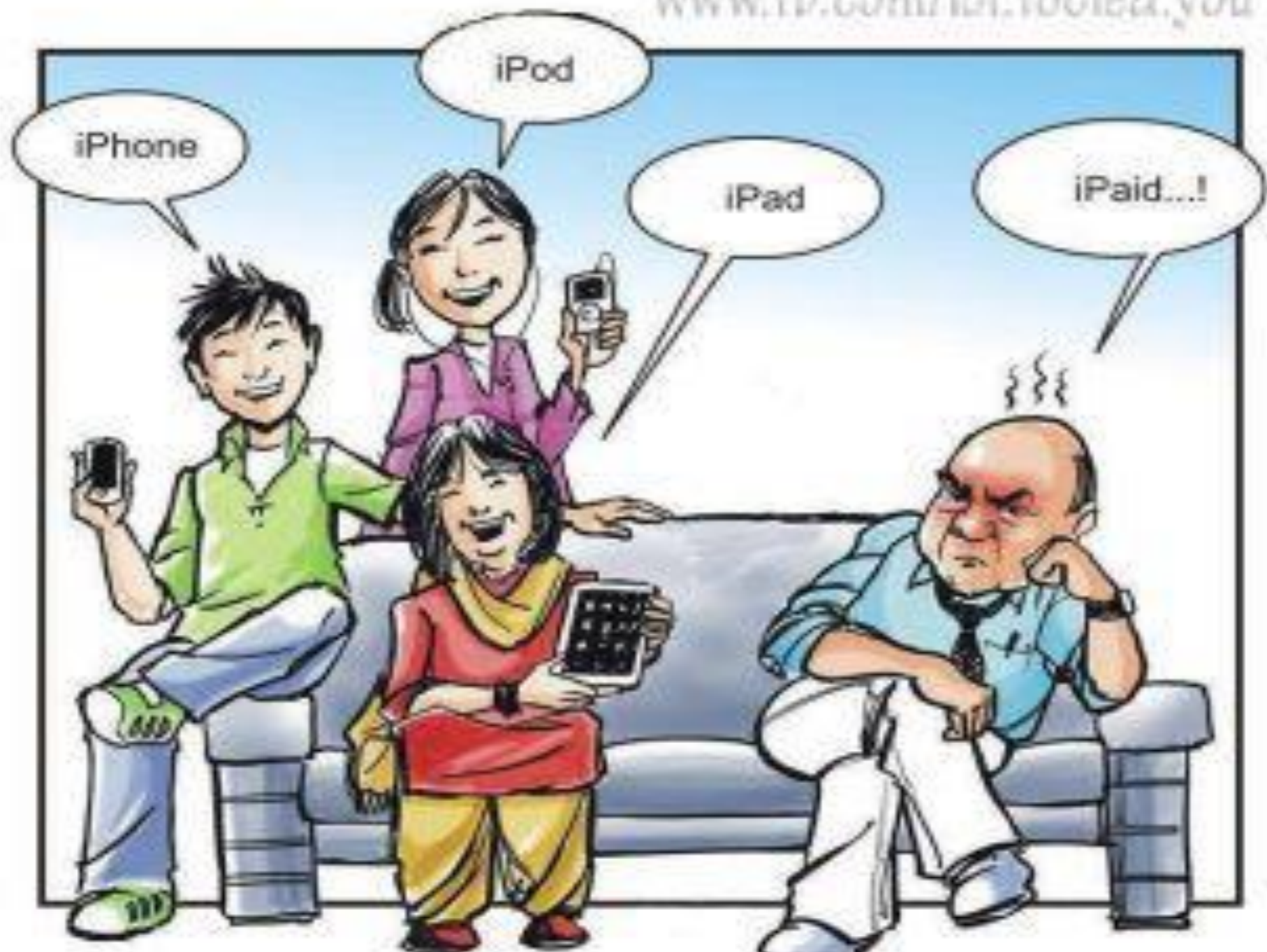


ACROBAT.COM



Google Docs





## Principle 6: Successful instructed language learning requires extensive L2 input.

- **First Language Acquisition: the amount and quality of input affect the speed of acquisition of children**
- **Second Language Acquisition: more exposure (extensive input) = more and faster language learning**
- **Positive correlations between the amount of reading/listening and proficiency**



## **Principle 6: Successful instructed language learning requires extensive L2 input.**

- **Teaching implications**
  - **Maximize use of the L2 inside the classroom (L2 used as the medium and the object of instruction)**
  - **Create opportunities for students to receive input outside the classroom.**
    - **Extensive reading programs (e.g. graded readers)**
    - **Exposure to authentic materials outside class time (Internet/ movies, radio programs and TV programs in English)**

## Principle 6: Successful instructed language learning requires extensive L2 input.

- If the only input students receive is in the context of a limited number of weekly lessons based on some course book, they are unlikely to achieve high levels of L2 proficiency.

Check this link:

<https://breakingnewsenglish.com>

# Principle 7:

Successful  
instructed  
language learning  
also requires  
**opportunities for  
output.**



## How output can contribute to L2 acquisition

- it helps to automatize existing knowledge;
- it provides opportunities for learners to develop discourse skills, for example by producing 'long turns';
- It is important for helping learners to develop a 'personal voice' by steering conversation on to topics they are interested in contributing to.
- it provides the learner with 'auto-input' (i.e. learners can attend to the 'input' provided by their own productions).





**Principle 8:**  
**The opportunity**  
**to interact in**  
**the L2 is central**  
**to developing**  
**L2 proficiency.**

# The Role of Interaction in L2 Acquisition

Interaction Hypothesis (Long): negotiating for meaning aids acquisition by:

- Making input comprehensible
- Providing corrective feedback
- Output modification
- Scaffolding based on socio-cultural theory

# **Teacher-Student Interaction**

**Student Talking Time (STT)**

**Versus**

**Teacher Talking Time (TTT)**

**Who needs to practice silence in English classes?  
Teachers or learners?**





**Be the Coach in your classes!**  
**You may act at times as player or spectator**



# Principle 9: Instruction needs to take account of individual differences in learners.





**Nature Smart**  
*(Naturalist)*



**People Smart**  
*(Interpersonal)*



**Number Smart**  
*(Logical/Mathematical)*



**Picture Smart**  
*(Spatial/Visual)*



**Self Smart**  
*(Intrapersonal)*



**Body Smart**  
*(Bodily-Kinesthetic)*



**Music Smart**  
*(Musical)*



**Word Smart**  
*(Linguistic)*

# Left and Right Brain Functions

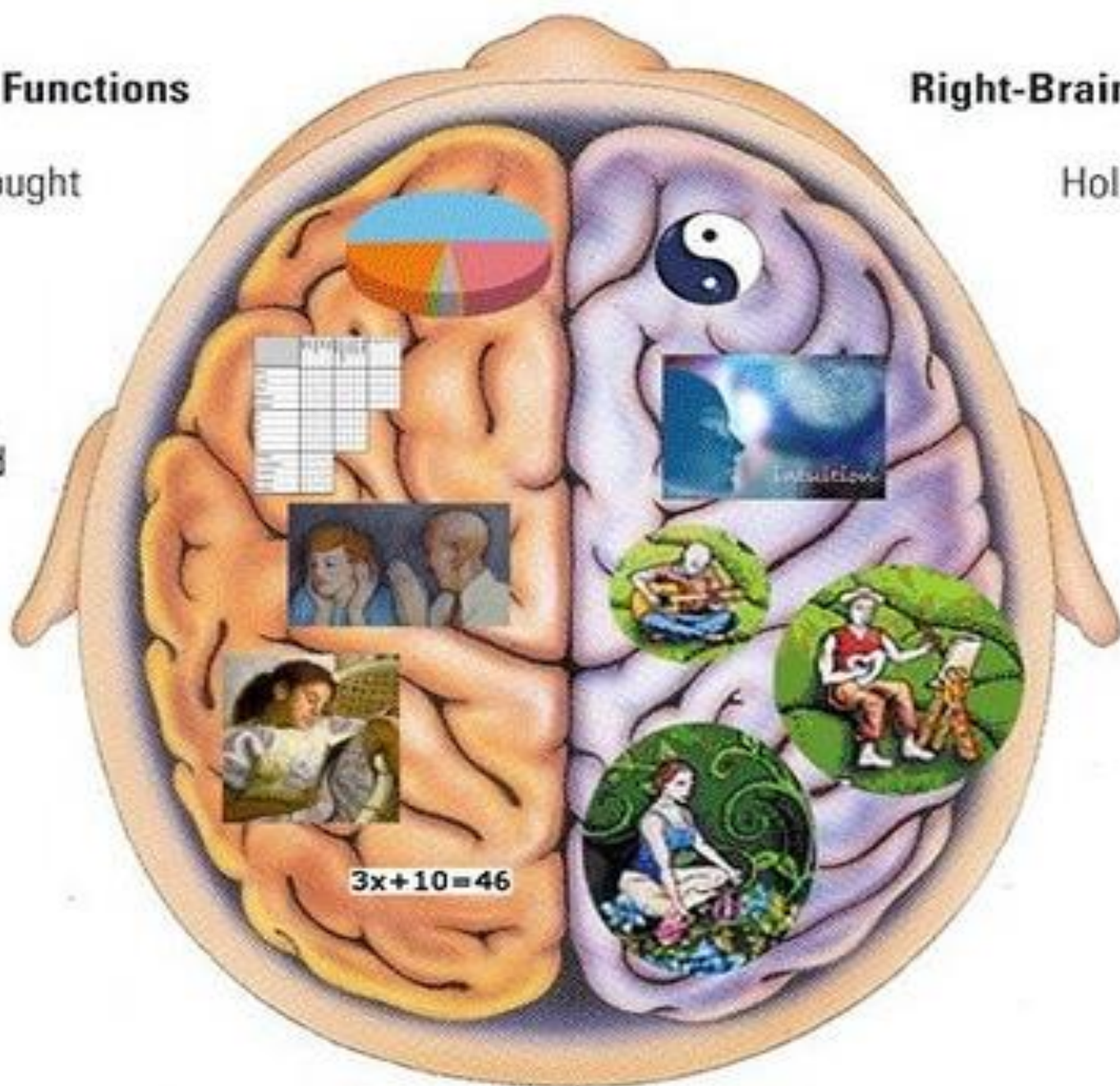
## Left-Brain Functions

Analytic thought

Logic

Language

Science and  
math



## Right-Brain Functions

Holistic thought

Intuition

Creativity

Art and  
music



In assessing learners' L2 proficiency it is important to examine **free** as well as **controlled production**.



# Four Types of Measurement (Norris and Ortega)

1. **Meta-linguistic judgement (e.g. a grammaticality judgment test)**
2. **Selected response (e.g. multiple choice)**
3. **Constrained constructed response (e.g. gap filling exercises)**
4. **Free constructed response (e.g. a communicative task).**

**Magnitude of the effect of instruction is greatest in the case of (1) (2) and (3) and least in (4). Yet, arguably, it is (4) that constitutes the best measure of learners' L2 proficiency**



# Free vs. Controlled Production

**Exams in my classes/ school are mostly  
..... production.**

- 1. Controlled** (fill in the blank, short answer, matching, multiple choice, true false items)
- 2. Free** (essay, open-ended questions, meaning-based, interviews)

Strengths

Weaknesses

SWOT

Opportunities

Threats

# Teaching Experience!





Quality is an endless journey



Thank you for your patient listening.







**English Language**  
Editing & Translation Center



**Javad Gholami**, PhD in TESOL  
Associate Professor, Urmia University



**[www.virayeshyar.ir](http://www.virayeshyar.ir)**  
**[virayeshyar@gmail.com](mailto:virayeshyar@gmail.com)**



**Contact Us:**  
**+989121056035**  
**+989301056035**

