

Fundamentos de la Enseñanza y el Aprendizaje del Inglés III

Final Exam

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Facundo Pignanelli

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Introduction

Rod Elli's 10 11 12 Principles of Instructed Second Language Learning

Introduction

- By the beginning of the 21st century, language teachers were facing a number of controversial issues.

Focus on forms as opposed to focus on form instruction - Teaching explicit knowledge about the L2 vs development of implicit knowledge - What type of feedback works best for acquisition? - Learnability and Teachability hypothesis vs the structural syllabus - Input modification? - Interaction and feedback - Tasks that promote meaning vs tasks that focus on language practice - Output oriented tasks or Comprehension oriented tasks?



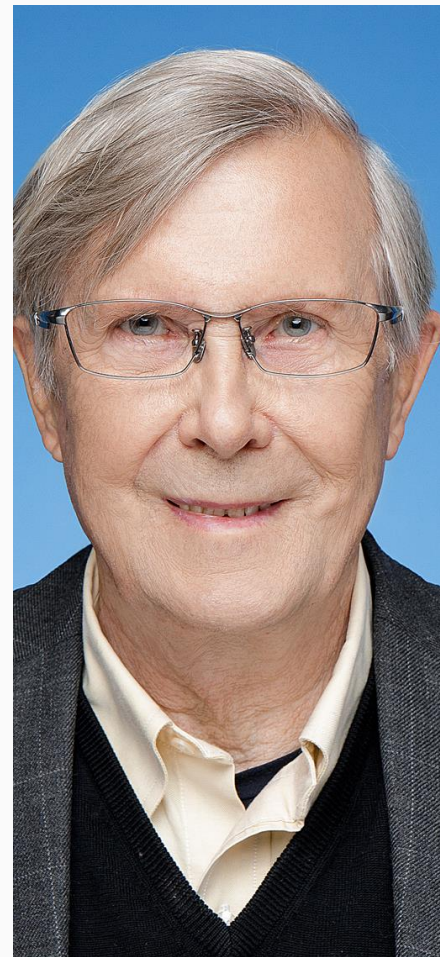
Introduction

- There was also a fundamental question that Teachers, linguists and others were trying to tackle:



Introduction

- In this context, Rod Ellis develops in 2005 the ***Ten Principles of Instructed Second Language Learning***.
- Five years later, he adds an 11th principle.
- And in 2014 he adds the 12th – and currently, last – principle.



Introduction

- Ellis points out that **“it might be thought unwise to attempt to formulate a set of general principles of instructed language Acquisition.”**

(Celce-Murcia et al., 2014, p. 33)

- However, he believes that doing so might be beneficial: **“If SLA is to offer teachers guidance, there is a need to bite the bullet and proffer advice.”**

(Celce-Murcia et al., 2014, p. 33)



Introduction

- Ellis notes, however, that these principles are not set in stone: ***“The guidance provided by this chapter should be viewed as tentative, in the form of what Stenhouse (1975) calls ‘provisional specifications’.”***
(Celce-Murcia et al., 2014, p. 33)
- And he gives the warning that ***“there is always a danger that advice will be so construed”*** (Celce-Murcia et al., 2014, p. 33)



Introduction

- Ellis bases his principles in the **Computational Model** of SLA, especially the ideas of James P. Lantolf.
- This model of SLA views acquisition as taking place in the mind of **learners that process the input they are exposed to.**



Principle One

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

Principle One

- Traditional language instruction is directed at developing this rule-based competence through the teaching of pre-selected structures (**a focus-on-forms approach**).
- However, Ellis points out that **“this type of instruction may result in students learning rote-memorized patterns.”**

(Celce-Murcia et al., 2014, p. 33)



Principle One

- For Ellis, if these chunks are indeed helpful in early L acquisition, then it may be beneficial to focus on this and then moving on to grammar at a later stage.

Connection



Experience working with AI adults.



Principle Two

Instruction needs to ensure that learners focus predominantly on meaning.

Principle Two

- **Focus on Meaning**, Ellis argues, is ambiguous, as it can have two lenses:
 - **Semantic Meaning:** Lexical items or grammatical structures.
 - **Pragmatic Meaning:** Contextual meanings that happen in communication.



Principle Two

- Teachers should **ensure opportunities for both**, but Ellis argues that **pragmatic meaning is crucial to L learning**. He lists three reasons:
 - To create the conditions for acquisition to take place. (Prabhu, 1987; Long, 1996)
 - To develop L2 fluency. (DeKeyser, 1998).
 - To motivate students.



Principle Two

- There are important **differences** in the approaches needed for each meaning.
 - **Semantic Meaning:** Treat L as an 'object' and function as learners.
 - **Pragmatic Meaning:** Treat L as a tool for communication and function as communicators.

Connection

*Experience during the internship:
Why are we learning this?*



Principle Three

Instruction needs to ensure that learners also focus on form.

Principle Three

- **Focus on Form** can have multiple definitions according to Ellis. No matter which definition one chooses, there is an acceptance that **acquisition happens when students attend to form**.
- Ellis even cites Schmidt: **“there is no learning without conscious attention to form”**. (Celce-Murcia et al., 2014, p. 34)
- *Although, he makes the case in the footnotes that there is evidence to suggest that acquisition can happen without paying attention to form.*



Principle Three

- **General Orientation to language as form.**
 - Ellis refers back to Schmidt, who dismissed this global attention, claiming that **learners need to attend to specific forms.**
- **Learners only attend to graphic or phonetic alterations of form.**
 - Again, Ellis cites Schmidt, who insisted that **focus on form refers to form-function mapping** (the correlation between a particular form and the meaning it has in communication).



Principle Three

- The awareness of some underlying, abstract rule.
 - Schmidt argues that focus on form, rather refers to the “noticing of specific linguistic items as they are exposed, not to an awareness and understanding of grammatical rules” (Celce-Murcia et al., 2014, p. 35)



Principle Three

- Instruction can seek to provide either
 - An **intentional and intensive focus on preselected forms** (structure-based production-comprehension task or a consciousness-raising task).
 - Or an **incidental and extensive attention to form** (through corrective feedback in task-based lessons).

Connection →

Experience with private tutoring and instant feedback.



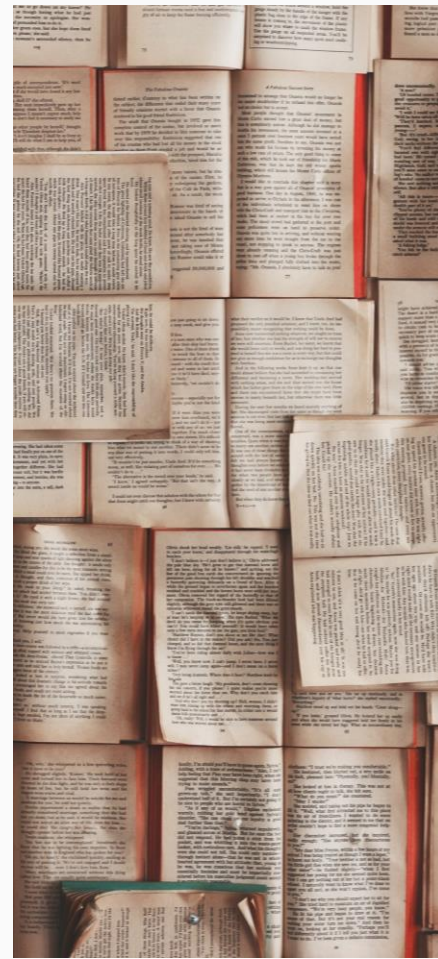
Principle Four

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

Principle Four

- For Ellis, instruction needs to be directed at **developing both implicit and explicit knowledge, while giving priority to the former.**
- However, he warns that **“teachers should not assume that explicit knowledge can be converted into implicit [...]”**

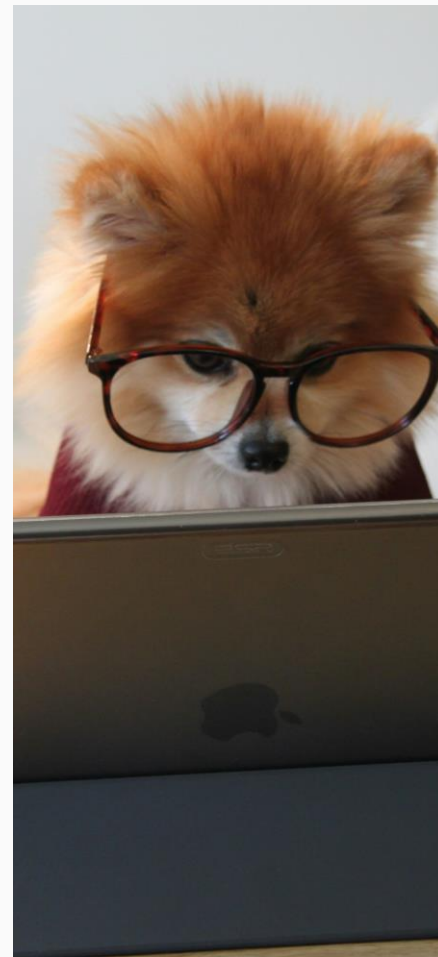
(Celce-Murcia et al., 2014, p. 37)



Principle Four

- **Implicit Knowledge**

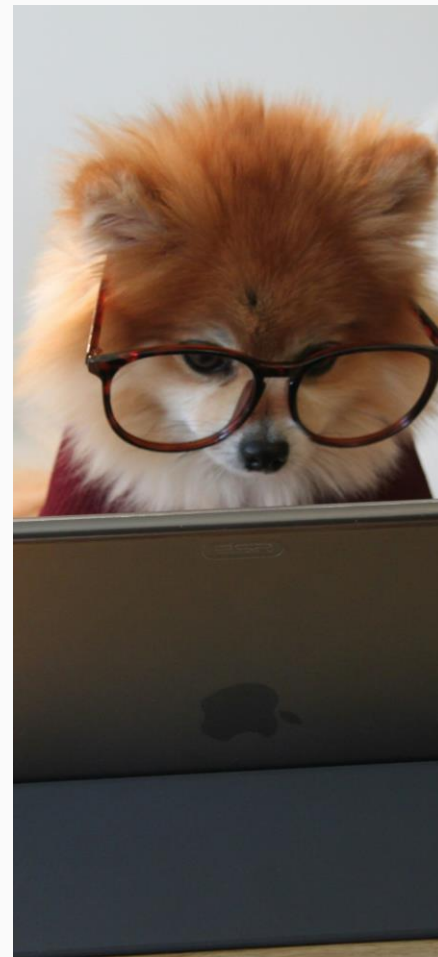
- **Procedural**
- **Unconscious**
- Can be verbalized only if it is **made explicit**.
- Accessed rapidly, **used in fluent communication**.
- L2 competence is **achieved** through it.
- It should be the **goal** of any instructional program.



Principle Four

- **Implicit Knowledge**

- Learners need opportunities to participate in communicative activities to develop implicit knowledge. **They play a central role in instruction directed at IK.**



Principle Four

- **Explicit Knowledge**

- The **declarative knowledge** of the different components of L2.
- **Metalanguage** of the labels of this knowledge.
- Held **consciously**.
- **Learnable, verbalizable.**
- **Accessed through controlled processing** (when learners experience difficulty using L2)



Principle Four

- **Explicit Knowledge**
 - **Analysed Language**
 - **Conscious awareness** of structures and how they work.
 - **Metalingual Explanation**
 - **Knowledge of the grammatical metalanguage** and ability to explain their rules.
 - **A person can have EK without having the words to express it.**

Connection →

Experience at Internship: Focus on Grammar



Principle Four

- **Explicit Knowledge**

- **Is there value in teaching Explicit Knowledge?** Depends on who you ask.

- Ellis argues that it can be of value only if **learners can show that they use this knowledge in actual performance.**
 - Krashen says that students can only use it **if they monitor, and they focus on form** (vs meaning) and have enough time to access it.
 - Others suggest that Explicit Knowledge is used in **both formulating messages and in monitoring.**



Principle Four

- Regardless of its value, **Explicit Knowledge may assist in developing Implicit Knowledge**. There are three positions:
 - **Non-Interface**
 - They are separate and you cannot convert one into the other → Krashen.
 - Zero Grammar
 - **Interface**
 - EK becomes IK if learners have enough communicative practice → DeKeyser
 - Presentation, Practice, Production
 - **Weak Interface**
 - EK of a grammatical structure makes it more likely for learners to make it IK. → Ellis
 - Consciousness Raising task.



Principle Five

Instruction needs to take into account the learner's built-in syllabus.

Principle Five

- Research shows that **learners follow a natural order and sequence of acquisition.**
- Learners have their own **'built-in syllabus'** as implicit knowledge.
- This syllabus is **universal**, but there is some evidence that L1 has some influence on it.



Principle Five

- **Krashen's Theory**

- **Grammar instruction doesn't help Implicit Knowledge**, since learners automatically go through their built-in syllabus as long as they have comprehensible input and are motivated.
- Grammar Instruction only **contributes to Explicit Knowledge**.



Principle Five

- **Ellis & Pienemann**

- The **order and sequence of acquisition is the same** for both instructed and naturalistic learners.
- Instructed learners achieve **higher levels of grammatical competence**.
- **Instruction does not guarantee** that learners will acquire what they are being taught.



Principle Five

- It is **beneficial to teach grammar**, but it is necessary to do so in a way that takes into consideration the **natural order of acquisition**.
- How can this be done?

Connection

Experience with a very demanding private tutoring student.



Principle Five

- **Zero Grammar Approach**

- A task-based approach that doesn't predetermine the linguistic content of the lesson. → Krashen.

- **Developmental Readiness**

- Ensure that learners are ready to acquire a specific target structure.
- While this may not be necessary, it can help students to 'push-along'.

- **Explicit Knowledge**

- Focus on EK vs. IK because it is less constrained.



Principle Six

Successful instructed language learning requires extensive L2 input.

Principle Six

- **Learning a language takes time**, doesn't matter if naturally or through instruction.
- There is a **variance in speed of acquisition** based on the **amount and quality** of input received.
- If learners do not receive **exposure** to the target language, **they cannot acquire it**.
- The **more exposure**, the **faster** they learn.



Principle Six

- Krashen is **very strong on the importance of input**. He considers that it must be made **comprehensible** through modification or contextual support.
- Swain disagrees, arguing that **output is also very important**.
- Much L2 learning is **incidental**, and this **requires a lot of access to input**. Thus, teachers should encourage it.



Principle Six

- **How can teachers encourage input?**
 - **Maximize L2 in the classroom**
 - Use L2 as a means to teach L2.
 - **Create opportunities for students to receive input outside the classroom.**
 - Offer resources on the topics students are interested and are in the L2.

Connection →

How I learned English and how I help others at WSE.

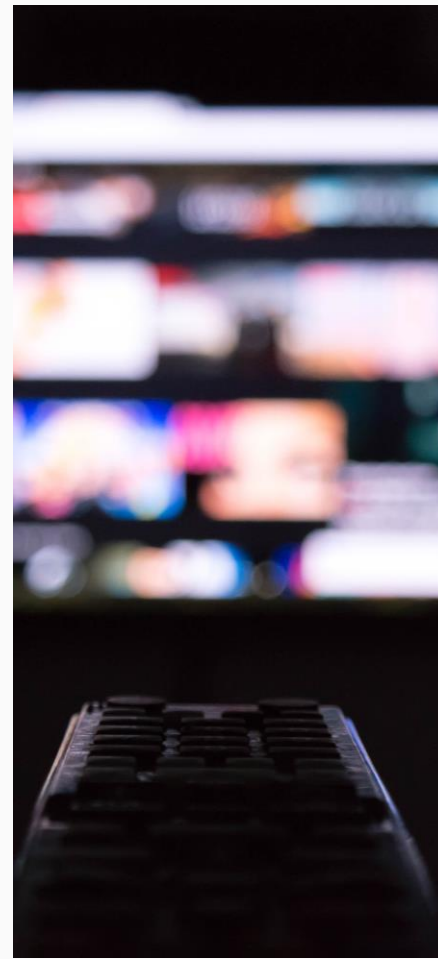


Principle Seven

Successful instructed language learning also requires opportunities for output.

Principle Seven

- In contrast to Krashen, **most researchers think output also has a crucial role**. Skeehan identifies **6 roles**:
 - Output makes better input (feedback).
 - Forces syntactic processing.
 - Allows testing hypothesis about grammar.
 - Automatize existing knowledge.
 - Gives opportunity to develop discourse skills.
 - Aids development of the personal voice.

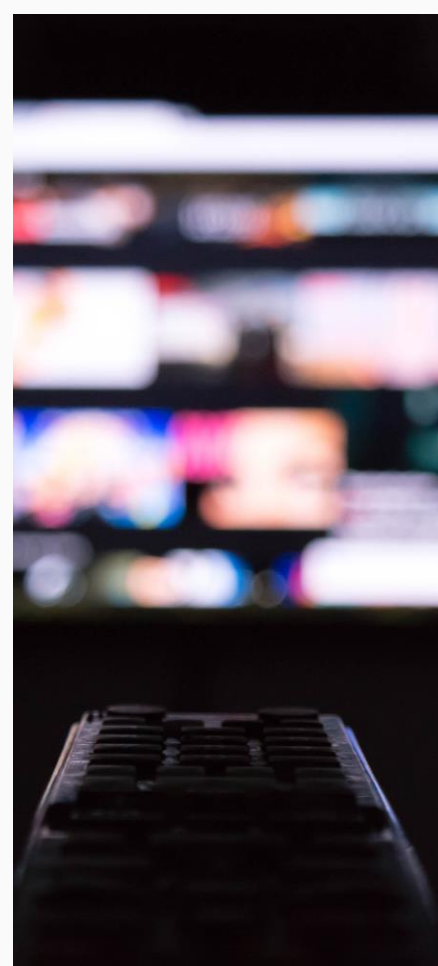


Principle Seven

- Ellis adds **a seventh** role of output
 - Provide learner with 'auto-input'.
- **Swain's Pushed Output**
 - Learner is encouraged to express themselves clearly and explicitly.

Connection →

*Internship FA and how output
made better input.*



Principle Eight

The opportunity to interact in the L2 is central to developing L2 proficiency

Principle Eight

- **Both input and output happen in conversation**, and theories of SLA acknowledge that **social interaction is the fabric in which acquisition takes place**.
 - Hatch says: **“one learns how to do conversation, one learns how to interact verbally, and out of the interaction syntactic structures are developed”**
(Celce-Murcia et al., 2014, p. 39)



Principle Eight

- Interaction not only automatizes, but it allows **creating new resources**.
 - **Interaction Hypothesis**
 - Interaction fosters acquisition when communication problems happen and there is a negotiation of meaning.
 - This helps input be comprehensible and provides feedback, pushing learners to modify their output to fix errors.



Principle Eight

- Interaction not only automatizes, but it allows **creating new resources**.
 - **Sociacultural Theory (Lantolf)**
 - Interaction is a form of mediation, and helps learners construct new forms and functions in collaboration.
 - Learning is first evident on the social plane, and then in the physiological one.
- Both theories see **social interaction as the primary source of learning**, regardless of its contributions to acquisition.



Principle Eight

- Providing **negotiation of meaning and scaffolding** are key to help acquisition in the classroom. Johnson identifies four-key requirements.
 - **Students have a reason to attend to language.**
 - **Learners use language for personal meaning.**
 - **Students are helped with activities beyond their current level.**
 - **Students are offered a full range of contexts to fully perform the language.**



Principle Eight

- Ellis suggests that a key to ensure a useful interaction is **giving control of the topic to the students**.
 - **However, it is without its challenges.**
 - Classroom interaction can become messy.
 - Students excessively use L1.
 - Exposure to interlingual errors.

Connection →

Internship FA and students' engagement.



Principle Nine

Instruction needs to take into account individual differences in learners.

Principle Nine

- The rate of learning and level of achievement in L2 acquisition are **variable**. It will be higher when:
 - The instruction matches the students' aptitude for learning.
 - The students are motivated.



Principle Nine

- **How can teachers ensure those two conditions are met?**
 - Cater to the different aptitudes by having a **flexible approach**.
 - Using **simple materials** that make students more aware of their learning approaches.
 - Increase the range of learning strategies
 - **Experimental Approach** → not common
 - **Analytical Approach** → common in schools



Principle Nine

- **“The best motivational intervention is simply to improve the quality of our teaching”** (Celce-Murcia et al., 2014, p. 41)
- Teachers have the responsibility to motivate students and keep them motivated. However, they can do very little to influence the student’s extrinsic motivation.

Connection

Motivating adult learners at WSE.



Principle Ten

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

Principle Ten

- **Instruction is as good as its measurement is.**
- Norris and Ortega propose 4 ways to measure it.
- They argue that some of them have greater effect than others.



Principle Ten

- **Metalinguistic Judgment**
 - Grammar test
 - Average effect.
- **Selected response**
 - Multiple Choice
 - Greater Effect
- **Constrained Constructed Response**
 - Fill in the gaps
 - Greater Effect
- **Free Constructed Response**
 - Communicative task.
 - Least Effect



Principle Ten

- **Free Constructed Response**
 - Communicative task.
 - Least Effect
 - **Ellis argues that this is the best measurement of L2 proficiency as it is the actual use of the language.**
 - **They can be assessed through 3 methods:**



Principle Ten

- **Direct Assessment of the outcomes.**
 - Most useful in a classroom setting, but only valid for closed tasks.
- **Discourse analytic measures**
 - Not practical in a busy classroom as it requires speech transcription and analysis.
- **External Ratings**
 - Practical but requires expertise to ensure reliable ratings.

Connection

Using #1 during the internship and #3 at WSE.



Principle Eleven

Learners need to engage collaboratively in talk about linguistic problems and try to agree on solutions to them.

Principle Eleven

- An extension of Principle 7.
- Learning a new language is not just developing linguistic and communicative ability, but also **an opportunity to acquire new symbolic forms**.
- Learners can take on **new identities and personalities**.
- Learning an L2 can change how learners **view reality and the world around them**.

Connection →

*Research Paper for
Fundamentos II*



Principle Twelve

Instruction needs to take into account the subjective aspect to learning a new language.

Principle Twelve

- Instructional activities should encourage learners to engage in language play and form emotional identification with the target language.

Connection →

*Final Activity of Internship:
Declaration of Feelings*



Conclusions

Conclusions

- These principles are derived from Ellis' views and research on SLA.
- He acknowledges that they are not universal, nor set in stone.
- Is there room for a 13th or 14th principle?
- Could these principles change if Ellis' research had gone towards different SLA theories?



Conclusions

- Could different researchers, thus, have different principles?
- Ellis last updated the principles in 2014. Should they be revisited considering how much the world has changed?
- Are there any principles – out of the 12 or new ones – that may apply or not to English SLA instruction specifically?



Bibliography & Sources

- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language* (4th ed.). National Geographic Learning.
- White, E. Principles of instructed second language learning [PowerPoint slides]. Instituto Pbro. Dr. Antonio Saenz. https://institutosaenzbue.infed.edu.ar/aula/archivos/_1120/Principles_of_instructed_second_language_learning_2022.pdf?id_curso=1120

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•Principle Twelve

- Brown concrete building during daytime. Photo by Finn on Unsplash.

•Conclusion

- Beige, red, and brown signages on beige stand at daytime. Photo by Soner Eker on Unsplash.

The end.