

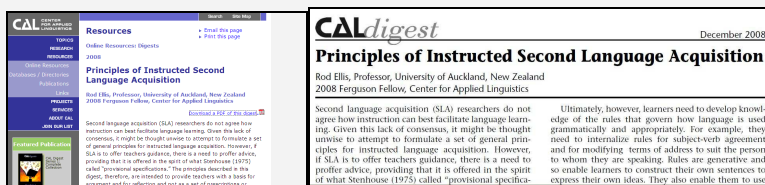
## Naves (2011) on Ellis (2005, 2008) Principles of Instructed Second Language Acquisition

## INPUT SOURCES:

Ellis, R. (2005). *Instructed second language acquisition: A literature review*. Wellington, New Zealand: New Zealand Ministry of Education. Available online at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0008/6983/instructed-second-language.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0008/6983/instructed-second-language.pdf)

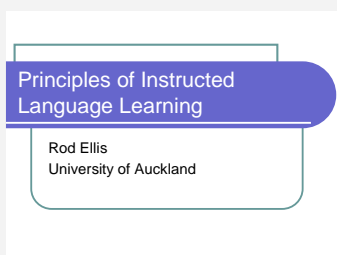


Ellis, R. (2008). Principles of Instructed second language acquisition. *CAL Digest* available at <http://www.cal.org/resources/digest/instructed2ndlang.html>  
[http://www.cal.org/resources/digest/digest\\_pdfs/Instructed2ndLangFinalWeb.pdf](http://www.cal.org/resources/digest/digest_pdfs/Instructed2ndLangFinalWeb.pdf)

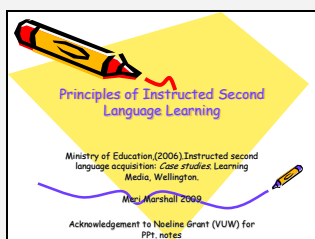


## PRESENTATIONS:

Ellis, R. *Principles of Instructed second language learning*  
[http://tesol.hanyang.ac.kr/0001/com/SLA\(T\)Week4-2\(09\).ppt](http://tesol.hanyang.ac.kr/0001/com/SLA(T)Week4-2(09).ppt)



Ministry of Education & Marshall (2006) *Principles of Instructed second language learning*  
<http://tawkkmaiako.wikispaces.com/file/view/1-WiTR.ppt>





Source: 1 Professor Rod Ellis

The screenshot shows the staff page for Professor Rod Ellis at the University of Auckland. The page header includes the university logo and navigation links. The main content area displays his name, qualifications (MA, MEd, PhD), and current role as Deputy Head of Department. It also lists his department, location, and contact information (email and extension). A small portrait photo of Professor Ellis is included on the right side of the page. The page is titled 'Faculty of Arts - Department of Applied Language Studies and Linguistics'.




Source: 2 <http://artsfaculty.auckland.ac.nz/staff/?UPI=rell035>

The screenshot shows a library catalog listing four books by Rod Ellis. Each entry includes a checkbox, a book cover thumbnail, the title, author, publisher, and year. The books are:

Item #	Title	Author	Publisher	Year
1	<u><a href="#">Analysing learner language</a></u>	Ellis, Rod	Oxford [etc.] : Oxford University Press, cop. 2005	2005
2	<u><a href="#">Classroom second language development : a study of classroom interaction and language acquisition</a></u>	Ellis, Rod	New York [tc.] : Prentice-Hall, cop. 1988	1988
3	<u><a href="#">Classroom second language development : a study of classroom interaction and language acquisition</a></u>	Ellis, Rod	Oxford [etc.] : Pergamon Press, cop.1984	1984
4	<u><a href="#">Form-focused instruction and second language learning</a></u>		Oxford : Blackwell, cop. 2001	2001

Source: 3 Books by Rod Ellis available at the UB library September 2011 (1)





## Naves (2011) on Ellis (2005, 2008) Principles of Instructed Second Language Acquisition

5		<a href="#">Form-focused instruction and teacher education : studies in honour of Rod Ellis</a> Oxford [etc.] : Oxford University Press, 2007	2007
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet	
6		<a href="#">Instructed second language acquisition : learning in the classroom</a> Ellis, Rod Oxford [etc.] : Basil Blackwell, 1990	1990
		<b>Libraries:</b> Campus Mundet	
7		<a href="#">Instructed second language acquisition : learning in the classroom</a> Ellis, Rod Oxford [etc.] : Basil Blackwell, 1990	1990
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet, Lletres	
8		<a href="#">Learning a second language through interaction</a> Ellis, Rod Amsterdam [etc.] : John Benjamins, cop. 1999	1999
	<b>Resum</b>		




**Source: 4 Books by Rod Ellis available at the UB library September 2011 (2)**

9		<a href="#">Planning and task performance in a second language</a> Amsterdam [etc.] : John Benjamins, cop. 2005	2005
	<b>Resum</b>	<b>Libraries:</b> Lletres	
10		<a href="#">Second language acquisition</a> Ellis, Rod Oxford [etc.] : Oxford University Press, 1997	1997
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet, Lletres	
11		<a href="#">Second language acquisition &amp; language pedagogy</a> Ellis, Rod Clevedon [etc.] : Multilingual Matters, cop. 1992	1992
		<b>Libraries:</b> Campus Mundet	
12		<a href="#">Second language acquisition in context</a> Englewood Cliffs, (N.J.) : Prentice-Hall International, cop. 1987	1987

**Source: 5 Books by Rod Ellis available at the UB library September 2011 (3)**

13		<a href="#">SLA Research and language teaching</a> Ellis, Rod Oxford : Oxford University Press, 1997	
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet, Lletres	
14		<a href="#">The Study of second language acquisition</a> Ellis, Rod Oxford : Oxford University Press, 1994	1994
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet, Lletres	
15		<a href="#">Task-based language learning and teaching</a> Ellis, Rod Oxford [etc.] : Oxford University Press, 2003	2003
	<b>Resum</b>	<b>Libraries:</b> Campus Mundet, Lletres	
16		<a href="#">Understanding second language acquisition</a> Ellis, Rod Oxford : Oxford University Press, 1986 [2nd impr.]	1986

**Source: 6 Books by Rod Ellis available at the UB library September 2011 (4)**

	<p><b><u>Rod Ellis TESOL Seminar: Written Corrective Feedback</u></b>  <a href="#">youtube.com</a>                      5 Jan 2009 - 10 min - Uploaded by anaheimu                      © Anaheim University 2008 Anaheim University Chair of the Graduate School of Education Dr. <b>Rod Ellis</b> speaks at Anaheim ...</p>
	<p><b><u>Task-based Assessment by Rod Ellis</u></b>  <a href="#">youtube.com</a>                      12 Mar 2011 - 2 min - Uploaded by ThePreawpan                      Prof. Dr. <b>Rod Ellis</b>, a key plenary speaker in the 2nd International FLLT Conference was talking about an assessment of task-based ...</p>
	<p><b><u>David Nunan, Rod Ellis and Kathleen Bailey ...</u></b>  <a href="#">youtube.com</a>                      23 Jul 2011 - 12 min - Uploaded by anaheimu                      An informal discussion between Anaheim University Graduate School of Education Dean Dr. David Nunan, Anaheim University ...</p>

Source: 7 Samples of videos with Professor Rod Ellis

**Naves (2011) Initial Evaluation about the selection of Ellis (2005, 2008)**

How many of the following reasons do you think were considered in selecting Ellis, R. (2005, 2008) for the course?

- we are going to explore EFL teachers' beliefs about main language teaching practices
- we are going to explore Asian teachers' beliefs about CLT and Instructed SLA Principles
- he is very well-known SLA researchers
- he explores why EFL teachers object and resist implementing CLT
- his study could be easily replicated for a course assignment
- he summarises the main characteristics of CLT very nicely
- Ellis (2005) Principles of Instructed SLA are extremely influential
- we may want to see the extent to which research-based findings are of use in the EFL classroom

**Key Term List selected by Navés:**

analytical	explicit knowledge	grammar
aptitude	extended reading	implicit knowledge
authenticity	extensive input	input
communicative	fluency	Input Processing
competence	focus on form	Input hypothesis
controlled practice	form forms formulaic	instructed SLA interaction
corrective feedback	free practice	meaning
developmental stages	function	Michael Long

## Naves (2011) on Ellis (2005, 2008) Principles of Instructed Second Language Acquisition

mixed ability	Output hypothesis	output	Stephen Krashen
Monitory theory	prior		Skill-learning theory
order	pushed output		syllabus
output	Robert DeKeyser		task-based learning
	rule-based		target language (TL)

### Introducing Key Authors selected by Navés:

Corder, S.	Hymes, H.	Ortega, L.
Dekeyser, R.	Hatch, E.	Pienemann, M.
Dornyei, Z.	Krashen, S.	Schmidt, R.
Dörnyei, Z.	Lantolf, J.	Skehan, P.
Ellis, R.	Long, M.	Swain, M.
Foster, P.	Norris, J.	

### Introducing Key articles selected by Navés from references quoted in Ellis (2008):

- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5, 161-169.
- DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom language acquisition* (pp. 42-63). New York: Cambridge University Press.
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Foster, P. (2001). Rules and routines: A consideration of their role in task-based language production of native and non-native speakers. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching, and testing* (pp. 75-97). London: Pearson.
- Hatch, E. (Ed.). *Second language acquisition*. Rowley, MA: Newbury.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S. (1985). *The input hypothesis*. Harlow, Essex, UK: Longman.
- Lantolf, J. (1996). Second language theory building: Letting all the flowers bloom! *Language Learning*, 46, 713-749.
- Long, M. (1983). Does second language instruction make a difference? A review of the research. *TESOL Quarterly*, 17, 359-382.
- Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- Pienemann, M. (1989). Is language teachable? Psycholinguistic experiments and hypotheses. *Applied Linguistics*, 10, 52-79.
- Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 3-32). Cambridge: Cambridge University Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input and second language acquisition* (pp. 235-252). Rowley, MA: Newbury.

Naves (2001) Quiz on Ellis (2005-2008) Principles of Instructed SLA  
and Marshall's (2009) Interpretation

Available at <http://www.ub.edu/GRAL/Naves/Courses/Instructed-SLA/Naves2011QuizEllis2005InstructedSLA.htm>

1. A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The MONITOR THEORY was proposed by

- a) Stephen Krashen  b) Michael Long  c) Robert DeKeyser  
 d) Bill VanPatten  e) Rod Ellis

2. A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The INTERACTION HYPOTHESIS was proposed by

- a) Stephen Krashen  b) Michael Long  c) Robert DeKeyser  
 d) Bill VanPatten  e) Rod Ellis

3. A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The SKILL-LEARNING THEORY was proposed by

- a) Stephen Krashen  b) Michael Long  c) Robert DeKeyser  
 d) Bill VanPatten  e) Rod Ellis

4. A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The INPUT PROCESSING was proposed by

- a) Stephen Krashen  b) Michael Long  c) Robert DeKeyser  
 d) Bill VanPatten  e) Rod Ellis

5. A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The THEORY OF INSTRUCTED LANGUAGE LEARNING was proposed by

- a) Stephen Krashen  b) Michael Long  c) Robert DeKeyser  
 d) Bill VanPatten  e) Rod Ellis

6. According to Ellis (2005, 2008), SLA theories present different views about such issues as: (a) The value of focus on forms instruction (as opposed to focus on form), (b) The value of teaching explicit knowledge about the L2; and (c) What type of corrective feedback works best for acquisition

- a) True  b) False

7. Ellis (2005, 2008) Principles of Successful Instructed SLA can be summarised as:

- I. Develop a rich repertoire of formulaic expressions and a rule-based competence
  - II. Focus predominantly on meaning
  - III. Focus on form as well.
  - IV. Develop implicit knowledge of the L2 while not neglecting explicit knowledge
  - V. Take into account learners 'built-in' syllabus
  - VI. Provide extensive L2 input
  - VII. Provide opportunities for output
  - VIII. Provide opportunity to interact in the L2 to develop L2 proficiency
  - IX. Take account of individual differences
  - X. Examine free as well as controlled production
- a) True  b) False

8. The first principle of Instructed SLA is to develop a rich repertoire of formulaic expressions and rule-based competence.

- a) True  b) False

9. When we learn a language naturalistically, we do so by focusing primarily on how we say it (i.e., form) rather than on what we say (i.e., meaning).

- a) True  b) False

10. Because when we learn a language naturalistically, we do so by focusing primarily on what we want to say (i.e., meaning) rather than on how we say it (i.e., form), instruction needs to cater to this capacity for learning naturally by creating contexts in which learners focus on message content, according to Ellis (2005, 2008).

- a) True  b) False

11. Following Ellis (2008), examples of formulaic expressions include: *I don't know. I don't understand. I don't want \_\_\_\_\_. Can I have \_\_\_? What's your name? I'm very sorry. No thank you. How much does \_\_\_\_\_ cost?*

- a) True  b) False

12. According to Ellis (2005, 2008), classroom studies show that learners often internalize rote-learned material as chunks, thus the importance of principle 1: Developing a rich repertoire of formulaic expressions and rule-based competence.

- a) True  b) False

13. According to Skehan (1998) in Ellis (2005, 2008), formulaic expressions are necessary for developing fluency

- a) True  b) False

14. According to Ellis (2005, 2008), more traditional teaching of grammar can be profitable IF delayed until later i.e. teaching of grammar can be profitably delayed until later

- a) True  b) False

15. Ellis (2005, 2008) second principle states that instruction needs to ensure that learners focus predominantly on form

- a) True  b) False

16. Following Marshall (2009) Ellis's (2005, 2008) third principle according to which instruction needs to ensure that learners also focus on form means noticing patterns of specific forms and structures and noticing the function of those specific forms and structures.

- a) True  b) False

17. Ellis's (2005, 2008) fourth principle states that instruction needs to be predominantly directed at developing explicit knowledge of the L2 while not neglecting implicit knowledge.

- a) True  b) False

18. According to Marshall(2009), developing implicit knowledge of the L2 while not neglecting explicit knowledge entails lots of opportunity to put knowledge into practice through communicative activities

- a) True  b) False

19. According to SLA findings, learners follow a natural order and sequence when learning a language, they master different grammar structures in a fixed and universal order – almost regardless of the language, in Marshall's (2009) words.

- a) True  b) False

20. Following Marshall (2009), taking into account the learner's 'built-in-syllabus' [Ellis's (2005) fifth principle] can be helped by (a) checking learners' prior knowledge, (b) using a task-based approach to learning, (c) providing constant feedback and revision activities and (d) teaching only those structures to students for which they are developmentally ready.

- a) True  b) False

21. Successful instructed language learning requires extensive L2 input is Ellis (2005) sixth principle of successful instructed SLA

- a) True  b) False

22. Since learning requires extensive L2 input learners should be provided with lots of opportunities to listen and read the target language (TL) inside and outside lesson times according to Marshall (2009)

- a) True  b) False

23. Since learning requires extensive L2 input teachers should use the TL as much as possible; give lots of opportunity to listen to TL in songs, DVDs, CDs, appropriate websites; provide lots of opportunities to read TL eg. short stories, poems, etc. according to Marshall (2009).

- a) True  b) False



24. Krashen proposed the Output Hypothesis

- a) True  b) False

25. Merrill Swain proposed the Input Hypothesis

- a) True  b) False

26. Merrill Swain also suggested the importance of pushed output. Little pushed output is found in classrooms where there is an emphasis on either controlled practice exercises or in classrooms which offer few opportunities for extended talk.

- a) True  b) False

27. Taking into account individual differences is Ellis (2005, 2008) ninth principle of successful instructed SLA.

- a) True  b) False

28. According to Marshall (2009) teachers, in order to provide opportunities to interact in the L2 to develop L2 proficiency (Ellis (2005) eighth principle) can (a) co-construct tasks with students which need to give learners chance to express own personal meaning and go beyond their current level of proficiency; (b) make sure they provide an authentic reason to interact; (c) group learners in mixed ability; (d) provide opportunities to learners to interact in TL to seek personal information...

- a) True  b) False

29. According to Ellis (2005, 2008) aptitude and motivation are the two most important individual differences teachers should take into account.

- a) True  b) False

30. According to Ellis (2005, 2008) because learners have different types of language aptitude (e.g. analytical vs. memory-based), teachers should use a variety of learning activities and provide learner training to encourage flexible learning approach.

- a) True  b) False

31. According to Ellis (2005, 2008) instruction should examine free as well as controlled production (Principle 10)

- a) True  b) False

-----Key<sup>1</sup> to Naves (2011) Quiz on Ellis (2005, 2008) Principles of SLA and Marshall's (2009) Interpretation: -----

**Naves (2011) Cloze on Ellis (2005, 2009) Principles of Instructed SLA**

Available from <http://www.ub.edu/GRAL/Naves/Courses/Instructed-SLA/Naves2011ClozeEllis2005InstructedSLA.htm>

2005 analytical Aptitude authentic communicative competence controlled  
controlled corrective developmentally differences differences eighth extended  
extensive extensive fifth fixed fluency form form form forms formulaic  
formulaic formulaic free function grammar implicit implicit input Input  
Instructed interact interact knowledge knowledge listen lots meaning  
meaning meaning Michael Long mixed order Output output prior Processing  
pushed read read Robert DeKeyser rule-based Stephen Krashen syllabus task-  
based TL

A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The Monitor Theory was proposed by (1) \_\_\_\_\_; the Interaction Hypothesis was proposed by (2) \_\_\_\_\_; the Skill-learning theory was proposed by (3) \_\_\_\_\_; the Input (4) \_\_\_\_\_ by Bill VanPatten and the Theory of (5) \_\_\_\_\_ SLA by Rod Ellis.

According to Ellis (2005, 2008), SLA theories present different views about such issues as: (a) the value of focus on (6) \_\_\_\_\_ instruction (as opposed to focus on form), (b) the value of teaching explicit knowledge about the L2; and (c) what type of (7) \_\_\_\_\_ feedback works best for acquisition

Ellis (2005, 2008) Principles of Successful Instructed SLA can be summarised as:

- I. Develop a rich repertoire of (8) \_\_\_\_\_ expressions and a (9) \_\_\_\_\_ competence
- II. Focus predominantly on (10) \_\_\_\_\_
- III. Focus on (11) \_\_\_\_\_ as well.
- IV. Develop (12) \_\_\_\_\_ knowledge of the L2 while not neglecting explicit (13) \_\_\_\_\_
- V. Take into account learners 'built-in' (14) \_\_\_\_\_
- VI. Provide (15) \_\_\_\_\_ L2 input
- VII. Provide opportunities for (16) \_\_\_\_\_
- VIII. Provide opportunity to (17) \_\_\_\_\_ in the L2 to develop L2 proficiency
- IX. Take account of individual (18) \_\_\_\_\_
- X. Examine free as well as (19) \_\_\_\_\_ production

I. The first principle of Instructed SLA proposes to develop a rich repertoire of (20)\_\_\_\_\_ expressions and rule-based (21)\_\_\_\_\_. When we learn a language naturalistically, we do so by focusing primarily on what we say (i.e., (22)\_\_\_\_\_) rather than on how we say it (i.e., (23)\_\_\_\_\_). It is for this reason that instruction needs to cater to this capacity for learning naturally by creating contexts in which learners focus on message content, according to Ellis ((24)\_\_\_\_\_, 2008).

Following Ellis (2008), examples of (25)\_\_\_\_\_ expressions include: I don't know. I don't understand. I don't want \_\_\_\_\_. Can I have \_\_\_? What's your name? I'm very sorry. No thank you. How much does \_\_\_\_\_ cost?. According to Ellis (2005, 2008), classroom studies show that learners often internalize rote-learned material as chunks. According to Skehan (1998) in Ellis (2005, 2008), formulaic expressions are necessary for developing (26)\_\_\_\_\_. More traditional teaching of (27)\_\_\_\_\_ can be profitable if delayed until later i.e., teaching of grammar can be profitably delayed until later.

II. Ellis (2005, 2008) second principle states that instruction needs to ensure that learners focus predominantly on (28)\_\_\_\_\_.

III. Following Marshall (2009) interpretation of Ellis's (2005, 2008) third principle i.e. instruction needs to ensure that learners also focus on (29)\_\_\_\_\_ means noticing patterns of specific forms and structures and noticing the (30)\_\_\_\_\_ of those specific forms and structures.

IV. Ellis's (2005, 2008) fourth principle states that instruction needs to be predominantly directed at developing (31)\_\_\_\_\_ knowledge of the L2 while not neglecting explicit (32)\_\_\_\_\_. According to Marshall (2009), developing implicit knowledge of the L2 while not neglecting explicit knowledge entails giving students lots of opportunity to put knowledge into practice through (33)\_\_\_\_\_ activities.

V. According to SLA findings, learners follow a natural (34)\_\_\_\_\_ and sequence when learning a language, they master different grammar structures in a (35)\_\_\_\_\_ and universal order – almost regardless of the language, in Marshall's (2009) words. Taking into account the learner's 'built-in-syllabus' [Ellis's (2005) (36)\_\_\_\_\_ principle] can be helped by (a) checking learners' (37)\_\_\_\_\_ knowledge, (b) using a (38)\_\_\_\_\_ approach to learning, (c) providing constant feedback and revision activities and (d) teaching only those structures to students for which they are (39)\_\_\_\_\_ ready.

VI. Successful instructed language learning requires (40)\_\_\_\_\_ L2 input as Ellis (2005) sixth principle of successful instructed SLA states. Since learning requires extensive L2 (41)\_\_\_\_\_ learners should be provided with (42)\_\_\_\_\_ of opportunities to listen and (43)\_\_\_\_\_ the target language (TL) inside and outside lesson times according to Marshall (2009). Since learning requires extensive L2 input teachers should use the (44)\_\_\_\_\_ as much as possible; give lots of opportunity to (45)\_\_\_\_\_ to TL in songs,

DVDs, CDs, appropriate websites; provide lots of opportunities to  
(46)\_\_\_\_\_ TL eg. short stories, poems, etc. according to Marshall  
(2009). Stephen Krashen proposed the (47)\_\_\_\_\_ Hypothesis.

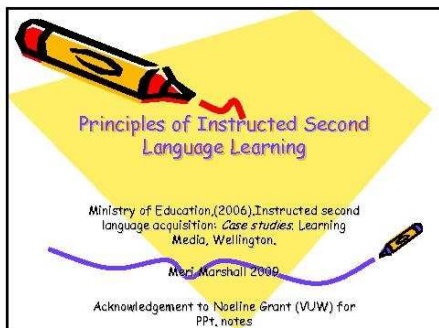
VII. Merrill Swain proposed the (48)\_\_\_\_\_ Hypothesis. Merrill Swain also suggested the importance of (49)\_\_\_\_\_ output. Little pushed output is found in classrooms where there is an emphasis on either (50)\_\_\_\_\_ practice exercises or in classrooms which offer few opportunities for (51)\_\_\_\_\_ talk.

VIII. According to Marshall (2009), teachers, in order to provide opportunities to interact in the L2 to develop L2 proficiency (Ellis (2005) (52)\_\_\_\_\_ principle) can (a) co-construct tasks with students which need to give learners chance to express own personal meaning and go beyond their current level of proficiency; (b) make sure they provide an (53)\_\_\_\_\_ reason to interact; (c) group learners in (54)\_\_\_\_\_ ability; (d) provide opportunities to learners to (55)\_\_\_\_\_ in TL to seek personal information...

IX. Taking into account individual (56)\_\_\_\_\_ is Ellis (2005, 2009) ninth principle of successful instructed SLA. (57)\_\_\_\_\_ and motivation are the two most important individual differences teachers should take into account according to Ellis (2005, 2008). Because learners have different types of language aptitude (e.g. (58)\_\_\_\_\_ vs. memory-based), teachers should use a variety of learning activities and provide learner training to encourage flexible learning approach.

X. Instruction should examine (59)\_\_\_\_\_ as well as controlled production (Principle 10)

----Key <sup>2</sup> to Naves (2011) Cloze on Ellis (2005, 2009) Principles of Instructed SLA ----



1. Develop a rich repertoire of formulaic expressions and a rule-based competence
2. Focus predominantly on meaning
3. Focus on form
4. Develop implicit knowledge of the L2 while not neglecting explicit knowledge
5. Take into account learners 'built-in' syllabus
6. Provide extensive L2 input
7. Provide opportunities for output
8. Provide opportunity to interact in the L2 to develop L2 proficiency
9. Take account of individual differences
10. Examine free as well as controlled production

### 1. Develop a rich repertoire of formulaic expressions and a rule-based competence

<p><b>What does it mean?</b></p> <ul style="list-style-type: none"> <li>• Co-construction of useful phrases</li> <li>Eg, Kei te pēhea koe?</li> <li>• Focus on fluency before accuracy</li> <li>• Explain language patterns when appropriate</li> </ul>	<p><b>What does it look like in the classroom?</b></p> <ul style="list-style-type: none"> <li>• T uses TL as much as possible</li> <li>• Posters of TL on wall</li> <li>• Wall charts showing language patterns</li> <li>• Student errors</li> </ul>
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### 2. Focus predominantly on meaning

<p><b>What does it mean?</b></p> <ul style="list-style-type: none"> <li>• Semantic meaning (eg. types of words and structures)</li> <li>• Pragmatic meaning (eg. Real acts of communication)</li> </ul>	<p><b>What does it look like in the classroom?</b></p> <p>Learning activities are based around tasks that:</p> <ul style="list-style-type: none"> <li>• Focus on authentic situations</li> <li>• Have some kind of information gap (eg spot the difference)</li> <li>• Requires learners to construct TL not just manipulate what they know</li> <li>• Have clearly defined outcomes (eg role plays, jig-saw activity)</li> </ul>
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### 3. Focus on form

<p><b>What does it mean?</b></p> <ul style="list-style-type: none"> <li>• Noticing <b>patterns</b> of specific forms and structures</li> <li>• Noticing the <b>function</b> of those specific forms and structures</li> <li>Eg the use of 'I' or 'kua' can indicate a completed action in the past</li> </ul>	<p><b>What does it look like in the classroom?</b></p> <ul style="list-style-type: none"> <li>• Explicit focus on grammar</li> <li>• Focused tasks to help learners process a specific structure</li> <li>• Introduce grammar through use of songs, simple poems, rhymes etc</li> <li>• Explicit corrective feedback that is sensitive and modelled orally. Focus on major errors</li> </ul>
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### 4. Develop implicit knowledge of the L2 while not neglecting explicit knowledge

<p><b>What does it mean?</b></p> <ul style="list-style-type: none"> <li>• <b>Implicit knowledge:</b> learners hold unconsciously &amp; has become internalised</li> <li>• <b>Explicit knowledge:</b> how to label features of the TL</li> <li>• Eg grammar sound patterns is conscious and learned knowledge</li> </ul>	<p><b>What does it look like in the classroom?</b></p> <ul style="list-style-type: none"> <li>• Lots of opportunity to put knowledge into practice through communicative activities</li> <li>• Develop implicit knowledge through repeated use of songs, charts, simple poems etc</li> </ul>
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Source: 8 Ministry of Education & Marshall (2006) *Principles of Instructed second language learning*  
<http://tawkkmaiako.wikispaces.com/file/view/1-WiTR.ppt>


**5. Take into account learners 'built-syllabus'**

**What does it mean?**

- Learners follow a natural order and sequence when learning a language
- They master different grammar structures in a fixed and universal order - almost regardless of the language

**What does it look like in the classroom?**

- Acknowledge and incorporate prior learning
- Use a task-based approach to learning
- Provide constant revision activities
- Teach structures to students who are developmentally ready




**6. Provide opportunities for L2 input**

**What does it mean?**

- Learners are provided with lots of opportunities to listen and read the TL inside and outside lesson times

**What does it look like in the classroom?**

- Teacher uses the TL as much as possible
- Lots of opportunity to listen to TL in songs, DVDs, CDs, appropriate websites
- Lots of opportunities to read TL eg. Simplified readers, poems, stories
- Provide lots of opportunities for students to access TL outside of lesson times




**7. Provide opportunities for L2 output**

**What does it mean?**

- Learners are provided with lots of opportunities to speak, write and present in the TL inside and outside lesson times

**What does it look like in the classroom?**

- Lots of opportunities to speak the TL, surveys in and outside the lesson (eg. Role-plays, split information, make a video, surveys)
- Lots of opportunities to write in TL (eg. Text messages Letter, email, personal ID).
- Focussing on fluency first then accuracy



**8. Provide opportunity to interact in the L2 to develop L2 proficiency**


**What does it mean?**

There are 3 interaction goals:

- Core:** Focus on lesson content
- Framework:** Focus on classroom management and task accomplishment
- Social:** Focus on personal life

**What does it look like in the classroom?**

- Co-construct tasks with students. Tasks need to:
  - Give learners chance to express own personal meaning
  - Be beyond their current level of proficiency
  - Have an authentic reason to interact
- Group learners in mixed ability
- Opportunities given to learners to interact in TL to seek personal information



**9. Take account of individual differences**


**What does it mean?**

Learning will be more successful when:

- Teaching is matched to the learners aptitude for learning
- Students are motivated

**What does it look like in the classroom?**

- Flexibility in the delivery, prior learning considered when planning
- Variety of learning activities and choices offered
- Range of meta-cognitive strategies taught
- Individual feedback given
- Group-work, student-centred learning is the norm



**10. Examine free as well as controlled production**

**What does it mean?**

**Controlled production:**

Is a closed task with a single correct outcome eg. Spot the difference

**Free production:** is an open task where learners are given a scenario. They source the language to meet the outcomes of the task


**What does it look like in the classroom?**

**Controlled**

- Exercises eg. Drills, fill in the gaps
- Prescribed role play

**Free**

- Open-ended tasks
- Spontaneous tasks



Source: 9 Ministry of Education & Marshall (2006) *Principles of Instructed second language learning*  
<http://tawkkmaiako.wikispaces.com/file/view/1-WITR.ppt>

<sup>1</sup> Key to Naves (2011) Quiz on Ellis (2005, 2008) Principles of SLA and Marshall's (2009) Interpretation:

1. (a) 2. (b) 3. (c) 4. (d) 5. (e) 6. (a) 7. (a) 8. (a) 9. (b) 10. (b) 11. (a) 12. (a) 13. (a) 14. (a) 15. (b) 16. (a) 17. (b) 18. (a) 19. (a) 20. (a) 21. (a) 22. (a) 23. (a) 24. (b) 25. (b) 26. (a) 27. (a) 28. (a) 29. (a) 30. (a) 31. (a)

<sup>2</sup> Key to Naves (2011) Cloze on Ellis (2005, 2009) Principles of Instructed SLA

A number of different theories of L2 acquisition have been formulated that specifically address the role of instruction in learning. The Monitor Theory was proposed by Stephen Krashen; the Interaction Hypothesis was proposed by Michael Long; the Skill-learning theory was proposed by Robert DeKeyser; the Input Processing by Bill VanPatten and the Theory of Instructed SLA by Rod Ellis.

According to Ellis (2005, 2008), SLA theories present different views about such issues as: (a) the value of focus on forms instruction (as opposed to focus on form), (b) the value of teaching explicit knowledge about the L2; and (c) what type of corrective feedback works best for acquisition

Ellis (2005, 2008) Principles of Successful Instructed SLA can be summarised as:

- I. Develop a rich repertoire of formulaic expressions and a rule-based competence
- II. Focus predominantly on meaning
- III. Focus on form as well.
- IV. Develop implicit knowledge of the L2 while not neglecting explicit knowledge
- V. Take into account learners 'built-in' syllabus
- VI. Provide extensive L2 input
- VII. Provide opportunities for output
- VIII. Provide opportunity to interact in the L2 to develop L2 proficiency
- IX. Take account of individual differences
- X. Examine free as well as controlled production

I. The first principle of Instructed SLA proposes to develop a rich repertoire of formulaic expressions and rule-based competence. When we learn a language naturalistically, we do so by focusing primarily on what we say (i.e., meaning) rather than on how we say it (i.e., form). It is for this reason that instruction needs to cater to this capacity for learning naturally by creating contexts in which learners focus on message content, according to Ellis (2005, 2008).

Following Ellis (2008), examples of formulaic expressions include: I don't know. I don't understand. I don't want \_\_\_\_\_. Can I have \_\_\_\_? What's your name? I'm very sorry. No thank you. How much does \_\_\_\_\_ cost?. According to Ellis (2005, 2008), classroom studies show that learners often internalize rote-learned material as chunks. According to Skehan (1998) in Ellis (2005, 2008), formulaic expressions are necessary for developing fluency. More traditional teaching of grammar can be profitable if delayed until later i.e., teaching of grammar can be profitably delayed until later.

II. Ellis (2005, 2008) second principle states that instruction needs to ensure that learners focus predominantly on meaning.

III. Following Marshall (2009) interpretation of Ellis's (2005, 2008) third principle i.e. instruction needs to ensure that learners also focus on form means noticing patterns of specific forms and structures and noticing the function of those specific forms and structures.

IV. Ellis's (2005, 2008) fourth principle states that instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge. According to Marshall (2009), developing implicit knowledge of the L2 while not neglecting explicit knowledge entails giving students lots of opportunity to put knowledge into practice through communicative activities.

V. According to SLA findings, learners follow a natural order and sequence when learning a language, they master different grammar structures in a fixed and universal order – almost regardless of the language, in Marshall's (2009) words. Taking into account the learner's 'built-in-syllabus' [Ellis's (2005) fifth principle] can be helped by (a) checking learners' prior knowledge, (b) using a task-based approach to learning, (c) providing constant feedback and revision activities and (d) teaching only those structures to students for which they are developmentally ready.

VI. Successful instructed language learning requires extensive L2 input as Ellis (2005) sixth principle of successful instructed SLA states. Since learning requires extensive L2 input learners should be provided with lots of opportunities to listen and read the target language (TL) inside and outside lesson times according to Marshall (2009). Since learning requires extensive L2 input teachers should use the TL as much as possible; give lots of opportunity to listen to TL in songs, DVDs, CDs, appropriate websites; provide lots of opportunities to read TL e.g. short stories, poems, etc. according to Marshall (2009). Stephen Krashen proposed the Input Hypothesis.

VII. Merrill Swain proposed the Output Hypothesis. Merrill Swain also suggested the importance of pushed output. Little pushed output is found in classrooms where there is an emphasis on either controlled practice exercises or in classrooms which offer few opportunities for extended talk.

VIII. According to Marshall (2009), teachers, in order to provide opportunities to interact in the L2 to develop L2 proficiency (Ellis (2005) eighth principle) can (a) co-construct tasks with students which need to give learners chance to express own personal meaning and go beyond their current level of proficiency; (b) make sure they provide an authentic reason to interact; (c) group learners in mixed ability; (d) provide opportunities to learners to interact in TL to seek personal information...

IX. Taking into account individual differences is Ellis (2005, 2009) ninth principle of successful instructed SLA. Aptitude and motivation are the two most important individual differences teachers should take into account according to Ellis (2005, 2008). Because learners have different types of language aptitude (e.g. analytical vs. memory-based), teachers should use a variety of learning activities and provide learner training to encourage flexible learning approach.

X. Instruction should examine free as well as controlled production (Principle 10)