More Target Language: Every Day / All Hour

WAFLT Fall Conference 2013

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Use of the Target Language in the Classroom (May 2010)

“Research indicates the effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. . . ACTFL, therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom.”

More Target Language: Getting started . . .

- What helps you and your students to stay in the target language?
- What are your challenges?
- What gets in the way of staying in the target language?
More Target Language: Every Day / All Hour

- **How** can the teacher make the Target Language (TL) comprehensible?
- **How** can we maximize the use of TL inside and outside of the classroom?
- **What** is **your** action plan?
How can the teacher make the Target Language (TL) comprehensible?
How can the teacher make the Target Language (TL) comprehensible?

ACTFL Position Statement

Use of the Target Language in the Classroom (May 2010)

“In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

• provide comprehensible input that is directed toward communicative goals;
• make meaning clear through body language, gestures, and visual support;
• conduct comprehension checks to ensure understanding;
• negotiate meaning with students and encourage negotiation among students;
• elicit talk that increases in fluency, accuracy, and complexity over time;
• encourage self-expression and spontaneous use of language;
• teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
• offer feedback to assist and improve students’ ability to interact orally in the target language.
How can the teacher make the Target Language (TL) comprehensible?

Leveled questions / tasks

- Simple yes/no questions
- Either/or questions
- Simple who, what & where questions
- Simple how, why questions
How can the teacher make the Target Language (TL) comprehensible?

Standards-based Thematic Curriculum

**Theme:** Biographical Facts / FAMILY

**Topic:** Getting to know my/your family

**Targeted Proficiency Level:** Novice (low / mid)

**Enduring understandings:**
There are families in every culture.
Cultural factors influence the make-up of families.

**Essential questions:**
What makes a family a family?
What factors affect the structure and dynamics of a family?
What is a family’s role in society?

**Knowledge and skills:**

- SS will know that there are many factors that affect the structure of families and the roles and relationships of family members (e.g. population, economics, religion, traditions, intergenerational relationships and responsibilities, other cultural norms….)

- SS will know that although a family can be shaped by cultural factors, individual families are also unique entities.

- SS will be able to describe their own families, telling…
  how their family is a product of their culture(s).
  how their family is unique.
How can the teacher make the Target Language (TL) comprehensible?

Standards-based Thematic Curriculum

**Interpretive Mode**
Read texts describing families in different cultures. Identify what they have in common and what is unique or special about them.
Write questions that would help you learn more about how their culture influences and/or reflects their family.

**Presentational Mode**
Imagine that a student from another country is coming to live with you and your family.
Introduce your family, using both text (spoken or written) and visuals (video or photos). Include aspects of your family life that might be unfamiliar to someone from another culture.
Ask questions about their family that will help you to get to know them and to understand more about families in their culture.

**Interpersonal Mode**
In small groups, discuss:
• how your families represent local culture.
• what makes your family unique or special.
Discover what you have in common and how you are different.
How can we maximize the use of TL inside and outside of the classroom?

- Teacher sets expectations for TL use
- Key phrases
- Awareness of language use / Avoid flipping between TL and English
- Rewards and celebrations for TL use
- Low affective filter
- Focus on communication
- Seating arrangements / pair and group work
- Negotiate meaning with classmates and teacher
- Clear understanding of goal of lesson / activity
- Appropriate error correction
How can we maximize the use of TL inside and outside of the classroom?

Key phrases

CONFUSION

• What?
• I don’t know.
• I’m sorry. I don’t understand.
• How do you say - - - in Spanish?
• What does - - - mean in English?

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<th>How much <strong>time</strong> do you have to learn <strong>Spanish</strong>?</th>
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<thead>
<tr>
<th><strong>Talk around</strong> the words you don’t know. Act it out! Draw! Communicate!</th>
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<th><strong>SPORTS ANALOGY:</strong> Don’t drop the ball.</th>
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When should English be used?

Can I avoid using English?

• Can I find a way to communicate the idea in the target language?
• Can I simplify the concept or the information?
• Can I add concrete materials, visuals, or experiences to enrich the context and to make the concept or the information comprehensible in the new language?
• Should I consider teaching this later when the students are more proficient?

Helena Curtain and Carol Ann Dahlberg, *Languages and Children: Making the Match*
When should English be used?

- Setting TL expectations at the beginning of a course
- CONSCIOUS decision to use English in a specific place in the lesson (beginning or end without flipping back and forth)
- BRIEF directions
- Encouraging student metacognition about language acquisition
- Student group work / students helping students
RESOURCES


Terrill, Laura, Maintaining Target Language in the Classroom, presented at CSCTFL 2013, http://lauraterrill.wikispaces.com (CSC Key Slides Maintaining Target Language.pptx)


Cottrell, Sara-Elizabeth, Top 3 mistakes teachers of novices make, Musicuentos, October 9, 2013, http://musicuentos.com/2013/10/novicemistake/?utm_source=feedburner
What is *your* action plan?

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