

EMPOWERING STUDENTS TO USE THE TARGET LANGUAGE

Professional Learning Processing Guide

This processing guide is designed to provide teachers with a self-moderated professional learning experience through deepening their understanding of supporting students use of the target language.



The language acquisition process is not complete until we achieve meaningful output from students. Providing learners the support they need to excel in applying their language learning is as critical as the input the teacher provides. The *Teacher Effectiveness for Language Learning Framework* identifies the characteristics and behaviors exhibited by a model world language teacher and supports the need for *Empowering Students to Use the Target Language*.

This Professional Learning Processing Guide will take you on a growth path that will lead to a better understanding and a plan for implementation of effective strategies. You will be interacting with the following resources designed to support your professional learning. As you progress through this guide, you will explore your initial understanding of the topic, dig a little deeper into the topic, explore and try a new strategy or two, and see what it could look like in a classroom.



Overview Document

This overview document written by world language expert, Alyssa Villarreal, provides background from both language and general education and outlines strategies that support student target language use.



Video Vignette

This overview video features classroom vignettes, as well as interviews with teachers and students reflecting on the impact of target language use.



Teacher Presentation

This video presentation developed by a practicing Spanish teacher provides an explanation of strategies that and and examples of classroom learning aids that empower students to use the target language.



At-a-Glance Infographic

This visual representation summarizes important concepts and key strategies shared in the overview document and other resources in this module.



Additional Resources

This link collection includes scholarly readings, journal publication, videos and other online resources selected to support additional professional learning on the topic.

As you engage with the resource and complete the posed questions, think deeply about your current practices, use evidence to support your opinions, and engage critical friends who can give you meaningful feedback and expand the discussion.



PROCESSING GUIDE: Empowering Student Target Language Use

Getting Familiar



Consider what you already know about how to encourage and support target language use by your students. Then review the *At-a-Glance Infographic* and answer the questions below. Be honest in your reflections and allow yourself room for professional growth.

TIME TO REFLECT

How often and how much are your students using the target language either to process comprehensible input or produce and use language? Have you considered possible reasons students are switching back to their native language? What tools do your students currently have access to that encourage their use of the target language?

TELL ME MORE!

What do you know already about
Students' Target Language Use?

What more do you want to
learn about Students' Target Language Use?



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Explore More



Learn how to *Empower Students to Use the Target Language* by reading through the overview document and viewing. Then reflect on your learning by answering the questions below.

WHAT I LEARNED ...

List some of the larger lessons or principles you learned both from what you read and viewed.

HOW DO YOU FEEL?

What is your emotional response to the new learning?

I THOUGHT SO!

What understandings did you have validated as a result of your reading?

AH-HA!

What surprised you in your reading/viewing or what "ah-ha" moments did you have?



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Digging Deeper



Now that you have gotten an introduction to the focus of this module, learn some more specific strategies from a practicing teacher. While interacting with the teacher presentation video, consider these questions and then take a moment to reflect on your learning.

LET'S GET SPECIFIC

Which specific strategies mentioned in the teacher presentation caught your attention? Why?

WHAT IF?

Consider how you might apply what you've learned in your own teaching situation.

Commitment Time

Consider what actions you'll take next as a result of your learning. Identify at least one next step you will take in your teaching situation. Consider how you will know that you have been successful in your implementation of a new idea. Review the feedback form for strategy specific ideas you may want to focus on in your work.

WHAT'S NEXT

How do you want to apply your learning going forward?



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Extend Your Learning



If you would like to explore this topic further and want additional information explore the resources listed below. These professional learning resources include scholarly readings, journal publications, videos and other online resources that will support your learning.



Use of the Target Language in the Classroom

American Council on the Teaching of Foreign Languages

<http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>



Increase Your Students Usage of Target Language in Class

Calico Spanish

<http://calicospanish.com/increase-your-students-usage-of-target-language-in-class/>



Tuesday's Tips For Staying in The Target Language

Caleb Howard

<http://senorhoward.com/>



Language Use in the Foreign Language Classroom

Katie Harrison & Gregory Thompson. Foreign Language Annals (2014).

<http://onlinelibrary.wiley.com/doi/10.1111/flan.12079/epdf>



Keeping It in the Target Language

Aleidine J. Moeller & Amy Roberts. CSCTFL Report (2013).

<http://www.cscftl.org/documents/2013Report/Chapter%202.pdf>

