

USING THE TARGET LANGUAGE & PROVIDING COMPREHENSIBLE INPUT

Professional Learning Processing Guide

This processing guide is designed to provide teachers with a self-moderated professional learning experience through deepening their understanding of comprehensible input when using the target language.



If the central task for the language teacher is to create a climate focused on creating the context within which language acquisition can occur, then it is critical to infuse the learning environment with the target language. The *Teacher Effectiveness for Language Learning Framework* identifies the characteristics and behaviors exhibited by a model world language teacher and supports the need for *Using the Target Language & Providing Comprehensible Input*.

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 when providing *Comprehensible Input*. 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, Helena Curtain, provides an introduction to comprehensible input as one of the key strategies in the language classroom today.



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 Russian teacher provides an explanation of strategies that enable teachers to use the target language when providing comprehensible input.



At-a-Glance Infographic

This visual representation provides an overview to comprehensible input highlighting important features of the concept, sample strategies, helpful tips and more.



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: Comprehensible Input

Getting Familiar



Consider what you already know about “Comprehensible Input” and how much target language input you currently provide your learners. 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

What is the percentage of time that the input your learners receive from you or the materials your share is in the target language. What strategies do you currently use to provide comprehensible input? What are some of the reasons that you use English in your class?

What do you know already about
Comprehensible Input?

TELL ME MORE!

What more do you want to
learn about *Comprehensible Input*?



PROCESSING GUIDE: **Comprehensible Input**

Explore More



Read through the overview document and view the video vignette to learn more about *Comprehensible Input*. 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 overview on the topic and explored the basics about *Comprehensible Input* let's learn more specifics about the process and how it is the driving force of language acquisition. 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 Learning



If you still have questions about *Comprehensible Input* or 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.



Teaching foreign languages K-12: Mapping Planet Earth

Annenberg Foundation.

<http://www.learner.org/libraries/tfl/french/appel/index.html>



Student Teacher's Attitudes and Beliefs About Using the Target Language in the Classroom

Bateman, Blair E. *Foreign Language Annals* Volume 41, Issue 1, pages 11–28, Spring.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2008.tb03277.x/abstract>



Target Language Use in the Second Language Classroom

University of Alberta

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/targetlanguage.html>



Strategies for Staying in the Target Language with Beginners

Calico Spanish

<http://calicospanish.com/strategies-for-staying-in-the-target-language-with-beginners/>



Instructor Target Language Use in Today's World Language Classrooms.

Central States Conference on the Teaching of Foreign Languages Report. Diane Ceo-DiFrancesco

<http://www.cscftl.org/documents/2013Report/Chapter%201.pdf>



Tuesday's Tips For Staying in The Target Language

Caleb Howard

<http://senorhoward.com/>



Going for 90 Plus How to Stay in the Target language

Crouse, Douglass. *The Language Educator*. October, 2012.

https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf



Teaching in the Target Language

National Capital Language Resource Center. 2012. Newsletter Vol. 14 No. 2. Helena Curtain

http://nclrc.org/about_teaching/topics/PDFs/FeatureCurtain-TeachingintheTargetLanguageFINAL.pdf



Language Using the Target Language in the Classroom.

Hillary McColl

<http://www.languageswithoutlimits.co.uk/resources/TargetLanguage.pdf>

