

USING THE TARGET LANGUAGE & PROVIDING COMPREHENSIBLE INPUT

At-a-Glance Infographic

One of the most valuable elements of the context for communication is the target language itself. Learners need to be surrounded with comprehensible input in order to facilitate the acquisition of the new language.

90%+

I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. – LE4a (TELL Framework)

BEFORE USING ENGLISH, ASK YOURSELF

- **communicate**
Can I find a way to communicate the idea in the language?
- **substitute**
Can I substitute a different concept?
- **simplify**
Can I simplify what I am trying to communicate?
- **delay**
Can I delay a topic until we can deal with it in the target language?

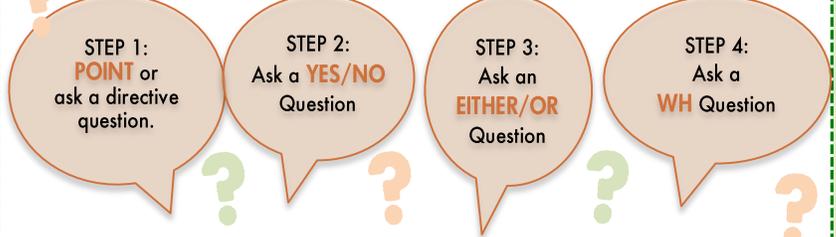
COMPREHENSIBLE IN • PUT

- Learners should be able to **understand the essence** of what is being said or presented to them.
- Useful input must contain a message that learners **want and need** to understand. There must be some communicative intent.
- When input is comprehensible and **meaning bearing**, learners can **bind forms and meaning** and **interact** using the language.

CREATING COMPREHENSIBLE LANGUAGE

paraphrase images & manipulatives build on previous knowledge routines gestures slow down care taker speech

PROVIDING INPUT THROUGH QUESTIONS



Follow the Natural Approach Questioning Sequence to Scaffold Input, Provide Processing Time & Use a Check for Understanding for the Teacher and the Learner

are you understanding the words that are coming out of my mouth?

EFFECTIVE USE OF THE TARGET LANGUAGE TO PROVIDE COMPREHENSIBLE INPUT REQUIRES FREQUENT **CHECKS FOR UNDERSTANDING**

The central task for the language teacher is to create a communicative climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language!

HELENA CURTAIN



Use a Sign

To separate the native language from the target language.

And to Remind Yourself!

