Use of the Target Language in the First Day

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Why Using Target Language in the First Day?

- The more students hear TL in meaningful contexts and realistic interactions, the greater will be their linguistic growth.

- The teacher’s use of TL in the first day of class break the fear of using TL and sets the strategy for the rest of the course. In this presentation we will model the application of this strategy and discuss related questions and concerns.

- Foreign language classroom is the environment in which they need the language to communicate.
Theoretical Background

- Research indicates that in order for students to develop language and cultural proficiency, effective language instruction must provide:
  - Significant levels of meaningful communication
  - Interactive feedback in the target language.
ACTFL

ACTFL recommends that language educators and their students use the target language as exclusively as possible (90% plus) during instructional time and, when feasible, beyond the classroom.
Some Strategies for Using Target Language (1)

- In classrooms that feature maximum target-language use, instructors use strategies that include

  1. providing comprehensible input that is directed toward communicative goals;

  2. making meaning clear through body language, gestures, and visual support;

  3. conducting comprehension checks to ensure understanding;
Some Strategies for Using Target Language (2)

4. negotiating meaning with students;

5. eliciting talk that increases in quantity over time;

6. encouraging self-expression; and

7. offering feedback to assist and improve students’ ability to interact orally in the target language.