

90% Target Language in the Classroom Strategies

1. **ACTFL Statement**: 90% usage of target language in the classroom
2. **Articles**: Using the target language in the classroom and making input comprehensible:
 - [Caleb Zimmer](#)
 - [Laura Terrill](#)
 - [Paris Granville](#)
 - [Douglas Crouse](#)
3. **NECTFL Review**: “*Overcoming resistance to 90% target language use: Rationale, challenges, and suggestions.*” Jean W. LeLoup, Robert Ponterio, Mark K. Warford
4. **Teacher Suggestions**:
 - If you are not already using the target language 90 percent of the time, gradually increase your target language use each day. This will ease the transition for the teacher and the students.
 - If your language skills are weak, improve them by taking outside classes; watching videos in the target language; conversing in the target language with colleagues at school; joining a conversation group for the target language; or teaching a lower level class until skills are strong enough to conduct an upper level class in the target language.
 - If you are teaching a complex concept or topic, practice ahead of time what you will say or how you will explain it.
 - Find online articles or attend a workshop or conference session that offers strategies for staying in the target language.
 - Provide large amounts of input (reading and listening) to help improve the communicative output of students (writing and speaking).
 - ***Students need to HEAR the language in order to SPEAK the language.***
 - ***Students need to READ the language in order to WRITE the language.***

- Create a need for the target language in the classroom.
- Teach students the target language the same way they learned their native language:
 - *Comprehensible input and natural repetition*
 - *Real-world tasks and authentic situations*
- Establish consistency of target language use by all teachers across all language levels.

5. Providing Comprehensible Input to Students:

- [Stephen Krashen](#): This site explains comprehensible input.
- **Visual Cues:**
 - Use body cues such as gestures, facial expression, whole-body language.
 - Provide visuals and props.
 - Show realia, graphs, photos, multimedia representations.
 - Model tasks and provide sample products.
 - Attach a specific gesture (TPR) to make a kinesthetic and visual connection to the meaning.
 - Use video, technology and anything else that will help students create their own mental image of the meaning of the structure.
- **Language:**
 - Use language that is consistent and organized.
 - Use rephrasing and paraphrasing to assist with meaning.
 - Define words by example not by translation.
 - Slow the delivery of speech, but do not exaggerate sounds.
 - Speak clearly.
 - Use familiar structures and simplified sentences at lower proficiency levels.
 - Repeat key words and phrases more than once and in different contexts.
 - Use tone of voice to emphasize key part of message.
 - Use written directions to supplement oral directions.

- **Context Clues:**
 - Activate background knowledge of the subject.
 - Ensure that students know the purpose of the class.
 - Use [Advance Organizers](#) to give students an outline preview of what they will hear or view.

- **Total Physical Response:** [Total Physical Response](#) is a classroom activity in which students have a physical response attached to vocabulary. To see a video of this technique, click [here](#).

- **Language Acquisition Projects (LAPs, p. 28):** Developed by Dwight Gradin, an LAP is a technique to use structured and ever expanding comprehensible input.

- **Story Telling:** Tell a [common story](#) that you both know. Think of childhood stories, folktales, etc. You could also give your students props they can use to make up and tell a story.

- **Re-telling:** Re-tell or have students re-tell something that you both saw — last night's football match, a TV show or movie. It has to be something that you watched as well. This will give you the background knowledge to help create comprehensible input.

- **Speaking to a Topic:** Chose a common topic and talk about it for a few minutes. Have your students then tell you about their family, their favorite team, their favorite food, etc.

- **Personalized Questions and Answers (PQAs) ([Carol Gaab](#), *Language Magazine*, March 2014):** PQs are level-appropriate questions that are personally relevant to specific learners (or learner groups) and that revolve around a target language word or structure. The teacher uses PQs to elicit an engaging conversation that will provide the context and repetition that language learners need as they begin the acquisition process.