

MYTH OR REALITY? – IS IT POSSIBLE TO TEACH A MANDARIN LESSON ONLY IN THE TARGET LANGUAGE?

DISCUSS WITH THE PERSON NEXT TO YOU HOW YOU USE TARGET LANGUAGE IN YOUR LESSONS

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TEACHING ONLY IN THE TL – AN EXAMPLE WITH FRENCH



CHOOSE THREE CHINESE WORDS/PHRASES IN THE TL YOU WOULD NEED IN ORDER TO TEACH A PUPIL HOW TO MAKE THIS FORTUNE TELLER

“Teacher talk is different from native speaker talk”
(Macaro, 2000:173)

WHAT OFSTED SAY ABOUT TL

Inadequate

- Teachers use English where the TL could be used to an unnecessary or excessive extent. Teachers use some TL for praise and greetings and for the occasional instructions, but switch rapidly and frequently between the TL and English.
- Teachers provide insufficient opportunities for learners to use the TL for meaningful communication.

OFSTED (2013:1)

WHAT OFSTED SAY ABOUT TL

Outstanding practice

- The TL is the dominant means of communication in the lesson and teachers have high expectations of learners' use at an appropriate level. As a result, learners seek to use the TL as the normal means of communication when talking to the teacher or informally to each other.
- Teachers informally monitor and assess spontaneous TL use, keeping track of learners' progress in order to ensure that their expectations increase as they move through the school.
- Teachers' target language use is monitored by subject leaders and good practice is regularly shared across the department, resulting in a high level of consistency.

OFSTED (2013:2)

STRATEGIES

- Visuals (Body Language, Wall Posters etc)
- Pupil Interpreting
- Mantra
- Survival Phrases
- And many more! (see the references below for more strategies)

- Harris, V., Burch, J., Jones, B. and Darcy, J. (2001) *Something to Say*. London: CLT.
- Christie, C. (2013) *INTERACT! Learning through spontaneous speaking in modern languages* University of Cumbria.
- Macdonald, C. (1993) *Using the Target Language*. MGP International.
- Halliwell, S. and Jones, B. (1991) *On Target: Teaching in the Target Language*. London: CLT.

HOW IS IT POSSIBLE TO TEACH A MANDARIN LESSON ONLY IN THE TARGET LANGUAGE?

- Be clear about your expectations as a teacher. Which goal do you set yourself? Use 40%? 50%? 90%? 100%?
- Be clear on what is stopping you, assess your current use of target language
- Ease yourself into it progressively, what can you do?
- How and when to use the TL? Homework? Learning objectives?
- Be clear about students' usage of TL

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坚持就是胜利！

“The greatest encouragement comes from success, no matter how limited, and using the target language enables success to come from every situation”

Macdonald (1993:26)

THANK YOU FOR LISTENING!



KEEP
CALM
AND USE THE
TARGET
LANGUAGE!

FURTHER READING: TOP PICKS

- Harris, V., Burch, J., Jones, B. and Darcy, J. (2001) *Something to Say*. London: CILT.
- Christie, C. (2013) *INTERACT! Learning through spontaneous speaking in modern languages*. University of Cumbria.
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STRATEGIES

- VISUALS (Wall Posters, Colour Coding)

STRATEGIES

- MANTRA

STRATEGIES

- BANTER

More strategies can be downloaded from the IOE Annual Chinese Conference website

TROUBLESHOOTING

- Rephrasing

TROUBLESHOOTING

- Pupil Interpreting

