

When to Use First Language Instruction

Sheridan School District 2

Teachers should use the student's first language (L1) for clarification purposes. Only use L1 after making an attempt to communicate ideas in the target language (L2) and students still appear to be confused.

When TEACHERS use L1	When STUDENTS use L1	What it is <u>not</u>
Give instructions	Ask a clarifying question	A Substitute for making Content Comprehensible . Make content comprehensible in any language by employing one or more of these strategies: personal dictionaries, word walls, concept definition maps, CLOZE sentences, word sorts, songs, games, visuals, or accessing background schema.
Explain the meaning of complex ideas	Express frustration concerning comprehension	A substitute for Comprehensible Input . Make input of information and ideas comprehensible in your speech and explanation of tasks by using: scaffolds, graphic organizers, Total Physical Response (TPR), sentence strips, multimedia, visuals, realia, etc.
Explain a complex grammar point	Clarify meaning of L2 vocabulary	A formal or summative assessment . The goal is that students understand and can use the content and express their knowledge in the target language. For this reason, assessments should be in the target language.
	Connect L1 to L2	"Parallel Reading" . When reading first in L2 and then the same text in L1, learners will not put in the same effort to try to understand in their second language. Instead they will wait to understand until they read it in their first language.
	Process complex concepts	Use of Google Translate to complete assignments.
	Add to a discussion	A substitute for Adaptation of Content . To adapt content, use leveled readers/texts, pre-highlighted texts, audio recordings of texts, marginal notes