

Part 1: Use of the target language by the teacher

Consider your use of the target language in the light of the following statements and respond 'Routinely', 'Sometimes, if I can', or 'Not usually'.

		Routinely	Sometimes, if I can	Not usually
1	I use the target language to present new language in the lesson.			
2	I give classroom instructions in the target language and students respond appropriately.			
3	I give oral feedback (praise/correction) in the target language.			
4	I use the target language to present new grammar.			
5	I plan my classroom talk in advance, deciding whether to use English or the target language and thinking through how to communicate my meaning effectively (in either language).			
6	I deliberately avoid 'sandwiching' (translating myself) in my classroom talk.			
7	I deliberately use a range of strategies to make my use of the target language accessible to learners, including giving target language examples, simplifying, giving synonyms, using visuals, miming and drawing.			
8	I check constantly with learners to monitor their understanding of my target language.			
9	I take care in my target language use to provide a consistently accurate and fluent model of the target language, with vocabulary, structures and pace of delivery designed to allow learners to emulate it.			
10	I make it very clear to learners that I value spontaneous use of the target language by students: for example, by welcoming and praising their contributions, by rewarding good target language use, etc.			
11	I teach students classroom interaction language and give them opportunities to use it.			
12	I expect students to respond to me in the target language and they do.			
13	I create opportunities for learners to talk spontaneously to each other in the target language.			
14	I plan target language tasks which require learners to use the target language in an unplanned way, reacting to unpredictable elements in conversations.			
15	I use English for work on exam strategies.			
16	I use English to teach grammar.			
17	I use English for AfL feedback during classroom talk.			
18	I monitor learners' spontaneous target language use consistently.			
19	I encourage target language questions (and questions in English when necessary) and other target language utterances of all kinds from students.			

Part 2: Use of the target language by students

Consider students' use of the target language in the light of the following statements and respond 'Most, routinely', 'A few pupils, regularly', or 'Not usually'.

		Most, routinely	A few pupils, regularly	Not usually
1	Students greet me in the target language.			
2	Students use the target language to make basic requests (new book, ask what to do next, etc.).			
3	In speaking tasks, students are able to form a variety of questions confidently without planning time.			
4	Students challenge themselves to 'survive' in the target language.			
5	Students take part in small group mini-discussions, staying in the target language even when unsupervised for short periods.			
6	Students ask thoughtful questions about the work (either in English or target language).			
7	Students communicate with each other in the target language, unprompted.			