Implementing Comprehensible Input in the World Language Classroom

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Learning Targets:

1.) I can define Second Language Acquisition and Comprehensible Input.
2.) I can incorporate at least one new way to use CI in my world language classroom.

Agenda:

1. Defining SLA and good comprehensible input
2. Useful CI strategies for the novice learner
3. Useful CI strategies for the intermediate learner
4. Comprehensible input in the students’ hands
## Theory of Second Language Acquisition

**By Dr. Stephen Krashen**

<table>
<thead>
<tr>
<th>Language Acquisition</th>
<th>VS. Language Learning</th>
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</thead>
<tbody>
<tr>
<td>Subconscious process – students are not aware they are learning</td>
<td>Conscious learning</td>
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<tr>
<td>Students have a “feel” for grammatical correctness, sounds right</td>
<td>Learners know the grammatical rules, can explain them</td>
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<td>Language is “picked up”</td>
<td>Students “know about” the language</td>
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<td>Acquisition is the GOAL</td>
<td>Language learning helps students reach acquisition</td>
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Language Learning is still a necessary part of SLA!
How then, do we acquire a language?

The old way: teach grammatical structures, then put it into practice.

The new way: give students input that is comprehensible, then teach grammar.

First, students acquire meaning, then they learn the structure.
Comprehensible Input Theory by Dr. Stephen Krashen

- Input is what students receive in the target language (audio, video, or written).
- Comprehensible input is good-quality, relevant and understandable.
- It should be just one level above that of the learner (i+1).
- Students acquire more language when they are exposed to comprehensible input in the target language than when they are simply taught ABOUT the language.
COMPREHENSIBLE INPUT THEORY
BY DR. STEPHEN KRASHEN

Comprehensible Input IS…

• Relevant and interesting
• At a level just above the learner’s current level
• Used often
• Filled with high-frequency vocabulary

Comprehensible Input is NOT…

• Irrelevant or uninteresting
• At a level that is too low or too high above the learner’s current level
• Used occasionally
• Filled with slang and idioms
CI DOS AND DON’TS:

- Consider themes for your lessons that include culture or topics that are compelling
- Use gestures, visuals, and other cues to increase comprehensibility
- If you want to give instructions in the TL, make it comprehensible

- Don’t translate all of your directions
- Don’t preface by saying “I’m going to say this in English because it’s important”
- Don’t just talk; ask students questions and/or have them complete actions to personalize the comprehensible input and check for understanding
“I learned watching the great Grant Boulanger in action that THE highest priority HAS to be building our students' confidence--in us and in themselves. If they don't trust you first and foremost to provide input that they can comprehend, they will shut down-and rightly so. Also, if they don't trust that they really do know what's going on, they will shut down even faster. And so if at any time I feel like I am sacrificing their confidence to stay in the target language, I switch.

The result has perhaps been less input overall, but a lot more comprehensible input making it through. My kids just seem happier now, and some of the less confident kiddos from last year's Spanish I are now trusting their brains to figure things out in Spanish II. While we're probably around 70% TL most days, what I'm seeing in their daily interactions and assessments is showing me it's working way better than when I was pushing the arbitrary do-or-die 90%.”

THERE ARE LOTS OF WAYS TO BE A CI TEACHER!!!
Force yourself to use the target language as much as possible!
CI FOR THE NOVICE LEARNER

- Novice learner – level 1 or 2 of the language (Grades 7-9)
- Do not yet have a large vocabulary base
- May still be in the ‘silent period’ (unable/not ready to produce the target language)

How do we know students understand the input they are receiving?

TPR – Total Physical Response

Students complete an action based on what they hear

- Point to/hold up a picture
- Complete a gesture
- Shout out a phrase
- Stand up/sit down
- So many more!
CI FOR THE INTERMEDIATE LEARNER

- Intermediate learner – levels 3-5 of the language (Grades 10-12)
- Have a larger, yet limited vocabulary base
- Should be past the ‘silent period’ (able/ready to produce the target language)
- To check for understanding of CI, TPR can still be used in conjunction with questioning

HOW DOES CI DIFFER AT THE NOVICE AND INTERMEDIATE LEVELS?

• Different expectations of output
• Input at the intermediate level includes more challenging grammatical structures and a wider vocabulary range
• Topics should look different – remember relevant and interesting
• More vocabulary repetition for novice level
HOW IS CI SIMILAR AT THE NOVICE AND INTERMEDIATE LEVELS?

- All students should be expected to produce something (actions/words)
- CI should be delivered in **large quantities** and in **high quality**
- Teachers should follow the $i + 1$ approach – using one level above current level of students
- Input should be compelling and relevant to students
- Teachers should provide low-anxiety environments
TPRS

Teaching Proficiency through Reading and Storytelling

• TPR Storytelling is a method for teaching foreign languages that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. [Blaine Ray](https://www.slideshare.net/ChineseTeachers/tprs-in-the-chinese-classroom)

• TPRS is a method of second-language teaching that uses highly-interactive stories to provide comprehensible input and create an atmosphere of immersion in the classroom.

• 90% Target Language [Questions & Logic Words.pptx](https://www.slideshare.net/ChineseTeachers/tprs-in-the-chinese-classroom)

• If we truly want our students to be able to speak and write at any level, we must change the way we teach.
CAROL GAAB SAYS:

“My goal is NOT to do TPRS every day. Rather, my goal is provide compelling, contextualized, comprehensible input (CCCI) every day, using a myriad of activities and strategies. My goal is to create a “Hybrid Immersion” experience that capitalizes on the “Best of” tenets of the Natural Approach and immersion, using a variety of strategies.”

Hybrid Immersion

https://musicuentos.com/2014/02/carol-gaab/
TPRS STRATEGIES

Circling

PQA: Personalized Question-Answer

Make a statement:

- **YES?**
  - Yes! Repeat correct statement.

- **EITHER/OR?**
  - Yes! Repeat correct statement.

- **NO?**
  - No! Negate incorrect statement;
    Repeat correct statement

- **INTERROGATIVE?**
  - Yes! Repeat correct statement

https://www.youtube.com/watch?v=1DZuMmStbiU

Alina Filipescu, 7th grade level 1A
I am going to a farm. It is my parents’ farm. My parents’ farm is in NY. It is a Bonnie¹ farm! There are many animals on my parents’ farm. When I go to the farm, I am going to visit the animals. I am going to visit many animals on my parents’ farm. Rebecca², I am going to visit my favorite animal. My favorite animal is a Peter³ named Butterfinger. Then, I am going to visit the Ophelia⁴ animals!

¹Bonnie – big  
²Rebecca – first  
³Peter – cow  
⁴Ophelia – other

The names symbolize words that the students do not yet know.

Notice there is a key provided for them!
EMBEDDED READING

MULTIPLE VERSIONS OF THE SAME STORY THAT GET MORE CHALLENGING AS THEY PROGRESS.

https://embeddedreading.com/
Laurie Clarcq

VERSION 1

Fabio visita un amigo en el hospital. Fabio tiene que tomar el ascensor. Usa el espray desinfectante en los botones del ascensor.

Un hombre viejo está en el ascensor. El hombre está enfermo. Fabio toca muchos botones, pero el ascensor no funciona.

El ascensor abre y cierra rápidamente.

Activities:
- visuals to go with each sentence
- vocab matching on smartboard
MOVIETALK:

Developed by Dr. Ashley Hastings. Demonstrated by Martina Bex.

- Music videos
- Commercials
- Movie clips
- Animated shorts

https://youtu.be/545NPhafQ5U
KRISTY PLACIDO’S HANDOUT

From Compelling Commercials to Comprehensible Input
Kristy Placido
ACTFL 2016 Boston

Website: www.kplacido.com  Twitter: @placido  Email: placidok@gmail.com

Select a commercial
• Identify your goals but realize no resource is perfect
• Pre-teach some vocabulary
• Limit focus in lower levels
• Pre-teach culture vs. Allow students to make inferences?

Pre-teaching techniques:
• TPR
• PQA (personalized q & a)
• Vignettes/stories
• Mnemonics
• Prior knowledge
• Photos
• Flashcards/quizlet live
• Connect to other materials / background knowledge

Recommended book: Teach Like a Pirate by Dave Burgess
Zoo Ave Commercial
https://m.youtube.com/watch?v=ly-LQ8ebbkI

Dirt Devil Commercial
https://m.youtube.com/watch?v=jbflmutT56e

Sea turtles video
https://www.youtube.com/watch?v=elAle_Par_1

Sea turtles kahoot
https://play.kahoot.it/l/4k/55e=5a

MOVIE TALK AS CI
*Natural Approach teachers help make input comprehensible

Mama Lucha Commercial


STORY TIME

INCLUDE PROPS, PICTURES, & CHECKS FOR UNDERSTANDING
ART/PICTURE TALK

carmen lomas garza
## Teacher input:
- Tell them what to draw according to directions (not in order)
- Tell them to point to one that you describe
- Ask questions about words/relate to students

## Student output:
- Describe a word to a partner so that he/she can guess it
- Play tic tac toe with words
PRACTICE VOCAB IN CONTEXT:

Stili
Mystery Student:

Have each student fill out a questionnaire. Then periodically over the course of the unit, randomly select 1-2 and describe the mystery person to the class to see if they can guess who it is.

- Personal ID
- Family
- Pastimes
- Daily routine
Put input into the students’ hands!
LIST WORK:

1. Create a list of steps in the TL
2. One partner will be the Teacher, and the other will be the Student.
3. The Teacher will have the list and tell the Student what to do.
GROUP SHARE AND SORT:

Each person in the group receives paper with sentences. They take turns reading their sentences and the group decides how to fill out their graphic organizer/chart.

Persona 1
Ho la classe di matematica ogni giorno. È la prima classe.
Prima di inglese vado a la classe di storia.
Dopo scuola faccio i compiti

Persona 2
Finalmente, vado alla classe di scienze. È difficile, ma interessante.
Dopo spagnolo ho la classe di educazione fisica.
Prima parlo con i miei amici, e poi faccio i compiti

Persona 3
Terzo, ho la classe di inglese. Non mi piace perché mi annoio.
La mia classe preferita è storia.
L'educazione fisica è molto divertente.

Persona 4
Dopo inglese, studio lo spagnolo. La mia professoressa è divertente.
Questo è un lunedi tipico.
Non mi piace il professore di matematica.
RUNNING DICTATIONS

Great for practicing sentence structures!

**STEP 1**
Partner 1 ________________________________

You will dictate 3 different sentences to your partner (1 at a time) by walking back and forth from the sentences. This is done from memory! You may not shout from across the room; you must walk back to your partner. Your partner will write the sentences in the space provided.

Sentence 1: ________________________________

Sentence 2: ________________________________

Sentence 3: ________________________________

**STEP 2**
Partner 2 ________________________________
THERE IS SO MUCH MORE!

- Follow other language teachers on social media
- Follow other teachers’ blogs
- Use Pinterest
- Research!
- Collaborate with your colleagues
- Don’t be afraid of the Target Language!
- There’s no need to reinvent the wheel!
GREAT CI SOURCES:

Martina Bex- https://martinabex.com/
Kristy Placido- https://kplacido.com/
Kara Jacobs- http://reflecciones-kj.blogspot.com/
Cynthia Hitz- http://palmyraspanish1.blogspot.com/
Laura Sexton- http://www.pblinthetl.com/
Sara Cottrell- http://musicuentos.com/
Allison Wienhold- http://misclaseslocas.blogspot.com/
Arianne Dowd- https://discoveringci.wordpress.com/
Kara Parker & Megan Smith- http://www.creativelanguageclass.com
Elizabeth Dentlinger- https://sradentlinger.wordpress.com/
Dustin Williamson- https://williamsonci.com/
Mike Peto- https://mrpeto.wordpress.com/
Amanda Mora- www.theflteacher.blog
Julie - http://elmundodepepita.blogspot.com/
Sharon Birch- https://elmundodebirch.wordpress.com/
Maris Hawkins- https://marishawkins.wordpress.com/
Madame's Musings- Madameshepard.com
http://www.path2proficiency.com/