Implementing Comprehensible Input in the World Language Classroom

ANNA DISABATINO

SPANISH TEACHER, GRADES 7-8

SPENCERPORT CENTRAL SCHOOL DISTRICT

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
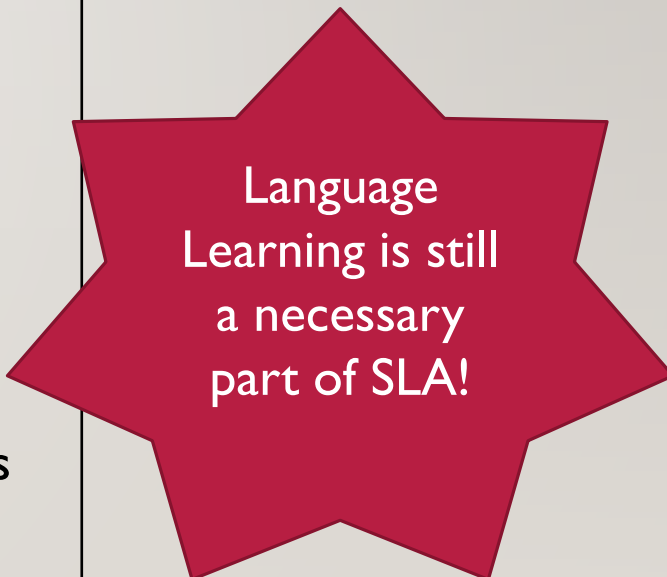4. Comprehensible input in the students' hands

THEORY OF SECOND LANGUAGE ACQUISITION
BY DR. STEPHEN KRASHEN

Language Acquisition   VS.   Language Learning

Language Acquisition	Language Learning
• Subconscious process – students are not aware they are learning	• Conscious learning
• Students have a "feel" for grammatical correctness, sounds right	• Learners know the grammatical rules, can explain them
• Language is "picked up"	• Students "know about" the language
• Acquisition is the GOAL	• Language learning helps students reach acquisition

Language Learning is still a necessary part of SLA!

SECOND LANGUAGE ACQUISTION
BY DR. STEPHEN KRASHEN

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.

Making Input Comprehensible

Too challenging

Comprehensible Input

Current Level of Language Proficiency
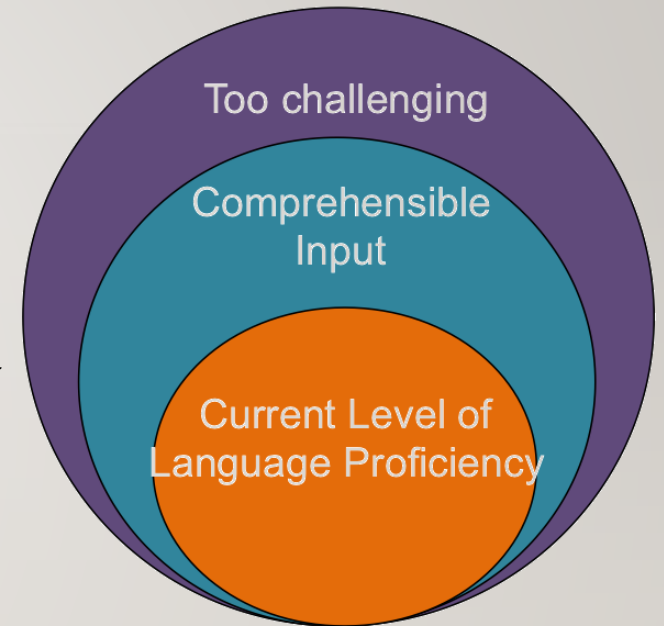
COMPREHENSIBLE INPUT THEORY
BY DR. STEPHEN KRASHEN

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

LAURA SEXTON SAYS:

"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%."

The Comprehensible Input Umbrella

Embedded Reading
TPR: Total Physical Response
Reader's Theatre
Read & Discuss
Content-Based Instruction
The Natural Approach

Movie Talk
TPRS: Teaching Proficiency through Reading & Storytelling
Picture Talk
PQA: Personalized Questions & Answers
Listen & Draw

Based on Dr. Krashen's Theory.
Visual concept inspired by Diana Noonan & expanded with ideas from The Georgia Classicist.

Designed by Elizabeth Dentlinger and shared at StaDentlinger.wordpress.com;

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

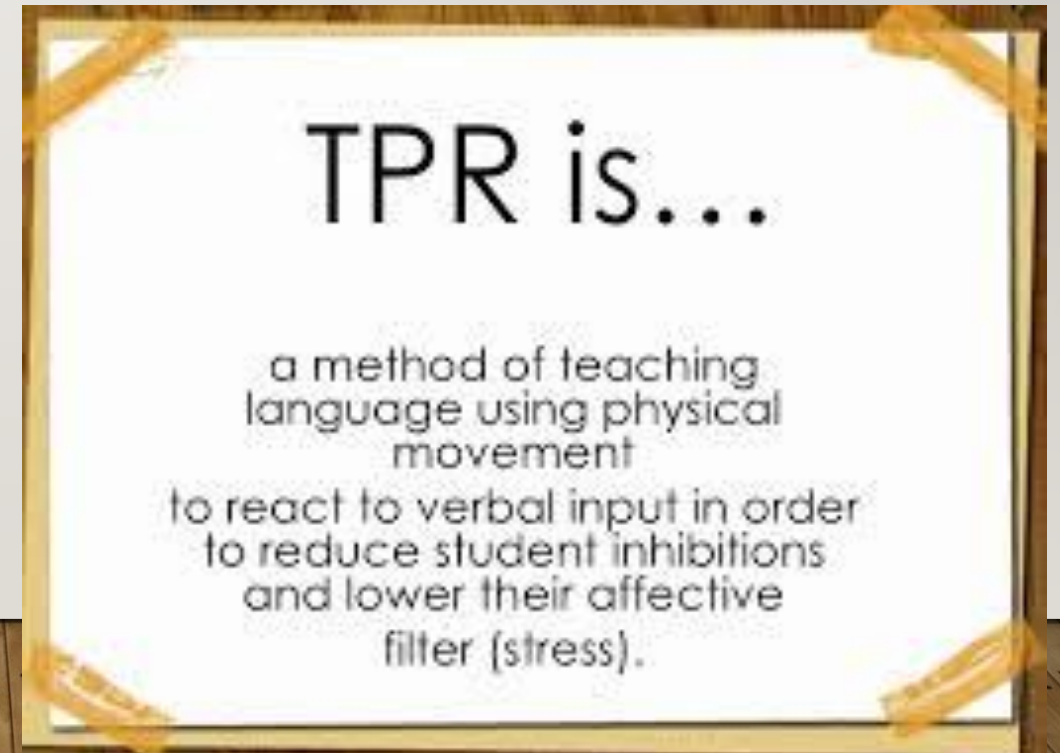- May still be in the 'silent period' (unable/not ready to produce the target language)

Novice Low
- Speak in lists & memorized phrases

Novice Mid
- Speak in lists & memorized phrases
- 25-50 words
- No language creation
- Introduce self and others

Novice High
- Speak in phrases
- Limited to memorized chunks
- Ask & answer simple questions

https://wlclassroom.com/2017/01/26/what-does-language-look-like-at-the-various-proficiency-levels/

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!

TPR is...

a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter (stress).

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

Intermediate Low	Intermediate Mid	Intermediate High
• Speak in complete sentences • Simple conversation about common topics	• Create language with some memorized phrases • Topics related to self • Create & respond to information questions	• Use language to do multi-step task • Handle a complication • Present opinion with reason and support • Speak in present, past & future with errors

https://wlclassroom.com/2017/01/26/what-does-language-look-like-at-the-various-proficiency-levels/

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

- 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

- If we truly want our students to be able to speak and write at any level, we must change the way we teach.

(c) Tracy Pi, NYU Project DCLT Forum

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

TPRS STRATEGIES

Circling
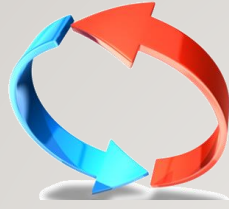
PQA: Personalized Question-Answer

Make a statement.

SUBJECT

YES ?
Yes! Repeat correct statement.

EITHER/OR ?
Yes! Repeat correct statement.

VERB

NO ?
No! Negate incorrect statement;
Repeat correct statement

ANYTHING ELSE

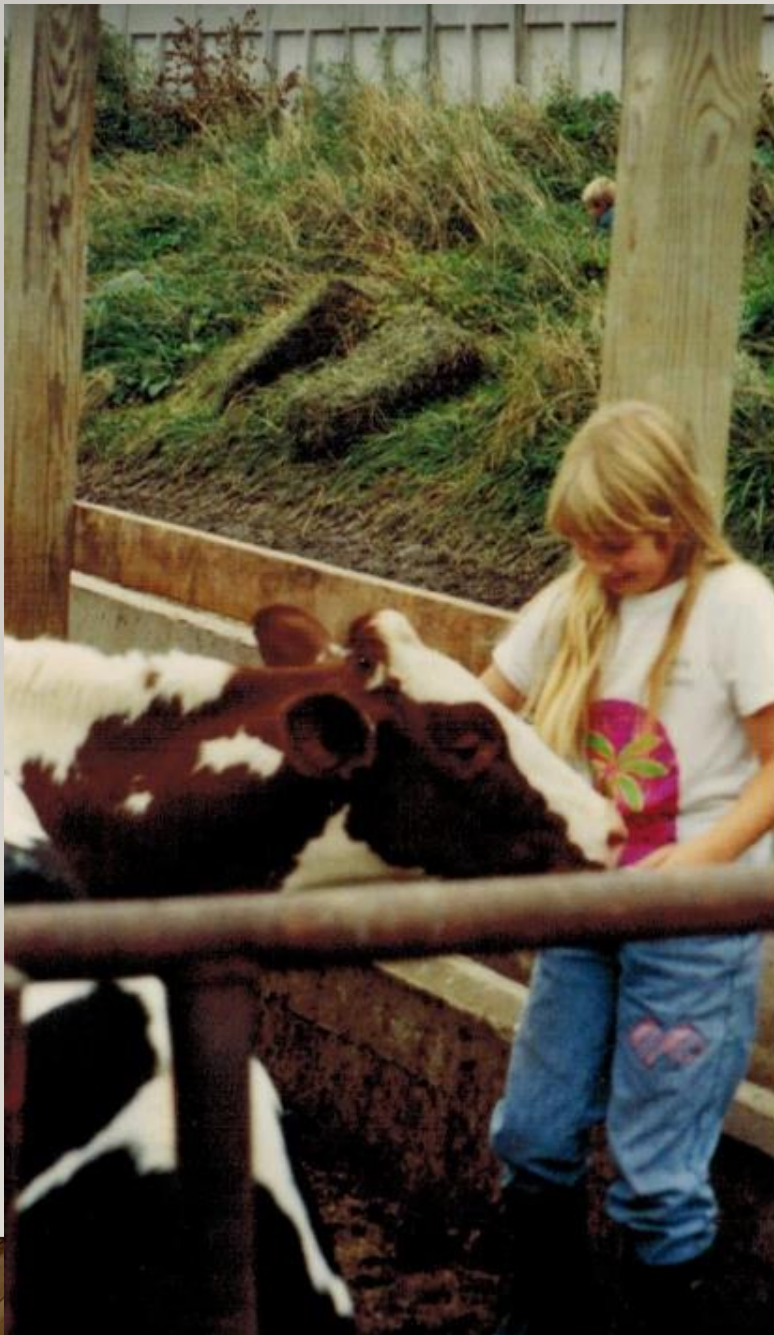**INTERROGATIVE ?**
Yes! Repeat correct statement

Circling Poster Created by Martina Bex • www.martinabex.com • The Comprehensible Classroom

I am going to a farm. It is my parents' farm. My parents' farm is in NY. It is a Bonnie[1] 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. Rebecca[2], I am going to visit my favorite animal. My favorite animal is a Peter[3] named Butterfinger. Then, I am going to visit the Ophelia[4] animals!
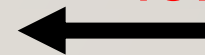
[1]Bonnie – big
[2]Rebecca – first
[3]Peter – cow
[4]Ophelia – other

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.

Created by Sara Moyer

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:

- Music videos
- Commercials
- Movie clips
- Animated shorts

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

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

Recommended book: Teach Like a Pirate by Dave Burgess

Zoo Ave Commercial
https://m.youtube.com/watch?v=jy-LQ8ehbkI

Dirt Devil Commercial
https://m.youtube.com/watch?v=jbRmuT6efSE

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

Sea turtles kahoot
https://play.kahoot.it/#/k/5ede5a5b-c5f5-43cd-99ca-9c8d3a6f3047

Mama Lucha Commercial

https://kplacido.files.wordpress.com/2016/11/actfl-2016-commercials-krpl-handout.pdf

https://kplacido.com/2016/11/21/creating-comprehensible-input-with-commercials/

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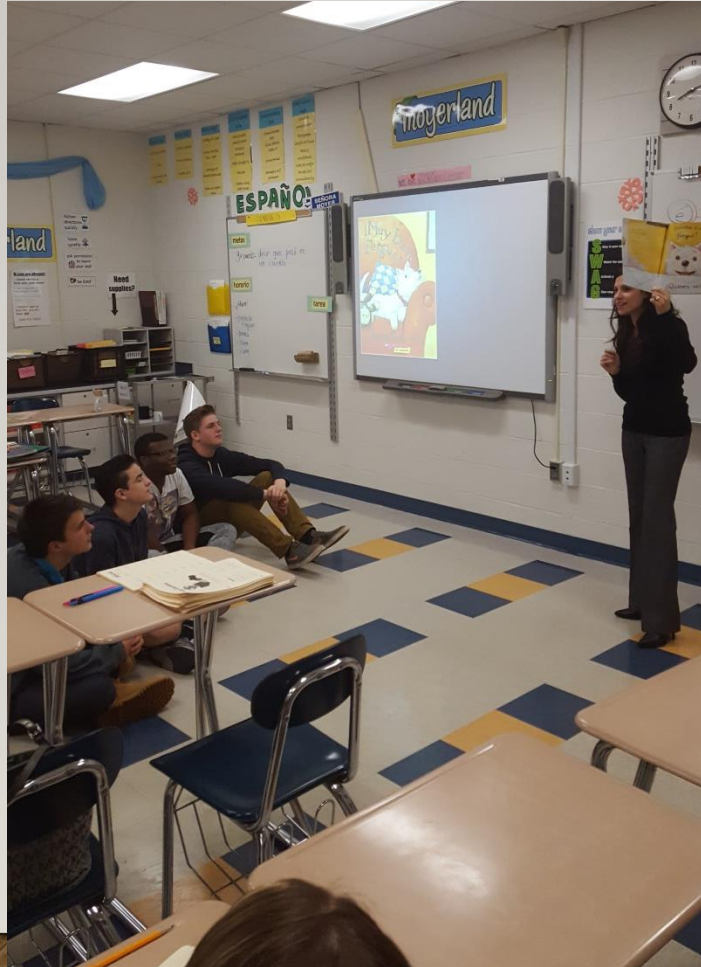
ART/PICTURE TALK

carmen lomas garza

CAJAS

1	2	3
4	5	6
7	8	9

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

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 perchè 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 lunedì tipico.
Non mi piace il professore di matematica.

Schedule _____

Time	Activity
1	
2	
3	
4	
5	
6	
after school	

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 _____

You will dictate 3 different sentences to your partner (1 at a time) by walking back and forth from the

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/