Comprehensible Input

Strategies and resources for helping students understand the target language.

Presenters:
Edlin Dominguez
Kelly Santos
Why? The choices I made for this story

- Food
- 3 structures, mostly cognates
- Pictures and English translations
- Circling and Triangle
3 keys of Fluency

1. **Comprehensible**
   Made understandable through pictures, gestures or even an English translation

2. **Compelling**
   “The novel stimuli- the unusual, the unpredictable, or distinctive are powerful ways to harness attention.” - Medina, John. Brain Rules.

3. **Caring**
   Positive and never at the expense of others
Classroom Management

- Teach to the eyes
- Have a backup plan
Classroom Management: Privileges

What are privileges in our classroom?

- Sitting where you want to sit
- Listening to music on your phone during quiet reading/work time
- Playing review games
- Learning through stories, games and videos
Classroom Management: Classroom Rules

1. Listen with the intent to understand.
2. One person speaks and the others listen.
3. Suggest fun (appropriate) answers.
4. Tell the teacher when they are not being clear.
5. Sit up...Squared shoulders...Clear eyes.
6. Do your 50%.
7. Actors - synchronize your actions with my words.
8. Nothing on desks unless told otherwise

Source: The Big CI Book - Ben Slavic
Classroom Management: Resources

CI Liftoff: Tina Hargaden

https://www.youtube.com/watch?v=WgoxZfUyggY&t=127s

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Bryce Hedstrom:

https://www.youtube.com/watch?v=raAcYxU7jsw

https://www.youtube.com/watch?v=gKSatslA6Jc
Language Acquisition

How long does it take to acquire a language?

- 575-600 hours for French, German, Latin and Spanish
  - According to Second Language Teaching & Research Center

- Students average 150 hours a year in class X 4 years = 600 hours
- Therefore, at the end of 4 years, a student should have full control in the target languages we offer.
What does Full Control look like?

- Ability to use language in a variety of contexts and with a variety of topics
- Extensive experience in meaningful communication
- Focus on meaning with attention to form
  - Second Language Teaching & Research Center

In other words: What CAN students DO?

Communicate fluently according to Texas’ Standards in the Interpersonal, Interpretive, and Presentational modes.
Why Teaching Proficiency through Storytelling and Reading is so effective

“People usually forget 90% of what they learned in the class within 30 days”

-Herman Ebbinghaus

Because TPRS is comprehensible and compelling, students don’t realize how much of the target language they are internalizing.

TPRS is a tool to help maximize the time we as teachers have to help students acquire the language needed for communication. The goal is fluency.

- Blaine Ray
Question Pattern

**Circling**
- Statement
- ? with a yes answer
- Either / or question
- ? with a no answer
- Who?
- How? How much / many?

**Triangling**
- Statement
- Ask actor
- Coach actor
- Restate to actor
- Verify to class

http://www.susangrosstprs.com/articles/circling_template.pdf
What is CI?

CI = Comprehensible Input

Comprehensible - can be understood

Input - Anything that students hear, see

'Comprehensible Input' is the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation.

TPRS Steps

1. Drama (Story, MovieTalk, PictureTalk, etc.)
2. Read (Simple written version of drama)
3. Read (Embedded reading)
4. Drama (Story, MovieTalk, PictureTalk, etc.)
5. Read (Extended reading)
MovieTalk

1. Find a short (4-5 min) video
   a. engaging/interesting
   b. Little to no dialogue
   c. Obvious plot

2. Turn off volume, pause when first image appears.

3. Describe everything on the screen and everything that has happened using circling and triangling.

4. Push play and continue describing until you get to the plot twist. STOP. This keeps students engaged and invested.

5. Discuss, then play from beginning with sound and without stopping.
Mission: All students will graduate prepared and ready for college or career.

Martina Bex Movie Talk (2:30 - 3:30)
MovieTalk Resources

Mr. Bean Steak (video)

Mr. Bean MovieTalk Script (MovieTalk ppt) Step 1
Reading

**Mr. Bean Embedded Reading** Steps 2 & 3

Steps:
1. Teacher/class choral reading
2. Choral reading - everyone reads together
3. Teacher/class Volleyball
4. Student/student inside/outside Volleyball

**Mr. Bean Extended Reading** Step 5

Steps:
1. Teacher/class choral reading
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PictureTalk

1. Find a picture
2. Decide which structures to focus on (3-4 max)
3. Write a few sentences to describe the picture
4. Circle, Triangle

Extension: Create or find a reading that reinforces the structures from the picture.

Do drama/reading as with MovieTalk
PictureTalk Resources

Can be used as a quick listening activity. Student interest dictates length of time spent.

Structures: fue(went), trajo(brought), pidió (ordered), sirvió(asked)

Example sentences:

Mr. Bean fue a un restaurante.

Mr. Bean pidió un bistec.

El mesero trajo el bistec.

El mesero le sirvió el bistec a Mr. Bean.
Great way to get to know your students! Choose a student volunteer and interview them as the class listens and learns about their classmate.

Variations: Change tense of verbs, or ask questions to go along with the chapter studied.

You can take all year to get through the whole class.

Steps: [Bryce Hedstrom Persona Especial Process]
1. Interview
2. “Report Back” to class
3. Verify information with student
4. Check for understanding
5. Record
6. Extensions: [Quiz, Dictation, Listen & Draw]
Interview Example (2:10-3:38)
Resources

Martina Bex MovieTalk

Bryce Hedstrom Persona Especial Process

CI LiftOff - Youtube Channel with TONS of helpful videos

TPRS Free Resources

Bryce Hedstrom Free Resources

CI Blog - Mis Clases Locas - More ideas to incorporate CI
Breakout Practice (15 - 20 min)

Circling practice template

Spanish question posters