Facilitating Acquisition through CI-based Instruction
SWCOLT - Santa Fe, NM

Learning vs. Acquisition
Learning is a left-hemisphere function; it is conscious and rote. Acquisition is an unconscious low-stress right hemisphere process that is often described as “picking up” a language. A 5-year-old will spend 22,000+ hours acquiring language. In a 36-week school year, students average 165 hours of language exposure. The implication for the classroom is that we must spend every moment possible providing what is necessary for language acquisition to take place—COMPREHENSIBLE INPUT!

CI is the ONLY Essential Ingredient Crucial to SLA
Comprehensible Input is absolutely necessary for language acquisition to occur! Other factors can enhance and accelerate acquisition: compelling input, interaction in the Target Language and context. The goal is to provide a nonstop stream of CCCI (compelling, contextualize, comprehensible input).

Brains Crave Novelty
The key to student engagement is to deliver CI in fresh ways. This does not require inventing new delivery methods but rather providing the illusion of novelty. There are an infinite number of apps, web resources and social media outlets that can easily help you provide CI in novel ways.
Modified MovieTalk
Which statement best summarizes the video
1. Yesh kelev gadol.
2. Ha kelev gadol rotsêh larutz.
3. Ha kelev gadol ratz.

Find the impostors.
____ A. Yesh kelev.
____ B. Yesh kelev gadol meod!
____ C. Ha kelev rotsêh larutz le mayim.
____ D. Ani rotsêh larutz le mayim.

What is the most logical word?
Yesh kelev ____ (adj.). Ha kelev ____ larutz le mayim. Ha kelev ____ le mayim.

Reading Action Chain
Charades, Sequence, Act, Read
A. Jane roah et Tarzan.
B. Tarzan ratz le Jane. Tarzan ratz kmo jirafa.
C. Jane lo rotsâh lenashek et Tarzan ve ratz.
D. Tarzan rotsêh lenashek et Jane.
E. Tarzan roeh et Jane. Tarzan omer, “AaAah”

Sequence: A Question of Order
A. Et MI Jane lo rotsâh lenashek? Kmo MA raztah Jane?
B. Le EYFO ratz Tarzan? Kmo MA ratz Tarzan?
C. Et MI roeh Tarzan? MA omer Tarzan?
D. Et MI rotsêh lenashek Tarzan?
E. Et MI roah Jane?

Create an UNparallel Story
(F) Tarzan (lo) roeh et Jane.
(G) Tarzan omer “Eyfo Jane?”
(H) Tarzan ratz; ratz kmo tigrîs.
(I) Jane (lo) roah et Tarzan.
(J) Jane omeret: “…… “ / Tarzan omer, “…”
(K) Hi ratzah le…
(L) Jane rotsâh lenashek et…/l’chol*
(M) Jane menasheket et… / ochelet**

NOTE: lenashek - to kiss; menasheket - she kisses
l’chol - to eat; ochelet - she eats

Word Cloud Activities
Brains crave novelty. People crave love.
Learning Reflection

Rate the following teaching strategies and activities on a scale of 1 to 5, according to the impact that each one had on your individual / personal learning experience. Then, put a star by the three activities/strategies that had the most impact on your learning during the demonstration.

1 - had a negative impact on my learning
2 - had no noticeable impact on my learning
3 - had a moderate, somewhat noticeable impact on my learning
4 - had a noticeable favorable impact on my learning
5 - had a strong, obvious and positive impact on my learning

_____ Black and white pictures (line drawings)
_____ Props    _____ Game    _____ song
_____ Chant    _____ Gestures   _____ TPR-based sequence
_____ Mnemonic devices and word associations
_____ Illustrations with written vocab structure
_____ *Personalized* questions
_____ Graduated (scaffolded) questions (yes-no, either-or, one-word answer, etc.)
_____ Use of interrogative (question) word posters
_____ Engaging in skit/story creation
_____ Watching/listening to the skit
_____ Audience (choral) responses to events in skit
_____ Visualizing the story (skit) via spatial memory
_____ Reading / decoding text in paragraph/story form
_____ Reading / decoding text in cartoon movie form
_____ Watching/discussing the video.
_____ Completing post-video written activities.
_____ Rate of speech.
_____ Pacing of “instruction”
_____ Language explanations in English
_____ Hearing/reading Target Language.
_____ Reading the novel.
_____ FVR (Free Voluntary Reading)
_____ Partner reading / review activities
_____ Seeing written list of “enrichment” vocabulary
_____ Limiting amount of language taught at one time
_____ other ______________________________________________
_____ other ______________________________________________
Concentrated Repetition through Circling

Ask a question using Target Language Structure.
Encourage multiple responses.
Circle valid and/or engaging responses.
Circle the subject, the verb and the complement.
Add a detail and circle the detail.

**TLS:** want(s) to see

**TEACHER QUESTION:** What do you want to see? (What’s on your bucket list?)

**STUDENT Answer:** Lake Titicaca

**TEACHER naturally restates the answer:** “Oooh class, STUDENT wants to see Lake Titicaca.”

**Insist on audience participation/response:** “Ooooh” “Wow!” “Really?!”

**STATEMENT:** <Carol> wants to see Lake Titicaca.

Does <Carol> want to see Lake Titicaca? **YES**

Does <Carol> want to see Lake Titicaca or does <Oprah> want to see Lake Titicaca? **Carol**

Does <Oprah> want to see Lake Titicaca? **NO**

<WHO> wants to see Lake Titicaca? **Carol**

**STATEMENT:** Carol <wants to see> Lake Titicaca.

Does Carol <want to see> Lake Titicaca? **YES**

Does Carol <want to BURN> Lake Titicaca? or does Carol <want to see> Lake Titicaca? **wants to see**

Does Carol <want to BURN> Lake Titicaca? **NO**

<WHAT> does Carol want to see? **Lake Titicaca**

**STATEMENT:** Carol wants to see <Lake Titicaca>.

Does Carol want to see <Lake Titicaca>? **YES**

Does Carol want to see <the Quilt Museum> or does she want to see <Lake Titicaca>? **Lake Titicaca**

Does Carol want to see <the Quilt Museum>? **NO**

<WHAT> does Carol want to see? **Lake Titicaca**

**ASK FOR A DETAIL:** When does Carol want to see <Lake Titicaca>?

**ANSWER:** Carol wants to see Lake Titicaca <on Thurs.>? **YES**

Does Carol want to see Lake Titicaca <on Thurs.?> or does Carol want to see Lake Titicaca <on Thurs.?>? **Thursday**

Does Carol want to see Lake Titicaca <on Sat.?>? **NO**

<WHEN> does Carol want to see Lake Titicaca? **Thursday**
Thank you!