

COMPREHENSIBLE INPUT

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LECCIÓN




CONTENT OBJECTIVES:

- TEACHERS WILL BE ABLE TO DEFINE COMPREHENSIBLE INPUT AND EXPLAIN WHY IT IS IMPORTANT FOR ENGLISH LANGUAGE ACQUISITION.
- TEACHERS WILL BE ABLE TO IMPLEMENT CI STRATEGIES IN THEIR CLASSROOMS.
- TEACHERS WILL ADD CI STRATEGIES TO THEIR LESSON PLANS.


LANGUAGE OUTCOMES:

- TEACHERS WILL NAME AND DEFINE CI STRATEGIES.
- TEACHERS WILL DISCUSS MODIFICATIONS TO THEIR TEACHING THAT CAN INCREASE STUDENT COMPREHENSION.

SUPPORT COMPREHENSION for language learners

 KEEP YOUR EYES ON THE SPEAKER	 ASK QUESTIONS	 SLOW DOWN!
 REPHRASE	 SUMMARIZE SENTENCES	 ENRICH YOUR VOCABULARY
 LINK RELATED IDEAS	 CONSTRUCT A MENTAL MODEL	 ADAPT YOUR STRATEGIES
 MAKE FACIAL EXPRESSIONS	 USE SOUND EFFECTS	 PERSONALIZE
 GESTURE	 ILLUSTRATE	 USE COSTUME




www.comprehension.org



Language acquisition proceeds best when the input is not just comprehensible, but really interesting, even compelling; so interesting that you forget you are listening to or reading another language.

-Dr. Stephen Krashen

AS YOU'RE LISTENING, TAKE NOTES ON WHICH STRATEGIES WILL FALL INTO THESE CATEGORIES

<p style="text-align: center; font-size: small;">Speech</p> <div style="text-align: center;"></div>	<p style="text-align: center; font-size: small;">Clear Expectations</p> <div style="text-align: center;"></div>	<p style="text-align: center; font-size: small;">Variety of Techniques</p> <div style="text-align: center;"></div>
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STEPHEN KRASHEN

INPUT HYPOTHESIS



The learner can only acquire or learn language when they can understand it by connecting it to prior knowledge and known concepts.

Language that is not understood is just "noise"

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How much and what kind of language do I use?

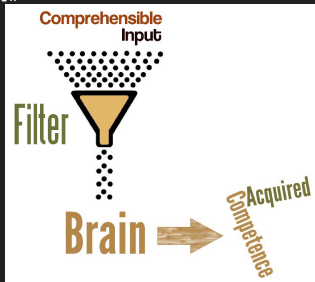
This is where knowing your students' ACCESS scores are imperative. Use the can-do descriptors!

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Linguistic Competence

Natural communicative input is the key to designing instruction that promotes both academic and language growth. Input is one step beyond the current stage of linguistic competence.

AFFECTIVE FILTER



ENTERING...

Direct Instruction of Strategies

- Images
- Gestures
- Slowed Speech
- Modeling
- Pacing of Instruction (S...L...O...W)
- Physical Objects
- Experiences
- Viewing videos in L1
- Reading materials in L1
 - Or someone reading it to them in L1 if child is not literate
- Working 1-on-1 with the teacher
 - A highly skilled teacher, preferably...
- Google Translate
 - Simple phrases and single words

Output from Students

- Draw
- Label
- Circle
- Gesture
- Name
- Short verbal responses
- Match image to words
- Access to Google Translate

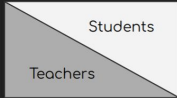


Cultivate Understanding to Build Engagement

DEVELOPING...

Joint Use of Strategies

- Collaboration with patient peers, helpful if the other students speak the same language, but not a deal breaker
- Prepared sentence stems
- Comparing and contrasting
 - Use of graphic organizers
- Modified texts
- Examples



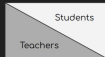
Output from Students

- Lists
- Categorize
- Outlines
- Videos
- Graphs/Tables/Chart/Annotated Diagrams
- Highlighting using different colors to denote understanding
- Answering using Cloze sentences
- Summarize using text
- Sequencing of events
- Short sentences and translating words using a dictionary

EXPANDING...

Guided Practice

- Creating content in group work with teacher support
 - It could still be beneficial to have a peer that speaks their native language, but not 100% necessary
- Analogies
- Mentor Texts
 - Texts that are not too busy or not too bare. They are just right.
- Structured research projects



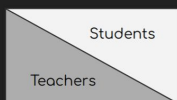
Output from Students

- Posters
- Paragraphs
- Presentations
- Evaluate and explain ideas
- Compare and contrast ideas
- Explain cause and effect
- Defend opinions
- Concept maps
- Sentence frames that require explaining

BRIDGING...

Apply

- Remind ELs to apply the strategies



Output from Students

- Composing a multi-paragraph text
- Independent construction of work
- Creating models
- Using mostly English with only some translation
- Hypothesizing and providing justification
- Inferencing and providing reasoning
- Connecting topic to a different idea or concept
- Teaching others
- Debating a topic

Grade level content without much support from you...

GO SLOW

SLOWING DOWN IS ONE OF THE EASIEST AND MOST POWERFUL STRATEGIES FOR COMPREHENSIBLE INPUT.




TAKE A MINUTE TO DISCUSS AT YOUR TABLE WHAT EXACTLY DOES IT MEAN TO GO SLOW... BE PREPARED TO SHARE OUT!



SLOW IS MORE THAN WE THINK...

- SLOW IS USING YOUR BODY TO EXPRESS JOY, SADNESS, OR ANGER
- SLOW IS USING THE ROOM AROUND YOU TO MOVE AND BE CLOSER TO YOUR STUDENTS
- SLOW IS PRAISING YOUR STUDENTS WHEN THEY USE A SIGNAL FOR NOT UNDERSTANDING
- SLOW IS UNCOMFORTABLE FOR THE ADVANCED SPEAKER, BUT NECESSARY FOR THE NOVICE
- SLOW IS LISTENING TO THE STUDENTS AND ALLOWING TIME FOR EVERYONE TO UNDERSTAND BEFORE RESPONDING
- SLOW IS SPENDING TEN MINUTES TEACHING THE PHRASE "LET'S GO!" EMPHASIZING EACH WORD TO BUILD MEANING
- SLOW IS WALKING AND POINTING AT THE BOARD INSTEAD OF USING A POINTER BECAUSE IT ALLOWS YOUR STUDENTS MORE THINK TIME FOR YOU TO GET ACROSS THE ROOM
- SLOW IS READING FACES TO SEE IF WE SHOULD HANG OUT WITH A CONCEPT A BIT LONGER BEFORE MOVING ON
- SLOW IS A HANDSHAKE, A HIGH FIVE, OR A HUG THAT PAUSES THAT MOMENT OF SUCCESS FOR JUST A SECOND LONGER

NOW THAT YOU HAVE AN UNDERSTANDING, AT YOUR TABLE SORT THE STRATEGIES INTO THE APPROPRIATE CATEGORY

Speech	Clear Expectations	Variety of Techniques
		

IMMERSION



CLOSE YOUR EYES...

THINK ABOUT A STUDENT IN YOUR ROOM. PICTURE THEIR SMILE, THEIR LAUGH, THEIR STRENGTHS. WHAT IS STILL SCARY TO THEM IN THE CLASSROOM. HOW WILL YOU STAND IN THE GAP FOR THEM?

PULL OUT (OR UP) YOUR LESSON PLANS YOU BROUGHT WITH YOU. THINK SPECIFICALLY ABOUT YOUR STUDENTS, THEIR SCORES, AND THE CONTENT FOR YOUR GRADE LEVEL.

WHICH STRATEGIES CAN YOU ADD IN TO MAKE CONTENT MORE ACCESSIBLE AND BUILD THEIR ENGLISH LANGUAGE ACQUISITION? USE YOUR NOTES AND THIS HANDOUT TO MODIFY YOUR LESSON PLAN FOR YOUR ELLS.

GO AND MAKE IT
COMPREHENSIBLE!

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QUESTIONS, COMMENTS, CONTACT

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