

Facilitating Acquisition through CI-based Instruction

SWCOLT - Santa Fe , NM



Achieve 90% use of L2 from Day One!

- TPR / Sequences
- Stories
- Concentrated Reading
- Level-appropriate reading
- Free Voluntary Reading
- Various input-driven activities

3 Criteria for CI to lead to acquisition

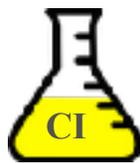
1. Compelling: Interesting enough to sustain attention.
2. Cognitively possible: Limit number of new structures
3. Repeated exposure: 50 to 500 reps

Multiple Contexts

Context is the key to providing meaningful input! Be intentional about combining multiple contexts into your instruction to make input more compelling and more meaningful! Also combine various methods of delivery: videos, MovieTalk activities, readings, technology/apps, music, commercials, news, etc.

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).

60% OF ENGLISH SPEECH IS COMPOSED OF A MERE 50 FUNCTION WORDS

MARK DAVIES
SPANISH FREQUENCY DICTIONARY



“Narrow” input through multiple contexts provides repeated exposure to language structures *naturally* and will inherently provide repeated exposure to high frequency words and similar L2 structures.

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.

TPR-based Activities

What would be a logical order for the following events.

- ___ Ha talmid* ratz le brôkoli.
- ___ Ha talmid rotsêh brôkoli.
- ___ Ha talmid roêh et ha brôkoli.

*the student

Are any of the following TRUE?

1. NAME roeh et brôkoli.
2. NAME rotsêh et yaîn. (wine)
3. NAME ratz kmo hipopotâm.
4. NAME ratz le kafé.
5. NAME roeh et bira.
6. NAME ratz kmo tigrís.

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 mâyim.
- ___ D. Ani rotsêh larutz le mâyim.

What is the most logical word?

Yesh kelev ___ (adj.). Ha kelev ___ larutz le mayím. Ha kelev ___ le mayím.

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

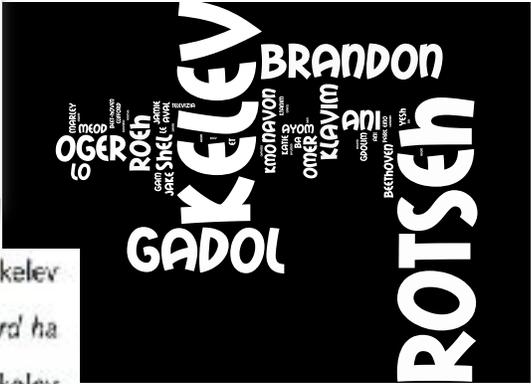
- (F) Tarzan (lo) roeh et Jane.
- (G) Tarzan omer "Eyfo Jane?"
- (H) Tarzan ratz; ratz kmo tigrís.
- (I) Jane (lo) roah et Tarzan.
- (J) Jane omeret: "..... " / Tarzan omer, "..."
- (K) Hi ratzah le...
- (L) Jane rotsâh lenashek et.../l'chol*...
- (M) Jane menasheket et... / ochelet**...

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

Brains crave novelty.
People crave love.

Word Cloud Activities

Predict, summarize, personalize



Chapter 1
Brandon rotsêh kelev



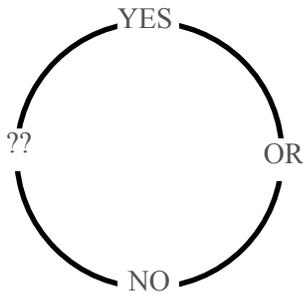
Brandon rotsêh kelev. Brandon rotsêh kelev gadol! Hu rotsêh kelev gadol kmo 'Clifford ha Kelev ha Adom ha Gadol.' Hu rotsêh kelev gadol, aval hu lo rotsêh kelev adom. Hu rotsêh kelev gadol meod!

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: "Oooh" "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? **<THURSDAY>**.

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

Does Carol want to see Lake Titicaca **<on Saturday>** 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

IFLTT 2018

The International Forum on Language Teaching

July 17 - 20 Cincinnati, OH, U.S.A.



Thank you!

Fluency Matters

