

# Comprehensible Input Strategies in Action

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## Warm-up

### Introductions & Objectives

### Cloze Activity

Comprehensible Input is language that can be \_\_\_\_\_ by \_\_\_\_\_ and \_\_\_\_\_ . It should be \_\_\_\_\_ level above that of the learners. ( $i + 1$ ).

According to Stephen Krashen's Theory of Language \_\_\_\_\_, giving learners this kind of input helps them to \_\_\_\_\_ language \_\_\_\_\_, rather than to \_\_\_\_\_ it \_\_\_\_\_.

### Traditional Exercises

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#### Traditional Comprehension Exercise

Read the following sentence and answer the questions that follow:

Te wandle leadlelop en te makle.

1. What does the wandle do in the makle? \_\_\_\_\_
2. Where does the wandle leadlelop? \_\_\_\_\_
3. Who leadlelop in the makle? \_\_\_\_\_

#### Traditional Grammar Exercise

Make the following words plural.

Example: dreka \_\_\_\_\_ drekatz \_\_\_\_\_

1. wandle \_\_\_\_\_
2. makle \_\_\_\_\_
3. rantle \_\_\_\_\_

To make nouns and pronouns plural in Motletalk, simply add "tz" to the end of the words.

### Comprehensible Input (CI) Style Activities

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#### Circling

Put down pencils/pens/electronics/laptops and just listen, watch and respond.

#### Matching Images to Words in the Target Language.

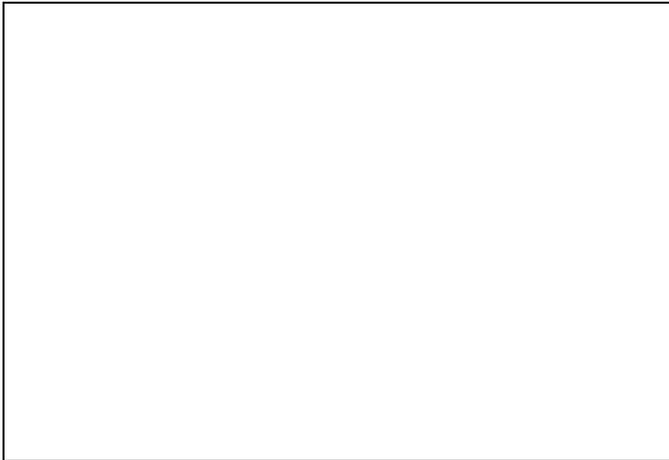
Match the pictures on the screen with the sentences below that describe them. Write the corresponding letter in the blank.

- \_\_\_\_\_ 1. Te rantle leadlelop en te kupy.
- \_\_\_\_\_ 2. Te wandletz leadlelopum en te makle.
- \_\_\_\_\_ 3. Te wandle leadlelop en te kupy.
- \_\_\_\_\_ 4. Te rantletz leadlelopum en te makle.
- \_\_\_\_\_ 5. Te wandle leadlelop en te makle.

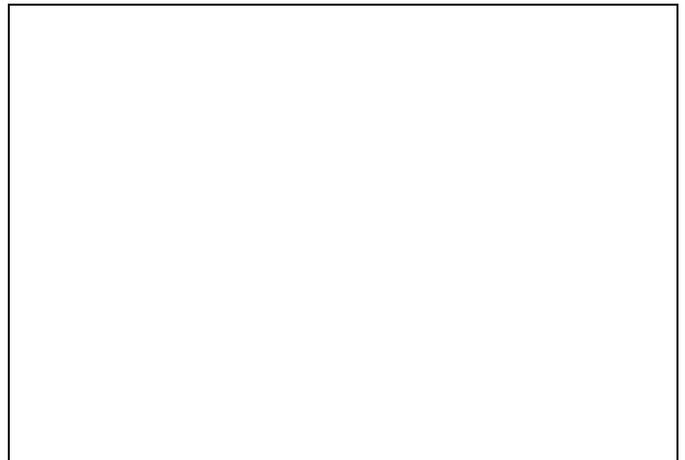
## Read and Draw

Draw the following sentences:

1. Te rantele leadlelop en te kupy.



2. Te wandletz leadlelopum en te make.



## Partner Listen and Draw

Write two sentences in Motletalk using words you have learned today.

1. \_\_\_\_\_

2. \_\_\_\_\_

Read each sentence aloud to a partner while he/she draws it. Listen as your partner reads his/her sentences to you and draw what you hear. Do not reveal your written sentences to each other until both partners have drawn.

1.



2.



## Games that use CI

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### SLAM IT! (Adapted from Stephanie Kenemer)

- Pass out dry erase boards and markers.
- Students in pairs compete against one another.
- Teacher **asks a question** in the target language.
- Students **write the answer** in the target language.
- As soon as they are done writing, students turn their boards over on their desks face-down. (That's the Slam!)
- The first person between the pair that puts their board face down gets the point if their answer is correct.
- If the first person's answer is incorrect, give the second person the point if his/her answer is correct.
- If they put their boards down at the same time the slam is solved using rock, paper, scissors.

## PENCIL GRAB (from Lauren Watson)

- Students are in pairs with desks touching.
- Write out a series of TRUE/FALSE statements in the target language.
- Ask students to pull out one pencil they will share and that they can both reach.
- Read the statements aloud.
- If the statement is true, students must grab the pencil.
- Whoever grabs the pencil gets 2 points.
- If the statement is false, neither of the students should grab the pencil.
- If a student grabs it, they lose a point.
- Whoever has the most points at the end wins the game.

## Circling Strategy

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### Steps to Circling

1. Statement (choose a word to “circle”)
2. Question that gets a “yes”
3. Either/or question
4. Question that gets a “no”
5. Use a question word (who, what, where)
6. Repeat the steps and circle with each key word of the sentence that you want students to acquire.

### Circling Practice

Write a sentence in Motletalk. \_\_\_\_\_

Choose a word to “circle.” \_\_\_\_\_

Question that gets a “yes” answer about the circled word.

\_\_\_\_\_

Either/or question that prompts the students to say the word you are circling.

\_\_\_\_\_

Question that gets a “no” answer concerning the circled word.

\_\_\_\_\_

Use a question word/interrogative (who, what, where) to get students to say the circled word.

\_\_\_\_\_

Choose another word to circle and repeat these steps circling that word \_\_\_\_\_

Yes question \_\_\_\_\_

Either/or question \_\_\_\_\_

No question \_\_\_\_\_

Interrogative \_\_\_\_\_

### Resources used in this presentation:

- ▶ <http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html> \*
- ▶ <http://www.sk.com.br/sk-krash.html>
- ▶ <https://www.teachingenglish.org.uk/article/comprehensible-input>
- ▶ <https://www.youtube.com/watch?reload=9&v=Qki8r3KSpfc>
- ▶ <https://www.youtube.com/watch?v=1JMYREHowos>
- ▶ [https://www.youtube.com/watch?v=6VsR8\\_yCrOc](https://www.youtube.com/watch?v=6VsR8_yCrOc)
- ▶ Slavic, Ben. *The Big CI Book: A Step-by-Step Guide for World Language Teachers*. Teacher's Discovery, 2015.\*\*

\*Keith Toda is a Latin teacher near Atlanta. His blog has a long list of CI activities that are linked to explanations.

\*\*Ben Slavic is a nationally recognized TPRS expert. His simple message is that **people learn languages with joy first and analysis second, and not the other way around.**