Priscilla Russel
Supervisor of World Languages, Bilingual Education, and ESL
Princeton Regional School District
prussel@prs.k12.nj.us

Rosanne Zeppieri
Supervisor of Curriculum & Instruction
West Windsor-Plainsboro Regional School District
Rosanne.Zeppieri@gmail.com
Session Agenda

• STARTALK Best Practices - How do they help us?
• Communicative Proficiency- How do we start?
• Comprehensible Input- What does it look like in the classroom?
STARTALK-endorsed Principles

• Implementing a standards-based and thematically organized curriculum
• Facilitating a learner-centered classroom
• Using target language and providing comprehensible input for instruction
• Integrating culture, content, and language in a world language classroom
• Adapting and using age-appropriate authentic materials
• Conducting performance-based assessment
Start Talking!

Building Competence and Confidence From Day One!
Comprehensible input...

• What is it?

• What is it not?
CI is a theory of language learning dating back to the work of Stephen Krashen (1982).
Opposition to Krashen’s Input Hypothesis

• For Gass (1988, 1997) - there is a crucial difference between comprehensible input and the concept of comprehended input.

• Swain (1985) - in addition to comprehensible input, comprehensible output is also necessary for L2 acquisition, and that learners will be obliged, and therefore, make their output more comprehensible if communicative demands are put on them.
Comprehensible Input

• The amount or level of language that a student can fully understand, plus a little more: i+1.
  • Curtain & Dahlberg, 2010

• The most important factor in the amount of language acquisition by a learner is the amount of comprehensible input to which he is exposed.
  • Curtain & Dahlberg, 2010
Input is to language acquisition as gas is to a car. An engine needs gas to run; without gas, the car would not move an inch. Likewise, comprehensible input in language learning is what gets the “engine’ of acquisition going. Without it, acquisition simply does not happen.

(J. Lee and B. VanPatten, 2003)
Language is not just “soaked up.”
The learner must understand the message.

In practice, almost all reverberation mapping data has been insufficient to constrain the transfer function, and reverberation analysis has instead relied on cross-correlation techniques.
INPUT -> Intake -> Output

Strategies for Making Input Comprehensible:

• Story form
• Choice of vocabulary (caretaker speech)
• Presenting information in small steps
• Explanation and rewording (circumlocution)
• Use of context cues (visuals, concrete referents, actions)
• Modeling, modeling and more modeling
• Teaching classroom language “chunks”
El león y el grillo
INTAKE IS THE LANGUAGE THAT “STICKS!” Intake requires opportunities for students to practice language in a **HIGHLY SCAFFOLDED** context at their level of proficiency.

- Info Gap Tasks
- Categorization – **“Odd Man Out”**
- Semantic Webs
- Venn diagrams
- **Story Maps**
- Question Chain - “I have, You have”
Odd Man Out

1. cantaba el león jardín el grillo

2. los animales avisó el león el águila
Nombre: _________________
Clase: ______
Fecha: ______

Organigrama: «El león y el grillo»

¿Cuándo ocurrió?

¿Dónde ocurrió?

Los personajes ¿Cómo eran?
¿Qué hicieron?

Un dibujo de mi parte favorita:

¿Qué pasó?

La situación: __________________________________________

Acción: __________________________________________

Acción: __________________________________________

Acción: __________________________________________

Acción: __________________________________________

La resolución: __________________________________________
Input  ➔ Intake  ➔ OUTPUT

- Cooperative group work
- Pair work
- Info Gap tasks
- Role plays
- Surveys
Info Gap Task

One student has information that other partner does not have and the partners have to share their information.
Ask your partner questions to find 5 differences between your pictures. Remember that you cannot look at each other’s pictures.
Formative Assessment Comprehension Checks

- White boards
- Stand up if...
- Signaling
- Questioning sequences
  - Yes/No
  - Forced Choice
  - Open-ended
  - Can you tell me more?
  - Can you explain why?
- Show me you understand by...
Vocabulary Acquisition

Mind Mapping

Birthdates
Numbers 1-31
Days of the week
Months of the year
Seasons

Comparisons/Contrasts
Between American
And Hispanic celebrations

Party invitations
Accepting/Declining an invitation
Party props
Party activities

THE PERFECT PIÑATA
LA PIÑATA PERFECTA

WRITTEN BY Kelli Kyle Dominguez
ILLUSTRATED BY Dina Paterson

SPANISH TRANSLATION BY Teresa Mlawer
Vocabulary Acquisition

http://www.youtube.com/watch?v=eCEheOQdNzE
Yo Azama with his Japanese Students

What CI strategies does he use with his high school students? Turn and Talk with a Partner.

http://actfl.org
Final Thought

The greater the comprehensible input, the greater the capacity for students to understand.
Digital Sources for Comprehensible Input

- Blogs
- Podcasts
- Audio / Video Clips
- Wikis
- Voice Thread
- Digital Storytelling
- Live Mocha

- http://www.laits.utexas.edu/hebrew/personal/toolbox/resources.shtml
- http://kplacido.com/
- http://miscositas.com
- http://ckendall.wikispaces.com/Web+2.0+Workshop
- http://www.twelchconsulting.com/