INPUT: MAKING IT COMPREHENSIBLE
Comprehensible Input and Stephen Krashen

- Krashen - language acquisition is more powerful and essential than language learning and the only one way to acquire language is to be exposed to comprehensible input

- Many questions arose from Krashen’s hypotheses:
  - How do learners get the right kind of input?
  - Does providing comprehensible input guarantee that learners will learn the language they are exposed to?
  - When and how will output happen?
Stephen Krashen in his own words...
Was the information comprehensible?

Why?

What strategies were used?

What suggestions might you make to increase comprehensibility?
Traditional Approach

- Structures
- Practice structures in communication

CI Approach

- Meaning of messages
- Acquire structures
Language is not just “soaked up.” The learner must understand the message.

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)
Learning 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.

- One mathematical constant crucial to the analysis of the world is π. The p-series approximates the value of π. The error, or remainder, of such an approximation is the difference between the actual sum and the nth partial sum. For this p-series, the remainder is estimated by $R_n \leq 1/n$. 
“INTAKE” IS THE LANGUAGE THAT “STICKS!”

Intake requires opportunities for students to practice language in HIGHLY SCAFFOLDED contexts at their level of proficiency.
Input --- Intake --- OUTPUT

- Cooperative pair and group work
- Info Gap tasks
- Role plays
- Surveys
Comprehensible Input

- Appropriate Speech
- Explanation of Academic Tasks
- Use of Techniques
What are the issues preventing students from comprehending instruction?
Utah State Office of Education Portuguese STARTALK Program
Our Program

- STARTALK combination grants in 2012, 2013, and 2014 including teacher training for approximately 20 teachers and summer camps for approximately 350 first-grade students

- Teacher training focuses on THREE core components:
  - (1) design and deliver **culturally-relevant** instruction that is **standards and proficiency based**;
  - (2) **engage all learners all the time** using active participation to check for understanding on an ongoing basis; and
  - (3) provide **comprehensible input** for students while remaining in the target language.
Pedagogical Backbone

- Engagement Strategies/Oral Output
- Checks for Understanding
- Language Support for Extended Utterances
- Language and Content Objectives
- Comprehensible Input
- I do, We do, You do
Comprehensible Input
Comprehensible Input

**Definition:** The ability to make content and language understandable and accessible to students.

**Toolbox Strategies:**
1. Visual Support
2. Contextualization
3. Adapted Language Use
STRATEGY #1: VISUAL SUPPORT

Definition: Matching sound with meaning

Includes:

- Gestures and body language
- Pictures and objects (realia)
- Videos
- Total Physical Response (TPR)
bola

O Objetivo:
Eu posso encontrar partes de 10.
Eu posso dizer o total, a parte que ou sei, a parte que falta.
Comprehensible Input

STRATEGY #2: CONTEXTUALIZATION

Definition: Provide multiple, meaningful, repeated exposure to targeted words, concepts and skills in a variety of contextualized ways.

Includes:
- Preview material
- Storytelling
- Songs and chants
**Comprehensible Input**

**STRATEGY #3: LANGUAGE**

**Definition:** Caretaker Speech

**Includes:**
- Complexity of speech
- Rate
- Enunciation
- Predictability
O Clima hoje está...
Without comprehensible input, acquisition of the immersion language is significantly compromised!
Guided Practice

Cooperative & Orally Interactive

Independent Practice

Closing (re-visit Learning Objectives)
It's Your Turn!
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://tonitheisen.wikispaces.com/21st+Century+Learning+Resources
- • http://ckendall.wikispaces.com/Web+2.0+Workshop
- • http://www.twelchconsulting.com/