



AN INTRODUCTION TO CI

Comprehensible Input



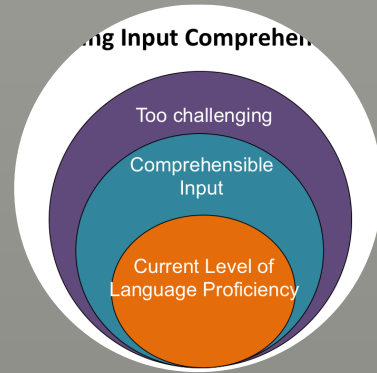


WHAT DO YOU ALREADY KNOW
ABOUT CI/TPRS?

What is CI?



Language input that can be understood by listeners despite them not understanding all the words and structures in it; “essence”

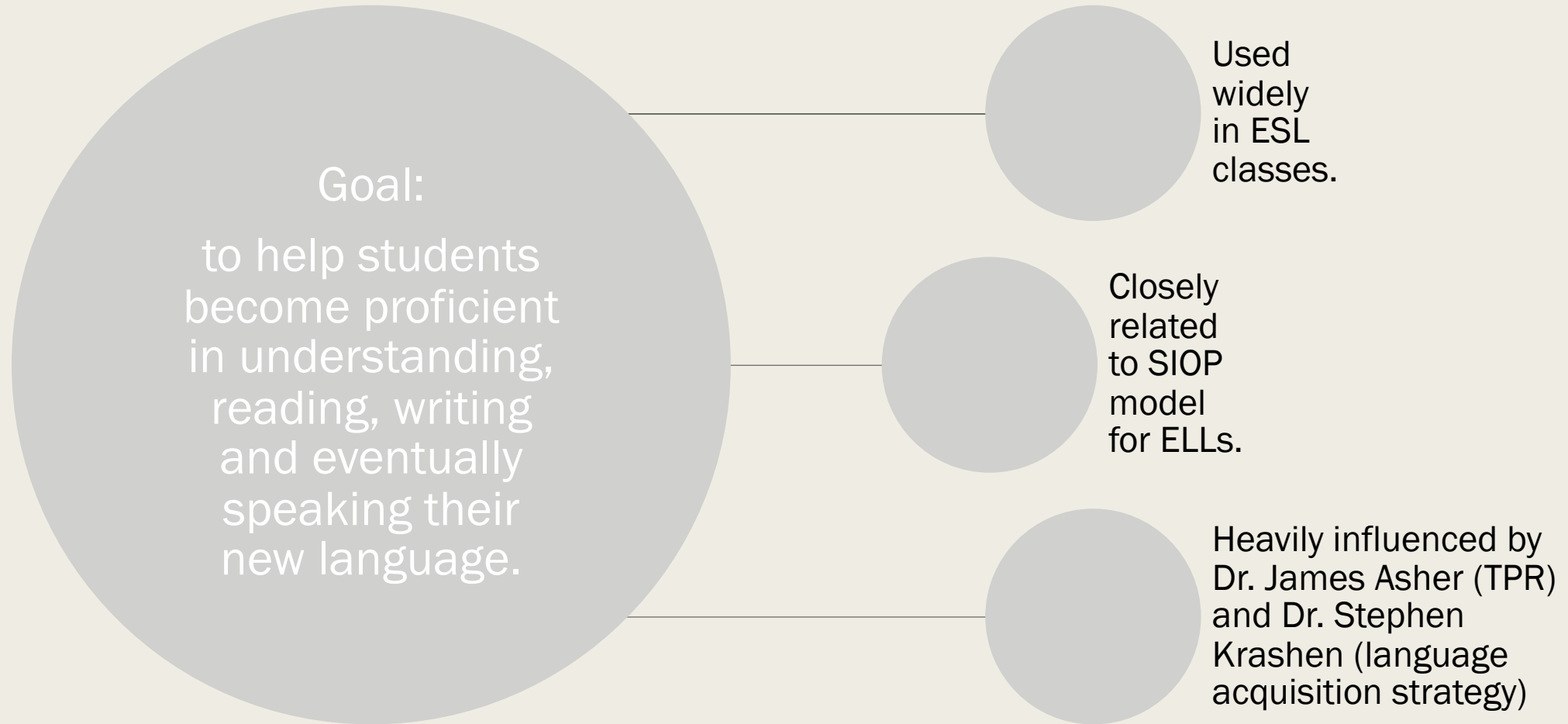


It is described as one level above that of the learners if it can only just be understood.

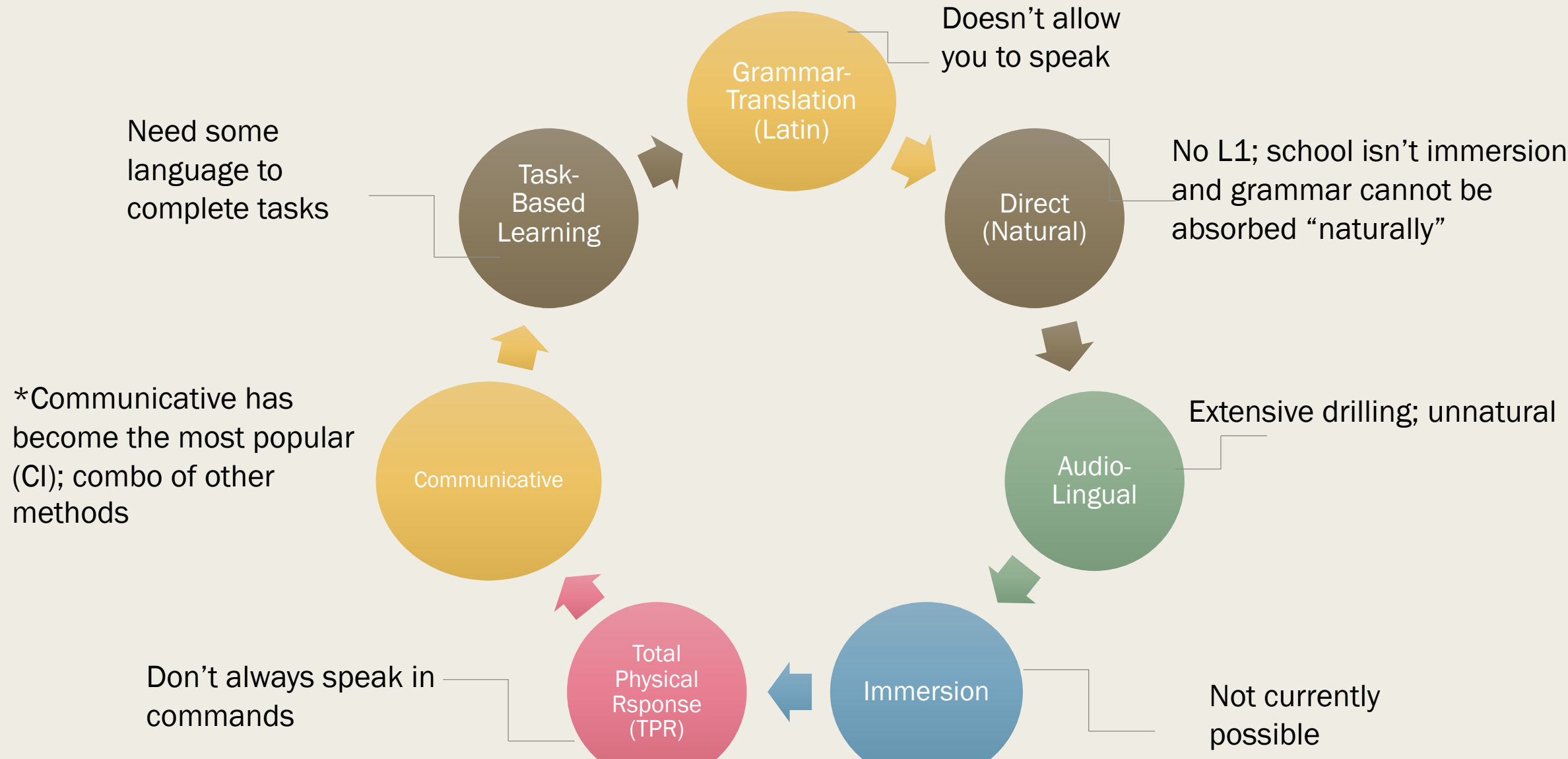


Based on the idea that the brain needs an enormous amount of CI in the target language (TL).

What is CI?



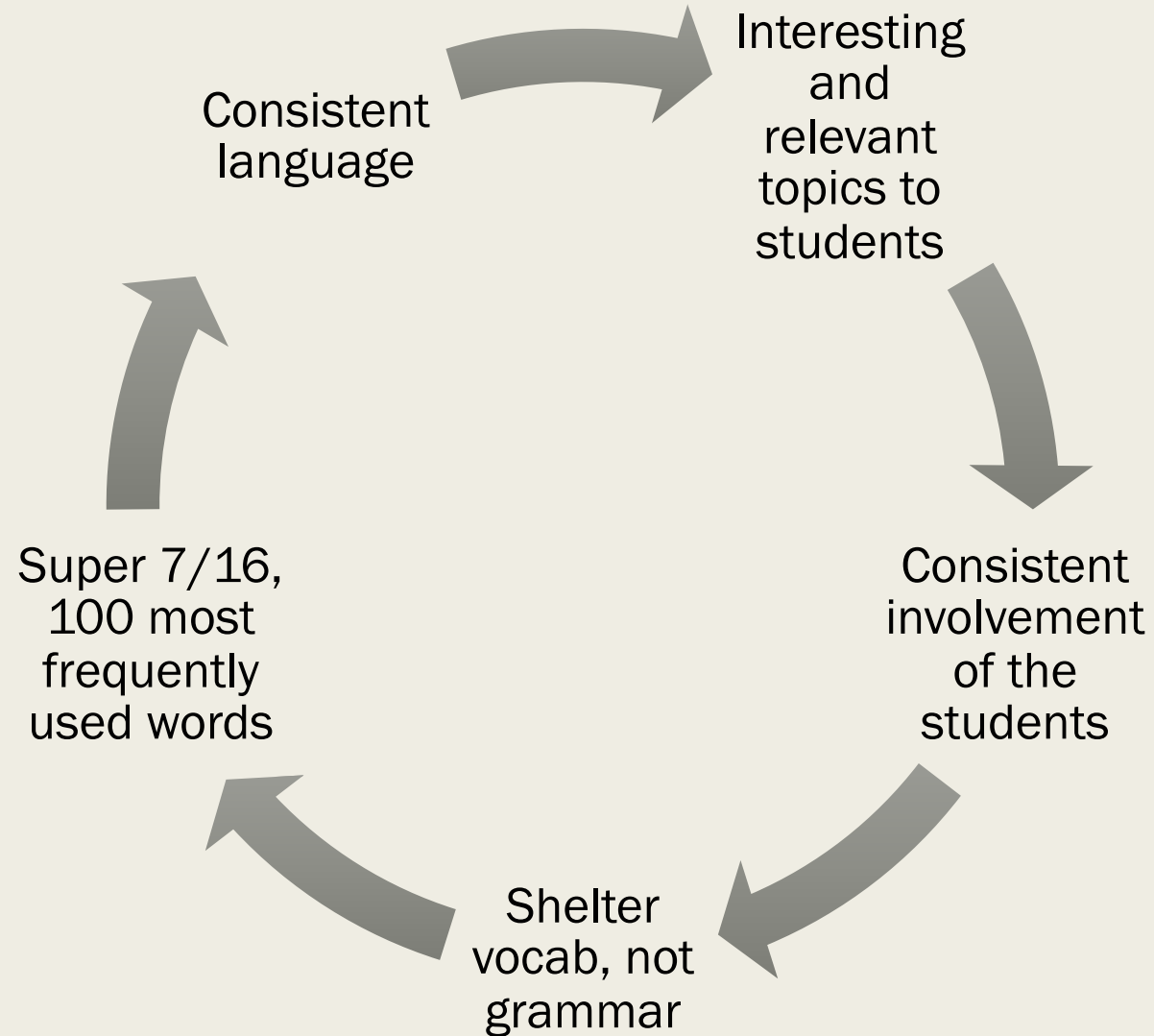
Foreign Language Teaching Methodologies





"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

Components



The Super Seven

Story possibilities are virtually limitless once I have verified that students have mastered these seven structures

está
hay
tiene
es
le gusta
va
quiere

Idea credit: Terry Waltz

The sweet 16

The super seven verbs plus these ten form the foundation of essential structures for level one. I use all tenses, but limit new vocabulary.

sale de
hace
se pone + emotion
puede
le da
le dice
sabe
vuelve
ve

100 Most Common Words in Spanish (in order)

1. el / la	the	50. mismo	same
2. de	of	51. yo	I
3. que	that / what	52. también	also
4. y	and	53. hasta	until
5. a	to	54. año	year
6. en	in	55. dos	two
7. un	a	56. querer	to want
8. ser	to be	57. entre	between
9. se	pronoun, reflexive marker, himself / herself	58. así	like that
10. no	no	59. primero	first
11. haber	to have, hay, había	60. desde	since
12. por	for	61. grande	large, great, big
13. con	with	62. eso	that
14. su	his, hers, theirs	63. ni	not, neither
15. para	for	64. nos	us
16. como	like, as	65. llegar	arrive
17. estar	to be	66. pasar	to pass
18. tener	to have	67. tiempo	time, weather
19. le	to him	68. ella	her / she
20. lo	the (lo mejor es estudiar mucho)	69. sí	yes
21. lo	it (lo compré en la tienda)	70. día	the day
22. todo	all	71. uno	one
23. pero	but	72. bien	well
24. más	more	73. poco	a little
25. hacer	to do, make	74. deber	should
26. o	or	75. entonces	then
27. poder	to be able to	76. poner	to put
28. decir	to say, tell	77. cosa	thing
29. este	this	78. tanto	so much
30. ir	to go	79. hombre	the man
31. otro	other	80. parecer	to appear
32. ese	that	81. nuestro	our
33. la	it (feminine)	82. tan	so much
34. si	if, whether	83. donde	where
35. me	pronoun, me (¿cuándo me va a llamar?)	84. ahora	now
36. ya	already, still	85. parte	part
37. ver	to see	86. después	after
38. porque	because	87. vida	life
39. dar	to give	88. quedar	to stay
40. cuando	when	89. siempre	always
41. él	he	90. creer	to believe
42. muy	very	91. hablar	to talk
43. sin	without	92. llevar	to wear, carry
44. vez	time	93. dejar	to leave
45. mucho	a lot	94. nada	nothing
46. saber	to know	95. cada	each
47. qué	what, that	96. seguir	to follow
48. sobre	about	97. menos	minus, less
49. mi	my	98. nuevo	new
50. alguno	some	99. encontrar	to find, meet

Techniques

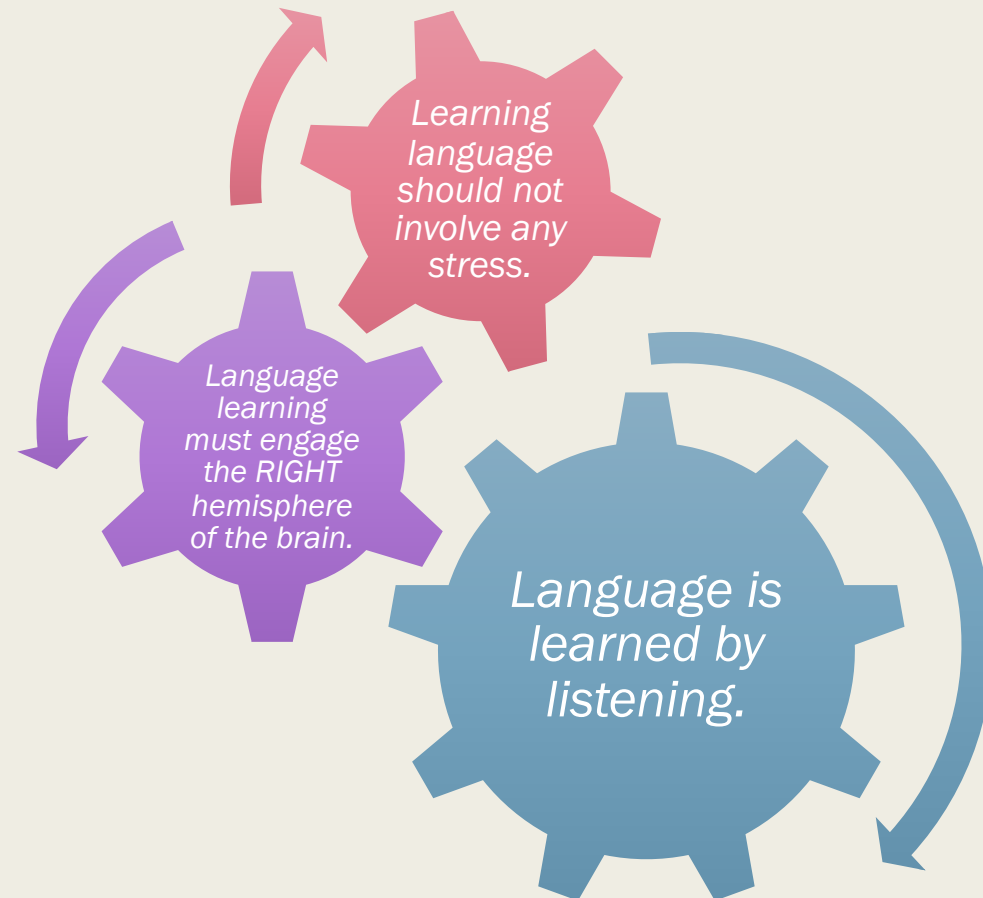
- Vocab choice with presentation of background and context
- [Graphic organizers](#)
- Context or VISUAL cues – gestures, props, word wall (transition words)
- Asking for clarification from students through StoryAsking
- Opportunities for students to express ideas and thoughts in TL
- Cooperative learning and peer tutoring strategies
- Embedded Reading – 3 or more readings in which each subsequent reading is an expanded version of the one that precedes it; takes a text and breaks it down into smaller, more easily mastered pieces
- Comprehension checks – teacher uses comprehension checks constantly to assess language acquisition and to provide differentiated, guided, and supported practice
- Pop-Up Grammar – extremely short, contextualized explanations of grammatical concepts; works because it is VERY HIGHLY contextualize
- Contrastive Grammar – teacher uses circling and comprehension checks to compare and contrast the two related terms (like puedo, puede)
- Free Reading



TPR vs. TPRS

Total Physical Response (TPR)

- Teaching Strategy
– Dr. James Asher
- Based on observations of how children learning their L1 (made by Dr. Asher)



TPR vs. TPRS

Teaching Proficiency through Reading and Storytelling (TPRS)

Establish Meaning –

New vocabulary structures are taught through a combination of translation/gestures/PQA

Literacy –

Vocabulary structures are used in a follow up reading activity.

Story –

Vocabulary structures are used in a spoken class story.

- Teaching Strategy – Blaine Ray in the 80s
- Based on theories proposed by Dr. Stephen Krashen

TPR or TPRS on Day 1?

- Method # 1: Start Day 1 with a story
- Method # 2: Start with TPR and Essential Questions (Preliminary Chapter)

TPR by Day for Spanish 1

Day 1

1. Se levanta
2. Se sienta
3. Camina
4. Salta
5. Corre
6. Para
7. Rapidamente
8. lentamente

Day 2

1. Grita
2. Toca
3. Lloro
4. Sonrie
5. La mano
6. La boca
7. suavemente

Day 3

1. Levanta
2. Baja
3. Corta
4. La mesa
5. La silla
6. la cabeza
7. el pelo
8. los ojos
9. la nariz
10. la oreja/el oído

Day 4

1. Se rie
2. Come
3. Duerme
4. El lapiz
5. El papel
6. Feliz
7. Triste

8. La esquina

Day 5

1. Agarra
2. Los calcetines
3. A la izquierda
4. A la derecha
5. Pone
6. Escucha
7. Mira
8. Escribe
9. El piso
10. El techo

Day 6

1. Escribe
2. Da una vuelta
3. Pega
4. Empuja
5. La pie
6. La rodilla
7. El gato
8. El libro
9. La banana

Day 7

1. Abraza
2. Besa
3. Dibuja
4. La cara
5. La sonrisa
6. Grande
7. Pequeño
8. La luna
9. Fuerte

Day 8

1. Escapa

2. Tropieza

3. Se cae
4. El hombre
5. Va a
6. El carro
7. El pez
8. El brazo
9. El pecho
10. El regalo

Day 9

1. Toma
2. Ve
3. Habla
4. Se rompe
5. Abre la puerta
6. El bolígrafo
7. La toalla
8. La casa
9. El hombro
10. Arriba
11. abajo/debajo
12. Alto
13. Bajo

Day 10

1. La camisa
2. La falda
3. La cuchara
4. El cuchillo
5. El tenedor
6. Encima de
7. Enfrente de
8. Entre
9. Corre hacia
10. Alrededor
11. Necesita
12. Se baña

Skills

CIRCLING

Point and pause, slowly
at first

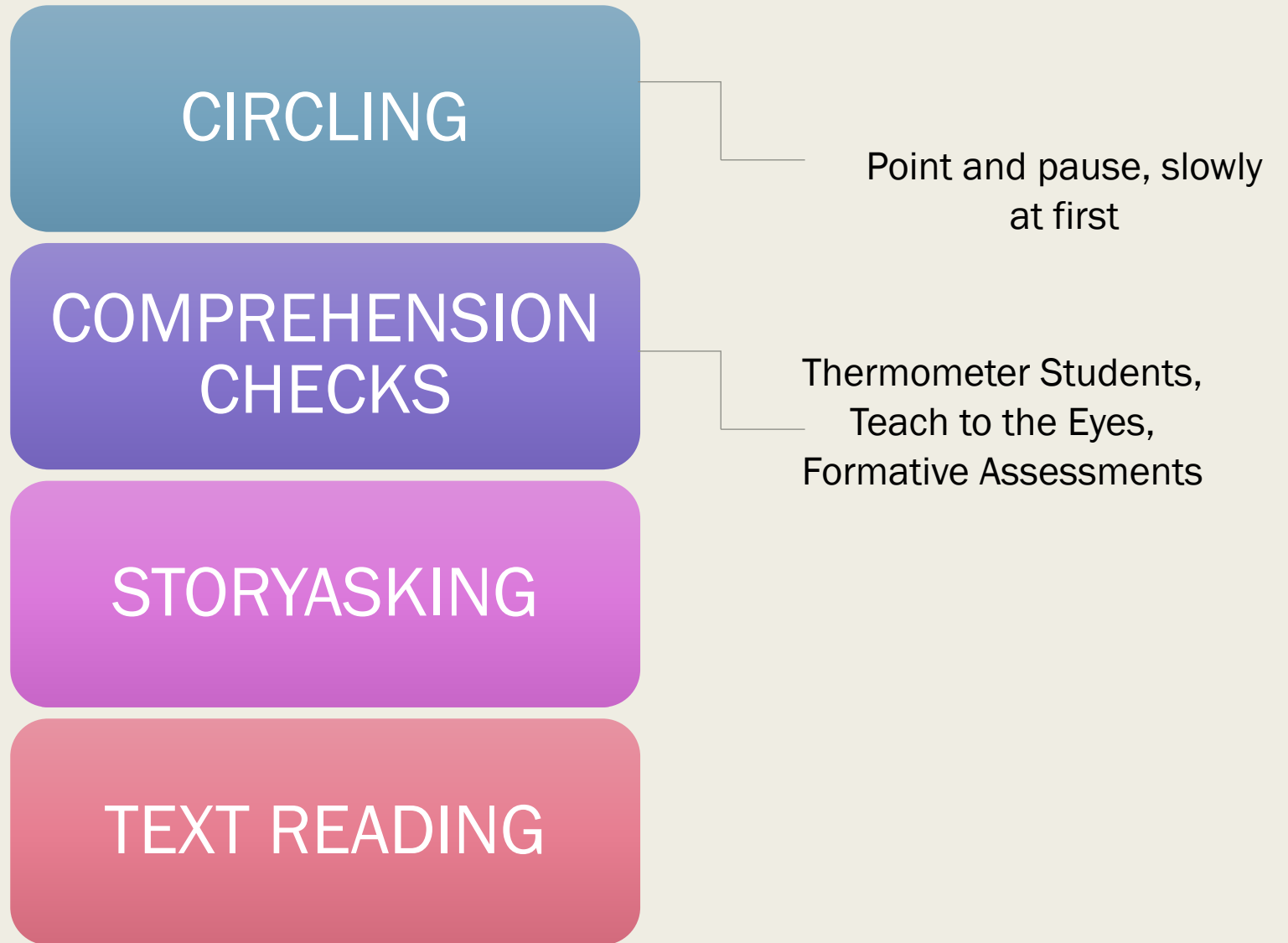
COMPREHENSION
CHECKS

Thermometer Students,
Teach to the Eyes,
Formative Assessments

Story Details

STORYASKING

TEXT READING



The Sacred Seven

Circling

Going slow

Pointing and pausing

Checking for comprehension

Teaching to the eyes

Staying in-bounds

Personalizing

Activities

- Act out a story – be sure story has 3 locations, includes dialogue
- Picture Talk/ [Movie Talk](#)
- Songs (CLOZE activity, cultural lesson, repetition of target structures, CantaNinja)
- Free Reading – classroom library of novels (1x per week/biweekly/as students finish early)
- Parallel stories (change characters, locations, other non-essential details)
- Games (PP board game, Simon says, Story match up, Pictionary, Charades, Running Dictation, Grudgeball)
- Pair & Share – summarize the story orally with partner/as a class with pictures/sentences
- Dialog journals
- [#Authres](#)
- [Mad Libs](#)
- [Textivate](#)
- [Numbered Heads Together](#)
- KEY: MORE REPETITIONS!!!!!!

Assessment

- Most controversial aspect
- Assess when at least 70% of students have shown mastery through formative assessments
- Not evenly evaluated; levels 1 & 2 should have a higher listening and reading percentage
- Assess in the different modes: (5th category – Work Habits/Participation)
- Assessments for each Unit (not all units assess all 4 modes)
- Types of Activities:
 - Direct translation
 - Reading Comprehension
 - CLOZE activities
- See examples



Criticisms

Sacrifice quality for quantity

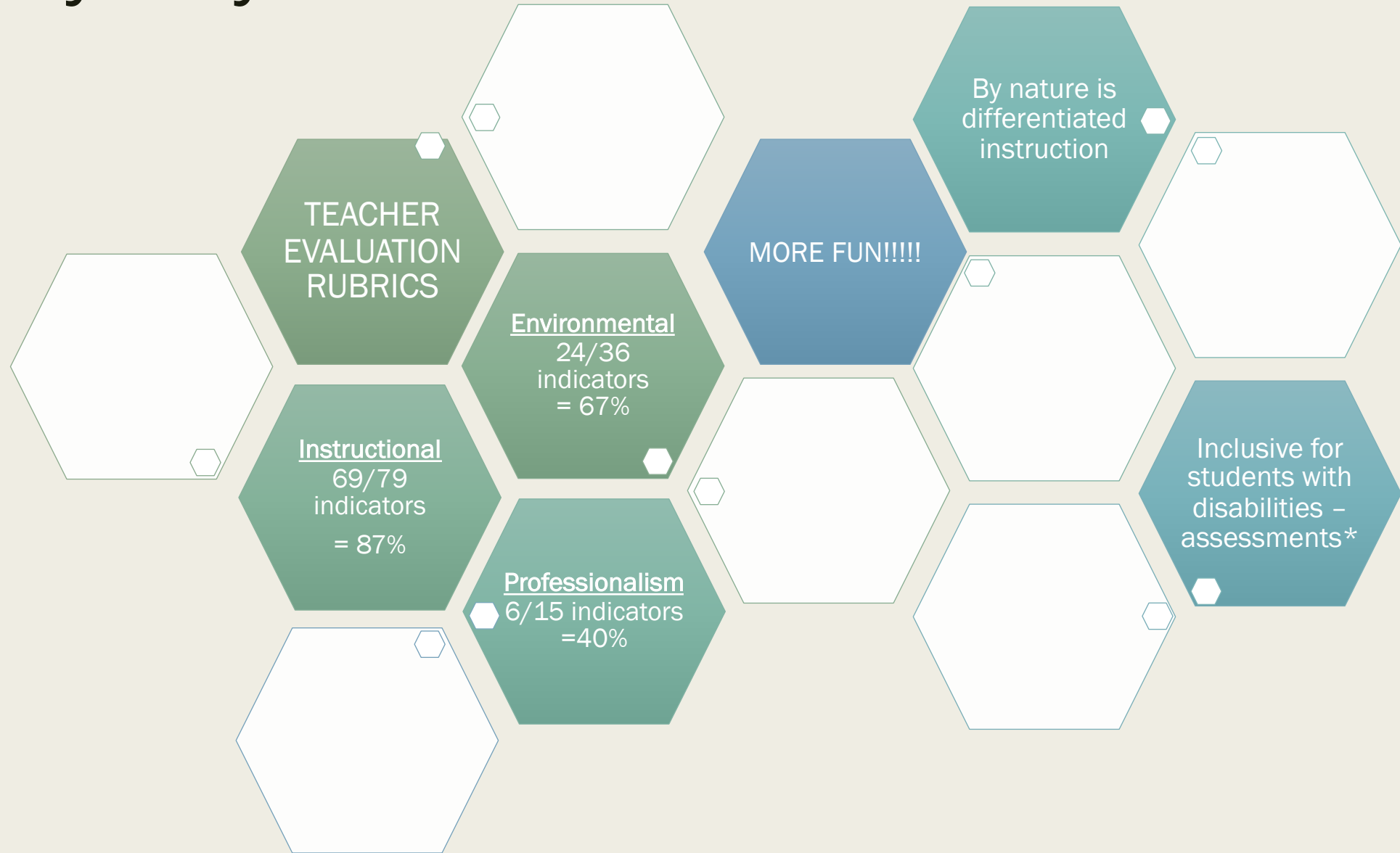
Students are able to understand and produce large amounts of language, but it is full of errors based on a lack of explicit grammar instruction/error correction

Over-usage of Cognates (substitute for real language) (MB)

Creation of curriculum

Based on hypotheses; not proven

Why do you want to use CI?



Keys to Success

- Expectations
- Classroom Management
- Reinforce what you are doing by telling the students what you are doing and why
- Move around/Use of props/Word Wall
- Keep it current (famous people, current events)
- Outrageous/crazy/unpredictable/surprise endings (in stories)
- Focus on verbs to be communicational (Super 7 & Super 16)
- Shelter VOCAB not GRAMMAR
- Have fun! Your energy/excitement is contagious.
- Find your style. We are all different.

“When we talk to a young child, we don’t have the option to switch to another language. We simply adjust our language to speak to the child in a manner that he understands. We naturally limit the vocabulary. The same applies to students learning their second language.”

–Cynthia Hitz, Teacher & Blogger

People to Know & Follow

- Martina Bex (martinabex.com)
- Kristy Placido (kplacido.com) (@placido)
- Cynthia Hitz (<http://palmyraspanish1.blogspot.com/>)(@srahitz)
- Ben Slavic (benslavic.com)
- Carrie Toth (somewheretoshare.com)
- Jason Fritze (<http://tprstories.com/jason/>) (FluencyFast)
- Allison Wienhold (<http://misclaseslocas.blogspot.com/>)
- Dr. Stephen Krashen (<http://www.sdkrashen.com/>)
- Dr. Bill VanPatten (<http://www.teawithbvp.com/>)
- Blaine Ray (tprsbooks.com)
- Carol Gaab (fluencymatters.com)
- Teachers Pay Teachers.com



QUESTIONS???



SKILLS & PRACTICE

Comprehensible Input



CIRCLING

- Make a statement.

The boy wants to have a cat.

- Yes/No question

Does the boy want to have a cat?

- Either/Or

Does the boy want to have a cat or a dog?

- Q that gets a negative answer.

Does the boy want to have a dog?

- Restate the negative and restate the positive.

No the boy does not want to have a dog. The boy wants to have a cat.

- Who/What/Where questions

CIRCLING PRACTICE

- There is a boy.
- His name is Bubba.
- Bubba lives in Alabama.
- Bubba is looking for a girlfriend.