STAYING IN FLOW WITH CI STRATEGIES

Helping ALL Students through Differentiated CI Instruction

Define

Define learning objectives based on your students' needs and interests. What do they need to know? What will help them succeed in the language?

1. _____

2. Situationally-appropriate vocabulary.

3. _____

Refine

_____ you deliver

_____ you deliver

How _____ you deliver

How _____ you deliver

Combine

Context is the key to providing meaningful input! Create a variety of intentional contexts and combine them 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.

Primacy-Recency Effect

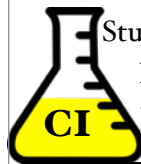That which is learned first is that which is learned the best. That which is learned last is that which is learned second best. That which is leaned in the middle is that which is learned least.

Retention in Two 20-Minute Learning Episodes
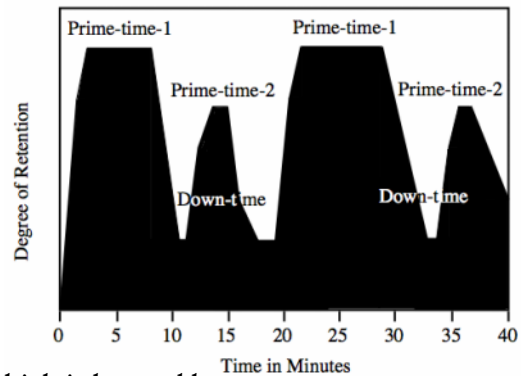
David Sousa, *How the Brain Learns pp 88-94*
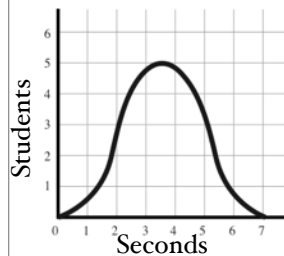
Presenting New Vocab

CI

Students can not acquire what they do not understand. Establish meaning first. This will help you stay in the Target Language and help keep input comprehensible.

_____. WORDS

_____. VOICE

_____. VISUALS

Pacing Is an Art

1. Point & speak
2. Pause
3. Repeat

Students / Seconds

Color-coding increases Comprehension
Target Language
meaning
highlight syntax/grammar

Timing & Repetition are Critical

New structures will be 'displaced' by other 'new' words, if they are not repeated within 30 seconds during the initial introduction phase. Introduce one phrase, practice it, then introduce another.

Questions camouflage repetition.

Questions are Key to Engagement

Asking questions also elicits deeper thinking than providing mere answers. When we are asked a question that requires a yes or no answer, our brains surprisingly continue, unconsciously, to process alternatives to the answer. Thus, questions generate sustained enriching brain activity.

Brain-based Learning, pg. 188, Eric Jensen

Circling Questions Provide Concentrated Repetition

YES

??   OR

NO
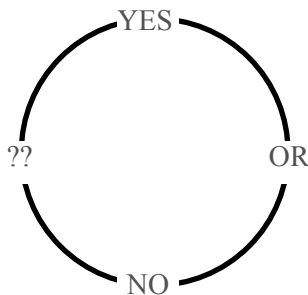
Differentiated Questions

Creative, open-ended response

Simple interrogative

Fill in blank, 1-word answer

Yes/no, either/or

Higher Order Thinking

Use level-appropriate language to pose questions that elicit higher-order thinking. HOT questions can be simple yes-no questions, but their answers require logic and inference, which activate brains and engage learners.

Student-centered Input

PQA (Personalized Questions & Answers) provide context for new language structures. PQ's also help students to see personal relevance of new language structures and helps them to connect to upcoming discussions that will take place.
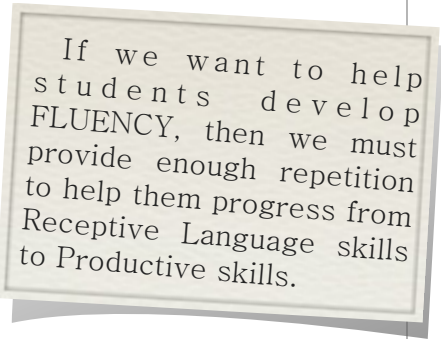
Reading

Search for reading materials by searching for key vocabulary structures and relevant topics. If necessary, edit the readings to make them level-appropriate and highly comprehensible. I use TPRS Publishing readers and supplement with reads from the internet, news affiliates, Reading A to Z, social media feeds, etc.

Stories

Do not limit yourself to one type or genre of story. Use true stories, personalized stories about students, fictitious stories, news stories, etc. Read them, act them out, and do follow-up activities that provide more repetition of key vocabulary structures.

Videos

The Internet provides an infinite number of possibilities for providing compelling input. Although I will sometimes use various videos that are unrelated (aside from containing high-frequency vocabulary), I tend to balance 'random' videos with a string of videos that follow the same thread. Themes help me make instruction over time more cohesive and more universally memorable.

Music

Music is a powerful mood elevator and a great way to acquire new language structures. It is not necessary to teach ALL the lyrics to a song. Sometimes it it more effective to teach the chorus only or even just one phrase. Select different types of music and search for ways to make lessons more cohesive through the songs you choose.

Human #Authres

Inspirational people have compelling stories that provide a great platform for providing CI. Invite guest speakers into your classroom or invite them via Youtube. Keep in mind that just a short 30-second clip can produce more than 125 words of text, so be selective and prioritize the portions of a video that would be most beneficial. In addition to hearing from and about influential people, READ about them too! Edit the text for optimum comprehensibility and encourage independent investigation / learning outside of class time.

> If we want to help students develop FLUENCY, then we must provide enough repetition to help them progress from Receptive Language skills to Productive skills.

Differentiated CI

Technology

There are an infinite number of apps and online resources for delivering a variety of information (input) in engaging ways. The following are a few of my faves:

> GetKahoot.com
> quizizz.com
> PhotoPeach.com
> GoAnimate.com
> voki.com
> dvolver.com
> textivate.com

Differentiating Lessons

Focusing on the same themes and topics across each level takes effort, but the benefit is worth the investment. Providing a common thread throughout my classes provides unique and otherwise nonexistent opportunities for my students to share new learning, collaborate in independent learning and engage in conversations in the Target Language.

Movie Talk

Movie Talk, created by Ashley Hastings, is a process of providing a simplified narrative of a movie or video clip to make it more comprehensible to students and more effective for SLA. I often shift from MovieTalk input to actual raw input, alongside the narrative.
http://www.focalskills.info/articles/moviesfs.html

Prioritize Vocabulary

Prioritize the need for specific vocabulary words. Novice-low students will benefit most from the top 200 words in the language and vocabulary that is situationally-appropriate. As students progress in proficiency, gradually add more (and richer) vocabulary to their repertoire.

Example:

The cheetah can run very fast. A cheetah can run faster than an antelope and faster than a gazelle. It can run 70 mph.

The cheetah is the fastest animal on Earth. It can fun faster than an antelope and it can run as fast as a car! It can reach speeds of 70 mph.

Modify Video Content

A short video clip can provide hundreds of powerful images, but it can also contain an overwhelming amount of vocabulary. To accommodate lower-level students, mute the sound of the video and ask a barrage of questions that will help you create a written narrative. Provide students with the text or if you are tech savvy add the narrative to the movie via subtitles (in the Target Language).

Modify & Analyze Text

Provide students with a short written excerpt (from a piece of text, song lyrics or a video).

Novice: ID cognates; match a known word (provide list) that matches meaning of a synonym in the text. Find the *Impostor* (false) statements within an excerpt of text. Underline the impostors and have beginners fill in the known words (from a word bank, if necessary). **Word Cloud** activities are a great way to preview, predict or review a piece of text.

Novice-high & Beyond:

Substitute new vocabulary with known synonyms. Re-state in your own words. Match summary sentences to portions of the text.

Music

Focus on just the chorus or a phrase or two with beginners and let your more advanced students tackle a verse or the entire song.

> **Differentiation** is **not** about QUANTITY. It's about *using* background knowledge or providing it, considering, literacy skills and linguistic abilities in L1 and previous language experience/exposure and previous language acquired.

Planning

1. Define Learning Objectives

What content would you like students to learn/know? What is most important / beneficial for your students, vocabulary-driven lessons or content-based lessons?

What topics interest you/your students? What topics would help you teach vocabulary or enrich the content?

Refine Input

Identify & *prioritize* critical elements of content and/or critical vocabulary. Determine when, how, how much you should attempt to teach?

Critical Vocabulary	Enrichment Vocabulary	Content / Background info

Combine Multiple Contexts

Add the following to your student-centered input.

Novel(s)	Videos	Stories	Music	#Authres (human/text)	Enrichment Readings