

Comprehensible Iowa 2017

Beginner TCI Workshop

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#CIIA17

PictureTalk

Introducing mis hijos



Starting the Year

- Ben Slavic's Circling with Balls aka Questioning with Cards
 - <http://www.benslavic.com/circling-with-balls.html>
(Note: There are some dated opinions on the topic of 'targeted' and 'untargeted' in this article.)
- Main task: Leading a community of learners where the prevailing mentality is "I can acquire another language and it can be enjoyable"

Profe Tripp monta en bici
súper despacio... 😊



The Crux of It

“Language is acoustical,
not intellectual.”

-Berty Segal

Why I Will Not Go Back

- It's Equitable
- It's Fun
- It's Easy (well... it's easier, now)
- It Works (gets language stuck in the head)
- I Get To Know Students... with Spanish!

What is TCI?

- Teaching with Comprehensible Input (TCI) is a process – a body of approaches, techniques and strategies that prioritizes the delivery of *understandable messages* that are personalized, meaningful, interesting and relevant to our students.

-Grant Boulanger

<http://www.grantboulanger.com/teaching-with-ci/>

Stephen Krashen on the Theory of Comprehensible Input for Language Acquisition

<https://hml.cardiff.ac.uk/Play/5107>

Minute 15:00-19:00

Minute 23:00-26:00

(entire video is worth watching though)

*“We acquire languages when we
understand messages.”*

Critical Period?

- “. . . studies consistently find that older children acquire second languages faster than younger children . . . Older children, it has been argued, have an advantage because of their greater knowledge of the world, which makes input more comprehensible, as well as more advanced levels of literacy, which transfer to the second languages.”

- Witton-Davies

Some Methods Under the TCI Umbrella

- TPR (Total Physical Response) – James Asher
- Natural Approach – Stephen Krashen and Tracy Terrell
- MovieTalk (from Focal Skills) – Ashley Hastings
- TPRS (Teaching Proficiency through Reading and Storytelling) – Blaine Ray
- Story Listening – Beniko Mason

Make Yourself Understood

BE COMPREHENSIBLE to your listeners!

- GO SLOWLY
- ESTABLISH MEANING (write the translation, gesture, use an image, say the translation, draw it, circumlocate it, etc, etc)
- SHELTER VOCABULARY (but not necessarily grammar)
- USE COGNATES (Mike Peto's "¡Beísbol!") and use proper nouns
- GESTURE/ASL (but not forever)
- CHECK FOR COMPREHENSION
 "What does 'salta' mean?" "Show me 'salta'"

THE PARETO PRINCIPAL

The Pareto Principal dictates that 80% of the results in any endeavor come from 20% of the input, material, or effort.

A relatively small number of words make up the great majority of the language used by native speakers on a daily basis

When it comes to language acquisition, narrow and deep may be more effective than broad and shallow

TOP 30 MOST FREQUENT WORDS (IN SPANISH)

The top 100 words make up over half of everything that is said

1. **el / la** (def. art.) *the*
2. **de** (prep.) *of, from*
3. **que** (conj.) *that, which*
4. **y** (conj.) *and*
5. **a** (prep.) *to, at*
6. **en** (prep.) *in, on*
7. **un** (indef. art.) *a, an*
8. **ser** (verb) *to be*
9. **se** (pron.) *-self, oneself*
10. **no** (adv.) *no*
11. **haber** (verb) *to have*
12. **por** (prep.) *by, for, through*
13. **con** (prep.) *with*
14. **su** (adj.) *his, her, their, your (fam.)*
15. **para** (prep.) *for, to, in order to*
16. **como** (conj.) *like, as*
17. **estar** (verb) *to be*
18. **tener** (verb) *to have*
19. **le** (pron.) [3rd pers. indirect object pronoun]
20. **lo** (art.) *the (+ noun)*
21. **lo** (pron.) [3rd pers. Masc. DOP]
22. **todo** (adj.) *all, every*
23. **pero** (conj.) *but, yet, except*
24. **más** (adj.) *more*
25. **hacer** (verb.) *to do, make*
26. **o** (conj.) *or*
27. **poder** (verb) *to be able to, can*
28. **decir** (verb) *to tell, say*
29. **este** (adj.) *this (m); esta (f)*
30. **ir** (verb) *to go*

The Three R's of TCI

- *Reduce...*
 - overall vocabulary items
 - *Reuse...*
 - characters, stories and readings
 - *Recycle...*
 - newer words
- ✧ Make Repetition Happen

Repetition of New Words

- Ask simple questions in target language (yes/no, either/or, WhoWhatWhyWhereWhenHow, What does ____ mean, etc.)
- Fish for further details (a la TPRS®, Circling with Balls, Student Interviews, etc)
- Say it and ask it in a variety of ways: say it wrong, TPR it, write and read it, act it out, comic strip it, read it again, Garageband it, chant it, do dictation of it, etc etc etc.

Scaffolded Questions

- Simplest Questions: Either/Or; Yes/No
- Somewhat Simple Questions: Who/What/When/Where/How Many; What does _____ mean?
- Harder Questions: How, Why, How do you say?

*Don't ask ask a "Why?" question to a student unless you think they can answer it confidently. Reserve this question and ones like it (e.g. How do you say _____?) for your faster processors and early speakers.

Three Types of Questions

- **Comprehension Questions**
 - We know what the answer is (or maybe we forgot) and we want to make sure students are following
- **Storyasking Questions** (i.e. Vertical and Horizontal Questions - TPRS)
 - We are looking for new details about character or plot
- **Personalization Questions**
 - We are finding out more about our students' lives and interests... can be used to compare/contrast

TOO FAST and/or TOO MUCH



NOT ABOUT ME



Personalize!

“We are interested in others
when they are interested in us.”

-Roman Poet Publius Syrus

What Are They All About?

Kike and Juana at the department store in Lima can wait awhile.

The students and their ideas can
be the core subject of discussion.

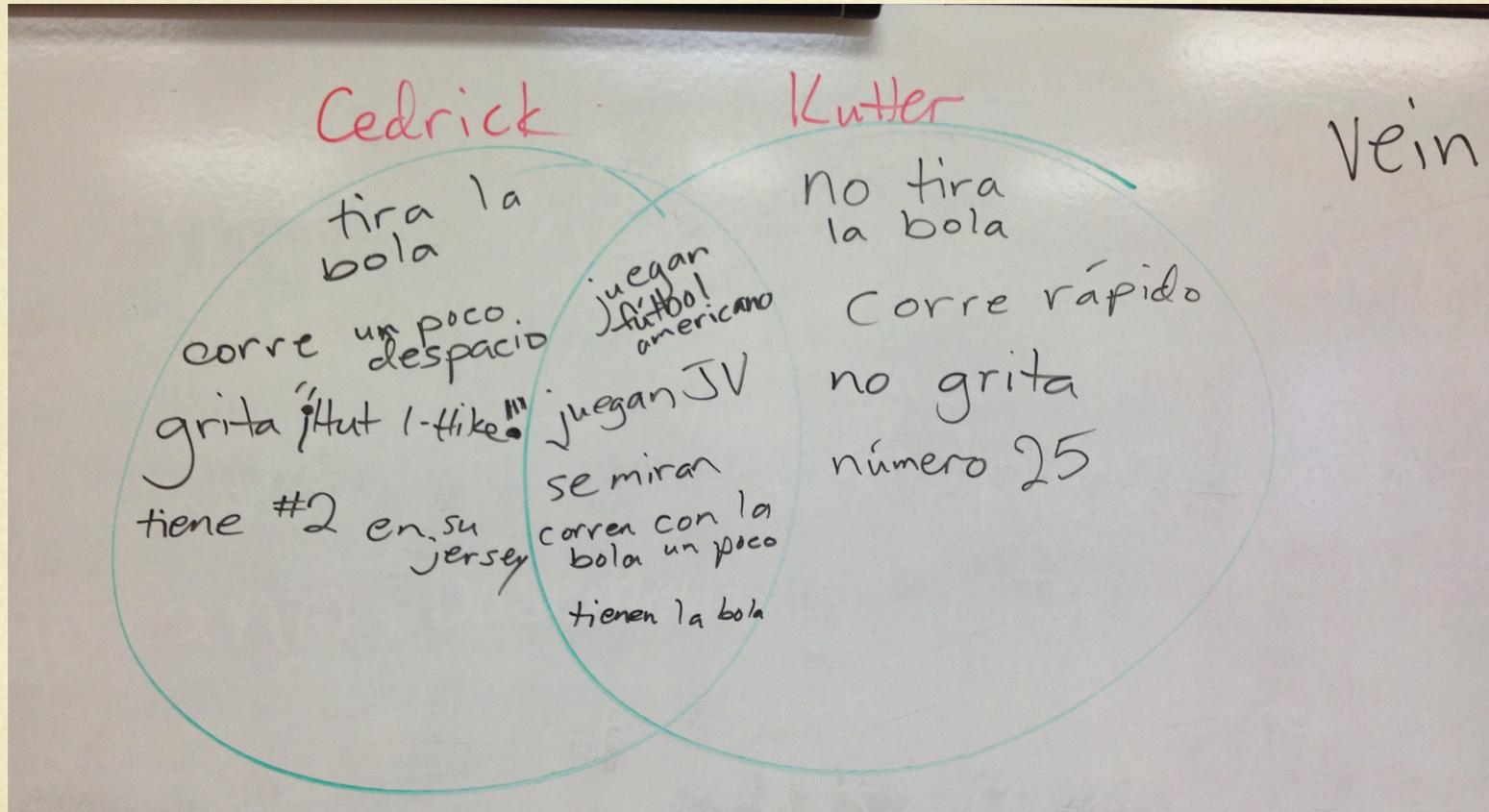
“Become genuinely interested
in other people.”

-Advice from Dale Carnegie in his
wonderful book How To Win Friends And
Influence People

Some things you will likely learn about kids in the class

- Siblings
- Pets
- Favorite sport/singer/team
- Whether or not they like onions
- If they have a girl/boyfriend
- Justin Bieber hater or fan

Comparing and Contrasting two students with Venn Diagram



Every Day We...

- Aim for “*Interesting*” ...
- Look for “*Compelling*” ...
- Settle for “*Comprehensible*”

NOW WE'RE TALKIN'!



What is Proficiency?

PROFICIENCY = ABILITY TO COMMUNICATE

“ . . . ABILITY TO USE LANGUAGE IN REAL WORLD SITUATIONS IN A SPONTANEOUS INTERACTION AND NON-REHEARSED CONTEXT ”

(ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS, 2012, P.4)

Research and Evidence

Two recent Teachers of the Year in their respective states and regions share their results:

- Darcy Pippins - Norman High School, Norman OK
 - <http://ijflt.com/images/ijflt/articles-may-2016...>
 - *more studies cited in the above article*

- Grant Boulanger - Skyview Middle School, St. Paul MN
 - <https://www.isd622.org/Page/7529>

My Students' AAPPL Scores after 1-2 years

ame	Last Name	Testing Start Date	Language	ILS - Speaking	PW - Writing	IL - Listening	IR - Read
		05/19/2016	Spanish	I1	I1	N3	I1
		05/19/2016	Spanish	I1	I1	N4	N3
		05/19/2016	Spanish	N4	I1	I1	I1
		05/19/2016	Spanish	I4	I2	I1	I1
		05/19/2016	Spanish	N3	I1	N4	I2
		05/19/2016	Spanish	N3	I1	N4	N4
		05/19/2016	Spanish	I1	I1	I1	I1
		05/18/2016	Spanish	N3	I2	I2	I1
		05/18/2016	Spanish	N4	N4	I1	I1
le		05/18/2016	Spanish	N4	I3	N3	N3
		05/18/2016	Spanish	N4	I2	I1	I1
dre		05/18/2016	Spanish	N3	I1	I2	I2
		05/18/2016	Spanish	N4	I4	I1	N4
na		05/18/2016	Spanish	N4	I1	N2	I1
		05/18/2016	Spanish	N4	N4	N3	N3
		05/18/2016	Spanish	N4	I2	I1	I2
		05/18/2016	Spanish	N4	I2	I1	I2
		05/18/2016	Spanish	I1	I1	I1	I1
		05/18/2016	Spanish	N3	I1	I1	N4
ah		05/18/2016	Spanish	I1	I1	I1	I1
		05/18/2016	Spanish	N4	N4	I1	N3
		05/18/2016	Spanish	N4	I4	N2	I1
		05/18/2016	Spanish	I1	I4	I1	I1

Can They Write?

(Story Re-write Three Days Later ... Performance)

el 19 de mayo
Hay un gato. La gato se llama Zoomie.
Zoomie es un gato muy especial. Zoomie vive
en el cielo y puede volar con sus dos alas. Zoomie
tiene una trabaaja muy importante. Zoomie hace la
lluvia! Zoomie tiene una ~~trabaaja~~ botella para la lluvia.
En la botella Zoomie mezclaa agua y jugo de
sol. Zoomie ponos la lluvia en un SuperSoaker y
tires la lluvia a los personas en la tierra.
Pero una dia, habia un problema. La lluvia
estaba demaciado caliente. Zoomie puso demaciado
jugo del sol en la botella. Pero no estaba
un accidente... Estaba [On purpose]! Zoomie hizo
este porque, estaba tichiendo una muy muy

Can They Write?

(Story Re-write Three Days Later... Performance)

Zoomie story

Zoomie es un gajo. zoomiés tiene dos alas.
Zoomie trabajo es muy, muy importante.
¿por que es zoomie's trabajo muy importante?
porque zoomie hace lluvia. Zoomie tambien
un bote de lluvia, pero es un
problema. Zoomie tambien enemeja.
¿En serio? ¡SI! Otra personas ota Zoomie.

Can They Write?

(Ten Minute Extemporaneous Story... Proficiency)

Nombre: Eli J.

Nivel: 1

Fecha: El 31 de Mayo

Hay un arma. Es un arma muy especial. Es táctica. Pero, el arma es muy muy triste. Es triste, porque muchas personas piensan que es un mal persona. ~~El arma~~ El arma se llama Bigdawg. Bigdawg es muy triste por eso. No quiere personas pienga que es un mal persona, es un persona muy simpático. Trabaja por sus ~~jefe~~ todos el veces que su jefe quiere que Big Dawg trabaja. El jefe usé Bigdawg por caza puercos. Pero el puercos no esta puercos normales. Esta puercos muy mal, no tiene jefes. Esten libre, pero hace cosas mal, come comida que no es sus comida, y se muere muchos animales. Entonces necesita se mata el puercos. Es el trabaja de Bigdawg. Pero personas piensa que Bigdawg es un mal arma, porque piensa que Bigdawg mata a personas. Piensa que todo el cosas que Big dawg hace es mal. Pero Bigdawg ayuda personas! Nunca hace cosas ilegal! Nunca mata personas, es simpático, y el jefe es simpático.

ACTFL 90% Statement

- Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 Standards for Foreign Language Learning in the 21st Century. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. (emphasis mine)

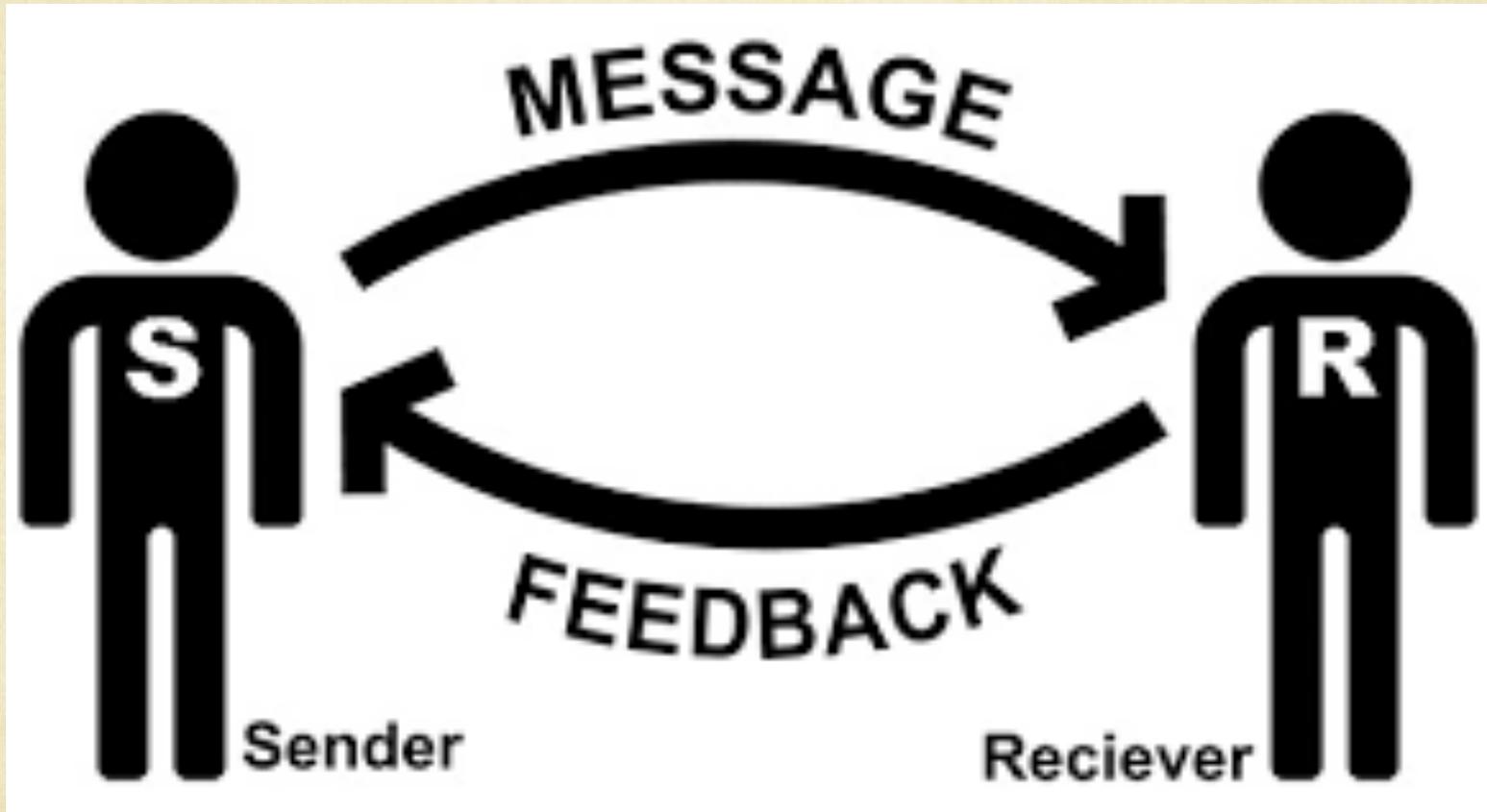
Source: <http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>

What is Communication?

- “...the expression, interpretation and negotiation of meaning with a purpose in a given context.”

○ Bill Van Patten

Interpersonal Communication



ACTFL's 3 Modes of Communication

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

One Word Image (OWI)

A Ben Slavic strategy for non-targeted communication

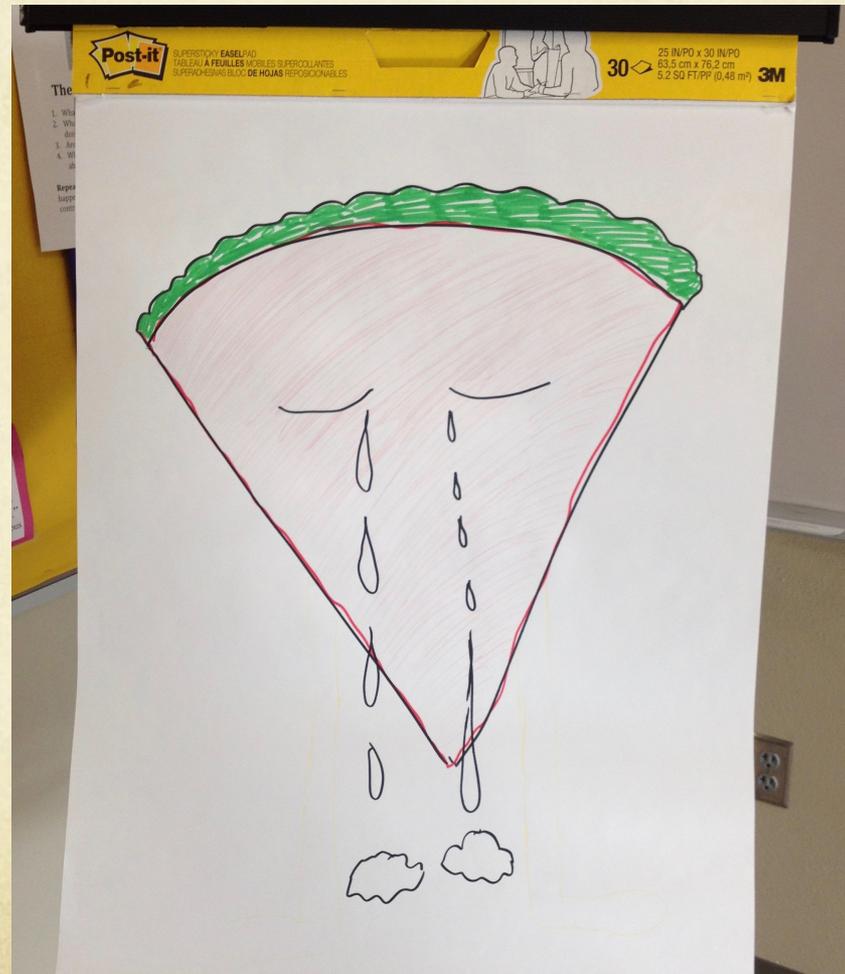
- What is there? An animal? A thing? A food?
(Works best if not a person)
- Character Illustration is **KEY!** (student job)
- What is this character's story?
- Retell OWI information after each new detail is established
- Read the finished character description/story

Sample Questioning Sequence for Co-Created Characters

1. Name	7. Fears, why?
2. Age	8. Loves, why?
3. Where live? Where from?	9. Hates, why?
4. Where work? What do in that work/place?	10. Family, live nearby? far? dead?
5. Favorite food? Specific restaurant? Makes it at home?	11. Nickname
6. Wants, why?	12. Problem, WHY???

Il y a une tranche de pizza...

Merci Tina!

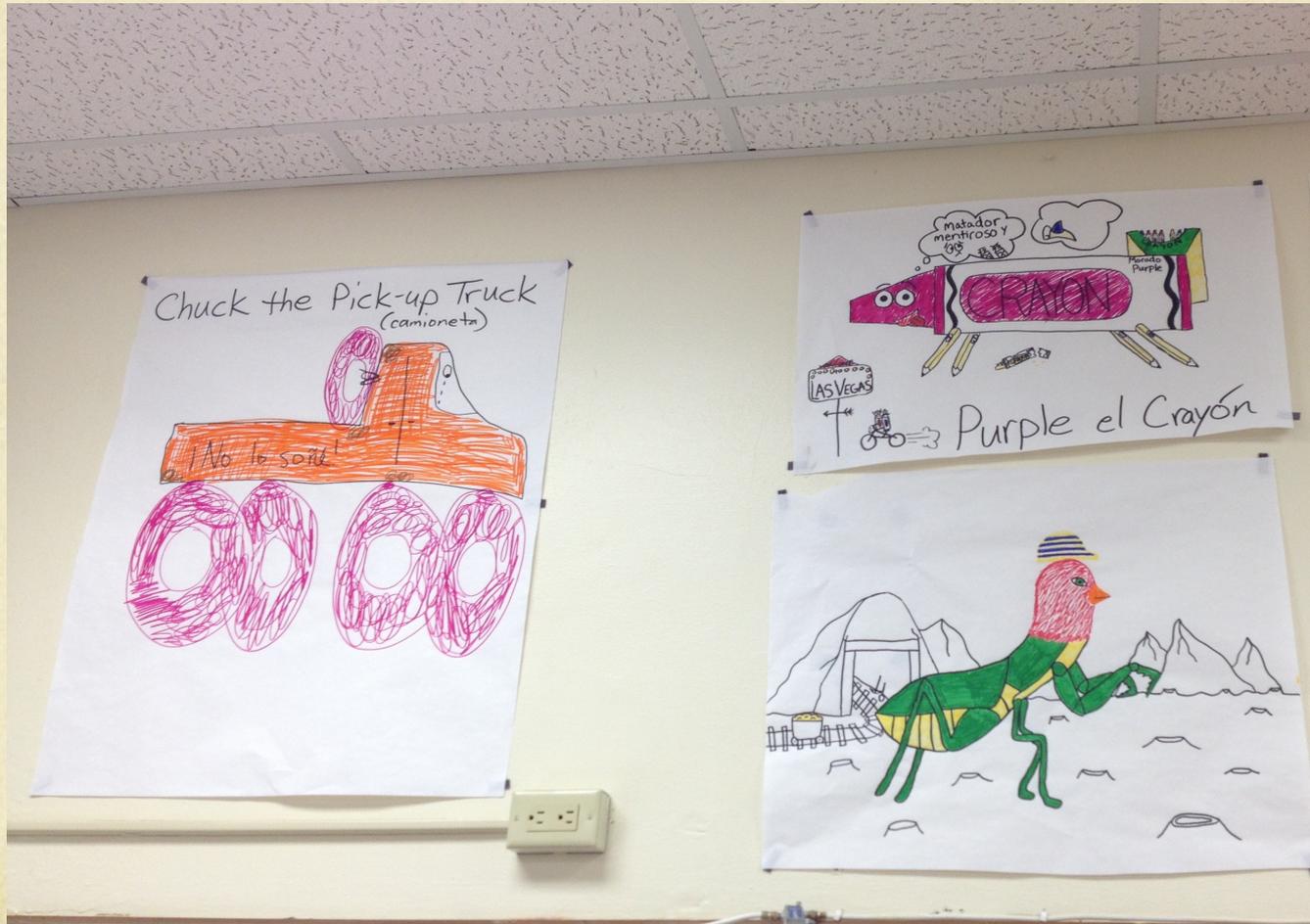


Taco el Taco



- Es un taco gigante
- Tiene cien libras de pelo... ¡demasiado pelo!
- Necesita un corte de pelo.
- Come la carne de otros tacos

Co-Created Wallflowers



TPR

- Stands for Total Physical Response
- Developed by James Asher
- Basically “Simon Says” in target language... the teacher gives students commands, and the students respond with whole-body action
- Examples of simple TPR: *Sit Down, Look at Roger, Eat a burrito*
- Examples of more advanced TPR: *Sit Down slowly on the floor, Look at the man with the long blonde hair while you eat a hot burrito*

TPR

- **Model gesture**
say “sit down” while you sit down, thereby establishing meaning
- **Delay gesture**
say “sit down” and sit down after a couple seconds... giving students a moment to process
- **Remove gesture**
say “sit down” but do not sit down
- **Assess**
When you say “sit down” are kids comprehending? Works better if students close their eyes.

3 Steps of TPRS

- Establish Meaning
Tell students what the words in the story mean
- Ask a Story
On the fly or using a script
- Read and Discuss
Getting more reps and practicing L2 literacy

CIRCLING TEMPLATE

Adapted from Laurie Clarq

Martinabex.com

SUBJECT	VERB	OBJECT ETC	EXPLANATION
John	eats	a pizza.	Make a statement.
Does John	eat	a pizza?	Ask a question to which the answer is YES!
Does Bob Does Michael Jordan Does the French teacher	eat	a pizza?	Ask questions to which the answer is NO by substituting other subjects, verbs, and objects (prepositions, etc.). Follow them up with "either/or" questions (ex: Does John drop a pizza or does John eat a pizza?)
Does John	throw sell drop	a pizza?	
Does John	eat	M&M's? basketballs? the coffee?	
WHO eats a pizza?	WHAT does John DO?	WHAT does John eat?	Ask open-ended questions to which students know the answers.
WHEN does John eat a pizza? WHY does John eat a pizza? WITH WHOM does John eat a pizza? HOW does John eat a pizza? HOW OFTEN does John eat a pizza?			Ask open-ended questions to add more details that are not yet known.

Remember to always re-state the original statement correctly after each question.
For example, T: "Does John eat M&M's?" S: "NO!" T: "John does not eat M&M's; *John eats pizza!*"

Our Co-Created TPRS Story

sings
runs
cries

Script based off the above structures. Underlined details established during the story.

Beyonce sings. Jay-Z hears the music. Jay-Z thinks Beyonce sings badly.
Jay-Z runs to Iowa. Jay-Z cries.

- Who is singing? Where? What song? Loudly or softly?
- Who hears the music? Where are they? Sitting or Standing? Why are they there?
- This person does not like the music. Why? Hate the music?
- This person runs to another place. To where? Fast or Slowly? Do they run like a deer or an elephant?
- Who cries? A little or a lot? Why?

Questions from Our Story

¿Jay-Z corre?

¿Jay-Z corre a Miami?

¿Beyoncé corre o Jay-Z corre?

¿Jay-Z canta o corre?

¿Quién canta?

¿Quién no corre?

¿Adónde corre Jay-Z?

¿Cómo corre Jay-Z?

¿Cuándo corre?

The Power of Story

“We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories.”

-Jonathan Gottschall, *The Storytelling Animal: How Stories Make Us Human*

Keep the CI Flowing

Quick CI moves for individual or class:

- Spell it
- Dictation (sentence/story)
- 3 (or more) Question “Pop Quiz”
- Some Math
- Stand up if...
- Gesture/Act it out with eyes closed
- Guess! (survey of student info or new story details)

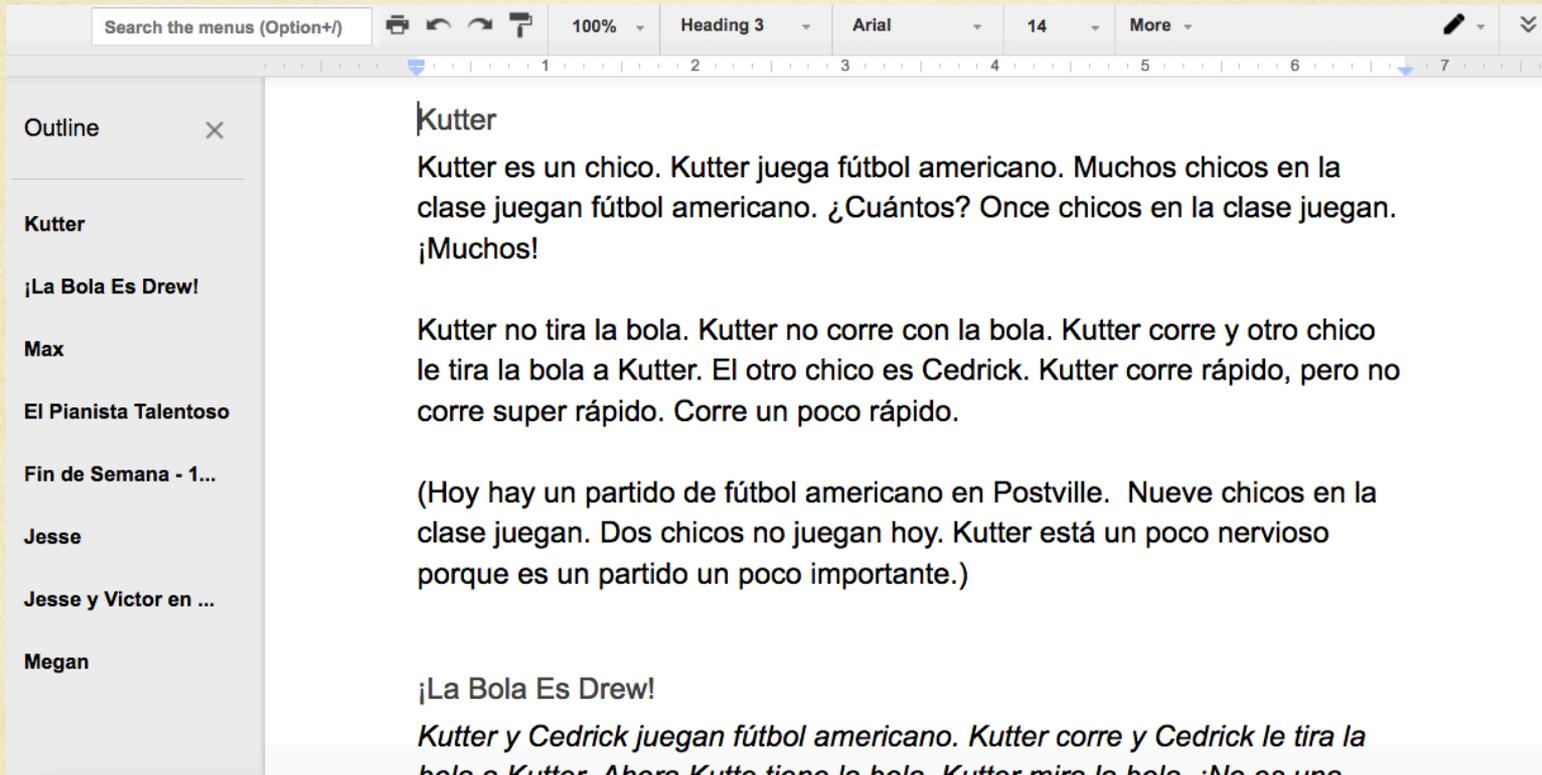
What might you say? (MovieTalk)



[Embedded Reading for this video available on my website](#)

One Single Document

Keeping Readings Organized



Read More about this on my [blog](#)

Grading

Level 1 and 2: Very little if any grading of Presentational Communication... focus is on Comprehension and Interaction

Your Grade

- ▶▶▶ **Interpersonal: 55%** Effective Two-Way Communication:
Responding, clarifying, contributing.
- ▶▶▶ **Interpretive: 40%** Reading and Listening comprehension:
Translating/interpreting speech or text
- ▶▶▶ **Miscellaneous: 5%** homework, preparation, etc

- It should be hard for a kid to fail our classes!

My Weekly Routine (*for now*)

- Monday: Soccer; Mundo en Tus Manos News Summaries; Chat about the weekend; Student Interview
- Tuesday: Read Weekend and/or Interview; Introduce Musician of the Week; Student Interview; Begin a Story
- Wednesday: Story; SSR/Magazines
- Thursday: SSR; Joke; Read Lyrics to Song; Read Story
- Friday: SSR; Textivate; Game; MovieTalk; Tell Other Class' Story

What's Your Next Assignment?

- Read a book?
- Subscribe to a blog?
- Watch videos on YouTube?
- Attend another conference?
- Observe a colleague?
- Practice on friends?

Thank You!

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