I am Jennifer Hoban

I am here because I love to share tools and tricks that help World Language teachers help students find success with language acquisition.

You can find me at @growingFrench

My Teaching Journey

TA, PTL, Special teacher, enrichment teacher, culture, grammar, textbooks, vocab building, why French? Teacher, TPR, songs, Symtalk TPRS, Project–based learning, Proficiency, C.I.

What does the school want?

WHAT'S THE GOAL?

What's my goal for my students?

I want my students to have the language skills, confidence, and open-mindness to travel the French speaking world, and to embrace, communicate with, and learn from people who have different backgrounds, cultures, and languages.

I also want them have the tools to find success in whatever language class they take after mine..

What's the students' goal?

WHAT IS COMPREHENSIBLE INPUT?

IT'S NOT A METHODOLOGY

"The central hypothesis of the theory is that language acquisition occurs in only one way: by understanding messages."

— **Stephen D. Krashen, <u>The Natural Approach: Language Acquisition in the Classroom</u>**

28,800 MINUTES

= 480 HOURS

Group I Languages: Including *Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish…*

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
8 weeks (240 hours)	Intermediate Low	Intermediate Mid	Intermediate Mid
16 weeks (480 hours)	Intermediate High	Advanced Low	Advanced Mid
24 weeks (720 hours)	Advanced Mid	Advanced High	Superior

The following ACTFL Oral Proficiency Interview (OPI) Ratings represent levels of expected performance for language learners who complete full-time intensive and/or immersion, proficiency-based language training under the supervision of an instructor and with 1-4 students per class.

40 MINUTES A DAY
That's ambitious

180 DAYS
Don't get sick!

4 YEARS
Wouldn't that be nice

Why is Comprehensible INPUT not enough for MANY of Our Students?

Students don't just want to sit and listen or Read. Regardless of how compelling the input is— They want to communicate.

Input

Output

Communication

Language Processing Disorder

What is LPD?
Auditory Processing and/Or Visual Processing Disorder

Language processing disorder might be the most important cognitive skill delay you have never heard of. It is a language processing difficulty that undermines language mastery, the gateway to learning and reading. It affects:

- Listening

- Language – vocabulary, grammar, spelling

- Reading

- Thinking (we think in language)

  https://www.gemmlearning.com/can-help/central-auditory-processing-disorder/language-processing-disorder/

Other reasons output is important

Getting output from peers

Learning to create with language

Showcasing student passions

Creating community

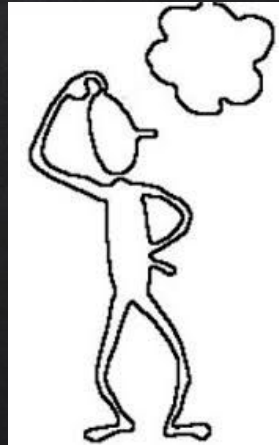Giving students ownership of their learning

Creativity

Fun!

Teacher Sanity!!!

Output Concerns

Anxiety/Nervousness   Retrieval of Information   Poor Input
Self esteem/awkwardness   Feelings of failure   Affecting others

INPUT TO OUTPUT

It's a bit like riding a bike.

The concept of scaffolding itself is rather simple and in fact parents do it with their children quite naturally without even realising it.

OutPut In a NOVICE WORLD TOOLS
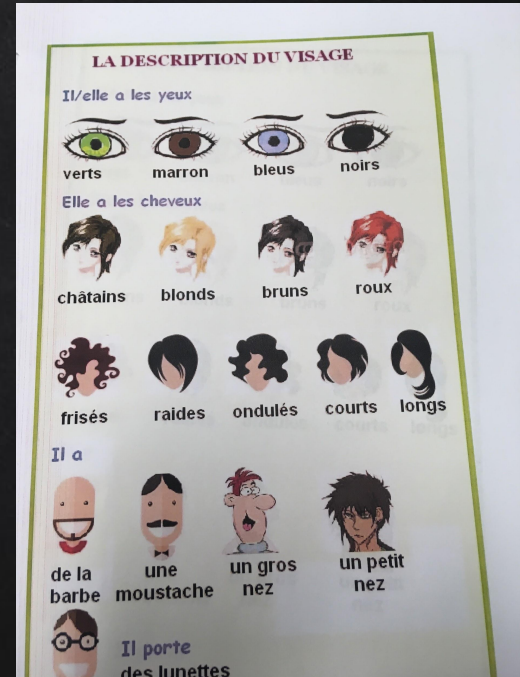
¿ADÓNDE FUISTE TÚ ESTE FIN DE SEMANA?
WHERE DID YOU GO THIS WEEKEND?

Fui ... *I went...*

al mall

al restaurante

a las montañas

a mi sofá

al trabajo

a la casa de un/a amig@

a la playa

al cine

a un festival

a un partido

a un concierto

Resource created by Bethanie Drew with adaptations from Dustin Williamson :: aventurasnuevas.wordpress.com :: 2018

¿Y QUÉ HICISTE?
AND WHAT DID YOU DO?

trabajé: I worked
dormí zᶻ: I slept
pasé tiempo con: I hung out with
vi 👀 : I saw, I watched
jugué 🏀⚽🎾 : I played
visité a...: I visited (someone)
comí 🍽 : I ate
estudié 📚 : I studied
me levanté a las: I got up at
me quedé en...: I stayed at
fui de compras 🛍 : I went shopping
compré 🛍💵 : I bought

SUBE DE NIVEL
LEVEL UPS

con... (mi amig@, mi familia, mi novi@...)
frecuencia (x veces, mucho, poco)
duración (por x horas, durante x días)
cuándo (el sábado, a las xxx)
dónde (en...)
por qué

Interpersonal Speaking, Level-Up Language:

¡Yo también! – Me too!
Yo no – I didn't
Yo sí – I did
No me gustó – I didn't like it
Me gustó – I liked it

¿Qué te gusta hacer?

NL fútbol

NH Me gusta...

jugar beísbol.
       baloncesto.
       fútbol.

la gimnasia.   jugar videojuegos
bailar.   y   mirar tele.
leer un libro   chatear.

NA Me gusta ____ pero no me gusta ____

Me gusta ____ porque es interesante.
                         divertido.

No me gusta ____ porque es aburrido.
                          muy difícil.

¿Quieres una mascota?

Quiero un ____

perro
gato
rana
hámster
conejo
pez
tortuga

+ porque me gustan ____

+ porque es precioso.

+ porque es GRANDE
            mediano
            [pequeño]

+ porque tengo un ____ y necesita un amigo

No quiero un ____

porque no me gustan ____   porque mi perro comería
porque es muy grande.   porque no es precioso   porque tengo 4 perros

Tools for entering the Intermediate World

Hoy es el **nueve** de noviembre

GRACIAS

Algo de Nueva York

Sentence starters:

Doy gracias por…

Estoy agradecido por…

Me siento afortunada por…

Connectors:

Porque   Para   Cuando
    Por eso   Con   Sin

Stretch those sentences!

Y   También   Además

How much? When?

Un poco   mucho   siempre
    normalmente   Raramente

Por ejemplo:

Doy gracias por la cantidad y variedad de comidas que se pueden encontrar aquí! En nuestra calle, hay un restaurante mexicano, un restaurante italiano, y un restaurante japonés. ¡Hay de todo! Además, hay muchas personas en el mundo sin comida y por eso estoy aún más agradecido.

-Señor Krawec

18

¡ TE TOCA!

Hoy es el _____ de noviembre

Tema de hoy:

Sentence starters:
Doy gracias por…

Estoy agradecido por…

Me siento afortunado por…

Connectors:
porque
para
cuando
por eso
von
sin

Stretch those sentences!
y
también
además

How much? When?
un poco
mucho
siempre
normalmente
raramente

Está
Puede
Tiene
Es (de)
Le gusta
Va
Dice
Quiere
Hay
Pone
Sabe
Trae
Da
Hace
Ve
Oye
viene

ALTO

PAUSA: Is this your CURRENT PERSONAL BEST (CPB)? Did you stretch yourself as a learner?

Impressive Extras

- En mi familia...
- En la familia de (another person)...
- En mi opinión...
- en vez de—instead of
- también
- pero

	I (yo)	You (tú)	We (nosotros)	One person	More than one person
have/has	teng**o**	tien**es**	tene**mos**	tien**e**	tiene**n**
decorate/s	decor**o**	decor**as**	decora**mos**	decor**a**	decora**n**
say/s	dig**o**	dic**es**	deci**mos**	dic**e**	dic**en**
like/s	A mí me gusta	A ti te gusta	A __ y a mí nos gusta	A __ le gusta	A __ les gusta

Summarize what you found out about your classmates' families and holiday traditions. Write several sentences in Spanish. Try to include impressive extras in your work. (See box provided.)
- What are some of the most interesting things that you heard?
- How do the **families** & **holidays** of your classmates compare with yours?

Nombre: Khushi

1. Amani y yo tenemos una familia grande. Y siempre decoramos el interior
2. de la casa para los días festivos para me. Mya tiene una día festivo favorito.
3. Yo tengo una familia grande como amani. Señora Blanco dice que los días
4. festivos son importantes en su cultura y comunidad. Ryan tiene amigos que considera
5. parte su familia. Adrianna le gusta celebrar días festivos con su familia. Mi
6. familia celebrar muchos festivos juntos. Ciara tiene mascotas en su casa. Mi
7. Prima tiene un husky en su casa. Abena tiene sobrinos y sobrinos. como yo.
8.
9.
10.

Interm. Low	Novice High	Novice Mid	Novice Low	N/S
You use a variety of words and phrases and give details. You can combine words and phrases to create original sentences. Everything that you say is comprehensible.	You use familiar words and phrases and elaborate a little. You use phrases and short, simple sentences to provide basic information. Your speech is mostly comprehensible.	You use a limited number of words and phrases, but they are repetitive. You use words, phrases, and occasional sentences to provide basic information. Your speech is frequently incomprehensible.	You use a small number of repetitive words and phrases. You use some simple words to provide basic information. Your speech is understood only with great effort.	You have not provided sufficient evidence to determine your proficiency level.

Resource created by Bethanie Drew; rubric from Martina Bex :: aventurasnuevas.wordpress.com :: 2018

Example from Meredith White Materials created by Bethanie Drew and Martina Bex

TEXIVATE BLOG

Brandon wants a dog. He wants a big dog. He wants a very big dog! He wants a very big dog like Clifford, but he does not want a weird colored dog. He wants a normal colored dog! He wants a white dog or a black dog. He wants a big dog.

His sister, Katie, has a rat, but Brandon does not want a rat. Rats are horrible. Brandon wants a dog!

His friend Jamie, has a hamster but Brandon does not want a hamster. Hamsters are also horrible. Brandon does not want a hamster. Brandon wants a dog.

His friend, Jake, has a dog. Jake's dog is big and also intelligent. Brandon wants a dog like Jake's dog. He wants a big, intelligent dog.

Hamsters are not intelligent. Rats are not intelligent either. But dogs are intelligent and Brandon wants an intelligent dog! He wants a big, intelligent dog!

In the park, there are a lot of dogs. Brandon

texivate.com
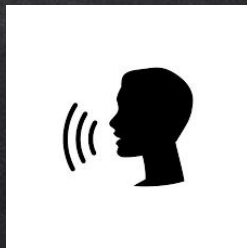
OUTPUT WITHOUT FAILURE

NOVICE WORLD:

    REPETITION, REPETITION, REPETITION

    MEMORIZED PHRASES

    REJOINDERS/WORLD WALL

    Connect sound to visual of word

    TPR

    Mad libs style paragraphs

    GESTURES/MOVEMENT

INTERMEDIATE WORLD:

    SCAFFOLDS (Vocab and Structure)

    MODEL PARAGRAPHS

    Mad libs style paragraphs

    NOVICE RESPONSES

    READER'S THEATER

    PREPARED SKITS

    RETELLING OF A STORY

Classroom Management tools

Classroom Management tools

Classroom Management tools

Communication

Input =
Clarity of
Message and
student
Engagement

+
Classroom
Management
And
Scaffolded
Output

=
Language
acquisition AND
Communication

THANKS!

Any questions?

You can find me at
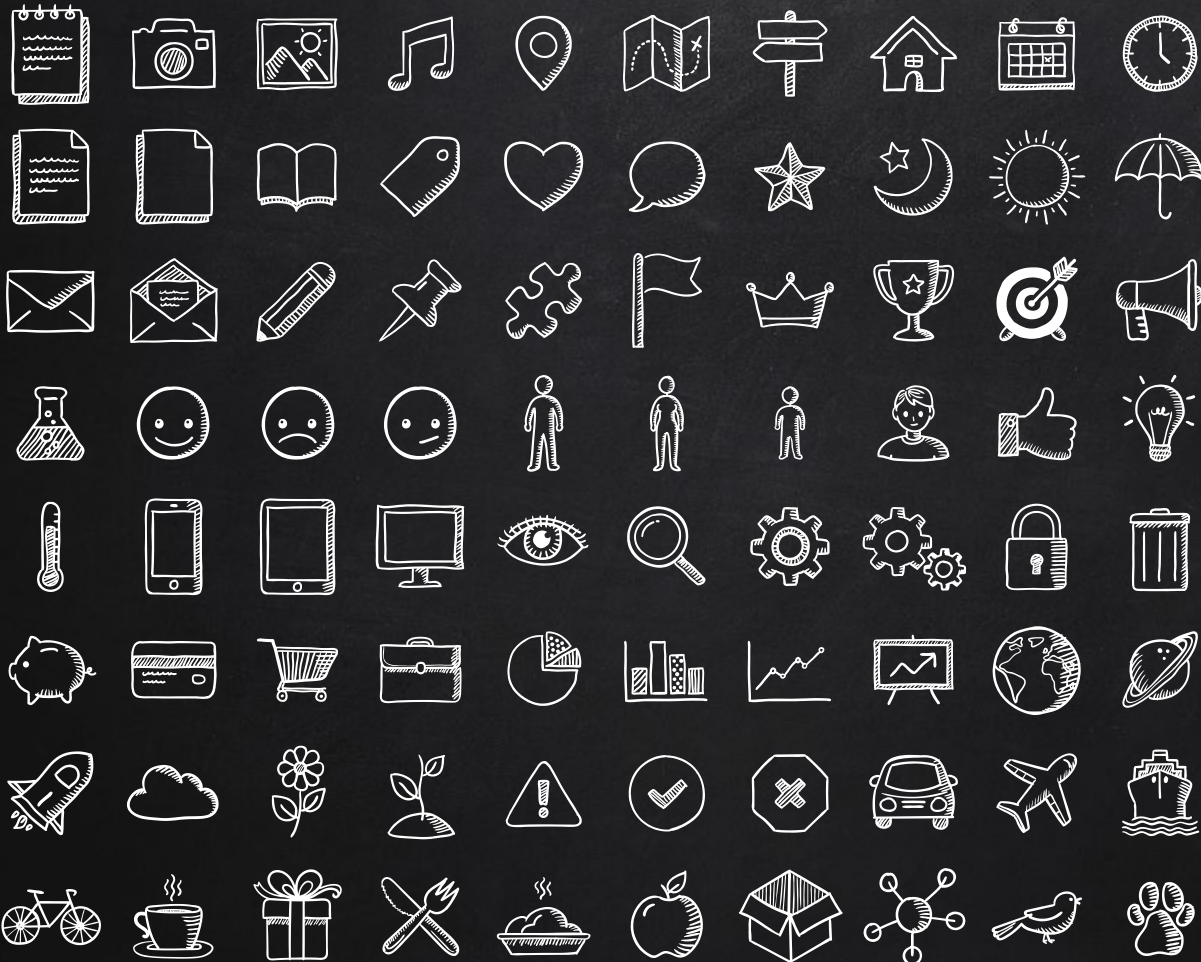@growingFrench
jhoban@loucol.com

"

The one who falls and gets up is stronger than the one who never tried. Do not fear failure but rather fear not trying."

Roy T. Bennett, <u>The Light in the Heart</u>

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

✘ Presentation template by <u>SlidesCarnival</u>
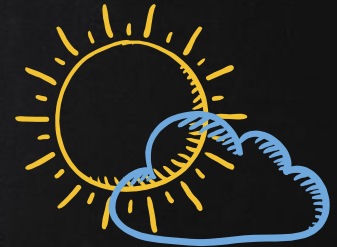✘ Photographs by <u>Unsplash</u>

SlidesCarnival icons are editable shapes.

This means that you can:
- Resize them without losing quality.
- Change fill color and opacity.

Isn't that nice? :)

Examples:

Extra graphics