

EXAMINING THE CASE FOR COMPREHENSIBLE INPUT AS AN APPROACH: EVIDENCE FROM REFLEXIVE TEACHERS

AAAL CONFERENCE 2019

ABBREVIATED VERSION
Email me for full version
or to ask questions!



PRESENTER:

DR. AMANDA LANIER (ALANIER@MSU.EDU)

CENTER FOR LANGUAGE TEACHING ADVANCEMENT

MICHIGAN STATE UNIVERSITY



THE CASE: STAGNATION, STIGMA, OR SALVATION?

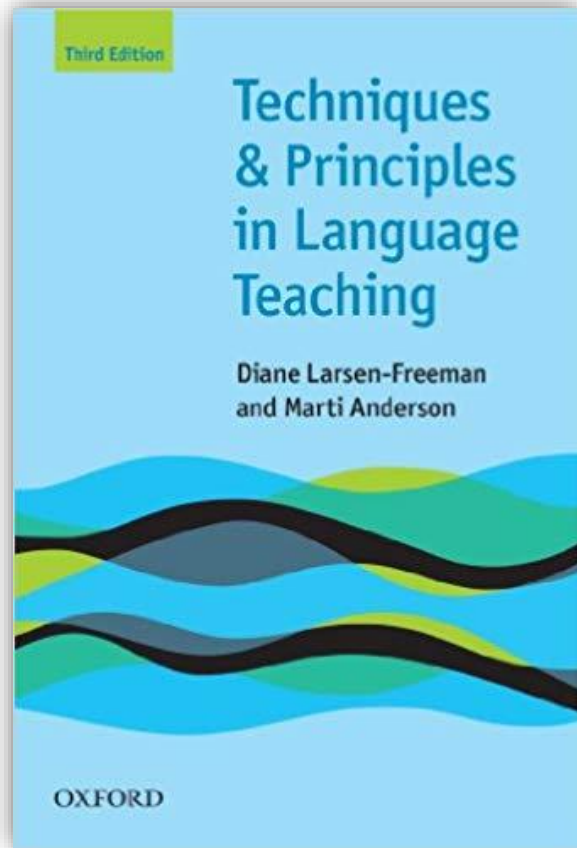
I feel like this might come off sounding different than how I'm meaning it? **I feel like certain things are studied and happened in research world, in academia** *[gestures out away from herself]*, and in day-to-day teaching life...

Like so in our Methods class, we studied so many different methods and different ways things can happen... there's all these different methodologies, but the goal to actually communicate in the language doesn't - it's not happening everywhere. **And it's like all this research is going on about what is best, but it's not helping the stagnation that happens in some classes.** A lot of classes.

And I feel like that's also why so many people are **clinging to CI [Comprehensible Input]**, because **it's accessible. And it's doable.**



METHOD AND POST-METHOD



<https://elt.oup.com/teachers/tplt/>

Methods

- Grammar-Translation Method
- Direct Method
- Silent Way
- Desuggestopedia
- Community Language Learning
- Total Physical Response (TPR)
- TPR Storytelling
- Communicative Language Teaching
- Content-Based Instruction
- Task-Based Language Teaching
- Participatory Approach & Critical Pedagogy
- Postmethod Pedagogy (per Kumaravadivelu)

TPRS =
Teaching Proficiency
through Reading and
Storytelling

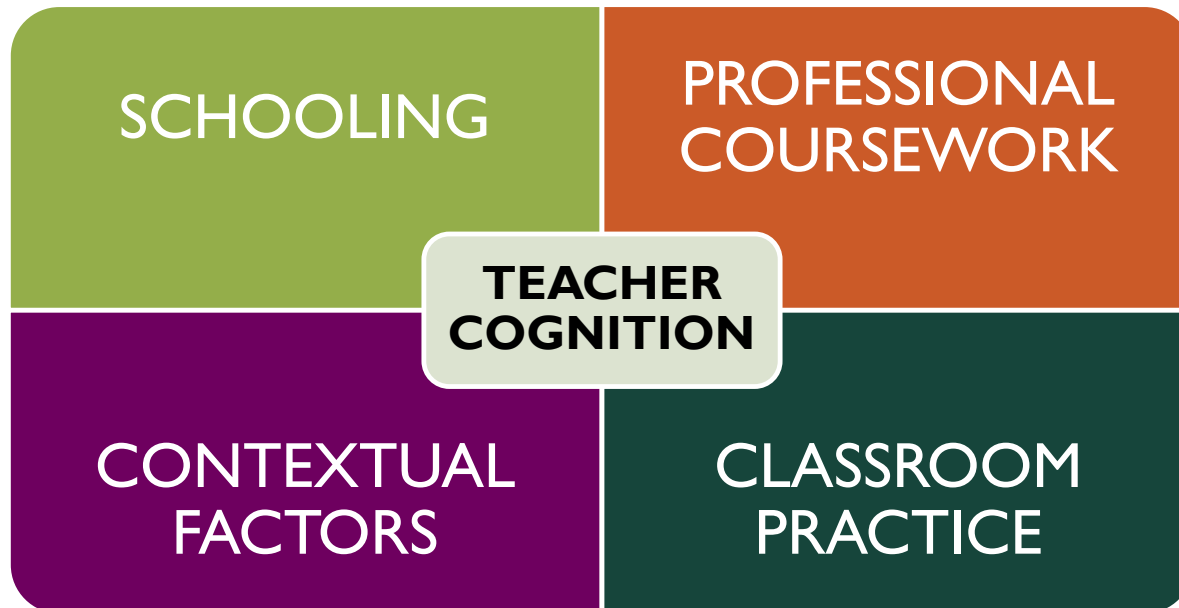


TEACHER COGNITION IN CONTEXT

TEACHER COGNITION

“I use the term *teacher cognition* here to refer to the unobservable cognitive dimension of teaching – what teachers know, believe, and think”

(Borg, 2003, p. 81)



Teacher Engagement with Research

“remains a minority activity in our field”
(Borg, 2010, p. 391)

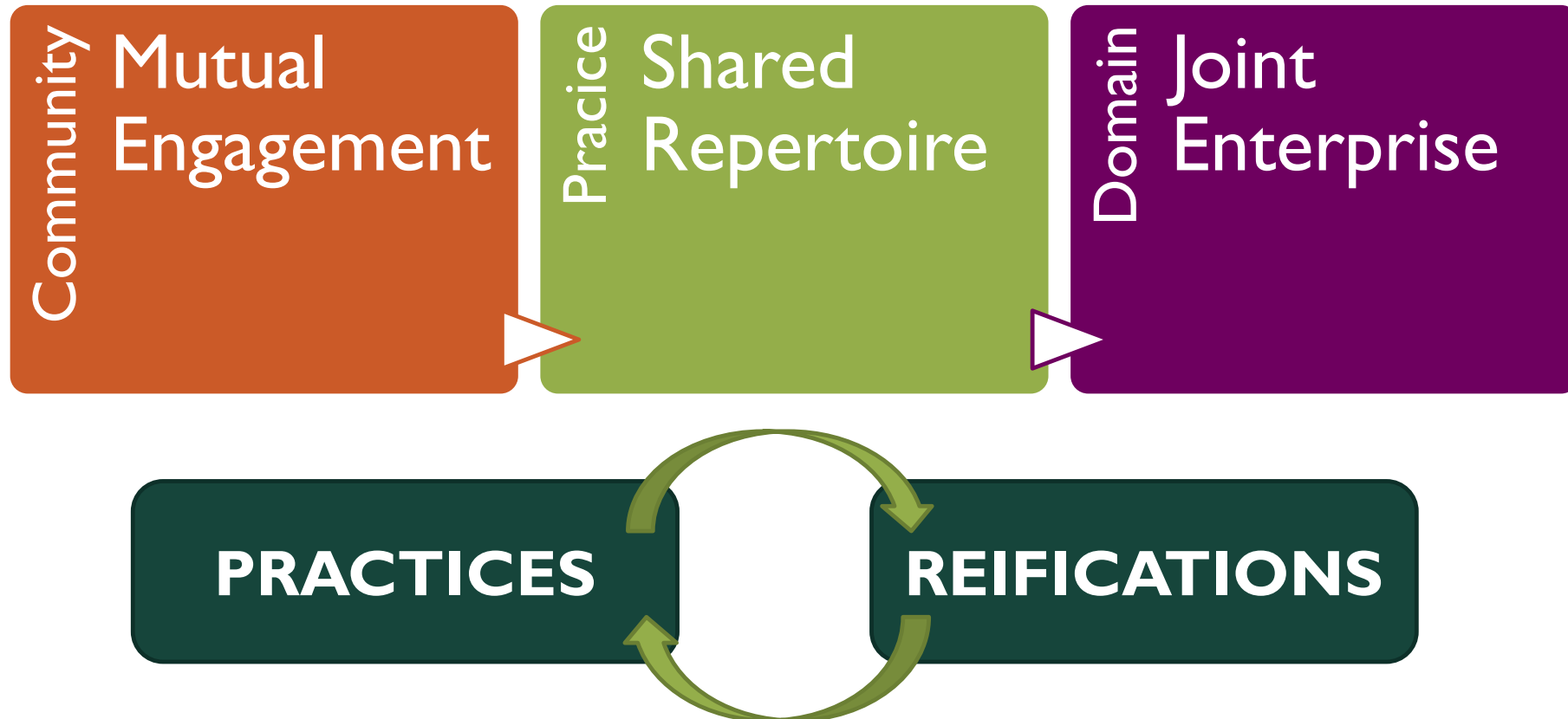
(Borg, 2003)



COMMUNITIES OF PRACTICE

Learning is Participation

(Wenger, 1998)





TPRS/TCI IN THE LITERATURE

Search in Linguistics and Language Behavior Abstracts

ti(tprs)

- 4 hits

noft(tprs)

- 10 hits = 4 articles
- Almost all unknown journals

“comprehensible
input” + Krashen

- 71 hits = 58 journal articles
- about 20 of them authored by Krashen

“teacher cognition”

- 161 hits = 148 journal articles,
- almost all in well-known journals



DISSEMINATION OF TCI/TPRS → PROPONENTS


Ben Slavic TPRS and comprehensible

Home About Ben Ben's Products TPRS Resources Workshops Testimonials



A Happier Way To Teach Languages

Enter search string



CI LIFTOFF

SUPPORTING EDUCATORS IN SUPPORTING STUDENTS!

Home Our Instructors Events

contact@brycehedstrom.com Home My Account **CART**




Search Our Store:

Shop Products Services About Bryce Workshops Schedule Free Stuff Blog Links



World Language Teacher Resources

- Shop for Products: TPRS, CI, TCI, CCT, ABT
- Book Bryce for a Workshop
- Learn about Bryce's Services
- Download FREE Teacher Resources



THE COMPREHENSIBLE CLASSROOM

BECOME A MORE CONFIDENT LANGUAGE TEACHER.

HOME TRAINING CURRICULA WORKSHOPS CONTACT

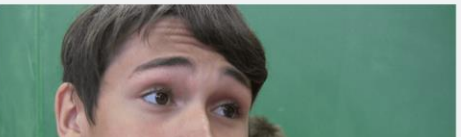
TPRSStories.com
teaching proficiency through reading & storytelling

SEÑOR WOOLY About Store Blog Contact Log in / Sign up **Tour**

Comprehensible, Repetitive, and Extremely Compelling.

Exposing students to repetitive, comprehensible input is the foundation of any language program.

But making it interesting to them? That's the hard part.



Susan Gross
Educational Workshops and Consulting

Home Articles Handouts Lessons Links Contact Me Store Blog



Classroom Management Workshop



DISSEMINATION OF TCI/TPRS → ACTFL

ACTFL Community

“comprehensible input” → 410 posts
CI → 268 posts
TPRS → 364 posts

FaceBook Groups

CI Liftoff

6420

iFLT / NTPRS / CI
Teaching

9440

Woology -
Sr Wooly Teachers

4670



FOCAL PARTICIPANTS



Alona

Teaches Spanish
In Georgia
Grades 7-8



Rachel

Teaches Spanish
In Illinois
Grades 5-6



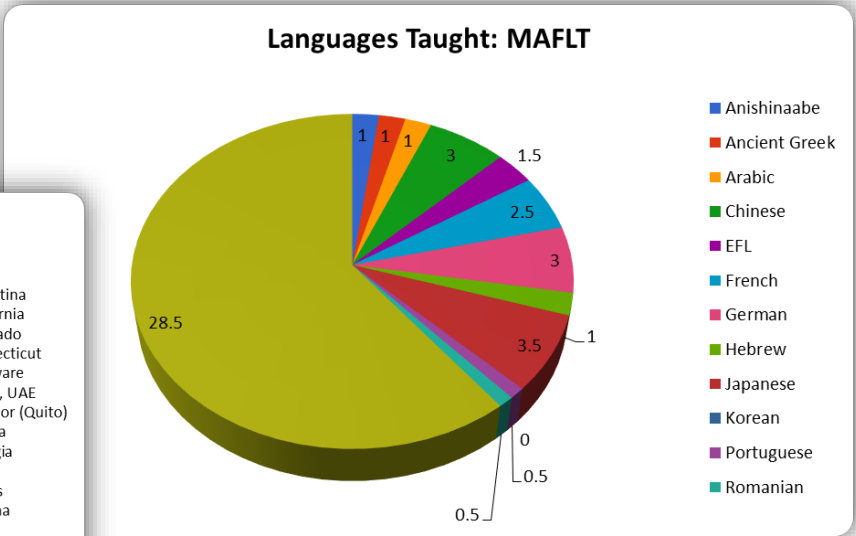
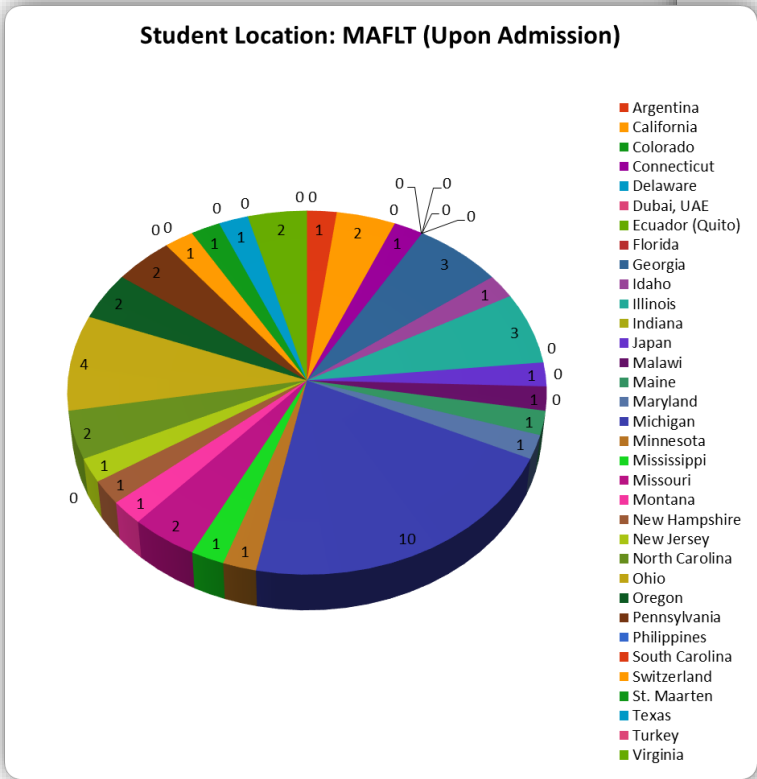
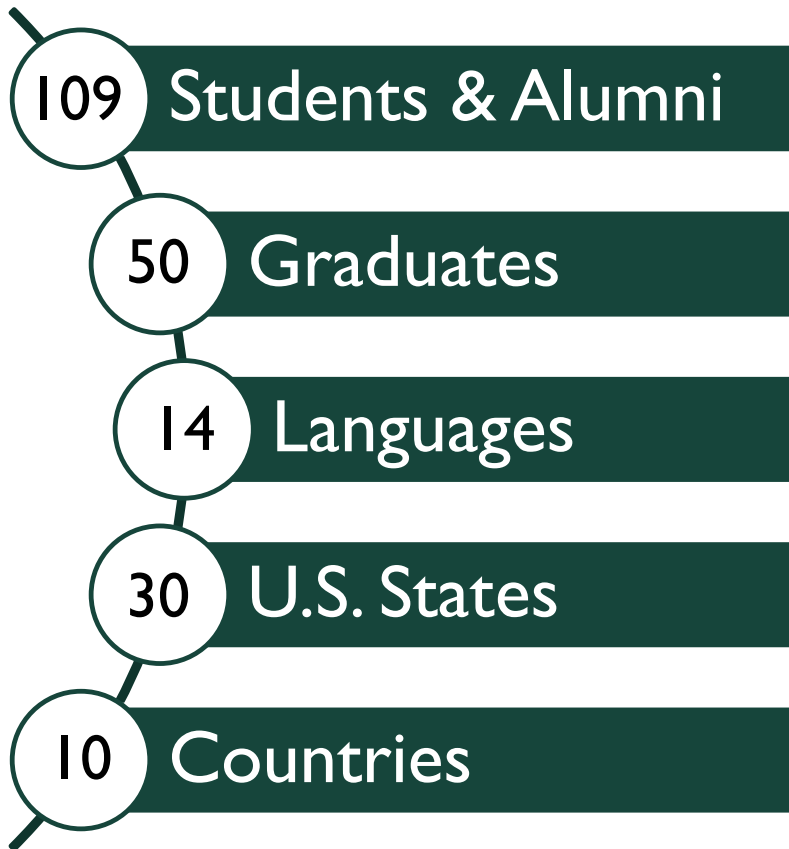
Bill

Teaches Spanish
In Indiana
Grades 9-11

On consent forms, all chose: **“I agree to be identified. I give permission to disclose my identity when results are shared.”**



PROFILE OF THEIR GRADUATE PROGRAM





AND THEN I ENCOUNTERED TPRS/TCI

AMA: What made you turn around and say, Oh gosh, I'm not actually teaching?

ALONA: Well actually what it was was that I moved out of that high school and moved into the current school I'm in, which has 10 language teachers... Just how much they talked about what they did. And - they would text me at 10 pm thinking like we should change this to our lesson plan and I had never thought to give teaching that much thought. *[laughs]* And then we hired a new teacher at our school. My 4th year at the school? That had been using TPRS and CI, and that is what caused my next shift in teaching.

The other teacher had just moved from Chicago and their school district used it in Chicago. I had never heard of it. Because once again I was not the person to look into the stuff. *[laughs]* I was much - I've always been much more about relationships with my students. Like a good class, like getting to know each other and I did not ever read research.



AND THEN I ENCOUNTERED TPRS

BILL

Typically now... I think the stories have gotten a little more creative, but they are also holding students' interest - or they're holding students' attention a little more. And then of course I would follow up with reading.

Whenever we create a story in class, I try to type it up in class. One to review it again. And to save myself some time, so I don't have to type it up later. And then that students' homework is to go and read it... And then I'll go back to my script of the story. So like with details that I've chosen. And those - usually those are details that each of my classes - each of the sections would know the words, or at least that gives me something - a baseline to - because like, 1st period might talk about ghosts. But 3rd period might talk about like plumbers or something. I don't know.

So I don't want to - I might hold that class accountable for that word? But I'm not going to try to hold all 150 of my students accountable for words that just popped up in other classes.



THE TEACHER I AM NOW

RACHEL

I don't know if this was the takeaway that we're supposed to get from that class [the Foreign & Second Language Acquisition course] - **basically we don't know anything...**

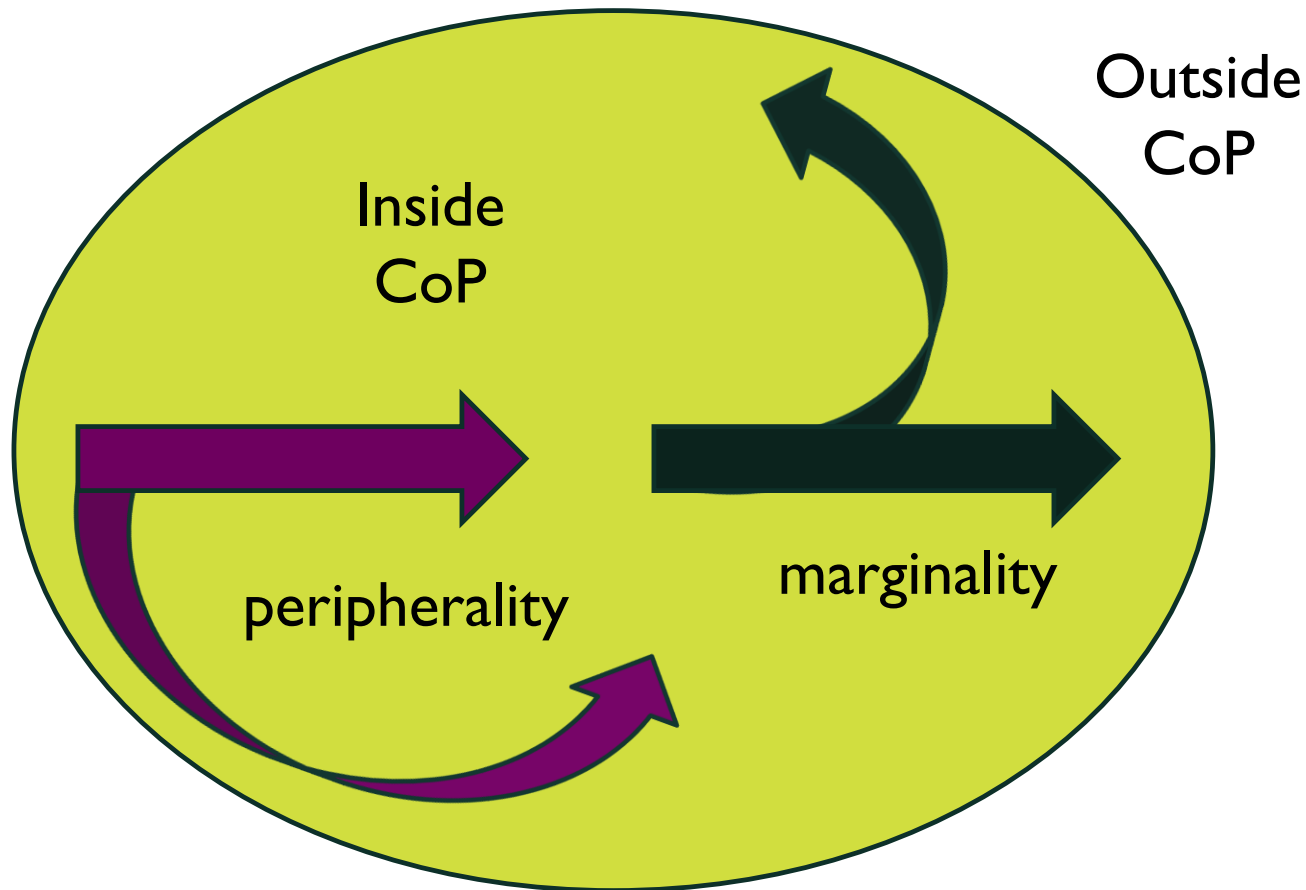
Like it's so hard to apply anything from research to your students... there really aren't you know definitive studies that this one way is the right method or this one way is not. So you could kind of read research and apply certain things...

But **it's not like** - you know - **“TPRS is the only proven method of language learning,”** which is the same thing that I've heard said before. And I even have colleagues here – they're in like a research discussion group or something like that - some kind of professional learning group. [And they say] “this is the right way, and you must do it this way, and why are you doing that? Because that's not communicative.”

I've learned to just kind of everything with a grain of salt because **there are so many different language learning concepts and contexts that it's so hard to say this is going to work for everyone all the time.**



NOVICE TO EXPERT TO REFLECTIVE PRACTITIONER

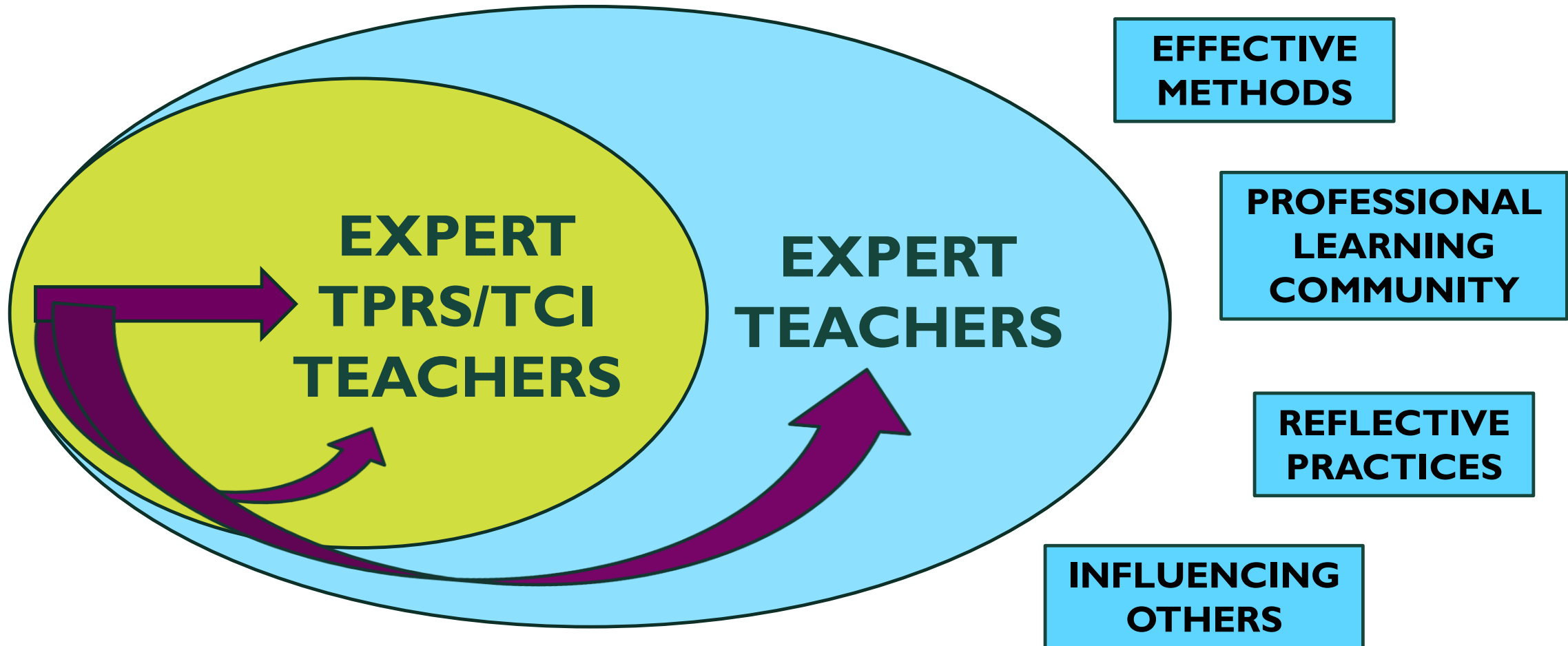


Learning as
*legitimate
peripheral
participation*

(Wenger, 1998)



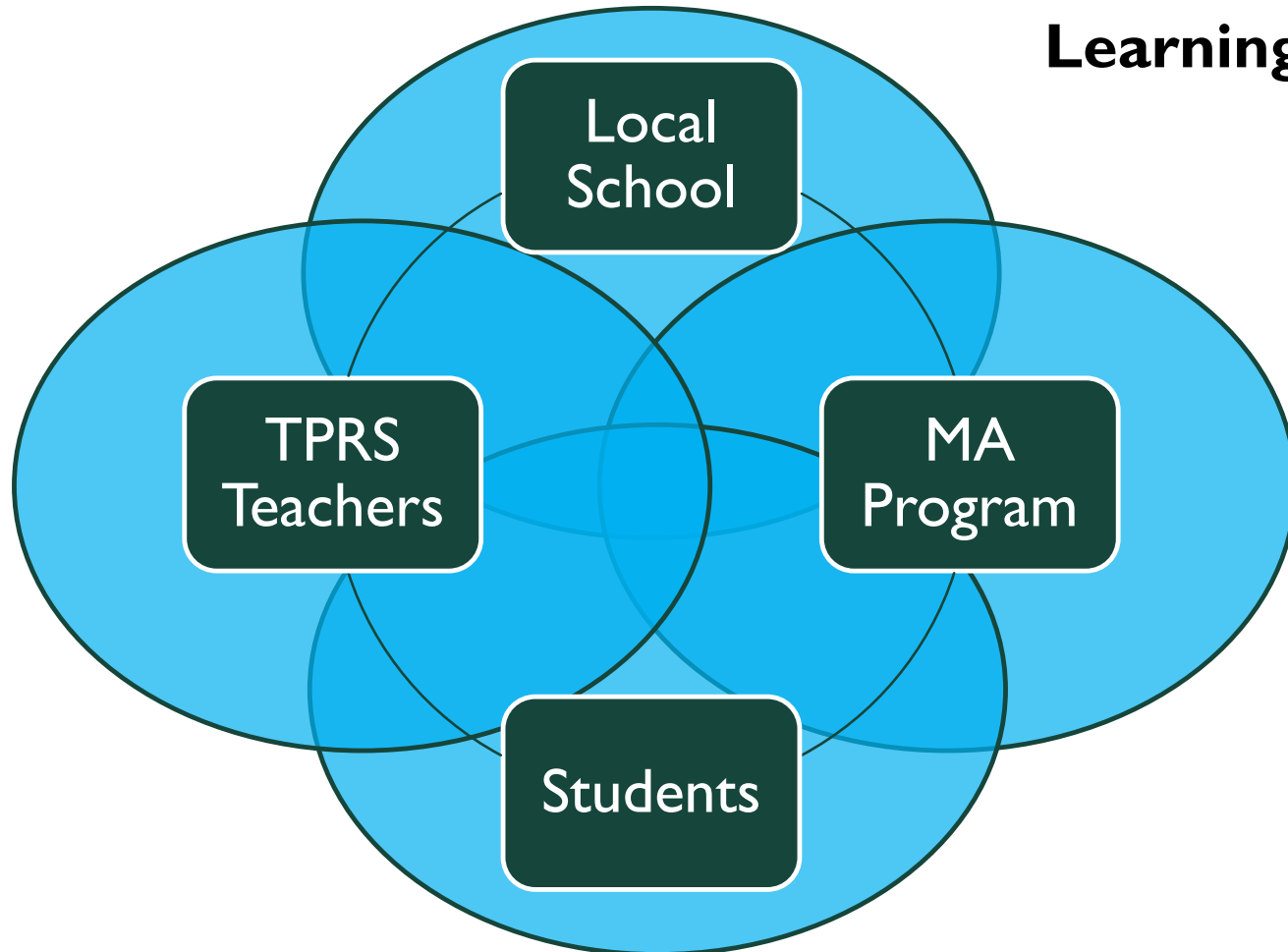
NOVICE TO EXPERT TO REFLECTIVE PRACTITIONER





NOVICE TO EXPERT TO REFLECTIVE PRACTITIONER

Learning trajectories are not smooth.



- **Teacher-learners** have to **broker** among many different **communities** and therefore **identities**.
- Carrying **expertise** across these **boundaries** is not easy.
- They meet **friction** in each one, but their **agency** – their sense of confidence in their own discernment and practices – has increased.
- Learning has happened in **community** – but maturity and mastery have developed into **teacher autonomy**.



INFLUENCES ON TEACHER DEVELOPMENT

WHAT INFLUENCES THEIR PRACTICE?

- What other teachers are doing
- What other teachers are not doing
- “When I opened the textbook and saw some of it was useful”
- “I’ll look online for stories”
- Organized trainings
- Conference participation
- Conference leadership
- Coursework – content and interaction

HOW CAN WE INFLUENCE THEIR THEORY?

- Provide opportunities to **interact** with teachers in different contexts and circumstances
- Use coursework to drive **inquiry** – activate heuristics
- Encourage teacher-learners to **develop** and share resources and also **critique** them
- Give incentives for **reflection** at many moments in the program
- Take responsibility for providing **theory** that is directly **applicable to practice** (and vice versa)
- **Develop postmethod, autonomous teachers**



COMPREHENSIBLE INPUT TEACHER RESOURCES

TPRS Books

- <https://www.tprsbooks.com/>

Senor Wooly

- <https://www.senorwooly.com/>

FluentU

- <https://www.fluentu.com/blog/educator/tprs/>

CI Liftoff

- <https://ciliftoff.wildapricot.org/>

A Natural Approach to the Year

- <https://ci-liftoff.teachable.com/p/a-natural-approach-to-the-year>

Bill VanPatten

- <https://billvanpatten.wordpress.com/> OR <http://www.teawithbvp.com/>

Ben Slavic

- <https://www.benslavic.com/>

Bryce Hedstrom

- <https://www.brycehedstrom.com/>

Martina Bex

- <https://comprehensibleclassroom.com/>

Susan Gross

- <http://susangrosstprs.com/>

Karen Rowan

- <http://tprstories.com/>

Tina Hargaden

- <https://nobodyexpectsthespanishacquisition.com/>



REFERENCES & RESOURCES

- Atkinson, D. (2010). Between theory with a big T and practice with a small p: Why theory matters. In T. Silva & P. K. Matsuda (Eds.), *Practicing theory in second language writing* (pp. 5–18). West Lafayette, IN: Parlor Press.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>
- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429. <https://doi.org/10.1017/S0261444810000170>
- Burns, A., Freeman, D., & Edwards, E. (2015). Theorizing and studying the language-teaching mind: Mapping research on language teacher cognition. *The Modern Language Journal*, 99(3), 585–601.
- Johnson, K. (2009). *Second language teacher education: A sociocultural perspective*. New York: Routledge.
- Krashen, S. (2013). The case for non-targeted, comprehensible input. *Journal of Bilingual Education Research & Instruction*, 15(1), 102–110.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd edition). Oxford, UK: Oxford University Press.
- Olsen, B. (2016). *Teaching for success : developing your teacher identity in today's classroom* (2nd ed.). New York: Routledge.
- VanPatten, B. (2014). Creating comprehensible input and output. *The Language Educator*, 9(5), 24–26.
- VanPatten, B. (2014). Creating comprehensible input and output. *The Language Educator*, 9(5), 24–26.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

WHAT QUESTIONS DO YOU HAVE?

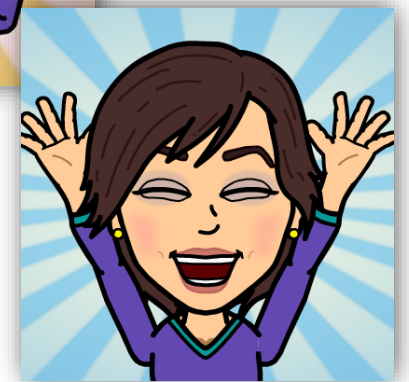
Dr. Amanda Lanier

MAFLT Program Director

Email me: alanier@msu.edu

Landline: +1 517 884 7764

Google Voice: +1 517 618 1579



ABOUT THE PROGRAM: MAFLT.CAL.MSU.EDU