

# Path to Proficiency Through Storytelling and Ci



Jeremy Jordan



# My story:

- Teacher since 2006
- 2016 FLAM Teacher of the Year
- "Señor Jordan" Videos
- Started using TPRS® in 2010







# Teaching:

My biggest problem  
was I knew my goal  
but didn't know how  
to get there!





# WHAT ARE YOUR GOALS?

speaking

enrich lives

survive

paycheck

test

AP/IB

vocab

conjugation

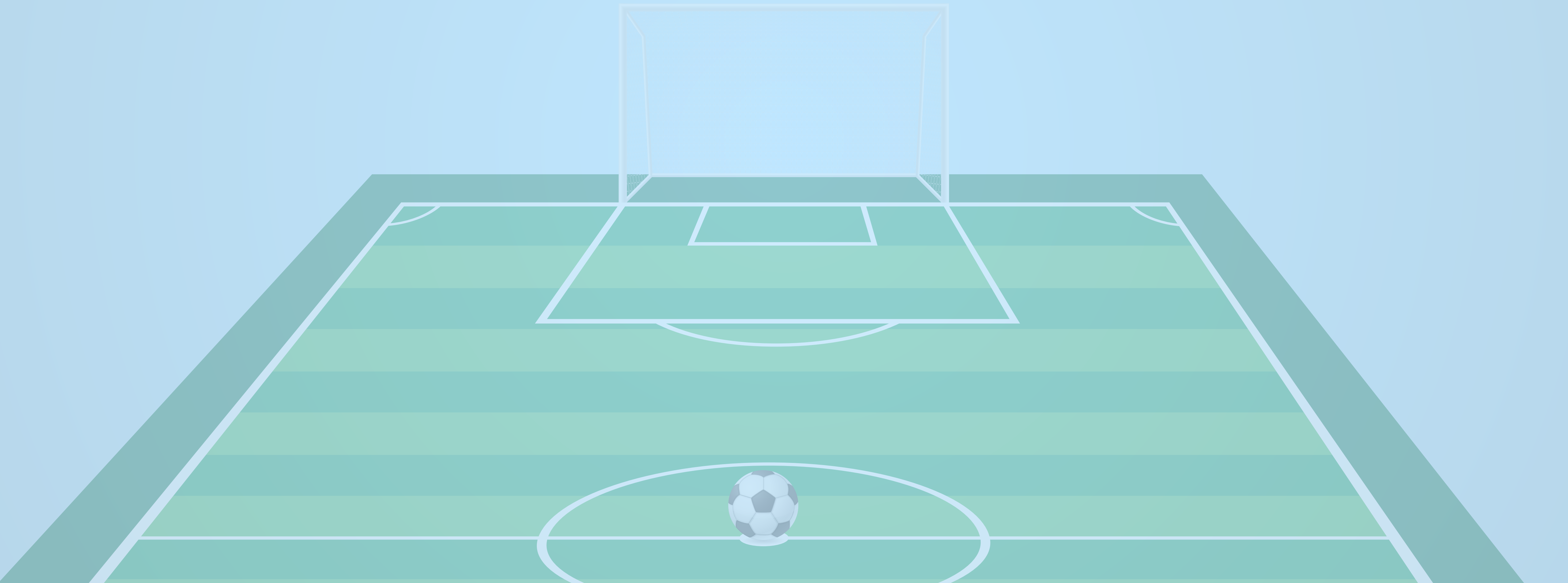
bathroom?

teach online





**WHAT ARE YOUR  
STUDENTS' GOALS?**





So how do we  
get there?



1. What is communication?

2. How do we acquire the language to communicate?



Communication is the expression, interpretation, and sometimes negotiation of meaning with a purpose in a given context.

Dr. Bill VanPatten

Communication is the expression, interpretation, and sometimes negotiation of meaning with a purpose in a given context.

*meaning* – information, propositional content, intent

*expression* – some type of production

*interpretation* – comprehension

*context* = participants, setting, purpose

*negotiation* = clarification, confirmation, co-construction of discourse

1. What is communication?

2. How do we acquire the language to communicate?



Through  
comprehensible  
input and more  
specifically  
comprehended input.



# **WHAT DOES *input* mean?**





# WHAT DOES *INPUT* mean?



Input is language that learners hear or see in a communicative context.







# WHAT DOES INPUT mean?



Input is language that learners hear or see in a communicative context.



Input is language that learners attend to for its meaning / message while listening or reading.





# **MORE ABOUT INPUT**





# **MORE ABOUT INPUT**

***Input is not...***







# MORE ABOUT INPUT

**Input is not...**



practice (Repitan, por favor)





# MORE ABOUT INPUT

**Input is not...**



practice (Repitan, por favor)



language that learners produce





# MORE ABOUT INPUT

**Input is not...**



practice (Repitan, por favor)



language that learners produce



explanations about vocabulary or grammar from a teacher or book







# MORE ABOUT INPUT

## Input is not...



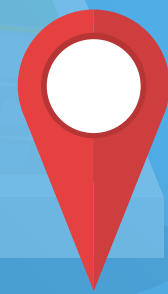
practice (Repitan, por favor)



language that learners produce



explanations about vocabulary or grammar from a teacher or book



test correction feedback





# **Mental Representation**





# **Mental Representation**

Think of something that is round.

Give the definition of round.







# **Mental Representation**

Your definition was not something you "knew"; you had to reason it out from your subconscious system.

-Bill VanPatten PhD




# **Mental Representation**

Rules and paradigms in textbooks are not what ultimately wind up in our heads.

For mental representation to develop, learners have to hear and see language as it is used to express meaning.

-Bill VanPatten PhD

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1. "Language is complex, implicit and abstract"
  2. "Acquisition is slow and piecemeal"
  3. "Acquisition happens at different rates for different students"
  4. "Input provides the data for acquisition to occur"

-Bill VanPatten PhD



For more on Bill VanPatten  
check out his SLA podcasts:

## YOUR HOSTS



Angelika Kraemer



Bill VanPatten



Walter Hopkins



**TALKIN'L2**  
WITH BVP

website: [talkinl2withbvp.com](http://talkinl2withbvp.com)

available on iTunes

or listen on Soundcloud

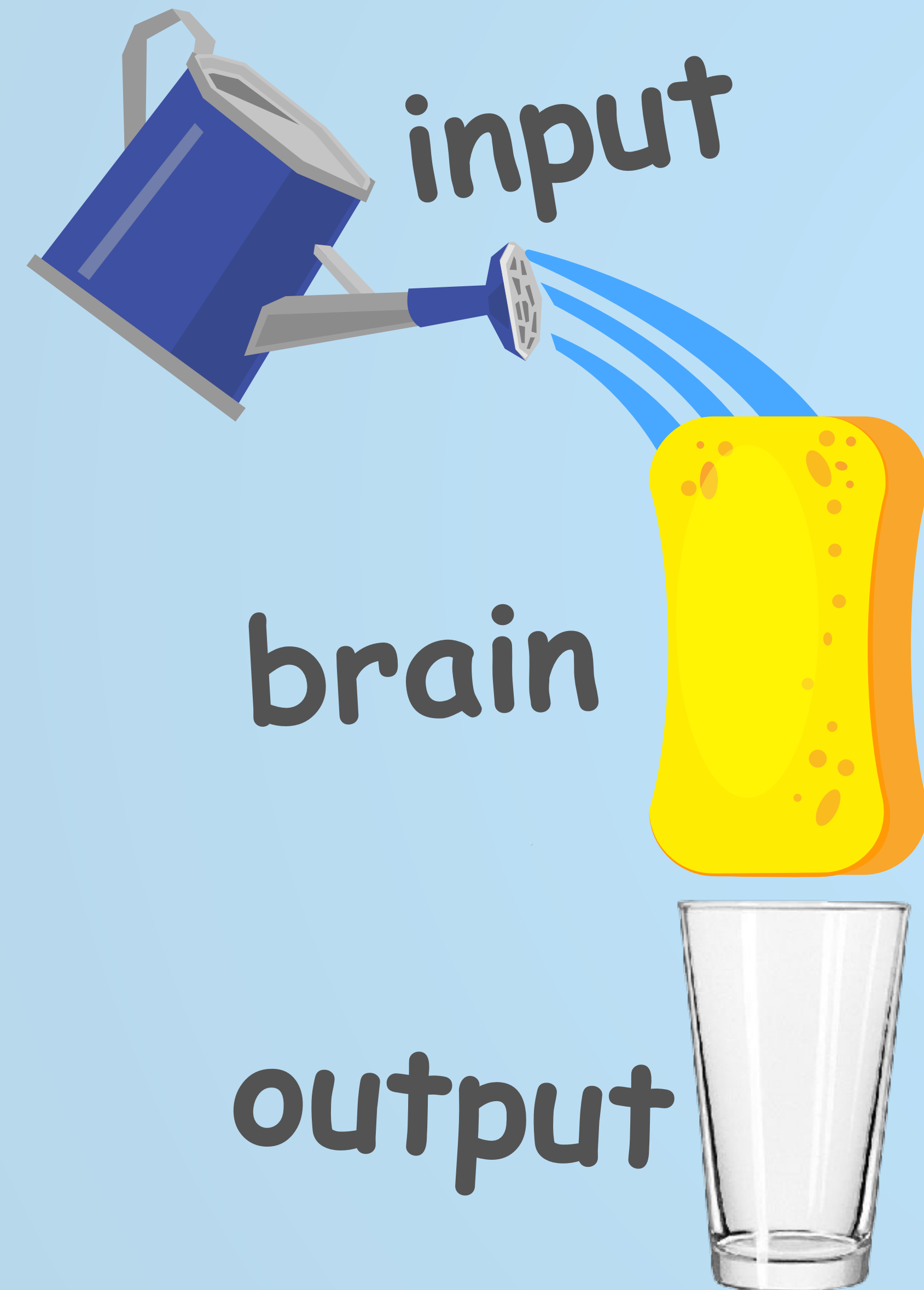
Archives: Tea with BVP



Or his books!



# What is Comprehensible Input?



You can't force the quality of output to be equal to the quality of input.

You can squeeze out a little bit of water. But once the sponge is full, the water will overflow out!

So let's teach with LOTS of input-rich activities in our classes!

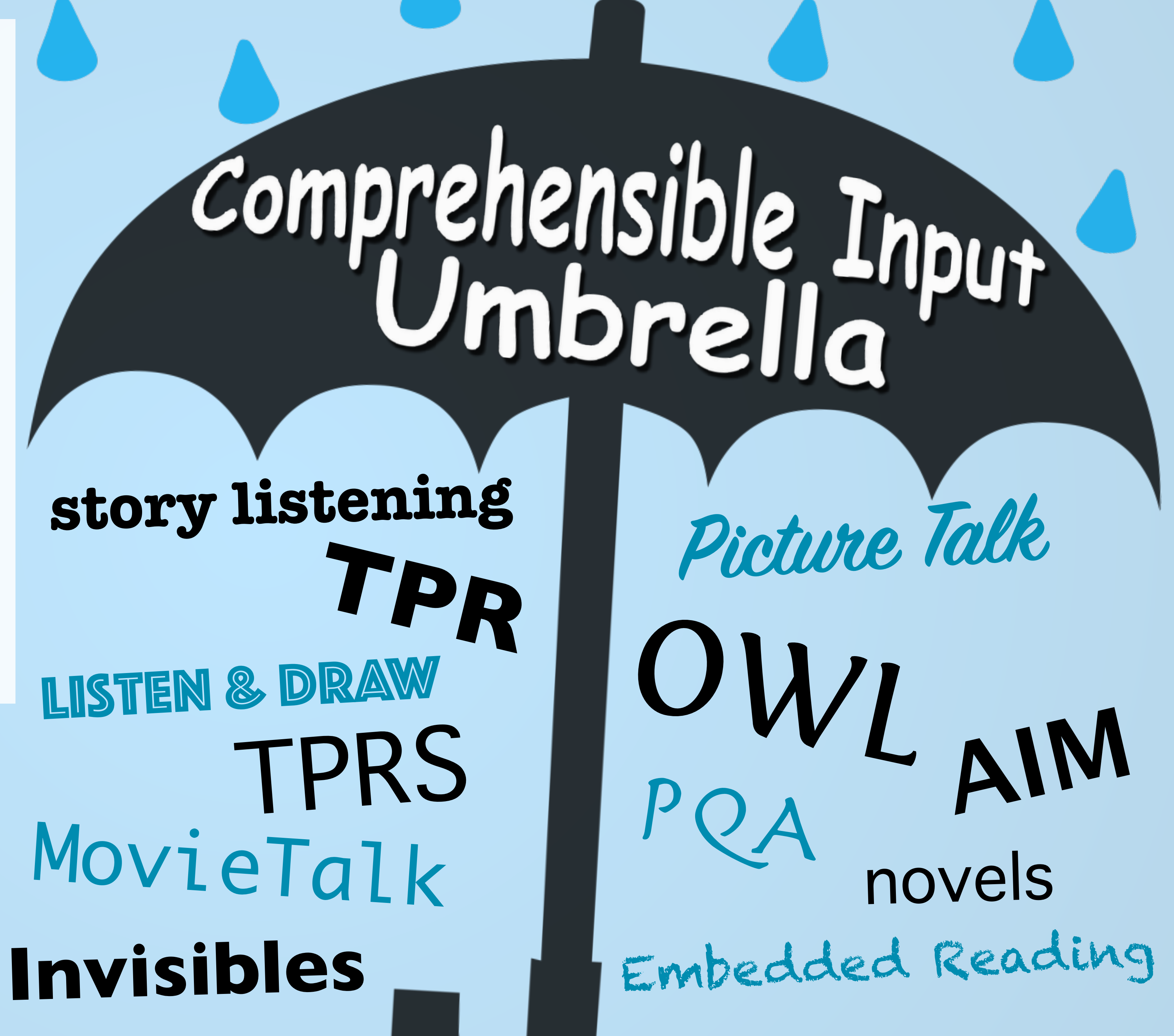


A photograph of a stage setup. In the foreground, a double bass is visible on the left, and a guitar is partially visible behind it. A large black floor monitor is on a stand in the center. A bright stage light beam illuminates the floor. In the background, there are red stadium seats and a wooden wall with a grid of windows. A white text box with a dark border is overlaid in the upper right.

# My experience playing the guitar



What are some  
ways we can  
deliver  
Comprehensible  
Input in our  
classes?







# CI WITH COMICS







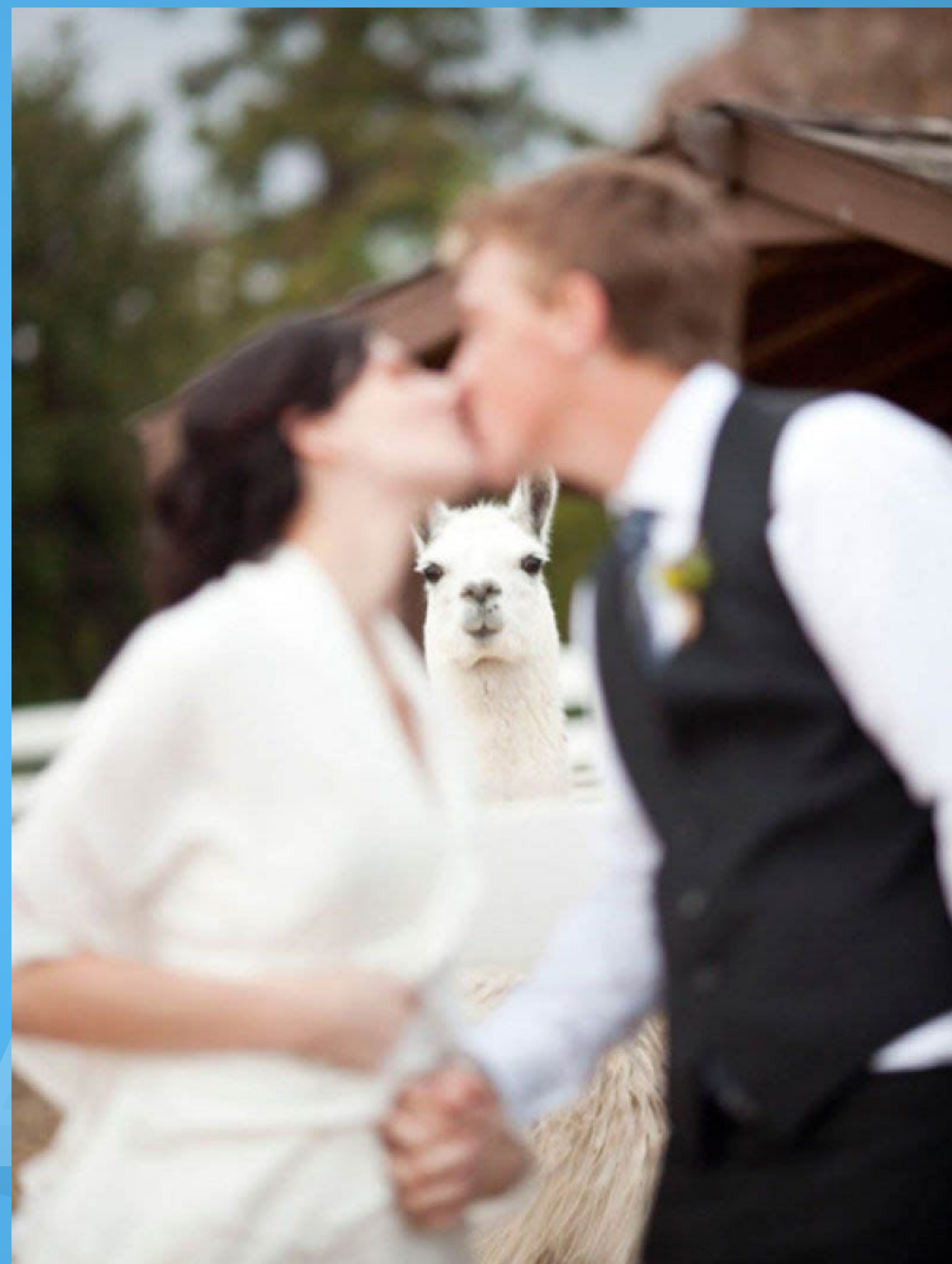
# CI WITH JOKES







# **CI WITH Memes**





# TEACHER IDEAS FOR CI



TPR



TPRS



PQA



Read and Discuss



Special Person



Music



PictureTalk



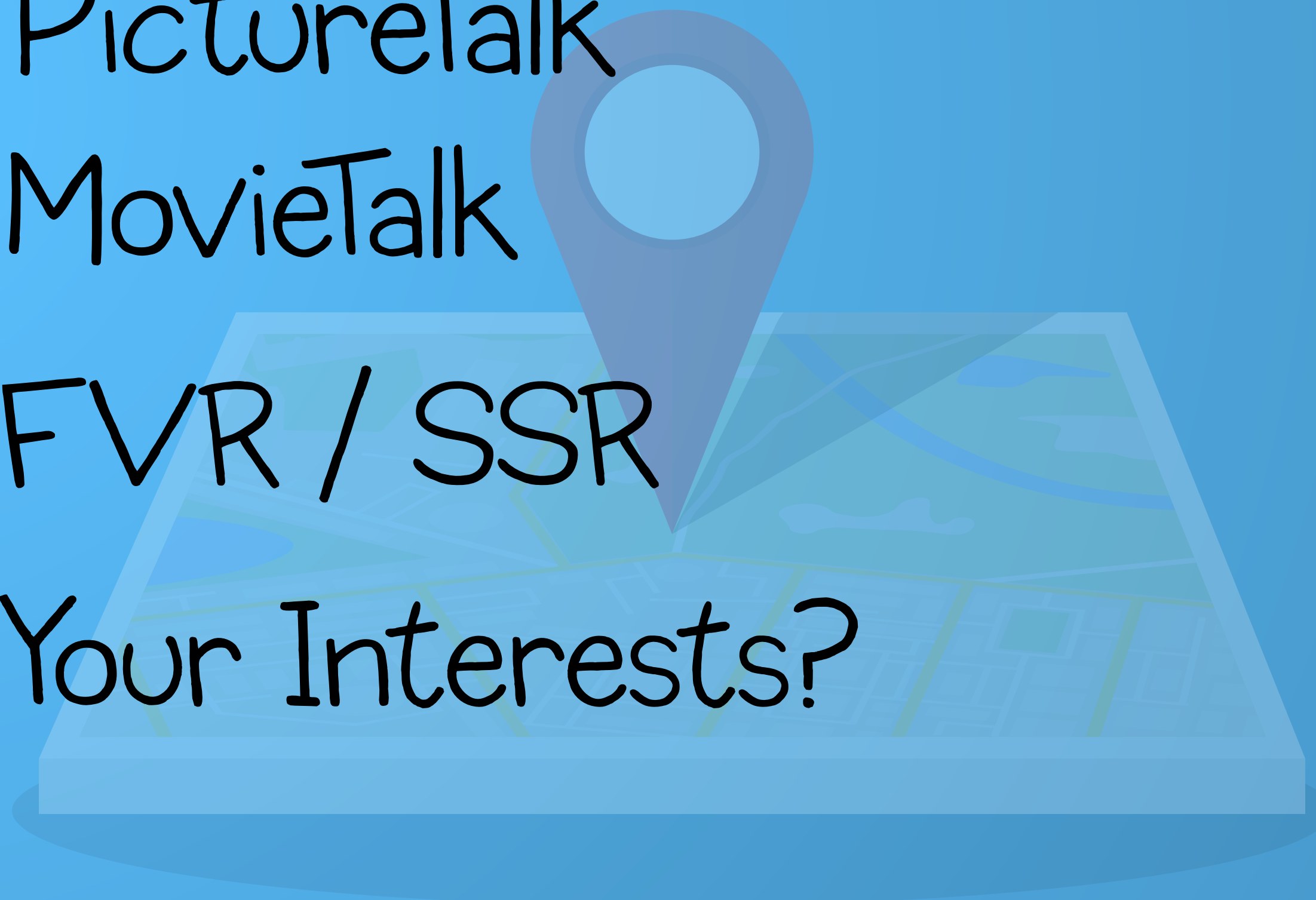
MovieTalk



FVR / SSR



Your Interests?







# STUDENT IDEAS FOR CI



Memes



Tweets / Social Media posts



Fails



Other ideas?







There are so  
many options!

Final story!  
Guanajuato,  
Mexico





Whatever  
direction you  
take, make sure  
to remember  
that you can't  
spell **COVID**  
without **Ci**!








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Students enjoy compelling stories and culturally-rich materials, which are carefully crafted to build proficiency by focusing on high-frequency structures and AP® subthemes.




Nuestra historia 1




Nuestra historia 2



Nuestra historia 3




Nuestra historia 4




Nuestra historia AP

### French CI Series


Students enjoy compelling stories and culturally-rich materials, which are carefully crafted to build proficiency by focusing on high-frequency structures and AP® subthemes.




Notre histoire 1



Notre histoire 2



Notre histoire 3



Notre histoire 4

Available Fall 2020



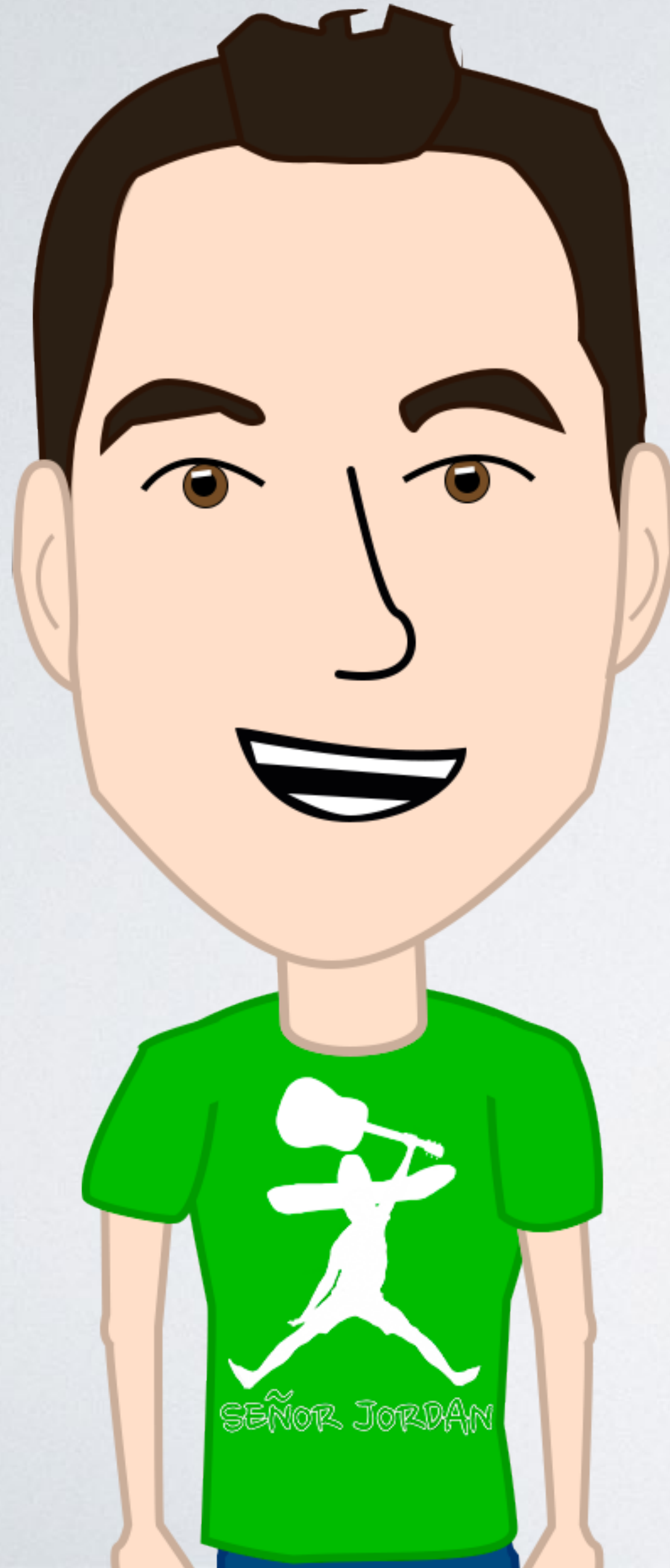
WHAT'S SO  
**SUPER** ABOUT

**SUPER**  
**LÁPÍZ?**

3:00pm Wednesday



# ¡Gracias!



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