



Center for

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HLTP #1: Facilitating Target Language Comprehensibility

Language Teaching Summer Institute 2024 (LTSI) Final
Project

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Chapter 1: HLTP #1: Facilitating Target Language Comprehensibility begins by reviewing three areas of research in support of Appropriate target language (TL) use, i) Input Hypothesis and comprehensible input, as well as the role of comprehensible output,

ii) modified interaction in collaborative interaction and its impact on metalinguistics awareness, iii) role of language as a mediation

al tool in learning from Sociocultural perspectives, as well as ACTFL world readiness standards on target language use.

Next the chapter addresses considerations in using the TL. Does one explain use of the L1 to reduce cognitive demand on learners

in a particular instance or maintain TL use and provide different means of support and/or explanation?

As a means to analyze instruction and support TL use the guide,

the *Interaction and Target Language Comprehensibility (I-TLC) Tool* is presented, outlining its principle parts and sub-categories to describe the instructional moves for providing communicative and comprehensible TL use to learners.

Each of the principal categories, i) Creating Comprehensible Language, ii) Creating Contexts for Comprehension, iii)

Creating Comprehensible Interactions are analyzed in detail for instructional practice.

REFLECTION SUMMARY

As a result of my summer training learning, I learned about the different methods and strategies students can use to learn English as a second language and others languages like French, spanish. Also, I had the opportunity to work in a safe and great environment where students were engaged and motivated to learn new methods, strategies and new tools to implement in their classrooms as a teacher. During this training I learned new strategies and new technology tools to create lesson plans and educational games to get students engaged in learning. During this training I had the opportunity to observe doctor Difino during instruction time using the zone of proximal development theory to teach new things to us. We agreed facilitating target language comprehensibility is important because is the only ways teachers can make the target language comprehensible to students.

AS WE KNOW LEARNING A NEW LANGUAGE REQUIRE A LOT OF TIME AND PRACTICE.

Target language is sufficient can be supported from three perspectives:

- First when learners are exposed to language that is made comprehensible to them (input hypothesis, comprehensible input comprehensible output).
- Second perspective based on research the learners how have the opportunities to engaged in conversational interactions (modified interaction, collaborative interactions, talk-in interaction).
- Third perspective is based on sociocultural theory(Vygotsky 1986)and the role mediational tool.

Research Theory Supporting the Practice

What are examples of comprehensible input?

Comprehensible input refers to second language lessons that are just above a learner's current understanding. For instance, a teacher might introduce new vocabulary words that relate to concepts covered in the previous class.

What is Krashen's comprehensible input hypothesis?

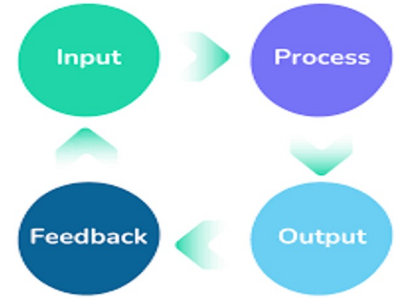
The comprehensible input theory is Stephen Krashen's linguistic theory of second language acquisition. It posits that those who are learning a second language need instructional material that is slightly above their current level of understanding, so that it is not too difficult to parse.

What are Krashen's five hypotheses?

There are five hypotheses that make up the comprehensible input theory. They are the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, the Affective Filter hypothesis, and the Natural Order hypothesis.

Swain 1985 claim input is necessary but insufficient for language learner.

STANDARD AND TOOLS



FACILITATING TARGET LANGUAGE COMPREHENSIBILITY.

Category I: creating comprehensible Language

Category II: Creating context for Comprehension

Category III: Comprehensible Interactions with learners.

EXTERNAL MEDIATIONAL TOOL#

1A: FACILITATING TL

COMPREHENSIBILITY CATEGORY I

The teacher paraphrases new words and expressions.

The teacher defines new words with examples rather than translation.

The teacher uses connected discourse rather than presenting isolated words for drill and repetition.



EXTERNAL MEDIATIONAL TOOL #1B CREATING CONTEXTS FOR COMPREHENSION

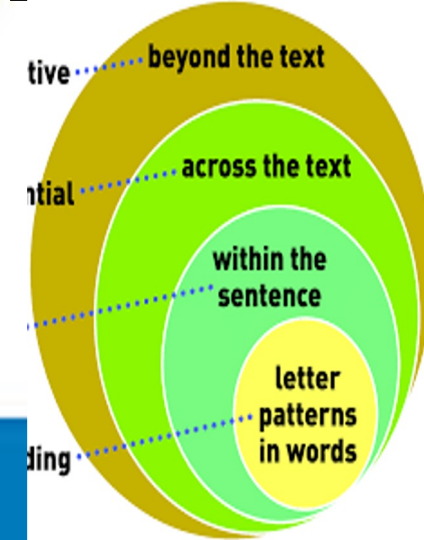
The teacher uses gestures to make new language clear.

The teacher uses visuals and concrete objects to support comprehension.



Context Clues

Chapter Slice





Students interacting with teacher

External Mediation Tool
#1C: Creating Interactions
with Learners.

THE TEACHER INTERACTS WITH
STUDENTS AND CHECKS HOW WELL
THEY ARE FOLLOWING.

LESSON #1: DESCRIBE WORK IN FRANCE

In this lesson students will be able to learn different topics related to work and living in France, talk about professions in French, conjugate the verbs *devoir* and *recevoir*, Students will have the opportunity to use compare and contrast and make connection with USA and French culture.





Les métiers (occupations)

Lesson #1

Steps

Pre-task

1- Introduce the lesson new

vocabulary using pictures to learn
new vocabulary and pronunciation

<https://quizlet.com/10478534/les-professionsmetiers-flash-cards/>

2- Students practice in pairs to identify vocabulary based on pictures
and tag picture with the appropriate names.

Post-task

Three sets of paired activities: In the first Les Métiers activity, students ask and answer questions in French about professions based on the pictures. In the second, they listen to descriptions and grab the picture of the profession described. In the third, students interview each other for an imaginary job. These activities are appropriate for French Two.



LESSON # 2 QUEL MÉTIER AIMERAIS TU FAIRE?

OBJECTIVE: STUDENTS WILL BE ABLE TO LEARN AND USE VERBE AIMER TO DESCRIBE THEIR PROFESSION.

WHAT JOB DO YOU WOULD LIKE TO DO?

ACTIVITY: Paired Activity in which students interview each other for an imaginary job.



Je suis artiste.

I am an artist.



Je suis scientifique.

I am a scientist.



Tip

Use J'aimerais être To describe what job do you would like to do in the future.

J aimerais être avocat parce que.....

LESSON #3 WRITING ACTIVITY.

OBSERVE THE PICTURE BELOW AND ANSWERS WHY DO YOU WANT TO BE OR WHY NOT YOU DON'T WANT TO



Tip

Students will be able to use vocabulary in a short essay based on picture.

Critical thinking skills.

Lesson 3 Exercise II. Research activity. Students will use their devices to complete this activity to make connection with other culture.

- What are some jobs that require you to travel? Would you like to have one of these jobs?
- Do you would like to work abroad your country?
- Why Do You Want to Work Abroad?
- Do you think it is a good idea to work with family / friends? Why (not)?

Lesson # 4 In this lesson students will be able to do research and learn about French history and make connection with US history.

Who was Jeanne D'Arc?

Joan of Arc is a patron saint of France, honored as a defender of the French nation for her role in the siege of Orléans and her insistence on the coronation of Charles VII of France during the Hundred Years' War.

Pre-task

Pre-knowledge about Jeanne D'arc.

- True/False : She Was Tried for Multiple Crimes.
- True/False She Had Several Different Names.
- True/False:She Nearly Died During Battle.



Activity Lesson #4

Students will Watch a documentary about Joan of Arc to learn more about her and discuss.



Post-Task

Make a collage about the topic and write an essay.

Critical tasks Overview

.Objectives A. Assess the character of Joan of Arc.

B. Write a five- to six-paragraph biographical account of Joan of Arc explaining her “true” character.

LES LEGUMES



Lesson #5 Talk about Food and Drink.



Lesson # 5 Objective:

Food is something everyone can relate to. Learning vocabulary about food will enable students to talk about their likes and dislikes and many other things.

The lesson will focus on learning vocabulary:

Talk about food and drink, talk about tableware, use er-verbs, use the negative form, talk about schedule and time, and know about table etiquette.

Pre-knowlege

Activity Pair to talk about food and Discussion about healthy food.

Post-task Complete a writing activity.



Post-task

Use of the Er verb and Ne pas. Time to write

Photo essay choose a topic to create a photo essay

Illustrate and write a short paragraph about each picture .

What food do you like?

What drink you don't like?

What snack do you like?

Do you like French food or American food? Y

Do you like The Senegal lunch? ■



LESSON # 6 AU CAFE



OBJECTIVE LESSON #6: Allons au Café -Ordering in a French Restaurant (Commander au Café)

Your students will have a blast creating a skit that takes place in their own imaginary Parisian café! Students will create a name and menu for their.

Pre-task: A ready-to-use interactive activity students can complete on any device. vocab activity and notesheet, practice or Quiz for beginner students to learn vocabulary for ordering in a French restaurant or café.

Pair activity: A 1 page reading comprehension activity asks students to answer with short answers

Post-task: Set up a café scenario in the classroom, and get students familiar with ordering drinks and food. Ask students creating a skit that takes place in their own imaginary Parisian café! Students will create a name and menu for their.

Allons au Café -Ordering in a French Restaurant (Commander au Café)

Client : Bonjour, Madame.

Serveur/se : Bonjour, Madame, vous désirez ?

Client : Qu'est-ce que vous avez comme sandwich ?

Serveur/se : Comme sandwich, il y a jambon ou fromage , on a aussi des croque-monsieur.

Client : Je vais prendre un croque-monsieur.

Serveur/se : Et comme boisson ?

Client : Une limonade, s'il vous plaît.

Serveur/se : une limonade

Client : Une limonade et un croque-monsieur.

Serveur/se : Alors, une limonade et un croque-monsieur.
... Voilà, Madame. Neuf euros, s'il vous plaît.

Client : Tenez.

Serveur/se : Merci, bon appétit.

Client : Merci.



CONCLUSION

I love the scaffolding method, I always use it in my classroom, using prior Knowledge to assess my students. When I'm teaching the ESL students I asked them to talk about the story share Important vocabulary, and finally use technology to listen to vocabulary pronunciation and search for meaning for new vocabulary words. One of my favorite activities for scaffolding is the fishbowl activity, where the rest of the class circles a small group in the center; the group in the middle, or fishbowl, engages in an activity, modeling how it's done for the larger group. This activity forces students to participate in the class.

REFERENCES

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