MAKING TEXT COMPREHENSIBLE

Strategies for Building Comprehension and Promoting the Use of Target Language

Objectives:

☐ Learn about the nature of authentic texts that are rich in language, culture and content and are appropriate for interpretation and for students' interests, age and stage of proficiency

☐ Introduce strategies for the pre-, during-, and post-interpretation of a text that facilitate students comprehension of different kinds of texts (written texts, videos, audio)

☐ Analyze and discuss activities that incorporate various strategies (e.g. visuals, concrete objects, hands-on experiences) and a variety of ways (e.g. simplification, restating, adjusting the speed) to make language, culture, and content comprehensible to students

Classroom Best Practices

- **Using thematically organized curriculum**
- **Creating student centered classroom**
- **Using the target language for instruction**
- **Integrating content and cultures into language instruction**
- **Adapting authentic materials to use in the classroom**
- **Conducting performance based assessment**

How Can We Make Input Comprehensible?

- **By Teaching Through Content...**
  (Subject Areas-- Interpretive Mode, Making Connections)

- **By Teaching Through Contexts...**
  (Cultural Settings-- Interpersonal Mode, Cultural Practices, Products and Perspectives, Acquiring New Information)

- **By Teaching Through Functions...**
  (Listening to stories-- Interpretive Mode, Cultural Comparisons)

What Techniques Can We Use to Make Input Comprehensible?

Use Paralinguistic Clues

- Visuals

- Objects / Realia

- Gestures / TPR

What Techniques Can We Use to Make Input Comprehensible?

Use Caretaker Speech

- Simplification
- Expansion
- Restatement
- Speed
- Articulation
- Use of Cognates

An Authentic Text?

- هل النص مناسب للتفسير؟
- هل يعرض منتجات ثقافية؟
- هل يعرض ممارسات ثقافية؟
- هل يعرض المنظور الثقافي المستهدف؟

- هل يعرض معلومات علمية؟
- ما هو المستوى الملائم للنص؟
- كفاءات الطلبة اللغوية
- عمر الطلبة ونموهم العقلي والجسمي

What is an Authentic Text

What is an Authentic Text?

- https://media.startalk.umd.edu/workshops/2009/Occidental/video_2.php   The breakfast
- https://media.startalk.umd.edu/workshops/2009/Occidental/video_3.php   Perla 22'

What Techniques Can We Use to Make Input Comprehensible?

Use Supportive Questioning Techniques in Authentic Interactions with Students

- Yes/No
- Either/Or
- Short Answer

Use Authentic Interaction with Peers

- Pairs
- Small Groups

Phases of Interpretation

- Pre- interpretation phase

- During-interpretation phase

- Post- interpretation phase

The Viewing Process

☐ Viewing provides a unique way of bringing the target culture into the classroom making learning more meaningful and stimulating.

☐ Students demonstrate greater listening comprehension,

1. **Silent viewing**: explore possible messages and cultural perspectives

2. **Exposure to Sound**: verify their visual comprehension

3. **Comprehension tasks**: discussion, role playing, and creative writing.

Pre-reading/Viewing Activities

prepare students to interact with oral/ written texts

Sample pre-listening/viewing activities:

- Looking at pictures, maps, diagrams, or graphs
- Watching the video without sound /guessing
- Highlighting key vocabulary in context
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Predicting the content of the listening text
- Eliciting what students know about the subject of the tape or video, what they don't know, and what they would like to know

Class discussion about the subject of the tape or video

Answering questions about the subject of the tape or video

Using scripts of the tape or video with some of the details replaced by blanks. For example, in an interview, all the answers could be replaced by blanks.

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Skimming and scanning to find the theme or main idea and eliciting related prior knowledge
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Conducting a survey

During-reading/Viewing Activities

These activities relate directly to the text, and students do them during or immediately after the time they are listening. Students check their comprehension as they read.

Sample while–listening activities

- Listening with visuals
- Filling in graphs and charts
- Following a route on a map
- Checking off items in a list
- Matching
- Rearranging sentences
- Listening for the gist
- Searching for specific clues to meaning
- Completing cloze (fill-in) exercises
- Distinguishing between formal and informal registers

During-reading activities:

- When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?
- Students need to ask themselves, Do I understand the story line/sequence of ideas well enough?
- Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ?
- To check comprehension in this situation, students may
  - stop at the end of each section to review and check their predictions, restate the main idea and summarize the section
  - use comprehension questions as guides to the text, stopping to answer them as they read
  - complete a cloze activity

Post-reading/Viewing Activities

Provides evidence of students achievement of the lesson objectives.

Post-reading and viewing exercises can include the following:

- Graphic organizers such as Venn diagrams
- Timeline projects
- Discussing the text: Written/Oral
- Making questions: Written/Oral
- Answering questions: Written/Oral
- Filling in forms and charts

➢Writing reading logs
➢Completing a text
➢Listening to or reading other related materials
➢Role-playing
➢Technology-based presentations