

ACTR Webinar

Striking a Balance: Input, Vocabulary and Grammar in Teaching Russian

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Communicative activities for working with input, vocabulary and grammar

Theory with examples in various languages:

Farley, A. P. (2004). *Structured input: Grammar instruction for the acquisition oriented classroom*. Boston, MA: McGraw-Hill Humanities/Social Sciences/Languages.

Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*. 2nd ed. New York: McGraw-Hill.

VanPatten, B. (Ed.). (2004). *Processing instruction: Theory, research, and commentary*. Mahwah, NJ: Lawrence Erlbaum Associates.

VanPatten, B., Collopy, E., Price, J. E., Borst, S., & Qualin, A. (2013). Explicit information, grammatical sensitivity, and the first-noun principle: A cross-linguistic study in processing instruction. *The Modern Language Journal*, 97 (2), 506-27.

Examples in Russian

deBenedette, L., Comer, W. Smyslova, A. & Perkins, J. (2016). *Между нами*.

URL: www.mezhdunami.org.

Introduction of Daily routine verbs

Input: http://www.mezhdunami.org/unit05/5_2/index.shtml

Vocabulary and grammar building activities:

Online: http://www.mezhdunami.org/unit05/5_2/comprehension.shtml

In class: Между нами: Classroom manual, Units 1-5. pp. 227-236 (Available at: http://www.mezhdunami.org/instructors/RVA_Interior_01-05%202016.pdf)

Homework: Между нами: Homework manual, Units 1-5. pp. 189-197 (Available at: http://www.mezhdunami.org/instructors/DZ_Interior_01-05%202016.pdf)

Explicit information:

http://www.mezhdunami.org/unit05/5_2/language.shtml

Example of Nominal Declension: Introduction of Instrumental Case

Input: http://www.mezhdunami.org/unit07/7_1/index.shtml

Vocabulary and grammar building activities:

Online: http://www.mezhdunami.org/unit07/7_1/language.shtml

In class: Между нами: Classroom manual, Units 6-9. pp. 64-67 (Available at: http://www.mezhdunami.org/instructors/RVA_Interior_06-09%202016F.pdf)

Homework: Между нами: Homework manual, Units 1-5. pp. 189-197 (Available at: http://www.mezhdunami.org/instructors/DZ_Interior_06-09%202016F.pdf)

Explicit information:

http://www.mezhdunami.org/unit07/7_1/language.shtml

Check list for creating input-based activities

Select input appropriate to student level.

Sufficient quantity of comprehension and vocabulary learning activities

Consider the language of the input for teachable grammatical forms.

Thinking about Learner interaction with INPUT

1. Learners encounter a piece of target language discourse to be comprehended.
2. Learners are guided in their comprehension work.
5. Learners have to demonstrate comprehension of target language encountered.

Learner works on acquiring vocabulary and grammar forms

5. Activities that build learner vocabulary knowledge have appropriate scaffolding (i.e., provide enough structure for learners to complete the activity).

. Activities are designed so that the teacher can easily hold the students accountable for completing them (e.g., check lists, complete table/chart, sort cards)

6. After completing the activities, learners have time to reflect on form and notice forms.

As learners notice form, they complete table/chart to show their conceptual understanding of form.

Structured Input

- One form-meaning mapping at a time
- Both referential [i.e., have a single right answer] and affective [i.e., express learner opinions/feelings] activities
- Learners do something with the structured input
- Keep meaning in mind
- Both written and oral formats

From: Lee and VanPatten (2003)

Learner works on producing and using new vocabulary and grammar in communicative activities

Content/message of learner production is important

Activities allow for learners to personalize content/message

Activities motivate learners to communicate because there's a gap in information, reasoning or opinion