



USING **ENCUENTROS** IN YOUR CI AND ADI CLASSROOM

Morgan deCory

Encuentros has been intentionally designed to support teachers in whichever pedagogical approach to instruction they prefer, including an Acquisition-Driven Instruction (ADI) approach through the use of comprehensible input. Each unit provides reading and listening tasks that are appropriate to the students' proficiency level, as well as opportunities for teachers to incorporate stories, personalized questions, and conversation. The program also allows for modifications to activities so that teachers can adjust content to meet the needs of their students.

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Introduction

In any World Language classroom, there are several effective, appropriate, and engaging approaches to instruction that can be employed. Acquisition-Driven Instruction (ADI) that uses Comprehensible Input as a primary proficiency-based acquisition strategy is one such approach. In an ADI-based classroom, the emphasis of instruction is on students' ability to acquire language structures through repeated, contextualized exposure that they can understand. Explicit grammar instruction and vocabulary practice are not foundational in an ADI approach to language instruction; rather, they are secondary. ADI operates on the idea that, just as small children acquire their first language naturally and subconsciously by hearing it, with enough time and repeated exposure, students will do the same with a second language, without explicitly studying, memorizing, or learning specific grammatical rules.

What is this repeated, contextualized exposure to the target language that is the foundation of an ADI classroom? It is called Comprehensible Input (CI). *Input* is any language that the student is receiving in a contextualized manner through reading or listening. *Comprehensible Input* is input that students are able to understand with ease. If students are reading or listening to something that consists of unfamiliar language or language that is not supported with context or visual cues, it is not comprehensible, and acquisition will not occur. A key principle of this approach is that students should be able to understand approximately 75–90% of the input that they are receiving.

Many teachers may find themselves wanting to incorporate ADI strategies in their classrooms in addition to the variety of other approaches that can be successful in language learning. There are several specific strategies that come under the ADI umbrella, including TPRS (Teaching Proficiency through Reading and Storytelling, introduced by Blaine Ray) storyasking, and vocabulary circling—all of which support an ADI approach. The content and resources available in **Encuentros** provide opportunities and ideas for applying these and other strategies seamlessly in the World Language classroom. For those unfamiliar with ADI terminology, there is a glossary on page 12 that explains some fundamental terms used in this essay.

Using CI/ADI with **Encuentros**

Encuentros has been intentionally designed to support teachers in whichever pedagogical approach to instruction they prefer, including an ADI approach through the use of comprehensible input. Each unit provides reading and listening tasks that are appropriate to the students' proficiency level, as well as opportunities for teachers to incorporate stories, personalized questions, and conversation. The program also allows for modifications to activities so that teachers can adjust content to meet the needs of their students. The Teacher's Edition of **Encuentros** contains many suggestions for activities that fit well with an acquisition-driven approach, in addition to explicitly labeled CI and ADI activities, which will provide inspiration for incorporating CI into a specific activity or topic. More ideas and tips on how to approach each section of a unit from an acquisition-based perspective are provided below. With a few reliable activity ideas, you will be able to integrate CI into each unit without a large amount of additional preparation or content creation.

Para empezar

Each unit in **Encuentros** begins with an overview section. The overview is an excellent resource that provides a focus for each unit from a communicative perspective. Before instruction begins, consider taking a couple of minutes to note the goals listed for each mode of communication. These goals help define the input that students need to receive to successfully achieve the output goals at the end of the unit.

CI in the Storyline Sections (*La llegada, Punto de partida*)

Encuentros features several different story-based language input opportunities in each unit that allow the program to function well with an ADI approach. *La llegada*, the first section of each unit, provides input with image support to introduce new vocabulary to students. Similarly, the *Punto de partida* sections present stories that are contextualized and include the grammar and vocabulary from the *Desafíos* (mini-lessons) that follow.

LA LLEGADA

vhicentral
Presentation

En la Ciudad de México

► **Observa.** The four teams have just arrived at Benito Juárez International Airport in Mexico City. There they meet the Mexican family who will be helping them with their tasks. How might the teams be feeling?

32 treinta y dos

Online, both *La llegada* and *Punto de partida* are supported with audio so that students can listen to native speakers as they follow along with the text. There are many ways to use these stories and images to provide opportunities for input without additional preparation.

Once proficiency targets have been identified for each unit, you can choose a handful of key language structures that students will need to acquire to be successful in their communicative goals. The vocabulary and grammar summary pages at the end of each unit are a helpful resource in confirming and reviewing the structures presented.

For example, in Unit 1 of **Encuentros** Level 1, a main learning target for students is to describe people using the verb *ser*. You might choose the following language structures to focus on in the introduction to the unit:

- *Esta es ... (mi madre, mi familia, una chica)*
- *Este es... (mi padre, mi amigo, un chico)*
- *Yo soy... (serio, creativo, rubio)*

When choosing structures, it is important to choose language that repeats often in class and that will provide students with the language they need to meet their communication goal of describing people. These structures are referred to as *high frequency* and are foundational to a CI approach to instruction. Providing students with key structures surrounding a learning target sets them up for success from the very beginning.

Some ideas for incorporating CI when using the storyline sections might include:

- Projecting the image and describing the characters using vocabulary from the unit.
- *Circling* vocabulary. Circling is a CI strategy that provides additional repetitions of input, as well as opportunities to formatively assess understanding.

- Personalizing the content based on the image. For example, an interaction might look something like:

Clase, Luisito es moreno. (Addressing student:) Marcos, ¿tú eres moreno? ¿No? ¡No, es verdad! Tú no eres moreno. Tú eres rubio. Clase, Luisito es moreno, pero Marcos es rubio.

These interactions, supported by images, gestures, and cognates, allow students to connect quickly to the content, be successful in their comprehension, and introduce key structures for the unit immediately!

- Asking easy true-or-false questions based on the image allows students to gain confidence and receive additional auditory exposure in addition to the text.

Example: *Clase, cierto o falso: Tess es una madre.*

The class can answer chorally or indicate their response with a thumbs up or down, etc.

Encuentros includes many additional ideas to support students and guide them through an acquisition-driven approach. Even in cases when the stories themselves are not perfectly comprehensible to students the first time they read them, the supports and storylines are in place to allow you to make them comprehensible right away.

ADI in *Desafíos* (Vocabulary, Grammar, *Comunicación*)

An acquisition-based approach may not promote explicit vocabulary and grammar instruction as a primary strategy in a World Language classroom, but this does not mean that acquisition strategies cannot be used in conjunction with the primary instruction. **Encuentros** is designed to introduce key structures through contextualized stories and personalized questions prior to any type of grammar instruction. When students have prior knowledge and understanding of the meaning of the language, the rules are more likely to make sense to them. Here are a few strategies to keep in mind while teaching grammar and vocabulary through the lens of CI/ADI.

DESAFÍO 1

vhCentral
Presentation

Vocabulario

Comidas y bebidas

Para desayunar

el desayuno
la mantequilla

Bebidas

el agua
la leche
el jugo de naranja
el refresco

Para almorzar

el almuerzo
el sándwich

Primeros platos

la sopa
las verduras
los frijoles
los huevos

Para cenar

la cena
el pan
la salsa

Platos principales

el pollo con papas
la carne con arroz
el pescado con maiz

Postres

el helado
la torta

Frutas

la banana
la manzana
la naranja
el maracuyá

Vocabulary

When introducing vocabulary, keep it contextualized. Rather than having students repeat or learn isolated words, consider some of these techniques:

- **Card talk:** Ask students a question about the vocabulary and have them illustrate terms on a notecard. Use the pictures to inspire questions and conversation around new vocabulary.

Unit 4 of **Encuentros** Level 1 provides an excellent example of how this strategy can be used successfully during a lesson introducing vocabulary: Students can draw their favorite foods, as well as foods they do not like, and the class can discuss and circle some common themes that come up around food.

- **Personalize:** Use vocabulary words to spark conversation and provide more input. The food vocabulary in Unit 4 provides many opportunities to discuss likes and dislikes, describe the images, or tell personal stories about food. This approach allows the vocabulary to remain a focus while continuing to incorporate comprehensible input into the lesson.

The Teacher's Edition has additional activities and suggestions for practicing, reviewing, and personalizing the content of each unit, most of which focus on proficiency and acquisition. In addition to these options, each unit contains content-specific suggestions at various points that are specifically labeled as CI/ADI. Highlight or mark suggestions that can be applied in other units as well.

- **Key structures:** Choose several phrases containing key structures that students will be able to return to in their communicative tasks. You can choose phrases for each *Desafío* to pre-teach, making the stories even more comprehensible and providing students with language structures that they can use throughout the unit. *La llegada* is designed to incorporate structures from each of the *Desafíos*, so students will have many opportunities for input and repetition as they work through each section.

Gramática

Expresar obligación

Tener que (to have to)

To express an obligation that somebody has, use this formula:

- Tener que + infinitivo
- Yo tengo que barrer.
- Nosotros tenemos que leer.
- Tú tienes que lavar.
- Vosotros tenéis que escribir.
- Él tiene que limpiar.
- Ellos tienen que cuidar al gato.

Hay que (to have to)

To express a general obligation without mentioning who must do it, use this formula:

- Hay que + infinitivo
- Hay que pasar la aspiradora.

Adverbios de frecuencia

These adverbs and adverbial phrases express how often something is done.

ADVERBIOS DE FRECUENCIA						
nunca	casi nunca	rara vez	a veces	muchas veces	casi siempre	todos los días
0 días al año		365 días al año				

To ask when something is done, use the question word **cuándo**.

- ¿Cuándo ves la televisión?
- Todos los días.

80. Piensa. How would **tener que** and **hay que** be expressed in English?

81. El fin de semana

Escucha. The García family is busy. Listen to Mónica García and write who has to do each activity, or write nothing if nobody is specified.

- 1. usar la computadora
- 2. preparar el almuerzo
- 3. cortar el césped
- 4. cuidar a la mascota
- 5. ordenar la casa
- 6. limpiar la cocina

Escribe. Summarize the García family's weekend activities in complete sentences.

Modelo Ana y Mónica García tienen que usar la computadora.

Grammar Instruction

When teaching with an ADI approach, grammar instruction is not isolated, but instead is contextualized and incorporated into the communicative goals. The *Gramática* sections in **Encuentros** are followed by comprehensible, contextualized activities that allow you to maintain a focus on CI while still including grammar instruction within a unit. Additionally, you can revisit *La llegada* or *Punto de partida* and review the grammatical structure that was previously presented in context. Alternatively, you could create another story that focuses on the current structure and includes other vocabulary and input that students have previously acquired. There is a digital image bank online that contains thematic images that can serve as inspiration for stories that focus on a specific grammatical point.

It is important to note that while explicit grammar instruction is not a focus of ADI, there are certainly students who benefit from seeing the grammar rules in a more isolated way. *Pop-Up Grammar* is a strategy used in the CI approach when a class is reading a text or having a discussion that includes a specific grammar point that a teacher would like to address. The story is paused, the grammar structure is shown, and then the teacher returns to the story. For example, in Level 1 Unit 2 *Desafío 4*, the grammatical structures *tenemos que* and *hay que* are used in the *Punto de partida* dialogue. Rather than teach this grammatical structure separately, you could quickly pause the dialogue, show the *Gramática* section titled *Expresar obligación* (p. 126), and explain this structure to students in the moment. Then continue the dialogue.

Comunicación

The design of the *Comunicación* sections found at the end of each *Desafío* strongly complement an ADI approach. In these sections, students are asked to integrate what they have learned into the four language domains: listening, reading, writing, and speaking. The *Final del desafío* section provides an opportunity for students to demonstrate proficiency in each mode of communication. *Comunicación* can be completed as a formative or a summative assessment, or it can serve as a communicative practice activity.

For example, Level 1 Unit 6 *Desafío 2* provides a specific scenario where you can use the tasks from the *Comunicación* and the *Final del desafío* sections. This gives students solid practice and provides evidence of learning from that unit. A few ideas to extend these activities might include:

- In activity 35, in addition to asking students to write about what Diana is going to do, you can ask students to include what they themselves are going to do, and why. This gives students another opportunity to use the key structures and context and to personalize them.
- In activity 36, you can ask students to include another tourist or two and describe what activities they are going to do. This removes one layer of support after they have practiced several times and invites them to continue to build on that understanding. Additionally, you can ask students to include a detail in their sentences that pulls in other structures you would like them to review or revisit. (e.g., *Patricia va a pintar porque es muy artística.*)
- Activity 38 provides a perfect opportunity and offers scaffolding to set students up for a writing or speaking assignment. Once they have completed the speech bubbles, students can be asked to write a short story about what Rita and Diana are going to do in the museum, and what happens while they are there. You can also invite students to share their thoughts in an informal speaking activity in class, or as a recorded speaking assessment.

Todo junto

As students begin to incorporate new language skills from a unit into their previously acquired language, the *Todo junto* section provides them with different opportunities to synthesize the four modes of communication using authentic resources. You may want to consider preparing CI activities to support these resources and make them more comprehensible to students. For example, authentic videos like those found in *Un chin de...* and *VideoMundo* can be supported through a pre-watching activity before they are shown. *Movie Talk*, first developed by Ashley Hastings, is a common CI strategy in which the teacher describes the video using screenshots or by pausing certain frames and discussing the specific events shown with the class. This type of support often allows more challenging videos to quickly become more comprehensible.

Mapa cultural



MAPA CULTURAL

Spain is a parliamentary monarchy located in the south of Europe. Its territory includes most of the Iberian Peninsula, the Balearic and Canary archipelagos, and the cities of Ceuta and Melilla, in the north of Africa. The capital of Spain is Madrid.

98. Disfruta España

► **Escribe.** Look at the map, read the statements, and write when these people should go. Use affirmative tú commands.

Modelo Paula quiere ir a una ciudad de la costa atlántica.
→ ¡Visita Cádiz!

- Juan quiere ver una ciudad en la costa del mar Cantábrico.
- Luis quiere ir a una ciudad de la costa mediterránea.
- Cristina quiere conocer la capital de España.
- Susana quiere conocer el centro de España.

1. Madrid: paraíso de pintores

Madrid, la capital de España, es una ciudad moderna con una intensa vida cultural. En esta ciudad está el Museo del Prado, uno de los museos de pintura más importantes del mundo. Aquí hay obras de los más famosos pintores españoles, como Francisco de Goya y Diego Velázquez.



(1) Fachada del Museo del Prado (Madrid)

2. El sur: la herencia árabe

En España la influencia árabe es muy importante, especialmente en Andalucía. Las construcciones árabes más famosas son los jardines y palacios de la Alhambra, en Granada, y la Mezquita de Córdoba.



(2) La Alhambra (Granada)

89. Investigación: Barcelona

The eastern part of the Iberian Peninsula is the Mediterranean, where there are large cities such as Barcelona and Valencia.

► **Lee y completa.** Read the text and complete the graphic organizer by assigning the characteristics that correspond to Madrid, to Barcelona, or to both.

Madrid Barcelona



gran ciudad

- edificios modernistas
- templo de la Sagrada Familia
- museo del Prado
- puerto mediterráneo
- grandes avenidas
- capital de España

Barcelona es una gran ciudad situada en la costa mediterránea. Tiene grandes edificios, bellos edificios modernistas y un templo muy famoso: la Sagrada Familia.



La Sagrada Familia (Barcelona)

I CAN identify and compare some culturally significant places in Spain.

The *Mapa cultural* section is found at the end of a unit. While it is perfectly acceptable to leave these cultural activities for the end, you may also want to consider using this section at the very beginning of a unit to “kick it off” with cultural information and comparisons. The maps provide context for the dialogues and create opportunities to incorporate CI. Some ideas include:

- Comprehensible reading tasks for students. These may include short captions for images, descriptions of photos, or brief cultural stories that complement the maps.
- Personalized questions for students that bring attention to cultural comparisons and allow them to connect with the target culture as well as review structures acquired in previous units. (Example: *Puerto Rico es una isla. ¿Es grande o pequeña? ¿Hay islas en Estados Unidos? ¿Qué observas en una isla, típicamente?*)
- Geographical highlights that allow students to see how the topography of a country affects its culture. (Example: *Clase, ¿hay montañas en España? ¡Sí! Hay muchas montañas. ¿Qué más observas?*)
- In Level 1, creating Spanish sentences that “match” English information or instruction provided in this section, thereby allowing students to receive input alongside English content support. (Example: In Level 1 Unit 5 activity 89, you can say: *Vamos a comparar Madrid y Barcelona.*)
- In Levels 3 and 4 of **Encuentros**, the *Mapa cultural* is oriented around a topic and not a geographical location, which allows students to begin making cross-cultural comparisons in the target language.

Assessment

The **Encuentros** curriculum provides several opportunities for evaluation that fit an ADI approach to assessment. First, each unit has a test called *Examen: Comunicación* that assesses the communicative objectives and Can-Do statements more holistically, rather than focusing on specific grammar points or vocabulary words. Integrated Performance Assessments (IPAs) are provided for each unit, and these tasks are created with proficiency and communicative skills as a focus.

It is worth noting that under the pedagogy of ADI, students are not expected to—and therefore will not be asked to—produce any language without sufficient comprehensible input. For this reason, it is important to regularly assess formatively to ensure that students understand the input before they are asked to complete any tasks requiring output. The *Final del desafío* activities are therefore ideal for assessing these skills in a more formative way. The *Examen: Comunicación* and the IPA in each unit also provide opportunities for students to demonstrate the language skills they have acquired in each unit and are excellent options for summative assessment.

Conclusion and Additional Reading

There are many approaches to teaching world languages that can help students be successful in acquiring language. **Encuentros** allows you the freedom to incorporate a variety of approaches into your classroom. By using the wealth of resources that accompany the program, it is easy to incorporate an ADI through CI approach with **Encuentros**.

If you are looking for more resources on strategies and philosophy surrounding ADI and CI, the following may be good starting points:

- *Fluency Through TPR Storytelling* — book by Blaine Ray and Contee Seely
- *The Input Hypothesis: Issues and Implications* — book by Stephen Krashen
- Tea with BVP — podcast hosted by Bill VanPatten
- CI Readers and accompanying Teacher's Guides

Glossary of Terms

circling Circling is a technique where a teacher begins by making one statement or sharing one sentence from a story using structures they want to highlight. This sentence is questioned several times, beginning with yes/no questions, then either/or questions, then more open-ended questions. The goal of circling is to provide as many repetitions as possible of a key structure.

Example:

- Statement: *Clase, hay un perro en la clase.*
- Yes/No question: *Clase, ¿hay un perro en la clase? ¿Sí o no? Sí, hay un perro en la clase. ¿Hay un gato en la clase? No. No hay un gato en la clase. Hay un perro en la clase.*
- Either/Or question: *Clase, ¿hay un perro o un elefante en la clase? Sí, es verdad. Hay un perro en la clase.*
- Open-ended question: *Clase, ¿qué hay en la clase de español? ¿Hay un perro en la clase? ¡Qué interesante! ¿Por qué hay un perro en la clase?*

gallery walk An activity that includes a variety of information to be posted around the classroom. Students are given a task to complete that involves reading each poster or description that is posted in the room, noting the information, and then moving on to the next one. These descriptions include the target structures for that lesson.

Example:

Descriptions of different people from a video are posted around the classroom. Students have pictures of the characters in front of them. They read the descriptions and match them to the images they see.

high-frequency vocabulary High-frequency vocabulary is the words or structures that are most commonly seen in a language. Continued exposure to this vocabulary expands students' ability to communicate effectively.

input Input is language that is received, as in listening, viewing, or reading tasks.

movie talk In the "movie talk" technique, originally developed by Ashley Hastings, a teacher narrates and circles vocabulary during a short video. The teacher will pause the video at different frames, or, alternatively, use screenshots of the video to describe the events before showing the class the full video.

output Output is language that is produced, as in speaking or writing tasks.

pop-up grammar A term credited to educator Kristy Placido that refers to the technique of presenting a specific grammatical topic within the context of another activity. A teacher may come to a grammatical structure in a dialogue, story, or video and choose to pause, show the class the explicit grammar point, and then continue the story.

sheltering vocabulary Sheltering vocabulary is a strategy in which a teacher intentionally chooses to use very few words while instructing and repeats them often. The words and phrases used are familiar to the students or are easily recognized cognates. This technique is a way to ensure that language remains comprehensible to students.

Example:

In a lesson about expressing what foods students like or dislike, the class first focuses on just breakfast foods and the expressions *Me gusta desayunar...* / *No me gusta desayunar...* In that way, students can focus on a small group of easily utilized words.

storyasking A “storyask” is a manner of storytelling where a teacher invites the students to contribute to the events of a story. Students may provide ideas for places, the names or descriptions of characters, or an ending to a story. A “storyask” keeps the general outline and the key structures of a story the same, but details are altered to personalize the story.

Example:

- Teacher: *Clase, ¡hay un animal en la clase de español! ¿Qué animal hay?*
- Students provide ideas: *¡Hay un elefante! ¡Hay un tigre! ¡Hay un oso!*
- The teacher will then decide on an animal and then circle this new detail: *Clase... hay un ELEFANTE en la clase de español. Que interesante. ¿Es grande o es pequeño?*

target structures Target structures are the words or phrases that a teacher wants to emphasize during a lesson or unit. These are structures that a student will need to acquire to successfully meet the learning objective or communicative skill. Target structures are presented in the form that students will eventually produce. (For example, if a learning target involves students describing their routine each day, a key structure would be presented as *Me levanto a las...*)



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