Pascagoula, MS
Title: Creating a Communicative Embedded Input Language Classroom (K-12)
When: Friday, July 27, 2019, 8:00 a.m. to 4:30 p.m.
Where: Pascagoula High School Library, 1716 Tucker Avenue, Pascagoula, MS
0.6 CEUs Available
Lunch on your own
Registration is limited to 40 participants.
To register click on the link: [Creating a Communicative Embedded Input Language Classroom](#)
For more information or questions email Hector Barberena at hbarberena@pgsd.ms.

Anabelle A. Williamson Presentation

Title: The Great CI Umbrella

Program description: A common misconception amongst language teachers exploring new methodologies is that Comprehensible Input (CI) is Teaching Proficiency through Reading and Storytelling (TPRS). TPRS is just one component of the great CI umbrella! Come hear about some of the MANY strategies teachers across the world are using to build student's communication, confidence and proficiency through compelling CI! All while meeting ACTFL's expectation that we are spending 90% of our class-time in the target language!

Outcomes: Re-energized teachers will be able to explain what it means to teach with comprehensible input (CI) strategies. They will be able to apply and adapt various CI strategies to their classes and age levels taught to ensure maximum student investment and engagement and in turn growth in proficiency and communicative competence.

Presentation Method: Teachers will be fully immersed in this presentation as they experience firsthand various CI strategies. This ensures teachers will feel confident in implementing them immediately in their classrooms with students! Teachers will also see videos of students in real classrooms acquiring and interacting in the TL using CI strategies.

Dr. Kelly B. Moser Presentation

Title: From Input to Output: Designing Task-based Lessons to Develop Student Language Proficiency

Description: Contemporary language teaching relies on exposing learners to comprehensible target language. Research suggests, however, that input is not enough for learners to master another language, and consequently, teachers must create communicative contexts for interaction forcing student output. This session will focus on designing scaffolded (e.g., structured) tasks within thematic lessons to assist Novice and Intermediate learners in developing interpersonal and presentational communicative skills.

Outcomes: Teachers will be able to:
1. Identify examples of Novice, Intermediate, and Advanced exemplars of speaking and writing (and features of learners at the various levels)
2. Consider how tasks connect to the core practices for world language teachers
3. Consider proficiency level of learners for the development of tasks—how much structure is needed?
4. View and discuss exemplars of tasks (input- and output-based tasks) with demonstrations and student samples
5. Create task-based lessons

Presentation Method: Teachers will first be introduced to foundational concepts related to proficiency and evaluating learners in an interactive way. They will then serve as "learners" by experiencing firsthand comprehensible input teaching and input-based tasks. As they view and participate, they will identify features of input- and output-based tasks. Finally, teacher attendees will consider their own classrooms, reflecting on examples, and create their own task-based lessons.