# Techniques to Make Input Comprehensible

In language education, “input” refers to anything the students are exposed to while reading or listening and speaking. The research shows that students need comprehensible input in order to learn a language, but that the texts should also challenge them. Krashen, a famous theoretician, called this general idea “i + 1”. It is the teacher’s responsibility to make input comprehensible (MIC). Using “classroom interaction techniques” together with the techniques for making input comprehensible is very effective. Often, two or three of the following can be used at the same time to help students comprehend input such content, instructions, or new words and phrases.

**REPEAT a) at a slower rate, b) with clearer pronunciation, and/or c) with emphasis on key words or phrases**

It is good to **emphasize** new vocabulary **in context** using this technique. Furthermore, you can use it with “**repetitions**” (the classroom interaction technique) in which the students also **produce** language following your clear model of the language.

**REPHRASE using smaller chunks (such as phrases), changing the words or word order of a sentence, e.g.**

“Role reversal is one technique in Total Physical Response. Larsen-Freeman says that ‘students command their teacher and classmates to perform some actions.’”

***This text can be REPHRASED in many ways, e.g.***

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“When students try out the teacher’s techniques it is called *role reversal*. *Role reversal* is used in Total Physical Response.”

**PREVIEW a) telling students the objectives, b) activating their schemata, and/or explaining what will happen next, e.g.**

“Today, you are going to play a game. First, we need to warm up with some review. Then, we can practice some of the language, and finally we will use the language in the game.

**DESCRIBE & PROVIDE EXAMPLES, avoiding incomprehensible (difficult/confusing) input when elaborating, e.g.**

“An action sequence is a series of commands given by the teacher. For example, ‘Hello. Sit down. Would you like something to drink? How about some juice?’ is an action sequence.”



**USE VISUALS**

Written: whiteboard, PowerPoint, graphic organizers, handouts

Non-verbal cues: gestures, facial expressions, body movement

Pictures, photographs, drawings, flashcards

Realia - concrete objects from the everyday world which are used during instruction