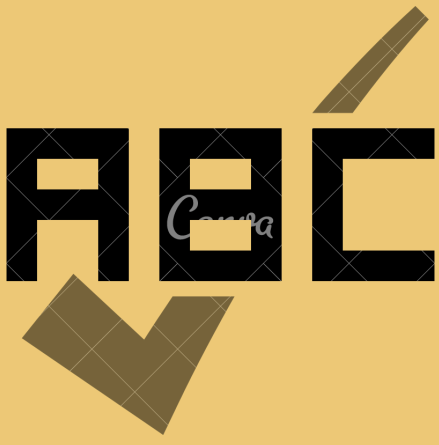


STRUCTURED INPUT A STEP BY STEP GUIDE

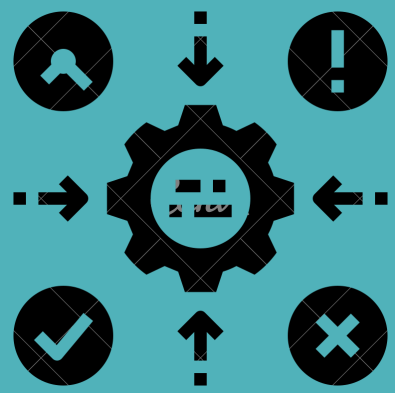


STEP 1: CHOOSE A SINGLE GRAMMAR POINT

Think of a very basic grammar point such as one subject pronoun, one specific tense one-two subject pronouns. You can always make more activities but learners can't process too much at once.

STEP 2: CREATE A CONTEXT FOR YOUR STRUCTURED INPUT ACTIVITY

Write a scenario based on your theme. Think of reasons why learners would need to process this input and how it fits in the greater theme of your unit/lesson.

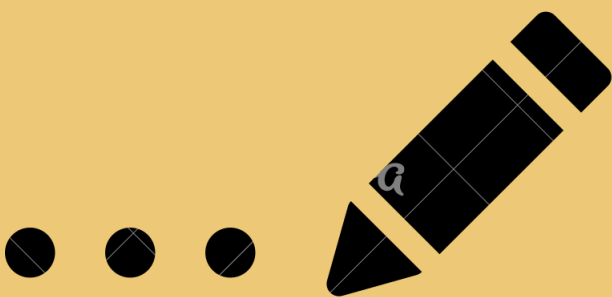


STEP 3: CHOOSE WHETHER YOUR INPUT WILL BE WRITTEN OR ORAL

You want a balance of written and oral input. Think of what makes sense for your current situation. Keep in mind whether the input will be easier for learners to process if they see it or if they hear it.

STEP 4: DECIDE WHAT YOUR STUDENTS WILL DO WHILE PROCESSING THE INPUT

Think of good input activities to help guide them. Have them categorize, match, sort, rank, select, etc. Learners can't just sit and read or sit and listen. All of this is to have them process the input by interacting with it.



STEP 5: BEGIN WRITING YOUR SENTENCES

Write sentences that make learners pay attention to the meaning of the whole sentence (meaning is more important than form). Don't put subjects in front of verbs if they're working with a tense. Don't put time markers in your sentences. Move from sentences to connected sentences to paragraphs as you do more activities (not all at once)

STEP 6: DECIDE WHAT LEARNERS WILL DO RIGHT AFTER PROCESSING THE INPUT

Have learners use those sentences/the input to complete a task. Have them agree/disagree with the sentences, write a few additional sentences modeling those above, make an inference about the people in the sentences. Anything so they use the input to complete an additional task.

