

adfsd

1. Noun
2. Adverb
3. Conjunction
4. First Name

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The key here, if you believe that input leads to acquisition and output does not, is to minimize output during class time. To my mind, that includes outputting using paper, scissors and glue doing collages, or even using technology.

Why not _____^{Noun} use the time-honored method of assigning a vocabulary list to be memorized at home, and quizzed once every two weeks? Break up the non-core vocab and dole it out in this way. They will have just as good an "impression"; of it as the kids who spent all year doing "creative"; activities _____^{Adverb} the vocabulary their own"; in class. Plus, of course, they will have acquired the core structure and vocabulary of the language, as you've pointed out.

I've done this and the kids were indistinguishable from their grammar-taught peers the following year with regard to the masses of "required"; vocabulary. They were distinguishable in that they could speak and understand _____^{Conjunction} though.

I don't mean to sound harsh or hard-line, but I truly believe that traditional (rules-and-output) activities come from a completely different, and diametrically opposed, philosophical perspective _____ First name _____ CI activities, and doing both at once is counterproductive to acquisition, unless there is a specific, valid, non-acquisition-focused reason for including R&O activities. (There can be.)

It's like eating candy. A little of it "won't hurt", but if you left it out entirely, you'd be healthier. A lot of it, and you're totally out of shape.