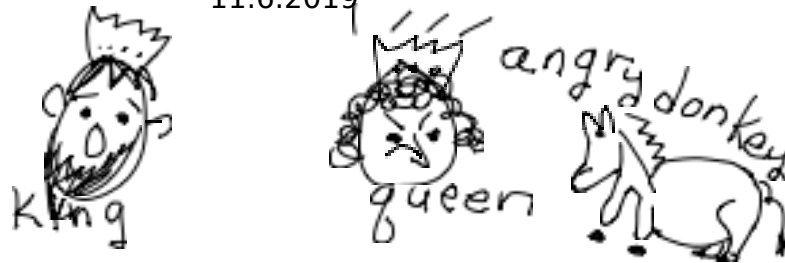


# Comprehension-Aiding Supplementation: CAS-Drawing

Beniko Mason

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***“Once upon a time, there was a king and a queen. The queen wanted a baby. One day, she had a baby, but the baby was not a human being, it was a donkey. The queen was angry.”***

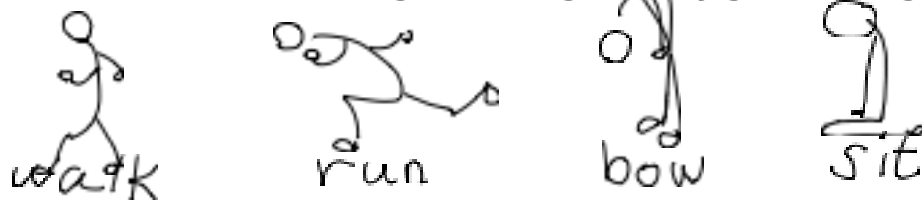
- 1) Drawing helps students understand what they are hearing.***  
When a teacher draws a king and says, “This is a king”, the students understand what “King” is. The same with “Queen.”
- 2) Drawing and the word together increases comprehension.***  
When the teacher writes the word related to the drawing, for some students, seeing the word under the drawing is added comprehensible input.
- 3) When the drawing does not make the input comprehensible, a synonym or explanation in the second language, or a translation in the first language can be used.***  
The students may not understand what “donkey” is from just looking at the drawing, because the drawing might look like a dog. The teacher then can use linguistic supplementation (explanation in the second language), and say, “This is not a dog. This is a donkey. It is like a small horse. It is not a horse. It is a donkey. A donkey is similar to a small horse.” The teacher could also provide the translation in the students’ first language or write it on the board quickly, erasing it as soon as everyone has seen it.
- 4) Drawing gives the students something to hang on to.***  
Using a drawing is better than showing a stuffed animal or a color-copied picture, because it is much simpler to handle. With an object, the teacher will need to put it down on the table after displaying it. The teacher cannot have it in his/her hand during the entire session. Also, after the object is put down, it is usually out of sight. A drawing on the board is there until the story ends unless the teacher erases it.
- 5) A simple circle with a head, arms and legs are sometimes enough.***

Some drawings are hard to do, e.g. a dragon. But all that we need to do is simply draw a circle and add a head, legs and arms, and tell the students, "This is a dragon!"



6) *It is not necessary to draw everything. We can use other kinds of Comprehension-Assisting Supplementation (CAS).*

The teacher only needs to draw characters, animals, places, and objects, and sometimes a few simple actions. The drawings do not have to be precise. Stick figures are generally good enough.



7) *As the teacher draws, he/she can repeat the word or sentence more than one time. This provides students with more time to process the input.*

When a teacher draws a picture during Story Listening, his/her speech slows down slightly while he/she is drawing. The teacher often repeats words or sentences while he/she is drawing. This gives students a chance to hear the words a few more times and gives them more time to process the incoming language. This can be very helpful for beginning level students.

8) *Drawing saves time, money, space, and effort for the teacher.*

Story Listening is not a one-time recreational event. It is the core of the program. The teacher may tell 100 different stories or more in one year. If the teacher uses visual aids such as printed-out drawings and pictures (see below), costumes, stuffed animals, etc., the teacher will have to spend time searching for them, spend money, find space to store them, and organize them, bringing just the right ones to class for each lesson. It is much simpler to draw pictures on the blackboard.

9) *No printed-out pictures.*

When the teacher uses ready-made pictures, he/she will have to find the right pictures for a large number of words. This will take time. The teacher will have to print them out using a printer and colored ink. Then he/she will have to enlarge the printed pictures using a copy machine at school, and paste them onto construction paper to make them sturdy enough to hold them up in front of the class. When the teacher draws, none of this is necessary.

**10) *Drawing is smoother.***

**When the teacher has a stack of printed-out pictures on desk in front of the class, he/she may not find the right one at the time it is needed. It looks awkward when the teacher frantically struggles to search for a specific picture. Drawing illustrations immediately on the board is much simpler and smoother.**

***Blackboard and Chalk***

**I prefer blackboard and chalk to whiteboard and marker for ecological, economic, and practical reasons. I prefer naturally made chalk to markers made of toxic ingredients and plastic. Chalk is cheaper, made from calcium carbonate and doesn't dry out quickly (dustless ecology chalk is available at <https://www.rikagaku.co.jp/english/items/01dustlesschalk.php>)**