

Teaching Proficiency through Reading and Storytelling



Rationale:

Comprehensible input leads to language acquisition. Abundant, varied, interesting comprehensible input is superior. Repetition is essential.

Questions:

- ★ *How to get abundant repetitions of advanced structures?*
- ★ *How to maintain student interest?*
- ★ *How to encourage students to produce more complicated, polished language?*

Adjustments:

- Variety of story types
- Structures are longer and more complex
- Re-use 10 - 12 structures over one - two weeks.
- Fewer daily repetitions
- Continually reinforce the basic structures all year long!

Grammar tools

- Introduce new focus with a familiar story line.
- Use meaning to contrast: new structure vs. familiar structures.
- Personalize to contrast structures:

TPRS in levels 2 - AP

- Interview characters to get multiple POV. (Based on meaning)
- Conditional : crazy situation and ask what would Oprah do in this situation? (or Dr. Phil, your mom, a kid in class do?)
- Future: crazy story and then say, “The next time she will”
- Students create sentences for practicing difficult/unusual phrases.
- Use colored markers for contrast. Refer to board frequently.
- Circling combined with pop-ups.
- Levels of pop-ups:
 1. What does it mean?
 2. What if I said _____?
 3. What is the difference between _____ and _____?
 4. How would you say _____?
- Levels of correction:
 1. “Yes” to content and then model correct form.
 2. Offer an “either/or” to contrast student/proper forms.
 3. “Try that again.”
- Practice point of view by inserting dialogue into stories, by interviewing characters, in addition to POV retells.
- Songs, chants to practice conjugating, expressions, structures

Reading

- The most important activity is abundant reading. Read in class and assign reading homework. Translation is occasionally a valuable tool.
- Free Voluntary Reading. Allow students to read whatever they like.
- Suggested adolescent reading lists are available at www.susangrosstprs.com. Click on “Lessons.”
- Use Internet, newspapers, and a variety of authentic reading materials.
- Jason Fritze has a wealth of reading information, suggested activities, resources, titles, and fantastic links! www.comprehensibleinput.com

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Writing, Essays

- Dictées (one or two sentences, then show the proper text)
- In-class cooperative composition
 1. Teacher writes as students create a story.
 2. Students copy story
 3. Students take a quiz on the story the following day.
 4. Los Baker van a Perú was written by Nate Kirby's students.
- Grading essays:
 1. Always comment on the content.
 2. Use a rubric
 3. Highlight every occurrence of a single error type.
 4. Highlight only the first ten errors.
 5. Highlight everything that is wonderful!
- More READING produces better writing!
- Specific writing skills in the Upper-levels: (from a message by Ann Bolognani) <annbolo2@yahoo.com>

Assign a re-write of a story but require one or more of these:

****** Si clause, subjunctive, past infinitive, present participle, three adverbs, a relative clause using "dont" (or whatever grammar point.) The idea is to force them to include more sophisticated structures in their writing.*

Ask them to underline or highlight the sentence containing the requested structure.

****** Add stylistic elements:*

1) transitions

2) a comparison

3) a good beginning. (Time to get away from "il y a") Something to make the reader want to continue.

4) a tripartite sentence, which is sooo French!

Ex. Three verbs .. He swam, fished and went scuba diving every day: The last one is usually a longer phrase.

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Three prepositional phrases: She found toys under the bed, on top of the rug and even on the ceiling.

Three adjectives. He was worried, scared and anxious to see the doctor.

You get the idea.

5) an appropriate quote by one of the characters.

6) an exclamation. "Comme ils étaient fatigués !" or "Quel plaisir d'entendre sa voix !"

7) a series (à la balzacienne) several nouns, adjectives, etc.

8) a use of the senses. Let's hear, smell, feel something

Proofing and editing are givens for every assignment.

Then when an essay assignment is given, it is more likely they will know what you are looking for in good writing.

In level 3, with my sophomores we periodically process writing pieces. We start with Portraits, then do an Histoire d'horreur at Halloween, a cher Père Noël letter, Mon enfance, among other things and then end the year with a "Journal" of 10 entries (perfect and using the subjunctive)

Specifically AP

From Connie Vargas <cjvargas@charter.net> College Board Spanish trainer for the AP exam:

- *The content is exactly that - content - not fiction. That's the big difference from TPRS.*
- *Students must be exposed to more authentic listening and reading.*
- *Students need to integrate passive skills, use analysis and synthesis, and produce intelligent output. (They take the listening and reading and talk/write about it.)*
- *ALSO, students need exposure to many different accents.*

From Carmen Andrews-Sanchez's email <chezsan@cox.net>

Here are the main components:

- *past tense stories w/present tense dialogues starting in level 1*
- *stories in the "yo" form that gets all of the other POVs into stories,*
- *'real time' language whenever appropriate (we are sprinkling in future, subjunctive, etc. at ALL levels, although keeping it very simple and directed at the beginning)*

Join tprstalk.net!

The **tprstalk bulletin board** consists of TPRS teachers from everywhere! They teach all languages, all levels. There are new teachers, experienced teachers, and TPRS veterans who want to provide support for each other.

Use this bulletin board for your own professional development program!

Carmen's handout from the 2005 NTPRS conference. GET THIS HANDOUT! It has detailed descriptions for upper-level classes.

http://www.tprstories.com/ntprs/2005/index_2005.htm

Songs, chants for rules

Take and grade old AP exams. (Do the math for how best to improve the grade!)

Suggested Materials:

Level 2: "Cuéntame Mucho" (Raconte-moi davantage) or select chapters from LICTM

Level 3: "Cuánto me Cuentas", parts of LIST, or favorite stories from "Album"

French 3 or 4: Internet, podcasts (RFI: news in français facile)

AP Lit/Lang: Spanish: *Abriendo Puertas Tomos I & II*

AP Lit/Lang: French: *Trésors du Temps*

AP Spanish syllabus by Carmen Sanchez available at www.susangrosstprs.com (click on "Lessons")

AP French course audit by Lynnette Lang available at www.susangrosstprs.com (click on "Lessons")

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Check out these web pages:

www.susangrosstprs.com

articles and rubrics
lesson plans for French
schedule of workshops

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The International Journal of Foreign Language Teaching. FREE