

	<u>Basic Summary of Storytelling Method</u> •other parts of the method are not included, i.e. assessment, pre-story or post-story activities.	<u>Source of Content:</u> Where does the story come from?	<u>Advantages:</u> Why might a teacher choose this way to tell a story?	<u>Resources:</u> What does a teacher need to tell the story?
TRADITIONAL TPRS (TEACHING PROFICIENCY THROUGH READING & STORYTELLING)	Created by Blaine Ray, TPRS has a scripted story with a focus on 2-3 high-frequency structures. The story is “asked” by the teacher with students providing details.	Most TPRS curriculum is a sequence of different stories using high-frequency structures. (examples: Blaine Ray, Fluency Matters' ¡Cuéntame más! , Martina Bex, Ana Matava's scripts)	It is an organized and structured method with a clear sequence/objectives. TPRS lends itself to backward planning for those who are tied to a textbook or set content.	A sequenced curriculum, many teachers use other visuals like student actors and/or props
STORY LISTENING	Created by Dr. Beniko Mason , the teacher tells the story using a variety of tools , e.g., drawing and gestures, to make the story comprehensible. As the students advance, less support is needed.	Fairy tales and fables are used commonly in Story Listening. The teacher modifies the story as needed for their students’ proficiency level. Check out Stories First for more information.	The stories are compelling & rich with language. Little prep or materials needed.	Access to stories, possibly drawing materials
CLASS NOVEL	The story is a foreign language reader/novel. Some teachers sequence their course around teaching the vocabulary/culture of the novel while reading a novel or vocabulary or grammar can be pre-taught before reading the novel.	The teacher chooses a reader/novel in the target language and leveled to their students’ proficiency level. (examples: Pobre Ana , Brandon Brown quiere un perro , Las aventuras de Isabela , Capibara con botas and La Dentista)	Novels provide a longer and more detailed story usually with cultural information. Also beginner/intermediate novels are sequenced to match students’ proficiency.	A novel or a classroom set of novels. If teaching a novel over many weeks teacher guides are also helpful.
"LA PERSONA ESPECIAL"	Using PQA (Personalized Questions & Answers) Bryce Hedstrom creates content based on his students. He calls it “ La Persona Especial ” The “story” or content is the information gained from interviewing a student.	The students are the source of the content. There are basic questions to start the conversation, but these questions lead to a natural set of follow up questions.	A student centered way to provide comprehensible input. It focuses on language that is compelling and useful to the students. Also it builds classroom community.	It helps to have a series of questions to help start the interviews.
INVISIBLES/OWI (ONE WORD IMAGES)	Created by Tina Hargaden and Ben Slavic , the class-created story is about an “invisible” character that the class has created using a series of questions and natural follow up questions based on student responses.	The story comes from the creation of the “invisible” character. The character’s physical traits, personality, emotions and interests drive the story.	The focus is creating a compelling story using a character that students have created. Less prep time and lessons are individualized to a class’s personality/classroom community.	It helps to have a series of questions to help create the character and drive the story.
MOVIETALK	Created by Dr. Ashley Hastings , and adapted by Michelle Whaley , MovieTalk uses short videos to tell a story. The teacher stops the video every few seconds to describe the action/dialogue. (Great explanation by Martina Bex)	Short Films, Movie Clips, TV shows (MovieTalk database)	The teacher does not have to draw or use student actors. The video provides visual support for concepts that would be difficult to make comprehensible with language alone.	Access to videos and ability to project in class.
SONGS	Teachers for years have been using authentic songs & songs written for language learners. There are multiple activities you can use to make the song comprehensible, for example, cloze passages.	The song is the source of the story/content. It can be authentic songs or language learner songs that teachers can create or buy activities to make the songs comprehensible. (examples: Señor Woolly , popular songs like Soy Yo , resources from Zambombazo)	Songs are so powerful because of the addition of music and memorable lyrics. Many songs have videos to ADD to the story of the song. Every song is a story. A teacher can use a whole song or just parts. The story can be very literal or used to build a story.	Songs, technology to listen to music, option to buy materials for extra activities
SSR (SILENT SUSTAINED READING)	Teachers create a classroom library of target language reading material. Students choose what to read. There are few if any follow-up activities.	The teacher chooses reading materials in the target language keeping in mind the level of their students proficiency level and providing multiple genres/formats. (Novels, Mundo en tus Manos , Storyteller's Corner , A-Z reading)	There is a lot of research on the benefits of SSR in the classroom. Check out Bryce Hedstrom's materials on creating a classroom SSR program/library.	Classroom library of reading materials in the target language keeping in mind the level of their students’ proficiency level and providing multiple genres/formats.