
Introducing the First Nations Language Essentials - LEVELS 1 to 3

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The First Nations Language Essentials Project

- ❖ Is a First Nations Schools Association initiative with the following goals:
 - ❖ to design, develop and disseminate a Curriculum Framework for use in First Nations schools in BC

FNLE Level 1 and 2

- ❖ Highlights of Levels 1 and 2:
 - ❖ based on Total Physical Response (TPR), TPR-Storytelling (TPRS) and the Communicative Language Teaching Approaches using everyday conversational vocabulary
 - ❖ focus on comprehension and beginning speaking skills. They do not include a literacy component.

Self-Expression	Social Interaction	Discovery
Ask and answer simple questions	Express personal viewpoint	Ask questions to derive meaning
Control their environment	Make and respond to simple requests	Comprehend and respond to main ideas being taught
Express basic needs	Respond to one-on-one interactions	Describe or explain an event, process, or experience
Express likes and dislikes		Give directions, commands, and instructions
Express state of being		Present a personal narrative to an audience
Self-Exploration		Respond appropriately to directions, instructions, and commands

3 Core Communicative Functions

Each Unit focuses on Specific Language Skills

Discovery

Make and respond to simple requests

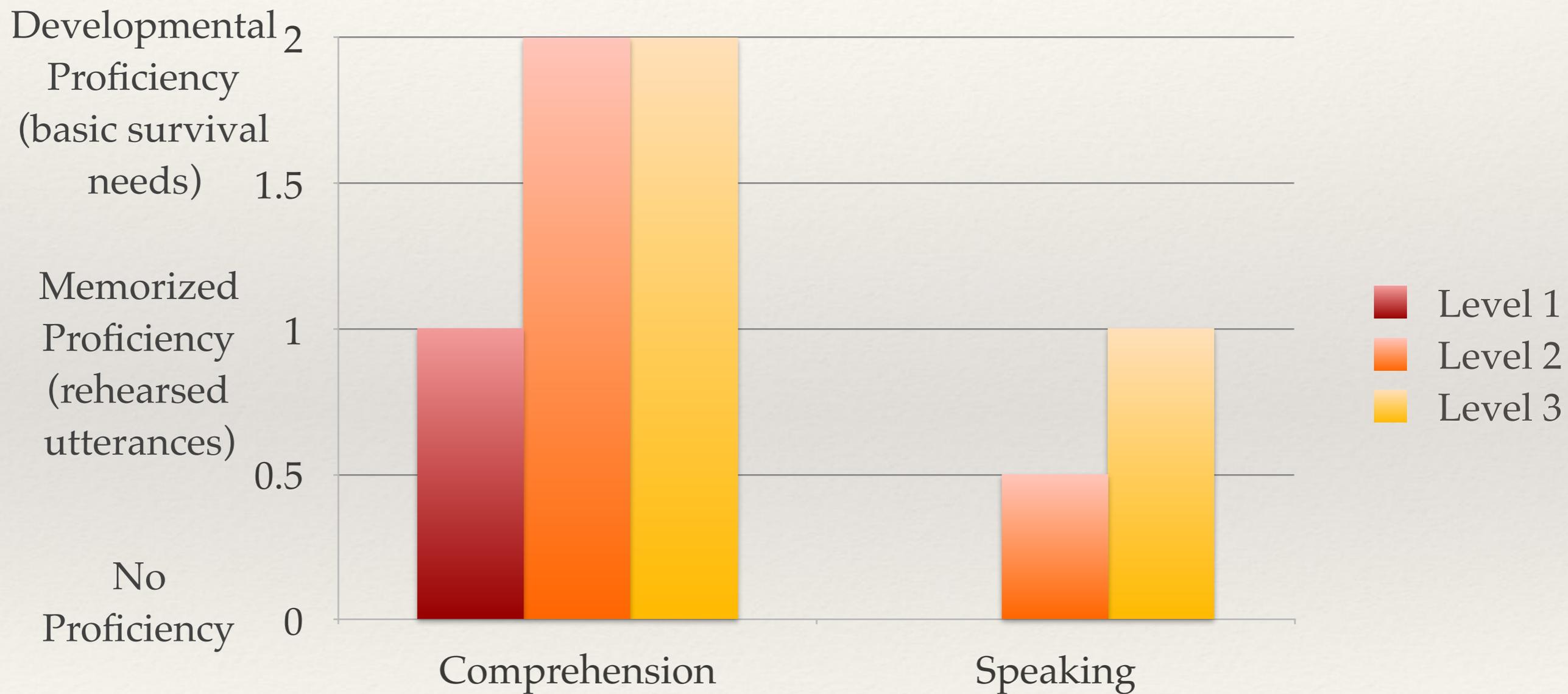
Comprehension of prepositions, "from", "under" and "atop"

Students show comprehension of the preposition "from" when used in combination with familiar verbs in the command form.

Targets specific language skills, including grammar, parts of speech, phrases, and idioms

Sample: take the hat from the table; take the pencil from _____

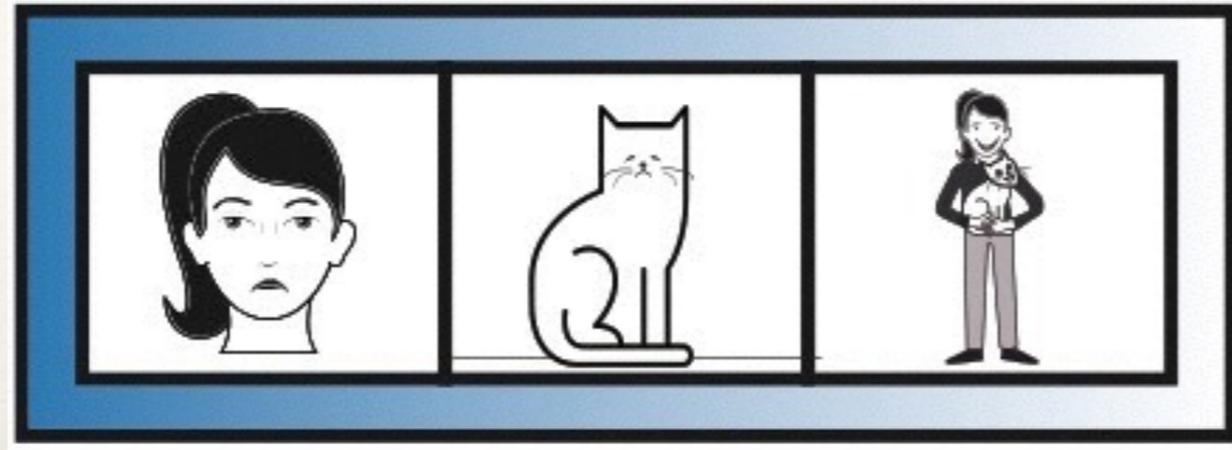
Language Benchmarks



FNLE Level Three

- ❖ Supports the development of beginner speaking skills using a language teaching methodology called TPR Storytelling or TPRS
 - ❖ TPRS helps students internalize new vocabulary & language skills and provides opportunities to practice speaking
- ❖ Is divided into 7 units. Unit 1 is a review unit. Unit 7 is an assessment unit.
- ❖ Each unit will take approximately 6 to 8 lessons to complete, based on about 45 minutes of direct instruction for each lesson

Level 3 Units



- ❖ In each unit there are 4 parts
- ❖ **Part A:** The first "mini-strip" is a 3 or 4 frame simplified story intended to develop the basic vocabulary and language skills to support understanding of the main story presented in Part C.
- ❖ **Part B:** The second "mini-strip" focuses on developing more vocabulary and language structures to support understanding of the main story in Part C.
- ❖ **Part C:** The main story is presented and practiced.
- ❖ **Part D:** Assessment and Evaluation

TPRS Steps

- ❖ Step #1: TPR the new vocabulary
- ❖ Step #2: Tell the story & Q & A
- ❖ Step #3: Rehearse the story
- ❖ Step #4: Reinforce the story through activities
- ❖ Step #5: Teacher retells the story
- ❖ Step #6: Students tell their version of the story
- ❖ Step #7: Assess student's stories

TPRS Step 1: TPR the vocabulary

- ❖ Teach 2 - 3 new vocabulary words / concepts at a time. These are taught through gestures, commands, and graphics
- ❖ “model” the action for the students. Once you feel they comprehend the new vocabulary, stop modelling.
- ❖ Check comprehension and keep students on their toes through using novel commands
- ❖ Assess their comprehension quickly through using “closed-eye” comprehension checks with gestures.

Step 2: Tell & Q & A

2a. Tell: Teacher slowly and clearly tells the story for the first time, using the graphics to guide understanding of the story

2b. Q&A: The teacher then checks comprehension of new vocabulary by asking first asking simple questions with one word answers starting with easily understood content Such as, “Is he a boy?” Answer: “Yes, he is a boy”
Begin by repeating the correct answer even if the students respond correctly, such as “Yes, he is a boy”

Step 2a: Tell the Story

- ❖ The main goal is to make the content comprehensible, repetitive and interesting.
- ❖ Retell versions of the story as many times as you keep the students engaged
- ❖ Give the students opportunities to provide input and add exciting details to the story.
- ❖ Try to extend extend the story as long as possible and keep it interesting by adding unique and personalized details.

Step 2b: Q&A the Story

- ❖ Use the “circling” technique to highlight parts of the story and allow students to practice speaking
- ❖ Types of Questions (in order of difficulty)
 - ❖ Yes/No questions
 - ❖ Either/Or questions
 - ❖ Questions that are asking for known information
 - ❖ Questions that require the students to invent an answer
 - ❖ How and Who Questions
 - ❖ What Questions
 - ❖ Where Questions
 - ❖ Why Questions

Step 3: Rehearse the Story

- ❖ Students act out the story while you are telling it, or a student volunteers to tell the story
- ❖ Personalize the story by changing the characters names to the students names
- ❖ Ask lots of questions while the students are acting out their parts. Such as, "What are you doing?; or, "where did you throw the carrots?"
- ❖ Allow students to improvise and add more details to the story
- ❖ Use funny props and costumes to keep it fun

Step 4: Reinforce the Story

- ❖ Activities to reinforce the new vocabulary and provide opportunities to practice speaking
- ❖ Games and communicative activities to practice language skills and saying parts of the story
- ❖ Have fun and practice communicative skills

Step 5: Teacher Retells

- ❖ Teacher retells the story to students
 - ❖ “Clean” retell story from beginning to end
 - ❖ Reviews vocabulary to check for comprehension

Step 6: Students Tell the Story

- ❖ Have students draw out their stories
- ❖ Give students time to practice telling their versions of the story:
 - ❖ in pairs,
 - ❖ in smaller groups
 - ❖ record on computer or tape
- ❖ Have students tell their versions of the story to the class. Their stories should be no longer than 5 minutes long.

Step 7: Assess Student's Stories

- ❖ Assess the student's stories for:
 - ❖ Use of target vocabulary
 - ❖ Added details to the story (creativity; words not in story)
 - ❖ Language structures (grammar, parts of speech)
 - ❖ Language fluency (ease of speaking, hesitation, pronunciation)