

**Simon Fraser University**  
**Summer Session 2019**  
**FNLG 335-C Teaching Language Through Stories**  
**Prerequisites: None**  
**Instructor: Janice E. Billy**

**COURSE OUTLINE:**

Storytelling is one of the oldest ways of transferring knowledge in Indigenous cultures. Storytelling is a powerful method that can be used in language classes today. This course discusses the importance of storytelling as a teaching method, and it outlines the advantages of storytelling in Indigenous language classes.

This course is intended for teachers, developers and administrators of Indigenous languages programs. Its purpose is to expose learners to strategies of using stories to teach language. This course provides an overview of how to implement a storytelling approach to teach Indigenous languages. The course includes:

- an exploration of the benefits of using stories in Indigenous language education,
- how to use embed target structures and vocabulary in stories,
- how to select and create stories for language learners,
- how to maximize speaking through circling the story and “story asking”
- how to apply innovative teaching strategies and use relevant activities to increase students’ understanding, and,
- basic lesson planning and types of assessment.

**Student Objectives:**

At the conclusion of this course, students will be able to:

- Select and implement a storytelling approach in their language classrooms
- Determine how stories are connected to language learning outcomes
- Apply innovative teaching strategies and relevant activities to increase student understanding of the language and to elicit student responses
- Stage a storytelling lesson incorporating appropriate elements/techniques of storytelling

**Major Topics of Presentation and Course Content**

- Understanding how and why stories are used in language classrooms
  - Study of theories and practices in second language acquisition
  - An overview of TPR and TPRS language teaching approaches
- About Total Physical Response
  - Overview of James Asher’s action-based approach to foreign language teaching

- Including complimentary approaches and recent advancements

➤ Introduction to TPRS

An introduction to TPRS (Teaching Proficiency through Reading and Storytelling). The main goal in TPRS classrooms is to utilize comprehensible input in order to help students become proficient in the language.

- Phonetics and principles of pronunciation techniques using chants and songs
  - Oral production awareness and correction strategies that are fun and engaging
- Lesson planning, assessment, and correction
  - Understanding evaluative criteria for determining progress in language skill development areas
- Games, Activities, and Technology integration in the language classroom
  - How to utilize supplementary resources and determine their level of usefulness in language skill development
- Adapting Traditional Stories

Traditional stories can be successfully used in beginning language classroom through incorporating TPRS strategies

- How to select and adapt traditional stories while maintaining comprehensible input
  - Editing traditional stories
  - Introducing characters from our oral traditions

### Course Requirements

- Students will give presentations using the TPR and TPRS language teaching approaches. They will be evaluated on their use of vocabulary building strategies, repetition using variety and classroom management skills
- Students will demonstrate their understanding of the storytelling approach through creating detailed lesson plans and successfully delivering lessons to their peers
- Students will maintain a journal on all lectures and demonstrations. Entries will contain synopses and personal reaction to their learning

- Students will have a final examination in addition to other assignments. Tests will cover the following topics: second language acquisition theory; the TPR and TPRS language approaches in language teaching; and strategies for adapting traditional stories.
- Students will be required to be active participants in all classroom activities.

Throughout the days, students will alternate between lectures, language teaching demonstrations, whole group activities, small group practice activities, and time for individual study and practice.

Please note that this is a very intensive course, and participants must be present for the full five days of the sessions!

**Texts:**

A series of daily hand-outs, language demonstration videos online, and other materials

**Evaluation:**

Participation and attendance	15%
2 lesson presentations with lesson plans	50%
Journal	15%
Final exam	20%

**Schedule:**

July 8-12 at Chief Atahm School, Chase, BC.  
8:30 am – 5 pm daily; some evening activities

**Evaluation:**

Participation	20%
Oral comprehension Quizzes	30%
Oral presentation	30%
Student journal	20%