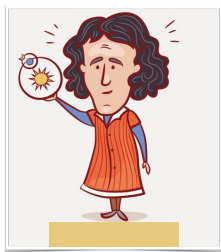*For "Charlie Zemi" September 17, 2019*
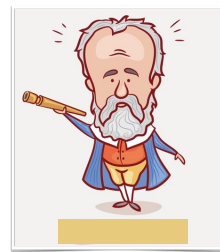
Story-Centric Language Teaching

By Joseph Poulshock, PhD
Professor of English Linguistics, Senshu University
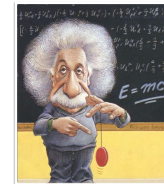

- Who is this?
- What was his theory?

- Who is this?
- What did he do with Copernican theory?

Theory Works for Practice

What theory guides your teaching and learning of language?

---

11 Theories (Fast)
(With Speedy Gonzales)

Speedy Overview of Theories

---

1 – Communication Theory

We acquire language by communicating meaningful messages — with spoken and written input and output.

---

2 – Input Theory

We acquire language by understanding messages.

(Krashen, 2001)

---

3 – Big Data Theory

❖ We statistically acquire language by exposure to big linguistic data.
  ❖ (See Seidenberg, 2017)

---

3 – Big Data Theory

❖ How can our students get big data?
  ❖ Study abroad
  ❖ Big reading – When does reading get big?

---

4 – Output Theory

❖ We acquire language as we produce comprehensible output.
  ❖ (Swain, 1985)

---

5 – Retrieval Theory

❖ We acquire language when we receptively and productively retrieve it.
  ❖ (See Brown and McDaniel, 2014)

---

6 – Spacing Theory

❖ We acquire language when we repeatedly retrieve it in spaced intervals.
  ❖ (See Brown and McDaniel, 2014)

---

7 – Interleaving Theory

❖ We acquire language when we interleave its retrieval.
  ❖ (See Brown and McDaniel, 2014)

---

8 – Flow Theory

❖ We acquire language by understanding compelling messages that foster flow.
  ❖ Flow: (Csikszentmihalyi, 1991).
  ❖ Compelling Input: (Krashen & Bland, 2014).

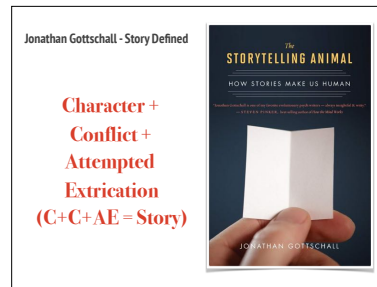
9 – Noticing Theory

❖ We acquire language as we consciously notice linguistic data in comprehensible input.
  ❖ (Schmidt, 2001)

---

10 – Interaction Theory

❖ We acquire language by interaction, causing feedback, making input more comprehensible.
  ❖ (Long, 1983)

11 – Story-Centric Teaching Theory

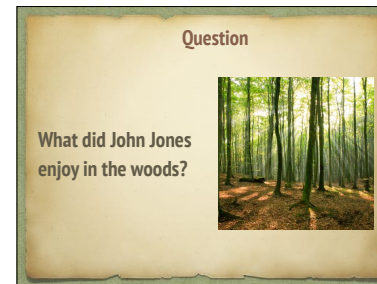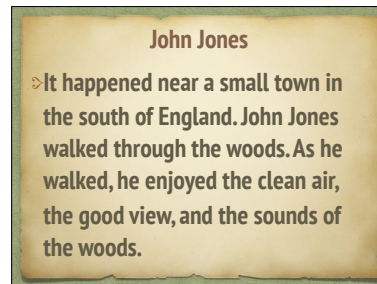❖ We acquire language by understanding and recounting stories.
  ❖ (Poulshock, 2019)

Jonathan Gottschall - Story Defined

**Character +
Conflict +
Attempted
Extrication
(C+C+AE = Story)**

THE
STORYTELLING
ANIMAL
HOW STORIES MAKE US HUMAN

JONATHAN GOTTSCHALL

The Four Strands?
(Paul Nation, 2013)

STORY!

Language Focus
Fluency Development
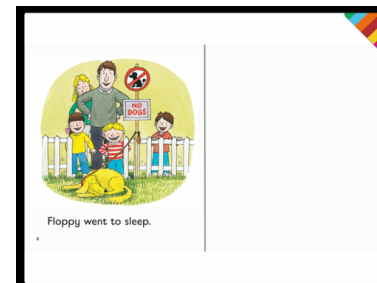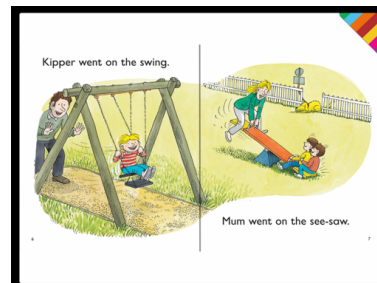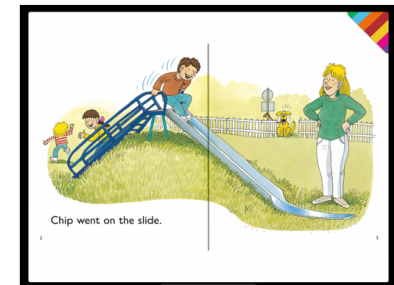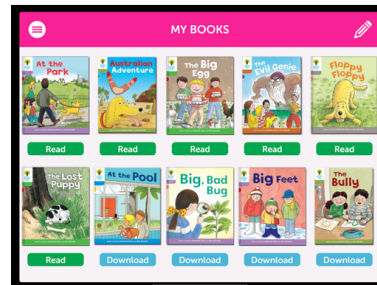Meaning Focused Output
Meaning Focused Input

Theory - Definition - Framework

❖ What if we applied our theory of story-centric teaching, using our clear definition of story to EVERY strand of English teaching?
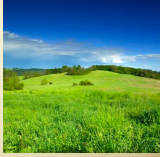 ❖ We could make story the appetizer, the main dish, or an essential spice in every lesson.

Examples

❖ Storytelling with the Oxford Reading Tree
  ❖ Start a Big Reading Program at your school
❖ Story Gap Pairs -- The Rabbit
❖ Story Stimuli in Grammar Lessons

MY BOOKS

At the Park — Read
Australian Adventure — Read
The Big Egg — Read
The Evil Genie — Read
Floppy Floppy — Read

The Lost Puppy — Read
At the Pool — Download
Big, Bad Bug — Download
Big Feet — Download
The Bully — Download

Everyone went to the park.

Chip went on the slide.

Biff went on the horse.

Kipper went on the swing.

Mum went on the see-saw.

Floppy went to sleep.

The Rabbit - STORY GAP

A Traditional Story

John Jones

It happened near a small town in the south of England. John Jones walked through the woods. As he walked, he enjoyed the clean air, the good view, and the sounds of the woods.

Question

What did John Jones enjoy in the woods?

The Field

He walked slowly in the woods. He looked up at the tall, green trees. Then he came to an open field full of colorful flowers. The colors were bright. He looked up, and he saw the deep, blue sky.

Question

What did he see in the field?

Rabbit

Then John saw something moving. It was a big rabbit! He thought, "Oh my! If I catch the rabbit, I can sell it. With the money, I can buy pigs."

Question

What did John want to do with the rabbit?

Pigs

"The pigs will have babies, and I can sell them. I will make money. Then I can buy cows. The cows will have babies. I can sell the cows, and then I can buy a big house."

Question

What did John want to do with the pigs and cows?

The Wife

"I will be rich! Then I can marry Elisabeth Smith. We will have two strong boys. The boys will work for me. But my boys will not like work."

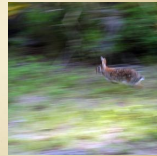## Question

What's the problem with John's boys?

The Boys

The Boys will sleep too much. I will have to wake them up in the mornings. Then John said in a big voice, "HEY BOYS! GET UP. IT'S TIME FOR WORK!"

The Twist at the End

Then all of a sudden, the rabbit in the field ran away. And as the rabbit ran, the dreams of John Jones ran away, too.
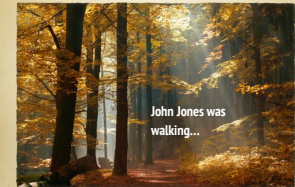
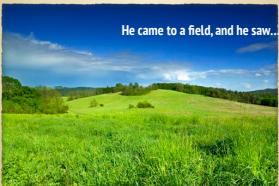## Question

What happened to John's dreams?

Just Pictures

John Jones was walking…
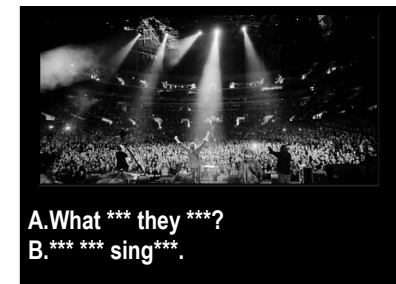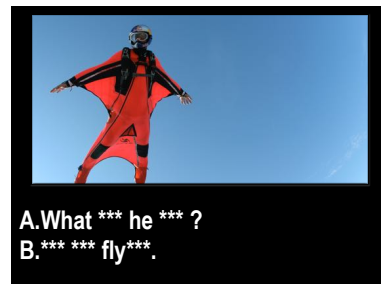
He came to a field, and he saw…

In the field, he saw…

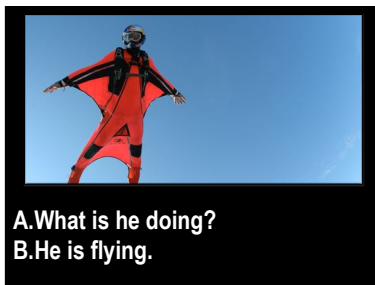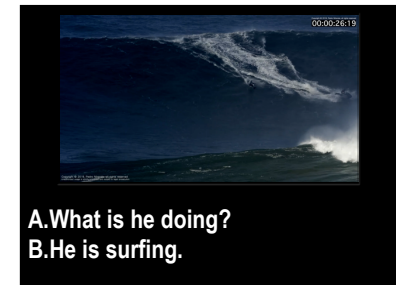He thought… if I catch the rabbit, I can buy…

… sell pigs… buy…

Then... Elizabeth Smith...
... sell cows... buy...

... we will have...

The boys will work, but...

The boys will like to ...
Then John said, "HEY BOYS...

Then all of a sudden, the rabbit...
And as the rabbit ran, the dreams...

This is Sebastian. He is a big wave surfer. And... maybe he is crazy.

A.What is he doing?
B.He is surfing.

A.What is he doing?
B.He is flying.

A.What is she doing?
B.She is jumping.

A.What are they doing?
B.They are singing.

A.What is she doing?
B.She is skating.

A.What are they doing?
B.They are hugging.

A.What *** he *** ?
B.*** *** fly***.

A.What *** she ***?
B.*** *** jump***.

A.What *** they ***?
B.*** *** sing***.

A.What ***?
B.*** *** skat***.

A.*** *** they ***?
B.*** *** hugg***.

A.What is he doing?
B.He is surfing.

References

- Brown, P. C., III, H. L. R., & McDaniel, M. A. (2014). Make It Stick: The Science of Successful Learning. Cambridge, Massachusetts: Harvard University Press.
- Csikszentmihalyi, M. (1991). Flow: the psychology of optimal experience. New York, N.Y.: HarperPerennial.
- Krashen, S. D. (2003). Fundamentals of Language Education. Columbus, OH: SRA/McGraw-Hill.
- Krashen, S., & Bland, J. (2014). Compelling comprehensible input, academic language and school Libraries. Children's Literature in English Language Education, 2(2), 1–12.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. Applied Linguistics, 4(2), 126–141.
- Nation, P. (2013). What Should Every EFL Teacher Know? Compass Publishing.
- Schmidt, R. (2001). Attention. In P. Robinson (Ed.), Cognition and second language instruction (pp. 3–32). Cambridge University Press.
- Seidenberg, M. (2017). Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It (1 edition). New York: Basic Books.
- Swain, M. (1985). Communicative Competence: Some roles of Comprehensible Input and Comprehensible Output in its Development. In S. Gass & C. Madden (Eds.), Input in second language acquisition (pp. 235–253). Rowley, MA: Newbury House.
- Ur, P., & Wright, A. (1992). Five-minute activities: a resource book of short activities. Cambridge University Press.