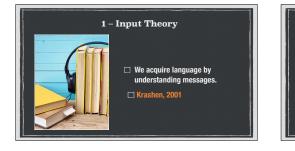
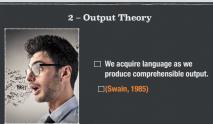
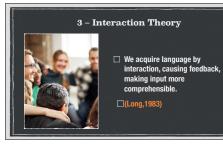


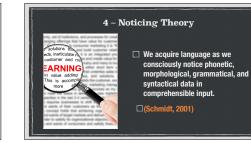


**Speedy Overview of Theories** What theory guides your teaching and learning of language?





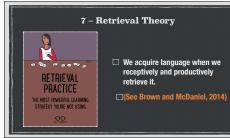


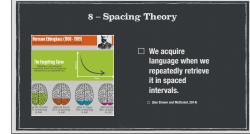


**5 – Communication Theory** 

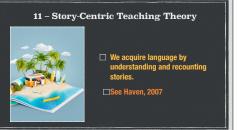
□ We acquire language by communicating meaningful messages — with spoken and written input and output.

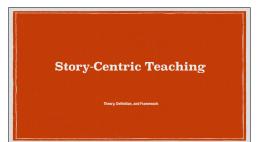


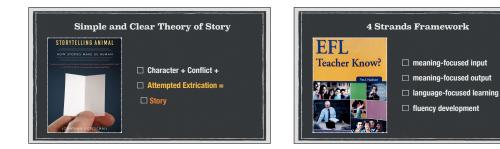














## Theory, Definition, Frame

- Apply story-centric theory...
- □ With our <u>clear</u> definition of story...
- to all 4 strands of teaching.
- STORY as appetizer, main dish, or essential spice, vitamin supplement, or super food in every lesson.

### Story-Centric: Focus on Form

□ We like story for story's sake, but also find story comprehensible, memorable, and compelling than non-story.

Story alone helps learners grow grammar.

Story adds energy vitamins and spice to grammar teaching.





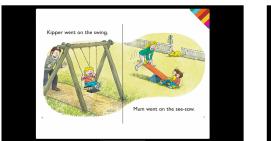














# SSS + SSR

□ 81, non-English majors, mixed ability classes.

□ Failed previous classes.

□ Students did SSS/SSR for 1 semester; met once a week for 14 sessions.

80 minutes reading, 10 minutes tracking.

# SSS + SSR

☐ Middle + Lower learners read over 100 books.

Upper learners averaged 76,000 words.

All groups showed proficiency gains.

Students were motivated to read...

Gains were measured with the EPER Pre- and Post- Cloze Test (Edinburgh Project on Extensive Reading Cloze Test)



Atsuko Takase -- Grade school students enjoy stories before studying grammar.

Flash (Spoken Grammar) Practice

IN A STORY SANDWICH



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



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



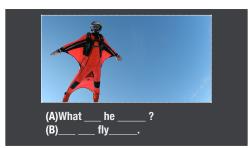
(A)What is he doing? (B)He is flying.

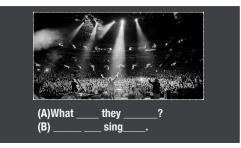


(A)What are they doing? (B)They are singing.



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











## Input Enhancement

Writers adapt stories, enhancing grammar points with underlining, italics, boldfacing, or CAPITALIZATION, or a mixture...

With enhancement, we try to raise a learner's awareness of particular grammar points.

Results inconclusive, about the same as traditional study.

(Lee and Huang, 2008; Benati, 2016





# <text><text><text><text><text><text>

PAIRED READING FOR FL When we practice fluency, we use language th In pairs, Partner A reads out load from "A" for 60 seconds, P. When you hear the alarm, stop reading, Mark the place who Partner A, regeat steps 1-2. Ihow many MORE words did you

Or

# Story-Centric Conclusion

Fact: We are naturally wired for story.

□ Fact: We find story more comprehensible, memorable, and compelling than non-story.

Thus, we should make story more central in language teaching as a favored appetizer, main dish, or essential spice in every lesson.



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