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**APPENDIX C:**  
**Methodology for Innovative**  
**Instruction in K-12**  
**World Language Programs**

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Figure 24

**NATURAL APPROACH**

A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher discusses pictures and objects using a sequence of meaningful questions. The teacher starts with questions that require simple “yes” or “no” answers, continues with questions that require either/or responses, follows with “what,” “where,” and “who” questions, and eventually culminates the activity with questions that require responses of full sentences or phrases.</p>	<ul style="list-style-type: none"> <li>• engages students’ interest and active participation</li> <li>• gives an authentic experience of using the target language</li> <li>• develops listening and oral comprehension as a continuum within authentic situations</li> <li>• facilitates the natural emergence and development of oral communication in the target language</li> </ul>

Figure 25

**PASSWORD/LANGUAGE LADDERS**

A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher introduces a series of phrases in the target language that the students must speak in order to do a desired activity, such as “Can I go to the bathroom?” “May I sharpen my pencil?” “Can you help me?” The students learn new passwords of increasing complexity in subsequent classes.</p>	<ul style="list-style-type: none"> <li>• engages students’ active participation</li> <li>• gives an authentic experience of using the target language</li> <li>• develops oral comprehension as a continuum within authentic situations</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

Figure 26

**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.</p>	<ul style="list-style-type: none"> <li>• engages students' interest and active participation</li> <li>• gives an authentic experience of using the target language</li> <li>• develops listening and oral comprehension as a continuum within authentic situations</li> <li>• facilitates the natural emergence and development of oral communication in the target language</li> </ul>

Figure 27

**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. This dialogue can be conducted by e-mail where it is available.

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observations in a conversation. In the early stages of learning a language, students can begin by adding a few words and combining them with pictures.</p>	<ul style="list-style-type: none"> <li>• develops communication and writing skills</li> <li>• creates a positive relationship between the teacher and the student</li> <li>• increases student interest and participation</li> <li>• allows the student to direct his or her own learning</li> <li>• provides opportunities to use the target language</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

Figure 28

### TOTAL PHYSICAL RESPONSE (TPR)

A strategy in which students respond with physical activity to increasingly complex sets of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adapted and made more complex for higher level students

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher asks the student to perform a physical activity, and the student demonstrates comprehension by responding with the appropriate physical activity. The teacher encourages active listening by using an unpredictable sequence of commands.</p>	<ul style="list-style-type: none"> <li>• engages students' interest and active participation</li> <li>• gives an authentic experience of using the target language</li> <li>• develops listening comprehension</li> <li>• facilitates the natural emergence and development of oral communication in the target language</li> </ul>

Figure 29

### TPR STORYTELLING

Based on the Natural Approach, TPR Storytelling combines the effectiveness of TPR with the power of storytelling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

The following is a brief outline of the sequence of steps for TPR Storytelling:

#### Step One: Use TPR Practice and Scenarios to Teach Vocabulary

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, she "plays with" the vocabulary in TPR practice to provide more comprehensible input. Using gestures, manipulatives, pictures, and familiar vocabulary, she then further reinforces new vocabulary by giving students a series of commands to execute and short scenarios to act out.

For example, in a beginning-level story from textbook *Cuéntame más!* (Marsh & Anderson CW Publishing, 1993), the following vocabulary items are taught via TPR: *the coyote, sees, the bird, wants to eat, grabs, offers*. Sample commands might include the following:

- Eat.
- Eat a big plate of spinach. (Yuck!)
- Eat four ice cream cones. (Yum!)
- Eat a small bird and a big coyote.
- Grab the coyote.

Figure 28: Adapted from the *Florida Curriculum Framework*, 1996  
 Figure 29: Adapted from *Foreign Language Notes* Vol. 39, No. 2 (Spring, 1997)

*Figure 29 (continued)***TPR STORYTELLING**

Offer it to the students on your right.  
 Offer that student a big bird.  
 Grab a coyote and put it on that student's head.  
 Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is a tiny bird. ("Student bird" takes a bow and says "tweet tweet.") There is a big coyote. ("Student coyote" takes a bow and "howls.") The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

**Step Two: Students Produce and Practice Vocabulary Words**

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

**Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise**

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief!

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.  
 (Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

*Figure 29 (continued)***TPR STORYTELLING**

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written up on the board as cues. The class then reconvenes and student volunteers retell the story for other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

**Step Four: Teacher Presents a Main Story that Students Retell and Revise**

Small groups of mini-stories are designed to prepare students to narrate, read, and write a larger main story that uses the vocabulary from the mini-stories. When the entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the main story. Once the main story has been presented and acted out, it is reinforced with readings and exercises for the textbook. As with mini-stories, students build upon the main story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.

**Step Five: Students Use New and Old Vocabulary to Create Original Stories**

Capitalizing on their creativity, students are given opportunities to write, illustrate, act out, and share original stories. Activities may include drama, essays, videotaping, creating students booklets, contests, group/pair work, illustration exercises, back-to-back communication activities, etc.

These are the simple steps at the heart of a complete and comprehensive methodology that allows students to rapidly acquire, internalize, and produce sophisticated language in a fully communicative approach.

Adapted from *Foreign Language Notes* Vol. 39, No. 2 (Spring, 1997)

*Figure 30***INTERVIEWS**

A strategy for gathering information and reporting

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.</p>	<ul style="list-style-type: none"> <li>• fosters connections between ideas</li> <li>• develops the ability to interpret answers</li> <li>• develops organizational and planning skills</li> <li>• develops problem-solving skills</li> <li>• provides opportunities to use the target language</li> </ul>

*Figure 31***CLOZE**

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.</p>	<ul style="list-style-type: none"> <li>• provides opportunities for creativity</li> <li>• develops the use of precise vocabulary</li> <li>• focuses on the use of precise and correct communication</li> <li>• increases comprehension skills</li> <li>• provides opportunities to use the target language</li> </ul>

Figure 32

**CONTINUUMS**

A strategy used to indicate the relationship among words or phrases

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Using a selected topic, students place words or phrases on the continuum to indicate a relationship of degree, for example, wee, tiny, little, small, large, huge, enormous, gigantic. This can be accomplished in oral or written form.</p>	<ul style="list-style-type: none"> <li>• acknowledges that others have different perspectives depending on their knowledge and experience regarding the topic</li> <li>• develops the ability to use precise vocabulary</li> <li>• develops critical thinking skills</li> <li>• increases the opportunities to use the target language in authentic situations</li> </ul>

Figure 33

**INTERACTIVE LANGUAGE TASKS**

A strategy in which at least two students work together to accomplish a meaningful target language activity

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher organizes the class into small groups or pairs that then perform a specific task using language. Examples of tasks include finding differences and similarities, identifying objects or persons, arranging things, giving and following directions, interviewing, surveying, choosing, explaining, and solving problems.</p>	<ul style="list-style-type: none"> <li>• fosters interdependence and pursuit of mutual goals</li> <li>• develops communication skills</li> <li>• strengthens listening skills</li> <li>• provides opportunities to use the target language</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*



Figure 34

**CULTURAL PRESENTATIONS**

A strategy for creating an exhibit that is focused on aspects of the target culture

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students work in groups to create exhibits that represent a particular aspect of the target culture.</p>	<ul style="list-style-type: none"> <li>• develops critical thinking skills</li> <li>• develops the ability to select important high points</li> <li>• encourages creativity and individuality</li> <li>• deepens specific knowledge of the target culture</li> </ul>

Figure 35

**THE LEARNING CYCLE**

A sequence of lessons designed to have students engage in exploratory investigations, construct meaning out of their findings, propose tentative explanations and solutions, and relate target language and culture concepts to their own lives

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher engages the learners with an event or question to draw their interest, evoke what they know, and connect that with new ideas. The students explore the concept, behavior, or skill with hands-on experience. They explain the concept, behavior, or skill and define the terms, then use the terms to explain their exploration. Through discussion, the students expand the concept or behavior by applying it to other situations.</p>	<ul style="list-style-type: none"> <li>• encourages students to construct their own understanding of target language and culture concepts</li> <li>• promotes empathy and understanding for people of other cultures</li> <li>• provides hands-on experience to explore concepts, behaviors, and skills</li> <li>• develops the ability to share ideas, thoughts, and feelings</li> <li>• provides opportunities to use the target language</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

*Figure 36*

**READ AND RETELL**

An all-purpose strategy that involves students retelling a passage in the target language as they remember it

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher asks the students to read a passage. Students can be working together as a class, in small groups, or in pairs, or working alone with the teacher. Then, the teacher asks the students to retell the passage as they remember it, either orally or in writing using the target language.</p>	<ul style="list-style-type: none"> <li>• provides practice in a range of literacy skills in the target language including listening, speaking, reading, writing, interacting, comparing, matching, selecting, remembering, comprehending, and organizing the information</li> <li>• provides an index of growth and development in a wide range of literacy learning</li> <li>• provides opportunities to use the target language</li> </ul>

*Figure 37*

**LITERATURE, HISTORY, AND STORYTELLING**

A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The teacher locates books, brochures, and tapes relevant to the language being studied and shares them with the class. Another strategy is to ask students to write about their own observations and insights after the lesson is over.</p>	<ul style="list-style-type: none"> <li>• personalizes language learning</li> <li>• allows students to connect language and literature to its social and historical context</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

*Figure 38*

**COOPERATIVE LEARNING**

A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>After organizing students into groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task.</p>	<ul style="list-style-type: none"> <li>• fosters interdependence and pursuit of mutual goals and rewards</li> <li>• develops leadership skills</li> <li>• increases the opportunities to use the target language in authentic, communicative situations</li> <li>• increases participation of shyer students</li> <li>• produces higher levels of student achievement, thus increasing self-esteem</li> <li>• fosters respect for diverse abilities and perspectives</li> </ul>

*Figure 39*

**BRAINSTORMING**

A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>Students contribute ideas related to a topic. All contributions are accepted without initial comment. After the list of ideas is finalized, students categorize, prioritize, and defend selections.</p>	<ul style="list-style-type: none"> <li>• reveals background information and knowledge of a topic</li> <li>• discloses misconceptions</li> <li>• helps students relate existing knowledge to content</li> <li>• strengthens target language communication skills</li> <li>• stimulates creative thinking</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

Figure 40

**PROBLEM SOLVING**

A learning strategy in which students apply knowledge to solve problems

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>The students discover a problem; problems can be constructed by the teacher or can be real-world problems suggested by the students. The students define the problem, ask a question about the problem, then define the characteristics of possible solutions, which they research. They choose a promising solution that best fits the criteria stated in the definition of solutions, then test the solution. Finally, they determine if the problem has been solved.</p>	<ul style="list-style-type: none"> <li>• allows students to discover relationships that may be completely new to them</li> <li>• adapts easily for all grade levels and special-needs students</li> <li>• develops the ability to construct new ideas and concepts from previously learned information, skills, and strategies</li> <li>• promotes communicative competence in the target language</li> </ul>

Figure 41

**REFLECTIVE THINKING**

A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>Two possible approaches to reflective thinking are (1) students can write in a journal in their own words: the concept learned, comments on the learning process, questions, and interest in further exploration; (2) students can answer an oral questionnaire addressing such questions as <i>Why did you study this? Can you relate it to real life?</i></p>	<ul style="list-style-type: none"> <li>• helps students assimilate what they have learned</li> <li>• helps students connect concepts to make ideas more meaningful</li> <li>• fosters additional opportunities to use the target language in a meaningful setting</li> </ul>

Adapted from the *Florida Curriculum Framework, 1996*

*Figure 42***FIELD EXPERIENCE**

A planned learning experience for students to observe, study, and participate in expressions of the target culture(s) in a setting off the school grounds, using the community as a laboratory

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>Before the field trip, teachers and students plan and structure communicative activities to engage in during the visit and engage in follow-up activities after the trip.</p>	<ul style="list-style-type: none"> <li>• develops organizational and planning skills</li> <li>• develops observational skills</li> <li>• gives students an authentic experience of communicating in a foreign language</li> </ul>

*Figure 43***FREE WRITING**

A strategy for encouraging students to express ideas by writing in the target language

<b>HOW DO YOU USE IT?</b>	<b>WHAT ARE THE BENEFITS?</b>
<p>After reflecting on a topic, students respond in writing for a brief time to a target language prompt, a quote, or a question.</p>	<ul style="list-style-type: none"> <li>• develops the ability to link previous knowledge and experience to a topic</li> <li>• develops creative and critical thinking skills</li> <li>• provides opportunities to express and share ideas in written form</li> <li>• encourages students to value writing in the target language</li> </ul>