

Title of Session: Benkyoukai - A TPRS Story

Moderator: Keiko Schneider

Guest Speaker: Sandra P. Garcia

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KeikoSc: Welcome to benkyoukai!

KeikoSc: Today we have a guest speaker Sandy Garcia.

KeikoSc: She is going to talk about her TPRS experience.

KeikoSc: first, I wanted to remind that today's presentation is based on her paper..

KeikoSc: Are you all aware of it?

EmiA: yes.

AlanGst12: yes, the kappa story

KeikoSc: If not, please click the blue link here.

KeikoSc: <http://myweb.pacificu.edu/graysp/>

SandyGarcia: Hi, I am Sandy Garcia, I have been using tprs for about 8 yrs, and I try to write stories that introduce Japan to my students

KeikoSc . o O (after her intro, everybody will intro, OK?)

KeikoSc: I am Keiko Schneider, the organizer of benkyoukai.

KeikoSc bows politely

AnnetteGst11: Is there sound at present?

KeikoSc: Excpet a few alert sounds, this is text only environment

KeikoSc . o O (so far)

KeikoSc: Intro please

EmiA: I am Emi in AZ. A community college Japanese teacher.

AnnetteGst11: Thank you

AlanGst12: I am listening to AirAmericaRadio.com for my sound, so no chat for me anyway.

AnnetteGst11: Kia Ora from NZ I am a speech language and literacy specialist

KeikoSc: Nice to meet you

ScottPete: I am Scott in Nagoya. I teach English, but the technics are applicable.

KeikoSc: Is this everybody?

KeikoSc: I just wanted to also let you know once the conversation goes fast...

AlanGst12: I teach eng in Shiga, Japan, to uni stu. use cooperative learning.

KeikoSc: You may want to enlarge the chat window.

KeikoSc: Actions... Detach...

KeikoSc points above

KeikoSc looks around

KeikoSc: Is this all?

KeikoSc: Well, then I would like to ask Sandy sensei to kick us with the discussion

AlanGst12: now is see a big window, thanks.

KeikoSc claps

SandyGarcia: I wanted to start by asking if there are any questions?

AlanGst12: you seem to ask many questions to the stu. R they high level eng stu?

ScottPete: Are your students self-motivated learners?

SandyGarcia: Many of my students are low level learners

SandyGarcia: I do ask lots of questions, but I have to remember what they know

SandyGarcia: If I ask something that is beyond them, I help them out, sometimes with English on the black board

AnnetteGst11: Do you use a hierarchical question asking system?

ScottPete: How many in a class?

SandyGarcia: I try to use as much Japanese language in my room as possible

SandyGarcia: I average 25 students

SandyGarcia: I do start with yes no questions and build up

SandyGarcia: yes not questions, either or questions, and then Q words

KeikoSc: Good strategy

SandyGarcia: I do have the question words posted in my room as reference for all levels

AlanGst12: you see, with a big room of 40+ stu. if you ask a Q, it's very hard to get even one hand up in the air.

AlanGst12: that is what I see in Japan.

ScottPete: Alan, have you tried making small groups and giving the answers to one person?

AlanGst12: so, I need to do team work.

SandyGarcia: I have had 36 students, so when I have I ask the entire class

SandyGarcia: I also like the idea of team work, respond together first and then give an answer

AlanGst12: that's the way I need to go.

SandyGarcia: As for the story itself, I like Kappa and my students enjoy them

SandyGarcia: I think that it is good to find info that relates to the culture that is being studied

AlanGst12: it's slow, like the stu. are 10yr. old, but they are 20yr. old

AlanGst12: I use more new tech. stuff, like the www.watercone.com inventions.

SandyGarcia: The story does not have to be slow, the teacher is who makes it interesting

SandyGarcia: when you say slow, the story line?

AlanGst12: I mean, slow, in getting answers back.

SandyGarcia: Answers back from the students?

AlanGst12: I guess you can do a TEST, ask the stu. a survey Q.

AlanGst12: like this, Raise you hand if you have a driving license.

SandyGarcia: today, in first year, an 8th grade class, we talked about cat and a baby, they were very involved

AlanGst12: I know about 4 or 8 stu. DO have driving license, but do not raise their hands.

SandyGarcia: Then I comment, in English

AlanGst12: it's very hard to get some types of stu. to give feed back as a class, so teams are the only way.

EmiA: Do you think TPR-Story Telling requires teachers to have some sort of training before they use in class?

SandyGarcia: You have to give me feed back, one way or the other, you do or you do not have a license

AlanGst12: I think to ask many Q, teacher might need to use the L1 of stu.

SandyGarcia: My only training is going to a one day class

SandyGarcia: To ask lots of questions, a teacher has to know what the students know and what they can understand

SandyGarcia: Also, I probably teach about 6 weeks before I ever do a story in Japan. 1

AlanGst12: I see.

SandyGarcia: as for training, I think if you can observe someone and go to a workshop, that would be great

SandyGarcia: I have made mistakes, but I can usually tell because my students are bored

ScottPete: What other stories do you use?

SandyGarcia: I borrow from where ever I can

SandyGarcia: There are lots of stories in Spanish/English

SandyGarcia: I also try to make stories so they have a Japanese flavor

KeikoSc . o O (sounds good)

SandyGarcia: Story telling means that the teacher has to be very comfortable with the language being taught

EmiA: What was the workshop like which you attended?

SandyGarcia: some native speaker friends think it looks simple, and it is, but it is a skill to practice

SandyGarcia: workshops?

SandyGarcia: I like Carol Gaab's workshop

SandyGarcia: But there are many others,

SandyGarcia: look on line under tprs

SandyGarcia: I started to say, it looks simple, but when they try it, they find it difficult

SandyGarcia: it really is not, but it does take practice

ScottPete: Keeping up a quick pace is difficult.

KeikoSc: I am sure it takes a lot of practice and skills!

SandyGarcia: Blaine Ray also has a video tape, I have heard about it only

EmiA: How long and often do you use TPR-S?

SandyGarcia: I use tprs as the back bone of my teaching

SandyGarcia: I know the story, and then sometimes can add vocab

SandyGarcia: for example

SandyGarcia: I teach about a family of three

SandyGarcia: a father, a son and a wolf

SandyGarcia: then I can go back and add vocab about family members

SandyGarcia: and I can also teach my family vs other family vocab

SandyGarcia: when teaching a story, it is teaching the vocab in context

KeikoSc nods solemnly

SandyGarcia: so often we supply students with lots of vocab but not structure or vice versa

SandyGarcia: in Japanese teaching sushi wo tabemasu

SandyGarcia: makes for better learning than teaching sushi and a verb tabemasu and then particle wo

SandyGarcia: with story telling, students also hear the spoken language, and if you think about native learners, think about how much we heard the language

AlanGst12: but, what happens when the next yr. the stu. get an old style teacher, woops.

SandyGarcia: I have been asked that before, but if I have done my job they know well what they know and then maybe they add on vocab

AlanGst12: I guess that is why we are reading this, now, we might use good methods that work too.

EmiA: What kind of differences do you see in your students between before and after you started to use TPR-S?

SandyGarcia: Students are not afraid to speak

SandyGarcia: they write and speak much better and in larger chunks

KeikoSc: That is interesting

ScottPete: Do you see differences between your students and those of other teachers?

SandyGarcia: the students are willing to play with the langu because we do it in class

KeikoSc raises hand

SandyGarcia: other Japanese students?

SandyGarcia: I am the only teacher in the district

AlanGst12: Yes, teaching for Communication vs. Fluency

ScottPete: I see.

KeikoSc: Sandy sensei...

KeikoSc: I had an impression that TPR-S or TPR in general was heavy in listening.

KeikoSc: I found it interesting to hear you say that SPEAKING improves.

KeikoSc: . o O (any comment on that?)

AlanGst12: and Questions!!!!

SandyGarcia: BR has changed his ideas

SandyGarcia: before there was lots of speaking practice

SandyGarcia: now BR goes for more listening

KeikoSc: Oh?

SandyGarcia: I think students still need to practice speaking

SandyGarcia: I lived in Mexico for 6 months and did not speak

AlanGst12: that is why story is good, the stu, can CHANGE the story, they have a need to speak.

KeikoSc: nods solemnly

SandyGarcia: It was not easy when I started, but I learned how to do it, because I made errors and got and learned from them

EmiA: Do teachers TPR or students do?

SandyGarcia: A good story can change and have a new ending

SandyGarcia: and that is great to see the new ending s the students create

AlanGst12: the stu. have some control over the story, that's good.

SandyGarcia: I think they need the control

SandyGarcia: and by asking Q they control a lot

SandyGarcia: but I still know the basic material that I need them to learn

SandyGarcia: and I work on keeping them on that new stuff

SandyGarcia: in the kappa story there is a cucumber

SandyGarcia: This is a perfect time to review all food

KeikoSc . o O (ahh)

AlanGst12: or numbers, as in, the price of food.

SandyGarcia: students remember a lot, but forget some and so stories are a great way to spiral learning

SandyGarcia: Yes, anything they have learned about food, prices, shopping etc

SandyGarcia: I also play games, have activities to practice the vocab

SandyGarcia: and structure

AlanGst12: like I said, this stu. info needs, 4my classes, to be from teams. not all class.

SandyGarcia: by doing a variety of things, it gives me a break, because being "on" for 3-4 periods a day (190 minutes) one can get tired or a sore throat

EmiA: TPR is, in a way, not natural way of speaking...do students not get influenced by that somehow when they try to speak naturally?

SandyGarcia: I also think that when introducing vocab that introducing it with the kanji is important

KeikoSc listens intensely

SandyGarcia: How is it not natural?

EmiA: Too...how can I say...

SandyGarcia: If I tell you about what a great day I had yesterday, is it natural?

EmiA: Oh, sorry, I mean story telling is not natural...

SandyGarcia: When we talk we ask and answer questions

AlanGst12: I think I will TRY pairs and not teams, that way, the pairs (2stu.) can work fast with the yes/no questions.

SandyGarcia: storytelling/ I think is more a name but if you look at all of it, we are not presenting stories as a "story teller"

EmiA: Story -telling is exaggerated.

AlanGst12: aw, that's the beauty of story telling, it's all a fake setup, but if stu. interested, it sounds like a "real" story.

EmiA: Like a play

SandyGarcia: I agree, it is all fake, but that is the great part, it is like a real story

SandyGarcia: and, we want to get the language into their heads

AlanGst12: the movie, Dead Poet's Society, some clips I use as a story.

SandyGarcia: that sounds interesting, I like the movie

SandyGarcia: I guess I see it as, my mom taught me lang. but not what to say when

AlanGst12: listen to the old photos, here what they are saying?..... car per de um?

SandyGarcia: I do try to help the students with transfer of skills

SandyGarcia: Yes, it is hopefully a great day, for all my students, when they come to class and leave knowing a little more

SandyGarcia: I hope if you have not tried tprs you will look into it and play with it

KeikoSc looks around

SandyGarcia: it is fun and yes, it is work, but for me, it has made the last 8 yrs enjoyable

KeikoSc: I think it is just about the fifty minutes I asked Sandy sensei to present...

KeikoSc: Any burning questions, comments before Sandy sensei's final comments?

KeikoSc: Then any final remarks, Sandy sensei?

AlanGst12: I also think we might need to use stu. worksheets, to get some written feedback on vocab, with story,

AlanGst12: stu. see words on paper and can add some more, no pressure.

SandyGarcia: Yes, I do have worksheets this has been a new experience for me, thank you all for your great questions, I enjoyed the chat and I hope you will try it

ScottPete: Thank you for your presentation.

AlanGst12: thanks.

EmiA: Thank you very much, Sandy sensee!

KeikoSc claps and bows to Sandy sensei.

SandyGarcia: thanks to all of you

KeikoSc: Thank you so much for your wonderful presentation, Sandy sensei...

KeikoSc: and you all participants for productive discussion!

KeikoSc bows deeply

EmiA: Thank you, Schneider Sensee.

AlanGst12: jotspot.com interesting coop software

KazueC: This was my first experience. I enjoyed it very much.

KeikoSc: Thanks for coming, Kazue sensei.