

IT'S ALL ABOUT THEM!

DEVELOPING PROFICIENCY WITH THE MOST COMPELLING
CONTENT—YOUR STUDENTS!

CSCTFL 2017 CHICAGO, IL

KELLY FERGUSON

[KELLY@COMPELLINGINSTRUCTION.COM](mailto:kelly@compellinginstruction.com)

TWITTER: @KELFERG

PINTEREST: KELFERG

GIVE ONE TO GET ONE

AKA "GO GO MO"

Take a sticky note or piece of paper.

Write your name on it.

Write ONE thing you do to make a connection with the students in your class.

WHO ARE WE?

"Soy yo"



"WE TEACH STUDENTS, NOT CURRICULUM."

~SUSAN GROSS

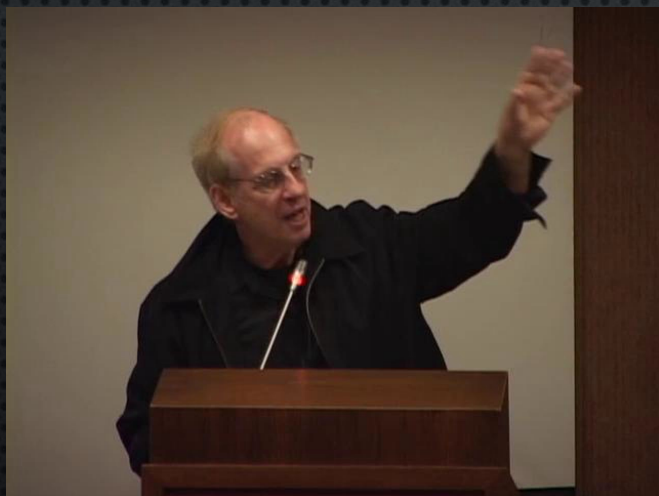


LANGUAGE ACQUISITION

“...INPUT MUST BE COMPREHENSIBLE TO HAVE AN EFFECT ON LANGUAGE ACQUISITION AND LITERACY DEVELOPMENT...IT MAY BE THE CASE THAT INPUT NEEDS TO BE NOT JUST INTERESTING BUT COMPELLING. COMPELLING MEANS THAT THE INPUT IS SO INTERESTING YOU FORGET THAT IT IS IN ANOTHER LANGUAGE.

LANGUAGE ACQUISITION

COMPELLING INPUT APPEARS TO ELIMINATE THE NEED FOR MOTIVATION, A CONSCIOUS DESIRE TO IMPROVE. **WHEN YOU GET COMPELLING INPUT, YOU ACQUIRE WHETHER YOU ARE INTERESTED IN IMPROVING OR NOT.**"



S. D. Krashen, "The Compelling (not just interesting) Input Hypothesis"



WHAT IS COMPELLING?

WHAT ARE ALL STUDENTS “INTO”?

THEMSELVES!!

ENGAGEMENT & RELATIONSHIPS

“CONDITIONS [THAT CONTRIBUTE TO STUDENT SUCCESS] INCLUDE HIGH STANDARDS FOR ACADEMIC LEARNING & CONDUCT, MEANINGFUL AND ENGAGING PEDAGOGY & CURRICULUM, PROFESSIONAL LEARNING COMMUNITIES AMONG STAFF, AND PERSONALIZED LEARNING ENVIRONMENTS.”

~KLEM & CONNELL, “RELATIONSHIPS MATTER: LINKING TEACHER SUPPORT TO STUDENT ENGAGEMENT & ACHIEVEMENT” JOURNAL OF SCHOOL HEALTH, SEPT. 2004

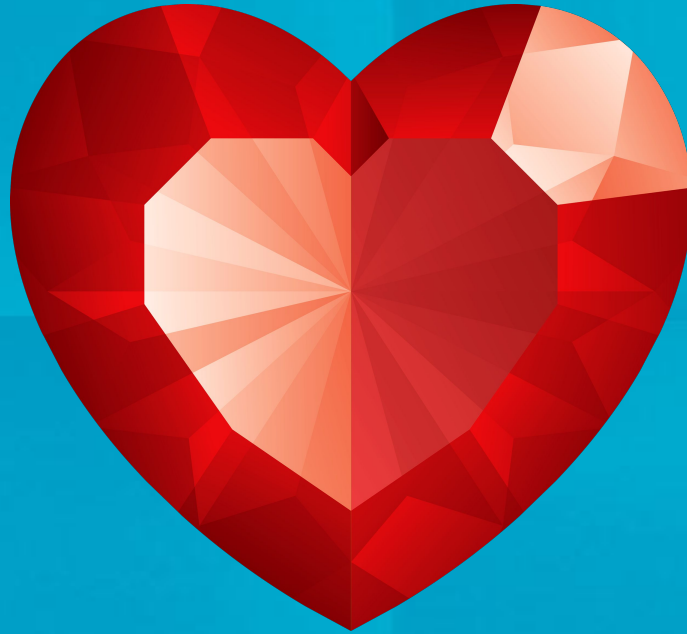
II.

HOW DO WE
DO IT?

- **APPROACH:** A SET OF THEORETICAL PRINCIPLES OR BASIC ASSUMPTIONS THAT ARE THE FOUNDATION OF A METHOD
- **METHOD:** A PROCEDURAL PLAN FOR PRESENTING AND TEACHING LANGUAGE, BASED ON THE APPROACH ADOPTED
- **TECHNIQUE:** A PARTICULAR STRATEGY - ONE OF MANY - FOR IMPLEMENTING A METHOD

(TEACHER'S HANDBOOK, 3RD ED BY SHRUM & GLISAN, P. 444)

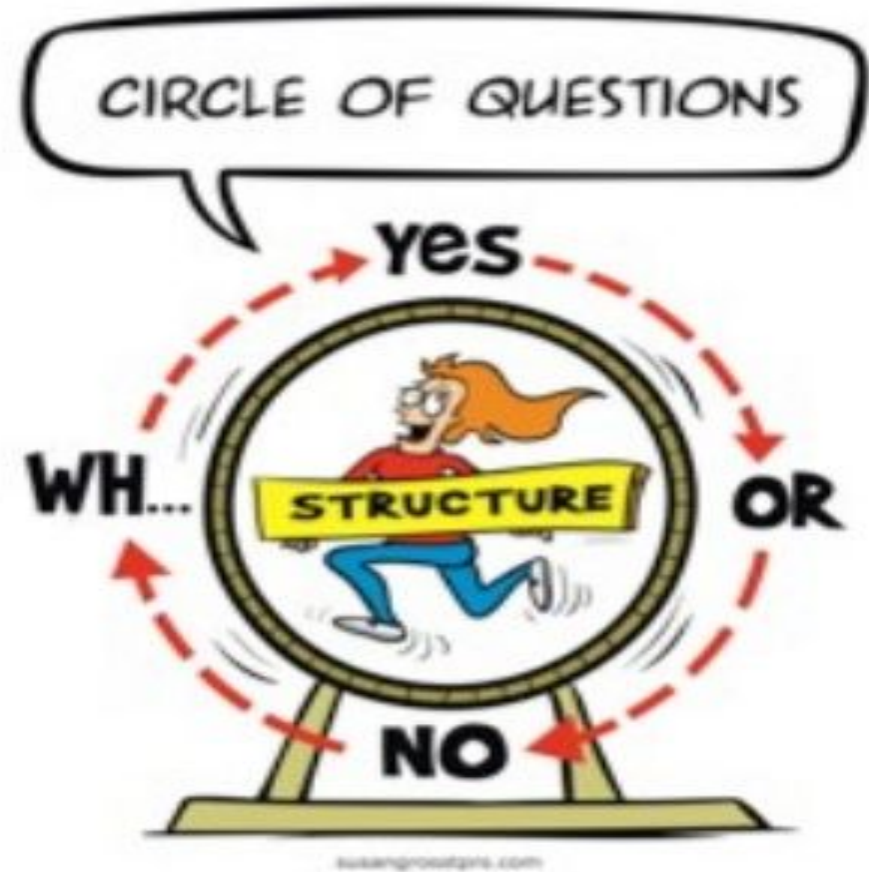
Circling: The GEM of TPRS



PQA: The HEART of TPRS

LANGUAGE IS
ACQUIRED THROUGH
**REPETITIVE, COMPELLING
COMPREHENSIBLE INPUT.**

WE CIRCLE TO
EXPOSE STUDENTS TO
REPETITIONS OF THE
LANGUAGE.



Circling

the art of asking repetitive questions

- ✓ **start with a statement**
statement should include structure
- ✓ **ask yes/no question where answer is YES**
repeat answer: "yes, ..."
- ✓ **ask either/or question**
repeat answer: "that's correct, ..."
- ✓ **ask yes/no question where answer is NO**
repeat answer: "no, ..."
restate correct statement
- ✓ **ask question-word question**
For beginners point to the question word.
- ✓ **Verify the detail.**

The art comes in being able to ask these questions out of order and in a natural way to find out & verify details!

CIRCLING EXAMPLE: KELLY PLAYS VOLLEYBALL

- YES/NO QUESTION (YES ANSWER)
- EITHER/OR QUESTION
- YES/NO QUESTION (NO ANSWER)
- WH-WORD QUESTIONS (WHO/WHAT)
- WH-WORD QUESTIONS (WHERE/WHEN)
- WH-WORD QUESTIONS (WHY/HOW)**

II.

HOW DO WE
MAKE IT FIT
EVERYTHING?

- What sports do you play?
- Are you good at (sport)?
- Who is a famous player of the sport?
- What kind of books do you read?
- Do you have a favorite (professional)?
- How often do you (activity)?
- Do you (do activity) rather than homework?

SPORTS & HOBBIES UNIT



Photo by Alexas_Fotos
Licensed Free for commercial use



Images used with permission of Sr. Wooly, LLC

- What time do you get up?
- Do you like to get up early?
 - Does your phone wake you up?
 - Does your parent wake you up?
- Do you go to sleep late?
- Do you shower in the morning or at night?
- How long do you need to get ready?
- What part of getting ready do you hate most?
- What toothpaste do you brush your teeth with?
 - What would be the worst toothpaste flavor?



Image by Brett_Hondow
Licensed Free for commercial use

- What are you afraid of?
 - Are you a little bit afraid or a lot?
 - Are you afraid of all (fear) or just some?
- How do you react when you see (fear)?
 - Do you scream?
 - Do you run away?
 - Do you jump onto a chair?
 - Do you cry?

El escape cubano

- What do you fear?
- Can you swim well?
 - Could you swim across (local lake)
 - Have you ever been to the ocean?
 - How is swimming in the ocean different than (local place)?
- Do you like our city?
- If you could live anywhere in the world, where would you live? Why?
- Would you ever move to another country?
- How would you react if your parents said you were moving away?

Mira Canion

Image used w/ permission of author

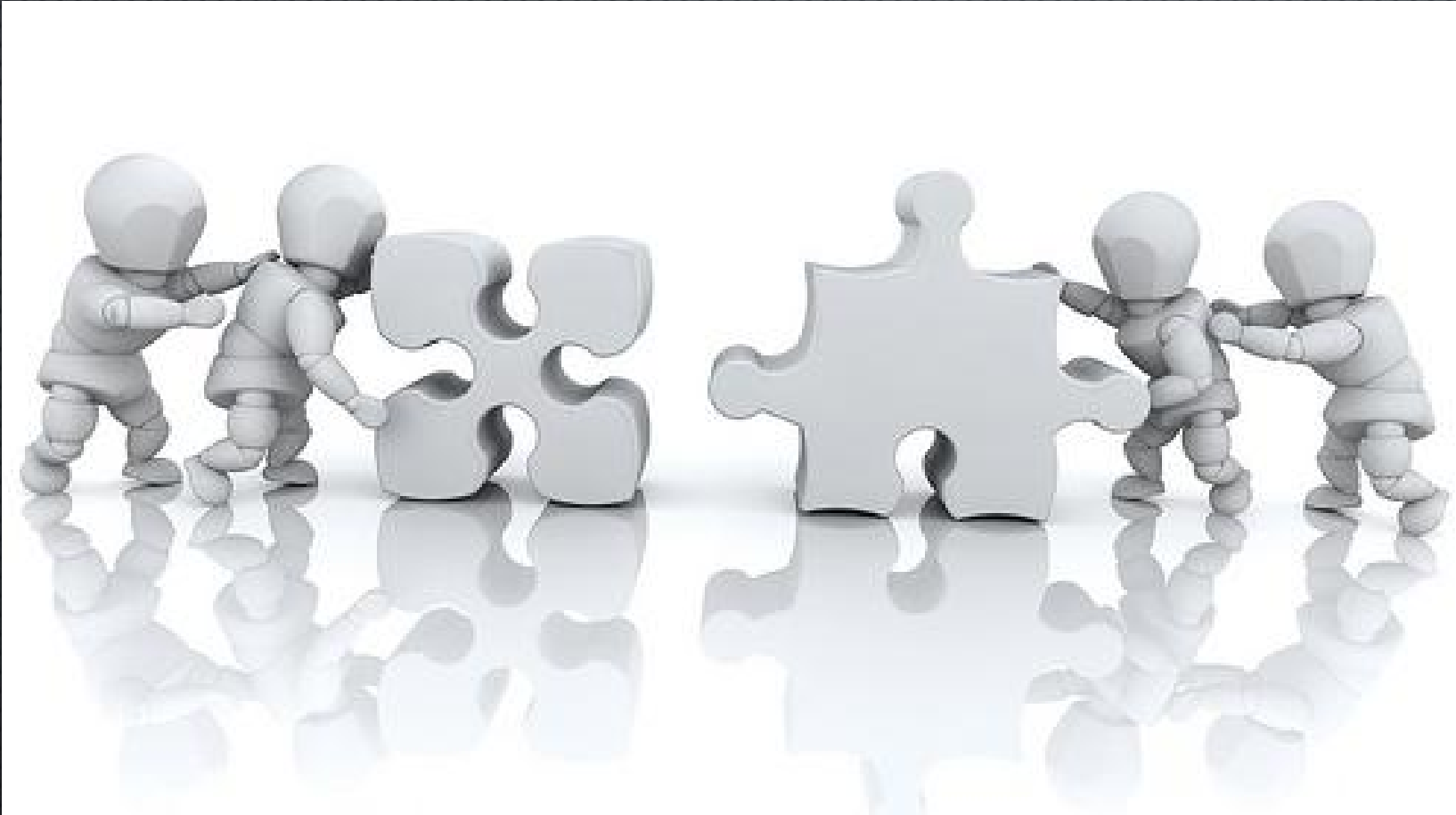
- What is the first thing you'd buy if you had a million dollars?
 - Would you share?
 - What size/kind/color?
 - Where?
 - How many?
 - What would it look like?



Image by TBIT, licensed free for commercial use

WHAT THEMES WILL
YOU TEACH?

COLLABORATION TIME!



WORK TOGETHER TO
COME UP WITH SOME
QUESTIONS YOU CAN ASK
TO CONNECT STUDENTS TO
ONE (ORE MORE)
ASPECT(S) OF THE THEME.

**“LA
PERSONA
ESPECIAL”**

“Special Person” student interviews are the very definition of student-centered learning...we focus on the students and ask them questions about their lives, their interests and their goals.

A common definition of student-centered learning is that it “... **puts students’ interests first. It acknowledges student voice as central to the learning experience...**” ~Bryce Hedstrom

THE PROCESS IS EASY



Pick a
student

Ask a
question

Get
details
&
report
back to
class

QUESTIONS TO ASK YOUR "PERSONA ESPECIAL"

FROM WWW.BRYCEHEDSTROM.COM/FREE-STUFF

Seriously...do NOT bother copying these! Get them in pretty poster form from Bryce Hedstrom's website! He's got them in pretty much every language (and will make them in others if needed!!)

1. Name, nickname, grade
2. Age (Go deeper: do they drive? Have a car? Get details! When's their b-day?)
3. Where they live/are from (How do they like it? Do they miss previous home?)
4. Hobbies (and more hobbies), Sports? Videogames? Reading?
5. Talents or other interests, unusual abilities, great skills
6. Plans for the future (Ideal career? Travel plans? Moving away?)
7. Growth mindset: what can they not do well YET but are working on?
8. Chores or other obligations (what don't you like, but have to?)
9. How do you help others? Why are you a good friend?
10. Pets? Your responsibility or a sibling or parent's? What kind? Name? What's it like?
11. Work? Where? Make lots of money or not enough?
12. Music they like. Do they play an instrument?
13. Classes they have/like/dislike
14. School clubs?
15. Post-school plans? College?
16. Favorite foods?
17. Dating? Family?