

ACQUIRING A SECOND LANGUAGE THROUGH MOVIE TALK AND STORYTELLING



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LANGUAGE ACQUISITION AND CCCI

- Compelling
- Contextualized
- **Comprehensible input***



is the key to second language acquisition. (*MovieTalk and TPRS, Coxon, Michael*)

"... 'comprehensible input' is the crucial and necessary ingredient for the acquisition of language." Stephen Krashen

***Comprehensible input:** learners receive messages on TL that they can understand.

DO YOU UNDERSTAND?

El chico camina lentamente

El chico





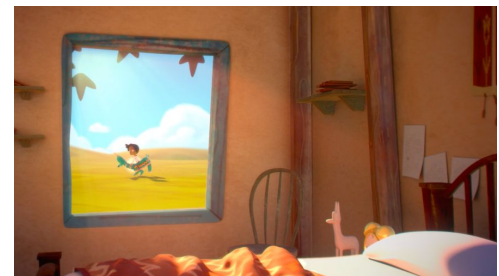
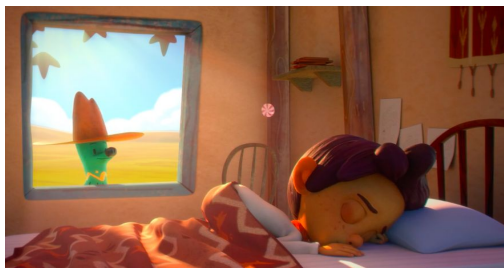
El chico camina lentamente

WHY MOVIE TALK TO ACQUIRE A SECOND LANGUAGE?

- ❖ Large amounts of comprehensible input in context.
- ❖ Listening comprehension.
- ❖ Visually stimulating.
- ❖ Fun and engaging.
- ❖ Easy to adapt. It can be used at any level.
- ❖ Maximize TL use (listen, read, speak, write).

MOVIE TALK

- ❖ Developed by Dr. Ashley Hastings, MovieTalk is a technique that helps students to acquire a second language using compelling short video clips.
- ❖ It is the narration of a video clip explained in comprehensible language.
- ❖ The teacher pauses the video, asks many questions using the target structures/vocabulary (“circling”).



GENERAL STEPS FOR MOVIE TALK

- A. Preparation phase
- B. Before viewing the video
- C. While viewing the video
- D. After viewing the video have your students

GENERAL STEPS FOR MOVIE TALK



A. Preparation phase:

- ❖ Select the video based on the vocabulary, structures and theme you want to teach.
 - Visually stimulating.
 - Unexpected twist.
 - Ideally the video should be 5 minutes or less.
 - Not dialogue focused.
- ❖ Write the narration.
 - Adapt to level.

GENERAL STEPS FOR MOVIE TALK CONTINUATION

B. In class before viewing the video:

- ❖ Establish meaning.
 - Images, gestures/TPR, translation.
 - Introduce and recycle.
- ❖ Let students make predictions.
- ❖ Use PQA (Personal Questions and Answers) to engage students.
- ❖ Explain the procedures/ video viewing.



GENERAL STEPS FOR MOVIE TALK CONTINUATION...

C. In class while viewing the video:

- ❖ Story creation in TL.
 - Play a few seconds of the video at the time and pause the movie when it is natural to do so.
- ❖ Make statements in comprehensible language and then **circle** them by asking questions.
 - Who? Where? What? How? Why? Etc.
 - Restate the answer.
- ❖ Do comprehension checks as a quick assessment.
- ❖ See who looks confused.



GENERAL STEPS FOR MOVIE TALK CONTINUATION...

D. In class after viewing the video have your students:

- ❖ Identify true from false statements from the story.
- ❖ Retell story to a classmate.
- ❖ Arrange the correct order of sentences on a script.
- ❖ Put printed images of the story in the correct order.
- ❖ Use printed pictures and do a gallery walk.
- ❖ Draw and write the sequence of the story.
- ❖ Write and draw alternative endings.
- ❖ Read the script of the story.

LET'S PRACTICE MOVIE TALK

"HOLA LLAMIGO"

What script would you create using this video?

Consider:

- Structures you want to teach.
- Cultural Theme.



"HOLA LLAMIGO"

A film by Charlie Parisi and Christina Chang





POSSIBLE VOCABULARY/ STRUCTURES

"HOLA LLAMIGO"



Chico	Boy
Padre	Father
Moreno	Brunette
Bajo	Short
Flaco	Skinny
Alto	Tall
Casa	House
Rancho	Ranch
Sombrero	Hat
Pantalones	Pants
Camisa	Shirt
Botas	Boots
Chaleco	Blazer
Pañuelo	Handkerchief
Blanco(a)	White
Azul	Blue



POSSIBLE VOCABULARY

"HOLA LLAMIGO"



Chico	Boy
Padre	Father
Casa	House
Recámara	Bedroom
Puerta	Door
Cama	Bed
Mesa	Table
Reloj	Clock
Sombrero	Hat
Camisa	Shirt
Duerme	s/he sleeps
Abre	s/he opens
Despierta	s/he wakes up

ENHANCING MOVIE TALK USING TPRS STRATEGIES



Can MovieTalk be part of TPRS?

MovieTalk is part of TPRS when the 3 main steps of TPRS are implemented: Establish meaning, ask a story (TPRS Circling), and reading.

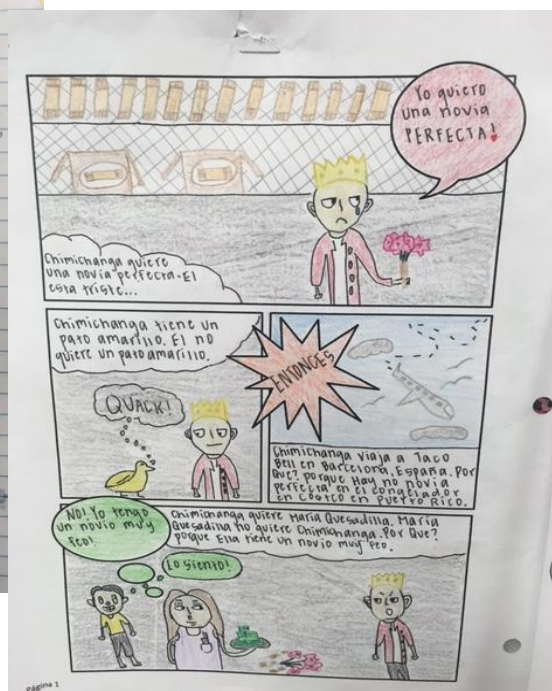
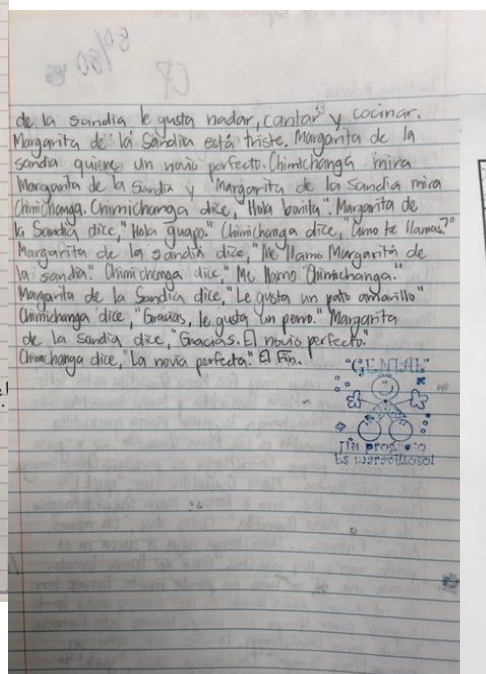
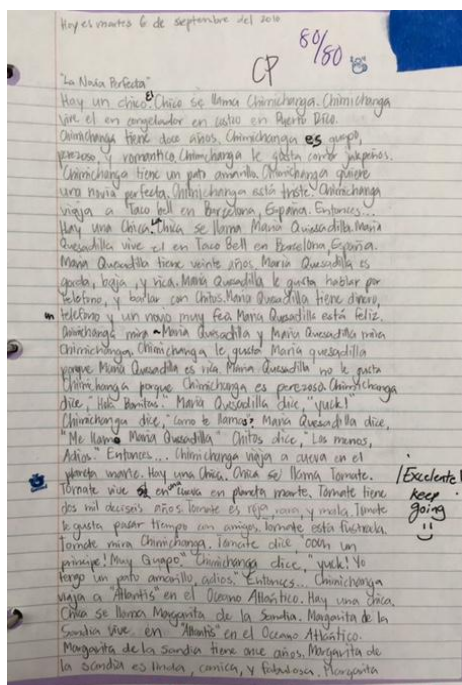
Enhancing MT:

- Student actors.
- PQA (Personal Questions and answers) /Dialogue.
- Parallel characters.
- **Reading.**

(MovieTalk and Tprs, Coxon, Michael)

TPRS Teaching Proficiency through Reading and Storytelling is a comprehensible-input based method of teaching foreign languages that was developed by Blaine Ray.




SAMPLES OF STUDENT WORK MOVIE TALK & STORYTELLING








SAMPLES OF STUDENT WORK MOVIE TALK & STORYTELLING

Chaparrá

Characters:

 <p>CHAPARRÁ</p> <p>Es una criatura. Su nombre es Chaparrá. Ella es baja y pequeña. Chaparrá es magullada. Ella lleva magullajes. Los ojos de Chaparrá son rojos. Ella es muy linda. Ella no es roja.</p>	 <p>AZUL</p> <p>Es un chico. Su nombre es azul. Azul es bajo y pequeño. El es azul. El es lindo. Azul no es alto. Azul no es claro. El es bueno.</p>	 <p>UN CHICO</p> <p>Es un chico. Su nombre es un chico chévere. El es alto. El chico es chévere. Un chico chévere lleva una ropa. El chico lleva un negro chaquero y lentes. Un chico chévere es rojo.</p>
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History:

 <p>Chaparrá comienza tristemente y rápidamente. Ella va un chico. El chico es chévere. Chica piensa una chico es lindo.</p>	 <p>Chaparrá comienza tristemente a un chico. Ella lleva rojo y tiene magulladas. Chaparrá quiere un beso, pero un chico es bajo y pequeño. Chaparrá no puede un beso. Un chico chévere se va Chaparrá.</p>	 <p>Un chico chévere es triste y irritable. Lleva un Chaparrá. Ella lleva y sufre. Un chico chévere es triste. El magullado de Chaparrá es muy feo.</p>	 <p>Chaparrá comienza y comienza tristemente. Ella ve un chico. Chica es azul. Azul y Chaparrá es muy feliz. Ellos salta y se nie. Chaparrá comienza lentamente.</p>	 <p>Azul ve un chico. El es la dulce. Chaparrá salta en azul. Azul es triste. Un chico chévere besa Chaparrá. Azul es le dulce y Chaparrá es feliz.</p>
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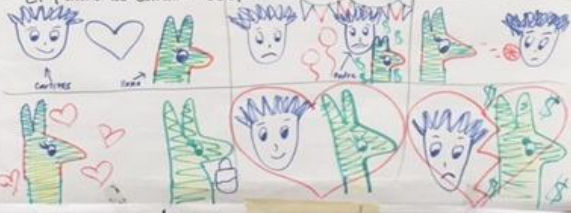

Me gusta Chaparrá y Azul es muy feliz. Chaparrá y Azul salta es muy lindos.

No me gusta Chaparrá lleva y sufre porque de un chico chévere se va Chaparrá.

No aprendo cuando un chico chévere besa Chaparrá.

'Carlitos ama a las llamas pero Carlitos tiene miedo.' El tiene miedo porque su papá vende las llamas piñatas a las fiestas.

'un día, una llama tira un dulce a Carlitos. La llama adorable, linda, y simpática. La llama es verde y amarilla. La llama es no perezosa, ella es muy trabajadora. Carlitos y la llama son amigos. La llama ama a Carlitos y Carlitos ama la llama, pero Carlitos tiene miedo porque su papá vende las llamas a las fiestas. A Carlitos y llama le gusta jugar. Ellos son amigos. El padre de Carlitos es perezoso.'

WHERE DO YOU FIND MOVIE TALK VIDEOS?

MovieTalk database:

https://docs.google.com/spreadsheets/d/1MjFKTuUu_fVw030eJd9zGQLiUIwNC06VmT6kCZfI8V8/edit#gid=0

Videos for MovieTalk on Pinterest:

<https://www.pinterest.com/search/boards/?q=movie+talk>

<https://www.pinterest.com/srahitz/movie-talk-videos-for-spanish/>

https://www.pinterest.com/search/pins/?q=movietalk&term_meta%5B%5D=movietalk%7Ctyped

Birdbox Studio on YouTube:

https://www.youtube.com/results?search_query=birdbox+studio

RESOURCES

Michael Coxon:

<http://optimizingimmersion.com/category/movietalk/>

<https://tprsbooks.com/product-category/spanish/level-1-spanish/spanish-1-other-products/>

Martina Bex:

<https://martinabex.com/teacher-training/movietalk>

<https://martinabex.com/2016/08/30/movietalk-tprs-magic/>

Bryan Kandel:

<https://bryankandeltprs.com/category/movie-talk/>

RESOURCES CONTINUATION...

About TPRS:

Ray, Blaine, Seely, Contee. *Fluency through TPR Storytelling*. Berkeley: Command Performance Language Institute, 2014.

The story of TPRS and Blaine Ray:

<https://www.youtube.com/watch?v=QtmnCbEWGBQ>

iFLT Facebook group:

<https://www.facebook.com/groups/IFLTNTPRSCITEACHING/?fref=ts>

RESOURCES CONTINUATION...

Hola Llamigo

A film by Charlie Parisi and Christina Chang

<https://vimeo.com/125292332>

Thanks to Charlie Parisi and Christina Chang for allowing me to use their film and images from HOLA LLAMIGO for the sole purpose of this presentation.

Thank you!

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