



Effortless English

Storytelling

proficiency: ability, skill
readily: quickly and easily
visualize: to picture, to imagine
vulgar: rude; crude
comic: funny
mnemonic: something that helps memory
elaborate: complex, complicated
build up: create; make
aural: sound (re: hearing)
sensory: touch/feel
associations: connections; related thoughts or feelings
research-proven: based on scientific study
emphasis: point or idea; stress
thoroughly: completely
at first glance: initially, in the beginning
silly: not serious; foolish, stupid
retell: tell again, say again
redundant: unnecessarily repeated; repeated too much
ridiculously easy: much too easy
pointless: having no purpose
exaggerated: not realistic; too strong or strange in some way
aids: helps

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TPRS (Teaching **Proficiency** through Reading and Storytelling)

"Suppose you want to remember a list of words... you will more **readily** remember the words if you make a sentence or sentences connecting the words in the form of a short story. You would remember it even better if the story was easy to **visualize** and best of all if you could picture a story that was dramatic, or **vulgar**, or **comic**, or in some way involved your emotions.

A story is in fact a good **mnemonic**, and the more **elaborate** the story the better. A story links words to be remembered and it causes you to **build up** scenes that have visual, **aural**, and **sensory associations** for you." (Collin Rose, 1985)

While Effortless English is simple, it is also, in fact, designed according to **research-proven** methods. The major **emphasis** of the Effortless English approach is to help students acquire English **thoroughly** and effectively.

One way to do this is with mini-stories. **At first glance**, the mini-stories may seem **silly**. They are usually kind of foolish and are quite simple. Another thing that may seem strange is that I ask a lot of questions as I **retell** the story. These questions can seem **redundant**, **ridiculously easy**, or **pointless**. But they have a purpose.

The mini-stories are structured to help you more deeply remember the new vocabulary. I use silly or **exaggerated** stories because they are easier to visualize; and visualization **aids** memory. I use short and fairly simple stories because they are also easier to remember and picture. They are also easier for the learner to repeat and retell.

The questions, likewise, have a purpose. First, the questions provide more repetition of the target vocabulary. Repetition is important.

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context: situation
exposure to: contact with

participate in: join with;
actively join
trigger: activate; turn on
passively: not actively; with-
out energy or action

scan: to look over something
quickly; to look at quickly
several: many
out loud: not quietly; to
speak with a (fairly) loud
voice

at a surface level: not
deeply; not completely

Various research shows that we need to hear and see a new word about 30+ times, in a meaningful and understandable **context**, to remember it and be able to use it. The questions increase your **exposure to** these new words-- getting you closer to the needed 30+ repetitions.

Another purpose of the questions is to force your brain to **participate in** the story. As you listen, you should try to immediately answer the questions as I ask them. This will **trigger** your memory more quickly than if you just **passively** listen.

By working through all of the Effortless English system you will learn new words, phrases, and grammar forms more thoroughly. Read the articles and **scan** the word list. Listen to the articles **several** times. Listen to the vocabulary lesson a couple of times. Listen to the mini-story several times- and quickly answer the questions as I ask them. After completing the mini-story, stop your iPod and try to retell the story **out loud**, in your own words- trying to use the new vocabulary as much as possible.

By following all the steps, you will learn the new material thoroughly and completely-- not just **at a surface level**.

You will then find it much easier to actually use what you have learned.

Good luck!

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TPRS (Teaching Proficiency through Reading and Storytelling)
<http://www.blaineraytprs.com/>

TPR (Total Physical Response)
<http://www.tpr-world.com/>

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