



Effortless English

Storytelling

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<http://www.effortlessenglish.libsyn.com>

TPRS (Teaching **P**roficiency through **R**eading and **S**torytelling)

"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.

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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context: situation
exposure to: contact with

participate in: join with;
actively join

trigger: activate; turn on

passively: not actively; without 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; not seriously

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!

Learn More:

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

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

[Interactive Stories](http://e-poche.net/conversations/?page_id=7)
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