

## Finding A TPRS-friendly Text

Why consider adopting a standard text rather than one of the TPRS texts?

- standardized vocabulary and cultural topics:
- Standardized tests are accepted as evidence of learning
  - o National AAT exams
  - o NY Proficiency and Regents
  - o ACTFL guidelines
  - o STAMP test
- standardized grammar order
- both lead to easier student transfer to pre-TPRS teacher
- keep your administrator happy
- keep pre-TPRS colleagues happy
- audio components contain different native speakers
- parents trust a textbook
- easier for "immigrants" (students who move in or out of your program) to adapt

What do we mean by TPRS-friendly?

A TPRS-friendly text would:

- be acceptable to pre-TPRS teachers as well as TPRS teachers
- have a strong cultural component (a lack in some TPRS materials)
- have plentiful and varied reading opportunities
- have a reasonable vocabulary load

Issues:

how to adapt **and adopt** a text  
living with pre-TPRS teachers

### Life with pre-TPRS teachers

Things that you need to come to agreement with your pre-TPRS friends

- **common assessments to keep all teachers honest**
- minimum required vocabulary that every child must know (10-12 a chapter)
- minimum required grammar every child must know
  - This may be a 'heated discussion.' Your target child is the D-student.

- For example in level one:
  - 3<sup>rd</sup> person singular. of some specific verbs
  - for French/Spanish, position/agreement of adjectives
  - for French, position of negative particles
  - I am, I go, I have, I do
  - limited construction of finite verb + infinitive
- Testing
  - common assessments should be proficiency-based
  - scored on common rubric (another heated discussion)
  - score each other's students (at least once a year)
  - write the assessments together
  - (You can always have the kids memorize something just for the high-stakes tests!)
  - keep saying: proficiency
    - ACFTL guidelines
    - fluency
    - risk-taking
    - ease of expression
    - creativity

Remember that the ACTFL uses the word "proficiency" for its language standards. After 4 years of HS, most students will end at novice high. A+ students could end at intermediate mid. Use this terminology with pre-TPRS colleagues. Advanced and superior levels require living abroad or in long term immersion settings.

- Speak their language (you know how to speak grammar!)
  - Ex: My students are very creative with the TL, but they're weak in spelling.
  - My students' receptive skills far outpace their productive skills.
  - This group knows the 3<sup>rd</sup> person singular and plural, but they are weak in 1<sup>st</sup> and 2<sup>nd</sup> person verbs.