

2. Both teachers provide support for each other. When one is talking, the other is watching Barometer or Pacesetter students and writing down new vocabulary that comes up.
3. Both teachers talk as though they are both having a conversation with the class.
4. Whatever happens, both teachers say “yes and”, adding to whatever is happening.

Personalized Questions and Answers

Both teachers respond to answers by students. This clip is from the morning of the 4th and final day. Sabrina is showing pictures taken by one of the students the previous afternoon. Notice how both of them participate in the PQA.

Wednesday, day 3 of 4, two students were asked what they did last night. One went for a 6 kilometer run. The other slept. Sabrina and Daniel began singing a children’s song about running that they taught us in that moment.

Acting Out PQA

Sabrina pretended to be one of the boys and Daniel the other. She asked him what he did last night. He started running in place and, in the first person saying that he ran 6 kilometers last night. He sang again. He asked Sabrina what she did last night and she said she didn’t run, she slept. This stand-up comedy routine lasted only a couple of minutes, but was an effortless, comprehensible repetition and also provided a change in perspective.

Visual Aids

Each teacher becomes the visual for the other teacher

Ask questions of each other, which changes the perspective, modeling natural conversation.

Become the visual aid for the other teacher. 9:47 -10:09

Becoming the character

July 31 2:50am

4:11 -6:25

Je suis Simon

Asking questions of the “actor”

“It’s great chemistry. I feel like a dolphin playing with her waves.” – Daniel Kline Dubois

“I’m just surfing on the energy of Daniel and Sabrina.”--Linda M., student.



Disagreement

Daniel is from the South of France and Sabrina is from Paris, allowing them to compare and contrast cultural differences. Croissant-like, chocolate-filled pastries are called Chocolatines in the South of France, and are called Pain Au Chocolate in Paris, which set up a running joke. Sabrina suggested having the students close their eyes to better hear the difference and decide which was better.

Chocolatine vs Pain au Chocolate

3 July 31, 3:03am

Pain au chocolate / Chocolatine

Il y a une dispute entre Daniel et moi. 1:53-4:15

Competition for student votes

Co-directing and orchestrating full class responses

They led a prepared song in the round, each leading a round.

PQA / Content Review

Some parts of the class were prepared the night before. Some were decided on in the moment. Each afternoon there was an immersion experience and part of the class was a comprehensible discussion about the previous afternoon's activity. Because both teachers and all of the students were there, the content was known, but it had been largely incomprehensible. Reviewing the known information in comprehensible French filled in gaps.

Yes. And... Spontaneous, unplanned silliness

They talked to the class and also to each other. It most resembled a two-person stand-up comedy with audience interaction. PQA about Diane eating escargot for the first time the night before launched Daniel into talking about snails. Sabrina joked that his beard would be full of the snail shells.

In the art gallery we had created works of art with our eyes closed. Daniel shared his and he and Sabrina launched into a rapid auction of his art. Students bid on it and Daniel wrote down the numbers as students bid a certain number of escargot shells in exchange for Daniel's drawing.

Yes. And...

Live auction video – July 31 1:39am
6:20- 9:00

Role-Play

On the final day our class was in a restaurant and Sabrina and Daniel played the part of waiters taking our orders to submit them to the kitchen.

Recycled Personalization culminating in a story

Remembering details from stories and personalization

Escargot, pain au chocolate and chocolatine

Both teachers relied on their previous knowledge of students to bring it back into later stories.

At the end of the class, Sabrina mentally reviewed all of the PQA. She started with some ideas, but no story in mind. (Spinning a Story on your Feet). She introduced one new structure and Daniel wrote it. When Sabrina began, she told her story about Daniel, who immediately began to play the role of the character in her story. His name is Chef La Barbe. He interjected, I am Chef La Barbe acting out the role and dashing off to the kitchen for a chef's hat. (Notice how this completely removed the necessity for student output to model perspective, "triangling").

She sent him off to Paris to go to cooking school, where he was forced to make Pain Au Chocolate. She relished the opportunity to force his character to say "Pain au Chocolate" and they played off each other, him finally saying "Pain Au Chocolatine...." She refused to let it go, making his eventual "yes, and" all that much sweeter.

In the middle of the story, in which in order to become a Master Chef he must call it Pain Au Chocolate, the restaurant owner walks into the room to place things on the table where we will have lunch next. Daniel explains to him what Sabrina is forcing him to do. The owner laughs. Daniel quips there is no way he believes they are teachers.

Finally resigned that Sabrina will win, he calls it Pain Au Chocolate and the story ends.

The Story of Chef La Barbe

“Target” vocab –

Il faut qu’il soit

Il faut qu’il ait

Il faut qu’il fasse

Il faut qu’il aille

Setting up the Chef la Barbe character

First person – talking about himself

Asking questions of the actor / other teacher

(Video clips in webinar. 13 minute full video uploaded separately)

Is it replicable?

Could classes be merged and could teachers co-teach twice as many students? Was this a special situation where Sabrina and Daniel, both extraordinarily competent CI teachers and friends were able to do something that couldn’t be replicated?

Let’s find out....

Two Teachers

Classes can be Multi-level because there is a leader and a “wingman”.

The leader begins the class with a structure, pushing the top of the class and incorporating student answers, scaffolding the language toward more native-like complexity.

The Wingman reads the class, watching for breakdown. The Wingman will add more repetition, translation, will point and pause and will watch barometers and pacesetters, scaffolding the comprehensible input, checking for comprehension, sheltering the vocabulary, writing the unknown words with translations and rephrasing as necessary.

The leader can use the wingman as an actor or just as an echo chamber for the structures, doubling the input naturally.

We have now tried this as Zoom classes with two teachers and have found that it seems to offer more input with as much fun.

“The main factor that makes it fun is the connection (the vibe) between the leader and the wingman. They have to be able to play together and enjoy the process.” Daniel Kline Dubois
Daniel and Sabrina say they think these things are important:

1. Find your rhythm
2. Trust your partner
3. Listen
4. Yes and...

TPRS Positive

Positive feedback, thumbs up, applause, affirmation of all students – particularly important for the bottom teacher, who is the caretaker of the bottom of the class (newer to the language in a multi-level class or slower processors).

PQA, additional flavor

Onomatopoeia (crunchy / slimy)

Student shared trying escargot for the first time. Is it Crunchy or Slimy?

Songs

A student ran 6 miles last night. Spontaneously and simultaneously break into song.

Culture

pain au chocolat / chocolatine - rivalry between Paris and the rest of France / Southwest France

yellow vests

traditional songs

food, escargot

Feedback from students:

I loved the team teaching setup. (You guys are a Dynamic Duo.) The organic content and mixed activity of instruction (conversation, story, song etc.) was excellent. As a novice-mid or high learner it was great to hear a rich diversity of language that I could comprehend even if unable to produce or recall yet. I picked up a lot this week... much of it unexpected (e.g. nightmare)

I would recommend this experience even to beginners. I started last week with French and not a lot of background knowledge (my 2nd language is not a romance language) but 8 days later and I am making my way through a French reader. I can follow 85-90% of conversations but I'm not ready to speak much yet. My interest in learning French has greatly increased.

“I learned more in this two weeks that during my whole school time. (12 years). It is a wonderful possibility to experience a different way of learning a language. Also you meet other people which are motivated to improve their French skills. Every teacher should know this way of teaching!! – Anton, 18 years old, Germany

Feedback from one young participant:

I learned more French in this two weeks than during my whole school time (12 years). It is a wonderful possibility to experience a different way of learning a language. Also you meet other people which are motivated to improve their French skills. Every teacher should know this way of teaching!!

To register for an online Zoom French class with Daniel and Sabrina,
<https://fluencyfast.com/product/zoom-french-class-with-sabrina-and-daniel-march-april-2020/>

Sundays at 9AM Pacific / 12pm Eastern

7 one-hour classes, \$150

March 8, March 15, March 22, March 29

April 5, (SWCOLT / no class). April 12, Apr 19, Easter / no class), April 26

May 3 (May 10 make-up day in case of emergency class cancellation)

Beginning French with Sabrina Sebban Janczak and Carla Tarini

March 16-April 13. <https://fluencyfast.com/product/on-line-beginning-french/>

To register for the live class in Agen, France, Summer 2020

<http://tprs-witch.com/sabrina-and-daniels-french-immersion-course/>

Private Skype lessons with Daniel Dubois, klinedubois@hotmail.com

VIDEO CLIPS IN THE WEBINAR (in French, but explained in English)

SETTING UP DISAGREEMENTS

Disagreement between Daniel and Sabrina, clip

Chocolatine ferme le azure song 1 minute

THE WINGMAN PLAYING A CHARACTER / BEING THE VISUAL / PQA / PERSPECTIVE

PQA into 5 kilmetre a pie, clip

Daniel is Simon acting set-up, clip

Daniel being Anton / Simon in character 1 minute

YES AND.... / SUPPORTING THE BOTTOM OF THE MULTI-LEVEL CLASS

Auctioning off the art, clip

Auctioning off the art, clip 2

CHEF LA BARBE / PERSPECTIVE

Chef la barbe introducing himself, clip

Chef la barbe story, clips

ZOOM CLASSES

Zoom class with Chef la barbe, clip

Last Zoom class with Much-Much and the Fortuneteller, clip