



Dr. James Asher

Total Physical Response
TPR®

Students respond to commands that require physical movement.

TPR®

- ⊖ More than commands!
- ⊖ TPR 'able' words

TPR vocabulary


Action Words	Nouns/descriptors
• Touch	• Stomach/head
• Stand/Sit	• Chair/table
• Touch	• Once, twice, 3x
• Cry	• Fast/Slow
• Eats	• A lot/ a little
• Kiss	• Like...
• Look at	

Dr. Stephen Krashen

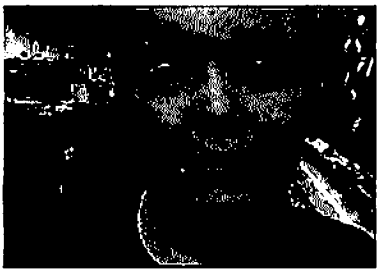
Theory of Language Acquisition:
Comprehensible input

CI=i+1

Humans acquire language in only one way, by understanding messages or by receiving "comprehensible input."



Comprehensible input
and
Stories




The Natural Approach

Krashen and Terrell, 1983


- Method based on CI
- Speech is allowed to "emerge"
- TPRK: Reading, Maps, Images
- Interesting comprehensible Lessons

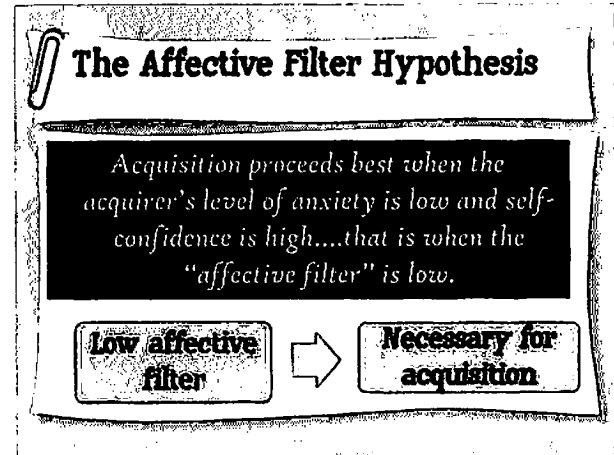
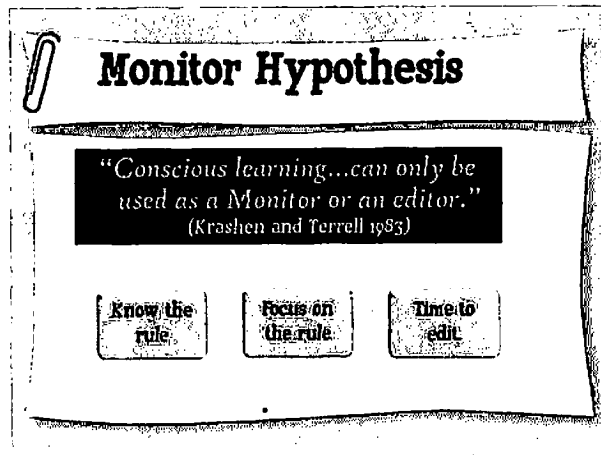
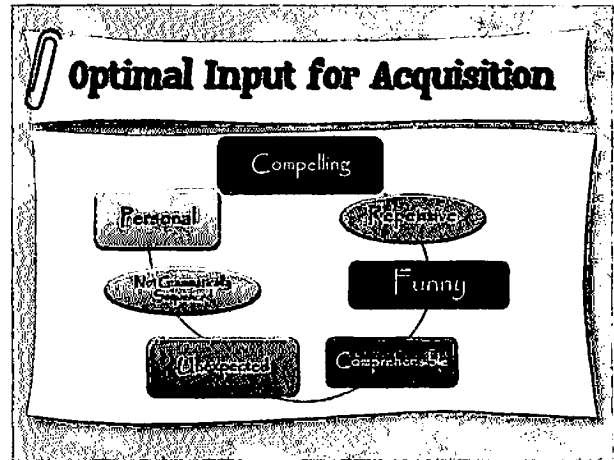
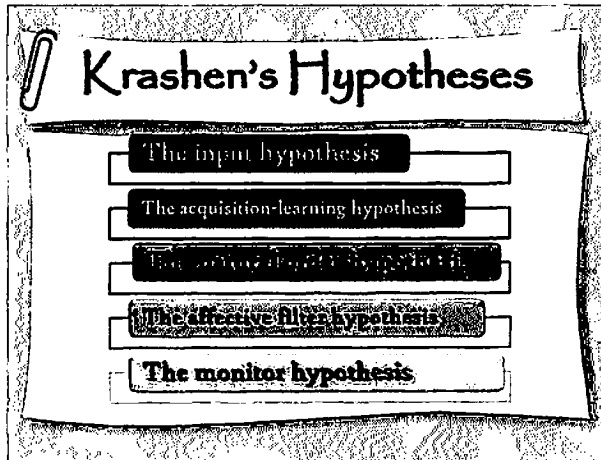
Blaine Ray

Teaching
Proficiency through
Reading and
Storytelling®



Storytelling/Story Asking
Reading





How do we lower the affective filter?

- Love and rapport
- Interesting
- Not demanding 'too early' production

How do we raise the affective filter?

- Incomprehensible input
- Pushing students to speak before they are ready
- Demanding 'too early' production
- Error Correction!

The 3 Steps of TPRS

1. Establish Meaning
2. Story = ASK rather than TELL
3. Read! Read! Read!

Step 1. Establish Meaning

translate

gestures


Pictures

Props

Associations:
 •Zou = Go
 •Chi = chew

Step 2. The Story

Wait! Don't Tell the story. ASK it!



Co-create the story with your students.

Ask the Story

Start with the first structure

PQA - Personalized Question and Answer

Circle the structure

PQA - Personalized Question & Answer

- Ask the students personal questions utilizing vocabulary.
- Ask students about each other.
- Seek responses that make the students look good.
- Seek liars.
- Encourage unusual responses.
- Watch slow processing students to ensure 100% comprehension.
- If possible, use the information from the PQA in the story.

Confused?

- **PQA:**
 - Questions you ask to find out about your students. *Real or Fake.*
 - Use this information in a PMS.
- **PMS - Personalized Mini-Situation**
 - A story with 1-3 new structures.
 - Daily class lesson.
 - Asked rather than told.
 - *Circles* of questions are used.

How do I do that?

Pick your structures

- ⊗ *Había un chico.* There was a boy.
- ⊗ *Quería tener* Wanted to have
- ⊗ *Le gustaban y fue a* He liked them and he went to

List the facts of the story

1. There was a boy.
2. He wanted to have a cat.
3. He lived in Alaska.
4. He didn't have a cat.
5. He went to Hawaii.
6. There was a dog in Hawaii but there wasn't a cat.
7. He went to Hong Kong.
8. There was a cat.
9. He liked the cat in Hong Kong.

Add Details

Who? What?

Where?

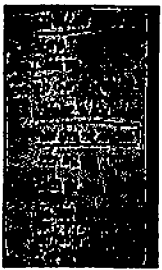
How many?

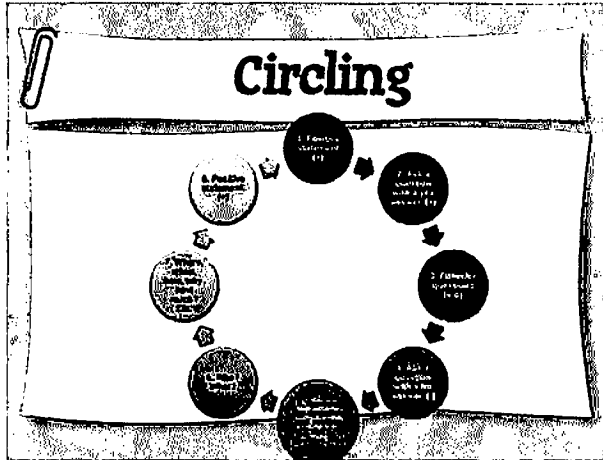
What color?

When?

Question Words!

- Always posted!!!
- Pause and point!!!
- Comprehension Checks





Circling

The boy runs to Wal-Mart.

•

Or

?

The boy runs to Wal-Mart.

•

Or

?

The boy runs to Wal-Mart.

•

Or

?

Repeat the positive
and
repeat the negative!

Asking the story

During a story, you only have
3 options:

←

Go Back

○

Circle

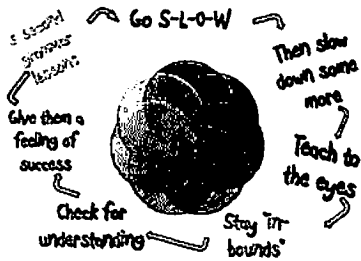
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Go forward

There are only 2 reasons to circle

1. To turn slow processors into fast processors;
2. New or advanced structure

Helpful tips for Story ~~telling~~ Asking



There are 2 ways to go out of bounds!

Using vocabulary the
students don't know.
Talking faster than a
student can process.

Check for understanding

- ⊙ Teach to the eyes
- ⊙ Signal - slow down, stop, "over the head"
- ⊙ Reaction time of the class
- ⊙ Types of questions

Actors and Props!!!!



