TPRS 教學法

What is TPRS?

- Teaching Proficiency through Reading and Storytelling
- “Story is a power way to communicate ideas so that they stick long term” by DIANE NEUBAUER

TPR V.S. TPRS

TPR

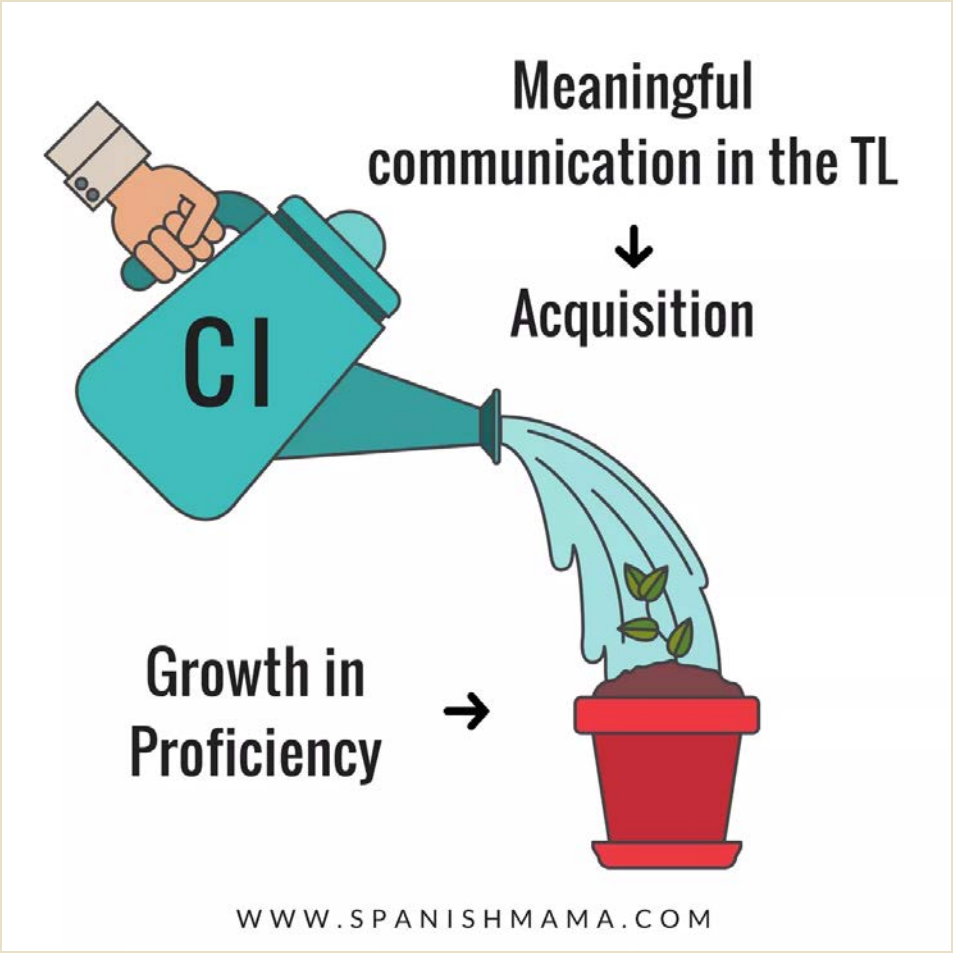
- 1970
- James Asher
- Commands and actions
- Comprehensible input-based (Dr. Stephen Krashen.)

TPRS

- Late 1980s and early 1990s
- Blaine Ray and Joe Neilson
- Developed based on created stories
- Comprehensible input-based (Dr. Stephen Krashen.)

Concepts

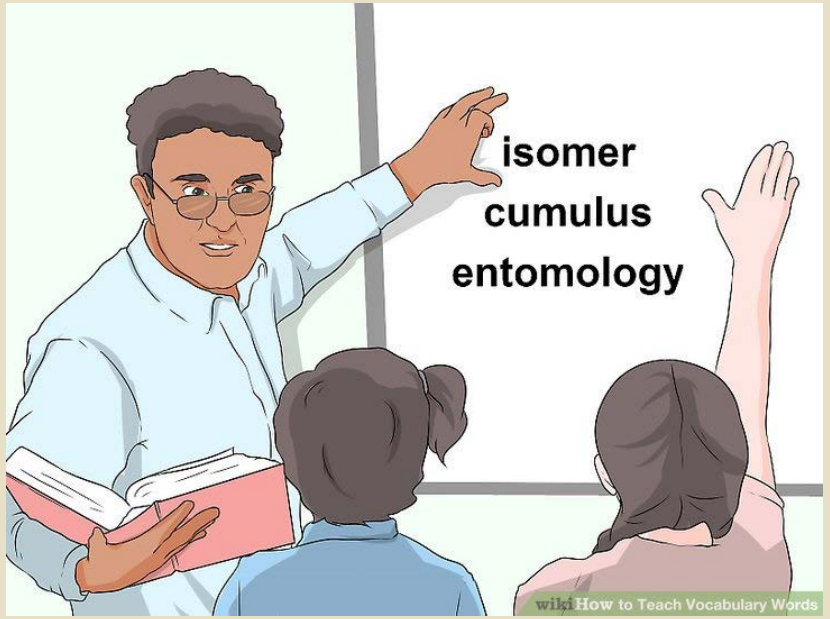
- Comprehension input (CI)
- Personalization (P)



Basic information

Key 1: Comprehensible

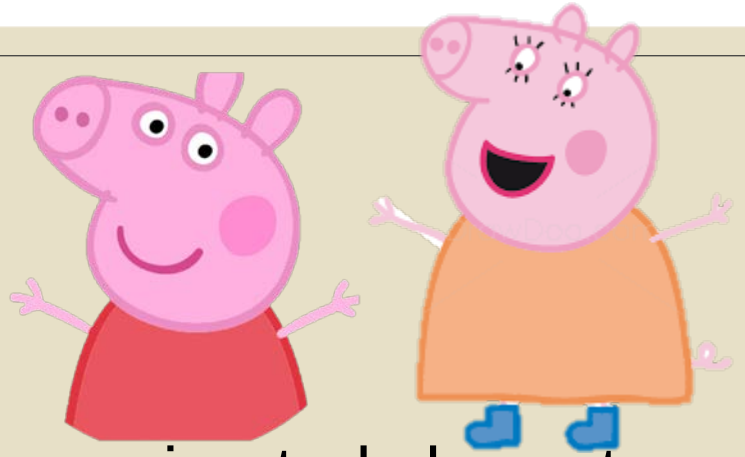
1. Use words students know, pause and point to the words on the board
2. Pick high frequency words
3. Shelter vocabulary
4. Don’t shelter grammar



Key 2: Repetition

- Frequently ask cycling questions to check comprehension
- Multiple locations
- Multiple characters
- Verify details with actors and with the class

Key 3: Interest



- Surprise details: prediction, personalization, animated characters, celebrity
- Play reading games:

1. Reading Bingo
2. Out one out
3. Identify errors while the teacher reads a passage out

Key 4: Interaction

- Teach to the Eyes: get closer to the students when they don’t know understand
- Co-response: interaction between the teacher and the students.

Demonstration

第四課 我想吃漢堡

dì sì kè　wǒ xiǎng chī hàn bǎo

文文：我想吃漢堡跟薯條，我們可不可以出去吃？

媽媽：今天先在家吃，週末再出去吃吧！今天晚餐想吃什麼？

大文：我想吃麵。文文，你呢？

文文：我想吃蛋炒飯，有湯嗎？

媽媽：我已經做了玉米湯。

大文：媽，我現在很餓，想快點吃晚飯，好嗎？

《學華語向前走》
第二冊第四課

Process

Steps by steps

Pre-teach

Storytelling

Cycling questions

Encourage students to give feedback

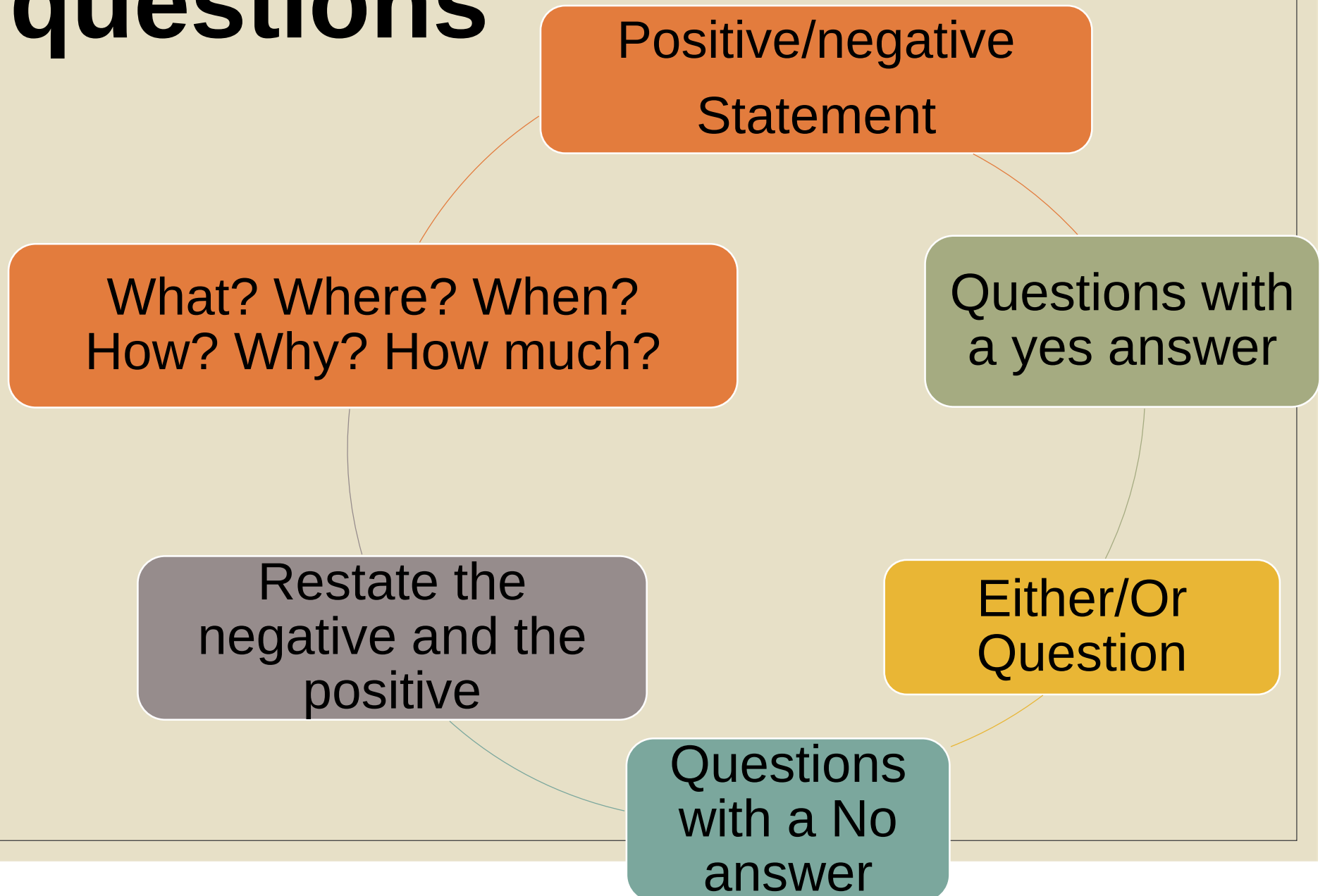
Words		Grammar points		Rejoinder
Pinyin	English	Pinyin	English	Pinyin/English
zhù zài pángbiān shuǐ guǒ ___ ròu ___ tāng gāo wèn	Live in Nearby Fruit ___meat ___soup Tall Ask	yě dōu zuò le chī le yìkǒu hē le yìkǒu bú yào	Also All, both Made Take a bite Take a sip Don't want	méi cuò That's right Wǒ de tiānā Oh, my goodness

Pre-teach

Storytelling

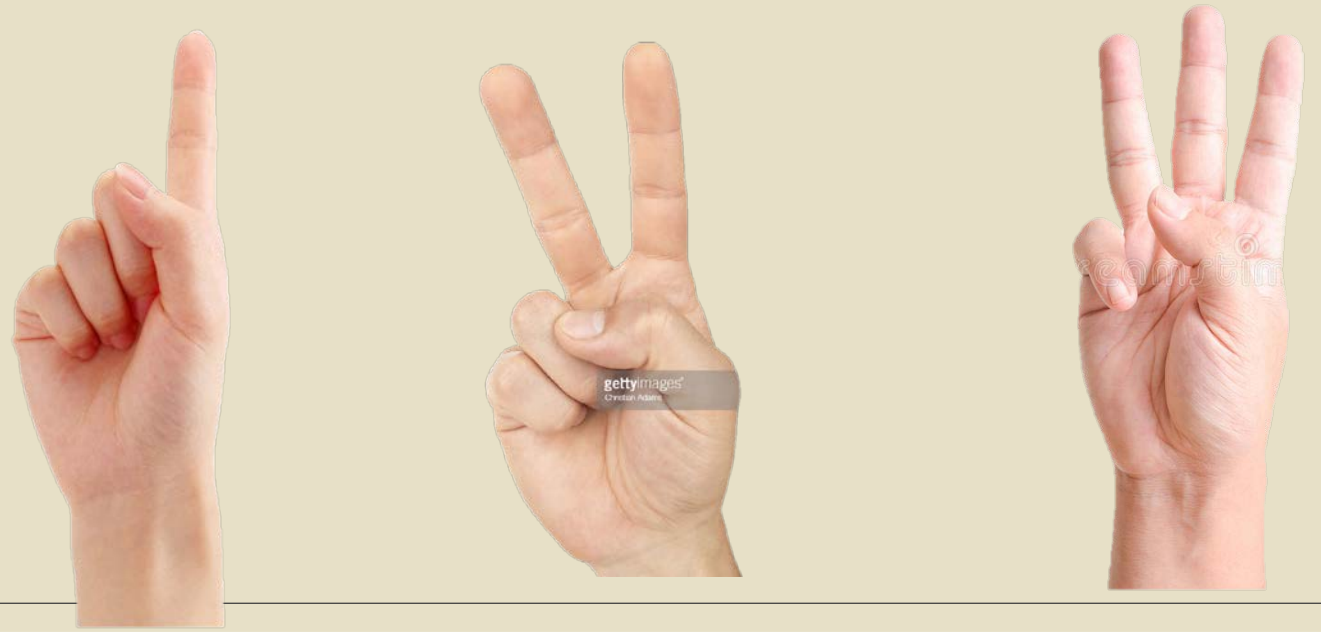
- Point to the words
- Use physical movements and gestures
- Call one student and ask the same question about the “key words”

Cycling questions



Encourage students to give feedback

- Ask questions such as “What did you learn?”, “What part helped you?”
- “Show of fingers how well you understood.”



Reading

wǒ
我
I/ Me

bú yào
不要
Don´t want

一年級

名字：

Shared reading

- Students and teacher read together

Self reading

- Students read the story individually

1. 愛兒:

大家好，我叫愛兒，我七歲，我喜歡吃巧克力和蛋糕，我也喜歡喝汽水。

2. 旁白:

愛兒不喜歡吃水果、沙拉，也不歡吃豬肉、牛肉、雞肉。

3. 媽媽:

媽媽做了三明治喔！ 三明治很好吃！

Reader's theater

https://app.seesaw.me/pages/shared_item?item_id=item.cd3d13f0-e4f9-41f7-a255-cfacc1269a1d&share_token=cknEETWVTZybUsvSdDOYag&mode=share

Reading Check List: Grade 1 Name:

Reading: 我不要

- ☐ I pay attention to **tone marks** when I speak Chinese
- ☐ I can read the story with **voice expressions**
- ☐ I can read the story **without long pauses**
- ☐ I can **retell the story by using the pictures**

☺ I can read to a partner

☆ ☆ ☆ ☆ ☆

☺ I can read to my parents

☆ ☆ ☆ ☆ ☆

Self assessment

- Students complete the checklist

Discussion beyond the text

人物 場景 問題

學到…

- 你喜不喜歡愛兒? 為什麼?
- 你覺得愛兒的爸爸、媽媽和奶奶有什麼感覺？
- 如果你是媽媽，你會對愛兒說什麼？
- 如果愛兒現在十八歲，她的家人還會幫她做飯嗎? 為什麼?
- 你覺得愛兒以後會有什麼問題?
- 你從〈我不要〉的故事中學到什麼？
- 課文中的文文/大文和愛兒有什麼一樣或不一樣的地方？

Writing

Character tracing exercise

我不要

1. 你好，我叫愛兒，我七歲，我喜歡吃巧克力和蛋糕，我也(also)喜歡喝汽水。
2. 愛兒不喜歡吃水果、沙拉，也不喜歡吃豬肉、牛肉、雞肉。。
3. 媽媽做了三明治！三明很好吃！
4. 愛兒吃了一口，說：「我不要！」
5. 爸爸做了沙拉。沙拉很好吃！

Question and Answer

回答問題

1. 愛兒幾歲? _____歲。
2. 愛兒喜歡吃巧克力嗎?喜歡 /不喜歡
3. 愛兒喜歡喝汽水嗎? 喜歡 /不喜歡
4. 愛兒喜歡吃沙拉嗎? 喜歡 /不喜歡
5. 愛兒喜歡吃豬肉嗎? 喜歡 /不喜歡
6. 愛兒上幾年級了? ____年級。

Blank-filling exercise

寫一寫

1. 你好，我叫愛兒，我____歲，我喜歡____巧克力和蛋糕，我也(also)喜歡_____汽水。

Story map

人物

場景

我不要

問題

我學到:

參考資料

- Terry T. Waltz (2015). *TPRS with Chinese characteristics making students fluent and literature through comprehensible input.* USA: Squid for Brains Educations publishing
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- HTTP://TERRYWALTZ.COM/TERRY-WALTZ-TPRS-TONALLY-ORTHOGRAPHIC-PINYIN.PHP#