



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

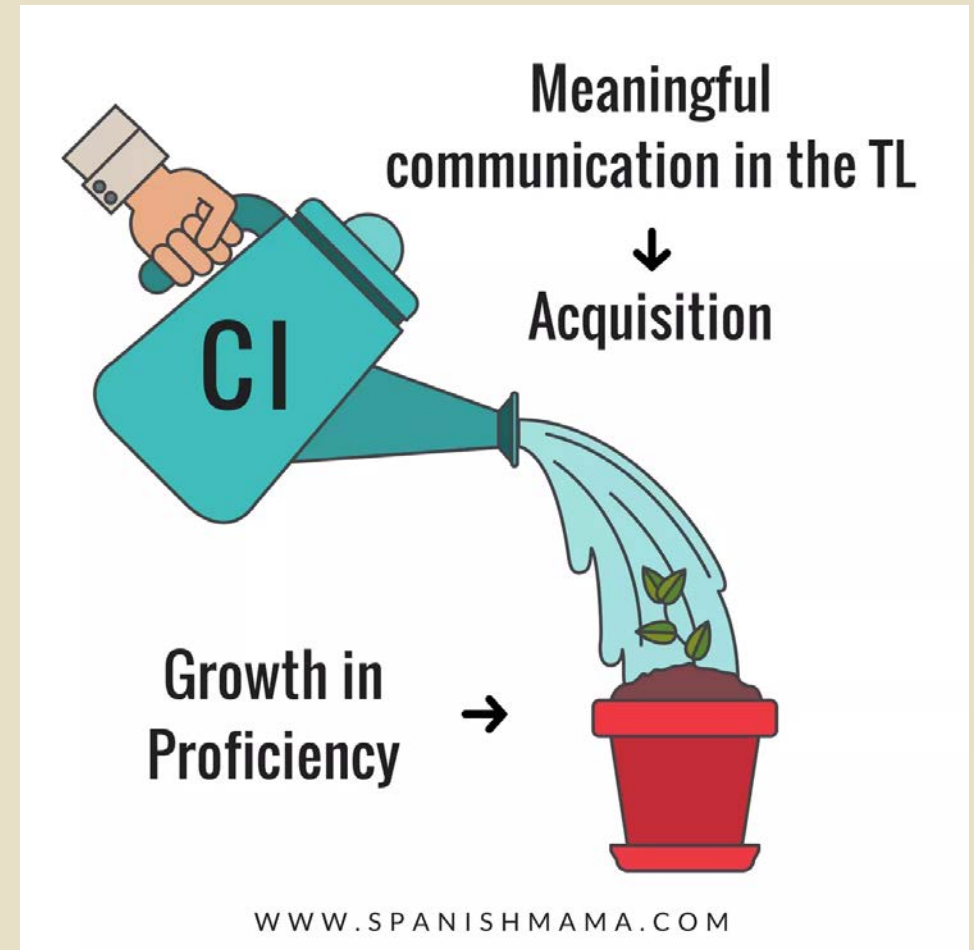
- 1970
- James Asher
- Commands and actions
- Comprehensible input-based ([Dr. Stephen Krashen.](#))

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

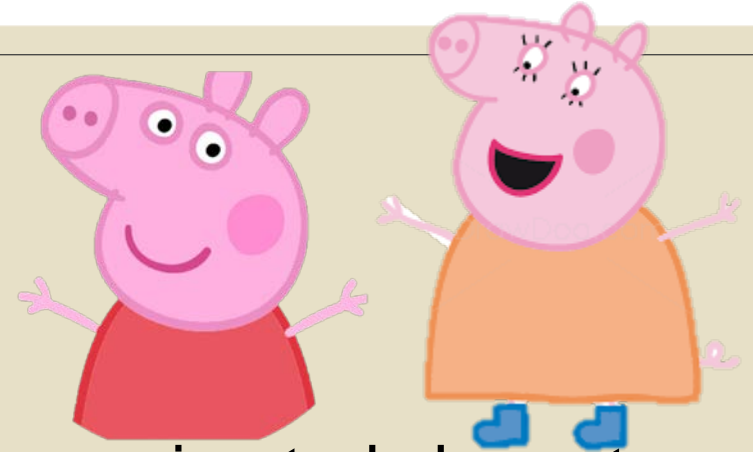


Key 2: Repetition

- 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
dī sì kè wǒ xiǎng chī hàn bǎo

文文：我想吃漢堡跟薯條，我們
wén wén wǒ xiǎng chī hàn bǎo gēn shǔ tiáo wǒ men

可不可以出去吃？
kě bù kě yǐ chū qù chī?

媽媽：今天先在家吃，週末再出
mā ma jīn tiān xiān zài jiā chī zhōu mò zài chū

去吃吧！今天晚餐想吃什
qù chī ba jīn tiān wǎn cān xiǎng chī shēn
麼？
me

大文：我想吃麵。文文，你呢？
dà wén wǒ xiǎng chī miàn wén wén nǐ ne?

文文：我想吃蛋炒飯，有湯嗎？
wén wén wǒ xiǎng chī dàn chǎo fàn yǒu tāng ma?

媽媽：我已經做了玉米湯。
mā ma wǒ yǐ jīng zuò le yù mǐ tāng

大文：媽，我現在很餓，想快點
dà wén mā wǒ xiàn zài hěn è xiǎng kuài diǎn

吃晚飯，好嗎？
chī wǎn fàn hào ma?

《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

Live in

yě

Also

méi cuò

pángbiān

Nearby

dōu

All, both

That's right

shuǐ guǒ

Fruit

zuò le

Made

___ ròu

___meat

chī le yìkǒu

Take a bite

Wǒ de tiānā

___ tāng

___soup

hē le yìkǒu

Take a sip

Oh, my goodness

gāo

Tall

bú yào

Don't want

wèn

Ask

Pre-teach

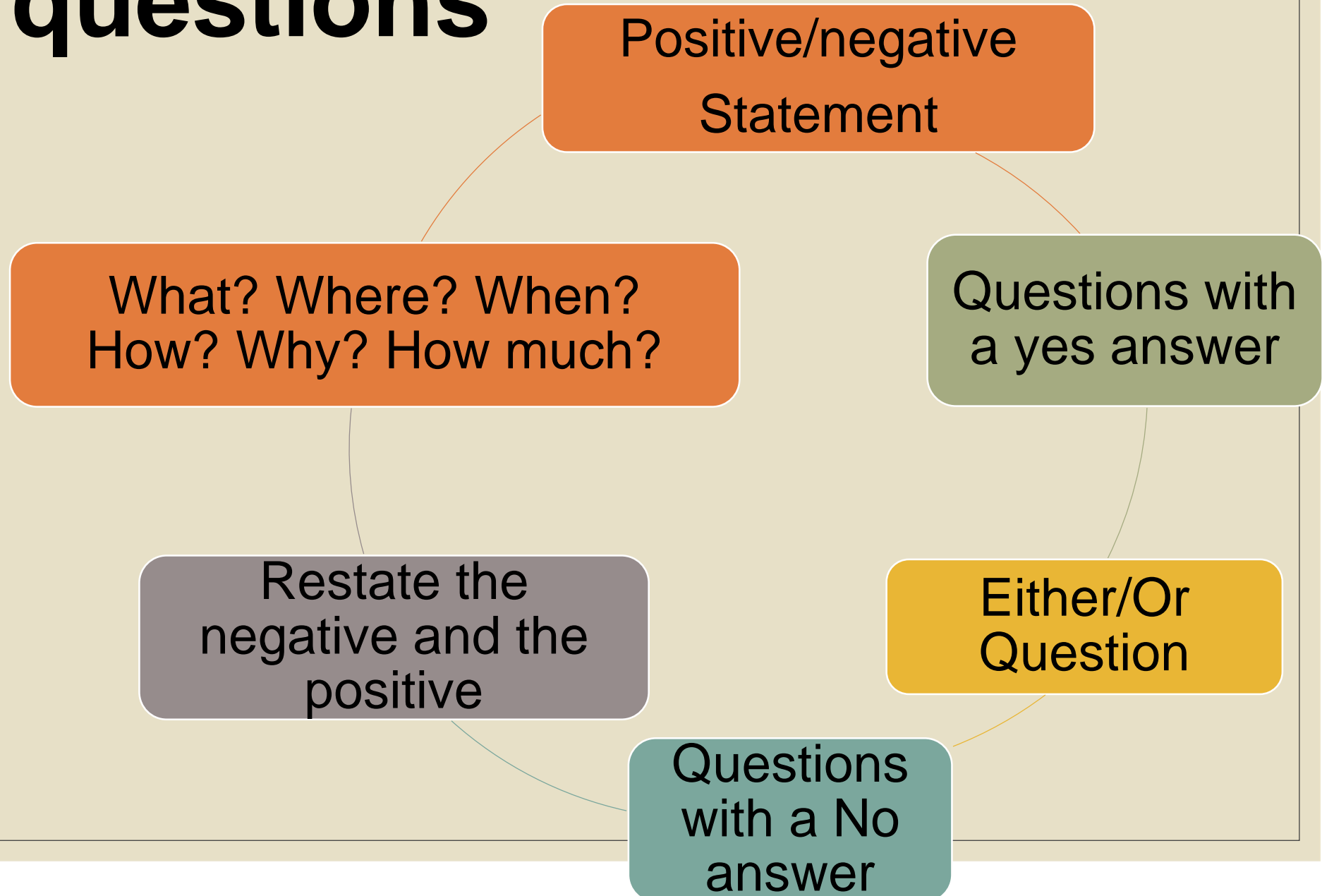
Storytelling

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

我打呵欠
wǒ dǎ hē qiàn



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



wǒ
我



I/ Me

bú yào
不要



Don't want

一年級

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

- 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？

學到...



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 literate through comprehensible input*. USA: Squid for Brains Educations publishing
- [HTTPS://WWW.SLIDESHARE.NET/CHINESETEACHERS/TPRS-IN-THE-CHINESE-CLASSROOM](https://www.slideshare.net/chineseteachers/TPRS-in-the-chinese-classroom)
- [HTTPS://WWW.FLUENTU.COM/BLOG/EDUCATOR-CHINESE/TPRS-CHINESE/](https://www.fluentu.com/blog/educator-chinese/TPRS-chinese/)
- [HTTP://TERRYWALTZ.COM/TERRY-WALTZ-TPRS-TONALLY-ORTHOGRAPHIC-PINYIN.PHP#](http://terrywaltz.com/terry-waltz-TPRS-tonally-orthographic-pinyin.php#)