

THE BASICS OF TPRS®

TPRS® Workshop Notes and Pre-Reading

By Bryce Hedstrom

“TPRS is a method to train teachers how to do repetitive, interesting comprehensible input by asking stories. If teachers make their lessons repetitive, interesting and comprehensible they are definitely doing the basics of TPRS.”

—Blaine Ray, the creator of TPRS (Yahoo moretpers listserv, May, 2012)

Teaching Proficiency through Reading and Storytelling (TPRS®) was developed by Blaine Ray in the 1980's. Development of the method continues today. It began with James Asher's Total Physical Response (TPR), but now classical TPR is a relatively small part of it. The class story is the most well-known aspect of TPRS. Stories are the heart of the method and a good story is one of the most valuable tools to deliver compelling comprehensible input to your students, but the story is only a part of it. To really understand TPRS we need to be clear on the theory that supports it. These definitions may help:

Approach	A set of theoretical principles or basic assumptions that are the foundation of a method
Method	A procedural plan for presenting and teaching language, based on the approach adopted
Technique	A particular strategy - one of many - for implementing a method

(Teacher's Handbook, 3rd ed by Shrum & Glisan, p. 444)

TPRS is a method that meshes seamlessly with the Natural Approach, particularly the idea of Comprehensible Input.

CONTENTS

I. Second Language Acquisition

II. The Three Steps of TPRS

III. The Basic TPRS Story Outline

IV. Asking Questions, The Heart of TPRS

V. Word Frequency

VI. Core Precepts of C.I. Based Teaching

Comprehensible Input is the Goal of Everything We Say in Class

Comprehensible Input is NOT Immersion

Interesting to Students Trumps Teacher Brilliance.

No Forced Speech beyond the Level of Acquisition.

Shelter the Vocabulary, not the Grammar.

Repeat Many, Many, Many Times. In Varied Forms. In Interesting Ways. Repeat.

Explain Grammar on an As-Needed Basis

Constant Comprehension Checks

Go Slow!

PQA (Personalized Questions and Answers):

Mastery

Other Advantages of TPRS®

Getting Better at TPRS



I. SECOND LANGUAGE ACQUISITION

Using TPRS® means teaching with an awareness of Stephen Krashen’s *Comprehension Hypothesis*, which among other things, highlights the differences between acquisition and learning. Here are some elements of the acquisition and learning models:

ACQUISITION

Theory

Subconscious “picking up” of language
Unconsciously applied responses
Acoustical
Almost instinctive
Focus on input
Socio-cultural

LEARNING

Conscious study of language
Conscious knowledge
Intellectual
Brain power
Focus on output
Cognitive

Practice—Teaching Side

Providing comprehensible input
Focus on meaning
Implicit
Informal (but planned)
Planned, but flexible delivery
Listening-based
Grammar as aid to immediate communication
Sending comprehensible messages
L2 is used to talk about content
Contextualized language use
Little-to-no error correction
Emergent speech
Hard to get them to stop talking in TL
Easily differentiated—one story, various levels
Self-motivating

Explaining the grammar rules
Focus on form
Explicit
Formal
Linear
Writing-based
Grammar as subject matter
Drilling grammar rules
English is used to talk about L2 rules
Context-free examples
Frequent error correction
Forced speech
Have to think of ways to get them to talk in TL
Hard to differentiate — sequential rules
Students may need motivation

Practice—Learning Side

Student is mostly unaware of process
Feels easy
Developing a feeling of correctness
Using the language
Repeated input
Absorbing useful language
Attention is on the message
Spontaneous speech
Meaning-based utterances
Non-rehearsed utterances
Automatic
Depends on physical and mental attendance
Dependent on meaningful interaction
Attitude is crucial
Works with involved students
Works for all students

Student is highly aware of process
Feels difficult
Memorizing and following grammar rules
“Practicing” the language
Repeated output
Studying about the language
Attention is on the structures
Practiced speech
Often uses near-meaningless recall
Premeditated utterances
Planned
Depends on filling out worksheets
Can be independent of interaction
Aptitude is crucial
Works with “smart” students
Works for some students

Two very different ideas about language teaching are at odds here:

- 1) **Input leads to output.** Comprehensible Input based teaching
- 2) **Output leads to output.** Rules and Output based teaching

Language teachers want output. We want students to be able to confidently and spontaneously produce the language. How that happens is the question. The conceptions about “learning” a second language go deeper than we might think. When we are focused on output we do not believe that “acquisition” is very important. Memorized output is manageable and measurable, but acquisition is neither of those. We may be able to manage some of the input, but managing spontaneous and unrehearsed output is more difficult. It is messy and impossible to corral in the traditional way. With an input-based focus we want students to produce too, but acquisition theory helps us to realize that if the students are not producing it is because they have not received enough comprehensible input.

Message:

Acquisition Trumps Learning.

**Students pick up useable language more quickly
and are more comfortable with comprehensible input.**

WHAT ACQUISITION LOOKS LIKE IN THE CLASSROOM

Since you chose to become a language teacher you are probably good at “learning language.” You imagine that everyone else must be too. But they aren’t. They are not lazy, or unfocused, or apathetic. Their brains just don’t work that way. YOU are the odd one. YOU are the abnormal one. Without this realization, your default setting will tend to be to the right side of the chart above. Since you were most likely taught that way, you will swerve from the acquisition mode to the learning mode when you are under pressure. You will teach the way you were taught when you get in a tight spot—which is almost all of the time during your first few years of teaching—and by then it will be too late, the die will have been cast and it will be extremely difficult to break the output based teaching habit.

Not all human brains are wired to *learn* language (as in traditional language classes, taught with conjugations and with an emphasis on grammar), but our brains are seemingly designed to *acquire* language. Failure to acquire a first language is extremely rare. Every human of normal cognitive ability picks up language. Comprehensible Input-based methods like TPRS® simply take advantage of this natural ability to acquire language.

A Comprehensible Input-based class is different than a traditional foreign language class. Students have to attend and they have to pay attention in class. They cannot just fill out worksheets and memorize word lists. Acquisition is built bit by bit. They cannot skip and then cram for the test any more than in a physical conditioning class they could goof off, not come to class, and then try to lift a lot of weights at the end to catch up right before their physical fitness test.

II. THE THREE STEPS OF TPRS

The story is what TPRS® brings to mind, and it is a crucial teaching skill to develop, but the story is actually the second step of the method.

Each lesson involves three or so target structures. These structures are the core of each lesson. A target structure is usually more than a word and less than a sentence. A structure almost always has a verb phrase at its core. Examples of structures are: "**gives him**", "**is afraid**", "**couldn't find it**" and "**wanted her to go**".

Step #1: *Establish Meaning* Pick useful grammatical structures (usually three target structures) and establish meaning with written translation and TPR gestures for a few minutes. This is not “listen and repeat.” Students are showing they understand with gestures.

Begin to get it deeper into students’ memories with novel commands, very short “mini-stories” and comprehension checks.

Once students have the vocabulary and structures in short term memory, begin asking personalized questions (PQA) and then play with their answers—this phase can last much longer—you can spend a *lot* of time here. Hours. Days.

Step #2: *Tell a Class Story* The class story is uniquely built by asking questions using the target structures. It is sometimes described as “asking” the story. The goal of the story is to provide compelling comprehensible input. The story is short, simple and interesting—it contextualizes the target structures and provides repetitions. It is told slowly with constant comprehension checks and ideas from the students.

Step #3: *Read* Reading is based on the material in the two previous steps—it reinforces the content in a different format. Reading can be at a slightly higher level than the spoken language in the classroom because students can comprehend more vocabulary and more grammar forms since the input is more under the reader’s control.

III. THE BASIC TPRS STORY OUTLINE

The ability to build a story with your class is a teaching skill that can be developed. Here is one simple way of creating a basic story modeled on the work of Blaine Ray, creator of TPRS®.

Ray's classic way of creating a simple story follows a three location format. For this type of story, all you need are a **CHARACTER**, an **OBJECT** (can be tangible or intangible) that the character needs, and **THREE LOCATIONS** (can return to the original location). With three locations every story becomes a mini three act play—each location is the setting for each act. The movement around the classroom by student actors as they go from one location to another serves as an anchor for the vocabulary and structures you are teaching with the story.

Act 1/Location 1

There is a *CHARACTER* at *LOCATION #1*. But there is a problem because *CHARACTER* wants (or wants to get rid of) an *OBJECT*. So *CHARACTER* goes to *LOCATION #2*.

Act 2/ Location 2

The *OBJECT* is not there. *CHARACTER* is sad (disappointed/frustrated/angry/upset/confused depending on class vocabulary depth). So *CHARACTER* goes to *LOCATION #3*.

Act 3/ Location 3

The *OBJECT* is there! *CHARACTER* has the *OBJECT* now. *CHARACTER* is happy!

Once you have begun to develop your storytelling skills, you can stray from this rigid format, but this is a good place to start, and it is a good place to come back to from time to time, because of its elegant simplicity and flexibility.

IV. ASKING QUESTIONS, THE HEART OF TPRS

**Questions = Details = Interest =
They pay attention long enough to learn something**

We add interest and make the story unique to the class by adding details. We add details by asking questions. Students compete to give cute, innovative, memorable answers.

How big is the *OBJECT*?

What color is it?

Why does *CHARACTER* want it?

We keep asking questions and getting more details. We train the students to compete to give good ideas. As we continue to ask questions, the high frequency verbs start showing up.

Here are some examples of questions using high frequency verbs:

- Why does the CHARACTER want the OBJECT?
 - Does she want it or does she have to have it?
 - Should she want the OBJECT?
 - Should she have the OBJECT?
 - Does she know where LOCATION #2 is?
 - Who does she see?
 - What does “New Character” say to her?
 - Can she go to LOCATION #2 right away?
 - How does she go to LOCATION #2?
-
- When she arrives at LOCATION #2, is someone there?
 - Who does she see?
 - What does she do?
 - What does “New Character #2” say to her?
 - Does she know where LOCATION #3 is?
 - Does she know how to go to LOCATION #3?
-
- When she arrives at LOCATION #3, what does she do?
 - When she arrives at LOCATION #3, is there Another Character?
 - Who gives the OBJECT to her?

What we are striving for is ***interesting comprehensible input***. We are using all of these verbs in context, pre-conjugated and "ready-to-wear" in a format that is more than interesting, it is compelling to students.

- They *want* to pay attention because the content is engaging and...
- They *keep* paying attention because they can understand and...
- They *are invested* in the story because they help to create it.

This is a teacher-directed, but student-centered method. You can start with the same formula and end up with a very different end product each time because the students are influencing the direction of each story. The teacher is driving the grammatical structures and some of the vocabulary, but the members of each class determine where the story is going by coming up with interesting answers to the teacher's constant questioning. This makes each story unique and gives students a feeling of control. This sense of self-determination helps to make the students buy in to the class and helps with classroom management. To the students it feels like a long, interesting conversation.

No matter how it turns out, every time a story is developed in class, the students will be hearing and acquiring the basic verbs. The students continue to get repetitions of the focus structures because the teacher keeps inserting them through questioning.

We milk the story for as many details as we can, getting as many details and as much interest as we can out of it. This can be done even with beginning level I students. To facilitate interest and understanding we can use names, products, celebrities and stores that the students know and easily recognize. In some languages, we can also use cognates.

8 Levels of Questioning for a Story

Basic differentiation applied to a TPRS story roughly follows the *New Bloom's Taxonomy*:
<http://www.brycehedstrom.com/wp-content/uploads/2011/09/The-New-Blooms-Taxonomy-and-FL-Teaching.pdf>

1. **Yes / No**

Does the girl have a cat? "Yes."

Does the girl have a pizza? "No."

(Students show they understand with a simple recognition response here.)

2. **Either / Or**

Does the girl have a cat or a dog? "A cat."

(Students produce only a short answer—usually just one or two words.)

3. **Say it wrong** (Also known as 3-for-1)

So, the girl has a dog... "No!"

That's right, class. The girl does not have a dog. She has a cat.

(Students just say "No". Teacher gives more comprehensible input by using the structure 3 times—twice positively, once negatively.)

4. **Fill in the blank**

The girl has a _____. "Cat!"

(Students produce a one word answer in the target language.)

5. **Who? / What? / Where? / When? / How many?** (Simple information questions)

Who has a cat? "The girl."

What does she have? "A cat."

Where is the cat? "With the girl." "In the girl's arms." Or they just point.

How many cats does she have? "One."

(Students give short answers that are a bit more specific, depending on the question word.)

6. **Why? / How?**

Why does the girl have a cat? "She likes it." "It is her friend."

How does she feel about the cat? "She likes the cat."

(Students provide motivation, description, and conjecture. There are more possibilities here.)

7. **What now? / What is going to happen?**

What is going to happen to the cat?

What will the girl do?

What will the bad boy do?

(Students predict or create a conclusion)

- More sophisticated language use is required of the student with each question level.
- Questions are asked to the whole class and also to individual students.
- We use the same story to ask questions at the level of the student
 - Same story, different levels of thinking about it.
 - Different expectations for different students as we get to know their abilities.
 - Students with higher levels of understanding get asked higher level questions.
- If a student does not understand the question, cannot answer adequately or cannot answer quickly, we drop back to a simpler question level to guarantee success.

V. WORD FREQUENCY

TPRS® could be thought of as a contextualized, verb-driven methodology. This is a different mindset from a skills-based approach that focuses on verb conjugations and vocabulary lists—the approach that is still found in so many foreign language classrooms, even 20 years after the proficiency movement began! It is also far different from the noun-based language teaching that happens in many elementary programs. It meshes much better with the proficiency-based ACTFL national standards than the grammar-translation approach.

In a typical story, the most common verbs drive the action: **is, has, wants, and goes**. We keep using the most common verbs to get the students fluent in all their forms—just as language is used in real life.

Knowing how to confidently and accurately use the most common words, especially the verbs, is arguably the most important component in fluency because in many languages:

The **100** most common words make up **50%** of all speech.

The **1,000** most common words make up **80%** of all speech.

The **2,000** most common words account for approximately **95%** of all speech.

The figures for Spanish are available here:

<http://howlearnspanish.com/2010/08/how-many-words-do-you-need-to-know/>

If we stick to the most common words, students will be able to understand more of what they hear. They will be able to say much of what they need to say.

Here are some of the most high frequency verbs in Spanish according to Mark Davies in *A Frequency Dictionary of Spanish*:

1. **ser** (#8) *to be*
2. **haber** (#11) *to have (helping verb)*
3. **estar** (#17) *to be*
4. **tener** (#18) *to have*
5. **hacer** (#25) *to do, make*
6. **poder** (#27) *to be able to, can*
7. **decir** (#28) *to say, to tell*
8. **ir** (#30) *to go*
9. **ver** (#37) *to see*
10. **dar** (#39) *to give*
11. **saber** (#46) *to know (a fact)*
12. **querer** (#57) *to want*
13. **llegar** (#66) *to arrive*
14. **pasar** (#67) *to pass, spend (time)*
15. **deber** (#75) *should, ought to, to owe*
16. **poner** (#77) *to put*
17. **parecer** (#81) *to seem, look like*

18. **quedar** (#89) *to remain, stay*
19. **creer** (#91) *to believe, think*
20. **hablar** (#92) *to speak, talk*
21. **llevar** (#93) *to take, carry*
22. **dejar** (#94) *to let, leave*
23. **seguir** (#97) *to follow, keep on*
24. **encontrar** (#100) *to find*

(Number in parentheses is frequency of total word use. Lower number = more often used)

By this analysis, 24 of the top 100 Spanish words are verbs. And you can do A LOT with these high frequency verbs. You can say much of what you need to say with these verbs alone. And if you need to say more, you can talk around it. Teacher modeling of circumlocutions will teach students how to circumlocute—a crucial skill for novices and intermediates.

Sources for Frequency Lists:

- **A Frequency Dictionary of Spanish: core Vocabulary for Learners** by Mark Davies, pub. Routledge 2006, ISBN 0-415-33429-2. You can order it online. Lists the top 5,000 words both numerically and alphabetically. Great resource. Davies also has a detailed and interactive website: <http://davies-linguistics.byu.edu/personal/>. Routledge publishes similar dictionaries for other languages.

- **Wiktionary Word Frequency Lists:**

http://en.wiktionary.org/wiki/Wiktionary:Frequency_lists

Differently organized than Davies' book, these lists are compiled from a multi-million word corpus of movie and television subtitles. They show the actual word frequency (i.e., conjugations, plurals, gender forms) rather than just the lemma form of the word (i.e., infinitives).

VI. CORE PRECEPTS of C.I. BASED TEACHING

Comprehensible Input is the Goal of Everything We Say in Class

We teach the language.

- We use the language.
- We talk about interesting things in the language.
- We do not spend a lot of time teaching ABOUT the language.

Most of class time (90% or more) is spent in the target language.

- This aligns with the 2011 ACTFL position statement.
(<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#langulearn>)
- Both teacher and students are using the language at least 90% of the time.

Teaching with C.I. is not immersion (see below)

- We code switch occasionally to establish meaning.

- Students are not guessing the meaning of words.

As we use L2, we have to keep these in mind:

- If it is not in L2, it is worthless for acquisition.
Using English does not help them acquire Spanish.
- If we use L2 that they do not understand, it is also worthless for acquisition.
Using Spanish they cannot comprehend does not help them acquire Spanish.
- If we keep using simple L2 that they already know, they will not acquire more.
Using overly simple Spanish does not help them to acquire more Spanish.

We aim for the sweet spot, i + 1:

- Messages in L2 that students can understand as we slowly add new vocabulary and structures.
- Also called the “Goldilocks” level:
Not too easy, not too hard, just slightly above their head so that the context will help them with unknown vocabulary and grammar.
- We have to “stay in bounds.”
Teacher cannot use words that students do not know.
Do not venture outside of that circle of understanding too often.

Comprehensible Input is NOT Immersion

Students are not guessing at meaning.

- Students can ask if they don’t understand.

We make unknown L2 words clear with quick L1 translations.

- This is heretical to immersion aficionados, but more comprehensible L2 happens when we teach this way
- We take advantage of the fact that the teacher and the students can already communicate in L1 as they learn a second L2.

Involuntary immersion is called drowning.

Interesting to Students Trumps Teacher Brilliance.

(or Lesson / Curriculum / Textbook / Video / Technological Brilliance)

What we do must engage the students.

If we love it but they don’t, our attempts at input are almost worthless.

We are aiming at Compelling Input

- Compelling is content in the TL that cannot be ignored because it is so interesting.

- “Compelling means that the input is so interesting that you forget it is in another language.”
- “When you get compelling input, you acquire whether you are interested in improving or not.”

From *The Compelling (Not just Interesting) Input Hypothesis* by Stephen Krashen
http://www.sdkrashen.com/articles/The_Compelling_Input_Hypothesis.pdf

No Forced Speech beyond the Level of Acquisition.

Students speak when they are ready to speak.

- When they have acquired enough, they will speak.
- When they are comfortable enough, they will speak.
- You will know when that is because you won't be able to shut them up.
- You will not have to try to get them to speak.
- You will wish that they would stop speaking in the TL so that you can make your brilliant point.

No listen and repeat.

No formal, memorized dialogues.

- There is plenty of dialogue in a TPRS class, but it is not the memorized variety.
- Dialogue is spontaneous and usually between the teacher and a student.
(See PQA below)

Students speak when they are ready to speak.

- We can't emphasize this too much.
- Students are encouraged to speak through constant questioning in the TL by teacher.
- Students are constantly encouraged to express themselves in L2 because the teacher is using L2 so much.
- Students learn correct pronunciation by listening and watching the teacher's mouth form the words.
- The teacher is in the TL almost all of the time.

Shelter the Vocabulary, not the Grammar.

Students have to understand the words we are using.

Stay in bounds! We cannot go outside of that circle of understanding.

No grammar is off limits if it helps to move along the story.

Teach vocabulary at the lowest level in the classroom and grammar at the highest level.

If the grammar makes sense, use it.

For example, if they know “**quiere**” (wants) and “**tengo**” (I want), saying “**quiere que tenga**” (He wants her to have—present subjunctive mood) within the context of a story will be comprehensible because the sound and the meaning are so close to what students already know.

Repeat Many, Many, Many Times. In Varied Forms. In Interesting Ways. Repeat.

Superstars may be able to produce a word after hearing it clearly only 10-20 times.
Most students need to hear it in interesting, contextualized speech at least 100 times.
Slow processors may need to hear it 200 or more times to get it. (!?)

You already know it, so you think that you do not need to repeat it much—but you do.

This is a particularly vexatious area for native speakers, who are often unaware of the register of their speech because it seems so easy to them.

Constantly recycle vocabulary and phrases.

We are teaching for more than just mastery. The aim here is *automaticity*:

- Using the language without even thinking about it.
- Getting to the point where it “just sounds right”.
- Unconscious reaction in the language.

Explain Grammar on an As-Needed Basis

Most people do not like or understand grammar. (*You* are the abnormal one!)

Grammar is not used out of context—so there is no, or very limited use of:

worksheets, conjugations, drills, or formulas.

Grammar is used to support comprehension and communication.

Grammar explanations are used to make our messages to one another clear.

The meaning of the sentence we are using RIGHT NOW needs to be clear.

Grammar in this sense becomes something useful, not theoretical.

Use 5-second “pop up” grammar lessons for the class—many times each class period

Occasionally give 10-20 second grammar lessons to the superstars.

Give extended explanations outside of class for the persistently curious superstars and budding grammarians—we are thrilled to help them, but we realize that this does not help the average student to acquire more language. We dare not lose 90% of the class to satisfy the curiosity of the one or two students that understand and desire more grammar. Even though we may love and relate to the grammar geeks.

Constant Comprehension Checks

If students do not understand, it is not comprehensible input.

- We speak in L2 at least 90% of the time, but with understandable language.
- We check continually for understanding. 100’s of times per class, via:
 - Reaction time (See Mastery Learning below)
 - Looking in students’ eyes
 - Asking general questions to the class
 - Asking questions to specific individuals
 - Asking questions about content in L2
 - Asking occasional comprehension questions in L1

3 Differentiated Comprehension Check Questions:

To the slower kid: “What did I just say?” (General comprehension of phrase)

To the average kid: “What does ____ mean?” (Specific word in a phrase)

To the faster kid: “Why did I say ____ instead of ____?” (Contrasting grammar)

Students are responsible to do their 50%.

- They must let teacher know if they do not get it.
- Student must be engaged.

Teach to the eyes.

- Look in their eyes to see if they are getting it.
- You are not just spraying it, machine gun fashion, at the crowd.
- You are not teaching to the back of the room.
- You are peering into their souls through their eyes.
- You are seeing if they get it through constant comprehension checks.

Everyone must get it.

- That's why you are teaching.
- When they do not get it bad things happen:
Frustration → Checking out → Boredom → Behavior problems
Misery for you and no learning for them

Go Slow!

Go sssssslllllllloooooooooooooooooowwwwwlllllyyyyy, and then slow down some more.

- Slow down your speech
- Slow down the pace of the lesson
- Slow down the introduction rate at which new vocabulary is introduced.

You almost cannot go slowly enough.

- You almost cannot repeat it enough times.
- You almost cannot say it slowly enough.
- Stop constantly to check to see if they are still with you.

When you think they get it, they still don't get it like they need to get it.

- Even when THEY think they get it, they still don't get it like they need to get it.
- Students have been trained to merely pass vocabulary tests, but we want far deeper understanding than that

When it comes to going slow, teachers don't get it either.

- Neither do you.
- You just think you do.
- You think that just because you are reading this, you get it.
- You don't. Nobody learns a skill that way.

To really get the idea of just how slow you need to go, take a TPRS class in a language that is completely foreign to you, like Chinese or Arabic. I had a few afternoons of Navajo a few years ago—talk about needing slowness!

Slow down!

PQA (Personalized Questions and Answers):

For experienced TPRS teachers, much of classroom time is spent with PQA

In my mind, PQA is classroom banter—back and forth between teacher and students in the TL, guided by the teacher, but personally engaging the students.

We ask for their opinion and feedback. We really want to know what they think and feel, and we use the TL to do it.

My students say that these PQA classroom conversations are how they learn Spanish best.

See Ben Slavic's book *PQA in a Wink* available here:

<http://www.brycehedstrom.com/products>

Mastery Learning

TPRS emphasizes mastery.

This is mastery in understanding, which indicates that the input is comprehensible.

When students can answer questions confidently, accurately and without hesitation, they have learned at the mastery level. If not, they need more repetitions.

Output comes after students have received a lot of comprehensible input.

Other Advantages of TPRS®

TPRS is personalized and adaptable

- Not a canned program.
- It can fit with any group and any curriculum

It is dependent on teacher skill, not technology and materials

- You need a white board and some novels. Not much else.
- Technology can enhance it, but don't let the spinning lights distract you from good teaching methods. Hi tech is useless without high skill.
- Hi-tech products often just repackage old methods with new gizmos.
The best selling computer-based language program is little more than electronic flash cards.
- Good teaching, based on modern, researched-back methods must be behind the whiz-bang gadgets.
- Just because it is cool doesn't mean it is useful.

It is not high prep.

- You can teach for an hour with just three new words or structures

It provides quality repetitions.

- The important structures of the language can be repeated over and over in an interesting context.

- The language study does not get old because we are not focusing on language but on content.

It provides a way to stay in the L2 for 90% of the class.

- You can be at 90% from the first day of level I.
- Using the TL so much provides a subliminal message that the TL is the primary mode of communication in class.
- Students do not have to resort to English to accomplish tasks in the classroom.
- TPRS provides a structured way to stay in the TL.

Getting Better at TPRS

Observing and Being Observed

Observing a veteran TPRS teacher in a classroom setting can be valuable. We can always pick up tips and techniques that we can adapt.

Being observed may be even better.

When you have observers, be they parents, teachers, students or administrators, give them this Checklist for Observing a Foreign Language Classroom and ask for honest feedback.

<http://www.brycehedstrom.com/wp-content/uploads/2011/09/Checklist-for-Observing-a-FL-Classroom.pdf>

We all get better when we work together.

