

“We **acquire** language in only one way, when we **understand** what people **tell us** or when we understand what we **read**. And there is **no other way** it can happen”
(Krashen, 2013)

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**TEACHING WITH COMPREHENSIBLE INPUT
(TCI-TPRS)**

WHAT

IS COMPREHENSIBLE INPUT ?

Two Language Teaching Paradigms

Teaching with
Comprehensible Input



Teaching with
Rules and Output

Methodology = TPRS
Teaching Proficiency with
Reading and Storytelling

Methodology = 3 Ps
Presentation > Practice > Production

Model = Communication + Acquisition

Model = Teaching + Learning

Philosophy = Language is **acquired**

Philosophy = Language is **learnt**

WHAT

IS COMPREHENSIBLE INPUT ?

Acquisition

(via Comprehensible Input)

Learning

(via Rules and Output)



The Comprehension Hypothesis

states that **we acquire language** and develop literacy **when we understand messages**, that is, **when we understand what we hear and what we read, when we receive “comprehensible input”** (Krashen, 2003). Language acquisition is a **subconscious process**; while it is happening we are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously.

The Skill-Building Hypothesis

maintains that **we acquire language when we consciously learn rules of grammar and vocabulary**, and we learn to read by first consciously learning the rules of phonics. Output helps us by making our knowledge more **“automatic” through practice** and by providing a domain for error correction, which helps us arrive at a better version of our rule. This approach is also known as **“direct teaching”** or formal instruction.

WHAT

IS COMPREHENSIBLE INPUT ?

The Comprehension Hypothesis

(Stephen Krashen)

I hypothesize that for most people, **motivation** to acquire a language plays **no role** in successful **language acquisition**.

Rather, language acquisition is the **result of doing something else**: It is the result of obtaining truly interesting, or "**compelling**" **comprehensible input**.

When this happens, our **focus is NOT on improving** in another language: Our **focus is on the message**.

In fact, it can be hypothesized that language **acquisition occurs** most efficiently when the message is so compelling that the acquirer is **not even aware** that it is being delivered in another language.

WHAT

IS COMPREHENSIBLE INPUT ?

Acquisition

(via Comprehensible Input)

Learning

(via Rules and Output)



The Comprehension Hypothesis

- ▶ **Subconscious** “picking up” of language
- ▶ Focus on **meaning**
- ▶ Implicit — **unaware** of learning
- ▶ Focus on **input**
- ▶ **Spontaneous** meaningful output

The Skill-Building Hypothesis

- ▶ **Conscious** study of language
- ▶ Focus on **form** (grammar)
- ▶ Explicit — **aware** of learning (rules)
- ▶ Focus on **output**
- ▶ **Forced** output above the level of understanding

HOW

DO WE TEACH WITH COMPREHENSIBLE INPUT ?

Some Key TPRS Techniques



- ▶ Comprehension checks
- ▶ Teach to the eyes

- ▶ Slow
- ▶ Circling

- ▶ Point and Pause
- ▶ Staying in bounds

- ▶ Personalisation
- ▶ Pop-up grammar

HOW

DO WE TEACH WITH COMPREHENSIBLE INPUT ?

Method of TPRS (the 3 Steps)

▶ Establish meaning

- * 1–3 new target structures (phrases/ words) per lesson
- * target structures written on board in pinyin with English meaning
- * gestures can be associated with new words with beginners
- * Personalised Questions and Answers (PQA) using “circling” technique

▶ Spoken class story

- * teacher “asks” a class story using multiple repetitions of target structures
- * students provide story details, thereby developing ownership of the story
- * acting out the story provides more opportunity to hear target structures (and fun!)
- * story formula is: problem > resolution attempt 1 fails > resolution attempt 2 fails > resolution
- * use TPRS techniques to ensure language is acquired (not learnt)

▶ Reading

- * teacher leads choral reading of student–developed class story using Cold Character Reading method
- * discussion and questioning of story content in target language and more PQA
- * grammar points contained in the reading explained very briefly (5 seconds or less)
- * a variety of reading activities then used following whole class reading to consolidate acquisition

RESULTS

WE ARE SEEING IN OUR CLASSROOMS

Free Write # 3: I want to eat... 6 Feb 2018

1. Zhe Shi DAN GAO
2. Zhe Shi Shei?
3. Zhe Shi Gabby
4. Gabby xiang chi DAN GAO
5. Gabby xiang chi DAN GAO yin wei DAN GAO haochi
6. Zai nar you DAN GAO?
7. Zai Raw Squeeze you dangao ma?
8. Mei you
9. Zai Raw Squeeze you smoothies dan shi mei you dan gao
10. Gabby bu GAOxing. le.
11. Zai tuckshop you dangao ma?
12. Mei you, zai tuckshop you cookies dan shi mei you dan gao.

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13. Zai nar you dan gao?
14. Zai Zai Raw Squeeze mei you dangao
Zai tuckshop mei you dan gao.
15. Gabby bu gaoxing
16. Gabby ta bu le yin wei Gabby mei you dan gao
17. Gabby qu bakery
18. Bakery you dangao
19. Gabby bu ku le yin wei bakery you dan gao.
20. Gabby gaoxing

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Free Write Sample A - Stage 1 (pinyin)

Year 7 student in first year of program

Student has had 28 hours of TPRS (2 terms x 8 weeks x 105 mins)

Task: 10 minutes - spontaneous writing, no prep

93 pinyin words (approx)

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RESULTS

WE ARE SEEING IN OUR CLASSROOMS

这是蛋糕。这是谁？这是 gabby。 gabby 想吃蛋糕。 gabby 想吃蛋糕因为蛋糕好吃。 在那有蛋糕？ 在 Raw Squeeze 有蛋糕马？ 没有。 Raw Squeeze 有 smoothies 但是没有蛋糕。 gabby 不高兴了。 在 tuck shop 有蛋糕马？ 没有，在 tuck shop 有 cookies 但是没有蛋糕。 在那蛋糕马？ 在 Raw Squeeze 没有蛋糕。 在 tuckshop 没有蛋糕。 gabby 不高兴。 Gabby 他哭了因为 gabby 没有蛋糕。 Gabby 去 bakery。 bakery 有蛋糕。 gabby 不哭了因为 bakery 有蛋糕。 gabby 高兴。

Free Write Sample A – Stage 2 (characters) (unedited version)

Year 7 student in first year of program

Student has had 28 hours of TPRS (2 terms x 8 weeks x 105 mins)

Task: untimed re-write of story in characters

RESULTS

WE ARE SEEING IN OUR CLASSROOMS

Edgar qin de guo

Edgar shi yige gao ying de ren. Ta hui shuo de wen. Ta shuo de wen, dan shi ta bu xihuan kan de wen shu. Ta de mama gen ta shuo: "ni wei shenme bu yao kan de wen shu?" Edgar shuo: "yihui wo bu xihuan de wen." Ta jiu yao kan yihuan shu yihui ta de pengyou men ye shuo le kan yihuan. Edgar xingqi er de shi hou qin le xie xiao. Zai xie xiao ta gen pengyou men shuo le hua.

Zao shang shi dian, mei sheng kan shu. Shi yi dian, lao shi gen xue sheng shuo: "ni men ~~zen~~ hui xie zai xie gu shi." Wo yao kan duo hao kan de gu shi." Edgar bu yao xie yige bu hao de yihuan gu shi, shouji ta yong de wen xie ta de gu shi. Ta shi wufen xie ta de gu shi. Edgar de gu shi shi len hao kan. Edgar ba ta de gu shi ge lao shi kan. Dan shi lao shi len bu gaoxing. Lao shi shouji yihui ta kan bu dang. Edgar de gu shi, yihui Edgar yong de wen. Lao shi gen ta shuo: "ni hui shuo de wen, dan shi wo bu hui, souji wo bu dang xie gu shi." 57

Edgar shuo: "hui bu qi lao shi, dan shi yihuan de gu shi bu hao. De wen xie de gu shi shi zui hao de." Lao shi shuo: "ni hui jia xie yige yihuan gu shi." Edgar shuo: "jiu hao le. zai jia Edgar gen ta de mama shuo: wo bu keyi zai xie yihuan me wo xie de wen de gu shi, wo bu gaoxing!"

Mama shuo: hao, women keyi qin de guo. Edgar, hen gaoxing, shuo: "fei shang hao wo mei you kan guo de guo!" 293

Free Write Sample B - Stage 1 (pinyin)

Year 10 student in second year of program

Student has had 112 hours of TPRS (6 terms x 8 weeks x 140 mins)

Task: 15 mins - spontaneous writing, no prep

293 pinyin words (approx)

RESULTS

WE ARE SEEING IN OUR CLASSROOMS

Edgar **是一个高兴的人**。他会说德文。他说德文 **说得很好**。他说德文所以他喜欢看德文书。他的妈妈 **跟他说**：“你为什么不要看英文书？”

Edgar 说：“因为我不喜欢英文。”他既要 (only wants) 看德文书，因为他的 **朋友们都不**可以看德文书。Edgar 星期 **而的时候**去了学校。在学校他跟朋友们说了话。早上十点，学生看了书。十一点，老师跟学生说：“你们会现在写故事。我要 **很多好看的故事**。”Edgar 不要写一个不好的英文故事，所以他 **用德文写**他的故事。他十五分写他的故事。Edgar 的 **故事很好看**！Edgar **把他的故事** **给老师看**。但是老师很不高兴。老师生气因为他看不懂 Edgar 的故事，因为 Edgar 用德文。老师跟他说：“你会说德文，但是我不会，所以我不懂你的故事。”

Edgar 说：“对不起老师，但是英文的故事不好。德文的故事最好得。”老师说：“你回家，写一个英文故事。”

Edgar 说：“就好了”。

在家，Edgar 跟他的妈妈说：“我不可以在这个英文学校写德文的故事，我不高兴。”

妈妈说：“好，我们可以去德国。”

Edgar 说：“非常好！我 **没有看过**德国。”

Free Write Sample B – Stage 2 (characters) (unedited version)

Year 10 student in second year of program

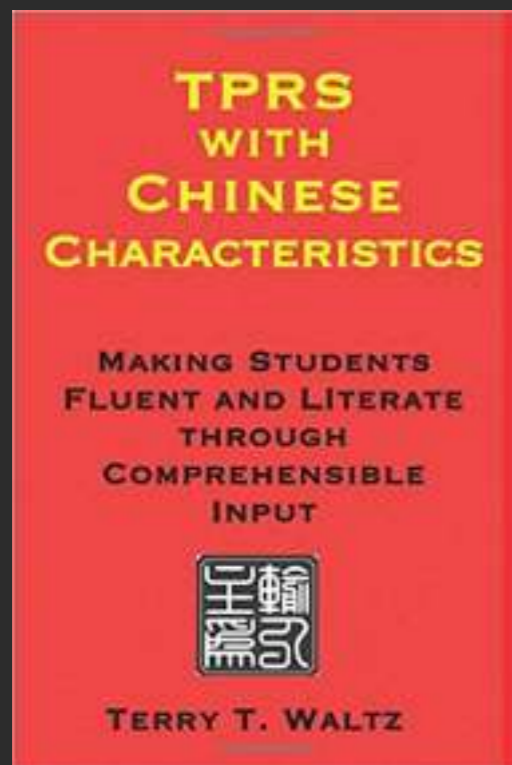
Student has had 112 hours of TPRS (6 terms x 8 weeks x 140 mins)

Task: untimed re-write of story in characters

Facebook group
TCI-TPRS Teachers Australia
search for “tprs australia”



<http://amzn.to/28TbAaR>



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TEACHING LOWER SECONDARY WITH COMPREHENSIBLE INPUT (TCI-TPRS)

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Links to Further Reading and Viewing

Overview of TPRS

(website) https://en.wikipedia.org/wiki/TPR_Storytelling

(website) <http://www.fluentu.com/chinese/educator/blog/tprs-chinese/>

SLA (Second Language Acquisition)

(video) Black Box VideoCast 3: The Comprehensible Input Hypothesis ... <https://www.youtube.com/watch?v=3CzONWqcD3U>

(video) Black Box Videocast 2: Mental Representation and Skill ... <https://www.youtube.com/watch?v=RSHh3PIvhQA>

(pdf) Stephen Krashen: The Comprehension Hypothesis ... <http://bit.ly/2bySDgl>

(video) Bill VanPatten: What Everyone Should Know about Second Language Acquisition ... <http://bit.ly/2bb0o8Z>

(audio) "Tea With BVP" (edited versions of SLA podcast) ... <https://app.box.com/s/njt4t1ypucxvto8k6pvvmozpyosg4mgl>

(video) Second Language Acquisition at Pagoda Academy in Busan Part 1 ... <https://www.youtube.com/watch?v=shgRN32ubag>

(book) *essential reading* to be published in 2017 "Foundations of Contemporary Language Teaching"

Terry Waltz - Leading Mandarin Chinese TPRS practitioner, writer and coach

(video) Optimized Immersion ... <https://vimeo.com/25011385>

(video) What Is TPRS? ... <https://vimeo.com/28701352>

(video) Cold Character Reading ... <https://vimeo.com/102580585>

(video) TPRS Class Day 1 Hawaii 2015 ... <https://vimeo.com/139942432>

(website) <http://www.terrywaltz.com/>

(book) *essential reading* "TPRS With Chinese Characteristics" ... <http://amzn.to/28TbAaR>

Linda Li - Mandarin Chinese TPRS teacher

(video) <https://www.youtube.com/watch?v=0A8MBJyweG4>

(video) <https://www.youtube.com/watch?v=PYXFp7pbx4A>

Blogs

(blog) Haiyun Lu & Diane Neubauer ... <http://tprsforchinese.blogspot.com.au/?view=flipcard>

(blog) Chris Stolz ... <https://tprsquestionsandanswers.wordpress.com/2014/10/06/the-research-supporting-comprehensible-input/>

(blog) Terry Waltz ... <http://terrywaltz.com/comprehensible-input-blog/>