

Glossary of TPRS Terms and Acronyms

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3 for 1 / 3's a Charm – A system of getting 3 reps out of any type of response.

Example for a negative response: Is the family normal?

No, the family is not normal. The family is strange. The family is really strange.

Example for positive response: Is the family strange?

Yes, the family is strange. The family is **really** strange. The family isn't at all normal. The family is 100% strange. The family is **SO** strange that...

(O.k., so that last example was "5 for 1")

BEP – bizarre, exaggerated, personalized; the three key qualities for a successful PMS or story. (Blaine Ray)

BEPH – bizarre, exaggerated, personalized, humorous; the four key qualities for a successful PMS or story. The more of these qualities that you can incorporate into your story, the more likely it will be successful.

CI – Comprehensible Input

CCI – Contextualized Comprehensible Input

Circling - A scaffolded questioning technique that allows the teacher to get 10-20 repetitions out of one statement. A Circle consists of a group of questions that spiral around a specific statement or structure. Three individual circles can be made by focusing each one on a specific part of the sentence- (subject, verb, predicate/complement). Order and level of questions typically follows this pattern:

Y/N (need a yes answer)

OR (either/or answer)

Y/N (need a no answer)

Interrogative (one word answer)

Example: **Carol rides wild donkeys.**

Yes: Does **Carol** ride wild donkeys?

OR: Does **Carol** ride wild donkeys or does **Julie Andrews** ride wild donkeys?

No: Does **Julie Andrews** ride wild donkeys?

?: **WHO** rides wild donkeys?

Yes: Does Carol **ride** wild donkeys?

OR: Does Carol **ride** wild donkeys or does Carol **eat** wild donkeys?

No: Does Carol **eat** wild donkeys?

?: **WHAT** does Carol do?

Yes: Does Carol ride wild **donkeys**?

OR: Does Carol ride wild **donkeys** or does Carol ride wild **elephants**?

No: Does Carol ride wild **elephants**?

?: **WHAT** does Carol ride?

Guide words - Vocabulary that drives a mini-story; Necessary vocabulary for telling a specific story.

Input Activity – An activity that provides language input, such as listening or reading. Auditory activities might include listening to directions, stories, poems, music, dialogue, etc. Reading includes any type of language input that is in print, such as reading class stories, daily reading from TPRS Publishing curricula, short stories, poems, directions, cereal boxes, catalogs, song lyrics, billboards and signs, etc.

Monitor – The ‘conscious’ editor that kicks in when a learner or communicator is producing OUTput. Since there is only time to edit messages in **writing**, speakers who try to monitor speech (or edit speech) are **not** ‘fluent’ or smooth speakers and are afflicted by a “**Hyper Monitor.**”

Output Activity – An activity that provides students with an opportunity to produce OUTput, such as any speaking, singing or writing activity.

PMS – Personalized mini-situation or class story

Pop-up Comprehension Checks & Pop-up Grammar - Short, quick questions (in L1) that the teacher presents to students in order to ensure complete understanding of meaning, understanding of grammatical structures and ultimately complete acquisition of specific language structures.

PQA – Personalized question & answer; Questions that are designed to engage students in conversation that revolves the Target Vocabulary.

Sandwich - A technique used to make a comment or structure 100% comprehensible by saying the statement in the TL, repeated it in L1 / translating it and then repeating it again in the Target Language.

Example: *La familia es popular*; the family is popular; *la familia es popular*.

Scaffolding – In terms of learning a second language, scaffolding is a system of support and “safety” that the teacher implements in order to “protect” and support each student as he/she develops in the language. It consists of a series of techniques that are used by the teacher to ensure student success. For example, if the student is not ready to answer an open-ended or short-answer question, the teacher might modify the question (or activities) in one of the following ways:

Information: The banana leaf is big and green.

Is the leaf green or purple? (Point to each color as the question is asked.)

Is it big or small? (Gesture big and small.)

- Show pictures or photos of three different, but familiar types of leaves, then ask

Which leaf is the banana leaf?

Post words that describe the leaf: Big, green

Point to the leave(s) that those words describe.

TL - Target Language – The language that is being taught.

Target Structures – Academic Focus Words or Phrases that contain the new vocabulary. For example, if the vocabulary word is “*ir*” (to go), then the structure might be: “*El chico va al banco.*” (“*The boy goes to the bank.*”)

TPR - Total Physical Response: A teaching technique that involves giving students auditory commands to which they respond with a physical and/or a verbal response.

TPRS – Teaching Proficiency through Reading and Storytelling