

TPR Storytelling was created in 1988 by Blaine Ray for use at the high school level. TPR Storytelling goes beyond both TPR and The Natural Approach.

- Where TPR alone is almost exclusively limited to the imperative mode (commands), TPR *Storytelling* adds the narrative and descriptive modes of language which allow teachers and students to achieve significantly higher levels of language and extend communication to 1st, 2nd and 3rd person, and past, present and future.
- Many teachers who have used The Natural Approach have found it to be highly effective in promoting student comprehension of the language; however, they have had difficulty moving the students naturally from comprehension to production. This difficulty is due to the fact that most Natural Approach classrooms do not provide students the repetition necessary to internalize the vocabulary. TPR Storytelling on the other hand provides a natural vehicle to take students beyond merely listening, understanding, and producing single-word responses. After vocabulary has been internalized through TPR actions, the medium of storytelling provides the framework within which students contextualize the words they have learned. Inherent in TPR Storytelling is a balance between student comprehension and student production of meaningful language.

In short, students who use TPR Storytelling now have access to unlimited language production. And teachers now have access to a curriculum which is appropriate for teaching language in its entirety—and in a manner that is effective, active and rich in meaning and context.

TPR Storytelling works because it provides students with the following:

- active language learning which is meaningful and context-driven;
- TPR cues which allow for immediate comprehension;
- appealing stories rich in comprehensible input which students can readily internalize;
- multiple opportunities to prove comprehension and to feel successful;
- **long-term retention of language.**