



Teaching Approaches and Methods

This section outlines some different teaching approaches and methods that are well suited to the immersion language nest.

[Current Immersion Teaching Approaches](#)

chuutsqa Layla Rorick, an Indigenous scholar from Hesquiaht First Nation, compiled a list of current immersion teaching approaches used in B.C. for Indigenous languages. References are provided for each approach for more information.

Total Physical Response

Total Physical Response (TPR) is a popular teaching method used in Indigenous language classrooms. The basic principle behind TPR is for instructors to give commands in the language and for learners to act out these commands. This method, developed by Dr. James Asher, was designed to copy the ways in which children are observed learning language. That is, children often learn through listening and responding to their parents' commands. This method is a great way to stay in the language with beginner learners. It can be used to increase vocabulary and listening skills.

[TPR-World](#)

Dr. Asher's website dedicated to TPR offers many valuable resources, including an outline of the TPR method and many articles on this approach. Some of these articles even address TPR Storytelling (see below).

[Wikipedia: Total Physical Response](#)

This page covers the background, principles, procedures, teaching methods, research, reception and influence of TPR.

[Chief Atahm School](#)

The Chief Atahm School offers annual conferences and training opportunities in TPR methodology, including summer institutes in TPR and TPR Storytelling.

TPR Storytelling

TPR Storytelling (TPRS) was developed by Blaine Ray in the 1990s. It was created as a way to continue using the TPR method past the beginner stages of language learning. The traditional



TPR method was found to be a great way for beginners to interact with languages while they did not yet have the skills to produce a large amount of coherent speech. TPRS is based on the TPR method but offers intermediate learners more speaking opportunities, which is important in language learning.

[Wikipedia: TPR Storytelling](#)

This page outlines steps to TPRS as well as techniques, teaching materials, training and theory.

[Storytelling in the Yup'ik Immersion Classroom](#)

Abby Augustine, (n.d.)

Master's student and Yup'ik teacher Abby Augustine discusses the TPRS method. As a teacher she has had great success using this method. On this website she clearly outlines three steps to using TPRS. At the bottom of the site, you will find links to further information she has shared.

[A Simplified Guide to Storytelling for Students of All Ages](#)

Francisco L. Cabello, (n.d)

This paper leads the reader through steps to TPRS. It offers English examples as an outline in order to understand the process. These methods and steps can be modified to fit your language, your language nest and your stories.

[Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages](#)

Gina P. Cantoni, 1999

The article answers the questions "What is TPR?," "What is TPRS?" and "How can TPRS promote Indigenous language learning?" This article encourages the use of the TPR method to learn vocabulary. Once the vocabulary is learned, learners can advance to TPRS, in which they use the vocabulary learned through TPR to create and tell a story.

Culture-Based Education (CBE)

[A Brief Overview of Culture-Based Education and Annotated Bibliography](#)

Shawn Kana'iaupuni, 2007

This article answers the questions "What is culture-based education?," "What does culture-based education look like?," "Why do we need to know more about culture-based education?" and "What do we need to understand better?" The article also includes an in-depth list of resources that can be used to learn about CBE.



[Culture-Based Education and Its Relationship to Student Outcomes](#)

Shawn Kana'iaupuni, 2010

This paper explores the use of CBE for Native Hawaiian students. The paper outlines a study titled "Hawaiian Cultural Influences in Education," which explores the educational outcomes of using CBE.

[What Is Culture-Based Education? Understanding Pedagogy and Curriculum](#)

William G. Demmert, Jr., (n.d.)

This paper discusses CBE programs and offers 16 great summary points.

[NWT Education Renewal](#)

This website introduces CBE, outlines the expectations and offers advice for teachers and schools.

[Indigenous Culture-Based Education Rubrics](#)

William G. Demmert, Jr., R. Soleste Hilberg, Nāmaka Rawlins, Kauanoe Kamanā, Kristen French and Florian Tom Johnson, 2014

This paper provides training and basic information for using CBE rubrics. These rubrics are used in schools or programs where Indigenous languages are taught in a CBE environment.

Accelerated Second Language Acquisition Method

This method is often referred to as ASLA, or the Greymorning method, and was developed by Dr. Neyooxet Greymorning.

[Strengthening Indigenous Languages and Cultures](#)

This is Dr. Greymorning's website. Here you can find videos and comments about the method.

[The Gift of Language and Culture Project](#)

This website highlights how the method has been adapted to Cree.

Do you know of some great teaching tools or methods not listed here that you would like to share? Please let us know by contacting pathways@fpcc.ca.