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Total physical response approach

Total physical response is a structural method of language teaching based on the innatist language learning theory. Focus is placed on grammar structures and accuracy leading to communicative competency and fluency hence, students are encouraged to speak when they feel comfortable. The fundamental activities employed are oral drills accompanied by a physical action. Similarly, the situational language teaching is a structural language teaching approach. It is related to the behaviorist language learning method therefore, error avoidance, grammar and accuracy are vital for developing competence in the 4 basic skills of language. Lessons utilize vocabulary and sentence pattern, and drills coupled with visual aids such as pictures and flashcards. These language teaching methods foster a classroom environment that is conducive to learning, effective at teaching beginner level second language (L1) in second language teaching. TPR and SLT Teaching Methods According to the condition-oriented theories which focus on the environmental factors appropriate for effective language learning, it is important to maintain conditions that are conducive to learning. Total physical response presents new concepts using directives and actions while employing humor in some of its directives at their will. This factor of freewill could reduce anxiety, learner stress, and frustration in students allowing them to speak when they are confident that they understand what is being taught. In application to language teaching, for example: Directives can be done at the beginning stages of the course More difficult structures are introduced once all students are comfortable enough and able to vocalize the initial directives. Brown (2007) stated that at the beginning of language learning process students focus on and process students focus on and process students have limited language knowledge. The procedures of total physical response method involve the use of simple directives and visual aids accompanied by movement. Similarly, situational language teaching approach contextualizes target language using pattern sentences and vocabulary drills. Additionally, at the beginner level students' role is to listen and repeat therefore, these approaches are suitable for lower level students and young learners. They can be applied to teaching simple language structures and vocabulary such as color, fruits, body parts, sports, shapes etc. For instance, in teacher can introduce a few flashcards of different sports ructures and vocabulary such as tennis, volleyball and soccer. After which the teacher can gesture the sport. Then drill the sentence "I can/can't play tennis" accompanied by a thumbs up gesture for "can" or thumbs down gesture for "can" and tennis gesture for "play tennis." Tennis can be substituted for other sports. After extensive drills and repetition students will imitate each behavior modeled by the teacher. Learning Conditions The procedures highlighted by total physical response and situational language teaching emphasize controlled introduction of new structured practice involving into account the importance of practice in relation to retention in the learning process, learners have plenty opportunities to practice the language, starting with more control by teachers. As they get more proficient and confident as outlined by Davies et al. (cited in Richards and Rodger 2014), more independence is given to the students where they can formulate questions and respond to stimuli. This process further allows students to try their newly acquired language in different contexts or scenarios to aid in consolidation. Additionally, doing role switching in the practice stage can provide opportunities for less proficient students to interact and learn from more advance students. Use of L1 in L2 classroom A popular argument is ESL classes is whether to use L1 in lessons. One argument against L1 use is that, it limits students' opportunities to experience a feeling of achievement and motivation that occurs as a result of deciphering problems on their own. Considering this argument, I believe that SLT and TPR methods are appropriate for teaching difficult concrete concepts to second language learners. For example, in functional English or English for specific purposes classes that involve learning procedure of a task, students may already have content knowledge in their L1 but are unable to express the required functions with previously acquired knowledge, leading to awareness and learning of the target language without the use of L1 that further boost motivation, confidence and ultimately autonomous learning through modeling, drilling and contextualizing vocabulary and sentence structures. Furthermore, these techniques are appropriate for teaching beginner level and young learners. Additionally, in relation to total physical response, considering that students can vocalize when they are confident to do so, this method could reduce learner anxiety and stress, hence enabling a suitable learning environment. By teaching through examples instead of explanation the use of L1 is limited, consequently, students are allowed more opportunities to figure out unknown concepts and structures, which further increase motivation. Total Physical Response and Situational Language Teaching approach takes into account the importance of environment practice, motivation and learner autonomy to the learning and acquisition of a second language these methods of language teaching in various classroom situations. How have you used TPR and SLT in the past? In what context do you find these methods to be most effective? What other methods do you think they would work well together with? Please comment below. References Brown, H. D. (2007). Teaching by principles: An interactive approach to language pedagogy (3rd ed.). NY: Pearson and Longman Richards, J.C., & Rogers, T.S. (2014). Approaches and methods in language teaching (3rd ed.). NY: Pearson and Longman Richards, J.C., & Rogers, T.S. (2014). University Press, Drilling, EVE, Fluency, Grammar, L1, Learner Autonomy, Line, Motivation, pearson, Teaching, Total Physical Response, TPR, Vocabulary by Valentina Gonzalez We've all been there: we teach a lesson and then assess students only to find that the students didn't understand it. We are left with questions like What happened? How did we fail them? What went wrong? We all want to make learning memorable. We want our students to grasp and acquire newly learned information, concepts, words, and skills. However, if what happens in class does not give them the opportunity to internalize their learning, comprehension may not be achieved. In the 1960s, Dr. James Asher introduced a language learning method called Total Physical Response, or TPR. Dr. Asher's approach was based on the theory that people acquire language first through listening, which he contended was the skill that had the highest positive transfer to other language domains such as speaking, reading, and writing. It resembles how first languages are learned. Think about us as babies, for instance. We spend the early part of our lives merely taking in language. We observe gestures and body language and we mimic those. As we grow older and begin to comprehend more, we become capable of following commands. Once enough comprehension is achieved, we speak words. Then words become phrases and move to sentences. In a 1969 article for The Modern Language Journal, Dr. Asher states that "even as speaking develops, listening comprehension is always further advanced." TPR focuses on understanding and connects language with movement, empowering students to stay engaged and active in learning while receiving comprehensible input. An added benefit to its call for participation in a classroom of roughly 22 students from becoming off task. This approach was developed to provide copious amounts of comprehensible input to students; of course, we all want our kids engaged, participating, and actively learning. When we plan lessons that incorporate the TPR method, we become proactive in our approach to helping students learn and stay engaged instead of being reactive to students are no longer passive recipients in the classroom. In its original form, TPR lessons were designed as drills in which the teacher gives commands and students follow. The teacher delivers all output (speaking) while students listen and act. An example drill might sound like, "Walk slowly. Stop. Turn around. Walk," etc. The teacher models movements for each command, and students participate in the actions. Once students have mastered the set, the teacher adds more, such as, "Walk slowly. Stop. Turn around." etc. As you might imagine, a lesson like that may fit well for students at beginner levels of English proficiency but not those students at advanced levels. TPR sequence: Step 1. Students observe and listen as the teacher speaks and uses movements. The teacher may begin with one word when working with students at beginning levels of English proficiency. Step 2. Students begin to join in the movements and follow commands that the teacher uses repetition to support students become more comfortable, the teacher adds new words and movements. Step 3. When students are ready, they will begin to add words to their movements. The teacher moves at the pace of the students, being careful not to overwhelm them with too many new words. The goal is that students are successful. What TPR is Not: Incorporating motion with learning language An alternative to translation Student centered Versatile (used in any content areas/grade level) A list of vocabulary words to memorize A test at the end of the week Teacher centered Just for some content areas and grade levels Extending TPR Total Physical Response has been extended and adapted in various ways throughout classrooms since Dr. Asher first introduced it. Teachers have modified it to fit their students' needs. Students at early levels of English proficiency will have different linguistic needs than those who are further along. It is adaptable to match the needs of your class. Some teachers have had success by connecting whole sentences and movements for the words and practice them several times before they have fun playing a Charades-like game with them. One student stands at the front of the room and acts out the movements, and the rest of the class tries to guess the word or sentence the student is demonstrating. Fun while learning! Win, win! Classroom Scenario During a science class, the students were learning about life cycles. The teacher displayed this visual for the life cycle of a frog. She led the class in acting out the important concepts and critical vocabulary (bolded below) they needed to know and understand, while also labeling the visual. Here's how it went: "All animals (teacher held out arms) go through a life cycle (teacher pointed one finger in a round circular motion). The frog (teacher pointed one finger in a round circular motion). The first (teacher pointed one finger in a round circular motion). The first (teacher pointed one finger in a round circular motion). round circular motion) of the frog (teacher continues with her hands)." The teacher continues this way until she completes the life cycle. As the teacher continues with this verbal, physical, and visual telling of the content for the first time, students simply listen and watch. The subsequent times, students are ready to add more, the teacher continues to build on the lesson. Finally, when students have had ample practice, they share with a partner, retelling the life cycle of the frog. We can harness the power of learning through action! Besides being fun for students, there are many benefits of learning through action! Besides being fun for students, there are many benefits of learning through action! Besides being fun for students, there are many benefits of learning through action! Besides being fun for students, there are many benefits of learning through action! productive language Accelerates listening comprehension Supports English learners, students with learners, visual learners, v is easy, yet super effective. It's not necessary to create a movement for every word, but it works best with some of the most challenging, critical vocabulary words. The added bonus is that students can gain confidence in their comprehension, and that can transfer into speaking, reading, and writing. View all posts by Seidlitz Education Published May 8, 2019 Мау 5, 2019 Метод ТРК используется в преподавании уже больше 30 лет. Его разработал американский профессор Джеймс Ашер. Методика ориентирована на запоминание новой лексики в процессе движения. Опираясь на теорию двух полушарий Ашер сделал вывод о том, что при использовании классических образовательных методик, правое (отвечающее за образное мышление) зачастую остается не задействованным. В процессе игр по методике TPR, напротив, наглядно-образное мышление выходит на первый план. Ученики изображают слово, повторяя за преподавателем. Например, учитель произносит «I'm hungry». Перевод вслух не озвучивается, значение выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять, исходя из жестов и ситуации. Вот пример того, как дети реагируют на уже освоенные выражения ребята должны понять и ситуации. В того и ситуации понять и сит все учащиеся класса · Во-вторых, ребята погружаются в языковую среду и, в результате, быстрее осваивают новые слова и выражения · В-третьих, подобные асtivity совсем нетрудно организовать: метод довольно прост, но эффективен, его можно применять и в случае большого количества детей в группе, и в случае, если уровень языка учащихся различен Какие игры можно использовать в классе? 1. Story time Берем за основу популярную среди детской аудитории сказку/историю (обращайте внимание на возраст учеников). Детям дошкольного возраста нравятся фиксики и Лунтик. Для ребят постарше подойдут истории о волшебной лампе Алладина. Для самых маленьких подойдут простейшие истории о животных. Вообще, использовать можно любые игрушки, которые есть под рукой. Преподаватель, в данном случае, выступает в роли аниматора. Он медленно рассказывает историю, повторяя фразы по нескольку раз, при этом подключая и детей. Они участвуют в процессе: придумывают имена героям, отвечают на вопросы по ходу сюжета. Тем самым, ребята учатся воспринимать речь на слух, привыкают к верным формулировкам вопросов. 2. Sing-sing Дети любят петь, особенно хором. Музыка поднимает настроение и, благодаря песенкам, можно выучить новые слова. YouTube-каналы предлагают на выбор множество простых, но интересных песен: выбирайте, что душе угодно. Детям нравится, например, песенка про старого фермера Макдоналда. В процессе прослушивания этой мелодии можно выучить лексику, связанную с названиями животных (сом, рід, dog и тд). Можно включить песенку и показывать ребятам движения (они должны быть простыми: покачивания вправо-влево, повороты в разные стороны, хлопки). При этом необходимо пародировать звук, с которым ассоциируется то или иное животное («му» = корова, например). 3. Му day Используя методику ТРR, можно выучить не только существительные, но и глаголы. Освоить их можно, сыграв в "my day" (everyday routines). Вначале учитель демонстрирует небольшой рассказ о своем дне. Вы произносите: "I wake up" (потягиваясь), "I brush my teeth", "I comb my hair" и тд, сопровождая слова соответствующими жестами. Каждое выражение стоит озвучить и показать дважды, а затем, после нескольких команд, вновь вернуться к первой для закрепления. После групповой отработки новой лексики в движении, можно попросить нескольких ребят из группы рассказать о своем дне. 4. Guess who/what Для игры понадобятся flash карточки. Учитель показывает картинку с животным, описывая его, например: "It's big, black and white. What is it? It's a соw" (название животного лучше написать на карточке, а потом изобразить звук, который издает корова). Затем преподаватель вновь спрашивает: "What is it?", и теперь дети должны изобразить животное, которое изображено на карточке, но учитель, при этом, старается их запутать. Например, в руках у вас карточка с тигром. Вы говорите: "This animal is black and orange. Is it a cow?" Дети хором говорят "No, it's a tiger" и рычат, изображая тигренка. 5. Лепим снеговика И заодно учим body parts. В преддверии Нового года можно слепить снеговика из ваты прямо в классе (в остальное время, снеговика можно заменить, скажем, на робота). Учитель говорит: "The snowman needs a head" (интонационный акцент делаем на последнем слове) и показывает на свое тело, чтобы дети поняли, что такое head. Наряду с body parts, в процессе игры закрепляются числительные. Игры, которые можно организовать в рамках методики ТРR, конечно, не ограничиваются вышеперечисленными. Вы можете придумывать, изменять и комбинировать аctivities по своему желанию. Можно строить уроки, основываясь только на эту методику (однако не забывайте о последовательности: нужно тщательно продумать все степы как отдельного урока, так и всего курса). Подобные игры могут разнообразить любой курс: используйте их в качестве warm-up или небольших физкультминуток посреди урока. Кроме того, TPR предполагает обучение не только детей, но и взрослых. Попробуйте провести «Story time» на тему «Шерлок» с adult learners. Уверена, взрослые будут рады ненадолго погрузиться в детство и выучить новые выражения в процессе увлекательной игры. Диляра Кашапова

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