

Observation sheet – **Total Physical Response**

Techniques and Principles in Language Teaching (*Diane Larsen-Freeman*)
 Approaches and Methods in Language Teaching (*J. C. Richards and T. S. Rogers*)

PRINCIPLES (my expectations):	IF USED – HOW/ NOT USED:	ACTIVITY:	MY NOTES:
Using imperative form (imperative drills).	✓ Imperative form with action.	Almost whole class. Beginning, changing the role of teacher – learners, using imperative form in the story.	Instructions were in present tense. IMPERATIVE – as powerful tool – easy to follow for learners.
Learners: primary role of listener and performer (listen attentively and respond physically).	✓		Speaking comes with understanding of learners. FIRST UNDERSTANDING MEANING, then speaking and PHYSICAL RESPONSE.
Teacher’s role: provide opportunities for learning.	✓ Changing the roles – now you are the teacher.	Teacher very active – acting out the story, saying imperatives and acting it out – whole class using her body and gestures.	Active direct role of teacher, but also providing possibility to become a teacher and try this role.
Learners are expected to make mistakes , T should be tolerant (learners <u>monitor and evaluate</u> their own progress).			If mistake appears– teacher repeat it again. L: Look door. T: Look at the door.
Oral proficiency at a beginning level.	✓ Short sentences – using basic language, often imperative form.	During whole class. Explanation of instructions – short and clear (Simon says).	
Learners should enjoy learning process , need to feel success. STRESS FREE ENVIRONMENT.	✓ It was fun – easy to understand and follow.	Whole class – learner had to participate and enjoy actions. Acting out, Simon says, taking role of the teacher.	STRESS-FREE, FULL OF HUMOR – give me your money.

Grammar inductively.	✓ <i>Teacher didn't explain any rules, they were apply in chunks.</i>		<i>Apply in chunks.</i>
Spoken language emphasized over written language.	✓ <i>No written exercise.</i>		<i>First listening, when learners are ready they started to speak and repeat chunks after teacher – or when they are confident – taking the role of teacher.</i>
Learning through observation and action .	✓ <i>Observation and acting the same things as teacher.</i>	<i>Learner supposed to listen at first, observe and act.</i>	
Repetition (<i>T modelling</i>).	✓ <i>Imperative form – role of teacher or with the teacher.</i>	<i>The same phrases during whole class – even in the story, which teacher acted out.</i>	
Motoric activity of teacher, also learners = see as successful recall learners: elicit physical activities .	✓ <i>Performing after teacher (saying and acting).</i>		<i>USING VISUAL AIDS (bell, pictures, book, ...) Use of gestures.</i>
Chunks.	✓ <i>Using short chunks. Sit down, pick up your pen, close your book, look, come here</i>	<i>During whole class – teacher were using chunks: imperatives.</i>	<i>Automatically know the meaning of chunk – performing. Using other possible combinations of imperative – look at</i>
Effort of teacher.	✓		<i>Energy of teacher – learners wanted to participate.</i>

✚ : gestures with verbs, acting out, using chunks, stress-free environment, energetic part of lesson – verbs (pick up, point to, touch, jump,...),

▬ : using of complex language?, teach everything in imperative form?