

Total Physical Response

learning through physical (motor) activity	✓ gestures, movement
recapitulation of the process by which children acquire their native language – physical responses	✓ I feel like a kid and I liked it.
positive mood – no stress = successful learning	✓ positive feedback positive mood
central linguistic motif = verb in the imperative (action based drills)	✓ commands
retracing is done verbally and/or in association with motor activity	✓
listening first (language acquisition), speaking and other productive skills later	✓ Who wants to be the teacher? (after listening)
focusing on meaning interpreted through movement, rather than on language forms studied in the abstract	✓
aims: oral proficiency at a beginning level – comprehension and basic speaking skills	✓
grammar is taught inductively	✓
fixed number of items/lesson	✓ pen, book, door, bell, stand up, pick up, say hello, close your book, put down, give me, open, close, look, listen, come here.
major classroom activity = imperative drills - they are used to elicit physical actions	✓ dominant

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<p>other classroom activities = <u>role plays</u> (everyday situations) and slide presentations</p>	<p>→ learner as the teacher Simon says</p>
<p>conversational dialogues are delayed until about 120 hours of instruction</p>	<p>It can't be observed in one lesson. - my mistake (an important fact but it's not an ideal feature of the method to be observed).</p>
<p>Role of the learner: <u>listener</u>, <u>performer</u></p>	<p>✓</p>
<p>learners monitor and evaluate their own progress</p>	<p>X it was only a short activity - no time for it</p>
<p>teacher gives commands, plays an active and direct role and decides what to teach, chooses materials - however, he provides opportunities to learn rather than to teach</p>	<p>✓</p>
<p>learners are encouraged to speak when they feel ready to do so</p>	<p>✓</p>
<p>detailed lesson plans are recommended - <u>prepared utterances</u></p>	<p>✓</p>
<p>gradual development of correction (as time goes on)</p>	<p>X no opportunity to see it</p>
<p>aids in early stages - <u>teacher's voice, actions and gestures</u></p>	<p>✓</p>
<p>aids in later stages - realia, <u>room objects</u>, pictures, slides, word charts, kits (e.g. kitchen)</p>	<p>✓</p>
<p></p>	<p></p>

(+) - learners react on the commands very quickly and understand the meaning.

* tip. PROJECT 1 - commands

- (+) - inductive learning
 - novelty all the time - new options
 - e.g. 1 chunk - changing one word
 - => motivating factor
 - understanding comes first
 - chunks
 - stressfree environment