***Total Physical Response*
*observation sheet***

|  |  |  |
| --- | --- | --- |
| **✓/ X** | **Expectations** | **Notes** |
| **X** | memorization |  |
| **✓** | repetition | used in tasks |
| **✓** | using of teaching aids | common classroom objects and pictures |
|  | teacher-centred (the T is active and leads the lesson) | provide opportunities for learning |
| **✓** | student-centred (the Ss are active and participate in the lesson) |  |
| **✓** | the T monitors and corrects the mistakes (doesn’t interrupt, waits) | the T is tolerant, with growing skills tolerates fewer mistakes |
| **✓** | the Ss monitor and sometimes correct their own mistakes |  |
| **✓** | stress-free environment |  |
|  | using of the native language |  |
| **✓** | using the target language (no translation) |  |
| **✓** | using imperative form (imperative drills - commands) |  |
| **✓** | meaning before form |  |
| **✓** | chunks |  |
| **✓** | the meaning of words is presented in linguistic and/or in cultural context |  |
| **✓** | grammar is taught inductively/implicitly |  |
| **✓** | personalization = the Ss have the opportunity to express themselves |  |
| **X** | communication is stressed | the Ss speak if/when they want to speak |
| **✓** | using of gestures, mimics, drama, acting |  |
| **✓** | interaction T – Ss |  |
| **✓** | interaction Ss – T (answers, …) |  |
| **✓** | interaction S – S |  |
| **✓** | interaction Ss – Ss |  |
| **✓** | focused on oral skills |  |
| **✓** | listening exercises + physical movement |  |
| **✓** | reality-based tasks |  |

**List of keywords:**

* physical respond
* inductive
* meaning before form
* chunks
* imperative drills – commands
* detailed lesson plan
* stress-free environment
* listening before speaking
* students speak if/when they want to speak
* real-life context – common classroom objects and pictures as teaching aids
* students-centred
* repetition

|  |  |
| --- | --- |
| **+** | **−** |
| physical movements, gestures | during the story everybody should do the gestures with the T |
| repetition |  |
| coordination of speech and action |  |
| listening (+ understanding) before speaking |  |
| action-based drills |  |
| conversation dialogue |  |
| the Ss encouraged to speak after listening |  |
| supporting teaching aids (pictures, …) |  |
| using only the second language |  |
| structure of the lesson |  |
| the Ss actively participated |  |
| stress-free environment |  |
| grammar was not taught explicitly |  |
| imperative drills, chunks + easy commands |  |
|  |
| the T active, direct and model role |

**Notes from: *Approaches and Methods in Language Teachin*gby Richards, Rodgers**

* coordination of speech and action
* teaching language through physical (motor) activity
* grammar-based view of language → taught inductively
* stimulus-response view
* repetition, gestures
* verbal rehearsal accompanied by motor activity
* second language learning parallel to first language learning processes
* listening → speaking → later on – reading and writing
* speech evolves naturally from listening comprehension
* listening exercises + physical movement
* internalization of “cognitive map” through listening
* right-brain learning → acquire of language through physical (motor) activities
* reduction of stress, stress- free environment (use of humour, …)
* oral proficiency → comprehension → speaking skills
* action-based drills
* sentence-based syllabus
* attention to meaning rather than the form
* imperative drills → conversational dialogues
* role plays → everyday situations (restaurant, market, …), slide presentations
* the Ss = listeners (attentively) and performers (responds physically to commands)
* the Ss have to recognize and produce novel combinations
* the Ss monitor and evaluate their own progress
* the Ss are encouraged to speak when they feel ready to speak
* the T – active and direct role
* the T decides what to teach; models and presents new materials; selects teaching aids
* the T controls the language input the Ss receive
* the T - correction → at first very little → with growing skills tolerates fewer mistakes
* correction → the T repeats the chunk/sentence correctly with stress on the mistake
* no interruption to correct errors → wait
* supporting teaching aids = the T voice, actions, gestures → later common classroom objects (books, pens, cups, furniture) → pictures, realia, slides, word charts
* should be used in association with other methods and techniques