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presenta

"La <u>Total Physical Response</u>

nella classe"

Laboratorio mod. 1

Introduction

The "**Total Physical Response Approach**" was developed by **James J. Asher**, teacher of psychology at the University of San Josè (California).
It is not a method but an approach based on the analysis of the needs of each pupil, for whom a specifie teaching is provided.
In according to this approach, teacher accesses the right side of the student's brain to help each person understand a big chunk of the target language
Next, he uses what pupils know to access the left side of the brain with a dialogue, a pattern drill, telling a story, making up a skit or playing a game.
This will help students to move smoothly from one side of the brain to the other (which will keep them motivated day after day).

TPR allows students to acquire vocabulary in the same way as a child learns his or her first language. In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language.
As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
This approach is important to lower pupil's level of anxiety and performance stress.
The pupil has directly involved, he has a good time, he learns and he does not warn anxiety or fear to be wrong.
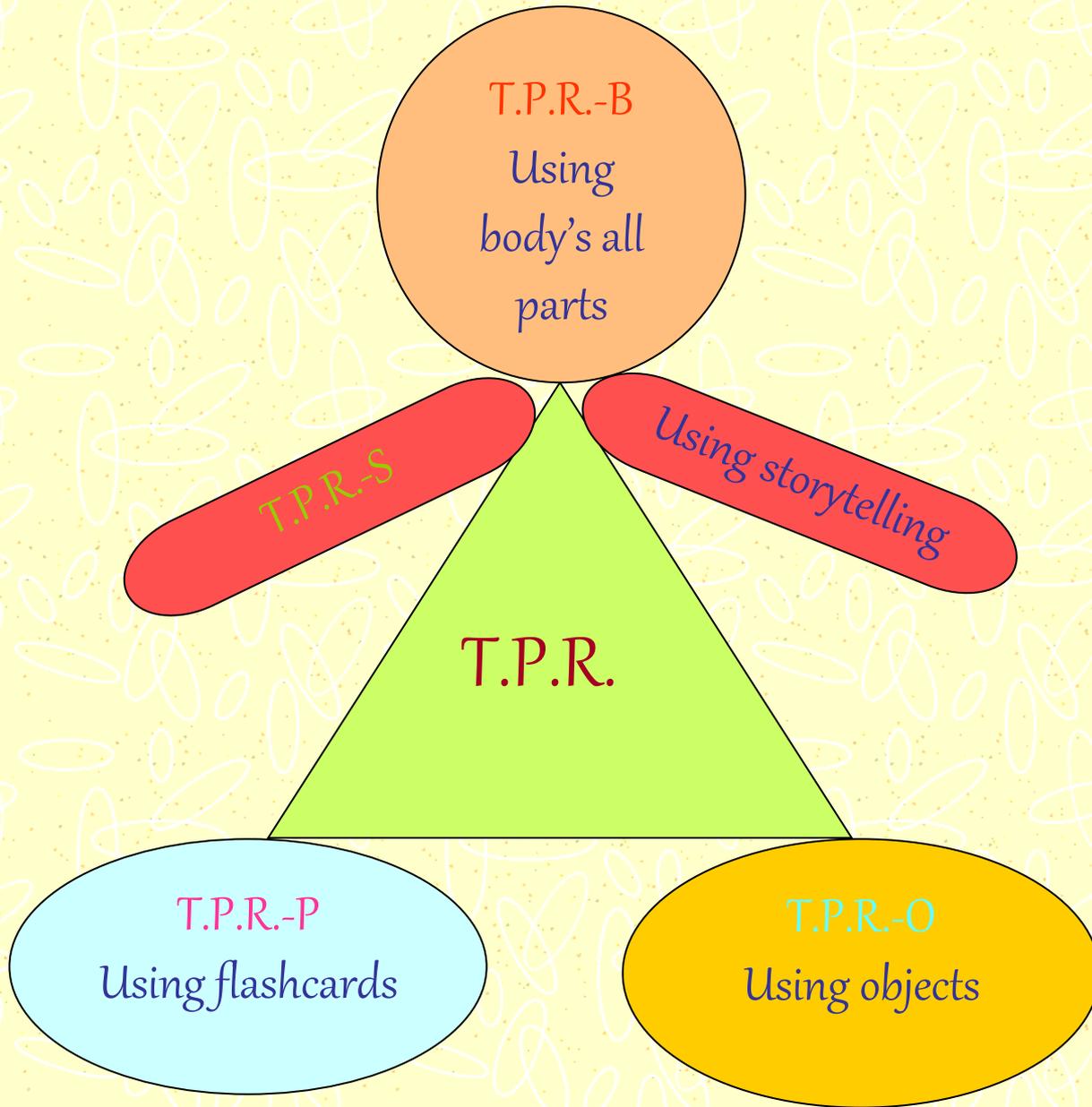
BEING OPERATIONAL

When an activity is created in **TPR**
it is necessary to think first to a clear and precise sequence of
actions, that they can also be accompanied by sounds or proper
noises for the communicative purpose.
It is important to remember this phases:

- ❖ Showing the sentence to the class, then pronouncing the commands, finally performing the actions.
- ❖ Asking to the pupils to listen to the commands and performing the actions together with the teacher.
  this phase can be repeated various time)
- ❖ Asking to the pupils to listen to the commands and performing alone the sequence.

N.B. *During the repetition, it is possible to introduce variations about rhythm or tone of voice*

ACTIVITIES

It is possible to reinforce contents and linguistic items trough:

❖ drawing

❖ making flashcards for games such as "Domino – Bingo – Snap…"

❖ using traditional games such as "Simon says…"
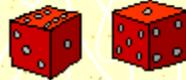
Area of reference

actions
*and routine

General aims   Daily

* Understanding and
  performing commands
*   Learning words about
    some parts fo the body

Just do it!!!

Linguistic aims

* Developing the competence
  of communication not record
* Cooperating in the group-class

Activities

* TPR: action playrhyme
* Listening and oral
  production
 * Game: "Simon says…"

The motivation - The context

Children, do you remember the Little Red Riding Hood's story? Ok, now let's play as the bad wolf!!!

URRA'

1. First step

Doing a circle time, the teacher says and mimes the actions of the rhyme

✓ Clap your hands, clap your hands, clap your hands, just like me
✓ Touch your nose, touch your nose, touch your nose, just like me
✓ Close your eyes, close your eyes, close your eyes, just like me
✓ Tap your mouth, tap your mouth, tap your mouth, just like me
✓ Shake your arms, shake your arms, shake your arms, just like me
✓ Shake your leg, shake your leg, shake your leg, just like me
✓ Stamp your feet, stamp your feet, stamp your feet, just like me"

Pupils mime following the teacher

2. Second step

After many repetitions realized by all together (changing the rythme, the tone of voice, the expression of the face), the teacher mimes and pupils say the rhyme alone

3. Third step

Playing a game: "*Simon says...*"

- Pupils are in circle and the teacher gives them commands

  ATTENTION!!! Pupils have to perform only the orders followed by the sentence "Simon says... "

- The pupil who is wrong goes out of the game and he stands still for a turn

And then?...Assessment

The teacher uses a variety of techniques to verify the acquisition of the lexicon and the understanding of the aims, for example:

- She makes mistakes and lets the students correct her.
- She asks short-answer :

  - "Is this an arm?" – "Is this my nose?" – Is this your mouth?"…
- Children answer with short form:
- "Yes, it is" – "No, it isn't"

At the end of the activities, the teacher gives each pupil a card and he will tick

Evaluation	
🙂	☹

OH, YES!!!

This approach is very important because it unites communicative and motor abilities and it gives every pupil the possibility to express him without the stress of the formal lesson.

OH, NO!!!

The negative aspect can be recovered in the excessive reduction of stimulus-answer, that remembers the neocomportamentism. In fact the teacher decides whereas the pupil has only to conform himself, without being directly involved and motivated.
What is it possible to do?
The teacher can use this valid help inserting it in meaningful and stimulating communicative situations.

Conclusion

This approach, as all the others, presents positive and negative aspects.

I think that the results depend on the way according to which the teacher uses the T.P.R., on the clarity of the objectives that he proposes and on his ability to lower it in stimulating, creative, gratifying, meaningful communicative situations for pupils' enrichment and production of L2.

The end