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Total physical response

LEARNER ROLESLearners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught itemsLearners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized. Total physical response (TPR) is a technique that stands out quite a lot from other language learning methods.First of all, it involves physical activities.Secondly, although the method is centered around speaking and listening, its primary focus is grammar.With its innovative and interactive activities, TPR has proven that language learning doesn't have to be tedious and monotone to be effective.This is how you make learning a new language fun! Total physical response (TPR) is a language teaching technique created in the 1960s by the psychology professor James J. Asher. The method is based on the idea that language learning should be a natural process that involves physical movement, gestures, and actions.Dr. Asher suggests that combining language and physical activity enhances our ability to learn and retain new information. Therefore, integrating physical actions is essential to TPR, making it both dynamic and interactive.TPR mainly focuses on three components or stages: Listening Understanding Taking action For example, the teacher gives commands in the target language, such as “stand up”, “stand on one leg”, or “pick up a pen.” Students listen, internalize the information, and then respond to the commands by following the instructions.This approach not only helps the students understand the meaning of words and phrases but also supports them in developing listening comprehension and memory retention.As with many other methods, TPR is said to mimic the way children learn their native language. The idea is that kids pick up language through both physical- and verbal communication.For example, the parent might say “give me the pillow” or “look at that car”, while making gestures with their hands. Words and phrases are only one part of how we communicate; body language is just as important as our verbal cues, according to TPR. Total physical response is a pretty straightforward technique that focuses on combining verbal language with physical actions. The teacher can do this in numerous fun and engaging ways. What’s great about TPR is that it can be used for any language level, from beginners to advanced students.In the beginning, the teacher can use single-word commands, such as “sit”, “stand”, “point”, and “jump”. As the student progresses, the commands can gradually become more advanced. For instance, “sit” becomes “sit on the floor” and “point” can progress to “point at the window”. The teacher can accompany each command with a clear gesture to demonstrate the meaning of the word or command. A complete beginner doesn’t know what “sit” means, but if the teacher says “sit” and then sits down himself, the meaning has been communicated. This encourages students to memorize words and senses through movement and action rather than direct translations or words written on paper. Real objects and props are important in TPR and should be incorporated as much as possible into each lesson. When teaching vocabulary related to colors, the teacher could bring several objects in different colors, such as a yellow shirt, a brown bag, a green plant, and so on. These objects can then be used for more than just learning the names of colors. For instance, the plant can be placed behind the shirt to demonstrate and describe positions and directions. As students become more confident in their target language, the teacher can allow them to give instructions to their classmates. They can also be given the assignment to pick an object in the room and describe it. One student might choose the clock and say “I am pointing at the clock. The clock hangs on the wall. The clock is white and the wall is green.”While listening and understanding is the primary focus, TPR also encourages the students to take a more active role during lessons to improve their speaking abilities. Younger students tend to love physical activities and visual aids, while older or more advanced students might respond better to roleplays.For example, advanced students can participate in simulated scenarios requiring more complex language. One student can act as a bank manager, while the other student is there to request a loan. For intermediate students, the roleplay could be an interaction between a cashier and a customer at the supermarket.It’s important that the teacher adapts the activities to the student’s skill level and age. What’s great about TPR is that it can be incorporated into other methods. It’s not a stand-alone approach that excludes other types of learning techniques; rather, it is the opposite.Total physical response can be used throughout the lesson or only at the beginning to help the students relax and get comfortable.Here are the main advantages of TPR:Engaging and fun: TPR exercises are interactive and inclusive. This hands-on approach keeps the students engaged and focused, reducing the likelihood of boredom and distraction.See, hear, and do: By associating language with physical movements, TPR helps students understand the meaning behind words and phrases. It’s not just an isolated word without any context on a piece of paper. Combining verbal input with physical input and output, can lead to better comprehension and retention.Pleasant environment: Language learning can be a stressful and tedious experience for many people. TPR allows the student to demonstrate their understanding through actions rather than words. Especially in the beginning stages, there is very little, if any, verbal output from the students.Combined with the fun and engaging activities, this creates a low-stress environment that makes the students more comfortable and open to language learning.Memory retention: The physical nature of TPR exercises helps create strong neural connections between language and action. By engaging multiple senses and learning modalities, TPR improves the student’s memory retention and ability to store and retrieve information.Complementary method: Total physical response is a versatile tool that can be combined with any other teaching method. By incorporating TPR activities into the curriculum, teachers can provide students with a more engaging language learning experience than the standard approach normally offers. TPR is great in many ways and offers numerous benefits for language learning, but it’s essential to be aware of the potential challenges.We should always highlight the challenges of language learning methods, not to critique them but to understand their potential drawbacks and how we can avoid them.It can be limited: The main focus in TPR is to develop listening comprehension to understand what is being said. Due to this, TPR may not adequately address other essential language skills, such as speaking, writing, and reading.It is of utmost importance that the teacher implements exercises and activities that also focus on these other skills to avoid knowledge gaps.Imperative forms: TPR heavily relies on the use of imperative forms (commands) to create a physical response from the students. While this is effective in learning basic vocabulary and sentence structures, it may not provide sufficient exposure to other forms and patterns in the language.The teacher must be cautious about this and incorporate additional activities that address other language structures as well.Demanding: It takes a lot of time, creativity, and careful planning for the TPR to be successful. The teacher must be willing to invest time and effort to create a valuable TPR-lesson. This sort of approach might not be fitting for all teachers - nor should it be. The teacher should be able to use more direct teaching and learning. Instead, the teacher should use the target language, gestures, and other forms of communication.If the teacher is not clear and consistent in their use of demonstrations and gestures, the students might misinterpret some words and sentences, which can cause confusion and misunderstanding. language-body conversations Total Physical Response (TPR) was systematized as a language teaching method by American psychologist James Asher in the 1970s. It is rooted in the belief that when action is combined with language, learning is boosted in TPR is a comprehension approach, stressing the importance of input in the initial phase and modelled on the stress-free way that children learn their mother tongue. By listening to the target language and converting it to action, speaking will eventually manifest spontaneously. Motor activity encourages right-brain learning and long-term storage (similar to learning to ride a bicycle). Note that Total Physical Response was never intended to be a stand-alone teaching method. It is ideally used in combination with other methods and can be particularly useful for, though not limited to, teaching young learners Typical features of a TPR lesson: target language teacher-centred low-stress environment motor activity elicited by spoken commands no requirement for any learner to speak until ready commands (spoken and initially demonstrated by teacher) elicit physical response (stand up, pick up the book, close your eyes) commands later given by learners to teacher and others inductive learning of grammar (no explicit grammar teaching) extended “action sequences” created later more advanced vocab and grammar structures possible: If somebody just knocked at the door, stand up. I needed a more intensive approach, and luckily I came across Verbalplanet. This service provided the framework and the means for an incredible educational experience. Share — copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution — You must give appropriate credit , provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation. No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. When you start diving into the world of online teaching you’re going to hear a lot about using “TPR” in the online classroom, but what exactly is TPR? For starters, TPR is an abbreviation for a total physical response. TPR is a term created by Dr. James Asher, a psychology professor from the University of San Jose, who developed it as a teaching methodology. The methodology was developed from observational studies of how children learn their first language and are built upon various related works, including trace theory and developmental psychology. Language-body conversations are the fundamental basis of TPR. It is the most powerful of the linguistic tools you can leverage. It’s more effective than teaching props, speaking slowly, or repetition. TPR will not solve all language learning problems but will prepare your students for a successful transition to reading, writing, and speaking in a new language. Effective TPR can be from both the teacher and the student. TPR often gets conflated with “acting” because many new online teachers liken it to being some clown when in reality, it’s how young learners develop language. To be an effective online English teacher, you need to incorporate TPR. Using body language to associate specific acts like “read, listen, walk,” and other concepts works because students can more easily associate the particular language they want to teach with relevant movement. TPR is not failing your arms around wildly or giving gross exaggerated movements - it’s simply associating body movement with language. TPR works so well because it hits on different learning styles: Students have preferred learning methodologies, just like you as an adult. Some prefer audio and instructions; others excel with video and less reading-based material; the last group wall into the kinesthetic group, who learn by doing. Visual learners benefit from TPR because it makes associating words and sentence structures with appropriate movements easy. These two elements combined allow an online student to meet the lesson objectives efficiently. TPR is less essential for students who learn a language by listening to it repeatedly. Audio learners develop their ability for language by recognizing patterns and sounds and being able to emulate and imitate. However, though a student may prefer audio, it must remove TPR’s overall importance for body-language comprehension. Children learn by doing more often than not, so effective TPR can help develop a child’s foreign language ability and make the class more fun and engaging. Remember, when your student is having fun, you’re having fun. TPR does not mean to act like a clown. It’s designed to prompt the student to perform a specific action, whether to repeat a sentence, read, or respond to an open-ended question. This is important because you want to maintain a 50% teacher-to-student talk ratio. Using TPR will allow the student to take the lead at specific points in the lesson and participate in the conversation when prompted via TPR. If the student is conversational, ensure your TPR is appropriate for their level. If your student is a young learner with limited language ability, always pay attention if the student demonstrates comprehension during the lesson. It’s YOUR classroom. Feel free to follow a specific process like a robot. Your goal, above anything else, is to meet the lesson objectives. Modeling is a method of teaching where you say and act out a sentence structure with the student’s primary goal using the target sentence structure correctly. With modeling, it takes multiple times for the student to follow along. Still, with enough repetition, the student will be able to understand your body language concerning what language they should use. Something as simple as the “tsy bitsy spider” or “row your boat” is an example of storytelling. Songs and chants are a lot of fun for young learners, and it helps them associate a physical action with a word. Imagine how you would model rowing a boat to an online student. That is how you incorporate TPR. To make the lesson helpful and increase the student’s confidence and retention regarding vocabulary, instructional TPR are classroom commands. Students are expected to avoid repeating orders for obvious reasons. Instructional TPR involves “listen, circle, stand up, what do you see?” and so forth. Instructional TPR is helpful in class because it allows the student to speak and participate in the lesson more efficiently while also reducing teacher talk. Last is educational TPR. Education TPR is used to meet the specific lesson objectives. Educational TPR helps convey the meaning of concrete concepts using language and body so the student can build upon their previous knowledge and begin incorporating the new vocabulary into their lexicon. To conclude, TPR, the total physical response, is something you can only implement a few times in a class. It has to be consistent and persistent across all your classrooms with all your students as a way to teach online effectively. In what ways do you incorporate TPR into your online classroom? David Unwin I’ve taught as an ESL teacher in Thailand for 5+ years at all levels of education, from elementary to University. I was also one of the first 1000 VIPKID teachers. Here I create content on teaching abroad, online and helpful tips for the classroom. Learn more. Get access Cite Type Chapter Information DOI: [Opens in a new window] Publisher: Cambridge University Press Print publication year: 2001 Get access to the full version of this content by using one of the access options below. (Log in options will check for institutional or personal access. Content may require purchase if you do not have access.) Share — copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution — You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation. No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. Have you ever taught or considered teaching a student whose primary language is not English, a student who struggles with vocabulary and comprehension, or a student who has trouble sitting during a lesson? Perhaps you know or taught students whose minds tend to wander during crucial instructional lessons. Or perhaps you were a student who could have been described as one of the above. Each type of student described above can be found in any typical classroom; classrooms include a variety of learners. Teachers, therefore, need a variety of instructional strategies to meet learners where they are. Total Physical Response (TPR) is a strategy that supports the learning styles and needs of many different learners on many different levels, especially in the areas of vocabulary and language acquisition. What is TPR (Total Physical Response)? Total Physical Response is a strategy in which students make connections to words, phrases, and sentences by creating physical movements to define them. TPR is a way to physically interact with language and to solidify and demonstrate comprehension. The strategy can be used to learn new vocabulary words, to demonstrate comprehension of words, phrases and sentences, to demonstrate the understanding of a sequence of sentences, or even the progression of events in a story. Benefits of Total Physical Response Physically interacting with language requires mental connections that trigger memory and increase recall; so, with the repetition of meaningful movement with hearing and/or reading words, students improve their ability to recall particular words and definitions. Struggling students are many times hesitant to engage during instructional times because of their challenges, challenges like sitting still, paying attention, or understanding. TPR helps struggling learners time and ample opportunities for physical activity, repetition of content/concepts, and mirroring of others, all of which improve outcomes for struggling learners. Having more time and being allowed to mirror others reduce anxiety and the chances of embarrassment for students who struggle to respond in front of others. Physical activity stimulates blood circulation thus oxygenation in the body. With an increased blood and oxygen flow, students are more alert and attentive. Also, physical activity reduces the chances of students becoming sleepy, bored, or “zoned out.” TPR is engaging not only to students who are physically present in the classroom but to students who are participating in virtual, synchronous learning as well. When videos are activated, students and teachers can see each other create physical movements to define words and concepts. They can respond to each other’s physical definitions, mimic others, and engage in learning. How to Use Total Physical Response in the Classroom When using Total Physical Response in the classroom, a proper teaching cycle should be used; after following the cycle of teaching new language, words, or concepts, a variety of games can be played with the strategy. The proper teaching cycle to use when employing TPR starts with preparation. The teacher gathers the vocabulary words, phrases, sentences, and/or passages that allow for enactment. The words and phrases should include highly descriptive nouns that are representable by actions, verbs that can be physically shown, or language that is not abstract. After preparation the teacher models by stating the word, phrase, etc. and then by creating a physical movement to represent or define that which was stated. Next the teacher asks a sampling of students to represent the language using their own physical movements. Following the teacher’s model and the student volunteers’ models, all students are asked to participate or engage. The teacher repeats the word, phrase, sentence, etc. and all students define it or demonstrate meaning by creating physical movements to match. Up to this point, the interaction with language has included auditory stimuli, which is the verbally stated language, and physical stimuli, which is the definitions followed through motion. Now that students have made connections to the language and can demonstrate their understanding, teachers should write the words, phrases, sentences, etc. for students to write. The teacher or the group reads and then physically responds to show meaning. The words and reading are then placed in front of the student and the rest of the class will follow. Young children love this part! TPR works best when used as part of a “circle time” activity, in which the teacher or the group reads and then physically responds to show meaning. The words and reading are then placed in front of the student and the rest of the class will follow. Young children love this part! TPR works best when used as part of a “circle time” activity, in which the teacher or the group reads and then physically responds to show meaning. The words and reading are then placed in front of the student and the rest of the class will follow. Young children love this part! 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