

Engage, Move, Learn!

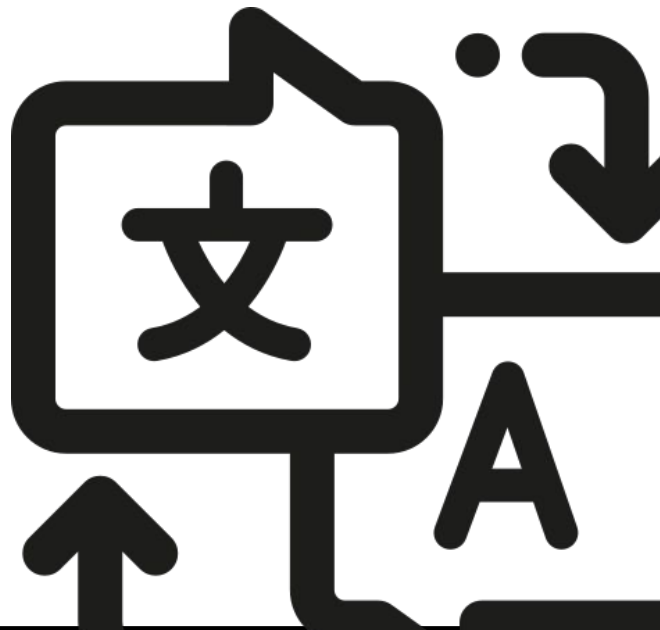
Unleashing Language Acquisition Through TPR



Presented by: Brittany Summerhays

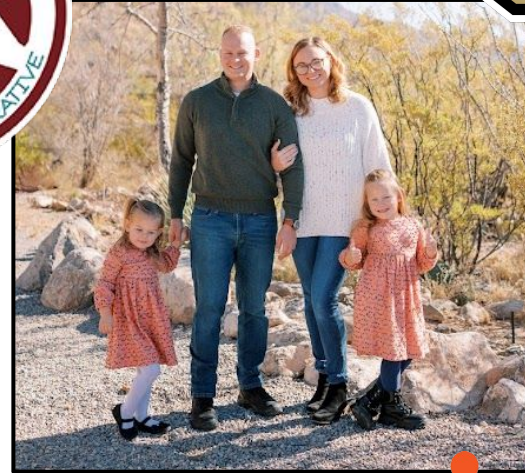
NMTESOL Spring 2024 Workshop

3/2/2024



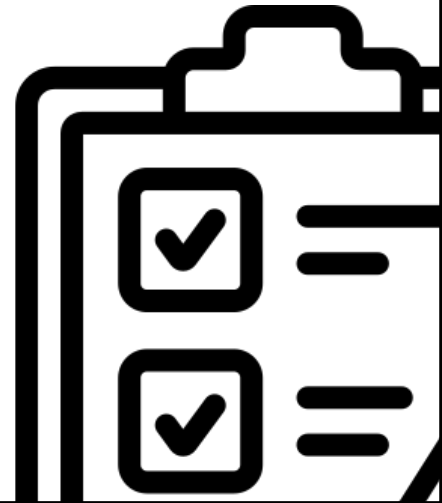
Meet your Presenter

- Structured Literacy Coach with SWREC
- Teaching since 2016
 - PK-8th Grade across 4 states and 2 countries
- TESOL certified since 2018
- M.A. Instructional Design - Instructional Systems



Session Outcomes

- Gain a solid understanding of the principles and benefits of Total Physical Response (TPR) in language teaching.
- Learn practical strategies for integrating TPR into their lesson plans, catering to the specific needs of their students.
- Leave with a repertoire of TPR activities suitable for different age groups and language proficiency levels.
- Have the opportunity to engage in discussions, share experiences, and build a community of practice around effective language teaching methodologies.

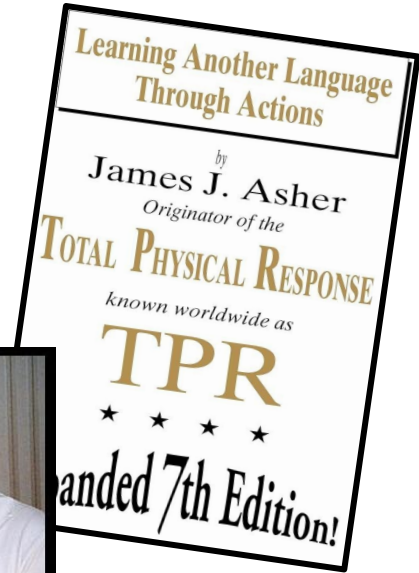


Defining TPR

Total Physical Response (TPR): a method of teaching language or vocabulary concepts by using physical movement to react to verbal input.

Hypotheses of TPR:

1. Language is learned primarily through listening.
2. Language learning must occur in the right hemisphere of the brain.
3. Learning language should not involve any stress.



The Language of Brittany

You are a student in my classroom that is only fluent in English, however, I speak the language of Brittany during my instruction.

What do you think I'm saying?

What do I want you to do as the student?

Did you learn anything new about the language of Brittany?



WELCOME

PREPRODUCTION (Silent/No English)

CHARACTERISTICS:

Students have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.

APPROX TIME FRAME:

0 - 6 months

TEACHER PROMPTS:

Show me...
Circle the...
Where is...?
Who has ...?

VOCABULARY:

500 known words

ABLE TO:

Observe, Listen, Locate,
Label, Match, Show,
Classify, Categorize

1

EARLY PRODUCTION (Receptive English Only)

CHARACTERISTICS:

Students listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.

APPROX TIME FRAME:

6 months - 1 year

TEACHER PROMPTS:

Yes/No questions
Either/or questions
One or two word answers
Lists
Labels

VOCABULARY:

1,000 known words

ABLE TO:

Name, Recall, Draw, List,
Record, Point Out,
Underline, Organize

2

SPEECH EMERGENCE (Survival English)

CHARACTERISTICS:

Students have better comprehension and produce simple sentences. Makes grammar and pronunciation errors.

APPROX TIME FRAME:

1 - 3 years

TEACHER PROMPTS:

Why ...?
How ...?
Explain ...?
Phrase or short sentence answers

VOCABULARY:

3,000 known words

ABLE TO:

Tell, Describe, Restate,
Compare, Question, Map,
Dramatize

3

INTERMEDIATE FLUENCY

CHARACTERISTICS:

Students demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.

APPROX TIME FRAME:

3 - 5 years

TEACHER PROMPTS:

What would happen if...?
Why do you think ...?

VOCABULARY:

6,000 known words

ABLE TO:

Create, Contrast, Predict,
Express, Report, Evaluate,
Explain

4

ADVANCED FLUENCY (Proficient English)

CHARACTERISTICS:

Students produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.

APPROX TIME FRAME:

5 - 7 years

TEACHER PROMPTS:

Decide if ...?
Retell ...?

VOCABULARY:

Content area vocabulary

ABLE TO:

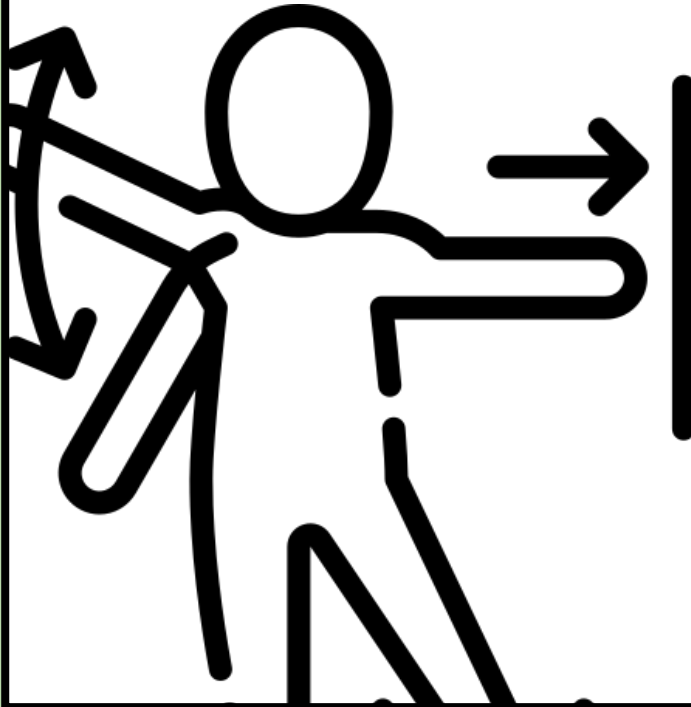
Infer, Hypothesize,
Outline, Rewrite, Assess,
Critique, Summarize, etc.

5



Instructional TPR

Instructional TPR: Used to give commands to students

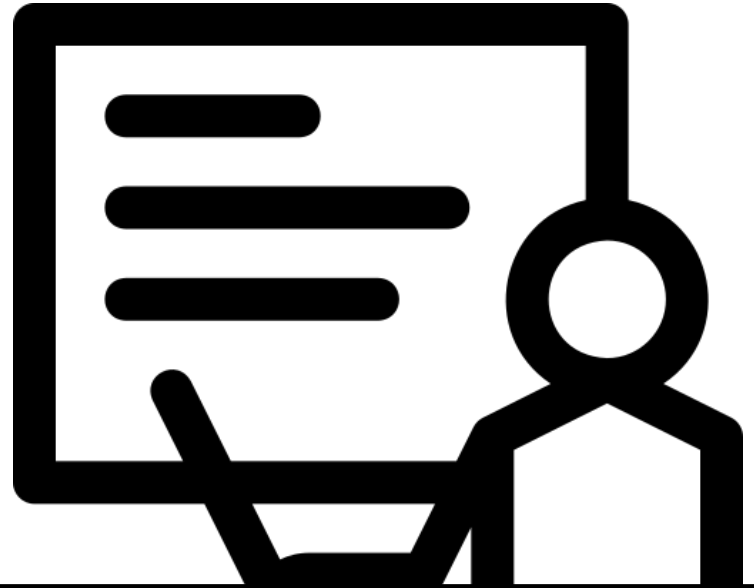


- Hand Cupping Ear - “You say it”
- Finger Pointing to Mouth - “Look at what I say”
- Thumbs Up - “Positive Feedback”
- Circle Around Eyes - “Look Around”
- Rubbing your chin - “Think”
- Hand on forehead - “Look Around”
- Should Shrug - “What/Who?”

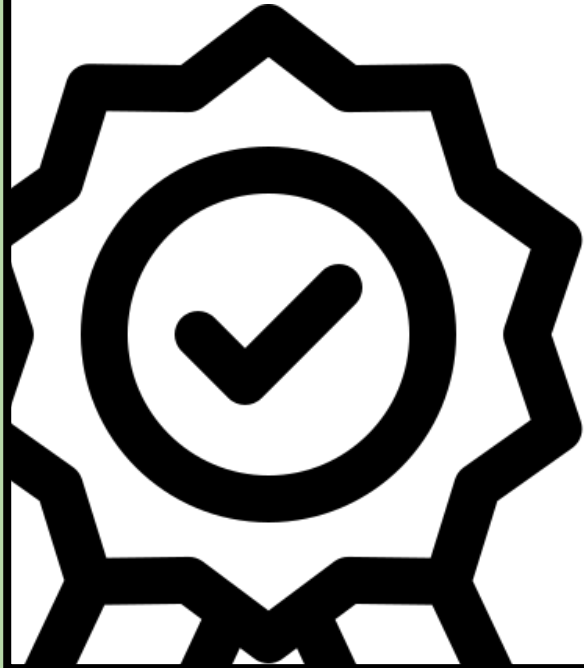
Educational TPR

Educational TPR: Used to teach a language concept to students

- [Teaching Vocabulary](#)
- [Telling Stories](#)
- Comprehending Stories



TPR Best Practices



1. Prepare

- Select concepts and movements BEFORE instruction

2. Teacher Modeling

- Say the word and do the gesture

3. Student Modeling/Participation

- Have ALL students say the word and do the gesture.

5. Writing

- Write the word, Say the Word, Do the Gesture

6. Repetition and Practice

- Review, practice, and ask students to recall often

Becoming a Student



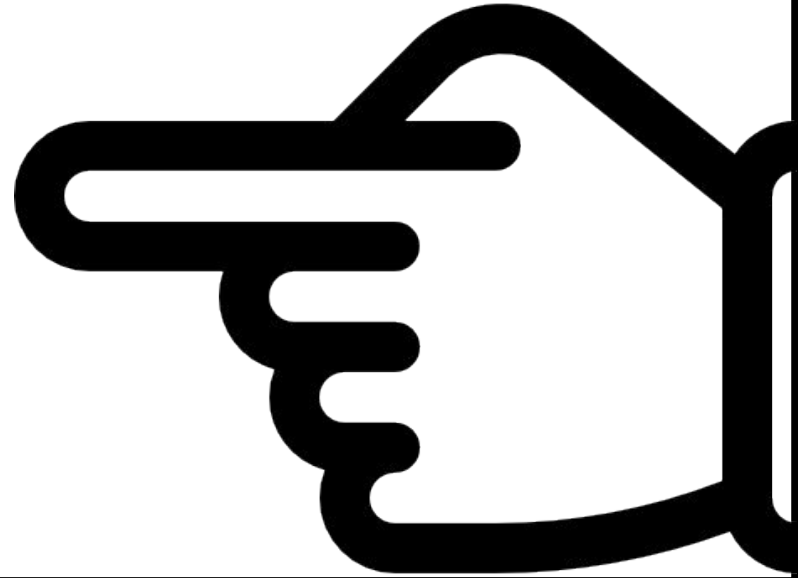
- Was any TPR used?
- What were the students left to rely on?
- What might have been different if TPR was implemented?

Your Turn!

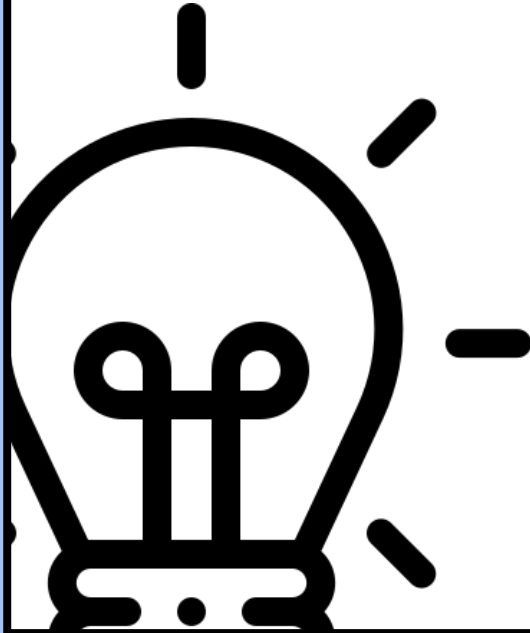
You will each receive a slip of paper with a Command in another language & it's translation. Your job is to:

1. Get your partner(s) to complete the command **WITHOUT** any English.
2. Use the TPR method to teach your partner(s) what 1-2 of the words in the command mean **WITHOUT** explicitly telling them.

You have 5 minutes to plan and 5 minutes to teach!



Reflection



Was your partner able to follow your command?

Did your partner successfully learn 2 new words in the language?

What was your preparation like?

How did you feel while you were the teacher? The student?

How likely are you to remember this new learning?

Sharing is Caring



How do you plan to use TPR in the classroom/during instruction?

Thank You!

Please reach out if you have any questions,
comments, or want to share how you used what
you learned today!

bsummerhays@swrecenm.org



TPR Padlet

