Characteristics of the TPR method

	• teaching oral proficiency at the beginning level • teaching basic speaking skills • producing learners who are capable of an uninhibited communication that is intelligible to a native speaker
	• using imperative drills to elicit physical actions and activity on the part of the learners • delaying conversational dialogues until after about 120 hours of instruction • centering role plays on everyday situations, such as at the restaurant, supermarket, or gas station • using slide presentations to provide a visual center for teacher narration, which is followed by commands, and for questions to students, such as "Which person in the picture is the salesperson?" • employing reading and writing activities to further consolidate structures.
	• having the primary roles of listener and performer • listening attentively and responding physically to commands given by the teacher • responding both individually and collectively • having very little influence over the content of learning • recognizing and responding to novel combinations of previously taught items • speaking when they feel ready to speak — that is, when a sufficient basis in the language has been internalized
	• deciding what to teach, modeling and presenting the new materials, and selecting supporting materials for classroom use • being well prepared and well organized so that the lesson flows smoothly and predictably • initiating the interaction • providing opportunities for learning • controlling the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds • following the example of parents giving feedback to their children
	• no basic text • teacher's voice, actions, and gestures • classroom objects, such as books, pens, cups, furniture • pictures, realia, slides, and word charts

Teacher roles

Types of learning and teaching activities

Instructional materials

Objectives

Learner roles