

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