

Characteristics of the TPR method

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| | <ul style="list-style-type: none"> 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 |
| | <ul style="list-style-type: none"> 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. |
| | <ul style="list-style-type: none"> 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 |
| | <ul style="list-style-type: none"> 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 |
| | <ul style="list-style-type: none"> no basic text teacher’s voice, actions, and gestures classroom objects, such as books, pens, cups, furniture pictures, realia, slides, and word charts |

