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**Methods Presentation**

**EDPN 673: Methods & Materials for Teaching English as a Second**

**Language**

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The method of instruction I chose to implement in my mini lesson for my methods presentation is Total Physical Response (TPR). I chose Total Physical Response for several reasons. The first reason is that children at this early age, benefit from visual supports that are accompanied by key vocabulary words, and this type of instruction allows English Language Learners to acquire new vocabulary in a new language. The second reason is that TPR is a great method to implement in a developmental sense. James Asher saw successful adult second language learning as a parallel process to child first language acquisition. He stated that speech directed to young children consist of commands, which children respond to physically before they begin to produce verbal responses. Asher also believe that comprehension abilities precede skills in learning a language; the teaching of speaking should be delayed until comprehension skills are established; skills acquired through listening transfer to other skills, teaching should emphasize meaning rather than form, and teaching should minimize the learner stress (Richards & Rodgers, 2014). Finally, Total Physical Response is a great way to boost student engagement. Maintaining students' attention at an early age can be challenging. "TPR is an effective strategy for engaging students. TPR asks students to listen attentively to the teacher so they can carry out motions corresponding with key vocabulary words and phrases" (Sorisas, 2021).

My lesson is for kindergarten grade level in Special Education class with four ENL students. The focus of my mini lesson was for students to identify key vocabulary from a text using visual supports. The key vocabulary that I focused on in my lesson was body parts. We are currently reading a book in class that focuses on body parts and their functions. I thought that pre-teaching the vocabulary word using visuals would be a great way to give the students the opportunity to familiarize themselves with the vocabulary words, so that when students are listening to the read aloud, looking at the pictures, or reading the words during independent

reading, they will be able to identify body parts. I went through each of the body parts, and I had students repeat the name of each body part and then touch that body part. Touching the specific body part was the action that was required of the students. After going through each body part and having the students touch their body parts as well, I modeled to the students the action of touching each body part and had them do it along with me. Next, I removed modeling and gave the students verbal commands. I made sure that I gave the commands in the order that I presented the pictures of the body parts on the powerpoint. I gave students levels of scaffolding for my ELL students to practice how to say the words and then integrate the physical action to it. Then, once I felt students were comfortable identifying and pointing to the correct body parts, I switched the order in which I gave my commands.

Performing or touching their body parts gave the students a representation of the body part. They were able to make the connection between the body parts using the realia on the powerpoint and the real body parts on their body. Using technology, my students were able to interact and receptively identify the words and body parts by using iPads. For my multilingual learners, the total physical response mini lesson centered around the vocabulary words of body parts gave them the opportunity to make a connection between body parts in their language and body parts in English. For example, if I were to show just the name of each body part, without any visual support and physical action to go with it, my multilingual learners might have struggled to understand that Mouth is Boca. Having the visual support accompanied by the motor activity, helped the students to successfully identify, recall, and acquire new vocabulary in a new language.

**References:**

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