

Pedagogy and Curriculum Innovations

Third Year 2020-2021

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First Semester
Week 5:
Lecture 11:
Typical TPR Lesson



Typical TPR Lesson



1. The teacher calls on two students to come to the front of the room and sit with him on chairs that are lined up facing the other students. He tells the other students to listen and to watch. In English the teacher says, '**Stand up.**' As he says it, he **stands up** and he signals for the two volunteers to rise with him. They all stand up. '**Sit down,**' he says, and they all sit. The teacher and the students stand up and sit down together several times according to the teacher's command; the students say nothing.
2. The next time that they stand up together, the teacher issues a new command, '**Turn around.**' The students follow the teacher's example and turn so that they are facing their chairs. '**Turn around,**' the teacher says again and this time they turn to face the other students as before. '**Sit down. Stand up. Turn around. Sit down.**' He says, '**Walk,**' and they all begin walking towards the front row of the students' seats. '**Stop. Jump. Stop. Turn around. Walk. Stop. Jump. Stop. Turn around. Sit down.**' The teacher gives the commands and they all perform the actions together. The teacher gives these commands again, changing their order and saying them quite quickly. '**Stand up. Jump. Sit down. Stand up. Turn around. Jump. Stop. Turn around. Walk. Stop. Turn around. Walk. Jump. Turn around. Sit down.**'



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3. Once again the teacher gives the commands; this time, however, he remains seated. The two volunteers respond to his commands. 'Stand up. Sit down. Walk. Stop. Jump. Turn around. Turn around. Walk. Turn around. Sit down.' The students respond perfectly. Next, the teacher signals that he would like one of the volunteers to follow his commands alone. One student should stand and perform the actions the teacher commands.
4. Finally, the teacher approaches the other students who have been sitting observing him and their two classmates. 'Stand up,' he says and the class responds. 'Sit down. Stand up. Jump. Stop. Sit down. Stand up. Turn around. Turn around. Jump. Sit down.' Even though they have not done the actions before, the students are able to perform according to the teacher's commands.

When the teacher is satisfied that the class has mastered these six commands. He begins to introduce some new ones.



Typical TPR Lesson



5. **'Point to the door,'** the teacher orders. He extends his right arm and right index finger in the direction of the door at the side of the classroom. The volunteers point with him. **'Point to the desk.'** He points to his own big teacher's desk at the front of the room. **'Point to the chair.'** He points to the chair behind his desk and the students follow. **'Stand up.'** The students stand up. **'Point to the door.'** The students point. **'Walk to the door.'** They walk together. **'Touch the door.'** The students touch it with him. The teacher continues to command the students as follows: **'Point to the desk. Walk to the desk. Touch the desk. Point to the door. Walk to the door. Touch the door. Point to the chair. Walk to the chair. Touch the chair.'** He continues to perform the actions with the students, but changes the order of the commands. After practicing these new commands with the students several times, the teacher remains seated, and the two volunteers carry out the commands by themselves. Only once do the students seem confused, at which point the teacher repeats the command which has caused difficulty and performs the action with them.



Typical TPR Lesson



6. Next the teacher turns to the rest of the class and gives the following commands to the students sitting in the back row: **'Stand up. Sit down. Stand up. Point to the desk. Point to the door. Walk to the door. Walk to the chair. Touch the chair. Walk. Stop. Jump. Walk. Turn around. Sit down.'**
7. Next, the teacher turns to the two volunteers and says, **'Stand up. Jump to the desk.'** The students have never heard this command before. They hesitate a second and then jump to the desk just as they have been told. Everyone laughs at this sight. **'Touch the desk. Sit on the desk.'** Again, the teacher uses a novel command, one they have not practiced before. The teacher then issues two commands in the form of a compound sentence, **'Point to the door, and walk to the door.'** Again, the group performs as it has been commanded.
8. As the last step of the lesson, the teacher writes the new commands on the board. Each time he writes a command, he acts it out. The students copy the sentences into their notebooks.



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As you may have noticed, so far no one except the teacher has spoken a word. However, few lessons later, students are expected to show readiness to speak. Once the teacher realizes that they are ready, he might ask to start giving commands. The teacher could ask volunteers to perform in front of the class. Volunteers take turns directing the other students and the teacher with commands like; **'Raise your hands. Show me your hands. Close your eyes. Put your hands behind you. Open your eyes. Shake hand with your neighbor. Raise your left foot.'**