**Gegenstand:** Didaktik (und Praxis)

**Topic:** Total Physical Response / language acquisition

**Farbcode:**

Blau hinterlegt. = Bloom’sche Taxonomie angewandt.

Grün hinterlegt = Scaffolding angewandt

|  |  |
| --- | --- |
| **Activity Type/Method**  **and**  **Classroom Format (group work, pair work, …)** | 1. Brainstorming 2. Working with new words – word cloud 3. Watching a video, note-taking (= understanding) 4. Comparing notes with partners (= remembering) 5. Discussion of pros and cons (= analysing) 6. Create/plan a short TPR session (= creating) 7. Present your lesson plan to classmates and give feedback 8. (Possible follow-up:) Try out the TPR session in practice nursery school or with classmates (= applying) 9. Debriefing session, matching exercise |
| **Time** | 2x 50 min. |
| **Resources (handout, book, …)** | Video (06:57 min.): Total Physical Response  <https://www.youtube.com/watch?v=1Mk6RRf4kKs> (17.01.2020)  Student’s worksheet |
| **Content-Related**  **Learning Outcome** | * Students know the principle of the TPR-method * Students can apply the knowledge to create/plan a short TPR session * (Students can apply the knowledge and carry out the TPR method in the practice nursery) |
| **Language-Related Learning Outcome** | * Students know basic words and expressions for talking about the TPR method of language acquisition * Students know different phrases for discussion and use them in the discussions |
| **Additonal materials** | Aus: Isolde Plangg-Tauschitz/Sabine Zangerl. Careers in Childcare NEU – Fachsprache Englisch für Elementarpädagogik und Kinderbetreuung, Veritas Verlag, 2017. (Schulbuchnummer: 185.116)  **Unit 1: Activities for children (p 8-20)**  **Unit 8: Supporting language development (p 120-125)** |
| **Solutions Task 5** | Solution: 1g, 2c, 3a, 4h, 5b, 6i, 7e, 8f, 9d |

**Bezug zum BAfEP-Lehrplan (BGBl. II - Ausgegeben am 27. Juli 2016 - Nr. 204):**

III. Jahrgang:

5. Semester (Kompetenzmodul 5):

Bildungs- und Lehraufgabe:

Die Schülerinnen und Schüler können

im Bereich „Lernen“

- Mehrsprachigkeit unter besonderer Berücksichtigung des Zweitspracherwerbs argumentieren.

Lehrstoff:

Bereich „Lernen“:

Ausdrucksformen des Kindes in den Bereichen Bewegung, Musik, Grafik, Kommunikation, Erst- und Zweitspracherwerb, Mehrsprachigkeit

IV. Jahrgang:

8. Semester (Kompetenzmodul 8):

Bildungs- und Lehraufgabe:

Die Schülerinnen und Schüler können

im Bereich „Lernen“

- die Entwicklung lernmethodischer Kompetenzen erklären,

- Instrumente zur Einschätzung der Sprachentwicklung vergleichen,

- Maßnahmen zur Sprachförderung auf Grundlage systematischer Einschätzung entwickeln.

Lehrstoff:

Lernmethodischer Ansatz, Einschätzung und Förderung der Sprachentwicklung unter besonderer Berücksichtigung des Zweitspracherwerbs, Bildungsorte außerhalb elementarer Bildungseinrichtungen

Praxis (S80):

6. Semester (Kompetenzmodul 6):

Bildungs- und Lehraufgabe:

Die Schülerinnen und Schüler können

im Bereich „Kommunikation und Sprache“

- Sprachkompetenz des 0 bis 6 -jährigen Kindes fördern.

Lehrstoff:

Bereich „Kommunikation und Sprache“:

**Total Physical Response**

**Ein Bild, das Schiefertafel, Text enthält.

Automatisch generierte Beschreibung**

**Task 1:**

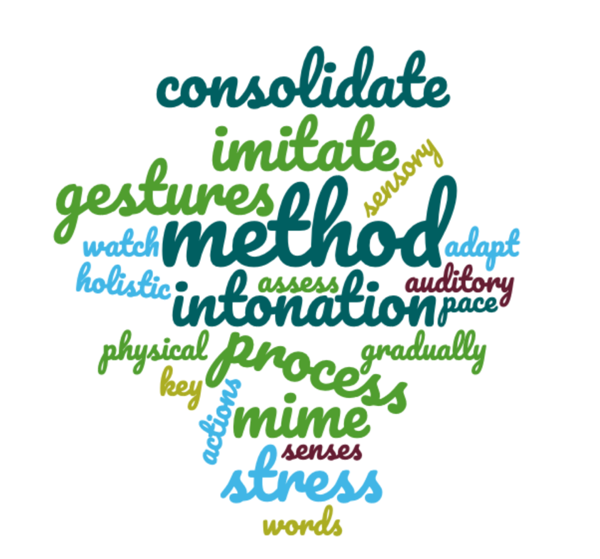
**Work on your own.**

What do you associate with the terms “Total Physical Response” and “Action Story”?   
Take notes and share your ideas **with a partner** for 1-2 minutes.

**Task 2:**

**Work on your own.**

Look at the word cloud and together with a partner try **to find out** what the **words** mean. You can also look up unknown words.



**Task 3:**

**Work on your own.**

Ein Bild, das Person, Frau, Monitor, Tisch enthält.

Automatisch generierte BeschreibungEin Bild, das Objekt enthält.

Automatisch generierte BeschreibungWatch the video and fill in the table.

<https://www.youtube.com/watch?v=1Mk6RRf4kKs>

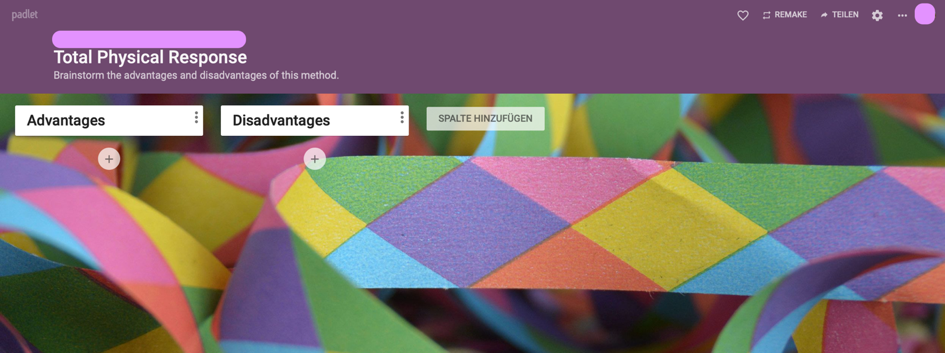
Compare your notes in pairs of three.

|  |  |
| --- | --- |
| Action stories |  |
| Phase 1 |  |
| Phase 2 |  |
| Phase 3 |  |
| Phase 4 |  |
| Phase 5 |  |

**Task 4:**

**Get together in pairs.**

Discuss why TPR is a holistic method.

Collect **advantages and disadvantages** of this method via Padlet.

**Task 4:**

**Work in groups of four.**

Search for a song, story or a nursery rhyme and **create a lesson plan** for a short TPR session.   
Make a list of materials you need.

Present your lesson plan to your classmates and give each other feedback.

**Task 5:**

Match the sentence halves to summarise the information about TPR. There are two sentence endings that you do not need to use:

|  |  |
| --- | --- |
| 1. TPR was created by | 1. their parents/carers demonstrate and instruct |
| 1. TPR is based on the experience | 1. rather than learn it as we do additional languages. |
| 1. When children learn their mother tongue | 1. because language learning happens naturally. |
| 1. No one requires very small children to speak, | 1. of how humans learn their first language. |
| 1. The result is that we *acquire* our mother tongue, | 1. because with the physical action all students are able to understand and use the target language. |
| 1. TPR has a lot of benefits | 1. supports effective learning. |
| 1. The combination of movement with language | 1. physical activity will respond well to TPR. |
| 1. Kinaesthetic learners who respond well to | 1. American psychologist Dr. James Asher. |
| 1. It works well with mixed-ability classes | 1. when they do not want to. |
|  | 1. only to listen and understand. |
|  | 1. especially for beginners and young learners |

**Possible follow-up activities:**

1. Prepare the materials (flashcards…) for the TPR session and try out the activity in your practice nursery school or with your classmates. Give each other feedback.

Pictures taken from: <https://thenounproject.com> und Pixabay