

BERTY SEGAL NEWSLETTER/UPDATE

T.P. R. Rationale—Dr. James J. Asher

The approach to 2nd Language acquisition approximates the pattern of 1st language acquisition.

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« Teaching with the Brain in Mind » (a summary of the materials from Eric Jensen's 6-day Brain-Compatible Learning Workshop, Chicago, 2002, updated - San Antonio, 2004 by Dr. Shelley Thomas, MTSU)

Learning that is compatible with the brain is a positive experience that feels easy yet challenging and results in long-term acquisition. Learning in a brain antagonistic environment can leave one feeling threatened, over or under challenged, and therefore frustrated or bored. What distinguishes the two can be summarized by the following:

*Brain compatible learning takes place when there is meaning, movement, and frequent feedback

*Brain compatible classrooms take into account the fact that states (emotional, mental, physical) are constantly changing and must therefore be respected. States can only be changed gradually with proper "framing" -which are suggestions suited to the state. Students cannot be expected to change their behavior until they have a change of state.

* Attention is in constant flux, so constant demand from the teacher for focused attention is brain antagonistic. Since 98-99 percent of learning is subconscious, a rich environment that includes props, colored posters, appropriate music, games, stories, etc. is more brain compatible for the high percentage of non-focused learning which naturally occurs.

* Threats, punishment, embarrassment, and other negative factors are brain antagonistic, causing the release of chemicals that put the amygdala on alert and slow or impede learning. Brain compatible classrooms include humour, novelty, rituals, celebration, and moderately challenging material. These aid the release of chemicals like serotonin (well-being) adrenalin (action), dopamine (celebration), and cortisone (healthy concern).

* A brain compatible quantity of material does not overload the hippocampus with too many facts and occurs in small chunks. The learned material is given quick feedback for correction to occur before the information gets too fixed. There must be down-time for processing, so that the hippocampus can evaluate and distribute the information to the appropriate parts of the brain, thus ensuring long-term potentiation of the information.

* The brain compatible teacher realizes the student rarely gets the right answer the first time after being exposed to new information, allows for much trial and error, and lets the student learn from experience how to eliminate poor choices.

*Antagonistic feedback tests the 1% of learning that occurs through explicit memory pathways. The information in these pathways is the easiest to test, yet the most likely to change and be forgotten. Brain compatible testing uses a variety of ways of assessing and targets implicit memory pathways, where learning becomes more fixed.

« Current brain research validates the use of total physical response [TPR] in several ways. First, a significant pathway for memory retrieval is through the physical body. This is known as procedural memory. We often recall what something is or what we wanted to do by simply getting up and moving. Second, areas in the brain that activate movement (cerebellum, frontal lobes, basal ganglia, motor cortex, etc.) are also well connected to the pleasure centers in the brain. Motion activates emotion; hence, moving can engage positive feelings and better retrieval. And finally, the peptide molecules which store information are distributed throughout the body. This means that almost any movement or motion can activate feelings and memories. « (an excerpt from Joyful Fluency: Brain-Compatible Second Language Acquisition, co-authored by Eric Jensen, published in 1998, page 27.)

T. P. R. Procedure

**Teacher commands and models
with whole group
with 1/2 group**

**Teacher commands, hesitates
with 2 - 3 students, 4 - 6 students**

**Teacher commands, does NOT model
with whole group, 1/2 group
2-3, 4-6, 1 person(VOLUNTEER)**

**Volunteer = T gives the command first,
then asks for the volunteer.**

Berty Segal Cook

BASIC PROCEDURE

Listening (Receptive) Lesson

A comfortably long receptive stage provides 100% success in response.

1. Demonstration - Students listen and respond to commands by following the behavior modeled by the instructor.

Instructor commands and models with

2-3 students
entire group
3-4, 4-6 others
individual (VOLUNTEER)

2. Instructor commands, without modeling, and

group responds
groups of 2-3, 4-6 respond
individual (VOLUNTEER) responds

3. Instructor combines old and new commands and models with

entire group
groups of 2-3, 4-6

4. Instructor recombines old and new commands, without modeling, and

group(s) respond
individual (VOLUNTEER) responds

If there is any hesitance or confusion displayed by students during steps 2 or 4, instructor immediately returns to modeling with them.

NOTE: Keep changing the order of commands. This increases interest.

After APPROXIMATELY 10 hours, students will reverse roles with teacher, and command

teacher
other students (small group)
whole group
other individual student (VOLUNTEER)

Components of a successful TPR Listening Lesson

UNIT 1

Lesson 4

SELF - CLASSROOM OBJECTS

REVIEW COMMANDS

Touch your arm(s); finger(s); hand(s)
Touch your head, fingers, hands, and arms
Jump . . . Sit . . . Stand . . . Sing and stop
Walk . . . Turn . . . Stop
Touch your shoulders and your chest

COMMANDS

Touch the wall
Touch the table; chair
Walk to the chair . . . Walk to the wall
Point to the table; chair; wall
Point up and point down
Jump . . . Sit down
Put your head up and down
Put your arms (feet) up and down
Point up to your head
Point down to your feet

* NOVEL COMMANDS

Jump to the chair
Jump to the table
Put your head (nose) on the table; chair
Put your chest (ears) on the table; chair
Sit on the table . . . Stand on the table
Put your feet on the wall (NOTE: Let them enjoy this, knowing they can't do it.
Some will try.)
Put the chair on the table and put your fingers on the chair

Levels of Questions

1. T- all vocabulary (Who is, Is (s)he?)
(All the vocabulary is in the T's question)
Ss- 1 word (Yes, No, Name)
2. T- all vocabulary (either /or ?)
Ss -1 word (give verb or a noun)
3. T - partial vocabulary (where, what?)
Ss - 3 word phrase
4. T. "What is (s)he doing?" (no vocabulary)
Ss provide vocabulary(3 words -> sentence)

Relax the requirement for a full sentence
But model full sentences—"Yes, he's scratching
his head."

Leveling of questions applies to all tenses.
(what doing, will do, did do.)
In time, Ss- full sentences

Speaking Stages (Brief Summary)

from Teaching English (& Other Languages) through Action
and Teaching ESL (& Foreign Language)..Speaking, Reading, Writing
By Bertha (Berty) Segal Cook

- 1. Role Reversal-Students give commands to the teacher, a small group or a large group.. or an individual, providing that the individual is a **VOLUNTEER**
Emphasize communication, not pronunciation
It is at this point that you may begin the Student Book(in English, Spanish, French, German).. See Transfer from Listening->Speaking->Reading->Writing**
- 2. One word responses to questions(Yes, No, a name or a number)
Does Maria have the ball?- No, Yes
How many hands (noses, eyes)do you have?-Number
Who is wearing the pink shirt with the blue stripes? Name
(All the above are in the present tense, and are Level 1 questions)**
- 3. Two & three word responses to questions
Present Progressive Tense.. (one verb,3 objects)(5 times)(then 3 ring circus)
Ask the questions while the action is going on
Leveling of questions(levels 1,2,3,4)**

Levels of Questions.. Examples--> 3 Ring Circus

Level 1... T provides all vocabulary.. Ss respond with yes, no, name
Who is jumping? (dancing with the broom, singing to the clock?)
Is Pat?(Dan) jumping, dancing w/ the broom, eating pizza?.)

Level 2.. T provides vocabulary, Ss respond with a verb or noun
Either / or ... Is Pat jumping or running? (verb)
Dancing w/ broom(w/Dan?), eating pizza(pnut butter?)(noun)
Singing to the clock or to the window?(noun)..

Level 3.. T provides partial vocabulary ..Ss respond w/ 3 words
What is Dan eating? To what is Pat singing? Where is Pat -(verb)

Level 4.. T questions, Ss provide vocabulary
What is Pat.. Dan.. Mark .. doing ?