

Sandy Gonzalez

Methods Presentation

Graduate School of Education, Touro University

EDPN 673: Methods and Materials for Teaching English as a Second Language

Professor Dr. Jasmin Cowin

Spring 2025

For my methods presentation video lesson, I chose to demonstrate teaching a language learning method through math content. My lesson is for 8th or 9th grade Algebra, teaching how to solve 2-step equations using the Total Physical Response (TPR) method of instruction. Dr. James Asher developed this method in the 1960s based on the underlying theories of first language acquisition. “TPR is based on recreating the first language learning process in the second language classroom, because the human brain and nervous system are biologically programmed to acquire language in a particular mode. The sequence is developing listening comprehension before production skills and the mode is synchronizing language with body movements.” (Language Link – International Language Center, n.d.). Using the TPR method is an effective way to teach new vocabulary to ELLs, and in turn, for learners to demonstrate comprehension of the new vocabulary through the appropriate physical body movements. It is taught through a series of commands, physical reactions to the commands, and repetition in which only the target language is used. “Children learn by doing...With the physical cues attached to the words, children can connect the language to the movement through repetition and demonstration and can follow their command” (Celce-Murcia, 2014, p. 558),

In my experience as a Special Education teacher, I have personally seen the benefits of using multimodal techniques in the classroom to deepen understanding and increase engagement for all types of students, not just those with special needs. As Celce-Murcia points out, “instruction should support multiple intelligences...[as] all students are individuals and may exhibit their own combination of the eight intelligences,” and using a variety of techniques makes input comprehensible (2014, p. 558). Secondary level math can be challenging, particularly for entering or emerging ELLs, or students with interrupted formal education. In this lesson, TPR was used along with visual graphics, some animated, to teach and reinforce content-

specific vocabulary through physical gestures using hands and the body. The visual cues, the audible chant (by the teacher), and the kinesthetic movements appeal to those multimodal learners. The physical connection, along with the repetitive physical action related to the vocabulary words enhance memory and retention as “word learning is dependent on repeated exposure to target words in context” (Celce-Murcia, 2014, p. 291). This is also an effective strategy for ELLs with limited English proficiency as it provides comprehensible input without the need for immediately being required to speak the language. However, there are some limitations to this method. As TPR relies on listening and responding, it does not address or help to develop speaking and writing skills unless it is incorporated within the lesson, which in this case, it was not. In addition, although I feel that this would be an appropriate technique with entering level ELLs, it would be less effective for students that have more advanced language proficiency skills.

Overall, I think that using the TPR method in a middle or high school math class is an interactive technique in which older students can have fun with while breaking up the monotony of their day. It is an effective scaffolding tool to help support students with multiple learning styles in grasping vocabulary and certain concepts through physical movement. However, this method would work best when supplemented with other techniques that engage advanced learners and foster other necessary language skills.

.

Methods Presentation Slides Canva Link:

https://www.canva.com/design/DAGiBg9z5k/YhmH18nE3nQFbfAjmKZQvA/view?utm_content=DAGiBg9z5k&utm_campaign=designshare&utm_medium=link2&utm_source=uniqueLinks&utmId=he741e8b171

Mini Lesson Vimeo Video Link:

<https://vimeo.com/1067033505/c591933949>

References

Celce-Murcia, M. (2014). *Teaching English as a Second or Foreign Language* (4th ed.).

National Geographic Learning.

Teaching methodologies: Total Physical Response. Language Link - International Language Centre. (n.d.).

https://jobs.languagelink.ru/tefl_clinic/teaching_knowledge/teaching_methodologies/tpr.php