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JAMES ASHER AND HIS TPR (ДЖЕЙМС АШЕР ТА ЙОГО TPR)

Розкривається сутність методу Ашера TPR, особливості викладання іноземної мови зі застосуванням нової комунікативної методики. Особлива роль приділяється ролі викладача та ролі студентів під час ПФР заняття та певному порядку навчання студентів: аудіювання, говоріння, читання, письмо.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

Total Physical Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

The first goal of a teacher using TPR is to help the students develop listening fluency. The other language skills, speaking and writing, are supposed to be learned in a later stage as Asher believes that the ability to understand a language by listening to it would later have a positive effect on building the other skills.

In TPR, students learn by reacting to commands given either by the teacher or by their fellow students. Therefore, students learn only by hearing sentences in which the imperative is used. The imperative is as prominent as Asher regards language as "grammar-based" with the verb - especially the verb used in the imperative - being the "central motif". Asher in fact believes that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor"

Asher does not directly discuss the nature of language or how languages are organized. However, the labeling and ordering of TPR classroom drills seem to be built on assumptions that owe much to structure

or grammar-based views of language. Asher states "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor". He views the verb and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized.

Asher sees language as being composed of abstractions and non-abstractions, with non-abstractions being most specifically represented by concrete nouns and imperative verbs. He believes that learners can acquire a "detailed cognitive map" as well as "the grammatical structure of a language" without recourse to abstractions.

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.

TPR trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson. Most often, TPR is used with basic commands. The teacher tells the students to stand up, put their hands in the air, pick up something and give it to another student, sit down, etc. The teacher should say these naturally to see how students respond. By modelling the action and repeating as many times as necessary, the students learn the meaning of the commands.

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen").

Total Physical Response is in a sense a revival and extension of Palmer and Palmer's English through Actions, updated with references to more recent psychological theories. It has enjoyed some popularity because of its support by those who emphasize the role of comprehension in second language acquisition. Krashen (1981), for example, regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress. The experimental support for the effectiveness of Total Physical Response is sketchy (as it is for most methods) and typically deals with only the very beginning stages of learning.