

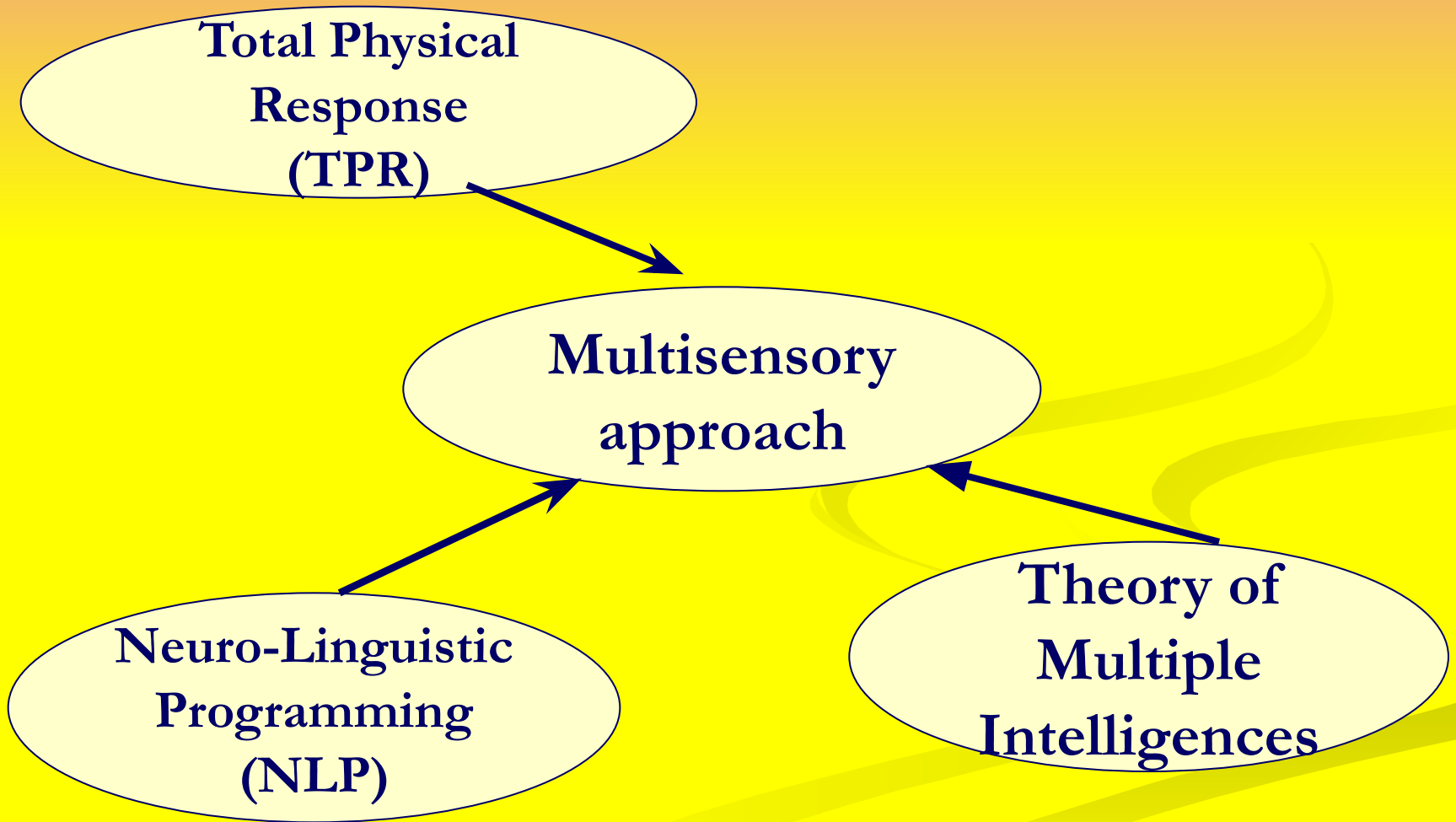
# Multisensory approach to teaching English



Eugenia Kostyuk, 2010

# Sensory dictation

I see...	I hear...	I feel...	I taste...	I smell...



# Total Physical Response

TPR (total physical response) is a method of teaching language using physical movement to react to verbal input. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.



# NLP



**Body-mind  
connection**

# NLP

**“Each of us has within us whatever we need in order to achieve what we want to”**



# Theory of multiple intelligences (Howard Gardner)

The linguistic intelligence

The logical-mathematical intelligence

The intrapersonal intelligence

The interpersonal intelligence

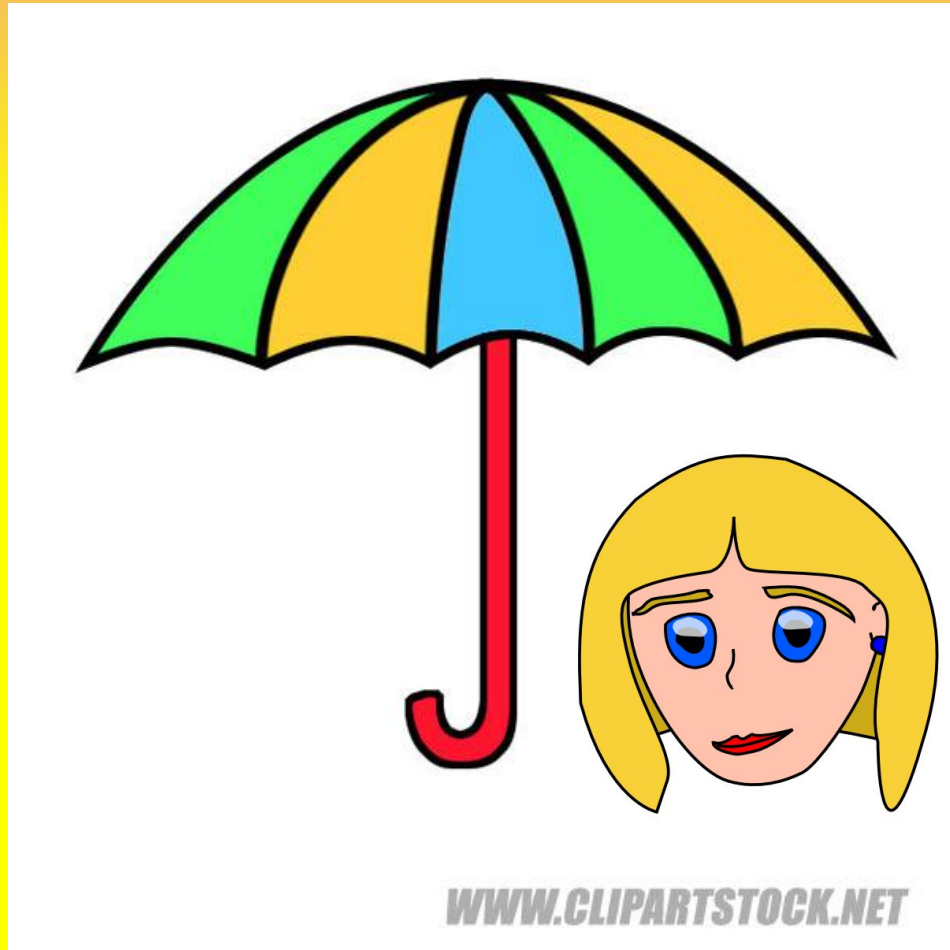
Intelligence

The kinesthetic bodily intelligence

The Musical Intelligence

The spatial intelligence

# Multisensory approach

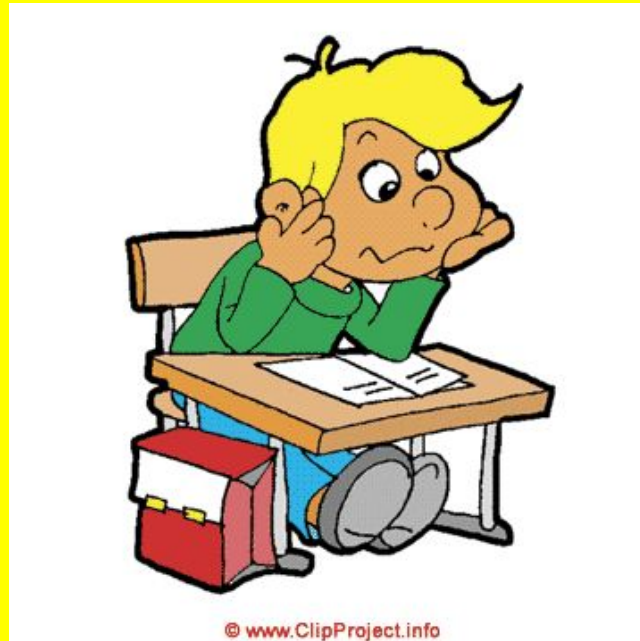


Whole-brain  
approach



# Language work

Lexis + grammar + pronunciation



# Grammar

“Moving in time”

Irregular verbs

# Grammar

Mime the grammar

- While I was watching a comedy the cake got burnt.
- I'm going to ski down the hill.
- I've won in a lottery and now I can buy a car.
- I've been painting the wall for three hours and now I'm tired.

# Pronunciation

“Sound Machine”

Storytelling

# Punctuation

“Percussion punctuation”

The background of the slide is a bright yellow gradient. In the lower right quadrant, there are several thick, overlapping, wavy lines that create a sense of movement and depth, resembling stylized waves or a decorative graphic element.

john was out in the garden looking for something  
he was on hands and knees in flower border his  
wife saw him from an upstairs window opened the  
window and called down to him what are you  
doing im looking for my keys your keys lost them  
in the garden did you no in the house then why are  
you looking for them in the garden he straightened  
his back and looked up to her the light is better in  
the garden

john was out in the garden // looking for  
something // he was on hands and knees in  
flower border // his wife saw him from an  
upstairs window // opened the window and  
called down to him // what are you doing // im  
looking for my keys // your keys // lost them  
in the garden // did you // no // in the house  
// then why are you looking for them in the  
garden // he straightened his back and looked  
up to her // the light is better in the garden

John was out in the garden, looking for something. He was on hands and knees in flower border. His wife saw him from an upstairs window, opened the window and called down to him:

“What are you doing?”

“I’m looking for my keys.” “Your keys? Lost them in the garden, did you?”

“No, in the house.”

“Then why are you looking for them in the garden?”

He straightened his back and looked up to her:

“The light is better in the garden!”



# Punctuation

Peter where Mary had had had had had had had had had had had the teacher's approval.

Peter, where Mary had had "had had" had had "had". "Had had" had the teacher's approval.

# Speaking

“Human camera”

The background of the slide is a bright yellow gradient. In the lower right quadrant, there are several thick, wavy, light-yellow lines that curve and flow across the page, creating a sense of movement and depth.

# Internalizing the language

## Internalising a poem

a.... L....c....c...t...t...t...o...t....t....

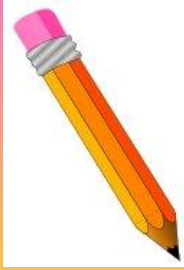
I....t...I....t....a....n....s...h...

s....u....a...l...h...b...t....g....

t....s....a....c.....

t....h....f...a.....

**NB!**



- ✓ Students' motivation depends partly on how “addressed” they feel in the class.
- ✓ Students realise that they can approach the language from their strength areas.
- ✓ Students not only have the opportunity to use their strongest intelligences but also develop their weaker ones.

“...you are only human  
insofar as you can play,  
and you can play insofar  
as you are human...”

Schiller