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**Advantage of using Total Physical Response for young learners**

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**QUALIFICATION PAPER**

**“THE QUALIFICATION PAPER  
IS ADMITTED TO DEFENCE”**

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## **INTRODUCTION**

*“Integration of Uzbekistan in the world and international community, the speed of development of international, economical, political and cultural relations suppose global outlook in language study and teaching of foreign languages. Deep knowledge of foreign languages means not only mastering a language practically, but also study of its theoretical basis and up-date them with a new upcoming rules in order to be adequate with the recent period of language utilization, furthermore to push forward some novelists for future generation”*

I.A.Karimov.<sup>1</sup>

In our days great importance is attached to learning and teaching foreign languages. According to the Presidential Decree 1875 adopted on December 10, 2012 “On measures for further enhancement of the system of teaching of foreign languages” pupils in Uzbekistan must start learning foreign languages at the early ages<sup>2</sup>. That’s why as future teachers we ought to know the new technologies of teaching foreign languages to young uzbeklearners, taking into consideration their psychological features and ways of motivating the learners at the English language classrooms.

We know that it is not always possible to teach a foreign language like English in a way that all pupils will both learn and experience fun and enjoyment. However, the teacher should do his/her best in order to create as much supportive learning environment in the classroom as possible.

For many years in the world English was the only language used in business environment as the working language. Nowadays, English-speaking businessmen and common people find it necessary to learn a foreign language as the more you know about a foreign business environment the better. Surely the aims learning foreign languages may be very diverse, starting with plain curiosity and ending with “exigency” to learn a language as it is urgently needed for work or further

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<sup>1</sup>Каримов И.А. “Тарихий хотирасиз келажак йўқ” – Тошкент. 1999. 149-150 66

<sup>2</sup>Karimov I., Tashkent :Newspaper “Ma’rifat” , December 10, 2012.

studying. Nevertheless when knowledge of a foreign language is needed, language “learning becomes dependent on teaching, for, despite the ease and inevitability of first language(s) acquisition in early childhood, language learning of any other kind turns out to be a complex and difficult task. This can be said one of the main reasons why “language teaching has increasingly become a significant profession in Uzbekistan”<sup>3</sup>. Though wide spread of teaching professions, language learning is a difficult process, which requires serious judgement from both a teacher and a learner. Teachers’ task at this point is very complex too, as it is demanded “to devise technologies, to create environments, to understand the processes, to simplify and systematize”. Teaching English to the elementary school students is not an easy task since it demands a lot of creativity. According to *JamolJalolov* young learners learn bit differently from older learners, adolescents, and adults. They can very often get bored, losing any interest after ten minutes or so. Surely their world is still full of enjoyable activities. When English is taught interestingly, it will motivate the pupils to learn it better<sup>4</sup>. According to child psychology, pupils’ language ability is developed through practical application; thus, the understanding of language should be natural and direct. *J. Jalolov* states that uzbek pupils speak first instead of both reading and writing in English. In the classroom, as he says speaking is used twice as often as listening and the most often used skill. *T. Sattarov* states that many teachers still apply traditional method in teaching English for young pupils<sup>5</sup>. For example, teachers make the pupils keep learning through teacher’s explanation of new words or grammar. Generally speaking, this method is not effective because students will easily forget the words and the phrases if they learn different topics. Especially for elementary level, those who are seven to twelve years old, this method can be uninteresting. However there are many technologies and activities that can be used in teaching English to young uzbek learners. Applied methods need to be not only interesting but also effective in teaching language in Uzbek classrooms. *I.*

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<sup>3</sup>Ў. Х. Хошимов, И. Ёкубов, “Инглиз тили ўқитиш методикаси”, Тошкент - 2003.

<sup>4</sup>Ж. Ж. Жалолов, Чет тили ўқитиш методикаси, Тошкент – 1996.

<sup>5</sup>Саттаров.....

*Yakubov* says that pupils will not be able to speak foreign language well just by memorizing lists of words, repeating mechanically some useful expressions, and so on. If young pupils do not understand the spoken language, they can't learn it effectively. *Harmer* says that some students forget the material easily because they are not active during learning process or involved in learning process directly; there are no good atmosphere and environment of learning process in the class if there is no interaction or response between students and teacher. If Uzbek learners just sit in their chairs and listen to teacher's explanation it will make students bored and they will not enjoy the learning process. *J. Jalolov* states that "the students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities. The teacher must give young learners tasks which they are able to do, rather than risk humiliating them" among classmates.

Therefore the Total Physical Response activities developed by James Asher provide ideas to create the activity for the success of the English language learning. In this research work, we will introduce peculiarities of Total Physical Response method and how this method is practiced to young learners. We should also discuss why and how TPR can help foreign languages teachers to improve their teaching activities through analyzing the features of learners learning. Ways of applying TPR in classroom will also be presented.

**The Topicality of** this qualification paper is represented by the fact that ways of using TPR through coordination of language and physical movement is one of the most effective ways of teaching young learners.

We know very many researches on this field, but the emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has not been sufficiently investigated within new approaches.

**The Object of the research:** teaching English to young learners through TPR method.

**The Subject of the research:** to analyse the peculiarities of TPR application in primary schools.

**The basic purpose of the work** is to learn and analyze the role, significance and appropriateness of TPR in EFL classroom. Stated aim determines the following research work **objectives (tasks)**:

1. To investigate students' motivation and interests in learning English enhanced through TPR.
2. To identify pedagogical implications teaching English to young learners using TPR.
3. To analyse the complexion and techniques of TPR classroom activities.

**The novelty of the research paper.** With so many different approaches and technologies available, many FL teachers are not sure of which to select and how to go about making that choice. In this graduation qualification paper we will look at some of the methods that have been used, widely in teaching English and come to conclusion about the bases on which we can decide on our approach to teaching young pupils. Taking into consideration different personality factors, learning styles, and other important psychological characteristics of young learners we are certain of the suitability of the selected approach in foreign language classroom in our context.

**Theoretical value of the research paper** helps FL teachers to determine the differences between different approaches and methods, to see the benefits of TPR in teaching young learners of Uzbekistan.

**Practical significance of the investigation.** The collected and analysed material will be helpful for teachers and graduates of higher education institutions in our Republic.

**The research work consists of** an introduction, three chapters, a conclusion and bibliography.

**The first chapter** is ascertained what Total Physical Response is, what premises the TPR is based on and how acquiring the second language depends on learners' development stage.

**In the second chapter** we have described advantages and disadvantages of applied TPR method, differences between traditional method and TPR.

**In the third chapter** we analysed the role of using TPR through coordination of language and physical movement, and how to apply the materials in educational process with modern innovative pedagogical, information and communication technologies.

**In the conclusion** all information was summarized and there were given some recommendations.

## **CHAPTER I. THEORETICAL ASSUMPTION OF TPR METHOD**

### **1.1. Different approaches to teaching foreign languages in our Republic.**

In teaching English process, there are terms that teachers need to know. They are techniques, activities, approaches and methods; yet, for some reasons, these terms are quite confusing that they are sometimes misunderstood or misinterpreted by teachers. Before the terms these terms are explained any further, English teachers have to thank to Edward Anthony and Jack Richards and Theodore Rodgers <sup>6</sup>. Those scholars put the apparent foundation to the terms.

Edward Anthony gave the explanation about method terms that was remarkably understandable at that time. He put forward the term in the second place out of three hierarchical elements in English education. In his perspective, Approach was a group of hypothesis that dealt with the type of language learning and language teaching. The examples of teaching approaches are GTM (Grammar Translation Method), Direct Method, Reading Method, ALM (Audio-lingual Method), Communicative Approach, etc.

After approach, he set “method” in the second place. In his definite point of view, Method was the depiction of a general plan of systematic presentation of language based on a chosen approach. The examples of methods given by us are CLL (Community Language Learning), Suggestopedia, The Silent Way, Total Physical response (TPR) and Natural Approach. Maybe you are acquainted well with the instance of these methods and you have been using it over time.

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<sup>6</sup>Jack Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press, 2001.- p.124.

The last notion would be technique. In Anthony's understanding, Method was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. However, we can state that the technique is the execution from our assumptions and plans.

U. Khashimov and J. Jalolov reformulate the concept of those terms into **approach**, **design**, and **procedure** with "**method**" as a super ordinate term. These methods said that method was an generalizing term that integrated theory and practice. Furthermore, these two explained design as the relationship between expert theories to classroom materials and activities while procedure as method and the practical executions in the classroom that was developed eventually from approach and design. The explanation for this aspect was similar to what Anthony had said earlier.

The U. Khashimov and J. Jalolovs' reformulation made our understanding towards the concept of method better because:

1. They made a clear specification from the important element of language teaching designs that was left unexplained previously. Objectives, syllabus, the roles of learner, the roles of teacher, activities, and the roles of instruction material are six important features that derived from U. Khashimov and J. Jalolov' reformulation.
2. They forced the learners to relinquish the notion that separate, definable, and disconnected method is the essential barriers of methodology. Studies showed that nearly all language teaching technologies oversimplified the assumptions that all teachers do in the classroom could be made as standard practice.

Though their renaming and new meaning really revived our comprehension, their new concept of method did not catch on in pedagogical literature. The concept they offered about method is, on the other hand, more comfortably referred as methodology by J. Jalolov.

As a conclusion, J. Jalolov<sup>7</sup> defines the terms in a new definition, in other words, he makes reformulation. The new reformulations of the terms are as follows:

1. **Methodology:** Pedagogical practices are general. All things that are engaging into “how to teach” questions are methodological, whatever the considerations take into accounts.
2. **Approach:** Theoretically well-informed positions, assumptions, thoughts, notions, and beliefs concerning the nature of language, the nature of language learning, and the applicability of both in pedagogical setting, it does mean in classroom practice. An implemented approach describes how language is used and how its constituent parts interlock - in other words it offers a model of language competence. This approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.
3. **Method:** A summarized set of specification in the classroom for achieving linguistic objectives. Methods mainly regulate teachers and learners’ roles and behavior. Besides, the concern of technology is to linguistic and other objectives, sequencing, and materials. A method is the practical realization of an approach. The originators of a method have come to decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some pattern of syllabus organization. Methods cover different procedures and techniques as part of their standard module. When methods have certain procedures, presented by a clearly articulated approach, they are easy to describe. The more all-covering they become, however, the more difficult it is to classify them as real activities in their own right.
4. **Procedure:** a procedure is an ordered sequence of techniques. For example, a popular dictation procedure begins when students are put in minor groups. Each group then sends one learner to the front of the class to read (and remember) the first line of a verse which has been put on a table there. Each

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<sup>7</sup>Ж. Ж. Жалолов, Чет тили ўқитиш методикаси, Тошкент – 1996..

pupil then comes back to their activated group and dictates that verse. Each group then sends a second student up to read the next line. The procedure continues until one group has written the whole poem. A procedure is a sequence which can be described in terms such as *first you do this, then you do that....* Smaller than a method it is bigger than a technique.

5. **Curriculum/Syllabus:** The central concern of curriculum (commonly used in US system) and syllabus (commonly used in UK system) is linguistic and subject matter objectives, sequencing, and materials. The aim is to meet the requirements and fulfill the challenges to defined group/class in particular context or situation chosen beforehand.
6. **Technique:** Any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning.

The form in which people declare and develop new teaching practices can make debates of comparative methodology somewhat confusing. Some methodologists, for example, have new insights and claim a new “approach” as a result. Others claim the status of method for a technique or procedure. Some methods start as procedures and techniques which seem to work and for which an approach is then developed. Some aspects have to go in search of procedures and techniques with which to form a method. Some procedures are explicit about the approach they exemplify and the procedures they employ.

What the interested teacher wants to do when faced with a new method, for instance, is to see if and/or how it incorporates theories of language and learning. What activities does it incorporate? Are they appropriate and effective for the classroom environment that the instructor works with? In the case of techniques and activities, two more questions seem worth asking: are they satisfying for both students and teachers, and do the teachers actually achieve what they set out to achieve?

Wide-spread methodology includes ideas at all the various levels we have discussed, and it is these methods, procedures, approaches (and models) which

influence the current state of English language teaching in Uzbekistan. And summing up, we can mention what methods are used today:

***Grammar-translation method (GTM):***

**Background of GTM.**The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. This method was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may explain to its heavy bias towards written work to the actual exclusion of oral production. The Grammar Translation Method is an old method which was initially used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form. It was designed according to the *faculty psychology approach* which was very famous during the 18th and 19th century. It contended that "mental discipline was essential for strengthening the powers of the mind". The method to do this was through analysing classical literature of the Greeks and Romans. It is amazing to see that the Grammar Translation Method was still in use in many classrooms in Europe during the late decades of the 20th century. Maybe, it's because it naturally bears some advantages:

- Translation is the easiest and shortest possible way of explaining meaning of words and word combinations.
- Learners have no problems to understand the material as it is carried out in the mother tongue.
- It is a labor-saving activity as the teacher carries out everything in the mother tongue.

And disadvantages also:

- What the method is good at is "teaching about the language", not "teaching the language".
- Speaking or any kind of spontaneous creative output was withdrawn from the curriculum.
- Learners lacked an active role in the classroom.
- Very little attention is paid to communication.

- Very little attention is paid to content.
- Interpretation is sometimes misleading.

Because of all these disadvantages, teachers tried to find better ways to remedy the shortcomings of the grammar translation method. The **Direct Method** was the response.

Grammar–translation lessons are usually taught in the students' native tongue. Grammar rules are learned deductively; pupils learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the second language. More attention must be paid to the form of the sentences being translated than to their content. When pupils reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the interpretation of classical texts. There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

#### **The Principal Characteristics of GTM:**

- Classes are taught in the children's mother tongue.
- Vocabulary is explained in the form of isolated word lists.
- Extended explanations of grammar rules are always provided.
- Reading of complicated texts is begun early in the course of study.
- Less attention is paid to the content of texts.
- Often the only drills are exercises in interpreting unique sentences.
- Less or no attention is given to pronunciation.

#### ***Direct method:***

**Background of Direct method.** A reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. It was established in Germany and France around 1900 and contrasts with the grammar translation method and other traditional methods, as well as with C.J. Dodson's bilingual method. It was adopted by key international language

schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012. In general, teaching focuses on the development of oral skills.

**The Principal Characteristics of Direct method:**

- Only use the target language in class.
- The learner should be actively involved in using the language in realistic everyday occasions.
- Pupils are encouraged to think in the target language.
- First speaking is introduced and then only reading and writing.

***Audio-lingual Method:***

**Background of Audio-lingual Method.**This method is based on the basic laws of behavior psychology. It adapted a lot of the principles and procedures of the Direct Method, in part as a reaction to the shortage of speaking skills of the Reading Approach.

The **audio-lingual method**, **Army Method**, or **New Key** is a style of teaching used in learning foreign languages. It is based on behaviorist theory, which dictates that certain laws of living things, and in this case humans, could be trained through a system of reinforcement. The adequate use of a trait would get positive feedback while incorrect use of that trait would get negative feedback.

This aspect to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method recommended that pupils should be taught a language directly, without using the pupils' native language to introduce new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the instructor drilled pupils in the use of grammar.

Applied to language teaching, and often within the context of the language lab, it means that the instructor would present the proper model of a sentence and the pupils would have to repeat it. The instructor would then continue by introducing new words for the pupils to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

The idea is for the learners to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles C. Fries, the former director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to recite the basic sentence patterns and grammatical structures. The students were given only “enough vocabulary to make such drills possible”<sup>8</sup>. Fries later included principles for behavioural psychology, as developed by B.F. Skinner, into this method.

#### **The Principal Characteristics of Audio-lingual Method:**

- Dependence on mimicry and memorization of set phrases phraseological units.
- Teaching structural models by means of repetitive exercises.
- No grammatical explanation.
- Learning vocabulary in discourse.
- Use of tapes and visual aids.
- Focus on pronunciation.
- Immediate reinforcement of adequate responses.

#### ***Communicative Language Teaching:***

**Background of Communicative Language Teaching.** The communicative approach could be said to be the product of teachers and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language teaching. The origins of Communicative Language Teaching are to be found in the changes in the British languages teaching tradition dating from the late 1960s. Interest in and development of communicative-style teaching rose in the

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<sup>8</sup>Richards J.C., Rodgers T.S, Approaches and Methods in Language Teaching, Cambridge University Press, 2001.

1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

- Members should have contract in an interpersonal relationship.
- Students and teachers work together to facilitate learning by valuing each other, lowering the defenses that prevent interpersonal contact, reducing anxiety and constituting a positive community.
- Teachers role is that of a true advisor.
- They are not perceived as a warning
- They don't impose boundaries and limits
- They concentrate on the pupils needs.

We see stages in CLL which pupils go through in their learning process:

1. "Birth" stage: feeling of security and belonging are established. Dependence on the knower as learners have little or no idea of the target language.
2. "Self stage": As the learner's ability improve and starts to get an idea of how language works, they achieve a measure of independence from the parent although they still assistance help from the knower.
3. "Separate existence": pupils can speak independently.
4. "Adolescence": The learners are independent although they are aware of gaps in their knowledge and feel secure enough to take criticism and being corrected.
5. "Independence": Complete independence from the knower. The child becomes an adult and becomes the knower.

### **The Principal Characteristics of Communicative Language Teaching:**

- The role of the teacher in CLT is quite different from traditional teaching methods. In the traditional classroom, the teacher is in charge and "controls" the learning. In CLT the instructor serves as more of a facilitator, allowing students to be in charge of their private learning.
- The use of target language in a communicative way.
- Emphasis on meaning rather than form.

- Accent is on functional/ usable language.
- Not just limited to oral skills. (all four skills area).

## 1.2. The Basic concept and principles of Total Physical Response

Total Physical Response (TPR) is a language teaching method that was developed by James Asher, a professor of psychology at Jose State University, California, in 1977. This method built on coordination of speech and action; it attempts to teach language through physical (motor) activity. According to Diaz<sup>9</sup>, who is a former language teacher and consultant in TPR and language instruction in general, the research base for TPR dates back to the 1960s, and experiments performed with mentally – deprived patients whose right and left brain hemispheres were surgically severed. (The idea was that epileptic seizures start on one side of the brain and moved to the other, so if they could isolate the event to one side of the brain, the captures might be less extreme.) Asher, as a psychologist, was one of the researchers. From then on, he started to investigate some interesting relationships between language and action. His work led him to formulate the theory known today as Total Physical Response, or TPR.

Total Physical Response is related 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 accomplished 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 raise the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young learners consists primarily of commands, which pupils answer to physically before they begin to produce verbal answers. Asher feels adults should recapitulate the processes by which learners acquire their mother tongue.

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<sup>9</sup>Diaz, L., TPR foreign language instruction and dyslexia, 2005. Retrieved May 3, 2011.

Asher states the idea of the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game **like movements reduces learner stress, he believes, and creates a** positive mood in the learner, which facilitates learning.

James Asher developed the Total Physical Response method as a result of his observation of the language development of young learners. Asher saw that most of the interactions that young learners experience with parents or other adults combine both verbal and physical aspects. The child answers physically to the speech of the parent, and the parent reinforces the child's answers through further speech. This creates a positive feedback loop between the parent's speech and the child's actions. Asher also observed that young learners typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex than those they can produce themselves<sup>10</sup>.

From his experiences, Asher worked out **three main hypotheses** about learning foreign languages that are embodied in the total physical response method. Those hypotheses are the bio-program, brain lateralization, and reduction of stress.

**The first** hypothesis is the Bio-program. Asher was sure that first and foreign language learning is parallel process. Asher mentioned three processes as important: first learners develop listening competence before the ability to speak. Second, learners' ability in listening comprehension is learned because learners are required to answer physically to spoke language in form of parental command. Third, when listening comprehension has been established, speech develops naturally and effortlessly. According to Asher, brain and nervous system is biologically programmed both in a particular sequence and mode. The sequence is listening before speaking. The mode is to deal language with the individual's body.

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<sup>10</sup>James J. Asher, The Total Physical Response Approach to Second Language Learning, The Modern Language Journal, January 1969, pp. 3–17.

Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical actions. Speech and other productive skills should come later. The speech-production mechanisms will start to work spontaneously when the basic found actions of language are established through listening- training. Asher bases these proposals on his belief in the existence in the human brain of a bio-program for language, which defines an optimal order for first and second language learning.

**Our second** hypothesis is brain lateralization. Asher suggested that TPR tend to right-brain learning. The Asher's belief based on Jean Piaget's study that suggested that learners acquire language through motor movement - a right-hemisphere activity. A right-hemisphere activity should always precede left-hemisphere of brain activity to use the language for production. Right-hemisphere of the brain activity will encourage left-hemisphere to produce speech when the right-hemisphere activity has occurred. Therefore, the right-hemisphere activity must demonstrate in the process of the learners' language learning because learners frequently learn language indirectly rather than directly. After all, the right-hemisphere activity emphasizes on the things that seems to be fun. Garcia<sup>11</sup> explains further that the TPR approach is a right brain method of learning a language because the language is taught mainly through actions. In the other words, the reproduction of commands play as the core of the course.

**The third** hypothesis is the weakening of stress. The basic factor for successful language usage is the absence of accent. If learners are free from stressful case, they are able to find full energy for learning. The key to stress-free learning is to tap into the artificial bio-program for language development and thus to recapture the weak and enjoyable experiences that accompany first language learning.

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<sup>11</sup>Garcia, Ramiro, Instructor's Notebook: How to Apply TPR for Best Results, 2002.- p. 286.

J. Jalolov says that earliest language learning theories are reminiscent of the views of some behavioural psychologists. He agrees with I. Yakubov and says that his premise is based on Chomsky's theory of LAD, which insists that humans are born with a special biological brain mechanism, called a Language Acquisition Device (LAD). This opinion supposes that the pupil's ability to learn language is not born, that nature is more important than nurture and that the human brain has a biological program for acquiring any natural language spoken. As I think, the process is visible when we observe how infants internalize their first mother tongue.

As a summary, we can say Total Physical Response (TPR) is one of procedures developed by James Asher, a professor of psychology at San José State University, California, USA, to help learning foreign language. TPR is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, language learners answer to commands that demand physical movement. Three important laws lying behind this procedure: the bio-program, brain lateralization, reduction of stress.

Before applying the TPR method for introducing a foreign language, in this case it is English, an instructor understand its principles well so he will be able to use it properly in the learning process. Asher, as the developer of TPR, works out the principles of this procedure, they are: second language learning is parallel to first language learning and must reflect the same naturalistic process; listening must be taught before speaking; young learners respond physically to spoken language, and adult learners learn better if they do that too; once listening comprehension has been developed, speech appears naturally and effortlessly out of it; delaying speech reduces stress.

Moreover, T. Sattarov, G. Makhkamova, Larsen and Freeman propose several principles in teaching learning process by using TPR upon which the teacher's behaviour is based. The main essence of TPR are as follows: meaning in the target

language is often conveyed through action; memory is commonly activated through learners' response; the target language should be represented in chunks, not just word by word; the learners' comprehension of the target language must be developed before speaking; learners can initially use one part of the language rapidly by moving their bodies; the imperative is powerful linguistic device through which the instructor can direct a learner behaviour; students can learn through observing their actions as well as by performing the action themselves; feeling of approaching success and low anxiety facilitate quick learning; learners should not be made to remember fixed routines; correction should be carried out in an ordinary manner; learners must not develop flexibility in understanding a new combination of being learned language chunks; they need to comprehend more than the exact statements used in training. Language learning is more effective when it is fun. Spoken language should be emphasized over written language. Learners begin to speak when they are ready; and students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until language learners have become somewhat proficient<sup>12</sup>. More or less, G.Mahkamova and Dordjowidjojo after their research defines three principles which are very analogous to Asher's ideas. They think that: skills can be improved by the use of kinaesthetic sensory system. Humans, especially learners, acquire their language through activities. Comprehension precedes production". These three principles are manifested in the classroom practice. Learners are allowed to spend as much time as they want to understand before they are to produce any sentence. To achieve this goal, physical movements are obligatory<sup>13</sup>. Frost also believes in language-body conversation and TPR method. His ideas do not really differ from other researches. Frost says that parents have language-body conversations with their learners, the father or mother instructs and the child physically responds to this. These argumentations continue for many months before the child actually starts to speak itself. Even though the babies can't speak

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<sup>12</sup>Г. Т. Махкамова, Формирование навыков и умений устной иноязычной речи у дошкольников, диссертация на соискание учёной степени кандидата педагогических наук, Ташкент -2004.

<sup>13</sup>SoenjonoDardjowidjojo, Indonesian JELT, Volume 2, Number1, May 2006.

during this time, the child is taking in all of the language; the sounds and the models. Eventually when the child has decoded enough, the child reproduces the language quite spontaneously without any preparation. TPR attempts to demonstrate this effect in the language classroom<sup>14</sup>.

Explanations and patterned examples supply us a general idea of the principle of TPR- to imitate the process of infants' first language acquisition i.e. comprehension of the target language should be developed before speaking and children will start to speak when they are ready. There is a process which incorporated TPR in the second language learning classroom. Moreover, spoken language should be emphasized over written and presented in chunks, either students should be allowed to make mistakes at the beginning and should not be made to memorize fixed routines. Physical movements are necessary in teaching process in order to achieve teaching goals.

Moreover summarizing above mentioned statement we can say that mentioned that Total Physical Response is an example of the comprehension approach to language teaching. Activities in the understanding approach emphasize the significance of listening on language development. They do not require spoken output in the early stages of learning. In Total Physical Response, learners are not made to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously. At the earlier beginning stages of teaching students can respond to the instructor in their native language. While the majority of laboratory time in total physical response is spent on listening comprehension, the final goal of the method is to develop oral fluency of speech. Here Asher sees developing listening comprehension skills as the most efficient way of developing spoken language competences. Total Physical Response is both a teaching technique and a philosophy of language teaching. Teachers do not have to limit themselves to TPR techniques to teach according to the principles of the Total Physical Response method. For the learners are only

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<sup>14</sup>Richard Frost, British Council, TPR world.Total physical response – TPR. Retrieved March 13, 2009.

expected to listen and not to speak. The teacher has the sole responsibility for deciding what input students hear.

### **1.3. Total Physical Response relation with psychological characteristics of young learners**

The question, anyway, is why TPR should be applied teaching English to young learners? Teachers, seeking useful teaching results, first of all need to know characteristics of learners and how their mental abilities develop through different age periods. As I think, “Concerning children’s characteristics, teachers need to make teaching be more interesting and motivate children to learn. The primary school students still need a specific guide from teacher and people around them in order to follow the lesson well. Pupils should learn English in an interesting way and learn it through the Total Physical Response method. Therefore I am going to discuss what are teachers and learners roles in order to succeed good teaching results. However, the learners and the teacher play different roles.

It is interesting to note that learners in TPR have the primary roles of listeners and performers. Pupils listen attentively and respond physically to commands given by the teacher. Young learners are also expected to recognize and respond to novel combinations of previously taught items. They require to produce new combinations of their own. Learners monitor and evaluate their own and one another’s progress. Students are encouraged to speak when they feel ready to speak-that is, when a sufficient basis in the language learning has been internalized”<sup>15</sup>.

According to T Sattarov,<sup>16</sup> the students are imitators of the teacher’s nonverbal pattern. There will be a role repetition with individual pupils directing the teacher and the other students. In TPR, children monitor and evaluate their own progress. They are encouraged to use English when they feel ready to speak that is when a sufficient basis in the language has been created. In the first stage of TPR training,

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<sup>15</sup>Richads J.C., Rodgers T.S, Approaches and Methods in Language Teaching, Cambridge University Press,2001, 270p.

<sup>16</sup>Саттаров.....

students should mainly listen to teacher's commands in silence and watch him or her performing the action. In the next stage students respond to the commands with physical action, still keeping in silence, which builds up learner's confidence for later correct pronunciation. Initially they respond to commands as a group, later individually. When pupils become familiar with corders and feel ready to speak, they can overtake the teacher's role and instruct other students with their own commands. However, this stage usually comes a bit later as learner's confidence in understanding develops through the silent period.

We must that in the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman "teacher is the manager of all students' behaviours". Asheras quoted by Richard and Rodgers<sup>17</sup> states that "The teacher must play a very active and direct role in Total Physical Response". It means that teacher is the one who decides what to teach, who patterns and presents the new material. The teacher selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable as it is planned.

Any teacher is the significant factor in teaching and learning process. He has a great responsibility to transfer his knowledge and skill to the students, to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skills competence.

T. Sattarov extinguishes some characteristics of the elementary school English teacher. They are: encourage students to read in English (stories, comics, reading games); encourage them to work meaning out for themselves; explain thing about language; use a wider range of language input as their pattern for language use; encourage creative writing and help them to experiment with the language. Statements above say that it is important for the primary school English teacher to

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<sup>17</sup>Asher, J., Language by command. The way of learning, Retrieved May 2, 2011 - p. 35.

be more creative in teaching. He should use some interesting media and method. Therefore, the students will enjoy the lesson more<sup>18</sup>.

To sum everything up, we can say that language teachers has an active role in implementing this method. He decides what to teach, which materials to use and how they are to be presented. And learners have the roles of listeners and performers in the class. First, they must listen to what the teacher says. Then, they are expected to respond physically to those commands given by the teacher. Teacher must allow certain period of silence until confidence of understanding is reached and also be tolerant towards the mistakes students make.

The way how learners learn a foreign language, and therefore the way to teach it, completely depends on their development stage. Naturally "It would not be reasonable to ask a child to do a task which requires merely a sophisticated control of spatial orientation (for example, tracing a route on a map) if he or she has not developed this habit. On the other hand, beginners of 11 or 12 years of age will not respond well to an activity that they perceive as infantile, or well below their mentally level, even if it is linguistically appropriate (for example, identifying a strange form out of matching picture halves)"<sup>19</sup>. To avoid such misapprehension teachers have to remember learners' limitation.

Young pupils, especially those up to the ages of six or ten, learn differently from older learners, teenagers, and adults in the following ways:

- They respond to meaning even if they do not comprehend individual words.
- They often learn indirectly rather than directly - that is they take information from all sides, learning from everything around them rather than only focusing on the brief topic they are being taught.
- Their comprehension comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.

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<sup>19</sup>Sarah Phillips, *Young learners*, Oxford University Press, 2003- p. 176.

- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In the light of these features, we can see that well-experienced teachers at this level need to supply a rich diet of learning experiences which help their students to get necessary information from a variety of sources. They need to work with their students individually and in groups developing good relationships. They have to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored.

Theorist Jean Piaget suggested that learners think differently than adults and proposed a stage theory of cognitive development. Piaget the first to note that learners play an active role in gaining knowledge of the world. According to Piaget's framework, teaching English to learners can mean working with very different age groups with various interest and needs. Brown also believes that to successfully teach English to learners requires specific skill and intuition. Teacher has to know the characteristic features of learners.

Moreover, J. Jalolov says "there is a big difference between what learners of five can do and what learners of ten can do. Some learners develop early, some later. Some learners develop gradually, others in leaps and bounds. Learners of five are little learners. Learners of ten are relatively juvenile learners with an adult side and infantile side. What seven to ten years old learners can do at their own level? They are competent users of mother tongue. They can tell the difference between the fact and fiction. They enjoy playing and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work. They are often enthusiastic and always positive about learning. They rely on the spoken word as well as the physical world to convey and comprehend meaning. They can work with others and learn from others. Their own comprehension comes through eyes, hands, and ears. They have very short attention and concentration

span. Overall, learners in primary school still like to play and learn through their hands, eyes, and ears"<sup>20</sup>. According to those characteristics most activities for the juvenile learners should include action and involve the senses.

T. Sattarov states, that juvenile learners are learners from the first year of formal schooling (five or six year old) to eleven or twelve years old. So, juvenile learners are unique and different from adult learners. They have special characteristics in the way of learning. They do not learn by thinking, but by doing things. Lynne Cameron says that giving words to young learners are not enough, but they need activities that include movements and involve senses. Brown also states that learners need to have all five senses stimulated in learning. Juvenile learners pay less attention than adult learners do. Therefore, the learning process of teenager learners requires a nice environment and attractive and fun methods in order to motivate them.

T. Sattarov and G. Makhkamova consider that young learners develop quickly as individuals, they learn in different ways, they try to make sense of situation by making use non-verbal clues, they talk in their mother tongue about what they understand and do. They can generally imitate the sounds they hear, quite accurately and copy the way the grown-ups speak adult speak. They love to play and use their imagination in the process of playing.<sup>21</sup>

Moreover, L. Ahmedova and V. Narmuratova say "there is a big difference between what children of five can do and what children of ten can do. Some children develop relatively early, some later. Some children develop gradually, others in leaps and bounds. Children of five are almost little children"<sup>22</sup>.

In addition, TPR and young learners are historically related. Asher (as cited in Brown) developed Total Physical Response underlying the principles of child language comprehension. He notes that learners in learning their first language

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<sup>20</sup>Ж. Ж. Жалолов, Чет тили ўқитиш методикаси, Тошкент – 1996.

<sup>21</sup>Г. Т. Махкамova, Формирование навыков и умений устной иноязычной речи у дошкольников, диссертация на соискание учёной степени кандидата педагогических наук, Ташкент -2004.

<sup>22</sup>Л.Т.Ахмедова, В.И.Нармуратова, Практикум по методике преподавания английского языка, Ташкент - 2011.

appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and etc.). That is why Total Physical Response activities give learners much opportunity to have physical activity in their lessons.

In summary, the ways learners learn a language depend on their degree of development stage. As they have very short attention and concentration span their activities should include movement and involve the senses. And the following **Table1** shows the physical and mental challenges for each age group, as well as the teaching methods designed to handle each challenge.

**Table1**

<b>Ages 0-5 Physical Development</b>	
<b>Challenge</b>	<b>Teaching Methods</b>
Tires easily/low stamina, but recover quickly.	Preserve their energy for skiing –assist them with climbing, carrying skis, standing up, etc. Teach in short sequences.
Top heavy, especially with a helmet	Use a wide track stance or wedge.
<b>Ages 0-5 Cognitive Development</b>	
Egocentric – unable to perceive situations as others would.	Work one-on-one as much as possible, do not encourage competition amongst students.
May be quite dependent on parents.	Use a warm cheerful and gentle approach. Create bond with instructor.
Short attention span.	Gauge attention, provide quick change of pace and activities. One task at a time.
They can be excited to use words, yet may not always be able to express their feelings. Intuitive, little understanding	Use imagination and games.

of cause and effect.	
Learn by observation and “copycat”, but cannot do mirror image interpretations of movements.	Show and help them do, play copycat. Do not teach by talking and telling! Stand beside student for demos, not in front.

**Ages 6-8 Physical Development**

<b>Challenge</b>	<b>Teaching Methods</b>
Moving towards adult proportions, with the centre of mass a little lower than preschoolers.	Increase challenge and precision of tasks.
Gaining coordination, and generally able to perform simultaneous movements (both legs into a wedge at the same time rather than sequential).	Increase complexity of tasks.
They can begin to unlock their stance on easier terrain.	Focus on mobility of all the joints, especially the ankles.

**Ages 6-8 Cognitive Development**

Understand how to be in a group, and can typically work well in pairs. They still attach to adults quickly.	Will bond well with instructor and others in the group.
They understand rules and like to win, but hate to lose.	A cooperative group approach with no “losing” is recommended.
Visual learning is still important.	Provide demos so they can watch and do.

**Ages 9-12 Physical Development**

Growth spurts can create awkward periods.	Consider individual coordination and strength when establishing tasks.
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Refined motor skills, particularly when they are comfortable with terrain and speed.	Set precise objectives.
<b>Ages 9-12 Cognitive Development</b>	
Energy is unlimited.	Set clear expectations and boundaries for safety and learning. Teach to their 'watch and do' learning style.
'Group' and 'Team' have real meaning.	Pairs and teams – working as a group/team – taking turns choosing, leading.

## **CHAPTER II. PECULIARITIES OF TPR METHOD APPLYING IT TO YOUNG LANGUAGE LEARNERS**

### **2.1. Advantages and disadvantages of TPR method in teaching FL.**

And now we will discuss what advantageous teaching technologies and materials teactivities procedures and what are advantages and disadvantages of Total Physical Response.

TPR can be applied to practice and teach different things. It is well suited to teaching classroom language and other types of vocabulary connected with actions. According to Richard and Rodgers there are some activities which are done by the teacher and students in teaching learning process, as follows: Imperative drill, Conversational dialogue, Role play, Reading and Writing<sup>23</sup>. Imperative drills are the major group-work activity in Total Physical Response. They are typically used to elicit bodily actions and activity on the part of the pupils. In this sense, learners play main roles as a listener and a performer. They listen attentively and respond physically to commands sent by the teacher. Learners need to respond both individually and collectively. Conversational dialogues should be delayed until after about 120 hours of instruction and students are encouraged to speak when they feel ready to speak. However role plays centre on everyday situations, such as at the restaurant, supermarket, kitchen, hotel, or gas station. In role plays, the teacher (instructor) will be a manager of a stage play and the students are the actors/actress. The teacher decides what will be learned, who will be role and show the material of learning. Reading and writing activities are used to add students' vocabulary and to train students arranging the sentence based on tenses, i.e. each time the teacher writes a command, acts it out. The students copy the sentences from the blackboard/whiteboard into the notebooks.

For juvenile beginners no coursebooks are needed but the teacher's voice, actions, TPR songs and gestures become the most important tools. Later the teacher may use common classroom objects such as books, pens, radio, furniture that students can not only observe but also touch, use or point to. Later in the course, the teacher will need additional supporting materials including pictures, word cards, and real objects such as toys, goods, clothes or Asher's TPR student kits. Most of these materials can teachers make themselves or collect them from pet shops, home or magazines. The TPR learner kits can be helpful effectively as they concentrate on specific situations such as home, school, supermarket, park or beach. If the teacher

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<sup>23</sup>Richads J.C., Rodgers T.S., Approaches and Methods in Language Teaching, Cambridge University Press, 2001.- p. 270.

is artistic enough, the TPR kits can be substituted for example by huge pictures of various rooms in different corners of the classroom or by posters of similar use. Students may use these kits, paintings or posters to construct scenes.

It can be summarized that there are four types of TPR activities: Imperative drill, Conversational dialogue, Role play, Reading and Writing. For absolute beginners, classes may not demand the use of materials, since the teacher's voice, actions and gestures may be an efficient 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, slides, and word charts. The main thing to bear in memory with any adaptation of materials is how you can individualize the assignment and make it more relevant to the learner. If you are clear about why you are using a definite material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

TPR is very effective teaching activity because it can be adapted for all kinds of teaching occasions; teacher just needs to use his/her imagination. Using TPR it is a lot of fun. Learners enjoy it and it can be a real stirrer in the group. It lifts the pace and the mood. This method is very memorable. It really helps students to remember phrases or words. TPR can be used in large or small-size classes. It doesn't really matter how many students teacher has as long as teacher is prepared to take the lead, the learners will follow. The physical actions get across the meaning effectively so that all the students are able to comprehend and use the target language. It doesn't demand a lot of preparation or materials. As long as teacher is clear what he/she want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready. TPR is very effective with teenagers and young learners as it involves both left and right-brained learning.

According to Diaz<sup>24</sup> using TPR Classes are very active – because teacher is not in his/her seat all period. The focus for the first weeks is on listening comprehension and moving in response to what the teacher says. Yet there is heavy emphasis on listening comprehension, because the larger your listening comprehension vocabulary is, the larger your speaking vocabulary will become. The environment is one in which things happen and are talked about. It is also a situation which is purposely kept very free of stress, because we know that language is not acquired under stressful circumstances. As we know, lots of language is learned in happy circumstances, especially while you're having fun. TPR instruction is highly creative, for both the teacher and the learners. The teacher must design activities that the learning brain perceives as real and interesting. Within these real experiences, students are free to generate all kinds of expressions using the language they're studying, and to lead instruction in unique directions. Very often a lot of pupils don't realize how much they are learning while they are engaged in a TPR activity. The children think they're just having fun creating all kinds of new utterances and situations in the active environment in the room.

However J. Jalolov<sup>25</sup> sees some minor disadvantages using this method. Students who are not used to such things might find it embarrassing. It is only really suitable for beginner levels. It is not possible to teach everything with TPR and if used a lot it would become repetitive. On the other hand teachers can use it successfully with Intermediate and Advanced levels. They just need to adapt the language accordingly. Using TPR can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.

All what has been just said, we can say that everything up as a resultant there are lots of advantages using TPR method. TPR activities are enjoyable, memorable and fun. This method is very efficient and does not need a lot of preparation and materials. However this method can be embarrassing for some students and if used

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<sup>24</sup>Diaz L., TPR foreign language instruction and dyslexia, 2005. Retrieved May 3, 2011.- p.86.

<sup>25</sup>Ж. Ж. Жалолов, Чет тили ўқитиш методикаси, Тошкент – 1996.

a lot it would become repetitive. Thus, TPR activities are interesting, challenging and motivating, and almost all the students enjoy them. The use of TPR demonstrates us fun way of teaching and learning English.

## **2.2. Differences between traditional method and TPR.**

The Grammar Translation Method is a very old method which was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form. It was proposed according to the faculty psychology approach which was very widely known during the 18th and 19th century. It included that "mental discipline was important for strengthening the powers of the mind". The way to do this was through classical literature of the Greeks and Romans. Methods are the following:

- Use of mother tongue in all types of speech.
- Vocabulary items are taught in the form of word lists.
- Elaborate explanations of grammatical structures.
- Focus on the morphology and syntax.
- Reading of difficult texts early in the course.
- Practice focuses on exercises translating sentences or texts from mother tongue to the target language and vice versa.

It is interesting to see that the Grammar Translation Method was still in use in some classrooms during the last decades of the 20th century. May be, it's because it has some advantages:

- Translation is the easiest and shortest way of explaining meaning of words and phrases.
- Learners have no difficulties to understand the lesson as it is carried out in the mother tongue.
- It is a labor-saving method as the teacher does everything in the mother tongue.

Some disadvantages can be shown in the following:

- In what the method is the most effective is "teaching about the language", not "teaching the language".

- Speaking or any kind of spontaneous creative output was missing from the curriculum.
- Learners have got difficulties in having an active role in the classroom.
- Very little attention is paid to communication.
- Very little attention is paid to content.
- Translation can sometimes be misleading.

Because of all these disadvantages, teachers tried to find better ways to remedy the pitfalls of the grammar translation method. The Direct Method was the response. Grammar–translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar exercises and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they can translate entire texts from the target language. Tests often consist of the interpretation of classical texts.

There is not usually any listening or speaking practice, and very little attention is paid to pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation. The direct method of teaching, which is sometimes called the natural method. This is often used in teaching foreign languages. It refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900. It contrasts with the grammar translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by leading language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

In general, teaching focuses on the development of oral speech skills. Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials

- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- centrality of spoken language (including a native-like pronunciation)
- focus on question-answer models.

Total Physical Response is a language learning method based on the coordination of speech and action. It was further developed by James Asher, a professor of psychology at San Jose State University, California. It is related to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger the memory will be. This method reflects a grammar-based view of language. The verb (especially, in the imperative form) is considered the central linguistic notion around which language use and learning are organized.

There are several advantages of TPR method:

- It is makes fun and easy
- It does not need a great deal of preparation on the part of the teacher.
- It is a good instrument for learning vocabulary.
- Class size does not need to be a problem for the students.
- There is no age barrier.

Simultaneously we see disadvantages also:

- It is not actually a very creative method. Learners are not given the opportunity to express their own views and thoughts in a creative way.
- It is easy to overuse TPR.
- It is limited, since everything cannot be explained with this method. It must be combined with other approaches.

## **CHAPTER III. THE PRACTICAL USAGE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING FOREIGN LANGUAGES**

### **3.1. Complexion and techniques of TPR classroom activities**

There are the following techniques of TPR classroom activities:

**1) Using commands in action sequences:** The use of commands is the major teaching technique of TPR.<sup>26</sup> The teacher patterns the commands and performs the corresponding actions to make the meaning of the sentence clear. Students fulfill the commands (action-based drills) with the teacher, individually and in groups. When they begin speaking they direct commands to the teacher and to each other. Commands should be funny and humorous to make the learning process enjoyable. E.g., "Rosemary, dance with Samuel, and stick your tongue out at Hilda. Hilda, run to Rosemary, hit her on the arm, pull her to her chair and you dance with Samuel!" The teacher should also plan sequences of commands beforehand to keep the pace of the lesson lively. Commands are used, as Asher claims, to communicate all grammar features and hundreds of vocabulary. Commands can be divided into the following groups:

**a) Moving whole body or parts of body:** Stand, walk, sit, jump, run, etc.; Touch your feet, head, shoulders, etc.

**b) Moving things (manipulatives):** Put the book under the chair; Point to the purple paper; Pick up the eraser and put it on your feet; Set the clock to 2:00.

**c) Moving abstractions/pictures:** Put the picture of the cookie on the table; Put the picture of the principal in the picture of the office; Give the card labeled 'Sunday' to Juan; Pick up the card labeled 'Monday' and put it next to the card labeled 'Thursday'.

**d) Action sequences (series of commands or operations):** Action sequences are based on numerous everyday activities, like writing a letter, cleaning the house, eating breakfast, etc, that are broken down into separate commands, e.g. Eating Grapes:

-Look at the grapes.

-Turn on the water.

-Put the grapes under the water.

-Wash the grapes.

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<sup>26</sup>Larsen, Diane and Freeman, Technique and Principles in Language Teaching, Oxford University Press, 1986.

- Don't use soap.
- Shake the grapes dry.
- Pick a grape.
- Give it to a friend.
- Pick another grape.
- Chew it.
- Chew it some more.
- Swallow it.

**2) Role reversal:** When pupils are ready to speak, they command their teacher and classmates to perform some actions.

**3) Conversational dialogues and role plays:** These are postponed until after about 120 hours of teaching, when language learners achieve an advanced internalization of the target language. Role plays center on everyday situations, such as at the restaurant, supermarket, or petrol station, a stadium or an airport.

**4) Slide presentations:** These are used to supply a visual center for teacher's narration, which is followed by orders, and questions to students, such as, "Which person in the picture is the salesperson?"

**5) Compiling language experience stories:** A language practising story is a group-authored story written about a shared experience. learners participate in an experience such as a cooking activity, and then retell or dictate the story to the teacher who writes it down on the blackboard. The students read the text and act out the written sentences.

Children Learning English as a Foreign Language Total physical response (TPR) is probably something that all well-experienced teachers use in the pre-primary classroom. TPR simply means total physical response. This was a term coined by Dr. James Asher at San Jose State University in 1965. He showed how students can learn a language by listening to and carrying out instructions. Asher's theory is that languages can be more easily learnt if we look at how infants learn their first language. Before being able to speak, a baby reacts physically to language and then moves to verbal expression. During the pre-speech period, the baby internalises the

language. The use of TPR in the classroom in many ways attempts to take advantage of this ready-made learning capacity that everyone has. In a way, the teacher takes on the role of the parent — giving prompts, setting models, playing games, and the student then responds physically to the prompt. The teacher then responds positively to the correct reaction, much in the way that a parent would. This reinforces the learning and encourages further steps. TPR also recognises a “silent period” during which the learner is absorbing the new language and cannot yet produce new words with confidence. Whether you have heard the term TPR or not, almost all pre-primary teachers have likely used it instinctively. TPR is particularly useful for young learners. TPR activities can be used with adults in many ways, but they really lend themselves to teaching young learners because of children’s:

- need to move
- lack of inhibition in moving in front of others
- natural desire to mimic
- innate desire to react
- enjoyment of tactile activities

From that point on, you might instruct the children to move to different places in the classroom, use a puppet to animate meaning and shake hands with the children, play a game involving actions, ask the children to touch or point to things in a book, or you sing a song with actions. All of these activities incorporate TPR. TPR appeals to a number of learning styles. Furthermore it most obviously appeals to the kinaesthetic learner who learns best through physically doing something or connecting to memory through actions. However, visual learners will take visual cues from seeing the actions associated with the instructions given. Actually auditory learners will particularly benefit from TPR chants and songs in which the words and rhythms associated with movement will be memorable to them. TPR brings language to life and makes language learning an enjoyable experience. TPR can be mostly oral. This means that children of any level of reading ability can react to it — creating the perfect type of activity for mixed ability classes. The

ability to respond physically to a prompt can be particularly rewarding for children who have dyslexia and other learning issues. However, as you move to higher levels. TPR can be used with pictures and then text. Children can point to different words, match them, do actions when a certain word is read aloud in a story, or mime actions as they read. You can easily use TPR in your everyday classroom routine. Get the children used to responding to greetings and questions like: How are you? by doing a thumbs up or down. Encourage the children to recognise and respond to your simple classroom instructions and gestures to do things like:

- touch
- hands up/down
- stand up
- find
- sit down
- open/close your books.

Make visual associations with words that they can learn and mimic, especially descriptive words:

- big
- happy
- small
- sad

And of course, they love to mime people, animals, vehicles, weather... (you can probably think of many more. By integrating TPR into routines, students will immediately become involved in the language and engaged in reacting to it. They will soon realise that they understand a lot of things and will build confidence as they learn.

**TPR Games.** Young learners like active games. You can draw on well-known games that involve TPR. Don't be afraid of adapting them to suit your needs. Particularly useful plays are:

- Simon Says — can be adapted to body words, action words and objects students can touch (or not touch)

- Chain games building on actions with each progressive child
- Charades — miming and guessing words using picture or word cards

My Little Island incorporates the development of learning through TPR. In it, you will find many suggestions for TPR games and activities to play in the classroom that are associated with the new activities in each unit. TPR songs with a little imagination, you can turn elements of most children's songs into action songs and build up the TPR element. It is important that the children understand the meaning of the songs. It is also useful to choose simple repetitive songs. So that they can anticipate the structure and participate more fully. Memorable song tunes can help enormously in creating mental relations to words and meaning. Children will remember a song they like for a long time. Most songs in My Little Island have been written as TPR songs, with actions embedded to promote understanding and memorability. For example, the song "Close Your Eyes" mixes actions with face vocabulary. You would teach them the actions first, introducing the parts of the face by saying and demonstrating "Point to your...". You would then play the song and encourage the children to do the actions. Repetition of songs and actions is very important for young learners as familiarity breeds confidence and will help them remember. Read/listen and imagine the children acting out this song

TPR stories Children can participate in stories using TPR with a few simple techniques. They can:

- mime the story as it is read/played on an audio device
- perform pre-arranged actions when they hear key words read out
- listen and stand up when a character speaks or acts
- look and point to key illustrations/frames of the story.

These actions will make the story come to life and help the children internalise the language. TPR is one of many teaching techniques appropriate for young learners. You will definitely find that a number of various techniques work better with different groups. The great advantage of TPR is its accessibility, liveliness and attractiveness to the learner. TPR is particularly suited to the young learner who is beginning a new language; however, it can be used for older learners and even adults. TPR is something that both teachers and learners enjoy

### **3.2. TPR teaching materials and forms.**

TPR can be used to practice and teach different things. It is well suited to teaching classroom language and other word-stock connected with actions. According to Richard and Rodgers<sup>27</sup> there are some methods which are done by the teacher and students in teaching learning process, as follows: Imperative drill, Conversational dialogue, Role play, Reading and Writing. Imperative drills are the major classroom activity in Total Physical Response. Usually they are typically used to elicit physical actions and activity on the part of the learners. In this sense, students play main roles as a listener and a performer. As a rule they listen attentively and respond physically to commands by the instructor. Furthermore learners need to respond both individually and collectively. In general, conversational dialogues should be delayed until after about 120 hours of instruction and students are encouraged to speak when they feel ready to speak. However role plays centre on everyday situations, such as at the restaurant, supermarket, kitchen, hotel, or gas station. In most cases in role plays, the teacher (instructor) will be a director of a stage play and the students are the actors/actress. The teacher sometimes decides what will be learned, who will be role and show the material of learning. Very often reading and writing activities are used to add students' vocabulary and to train students arranging the sentence based on tenses, e.c. each time the teacher writes a command, she acts it out. Actually the pupils copy the sentences from the blackboard/whiteboard into the notebooks.

As a rule for beginners no textbooks are needed but the teacher's voice, actions, TPR songs and gestures become the most important tools. But later the teacher may use common classroom objects such as books, pens, radio, furniture that students can not only observe but also touch, use or point to. Of course later in the course, the teacher will need additional supporting materials including pictures, realia, word cards, and real objects such as toys, goods, clothes or Asher's TPR student kits. Most of these materials can teachers make themselves or collect them

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<sup>27</sup>Richads J.C., Rodgers T.S., Approaches and Methods in Language Teaching, Cambridge University Press, 2001.

from pet shops, home or magazines. Normally the TPR student kits can be used effectively as they concentrate on specific situations such as home, school, supermarket, park or beach. If the teacher is artistic, the TPR kits can be replaced for example by huge paintings of different rooms in different corners of the classroom or by posters of similar use. Students may use these kits, paintings or posters to construct scenes<sup>28</sup>.

So it can be concluded that there are four types of TPR activities: Imperative drill, Conversational dialogue, Role play, Reading and Writing. 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 very often. 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. So these may include pictures, realia, slides, and word charts.

Although moving the body around by miming, acting things out etc. is much more common in young learner classes, there are almost as many reasons for bringing it into adult classes too. As it is perhaps most often seen as a nice break from sitting around and studying or a way of waking students up, but more important is the fact that moving while reading, listening etc. is a good way of learning.

There is also a caveat, however. There is the danger of some students and classes reacting very negatively to any obviously game-like activities in class, let alone being asked to stand up and wave their arms around. So classes where you might want to introduce TPR-style activities late, with care or not at all include ones in which:

- There have been complaints about the use of games, or the student profile makes such complaints likely.
- There have been complaints more generally and the students might be looking for something else to complain about.

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<sup>28</sup>Richads J.C., Rodgers T.S., Approaches and Methods in Language Teaching, Cambridge University Press, 2001.

- Trust between the teacher and students hasn't been gained (e.g. because it is a new class) or lost (e.g. because of some questions the teacher wasn't able to answer).
- The mix of gender, age or status might make people particularly embarrassed.
- Something about the class, e.g. it being Business English or exam preparation, might make them expect a more serious approach.
- Activities where they move around such as miming have already been used quite a lot.
- There is a chance of people who are not in the class seeing the miming etc. going on, e.g. through an office window.

**Furthermore Next is offered 10 physical warmers and games that work well with young learners and adults:**

### **1. The untie ourselves game.**

Boys and girls stand together in the middle of the room, stick all their arms into the space between them and grab the hands of two random people. Working together as a class, they have to step over each other's arms etc. without breaking their grip until everyone is standing in a single circle facing the middle of the classroom. It is almost always possible to do and takes 2 to 5 minutes each time. This can lead onto imperatives, discussions of teamwork and leadership skills, or body part vocabulary and idioms.

### **2. The guess which hand game.**

As a rule one pupil in each pair hides a coin or something similar in their left or right hand and asks a question with two possible answers that they know the answer to, e.g. "Is my favorite fruit apples or pears?" The learner lifts the hand with nothing in it when they mention the wrong answer ("apples") and the hand with something hidden in it when they give the right answer ("pears"). Their partner then guesses which of the two options is true, and they open their hands to reveal the real answer.

### **3. Spin the bottle.**

Pupils ask a personal question, then spin a pencil or similar to see who it points at and therefore who should answer the question- including the person who made the

question. This works best if you give them some prompts with words that could be used in both difficult to answer and easier to answer questions, e.g. “debt” for “How much debt do you have?” or “Do you think debt is a big problem in your country?”

#### **4. Slap.**

Language learners race to slap their hands down on cards on the table. This could be slapping “True” or “False” cards in response to listening to statements, slapping one of a pair of cards describing functions depending on what kind of language they hear (“Agreeing” or “Disagreeing” or “Telephoning” or “Emailing”) etc.

#### **5. Right hand/ left hand race.**

Rather than slapping cards on the table, pupils can also respond to prompts by racing to hold up their right hand (to represent “true” or “Simple Past”) or left hand (“false” or “Present Perfect”). More amusing versions make them put their right hand on their head or their left hand on their right shoe etc.

#### **6. Thumbs or palms game.**

Another simple, physical way of learners racing to show “true” or “false” is putting up their thumbs or making a cross with their open hands. Note that these gestures vary a lot from culture to culture, and simple gestures for “okay” in one country can be offensive in another- which is also a good topic to mention after doing this game.

#### **7. SNAP.**

Next game that demands quick hands is SNAP, in which boys and girls take turns turning over cards and adding them to a pile on the table. Whenever the card just placed and the card under it match in any way (e.g. both adjectives take the same preposition, or both nouns are uncountable), the students race to slap their palms down on the whole pile while saying “Snap!” If they do actually match, the person who was first to slap and shout takes the whole pack of cards under his or her hand, and the game continues until one person has all the cards.

#### **8. Paper scissors stone.**

A much simpler activity involving quick hands and moving your body is to get students doing the Japanese game “janken”, known in America as “rock paper scissors”, to decide who goes next in whatever game they are playing. On the count of three, students put out their hands as a stone/ rock (closed fist), scissors (first two fingers out) or paper (flat palm). Scissors beat (= cut) paper, paper beats (= wraps) stone and stone beats (= crushes) scissors. If there are more than 2 people and all 3 are hand shapes come out, just repeat until there is a clear winner.

### **9. “Do you have” passing game.**

Boys and girls sit in a circle and pass around some small objects whilst trying to conceal whether they have them in their hands or not and keep track of where the other objects are. When the teacher shouts “Stop”, the students try to guess who has which object with “Do you have (the eraser)?” or test each other on where things are with “Does he have (a rubber band)?”. This is good for learning classroom vocabulary.

This is a nice easy warmer that combines a simple physical action with a bit of lateral thinking. The class sits in a circle on chairs without tables, and the teacher passes the scissors open or closed to the student next to them saying either “I pass these scissors crossed” or “I pass these scissors uncrossed”. The students must then do the same, to be corrected by the teacher and any students who know what is going on if they do it wrong. The tricky bit is that the words “crossed” or “uncrossed” refers to whether the person speaking has their legs crossed or not, and has no connection to whether the scissors are open or closed. This can be used for a high level class doing unusual uses of the Present Simple like “I now pronounce you man and wife” (for lower level classes, you can change the sentence to “I am passing...” for Present Continuous for present actions). It is also a good introduction to a lesson about lateral thinking and logic puzzles.

There are presented some practical tasks which can be used during the lessons:

### **Practical task 1**

<b>In the classroom</b>	
Level	Beginners
Age group	7 and above
Description	The learners listen to a series of numbered sentences and write the number of each sentence under the picture that matches it.
Language	Classroom language: Come here, Open your books, Sit down, Be quiet, Stand up, Stop, Listen; numbers.
Skills	Listening for instructions.
Assessment criteria	The learners should be able to recognize spoken classroom instructions.
Materials	Handout1 (see Appendix); pencils.
Preparation	Photocopy Handout1 for each learner.
In class	<p>1 Give out Handout1.</p> <p>2 Tell the learners to listen to you and then number the picture that matches what you said. Explain that they will hear the text twice. Warn them that some sentences will not have a matching picture.</p> <p>3 Read out the following sentences, pausing after each one so that the learners can mark their answers:</p> <p>Number 1: Come here.</p> <p>Number 2: Open your books!</p> <p>Number 3: Be quiet.</p> <p>Number 4: Sit down!</p> <p>Number 5: Listen!</p> <p>Number 6: Open your book.</p>

	<p>Number 7: Stop.</p> <p>4 Repeat the sentences.</p> <p>5 Allow time for the learners to check their answers.</p> <p>6 Collect the worksheets for checking.</p>
Feedback	Repeat the sentences and ask the learners to respond with actions or mime. You can either ask individual learners or get the whole class to do the actions at the same time.
Follow up	Let the learners take your role (teacher) and give instructions to the rest of the class. The class have to respond appropriately. This could take the form of a game such as ‘Simon says’.
Assessment of outcome	Award two points for each correct answer.

### **Practical task 2**

<b>The princess and the dragon</b>	
Level	Elementary
Age group	8 and above
Description	The learners act the story and make predictions about the content of a story.
Language	The usual language of fairy tales: king, princess, dragon, fire, beautiful, palace, tower, land, prince.
Skills	Listening: predicting content.
Assessment criteria	The learners should be able to make reasonable predictions based on the title and on the content of an oral text.
Materials	Handout2 (see Appendix).
Preparation	Photocopy Handout2 for each learner and cut the copies along the dotted lines.

In class

1 Tell the learners that they are going to hear a story. Write the name of the story on the board.

2 Give out part A of Handout2 to the learners and ask them to think what kind of story they imagine this will be. They then circle five words they think will appear in the story.

3 Once the learners have answered question 1, take in part A of the worksheet and start reading the story to them. When you get to the end of the first section (below) stop reading and ask the class to imagine what comes next.

### **Story script**

#### *The princess and the dragon*

*Once upon a time, in a country far away there was a beautiful princess. Her father, the king, was a very bad man. He didn't want his daughter, the princess, to be happy. So when the princess was fourteen years old, he locked her up in a secret tower in the palace and put a giant dragon in the tower to guard her.*

4 Hand out part B of the worksheet. Read the options available for question 2 and make sure the learners understand the meaning of the sentences.

5 Once the learners have answered question 2, take in part B of the worksheet and continue with the following section of the story.

*The dragon didn't let anyone see the princess. No one ever visited her, and as the years went by she became more and more unhappy. She also became*

	<p><i>more and more beautiful, but she was so sad and so lonely that she cried all the time. Still the dragon never let her out. One day the dragon got sick and started crying. The princess heard him and asked him what was wrong.</i></p> <p>6 Try to act the story.</p> <p>7 Ask the learners to imagine the rest of the story and hand out part C of the worksheet.</p> <p>8 Ask question 3: What do you think is going to happen next? choose their answer.</p> <p>9 Collect the completed worksheets and continue reading the story to the end.</p> <p><i>The dragon said that he was sick and that he couldn't fly or breathe fire because of the pain. The princess wanted to help him. She made him special drinks every day. Magic tea, and strong magic wine. After a few weeks the dragon got well again. He was very, very happy. He wanted to thank the princess for her kindness. So he took her with him and together they flew away to another country far, far away. The new country was full of kind, happy people. The princess stayed there and married a prince and lived happily ever after. And her friend the giant dragon stayed with them forever.</i></p>
Feedback	<p>1 Feedback for question 1: Write the eight words on the board and ask the learners to tell you which ones they guessed would be in the story and why. If no one mentions words like school or zoo, ask</p>

	<p>them why they didn't choose them. This will help them to understand the process of making reasonable predictions. Remember, however, that a child may suggest an unlikely word and may be able to justify it by producing his/her own development of events. In this case, accept the answer.</p> <p>2 Feedback for questions 2 and 3: Ask the learners to tell you what they thought would happen and compare the various stories that sprang from the learners's imaginations. Accept all the stories and enjoy them!</p> <p>3 Ask those who guessed the role of the dragon to tell you what made them predict this ending. With question 2 the direction of the story was not yet obvious. A reasonable prediction would have been that a prince would save the princess. After the next pause, however, there was reason to start thinking about the dragon as hero.</p>
Follow up	<p>1 The learners try to write their own fairy tales for homework. They then read them in class. They can stop after the title for the rest of the class to guess a few words they think will come up in the story. These words can be written on the board to be checked later. The child can also stop halfway through the story for the rest of the class to guess the ending.</p> <p>2 If the learners are not able to write their own story, give them the option to choose a story not</p>

	known to their classmates and follow the same procedure.
Assessment of outcome	<p>1 Question 1: The words linked to the story are: king, prince, fire, beautiful, palace. Award one point for each correct word.</p> <p>2 Question 2: Give two points for a reasonable prediction. In this case, the story is a fairy tale and every option could be considered reasonable (anything is possible in fairy tales!).</p> <p>3 Question 3: Give two points for a reasonable prediction.</p> <p>4 Give two points for their acting.</p> <p>Although other options may be considered, the dragon is starting to have a leading role, thus indicating that he will play a big part in the princess's fate.</p>

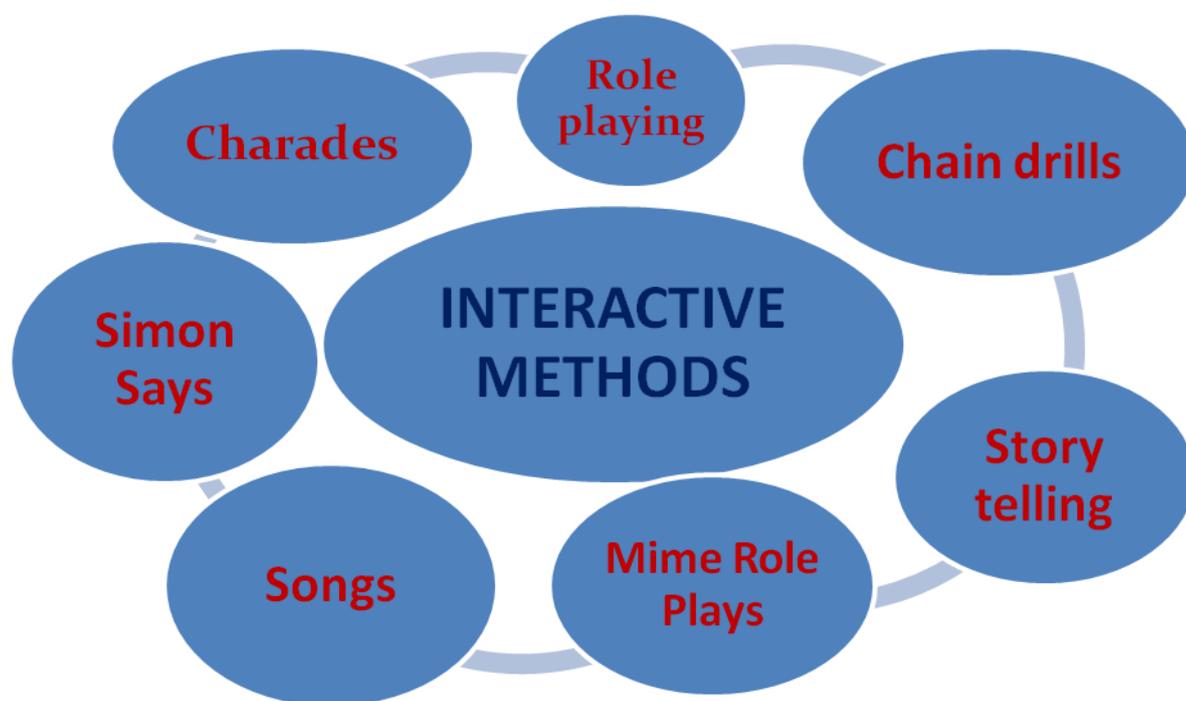
### 3.3. Procedures of teaching with TPR.

With a view of development and improvement of quality of knowledge at learners, we as teachers, "should seize and actively apply in educational process modern innovative pedagogical, information and communication technologies with use of the global Internet, multimedia systems and methods of distance learning"<sup>29</sup>.

With the help of modern innovative pedagogical, information and communication technologies it is possible to introduce TPR to young learners using interactive methods of teaching.

#### Figure 1: Interactive methods

<sup>29</sup>Указ Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы переподготовки и повышению квалификации руководящих и педагогических кадров Высших образовательных учреждений», Ташкент, «Народное слово», 13 июнь 2015г.



Principles of TPR: the teacher says the command and he himself performs the action then the teacher says the command and both the teacher and the students perform the action and later on, the teacher says the command but only students perform the action. *The four steps in this course are as follows:*

-The first is review. This is a warming-up step. The purpose is to check students' understanding about the previous lesson and to warm-up the students' readiness in new material before they really enter the new material. Next is New Command. Here, the teacher introduces some new vocabularies related to the theme and based on the school's curriculum, such as: Take a cup. Pour the hot water on a cup. Wash your hands. Hold the phone holder. Give me a glass of water. Don't walk on the floor! Then, the teacher asks simple question which the students can answer with a gesture, such as pointing to something or someone.

- The second is role reversal. Students readily volunteer to utter commands that manipulate the behaviour of the instructor and other students.

-The third is reading and writing. The teacher writes on the whiteboard each new vocabulary item and a sentence to illustrate the item. Then, she reads each item and acts out the sentence. The students listen as she reads the material. Some copy the information in their notebook.

There are lots of different teaching techniques. Typically, the initial TPR lessons are commands involving the whole body - stand up, sit down, turn around, walk, stop. Those actions are demonstrated by the teacher, who then invites students to participate with her as she continues to say the words. Fairly soon, the teacher quietly stops demonstrating, and the students realize that they somehow just know what to do in response to the words. There is no translation. There is no such thing as cheating - you're encouraged to look at what others are doing if you're not sure what to do. You're also encouraged to trust your body, because sometimes it knows what to do before your brain does.

*In TPR we have such teaching sequences:* Firstly teacher presents series orally, accompanying words with pantomime, props. Secondly- repeats series orally and class joins with pantomime, props. Thirdly - class pantomimes the series as teacher repeats orally but does not model actions. If students do not perform the pantomime on their own teacher models the action again. Fourthly - teacher makes a mistake in the sequence, perhaps leaving something out to see if students catch it and correct the teacher. Then individual volunteers pantomime the series as teacher repeats orally, without modeling. Do it until everyone has had a chance to go solo and finally, class imitates series orally as well as physically, first together and then as individual volunteers leading the class.

Here the teacher plays the role of parent in the classroom. She can start by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action; After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action; When they feel confident with the word or phrase teacher can then ask the students to direct each other or the whole class.

TPR can be used to teach and practice many things. Learners can learn vocabulary which is connected with actions (smile, chop, headache, wriggle), tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast), Classroom language (Open your books), Imperatives/Instructions (Stand up, close your eyes), Story- telling.

Using TPR, firstly the students could do the actions and then drill (chorally and individually). Then teacher gives them an opportunity to practice making the sounds. They are then ready to give commands to each other. There are lots of games for learners like Simon Says, when teacher gives a command and students should only do it if teacher says "Simon says..." at the start. Teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop and onion'" and the students must do the action. However if teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students. Asher (in Richard and Rodgers)<sup>30</sup>, provides a lesson-by lesson account of a course taught according to TPR principles. It is almost similar to the principles of TPR, as follows: the teacher says the command and he himself performs the action then the teacher says the command and both the teacher and the students perform the action and later on, the teacher says the command but only students perform the action. The four steps in this course are as follows: First is review. This is a warming-up step. The purpose is to check student's understanding about the previous lesson and to warm-up the students' readiness in new material before they really enter the new material. Next is New Command. Here, the teacher introduces some new vocabularies related to the theme and based on the school's curriculum, such as: Take a cup. Pour the hot water on a cup Wash your hands. Hold the phone holder. Give me a glass of water. Don't walk on the floor! Then, the teacher asks simple question which the students can answer with a gesture, such as pointing to something or someone. Second is role reversal. Students readily volunteer to utter commands that manipulate the behaviour of the instructor and other students. Third is reading and writing. The teacher writes on the whiteboard each new vocabulary item and a sentence to illustrate the item. Then, she reads each item and acts out the sentence. The students listen as she reads the material. Some copy the information in their notebook.

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<sup>30</sup>Richads J.C., Rodgers T.S., Approaches and Methods in Language Teaching, Cambridge University Press, 2001, 77-78 pp.

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Wang, Dahlberg, Chiu, Fang and Hwang<sup>32</sup> propose such teaching sequence: Firstly teacher presents series orally, accompanying words with pantomime, props. Secondly – repeats series orally and class joins with pantomime, props. Thirdly – class pantomimes the series as teacher repeats orally but does not model actions. If students do not perform the pantomime on their own teacher models the action again. Fourthly – teacher makes a mistake in the sequence, perhaps leaving something out to see if students catch it and correct the teacher. Then individual volunteers pantomime the series as teacher repeats orally, without modeling. Do until everyone has had a chance to go solo and finally, class imitates series orally as well as physically, first together and then as individual volunteers leading the class.

According to Frost the teacher plays the role of parent in the classroom. She can start by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action; After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action; When they feel confident with the word or phrase teacher can then ask the students to direct each other or the whole class.

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<sup>31</sup>Diaz, L., TPR foreign language instruction and dyslexia. Retrieved May 3, 2011, from <http://www.dyslexia.com/library/tprlanguage.htm>.

<sup>32</sup>Wang Y., Fan Li, Teresa A. Dahlberg, Energy-efficient topology control for three-dimensional sensor networks, Charlotte, NC, USA, 2008.

TPR can be used to teach and practice many things. Children can learn vocabulary which is connected with actions (smile, chop, headache, wriggle), tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast), Classroom language (Open your books), Imperatives/Instructions (Stand up, close your eyes), Story-telling<sup>33</sup>. Using TPR, firstly the students could do the actions and then drill (chorally and individually). Then teacher gives them an opportunity to practice making the sounds. They are then ready to give commands to each other. There are lots of games for children like Simon Says, when teacher gives a command and students should only do it if teacher says "Simon says..." at the start. Teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop and onion'" and the students must do the action. However if teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

The best way to start the lesson is to keep the below mentioned instructions which help pupils not only to remember new vocabulary but also to pre-teach the new set of lexical items in one lesson. It is recommended to let students sit in a semicircle or divide them into two groups facing each other, so there will be ample space for action in the middle. In front of the students there should be placed three chairs. One chair for the teacher to perform the action, and two chairs for the students who are asked to accompany the teacher. The teacher gives a command and performs it. Then the teacher repeats the command again and performs it in company of two volunteer students. Afterwards teacher repeats the command for the third time and only the volunteer students perform it. The teacher asks one of the volunteer student to perform the command and involves observing students by giving them commands. Students give commands to one another and perform each one. The teacher calls for new volunteers to join him or her and the whole process is repeated again and some new elements can be presented.

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<sup>33</sup>Richard Frost, British Council, TPR world. Total physical response – TPR. Retrieved March 13, 2009.

In summary, there are lots of different ways and techniques of using TPR in classroom activities, games, songs, stories and etc. However the procedures teaching with TPR are very common: The teacher says the command and he himself performs the action then teacher says the command and both the teacher and the students, then perform the action. After that teacher says the command but only students perform the action. And finally the teacher tells one student at a time to do commands.

All the activities should be simple enough for the learners to understand what is expected of them. The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work. The activities should be largely orally based – indeed, with very young learners listening activities will take up a large proportion of class time. Written activities should be used sparingly with younger learners.

In summary, there are lots of different ways and techniques of using TPR in classroom activities, games, songs, stories and etc. However the procedures teaching with TPR are very common: The teacher says the command and he himself performs the action then teacher says the command and both the teacher and the students perform the action. After that teacher says the command but only students perform the action. And finally the teacher tells one student at a time to do commands.

### **Five Fabulous Ways to Use Total Physical Response in the ESL Classroom**

**1. Songs.** Young ESL learners love to sing songs, but if you add movement or miming, they'll enjoy them so much more. It is, in fact, difficult for most learners to sing songs while sitting absolutely still. Singing and moving comes naturally to them. So, why not take advantage of this and incorporate lots of songs with movement? Here are some great songs you can use or adapt to suit your needs:

1. Here We Go 'Round the Mulberry Bush – Use the original song and have your students mime the washing of clothes, ironing, etc., or replace these actions with personal hygiene (brush our teeth, wash our hands, comb our hair, etc...)

2. Head, Shoulders, Knees and Toes – A classic song used to teach kids the parts of the body.

3. Wheels on the Bus – The wheels on the bus go round and round and so should your students - go round the classroom! Have them line up and go around the classroom in a single or double file, or arrange their seats so that they resemble a bus.

**2. Charades.** Another classic game, this one is best suited to action verbs and sports. For example, to teach sports you must first introduce each with flashcards, act out each of the sports yourself, and have students say each out loud with you. Then you divide the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and pantomime the movements involved in playing the sport so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: you are

**3. Mime Role Plays.** These are also a lot of fun for adult students! Give each student a role to act out but tell one of them that they've lost their voice. Tell this student what situation he or she has to act out, but don't tell the other student what it is. For example:

Student A – You need to find a pharmacy and you ask someone for directions. You have lost your voice, and you can't say a word.

Student B – You will be stopped in the street by someone who needs directions, but this person can't speak, so you must interpret their gestures to find out where they need to go.

**4. Simon Says (with a spin!)** Clearly, it's a classic among TPR activities, one that is more commonly used to teach the parts of the body. But why not go beyond the simple, "Simon says touch your nose" and try more complex commands? Say you are teaching your students how to give directions. Clear up a space in the

classroom, one your students can easily maneuver around. Your commands could be directions: “Simon says turn right, Simon says go straight ahead.” Create a mini neighborhood! Place a flashcard or picture on each of your students’ desks: a bank, a pharmacy, a shopping center, etc. Arrange the desks so they create “streets”. Students take turns giving each other directions to and from locations in their neighborhood.

**5. A Stroll around the Classroom.** This activity is great for kids and adult students. You'll need several objects or props/regalia - as many as you'd like to use. First, you pantomime a series of actions while you say the phrases. Then you say the phrases and ask a student to pantomime the actions. You can try this with several students and use different objects. Finally, they should do it on their own and walk around the classroom interacting with objects. Try something like this:

1. You open your bag.
2. You look inside.
3. You take out a pencil case.
4. You open it

## **CONCLUSION**

Having discussed all features of TPR it can be concluded that this method is suitable for young less experienced language learners, as it is based on the coordination of speechbehavior and action. According to child’s psychology language ability is developed through practical application. The research has shown that teachers know that learners are interested in learning things, actions by doing or actively involved in the learning process. Teachers state that motivation and interest occurs through physical activities of the children which are funny, interesting and memorable. In order to stimulate learners’ motivation teachers chose activities considering child’s cognitive development and learners taught differently. Second and third class learners have more physical activities which include lots of games, appropriate tasks for this age group. Older learners may perceive some activities as childish and beside physical activities they need more complex tasks which require thinking.

Learners in TPR have the primary roles of listeners and performers. However, teacher in Total Physical Response is the one, who decides what to teach, who models and presents the new material. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable, as it is planned beforehand. TPR method proposes some general teaching principles which should be applied in teaching-learning process. Even understanding that the first and second languages are parallel and should be taught the same way is important. Not all the teachers go by these principles and still use old teaching methods, which require learners to memorize or learn by heart, forces learners to speak and constantly corrects learners mistakes. Lack of knowledge makes teachers think that TPR requires lots of preparation; may be too childish for older learners; not appropriate for big classes and is very limited as only vocabulary, some nouns and verbs can be learnt.

The mostly used activities which are in schools through TPR are imperative drills, role plays, games and dialogues. None of the teachers interrogated during the experiment mentioned that they use TPR in teaching learners reading and writing. All teachers use similar materials, which help teaching English through TPR: teacher's voice, actions, gestures, classroom objects, different sound and visual materials. However teachers, adopting TPR method to classroom activities, are not familiar with all its principles, procedures and techniques. In result, they can't succeed in good teaching results and stimulate learners' motivation. On the other hand everyone agrees that TPR is interesting, memorable and fun.

Approaches that still might allow the teachers to use movement in such classes include:

- Asking students to stay sitting down and move just their upper body or use only their fingers and hands (e.g. their first two fingers to represent someone walking).
- Ask students to work in pairs or threes rather than standing up in front of the class.
- Choose the movement that will be made carefully so that there is nothing which will be particularly embarrassing.

-The first time that you use movement, make sure it is with a topic whose connection to using your body is very obvious, such as gestures in different countries or body language in job interviews.

-Justify the use of movement before or after the activity, e.g. by talking about different ways of learning vocabulary or by how difficult it is to come up with realistic uses of Present Continuous in face to face classroom communication.

-Use the other obvious ways of practicing the language first, e.g. using defining vocabulary until people can guess the word and drawing games for vocabulary revision before miming is used to really get the ones they are still having problems remembering.

-Use movement for something that students are really struggling with, e.g. the difference between will and going to for predictions, and in a way that obviously helps.

-Have a long introduction where the teacher is the one moving, starting with easy actions but including ones which are a little silly etc. so that students won't be surprised if they have to do one of those things in their group later.

-Keep the stage with movement in short.

-Move quickly from moving to a much more serious point.

-Elicit the use of movement as a way of learning language from the students.

-Always think carefully about whether moving is actually the best way to present or practice the language.

A lot of people are afraid of using new technology, with the increasing presence of the Internet and computers; the term technophobe has newly appeared to refer to those of us who might be wary of these new developments. It would be desirable to note that with development new modern technologies we can adapt TPR method on these, i.e. all interactive methods present on the projector, interactive blackboard, use Internet and android games.

Having said all the above, it would be generally recommended always to keep the possibility of getting students to move in mind. As well as being fun and a good warmer, it is a good general approach to learning language that students might also

be able to use outside EFL class and is the best way of presenting and practicing certain language points in teaching.

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