

GRADUATION PROJECT WORK

**On the theme: “Advantages of using Total Physical
Response for young language learners”**

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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.¹

At present great importance is attached to the study and teaching of 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 must start learning foreign languages at the early ages². That’s why as future teachers we should know the methods of teaching foreign languages to young learners, taking into consideration their psychological characteristics and ways of motivating the learners at the English language classrooms.

It is not always possible to teach English in a way that all students will both learn and experience fun and enjoyment. However, the teacher should do his/her best in order to reach as much supportive learning environment in the classroom as possible.

For many years English was the only language used in business environment as the universal language. Nowadays, English-speaking businessmen and ordinary people find it necessary to also learn a foreign language as the more you know about a foreign environment the better. Purposes behind 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

¹Каримов И.А. “Тарихий хотирасиз келажак йўқ” – Тошкент. 1999. 149-150 бб

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

studying. Very often 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 is one of the main reasons why “language teaching has increasingly become a significant profession”.³ Despite of wide spread of teaching professions, language learning is not an easy process, which requires serious commitment from both a teacher and a learner. Teachers’ task at this point is rather complex too, as it is necessary “to devise methods, to create environments, to understand the processes, to simplify and systematize”. Teaching English to the primary school students is not an easy task since it requires a lot of creativity. According to *Harmer*, young learners learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so. Their world is still full of enjoyable activities. If English is taught interestingly, it will motivate them to learn it better⁴. According to child psychology, learners’ language ability is developed through practical application; thus, the acquisition of language should be nature and direct. *Brown* states that people speak first instead of both reading and writing. In the classroom, speaking is used twice as often as listening and the most often used skill. *Cameron* states that many teachers still apply traditional method in teaching English for young learners⁵. For example, teachers make the students keep learning through teacher’s explanation of new words or grammar. In fact, this method is not effective because students will easily forget the words and the material if they learn different topics. Especially for young learners, those who are seven to twelve years old, this method is uninteresting. However there are many methods that can be used in teaching English to young learners. But the applied methods need to be not only interesting but also effective in teaching language. *Cameron* says that students will not be able to speak foreign language well just by memorizing lists of words,

³Byram M., Routledge, *Encyclopedia of Language Teaching and Learning*.- 2001, p.87.

⁴ Harmer, Jeremy, *The Practice of English Language Teaching*, New York: Longman, 2001.- p.370.

⁵Lynne Cameron, *Teaching languages to young learners*, New York. Cambridge University Press, 2001.- P.258.

repeating mechanically some useful expressions, and so on. If young learners 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 students just sit in their chairs and listen to teacher's explanation it will make students bored and they will not enjoy the learning process. *Harmer* 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 them tasks which they are able to do, rather than risk humiliating them".

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 will also discuss why and how TPR can help teachers to improve their teaching through analyzing the features of learners learning. Ways of using TPR in classroom will also be presented.

The Topicality of this graduation 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.

There are 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 methods available, many teachers are unsure of which to choose and how to go about making that choice. In this graduation 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 learners. Taking into consideration different personality factors, learning styles, and other important psychological characteristics of young learners we are certain of the suitability of the chosen approach in foreign language classroom in our context.

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

Practical significance of the investigation. The collected material will be helpful for teachers and graduates of higher education institutions.

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 described advantages and disadvantages of TPR method, differences between traditional method and TPR.

In the third chapter we scrutinized 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 English teaching process, there are terms that teachers need to know. They are approaches, methods, and techniques; yet, for some reasons, these terms are quite confusing that they are sometimes misunderstood or misinterpreted by teachers. Before the terms are explained any further, English teachers have to thank to Edward Anthony and Jack Richards and Theodore Rodgers ⁶. They 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 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 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.

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

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

Richards and Rodgers reformulate the concept of those terms into **approach**, **design**, and **procedure** with "**method**" as a super ordinate term. They said that method was an umbrella term that integrated theory and practice. Furthermore, they explained design as the relationship between expert theories to classroom materials and activities while procedure as technique and the practical executions in the classroom that was developed eventually from approach and design. The explanation for approach was similar to what Anthony had said earlier.

The Richards and Rodgers' 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 vague 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 Richards and Rodgers' reformulation.
2. They forced us to relinquish the notion that separate, definable, and disconnected method is the essential barriers of methodology. Nearly all language teaching methods oversimplified the assumptions that all teachers do in the classroom could be made as standard practice.

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

In conclusion, Brown⁷ defines the terms in a new definition, in other words, he makes reformulation. The new reformulations of the terms are as follows:

⁷Brown R., *A First Language*, Cambridge, Mass.: Harvard University Press, 1973.- p.15-16.

1. **Methodology:** Pedagogical practices in 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 approach describes how language is used and how its constituent parts interlock - in other words it offers a model of language competence. An 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 generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners’ roles and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials. A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. The more all-embracing they become, however, the more difficult it is to categorize them as real methods in their own right.
4. **Procedure:** a procedure is an ordered sequence of techniques. For example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line. Each group then sends a second student up to read the second 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 focal 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 purpose is to meet the needs and fulfill the challenges to defined group/class in particular context/situation.
6. **Technique:** Any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning.

The way in which people announce and develop new teaching practices can make discussions 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 approaches have to go in search of procedures and techniques with which to form a method. Some methods are explicit about the approach they exemplify and the procedures they employ. Others are not.

What the interested teacher needs to do when confronted with a new method, for example, is to see if and/or how it incorporates theories of language and learning. What procedures does it incorporate? Are they appropriate and effective for the classroom situation that the teacher works with? In the case of techniques and activities, two questions seem worth asking: are they satisfying for both students and teachers, and do they actually achieve what they set out to achieve? Popular 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. And summing up, we can see 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. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. The Grammar Translation Method is an 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 designed according to the *faculty psychology approach* which was very popular during the 18th and 19th century. It contended that "mental discipline was essential for strengthening the powers of the mind". The way to do this was through learning classical literature of the Greeks and Romans. It is surprising to see that the Grammar Translation Method was still in use in some classrooms during the late decades of the 20th century. May be, it's because it bears 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 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 missing from the curriculum.
- Students lacked an active role in the classroom.
- Very little attention is paid to communication.
- Very little attention is paid to content.
- Translation is sometimes misleading.

Because of all these disadvantages, instructors tried to find better ways to remedy the pitfalls of the grammar translation method. The **Direct Method** was the answer.

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 drills 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 may translate entire texts from the target language. Tests often consist of the translation 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 students' mother tongue.
- Vocabulary is taught in the form of isolated word lists.
- Elaborate explanations of grammar are always provided.
- Reading of difficult texts is begun early in the course of study.
- Little attention is paid to the content of texts.
- Often the only drills are exercises in translating disconnected sentences.
- Little 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 approaches, 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 situations.
- Students are encouraged to think in the target language.
- First speaking is taught and then only reading and writing.

Audio-lingual Method:

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

The **audio-lingual method**, **Army Method**, or **New Key** is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain 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 teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students 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 students 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 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”⁸. 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.
- Teaching structural patterns by means of repetitive drills.
- No grammatical explanation.
- Learning vocabulary in context.
- Use of tapes and visual aids.
- Focus on pronunciation.
- Immediate reinforcement of correct responses.

Communicative Language Teaching:

Background of Communicative Language Teaching. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. 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 mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

- Members should interact in an interpersonal relationship.

⁸ Richards J.C., Rodgers T.S, *Approaches and Methods in Language Teaching*, Cambridge University Press, 2001.

- Students and teachers work together to facilitate learning by valuing each other, lowering the defense that prevent interpersonal interaction reducing anxiety and constituting a supportive community.
- Teachers role is that of a true counselor.
- They are not perceived as a threat
- They don't impose boundaries and limits
- They concentrate on the learners needs

We see stages in CLL which learners 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 seek help from the knower.
3. "Separate existence": Learners 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 instructor 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 teacher serves as more of a facilitator, allowing students to be in charge of their own 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 Diaz⁹, 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 epileptic volunteers whose right and left brain hemispheres were surgically severed. (The idea was that epileptic seizures begin on one side of the brain and migrated to the other, so if they could isolate the event to one side of the brain, the seizures might be less extreme.) Asher, as a psychologist, was one of the researchers. From then on, he began to investigate some interesting relationships between language and movement. His work led him to formulate the theory known today as Total Physical Response, or TPR.

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

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 learners respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which learners acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is

⁹ Diaz, L., *TPR foreign language instruction and dyslexia*, 2005. Retrieved May 3, 2011.

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 responds physically to the speech of the parent, and the parent reinforces the child's responses 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 themselves¹⁰.

From his experiences, Asher outlined **three main hypotheses** about learning second 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 believed that first and foreign language learning is parallel process. Asher mentioned three processes as essential: first learners develop listening competence before the ability to speak. Second, learners' ability in listening comprehension is learned because learners are required to respond 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.

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 movement.

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

Speech and other productive skills should come later. The speech-production mechanisms will begin to function spontaneously when the basic found actions of language are established through listening- training. Asher bases these assumptions 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.

The second hypothesis is brain lateralization. Asher suggested that TPR tend to right-brain learning. The Asher's belief based on Jean Piaget's work that suggested that learners acquire language through motor movement - a right-hemisphere activity. A right-hemisphere activity should precede left-hemisphere activity to process the language for production. Right-hemisphere activity will encourage left-hemisphere to produce language when the right-hemisphere activity has occurred. Therefore, the right-hemisphere activity should expose in the process of the learners' language learning because learners frequently learn language indirectly rather than directly. Besides, the right-hemisphere activity emphasizes on the things that seems to be fun. Garcia¹¹ 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, commands play as the core of the course.

The third hypothesis is reduction of stress. The fundamental factor for successful language learning is the absence of stress. If students are free from stressful situation, they are able to devote full energy for learning. The key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning.

David says that Asher's language learning theories are reminiscent of the views of some behavioural psychologists. She agrees with Asher 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

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

(LAD). This theory supposes that the ability to learn language is inborn, that nature is more important than nurture and that the human brain has a biological program for acquiring any language spoken. The process is visible when we observe how infants internalize their first language.

In summary, Total Physical Response (TPR) is one of methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid 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, students respond to commands that require physical movement. Three important hypotheses lying behind his method: the bio-program, brain lateralization, reduction of stress.

The Principles of Total Physical Response

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

Moreover, Larsen and Freeman propose several principles in teaching learning process by using TPR upon which the teacher's behaviours is based. The principles of TPR are as follows: meaning in the target language can often be conveyed through action; memory is activated through learners' response; the target language should be presented in chunks, not just word by word; the students' understanding of the target language should be developed before speaking; students can initially learn one part of the language rapidly by moving their bodies;

the imperative is powerful linguistic device through which the teacher can direct student behaviour; students can learn through observing actions as well as by performing the action themselves; feeling of success and low anxiety facilitate learning; students should not be made to memorize fixed routines; correction should be carried out in an unobtrusive manner; students must not develop flexibility in understanding a novel combination of target language chunks; they need to understand more than the exact sentences used in training; language learning is more effective when it is fun; spoken language should be emphasized over written language; students will begin to speak when they are ready; students are expected to make errors when they first begin speaking; work on the fine details of the language should be postponed until students have become somewhat proficient¹².

More or less, Dordjowidjojo after his research defines three principles which are very analogous to Asher's ideas. He thinks 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. Students are allowed to spend as much time as they want to comprehend before they are to produce any sentence. To achieve this goal, physical movements are mandatory¹³.

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 parent instructs and the child physically responds to this. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually

¹²Larsen, Diane and Freeman, *Technique and Principles in Language Teaching*, Cambridge University Press, 2000.T- p.189.

¹³Soenjono Dardjowidjojo, *Indonesian JELT*, Volume 2, Number1, May 2006.

when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom¹⁴.

Explanations and examples provide us a general idea of the principle of TPR- to imitate the process of infants' first language acquisition i.e. understanding of the target language should be developed before speaking and students 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.

And to sum up here is mentioned that Total Physical Response is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening on language development, and do not require spoken output in the early stages of learning. In Total Physical Response, students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously. At the beginning stages of instruction students can respond to the instructor in their native language. While the majority of class time in total physical response is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. Asher sees developing listening comprehension skills as the most efficient way of developing spoken language skills. 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. Because the students are only expected to listen and not to speak, the teacher has the sole responsibility for deciding what input students hear.

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

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

And, anyway, 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.

“Concerning children’s characteristics, a teacher needs 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. Students can learn English in an interesting way and learn it through the Total Physical Response method. Therefore we are 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.

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak-that is, when a sufficient basis in the language has been internalized”¹⁵.

According to Larsen and Freeman,¹⁶ the students are imitators of the teacher’s nonverbal model. There will be a role reversal with individual students directing the teacher and the other students. In TPR, learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak that is when a sufficient basis in the language has been internalized. In the first stage of TPR training, learners should mainly listen to teacher’s commands in silence and watch him or her performing the action. In the next stage pupils respond to the commands

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

¹⁶Larsen, Diane and Freeman, *Technique and Principles in Language Teaching*, 2000.

with physical action, still keeping in silence, which builds up learner's confidence for later correct pronunciation. At first they respond to commands as a group, later individually. When students become familiar with commands and feel ready to talk, 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.

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman "teacher is the director of all students' behaviours". Asher¹⁷ as quoted by Richard and Rodgers¹⁸ states that "The teacher plays an active and direct role in Total Physical Response". It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

Teacher is the important 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.

Slattery 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 model for language use; encourage creative writing and help them to experiment with the language. According to the statements above, it is important for the primary school English teacher to be more creative in teaching, for example by using some interesting media and method. Therefore, the students will enjoy the lesson more.

To sum everything up, language teachers has an active role in this method. He decides what to teach, which materials to use and how they are to be presented.

¹⁷Asher, J., *Language by command. The way of learning*, Retrieved May 2, 2011, p.35.

Learners have the roles of listeners and performers. 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 period of silence until confidence of understanding is reached and also be tolerant towards the mistakes students make.

The way learners learn a foreign language, and therefore the way to teach it, obviously depends on their development stage. "It would not be reasonable to ask a child to do a task that demands a sophisticated control of spatial orientation (for example, tracing a route on a map) if he or she has not developed this skill. On the other hand, beginners of 11 or 12 years of age will not respond well to an activity that they perceive as childish, or well below their intellectual level, even if it is linguistically appropriate (for example, identifying an odd shape out of matching picture halves)"¹⁹. To avoid such misapprehension teachers has to remember learners' limitation.

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

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly - that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding 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.
- 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.

¹⁹Sarah Phillips, *Young learners*, Oxford University Press, 2003- p. 176.

In the light of these characteristics, we can notice that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. They need to work with their students individually and in groups developing good relationships. They need 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. He was 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 different interest and needs. Brown also believes that to successfully teach English to learners requires specific skill and intuition. Teacher has to know the characteristic of learners.

Moreover, Lynne Cameron 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 mature learners with an adult side and childish side. What seven to ten years old learners can do at their own level? They are competence users of mother tongue. They can tell the difference between the fact and fiction. They love to play 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 enthusiastic and positive about learning. They rely on the spoken word as well as the physical world to convey and understand meaning. They are able to work with others and learn from others. Their own understanding 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"²⁰. According to those

²⁰Lynne Cameron, *Teaching languages to young learners*, Cambridge University Press, New York, 2001.-p. 258.

characteristics most activities for the young learners should include movement and involve the senses.

Phillips states, that young learners are learners from the first year of formal schooling (five or six year old) to eleven or twelve years old. So, young 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 Cameronsays 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. Young learners pay less attention than adult learners do. Therefore, the learning process of young learners requires a nice environment and attractive and fun methods in order to motivate them.

Slattery and Willis think that young learners are developing quickly as individuals, they learn in a variety of 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 adult speak, and they love to play and use their imagination²¹.

Moreover, Scott and Ytreberg²² say "there is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. Children of five are little children. Children of ten are relatively mature children with an adult side and childish side. What seven to ten years old children can do at their own level? They are competence users of mother tongue. They can tell the difference between the fact and fiction. They love to play 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 enthusiastic and positive about learning. They rely on the spoken word as well as the physical world to convey and

²¹ Slattery, Marry and Jane Willis, *English for Primary Teachers*, New York: Oxford University Press, 2001.- p. 148.

²² Scot W.A., Ytrebert L.H., *Teaching English to Children*, Longman Keys to Language Teaching, 2005

understand meaning. They are able to work with others and learn from others. Their own understanding comes through eyes, hands, and ears. They have very short attention and concentration span. Overall, children in primary school still like to play and learn through their hands, eyes, and ears". According to those characteristics most activities for the young learners should include movement and involve the senses.

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

In summary, the ways learners learn depend on their developments 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

Ages 0-5 Physical Development	
Challenge	Teaching Methods
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.
Ages 0-5 Cognitive Development	
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 of cause and effect.	Use imagination and games.
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	
Challenge	Teaching Methods
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	Will bond well with instructor and others in the group.

still attach to adults quickly.	
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.
Refined motor skills, particularly when they are comfortable with terrain and speed.	Set precise objectives.
Ages 9-12 Cognitive Development	
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 techniques and materials teachers use in order to achieve the best results, how different teaching procedures and what are advantages and disadvantages of Total Physical Response.

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other 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 Writing²³. Imperative drills are the major classroom activity in Total Physical Response. 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. They listen attentively and respond physically to commands by the teacher. Students 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 director 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 beginners no textbooks 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

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

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 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.

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. 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 mind with any adaptation of materials is how you can personalize the task and make it more relevant to the learner. If you are clear about why you are using certain 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 method because it can be adapted for all kinds of teaching situations; teacher just needs to use his/her imagination. Using TPR it is a lot of fun. Students enjoy it and it can be a real stirrer in the class. 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 classes. It doesn't really matter how many students teacher has as long as teacher is prepared to take the lead, the students will follow. The physical actions get across the meaning

effectively so that all the students are able to understand and use the target language. It doesn't require 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 Diaz²⁴ using TPR Classes are active – teacher is not in his/her seat all period. The focus for the first weeks is on listening and moving in response to what the teacher says. 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 are happen and talked about. It is also an environment which is purposely kept very free of stress, because we know that language is not acquired under stressful circumstances. 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 students. 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. Often students don't realize how much they are learning while they are engaged in a TPR activity. They think they're just having fun creating all kinds of new utterances and situations in the active environment in the room.

However Frost 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.

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

Summarizing everything up as a resultant there are lots of advantages using TPR method. TPR activities are enjoyable, memorable and fun. This method is very effective and does not require a lot of preparation and materials. However this method can be embarrassing for some students and if used 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 shows us fun way of teaching and learning English.

2.2. Differences between traditional method and TPR.

The Grammar Translation Method is an 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 designed according to the faculty psychology approach which was very popular during the 18th and 19th century. It contended that "mental discipline was essential for strengthening the powers of the mind". The way to do this was through learning classical literature of the Greeks and Romans. Methods are the following:

- Use of mother tongue.
- Vocabulary items are taught in the form of word lists.
- Elaborate explanations of grammar.
- 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 surprising to see that the Grammar Translation Method was still in use in some classrooms during the late 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 carries out everything in the mother tongue.

Some disadvantages can be shown:

- What the method is good at is “teaching about the language”, not “teaching the language”.
- Speaking or any kind of spontaneous creative output was missing from the curriculum.
- Students lacked an active role in the classroom.
- Very little attention is paid to communication.
- Very little attention is paid to content.
- Translation is sometimes misleading.

Because of all these disadvantages, instructors tried to find better ways to remedy the pitfalls of the grammar translation method. The Direct Method was the answer. 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 drills 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 may translate entire texts from the target language. Tests often consist of the translation 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 direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar translation method and other traditional approaches, 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. 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 patterns.

Total Physical Response is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor of psychology at San Jose State University, California. It is linked 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 motif around which language use and learning are organized.

There are several advantages of TPR method:

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

And disadvantages also:

- It is not a very creative method. Students 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.²⁵ The teacher models the commands and performs the corresponding actions to make the meaning clear. Students fulfill the commands (action-based drills) with the teacher, individually and in groups. When they begin to speak 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 in advance 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 subdivided 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,

²⁵Larsen, Diane and Freeman, *Technique and Principles in Language Teaching*, Oxford University Press, 1986.

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.
- 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 students are ready to speak, they command their teacher and classmates to perform some actions.

3) Conversational dialogues and role plays: These are delayed until after about 120 hours of instruction, when students achieve an advanced internalization of the target language. Role plays center on everyday situations, such as at the restaurant, supermarket, or petrol station.

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

5) Compiling language experience stories: A language experience story is a group-authored story written about a shared experience. Students 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 story and act out the written sentences.

Children Learning English as a Foreign Language Total physical response (TPR) is probably something that all good 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 tries 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 patterns, playing games, and the student then responds physically to the prompt. The teacher then responds positively to the correct response, 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 techniques 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. 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. 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 games 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 language 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 help enormously in creating mental links 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 invariably find that a number of different techniques work better with different children/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 various things. It is well suited to teaching classroom language and other vocabulary connected with actions. According to Richard and Rodgers²⁶ 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. Imperative drills are the major classroom activity in Total Physical Response. 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. They listen attentively and respond physically to commands by the teacher. Students 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 director 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, e.c. each time the teacher writes a command, she acts it out. The students copy the sentences from the blackboard/whiteboard into the notebooks.

For beginners no textbooks are needed but the teacher's voice, actions, TPR songs and gestures become the most important tools. Later the teacher may use

²⁶Richads J.C., Rodgers T.S., *Approaches and Methods in Language Teaching*, Cambridge University Press, 2001.

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, 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 from pet shops, home or magazines. 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 scenes²⁷.

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. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.

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. 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. Classes where you might want to introduce TPR-style activities late, with care or not at all include ones in which:

²⁷Richards J.C., Rodgers T.S., *Approaches and Methods in Language Teaching*, Cambridge University Press, 2001.

- 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.
- 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.

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

1. The untie ourselves game.

Students 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.

One student 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 student 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.

Students 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.

Students 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, students 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 students 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.

Another game that demands quick hands is SNAP, in which students 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.

Students 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

In the classroom	
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

The princess and the dragon	
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	<p>1 Tell the learners that they are going to hear a story. Write the name of the story on the board.</p> <p>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.</p> <p>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.</p> <p>Story script</p> <p><i>The princess and the dragon</i></p> <p><i>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.</i></p> <p>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.</p> <p>5 Once the learners have answered question 2, take in part B of the worksheet and continue with the following section of the story.</p>

	<p><i>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 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	1 Feedback for question 1: Write the eight words

	<p>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 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</p>

	<p>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 known to their classmates and follow the same procedure.</p>
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>

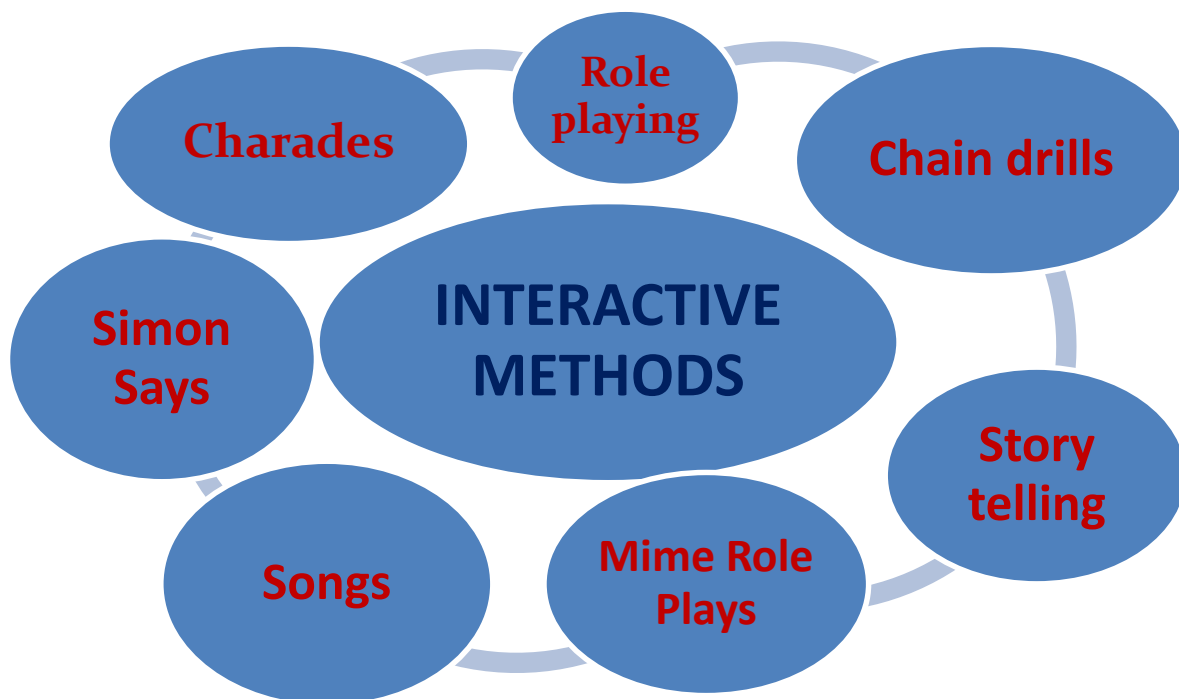
3.3. Procedures of teaching with TPR.

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"²⁸.

²⁸ 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.

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



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)²⁹, 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

²⁹Richads J.C., Rodgers T.S., *Approaches and Methods in Language Teaching*, Cambridge University Press, 2001, 77-78 pp.

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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Wang, Dahlberg, Chiu, Fang and Hwang³¹ 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.

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³⁰ Diaz, L., TPR foreign language instruction and dyslexia. Retrieved May 3, 2011, from <http://www.dyslexia.com/library/tprlanguage.htm>.

³¹Wang Y., Fan Li, Teresa A. Dahlberg, Energy-efficient topology control for three-dimensional sensor networks, Charlotte, NC, USA, 2008.

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. 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-telling³². 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

³² Richard Frost, British Council, TPR world. Total physical response – TPR. Retrieved March 13, 2009.

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.

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 language learners, as it is based on the coordination of speech 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 to learn by doing or actively involved in the learning process. Teachers state that motivation and interest occurs through physical activities which are fun, 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. TPR method proposes some general teaching principles which should be applied in teaching-learning process. Even understanding that first and second languages are parallel and should be taught the same way, though not all the teachers go by these principles and still uses old teaching methods, which require learners to memorize or learn by heart, forces learners to speak and constantly corrects learners mistakes. Because of lack of knowledge 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 in schools through TPR are imperative drills, role plays, games and dialogues. None of the teachers 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 good teaching results and stimulate learners' motivation. On the other hand we agree that TPR is interesting, memorable and fun.

Approaches that still might allow us 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.

Many people are afraid of new technology, with the increasing presence of the Internet and computers; the term technophobe has 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. Don't be daunted with it!

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.

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