

## THE USE OF TOTAL PHYSICAL RESPOND METHOD IN TEACHING YOUNG LEARNERS

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**Abstract.** Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Mostly, it is common among young learners. As a consequent, the article aims to investigate the usage of Total physical respond method in teaching young learners. The result of the research depicts that the implementation of TPR method in the classroom was beneficial both for teachers and pupils this is due to the fact that learners found it interesting and easy to learn a new topic and teachers could create an active environment and English speaking atmosphere.

**Keywords:** English language, method, Total Physical response method, young learners, characteristics, effect.

**Introduction.** The American psychologist Dr. James Asher developed the Total Physical Response (TPR), which is based on how learners acquire their first language [1, 37]. It is known that parents and other caregivers have a major physical role in helping children learn their mother tongue. The child reacts in kind after they exhibit and instruct. Very young children are not required to speak in any way and are just expected to listen and understand.

This study aims at the investigation of the effects of using the TPR method in teaching young learners and to explore the attitudes of young learners towards learning a subject using the TPR method when TPR is applied in EFL teaching and creating effective classroom activities.

According to Wadsworth, B. J. psychologist Jean Piaget, there are four stages of learners' cognitive development:

- (1) the sensorimotor stage (birth to age two),
- (2) the pre-operational stage (from age two to age seven),
- (3) concrete operational stage (from age seven to age eleven),
- (4) the formal operational stage (age eleven to adolescence and adulthood)

[5].

According to Scott and Lisbeth, children aged 8-10 are mature enough; They have a particular point of view; They are able to describe the difference between facts and fictions; They are curious and ask many questions; They believe in what is said and the real world to express and comprehend meaning/message; They have distinct opinions about what they like and what they dislike; They

are open to what happens in the classroom and begin asking teacher's for a decision; and They can cooperate with each other and learn from others [4].

Most people believe that children learn a second language in the same way they study their mother tongue when discussing education. In general, youngsters have a strong aptitude for learning a foreign language and even do so faster than adults who start studying it after puberty. On the other hand, youngsters have lower levels of capacity for optimally absorbing or learning a foreign language.

In the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, children have a high potential in acquiring and learning a foreign language, and even learn it more quickly than those who are learning the foreign language after puberty [3, 87-90]. On the other hand, children are less capable of absorbing or acquiring a foreign language optimally [2].

As a result, we do not learn our mother tongue like we do other languages; rather, we acquire it. To put it simply, the goal of TPR is to establish a brain connection between speech and action.

1) TPR method is suitable for teaching the following skills:

- Vocabulary, particularly verbs
- Difficult to explain actions (think wiggle, slide, launch)
- Storytelling and narrative language

#### I. Imperatives and classroom language

While using total physical response in the class, the teacher can:

1. choose a vocabulary term or a verb from the list of verbs prepared. E.g. take a shower
2. demonstrate the exaggerated action of taking a shower by rubbing hands all over the body, lifting arms and cleaning armpits, washing the face, scrubbing the back, even singing in the shower. The teacher demonstrates the action while saying the verb out aloud.
3. have the students imitate the action while the teacher says the verb out aloud.
4. have the students perform the action and say the word by themselves this time.
5. write the action 'take a shower' on the board so students can see how it's written.
6. repeat the new terms and get the students to practice them. The teacher can also check for retention every few days.

Total Physical Response has a lot of benefits, particularly for young learners:

- The pairing of movement with language is innately associated with effective learning
- Students actively use both the left and right sides of their brains
- It works with both small and large groups
- It sharpens students' listening skills

- Students are not required to speak until they are ready to, therefore creating a □safe zone□ that greatly lowers inhibitions and stress

However, there are some drawbacks of TPR method:

- 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.

**Conclusion.** As it is clear from the above-mentioned data, the Total Physical Response is a language education approach that encourages the acquisition of second and foreign languages through physical activities based on vocal signals. During the turn-taking and procedural procedure of the class, the activities are carried out in response to commands spoken by the teacher and/or classmates. The kids are anticipated to gain comprehension of the linguistic subject through this type of listening-body movement link. As a result, when the pupils are ready, they will communicate using the language.

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