



TOTAL PHYSICAL RESPONSE (TPR) IS THE MOST EFFECTIVE METHOD FOR LEARNING FOREIGN LANGUAGES

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ABSTRACT

Early childhood is a period of rapid emotional, physical, cognitive, and language development. It is the most advantageous period to begin teaching a youngster a foreign language or languages. Although there are numerous ways and approaches for teaching foreign languages, the Total Physical Response (TPR) method is the best ideal for young learners. TPR is a method of teaching language that is based on the coordination of speech and action, or in other words, teaching language through activity. There are no books in the classroom, but there is instruction through songs, games, and stories that follow actions and capture the attention of young active learners. The advantages of employing TPR in foreign language schools for young learners are discussed in this paper.

Early childhood is a priceless time when a child's emotional, physical, cognitive, and language development are at their peak. Knowing foreign languages will be crucial in life as a result of globalization, so teaching a foreign language to young learners who have the aptitude to acquire languages might be beneficial. Foreign language instruction in the preschool years is critical, and numerous studies have demonstrated that children are more independent than adults when it comes to learning a foreign language.

Learning a foreign language is important, but the age at which a person

begins to acquire a foreign or second language has an impact. It was first proposed by Penfield and Roberts (1959), who said that humans acquire their native language and other languages during this key period, which happens largely before puberty, but that if they are unable to do so, they have linguistic issues. When the critical period is over, it is difficult to acquire a foreign language. The acquisition process must be completed before puberty, as language development is thought to be complete until then. Similarly, claims that learning a foreign or second language after adolescence makes it impossible to achieve



native-like pronunciation. Children who begin studying a foreign language when they are younger than 11-12 years old and have favorable learning conditions are more likely to achieve native-level proficiency.

In TPR, learners' roles are to listen to and perform what the teacher says, as well as to track and assess their own progress. They're encouraged to speak whenever they're ready. When a suitable foundation in language has been assimilated, this is the stage. The teacher serves as both a model and a director. Learning opportunities are provided by the teacher. When TPR is incorporated into daily routines, learners become immersed in the language and actively involved in reacting to it. They will quickly realize that they comprehend a great deal and will gain confidence as they progress. The teacher assumes the role of parent, providing prompts, establishing patterns, and playing games, with the learner physically responding to the prompt. In giving feedback the teacher responds positively to the correct answer, much in the way that a parent would. This reinforces the learning and encourages further steps. Although TPR is a powerful technique, it is most effective when it is followed by games, songs, stories or demonstrations.

Young students must move since they have a lot of energy. Their attention spans are usually short. Children are more connected to their environment and are more interested in the real and tactile aspects of it. According to scientists, children's comprehension is based on their hands, eyes, and hearing, and their physical world is always dominant. When TPR exercises are games, they are appropriate for kinesthetic learners who learn best by

doing something or linking to memory through actions.

TPR appeals to visual youngsters who take visual clues from observing the activities connected with the instructions delivered, in addition to kinesthetic learners. When TPR is followed by songs, auditory learners will benefit most from the songs that have words and rhythms related with movement that they will remember. In a TPR course, there is no baseline text. Lessons may not require the use of materials in the early stages because the teacher's voice, motions, and gestures may be adequate for classroom activities. Books, toys, puppets, furniture, and other ordinary classroom items can be used by the teacher. Because very young children under the age of seven do not know how to read or write, it is unavoidable to arrange activities for them that do not require the use of a pencil and paper. Oral activities are the most common, but pictures can also be employed. The child can point to the picture when a certain word is uttered. When a story is read by the teacher, the child can mime the actions. Although TPR does not put the learner under stress, it is not for young learners as they do not have the feeling of anxiety while learning. As the language classroom is full of movement, songs and movement or stories and movement, they always have fun and they can always keep their interest in the process.

TPR is simple to incorporate into a regular classroom routine. Hands up, stand up, sit down, wave farewell, etc. are examples of simple classroom commands and gestures that the instructor encourages the students to recognize and respond to. She has the ability to make visual linkages with words that the



children can learn and imitate, particularly descriptive ones. For instance, large, joyous, and little, sad. It's important to remember that they enjoy imitating occupations, animals, cars, and weather conditions. Children engage in such activities by first listening to and then understanding messages, deciding whether they are correct or incorrect, and then acting on their findings. The most crucial aspect of teaching young learners is games. They enjoy games that are physically demanding. A popular game is Simon Says which can be adapted to body words, action words and objects students can touch. Charades is miming and guessing words using picture or word cards.

In a language school, these games are simple to implement. When working with young students, songs are especially invaluable. When songs are used to accompany actions in a foreign language school, the TPR aspect is increased, and the children's understanding of the songs improves. Simple repeated tunes that increase knowledge and memorability are beneficial. Memorable song tunes aid in the formation of brain associations between words and meaning. Face vocabulary can be the subject of the songs. You'd start by teaching them the actions, then introduce the different parts of the face by stating and demonstrating "Point to your nose, show me your ears, and so on." The song would then be played, and the youngsters would be encouraged to perform the actions. For all children, storytelling is the most authentic and popular pastime. Because stories contain repetition, which makes linguistic input more obvious, children will quickly pick up the new language. Children can listen to and stand up when a character speaks or acts, and look at and point to

crucial visuals in a TPR storytelling session. These actions will help the children internalize the language and bring the story to life.

From the start, action stories give children the impression that they understand words. It is a combination of listening, watching, and imitating. The children gradually gain a holistic understanding of the language. To begin, crucial words may be introduced through visuals. The teacher repeats the phrase multiple times and in a specific order (plane, dog.) These words are understood by the students. The most important thing is to match the teaching tempo to the learning pace of the students. The statements are then gradually introduced one by one (fly the plane, cuddle the puppy, etc.). Before introducing the new sentence, the teacher repeats the previous one. She maintains the order in which the sentences are delivered. Then she jumbles the order of the sentences and wants the pupils to mime them while she says them. Finally, the students are given visuals of the repeated phrases and sentences. The pupils are instructed to write the number of the story on a piece of paper.

Conclusion. Teaching foreign languages to young learners is a fast expanding discipline around the world. Unless the presentation is done properly, a young age in learning a language is an advantage. Early language development is rapid, and TPR is an appropriate technique for teaching a foreign language at the beginner level, as it is based on the coordination of speech and action. It is to use activities to teach language (Richards and Rodgers, 2001). Young learners do not yet know how to read or write, therefore they learn mostly via activities, songs, tales,



and games. Because there are no texts, the classroom objects can be used without difficulty. Actions abound in the class, which appeals to kinesthetic learners.

When these are considered cumulatively TPR is said to be the most effective technique which can be used in foreign language classrooms for young learners.

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