

TPR-TOTAL PHYSICAL RESPONSE METHOD IN INCLUSIVE CLASSROOM

"BABIES DON'T LEARN BY MEMORIZING LISTS; WHY SHOULD CHILDREN OR ADULTS?"

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Abstract: The article illustrates data about the teaching method TPR, it's stages of forming, advantages, discusses it's weaknesses and the suitable position of its usage in practice.

Key words: teaching, new language, teaching techniques, silent period, commands, language-body conversation.

Annotatsiya: Maqolada TPR o'qitish metodikasi, uning shakllanish bosqichlari, afzalliklari, uning zaif tomonlari va amaliyotda qo'llanilishining to'g'ri pozitsiyasi haqida ma'lumotlar ko'rsatilgan.

Kalit so'zlar: o'qitish, yangi til, o'qitish texnikasi, jim davr, buyruqlar, til-tana suhbat.

Аннотация: В статье иллюстрируются данные о методе обучения ТПР, его этапах формирования, преимуществах, обсуждаются его слабые стороны и целесообразность использования его на практике.

Ключевые слова: обучение, новый язык, приемы обучения, период молчания, команды, языково-телесный разговор.

Methods of teaching a new language vary according to the learners' position, level, goal and degree. Teaching a language has different ways and paradigms. The effective methods of teaching English are The Direct Method, The Audio-Lingual Method, Suggestopedia, The Silent Way, Total Physical Response and it differs from person to person. In the history of teaching languages, there are many teaching approaches and techniques, with some being more well-known and successful than others. [1] Total physical response method is one of the methods of great importance in acquiring the new language.

Dr. James J. Asher originated the Total Physical Response approach to second language acquisition which is known internationally as **TPR**. Asher wanted to select a problem that was complex and could be applied to the real world.

Research work

He chose foreign language because

- it was a complex problem in skill learning
- most other psychologists abandoned research in FL because it was tough to get clean results, therefore meaning there was little competition for financial support.
- Asher had not been able to master FL in school although he mastered many other subjects

In his first research project (1961) Asher learned that **VISION produced more efficient learning and retention when compared to HEARING**. In a 1966 and 67 study Asher discovered that acting out the commands resulted in better retention than writing the English translations. For long term retention, students who act with the model remember more 2 weeks after the session than those who merely watched the model. Popularised in the 60's and 70's by Dr. James Asher, TPR allows students to acquire vocabulary in a manner similar to how a child learns his or her first language. TPR has been used successfully in thousands of classrooms with children and adults learning languages such as English, Spanish, French, German, Chinese, Korean, Japanese, Arabic, Hebrew, and even the sign language of the deaf! The success of TPR is built upon these foundational principles of second language acquisition theory: Languages are best learned when the learner receives lots of comprehensible (understandable) input. In other words, for a true beginner, listening to a radio broadcast in the language is not nearly as effective as listening to simple "hear and now" talk directed at the learner. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and respond to parts of the language without attempting to speak it. This is also referred to as "delayed production," and of course reflects that path that children follow when learning their first language. [2] Consequently, this method gained great popularity and proved its effectiveness. As with any language teaching approach, TPR won't be 100% appropriate or effective with all classes and all students. So it's worth understanding some of the advantages and disadvantages of the style, so that you can judge when to deploy it most effectively.

Advantages:

- TPR engages multiple senses by combining physical movement with language learning. This multi-modal approach improves memory retention, making it easier for students to recall vocabulary and grammar structures.

- Students are physically involved in the lessons, which keeps them engaged and motivated throughout the class.
- It can be easily adapted for a wide range of language learning contexts and situations.
- TPR simulates the way children acquire their first language. It immerses learners in a context where language is used for communication, helping them develop their language skills organically.
- The interactive nature of TPR makes language learning enjoyable. Students often see TPR activities as games, which contributes to a positive classroom atmosphere.
- Disadvantages:
 - For languages with complex grammar or abstract concepts, TPR may not cover all aspects of language learning adequately.
 - While comprehension is essential, some students may feel reluctant to transition from comprehending language to actively producing it. As a result, TPR might delay oral communication skill development.
 - TPR activities tend to be relatively simple, focusing on basic commands and actions. This simplicity might not challenge more advanced learners who need to expand their vocabulary and language usage.
 - The TPR approach is primarily focused on oral and physical language acquisition. As a result, it may not develop students' writing skills as extensively as other language teaching approaches. Critics go further, arguing that students get too accustomed to “playing” and then do poorly when faced with more rigorous forms of assessment.[3]

Overall, TPR offers a creative and effective way to support language learning by incorporating physical movement and gestures. It provides a fun, interactive and effective approach to language learning, making it a valuable tool for language teachers and learners. However, Total Physical Response has limitations in terms of vocabulary development, active language use, cultural sensitivity, and suitability for advanced learners. Teachers should consider these factors when deciding whether to incorporate TPR into their language teaching strategies. Teaching method known as TPR can be demonstrated in class in many ways making students engaged and feel relaxed. One of the most involving tasks are Simple Simon Says and Charades.

“Simple Simon Says” is a great game because your students likely already know it in some capacity. Simon says to do something, you do it. Teachers in large classrooms typically have all of the students stand up to start. Throughout the game, students sit down if they miss a question, answer incorrectly, or answer when they are not supposed to. This

is useful for reviewing vocabulary from previous lessons or at the end of a complicated lesson.

For example, you’ve just taught a lesson on the face (eyes, ears, nose, mouth, etc.) and you want to make sure your students understand. You can stand at the front of the class and play “Simon says...” “touch your eyes”, “touch your ears”, “touch your mouth”.

This game is perfect for all levels, as even students who do not initially understand the game can catch on quickly. It can also be used for more advanced vocabulary and can be done at any pace to test quick understanding.

“Charades” is a helpful game for any learner, not just for language learning. Charades involves a student getting up and performing for the rest of the class. They are told a vocabulary word or action that the rest of the class needs to say, and then it’s their job to get that answer from the class. This helps test the student performers ability as well as the ability of the class.

You can also let your students get a little competitive by dividing them into teams. Teams alternate turns, so they can’t guess off of the other performer’s actions. This helps get your students more involved in the game, as everyone likes a little competition.

You can do this game with or without preparation, making it a great cool down activity or quick review game. If you want to prepare, write down your vocabulary (this works best with verbs) and put them on pieces of paper in a jar for your students to pull from. If you’re winging it, tell only the student that is performing which action they need to do.[4]

Overall, incorporating games like Simple Simon Says and Charades into language lessons offers a fun and effective way to engage students, reinforce learning, and develop essential communication skills. These activities cater to diverse learning styles and can be easily adapted to different levels and classroom settings.

Language learning can be challenging, but that doesn’t mean it has to be boring or tedious. TPR is a versatile and effective language teaching approach that can benefit students of all ages and proficiency levels. By incorporating gestures, actions and real-life scenarios into their practice, teachers can create engaging and enjoyable language lessons that both promote comprehension / retention and bring some joy to language learning.

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