



**PONTIFICIA
UNIVERSIDAD
CATÓLICA
DEL ECUADOR
SEDE AMBATO**
SERÉIS MIS TESTIGOS

**DEPARTAMENTO DE INVESTIGACIÓN,
POSTGRADOS Y AUTOEVALUACIÓN**

LENGUAS Y LINGÜÍSTICA

THEME:

**THE TOTAL PHYSICAL RESPONSE (TPR) IN TEACHING
ENGLISH AND ITS EFFECTS IN THE LEARNING PROCESS
OF YOUNG ADULT LEARNERS**

TEMA DE INVESTIGACION PREVIO A LA OBTENCIÓN DEL TÍTULO DE
“DIPLOMADO SUPERIOR EN METODOLOGÍAS COMUNICATIVAS DEL
IDIOMA INGLÉS”

AUTOR: DRA. ROCIO DEL CARMEN RIVERA PAREDES

DIRECTOR: LIC. SYLVIA MARIELA RIVERA SIMBA



no. de ingreso:	005562
Precio:	\$80.00
canje:	Donación: <input type="checkbox"/> Compra: <input checked="" type="checkbox"/>
Fecha de factura:	
Fecha de ingreso:	09/11/2010

Ambato – Ecuador

Octubre 2010

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO

DEPARTAMENTO DE INVESTIGACIÓN POSTGRADOS Y
AUTOEVALUACIÓN

HOJA DE APROBACION

THEME:

THE TOTAL PHYSICAL RESPONSE (TPR) IN TEACHING
ENGLISH AND ITS EFFECTS IN THE LEARNING PROCESS OF
YOUNG ADULT LEARNERS

AUTHOR:

DRA. ROCIO DEL CARMEN RIVERA PAREDES

Sylvia Mariela Rivera Simba, Lic.
DIRECTORA TEMA DE INVESTIGACIÓN

f



Telmo Viteri, Ing. DIPA
DIRECTOR DE DEPARTAMENTO DE
INVESTIGACIONES Y POSTGRADOS

f



Pablo Poveda Mora, Abg
SECRETARIO GENERAL PUCESA

f



DECLARACION DE AUTENTICIDAD Y RESPONSABILIDAD

Yo, Rocío del Carmen Rivera Paredes portador de la cédula de ciudadanía No. 180221137-3 declaro que la investigación que presento como informe final, previo la obtención del título de DIPLOMADO SUPERIOR EN METODOLOGIAS COMUNICATIVAS DEL IDIOMA INGLES son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.



Dra. Rocío del Carmen Rivera Paredes

CI. 180221137-3

RESUMEN

A fin de alcanzar el objetivo de este estudio hemos preparado una importante investigación que es el uso de Total Physical Response en el proceso de aprendizaje del inglés en adolescentes. Por otro lado indicaremos varias actividades que los adolescentes pueden usar y que les ayudara a aprender inglés. Nosotros como profesores hemos visto la necesidad de encontrar una forma que los adolescentes puedan aprender inglés sin perder su atención y Total Physical Response es una buena forma para su enseñanza. Por esa razón nosotros como profesores deberíamos ser capaces de crear nuestra propia forma de levantar el interés del adolescente. Pero nosotros como profesores debemos seleccionar el método para poder alcanzar el objetivo de tener estudiantes que sepan manejar el idioma correctamente.

ABSTRACT

In order to achieve the objective of this study we have prepared an important research, that is the use of Total Physical Response in the English learning process in adolescents. On the other hand, we are going to indicate various activities that adolescents can use to learn English to help students learn this foreign language. We as teachers have seen the necessity to find a way in which adolescents can learn English without losing their attention and the Total Physical Response is a good way to teach English. For that reason we as teachers should be able to create our own way to arise adolescents' interest. However, we as teachers must select a suitable method in order to achieve our objective of having students with a correct use and usage of the language.

TABLE OF CONTENTS

	PAGE
RESUMEN.....	iv
ABSTRACT	v
INTRODUCTION	1
 CHAPTER I	
1.1. TOTAL PHYSICAL RESPONSE	
1.1.1 DEFINITION OF TOTAL PHYSICAL RESPONSE.....	3
1.1.2 FOREIGN LANGUAGE LEARNING AND TEACHING.....	6
1.2 THE OBJECTIVES OF TPR.....	7
1.3 PRINCIPLES OF TPR.....	9
 CHAPTER II	
2.1. EFFECTS IN THE LEARNING PROCESS IN YOUNG ADULT LEARNERS	
	12
2.1.1 INTRINSIC MOTIVATION.....	13
2.1.2 EMOTION.....	14
2.1.3 AUTHENTICITY.....	14
2.1.4 REDUCTION OF STRESS.....	15

CHAPTER III

3.1 CHARACTERISTICS OF YOUNG ADULT LEARNERS.....	16
3.2 THE CHARACTERISTICS OF HIGH SCHOOL ENGLISH TEACHERS.....	18

CHAPTER IV

4.1. THE TEACHER AND LEARNERS ROLE IN TPR	
4.1.1 TEACHER'S ROLE.....	20
4.1.2 STUDENTS' ROLE.....	20
4.1.3 THE ROLE OF INSTRUCTIONAL MATERIAL.....	22
4.2 THE SYLLABUS.....	23
CONCLUSIONS	25
RECOMMENDATIONS	27
BIBLIOGRAPHY	28

INTRODUCTION

Total Physical Response is a language learning method based on the coordination of speech and action.

In Ecuador, English is the first foreign language taught to students of elementary school therefore, teaching English in high schools has been accepted in the Ecuadorian government's curriculum. However, the aim of teaching English in high schools is to motivate them to be ready and have self-confidence in learning English at higher levels of education. High schools students just learn English in a simple way (vocabulary, grammar, etc.) since they learn as a second language.

Teaching English to young adult learners, in this case high schools students, should be different from adult. According to Harmer "Young learners especially those up to the ages of fourteen to sixteen learn differently from older learners, and adults. They easily get bored, losing interest after ten minutes or so." (2001: 38). The teachers have to catch the students' attention because a student without interest is more difficult to teach.

There are many methods used in teaching a language to young learners. Total Physical Response (TPR) is a method developed by James J. Asher, is one of methods in teaching language that may support to realize the expected situation.

It can also be presented by using a game that is appropriate to the learners' characters.

TPR reduces pressure and stress for students and they always understand what is happening during TPR practice, resulting in an increased confidence. Students in high schools learn more when they are relaxed. TPR has magic effects because the constant repetition and recycling involved reinforces this leading to a "magic" learning experience.

TPR can complement normal classes by enhancing student motivation and confidence, developing students listening ability, and breaking up the routine through "brains witching".

CHAPTER I



1.1 Total Physical Response

1.1.1 Definition of Total Physical Response

TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind. TPR is not: Simon says gesture based songs, simply using commands to practice English.

Total Physical Response (TPR) is a method developed by James Asher; TPR 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.

Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development

and that the process allows for long period of listening and developing comprehension prior to production.

“TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (Richard and Rodgers, 1986). When TPR is used at an English class, the teacher gestures, models, and says the commands to the students, and the students respond by imitating the teacher. The movements are important in a class.

According to Asher, “The two very important concepts in TPR are: The notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action. The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent neurological entities having different functions both account for different responsibilities.”(1983: p 69). When a child starts to speak, he/she just listens to people around him/her.

This is called a silence period while he/she acquires the language. After that he/she will be able to produce the language with the help of the movements.

TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. A younger responds physically to the speech for the parent. The responses of the younger are in going round positively reinforced by the speech of the parent. For many months the younger absorbs the language without being able to study. With TPR the teacher tries to mimic this process in class

TPR is also called the comprehension approach because of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words.

TPR places more emphasis on the relation between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning English. The great method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level.

1.1.2. Foreign Language Learning and Teaching

There are many differences between acquiring a second language and learning a native language. According to Ramelan, "Learning a foreign language is not as easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. In line with this, if someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences."(1994) we can say that we learnt our language unconsciously without focusing in grammar, vocabulary, etc. We learnt these things in schools so learning a second language is more difficult.

Ecuadorian learners also meet difficulties in learning English since their native language is quite different from English. Learning a foreign language which is quite different from the native language is very difficult for Ecuadorians learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning a language actually needs a total physical, intellectual, and emotional response.

A teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language in an oral and written way.

According to Brown, "Teaching is guiding and facilitating learning, enabling, and setting the condition for learning. There are some factors that should be considered before teaching a foreign language such as English. Those factors are age, ability, aspiration and need, native language, and previous language experience." (1980: 8) Teachers have many factors for teaching English, but we have to find the way to teach English to make it easier.

1.2 The Objectives of TPR

A method or technique in the teaching and the learning process must be developed in order to get a better purpose for a better understanding. TPR was developed in order to improve better results of the teaching learning process of a new language. Teachers who use TPR believe in the importance of reaching the students' enjoyment in learning to communicate in a foreign language.

According to Larsen-Freeman, "TPR was develop in order to reduce the stress people feel when studying foreign languages and in that way encourage students to persist in their study past a beginning level of proficiency."(2000:113) Total Physical Response helps to encourage

students for learning English in a fun way because the students become bored easily.

According to many experts as Asher, Brown and others, the general objectives of Total Physical Response are:

- To teach oral proficiency at a beginning level.
- Comprehension is a mean to an end.
- The aim is to give basic speaking skills.

There are some specific objectives of Total Physical Response:

- Teaching oral proficiency at a beginning level.
- Using comprehension as a means to speaking
- Using action-based drills in the imperative for.”

(Asher, Brown and others 1999:93)

We as teachers can use TPR, when we need to introduce a topic or new vocabulary for our students. We can vary the commands so that students will connect the actions with the language. But we should not introduce new commands too fast. It is recommended that a teacher presents three commands at a time. After students feel successful with these, three more can be taught.

1.3 Principles of TPR

It is very important that students feel successful. Feeling of success and low anxiety facilitate learning. On Asher's research, least stressful way to achieve understanding of any target language is to follow directions spoken by the instructor. Asher considered some principles to achieve a better understanding. They are:

- **Prepare a script**

It is essential to prepare a script for what you want to do, as it is extremely important not to change the language half way through. It is also important to recombine previously learned language in new ways.

- **Build on what has done before**

TPR instruction should be seen as a progression, with new language being added to and combined with the old every session.

- **Recycle language and review extensively**

On a similar note, previously learned language should be reviewed and cycled into lessons constantly in order to reinforce it.

- **Don't change the target language**

While it can be useful to introduce synonyms, it is extremely important that the language not be changed half-way through a session. This is extremely confusing for students.

- **Be good-natured and positive**

In order for students to relax and feel comfortable, during TPR practice the teacher should project a friendly and positive atmosphere.

- **Introduce limited number of new items and manipulate them extensively**

It is very important to limit the number of new items in order to avoid student to overload and to allow students to process and absorb the language. New and old language should be manipulated in a variety of ways in order to give students a large amount of practice.

- **Incorporate some humor**

Once students are used to TPR practice, introducing a limited amount of humor into the class can greatly increase students interest and enjoyment.

- **The students say nothing**

Students should not be forced to repeat the commands or otherwise speak until they are ready.

- **Students don't "help" each other**

Students should not need help with the TPR commands, as the meaning should be obvious from context the teachers' explanation previously learned language.

Some activities that help us to improve our class are good. If a teacher motivates to her / his students, she/he will have good results in class. We as teachers have to understand that the student's understanding of the target language should be developed before speaking. Students can initially learn one part of the language rapidly by moving their bodies.

CHAPTER II

2.1. Effects in the learning process in young adult learners.

Although we as teachers have found that many activities stimulate students and promote learning, teachers know there are others who feel such activities do not compliment language acquisition. We can say that these are some effects of TPR. In the learning process in young adult learners, we can find some effects or how TPR acts on the students. It depends on some factors. According to Allwright,

- Young adult learners develop listening competence before they develop the ability to speak. At the first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate.
- Young adult learners' ability in listening comprehension is acquired because young adult learners are required to respond physically to spoken language in the form of parental commands.
- Listening comprehension has been established, speech develops naturally and effortlessly out of it. As we noted earlier, these principles are held by proponents of a number of other method proposals and are referred to collectively as a Comprehension Approach."

(Allwright, 1991: 156)

It is expected that students will make errors when they first begin speaking. Teachers should be tolerant of them and only correct major errors. Even these should be corrected discreetly.

2.1.1 Intrinsic motivation

According to Deci and Ryan, "Music, games, and TPR activities constitute an activity-based approach to language learning. General comments on the psychological effects of an activity-based approach on young adult learners, they state that an activity-based approach has the potential to lower social and emotional constraints and pressures that interfere with effective learning. To answer how an activity-based approach lowers such learning barriers, it might be best to begin by discussing motivation. When the educational environment provides challenges and rich sources of stimulation which include, in my view music, games, TPR, etc., it sparks intrinsic motivation. Intrinsic motivation raises students' natural curiosity and interest which promotes learning." (1985).

When students feel confident, they can get better results. We as teachers can say that intrinsic motivation may promote long-term retention of language. In fact, we believe that those who learn intrinsically gain superior understanding of English. An activity-based approach to language learning

seems to not only promote intrinsic motivation, but the resulting intrinsic motivation appears to promote a better understanding of the language in the long run.

2.1.2 Emotion

To gain a better understanding of how intrinsic motivation promotes learning, we will examine the physiological processes generated by emotion. Emotions are integrated into cognition and are formed by cultural processes. For example, the social activity of music in the classroom, which promotes intrinsic motivation, can also promote various positive emotional responses. It is difficult to determine whether positive emotion promotes intrinsic motivation or if intrinsic motivation sparks positive emotion. It might be safe to say that positive emotion and intrinsic motivation are mutually reinforcing.

2.1.3 Authenticity

While play and affect may fulfill their own set of goals in learning, at some point it seems necessary for the learning such activities provide to be applied to the young adult learners.

According to Deci and Ryan, "authenticity does not necessarily have to do with material from the 'real' world, but a learner's self determination and commitment to understanding. Authenticity is a 'process of personal engagement.' Thus playful activities involving imagination may not be considered 'real,' but are still authentic if learners are engaged in the activity"(1985).We also note that given the controversy with the term real, one might be better off using authentic. Activities may not be real yet they can still be authentic and quite useful.

2.1.4 Reduction of stress

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment; the adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is to beat into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning.

We as teachers have to apply different ways to catch the students' attention and not to make students become bored. By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is able to devote full energy to learning.

CHAPTER III

3.1. Characteristic of the young adult learners.

Young adult learners have different characteristics and motivations from the students of schools. Teaching high school students is not the same as teaching adults or children because high schools students may have low motivation in learning. In this case, the teacher has a challenge to motivate the students in learning something new.

According to Asher and Brown, the general characteristics of students in high schools are:

- 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.

- They are learning to read and write in their language.
- They are developing as thinkers.
- They can plan and organize how best to carry out an activity
- They can understand the difference between real and imaginary
- They can be reliable and take the responsibility for class activities and routines.
- They are in the smart age. They often show what they know and are proud of it.
- There is strong correlation between physical condition and school achievement.
- They intend to praise themselves.

(Asher and Brown 1991, 84)

We as teachers need to make his/her teaching classes more interesting like their daily world and motivate them to learn. High school students still need a specific guidance from teachers and people around them.

Young adult learners like to see how things operate and they are interested in learning something by making them being active in the classroom. It is a supporting point for teaching them using the Total Physical Response, since the TPR is full with real situation being demonstrated. The young adult learners of high school whose age are still in the critical period are in the perfect time to study English which will be presented in live presentation using the TPR method.

3.2.The characteristics of high School English Teachers

Teachers are an important factor in the teaching and learning process. They have a great responsibility to transfer his/her knowledge and skill to 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 skill.

According to Allwright and Garcia, these are some characteristics that a good teacher has to have when he/she starts his teaching life or try to acquire in the process.

- Collaborative practices—common lessons, assessments, looking at student work.
- Effective questioning strategies.
- Authentic pedagogy, minds-on student engagement.
- Fair and equitable treatment of students.
- A climate of support, respect, cycle of feedback.
- Identification and obligation to common learning values.
- Common lessons and assessments.
- Capacity of staff and increased teacher efficacy.
- Caring and positive relationships among staff and student.
- Higher quality of student learning.

(Allwright and Garcia 1983:156;1991:95)

It is important for the high school English teacher to be more creative in teaching, by using some interesting media and methods. Therefore, the students will enjoy the lesson more.

CHAPTER IV

4.1.THE TEACHER AND LEARNERS ROLE IN TPR

In the teaching learning process using the TPR method, learners and the teachers play different roles. We have to know what functions the students or the teachers can apply in classes. Classroom interaction and turn taking is teacher rather than learner directed. For that reason, it is important to create an interaction among teacher – student, students – teacher or student – student.

4.1.1 TEACHERS' ROLE

According to Richard and Rodgers, “The instructor is the director of a stage play in which the students are the actors”.(1986: 93) This means that the teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

4.1.2 STUDENTS' ROLE

The role of a student is similar to that of the teacher. In order for the student to remain engaged the student must pay attention and participate in class discussions and the main story for the day. Almost always the students

continue to be engaged in the lesson because the stories are fun and require student participation. Most students anticipate when they are called on by the teacher.

The students must remain on their toes because the teacher may call on them at any particular time throughout the lesson. Calling on the students is a great way for students to participate in the lesson and practice the vocabulary words through repetition.

Some linguistics had seen the necessity in using TPR in the classroom because the method requires observation of the teacher for their pronunciation of the words and for the word associations. The word associations are the gestures the student or teacher creates in order to remember the specific vocabulary word. For example, a great way for students to learn general commands such as sit and stand up, the teacher uses his or her hands to demonstrate a tiny person. This person is used to show how he/she sits or stands.

When the teacher says "sit down" then the students must show their little person sitting down on the side of their other hand. This is a great way for students to use gestures to explain the vocabulary word. In addition, many words in Spanish and English are cognates. Cognates are where the Spanish word sounds and looks like the English word, for instance, lotion is the Spanish word for lotion and it looks and sound like lotion.

Word association is a great way for students to learn a variety of vocabulary words. In addition, TPR is a great way to practice vocabulary. TPR, created by James Asher is where a word is introduced to the class and then that word is placed into commands.

This technique keeps the students engaged because they do not know what is going to happen next and it helps students to remember the word because of repetition. If a student misses a few days of school the student may quickly fall behind depending on the enthusiasm of the student when they return. This method does not require homework because it is hard when students are at home completing homework that they do not understand.

The students' job is strictly in the classroom. Most students can recover from a day's absence however; it is difficult to receive the same instruction as the day before. Lastly, it is important that the student is creative in the process of telling stories. Being creative brings the stories to life and helps keep the class interesting.

This method helps students to think by themselves and figure out the problem either alone or as a class which makes the lesson more meaningful.

4.1.3 The role of instructional material

Materials and realia play an increasing role, however, in later learning stages 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. Teachers will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.

Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes.

4.2 The syllabus

The types of syllabus Asher uses can be interfered from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of sentence based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or structural view of the core elements of language, TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.

We can conclude that 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 addition, we as teachers should also avoid having too narrow a tolerance for errors in speaking.

Finally, the teachers will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.

CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS

The activities in the teaching and learning process using TPR can help them in mastering English so the students' motivation is increased. But the main factors affecting this success are the students' interest in the teaching and learning activities using TPR. These kinds of activities are very necessary for the students and they expect that the program is given regularly and continuously.

The advantages of using TPR in teaching English classes are:

- TPR motivates the students since it is enjoyable. Students are enjoying getting up out of their chairs and moving around. They do not sit on the chair only.
- In TPR class, the language is directly used in context.
- TPR is memorable. Students' memorization will be stored longer since they use their bodies to acquire the meaning of the words.
- TPR is a good tool for building vocabulary.

However, there are some disadvantages when using TPR, they are:

- It is easy to overuse TPR. It is proved by as stated by Asher "No matter how exiting and productive the innovation, people will tire of it."

- It is limited in terms of language scope. Certain target language may not be suited to this method.

RECOMMENDATIONS

Based on the conclusion above, we would like to offer some suggestions:

- Using Total Physical Response in teaching English is recommended for English teachers, especially for the high schoolteacher to attract the students' interest and motivation in learning English.
- The program should be done regularly and continuously.
- Teachers can use Total Physical Responses in order to motivate students so classes can become interesting.
- We as teachers must be able to create our own techniques in order to raise our students' interest.
- Teachers should be tolerant with adolescences and only correct major errors. Even these should be corrected discreetly.

BIBLIOGRAPHY

- Asher, J. What is TPR? . from <http://www.tprworld.com/>. Ed. 1993. September 21, 2007.
- Cook, V.J., Long J., McDonough, S. The Mother Tongue and Other Languages in Education, Ed. 1979. CILTR, 7-22. October 28, 2007.
- Dutton, B. Guide to modern languages teaching methods. Ed. Ed. 1965. London-Cassel.
- Gardner, H. Frames of mind. Basic Books New York, 1983.
- Munkres, A. Helping children in oral communication. New York, Columbia University, 1959.
- Oller, J. Methods that work, Ideas for literacy on language. Ed. 1993.
- Pallen, F. English as a Second Language. Total Physical Response. New York. New York City Board of Education, 1988.
- Sebelius, E. TPR Storytelling. The teaching Method most consistent with the principles of second language acquisition. 2002.