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**THEORETIC ANALYSIS OF THE PECULIARITIES OF TOTAL  
PHYSICAL RESPONSE METHOD APPLYING IT TO YOUNG LEARNERS**

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**Abstract.** In this article we are going to ascertain what is Total Physical Response, what premises the TPR is based on and how acquiring of second language depends on learners' development stage.

**Key words:** Total Physical Response, foreign language, method, teaching, principles, second language learning.

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.

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 article, we will introduce peculiarities of Total Physical Response method and how this method is practiced to young learners in primary schools. We will also discuss why and how TPR can help teachers to improve their teaching through analyzing the features of pupils learning.

The way pupils 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.

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 (1984), 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; children 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 (Asher, 1984).

Moreover, Larsen and Freeman propose several principles in teaching learning process by using TPR upon which the teacher's behaviors 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 behavior; 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 proficient.

Concerning pupils' 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.

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' behaviors". Asher as quoted by Richard and Rodgers 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.

TPR is very effective teaching method because 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 can 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.

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

In conclusion, TPR should be applied teaching English to primary school children Teachers seeking useful teaching results first of all need to know characteristics of children and how their mental abilities develop through different age periods.

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