

استخدام طريقة الاستجابة البدنية الكلية كنهج عملي في مدارس اللغة الانكليزية الابتدائية  
كلغة أجنبية

## Using Total Physical Response Story Telling (TPRS) As a Practical Approach in EFL Primary Schools

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الكلمات المفتاحية: الاستجابة البدنية الكلية، (TPR)، الطريقة والكلام والعمل

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### الملخص

يجب أن يكون تدريس اللغة الإنجليزية، لاسيما للأطفال في المدارس الابتدائية، ممتعاً ومسلية ومتكرراً ومفهوماً. عند القيام بذلك، يجب أن تكون هناك طرائق مناسبة لتدريس اللغة الإنجليزية لهم. إحدى الطرق البديلة تسمى الاستجابة الفيزيائية الكلية والتي يمكن تطبيقها في الفصل. TPR هي إحدى مناهج وطرائق تدريس اللغة الإنجليزية التي طورها الدكتور جيمس آشر (1977). تحاول هذه الطريقة تركيز الانتباه لتشجيع المتعلمين على الاستماع والاستجابة لأوامر اللغة الهدف المنطوقة لمعلميهم. TPR هي طرائق تدريس لغة مبنية على تنسيق الكلام والعمل ؛ يحاول تعليم اللغة من خلال النشاط البدني. تحاول هذه الطريقة تقديم بعض المهارات أو المكونات اللغوية في إجراء يؤدي فيه المعلم ثلاثة أدوار: متلقي الطلبات ، ومزود النموذج ، ومراقب الإجراءات حيث يعمل المتعلمون كنماذج وفناني أداء بينما يشعرون بالاستعداد للتحدث.

### Abstract

Teaching English, especially for children who are in primary schools should be enjoyable, interesting, repetitive, and understandable. In doing so, there should be appropriate methods for teaching English to them. One of the alternative methods is called Total Physical Response which can be applied in the classroom. TPR is one of the English teaching approaches and methods developed by Dr. James Asher (1977). This method attempts to center the attention of encouraging learners to listen and respond to the spoken target language commands of their teachers. TPR is a language teaching methods build around the coordination of speech and action; it attempts to teach language through physical activity. This method tries to introduce some language skills or components in an action in which a teacher serves three roles: an order taker, a model provider, and an action monitor in which learners serves as models and action performers while they feel ready to speak out.

## 1. Introduction

With the effect of globalization, the world is becoming an ever more connected society, and inside this small global village there is an interesting need for people to interact and communicate with other people around and in various parts of the world. The study and use of English has an animated way which helps this community knows foreign languages. Over the last century there has been great discussion over what real methods of teaching nowadays are the most powerful, which help the young learners to develop the skills of language, after this discussion a variety of teaching methods has been developed.

The process of language teaching passed through different stages and faced different changes. During the last century there were many approaches and methods each of which had its own ideas and thoughts related to teaching. These methods were behind appearing an effective means which help the students in second language acquisition. Through this research I will shed light on one of the active and popular methods of teaching since 1970's till now, called Total Physical Response (TPR). It can be applied as an effective, popular method of teaching and its successful rule in EFL primary schools especially to Storytelling. During the first section I will discuss the historical background of methods of teaching and how it applied, and specially the period which TPRS appeared and developed, and how it fits with linguistic theories and then the structure of TPRS in primary EFL classrooms. Then the second section I try it out to see how TPRS work as a practical application in real classroom.

## 2. Humanistic approaches and an overview of TPRS

A language teaching method and approach considered as a main tool which the teacher based on in the process of teaching as Nunan (2003) define it as "a set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning" (Nunan, 2003, p.5). It is clear from the context that over the history, methods of teachings played an important role in the process of teaching and learning.

The prevalent method of teaching until the end of the 19<sup>th</sup> century was The Grammar-Translation method which is the oldest approach of

teaching foreign language. The Grammar-Translation method illustrated the using of the language in order to understand and translate texts in to and out to native language (Richards & Rodger, 2001). This method was the common method and most of the educators follow it. This was because this method concentrated on translating texts to the target language and focused on vocabulary and grammar as well as.

By the end of the 19<sup>th</sup> century The Direct Method appeared. It focused on the idea that both second and first language must be learned in a similar way together, namely “lots of oral interaction spontaneous use of the language. No translation between first and second languages and little or no analysis of grammatical rules” (Brown2000 p14.15).

Then another method appeared after the beginning of second war world known as Audio-lingual method (ALM), the major technique of this method was drilling, and it has been extensively used by teachers at that time, without focusing on grammar rules and techniques.

These methods have been classified by Celce-Morica (2001 p69) into two approaches “ effective humanistic approach” and “comprehension based” both two approaches criticize and refused the boring and non-understandable style of Audio lingual method.

One humanistic approach which is known as Desuggestopedia nowadays, was originated by Georgio Lozanov, this method focuses on the learner and to what extant make him feel relax during the process of learning, This method has a great role and results on the students and the process of learning through which the learners will get the information easily without forgetting because the strategy of the method needs that. (Celce Moric, 2001 p100).

In the 70's century another approach has been developed by the psychologist James Asher 1977 as it is obvious from its name Total Physical Response, this method focused on the physical response by the students to certain commands from the teacher. For example the first day the teacher might concentrate on learning some expressions in order to know correct and suitable responses to such expressions from them such as “stand-up”, “sit down”, “turn around”, and “jump”. It is obvious that the students only respond to such expressions through physical actions, this is because TPRS initially focus on the

comprehension not and the production of the language, TPRS also tries to link the language to actions. This will help to put the language into meaningful situation and helps the students to retain it longer (Asher,1977 p97).

Total physical response also has fixed limitations, it can become real boring when used exclusively, there is a limited set of vocabularies and grammar structures that can be taught in this way specially commands and concrete objects (Marsh, 1998 p33).

The nature of TPRS helps the students to get a lot of fun and enjoy a real stirrer in the class. It also helps them remembering phrases and words easily and it is good for kinesthetic learners who are in need to be active in the classroom. And the important point is that it works well in mixed ability classes. And through actions the students are able to understand and employ the target language. It is very effective with teenagers and young learners. The structure and practical use of TPRS in foreign language classrooms will be discussed in detail through the next pages. (Richards and Rodgers 2001 p81)

By the end of 1980's, and after a significant designed method which faces foreign language education, the concept of CLT (Communicative language teaching) started to be used among educators generally, CLT put out goals that must be done in the classroom. Brown 2000 names CLT as "enlightened, electronic approach" this is because it refused the idea of using one particular method by the teacher, in favor of getting benefit from mixed elements of different approaches (Brown, 2000 p17).

TPRS has risen at the same time CLT was raising; it consists of a set of theoretical foundations and techniques to be employed exclusively. it differ from CLT in that it is a self-sufficient method, while CLT is "enlighten-eclectic method" this is because CLT rejects the idea of using singular method and offer the educators more freedom of selecting classroom activities and techniques (Brown, 2000p 17).

By the 1983 another method has been emerged called the natural approach, this method first mentioned in the book of Stephen, D, Krashen The natural approach: Language Acquisition in the classroom (Krashen,1983 p81). This book mentioned theories of Krashen about

second language. He classified his thoughts into five hypotheses about how generally people acquire second language. Thus his hypotheses faced a lot of criticisms from the people working at the same field of second language; this is because of the lack of evidence. Natural approach greatly affected TPRS and it uses the ideas and thoughts of Krashen as it is basic theory (Krashen & Terrel 1983 p121).

It is quite obvious that the history of language teaching over the last decades had passed through different changes in teaching second or foreign languages, many methods of teachings had appeared and each of it has different theories and practice and also different names and expressions. Some of them disappeared by the time for certain reason or another, while some others are currently used in the process of teaching.

### **3. Linguistic theories of TPRS**

TPR implements a Grammar-based idea of language as Asher (1977) presents that the majority of grammatical expressions and vocabularies can be taught through successful use of commands by the teachers. He also mentions the verb, and especially the command form, is core linguistic element by which the language and learning are structured (Asher, 1977 p98).

TPR can also be joined to the “trace theory” which is a psychological theory for memory. This theory from the point of view of Asher sees that the more parts of the memory are connected together the stronger the memory will be and will provide the process of recall and following (Tracking) activity can be done orally or/and sharing with physical activities then it will encourage the process of recalling. In addition to this, Asher also set out his ideas on what he thinks they will facilitate or prevent foreign language learning (Asher, 1977 p66). For instance he puts down three effective learning hypotheses:

#### **1.1 The bio-Program**

This hypothesis provides specific inherent bio-program which specifies the way to develop the first and second language learning development He also believes that first and second language learning are equal processes (Richard & Rodgers 2001 p150). This hypothesis concentrates on three central points:

- 3.1.1 The development of listening comprehension takes place first then the speaking. Thus, Childs should develop listening abilities before developing the ability to speak because once they get the complex and difficult utterances then they will easily repeat and imitate (Richards and Rodgers 2001 p151).
- 3.1.2 As obvious that TPR based on the physical actions by the learners to certain commands from the teachers. Through this the listening comprehension of the child is required (Richards and Rodgers 2001).
- 3.1.3 As soon as the listening comprehension has been built then the process of speaking proves naturally without effort (Richards and Rodgers 2001).

### **3.2 Brain lateralization**

This hypothesis is based on the work of left and right brain and how they are divided. Asher states that total physical response is oriented to right brain learning while almost all other methods of second language teaching are oriented to left brain teaching. Moreover, the left brain is more logic and it is used when analyzing or discussing linguistic structures, whereas right brain is responsible for moving, acting, and pointing....etc. (Richard & Rodgers, 2001).

### **3.3 Reduction of stress**

According to Asher the process of language learning is acquired successfully when the environment of the class is relax and the students feel comfortable. TPRS helps to reduce the stress and self-conscious among students because it is based on the movement and physical activities (Richard & Rodgers, 2001 p150.153).

## **4. The Relationship between CLT and TPRS**

Since Communicative language teaching has become the most accepted approach of teaching, so practicing any new method must match up with this approach. In his book Brown (2001) outline twelve principles which define language direction in the context of CLT, then he subdivides these principles into cognitive, affective, and linguistic principles. These principles will help the teacher to evaluate different classroom activities. This section will shed light on the role of TPRS relating to these principles in order to know its place in relation to

theories of language pedagogy. Although TPRS don't explain CLT explicitly, but the method does abide to most of CLT's principles. so in order for the TPRS to be valid, it is important to express these connections to CLT and changes its position in places were CLT principles and TPRS practices don't match up (Brown, 2001 p17)

#### **4.1 Cognitive Principles**

Brown classifies "cognitive principles" as elements which influence the way language processes by the brain. The first principle is "Automaticity" which refers to learners feeling for a language that they exhibit it without thinking about what they hear or say, but simply comprehend and product it (Brown, 2000 p19).

This is the main goal of TPRS, students face a huge amount of input that they comprehend it through different methods, and this point will help the students to easily get and understand the language as it is without stopping and translating every word in to their mother language (Freeman, 2000 p98.99).

The second cognitive principle is "meaningful learning" which is a system that new information is classified to standing structure and memory systems, setting up links between these different systems which encourage better retention of individual forms, It is obvious that TPRS and its stories create these structures and the same system of memory which encourage retention (Brown 2000 p21).

The third cognitive principle is "Anticipation of reward". This principle has a great role to play psychologically on humans and even animal's behavior. As Brown confirms, rewards both long term and short term had and still have a large rule to play in EFL classrooms. It is important that learners get a short term reward like praise or public estimate and raising their awareness of the benefits of doing long term learning foreign language; through this students will feel that they are doing something (Brown, 2000 p21.22).

The same as TPRS which achieve this principle in the process of learning, it connects different rewards into learning process, for example; when the students act out the story in front of the class and when they find that their acting plaid out then they will be praised by the teacher and clapped by the class for their rule in the story, this

method helps to develop student's ability to be confident and appear to all who they are (Gross, 2002 p50).

The fourth cognitive principle is "Intrinsic principle" Brown states that this principle happens or takes place when "behavior stems from needs, wants, and desires within oneself" (Brown, 2000 p22). Similarly to TPRS these "needs, wants and desire can raised through the stories, As soon as students watch TPRS story will automatically listen to all what the teacher say, because they want to know much about it and the language produced by the teacher is their own source of learning (Ray & Seely, 2003 p21). Thus, TPRS stories are really interesting that students can find their entertainment in it and participate in them.

The last cognitive principle of Brown is "Strategic investment" According to Brown this principle states that the initial part of the language learning is the learner's own "investment" in the process of learning, because different instructors have different learning styles. The "investment" of each student may come in a different form, Brown also suggested that instructors use "a variety of techniques to at least partially ensure that you will "reach" a maximum number of students" (Brown, 2000 p22).

TPRS are significantly humdrum in choosing techniques which is basically its major drawback. As obvious its main focus is on the comprehension and production of both written and oral form.

#### **4.2 Affective principles**

Brown describes "affective principles" as classroom features which affect student's performance and attitude towards native language "Language Ego" is one of these principles which states that learners will depend on a second ego when learning a foreign language which "can easily create within the learner a sense of fragility, defensiveness, and raising of inhibitions" (Brown, 2000 p23).

TPRS use "Language Ego" to its own benefits, for example students are called with positive names such as "Queen", "King", "beautiful girl" in the target language, so when they called on or act among students in class, it appeared that they are different people with different characteristics than outside classroom (Ray & Seely, 2003 p 20).

The second affective principle is “self-confidence” Brown states that this principle refers to “I can do!” principle, this principle pretends that if the learners think that they are able to achieve the tasks that set by them, they have a great chance to actually achieving them, in order to accomplish this the teacher must show to the students his/her great confidence of them and should set up activities from easier one to more difficult ones (Brown, 2000 p25.27).

TPRS obviously imply the later idea although the first one is the former and the teacher must be encouraged to do it, however it is not a set of features of any certain method.

The third effective principle is “Risk-taking” principle, which states that “successful language learners should attempt to produce and interrupt language that is a bit beyond their absolute certainty”, this principle is to some extent near to Krashen’s “Input hypothesis” which presents that learners are in need to certain level of input which help them reach a high level of proficiency (Brown, 2000p26.27).

TPRS provide Risk-taking in different ways, first creating an atmosphere in the classroom which encourages students to act the language and complete the story and fill in the blanks by their own thoughts, this will increase their level of output. Finally repeating the story of TPRS lessons, the students are encouraged to rephrase and change the story whatever they like (Freeman, 2000 p 110.11).

The last “effective principles” which doesn’t implement TPRS as other principles is “The language-Culture Connection” this principle states that both culture and language are basically connected together and all instructions which relate to native language must be interacted or connected in to foreign language classrooms (Brown, 2000 p28.29).

In TPRS the situation is absolutely different, the main concentrate of TPRS is on language acquisition, and culture is not mentioned or explained at the same time TPRS don't cancel the instructions of the culture. One time culture might be the topic of the discussion. At the time being such cultural concept might be the responsibility of the teacher to put it in to consideration and it is important area which each method must be put it inside its frame (Ray & Seely2003 p21.22).

### 4.3 Linguistic Principles

“Linguistic principles” according to Brown focuses on issues related to nature of the language and consists of three basic principles; first one is “Native Language Effect” which states that the student’s target language will have the interference and simplifications effects which must be taken into consideration by the language teacher (Brown, 2000 p30.31). As a role of TPRS which almost all the time simplify the aspects of the native language very successfully and whatever possible. Stories are usually containing some words which are similar in both learner’s native language and foreign language which let the students increase their comprehension while decorating the stories (Freeman, 2000 p111.112).

The second “linguistic principle” is “interlanguage”, this principle presents that the learners acquire the language in a general natural order, according to this principle the learners at each level of development will operate their own “Interlanguage” which involves their knowledge of the target language and will naturally involve errors in this case the teacher is raising student’s awareness of learning these errors and this will help the students to progress the second level of interlanguage (Brown, 2000 p 30.33).

TPRS as well as implies this principle, learners of TPRS class first asked to get the target language comprehensibly with less focus on understanding grammatical forms correctly, latter they face specific difficult syntactic or lexical grammatical forms, then they will be shortly explained, so that learners will be familiar with the difference between their native and foreign language through repeating and correcting (Freeman, 2000 p112.115).

The last “Linguistic principle” is “Communicative Competence” this principle can be summarized as the concept that the goal of foreign language directives to the students to be able to actively use the skills that they learned in the class in reality (Brown, 2000 p29.31). Students of TPRS classroom do communicative competence however they have owned huge exposure to the language. Moreover one element of the communicative competence that is often focused on CLT is its capability to do various “functions”. TPRS doesn’t deal with these

functions directly, they might be finding inside vocabulary and grammatical structure of TPRS and these functions may be achieved in certain context of stories. However these functions are not a basic focus of TPRS (Dunbar, 1996 p113.114).

TPRS match closely all the principles of CLT except in certain principle which TPRS doesn't depart from CLT. Finally we can deduce that TPRS presents an efficient way of using CLT and participating learners. Even if the learners don't like to rely on CLT while using TPRS methods as a unique method of teaching, most of its techniques based on CLT curriculum.

##### **5. The TPRS structure of EFL Primary School classroom**

Total Physical Response as a method of teaching has been widely used by the teachers specifically at primary schools for thousands of years. And still using around the world in every primary school as a method based on the idea of natural physical actions. This is the best method used in order the students master the vocabulary and grammatical structure of any language.

According to Ray & Seely (2003) TPR- Storytelling's lessons consist of seven steps: each step makes the learner to use each item of the day meaningfully and with challenge (Ray & Seely 2003 p21.23).

The first step involves showing the vocabulary of the day with at least 3 -4 words per day, though the purpose behind this is to master those words correctly. Those vocabulary items are explained by the teacher through traditional TPRS hints, which helps the whole class to practice. Moving to the second step, the teacher starts to evaluate them by using TPRS commands to make sure whether they know exact gesture or not, once the teacher knows that they get the new vocabularies successfully then he can move to the third step which is the most important one, the "personalized Mini-situation." During this step the teacher narrates the story, explains different actions in the story, by using those vocabularies of the day. Then the teacher will choose certain students to play the role of actors during telling the story, whom then physically do the story which is told by the teacher, Through translating the language in to actions in front of the class, by doing this the teacher will make sure that the lesson is comprehensible, in addition to that this

will help the students to get the language without translating in to their native language (Brown, 2000p26.27).

Another important point during this step is that the teacher asks many questions about certain story in order to check how much they comprehend, and providing them with target vocabulary with asking them to participate their ideas to the story, Then after the story has been acted by the students the teacher will move to the fourth step which involves telling the story again by the teacher and asking further questions while acting the story, this step focuses more on the element of repetition more and more of the specific vocabularies of the target language (Ray & Seely, 2003p21.23).

In the fifth step, it is the role of the students to retell the story instead of the teacher, this can be done in different ways, for example starting with one student to tell the entire story, or arranging students in pairs, each pair tell each section of the story (Brown, 2000p26.27).

The six and seven steps of TPRS are suitable for second year primary school because it focuses a lot on new grammatical points. The six step the teacher will again retell the story but in another different perspective, for example; the first telling of the story, it was all in 3<sup>rd</sup> person singular verb (her name is Joana. She goes to Canada...ect.), during these steps the teacher will change the structure of the sentence either the subject or the tense, which gives chance to know different conjunctions and tenses as well (My name is Joana. I went to Canada.) (Brown, 2000 p28).

Then final step, students will tell the story by using their own new perspective. Thus, in the process of TPR lessons students face huge amount of input then using the new vocabularies and structures in a meaningful way (Brown, 2000 p28).

TPRS also involve a lesson plan weekly, which contains activities such as class discussion, writing, and two days of inside class reading that done before the storytelling lesson. These activities help to add a variety to the class. The discussion activities includes certain topics that are simple and students are able to discuss themselves in target language by doing this gives them the opportunity to express and use the language they have learned While reading activities include

reading some stories which are simple and contain at least 75% of familiar vocabulary items, and this activity can be done by students separately or as group and all group reads the text and translate it in from foreign language to their native language. Thus, through this the students really comprehend what they have read (Ray & Seely, 2003 p24).

Writing activities include exercises given to the students about certain topic, and they have ten minutes to write as much as they know about foreign language they have learned. While their work checked by the teacher, he/she doesn't focus on the accuracy, but more focus on the amount of the comprehension language they produced. This activity also gives the teachers means by which they can evaluate students' general fluency (ibid).

In addition to that, (Blain, 2008) states that there are four main steps which help to achieve best results in application of TPR. they are; first, basic structure and vocabulary acquisition, secondly, keeping the class active and interesting by asking different questions about the same story and related situations. Thirdly, the story telling insertion and finally quick comprehensibility of slowest students inside the class (Blaine, 2008 p110).

According to Blain, vocabulary is an important factor in mastering the story, if the learners don't have enough vocabularies they will not be able to follow the stories and they will not acquire anything they don't understand (Ibid).

TPRS has an important role to play in EFL classes, students gain proficiency in using foreign language this is because primary school students are at the beginning of their process of learning and their brain is pure enough to gain everything specially by using TPRS as an effective method of learning new language. Moreover the steps of TPRS also have great role to encourage students to carry out a huge amount of vocabularies and grammatical structures related to foreign language which help them step by step master the foreign language at early ages. And a real example is, in my country almost all private schools which teach English as a foreign language use TPRS and

tasked based approach as an effective method of teaching foreign language.

## 6. Practical Application of TPRS in EFL Classrooms

Even though all pedagogical theories can be of great use to foreign language educators, finally, these theories need to be applied in real-life classroom situations. After having read much of the theory concerning TPR Storytelling, several years ago I had the opportunity to experiment with the method during a month of internship in a private primary school. During this practice, I taught English language to a class of 21 Sixth grade students, 15 females and 6 males at "Nohat Private School" in Dohuk Governorate. The English class was given in the context of 2 hours, in which the students remembered and learned a wide variety of English vocabularies. At the beginning of the lesson, we did a warm-up activity, during which the students played with a dice. It had written different information questions on each side. The dice was thrown and the student who caught it had to read and answer the question that was in front of him/her. After the warm up activity, it was time to start with the steps of TPRS. To begin with SHOW step, we put six items on the wall which were related to the story (**giant, castle, garden, scare, play, build**) and said each of them (in isolation) and conveyed meaning through pictures and gestures. Then we practiced the new words until all of the students could produce the correct gesture when they heard the word in the target language. Next, we practiced with the whole class, in small groups and then individuals to show us the signs. When we were sure that students, knew the meaning of the vocabulary and the corresponding gesture we introduced the rest of vocabulary items with the same process. Then we continued with the application based on TELL step. Once the meaning of the vocabulary item was conveyed and gestured, we provided contextualized repetitions of vocabulary via Personalized Questions and Answers (PQA). We asked the students questions using the vocabulary learned in the first step, inviting them to think about their own experiences or possessions. **i.e. giant**, we asked questions like **Do you ever see a giant?, Was he/ she tall?, Where he/ she lived?, How do you think a Giant is?**, etc. After having a set of answers, we asked the entire group about the first student's answers.

Moreover, we asked a few students the same questions, and then compare and contrast answers. When we considered that the students understood the meaning of the new words, we created a Personalized Mini Situation. It was simple and short. The storyline was concentrated only in the THREE new vocabulary words; for instance: Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. Students portrayed characters in the story. We asked the characters questions to obtain necessary information to create sentences. After that, we started by making a statement. Then we continued by making questions about the same statement. This is called the circling technique.

The first two questions called for a "yes" and "no" answer and the third question called for an "either or" answer. Then we repeated the statement.

**Statement:** The children played in the Giant's garden.

**Question 1:** Did the children play in the Giant's garden?

**Answer:** Yes.

**Question 2:** Did the children play in the school?

**Answer:** No.

**Question 3:** Did the children play in the Giant's garden or in the school? **Answer:** The children played in the Giant's garden.

**Statement:** Ok. The children played in the Giant's garden. The target structure was **played in the Giant's garden**. We used it in as many situations as possible; therefore we continued asking questions related to the same statement, **Who played in the Giant's garden?** And **Where did the children play?** This technique is called parking and provided us the most important element in our method, the interaction between teacher and students.

Then we moved to the second word and repeat the process. And finally, we did the same with the third word. After we practiced the new vocabulary in the Personalized Mini Situation, we went directly to tell the story. We provided the skeleton for the story and followed the same process as in the Personalized Mini Situation. We presented a statement and started the circling. Then we started fishing for details by asking the students, and circled each new statement. We got actors from the

class to play up the story. Each student performed the statement that we read. Also, we set three physical areas in the classroom where the story was developed. When we introduced the second statement, we moved to the next location and asked the student-actor to move. Physically and mentally our students were transferred to the next part of the story. At this time we continued with the circling technique and insisted the class from the beginning that only answers in English were going to be accepted.

After asking the story and developing the plot by telling/asking the story to the students and using student-actors, we retold the story. This time we added more details and did not use actors, however it was important to continue the circling technique, every time a new word was introduced. Then the students heard the story twice and got involved with the strategy. Now it was time for the students to tell the story. This retelling was made in small groups. So the students followed the sequence presented by us with as many details as possible. Next, we started to apply the third step READ, here we gave the students the whole written story with the new vocabulary underlined, and asked them to read in order to continue with a cooperative activity later. This activity was as follows; we gave them different pieces of paper which contained the story events, each group had to order the story in the correct way. The winner group got a price (cookies).after that some students retell the story in their own words.

To conclude with our application, we gave each student a work-sheet which had some exercises about the story in order to fill it. Of course, while the students were working, we were checking them. Then as an optional activity we asked the students to draw a picture of the most important detail from the story that they like more, when they finish the job, we stuck the pictures on the wall. The students enjoyed this activity and felt very proud of themselves. Finally, for homework they had to find out the learned vocabulary in a puzzle and chose the correct option to complete some sentences.

## **7. Conclusions and Recommendations**

Total Physical Response Storytelling creates a long tradition of foreign language teaching methodologies and the art of storytelling to create a

new, effective and fun way of learning a foreign language. TPRS presents a good alternative to the way languages are currently taught, though it is important for teachers to consider their particular context when deciding whether to use TPRS or not. We recommend that TPRS can be employed most successfully in the school environment, where students are often required to learn useful vocabulary and certain structures. In such a setting, where motivation is usually lacking, a method such as TPRS which presents language in an enjoyable way may help to motivate students because learning a foreign language consists not only of learning how to use grammatical structures, but also of how to interact with it in real contexts. Furthermore, we consider that TPRS needs to learn more from the professional storytelling community because storytelling is an art which is even more difficult when it is employed in a foreign language. Besides, we think TPRS teachers need training in how to write and present stories that are both entertaining and educational. TPRS is not perfect, but has a great deal of potential. TPRS overcomes many of the barriers faced by TPR's focus on commands by incorporating of the universal human art of storytelling, though it is still limited in the discourse structures it can teach. To conclude, the application of TPRS is an excellent methodology to apply in a teaching English lesson because this method involves telling a short story that contains several vocabulary and structures patters asking several repetitive questions for the students to answer after each line of the story, ensuring that they orally hear and then verbally repeat vocabulary and some useful structures multiple times. For this reason I applied this methodology at "Nohat Private School", where I obtained good results at the end of the section when evaluating. I could see that the students learned new vocabularies and some new structures in an enjoyable way. The process was interesting and challenging. I realized that it was valuable because the students got good grades and their participation in class was very active and cooperative. Furthermore, I can say that the application of this valuable method was a good experience that forced us to follow using this type of teaching methodology in the classrooms.

## Appendix 1

### "LESSON PLAN "TPR Storytelling"

Level: Low to pre-intermediate

Theme: the Selfish Giant

Story

Subject: English Language

Time: Two hours

Aim: At the end of the lesson, the students will increase their vocabulary and new structures

skills	contents	methodological strategies	resources	evaluation
<p>-To listen and associate the new vocabulary with the previous knowledge</p> <p>-To use the new vocabulary in real contexts.</p>	<p>1. Conceptual Vocabulary Giant, garden, castle, scare, play, build.</p> <p>2. Procedures Listening, Coral practice, Individual practice, Role play, Questions and answers, Motivation, Fill in the blanks , Gestures and Drawings</p>	<p>-Teacher begins the lesson with a warmup activity.</p> <p>-Teacher introduces the new vocabulary.</p> <p>- Teacher practices the introduced vocabulary through gestures.</p> <p>- Students practice the new vocabulary.</p> <p>- Teacher applies PQA, PMS, and Circling Technique.</p> <p>- Teacher gives the students the written story and they read it.</p> <p>- Students have to put the events of the story in order.</p> <p>- Students are asked to fill a short quiz.</p> <p>- Teacher gives</p>	<p>Human Resources</p> <p>- Teacher</p> <p>- Students</p> <p>Material Resources</p> <p>Board</p> <p>Markers</p> <p>Eraser Pencils</p> <p>Photocopies</p> <p>Pictures</p> <p>Worksheets A</p> <p>short story "The Selfish Giant"</p>	<p>- Students' participation in class. - Filing in a short quiz. -Homework assignment.</p>

skills	contents	methodological strategies	resources	evaluation
		homework assignment.		
	3. Attitudinal. Students' participation, Students use the new vocabulary in real contexts, Students answer the teacher's questions. , and Students practice: listening and speaking skills.			

## Appendix 2

This is a worksheet that the students had to fill to demonstrate the acquired knowledge after the application of TPRS Method.

WORKSHEET Student's name:

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**1. Answer the following questions according to the reading.**

- Where did the Giant live?
- What did the children do in the Giant's garden?
- Who was in the corner of the Giant's garden?
- What did the children cover the Giant with?

**2. Circle the correct option to define the word.**

Giant

- A. Enormous man C. a student  
B. Small man D. a little boy

Garden

- A. a playground C. an auditory  
B. a yard D. a stadium

Castle

- A. a big room C. a house  
B. a forest D. a palace

**3. Complete the following sentences with the verbs in the Chart:**

Played - built - scared - sang
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- The children \_\_\_\_\_ in the garden.
- The giant \_\_\_\_\_ the children.
- The birds \_\_\_\_\_ on the trees.
- The Giant \_\_\_\_\_ a wall around his castle.

**4. Put in the correct order**

- a. has/ the/ Giant/ garden/ beautiful / a  
b. in the / was / a little / corner / There/ boy  
c. the children / He / the garden / away from/ scared

Thanks for your cooperation...

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