

TPR: IMPACT ON STUDENT ENGAGEMENT AND LANGUAGE
PROFICIENCY**G'afurova Husnora G'ulomovna**

Uzbekistan state world languages university

Student, Faculty of English Philology

Uzbekistan, Tashkent

husnora.gafurova@icloud.com

Annotation: Total Physical Response (TPR) is a valuable instruction method for the English language, facilitating language acquisition through physical actions. Educators issue commands, which learners respond to by carrying them out. This methodology fosters active participation among students, providing a stress-free and natural approach to learning suitable for all age groups. To further enhance its efficacy, the integration of TPR with other instructional techniques is highly recommended.

Key words: TPR, language, physical action, methodology, integration, techniques.

Introduction

Continuous pupil mobility is a natural byproduct of TPR courses. Students react to the teacher's instructions by standing, walking, jumping, raising their hands, and performing other physical actions rather than being limited to their seats. Additionally, TPR classes are known for being interactive, which encourages participation from the teacher, other students, and the course materials. This raises their level of participation in class even further. Furthermore, it stimulates the senses of sight, hearing, and movement in kids, which improves the effectiveness of the learning process. Even more crucially, TPR classes include an instructor who fosters a friendly, encouraging, and nonjudgmental environment in which pupils are not constrained by a fear of making a mistake. As a result, kids feel less pressured to talk and are less afraid of making mistakes, which lowers their stress levels.

Literature Review

Numerous teaching methodologies exist in contemporary education, but the Total Physical Response (TPR) method proves to be highly effective. It fosters a conducive learning environment for students, facilitating their acquisition of the language in a relaxed and effortless manner.

In order to accomplish the desired learning objectives, something that can enhance the English language learning results for students with existing constraints is required. The teaching strategy required for English class XI at Madrasah Tsanawiah (MTs) Totolisi Sendana emphasizes student participation, encouraging students to actively participate in the learning process. Using physical exercise to teach language is known as the Total Physical Response (TPR) learning paradigm. Since the Total Physical Response (TPR) method of instruction uses an active student learning approach, learning is mostly focused on tasks that are directly tied to movement and physical activity. Students learn how to respond to instructions from teachers or other students in Total Physical Response (TPR) (Indria & Rusijono, 2013). According to the TPR approach, language is developed through motor responsiveness, which is achieved by improving speech-action synchronization. According to Widodo in Mesa and Ananthia (2015), this approach to play activities can be used by integrating games, storytelling, cards, music, songs, and other play-related activities. The purpose of the story-telling exercise is to enhance or supplement the TPR method since it is one of the best ways to help students develop their cognitive, affective, conative, and comprehension skills so they can meet learning objectives and minimal mastery criteria (KKM).

Total physical response (TPR) is a language-teaching method that was created by James Asher in the 1960s and is predicated on the synchronization of words and movement. Students are asked to "show their understanding through action responses after the language is introduced through the use of commands (imperative sentences)" (Asher, 1984, p. 35). The "learning by doing" idea in language instruction is arguably best exemplified by TPR, which attempts to assist language acquisition through practical activities without overt instruction. According to Asher, this kind of

instruction (he prefers the word "strategy" over "method") is enjoyable and stress-free, which aids in the long-term retention of the material. In an effort to replicate the way preverbal children learn their mother tongue, TPR was created. While the majority of 6-year-olds have attained a high level of native proficiency without attending school, less than 5% of adult second language learners achieve satisfactory final attainment, as noted by Asher (1984). He pointed out that (a) children learn language subconsciously without receiving explicit instruction on its forms; (b) there is a period of silence during which they are not compelled to use language until they are ready; and (c) during this time, children react to input by making physical movements, the majority of which are instructions. The loss of these essential components, which at least largely account for the disparity in linguistic achievement between infants and adults, is evident in second language learners.

The foundation of TPR is cognitive science. Asher thinks that most other teaching approaches over-rely on the left hemisphere of the brain, which is one of the primary causes of L2 learners' poor success rates. Each hemisphere of the human brain has distinct functions and is divided into the left and right hemispheres. Language and analytical abilities are attributed to the left hemisphere, whereas synthetic, visual-spatial, emotional, and motor skills are attributed to the right. Asher contends that language acquisition with the left brain is "slow-motion learning," even though most people's language shows strong left brain dominance. This is because the learner practices every aspect of speaking that they are currently unable to make until they have internalized a comprehensive pattern of how language functions (Asher, 1984). According to him, after enough exposure, a student's left brain will be able to progressively comprehend and decode the language system if the left brain can first interpret the language's meaning about observable activities. It is difficult to maintain linguistic knowledge for a long time if one begins learning a language with the left hemisphere; the learning process will be unpleasant and lag. On the other hand, learning using the right brain through action, particularly in the early stages, will

promote more lasting learning outcomes and let learners pursue a more organic developmental path.

English instruction, especially in Indonesian elementary schools, has been strongly promoted up to this point. This effort aims to introduce students to English at a young age. Nearly all urban elementary schools in particular teach English. English instruction

Methodology

In order to examine the effects of Total Physical Response (TPR) on student engagement and language proficiency, this section describes the research design, participants, data collection procedures, and analysis strategies. The approach was created to give a thorough grasp of how TPR affects students' engagement with the course materials and their subsequent language development.

"To investigate how TPR affected student involvement and language proficiency, a quasi-experimental method was used. Four groups can be compared using this design: one group was exposed to TPR-based teaching approaches, while the other groups (Silent way, Communicative Language and Grammar Translation methods) were exposed to a variety of language teaching techniques. In order to assess both short-term and long-term impacts on student engagement and language competency, the study was carried out over the course of one month.

Participants

One hundred students from Uzbekistan State World Languages University participated in this study. Based on their enrollment in various language classes, these students were split into four groups, and the TPR approach demonstrated the best efficacy rate.

"A Likert-scale survey was given to students at the start and finish of the study in order to assess their level of participation. The survey evaluated elements including:

- Motivation to learn the language;
- Active participation in class;
- Interest in the courses;

- Pleasure with the learning exercises

Students' subjective perceptions of their involvement in both the TPR and conventional learning settings were recorded using these surveys.

Classroom Observations: To evaluate observable behaviors linked to student involvement, direct observations of classroom activities were made throughout lessons. Two trained observers documented specific engagement markers, including the frequency of student responses, nonverbal communication (e.g., eye contact, gestures), and participation in group activities. The survey results were enhanced by the qualitative information gathered from these observations.

Teacher Interviews: The language instructors in both groups participated in semi-structured interviews to express their opinions on the ways in which each teaching strategy affected language competency and student involvement. The interviews were centered on:

- Observations about how simple or complex it is to use TPR in the classroom;
 - Teachers' opinions about students' excitement;
 - Any difficulties or advantages observed throughout the application of each technique."

Before they took part in the study, the students gave their informed consent. Every participant received assurances that their information would be kept private and utilized exclusively for study. Students were made aware that participation in the study was entirely optional and that they would not be penalized for leaving at any point.

This methodology offers a strong foundation for examining how Total Physical Response (TPR) affects language competency and student engagement. The goal of the study is to provide a thorough examination of TPR's effects in the classroom by utilizing both quantitative and qualitative data collection techniques.

Results

This section summarizes the results of a study that examined the effects on student engagement and language competency of four distinct language teaching philosophies: Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Silent Way, and Total Physical Response (TPR). The State World Languages University students enrolled in participated in the study, which sought to evaluate the effects of these approaches over the short and long terms. The following highlights the most important effects on student outcomes from the pre- and post-test results, engagement surveys, classroom observations, and teacher interviews.

1.Total Physical Response (TPR) group:

A mean improvement of 24.9 points (39.4% improvement) in language proficiency was demonstrated by the TPR group. A substantial increase in language proficiency was indicated by a significant difference found by a paired-sample t-test.

2.Communicative Language Teaching (CLT) Group:

A mean improvement of 15.7 points (25.1% improvement) was also demonstrated by the CLT group.

3. Silent Way Group:

With an average improvement of 14.4 points (22.3%) was also demonstrated by the Silet Way group.

4. Grammar Translation Method (GTM) Group:

The GTM group's mean improvement was 12.5 points (20.2%), which was the least improvement.

Personal

Engagement

Elements:

f all the parameters, the TPR group exhibited the largest gains in engagement.

1. The TPR group experienced a 42% increase in interest in the lessons, compared to 33% for the Silent Way group, 28% for the CLT group, and 18% for the GTM group.

2. In terms of active participation, the TPR group showed a 37% rise, followed by the Silent Way group (30%), CLT (22%), and GTM (12%).

3. In terms of motivation, the TPR group reported a 46% rise, whereas Silent Way, CLT, and GTM reported 39%, 28%, and 16% increases, respectively.

4. Satisfaction: The TPR group experienced the most gain in satisfaction, rising 48%, followed by Silent Way (36%), CLT (25%), and GTM (18%).

Observations in the classroom

Data from observations gave a more thorough picture of the pupils' involvement:

TPR Group: Students in the TPR group demonstrated high levels of active participation, usually utilizing role-playing, gestures, and other physical actions to stay involved. Students were eager to participate in the lessons and showed a significant excitement.

Silent Way Group: With little assistance from the teacher and visual aids, the students were attentive and participating in the exercises. Despite being less physically active than the TPR group, the children demonstrated excellent self-control and focus.

CLT Group: Although students engaged in group and pair exercises emphasizing communication, some students—especially those who are shy—were reluctant to speak up. However, many kids were interacting with their peers and participating in debates.

GTM Group: The students in the GTM group were the least physically active, concentrating mostly on translation and writing assignments. There was less vocal engagement and a quieter atmosphere in the classroom.

Interviews with teachers

The TPR group's teachers noted that their pupils were very engaged and excited during the entire class. Participation was raised and learning was reinforced by the physical activities. However, teachers of the Silent Way group observed that although kids were attentive, some students appeared less involved than those in the TPR group due to the method's lack of movement. Although they valued the communicative exercises, the CLT group's teachers noted that not all of the kids were equally motivated, especially the ones who had trouble speaking. Lastly, the teachers of GTM observed that although the students did well in their comprehension of grammar, they appeared to be less enthusiastic and involved in class activities.

Summary of results

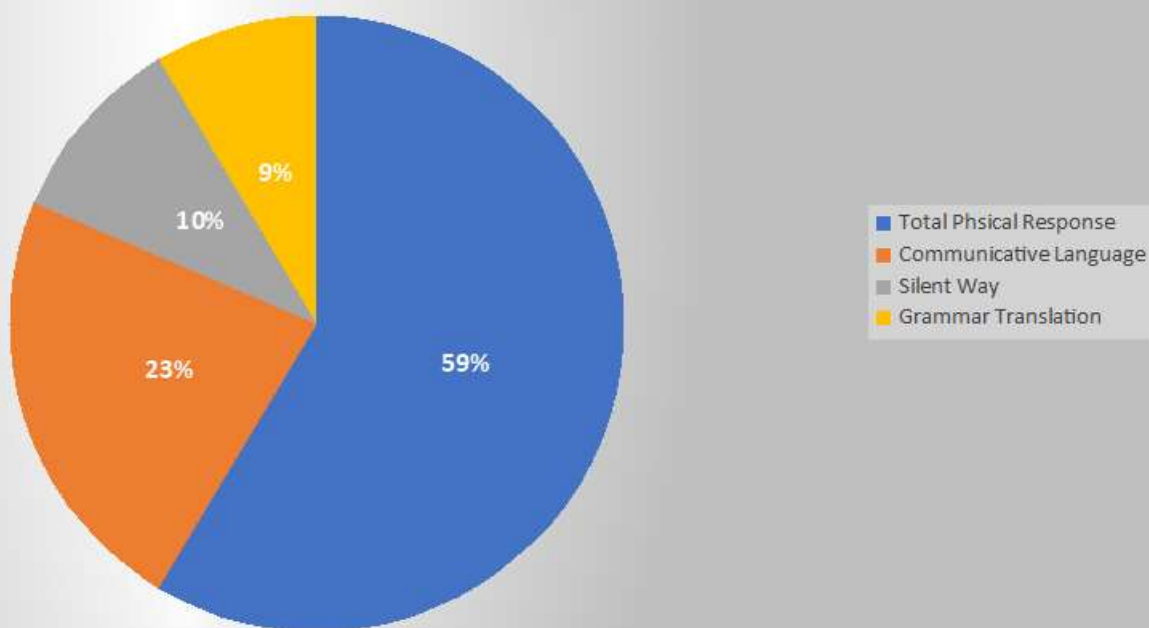
TPR was the most successful strategy in this study, with the greatest improvement in both language competency (39.4%) and student involvement.

Though it was less dynamic than TPR, the Silent Way approach also produced notable improvements in engagement and language proficiency (25.1%).

Although participation was somewhat lower than that of TPR and Silent Way, CLT showed moderate improvement in both language proficiency (22.3%) and engagement.

Both language competency (20.2%) and engagement, especially in terms of motivation and participation, improved the least in the GTM group.

Result of Teaching Method Survey



Conclusion

The best approach for increasing language competency and student involvement among college language learners was Total Physical Response, or TPR. Comparing the TPR group to the other approaches, the former showed the greatest improvements in student motivation and short- and long-term language acquisition outcomes.

References

1. Asher, J. J. (1984). *Learning another language through actions: The complete teacher's guidebook* (2nd ed.). Sky Oaks Productions.
2. Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
3. Cook, V. (2008). *Second language learning and language teaching* (4th ed.). Routledge.
4. Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
5. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley.

6. Indria, L., & Rusijono, R. (2013). The effectiveness of Total Physical Response (TPR) in improving students' vocabulary mastery. *Jurnal Pendidikan*, 7(2), 102–114.
7. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
8. Mesa, L. L., & Ananthia, T. (2015). Exploring the integration of storytelling and TPR in enhancing language skills. *Journal of Education and Learning*, 4(3), 56–68.
9. Peregoy, S. F., & Boyle, O. F. (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (6th ed.). Pearson.
10. Widodo, H. P. (2015). The implementation of Total Physical Response (TPR) in second language acquisition. *International Journal of Language Education*, 13(1), 112–120.