UDK 81’243

Primljeno: 27. 04. 2020.

Izvorni naučni rad
Original scientific paper

Damir Husanović

TOTAL PHYSICAL RESPONSE AS AN INTEGRAL FACTOR FOR TEACHING ENGLISH VOCABULARY TO PRE-ADOLESCENT LEARNERS

The primary concern of this paper was the vocabulary acquisition of young, pre-adolescent, learners through the use of TPR (Total Physical Response). The paper attempted to investigate whether pre-adolescent learners (sixteen students who participated as a part of the control group and nineteen students who participated as members of the experimental group) acquire vocabulary more naturally and effectively through the use of TPR than the learners who acquire vocabulary through a more traditional, form-meaning-use, type of acquisition. Moreover, the author attempted to explore the students’ ability to acquire a larger set of vocabulary items (12) within one 45 minute lesson and whether TPR is indeed effective in this process. The paper attempted to investigate the efficiency of TPR on students with kinesthetic, auditory and visual learning preferences. Age, gender, English learning success, learning preferences and overall student success were analyzed in the attempt to investigate the effectiveness of TPR. Male students performed significantly better under the influence of TPR than female students. While there weren’t any significant difference among the students who have excellent English learning success at school, students who had a very good and good English learning success at school performed better under the influence of TPR method. The biggest impact of TPR, when it comes to the overall student success, was with the students with unsatisfactory, satisfactory and good grades. TPR proved to be more suitable for kinesthetic type of learners when compared to auditory learners. One of the questions that the study addressed was the TPR’s ability to help students memorize larger sets of new vocabulary items, and the results have shown that TPR seems to be efficient.

Key words: language acquisition; vocabulary; young learners; total physical response (TPR)

1. INTRODUCTION

There are certain factors that need to be taken into consideration when discussing young learners' second language acquisition. They are well known for their spontaneous acquisition through, primarily, listening and speaking. Being energetic as they are, they lack concentration and, due to the level of their cognitive development, the ability to fully understand the complexities of second language acquisition and what is needed to truly excel at it. They understand the world through their senses and their understanding of their environment is a spontaneous process. Consequently, their learning process inside the classroom is based on what they can "see and hear and, crucially, have a chance to touch and interact with" (Harmer 2007: 82). Therefore, a potentially interesting method of teaching young learners is Total Physical Response (TPR) method, considering the fact that it attempts to combine and interconnect speech and action, while striving to "teach language through physical (motor) activity" (Richards and Rodgers 2001: 87). The aim of this paper is to show the potential impact of TPR on young learners' acquisition of vocabulary in the vital process of learning through physical activity and movement.

2. THEORETICAL BACKGROUND

2.1. TPR as a tool for pre-adolescent learners' second language acquisition

TPR is a method of language teaching, developed by James Asher, a psychology professor at San Jose State University. It is affected by several factors such as "developmental psychology, learning theory and humanistic pedagogy, as well as language teaching procedures proposed by Harold and Dorothy Palmer in 1925" (Richards and Rogers 2001: 73). Asher (2012: 31) states that the process of target language acquisition for children takes place through a variety of "caretaking directions" that guide the children through everyday activities from brushing their teeth, washing their faces or playing with their toys. These body language conversations are unique transactions in which caretakers utter a direction and the infants respond with physical action (e.g. *Smile for grandpa*, *Pick up your toy*). The focus here is on creating a safe, stress free, learning environment through listening, which leads to language being internalized, upon which language develops spontaneously and naturally.

This entire process is important for the concept of language learning considering the fact that second language acquisition and first language acquisition are similar in

nature. Asher (2012: 17) claims that, before producing speech, "the child has experienced hundreds of hours in which language was imprinted upon body movement" and that "the infant may only be able to decode the language through the medium of body movement such as looking, laughing, pointing, reaching, touching and eating". Speech directed to young children consists primarily of commands which children respond to physically before they begin to produce verbal responses. Children will soon realize that they understand a lot of things and will build confidence as they learn. Thus, children will speak when they feel ready to speak.

So, how exactly does that correlate to the process of second language acquisition?

> Once the child achieves fluency in the native language, the "biological" pattern for acquiring language does not disappear. Hence, if a person wants to acquire another language without stress, the sequence should be-first, acquire comprehension of the target language, and as comprehension becomes more and more sophisticated, there will be a point at which the individual spontaneously is ready to produce the language (Asher 2012: 18).

The key seems to lie in understanding how to shift the balance towards the imperative, and learn how to give clear instructions and commands to preadolescent children whose understanding of their environment and a more developed intellectual ability makes them even more suitable for language acquisition than the infants who can only understand a few simple language commands. The teacher provides opportunities for learning and when TPR is integrated into routines, the learners will immediately become involved in the language and engaged in reacting to it. The teacher exhibits a parent-like behavior, guiding the students, giving directions and empowering them to maximize their potential. Subsequently, this type of behavior reinforces the learning and encourages further steps. This is why the role of the teacher is of the highest importance.

Additionally, Asher suggested there are three hypotheses which influence or inhibit foreign language learning: the bio-program, brain lateralization and the reduction of stress (Richards & Rodgers 2001: 74). The bio program and brain lateralization are important in understanding how the concept of TPR operates.

When it comes to the bio program, it has already been stated that the listening competence is developed sooner than the speaking competence and that the young learner may be making a mental blueprint that will make it possible to produce spoken language later on.

> "…the foreign language learner should first internalize the "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later" (Richards & Rodgers 2001: 74).

Brain lateralization is an issue which is often discussed with the use of TPR. Asher proposes a theory that a child language learner acquires language through motor movement which is a right hemisphere activity and that this activity must take place before the left hemisphere initiates the language processing for production (Richards & Rodgers 2001: 75). Asher (2012) proceeds to offer his own unique perspective of this process. The right hemisphere of the brain is responsible for listening, while the left one, verbal side of the brain, is responsible for speaking. Being non-verbal, the right side of the brain can express itself primarily through different kinds of physical expressions, such as gestures or pantomime, touching or pointing. Furthermore, he explains that the meaning of the language is decoded in the right hemisphere, (observed in certain behavioral changes) which is important until the left side of the brain finally makes its first attempts to talk (2012: 24) .

The impact of TPR is kinesthetic, visual and auditory. Children largely depend on the physical world they interact with their bodies. They understand the worlds through their senses and "their physical world is dominant at all times" (Scott and Ytreberg 1990: 2). Acquisition of vocabulary through activities, songs and games and stories is something that can potentially have a strong effect in the classroom for young, preadolescent learners. Young learners primarily acquire vocabulary through stories, activities, games and songs. Scott and Ytreberg (1990: 22) claim that "most classroom language is a type of listen and do activities". In the following mime story, for example, there is a strong sense of reacting to the teacher's action of telling a story, as a true form of "listen and do" activity. The focus is on the physical movement and teacher-student play, all while engaging the student in the art of TPR.

> "We are sitting in a boat, a small rowing boat. Let's row. We row and row. Now what's that?A bird. A big bird is flying over the water. Now it's gone. We keep rowing. Can we see the bird? No, no bird. This is hard work. Row, row. We're tired. We row slowly. There's the shore. Let's go home now. We are so tired we're dragging our feet. We're tired. We want to go to sleep. We lie down on our beds. We close our eyes, and …Shhhh…. we're asleep" (Scott and Ytreberg 1990: 23).

Preadolescent children require movement and exercise and their unlimited sources of energy should be utilized in the process of vocabulary acquisition. The younger the pupils, the more physical activities they need. TPR activities are therefore appropriate for kinesthetic learners who learn best through doing something physically or connecting to memory through actions. Children happily focus on movements, so they have the ability to acquire the language and vocabulary unconsciously. This is

vital, considering that it reduces the stress of learning a language. They are not required to produce in a second language until they themselves feel they are ready "which usually occurs at around 10 hours of instruction, and consists of student commands" (Krashen 1982: 140). Additionally, TPR appeals to visual children who respond to visual stimulus for language acquisition. Auditory learners will particularly benefit from TPR accompanied by songs in which the words and rhythms associated with movement will be memorable to them.

2.2. Relevant studies

There have been numerous studies on the topic of Total physical response and its potential impact in the classroom. Toghyani Khorasgani and Khanehgir (2017: 92) conducted a study where they attempted to prove the efficiency of vocabulary acquisition of young learners by comparing the Keyword method and Total physical response. Keyword method, famous for its phonemic overlapping and mental imagery has been proven to be effective for young learners' language acquisition through several empirical studies (Atkinson & Raugh 1975; Sagarra & Alba 2006). It is a based on the fact that the retention of vocabulary can be increased when a learner associates its sound to a keyword and then makes a mental image combining the two words. The process is to link the foreign word with an English word that sounds like some part of the foreign word (e.g., the Spanish *carta* sounds like the English *cart*). The "*cart*" is the keyword, and by linking the keyword with the English meaning of the foreign word and forming an interactive image (e.g., *carta* means *letter)*, one could visualize a letter inside a cart. Thirty-four early elementary school children (ages 6-7, 11 boys, and 23 girls) from 3 different Iranian schools were selected to participate in this study. The schools were randomly selected among those who did not offer English learning programs before 3rd grade, and whose learners had a very limited exposure to English. None of the children had previously experienced any formal English language lesson teaching, at school or at home. All children were monolingual, and none of them had ever been immersed in an English speaking environment. The final results showed that the Keyword method proved to be more effective than TPR in teaching new vocabulary words in a foreign language when the new words are concrete nouns with high imagery value, and when the new word and its keyword have a high degree of phonemic overlapping. Visual assistance appeared to be more productive when it comes to cognitive performance than students engaging their bodies in the learning

process and that TPR was not as effective even in more traditional methods such as single picture presentation, no matter how engaging it may seem. Therefore, TPR was not highly efficient in this "visual" and "mental imagery" scenario, but this, of course is not the only possible comparison.

TPR of course, offers both advantages and disadvantages in its approach. Al Harassi (2013: 38-39), when discussing the effectiveness of TPR with young learners in Oman, states that the first two years of English language learning in Oman are primarily based on receptive language exposure with physical movement response. Productive skills are "delayed for two years", and these first four years of English language study, comprise what is known as cycle one, based primarily on TPR. In the study that the researcher conducted during 2007 and 2008 with cycle one curriculum (Grade 1-4), certain advantages and disadvantages of TPR method were noted. For example, TPR use in Omani classrooms showed that TPR listening activities (the afore-mentioned "listen and do concept") and their physical requirements are more easily understandable, offer more real communicative situations and relate more to the aspect of real, everyday, language use than the traditional listening activities in which the students listen to conversations, interviews, or presentations and then answer questions that test their understanding of the taught material. Additionally, songs, rhymes, chants and other movement based activities were found to be more appropriate for children's "instinctive needs". However, lack of proper training, frequent use of L1, strict control management, immediate error correction and lack of understanding of the concept how to truly teach TPR proved to be an obstacle in the process of second language vocabulary acquisition. Moreover, he believes that using large sets of vocabulary items (8-14 words) during one lesson could be inefficient, since it lacks long term effectiveness when it comes to memory retention no matter how well understood they may seem initially.

However, Fan-Ray et al. (2013) researched the impact of Embodiment-based TPR approach on student English vocabulary learning achievement, retention and acceptance. The study proposed an integration of motion-sensing technology and theory of embodied cognition into the total physical response (TPR) approach, called Embodiment-based TPR approach. In order to test the effectiveness of the proposed approach, a total of 50 fifth-grade elementary students participated in this study. The experimental group was exposed to the Embodiment-based TPR learning approach, while the control group took part in a conventional TPR learning approach. Cognitive performance and acceptance feedback for the proposed approach were collected in the experiment. Results showed that both the post-test and the delay test concerning

English vocabulary learning performance between the two groups had no significant difference. However, the result of learning retention displayed a significant regression for the control group while the experimental group's learning retention was retained, which potentially shows that the Embodiment-based TPR approach could bring better learning retention than the conventional TPR approach. In addition, experimental group showed a highly positive level of acceptance toward the proposed learning approach.

Then of course, there is a question of TPR's L2 comprehension effectiveness when it comes to vocabulary items. Sano (1986) took part in the experimental project in April 1984, in the attempt to optimize Japanese first year junior high school students' English language receptive ability and emotional security. The researcher added 15-16 hours of TPR in the introductory phase of the English course, to students that were considered to be raw beginners in the field of English language learning. Even though these were borderline adolescent students and there was certainly need for a more detailed and more intricate analysis, the results favored the use of TPR on both comprehension and standardized tests.

> "After sixteen lesson-hours of TPR, the students were given a comprehension test of fifty items. Thirty of them involved listening to English words and sentences and choosing equivalent Japanese words, ten involved choosing corresponding pictures, and ten choosing equivalent Japanese sentences, from the four choices per item printed on the answer sheet. Each item was worth two points, thus making a total of one hundred. The mean (X) of the scores of the 174 students was 96.6, with the highest 100 and the lowest 72. This astonishingly high score may suggest that the test was too easy. Nevertheless, this score is impressive when we think of the total number of the vocabulary items these students were expected to learn during the TPR phase. It was more than three hundred" (Sano 1986: 275).

Additionally, Ice (2013: 50) attempted to prove the effectiveness of TPR method in English vocabulary mastery of Elementary school children (first grade in Islamic elementary school, Bandung Indonesia) by combining quantitative and qualitative methods and involving two groups, (21 students in the experimental group with TPR and 21 students in the control group with conventional method) with both pre-test and post-tests. The findings indeed proved certain level of effectiveness since control group's pre-test and post-test performance showed no significant difference, while experimental group's pre-test and post-test showed that there was a significant difference in the score, proving the efficiency of TPR with first grade elementary school learners.

Having observed the afore-mentioned studies and the potential impact of TPR on preadolescent students' vocabulary acquisition, this study will attempt to compare and contrast the use of TPR and the traditional form-meaning-use (FMU) method of vocabulary acquisition that the researcher has been using for an extended period of time in his English language classroom. The FMU method includes the spelling of the word, L1 translation, the English definition and contextualization of the word in a sentence in L2, which attempts to provide clarity to the students (e.g., *Look for; potražiti; to search for a person or object; He is looking for his keys, he can't find them).* The paper will attempt to investigate whether pre-adolescent learners acquire vocabulary more naturally and effectively through the use of TPR than the learners who acquire vocabulary through a more traditional, FMU, type of acquisition.

3. METHODOLOGY

3.1. Research design

The study was conducted in an attempt to prove the potential impact of the TPR method as a tool for vocabulary acquisition for young, pre-adolescent learners. The researcher opted to use the control group and the experimental group, with one post-test as a measuring factor for vocabulary acquisition. The young learners, two fifth grades (age 10-11) in the elementary school 'Teočak', in Teočak, Tuzla Canton, Bosnia and Herzegovina, (fifth year of studying English as a second language, three 45 minute classes per week in grade five) were children of similar capabilities and school success. Sixteen students participated as a part of the control group and nineteen students participated as members of the experimental group. Both the control group and the experimental group students were presented with the following twelve vocabulary items which they were expected to acquire: (*look for, sneeze, oh dear, jog, shout, pat, stretch your arms, lick, bite, wait for, bark, take off*). The vocabulary was selected because of its ability to elicit physical response from the students. The study focused on age, gender, student success, student learning preferences and overall student success.

The control group was expected to acquire the vocabulary through traditional FMU structure. The twelve vocabulary items were written on the blackboard. The teacher provided the spelling, the L1 translation, the English definition and contextualized the words in sentences in L2 which attempted to provide clarity to the students (i.e. *Look for; potražiti; to search for a person or object; He is looking for his*

keys, he can't find them). The teacher provided elaborate explanation for all of the twelve vocabulary items and encouraged the students to provide their own examples in L2. Then, the students were encouraged to pronounce the twelve vocabulary items alongside with their L1 translations in the attempt to consolidate the process of memorization. In addition, the students copied the words and translations into their notebooks. There was no mention of any potential testing, as the teacher attempted to observe how much of the vocabulary can be acquired in a stress-free environment.

On the other hand, the experimental group was examined in order to display the potential impact of TPR method on vocabulary acquisition of young learners. There were no L1 translations, English definitions and contextualized words in sentences. The main idea was to introduce the basic concept of TPR method. The teacher wrote the twelve vocabulary items on the blackboard. Then, he acted out the twelve items, one after another, and the process was repeated twice. The students were instructed to observe the teacher's actions as he mimed the words and connected bodily movement to the pronunciation in the attempt to convey meaning. Subsequently, the students were encouraged to stand up and mime the twelve vocabulary items alongside the teacher, word by word. They were not urged to pronounce the words unless they feel comfortable enough to pronounce them. This process was also repeated twice. In addition, the teacher chose the words from the blackboard randomly and pronounced them, while the students attempted to act out the words as successfully as possible. The teacher did not participate in the process of miming. This process lasted for three minutes and the teacher was able to put focus on all the individual items for multiple times, allowing students to feel comfortable acting out the random words in the correct manner. Upon completion of this task, students copied the words into their notebooks. There was, as well, no mention of any potential testing, as the teacher attempted to observe how much of the vocabulary could be acquired in a stress-free environment.

The post-test, which was intended for both the control and the experimental group, consisted of a matching activity, multiple choice question task, and the most challenging part which required students to place the twelve individual vocabulary items into the appropriate sentences which were carefully designed to assess the students' knowledge of the target vocabulary. The post test was conducted within seven days of the initial vocabulary presentation. The additional information which was required from the students was the age of the students, the gender, the name of the school and the number of years that the students have been studying English. Additionally, the researcher inquired about the favorite learning styles of the students (visual, kines-

thetic, auditory) and the impact of their current English language learning success. There was a total of twenty four points in the test and the grading system was designed as follows

Table 1: Rating scale

20 24 points	Grade 5=A (excellent)
16-19 points	Grade 4=B (very good)
12-15 points	Grade 3=C (good)
6-11 points	Grade 2=D (satisfactory)
0-5 points	Grade 1=F (unsatisfactory)

4. FINDINGS

4.1. Comparison of the Control group and the Experimental group

Considering the fact that the majority of students in both experimental group (79%) and the control group (62.5%) are ten year old children, the relationship between these two groups will first be analyzed. When it comes to the experimental group, 6.6% of students received an excellent grade (5=A), 6.6% received a very good grade (4=B), 46.6% received a good grade (3=B), while 26.6% received a satisfactory grade (2=D). There were 13.3% of the students who received an unsatisfactory grade (1=F). The grade point average (on a scale from 1 to 5) for fifteen ten-year-old students in the experimental group is 2.66. The control group, on the other hand, exhibited slightly different results. Moreover, 10% of the students in the control group obtained an A, 20% got a C, while 50% of the students passed the test with a D. There were 20% of the students who failed the test. The grade point average for ten ten-year old students in the control group is 1.9. Thus, it can be concluded that the ten-year-old children who were exposed to the TPR method performed better at the test than their peers who were in the control group.

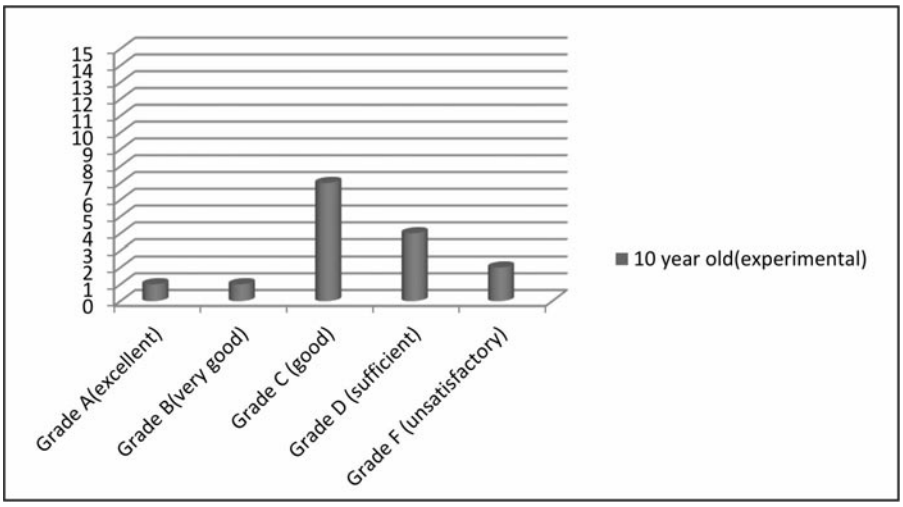

Chart 1: Ten year old children (experimental group)

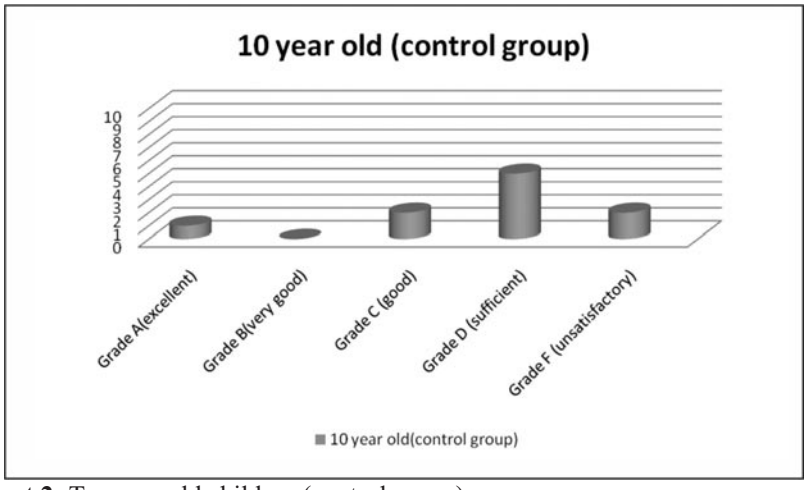

Chart 2: Ten year old children (control group)

The eleven-year-old students are analyzed separately from the ten-year-old students in the attempt to show variations within the certain age group. When it comes to eleven-year-old students, the results mildly favor the experimental group as well. 37.5% of the students in the control group are eleven-year-old students, while 21% of eleven-year-old students are in the experimental group. In the experimental group,

25% got a B, 50% obtained a C, and 25% gained a D. The grade point average for four eleven-year-old students in the experimental group is 3.0. In the control group, 33.3% passed the test with a B, and 16.6% obtained a C, while as many as 33.3% of the students gained a D, and 16.6% got an F. The grade point average for six eleven-year-old students in the control group is 2.6. The provided results favor the use of TPR in the experimental group to a certain extent.

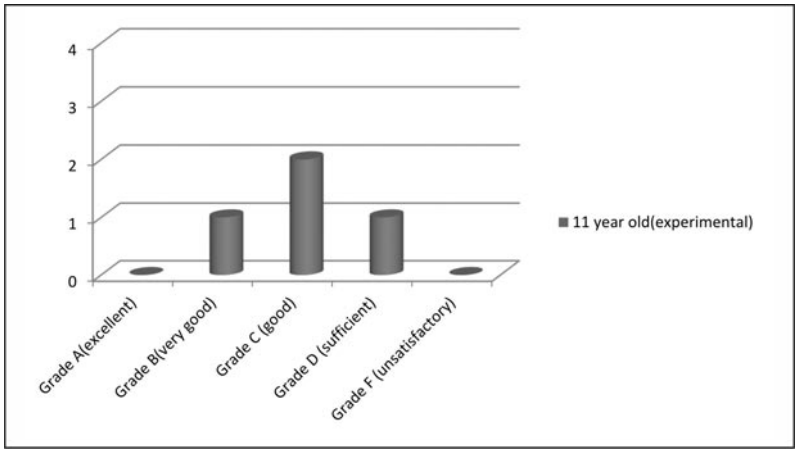

Chart 3: Eleven year old students (experimental group)

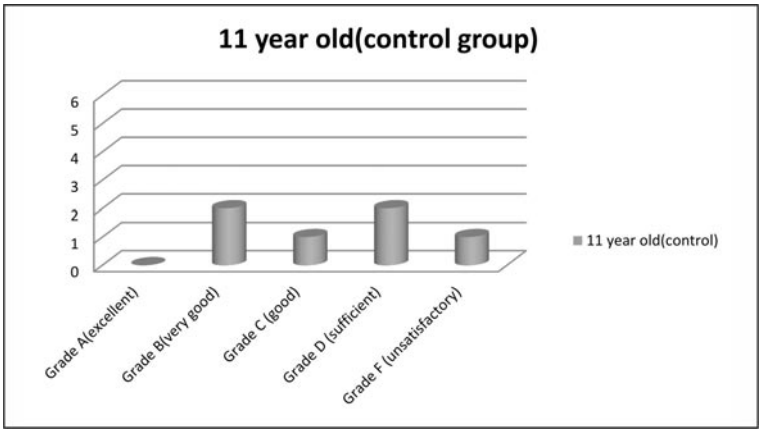

Chart 4: Eleven year old students (control group)

Gender is another factor which provided interesting data for analysis. Boys from the experimental group tend to perform better than the boys from the control group.

In the experimental group, there are 8.3% of students who obtained an A, as well as 8.3% of the students who got Bs. 50% of the students passed the test with a C, while 25% of the students obtained a D. 8.3% of the students got an F. The grade point average for twelve male students in the experimental group is 2.83. In the control group, on the other hand, there are 8.3% of students who passed the test with an A and 16.6% of the students obtained a C. 50% of the students gained a D, while 25% of the students got an F. The grade point average for twelve male students in the control group is 2.16.

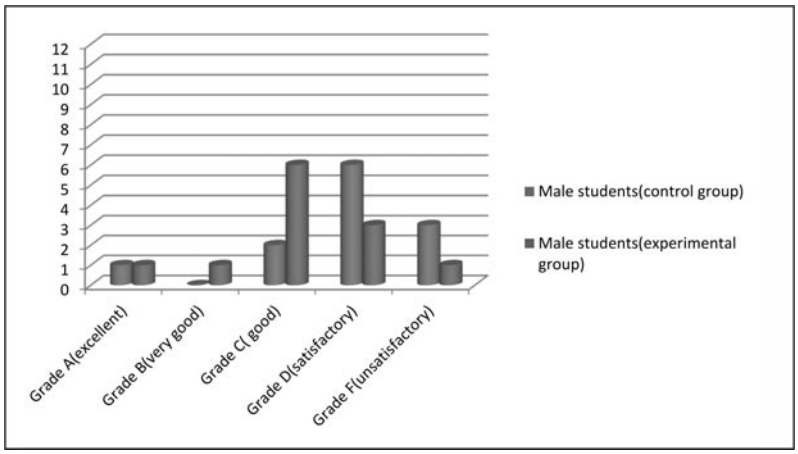

Chart 5: Male students (control and experimental group)

However, with female students, the results are somewhat different. In the control group, 50% of the students obtained a B, while 25% percent gained a C, as well as 25% who got a D. The grade point average for four female students in the control group is 3.25. These results are better than the results of female students in the experimental group, where 14.2% of the students passed the test with a B, 42.8% got a C, 28.5% obtained a D and 14.2% got an F. The grade point average for seven female students in the experimental group is 2.57. Therefore, it can be concluded that gender plays a role in determining the potential impact of TPR, even though it is a study with a very limited sample. While boys, who engage more eagerly in physical activities tend to perform solidly under the influence of TPR and significantly better than the boys from the control group, female students in the control group easily outperformed their peers in the experimental group.

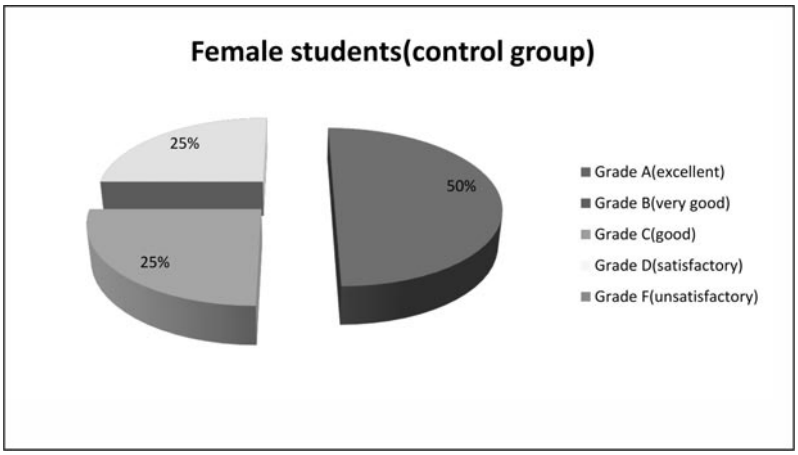

Chart 6: Female students (control group)

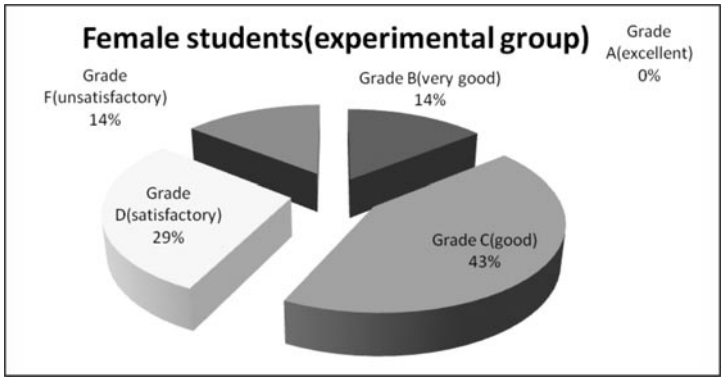

Chart 7: Female students (experimental group)

Student success, when it comes to English language learning, also proved to be an important variable when it comes to data analysis. In the control group, there are 20% of the students who got an A, 40% who obtained a B and 40% who got a C, among the students with an excellent grade point average. When it comes to students with a very good grade point average, 25% passed the test with a C, and 75% gained a D. There are 66.6% of the students who obtained a D and 33.3% who got an F among the students who have a good grade point average. When it comes to students with a satisfactory grade point average, there are 50% of the students who obtained a D and 50% of the students who gained an F.

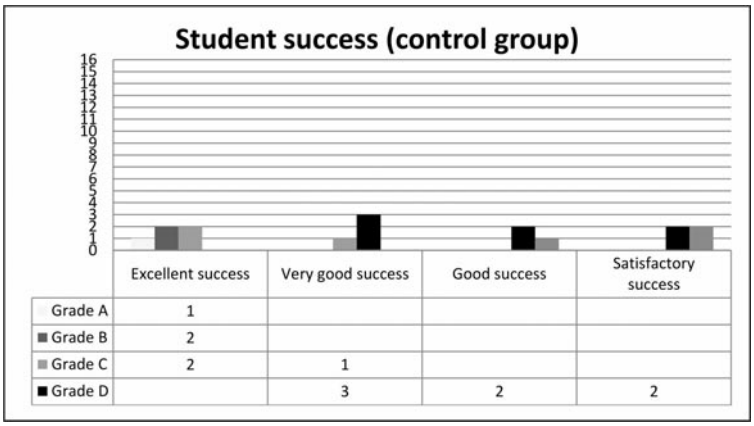

Chart 8: Control group (student success)

In the experimental group, there are 12.5% of the students who passed the test with an A, 25% who got a B, 50% who obtained a C, and 12.5% who passed the test with a D among the students with an excellent grade point average. When it comes to students with a very good grade point average, 50% gained a C, 37.5% obtained a D and 12.5% got an F. There are 60% of the students who passed the test with a C and 40% who gained a D among the students who have a good grade point average. When it comes to students with a satisfactory grade point average, all of them failed the post-test.

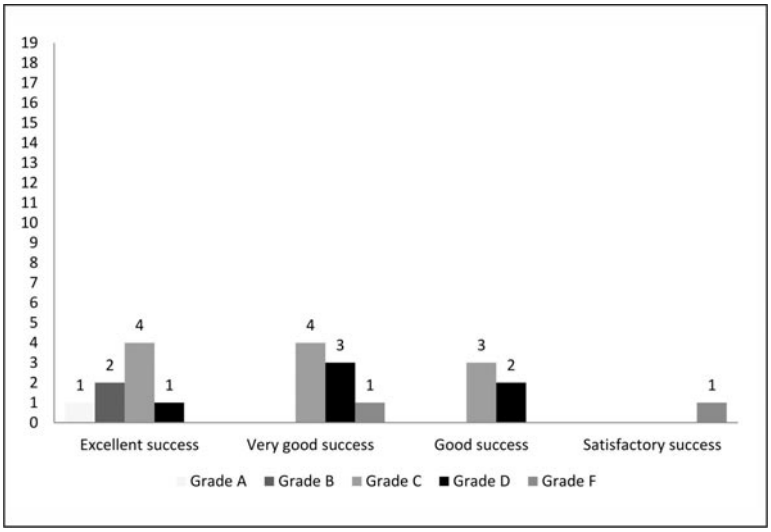

Chart 9: Experimental group (student success)

The obtained results show that, while there may not be significant difference among the students who have an excellent grade point average at school, students who have a very good and good grade point average at school tend to perform better under the influence of TPR method.

Student learning preferences are also a suitable factor for analysis. Considering the fact that the majority of the students in the control group (91%) prefer the auditory style of learning and that that the majority of the students in the experimental group (63%) prefer the kinesthetic type of learning, this comparison will first be introduced. Among the control group students who prefer the auditory style of learning, there are 6.6% of the students who passed the test with an A, 13.3% who obtained a B, 20% who gained a C, 40% of students who passed the test with a D and 20% of the students who got an F. The grade point average for fifteen students who prefer the auditory style of learning is 2.46. Among the experimental group students who prefer the kinesthetic style of learning, there are 8.33% of students who passed the test with an A as well as 8.33% of students who gained a B. There are 50% of students who obtained a C, 25% of students who gained a D and 8.3% who got an F. The grade point average for twelve students who prefer the kinesthetic style of learning is 2.83.

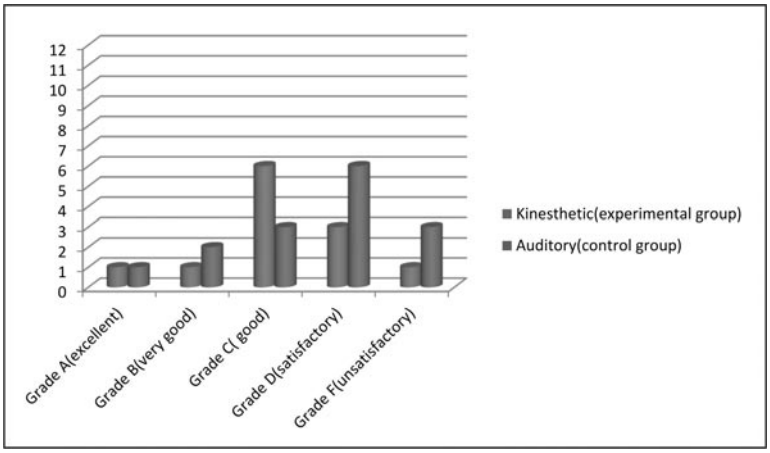

Chart 10: Learning styles

The results indicate that TPR method is suitable for kinesthetic type of learners, as the children who prefer kinesthetic learning in the experimental group performed better than the auditory learners in the control group. However, children who prefer the auditory type of learning in the experimental group did not perform as good as

the children who prefer kinesthetic learning. In comparison to their peers from the control group who prefer the auditory style of learning, their test scores were lower, as 40% of these students passed the test with a C, 40% got a D and 20% got an F. The results show that the impact of TPR is not as effective on the learners who prefer the auditory type of learning, as it is on the learners who prefer the kinesthetic type of learning.

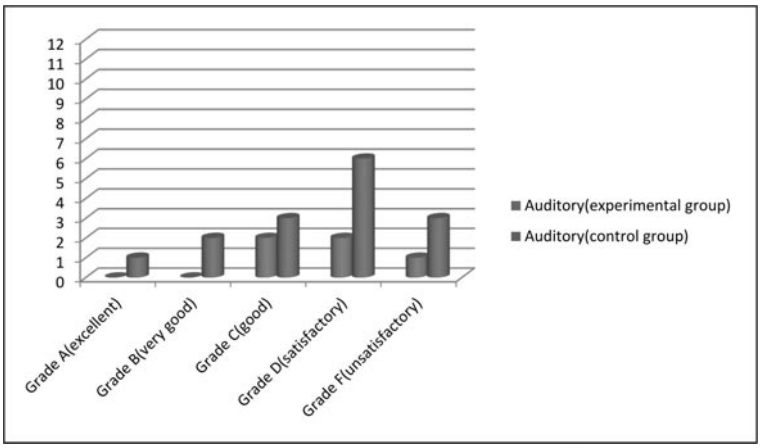

Chart 11: Learning styles (auditory)

When it comes to the overall student success, the experimental group gained a higher average grade in the test. In the experimental group, 5.2% of the students obtained an A, 10.5% passed the test with a B and 47.3% got a C. There are 26.3% of the students who gained a D and 10.5% of students who got an F. The grade point average for the nineteen students in the experimental group is 2.73. When it comes to the control group, 6.2% passed the test with an A, 12.5% gained a B and 18.7% of the students obtained a C. There are 43.7% of the students who got a D and 18.7% who got an F. The grade point average for the sixteen students in the control group is 2.43.

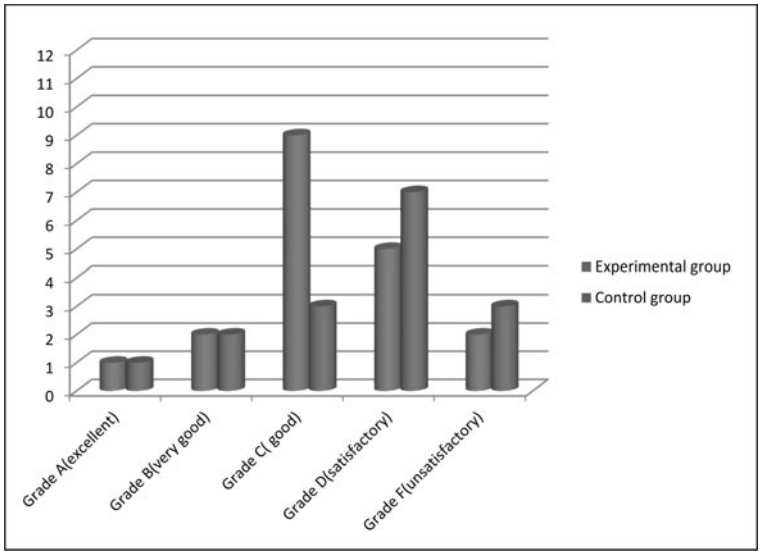

Chart 12: Overall student success

5. DISCUSSION AND CONCLUSION

The paper set out to investigate whether pre-adolescent learners acquire vocabulary more naturally and effectively through the use of TPR than the learners who acquire vocabulary through a more traditional, FMU type of acquisition. Moreover, the researcher attempted to find out how well a larger set of vocabulary items (12) can be acquired within one 45 minute class and whether TPR is indeed effective in this process. The analysis of the data proves that TPR is an integral factor for teaching English vocabulary to young learners. When it comes to age, both ten-year-old and eleven-year-old children who were exposed to TPR performed better than their peers in the control group. When it comes to gender, male students in the experimental group performed better than the male students in the control group.TPR, however, did not have a particular impact on female students from the experimental group who were not as successful as female students from the control group. Additionally, while there may not be significant difference among the students who have excellent English learning success at school, students who have a very good and good English learning success at school performed better under the influence of TPR method. When it comes to learning styles, the results indicate that TPR method is suitable for kines-

thetic type of learners, as 63% of the children who prefer kinesthetic learning in the experimental group performed better than 91% of the auditory learners in the control group. The additional results, however, show that the impact of TPR is not as effective on the learners who prefer the auditory type of learning, as it is on the learners who prefer the kinesthetic type of learning, considering the fact that the auditory learners from the experimental group did not perform as well as the auditory learners from the control group. In conclusion, when it comes to overall student success in the post-test, children who were exposed to TPR performed better than the children who were not. The biggest impact of TPR, as seen in the post-test, is not with the students who received excellent and very good grades, as both control group and the experimental group displayed similar levels of success. It is with the students with unsatisfactory, satisfactory and good grades, where TPR enables students to make more significant progress in the attempt to successfully master English vocabulary. This study correlates with some of the afore-mentioned relevant studies in a way that it shows the true impact of TPR. It is proven to be useful(in a limited study) considering that its physical requirements are more easily understandable to the students, TPR offers more real communicative situations and it relates more to the aspect of real, everyday, language use than the traditional listening activities often found in English learning classrooms. However, further examination on a larger scale might be necessary in order to determine the true impact of TPR. It could be potentially beneficial to include all Grade 1 to Grade 5 students in future research, including a larger number of students in a more detailed examination of TPR's impact. This will, hopefully, give a more precise answer in the attempt to understand to which extent TPR is beneficial to pre-adolescent learners' vocabulary acquisition. One of the questions that the study addressed was the TPR's ability to help students memorize larger sets of new vocabulary items, and the results of the post test have shown that TPR seems to be efficient. Additionally, memory retention of these vocabulary items might be a potential research worth considering after a certain period of time, since the previous studies on this topic have not provided conclusive evidence in favor of TPR use.

REFERENCES

1. Al Harrasi, Kothar Talib Sulaiman (2013), ″Using 'Total Physical Response' With Young Learners in Oman″, *Childhood Education,* 90(1), 36–42.
2. Asher, James (2012), *Learning Another Language Through Actions: The Complete Teacher's Guide Book*, Sky Oaks Production, Los Gatos CA
3. Atkinson, Richard C., Michael R. Raugh (1975), ″An application of the mnemonic keyword method to the acquisition of Russian vocabulary″, *Journal of Experimental Psyclogy: Human Learning and Memory*, 104, 126-133.
4. Fan-Ray, Kou, Hsu Chi-Chih, Fang Wei-Chieh, Chen Nian-Shing (2013), ″The effects of Embodiment-based TPR approach on student English vocabulary learning achievement, retention and acceptance″, *Journal of King Saud University – Computer and Information Sciences* 26, 63-70.
5. Harmer, Jeremy (2007), *The Practice of English Language Teaching*, Pearson, Harlow
6. Ice, Sariyati (2013), ″The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children″, *Parole: Journal of Linguistics and Education*, 3(1), 50-64.
7. Krashen, Stephen D. (1982), *Principles & Practice in Second Language Acquisition*, Pergamon, Oxford
8. Richards, Jack C., Theodore S. Rodgers (2001), *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge
9. Sagarra, Nuria, Mathew Alba (2006), ″The Key in the keyword: L2 vocabulary learning methods with beginning learners of Spanish″, *The Modern Language Journal,* 90(6), 228-243.
10. Sano, Masayuki (1986), ″How to incorporate Total Physical Response into the English programme″, *ELT Journal,* 40(4), 270–277.
11. Scott, Wendy, Lisbeth Ytreberg (1990), *Teaching English to Children*, Longman, London
12. Toghhyani Khorgasani, Amir, Mansour Khanegir (2017), ″Teaching New Vocabulary to Iranian Young FL Learners: Using Two Methods: Total Physical Response and Keyword Method″, *International Journal of Languages' Education and Training,* 5(1), 90-100.

TOTALNI FIZIČKI ODGOVOR KAO INTEGRALNI FAKTOR KOD PODUČAVANJA VOKABULARA ENGLESKOG JEZIKA UČENIKA PREADOLESCENTNOG UZRASTA

Sažetak

Rad se primarno usredotočio na usvajanje jedinica vokabulara kod učenika preadolescentnog perioda kroz upotrebu metode TPR (Totalni fizički odgovor). Pokušali smo istražiti da li učenici preadolescentnog uzrasta (šesnaest učenika koji su učestvovali kao dio kontrolne grupe i devetnaest učenika koji su učestvovali kao dio eksperimentalne grupe) usvajaju vokabular prirodnije i učinkovitije putem TPR metode, nego učenici koji usvajaju vokabular kroz tradicionalniju forma-značenje-upotreba vrstu usvajanja. Dodatno, istražili smo učeničke mogućnosti usvajanja većeg seta jedinica vokabulara (12) unutar jedne četrdesetpetominutne lekcije, i da li je TPR doista učinkovit u ovom procesu. Također, ispitali smo učinkovitost TPR metode na učenike sa kinestetičkim, auditivnim i vizuelnim preferencama učenja. Dob, spol, uspjeh u učenju engleskog jezika, preference učenja i ukupni učenički uspjeh su analizirani u nastojanju da se istraži učinkovitost TPR metode. Muški učenici su se iskazali znatno bolje pod uticajem TPR metode nego djevojčice. Iako nije bilo značajnih razlika među učenicima sa odličnim uspjehom iz engleskog jezika, učenici sa vrlo dobrim i dobrim uspjehom su reagovali bolje pod uticajem TPR metode. Najveći uticaj TPR metode, kada govorimo o ukupnom učeničkom uspjehu, bio je kod učenika sa nedovoljnjim, dovoljnim i dobrim uspjehom. TPR metoda se pokazala učinkovitija kod učenika sa kinestetičkim preferencama učenja nego sa auditivnim. Jedno od pitanja na koje se studija fokusirala jeste mogućnost TPR metode da pomogne učenicima da upamte veće setove jedinica vokabulara, i rezultati su pokazali da je TPR metoda učinkovita.

Ključne riječi: usvajanje jezika; vokabular; učenici mlađeg uzrasta; totalni fizički odgovor (TPR)

Adresa autora
Author's address

Damir Husanović
samostalni istraživač
Tuzla
damirhusanovic1@gmail.com