

Attitudes toward Total Physical Response and the Natural approach

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Abstract

The aim of this paper is to explore the difference between teaching methods, and critical assessment of teaching methods in the educational process. Total Physical Response (further TPR) and Natural approach will be reviewed. The results of the literature review will help to notice the differences between these methods when it comes to teaching/learning processes that are in use today. Choosing an appropriate method to teach is way harder. But the common thing for all students is the goal of their learning, which is to adopt the foreign language. Students need to have a desire to learn, the purpose of their learning process, and additionally, they need to have the opportunity to speak and fully develop speaking abilities. The current study findings may conclude what method will make students' acquire a target language, how will they adopt the language even if they are early beginners. The paper focuses on the descriptive method according to the previous findings among works of other researchers. The paper comes with a conclusion that Total Physical Response has a positive impact it brings a desire for learning because of its method for building a happy environment in classes, while the Natural Approach enhances the students to freely express their opinion and feelings. Total Physical Response is common at a very early stage of a learning process, while the Natural Approach can be used among students who want to improve their speaking abilities in a positive and natural environment..

Keywords: *TPR, Natural approach, teaching methods, foreign language learning*

A. Introduction

In the introduction of this essay, the importance and the way of learning a foreign language should be emphasized. Today education pays more attention to learning a foreign language. The traditional way of communicating is through language. To be able to exchange our thoughts and to express our opinion the use of language is needed. The message that people need to convey, they do it precisely using language. Successful communication is when people understand each other. Communicating correctly requires the use of grammar rules, vocabulary, etc. People demanded a communicate in a foreign language, need to learn or adopt the language in a way to be understood by those they want to speak with. It is able to be engaged in oral communication without beforehand learned grammar and to be able to learn or adopt the language just listening to native speakers or community members. The only opportunity to develop the language is to use it. According to their needs, teachers should implement the method that will lead them to positive speaking results. The methods should be customized according to students' needs. As Alastair Pennycook has said, “we need to see English language teaching as located in the domain of popular culture as much as in the domain of applied linguistics” (Harmer, *The Practice of English Language Teaching*. p.77).

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Attitudes to the language, and to the way it is taught, reflect cultural biases and beliefs about how it should be communicated and how the students should be educated. The way how teachers can motivate students is crucial because teachers develop their methods over time. Common interest is a great achievement in the teaching/ learning process. Teachers must be aware of various types of teaching methods and techniques. It is not sure what an outcome it may be if one learns a foreign language using just textbooks and memorizing the vocabulary or grammar rules. According to Japanese students using this way of learning or the “grammar-based” method, they will miss oral communication. Their language wouldn’t be sufficient to communicate with people. Communication in a foreign language will not be developed, so learning the grammar rules or memorizing the vocabulary is not sufficient without oral work practice. Communication skills are what matters as language is learned to be able to communicate. It is important to have the opportunity to use and develop communication skills. Teachers are required to use the appropriate method, to help students to accomplish their goals. Teaching methods are the way how teachers manage the class and how they approach students' needs. They need to use the most appropriate skills and strategies according to students' age and level. The teaching method may also be defined as: "The process of planning, selection, and grading language materials and items, techniques of teaching, etc” (M. Jain and Patel, English Language Teaching.p.71).

Literature review

This section is mostly about the author’s founded theories and definitions of TPR (Total Physical Response) and the Natural Approach. Some teaching patterns and methods are introduced as well. Different methods bring different results. Total Physical Method and the Natural approach are in use today. The author describes the results of different findings. Adults can't acquire a language just like children can. Different methods and approaches should be used. TPR is a powerful technique, it is most effective when it is followed by games, songs, stories, or demonstrations. TPR is connected with combinations of speech and action. Teachers should teach a language through physical or motor activity. In the Natural Approach, the biggest emphasis is on listening and speaking. Conversations should be meaningful. Comprehension and understanding is the key fact for further learning and even speaking. Learning plenty of vocabulary can help them speak.

Total Physical Response (TPR)

TPR shorten of Total Physical Response is a method that is consisted of an act and speech. It links activities with learning, which means students learn through action. Children first acquire listening skills, and when they are ready, they try to speak. It is similar when children acquire their L1, they listen to their parents, they listen to commands, orders, and after they try to act the same. The TPR method is developed by James Asher. James Asher believed that since children learn a lot of their language from commands directed at them, second-language learners can benefit from this, too. Asher bases his method on the observation that a baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak (Asher, *The Total Physical Response Method for Second Language Learning*). Asher gave an example, young children in America acquire a high level of listening fluency for English before they make English utterances. Adults can't acquire a language just like children can. Games and songs are mostly used with younger learners. According to Asher children are very much linked to their surroundings and are more interested in the physical and the tangible

(Asher, *The Total Physical Response Method for Second Language Learning*). TPR is a great way for visual learning as well. The way how students learn an additional language is followed by the environment made by teachers. They will acquire the language rather naturally than learn grammatical rules. Students need to be interested in what they are learning. According to some researchers, FL instructors give a series of commands in the target language (e.g., jump and clap your hands), while learners are expected to respond with whole-body movements (e.g., to jump while clapping their hands). “Experimental studies that focused on the efficiency of teaching an FL using the TPR method

indicated that TPR can lead to a significant increase in the vocabulary acquisition and listening

comprehension skills of FL learners when compared with the control groups [24]-[27]” (Toghyani Khorasgani and Khanehgir, “Teaching New Vocabulary to Young Learners: Using Two Methods Total Physical Response and Keyword Method” p .2).

Remembering the vocabulary should be done verbally, constantly with repeating or with a motor activity which refers through some actions. Learning the second language should be on the same level as the process of acquiring to child's first language. A lot of commands should be used. TPR is supported by several theoretical approaches to learning situations. Besides some helpful methods of teaching language, students use to acquire the language naturally. If teachers use just translation method, students couldn't develop speaking skills. Through TPR children responds to commands in a target language. When children are at their a very young age, they are not able to talk, but they can respond to commands, or they respond through action “child is silent, but acknowledging understanding with a physical movement which often shows a complex comprehension of the target language” (James, *Organizing Your Classroom for Successful Second Language Acquisition*). The same is with a foreign language, they first learn by listening, while speaking comes later, but they are capable to respond through commands. If children properly respond to the commands, it means they are able to understand, which is one step closer to their learning goals. Children need to listen attentively to be able to respond to the commands. The first commands that they can adopt are: ‘Sit down’, ‘Stand up’, ‘Raise your hand it was learned by demonstrating though “the use of the imperative mood is seen as the basis of language learning” (Zeynep and Rüstem, “Teaching Kindergarten Children English Vocabulary by Total Physical Response in Physical Education Courses”). As Asher stated in a lot of his works, that there is only one way to acquire the language. All people acquire the language in the same way, no matter are they young learners or older or even what nationality they are. If people use the full brain, left and right hemisphere, which means to learn vocabulary and grammar through actions this will have a successful outcome in language learning. People acquire language in the only way, to learn it through action, commands, listening, repeating and then speaking. If teachers have students that don't understand even one word in English, and they keep repeating, or even writing down, or even inviting students to write down, they will not make any progress. But if teachers try to act what they are speaking, it will bring the best results.

“In Total Physical Response, students are required to obey the instructor’s commands, given in the target language. These commands require ‘total physical response’, beginning with simple imperatives ‘Sit down’, and leading to more complex sentences” (Krashen, *The Natural Approach Language Acquisition in the Classroom*.p.37). Those commands are in daily use. The teacher decides what to teach and how to teach. Using TPR teacher is one who acts on

the stage. A lot of language words can be learned through the imperative form. It is one of the thoughts that Asher agrees on, too. A lot of grammatical rules for early beginners can be confusing and without any significant improvement. Comprehension skills should be established first, then speaking will take place. The teacher is at the center of the learning process, the teacher commands and even chooses what will be learned, the teacher is a rule model who acts on the scene. Students are usually listeners and those who will respond to the commands. Some of the activities that may be included in a classroom using TPR are: commands, role-play, flashcards and using props to teach some vocabulary. For early age children, a lot of toys can be used. Teachers need to keep them motivated and engaged in classroom activities. TPR uses a lot of gestures, facial expressions, and body language as well. For better comprehension teachers can use hands and fingers, different sounds, using the full body is the best prop. Teachers should advocate for their students in a manner to complete the tasks and accomplish their learning goals. Teachers in a circumlocution way try to transmit the knowledge, teaching grammar rules without textbooks but rather through an action. Teachers and students can't be dispelled in their teaching/learning process. Teachers choose their own way of teaching and using materials, whether those are physical or digital materials. Physical materials are flashcards, props, toys or emoticon faces on stickers, while digital materials are pictures, sounds, or videos. All these materials help teachers to engage students in classroom activities and motivate them as well. TPR is a great method for students who prefer learning with activities such as games, songs, etc. The better teachers know their students the best method they will use. All cultures have a different way of teaching and learning, so teachers need to find the most suitable method according to their needs and culture. But in this method, students will learn the vocabulary with the real objects. They should be surrounded by these objects or even a teacher will use props, flashcards. They need to see what they are learning. Making small group activities for playing games, acting a dialogue, or doing any kind of activities will lead to positive results. Gestures are important as well. Teachers can use gestures for explaining new words, like feelings. They will be able to understand the target language because they can see how the teacher is acting. If students are learning a new word like „sad“, and write it on the blackboard, there will be no significant outcome. But if a teacher explains using a facial gesture how „sad“, looks like, a teacher can act the word, students will understand it, the outcome of this task will be positive. Rather than saying what to do or what to learn, the teacher will show them. It is a way of modeling because students will emulate the lesson flow in this way. Students are able to act and respond to commands without speaking. Just as acquiring a native language, students can acquire additional language as well. But for older learners, this will not be the best method to use. They will not be interested in this way of teaching /learning process. Even so when they need to develop their grammar skills, the TPR method will not accomplish their goals. TPR is used to link physical movement to English words.

The Natural Approach

The best way is to combine a couple of methods to have the best results. For Guillermo, the Natural Approach (NA) is a method to teach English Language Learners (ELLs) the “natural way” to achieve Second Language Acquisition (SLA) (Ibarra Mendoza, “Exploring Gesturing as a Natural Approach to Impact Stages of Second Language Development: A Multiple Baseline, Single Case Study of A Head Start Child”). The Natural Approach is a traditional and naturalist way of acquiring a second language. It was developed by Stephan Krashen through his language acquisition theory. The central role in the Natural Approach is

comprehension. Students need to have a positive environment, to be interested in learning, and teachers need to avoid some stressful situations which will make them uncomfortable with learning. They need to have a desire for acquiring a new language.

The best outcome proceeds in a relaxed environment, so low anxiety in a classroom will play a major role as well. Students are taught to understand a target language. If they understand the language, they feel relaxed and stress relieved they will be able to try to speak. At least the goal of learning / teaching a language is to be able to communicate and convey a message. Developing competence in language learning using this method will be done in the same way as children adopt their mother tongue. Focus in a classroom should be on comprehension instead of learning grammar or vocabulary. The Natural Approach is a method that can develop base communication skills. "Natural Approach is designed to develop basic personal communication skills – both oral and written" (Krashen.p.67).

When it comes to native language in a classroom, it should be avoided, or even students can't be allowed to speak the native language in a classroom. Students should learn the language through different activities in a classroom. Changing activities and engaging students in those activities can keep them motivated and eager to learn. Different activities can help them to improve their comprehension skills. The primary goal of this method is to make students understand a language. This method is not based on grammar at all, it is based on communication. Communication should be learned in a natural environment. Successful learning can be produced if people are surrounded by an interesting and natural environment if there is no stress or anxiety that they can feel. This type of learning can have a positive result. The Natural Approach is not concerned about any grammatical references or grammatical analysis. This method is more concerned with comprehension and speaking. Language learning should be through naturalistic principles. Like how newborn babies adopt the language, in a natural environment, it should be done to students, in the same way using the natural approach method. The central component of language learning is exposure, listening, and input. Language is used to convey messages, from speaker to the listener. The listener needs to understand the message. Understanding will be unable if they don't share the same language. The main key for learning a target language is to understand each other. Understanding the language is the first step to accomplishing a learning goal.

The Natural Approach will help students to understand the target language and prepare them for further speaking activities. To develop speaking skills, students need to develop their listening skills first. Developing competence in a language can be done through some steps of a learning process. Acquisition and learning are two the most important steps for developing competence in a language, according to Krashen's theory. We are able to learn a language with the help of language teachers, with the help of textbooks, classroom activities, etc. But the Natural Approach helps students to develop language in a naturalistic way, to adopt it unconsciously and consciously. Language should be used for meaningful communication. Students are able to learn consciously by monitoring the teacher. They will monitor the activities, they will monitor the lesson, be able to understand it, and after they will try to copy it as well. By coping with some language phrases, or words, they are able to adopt the language and proceed to the next level of their learning process. In the Natural Approach basic tenses are used instead of a complex one, the Present Simple Tense is preferred instead of the Past Simple Tense. Basic grammar knowledge is important to acquire. Something that can block the input of language learning is an emotional or stressful environment. Students will develop their language if they have self-confidence as well. They need to trust the process and

to feel free to express their opinion, to feel free to use the language without the fear of making mistakes. Mistakes can block their exposure as well. EFL students in Japan have studied English grammar extensively. However, it is interesting to note that most of these students make routine mistakes on structures for which they know the rules when speaking. For instance, Japanese students will, during classroom conversation, regularly omit the s that must be attached to the third-person singular form of verbs. The students indeed know the rules governing the third-person singular, as they have studied English grammar at high school. Unfortunately, most of these learners are not able to apply the rules during the conversation. Mistakes include, "He live with his sister" or "She go to work at 8 o'clock." Lightbown (Brown, 2000, p. 275) states that "Knowing a language rule does not mean one will be able to use it in communicative interaction (Shannon, "Krashen's Model of Second Language Acquisition" p.57).

Japanese students have learned and know many of the formal grammatical rules; however, they have not truly acquired the structures (Shannon, "Krashen's Model of Second Language Acquisition"). The Natural Approach is considered as a way of communication rather than rules or forms, speaking must go in a natural way. "Stated simply, focusing on communication goals provides far more comprehensible, meaningful input and encourages more language acquisition, than basing the course on grammar" (Krashen, *The Natural Approach Language Acquisition in the Classroom*.p.72). After students are confident that they are able to speak, they need to have a chance. Roleplay is one of the best techniques, this allows ESL students to be able to be engaged in the activity and allows them to practice their English with one another. Students go through several stages in learning a second language, there are students who go through a silent stage and some quickly pick up on the new language easily. Students can make a lot of mistakes while trying to speak. They will not be careful about grammatical rules, since it needs to be adopted naturally. If students can't understand the teacher at all, even after a couple of lessons using this method, then probably this method was not used correctly. The focus should not be on a grammar or student's perfection of it. "Also, grammatical syllabi only work for those students who happen to be ready for 'the structure of the day'" (Krashen. P.72).

The focus is on comprehension and speaking. Errors are common in learning a second language. Errors are the way of the learning process. Learners need an environment that gives them motivation to learn. A free and motivating environment is one step closer to acquiring a target language. The environment can do a lot to students' learning process. A low anxiety environment is a plus after all. Learners should not feel stressed or disappointed in the learning process. If they find that they don't like the classroom environment, materials, and all else they will not be interested in results as well. They will feel like they want to finish the class as soon as possible. Their goal will not be to succeed in a learning process rather they will try to skip lessons. Language learners should deliver the message in a target language, if they are capable of doing so, they are on a good track to make their wish come true. The importance of vocabulary learning is part of this method. Vocabulary learning has to be intentional for learners to develop these skills. With the vocabulary skills, they have to convey and deliver messages, they will intend to use them. At the beginning of a learning process, teachers should not expect students to have the knowledge and a wide vocabulary. They can be prepared for certain topics with limited vocabulary skills. Through the learning process, they will develop

their vocabulary skills according to their learning level as well. Teachers may not organize these classroom activities around grammar rules.

Grammar rules are avoided at this stage. Learners should take an active role in comprehension input. Comprehension input serves them to understand information that is being proceeded by them. Learners need to know when their speaking skills are developed enough to start sharing information and using a target language. They need to know when to start producing speech. Teachers are those who have the main role to organize classroom activities to prepare the classroom atmosphere and deliver classroom input. In a natural approach, only a target language in a classroom is allowed. It is expected that students will adopt the target language in the same way that they have adopted a mother tongue. This method focuses mostly on language use than on grammar structures. Listening and speaking are over the reading and writing. Language should be developed naturally and there is little attention on grammar rules. Language is learned in a free environment. Most errors in a speech are not corrected, students are praised to speak and to feel free to use the target language. For this method, the main problem can be the environment of the classroom. Sometimes it may become not interesting as before, so teachers need to change activities and to make interesting surroundings for the students. When the first language is being acquired, children are surrounded by different objects and they are not familiar with these objects. They try to discover and learn about it. While learning about the environment and about the objects they acquire the language too. And for a second language, teachers should use different objects, props, flashcards, to make it more interesting for them to emulate the knowledge. When children adopt the first language they do it unconsciously and while acquiring a second language they do it consciously. They are conscious of what they want to learn and adopt. We learn a language in the same way, as we eat or sleep. When learners start learning a target language there should be no hurry or worry. Correcting errors in this method are omitted. They are focusing on errors in a later stage of the learning process.

Language learning is spontaneously just as children learn their first language. Language learning is started from the silent stage, they will keep silent until they feel ready to produce speech. Being silent means to learn without production of the speech, they will develop listening skills, comprehension takes place first. The early production stage comes next, and this means they are ready to utter their first words or phrases. In this method, learners acquire language rather than learn the language. Acquiring is in a way of unconscious adopting the language, while learning is more conscious and intentional learning. Learners are slowly picking up the language while listening, and remaining quiet until they are ready to utter their words. The Natural Approach is: “believed to conform to the naturalistic principles found in second language acquisition. Unlike the direct method, however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences” (Jack C. Richards and Rodgers, *Approaches and Methods in Language Teaching*. p.129).

B. Methods

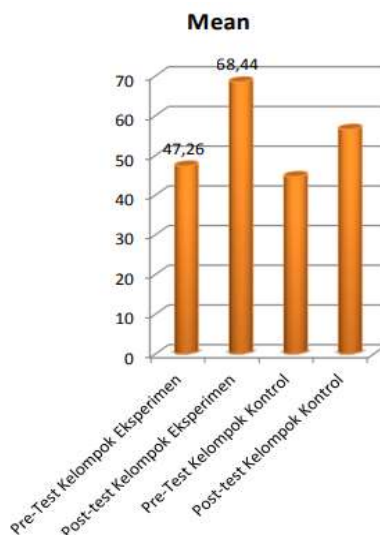
According to Ummah's research, which was conducted by interviewing, collecting documentations, and by observing 30 students, which were 14 male students and 16 female students aged 6 years old, he concluded that „most of kindergarten students at RA. Nurul Hikmah Pamekasan more interest to learn English when the teacher asked them to practice the English lesson by giving responses physically because early childhood prefer to learn English

with simple expressions, imitating, drilling, etc“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.426). The results show that there were steps of implementing TPR „namely pre-teaching, whilst-teaching, and post-teaching“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.421). While observing the students and classroom activities the researcher finds out „that the students were more active and interested in the whilst-teaching. At the second observation, they were more active and interest in the whilst and post-teaching. They became more active and interested to learn English because the teacher taught them by using imperative drilling and modelling concept that became the basic concept of TPR method“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.421).

Results from this research show that „the students were easiest to imitate than to memorize“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.424). Students were happy and they never looked bored, mostly when teachers demonstrate an action like „in whilst-teaching, the teacher demonstrated an action of “jump” instead of melompat (Indonesian). So, the most students imitated to the teachers’ action together by saying jump... jump... jump...!“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.426). Based on the results TPR method „was appropriate to be implemented in English teaching and learning process for the kindergarten students at RA. Nurul Hikmah Pamekasan“ (Siti Sumihatul, “The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood.”p.426) as well as that the spoken language is emphasized over written language.

Another research was conducted by Muhammad Aswad and it included storytelling using the TPR method among 71 students. He used observation and the test ability to measure how can they learn the language through storytelling. The results of this study „prove that the use of TPR (Total Physical Response) method through the activity of storytelling (story telling) has an effect on the result of the value of English learner of Madrasah Aliyah BPII Pamboang Majene district (Aswad, “Enhancement of English Student Learning Results through Total Physical Response (TPR) Method.”p.93). This research brings positive results including TPR and the researchers concluded that „When learners are treated by the method of TPR (Total Physical Response) through the activity of storytelling, all learners are very focused on the learning especially when the activity tells the story“ (Aswad, “Enhancement of English Student Learning Results through Total Physical Response (TPR) Method.”p.93).

In the end, the researcher concluded that „There is an increase in the average value in the experimental group that has an average value of pre-test of 47.26 after being given treatment in the form of application of TPR method (Total Physical Response) through the activity of storytelling, the result of the value of English increases with the average value post-test of 68.44. While in the control group did not increase with the value in pre-test 44.62 while post-test 56.52.“ (Aswad, “Enhancement of English Student Learning Results through Total Physical Response (TPR) Method.”p.94)



Histogram Diagram 1.1 Average Value Com
 (Aswad, “Enhancement of English Student Learning Results through Total Physical Response (TPR) Method.”p.92)

Another research was conducted by Astrie Yurisha Ginting, and the research included 32 students which were observing during classes and results were collected through tests as well. The research showed that Natural Approach has a positive impact on students' progress and it brings great reinforcement in learning a target language. The researcher explained that achievement in vocabulary using Natural Approach „can be concluded the observational sheet that consisted of the students’ indicators of activity by the implementation of Natural Approach Method to improve students’ achievement in vocabulary, it indicated that most of the students shown their progress in the activeness of applying the Natural Approach Method in teaching and learning process“ (Astrie Yurisha Ginting, “The Implementation Of Natural Approach To Improve Students’ Achievement In Vocabulary.”p.53).

C. Findings and Discussion

Based on the literature review, the Natural approach and TPR are mostly used methods with positive results. Students enjoy learning in a positive and familiar environment, so using the Natural Approach, teachers may establish great relations with their students. The Natural Approach is one of the best methods for early beginners because students will acquire their L2 in a natural way, just like they acquired their L1. Teachers should not use a native language at all. It should be avoided. If teachers speak a native language, then students will feel free to ask in a native language for an explanation rather than to try to explain it in a target language. A target language is the main tool in this type of classroom. A target language is a goal. All students want to achieve their goals. Their goal should be to acquire a target language and to be able to use it, to be able to lead the conversation, to understand others who are engaged in a conversation. “If the development of the native language begins with free, spontaneous use of speech and has culminated in the conscious realization of linguistic forms and their mastery, then the development of a foreign language begins with the conscious realization of language and arbitrary command of it and culminates in spontaneous, free speech” (Zascersinska,

“Language Acquisition and Language Learning; Developing the System of External and Internal Perspectives.”p.5).

Learners better adopt the language when they feel free, without the pressure to learn something. If they think about the language as the game or something that will help them play, they will be able to enjoy adopting it. Teachers can play through the language using the TPR method. The TPR method is mostly used with early beginners, young learners. They enjoy to play and they will adopt the language unconsciously. Using TPR will help them to develop motor abilities as well. Learners need to act, play or do any kind of activities that will combine their motor and language abilities. The best way to adopt the language is to start it at a young age. For older students, TPR will not bring positive results. But Natural approach is a method that is convenient for these groups of learners. They like to learn without stress, they want to learn about daily situations, something that they can even see or notice. Visual learners are those who will enjoy these methods. The main task is for teachers. They need to meet all student’s needs and to decide what method will achieve their goals. „Teacher is the person who decides what sort of materials are to be used for classroom transaction His choice of materials is important in the sense that it is a child -friendly and suitable to the learning activities designed to enhance acquisition“ (Sureshkumar, Language Acquisition: Theoretical Background.p.80).

D. Conclusion

Language is: “the main vehicle by which we know about other people's thoughts. Possessing a language is the quintessentially human trait: All normal humans talk, no non-human animal does” (Sureshkumar, Language Acquisition: Theoretical Background.p.42). People use the language primarily to share their thoughts and convey messages. The recipient needs to understand and view the speaker’s utterance. By language, people can recognize intentions, perceive desires, and so on. To be able to communicate people need mutual language. Mutual language can be learned or acquired. Learning the language can “be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society” (Einar Garibaldi, “Second Language Acquisition, The Effect of Age and Motivation” p.2).

Language is more than a social tool for communication. Language competence is required to share information. People need to know what utterances will bring, what impression can it take or what intend is in using the language. Speakers need to know how to convey their thought into words to be understood. Speakers and listeners need to have something in common and that is the language. Teachers are those who will bring the language to life. They will transmit their knowledge and make students adopt it. Teaching results may be seen if students are able to speak at the end of the journey. Language learning or language acquisition should be a positive journey where teachers and learners share their language knowledge. Sharing information and thoughts using a target language is more than a goal. If learners set the goal for language learning, teachers are those who will set the right methods to help them achieve it.

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