

Fasaaro Hulu, S.S., M.Pd.
Pathul Indriana, M.Pd.
Samad, S.S., M.Pd.
Dr. Dias Andris Susanto, M.Pd.
Sri Meiweni Basra, M.Pd.
Dr. Ika Fariyah Hentihu, S.Pd, M.Pd.
Tomi Arianto, S.S., M.A.
Ambalegin, M.Pd.
Chanti Diananseri, M.Pd.
Siti Rahmawati Kahar, M. Pd.
Ayu melati Ningsih, S.Pd., M.S., M.Pd.
Dr. Syamsudin, M.Hum.

FLUENT ENGLISH

with Action-Based Techniques

.... To Succeed in life, you
to be able to speak
English!!!
Let's get started!
use you really



Penerbit Gita Lentera

FLUENT ENGLISH WITH ACTIONS-BASED TECHNIQUES

Penulis:

Fasaaro Hulu, S.S., M.Pd.
Pathul Indriana, M.Pd.
Samad, S.S., M.Pd.
Dr. Dias Andris Susanto, M.Pd.
Sri Meiweni Basra, M.Pd.
Dr. Ika Fariyah Hentihu, S.Pd., M.Pd.
Tomi Arianto, S.S., M.A.
Ambalegin, M.Pd.
Chanti Diananseri, M.Pd.
Siti Rahmawati Kahar, M.Pd.
Ayu Melati Ningsih, S.Pd., M.S., M.Pd.
Dr. Syamsudin, M.Hum.

Editor:

Dr. Christina Natalina Saragi, S.Pd., M.Hum.



Penerbit CV. Gita Lentera

www.gitalentera.com

Fluent English with Actions-Based Techniques

Penulis:

Fasaaro Hulu, S.S., M.Pd.
Pathul Indriana, M.Pd.
Samad, S.S., M.Pd.
Dr. Dias Andris Susanto, M.Pd.
Sri Meiweni Basra, M.Pd.
Dr. Ika Fariyah Hentihu, S.Pd., M.Pd.
Tomi Arianto, S.S., M.A.
Ambalegin, M.Pd.
Chanti Diananseri, M.Pd.
Siti Rahmawati Kahar, M.Pd.
Ayu Melati Ningsih, S.Pd., M.S., M.Pd.
Dr. Syamsudin, M.Hum.

Editor:

Dr. Christina Natalina Saragi, S.Pd., M.Hum.

Hak Cipta dilindungi oleh Undang-undang
©All right reserved

ISBN: 978-634-7072-72-6

Layouter : Maya Ustia Sitorus
Desain Sampul : Sri Nursanti Sari, M.Pd.
Penerbit : CV. Gita Lentera
Perm. Permata Hijau Regency blok F/1 Kel. Pisang,
Kec. Pauh, Padang
Website: <https://gitalentera.com>
Email: gitalentera.publisher@gmail.com
Anggota IKAPI No. 042/SBA/2023

Cetakan Pertama, 14 Maret 2025

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh buku ini tanpa izin tertulis dari penerbit.



FLUENT ENGLISH

with Action-Based Techniques

FOREWORD

Language learning is an evolving process that requires active engagement and dynamic strategies. *Fluent English with Action-Based Techniques* is designed to introduce a comprehensive approach to mastering English through movement, interaction, and real-life application. This book serves as a practical guide for learners, educators, and language enthusiasts who seek an effective and engaging way to develop fluency in English.

The book covers various aspects of action-based language learning, including Total Physical Response (TPR), vocabulary building through gestures, mastering basic commands, and integrating movement into everyday learning activities. By incorporating physical responses, storytelling, and role-playing, learners can develop their language skills in a more natural and enjoyable manner. These techniques align with the cognitive and psychological processes involved in language acquisition, making learning more efficient and memorable.

In addition to practical exercises, this book explores the theoretical foundations of movement in language learning, demonstrating how physical activity can enhance listening skills, pronunciation, and conversational fluency. With well-structured methodologies and engaging activities, readers will gain insights into overcoming language barriers dynamically and applying language in real-life contexts.

We hope that this book will be a valuable resource for language learners and educators alike, helping them implement action-based strategies in classrooms and beyond. Special thanks to all contributors and researchers whose insights have enriched this book. May this guide inspire and support all those striving to achieve fluency in English through movement and active learning.



SYNOPSIS

Fluent English with Action-Based Techniques presents a dynamic and interactive approach to language learning by integrating physical movement into the learning process. The book explores how actions, gestures, and real-life scenarios enhance language acquisition, making the learning experience more immersive and effective. Key topics include Total Physical Response (TPR), vocabulary development through movement, role-playing, and storytelling with physical responses.

Designed for educators, students, and language learners of all levels, this book provides practical strategies and engaging activities that promote fluency and confidence in English communication. Through action-based techniques, learners can break language barriers, improve pronunciation, and develop conversational skills in a fun and meaningful way. This book serves as both a theoretical and practical guide to mastering English dynamically and naturally.

DAFTAR ISI

FOREWORD	iii
SYNOPSIS	v
DAFTAR ISI	vi
THE POWER OF MOVEMENT IN LEARNING	1
1.1. Why is Movement Important in Learning?	1
1.2. Benefit Activities in Class	2
1.3. Benefit for the movement	3
1.4. Why is the movement In Learning	5
1.5. Activities That Increase Student Engagement	8
1.6. Conclusion	19
INTRODUCTION TO TOTAL PHYSICAL RESPONSE	24
2.1. Introduction.....	24
2.2. Theoretical Foundations of TPR	26
2.3. Discussion	30
2.4. Conclusion	56
BUILDING VOCABULARY WITH ACTIONS	60
3.1. Introduction.....	60
3.2. How words are remembered to build vocabulary?	61
3.3. How many words does a learner need to know?.....	63
3.4. Action Approach in Teaching / Learning to Build Vocabulary.....	65
3.5. Conclusion	73
MASTERING BASIC COMMANDS	76
4.1. Introduction.....	76
4.2. Theoretical Foundations	80
4.3. Essential Basic Commands in English.....	84
4.4. Action-Based Techniques for Teaching Basic Commands	88
4.5. Classroom Implementation Strategies.....	92

4.6. Case Studies and Best Practices	97
4.7. Conclusion and Future Directions	101
LEARNING THROUGH EVERYDAY ACTIVITIES	107
5.1. Introduction: Bringing English into Daily Life	107
5.2. Morning Routines: Setting the Tone for the Day	108
5.3. Conversations and Social Interactions: Practicing in Real- Life Contexts	111
5.4. Cooking: Hands-On Learning at Home	112
5.5. Conclusion: Making English a Natural Part of Your Life	114
DEVELOPING LISTENING SKILLS DYNAMICALLY	116
6.1. Strategy	116
6.2. Benefit	117
6.3. Developing English Listening Skills Comprehension Dynamically	130
6.4. How to develop English Listening Skills?.....	133
FROM ACTIONS TO CONVERSATIONS	138
7.1. Observing and Understanding Actions	138
7.2. Interpreting Intentions Behind Movements	140
7.3. Transitioning from Physical Gestures to Verbal Communication	144
7.4. Building Meaningful Dialogues from Actions	145
7.5. Enhancing Conversations Through Active Engagement	147
ENHANCING PRONUNCIATION WITH MOVEMENT ...	150
8.1. Elevating Appropriate Sounds with Appropriate Movements.....	150
8.2. Actions of Speech Organs	157
8.3. Appropriate Movement for Appropriate Pronunciation.....	160
ENGAGING GAMES FOR FLUENCY	178
9.1. Introduction.....	178
9.2. Benefits of Using Games for Fluency	179
9.3. Engaging Games for Fluency	179

9.4. Conclusion	185
STORYTELLING WITH PHYSICAL RESPONSES	187
10.1. The Power of Storytelling in Language Learning	187
10.2. The Role of Physical Responses in Language Acquisition ..	188
10.3. Theoretical Foundations of Storytelling with Physical Responses	189
10.4. The Benefits of Storytelling with Physical Responses.....	190
10.5. Techniques for Implementing Storytelling with Physical Responses	193
10.6. Adapting Storytelling with Physical Responses to Different Course.....	195
ROLE PLAYING REAL-LIFE SCENARIOS.....	202
11.1. Application in Learning.....	202
11.2. Use of Role Playing to Hone Communication Skills	203
11.3. Techniques For Teaching Role Playing Through Real Life Scenarios	204
11.4. Role Simulation in Education to Enhance Empathy and Social Skills	206
OVERCOMING LANGUAGE BARRIERS ACTIVELY	210
12.1. The Different Types of Language Barriers: Linguistic, Cultural, and Psychological	210
12.2. How language differences affect communication in various contexts	213
12.3. The Role of Mindset in Overcoming Linguistic Challenges	214
12.4. Overcoming Language Barriers in the Workplace	216
12.5. Language Barrier Challenges in Education	220
12.6. Conclusion.....	222
AUTHOR'S PROFILE	228



THE POWER OF MOVEMENT IN LEARNING

By: Fasaaro Hulu, S.S., M.Pd.

1.1. Why is Movement Important in Learning?

Movement is essential for student to learn as it activates brain activities, boosts memory of retention, enhances attention and focus, and assists with process of information by augmenting blood flows in brain, which in turn promotes improved function of cognitive and overall activities of learning capacity; in essence, engaging in movement during learning may aid in better learning by stimulating various regions of the learners' brain and enhancing neural. It carries the students more efficient (Stevens-Smith, 2016).

Physical activity plays a crucial role in improving cognitive function. Improved Cognitive Function Recent studies indicate that consistent engagement in physical exercise can enhance cognitive abilities and potentially decrease the likelihood of cognitive deterioration and conditions. Exercise promotes increased blood circulation to the brain, which is thought to contribute to the maintenance and well-being of neurons.

It Helps with Brain Cognition and Anxiety

In Lafountain (2022), Regular physical activity significantly enhances cognitive function and can alleviate symptoms of anxiety. Participating in brief sessions of moderate-intensity exercise for a duration of 10 to 20 minutes can effectively improve executive functions and memory recall.

Movement applied in the classroom is crucial since it can greatly enhance student concentration, participation, mental function, and general wellness by boosting blood circulation to the brain, alleviating stress, improving memory retention, and offering a physical release for energy, which ultimately results in improved learning results and classroom conduct.

1.2. Benefit Activities in Class

1. Enhanced attention and focus
movement aids students in maintaining concentration for extended durations by boosting oxygen levels in the brain.
2. Improved memory and learning
Physical activity can activate the hippocampus, the region of the brain associated with the formation of memories, resulting in enhanced retention of information.
3. Reduced anxiety and stress
Engaging in physical activity produces endorphins, which can enhance mood and assist in controlling stress levels.
4. Increased engagement and motivation
Dynamic learning can render lessons more enjoyable and captivating, resulting in heightened participation and enthusiasm.
5. Provide impact on positive behaviour
Activity breaks may aid in regulating disruptive behaviour by offering a constructive way to release surplus energy.

6. Social skill improvement
Cooperative movement roles can enhance and communication and teamwork among the students.
7. Activity breaks
Brief, organized pauses during the lesson for stretching, walking around, or engaging in quick exercises.
8. Active learning roles
Integrate movement into lessons by dramatizing scenarios, employing hand gestures, or standing to respond to questions.
9. Kinaesthetic activities or learning
Involve students through hands-on experiences such as constructing models or handling objects.
10. Mind breaks
Implement brief activities like puzzles that require physical activities.

Movement roles in the classroom serves not only to alleviate the monotony associated with conventional teaching approaches but also represents a strategy supported by scientific research to boost student engagement, concentration, motivation, and overall health. Studies consistently demonstrate that physical activity yields remarkably beneficial effects on cognitive function, including enhanced memory and brain performance, increased focus and attention, as well as considerable reduction in stress and anxiety levels as stated in Brandon.

1.3. Benefit for the movement

1. Enhanced Memory and Cognitive Performance

Engaging in physical exercise boosts blood circulation and oxygen supply to the brain, especially to the hippocampus, an area essential for memory and learning processes. This heightened oxygen

flow encourages the release of neurotransmitters that enhance cognitive functions and facilitates the creation of new neurons. In simpler terms, following physical activity, individuals are better equipped for improved memory, understanding, and retention of information—crucial cognitive skills that aid in effective on students learning.

2. Improved Concentration and Attention Duration

Incorporating physical activity and movement into the daily routines of students can greatly improve their concentration and attention span. Following periods of exercise, students often exhibit enhanced focus that may persist for several hours. Implementing brief movement splits, such as walking, stretching, or engaging in quick games, can effectively boost academic performance, particularly for those who find it challenging to sustain their attention.

3. Alleviation of Stress and Anxiety

Physical activity triggers the secretion of endorphins, which are hormones that foster a sense of well-being and diminish the sensation of pain. The presence of these endorphins can mitigate stress and lessen anxiety symptoms. Engaging in regular exercise can boost self-esteem, improve sleep quality, and enhance mental clarity, thereby enabling students (and individuals in general) to optimize their cognitive abilities.

According to Marzano (2017) Research, indicates that physical activity enhances focus, reduces stress, and boosts memory retention. Although the majority of studies on the beneficial relationship between elevated physical movement and learning improvements have focused on younger learner groups, newer research indicates that increasing the physical engagement of college students also leads

to favourable academic results. Allowing students any chance to be active during class, whether it's a ten-minute standing coffee break or a kinaesthetic learning task, can have a positive effect on student education.

1.4. Why is the movement In Learning

1. Brain activation

Physical activity stimulates the neurotransmitters release that improve cognitive performance and awareness, facilitating the absorption of information (Smith, 2016).

a. Learners up and Walk around

classroom Movement can serve as an excellent method to enhance concentration and promote brain growth. Discover additional information on why movement, even fidgeting and standing can benefit students!

why should have the movement?

- 1) Research has indicated that it provides a direct link between physical activity and cognitive function.
- 2) Physical activity serves as a means of learning.
- 3) Engaged learning is completely immersive.
- 4) Dynamic work environments decrease disruptive behaviors.
- 5) Children who are active tend to be healthier.

b. Connecting Brain

Physiologically, movement benefits the brain. It enhances blood circulation and level of oxygen. Additionally, studies indicate the same area of the brain responsible for movement is also involved in learning. As Eric Jensen, the author of *Teaching with the Brain in Mind* and *Learning with the Body in Mind*, states, activities like rolling, jumping and swinging generate stimulation that engages our attentional system, thereby boosting reading and attention.

Engaging in physical activities also supply the brain with chemical proteins required for the brain cells development) and, consequently, can indeed promote neuron production.

c. Enrich Learning

Active in learning roles completely engages students. Every aspect, truly from head to toe, is contributing to a shared objective. All senses are providing input, then brain is actively processing. Each students have the best chance to learn in their own manner. Furthermore, students have various routes to remember what things they have encountered or learned.

Memory consolidation:

In Kleinjan, Dana (2020), stated that Movement may assist in anchoring new knowledge in long-term memories by promoting links between various regions of the brain. The lack of activity observed in preschool could significantly impact children in the elementary school as well as in their adult years (Abadie and Brown, 2010). The greater the level of activity in a child during their early years, the more the brain become engaged, and the more physical exercise contributes to brain development (Stevens-Smith, 2016a; Savina et al., 2016). A physically active student achieves a higher degree of academic success compared to those who do not engage in physical activity (Abadie and Brown, 2010). Students involved in a program that encourages physical activities are less prone to health issues stemming from diseases (Abadie and Brown, 2010). The level of intensity in a physically active kids and their academic performance has been regarded as beneficial, encompassing a connection between movement, focus, attention, spatial awareness, and memory (Shoval et al., 2018).

Improved focus and attention:

Based on Lamprecht (2016), Participating in physical activities could assist students in remaining attentive and involved during educational sessions, thus minimizing distractions.

Some particular advantages that movement splits may offer:

Effectiveness in Learning

- a. The hippocampus requires time to assimilate information since it plays a role in short-term memories and orientation
- b. When students go back to the material, their brain can regain its focus
- c. Movement aids in cultivating social skills, which are essential for linking to understanding and critical thinking abilities
- d. Restoring the connection between the body and brain proposes revitalize learning

Stress Relief, Mood Elevation and Social Perks

- a. When students feel stressed or uncomfortable, their brains struggle to absorb new informations effectively, particularly when they need to employ critical of thinking skills or relate new concepts to their individual experiences, previous knowledge and abstract reasoning.
- b. The relationships between students and between students and teachers are crucial for effective learning—Studies have indicated that enjoyable and secure environments where learners show kindness and support to each other lead to greater academic achievement.
- c. There are significantly less physical activities in contemporary life, particularly for children, as physical education and recess is being minimized to prioritize academic performance.

- d. Often, our most innovative ideas emerge during moments of relaxation.
- e. You can alleviate feelings of the overwhelmed about materials.

Class Cohesion

- a. Increases the student's involvement and presence in class
- b. Fosters connections and a general care for the welfare of others
- c. Enhances self-worth and a feeling of inclusion
- d. Strengthens listening abilities and communications
- e. Encourages enjoyment and laughter during learning
- f. Enhances self-control and drive

Stress reduction:

Engaging in physical exercise can reduce stress, which can have a beneficial effect on learning by fostering a more peaceful mental state.

Kinesthetic learning:

For certain learners, adding movement to learning tasks can improve comprehension and memory, particularly for individuals who prefer a kinesthetic learning approach.

Social development:

Activities that involve movement can promote collaboration, social engagement among students, enhancing their communication skills and teamwork abilities.

1.5. Activities That Increase Student Engagement

Beneficial movement roles for learners in the classroom consist of: using physical moves while discovering new concepts (such as performing scenes such as a story), taking brief "movement splits or

breaks" through activities as walking or stretching on the spot, practicing "alphabets yoga" to create letters with the students' bodies, performing "freeze dance," or participating in fast energizer games as "word relay" to introduce a physical component to identify new vocabularies; all can assist in enhancing engagement, focus and information retention while also offering physical activity.

Key points regarding movement in class:

Enhances concentration and focus:

Frequent movement splits can assist students in regaining focus and energy following durations of seated learning.

Supports kinesthetic students:

Movements that include physical activity can be particularly advantageous for students who excel in hands-on learning.

Encourages creativity and expression:

Activities such as dancing or performing scenarios can enable students to engage in creative self-expression.

Can be woven into any subjects:

Movement could be blended into nearly any lesson through the use of gestures, enacting concepts, or integrating physical activities tied to the subject.

Examples for activities involving movement:

- a. Story actions: Perform significant scenes from stories that are being read
- b. Brain break tasks: Short exercises such as arm circles, jumping jacks, or stretching

- c. Simon Says: Include commands based on movement such as "Simon says, "touch your knee"
- d. Alphabet Yoga: Create letters of the alphabet using body positions
- e. Word Relay: Transfer a ball or object while stating a related word
- f. Freeze Dance: Dance to music and stop when the music halts
- g. Charades: Act out phrases or words for peers to guess
- h. Cross the midline activities: Movements that require get across the body to stimulate the brain

Activities that increase student engagement include:

including learners interests, posing open-ended questions, enabling group collaboration, utilizing simulations and games, promoting student presentations, offering learning choices, linking lessons to practical applications, integrating technology and frequently soliciting learner feedback.

Key strategies to boost student engagement:

The strategies keys to enhance student motivation:

Personalization:

Integrate student interests: Adapt lessons to feature subjects or activities that relate to students' passions or hobbies. Choice-driven learning: Provide students with the opportunity to choose projects, research subjects, or educational routes that correspond with the student interests.

Active Learning:

- a. Group discussions & debate: Foster cooperative learning through conversations where learners express viewpoints and enhance each other's thoughts.

- b. Role-playing & simulation: Develop situations that enable learners to take part actively in the mock setting.
- c. Brainstorming session: Collectively produce views as classes to promote involvement and inventive thinking.

Ask question actively:

- a. Open-ended question: Pose inquiries that demand reflective answers and assessment, rather than mere yes/no responses.
- b. Think-Pair-Share: Instruct the students to contemplate questions independently, then converse with a pairs prior to presenting to the class.

Integrated to technology:

- a. Tools in digital and platforms: Employ educational applications, interactive presentations and online simulation to boost engagement.
- b. multimedia and video clips: Integrate pertinent videos, audio segments, and pictures to encourage diverse technical learning.

Reflection and Feedback:

- a. Peer review: Allow students to give clear feedback on one another's work to foster critical thinking and accountability
- b. Self-assessment: Motivate students to contemplate the pinpoint and learning progress areas that need enhancement.

Sharing and presentation:

- a. Presentation for the student s: Offer chances for students to display their projects to the class, promoting self-assurance and communication abilities.
- b. Sharing idea and project: Establish a venue for learners to highlight their learning via exhibit, poster or digital portfolio.

Classroom Movement Routine according to Sara Marye

1. Learning Circles

Divide the students into two distinct groups. If you regularly implement learning circles, you may prefer to designate an A group and a B group (or categorize them as inside the circle student and outside the circle learners).

Instruct your students to arrange themselves into two concentric circles. One group will create the outer circle, facing inward, while the other group will form the inner circle, facing outward. It is advisable to practice the formation of these circles several times when introducing this routine to enhance its effectiveness.

Every student should be positioned directly opposite another student. This individual will serve as their discussion partner for the question or prompt provided. The teacher will present a question for the class to address, which may be an open-ended inquiry related to a recently read book or a closed question aimed at assessing their understanding of the text. This approach can also be applied to true/false or multiple-choice questions; however, it is essential that students have the opportunity to articulate their reasoning alongside their selected answer. After students have responded and engaged in discussion with their partner, both circles will rotate in opposite directions, allowing students to face a new pair.

You may continue to pose questions, allowing students to respond and facilitating the rotation of circles until all questions have been addressed or until students have sufficiently engaged in movement. This activity is particularly effective with open-ended inquiries related to a read-aloud, or it can be utilized to review homework or worksheet questions. Students can participate individually and subsequently share their responses through collaborative learning loops

One of the advantages of this movement activity is that it

provides a greater number of students the opportunity to express their thoughts prior to disclosing the correct answer. Additionally, it is an enjoyable experience, as students appreciate the interactive nature of the learning loops.

2. Quiz, Quiz, Trade

Initially, distribute a task card to each student, ensuring that each card contains a unique question. Ideally, every student should have an individual question or question stem to address. Alternatively, you may provide brief reading passages accompanied by questions; however, the key aspect is that no two students should have identical questions or texts in the front

Before students commence moving about the classroom, prompt them to read their respective questions and formulate their answers independently. Once you are prepared to start, instruct the students to stand and circulate the room in search of a partner, encouraging them to approach the first individual they encounter.

When students have paired up, they will alternate in posing their questions to one another and providing responses. After both participants have answered the question or completed the task cards, they will exchange cards. This process involves quizzing each other, followed by trading cards. Subsequently, students will have a new question to pose and may seek out a different partner to repeat the quiz, quiz, trade cycle.

Great to implement this routine with students as it allows for the possibility of partnering with the same individual multiple times. Occasionally, students may prefer to partner with their friends repeatedly, or there may be a few particularly reserved students who only engage with a limited number of peers. However, by continuously rotating the questions, even if a student collaborates with the same classmate again, they will still encounter a different question stem,

thereby enhancing their learning experience.

3. Small Group Scoot

Organize students into small groups. This approach is most effective if the desks are arranged in clusters of four to six. Each group will receive a set of response questions or task cards. Depending on your instructional objectives or the specific skill being targeted, you may choose to provide identical sets of questions or task cards to each group, or alternatively, assign different sets to each group for varied practice.

Position one response question or task card on each student's desk. Instruct the students to stand, push their chairs in, and position themselves behind their desks to read and respond to the task card or question placed in front of them.

When the teacher announces "Scoot," all students will rotate around their table in a clockwise manner. With each rotation, students will engage with a new task card or question. This process continues until all task cards or questions at their table have been addressed.

Task cards are an excellent resource for small group scoot activities. If you possess a set of task cards and are seeking effective methods to utilize them beyond scoot or independent practice, I recommend exploring a blog post I authored that discusses how task cards can enhance reading understanding.

4. Four Corners

Initially, it is essential to designate each of the four corners of the room with a single letter: A, E, I, and O. In the event that you frequently utilize multiple-choice assessments that include extra options such as E, F, G, and H, ensure that you label the corners as A/E, E/F, I/G, and O/H. This approach will allow you to effectively use the corners for both sets of answer choices.

Students will subsequently respond to a multiple-choice question. You may choose to have them tackle one question at a time, or alternatively, allow them to complete all multiple-choice questions before reviewing their answers using the four corners method.

To enhance the meaningfulness of multiple-choice tests, I recommend encouraging students to provide explanations for their selected answer choices. This can be facilitated by providing them with a post-it note on which they can articulate their reasoning behind the chosen answer.

After the students have responded to their questions, it is essential to instruct them to proceed to the corner of the room that aligns with their selected answer. A straightforward command such as "go," "move," or "select your corner" will suffice.

Once the students have gathered in their respective corners, I encourage them to discuss their reasoning with their peers in the same area. Additionally, I prefer to have a spokesperson from each corner present the rationale behind their chosen answer.

Finally, find the correct answers from the students. Ultimately, disclose the accurate answer to your students. I find the Four Corners activity particularly beneficial during test preparation, as it serves to diversify the multiple-choice practice sessions. Typically, I have students respond to one question at a time, followed by engaging in the Four Corners routine. Additionally, allowing students the opportunity to reconsider their thoughts or answers throughout the process significantly enhances the confidence of those who often experience anxiety regarding standardized testing.

The Four Corners method is an effective and straightforward means of integrating movement into the classroom.

One alternative approach is to assign specific categories or descriptors to each corner (refer to the list below). After engaging with a shared text, students can then move to the corner that corresponds

to their chosen category. Label the corners as follows:

- a. I possess a significant connection to establish.
- b. I have an inquiry I wish to explore.
- c. I have a forecast that I would like to present.
- d. I hold a firm viewpoint regarding this texts

Following a collective reading experience, students may record their selections and subsequently move to the designated corner to engage in discussions with their peers. As you begin to integrate these movement routines into your classroom, you will discover various methods to modify them slightly.

Implement it effectively:

Presenting challenges. Select one movement routine to instruct your students this week. While it is not necessary to cover all four routines, it is essential to choose one and prepare to present it to your students during this week. Trust that both you and your students will appreciate the additional movement incorporated into the classroom.

Material that can improve student leaning in class:

Material that could greatly enhance students motivation in the classroom consist of: the digital textbook featuring interactive elements, gamified activities components, visual resources such as diagrams and charts, real-life examples, cooperative group tasks, technology for acquiring information, hands-on manipulatives, multimedia presentations, and learning activity support resources customized to each student requirements; all can boost engagement, understanding and active studying when utilized effectively.

Key to improving learning materials:

Active learning:

Materials ought to inspire student to engage actively, such as through conversations, problem-solving tasks, and practical experiment

a. Focus in your goals

It is essential to establish a clear understanding of teaching objectives prior to selecting any materials. Consider what you aim to accomplish with your course or lesson. What specific learning objectives and outcomes do you intend to achieve? How do these align with the established curriculum standards and expectations? Additionally, how do they cater to the needs and interests of your students? By articulating your goals, you can refine your choices and concentrate on materials that effectively support your educational aims and vision.

b. Evaluate your resources

It is essential to evaluate the quality, accuracy, relevance and diversity of the materials, in addition to their appropriateness for the students' level, background and learning preferences.

c. Apply pedagogical content knowledge

The knowledge of pedagogical content refers to the expertise required to teach a particular subject or topic effectively. This encompasses a comprehensive understanding of the content itself, the characteristics of the students, and the most effective methods and strategies for promoting learning. In order to choose the most suitable materials to enhance your teaching, it is essential to utilize the knowledge of pedagogical content and consider how these materials will assist you in reaching your educational objectives. For instance, you may contemplate the following questions: In what ways will the materials engage and motivate the students to learn? How will they support the development of the students' understanding and skills? How will

they facilitate the assessment based on student's progress and give feedback?

1. Diverse formats

Integrating various forms of media, such as written content, images, audio recordings, and videos, can accommodate a range of learning preferences. Connection to students' experiences: Incorporating practical examples and real-life situations can enhance the relevance and significance of the material for students.

2. Incorporation of technology

Employing digital resources, including interactive displays, educational applications, and online learning environments, can create engaging educational experiences. Assessment and feedback: Implementing self-evaluation tools and providing avenues for teacher feedback can assist students in tracking their development and recognizing areas that require enhancement.

Materials that could improve student learning:

- a. Digital textbook containing quizzes, videos and interactive components.
- b. simulations and educational games that make learning concept is more engaging.
- c. graphic organizer and concept maps for visually illustrating the connections between views.
- d. scenarios and real case study designed for practical application learning.
- e. using whiteboards for joint presentation and annotation.
- f. Management systems for learning providing online link to resources and talk.

- g. Manipulative that allow for practical description of concept (e. g., science performance) make the math block.
- h. Audio recordings of lectures or readings intended for auditory learner.
- i. Group task activities that encourage peer-to-peer and collaboration learning.
- j. Differentiated learning materials to address the diverse abilities of students.

1.6. Conclusion

The impact of physical activity (PA), particularly physical education, enhances classroom conduct and contributes positively to various elements of academic success, notably in skills related to mathematics, reading, and overall performance scores in young individuals (Alvarez-Bueno, 2017).

In Marzano (2017), Physical activities may also assist students in processing information. One illustration of a movement-based activities is four corners. This activity can be arranged in several different ways. For instance, you may position papers that outline four distinct scenarios in the four corners of the classroom. Next, divide the class into four groups, necessitating that each group navigates through all four corners. This exercise requires students to engage with content collectively while moving throughout the room. Additionally, the movement provides students with a mental refresh that helps them refocus on the material presented, and standing enables students to easily collaborate with various peers in their group. Another method to organize the same exercise is to position questions in the four corners of the room. Students can choose which question they would prefer to discuss and answer. Alternatively, you could place answer choices in each corner of the room and pose the same question to the entire class. In this setup, students must stand in the corner that

contains the answer choice that best addresses the posed question. Naturally, this is most effective when the question transpires to be open-ended or filled with misconceptions to encourage animated discussion and varied responses. Complicated scenarios work wonderfully for this exercise. There are numerous additional movement activities that enable students to process information, such as student whiteboards, gallery walks, mingle, student scale and stand - be counted.

Finally, a more sophisticated application of movement in the classroom is utilizing one's own body to comprehend new concepts and skills, an approach referred to as embodied learning. One particular activity, known as statues, is employed to evaluate students' understanding of fresh concepts. For instance, after reading a poem, an instructor may ask students to take on a physical stance that represents the tone of the poem. To offer support for students who are reluctant to engage in such a physical manner, the instructor can present alternatives, such as using a facial expression to convey the tone of the poem. Poseable dolls could serve as an alternative for students with physical disabilities or social anxiety to embody learning without employing their own body. Additional examples of embodied learning include acting out the application of a learned skill during a role play activity and engaging in a hands-on experiment, construction project, or simulation. Many advanced-level classes already integrate such activities to great effect.

The following signs are evident can be assured that movement is facilitating learning:

- a. Students participate actively in the strategies.
- b. Students seem to have heightened energy levels.
- c. Students are able to articulate how physical movement maintains their interest and aids their learning.

Doing physical roles to enhance learning, there are various methods that educators can employ physical of movement activity strategically to foster positive behavior and learning within the classroom. Firstly, educators can concentrate on the duration and intensity of physical activity: for instance, a single activity session can be utilized to elevate adrenaline and dopamine levels in the body, which promptly enhances attention. Engaging in game, video, song, music activity over several weeks promotes the development neurons in the brain, and these enduring changes in brain structure result in enhanced memories and learning motivation.

A teacher or lecturer may also implement various types of physical roles at different phases of children's growth. Certain learners of physical activities aid in enhancing executive function and self-regulation abilities in younger learners: activities that necessitate behavioral and emotional control are especially advantageous. Suitable options consist of musical chairs and musical statues, where children move around as music plays, then rush to sit down on a chair or freeze when the music halts. In these activities, children must manage their movements when the music stops and regulate their emotions if they are left out. Cooperative games are beneficial too. In one such activity, a child closes their eyes and is guided on a stroll by a peer. Both children need to collaborate towards a shared objective and control their emotions when the task becomes difficult. This type of activity aids children in enhancing their emotional regulation abilities so they may be less swayed by their feelings in the classroom and more capable of concentrating on the task on the table. As children enter their teenage years, parents and schools may urge them to engage in organized sports that demand behavioral control. Comprehensive movement practices.

REFERENCE

- Abadie, B. R., & Brown, S. P. (2010). *Physical activity promotes academic achievement and a healthy lifestyle when incorporated into early childhood education*. Forum on Public Policy Online, 2010(5), 1-8.
- Alvarez-Bueno, C., dkk. (2017). Academic achievement and physical activity: a meta-analysis. *Pediatrics*, 140(6).
- Brandon, (____). *Movement in the Classroom: Enhancing Student Engagement and Learning*, retrived in <https://untappedlearning.com/movement-in-the-classroom/>
- Kleinjan, Dana, (2020). *Movement Matters: The Impor ement Matters: The Importance of Incorpor tance of Incorporating Mo ating Movement in the Classroom*.
- Lafountain (2022). *10 Ways Daily Movement Benefits You*. Cited from <https://zerolongevity.com/blog/10-ways-daily-movement-benefits-you/>
- Lamprecht, (2016). *The Benefits of Movement in the Classroom*.
- Marzano, (2017). *Using Physical Movement to Increase Student Engagement and Learning*.
- Northwest family (2024). *The Importance of Exercise and Daily Movement*.
- Sara marye, (____). *Movement In the Classroom: Get Kids Moving With These 4 Easy Movement Routines* <https://www.stellarteacher.com/blog/movement-in-the-classroom/>
- Shoval, E., Sharir, T., Arnon, M., & Tenenbaum, G. (2018). The effect of integrating movement into the learning environment of kindergarten children on their academic achievements. *Early Childhood Education Journal*, 46(3), 355-364.

Smith, (2016). *Why You Should Get Students Up and Walking Around*.
Stevens-Smith, D. (2016). Active Bodies/Active brains: Practical applications using physical engagement to enhance brain development. *Strategies: A Journal for Physical and Sport Educators*, 29(6), 3-7.



INTRODUCTION TO TOTAL PHYSICAL RESPONSE

By: Pathul Indriana, M.Pd.

2.1. Introduction

1. What is Total Physical Response?

Definition and Origins: Introduce TPR as a language teaching method developed by Dr. James Asher in the 1960s. Total Physical Response (TPR) is a language teaching methodology developed by Dr. James Asher in the 1960s. It is based on the principle that language learning is most effective when it involves physical movement and actions, mirroring the way children naturally acquire their first language. In TPR, learners respond to verbal commands with physical actions, such as standing up, sitting down, or pointing to objects. This approach emphasizes listening and comprehension before speaking, allowing learners to internalize language structures without the immediate pressure of verbal production (Mohan & Arun, 2022).

Dr. Asher's inspiration for TPR came from observing how children learn their native language. He noted that children spend a significant amount of time listening and responding physically to commands before they begin to speak. TPR replicates this process in the classroom, creating a low-stress environment where learners can

absorb language naturally. The method is particularly effective for beginners, as it reduces anxiety and builds confidence through physical engagement (Richards & Rodgers, 2014).

2. Core Concept: Mimicking First Language Acquisition Through Physical Movement

Total Physical Response (TPR) is grounded in the idea that language learning is most effective when it incorporates physical movement, mirroring the natural process of first language acquisition. In early childhood, children learn their native language by listening to caregivers and responding with actions before they begin to speak. For example, a child might hear "clap your hands" and perform the action long before they can verbally produce the phrase. TPR replicates this process in the classroom by having learners respond to verbal commands with physical actions, such as "stand up," "turn around," or "point to the door." This approach emphasizes comprehension over production, allowing learners to internalize language structures through kinesthetic engagement (Mohan & Arun, 2022).

TPR also aligns with the principles of stress-free learning. By removing the pressure to speak early on, learners can build confidence and gradually transition to verbal communication. This makes TPR an inclusive and accessible method for learners of all ages and proficiency levels (Richards & Rodgers, 2014).

3. Historical Context: The Evolution of TPR in Language Teaching Methodologies

Total Physical Response (TPR) emerged in the 1960s as a revolutionary approach to language teaching, developed by Dr. James Asher, a psychologist and professor. At the time, language teaching was dominated by methods like the Grammar-Translation Approach and the Audio-Lingual Method, which focused heavily on rote

memorization, repetition, and grammatical accuracy. These methods often neglected the importance of comprehension and real-world communication, leading to passive and disengaged learners. Dr. Asher sought to address these limitations by creating a method that prioritized understanding and physical engagement, inspired by his observations of how children naturally acquire their first language (Mohan & Arun, 2022).

In the broader history of language teaching methodologies, TPR represents a shift toward more learner-centered and interactive approaches. It paved the way for other methods, such as Task-Based Learning and Communicative Language Teaching, which also emphasize meaningful interaction and real-world language use. Today, TPR remains a valuable tool in language education, often integrated with other methods to create dynamic and inclusive learning environments (Richards & Rodgers, 2014).

2.2. Theoretical Foundations of TPR

1. Comprehension Approach: Understanding Before Production

Total Physical Response (TPR) is deeply rooted in the Comprehension Approach, a theoretical framework that emphasizes the importance of understanding language before producing it. This approach aligns with Stephen Krashen's Input Hypothesis, which posits that language acquisition occurs when learners are exposed to comprehensible input—language that is slightly above their current proficiency level (Krashen, 1982). TPR operationalizes this principle by focusing on listening and physical responses as the primary modes of learning, delaying verbal production until learners have developed a strong foundation in comprehension.

In TPR, learners are first exposed to simple, actionable commands, such as "stand up," "sit down," or "touch your head." These commands are accompanied by physical demonstrations,

ensuring that learners understand the meaning of the words through context and action. By prioritizing comprehension, TPR creates a low-pressure environment where learners can absorb language naturally, without the anxiety often associated with speaking too soon. This mirrors the way children acquire their first language, where they spend months or even years listening and responding physically before they begin to speak fluently.

The Comprehension Approach also underscores the importance of reducing learner anxiety, a key factor in successful language acquisition. TPR achieves this by allowing learners to respond physically rather than verbally, eliminating the fear of making mistakes. This creates a positive and supportive learning environment, which Krashen identifies as essential for language acquisition to occur.

In summary, TPR's alignment with the Comprehension Approach and Krashen's Input Hypothesis highlights its effectiveness as a language teaching method. By prioritizing comprehension, providing meaningful and contextualized input, and reducing learner anxiety, TPR creates a solid foundation for language acquisition that supports long-term learning and fluency.

2. Language-Motor Connection: The Psychological Basis for Linking Physical Actions with Language Acquisition

The Total Physical Response (TPR) method is deeply rooted in the psychological principle that physical movement and language acquisition are intrinsically connected. This connection, often referred to as the language-motor link, is supported by research in cognitive psychology and neuroscience, which demonstrates that engaging the body in learning enhances memory, comprehension, and retention. TPR leverages this connection by incorporating physical actions into language instruction, creating a multisensory learning experience that strengthens the brain's ability to process and store linguistic

information (Glenberg, 2015).

Research in neuroscience further supports the language-motor connection by highlighting the role of mirror neurons in learning. Mirror neurons are brain cells that activate both when an individual performs an action and when they observe someone else performing the same action. These neurons play a crucial role in imitation and learning, particularly in language acquisition. In a TPR classroom, when learners observe the teacher demonstrating a command and then perform the action themselves, their mirror neurons fire, reinforcing the link between the language input and the physical response. This process not only aids comprehension but also facilitates the internalization of language structures (Rizzolatti & Craighero, 2014).

The psychological benefits of TPR extend beyond memory enhancement. Physical movement has been shown to reduce stress and increase engagement, both of which are critical for effective learning. Studies have demonstrated that physical activity stimulates the release of endorphins and other neurotransmitters that improve mood and focus. By incorporating movement into language lessons, TPR creates a positive and dynamic learning environment that keeps learners motivated and attentive. This is particularly beneficial for young learners and those who struggle with traditional, sedentary teaching methods (Glenberg, 2015).

In summary, the language-motor connection is a cornerstone of TPR's theoretical foundation. By integrating physical movement into language instruction, TPR taps into the brain's natural ability to learn through multisensory experiences, enhances memory and retention, and creates an engaging and stress-free learning environment. This psychological basis makes TPR a powerful tool for language acquisition, particularly for beginners and young learners.

3. Stress-free Learning: Reducing Anxiety Through Physical Responses

One of the most significant advantages of Total Physical Response (TPR) is its ability to create a stress-free learning environment, which is crucial for effective language acquisition. Traditional language teaching methods often place immediate pressure on learners to produce verbal output, which can lead to anxiety, fear of making mistakes, and a lack of confidence. TPR addresses this issue by shifting the focus from speaking to physical responses, allowing learners to engage with the language in a low-pressure and supportive way. This approach aligns with research in educational psychology, which highlights the negative impact of anxiety on learning and the importance of creating a positive emotional climate in the classroom (Krashen, 2013).

Research in second language acquisition has consistently shown that anxiety is a major barrier to language learning. High levels of stress can impair cognitive functions such as memory, attention, and problem-solving, making it difficult for learners to absorb and retain new information. TPR mitigates this issue by creating a playful and interactive learning environment where mistakes are not only tolerated but also expected as part of the learning process. For example, if a learner misinterprets a command like "touch your nose" and touches their ear instead, the teacher can gently correct the action without causing embarrassment. This non-threatening approach fosters a sense of safety and encourages learners to take risks, which is essential for language growth (MacIntyre & Gregersen, 2012).

The physical nature of TPR also contributes to its stress-reducing effects. Physical movement has been shown to release endorphins, which are natural mood enhancers that promote feelings of well-being and relaxation. By incorporating movement into language lessons, TPR helps learners stay energized and engaged, reducing the monotony

and frustration often associated with traditional, sedentary teaching methods. This is particularly beneficial for young learners and those with short attention spans, as it keeps lessons dynamic and enjoyable (MacIntyre & Gregersen, 2012).

In summary, TPR's focus on physical responses rather than immediate verbal output creates a stress-free learning environment that reduces anxiety and fosters confidence. By prioritizing comprehension, incorporating movement, and providing non-threatening feedback, TPR enables learners to engage with the language in a way that is both effective and enjoyable. This makes TPR an ideal method for learners of all ages, particularly those who may feel intimidated by traditional language teaching approaches (Mohan & Arun, 2022).

2.3. Discussion

1. Listening Before Speaking: The Foundation of Comprehension

One of the core principles of Total Physical Response (TPR) is the emphasis on listening and comprehension as the first steps in language learning. This principle is rooted in the natural process of first language acquisition, where children spend a significant amount of time listening to and understanding spoken language before they begin to speak. TPR replicates this process by delaying verbal production and focusing on developing learners' ability to comprehend and respond to spoken commands through physical actions.

The "listening before speaking" approach aligns with Stephen Krashen's Input Hypothesis, which posits that language acquisition occurs when learners are exposed to comprehensible input—language that is slightly above their current proficiency level but still understandable (Krashen, 1982). In TPR, learners are initially exposed to simple, actionable commands, such as "stand up," "sit down," or "point to the door." These commands are accompanied by visual cues

and physical demonstrations, ensuring that learners can associate the words with their meanings without the need for translation. By focusing on comprehension first, TPR allows learners to build a strong foundation in the language, which later supports their ability to produce speech naturally and confidently.

This principle also reduces the cognitive and emotional burden on learners. Traditional language teaching methods often require learners to speak before they are ready, which can lead to anxiety, frustration, and a fear of making mistakes. TPR eliminates this pressure by allowing learners to respond physically rather than verbally, creating a low-stress environment where they can focus on understanding the language without the fear of immediate evaluation. Research has shown that reducing anxiety is critical for language acquisition, as high levels of stress can impair cognitive functions such as memory and attention (MacIntyre & Gregersen, 2012).

In summary, the principle of "listening before speaking" is a cornerstone of TPR, emphasizing the importance of comprehension as the foundation for language learning. By delaying verbal production and focusing on understanding, TPR creates a supportive and effective learning environment that reduces anxiety, enhances memory, and prepares learners for successful language use.

2. Physical Response: Demonstrating Understanding Through Actions

A defining feature of Total Physical Response (TPR) is its use of physical actions as a means for learners to demonstrate comprehension. Instead of relying on verbal responses, learners in a TPR classroom show their understanding of language through gestures, movements, and actions such as pointing, walking, or clapping. This approach not only makes language learning interactive and engaging but also aligns with the natural way humans process and

internalize information, particularly in the early stages of language acquisition.

The use of physical responses is grounded in the principle that movement enhances memory and learning. When learners hear a command like "touch your nose" or "pick up the book" and perform the corresponding action, they create a multisensory experience that strengthens the connection between the language input and its meaning. Research in cognitive psychology supports this idea, showing that physical movement activates multiple areas of the brain, including the motor cortex and hippocampus, which are critical for memory formation (Glenberg, 2015). By associating words with actions, learners encode linguistic information more deeply, making it easier to recall later.

In summary, the principle of physical response in TPR transforms language learning into an interactive and dynamic process. By using actions to demonstrate understanding, learners engage multiple senses, enhance memory retention, and build confidence in a low-pressure environment. This approach not only supports effective language acquisition but also makes learning enjoyable and accessible for all types of learners.

3. Repetition and Reinforcement: Solidifying Vocabulary and Grammar Through Practice

Repetition and reinforcement are central to the Total Physical Response (TPR) method, playing a critical role in helping learners internalize vocabulary and grammar structures. In TPR, teachers use repeated commands and variations to provide learners with ample opportunities to practice and reinforce their understanding of the language. This principle is rooted in the idea that language acquisition requires consistent exposure and practice, allowing learners to move new information from short-term to long-term memory.

Repetition in TPR is not merely about repeating the same command verbatim but involves introducing variations that challenge learners to apply their knowledge in different contexts. For example, after mastering a basic command like "stand up," learners might be asked to respond to variations such as "stand up slowly" or "stand up and clap your hands." These variations reinforce the original vocabulary while introducing new elements, such as adverbs or compound actions, which expand learners' understanding of grammar and sentence structure. This approach ensures that learners are not just memorizing isolated words but are also developing the ability to manipulate language flexibly.

Repetition and reinforcement also build learners' confidence and fluency over time. By practicing commands in a low-pressure environment, learners gradually internalize the language, making it easier for them to produce it spontaneously. For example, after repeatedly hearing and responding to commands like "pick up the pen" or "put the book on the table," learners can eventually use these phrases in real-life situations without hesitation.

In summary, repetition and reinforcement are essential principles of TPR that help learners solidify vocabulary and grammar through consistent practice and variation. By combining repetition with physical engagement and gradual complexity, TPR creates a dynamic and effective learning process that supports long-term language acquisition.

4. Teacher and Learner Roles: A Dynamic Interaction for Effective Learning

A distinctive feature of Total Physical Response (TPR) is the clear and interactive roles assigned to teachers and learners, creating a dynamic that fosters effective language acquisition. In a TPR classroom, the teacher acts as the director, providing verbal

commands and modeling actions, while the learners take on the role of actors, responding to the commands through physical movements. This structured interaction ensures that the learning process is focused, engaging, and supportive, allowing learners to build confidence and comprehension before transitioning to verbal production.

The teacher's role in TPR is to provide clear, concise, and comprehensible input. By giving commands such as "stand up," "sit down," or "point to the window," the teacher guides learners through the language-learning process in a way that is both accessible and meaningful. The teacher also models the actions initially, ensuring that learners understand the connection between the words and the corresponding movements. This modeling phase is crucial, as it provides learners with a visual and auditory reference, reducing confusion and building a strong foundation for comprehension. As learners become more proficient, the teacher gradually increases the complexity of the commands, introducing new vocabulary and grammatical structures while maintaining a supportive and encouraging environment.

In summary, the teacher and learner roles in TPR create a dynamic and interactive learning environment that prioritizes comprehension, reduces anxiety, and fosters confidence. By clearly defining these roles, TPR ensures that learners are actively engaged and supported throughout the language-learning process.

5. Benefits of TPR in Language Learning

Total Physical Response (TPR) is a language teaching method developed by James Asher in the 1960s, which integrates physical movement with language learning. This approach is particularly effective for beginners and young learners, as it leverages the connection between physical actions and language acquisition. One of

the most significant benefits of TPR is its ability to enhance retention, as physical involvement strengthens memory and recall. This section explores how TPR contributes to improved retention and its implications for language learning.

Enhanced Retention through Physical Involvement

TPR enhances retention by engaging multiple senses and cognitive processes. When learners associate words or phrases with physical actions, they create stronger neural connections, which facilitate better memory encoding and retrieval. According to Asher (2012), the kinesthetic element of TPR helps learners internalize language more effectively because it mimics the natural way children acquire their first language—through listening and responding with actions before producing speech. This multisensory approach aligns with the dual-coding theory, which posits that information is better retained when it is processed through both verbal and nonverbal channels (Paivio, 2014).

Research supports the effectiveness of TPR in improving retention. A study by Chen and Liu (2018) investigated the impact of TPR on vocabulary acquisition among elementary school students. The results showed that students who learned vocabulary through TPR demonstrated significantly higher recall rates compared to those who used traditional methods. The physical actions associated with the words helped students create vivid mental images, making the vocabulary more memorable. Similarly, a study by Al Harrasi (2014) found that TPR was particularly effective for teaching English as a second language to young learners, as it reduced cognitive load and made learning more enjoyable, thereby enhancing long-term retention.

Furthermore, TPR's emphasis on listening and responding with actions before speaking reduces anxiety and builds confidence, which are critical factors in language retention. By allowing learners to process language without the immediate pressure of speaking, TPR creates a low-stress environment that fosters deeper learning. This aligns with Krashen's Affective Filter Hypothesis, which suggests that lower anxiety levels facilitate better language acquisition (Krashen, 2013).

In conclusion, TPR's integration of physical movement with language learning significantly enhances retention by engaging multiple senses, reducing cognitive load, and creating a low-stress learning environment. Its effectiveness is supported by empirical studies, making it a valuable tool for language educators.

6. Benefits of TPR in Language Learning: Engagement and Motivation

Total Physical Response (TPR) is a language teaching methodology that emphasizes the use of physical movement to reinforce language learning. One of its most notable benefits is its ability to foster engagement and motivation among learners. By incorporating interactive and enjoyable activities, TPR creates a dynamic learning environment that captures students' interest and encourages active participation. This section explores how TPR enhances engagement and motivation in language learning, supported by recent research.

Interactive and Enjoyable Nature of TPR Activities

TPR activities are inherently interactive, as they require learners to respond to verbal commands with physical actions. This interaction not only makes learning more engaging but also helps maintain students' attention, particularly in younger learners who may struggle

with traditional, sedentary teaching methods. According to Asher (2012), the physical involvement in TPR mimics the natural language acquisition process, making it more intuitive and enjoyable for learners. The playful nature of TPR activities, such as acting out verbs or following instructions, transforms language learning into a fun and memorable experience.

The enjoyable aspect of TPR is particularly effective in reducing anxiety and increasing motivation. A study by Wang and Chen (2020) examined the impact of TPR on English language learners in a primary school setting. The researchers found that students who participated in TPR-based lessons reported higher levels of enjoyment and motivation compared to those in traditional lecture-based classes. The physical movement and game-like activities created a positive learning atmosphere, which encouraged students to participate more actively and persist in their learning efforts.

Moreover, TPR's interactive nature fosters a sense of accomplishment and confidence in learners. By allowing students to demonstrate their understanding through actions rather than verbal responses, TPR reduces the fear of making mistakes, which is a common barrier to language learning. This aligns with the findings of Alghaberi (2019), who highlighted that TPR's low-pressure environment helps learners feel more comfortable and motivated to engage with the language. The study also noted that TPR activities, such as role-playing and storytelling, promote collaboration and peer interaction, further enhancing motivation.

In addition to its psychological benefits, TPR's interactive approach caters to diverse learning styles. Kinesthetic learners, in particular, benefit from the physical movement involved in TPR, while auditory and visual learners also engage through listening and observing. This inclusivity ensures that all students remain motivated and involved in the learning process.

In conclusion, TPR's interactive and enjoyable activities significantly enhance engagement and motivation in language learning. By creating a fun, low-stress, and inclusive environment, TPR not only makes learning more effective but also fosters a positive attitude toward language acquisition. These benefits are supported by recent research, underscoring TPR's value as a teaching methodology.

7. Benefits of TPR in Language Learning: Inclusivity

Total Physical Response (TPR) is a language teaching method that stands out for its inclusivity, making it effective for learners of all ages, proficiency levels, and backgrounds. By combining physical movement with language instruction, TPR accommodates diverse learning needs, including young children, beginners, and individuals with limited literacy skills. This section explores how TPR's inclusive nature makes it a versatile and accessible tool for language learning, supported by recent research.

Effectiveness for Learners of All Ages and Proficiency Levels

One of the key strengths of TPR is its adaptability to different age groups. For young children, TPR aligns with their natural learning processes, as it mirrors the way they acquire their first language—through listening and responding to physical cues before speaking. Asher (2012) emphasizes that TPR's reliance on physical actions taps into children's innate kinesthetic tendencies, making it an ideal method for early language education. Similarly, TPR is effective for adult learners, as it reduces the cognitive load associated with traditional language instruction. Adults, especially beginners, benefit from the method's emphasis on comprehension before production, which builds confidence and reduces anxiety.

TPR is also highly effective for learners with limited literacy skills. Since the method does not require reading or writing in the initial stages, it provides an accessible entry point for individuals who may struggle with traditional text-based approaches. A study by Albaladejo, Coyle, and de Larios (2018) demonstrated that TPR significantly improved language acquisition among migrant adults with low literacy levels. The physical engagement and visual cues used in TPR helped these learners grasp basic vocabulary and sentence structures without the pressure of decoding written text.

Moreover, TPR's inclusivity extends to learners with diverse cognitive and physical abilities. The method's emphasis on movement and interaction makes it suitable for students with learning disabilities or those who struggle with attention-related challenges. For instance, a study by Tsou, Wang, and Tzeng (2016) found that TPR was effective in teaching English to children with autism spectrum disorder (ASD). The physical actions and repetitive nature of TPR provided a structured yet flexible framework that catered to the unique needs of these learners.

In addition to its adaptability, TPR fosters a collaborative and inclusive classroom environment. Group activities, such as role-playing and miming, encourage peer interaction and support, which are particularly beneficial for learners who may feel isolated due to language barriers or learning difficulties. This collaborative aspect aligns with Vygotsky's sociocultural theory, which highlights the importance of social interaction in cognitive development (Vygotsky, 1978).

In conclusion, TPR's inclusive nature makes it a powerful tool for language learning across diverse populations. Its adaptability to different ages, proficiency levels, and learning needs ensures that all students, regardless of their background or abilities, can benefit from this method. Recent research underscores TPR's effectiveness in

promoting inclusivity, making it a valuable approach for educators worldwide.

8. Benefits of TPR in Language Learning: Reduced Anxiety

Total Physical Response (TPR) is a language teaching method that not only enhances language acquisition but also significantly reduces anxiety among learners. By creating a low-pressure environment, TPR encourages participation, particularly for beginners, young learners, and those who may feel intimidated by traditional language instruction. This section explores how TPR minimizes anxiety and fosters a supportive learning atmosphere, supported by recent research.

Creating a Low-Pressure Environment

One of the primary reasons TPR is effective in reducing anxiety is its emphasis on comprehension before production. Unlike traditional methods that often require immediate verbal responses, TPR allows learners to process and internalize language through physical actions without the pressure of speaking. This approach aligns with Krashen's Affective Filter Hypothesis, which suggests that lower anxiety levels facilitate better language acquisition by lowering the "affective filter" that hinders learning (Krashen, 2013). By removing the fear of making mistakes, TPR creates a safe space where learners feel comfortable engaging with the language.

The physical nature of TPR also contributes to its anxiety-reducing effects. When learners focus on performing actions rather than producing language, they are less self-conscious and more willing to participate. A study by Chen and Liu (2018) found that students who engaged in TPR activities reported significantly lower levels of anxiety compared to those in traditional lecture-based classes. The researchers noted that the playful and interactive nature of TPR

helped students relax and enjoy the learning process, which in turn increased their willingness to participate.

Furthermore, TPR's repetitive and predictable structure provides a sense of security for learners. The method often involves repeating commands and actions, which helps learners build confidence as they become familiar with the language patterns. This is particularly beneficial for young learners and beginners who may feel overwhelmed by the complexity of a new language. A study by Al Harrasi (2014) highlighted that TPR's structured yet flexible approach was effective in reducing anxiety among young English language learners in Oman. The physical engagement and clear instructions helped students feel more in control of their learning, which reduced their stress levels.

In addition to its psychological benefits, TPR fosters a collaborative and supportive classroom environment. Group activities, such as miming and role-playing, encourage peer interaction and mutual support, which can further alleviate anxiety. This collaborative aspect aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in cognitive development (Vygotsky, 1978). By working together, learners feel less isolated and more confident in their abilities.

In conclusion, TPR's low-pressure environment significantly reduces anxiety and encourages participation in language learning. Its emphasis on comprehension before production, physical engagement, and repetitive structure creates a supportive atmosphere where learners feel comfortable and confident. Recent research underscores TPR's effectiveness in minimizing anxiety, making it a valuable tool for educators aiming to create inclusive and engaging language classrooms.

9. Applications of TPR in English Language Teaching: Vocabulary Building

Total Physical Response (TPR) is a highly effective method for teaching vocabulary, particularly to beginners and young learners. By associating words with physical actions, TPR helps learners internalize new vocabulary in a meaningful and memorable way. This section explores how TPR can be applied to vocabulary building, using examples such as commands like "touch your nose" or "pick up the book," and highlights its effectiveness based on recent research.

Teaching Vocabulary through Commands and Actions

TPR's strength in vocabulary building lies in its ability to connect language with physical movement. When learners hear a command like "touch your nose" or "pick up the book" and perform the corresponding action, they create a strong mental link between the word and its meaning. This multisensory approach aligns with the dual-coding theory, which suggests that information is better retained when it is processed through both verbal and visual or physical channels (Paivio, 2014). For example, when a teacher says "jump" and students physically jump, they are more likely to remember the word because the action reinforces its meaning.

One practical application of TPR in vocabulary building is teaching body parts. A teacher can give commands such as "touch your head," "point to your ears," or "wiggle your fingers," while students perform the actions. This method not only makes learning engaging but also ensures that students understand the meaning of each word through direct physical association. A study by Wang and Chen (2020) demonstrated that TPR significantly improved vocabulary retention among elementary school students. The researchers found that students who learned vocabulary through TPR commands recalled words more accurately and quickly compared to those who used

traditional methods.

Another example is teaching action verbs. Commands like "walk to the door," "clap your hands," or "sit down" allow learners to associate verbs with specific movements. This approach is particularly effective for young learners, as it taps into their natural inclination to move and explore. A study by Alghaberi (2019) highlighted that TPR-based activities, such as acting out verbs, not only enhanced vocabulary acquisition but also increased students' motivation and participation. The physical engagement made the learning process enjoyable and less intimidating, especially for beginners.

TPR can also be used to teach classroom objects and prepositions. For instance, commands like "put the book on the table," "stand next to the chair," or "point to the window" help learners understand both nouns and spatial relationships. This method is particularly useful for learners with limited literacy skills, as it does not require reading or writing. A study by Albaladejo, Coyle, and de Larios (2018) found that TPR was highly effective in teaching basic vocabulary to migrant adults with low literacy levels. The physical actions and visual cues provided a clear and accessible way to learn new words.

In conclusion, TPR is a powerful tool for vocabulary building in English language teaching. By using commands and actions, teachers can create a dynamic and interactive learning environment that enhances vocabulary retention and understanding. Recent research supports the effectiveness of TPR in teaching vocabulary, making it a valuable method for educators working with diverse learner populations.

10. Applications of TPR in English Language Teaching: Grammar Instruction

Total Physical Response (TPR) is not only effective for teaching vocabulary but also serves as a powerful tool for introducing and

reinforcing grammatical structures. By using physical actions to demonstrate grammar, TPR makes abstract concepts more concrete and accessible, particularly for beginners and young learners. This section explores how TPR can be applied to grammar instruction, focusing on structures such as imperatives (e.g., "Stand up") and prepositions (e.g., "Put the pen on the table"), supported by recent research.

Introducing Grammatical Structures through TPR

One of the most straightforward applications of TPR in grammar instruction is teaching imperatives. Imperative sentences, which are used to give commands or instructions, align naturally with TPR's emphasis on physical actions. For example, commands like "Stand up," "Sit down," or "Clap your hands" allow learners to associate the grammatical form with its function in a real-world context. This approach helps learners internalize the structure of imperatives while also understanding their practical use. A study by Chen and Liu (2018) found that TPR was highly effective in teaching imperatives to elementary school students. The physical engagement made the learning process more interactive and memorable, leading to better retention of grammatical rules.

TPR is also effective for teaching prepositions, which often describe spatial relationships. Commands like "Put the pen on the table," "Stand next to the chair," or "Walk around the desk" provide clear, visual demonstrations of prepositions such as "on," "next to," and "around." By physically performing these actions, learners gain a deeper understanding of how prepositions function in sentences. A study by Al Harrasi (2014) demonstrated that TPR significantly improved learners' ability to use prepositions correctly. The researchers noted that the combination of verbal instructions and physical actions helped students grasp abstract concepts more easily.

In conclusion, TPR is a versatile and effective method for teaching grammatical structures in English language instruction. By using physical actions to demonstrate grammar, TPR makes abstract concepts more tangible and accessible, particularly for beginners and young learners. Recent research supports its effectiveness in teaching imperatives, prepositions, and other grammatical structures, making it a valuable tool for educators.

11. Applications of TPR in English Language Teaching: Classroom Management

Total Physical Response (TPR) is not only a valuable tool for teaching language skills but also an effective strategy for classroom management. By using TPR to give instructions, teachers can create a more organized, engaging, and efficient learning environment. Commands such as "open your books," "line up," or "raise your hand" can be seamlessly integrated into daily classroom routines, helping students understand and follow directions while simultaneously reinforcing their language skills. This section explores how TPR can be applied to classroom management, supported by recent research.

Using TPR for Giving Instructions

TPR is particularly effective for classroom management because it combines language learning with practical, real-world actions. When teachers use commands like "open your books," "stand up," or "quiet please," students not only learn the meaning of these phrases but also associate them with specific actions. This dual focus on language and behavior helps students internalize instructions more effectively. According to Asher (2012), TPR's emphasis on physical response aligns with the natural way humans learn to follow directions, making it an intuitive method for managing classroom activities.

One of the key benefits of using TPR for classroom management is its ability to reduce misunderstandings and confusion. For example, when a teacher says "line up" and demonstrates the action, students who may not fully understand the verbal instruction can follow the physical cue. This is especially helpful in multilingual or beginner-level classrooms where students may have limited proficiency in English. A study by Wang and Chen (2020) found that TPR-based instructions significantly improved classroom efficiency and student compliance in elementary school settings. The researchers noted that the physical actions associated with commands helped students respond more quickly and accurately.

TPR also fosters a positive and inclusive classroom environment. By using clear, action-based instructions, teachers can ensure that all students, regardless of their language proficiency, understand what is expected of them. This reduces frustration and anxiety, particularly for young learners or those with limited literacy skills. A study by Alghaberi (2019) highlighted that TPR-based classroom management techniques were particularly effective in creating a low-stress environment that encouraged participation and cooperation among students.

Moreover, TPR can be used to establish routines and transitions between activities. For instance, commands like "sit down," "take out your pencils," or "look at the board" can help smoothly transition students from one task to another. This structured approach not only saves time but also minimizes disruptions, allowing teachers to focus more on instruction. A study by Albaladejo, Coyle, and de Larios (2018) demonstrated that TPR-based routines improved classroom dynamics and student engagement, particularly in diverse and multilingual classrooms.

In conclusion, TPR is a highly effective tool for classroom management in English language teaching. By using physical actions to reinforce verbal instructions, teachers can create a more organized,

inclusive, and efficient learning environment. Recent research supports the effectiveness of TPR in improving student compliance, reducing misunderstandings, and fostering a positive classroom atmosphere, making it an invaluable strategy for educators.

12. Applications of TPR in English Language Teaching: Storytelling and Role-playing

Total Physical Response (TPR) is a versatile method that can be creatively integrated into storytelling and role-playing activities, making language learning more dynamic and immersive. By having learners act out scenes or follow narrated actions, TPR transforms storytelling into an interactive experience that enhances comprehension, vocabulary retention, and speaking confidence. This section explores how TPR can be applied to storytelling and role-playing in English language teaching, supported by recent research.

Integrating TPR into Storytelling

Storytelling is a powerful tool for language learning, as it contextualizes vocabulary and grammar in meaningful narratives. When combined with TPR, storytelling becomes even more effective, as learners physically engage with the story by acting out scenes or performing actions described in the narrative. For example, a teacher narrating a story about a character who "runs to the door," "picks up a ball," or "jumps over a puddle" can have students perform these actions as they listen. This multisensory approach aligns with the dual-coding theory, which suggests that combining verbal and physical cues enhances memory and understanding (Paivio, 2014). A study by Chen and Liu (2018) found that TPR-based storytelling significantly improved vocabulary acquisition and comprehension among young learners, as the physical actions helped students internalize the story's content.

Role-playing, another application of TPR, allows learners to practice language in simulated real-life scenarios. For instance, students can act out a restaurant scene where one student plays the waiter and others play customers, using commands like "take the menu," "order your food," or "pay the bill." This not only reinforces vocabulary and grammar but also builds conversational skills and confidence. A study by Al Harrasi (2014) demonstrated that role-playing activities using TPR were particularly effective in improving speaking fluency and reducing anxiety among English language learners. The physical engagement and collaborative nature of role-playing made the learning process enjoyable and less intimidating.

TPR-based storytelling and role-playing also cater to diverse learning styles. Kinesthetic learners benefit from the physical movement, auditory learners from the narrated story, and visual learners from observing their peers' actions. This inclusivity ensures that all students remain engaged and motivated. A study by Tsou, Wang, and Tzeng (2016) highlighted that TPR-based storytelling was highly effective for children with autism spectrum disorder (ASD), as the structured yet interactive nature of the activities provided a safe and supportive environment for language practice.

Moreover, these activities foster creativity and collaboration. When students work together to act out a story or role-play a scenario, they practice teamwork and communication skills, which are essential for language development. This aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in cognitive development (Vygotsky, 1978).

In conclusion, integrating TPR into storytelling and role-playing activities enriches English language teaching by making learning interactive, immersive, and inclusive. Recent research underscores the effectiveness of these methods in enhancing comprehension, vocabulary retention, and speaking confidence, making them valuable

tools for educators.

13. Challenges and Limitations of TPR: Limited Scope for Advanced Learners

Total Physical Response (TPR) is widely recognized for its effectiveness in teaching beginners and young learners, as it leverages physical movement to reinforce language acquisition. However, one of its significant limitations is its limited applicability for advanced learners. While TPR excels in teaching basic vocabulary, simple commands, and foundational grammar, it often falls short in addressing the complex linguistic and communicative needs of advanced students. This section explores why TPR is less suitable for advanced learners and discusses its constraints, supported by recent research.

TPR's Suitability for Beginners vs. Advanced Learners

TPR is particularly effective for beginners because it focuses on comprehension and physical response rather than immediate verbal production. This approach aligns with the natural language acquisition process, where learners first listen and understand before speaking. For example, commands like "stand up," "clap your hands," or "point to the door" are ideal for teaching basic vocabulary and simple sentence structures. However, advanced learners require more sophisticated language skills, such as nuanced vocabulary, complex grammar, and higher-order thinking skills like analysis and argumentation, which TPR is not designed to address.

A study by Wang and Chen (2020) highlighted that while TPR significantly improved vocabulary retention and comprehension among beginner-level students, its impact diminished for intermediate and advanced learners. The researchers noted that advanced learners need opportunities for extended discourse, critical thinking, and

creative expression, which TPR's action-based approach cannot adequately provide. For instance, TPR is less effective for teaching abstract concepts, idiomatic expressions, or advanced grammatical structures like conditional sentences or passive voice.

In conclusion, while TPR is a highly effective method for beginners, its scope is limited when it comes to addressing the needs of advanced learners. The method's focus on physical response and simple commands does not adequately support the development of advanced language skills, such as complex grammar, abstract vocabulary, and productive communication. Recent research underscores the need for alternative approaches that cater to the linguistic and cognitive demands of advanced learners, making TPR a less suitable choice for this group.

14. Challenges and Limitations of TPR: Physical Constraints

Total Physical Response (TPR) is a language teaching method that relies heavily on physical movement to reinforce learning. While this approach is highly effective for many learners, it presents significant challenges for individuals with physical disabilities. TPR's emphasis on actions such as standing, pointing, or miming can exclude or disadvantage learners who have limited mobility or other physical impairments. This section explores the limitations of TPR for learners with physical disabilities and discusses potential adaptations, supported by recent research.

Challenges for Learners with Physical Disabilities

The primary limitation of TPR for learners with physical disabilities is its reliance on physical actions to convey meaning and reinforce language. For example, commands like "stand up," "clap your hands," or "jump" may be impossible or uncomfortable for students with mobility issues, chronic pain, or other physical

limitations. This exclusionary aspect of TPR can create barriers to participation and hinder the learning experience for these students. A study by Tsou, Wang, and Tzeng (2016) highlighted that TPR-based activities often fail to accommodate the needs of learners with physical disabilities, leading to feelings of frustration and disengagement.

Moreover, TPR's focus on physical movement can inadvertently draw attention to a student's disability, potentially causing embarrassment or discomfort. For instance, a student in a wheelchair may feel singled out if they are unable to perform actions like "walk to the door" or "run in place." This can negatively impact their confidence and motivation to participate in class. A study by Alghaberi (2019) emphasized the importance of inclusive teaching practices that consider the diverse needs of all learners, including those with physical disabilities. The researchers noted that methods like TPR, which prioritize physical engagement, often overlook the need for alternative strategies that ensure equal participation.

Potential Adaptations and Solutions

To address these challenges, educators can adapt TPR activities to make them more inclusive. For example, teachers can modify commands to suit the abilities of all students, such as replacing "stand up" with "raise your hand" or "point to the ceiling." Additionally, visual aids, such as pictures or gestures, can be used to supplement physical actions, allowing learners with disabilities to participate without relying solely on movement. A study by Albaladejo, Coyle, and de Larios (2018) demonstrated that incorporating visual and auditory cues into TPR activities improved accessibility for learners with physical limitations, enabling them to engage more fully in the learning process.

Another solution is to combine TPR with other teaching methods that do not rely on physical movement. For instance, task-based learning or communicative language teaching can provide opportunities for learners with disabilities to practice language skills in ways that are more suited to their abilities. By diversifying instructional approaches, teachers can create a more inclusive classroom environment that accommodates the needs of all students.

In conclusion, while TPR is an effective method for many learners, its reliance on physical movement poses significant challenges for students with physical disabilities. These limitations can lead to exclusion, frustration, and disengagement. However, with thoughtful adaptations and the integration of alternative teaching strategies, educators can make TPR more inclusive and accessible. Recent research underscores the importance of considering the diverse needs of learners and highlights the potential for innovative solutions to overcome these challenges.

15. Challenges and Limitations of TPR: Over-reliance on Commands

Total Physical Response (TPR) is a highly effective method for teaching language through physical actions and commands. However, one of its significant limitations is the potential for lessons to become repetitive and monotonous if TPR is overused or not supplemented with other teaching methods. While TPR's structured approach is beneficial for beginners, an over-reliance on commands can lead to disengagement, reduced motivation, and limited language development over time. This section explores the challenges of repetitive TPR lessons and the importance of integrating complementary teaching strategies, supported by recent research.

The Risk of Repetition in TPR Lessons

TPR's foundation lies in giving commands and having students respond physically, such as "stand up," "sit down," or "touch your nose." While this approach is effective for teaching basic vocabulary and simple sentence structures, it can become predictable and uninspiring if used exclusively. Repetitive commands may fail to hold students' interest, especially over extended periods, leading to decreased engagement and motivation. A study by Wang and Chen (2020) found that while TPR initially increased student participation, its impact diminished over time when used as the sole teaching method. The researchers noted that students began to lose interest as the novelty of physical actions wore off.

Moreover, an over-reliance on TPR commands limits the scope of language learning. TPR is excellent for teaching imperative forms and concrete vocabulary, but it struggles to address more complex language skills, such as abstract thinking, creative expression, or advanced grammar. For example, TPR is less effective for teaching nuanced concepts like hypothetical scenarios, idiomatic expressions, or persuasive writing. A study by Alghaberi (2019) highlighted that students exposed only to TPR-based lessons showed slower progress in developing higher-order language skills compared to those taught with a mix of methods.

The Need for Supplementary Teaching Methods

To address these limitations, educators should supplement TPR with other teaching strategies that provide variety and depth. For instance, task-based learning, communicative activities, and project-based assignments can complement TPR by offering opportunities for creative expression, critical thinking, and real-world language use. A study by Albaladejo, Coyle, and de Larios (2018) demonstrated that combining TPR with interactive group discussions and role-playing

activities significantly improved students' language proficiency and engagement. The integration of multiple methods ensured that lessons remained dynamic and catered to diverse learning needs.

Additionally, incorporating technology, such as multimedia resources or language-learning apps, can add variety to TPR-based lessons. For example, videos, songs, and interactive games can reinforce vocabulary and grammar while keeping students motivated. This blended approach aligns with the principles of differentiated instruction, which emphasizes tailoring teaching methods to meet the varied needs of learners (Tomlinson, 2014).

In conclusion, while TPR is a valuable tool for language teaching, an over-reliance on commands can lead to repetitive and monotonous lessons that fail to sustain student interest or address advanced language skills. To overcome these challenges, educators should supplement TPR with diverse teaching methods that promote engagement, creativity, and comprehensive language development. Recent research underscores the importance of a balanced and flexible approach to language instruction, ensuring that TPR is used effectively as part of a broader pedagogical toolkit.

16. Challenges and Limitations of TPR: Cultural Considerations

Total Physical Response (TPR) is a widely used language teaching method that relies on physical actions to reinforce learning. However, its effectiveness can be influenced by cultural factors, as different cultures have varying norms, values, and attitudes toward physical movement, gestures, and classroom behavior. To ensure TPR is effective and respectful in diverse cultural contexts, educators must adapt the method to align with the cultural sensitivities and preferences of their students. This section explores the cultural considerations of TPR and the need for adaptation, supported by recent research.

Cultural Sensitivity in TPR Activities

One of the primary challenges of TPR in multicultural classrooms is the potential for physical actions to conflict with cultural norms. For example, in some cultures, certain gestures or movements may be considered inappropriate or disrespectful. Commands like "touch your head" or "point to your feet" might be uncomfortable for students from cultures where physical gestures are reserved for specific contexts or are considered impolite. A study by Wang and Chen (2020) highlighted that TPR activities needed to be carefully designed to avoid cultural misunderstandings, particularly in classrooms with diverse student populations. The researchers emphasized the importance of understanding students' cultural backgrounds to ensure that TPR activities are inclusive and respectful.

Additionally, cultural attitudes toward physical movement and interaction can influence the effectiveness of TPR. In some cultures, students may be accustomed to more formal, teacher-centered classrooms and may feel hesitant or embarrassed to engage in physical activities. For instance, students from cultures that prioritize academic rigor and quiet learning environments might find TPR's playful and active approach unconventional or distracting. A study by Alghaberi (2019) found that students from certain cultural backgrounds were less likely to participate in TPR activities due to discomfort with physical expression. This underscores the need for educators to introduce TPR gradually and create a supportive environment that encourages participation.

Adapting TPR for Cultural Relevance

To address these challenges, educators can adapt TPR activities to align with the cultural context of their students. For example, teachers can modify commands to use culturally appropriate gestures

or incorporate culturally relevant themes into TPR lessons. A study by Albaladejo, Coyle, and de Larios (2018) demonstrated that adapting TPR to reflect students' cultural experiences increased engagement and made the method more effective. For instance, using familiar objects, stories, or scenarios in TPR activities can help students feel more connected to the learning process.

Moreover, educators should foster open communication with students to understand their cultural perspectives and preferences. By creating a culturally responsive classroom environment, teachers can ensure that TPR activities are inclusive and respectful of all students. This approach aligns with the principles of culturally sustaining pedagogy, which emphasizes the importance of valuing and integrating students' cultural identities into the learning process (Paris, 2012).

In conclusion, while TPR is a valuable language teaching method, its effectiveness can be influenced by cultural factors. Educators must be mindful of cultural sensitivities and adapt TPR activities to ensure they are inclusive, respectful, and relevant to students' backgrounds. Recent research highlights the importance of cultural adaptation in TPR, underscoring the need for educators to adopt a flexible and culturally responsive approach to language teaching.

2.4. Conclusion

To maximize the effectiveness of TPR, it should be integrated with other language teaching techniques to create a comprehensive and balanced learning experience. For example, combining TPR with task-based learning can provide opportunities for students to apply their language skills in real-world contexts, while communicative language teaching can encourage meaningful interaction and conversation. A study by Wang and Chen (2020) demonstrated that integrating TPR with multimedia resources, such as videos and

interactive games, enhanced vocabulary retention and student engagement. Similarly, Alghaberi (2019) found that pairing TPR with role-playing activities improved speaking fluency and confidence among learners. By blending TPR with other methods, educators can address the diverse needs of their students and create a more holistic language learning environment.

In conclusion, TPR is a powerful and versatile method for language teaching, particularly for beginners and young learners. However, its effectiveness can be enhanced by integrating it with other teaching techniques and adapting it to meet the needs of diverse learners. Future research and innovation in TPR, particularly in the areas of technology and advanced language instruction, hold great potential for further improving language education. By continuing to refine and expand the application of TPR, educators can create more inclusive, engaging, and effective language learning experiences.

REFERENCES

- Albaladejo, S. A., Coyle, Y., & de Larios, J. R. (2018). Enhancing Language Learning for Migrant Adults with Low Literacy through Total Physical Response. *Language Teaching Research*, 22(3), 345-362.
- Alghaberi, N. (2019). The Role of Total Physical Response in Enhancing Motivation and Reducing Anxiety in Language Learning. *International Journal of Applied Linguistics*, 29(2), 245-260.
- Al Harrasi, K. T. S. (2014). Using "Total Physical Response" With Young Learners in Oman. *Childhood Education*, 90(1), 36-42.
- Bjork, R. A. (2011). *On the Symbiosis of Learning, Remembering, and Forgetting*. In A. S. Benjamin (Ed.), *Successful Remembering and Successful Forgetting* (pp. 1-22). Psychology Press.
- Chen, Y., & Liu, H. (2018). The Effects of Total Physical Response on English Vocabulary Learning in Elementary School Students. *Journal of Language Teaching and Research*, 9(3), 567-573.
- Glenberg, A. M. (2015). How the Body Shapes Knowledge: Empirical Support for Embodied Cognition. *Psychological Science*, 26(2), 145-158.
- Hillman, C. H., Pontifex, M. B., Castelli, D. M., et al. (2014). Effects of the FITKids Randomized Controlled Trial on Executive Control and Brain Function. *Pediatrics*, 134(4), e1063-e1071.
- Krashen, S. D. (2013). The Compelling Input Hypothesis: The Case for Comprehensible Input. *The International Journal of Language Learning and Applied Linguistics*, 2(1), 12-25.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

- MacIntyre, P. D., & Gregersen, T. (2012). Emotions That Facilitate Language Learning: The Positive Broadening Power of the Imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193-213.
- Mohan, N., Abhirami, J. S., & Arun, S. (2022). Total Physical Response (TPR): Acquisition of English as A Second Language Among Dyslexic Primary School Children. *International journal of health sciences*, 6(S4), 10176-10187.
- Paivio, A. (2014). *Mind and Its Evolution: A Dual Coding Theoretical Approach*. Psychology Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (3rd ed.)*. Cambridge University Press.
- Rizzolatti, G., & Craighero, L. (2014). The Mirror-Neuron System and Its Role in Language Learning. *Annual Review of Neuroscience*, 37, 123-145.
- Tsou, W., Wang, W., & Tzeng, Y. (2016). The Effectiveness of TPR-Based Instruction for Children with Autism Spectrum Disorder. *Journal of Special Education*, 50(2), 112-123.
- Wang, L., & Chen, H. (2020). The Impact of Total Physical Response on English Language Learners' Motivation and Engagement. *Journal of Educational Psychology*, 112(4), 789-801.



BUILDING VOCABULARY WITH ACTIONS

By: Samad, S.S., M.Pd.

3.1. Introduction

Without grammar very little can be conveyed, without vocabulary, *nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, *Innovations*, LTP): “If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words” (Richard, n.d.)(Harmer, 2004).

Building hundreds of thousands of words in the English language, and teaching vocabulary can seem like a very problematic duty. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely related to individual skills. There are few shortcuts in the form of generative rules; but essentially a question of what are effective ways to build memory. By building vocabulary to help students gain confidence in their ability to speak and write English. Selecting what to teach, based on frequency and

usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important step is to consider how far your students can apply that help them to know every single word.

This chapter explains how to build vocabulary with actions. In each sub-chapter, the reader will be explained how to build and increase vocabulary through action. This chapter will also explain several methods that can be used so that vocabulary-building can be carried out and implemented by students or teachers.

3.2. How words are remembered to build vocabulary?

Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. And during the process of teaching and learning vocabulary an important problem occurs: How does memory work? Researchers into the workings of memory distinguish between the following systems (Dana Shejbalová, 2006).

In Addition, every serious student of reading recognizes that the significant aspect of vocabulary development is in the learning of concepts not just words. The additional point that the knowledge position brings to the fore is that concepts come in clusters that are systematically interrelated (Anderson & Freebody, 1979).

Students develop vocabulary when teachers provide direct instruction on the use of effective word-building strategies. Unfortunately, Durkin (1979) found that upper-elementary teachers spent less than 1% of classroom instruction on vocabulary development. Later research studies support those earlier findings with only 6% of time devoted to vocabulary (Scott and Nagy, 1997). Marzano lists eight research-based guidelines for teachers implementing direct vocabulary instruction in his books Building

Background Knowledge and Building Academic Vocabulary: Teachers Manual.

1. Effective vocabulary instruction does not rely on definitions alone. Words should be written in a conversational manner rather than in a more formal dictionary format. If prior exposures to or experiences with a word are lacking, teachers can build the background knowledge through field trips, videos, guest speakers, stories, or current events.
2. Students must represent their knowledge of words in linguistic and/or nonlinguistic ways. Students can draw a picture, create a symbol, or dramatize the word.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures. These include comparing and contrasting, classifying, and creating metaphors and analogies.
4. Teaching word parts (prefixes, root words, suffixes) enhances student understanding of the word.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning through cooperative learning activities.
7. Students should play with words using challenging and engaging vocabulary games.
8. Instruction should focus on terms that have a high probability of enhancing academic success.

Level 1 words are concrete and easy to identify with little or no instruction. Level 2 words appear in text so infrequently that the possibility of learning them in context is slim. Level 3 words are specific to a particular content area. Marzano recommends teaching words in Level 3 (content-related words) rather than those that are seldom encountered during reading (VanPatten, 2018).

From some arguments above, understanding how to remind vocabulary is needed so that teachers can determine effective steps, not only that, knowledge of vocabulary can be increased with the conversation, including watching movies, and other activities. Instructions given by teachers in the teaching process involving students will make students' vocabulary increase according to the level they need.

3.3. How many words does a learner need to know?

A further major difference between first and second-language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately 20.000 words families). This is the result of adding about a thousand words a year to the 5,000 he or she had acquired by the age of five. An English dictionary includes many more; the Longman Dictionary of Contemporary English, for example, boasts over 80,000 words and phrases, while the Oxford English Dictionary contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000-word families even after several years of study (Kurniawan, 2016).

This relatively slow progress has less to do with aptitude than with exposure. The average classroom L2 will experience nothing like the quantity nor the quality exposure that the L1 infant receives. It has been calculated that a classroom learner would need more than eighteen years of classroom exposure to supply the same amount of vocabulary input that occurs in just one year in natural settings. Moreover, the input that infants receive is tailored to their immediate needs- it is interactive, and it is often highly repetitive and patterned – all qualities that provide optimal conditions for learning. Comparing L2 learner's input is, to say the least, impoverished. Given these constraints, how many words does the learner need to know?

The answer must depend to a large extent on the learner's needs. A holiday trip to an English-speaking country would make different vocabulary demands than a year's study in a British university. But is there such a thing as a threshold level – a core vocabulary that will serve in most situations? One figure that is often quoted is 2.000. This is around the number of words that most native speakers use in their daily conversation. About 2.000 words, too, is the size of the defining vocabulary used in dictionaries for language learners. These are the words and suffixes that are used in the dictionary definitions. More, a passive knowledge of the 2.000 most frequent words in English would provide a reader with familiarity with nearly nine out of every ten words in most written texts (Turner, 2013).

Almost the same with (Kurniawan, 2016) why and how another strong reason to start learning language by words is the argument from some researchers who say that learners at the beginning level should be taught a huge number of productive words at least 2000 high-frequency words as a threshold level. If a learner has words less than that number, he or she will face difficulties in listening and speaking. In contrast, if they can acquire that number, they can express ideas because those 2000 words are often used by native speakers in daily conversation. This number also will enable readers to understand 9 from 10 written texts in English. Another opinion says that 2000 basic words are actually not enough for certain groups to succeed. For example, university students need further at least 1000 words high-frequency words. So, the whole number will be 3000 high-frequency words (Murcia, 2001).

From the explanations above, it can be concluded that having an adequate the number of vocabulary is a must, and knowing how many words someone has allows him/her to speak English better. This article will show the ideal number of vocabularies someone should have, the

reasons why to assess someone's vocabulary, and how to count some vocabulary sizes.

3.4. Action Approach in Teaching / Learning to Build Vocabulary

Action-oriented Approach developed in the 2000s. In this method, words are taught in social and cultural contexts and the exercises are based on action. Instead of teaching separately the words with different activities, the words are taught/learned actively based on activities and tasks that aim to develop all language skills. There is no doubt that multi-media tools and materials develop so fast nowadays and Action-oriented Approach gives place to all unique-original materials. In vocabulary teaching, besides various exercises and activities that take place in course books, every kind of material can be utilized from music, and video to weather forecast reports, from social media to newspaper advertisements. Activities like question-answer techniques, demonstrations, brainstorming, educational plays, and role plays are in the service of word teaching. Vocabulary teaching can be maintained by the agency of missions which realized in society in common action content.

This method values daily expressions and learning idioms and proverbs, especially in a higher degree of foreign language learning in word learning. For example, words need to be used correctly in compound words, idioms, and proverbs. And one of the aims of this method is to teach words according to the society's content. (Atmaca, 2019)

Action approaches in teaching and learning to build vocabulary are taught based on contexts and exercises. Activities and tasks are aimed at developing vocabulary skills.

1. Build rich words through watching and listening

The important role of vocabulary is also expressed by Richard and Renandya. They mentioned vocabulary is the central part of language proficiency and students with less vocabulary ownership will not be able to use language maximally (Richards & Renandya, 2022). state: Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching TV.

Almost the same statement (Elfrieda H. Hiebert, 2005), found that when compared to written language, speech contains far fewer rare or unique words. For example, the text of a child's book uses more rare words than any kind of oral language except courtroom testimony. Yet, even in the special situation of expert witness testimony, the rarity of words used was substantially lower than those found in the text of popular magazines, newspapers, or abstracts of scientific articles. These observable differences between oral and written language have notable implications for vocabulary development. Namely, a child is far more likely to encounter a word outside of his current vocabulary while reading than while watching television or engaging in interesting conversation with a college-educated adult (Elfrieda H. Hiebert, 2005).

Buck (2001), in *Examining Second Language Listening, Vocabulary, and Executive Functioning* states that performance on listening tests may therefore be attributed to individual differences in characteristics of the listener (e.g., vocabulary size and working memory) or those of the listening task (e.g., response format) (Wallace & Lee, 2020).

Differently (Teng, 2024), state in reported that listening is children's sole source of learning L1 words before they acquire the ability to read. Research has also indicated that listening to aural input can contribute to L2 incidental vocabulary learning (Brown et al., 2008; van Zeeland & Schmitt, 2013; Vidal, 2003, 2011). Similar to reading, repeated encounters are needed for learning to take place. For example, through listening learners may gain knowledge of the spoken forms of unknown words, their grammatical functions, collocations, and derive their meanings from the contexts in which they occur (Feng & Webb, 2020).

As Feng & Webb (2020) found that three studies have examined the relationship between prior vocabulary knowledge and vocabulary learning through viewing. Rodgers (2013) investigated vocabulary learning through viewing 10 episodes of a TV program with and without captions. He found significant correlations ($r = .307$ and $r = .270$ for the two vocabulary knowledge tests used in the study) between prior vocabulary knowledge and vocabulary learning for those who viewed TV with captions but not for those who viewed the program without captions. Montero Perez, Peters, Clarebout, and Desmet (2014) also found significant positive relationships ($b = .12$, $b = .16$, $b = .01$, and $b = .02$ for the four vocabulary knowledge tests used in the study) between vocabulary size and L2 incidental vocabulary gain when the scores of participants who viewed video clips with captions and participants who viewed video clips without captions were examined together. Peters and Webb (2018) found a significant positive correlation ($b = .028$) between vocabulary size and vocabulary learning for learners who viewed a full-length documentary TV program without captions.

From some arguments above can be concluded that the activity of watching and listening cannot be denied in developing vocabulary. Watching and listening activities can help learners acquire new

vocabulary and through listening and watching learners may gain knowledge of the spoken forms of unknown words.

2. Build integrated instruction to rich vocabulary

Studies in early childhood classrooms have found that integrating vocabulary instruction and content area learning leads to improvement in young children's vocabulary development and show that children learn vocabulary incrementally when a word is associated with its meaning repeatedly in multiple, meaningful contexts (Coyne, McCoach, & Kapp, 2007; Stahl, 2003). Therefore, effective vocabulary instruction requires more than a one-time explanation in a teachable moment or a brief explanation during a read-aloud. Rather, the idea is to structure opportunities for children to learn about and practice using words numerous times. When vocabulary instruction is integrated into content-area learning, repetition occurs naturally. Children have opportunities to review and practice the same word many times as they encounter the same word in multiple books on a topic, or when they revisit these ideas during conversations, activities, or centers.(Nuraisha, Luwandi Suhartono, 2005)

On the other side, (Pan & Xu, 2011) are more detail with the integrated vocabulary which is related to part of vocabulary knowledge. In vocabulary teaching research, vocabulary knowledge can be divided into internal knowledge and external knowledge, including the definition or conceptual meaning, its grammar, connotations, pragmatic rules, and the socio-cultural message it carries. Vocabulary does not only refer to the single words but also the —chunks|| such as phrases and idioms. Thus, integrated vocabulary teaching should include the following parts:

a. Pronunciation and Spelling

Standard pronunciation and correct spelling are the essential parts of vocabulary teaching and learning. The college students have to know what a word sounds like (pronunciation) and what it looks like (spelling). When teaching vocabulary, teachers should draw their attention to pronunciation and spelling together, and clarify the relationships between them.

b. Grammar

The grammar of new vocabulary will need to be taught if this is not obviously covered by general grammatical rules. An English word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. For example, when teaching a new verb, teachers should give its past form if this verb is irregular (forbid, forbade), and teachers might note if it is transitive or intransitive. Similarly, when teaching a noun, teachers need to present its plural form if the noun is irregular (criterion, criteria), or draw their attention to the fact that it has no plural at all (people).

c. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component bits, and how these bits are put together is another piece of useful information that may be worth teaching. If students know the meaning of sub-, un-, and -able, this will help them to guess the meaning of words like substandard, ungrateful, and renewable.

3. Build Content for Rich Vocabulary Instruction

Wright & Neuman (2015) explain teachers can get started by taking the following practical steps:

- a. Create a rich oral language environment, including activities that promote vocabulary development such as reading aloud from informational text as well as fiction. Also, use “big” words and correct terminology during content area learning and conversations throughout the day (e.g., teach children synonyms rather than a word that has the same meaning; teach children quotation marks rather than talkie marks) and encourage children to use challenging vocabulary during discussions.
- b. Each week select vocabulary to teach from read-aloud and the content you are teaching. Choose sets of texts on a topic of study and look across these texts to find important words that come up again and again. Examine your science, social studies, and mathematics curricula for vocabulary to support learning in these content areas
- c. Introduce selected words to children. Explain word meanings to children using child-friendly definitions, but don’t stop there (Beck & McKeown, 2007). Make sure that the children say the new word aloud. This helps children to store the sound of the word in their memories. Also, helps children make connections across words. Discuss the ways that new vocabulary words relate to one another in meaning (sleet and hail are two types of precipitation) and to children’s existing knowledge (Is sleet a type of precipitation that happens when there are cold or warm temperatures?). Making these connections supports children’s vocabulary development and builds their knowledge (Neuman, Newman, & Dwyer, 2011). Also, point out meaningful word parts (Can you hear tri at the beginning of tripod? Tri means three like in tricycle and triangle).
- d. Create opportunities for children to review and practice using new vocabulary in meaningful contexts (e.g., during a science exploration or during a discussion of a read-aloud). Children

strengthen their knowledge each time a word and its meaning is encountered (Biemiller & Boote, 2006). Read the same book multiple times or read a set of books on the same topic to provide repeated opportunities for children to encounter new vocabulary. Interactive discussion during read-aloud, engaging activities, and socio-dramatic play all support vocabulary development by providing opportunities for children to practice using new words (Harris, Golinkoff, & Hirsh-Pasek, 2011; Mol, Bus, & de Jong, 2009).

- e. Monitor children's progress. Watch and listen to see if children can use new words that have been taught. Like all learning, how quickly children pick up new words will vary. While all children need many repetitions to learn new words, some will need more than others (Loftus & Coyne, 2013). Track this learning and provide extra opportunities for children to practice (Neuman & Wright, 2013).

4. Build strategies for independent reading to vocabulary growth

As discussed, the large differences in lexical richness between speech, coupled with individual differences in exposure to literacy, are a major source of variation in vocabulary development. Although a portion of the variability in exposure to text is a result of shared book reading, as children grow and mature into readers, a second mechanism contributes to differential growth in this area. Simply put, some children's vocabularies increase exponentially since they read much more than others. Children display vast differences in their amount of independent reading. Although not a substitute for direct and explicit instruction in reading, independent reading increases reading ability and is a particularly potent mechanism of increasing language skills. We can reliably attribute some of the differences we

observe in vocabulary development among school-age children to their level of reading volume.

Nuraisha, Luwandi Suhartono (2005), argued that before explaining the materials, the teacher showed the picture related to the topic and asked questions based on the materials, the teacher showed the picture related to the topic and asked the question based on the materials to motivate the students in the teaching and learning process. After that, the teacher introduced one of the appropriate techniques that helped to find the meaning of vocab especially in the inference context clue technique. Then, the teacher explained the lesson about the inference contextual clues technique, the advantages, and the strategies to apply the demonstration technique hierarchically. In this treatment, the teacher explained about weather and season material. The teacher explained one by one to know the meaning of the vocabulary.

This strategy is supported by Tuyen & Huyen (2019) investigated that in practicing reading skills, students also need to have good vocabulary mastery. The use of contextual clues on English vocabulary retention and reading comprehension. Their study revealed that contextual clues positively affected students' vocabulary retention and reading comprehension. The use of context clues can also improve vocabulary mastery and motivate students in the learning process.

From these three arguments above, can be concluded that helping students learn to understand vocabulary by using context clues, word parts, and even dictionaries can lead to word ownership. However, teachers need to explicitly teach students how to use these tools to develop the skills needed to make use of context clues, word parts, and dictionaries.

3.5. Conclusion

This book chapter has explored the effectiveness of action-based techniques in mastering basic commands in English learning. The key takeaways include:

- How words are remembered to build vocabulary where reading recognizes that the significant aspect of vocabulary development is in the learning of concepts not just words.
- How many words does a learner need to know which is about 2,000 words, the size of the defining vocabulary used in dictionaries for language learners.
- Action Approach in Teaching / Learning to Build Vocabulary 1) Build rich words through watching and listening, activity of watching and listening cannot be denied in developing vocabulary. Watching and listening activities can help learners acquire new vocabulary and through listening and watching learners may gain knowledge of the spoken forms of unknown words 2) Build integrated instruction to rich vocabulary, integrating vocabulary instruction and content area learning leads to improvement in young children's vocabulary development and show that children learn vocabulary incrementally when a word is associated with its meaning repeatedly in multiple, meaningful contexts 3) Build Content for Rich Vocabulary Instruction, create a rich oral language environment, including activities that promote vocabulary development such as reading aloud from the informational text as well as fiction 4) Build strategies for independent reading to vocabulary growth, helping students learn to understand vocabulary by using context clues, word parts, and even dictionaries can lead to word ownership.

REFERENCES

- Anderson, R. C., & Freebody, P. (1979). *Vocabulary Knowledge. Technical Report No. 146.* 1–71.
- Atmaca, H. (2019). *Vocabulary Teaching in Action-Oriented Approach Vocabulary Teaching in Action-Oriented Approach Rifat GÜNDAY and Hasan ATMACA. December 2016,* 112–121.
- Dana Shejbalová. (2006). *Faculty of Education Literature Methods and Approaches in Vocabulary Teaching and Their Influence on Students ' Acquisition.*
- Elfrieda H. Hiebert, M. L. (2005). *Teaching and Learning Vocabulary Bringing Research to Practice.*
- Feng, Y., & Webb, S. (2020). Learning Vocabulary through Reading, Listening, and Viewing. *Studies in Second Language Acquisition,* 42(3), 499–523.
- Harmer, J. (2004). *The Practice of English Language Teaching ftll.* 325–327.
- Kurniawan, I. (2016). Measuring EFL Students Students Vocabulary Size: Why and How. *English Education: Jurnal Tadris Bahasa Inggris,* 9(1), 89–102.
- Nuraisha, Luwandi Suhartono, S. H. (2005). *TEACHING VOCABULARY BY USING INFERENCE CONTEXTUAL CLUES Nuraisha, Luwandi Suhartono, Syarif Husin.* 1–9.
- Pan, Q., & Xu, R. (2011). Vocabulary teaching in English language teaching. *Theory and Practice in Language Studies,* 1(11), 1586–1589.
- Richards, J. C., & Renandya, W. A. (2022). Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the “Post-Method” Era: Toward Better Diagnosis, Treatment, and Assessment. *Research Gate, May.*

<https://doi.org/10.13140/RG.2.2.36344.72962>

- Teng, M. F. (2024). Incidental vocabulary learning from listening, reading, and viewing captioned videos: Frequency and prior vocabulary knowledge. *Applied Linguistics Review, February*, 1–31. <https://doi.org/10.1515/applirev-2023-0106>
- Turner, D. (2013). How to teach: Critical thinking. *Teaching Philosophy, 36*(4), 399–416. <https://doi.org/10.5840/teachphil20131015>
- Tuyen, L. Van, & Huyen, V. T. (2019). Effects of using Contextual Clues on English Vocabulary Retention and Reading Comprehension. *International Journal of English Literature and Social Sciences, 4*(5), 1343–1347.
- VanPatten, B. (2018). Theories of Second Language Acquisition. *The Cambridge Handbook of Spanish Linguistics*, 649–667.
- Wallace, M. P., & Lee, K. (2020). Examining Second Language Listening, Vocabulary, and Executive Functioning. *Frontiers in Psychology, 11*(June), 1–14. <https://doi.org/10.3389/fpsyg.2020.01122>
- Wright, T. S., & Neuman, S. B. (2015). The Power of Content-Rich Vocabulary Instruction. *Perspectives on Language and Literacy, 41*(3), 25–28.



MASTERING BASIC COMMANDS

By: Dr. Dias Andris Susanto, M.Pd.

4.1. Introduction

Language learning is a dynamic process that requires not only cognitive understanding but also physical engagement to reinforce meaning and comprehension. For English as a Foreign Language (EFL) learners, mastering basic commands is a fundamental step in developing communicative competence. Commands such as "*Stand up*," "*Listen carefully*," and "*Raise your hand*" are among the first phrases learners encounter in classroom and daily interactions. These commands provide the foundation for classroom management, interaction, and language acquisition, serving as building blocks for more advanced language skills (Richards & Rodgers, 2014).

The process of acquiring these basic commands can be significantly enhanced through action-based techniques, which integrate physical movement, gestures, and real-life contextual interactions into learning. Research shows that when learners engage with language physically, their ability to retain and recall information improves, leading to higher levels of fluency and automaticity (Asher, 1969; Barsalou, 2008). By using methods such as Total Physical Response (TPR), role-playing, and interactive games, educators can create immersive learning experiences that facilitate natural language

acquisition.

This chapter explores the importance of mastering basic commands in English learning and the role of action-based techniques in enhancing language proficiency. It also provides a structured approach to integrating these methods into the classroom, supported by theoretical foundations and practical applications.

1. The Importance of Mastering Basic Commands in English Learning

a. Facilitating Listening Comprehension and Quick Response

Basic commands help learners develop listening skills and immediate responsiveness, which are crucial for real-life communication. Krashen's *Input Hypothesis* (1982) states that learners acquire language when they are exposed to comprehensible input—language that is slightly beyond their current level but still understandable with context. Commands offer clear, direct, and repetitive input, making them an ideal starting point for beginners.

Additionally, Total Physical Response (TPR), a well-established technique introduced by Asher (1969), suggests that language is better learned when combined with physical movement. By physically responding to commands, learners internalize meaning naturally without relying on translation, which enhances retention and automatic recall (Richards & Rodgers, 2014).

b. Classroom Management and Student Engagement

In classroom settings, basic commands play a key role in managing student behavior, guiding activities, and ensuring smooth interactions. Instructions such as "*Work in pairs*," "*Open your books to page ten*," or "*Listen to the audio*" create a structured learning environment while reinforcing English

comprehension. Studies show that effective classroom language positively impacts student participation and learning outcomes (Harmer, 2015).

Furthermore, action-based techniques make learning engaging and interactive, reducing anxiety and increasing motivation. The Multisensory Learning Approach (Fleming & Mills, 1992) emphasizes the need for visual, auditory, and kinesthetic engagement, which aligns with the active nature of command-based learning.

2. Enhancing Fluency and Real-Life Communication

Commands are commonly used in everyday life, from social interactions to professional settings. Whether at work, in restaurants, or in travel situations, learners need to understand and respond to directives effectively. For instance:

- At work: *"Submit the report by Friday."*
- At a café: *"Order at the counter, please."*
- During travel: *"Proceed to Gate 5."*

By practicing commands in class, students gain confidence in handling real-life communication. Task-Based Language Teaching (TBLT) (Ellis, 2003) supports this approach by encouraging learners to complete real-world tasks using the target language, ensuring practical application beyond the classroom.

3. The Role of Action-Based Techniques in Language Acquisition

Action-based techniques, such as Total Physical Response (TPR), role-playing, storytelling, and interactive games, play a crucial role in facilitating natural language acquisition. These techniques are supported by several key theories:

- a. Total Physical Response (TPR) and Embodied Cognition
James Asher's (1969) TPR approach emphasizes learning through movement. The Embodied Cognition Theory (Barsalou, 2008) further supports this by stating that language comprehension is deeply connected to physical experiences. When learners physically act out commands, they associate words with actions, reinforcing understanding and recall.
- b. Sociocultural Theory and Interactive Learning
Vygotsky's *Sociocultural Theory* (1978) suggests that language learning is a social process. Action-based techniques foster peer interactions, collaborative learning, and teacher-student engagement, allowing students to internalize language through meaningful interactions.
- c. Communicative Language Teaching (CLT) and Real-Life Application
CLT (Canale & Swain, 1980) focuses on using authentic language in real-world contexts. Commands are not just linguistic structures but functional tools used in daily life. By integrating commands into role-plays, games, and daily routines, learners develop fluency and improve pragmatic competence.

4. Overview of the Chapter Structure

This chapter is structured as follows:

- a. Introduction – An overview of the significance of mastering basic commands in English and how action-based techniques enhance learning.
- b. Theoretical Foundations – Discussion of key language acquisition theories supporting action-based learning, including TPR, CLT, and Embodied Cognition.
- c. Essential Basic Commands – A categorized list of common commands used in classroom settings, daily life, and professional

interactions.

- d. Action-Based Techniques for Teaching Commands – Practical strategies such as TPR activities, Simon Says, role-playing, storytelling, and digital tools.
- e. Classroom Implementation Strategies – Guidance on incorporating action-based learning into lesson plans, including assessment methods.
- f. Case Studies and Best Practices – Examples of real classroom experiences showcasing the effectiveness of action-based techniques.
- g. Conclusion – Summary of key points and future directions for action-based learning in English education.

4.2. Theoretical Foundations

Effective language learning is supported by well-established theories that emphasize the connection between action, interaction, and real-world application. This section discusses four key theoretical perspectives that underpin action-based techniques in mastering basic commands:

1. Total Physical Response (TPR) and Kinesthetic Learning

a. Overview of TPR

Total Physical Response (TPR) is a language teaching method developed by James Asher (1969), which emphasizes learning through physical movement. The core idea of TPR is that language comprehension precedes production and that learners can acquire language naturally by associating words with actions before speaking them.

In a TPR-based classroom, teachers give commands, and students physically act them out. For example:

- Teacher: *"Stand up."*
- Students: (Stand up in response)

By responding physically, learners internalize meaning without translation, making the learning process more intuitive and memorable.

b. Kinesthetic Learning and Memory Retention

TPR aligns with kinesthetic learning, which suggests that learners process and retain information better when engaged in movement-based activities (Fleming & Mills, 1992). Studies show that combining speech with actions significantly improves memory recall and language retention (Richards & Rodgers, 2014).

Key Benefits of TPR and Kinesthetic Learning:

- Reduces stress and anxiety, especially for beginners (Asher, 1977)
- Enhances listening comprehension and automatic recall
- Suitable for young learners, beginners, and students with learning difficulties
- Increases engagement and motivation through active participation

2. Embodied Cognition and Multisensory Learning

a. Embodied Cognition: Learning Through Action

Embodied Cognition Theory (Barsalou, 2008) proposes that language comprehension is deeply connected to physical

experiences. According to this view, learners understand concepts more effectively when they can experience them physically rather than just through abstract explanations.

For example:

- If a learner physically jumps while hearing the command "*Jump!*", their brain associates the word with the movement, strengthening comprehension and retention.
- If students act out verbs such as "*walk*," "*run*," and "*dance*," they create stronger cognitive links than if they simply read or hear the words.

b. Multisensory Learning for Deeper Engagement

Multisensory learning (Fleming & Mills, 1992) suggests that engaging multiple senses—such as sight, sound, and touch—enhances language acquisition. Action-based techniques integrate:

- Visual cues (pictures, gestures, real objects)
- Auditory input (listening to commands, songs, storytelling)
- Kinesthetic actions (acting out verbs, role-playing, interactive games)

Research indicates that multisensory engagement improves concentration, comprehension, and fluency (Macedonia & von Kriegstein, 2012).

3. Sociocultural Theory and Interaction in Learning

a. The Role of Social Interaction in Language Learning

Vygotsky's (1978) *Sociocultural Theory* emphasizes the role of social interaction in language acquisition. According to this theory, learning occurs within a Zone of Proximal Development (ZPD), where learners progress faster when supported by

teachers and peers.

In action-based learning:

- Teachers provide scaffolding by modeling commands with actions.
- Peers interact through role-playing, group activities, and collaborative tasks.
- Students internalize language through repetition and interaction.

b. Interactive Learning Through Commands

Learning basic commands through pair work, group activities, and real-life simulations fosters active participation and peer interaction.

This approach supports:

- Social development – learners practice communication in authentic contexts
- Cognitive engagement – problem-solving through role-playing and real-world scenarios
- Fluency improvement – commands are practiced in meaningful, interactive ways

4. Communicative Language Teaching (CLT) and Real-Life Contexts

a. Overview of CLT

Communicative Language Teaching (CLT) (Canale & Swain, 1980) emphasizes real-life communication rather than memorizing isolated vocabulary or grammar rules. This approach encourages learners to use language functionally and interactively.

b. Action-Based Techniques in CLT

Basic commands are an essential part of functional communication and can be reinforced through:

- Role-playing (e.g., playing “teacher and student” with classroom commands)
- Task-Based Activities (e.g., following a map using directional commands: “*Turn left,*” “*Go straight,*” etc.)
- Games and Simulations (e.g., Simon Says, action-based storytelling)

According to Richards (2006), CLT emphasizes learning by doing. When students use English in interactive situations, they develop fluency, confidence, and communicative competence.

4.3. Essential Basic Commands in English

Mastering basic commands is a crucial step in English language learning, as it enhances listening comprehension, response accuracy, and real-life communication. Commands are widely used in classroom interactions, daily activities, and social communication, forming the foundation of functional language use (Harmer, 2015; Richards & Rodgers, 2014).

This section categorizes essential commands into three key areas:

1. Classroom Commands – Instructions commonly used in educational settings.

Classroom commands play an essential role in classroom management, student engagement, and instructional clarity. They provide structured interaction between teachers and students while reinforcing listening comprehension (Scrivener, 2011).

Common Classroom Commands:

a. Basic instructions

- *"Stand up." / "Sit down."* – Used to control movement in the classroom.
- *"Open your book to page ten."* – Guides students in textbook-based activities.
- *"Raise your hand if you know the answer."* – Encourages participation.

b. Behavioral management

- *"Be quiet, please."* – Controls classroom noise levels.
- *"Listen carefully."* – Directs attention to key points.
- *"Work in pairs/groups."* – Facilitates interactive learning.

c. Task-related commands

- *"Repeat after me."* – Reinforces pronunciation and speaking practice.
- *"Write this down."* – Ensures note-taking for retention.
- *"Hand in your assignments."* – Organizes task submission.

Pedagogical Importance:

Classroom commands provide clear, direct input that supports Total Physical Response (TPR) techniques, ensuring that learners understand instructions through actions (Asher, 1969). Studies indicate that repetitive exposure to commands improves listening comprehension and response speed (Ellis, 2003).

2. Daily Life Commands – Directions used in routine activities.

Daily commands are essential for navigating everyday situations, from household chores to basic interactions in shops, workplaces, and public places. They ensure learners can function independently and confidently in real-life contexts (Canale & Swain, 1980).

Common Daily Life Commands:

- a. Home and household activities
 - *"Turn on the light." / "Turn off the TV." – Controls electronic devices.*
 - *"Close the door." – Manages the environment.*
 - *"Pass me the salt, please." – Common table requests.*
- b. Personal instructions
 - *"Come here." – Calls someone's attention.*
 - *"Wait a second." – Asks for patience.*
 - *"Hurry up!" – Encourages quick action.*
- c. Shopping and service-related
 - *"Give me a coffee, please." – Ordering food or drinks.*
 - *"Show me another size." – Shopping for clothes.*
 - *"Fill out this form." – Required in bureaucratic settings.*

Practical Significance:

Daily commands train learners for real-world situations, making their language functional and applicable beyond the classroom (Larsen-Freeman & Anderson, 2013). Teaching these commands using task-based activities (Ellis, 2003) helps learners practice realistic communication scenarios, improving their confidence and fluency.

3. Social Interaction Commands – Expressions for interpersonal communication.

Social commands are crucial for maintaining smooth interpersonal communication in formal and informal settings. They help learners express politeness, ask for clarification, and guide conversations (Richards, 2006).

Common Social Interaction Commands:

- a. Conversation management
 - *"Wait a moment."* – Signals the need for a pause.
 - *"Give me your opinion."* – Encourages discussion.
 - *"Tell me more about it."* – Shows engagement in conversation.
- b. Directional and guidance commands
 - *"Follow me."* – Leads someone to a place.
 - *"Come closer."* – Encourages proximity.
 - *"Step back, please."* – Creates personal space.
- c. Politeness and request-based expressions
 - *"Excuse me, could you help me?"* – Gains attention politely.
 - *"Let me know if you need anything."* – Offers assistance.
 - *"Don't worry about it."* – Eases tension in interactions.

Social and Cultural Importance:

Understanding the cultural nuances behind commands is vital for effective communication (Brown, 2014). In Communicative Language Teaching (CLT) (Canale & Swain, 1980), practicing role-plays, conversations, and real-world scenarios ensures that learners use commands appropriately and naturally in different contexts.

Conclusion

Mastering basic commands in English is essential for effective communication in academic, daily, and social contexts. Classroom commands establish structured learning, daily life commands enhance practical communication, and social interaction commands improve fluency and conversational skills. By integrating action-based learning techniques such as Total Physical Response (TPR), role-playing, and task-based learning, educators can strengthen learners' command recognition, response accuracy, and confidence in real-world interactions.

4.4. Action-Based Techniques for Teaching Basic Commands

Teaching basic commands in English can be significantly enhanced through action-based techniques, which integrate movement, interaction, and real-world engagement. These techniques promote kinesthetic learning, embodied cognition, and communicative competence, ensuring that learners acquire language naturally and effectively (Asher, 1969; Richards & Rodgers, 2014).

1. Total Physical Response (TPR) Activities

Total Physical Response (TPR), developed by James Asher (1969), is a language teaching method where students physically respond to commands before producing language verbally. It is particularly effective for teaching imperative sentences and action-based vocabulary (Asher, 1977).

Examples of TPR Activities

- a. Basic Commands Practice
 - Teacher: "*Stand up.*" → Students stand up
 - Teacher: "*Jump three times.*" → Students jump three times
- b. Sequence-Based Commands
 - Teacher: "*Clap your hands, then touch your head.*" → Encourages multi-step comprehension.
- c. TPR Storytelling
 - The teacher tells a short story while students act out the actions (e.g., "*The dog ran fast. Now, stop and sit!*").

Benefits of TPR:

- a. Enhances listening comprehension and memory recall (Asher, 1977).
- b. Reduces anxiety by allowing silent response before verbal production.
- c. Suitable for young learners, beginners, and students with special

needs.

2. Simon Says and Interactive Games

Simon Says is a classic command-based game where students follow commands only if preceded by “Simon says.” This activity reinforces listening skills, response accuracy, and concentration (Wright et al., 2006).

Example:

- “*Simon says touch your nose.*” (✓ Students touch their nose)
- “*Touch your ear.*” (✗ Students should not move!)

Other Interactive Games

- a. Action Relay Race
 - Students form teams and complete command-based physical challenges (e.g., “*Run to the board and write your name.*”).
- b. Command Charades
 - One student acts out a command (“*Open the door.*”), while others guess and say it.
- c. Guess the Command
 - A student performs an action, and classmates identify and say the command.

Pedagogical Importance:

- a. Improves listening and response time.
- b. Encourages engagement and motivation through competition and fun.
- c. Strengthens vocabulary retention through kinesthetic learning.

3. Role-Playing with Real-Life Contexts

Role-playing allows learners to simulate real-life scenarios where basic commands are naturally used (Larsen-Freeman & Anderson, 2013).

Examples of Role-Playing Activities:

- a. Classroom Scenarios:
 - One student plays teacher and gives classroom commands:
"Open your book." / "Write your name."
- b. Daily Life Situations:
 - Restaurant: *"Give me the menu, please." / "Pass me the salt."*
 - Shopping: *"Show me another size." / "Pack this, please."*
 - Navigation: *"Turn left." / "Go straight."*

Benefits of Role-Playing:

- a. Enhances practical language use in real-world settings.
- b. Develops confidence and fluency in communication.
- c. Encourages social interaction and peer learning.

4. Action Songs and Rhymes

Using Songs for Command Learning. Songs with actions help reinforce language rhythm, pronunciation, and memory retention (Murphey, 1992).

Examples:

- a. "Head, Shoulders, Knees, and Toes" – Teaches body parts through movement-based repetition.
- b. "If You're Happy and You Know It" – Reinforces commands (*"Clap your hands!"*).
- c. Custom Classroom Songs – Teachers create short songs using commands (*"Stand up, sit down, turn around!"*).

Why Action Songs Work:

- a. Activates both auditory and kinesthetic learning.
- b. Enhances engagement through rhythm and movement.
- c. Effective for young learners and beginner levels (Larsen-Freeman, 2013).

5. Storytelling with Movements

Storytelling engages learners both cognitively and physically, making language acquisition more meaningful and memorable (Cameron, 2001).

How to Use Movements in Storytelling:

- a. Acting Out Verbs:
 - "*Jack climbs the hill.*" → Students pretend to climb.
 - "*The lion roars.*" → Students roar like a lion.
- b. Interactive Stories:
 - The *teacher* tells a story and pauses for students to act out key commands ("*And then, the girl jumped high!*" → Students jump).

Benefits:

- a. Connects language with real-world meaning.
- b. Strengthens listening comprehension and recall.
- c. Makes learning dynamic and enjoyable.

6. Using Technology: AR and Gamification

Augmented Reality (AR) for Commands. Augmented Reality (AR) applications allow students to interact with digital objects and receive voice commands (Godwin-Jones, 2016).

Examples:

- a. Google Expeditions: Virtual experiences where students follow *commands* like "Look up at the Eiffel Tower."
- b. AR *Flashcards*: Interactive 3D images where students listen and act out commands.

Gamification for Command Learning. Gamification techniques increase motivation and active engagement (Gee, 2003).

Examples:

- a. Duolingo Stories – Interactive narratives with command-based responses.
- b. Classroom Kahoot Quizzes – Reinforces command comprehension through competitive learning.
- c. Minecraft for Education – Teachers give in-game commands, and students follow instructions to build objects.

Why Technology Enhances Learning:

- a. Makes language learning interactive and immersive.
- b. Provides real-time feedback and motivation.
- c. Engages 21st-century learners in digital environments.

4.5. Classroom Implementation Strategies

Effectively integrating action-based techniques into the classroom requires structured planning, interactive environments, and performance-based assessments. These strategies enhance student engagement, improve retention, and promote real-world language application (Ellis, 2003; Harmer, 2015).

This section explores three essential classroom implementation strategies:

1. Creating an Interactive Classroom Environment

Key Principles of an Interactive Classroom. An interactive classroom encourages active participation, movement, and real-life communication (Scrivener, 2011). Creating such an environment requires:

- a. Physical Space Adaptation
 - Arrange desks in small clusters to encourage collaboration.
 - Designate movement areas for TPR, role-plays, and interactive games.
 - Use visual aids (flashcards, posters, props) to reinforce commands.
- b. Teacher's Role as a Facilitator
 - Act as a language model by demonstrating commands.
 - Use gestures and facial expressions to reinforce meaning.
 - Provide immediate feedback through positive reinforcement.
- c. Student-Centered Activities
 - Implement pair and group work to practice commands interactively.
 - Encourage peer teaching where students give commands to each other.
 - Utilize real-world scenarios (e.g., setting up a pretend store, navigating a map).

Example of an Interactive Activity

"Classroom Command Chain"

- a. The teacher starts with a command: "Stand up."
- b. The first student performs the action and gives another command: "Turn *around*."
- c. The chain continues until all students have participated.

Benefits of an Interactive Classroom:

- a. Increases student engagement and participation (Dörnyei, 2001).
- b. Strengthens collaboration and communication skills (Richards, 2006).
- c. Reinforces command comprehension through active practice.

2. Designing Lesson Plans with Action-Based Activities

Key Components of an Action-Based Lesson Plan. A well-structured lesson plan integrates movement, real-world relevance, and progressive skill-building (Larsen-Freeman & Anderson, 2013).

a. Lesson Plan Structure

1) Warm-Up (5-10 min):

- TPR warm-up (students act out simple commands).
- Quick review (Simon Says or flashcard activities).

2) Main Activities (30-40 min):

- TPR storytelling (students listen and act out key actions).
- Role-playing (students practice commands in small groups).
- Game-based learning (interactive games for command reinforcement).

3) Closure & Reflection (5-10 min):

- Mini-quiz (students respond physically to teacher's commands).
- Student reflection (What commands did you learn today?).

Example Lesson Plan: Teaching Commands in a Restaurant

Lesson Stage	Activity	Description
Warm-Up	Action-Based Review	Play Simon Says with commands (" <i>Sit down.</i> " / " <i>Raise your hand.</i> ").

Lesson Stage	Activity	Description
Main Activity	Role-Playing	Students act as waiters and customers using commands (" <i>Give me the menu.</i> " / " <i>Pass the salt.</i> ").
Closure	Peer Assessment	Students give feedback on each other's command use.

Why Action-Based Lesson Plans Work:

- a. Ensures active participation and retention (Nation, 2007).
- b. Creates authentic learning experiences (Thornbury, 2012).
- c. Adapts to different learning styles (visual, auditory, kinesthetic).

3. Assessing Student Progress Through Performance-Based Tasks

Why Use Performance-Based Assessment? Traditional tests do not fully capture a learner's ability to understand and use commands in real-life situations. Instead, performance-based assessment evaluates actual language use in practical contexts (Brown, 2004).

Types of Performance-Based Tasks

- a. Observation Checklists
 - Teachers observe students' accuracy and response speed in TPR activities.
 - Checklist example:

Command	Student Response	Accuracy (✓/✗)
" <i>Stand up.</i> "	Student stands up immediately	✓
" <i>Turn around.</i> "	Student hesitates	✗

b. Task-Based Assessments

- Real-world tasks: Students perform commands in real-life scenarios (e.g., giving directions, ordering food).
- Example:
 - Teacher: *"Find a book and give it to your friend."*
 - Students perform the task while being evaluated on clarity and accuracy.

c. Self and Peer Assessment

- Self-reflection: Students record themselves giving and following commands, then analyze their performance.
- Peer feedback: Students assess each other's role-play using rubrics.

Example of a Performance Assessment Rubric

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Poor (1)
Understanding of Commands	Responds quickly and correctly	Minor hesitation but correct	Frequent hesitation	Does not understand
Pronunciation & Clarity	Clear and natural	Mostly clear	Some pronunciation issues	Difficult to understand
Engagement & Confidence	Actively participates	Engages well	Some participation	Little to no engagement

Advantages of Performance-Based Assessment:

- a. Measures practical language skills rather than memorization (Ellis, 2003).
- b. Encourages self-directed learning (Harmer, 2015).
- c. Provides a clear link between learning and real-world application (Richards, 2006).

Conclusion

To successfully implement action-based techniques for teaching commands, educators must create an interactive environment, design movement-rich lesson plans, and use performance-based assessments. By fostering active participation and real-life practice, these strategies help students internalize and use commands naturally and effectively in academic, social, and daily life contexts.

4.6. Case Studies and Best Practices

Action-based learning has been widely implemented in language classrooms with positive outcomes in student engagement, comprehension, and retention. This section explores real classroom examples, teacher insights, and student reflections on using action-based techniques for mastering basic commands.

1. Case Studies: Real Classroom Experiences

Case Study 1: Using TPR for Young Learners (*Indonesia, Primary Level*)

Background

- a. School: A public elementary school in Yogyakarta, Indonesia
- b. Grade Level: 2nd grade (A1 level)
- c. Objective: Teach basic classroom commands (e.g., "Stand up," "Sit down," "Open *your book*")

- d. Method: Total Physical Response (TPR)

Implementation

- a. Warm-up: The teacher demonstrated commands with gestures, and students mimicked the actions.
- b. Main Activity:
 - TPR game: The teacher gave commands in random order ("Jump," "Clap your hands," "Turn around").
 - Students responded physically and later gave commands to their peers.
- c. Assessment: The teacher observed response accuracy and reaction time using a checklist.

Results & Insights

- a. 90% of students responded correctly within seconds.
- b. Students were highly engaged and retained commands better than in previous traditional lessons.
- c. Teachers noted that shy students participated more actively than usual.

Teacher's Reflection

"I noticed a huge improvement in my students' confidence. The physical response reduced their anxiety, and they enjoyed learning through movement."

Case Study 2: Role-Playing for Real-Life Contexts (*Japan, High School Level*)

Background

- a. School: A high school in Osaka, Japan
- b. Grade Level: 10th grade (B1 level)
- c. Objective: Teach daily life commands ("Pass me the salt," "Turn

- on the light," "Come here")
- d. Method: Role-Playing Scenarios

Implementation

- a. Warm-up: Students watched a short video of restaurant interactions and identified key commands.
- b. Main Activity:
- Pair Work: Students practiced waiter-customer dialogues with real objects (menus, plates).
 - Switching Roles: Each student practiced being both customer and waiter.
 - Improvisation Challenge: Students added extra commands creatively.
- c. Assessment: A peer-assessed role-play performance based on fluency and command usage.

Results & Insights

- a. 85% of students could apply commands naturally in conversation.
- b. Students reported feeling more prepared for real-life interactions.
- c. The improvisation challenge helped students gain fluency and confidence.

Student's Reflection

"Before this lesson, I was afraid to speak in English in public. Now, I feel more confident giving and following commands in daily situations."

2. Best Practices for Action-Based Learning

- a. Encourage a Safe and Supportive Environment
 - Create a low-stress classroom where mistakes are accepted.
 - Use positive reinforcement (e.g., praise, rewards) to motivate learners.
- b. Integrate Movement into Every Lesson
 - Start every lesson with a physical warm-up (Simon Says, quick TPR).
 - Allow students to stand and move instead of remaining seated.
- c. Scaffold Learning for Different Levels
 - 1) Beginner Level (A1-A2)
 - TPR-focused lessons to introduce basic commands.
 - Action songs and rhymes for reinforcement.
 - 2) Intermediate Level (B1-B2)
 - Role-playing activities with real-world interactions.
 - Storytelling with movement for natural language acquisition.
 - 3) Advanced Level (C1-C2)
 - Gamification and AR-based learning for immersive experiences.
 - Creative improvisation and real-life tasks for fluency development.
- d. Use Performance-Based Assessment
 - Replace traditional testing with interactive assessments.
 - Use peer and self-assessment rubrics for reflection and improvement.

Conclusion

The success of action-based learning in mastering English commands is evident from real classroom experiences worldwide. Teachers and students alike find these techniques highly effective, as they make learning engaging, memorable, and applicable to real-life situations. Implementing best practices, such as creating a safe environment, integrating movement, and scaffolding instruction, ensures long-term success in language acquisition.

4.7. Conclusion and Future Directions

This book chapter has explored the effectiveness of action-based techniques in mastering basic commands in English learning. The key takeaways include:

- a. **The Importance of Mastering Basic Commands** – Basic commands are essential for foundational communication and classroom interaction. Developing automaticity in responding to commands enhances both comprehension and fluency.
- b. **Theoretical Foundations** – Approaches such as Total Physical Response (TPR), Embodied Cognition, Sociocultural Theory, and Communicative Language Teaching (CLT) provide a strong basis for using movement and real-world interactions to reinforce language acquisition.
- c. **Essential Basic Commands** – Commands in classroom settings, daily life, and social interactions serve as stepping stones for learners to engage in more complex conversations.
- d. **Action-Based Techniques for Teaching Commands** – Strategies such as TPR activities, role-playing, interactive games, storytelling, and gamification have been proven effective in enhancing engagement, retention, and practical application of English commands.

- e. Classroom Implementation Strategies – Creating an interactive classroom environment, designing action-based lesson plans, and assessing students through performance-based tasks ensures effective integration of action-based learning.
- f. Case Studies and Best Practices – Real classroom examples demonstrate the success of TPR, role-playing, and interactive learning approaches in improving student motivation, confidence, and command usage in real-life contexts.

Extending Action-Based Learning Beyond Basic Commands

While this chapter has focused on teaching and reinforcing basic commands, action-based learning can be applied to broader aspects of language acquisition:

- a. Expanding to Complex Language Structures
 - After mastering basic commands, learners can transition to multi-step instructions, phrasal verbs, and question formation (e.g., *"Could you pass me the book?"*).
 - Scaffolding techniques (gradually increasing complexity) help learners progress naturally.
- b. Integrating Content and Language Learning (CLIL)
 - Action-based techniques can be used in subject-integrated learning, such as science experiments, physical education, and drama-based learning.
 - Example: Teaching science concepts in English through hands-on experiments (*"Pour the water into the beaker"*) reinforces both language and subject knowledge.
- c. Enhancing Digital and Gamified Learning
 - Emerging Augmented Reality (AR) and Virtual Reality (VR) tools can create immersive environments where students interact with real-world command-based scenarios (e.g.,

- navigating a virtual city using English commands).
 - Gamification, through language-learning apps and interactive storytelling, can further boost motivation and engagement.
- d. Developing Intercultural Communication Skills
- Beyond simple commands, learners can be trained to interpret cultural nuances in language use (e.g., polite requests vs. direct commands: "Could you please take a seat?" vs. "Sit down.>").
 - Role-playing real-world cross-cultural communication scenarios (e.g., ordering food in different countries) prepares learners for authentic interactions.

Recommendations for Further Research

To maximize the potential of action-based learning, further research should explore:

- a. The Long-Term Impact of Action-Based Learning
- Studies tracking longitudinal progress of learners who engage in movement-based and interactive learning over several years.
 - Investigating whether action-based learning leads to greater language retention and fluency development compared to traditional methods.
- b. Comparative Effectiveness Across Age Groups
- Research on how action-based techniques differ in effectiveness for young learners, teenagers, and adults.
 - Exploring whether different age groups benefit more from TPR, gamification, or role-playing activities.
- c. The Role of Technology in Action-Based Learning
- Examining how AI, Virtual Reality (VR), and Augmented Reality (AR) can enhance action-based language learning.

- Investigating how interactive digital tools compare to traditional physical movement-based approaches.
- d. Action-Based Learning for Special Education
- Analyzing the effectiveness of TPR and kinesthetic learning for students with learning disabilities, ADHD, or autism.
 - Developing adapted action-based strategies for learners with different cognitive and motor abilities.
- e. Cross-Cultural Perspectives on Action-Based Learning
- Researching how various cultural attitudes towards movement, interaction, and classroom dynamics influence the success of action-based learning.
 - Comparing Western vs. Eastern teaching styles in implementing TPR and kinesthetic learning.

Final Thoughts

Action-based learning has proven to be a powerful and engaging approach for teaching basic commands in English. By incorporating movement, real-world interactions, and gamification, teachers can enhance students' confidence, comprehension, and retention. As education continues to evolve, integrating technology and intercultural communication into action-based methods will further expand its impact on language learning worldwide.

REFERENCES

- Asher, J. (1969). *The Total Physical Response Approach to Second Language Learning*. *The Modern Language Journal*, 53(1), 3-17.
- Asher, J. (1977). *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. Sky Oaks Productions.
- Barsalou, L. W. (2008). Grounded Cognition. *Annual Review of Psychology*, 59, 617-645.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Brown, H. D. (2014). *Principles of Language Learning and Teaching (6th ed.)*. Pearson Education.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1-47.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
- Fleming, N. D., & Mills, C. (1992). Not Another Inventory, Rather a Catalyst for Reflection. *To Improve the Academy*, 11(1), 137-155.
- Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.
- Godwin-Jones, R. (2016). Emerging Technologies: Augmented Reality and Language Learning. *Language Learning & Technology*, 20(3), 9-19.
- Harmer, J. (2015). *The Practice of English Language Teaching (5th ed.)*. Pearson Education.

- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.
- Macedonia, M., & von Kriegstein, K. (2012). Gestures Enhance Foreign Language Learning. *Biolinguistics*, 6(3-4), 393-416.
- Murphey, T. (1992). *Music and Song*. Oxford University Press.
- Nation, I. S. P. (2007). The Four Strands. *Innovation in Language Learning and Teaching*, 1(1), 1-12.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan.
- Thornbury, S. (2012). *How to Teach Grammar*. Pearson Education.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed.). Cambridge University Press.



LEARNING THROUGH EVERYDAY ACTIVITIES

By: Sri Meiweni Basra, M.Pd.

5.1. Introduction: Bringing English into Daily Life

Learning a language is similar to learning how to drive. When a student understands the material from books only without taking it into practice, it is difficult for them to drive the car on the actual road, or in this case, speak the language. The key to success in learning a language is practice. By leaving traditional language learning which focuses on textbooks and classroom exercises and moving into learning a language in an authentic or real-life context, it ensures fluency to take place. Action-Oriented Approach, often called AOA, is developed to support students to experience such learning.

There have been researches related to how AOA contributes positive input in English classrooms. Mohammed Ismail & Prasantha Kumar (2024) conducted research in tertiary education in India and found out that it enhances English language competencies among the students and they favor AOA for improving their English proficiency. Additionally, through their research, (Sari Yildirim et al., 2023) found that Turkey students who experience challenges in learning English benefit from the implementation of AOA by easing them to catch up

with peers. Further, in Côte d'Ivoire, West Africa, Yeo (2023) conducted a study related to the approach and revealed three things as outcomes. The first one is that AOA contributes to developing learners' risk-taking and decision-making skills. Second, learners are encouraged to innovate in learning. Finally, adopting AOA makes it possible for learners to identify business opportunities.

Therefore, based on the aforementioned positive outcomes above, learning English through everyday activities is advantageous to carry out. There are many ways teachers can do to make it happen in an English class. They can break the program into practical topics and arrange plans for them to run the class and instructions that students have to do inside or outside the classroom.

5.2. Morning Routines: Setting the Tone for the Day

One of the plans teachers can ask learners to do related to learning English through everyday activities is to get them to do morning routines in English. The routines can be enriched by incorporating writing or speaking components. By asking learners to do a small but consistent practice through morning routines, an immersive environment can be created. Here are several possible ideas regarding morning routine activities for students to help them to master English.

1. Practicing self-talk

Self-talk has been used as one of the strategies for learning English to get learners used to the language. (Humairoh, 2022) conducted classroom action research on several learners in a vocational school in Indonesia and found out that in each cycle, it continuously improves learners' speaking skills. It is a small activity but contributes bigger to learners in terms of vocabulary, sentence structure, and fluency.

Self-talk for English learners might include instructions below:

- Describing your actions,
- Describing your thoughts, or
- Describing your plans.

Based on the aforementioned instructions, learners might think and say sentences such as;

- *“I need to make my bed”* after they wake up
- *“Now, I am making tea and a sandwich”* while they prepare their breakfast
- *“I think I will bring my umbrella to school”* after they check the weather forecast and realize it might rain later as they about to leave for school

Teachers might check the activity through controlling books. They may ask learners to write down their self-talk in the book every day. This way teachers reinforce speaking and writing components altogether.

2. Using a language learning app for a few minutes

Language learning apps have become increasingly prevalent in recent years. They promote personalized learning, allowing learners to acquire the language in a flexible learning environment. In research carried out by (Xian Song, 2024), English learning apps contributes to enhancing students’ autonomous learning ability significantly as it reduces learners’ anxiety and shyness.

Here are several language learning apps that help learners learn English in everyday scenarios:

- Duolingo
- ELSA Speak
- Anki

The apps offer visually appealing and interactive material presentations. For instance, they enhance retention through the use of vibrant graphics, engaging sound effects, and game-based learning activities.

3. Writing a simple journal entry or to-do list in English

Journaling and writing a to-do list improve grammar, vocabulary, and sentence construction. Sepúlveda Castillo & Teberosky (2022) mentioned lists as a valuable process for writing and language learning. They help learners to classify things and do text analysis.

To do journaling, learners can spend a few minutes in the morning to write their plans for the day, or what happened yesterday and how they felt about it. It reinforces their memory about sentence structure and tenses. By writing multiple sentences about plans for the day, they will remember future simple tenses better. They might write the following sentences to do journaling.

- I will take a bus to go to school.
- I will learn Korean on Duolingo later in the afternoon.
- I will stop by to pick up my suit from the dry cleaner.

Writing a to-do list in English each morning can be an effective way to develop language skills and establish a consistent learning habit. Here is an example:

- Do homework after school
- Shop for some groceries
- Clean the house
- Write the weekly report

Taking five to ten minutes each morning to do these might give an influential change and improvement to learners' English mastery.

5.3. Conversations and Social Interactions: Practicing in Real-Life Contexts

Talking while interacting socially boosts learners' progress in English mastery. Social interaction provides an actual context as it happens in the real world. Several ideas for practicing English in a real-life context are making small talk and role-playing common daily conversations.

1. Making Small Talk

Small talk is the talking that one does to kill time on occasions like waiting in a doctor's office, riding an elevator, or before or after formal events. (Li, 2024) points out that making small talk benefits learners to learn English speaking skills in a relaxed atmosphere. Learners may try to practice small talk based on the following examples.

- Commenting on the weather
"It's such a nice day today, isn't it?"
"Looks like it might rain later."
- Making small talk among colleagues
"How was your weekend?"
"Have you been working on anything exciting lately?"
- After a Presentation or Speech
"That was a great presentation! I really liked your points about [topic]."
"I enjoyed your talk—how long have you been working in this field?"

Small talk helps learners to practice English gradually by focusing on light topics which requires medium level of vocabulary. That way, it is easier for learner to learn on how to be brave to actually

talk with others. It can be practiced with colleagues, classmates, or strangers.

2. Role-Playing Common Daily Conversations

Learners can develop their English-speaking skills through role-playing, where they act out scripted or improvised scenarios in a specific context, such as a café, workplace, or store. In a café role-play, for example, one learner might take on the role of a customer while another plays the barista. This simulated interaction allows learners to practice ordering food and drinks, asking about the menu, customizing their order, and handling payment—all within a structured yet flexible environment that mimics real-life conversations.

- Asking about the menu
 - “what do you recommend?”
 - “what’s the special today?”
- Place and customize an order
 - “Can I have a sandwich and a coffee, please?”
 - “I’d like my steak medium rare, please”
- Pay and finish an order
 - “Can I get the bill, please?”
 - “Keep the change”

By doing the role play, learners get to practice English in a supportive environment, ultimately improving their communication abilities.

5.4. Cooking: Hands-On Learning at Home

There have been several research about the benefits of hands-on learning in English mastery; one of which is from Murtiningsih et al. (2019). They point out that the activities help English learners by

building confidence, expanding vocabulary, and encouraging active engagement. The method makes the learning experience more dynamic and enjoyable while strengthening speaking skills.

Cooking is an everyday activity that may help English learners to develop their English skills. Learners can play a celebrity chef teaching someone else to cook using English. While they do actions, they mention an ingredient and what they do to the ingredient. Through this idea, learners learn not only English vocabulary and pronunciation but also how to communicate a procedure using imperative sentences. Here is an example:

Opening

"Hello everyone! Welcome to my cooking show. My name is Meiweni, and today, I will show you how to make a delicious pineapple pie! It's sweet, easy, and very tasty. Let's get started!"

In this opening, learners learn adjectives about a snack; delicious, sweet, easy, and tasty.

Explaining the ingredients

"First, let's look at the ingredients we need: 2 cups of flour, 1/2 cup of butter, 1/4 cup of sugar, 1/2 teaspoon of salt, 1/4 cup of cold water, 2 cups of chopped pineapple, 1/2 cup of sugar for the filling, 1 tablespoon of cornstarch, 1 teaspoon of vanilla extract. That's all we need! Now, let's start making our pie."

In this part, learners learn vocabulary, numbers, and quantities.

Steps

"First, we make the pie crust. Take a big bowl. Put in the flour, butter, sugar, and salt. Mix it well with your hands until it looks like bread crumbs. Now, add cold water slowly and mix until it becomes a dough. Shape it into a ball, cover it, and put it in the fridge for 30

minutes."

"Now, let's make the filling. Take a pot and put in the chopped pineapple, sugar, and cornstarch. Cook on medium heat and stir until it becomes thick. Add the vanilla extract and mix well. Now, turn off the heat and let it cool."

In this section, learners will find out more about imperative sentences and get used to structure and saying them.

5.5. Conclusion: Making English a Natural Part of Your Life

Learners can explore different and engaging ways to learn English through everyday activities. They can level up their English by integrating it to their preferred activities at home. It is not limited to what is shared in this chapter, but they can discover more from every little thing around them. For example, learners can start thinking or commenting on a situation in English, writing a caption of their social media posts in English, singing English songs, or even small routines like reading labels or setting their phone to English. Language is meant to be lived, not just studied. The more they surround themselves with English the more natural it becomes. Just like a river shapes the land over time, consistent exposure to English will shape learners' fluency without they even realizing it. Vice versa, learning English in isolation, as people did in the past, demotivates learners from actively and creatively developing their language potential.

So, let English flow naturally into your life. Don't wait for the perfect moment or structured lessons—immerse yourself in the language every day, in every little way. The key to fluency isn't isolation; it's integration. Make English a habit, and soon, it will feel just as natural as your first language.

REFERENCES

- Humairoh, L. (2022). The Use of Self-Talk Strategy To Improve Students' Speaking Skill At The First Grade, Semester 1. Academic Year of 2021/2022 of VOCATIONAL HIGH SCHOOL XYZ. In *JOLADU: Journal of Language Education* (Vol. 1, Issue 1).
- Li, J. (2024). Practical English Oral Expression and Communication Skills. *Journal of Educational Theory and Management*, 8(1), 13.
- Mohammed Ismail, R., & Prasantha Kumar, N. S. (2024). Ferreting the Efficacy of Action-Oriented Approach in Indian ESL Classroom: Learners' Notion. *Theory and Practice in Language Studies*, 14(4), 955–965.
- Murtiningsih, T., Kailani, A., & Farid, R. N. (2019). Hands-on Training: Improving Speaking Skills through Games for Students and Care Takers of Panti Asuhan Sentosa, Belitung Darat, Banjarmasin
Keywords: Speak ing sk ill Educational games Self confidence. In *Green Visioneer Journal Avalaibel online at www.journal.greenvisioneers.or.id* (Vol. 1, Issue 2).
- Sari Yildirim, Ş., Hakki MİRİCİ, İ., Yazar, S., & Author, C. (2023). *The Impact of Action-Oriented Approach On Teaching English To Students With Mild Specific Language Learning Difficulties **.
- Sepúlveda Castillo, L. A., & Teberosky, A. (2022). Las listas en el aprendizaje inicial de la escritura. *Zona Próxima*, 26, 152–178.
- Xian, S. (2024). Monitoring and optimization of autonomous learning mode using English apps based on big data. *International Journal of Educational Innovation and Science*, 5(1).
- YEO, Y. (2023). The Action-Oriented Approach to the Teaching-Learning of English in Côte D'Ivoire: Contribution to the Development of Learners' Entrepreneurial Culture. *Frontiers of Contemporary Education*, 4(2), p6.



DEVELOPING LISTENING SKILLS DYNAMICALLY

By: Dr. Ika Farihah Hentihu, S.Pd, M.Pd.

Developing Listening Skills Dynamically is a concept that focuses on developing listening skills dynamically and effectively. Developing dynamic listening skills means improving the ability to understand, analyze, and respond to information received through hearing. It involves an active, not passive, process and requires the full involvement of the listener.

The goal of developing dynamic listening skills is to improve understanding and retention of information. The second is to improve the ability to analyze and assess information. Next is to improve the ability to respond and interact effectively. And at least it is to increase the ability to learn and develop yourself.

6.1. Strategy

There are several strategies that can be used to develop dynamic listening skills, namely by focusing on the speaker, for example by paying full attention to the speaker and avoiding distractions. Next is to actively listen: Don't just listen, but also try to understand and analyze information. Then it's also important to use listening

techniques: Use techniques such as repeating, paraphrasing, and clarifying to ensure understanding. And at least develop the ability to respond: Practice responding effectively and constructively. Then it's also important to use technology: Use technology like odcast, audiobooks, and videos to improve listening skills.

6.2. Benefit

Developing dynamic listening skills can have significant benefits, such as improving the ability to learn and develop yourself. Then improve the ability to communicate and interact effectively and improve the ability to understand and analyze information. And at least it is to improve the ability to respond and interact effectively.

Thus, developing dynamic listening skills can help individuals to improve their abilities in various aspects of life.

There is a theory that is currently quite well known among English teachers, especially in Listening skills, namely English Listening Comprehension (ELC) which explains the process of how we understand the English we hear. Here are some of the main theories:

1. Bottom-Up Processing Theory

This theory explains that listening comprehension starts from the lowest level, namely speech and word recognition. Then, the information is integrated to understand the overall meaning.

English Listening Comprehension Bottom-up Processing Theory is a theory that explains the process of how we understand the English we hear through the bottom-up process. Bottom-up processing is the process of processing information that starts from the lowest level, i.e. speech and word recognition, and then is integrated to understand the overall meaning.

The following is the bottom-up processing process in developing English Listening Comprehension dynamically:

- a. Speech recognition, which is by listening to sounds and recognizing related phonemes.
- b. Word recognition is by recognizing words related to the sounds heard.
- c. Phrase recognition is by recognizing phrases related to the words heard.
- d. Sentence recognition is by recognizing sentences related to the phrases heard.
- e. Meaning recognition: Recognize the overall meaning of the sentences heard.

Advantages of Bottom-up Processing

- a. Improving the ability to recognize sounds, namely by improving the ability to recognize sounds and related phonemes.
- b. Improving the ability to recognize words, namely by improving the ability to recognize words related to the sounds heard.
- c. Improving the ability to understand meaning, namely by improving the ability to understand the overall meaning of the sentences heard.

2. Top-Down Processing Theory

In teaching Listening Comprehension Skill, this theory explains that listening comprehension starts from the highest level, namely previous knowledge and experience. Then, the information is used to understand the meaning heard.

English Listening Comprehension Top-Down Processing Theory is a theory that explains the process of how we understand the English we hear through the top-down process. Top-down processing is the process of processing information that starts from the highest level, i.e.

previous knowledge and experience, and then is used to understand the overall meaning of the information heard.

The Top-Down Processing process in English Listening Comprehension is:

- a. Activation of prior knowledge (background knowledge) is by activating previous knowledge and experience related to the topic heard.
- b. Forming a hypothesis about the overall meaning of the information heard based on prior knowledge.
- c. Testing hypotheses that have been formed with the information heard.
- d. Develop the overall meaning of the information heard based on the hypothesis that has been tested.

The advantages of this top-down processing process are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because it uses prior knowledge.
- c. Improve the ability to recognize patterns and structures in the information heard.

And the disadvantage of top-down processing is that it can lead to errors in understanding the overall meaning of the information heard if the previous knowledge is not accurate. And it can also make users overconfident in understanding the information they are hearing and not paying attention to important details.

3. Interactive Processing Theory

This theory explains that listening comprehension is the result of the interaction between bottom-up and top-down processes. The two processes work together to understand the meaning heard.

English Listening Comprehension Interactive Processing Theory is a theory that explains the process of how we understand the English we hear through an interactive process between the listener and the information heard.

Definition of Interactive Processing

Interactive processing is an information processing process that involves interaction between listeners and the information heard. This process involves the use of prior knowledge, pattern recognition, and dynamic development of meaning.

The following is the interactive processing process in English Listening Comprehension:

- a. Listen to information and recognize related words, phrases, and sentences.
- b. Activate prior knowledge related to the topic heard.
- c. Develop the overall meaning of the information heard based on the recognition of information and previous knowledge.
- d. Testing and revising the meaning that has been developed based on the information heard.

There are advantages and disadvantages in using interactive processing, namely:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because it uses prior knowledge and pattern recognition.
- c. Improve the ability to recognize patterns and structures in the information heard.

However, there are also disadvantages of interactive processing, which can cause errors in understanding the overall meaning of the information heard if previous knowledge is not accurate. And it can make users overconfident in understanding the information they hear and not paying attention to important details.

4. Schema Theory

This theory explains that listening comprehension is influenced by pre-existing schemes or frameworks of knowledge. The scheme helps us understand the meaning of what we hear. English Listening Comprehension Schema Theory is a theory that explains how we understand the English we hear through the process of activating a pre-existing schema or framework of knowledge.

Schemas are pre-existing knowledge frameworks that help us understand new information. A schema can be a concept, theory, or experience related to the topic being heard. The following is the process of activating the scheme in teaching English Listening Comprehension:

- a. Listen to the topics heard and recognize related schemes.
- b. Activate schemas related to the topic being heard.
- c. Develop the overall meaning of the information heard based on the activated schema.
- d. Testing and revising the meaning that has been developed based on the information heard.

This schema theory has advantages that need to be considered when teaching Listening Comprehension, namely improving the ability to understand the overall meaning of the information heard, saving time in understanding the information heard because it uses a pre-existing schema. And it can improve the ability to recognize patterns and structures in the information heard.

The disadvantage of schema theory is that it can cause errors in understanding the overall meaning of the information heard if the activated schema is not accurate. And it can make users overconfident in understanding the information they hear and not paying attention to important details.

5. Cognitive Load Theory

This theory explains that listening comprehension is influenced by cognitive load, which is the amount of information that the brain must process. If the cognitive load is too high, then listening comprehension will be impaired. English Listening Comprehension Cognitive Load Theory is a theory that explains how cognitive load affects the ability to understand the English language heard.

a. Definition of Cognitive Load

Cognitive load is the amount of information that the brain has to process in a given time. Cognitive load can affect the ability to understand the information heard.

b. Types of Cognitive Load

There are three types of cognitive load that affect English Listening Comprehension:

- 1) Cognitive load associated with the complexity of the information heard.
- 2) Cognitive load associated with external factors such as background noise, distractions, or fatigue.
- 3) Cognitive load associated with the process of understanding the information heard.

The following is the process of influencing cognitive load in teaching English Listening Comprehension skills:

- a. Listen to information and recognize related words, phrases, and sentences.

- b. Process the information heard and understand the overall meaning.
- c. Cognitive load affects the ability to understand the information heard.

The advantages of using cognitive load theory in teaching Listening Comprehension skills are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because it reduces cognitive load.
- c. Improve the ability to recognize patterns and structures in the information heard.

However, there are also shortcomings of this cognitive load theory, namely: it can cause errors in understanding the overall meaning of the information heard if the cognitive load is too high and can make users too confident in understanding the information they hear and do not pay attention to important details.

6. Working Memory Theory

This theory explains that listening comprehension is affected by working memory, which is the brain's ability to store and process information in a short period of time. If working memory is too limited, then listening comprehension will be impaired. English Listening Comprehension Working Memory Theory is a theory that explains how working memory affects the ability to understand the English you hear.

Working memory is the brain's ability to store and process information in a short period of time. Working memory has a limited capacity and can be affected by factors such as attention, motivation, and fatigue.

The following is the process of the effect of working memory on English Listening Comprehension:

- a. Listen to information and recognize related words, phrases, and sentences.
- b. Stores the information heard in the working memory.
- c. Information Processing: Processing information stored in working memory to understand the meaning of the whole.
- d. Effect of Working Memory: Working memory affects the ability to understand the information heard.

The following are the factors that affect working memory in English Listening Comprehension:

- a. Limited working memory capacity can affect the ability to understand the information heard.
- b. Unfocused attention can affect the ability to understand the information heard.
- c. Low motivation can affect the ability to understand the information heard.
- d. Fatigue can affect the ability to understand the information heard.

The advantages of working memory theory are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because working memory can store information in a short time.
- c. Improve the ability to recognize patterns and structures in the information heard.

The disadvantage of working memory theory is that it can cause errors: It can cause errors in understanding the overall meaning of the information heard if the working memory is too limited and can make

the user too confident in understanding the information heard and not paying attention to important details.

7. Emotional Intelligence Theory

This theory explains that listening comprehension is influenced by emotional intelligence, which is the ability to recognize and manage emotions of oneself and others. If emotional intelligence is too low, then listening comprehension will be impaired. English Listening Comprehension Emotional Intelligent Theory is a theory that explains how emotional intelligence affects the ability to understand the English heard.

Emotional intelligence is the ability to recognize, understand, and manage the emotions of oneself and others. Emotional intelligence also includes the ability to recognize and understand the emotions associated with the English language heard.

The following is the process of influencing emotional intelligence on English Listening Comprehension:

- a. Recognize emotions related to the English heard.
- b. Understand the emotions associated with the English language heard.
- c. Managing your own and others' emotions related to the English you hear.
- d. Influence of Emotional Intelligence: Emotional intelligence affects the ability to understand the English heard.

Factors that affect emotional intelligence in English Listening Comprehension are the ability to recognize emotions related to the English language heard. Then the ability to understand emotions related to the English heard and the ability to manage the emotions of oneself and others related to the English heard. And the last is the experience and knowledge related to the English language heard.

The advantages of emotional intelligent theory are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because emotional intelligence can help recognize and understand related emotions.
- c. Improve the ability to communicate with others related to the English heard.

And there is always a flaw of emotional intelligence theory, which can cause errors in understanding the overall meaning of the information heard if emotional intelligence is inaccurate and can make users overconfident in understanding the information they hear and not paying attention to important details.

8. Contextual Influence Theory

This theory explains that listening comprehension is influenced by the context, that is, the situation and environment in which communication takes place. Context can affect the meaning heard. English Listening Comprehension Contextual Influence Theory is a theory that explains how context affects the ability to understand English heard.

Context is the situation or environment in which communication takes place. Context can affect the meaning of the information heard. The following is the process of influencing context on English Listening Comprehension:

- a. Recognize the context in which communication takes place.
- b. Understand the context and how the context affects the meaning of the information heard.
- c. Context affects the ability to understand the English heard.

- d. Develop the overall meaning of the information heard based on the context.

The following are the factors that affect the context in English Listening Comprehension:

- a. The situation in which communication takes place.
- b. The environment in which communication takes place.
- c. Culture related to communication.
- d. Previous knowledge related to the topic heard.

The advantages of contextual influence theory are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because context can help recognize and understand meaning.
- c. Improve the ability to communicate with others related to the English heard.

And there are also shortcomings in the application of contextual influence theory, namely:

- a. It can cause errors in understanding the overall meaning of the information heard if the context is inaccurate.
- b. It can make users overconfident in understanding the information they hear and not paying attention to important details.

9. Cultural Influence Theory

This theory explains that listening comprehension is influenced by culture, namely the values and habits that differ from one society to another. Culture can influence the meaning heard. English Listening Comprehension Cultural Influence Theory is a theory that explains how culture affects the ability to understand the English language heard.

Culture is a system of values, beliefs, and practices embraced by a society. Culture can influence the way we understand and interpret the information we hear. And here is the process of cultural influence on English Listening Comprehension:

- a. Recognize the culture associated with communication.
- b. Understand culture and how culture influences the meaning of the information heard.
- c. Culture affects the ability to understand the English heard.
- d. Develop the overall meaning of the information heard based on culture.

Here are the factors that influence culture in English Listening Comprehension:

- a. Values and beliefs embraced by a society.
- b. Practices and traditions embraced by a community.
- c. Language and communication used by a society.
- d. Educational background that affects the way we understand and interpret the information we hear.

And the advantages of cultural influence theory are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because culture can help recognize and understand meaning.
- c. Improve the ability to communicate with others related to the English heard.

However, there are also shortcomings of cultural influence theory, which can cause errors in understanding the overall meaning of the information heard if the culture is inaccurate and can make users

overconfident in understanding the information they hear and do not pay attention to important details.

10. Technology Influence Theory

This theory explains that listening comprehension is influenced by technology, namely the tools and systems used for communication. Technology can affect the meaning heard. English Listening Comprehension Technology Influence Theory is a theory that explains how technology affects the ability to understand the English language heard.

Technology is a tool or system used to process, send, and receive information. Technology can affect the way we understand and interpret the information we hear.

Here are some of the processes that influence technology on English Listening Comprehension:

- a. Use technology such as podcasts, audiobooks, or videos to listen to English.
- b. Technology affects the ability to understand the English heard.
- c. Develop the overall meaning of the information heard based on the technology used.
- d. Interaction with technology affects the ability to understand the English heard.

And here are the factors that affect technology in English Listening Comprehension:

- a. The type of technology used, such as podcasts, audiobooks, or videos.
- b. The quality of the technology used, such as sound or image quality.
- c. User experience with the technology used.
- d. Learning objectives to be achieved by using technology.

Some of the advantages of technology influence theory are:

- a. Improve the ability to understand the overall meaning of the information heard.
- b. Saves time in understanding the information heard because technology can help recognize and understand meaning.
- c. Improve the ability to communicate with others related to the English heard.

The disadvantage of technology influence theory is that it can cause errors in understanding the overall meaning of the information heard if the technology is inaccurate and can make users overconfident in understanding the information they hear and not paying attention to important details.

6.3. Developing English Listening Skills Comprehension Dynamically

Developing English Listening Skills Comprehension Dynamically refers to the process of developing listening and comprehension skills in English dynamically, namely with a flexible, interactive, and adaptive approach according to the needs and level of learners' abilities. Here is a more detailed explanation:

Developing English Listening Skills is the process of improving listening skills in English. This involves practicing listening to different types of audio, such as conversations, podcasts, news, or learning materials, to understand the meaning, context, and nuances of the language.

a. Comprehension

Comprehension is the ability to understand and interpret what is heard. It includes understanding vocabulary, grammar, intonation, and conversational context.

b. Dinamically

A dynamic approach means using methods that are varied and adapted to the learner's development. This can involve the use of technology, interactive media, or activities that adapt to the learner's level of difficulty and interests.

How to Develop Dynamic Listening Skills:

- a. Using various audio sources, i.e. listening to different types of material such as podcasts, songs, movies, or YouTube videos in English.
- b. Interactive Exercises, which is using applications or learning platforms that provide listening exercises with instant feedback, such as Duolingo, Quizlet, or special listening platforms.
- c. Improving vocabulary and grammar, namely expanding vocabulary and understanding sentence structure to facilitate understanding when listening.
- d. Active practice is to carry out activities such as taking notes on important points, answering questions, or summarizing what is heard.
- e. Learning with context, namely by understanding the situation or topic discussed in the audio to improve understanding.
- f. Using technology, namely by utilizing tools such as language learning software, audio transcripts, or voice recognition tools to practice listening.
- g. Continuous practice is by consistently practicing and challenging yourself with material that gets more difficult over time.

With a dynamic approach, learners can develop listening and comprehension skills in a more effective and enjoyable way. Developing English Listening Skills Comprehension Dinamically is the process of developing English listening and comprehension skills that is carried out dynamically and effectively.

The strategies that can be used are development strategies such as:

- a. Listen with a clear purpose, such as understanding a specific topic or identifying specific information.
- b. Using technology such as podcasts, audiobooks, and videos to improve listening skills.
- c. Practice active listening by repeating, paraphrasing, and clarifying the information heard.
- d. Develop the ability to respond effectively and constructively.
- e. Use listening strategies such as identifying topics, following sentence structures, and recognizing key words.

How are the development activities? Namely by:

- a. Listen to podcasts in English to improve listening skills.
- b. Participate in discussions in English to improve listening and responding skills.
- c. Use apps like Duolingo, Babbel, or Rosetta Stone to improve listening skills.
- d. Take English classes to improve listening and comprehension skills.
- e. Using teaching materials such as books, articles, or videos to improve listening and comprehension skills.

There are also benefits of the development, namely:

- a. Improve listening and understanding English skills.
- b. Improve the ability to speak and respond in English.
- c. Improve the ability to read and understand texts in English.
- d. Improve the ability to write and express ideas in English.
- e. Increases cultural awareness and the ability to communicate with people from different cultural backgrounds.

6.4. How to develop English Listening Skills?

The trick is to develop listening skills in English is a process that requires regular practice, patience, and the right strategy. Here are some steps and tips for developing English listening skills:

1. Start with an appropriate level of ability

- a. If you're a beginner, start with simple material like short conversations, children's songs, or podcasts for beginners.
- b. If you are already at an intermediate or advanced level, try listening to news, movies, or podcasts with more complex topics.

2. Use Various Audio Sources

- a. Podcasts: Choose podcasts with interesting topics, such as English learning (example: BBC Learning English, ESL Pod).
- b. Song: Listen to an English song and try to understand the lyrics.
- c. Movies and TV Series: Watch movies or series with English subtitles to train your ears.
- d. News: Listen to news from stations like the BBC, CNN, or NPR.
- e. Audiobooks: Listen to audiobooks to practice your comprehension.

3. Practice Active Listening

- a. Focus on Content: Listen attentively and try to understand the main idea and specific details.
- b. Take note of Key Points: When listening, take note of the keywords or phrases you hear.
- c. Answer Questions: Use listening exercises that include questions to test your understanding.

4. Passive Listening Practice

which is listening to English audio while doing other activities, such as exercising or cooking. It helps you get used to the rhythm and intonation of the English language.

5. Improve Vocabulary and Grammar

- a. The more vocabulary you master, the easier it will be for you to understand what you're hearing.
- b. Learn common phrases and idiomatic expressions that are often used in everyday conversation.

6. Use Technology and Applications

- a. Learning Apps: Use apps like Duolingo, Babbel, or Rosetta Stone that provide listening exercises.
- b. Audio Transcript: Listen to the audio while reading the transcript to understand difficult words.
- c. Speech Recognition Tools: Use tools such as Google Translate or speech recognition software to practice pronunciation and comprehension.

7. Practice with Native Speakers

- a. If possible, practice listening by speaking directly to native speakers or through platforms such as iTalki, Tandem, or HelloTalk.
- b. Listen to the way they speak, the intonation, and the pronunciation of words.

8. Repeat and Review

- a. Listen to the same material several times to understand details that may have been missed before.
- b. Review any new words or phrases you learn from the material.

9. Create a Regular Training Schedule

- a. Take time each day to practice listening, even if it's just 15-30 minutes.
- b. Consistency is the key to improving listening skills.

Example of Listening Practice:

- a. Choose a short episode from the English learning podcast. Listen once without text, then listen again while reading the transcript.
- b. Watch your favorite movies with English subtitles. After that, watch it again without subtitles and try to understand the dialogue.
- c. Look for online listening exercises, such as from the British Council website or IELTS practice tests.

Development Strategy:

- a. Listen with a clear purpose, such as understanding a specific topic or identifying specific information.
- b. Using technology such as podcasts, audiobooks, and videos to improve listening skills.
- c. Practice active listening by repeating, paraphrasing, and clarifying the information heard.
- d. Develop the ability to respond effectively and constructively.
- e. Use listening strategies such as identifying topics, following sentence structures, and recognizing key words.

Development activities are by:

- a. Listen to podcasts in English to improve listening skills.
- b. Participate in discussions in English to improve listening and responding skills.

- c. Using apps like Duolingo, Babbel, or Rosetta Stone to improve listening skills.
- d. Take English classes to improve listening and comprehension skills.
- e. Use teaching materials such as books, articles, or videos to improve listening and comprehension skills.

Additional Tips:

- a. Start with easy material and gradually increase the difficulty.
- b. Practice regularly to improve your listening skills.
- c. Using subtitles to help understand dialogue or conversation.
- d. Repeat and retain the information heard to increase retention.

REFERENCES

- Brown, G. (1990). *Listening to Spoken English*. Second Edition. London: Longman.
- Carrell, P. L. (1984). Schema Theory and ESL Reading: Classroom Implications and Applications. *The Modern Language Journal*, Vol. 68, No.4, Pp. 332-343.
- Gebhard, Gerry. 2000. *Teaching English as A Second or foreign Language*. Oxford: Oxford University Press.
- Goh, C. (1997). Metacognitive Awareness and Second Language Listeners. *ELT Journal*, Vol.51, No. 4, Pp:361–369.
- Howatt, A. and J. Dakin. 1974. *Language laboratory materials*, ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder.
- Navarro, Ann M. (2008). *Building Schema for English Language Learners*. (Eric Document Reproduction Service No. ED 514335)
- Nunan, D. (1997). *Approaches to Teaching Listening in the Language Classroom*. A Paper presented to the 1997 Korea TESOL Conference.
- Schwartz, A. (December 1998). *Listening in a Foreign Language*: Washington, DC: Center for Applied Linguistics.
- Underwood, Mary. 1989. *Teaching Listening*. New York: Longman.
- Ur, P. 1984. *Teaching of English as a second or foreign language*. Cambridge: Cambridge University Press.
- Vandergrift, L. (2003). From prediction through reflection: Guiding students through the process of L2 listening. *The Canadian Modern Language Review*, 59. 3, 425—440.



FROM ACTIONS TO CONVERSATIONS

By: Tomi Arianto, S.S., M.A.

7.1. Observing and Understanding Actions

Understanding human actions requires keen observation and analysis of behaviors in various contexts. Said (2021) emphasized that observing actions involves not just noticing physical movements but also interpreting the underlying motivations and emotions. The way individuals move, react, or interact with their surroundings provides valuable insights into their cognitive and emotional states. Through systematic observation, researchers and communicators can decipher patterns that lead to meaningful interpretations of human behavior.

Mentioned in behavioral studies, nonverbal communication plays a crucial role in human interactions (Johnson, 2020). Body language, facial expressions, and gestures often convey more information than spoken words. For example, a person crossing their arms may indicate discomfort or defensiveness, while consistent eye contact can signal confidence or attentiveness. By paying close attention to these cues, individuals can gain a deeper understanding of others' emotions and intentions without relying solely on verbal communication.

Explained by Thompson (2019), understanding actions also requires contextual awareness. The same gesture or movement can have different meanings depending on cultural background, social setting, or situational context. For instance, a thumbs-up gesture is considered positive in many Western cultures, but in some parts of the world, it carries an offensive connotation. Therefore, effective observation includes recognizing these contextual variations to avoid misinterpretations and enhance communication accuracy.

Moreover, studies in psychology suggest that mirroring actions can foster social bonding and rapport (Williams, 2018). When individuals unconsciously imitate the actions or postures of others, it often leads to a sense of connection and trust. This phenomenon, known as the chameleon effect, highlights the importance of observation in creating harmonious social interactions. By being aware of these subtle behavioral dynamics, communicators can adapt their approach to build better relationships.

According to Lee (2022), the ability to observe and understand actions is particularly vital in professional settings such as negotiations, leadership, and education. Leaders who can accurately interpret team members' body language and nonverbal cues are better equipped to address concerns, provide support, and foster collaboration. Similarly, educators who observe students' reactions can adjust their teaching methods to ensure better engagement and comprehension. This reinforces the idea that action-based observation is a key component of effective communication across various domains.

Observing and understanding actions is an essential skill that extends beyond verbal language. As Said (2021) noted, it requires attentiveness, contextual awareness, and an appreciation of nonverbal cues. By integrating these elements, individuals can enhance their communication abilities, reduce misunderstandings,

and build stronger interpersonal connections. This perspective aligns with existing research, underscoring the fundamental role of action-based observation in human interaction.

Learning English is not just about mastering vocabulary and grammar; it also involves observing and understanding actions that accompany communication. Nonverbal cues, gestures, facial expressions, and tone of voice play a crucial role in conveying meaning and enhancing comprehension. By actively analyzing these elements, learners can develop a deeper understanding of spoken language, improve their ability to interpret context, and engage in more natural conversations. This approach bridges the gap between theory and practice, allowing English learners to not only recognize words but also grasp the emotions and intentions behind them, ultimately fostering more effective and confident communication:

1. Active Listening and Watching
2. Identifying Nonverbal Cues
3. Contextual Interpretation
4. Mimicking and Practicing Gestures
5. Analyzing Speech Patterns
6. Understanding Cultural Differences
7. Engaging in Role-Playing Activities
8. Providing and Receiving Feedback
9. Using Visual and Audio Resources
10. Applying Observations in Real Conversations

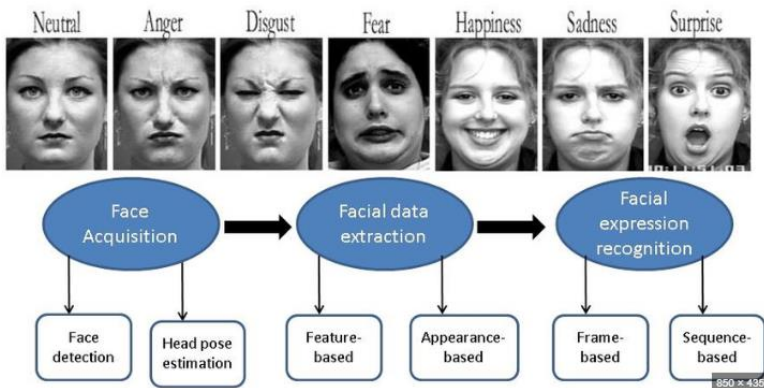
7.2. Interpreting Intentions Behind Movements

Interpreting intentions behind movements requires careful observation of body language, facial expressions, and contextual cues. Movements often carry subconscious messages that reflect emotions, thoughts, and attitudes. For instance, a hesitant step backward may indicate discomfort, while a forward-leaning posture can signal

interest and engagement. According to behavioral studies, people unconsciously express their intentions through microexpressions and subtle gestures, which, when correctly interpreted, enhance understanding in both social and professional interactions. In language learning, recognizing these nonverbal signals helps learners grasp the deeper meaning of conversations, making communication more effective and natural.

Techniques for Interpreting Intentions Behind Movements

1. Facial Expression Analysis – Observing subtle changes in facial expressions, such as raised eyebrows (surprise) or a tight-lipped smile (discomfort), to understand emotions.



Source: Researchgate

2. Body Posture Awareness – Recognizing open postures (confidence, willingness) versus closed postures (defensiveness, insecurity) in communication.
3. Gesture Interpretation – Identifying common hand gestures and their meanings, which vary across cultures and contexts.



source: <https://www.linkedin.com/pulse/body-language-digital-era-prabhakar-mundkur-1>

4. Eye Contact Observation – Noting patterns of eye contact to determine attentiveness, confidence, or possible deception.



Source: <https://www.verywellmind.com/how-do-i-maintain-good-eye-contact>

5. Contextual Consideration – Understanding that the same movement can have different meanings depending on cultural background and situational factors.
6. Mirroring Technique – Using subtle imitation of gestures to build rapport and enhance understanding of the other person's intentions.



7. Paired Verbal and Nonverbal Cues – Comparing spoken words with body language to detect inconsistencies or reinforce meaning.
8. Situational Adaptation – Adjusting interpretations based on the specific environment, such as formal settings requiring different gestures than casual conversations.

By mastering these techniques, individuals can improve their ability to decode unspoken messages, enhance communication skills, and navigate social interactions with greater confidence.

7.3. Transitioning from Physical Gestures to Verbal Communication

Transitioning from physical gestures to verbal communication is a crucial step in developing effective interaction skills, especially for language learners. Gestures often serve as the first mode of communication before words are formed, helping individuals express ideas, emotions, and intentions. For instance, young children initially rely on pointing, nodding, or shaking their heads before they acquire spoken language. Similarly, second-language learners may use gestures to bridge communication gaps when they lack the appropriate vocabulary. By gradually integrating verbal expressions with gestures, learners can build confidence in articulating thoughts while maintaining natural and expressive communication.

The process of shifting from gestures to speech requires conscious effort and practice. Effective communicators learn to complement their physical movements with spoken words, ensuring that their verbal messages align with their body language. This transition enhances clarity and engagement, making interactions more dynamic and meaningful. In language learning, structured practice, such as describing gestures aloud or narrating actions, can help individuals strengthen their verbal fluency. Over time, reliance on gestures decreases as vocabulary and sentence structures improve, allowing for smoother and more precise verbal communication.

Techniques for Transitioning from Gestures to Verbal Communication

1. **Gesture Labeling** – Verbally describing the gestures used (e.g., saying “I agree” while nodding) to reinforce the connection between actions and words.
2. **Action Narration** – Speaking out loud while performing actions to develop fluency in describing movements.

3. **Role-Playing Conversations** – Engaging in simulated interactions where gestures must be accompanied by relevant verbal expressions.
4. **Visual Cues to Speech** – Using images or videos of gestures as prompts to create spoken sentences.
5. **Gradual Reduction of Gestures** – Practicing speech while consciously minimizing hand movements to encourage reliance on verbal communication.
6. **Listening and Mimicking** – Observing fluent speakers and imitating how they integrate gestures with speech naturally.
7. **Contextual Word Association** – Linking gestures with appropriate vocabulary and phrases to facilitate spontaneous speech.
8. **Interactive Group Discussions** – Participating in group conversations where verbal responses are prioritized over nonverbal cues.

By consistently applying these techniques, language learners and communicators can refine their ability to express themselves verbally while maintaining the natural expressiveness that gestures provide.

7.4. Building Meaningful Dialogues from Actions

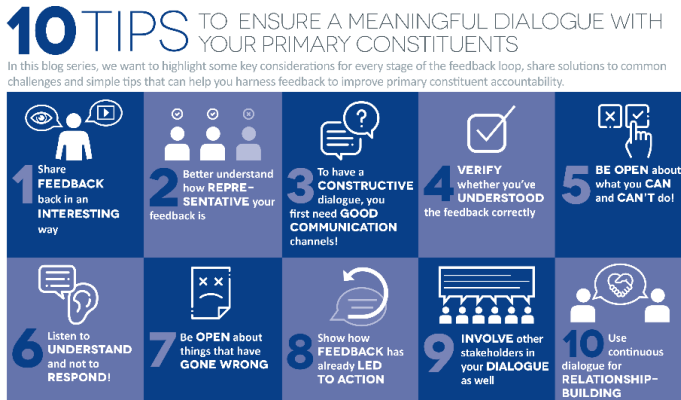
Effective communication goes beyond words; actions and body language play a crucial role in shaping meaningful dialogues. Nonverbal cues such as gestures, facial expressions, and posture often provide context to spoken language, reinforcing or even altering the intended message. For example, a simple smile while greeting someone adds warmth to the conversation, while crossed arms might indicate defensiveness or disinterest. By recognizing these signals, individuals can respond appropriately and create more engaging and productive interactions.

In language learning, transitioning from actions to spoken dialogue helps bridge the gap between understanding and expression. Learners often rely on gestures to convey meaning when they struggle with vocabulary, making it essential to integrate verbal communication gradually. Role-playing scenarios, storytelling through actions, and mimicking real-life interactions can help language learners associate physical movements with spoken expressions. This approach not only improves language fluency but also enhances confidence in speaking and interpreting messages accurately.

Social and professional interactions benefit significantly from the ability to build dialogues from actions. In workplace settings, leaders who understand nonverbal cues can foster better relationships with colleagues by responding empathetically to their emotions. Similarly, educators who observe students' body language can adjust their teaching methods to maintain engagement and encourage participation. By aligning verbal communication with observed actions, speakers can create dialogues that feel more natural, persuasive, and emotionally intelligent.

Mastering the skill of building dialogues from actions requires consistent practice and awareness. Observing conversations in movies, analyzing interviews, and participating in group discussions can help individuals refine their ability to interpret and respond to nonverbal cues effectively. Additionally, using interactive exercises such as mirroring activities or improvisational games can enhance one's ability to integrate actions into meaningful spoken interactions. Ultimately, by understanding and leveraging body language, individuals can develop deeper, more impactful conversations that transcend mere words.

Here's a 10 tips to ensure a meaningful dialogue with your primary constituents:



Source: web <https://www.civicus.org/>

7.5. Enhancing Conversations Through Active Engagement

Enhancing conversations through active engagement requires both verbal and nonverbal participation. Engaged communicators listen attentively, respond thoughtfully, and use appropriate body language to show interest. Active engagement fosters deeper connections, making interactions more dynamic and meaningful. For example, maintaining eye contact, nodding in agreement, and using affirmative verbal cues such as “I see” or “That makes sense” encourage the speaker to continue sharing their thoughts. According to communication experts, engaged conversations create a positive environment where participants feel valued and understood (Said, 2020).

Beyond nonverbal cues, verbal strategies such as asking open-ended questions and paraphrasing key points help sustain dialogue. By demonstrating genuine interest, speakers can navigate conversations smoothly and avoid misunderstandings. Engagement also involves

adapting to the context—whether in casual, professional, or academic discussions—ensuring that responses are appropriate and meaningful. As Mention (2021) explained, “Active engagement is the foundation of effective communication, enabling individuals to exchange ideas with clarity and confidence.” Mastering these techniques improves conversation flow and strengthens interpersonal relationships.

Techniques for Enhancing Conversations Through Active Engagement

1. **Active Listening** – Focus on the speaker without interrupting, using nods and verbal affirmations to show attentiveness.
2. **Asking Open-Ended Questions** – Encourage deeper discussions by using questions that require more than a simple yes/no answer.
3. **Paraphrasing and Summarizing** – Reiterate key points to confirm understanding and show appreciation for the speaker’s perspective.
4. **Mirroring Body Language** – Subtly matching gestures and expressions to build rapport and connection.
5. **Providing Constructive Feedback** – Offering insights or thoughtful responses that contribute meaningfully to the discussion.
6. **Using Storytelling Techniques** – Engaging listeners by sharing relevant experiences or examples.
7. **Being Mindful of Tone and Pace** – Adjusting speech delivery to maintain a natural and comfortable interaction.
8. **Recognizing and Adapting to Social Cues** – Observing the other person’s comfort level and responding accordingly.

By consistently applying these techniques, individuals can create more engaging and impactful conversations that encourage meaningful exchanges and foster stronger connections.

REFERENCES

- Johnson, R. (2020). *Nonverbal Communication in Human Interaction*. Oxford University Press.
- Lee, M. (2022). *Interpersonal Dynamics and Professional Communication*. Cambridge University Press.
- Said, H. (2021). *The Psychology of Human Behavior: From Actions to Conversations*. Routledge.
- Thompson, L. (2019). *Contextual Factors in Nonverbal Communication*. Sage Publications.
- Williams, J. (2018). *The Chameleon Effect: Understanding Social Imitation*. Harvard University Press.



ENHANCING PRONUNCIATION WITH MOVEMENT

By: Ambalegin, M.Pd.

8.1. Elevating Appropriate Sounds with Appropriate Movements

Living creatures always move to do their activities, and so do non-living creatures. Living creatures move their body parts to change physical positions, and non-living creatures move by others' helps. The movement of them can be expressed by saying it. To say something means to produce sounds through the mouth, and the listener understands what the speaker says by listening through the ears. Thus, the sounds produced must be clear. The clear sounds are produced when the correct articulators are functioned in the correct way. It involves the collaboration of place of articulation and manner of articulation. Place of articulation indicates where the articulators are pressed, and manner of articulation indicates how the airflow is released.



Figure 1. The Actions

The English learners learn to construct some sentences through the actions around them by saying or writing. When the learners learn to create sentences by writing them down, they will not learn pronunciation. However, when they say them louder, they learn pronunciation. Figure 1 shows the action;

- a. She is laughing.
- b. He is crying.

To let the learners, understand what the speaker says, the speakers must pronounce them correctly. The incorrect pronunciation causes information to be misinterpreted. To the learners whose English is not their language, must adjust place of articulation and manner of articulation correctly.

Each language has phonemes that are different from each other. English [θ] and [ð] do not belong to Indonesian. Indonesians mostly pronounce them as [t] and [d]. Ambalegin & Arianto (2018) revealed that the seventh president of the Republic of Indonesia pronounced [θ], [ð], and [ʃ] improperly. Ambalegin & Suryani (2018) found that the Batak Toba adults did not pronounce long vowel sounds. Their mother tongues influenced their English pronunciation. For the English learners whose English is not their first language, need to learn the

English Phonetic by practicing the correct movement of speech organs.

The movement of speech organs influences the production of sounds. Different movement of the speech organs produces different sound. [s] and [ʃ] are fricatives in which [s] is generally represented by the letter <s> e.g., **sea** [si:] and [ʃ] is generally represented by the letter combination <sh> e.g., **she** [ʃi]. The listener will confuse if the speaker pronounces **she** as [si:] or **sea** as [ʃi] in a conversation. Both sounds are located in different place of articulation. [s] is articulated when the blade of the tongue touches the alveolar ridge with spread shape lips. Alveolar ridge is the back jaw located at back upper front teeth. Meanwhile [ʃ] is articulated when the blade of the tongue moves back from the alveolar ridge to palatoalveolar or is pulled back to palatoalveolar with round shape of the lips. Palatoalveolar is located between alveolar ridge and hard palate. When **she** is pronounced as [si:] means that [ʃ] is shifted because the position of blade of the tongue is not on the palato-alveolar.

For the children who do not use the speech organs perfectly will experience the shifting. They say what they think is easier. From the video on <https://www.youtube.com/shorts/3m52WKmiVXo>, Steve Harvey is a Little Big Shots host asked his little guest about his favourite subject in school. And the answer was 'I like a fish' by pronouncing **fish** as /feʃ/. Steve Harvey asked what is /feʃ/ and the guest said that **fish in the sea**, but still with /feʃ/ to pronounce **fish**. Steve Harvey corrected his pronunciation by saying [e] as [ɪ] for the **fish**, but he still pronounced **fish** as /feʃ/. [e] and [ɪ] have different tongue positions and different mouth shapes so they produce different sounds. Also, in the conversation between the father and the daughter experienced misunderstanding when the daughter pronounced **nuts** as /nəɪt/ and the father thought it was **night** [naɪt] (Ambalegin, 2025).

Children have limited performance in sound production. Their complete speech organs do not support the appropriate sounds

because they do not move the speech organs properly. The easiest way to pronounce is about vowels such as long [a:] because there is no obstruction and the bilabial sounds such as [m], [b], and [p] by closing and opening the lips. That is the baby firstly produces **mama, papa, or baba**. Instead of imitating their parents, these sounds are easier to be produced. The baby in the movie *Baby's Day Out*, he used to say **boo boo** /bu: bu:/ by opening the mouth to release the air through round shape lips. To pronounce /bu:bu:/, the baby presses his lips to stop the airstream then lets the air go abruptly by opening the lips and the /u:/ is released when the mouth is opened.

The imperfect shape of speech organs does influence the sound production. People with cleft lips or palate will not produce the bilabial and dorsal sounds such as [b], [p], [m], [k], and [g]. This speech disorder refers to **dyslalia** or speech defect. When the upper lip or hard palate does not form completely during fetal development, it results cleft lips or palate or a gap or split in the lip or palate (Yohana & Handoko, 2023). The cleft lip or palate excesses the air flows through the nasal cavity resulting nasalization. Mariani and Siagian (2023) revealed that the adult cleft lip patient pronounced vowels unclearly, could not pronounce [b] and [k], and he nasalized the sounds. Irawan et al. (2024) revealed that the adult cleft lip patient experience difficulty in pronouncing certain phonemes, such as /s/, /t/, /r/, and /ʃ/.

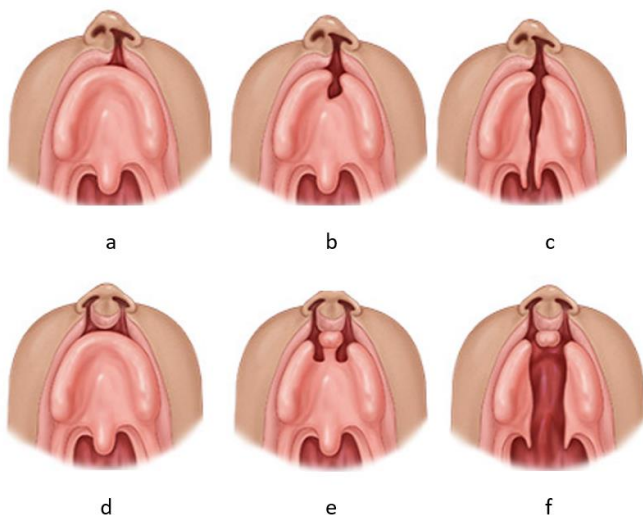


Figure 2. (a) Unilateral cleft lip, (b) Unilateral cleft lip and alveolus, (c) Unilateral cleft lip and palate, (d) Bilateral cleft lip, (e) Bilateral cleft lip and alveolus, (f) Bilateral cleft lip and palate

The teeth influence the sound production. Loss of teeth and their supporting structures changes the main articulation mechanism and produces visible effects in the pattern of speech because of the shift in their major articulatory cavity (Budală et al., 2023). It will influence the articulation of labiodental, dental, and alveolar sounds. [f] and [v] are articulated through the coordination between upper teeth and lower lip. This coordination will not create tiny opening between upper teeth and lower lip. [θ] and [ð] is articulated through the coordination between upper teeth and lower teeth. The tip of the tongue is between them and the air is released through the tiny opening between the tongue and the upper teeth. [s] is articulated by pressing the alveolar with the blade, and the air escapes through the narrow gap between them along the center of the tongue. Denture helps restore the sounds in a proper way.



Figure 3. Loosing Upper Front Teeth

The movement of the speech organs plays an important role to place them in the correct place of articulation and to manage the airflow in oral cavity correctly, so the production of the sound will be articulated properly and correctly. For the native speakers sometimes do not use standard English or received pronunciation (RP). They bring their accents while speaking English instead of standard pronunciation. The accent brought by the native speakers creates misunderstanding for the listeners who never use and listen to the accent.

Adele is a British singer and song-writer has a cockney accent when speaking English. Cockney accent is the English accent which is originated from east end of London. Adele pronounced [θ] as [f] and [ð] as [v] e.g., **think** /fɪŋk/, **bath** /bɑ:f/ and **their** /veə/, **mother** /'mʌ.və/. She dropped initial [h] e.g., **happy** ['æpi] and **hospital** ['ɒspɪtəl]. And she pronounced [t] as a glottal stop e.g., **butter** ['bʌ'ə], and **water** ['wɔ:'ə]. Once, she had an interview by showing her cockney accent. The different sounds she produced are showed in table 1.

Table 1. The Cockney Accent

Transcript	Received Pronunciation	Cockney Accent
Well, I think since I last was on Radio One	[wɛl aɪ θɪŋk sɪns aɪ lɑːst wəz ɒn 'reɪdiəʊ wʌn]	/wɛl aɪ fɪŋk sɪns aɪ lɑːs wɒz ɒn 'reɪdiəʊ wʌn/
I got to meet Beyonce a couple of times	[aɪ gɒt tə mi:t bi'jɒnsei ə 'kʌpəl əv taɪmz]	/aɪ gɒt t mi:' bi'jɒnsei ə 'kʌpəl ə taɪmz/
which a first time I really held it together	[wɪtʃ ə fɜːst taɪm aɪ 'rɪəli held ɪt tə'geðə]	/wɪtʃ ə fɜːs taɪm aɪ 'rɪəli held ɪ' tə'gevə /
I was like, thanks for having me at your show B	[aɪ wəz laɪk, θæŋks fə'hævɪŋ miət jəʃəʊ bi:]	/aɪ wɒz laɪk, fæŋks fə' ævɪŋ mi ə' jəʃəʊ bi:/
you know reh, reh, reh	[jʊ nəʊ re re re]	/jə nəʊ re re re/
the thing is, I was in her dressing room and I was like	[ðə θɪŋ ɪz, aɪ wəz ɪn hə'dresɪŋ ru:m ənd aɪ wəz laɪk]	/ðə fɪŋ ɪz, aɪ wɒz ɪn ə ' dresɪn ru:m ən aɪ wɒz laɪk/
she was, there was only a little curtain	[ʃi wɒz, ðə wəz 'əʊnli ə 'lɪtəl 'kɜːtən]	/ʃi wɒz , ðə wɒz 'əʊnli ə ' lɪ' l 'kɜː'n/
and separating us whilst she was having her makeup done	[ənd 'sepəreɪtɪŋ əs waɪlst ʃi wəz 'hævɪŋ hə'meɪkʌp dʌn]	/ə n 'sepə reɪ' ɪn əs wɑɪl ʃi wɒz 'ævɪn ə meɪk ʌp dʌn/
and I started like going	[ənd aɪ stɑːtɪd laɪk 'gəʊɪŋ]	/ə n aɪ ' stɑː' ɪd laɪk ' gəʊɪn /
I don't think I can do this (2x)	[aɪ dəʊnt θɪŋk aɪ kən dʊ ðɪs]	/aɪ dəʊn fɪŋk aɪ kn dʊ ðɪs/

Transcript	Received Pronunciation	Cockney Accent
and she would've heard it all	[əndʒi 'wʊdəv hɜ:d ɪt ɔ:l]	/ə n ʃi 'wʊdəv hɜ:d ɪ' ɔ:l/ (here [h] is not dropped)
and then she popped out	[ənd ðen ʃi pɒpt aʊt]	/ə n ðen ʃi pɒpt aʊ' /
So, I put on a brave face	[səʊ, aɪ pʊt ɒn ə breɪv feɪs]	/səʊ- w-a pʊ' ɒn ə breɪv feɪs/
but the second time I went out on the balcony	[bət ðə 'sekənd taɪm aɪ wɛnt aʊt ɒn ðə 'bælkəni]	/ bə ðə 'sekən taɪm aɪ wɛn' aʊ' ɒn ðə 'bælkəni/
and got on my hands and knees and cried	[ənd ɡɒt ɒn maɪ hændz ənd ni:z ənd kraɪd]	/ə n ɡɒ' ɒn mi: ændz ən ni:z ən kraɪd/

Adele spoke quickly by linking and eliding some sounds. She changed the standard English sounds based on her accent. These changes create some differences from standard English pronunciation and result in difficulties for listeners to understand.

8.2. Actions of Speech Organs

Each speech organ must function well when producing sounds. The speakers must know how to place and move the speech organs. These speech organs obstruct the airflow when pronouncing consonants. Based on the movement, there are active articulators and passive articulators (Crystal, 2008). Active articulators are lips, lower jaw, and tongue, and passive articulators are upper jaw, upper teeth, hard and soft palates. If the mouth opens, the air escapes through the mouth, but if the lips close when producing sounds, the air escapes

through the nose. Before producing sounds, the speakers must breathe in to let the air fill in the lungs, then the speakers breathe out to let the air come out. When the air passes through the larynx and oral cavity by the help of speech organs, the sounds are produced by obstructing, constricting, or diverting the airflow in a specific way. And the air ends at the mouth or nostrils.

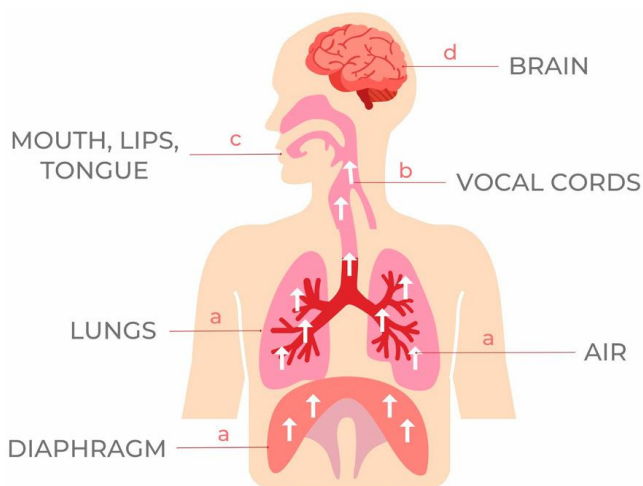


Figure 4. Mechanisms in Speech Activity (Budaľă et al., 2023)

The tongue has interactions with the teeth, alveolar ridge, hard and soft palates. the tongue has tip, body, and back. The palate has three sections which are alveolar ridge, central palate, and velum. These articulators are illustrated below.

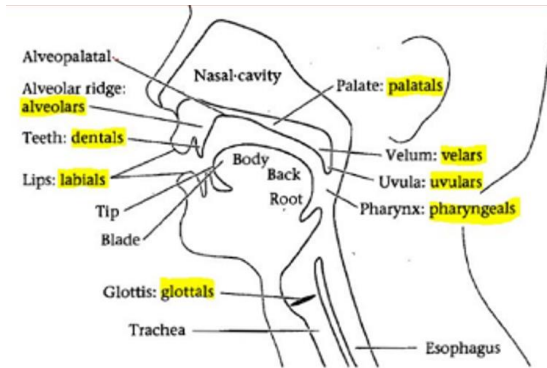


Figure 5. The Organs of Speech (Roach, 2012)

- a. Pharynx is a tube which is above the larynx. Its top end is divided into two parts; at the back of the mouth and in the beginning of the way through nasal cavity.
- b. Velum is a soft palate which allows air pass through the mouth and the nose. The back of tongue gets contact with velum producing velar sounds.
- c. Palate or hard palate is a roof of the mouth which shapes curved. The front of the tongue gets contact with palate producing palatal sounds.
- d. Alveolar ridge is a hump behind the teeth. It is between upper front teeth and hard palate. The blade of the tongue gets contact with alveolar producing alveolar sounds.
- e. Tongue is a muscular organ located in the mouth. It can move into many different places and shapes. The tongue is divided into;
 1. Tip or point
 2. Blade lies below the alveolar
 3. Front or body is a middle section lies below the hard palate
 4. Back lies opposite the velum and uvula
 5. Root is a vertical section faces backwards towards the back wall of the pharynx

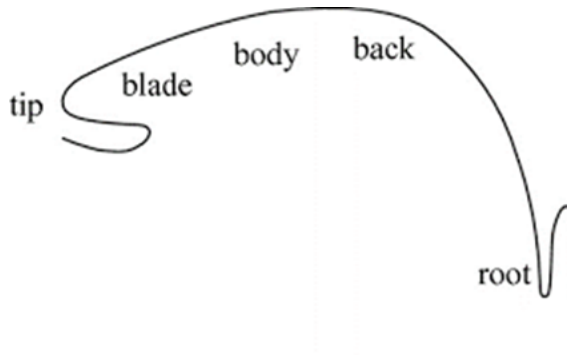


Figure 6. Sub-Divisions of The Tongue (Roach, 2012)

- f. Teeth are hard structures in the mouth. The root of the tooth is attached to the alveolar bone. The tip of the tongue gets contact with front teeth producing dental sounds.
- g. Lips are either of two fleshy folds that surround the mouth in humans. They can press together, bring into contact with the teeth, and round to produce lip-shape. The lips press each other producing bilabial sounds while the front teeth get contact with lower lip producing labiodental sounds.

8.3. Appropriate Movement for Appropriate Pronunciation

All speech sounds are made with some movement of air (Fasold & Connor-Linton, 2006; Roach, 2012). The movement of the articulation may modify the airflow which passes through the vocal tract. Lips and tongue obstruct the air passage through the vocal tract to varying degree. The obstruction of the airflow occurs at any point in the vocal tract, and the result is that the active articulator moves toward a passive articulator. This process is called articulation.

The combination of the sounds delivers meanings. These sound combinations create words, phrases, or sentences. When the speaker expresses **run** orally, he needs to combine the sounds [r], [ʌ], and [n]

into [rʌn]. [r], [ʌ], and [n] are the sound symbols. These symbols are called phonetic alphabet. In this alphabet, the relation between sound and symbol is one to one. These symbols must be produced correctly with the involvement of speech organs. The appropriate movement of speech organs achieves the appropriate pronunciation.

The main division of sounds is between vowels and consonants. Vowels are defined as sounds articulated with the oral cavity open to the flow of the air. Consonants are defined as sounds articulated with a narrowing of the vocal tract, with a constriction or occlusion in the oral cavity. English has 13 vowels which are [ɪ], [i:], [e], [ɛ:], [æ], [ʊ], [u:], [ə], [ɜ:], [ɔ:], [ʌ], [ɑ:], and [ɒ], eight diphthongs which are [eɪ], [ɔɪ], [aɪ], [ɪə], [ʊə], [eə], [aʊ], and [əʊ], five triphthongs which are [ɔɪə], [aɪə], [eɪə], [əʊə], and [aʊə], and 24 consonants which are [m], [b], [p], [f], [v], [θ], [ð], [n], [t], [d], [s], [z], [l], [ʃ], [ʒ], [tʃ], [dʒ], [r], [j], [ŋ], [k], [g], [w], and [h]. These sounds will be produced correctly if the speakers can assign the articulators as they should be. The English learners must practice pronouncing these sounds continuously by moving the active articulators to the passive articulators in a proper way.

1. Vowels

Vowel sounds are produced when the airstream flows freely from the lungs through the vocal passage and out of the mouth. Then, the air hits the vocal cords on its way out when the vocal cords close, and they vibrate and produce sound. Therefore, all vowel sounds are voiced. The original sound made by the cords is modified by the tongue, palate, teeth, lips, jaw, and facial muscles. These articulators move in a particular way to reach a specific position. The criteria of vowel sounds are as follows.

a. Place of articulation is the position of the tongue takes in the mouth

1) Height of tongue

High : the tongue touches the roof of the mouth, the jaw rises, and the lips barely open.

Mid : the tongue and the jaw are in mid position.

Low : the tongue flattens down inside the vocal cavity, the jaw descends, and lips open.

2) Position of tongue

Front : the blade of the tongue moves forward toward the teeth.

Central : the tongue is below the palate.

Back : the tongue moves toward the farthest back section of the vocal cavity.

b. Manner of articulation is the way of facial muscles to make the lips move.

1) Tension of facial muscles

Tense : the muscle tenses either to stretch the lips out or to narrow them into a round position.

Lax : the muscle is in relax position.

2) Roundness of lips

Spread : lips are expanded horizontally.

Neutral : lips are neither too stretched out nor too rounded.

Rounded : lips tend to round and to stick out slightly.

Vowels contain of long and short ways to articulate. The long vowel sounds are marked by the colon (:). The collaboration of speech organs to articulate the vowels is described below.

Table 2. Classification of Vowels

	front	center	back		
	spread	←	→	round	
high	i: ɪ			u: ʊ	close
mid	e ɛ:	ə	ɜ:	ɔ:	↑ mid ↓
low		æ	ʌ a:	ɒ	open

a. Long [i:]

- 1) The tongue touches the roof of the mouth, the jaw rises, and the lips barely open.
- 2) The blade of the tongue moves forward toward the teeth.
- 3) The muscle tenses either to stretch the lips out or to narrow them into a round position.
- 4) The lips are expanded horizontally.

b. Short [ɪ]

- 1) The tongue touches the roof of the mouth, the jaw rises, and the lips barely open.
- 2) The blade of the tongue moves forward toward the teeth.
- 3) The muscle is in relax position.
- 4) The lips are expanded horizontally.

c. Short [e]

- 1) The tongue and the jaw are in mid position.
- 2) The blade of the tongue moves forward toward the teeth.
- 3) The lips are neither too stretched out nor too rounded.

- 4) The muscle is in relax position.
- d. Long [ɛ:]
- 1) The tongue and the jaw are in mid position.
 - 2) The blade of the tongue moves forward toward the teeth.
 - 3) The lips are neither too stretched out nor too rounded.
 - 4) The muscle tenses either to stretch the lips out or to narrow them into a round position.
- e. Short [æ]
- 1) The tongue flattens down inside the vocal cavity, the jaw descends, and lips open.
 - 2) The tongue is below the palate.
 - 3) The muscle is in relax position.
 - 4) The lips are neither too stretched out nor too rounded.
- f. Schwa [ə]
- 1) The tongue and the jaw are in mid position.
 - 2) The tongue is below the palate.
 - 3) The lips are neither too stretched out nor too rounded.
 - 4) The muscle tenses either to stretch the lips out or to narrow them into a round position.
- g. Long [ɜ:]
- 1) The tongue and the jaw are in mid position.
 - 2) The tongue is below the palate.
 - 3) The muscle is in relax position.
 - 4) The lips are neither too stretched out nor too rounded.
- h. Short [ʌ]
- 1) The tongue flattens down inside the vocal cavity, the jaw descends, and lips open.
 - 2) The tongue is below the palate.
 - 3) The muscle is in relax position.
 - 4) The lips are neither too stretched out nor too rounded.
- i. Long [a:]

- 1) The tongue flattens down inside the vocal cavity, the jaw descends, and lips open.
 - 2) The tongue is below the palate.
 - 3) The lips are neither too stretched out nor too rounded.
 - 4) The muscle tenses either to stretch the lips out or to narrow them into a round position.
- j. Short [ɒ]
- 1) The tongue flattens down inside the vocal cavity, the jaw descends, and lips open.
 - 2) The tongue moves toward the farthest back section of the vocal cavity.
 - 3) The muscle is in relax position.
 - 4) The lips tend to round and to stick out slightly.
- k. Long [ɔ:]
- 1) The tongue and the jaw are in mid position.
 - 2) The tongue moves toward the farthest back section of the vocal cavity.
 - 3) The muscle tenses either to stretch the lips out or to narrow them into a round position.
 - 4) The lips tend to round and to stick out slightly.
- l. Short [ʊ]
- a) The tongue touches the roof of the mouth, the jaw rises, and the lips barely open.
 - b) The tongue moves toward the farthest back section of the vocal cavity.
 - c) The muscle is in relax position.
 - d) The lips tend to round and to stick out slightly.
- m. Long [u:]
- 1) The tongue touches the roof of the mouth, the jaw rises, and the lips barely open.

- 2) The tongue moves toward the farthest back section of the vocal cavity.
- 3) The muscle tenses either to stretch the lips out or to narrow them into a round position.
- 4) The lips tend to round and to stick out slightly.

2. Diphthongs

Diphthong is a double vowel sound or a combination of two vowel sounds. They are classified as one phoneme by forming nucleus of syllable. The articulators move or glide from one sound to the next. The sound /ɔɪ/ is the combination of /ɔ/ and /ɪ/ which is a movement of vowel sound from /ɔ/ to /ɪ/ and form the diphthong /ɔɪ/.

The vowel sounds /ɔ/, /a/, and /e/ glide to vowel sound /ɪ/ will end to front. The vowel sounds /ɪ/, /ʊ/, and /e/ glide to vowel sound /ə/ will end to center. And the vowel sounds /a/ and /ə/ glide to vowel sound /ʊ/ will end to back. The diphthong sounds ended with /ɪ/ and /ʊ/ show the almost-closed mouth. The diphthong sounds ended in /ə/ show the neither-too-closed-nor-too-open mouth.

Table 3. Classification of Diphthongs

		front		center		back			
		spread		← →		round			
high	i:							u:	close
mid	e			ə	ɜ:			ʊ	↑ mid ↓
low	ɛ:			æ	ʌ			ɒ	open
					a:				

- a. Closing Diphthong [eɪ]
The tongue is in the middle position at the front of the vocal cavity with normal lip shape moving upwards to the roof of the mouth with the lips widened horizontally.
- b. Closing Diphthong [ɔɪ]
The tongue is in a central position behind the vocal cavity with rounded lips moving forward towards the teeth and touching the roof of the mouth with the lips spread horizontally.
- c. Closing Diphthong [aɪ]
The tongue under the roof of the mouth which is horizontal in the vocal cavity with the lips parted moves forward towards the teeth and touches the roof of the mouth with the lips spread horizontally.
- d. Centring Diphthong [ɪə]
The tongue on the front of the roof of the mouth with the lips open and widened horizontally moves to a central position under the roof of the mouth with normal lip shape.
- e. Centring Diphthong [ʊə]
The tongue on the roof of the mouth at the back of vocal cavity with rounded lips moves to the mid position below the palate with normal shape of lips.
- f. Centring Diphthong [eə]
The tongue in the middle position at the front of the vocal cavity with normal lip shape moves to the middle position under the roof of the mouth with normal lip shape.
- g. Closing Diphthong [aʊ]
Tongue under the roof of the mouth which is horizontal into the vocal cavity with open lips moving towards the very back of the vocal cavity with slightly rounded lips.

h. Closing Diphthong [əʊ]

The tongue is in the middle position under the roof of the mouth with normal lip shape moving towards the rearmost vocal cavity with slightly rounded lips.

3. Triphthongs

Triphthong is three vowel sounds in a single syllable. It is a combination of a closing diphthong and schwa [ə]. The combination of diphthong and schwa [ə] is also called **hiatus** [haɪ'etəs]. There are five closing diphthongs combined with schwa [ə] with smooth movements among them. The letters <y> and <w> between the vowels and ending <r> play an important role in constructing the triphthong sounds such as <y> and <r> in **player** ['pleɪə] or <w> and <r> in **rower** ['rəʊə].

<y> in **player** is articulated as /ɪ/ and <e> followed by <r> is articulated as /ə/. <w> in **rower** is articulated as /ʊ/ and <e> followed by <r> is articulated as /ə/. In American English, the ending <r> which influences the previous vowel to be articulated as schwa [ə] is known as **R-coloured vowel** symbolized as [ə̃]. However, if **player** and **rower** are pronounced as /'ple.jə/ and /'rə.wə/, there are no triphthong sounds because those words are pronounced as two-syllable words. The movement of the articulators will differentiate the sounds. ['pleɪə] and ['rəʊə] are articulated when the tongue moves forward toward the teeth for /ɪ/ and the tongue moves toward the farthest back section for /ʊ/ meanwhile ['ple.jə] and ['rə.wə] are articulated by raising the tongue at the palate approximately for /j/ and by shaping the lips circle, and raising the back of the tongue at the velum approximately for /w/.

Table 4. Classification of Triphthongs

	front	center	back		
	spread ←		→	round	
high	i:			u:	close
mid	e	ə	ɜ:	ɔ:	↑ mid ↓
low	æ	ʌ	ɑ:	ɒ	open

a. Raising Closing Triphthong [eɪə]

The tongue is in the middle position at the front of the vocal cavity with normal lip shape moving upwards to the roof of the mouth with the lips widening horizontally then the tongue moves to the middle position under the roof of the mouth with normal lip shape.

b. Raising Closing Triphthong [ɔɪə]

The tongue is in the middle position behind the vocal cavity with rounded lips moving forward towards the teeth and touching the roof of the mouth with the lips spread horizontally then the tongue moves to the middle position under the roof of the mouth with normal lip shape.

c. Raising Closing Triphthong [aɪə]

The tongue is under the roof of the mouth which is horizontal into the vocal cavity with the lips open moving forward towards the teeth and touching the roof of the mouth with the lips spread horizontally then the tongue moves to the middle position under the roof of the mouth with normal lip shape.

d. Raising Closing Triphthong [aʊə]

The tongue is under the roof of the mouth which is horizontal into the vocal cavity with open lips moving towards the very back of the vocal cavity with slightly rounded lips then the tongue moves to the middle position under the roof of the mouth with normal lip shape.

e. Raising Closing Triphthong [əʊə]

The tongue is in the middle position under the roof of the mouth with normal lip shape moving towards the rearmost vocal cavity with slightly rounded lips then the tongue moves to the middle position under the roof of the mouth with normal lip shape.

4. Consonants

Consonant sounds involve some obstruction of the air when it passes through the narrowing vocal tract. The obstruction of flexible organ gets in contact with a specific place of other more rigid phonatory organs. The place where the articulators meet and the way which the air is released determine the place of articulation and manner of articulation.

To describe the consonants, there are three aspects to provide the information of the articulation; voicing, place of articulation, and manner of articulation. The air is pushed out by the lungs up through the trachea to the larynx which has vocal cords inside. When the vocal cords are spread apart, the air from the lungs passes unimpeded. It produces the voiceless consonants. When the vocal cords are drawn together, the air from the lungs passes through and pushes them apart repeatedly, and the vocal cords vibrate. It produces the voiced consonants.

The air passes through the vocal tract, it is modified by the movement of articulators. The movement of active and passive articulators where the articulators meet to obstruct the air in articulating the consonants refers to the place of articulation e.g., bilabial, labiodental, dental, alveolar, palatoalveolar, palatal, velar, and glottal. There are different manners or ways of the air released when the articulators meet e.g., plosives, fricatives, affricates, nasals, and approximants. The criteria of place of articulation and manner of articulation are described below.

a. Place of Articulation

front		→ mouth →				back		manners↓		
p	b		t	d		k	g	6 plosives		
	f	v	θ	ð	s	z	ʃ	ʒ	9 fricatives	
						tʃ	dʒ	2 affricates		
	m		n	ɲ			ŋ	3 nasals		
			l	r	j		w	4 approximants		
vs	vd	vs	vd	vs	vd	vs	vd	vs	vd	← voicing
1	2	3	4	5	6	7	8		← places	

- 1 Bilabial : The articulation involves the contact of the upper and lower lips.
- 2 Labiodental : The articulation involves the contact of the upper teeth and lower lips.
- 3 Dental : The articulation involves the contact of the upper and lower teeth and the tip of the tongue between them.
- 4 Alveolar : The articulation involves the contact of the blade of the tongue and alveolar ridge.
- 5 Palatoalveolar : The articulation involves the contact of the blade of the tongue and palatoalveolar.
- 6 Palatal : The articulation involves the contact of the body of the tongue and palate.

- 7 Velar : The articulation involves the contact of the back of the tongue and velum.
- 8 Glottal : The articulation involves in glottis with no any contact between articulators.

b. Manner of Articulation

- 1 Plosive : formed by completely blocking the airflow in the vocal tract and releasing it suddenly. There is a little explosion of the air when suddenly releasing it.
- 2 Fricative : Two articulators come close and form a small or narrow gap in vocal tract but not a full closure. The air is pushed into the small or narrow gap and generates audible friction.
- 3 Affricate : The air is blocked and suddenly released with the position of the tongue close to the other articulator forming a narrow gap. It is formed by two different ways; plosive and fricative to form one new sound.
- 4 Nasal : The articulators block the way of the air which attempts to escape from the mouth, then the air escapes through the nose.
- 5 Approximant : formed by bringing up the articulators close together but not full closure without any producing turbulent air friction.

Place of articulation and manner of articulation are combined to produce the consonants. The appropriate movement of active articulators to the target areas will perform the appropriate pronunciation of 24 English consonants. The English learners must practice pronouncing them by moving the articulators correctly.

- a. Bilabial Plosive [p] and [b]
The lips press together to stop the airflow, then the lips open in a sudden to let the air come out. The lips which open suddenly create a popping sound. The tongue flattens down.
- b. Alveolar Plosive [t] and [d]
The blade of the tongue presses firmly against the alveolar to stop the airflow, then the blade of the tongue releases the air in a sudden. The blade of the tongue which opens the blockage suddenly creates a popping sound.
- c. Velar Plosive [k] and [g]
The back of the tongue presses firmly against the velum to stop the airflow, then the back of the tongue releases the air in a sudden. The back of the tongue which opens suddenly creates a popping sound.
- d. Labiodental Fricative [f] and [v]
The upper front teeth approach the lower lip to form a narrow gap. The air is pushed forcefully out of the mouth through the narrow gap. The tongue flattens down. When the air passes the narrow gap, it produces audible friction.
- e. Dental Fricative [θ] and [ð]
The tip of the tongue is between the upper front teeth and the lower front teeth. The tip of the tongue and the upper front teeth form a narrow gap. The air is pushed forcefully out of the mouth through the narrow gap. When the air passes the narrow gap, it produces audible friction.
- f. Alveolar Fricative [s] and [z]
The blade of the tongue approaches the alveolar ridge to form a narrow gap. The air is pushed forcefully out of the mouth through the narrow gap. The lips widen horizontally. When the air passes the narrow gap along the center of the tongue, it produces audible friction or hissing sound.

g. Palatoalveolar Fricative [ʃ] and [ʒ]

The body of the tongue approaches the palatoalveolar to form a narrow gap. The air is pushed forcefully out of the mouth through the narrow gap. When the air passes the narrow gap along the center of the tongue, it produces audible friction or hissing sound. The lips form a round shape.

h. Glottal Fricative [h]

The vocal cords in the throat close together to narrow the glottis, and the air is pushed through them. The mouth opens widely to let the air escape. When the air passes through the glottis, it produces audible friction.

i. Palatoalveolar Affricate [tʃ] and [dʒ]

The body of the tongue presses firmly against the palatoalveolar to stop the airflow, and the body of the tongue releases the air in a sudden to create a popping sound. Then, the tongue does not flatten down but it approaches the palatoalveolar to form a narrow gap. After creating popping sound, the air is pushed forcefully out of the mouth through the narrow gap to create audible friction.

j. Bilabial Nasal [m]

The lips press together to stop the airflow coming out from the mouth. Then, the air escapes through the nose. When the air flows to the nose, the sound is produced.

k. Alveolar Nasal [n]

The blade of the tongue presses firmly against the alveolar ridge to stop the airflow coming out from the mouth. Then, the air escapes through the nose. When the air flows to the nose, the sound is produced

l. Velar Nasal [ŋ]

The velum (soft palate) is lowered and the back of the tongue raises. They press each other to block the airflow, so the air

escapes through the nose. When the air flows to the nose, the sound is produced.

m. Alveolar Approximant [l]

The blade of the tongue presses firmly against the alveolar ridge thereby blocking the airflow. The blockage does not let the air escape along the center of the tongue but the air escapes along the sides of the tongue. The mouth opens moderately.

n. Palatoalveolar Approximant [r]

The blade of the tongue is pulled back to approach the palatoalveolar. However, between them, there is an aisle along the blade of the tongue which is a way to let the air flow freely through it. There is no obstruction or occlusion of the airflow. The mouth opens moderately

o. Palatal Approximant [j]

The body of the tongue curves toward the hard palate. There is a space between them because they do not make full contact. The sound is produced when the tongue is moved back to a flat position. There is no obstruction or occlusion of the airflow. The mouth opens moderately.

p. Velar Approximant [w]

The sound is produced along with the lips' movement. The back of the tongue curves toward the velum. There is a space between them because they do not make full contact. There is no obstruction or occlusion of the airflow. The airflow passes through the velum and the lips are round. When the airflow reaches the front of the mouth, the lips return to a neutral position.

REFERENCES

- Ambalegin, A. (2025). Speaking with confidence: Pronunciation and fluency. In C. Wardoyo (Ed.), *English Essentials: Build confidence in every skill* (pp. 53–77). Gita Lentera.
- Ambalegin, A., & Arianto, T. (2018). English vowels and consonants mispronunciation of the seventh president of Republic of Indonesia in his official English speeches and its influencing factors. *Language Literacy, Journal of Linguistics, Literature, and Language Teaching*, 2(2), 113–128.
- Ambalegin, A., & Suryani, M. S. (2018). Mother tongue affecting the English vowel pronunciation of Batak Toba adults. *AICLL The 1st Annual International Conference on Language and Literature*, 66–80.
- Budală, D. G., Lupu, C. I., Vasluianu, R. I., Ioanid, N., Butnaru, O. M., & Baci, E.-R. (2023). A contemporary review of clinical factors involved in speech-perspectives from a prosthodontist point of view. *Medicina*, 59(7), 1–14.
- Crystal, D. (2008). *A dictionary of Linguistics and Phonetics* (6th editio). Blackwell Publishing.
- Fasold, R., & Connor-Linton, J. (2006). *An introduction to language and linguistics*. Cambridge University Press.
- Irawan, W. D., Nur'aini, S. A., Adistina, E., Sapitri, V., Firliyana, F., & Santika, M. (2024). Perubahan fonem pada penderita gangguan berbahasa bibir sumbing. *Jurnal Edukasi Lingua Sastra*, 22(1), 53–59.
- Mariani, Y., & Siagian, I. (2023). Gangguan berbahasa pada penderita bibir celah/sumbing melalui prespektif fonologi. *Journal on Education*, 6(1), 7022–7029.
- Roach, P. (2012). *English phonetics and phonology; A practical course*

(4th ed.). Cambridge University Press.

Yohana, N., & Handoko, H. (2023). Understanding of speech production in cleft lip/palate: A review. *Jurnal Arbitrer*, 10(4), 437–446.



ENGAGING GAMES FOR FLUENCY

By: Chanti Diananseri, M.Pd.

9.1. Introduction

Fluency in language learning refers to the ability to speak smoothly and naturally without unnecessary pauses or hesitation. It is an essential skill that enables learners to communicate their thoughts effectively and confidently. According to Nation (2007), fluency is one of the four essential strands of language learning, alongside meaning-focused input, meaning-focused output, and language-focused learning.

One of the most effective and enjoyable ways to develop fluency is through interactive games. Games have been widely recognized for their role in reducing learners' anxiety and increasing motivation (Krashen, 1982; Dörnyei & Csizér, 1998). When properly designed, games create a relaxed environment where learners can practice speaking in a low-pressure setting, improving their confidence and communication skills. This chapter explores a variety of engaging games that can be used to develop fluency in English learners, focusing on different learning levels and objectives.

9.2. Benefits of Using Games for Fluency

Games are not just a fun way to pass the time; they offer several pedagogical advantages in language learning:

- a. **Lowering Anxiety** – Many learners experience anxiety when speaking a foreign language. Games provide a stress-free environment where mistakes are part of the learning process (Krashen, 1982).
- b. **Encouraging Spontaneity** – Games push learners to think and speak quickly, fostering spontaneity in conversations (Bygate, 1987).
- c. **Enhancing Motivation** – A game-based approach makes learning more enjoyable, increasing motivation and engagement (Dörnyei & Csizér, 1998).
- d. **Promoting Peer Interaction** – Many fluency games require students to work in pairs or groups, creating opportunities for authentic communication (Long, 1996).
- e. **Improving Retention** – Learning through play reinforces vocabulary, grammar, and pronunciation more effectively than rote memorization (Nation, 2007).

9.3. Engaging Games for Fluency

1. Speed Chatting

Objective: Improve spontaneous speech and quick thinking.

How to Play:

- a. Divide students into pairs.
- b. Give them a topic (e.g., hobbies, travel, food, or daily routines).
- c. Set a time limit (e.g., one minute) for each student to talk without stopping.
- d. After the time is up, the partner responds briefly, and then they switch roles.
- e. Rotate partners and repeat with a new topic.

This game encourages students to engage in rapid conversations with different partners within a set time limit. It fosters quick thinking and forces learners to express their thoughts spontaneously without overanalyzing their speech. Fluency Aspect Improved: Speech rate, automaticity, and coherence in discussions, as students develop their ability to sustain conversation flow under time pressure.

2. Story Relay

Students collaboratively build a story, with each participant contributing a sentence or paragraph. This game enhances storytelling skills and encourages creativity in language use. Some fluency indicators that can be accelerated are: Connected speech, logical sequencing, and discourse management, as learners must build upon previous ideas and ensure the coherence of their contributions.

Objective: Develop narrative skills and creativity.

How to Play:

- a. Students sit in a circle or work in small groups.
- b. The teacher starts a story with one sentence (e.g., "One day, I found a mysterious box in the park...").
- c. Each student adds one sentence to continue the story.
- d. The goal is to keep the story flowing while maintaining coherence and fluency.
- e. The game ends when the story reaches a natural conclusion.

3. Role-Play Scenarios

Objective: Simulate real-life conversations and build confidence.

How to Play:

- a. Prepare role-play cards with different situations (e.g., ordering food at a restaurant, asking for directions, making a hotel reservation).

- b. Assign roles to students and give them a few minutes to prepare.
- c. Students perform the role-play while trying to use natural expressions and smooth transitions.
- d. The teacher or classmates provide feedback on fluency and clarity.

Role-play allows students to practice real-life communication by taking on different roles in various situations, such as ordering food at a restaurant or attending a job interview. It builds confidence and adaptability in spoken interactions. Fluency Aspect Improved: Interactive fluency, pragmatics, and situational adaptability, as students learn to adjust their speech to fit different contexts.

4. Would You Rather?

Objective: Encourage discussion and justification of opinions.

How to Play:

- a. Prepare a list of "Would You Rather" questions (e.g., "Would you rather travel to the past or the future?").
- b. Students take turns answering and explaining their choices.
- c. To add challenge, set a rule that they must speak for at least 30 seconds before passing the turn.

This game prompts students to make choices between two hypothetical scenarios and justify their preferences. It challenges them to elaborate on their reasoning and express opinions clearly. Opinions, argumentation, and elaboration skills, as learners formulate persuasive and well-structured responses can be achieved.

5. Fluency Dice

Objective: Develop fluency through random topics.

How to Play:

- a. Write different topics on a six-sided die (or use a spinner or flashcards).
- b. A student rolls the die and must talk about the topic for one minute.
- c. No pauses longer than three seconds are allowed.
- d. If they pause too long, another student can take over and continue the discussion.

Students roll a die to determine a topic, and they must speak on that topic for a set amount of time. This game helps learners improve their ability to sustain speech without hesitation. Topic management, lexical retrieval, and sustained speech, as students learn to articulate their ideas smoothly and coherently are possible to get.

6. Taboo Speaking

Objective: Improve descriptive skills and spontaneous speaking.

How to Play:

- a. Prepare a list of words and write down three “taboo” words that cannot be used to describe them.
- b. A student picks a word and tries to describe it without using the taboo words.
- c. Their team has to guess the word within a time limit.
- d. This game challenges students to use synonyms and paraphrasing, enhancing fluency.

Students must describe a word without using specific “taboo” words. It encourages creative vocabulary use and circumlocution strategies.

7. Two Truths and a Lie

Objective: Encourage detailed speaking and critical listening.

How to Play:

- a. Each student thinks of three statements about themselves: two true, one false.
- b. They take turns sharing their statements while classmates guess the false one.
- c. Players must elaborate on their statements, improving fluency and storytelling.

Students share three statements—two truths and one lie—while their peers guess which statement is false. This game fosters storytelling and persuasive speaking. Fluency Aspect Improved: Elaborative speech, coherence, and critical listening, as students construct believable narratives and analyze their peers' statements.

8. Impromptu Speaking

Objective: Enhance quick thinking and fluency under pressure.

How to Play:

- a. Write different situations on slips of paper (e.g., "You just won a million dollars, what do you do next?").
- b. Students pick a slip and start speaking immediately.
- c. They must talk for at least one minute without hesitation.
- d. This game encourages thinking on the spot and speaking naturally.

Improvisational speaking activities require students to respond spontaneously to unexpected prompts or scenarios, enhancing their ability to think on their feet. On-the-spot speech production, coherence, and expressive confidence, as learners develop a more natural and fluid speaking style.

9. Back-and-Forth Debate

Objective: Develop argumentation skills and smooth speech delivery.

How to Play:

- a. Give a debate topic (e.g., "Should schools ban homework?").
- b. Two students debate, but each can only speak one sentence at a time.
- c. They must quickly respond to each other's points without hesitation.
- d. This format encourages quick thinking and structured speech.

Debating is highly effective for fluency development because it requires students to think quickly and articulate their ideas in response to opposing viewpoints. The dynamic nature of back-and-forth debates pushes learners to formulate coherent arguments while actively listening to their opponents. This real-time engagement enhances their ability to process information rapidly and respond with clarity and confidence. Additionally, debates encourage learners to structure their speech logically, linking ideas with appropriate transitions and supporting arguments with evidence. This structured discourse strengthens both fluency and critical thinking skills, making learners more adept at spontaneous communication.

Furthermore, debates simulate real-world communication scenarios where individuals must defend their opinions and counter opposing arguments effectively. By engaging in debates, students gain practice in persuasive speech, reinforcing their ability to articulate complex ideas convincingly. The pressure to think on their feet also improves lexical retrieval, reducing hesitation and increasing speech fluidity. Additionally, the interactive and competitive nature of debates fosters motivation and engagement, making fluency practice both enjoyable and meaningful.

9.4. Conclusion

Engaging games provide an excellent way to develop fluency in language learners. They encourage spontaneous speech, reduce speaking anxiety, and foster a sense of enjoyment in the learning process. By incorporating these interactive activities into lessons, teachers can create a dynamic classroom where students build confidence and fluency naturally. Whether used as warm-up activities, main lesson components, or closing exercises, these games make language learning more effective and engaging. The key to success lies in consistency—frequent speaking practice through these games will lead to noticeable

REFERENCES

- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3), 203-229.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.
- Nation, P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 1-12.



STORYTELLING WITH PHSYCAL RESPONSES

By: Siti Rahmawati Kahar, M.Pd.

10.1. The Power of Storytelling in Language Learning

Storytelling has endured as a fundamental and effective tool in language education, fostering both cognitive and emotional engagement among learners. Its power lies in its ability to create an immersive learning environment that enhances language acquisition. Storytelling significantly improves vocabulary acquisition in young EFL learners, as it encourages interaction and engagement. Hà and Bellot (2020) assert that storytelling acts as a natural mechanism for knowledge transfer, strengthening reading comprehension skills in EFL contexts. The evolution of storytelling through digital platforms has further expanded its impact. Digital storytelling blends traditional narratives with technology, offering interactive and engaging experiences that enhance vocabulary learning and cultural understanding. Research by Belda-Medina and Goddard (2024) highlights how digital storytelling increases student motivation and participation. However, effective storytelling implementation requires strategic approaches. The importance of proper teaching techniques to maximize its benefits. When applied effectively, storytelling

nurtures a dynamic learning environment, supports social-emotional development, and strengthens the bond between educators and students (Khayati, 2024).

Narratives are fundamental to developing communication skills, as they enhance clarity, coherence, and emotional engagement in personal and academic contexts. Research highlights that strong narrative skills directly contribute to overall communication proficiency, particularly in children. Narrative abilities are essential for academic success, reinforcing storytelling's role in fostering effective communication. Frolli et al. (2023) discuss how storytelling improves mentalization skills, helping individuals interpret emotions and intentions, which is essential for navigating complex social interactions.

10.2. The Role of Physical Responses in Language Acquisition

Combining storytelling with physical responses creates a multisensory learning experience that enhances engagement, comprehension, and retention. This approach capitalizes on the brain's ability to process information through multiple sensory channels, reinforcing learning through movement and tactile interaction. Multisensory interactions shape sensory processing, leading to improved memory and learning outcomes. When learners incorporate gestures, movements, or object manipulation into storytelling, they internalize the narrative more effectively. Research by Kamei-Hannan et al. (2020) supports this, showing that integrating sensory elements into storytelling enhances language comprehension and retention. While their pilot study found improvements, they note that additional literacy supports may be necessary.

Moreover, cooperative storytelling strategies deepen learners' emotional connection with characters, facilitating empathy and engagement. This emotional involvement enhances understanding

and strengthens the learning experience. Additionally, Johnels et al. (2023) found that multisensory storytelling significantly improved engagement and attention in students with severe intellectual disabilities, demonstrating its inclusivity and effectiveness in supporting diverse learning needs. By integrating physical responses into storytelling, educators can create an enriching, inclusive environment that caters to various learning styles.

10.3. Theoretical Foundations of Storytelling with Physical Responses

Physical engagement plays a crucial role in supporting cognitive processing and language acquisition by integrating movement into learning experiences. Embodied cognition suggests that learning is enhanced when physical actions are involved, as the body actively contributes to cognitive processes. Gunawan et al. (2023) highlight that kinesthetic intelligence-based thematic learning enhances cognitive engagement, improving students' understanding and retention of material. The learners with kinesthetic learning styles performed better in reading comprehension, reinforcing the link between movement and language processing. Physical responses during language learning also foster participation and engagement. Yıldız et al. (2024) also emphasize that kinesthetic strategies create dynamic learning environments in ESL classrooms. Additionally, Ludwig and Sambanis (2023) note that Total Physical Response (TPR) encourages learners to act out language concepts, making learning more enjoyable and effective. Integrating kinesthetic activities with technology further enhances motivation and language outcomes. Moreover, physically engaged learners develop deeper comprehension and retention, illustrating the significant role of movement in language learning.

Multisensory learning enhances vocabulary retention by engaging multiple senses, which strengthens cognitive processing and memory. This approach incorporates visual, auditory, and kinesthetic elements, making vocabulary acquisition more interactive and effective. Indriani et al. (2023) highlight the effectiveness of the Vocabulary in Contexts and Repetitions (VCR) strategy, which emphasizes physical involvement and contextual learning. By repeatedly encountering words in varied contexts, learners build stronger connections between vocabulary and meaning, reinforcing retention.

Total Physical Response (TPR) further supports vocabulary learning by integrating physical movements with language acquisition. Zhang and Jamaludin (2024) found that TPR mobilizes multiple senses and cognitive processes, helping elementary students internalize vocabulary more effectively. This kinesthetic engagement not only aids memory retention but also makes learning more enjoyable and motivating. Beyond movement, auditory stimuli can significantly enhance vocabulary acquisition. The rhythm-based interventions, incorporating auditory-motor coupling, foster language learning and improve retention, particularly for children with speech and language disorders. These findings demonstrate that multisensory learning benefits diverse learners by reinforcing vocabulary through multiple cognitive pathways. By engaging multiple senses, multisensory techniques create richer learning experiences, leading to improved vocabulary retention and overall language development.

10.4. The Benefits of Storytelling with Physical Responses

The integration of storytelling with physical responses offers numerous advantages that contribute to enhanced comprehension, engagement, motivation, fluency, and confidence among learners. This approach leverages the principles of interactive learning, making

language acquisition more dynamic and effective. By combining storytelling with physical actions, learners become actively involved in the learning process, fostering deeper understanding and meaningful language practice. Enhanced comprehension is one of the key benefits of storytelling with physical responses. This approach engages multiple cognitive processes that reinforce language learning. Hemmati et al. (2015) found that storytelling significantly enhances listening comprehension among English as a Foreign Language (EFL) learners by encouraging them to visualize narratives and actively process spoken language. Physical responses, such as gestures and role-playing, further solidify comprehension by creating direct associations between words and actions. By acting out elements of the story, learners construct meaning in a way that is both experiential and memorable. This embodied learning process aligns with the principles of cognitive neuroscience, which emphasize the role of sensory and motor experiences in strengthening memory and comprehension.

Increased engagement is another crucial outcome of incorporating physical responses in storytelling. Learners are more likely to be captivated by an interactive learning environment where they can move, act, and respond to a narrative in a dynamic way. Digital storytelling promotes active participation, which is essential for sustaining learners' interest. When storytelling is combined with physical engagement, it transforms passive listening into an immersive experience, reducing distractions and fostering sustained attention. The physical enactment of stories makes language learning feel more authentic and enjoyable, as learners become active participants rather than passive recipients of information. Motivation is also significantly boosted through storytelling with physical responses. Engaging in interactive storytelling activities creates a sense of enjoyment and purpose in learning. Sahibzada et al. (2020) emphasize that storytelling enhances critical thinking and reading comprehension, which in turn

increases learners' motivation. When students perceive language learning as an enjoyable and meaningful experience, they are more likely to persist in their efforts. The integration of physical responses further adds an element of playfulness and creativity, making the learning process feel less like a task and more like an engaging activity. This heightened motivation encourages learners to take risks in language use, explore new vocabulary, and experiment with different sentence structures without fear of making mistakes.

Improved fluency is another major benefit of storytelling with physical responses. Language fluency develops through repeated practice in meaningful contexts, and storytelling provides a natural setting for such practice. Jwair (2023) found that digital storytelling enhances vocabulary retention and increases students' confidence in using language. By physically acting out stories, learners engage in spontaneous language production, which helps improve their speech patterns, pronunciation, and overall fluency. The process of storytelling encourages students to think in the target language, formulate sentences in real-time, and use language naturally. Additionally, the physical aspect of storytelling reduces anxiety, as learners focus on their actions and the storyline rather than worrying about grammatical accuracy. Over time, this continuous practice contributes to greater fluency and ease in communication. Boosted confidence is the final, yet equally important, advantage of storytelling with physical responses. Language learning can be an intimidating process, especially for learners who lack confidence in their abilities. Storytelling offers a supportive and non-threatening environment where students can express themselves freely. Mahani (2023) found that effective storytelling strategies enhance listening comprehension, which in turn contributes to learners' confidence in language use. When students successfully participate in storytelling activities, they develop a sense of accomplishment, reinforcing their belief in their

language skills. Physical engagement further builds confidence by allowing learners to use non-verbal communication as a supplementary tool. Even if they struggle with verbal expression, their gestures and movements can still convey meaning, reducing the pressure to rely solely on words. Over time, this confidence translates into greater willingness to engage in conversations, express ideas, and participate in language-learning activities.

Overall, the integration of storytelling with physical responses creates a holistic and effective approach to language learning. By enhancing comprehension, increasing engagement, boosting motivation, improving fluency, and fostering confidence, this method provides learners with a rich and immersive language experience. Storytelling, combined with physical actions, bridges the gap between language input and meaningful use, making language learning both enjoyable and impactful.

10.5. Techniques for Implementing Storytelling with Physical Responses

Implementing storytelling with physical responses in educational settings involves several key techniques that enhance the learning experience. These techniques include selecting appropriate stories, incorporating gestures and actions, and utilizing interactive storytelling methods. Each of these strategies contributes to creating a more engaging and effective learning environment for students of all ages. Selecting appropriate stories is a crucial first step in ensuring that storytelling with physical responses is effective. The choice of stories should align with the learners' interests, cognitive abilities, and cultural backgrounds. Selecting narratives that resonate with students helps create emotional connections and facilitates comprehension. Bordeos et al. emphasize that story selection significantly influences learners' academic performance and engagement, making it vital for

educators to choose stories that are relatable and meaningful (Gao et al., 2020). Additionally, culturally relevant stories provide students with a sense of familiarity and context, allowing them to relate the story's themes to their personal experiences. This connection fosters deeper understanding and promotes active participation in storytelling activities.

Incorporating gestures and actions is another essential technique in storytelling. Physical responses reinforce comprehension and retention by linking language to movement. Research suggests that integrating gestures into storytelling can significantly improve language acquisition and fluency. For instance, the Total Physical Response (TPR) method, as discussed by Purwono, effectively combines physical actions with language learning, allowing students to internalize vocabulary and concepts through embodied experiences (Hà & Bellot, 2020). TPR encourages learners to associate movements with specific words or phrases, making the learning process more dynamic and memorable. By engaging multiple senses, this approach enhances cognitive processing and retention, leading to more effective language learning outcomes. Interactive storytelling further enriches the educational experience by actively involving students in the narrative. This technique includes role-playing, collaborative storytelling, and digital storytelling projects. Encouraging students to take on different roles or contribute to the story's progression fosters creativity and critical thinking. Interactive storytelling also promotes social learning by enabling students to work together and exchange ideas. While Kang et al. explore the potential of mixed reality and interactive storytelling, their research primarily focuses on technological applications rather than direct educational outcomes (Eslit, 2023). However, incorporating interactive elements in storytelling, such as allowing students to influence the story's direction through their actions, enhances engagement and motivation. This

participatory approach transforms storytelling into an immersive learning experience, where students actively construct meaning rather than passively receive information. Moreover, the use of digital tools can expand the possibilities of interactive storytelling. Storytelling platforms and multimedia resources enable educators to integrate visuals, sounds, and animations, making stories more engaging and accessible. By leveraging technology, educators can create dynamic storytelling experiences that captivate learners and sustain their interest. The integration of digital storytelling aligns with modern pedagogical approaches that emphasize student-centered learning and multimodal literacy.

In conclusion, implementing storytelling with physical responses involves careful selection of appropriate stories, the incorporation of gestures and actions, and the use of interactive storytelling techniques. Selecting stories that are meaningful and culturally relevant fosters emotional connections and enhances comprehension. Integrating gestures and movements reinforces learning by associating language with physical actions, improving retention and fluency. Interactive storytelling further enriches the learning experience by encouraging student participation and collaboration. These techniques collectively create a more engaging and effective educational environment, making storytelling a powerful tool for language learning and overall cognitive development.

10.6. Adapting Storytelling with Physical Responses to Different Course

Adapting storytelling with physical responses across various educational contexts, including classroom settings for young learners, teenagers, and adults, as well as in online and hybrid learning environments and special needs education, offers a versatile and dynamic approach to enhancing learning outcomes. By integrating

physical responses into storytelling, educators can foster engagement, comprehension, motivation, and social interaction while addressing the unique needs of diverse student populations. In traditional classroom settings, storytelling with physical responses can be tailored to different age groups to optimize their learning experiences. For young learners, incorporating gestures and actions into storytelling enhances engagement and comprehension. Research by Ramamurthy et al. (2023) suggests that storytelling fosters resilience and agency in children, making it an effective tool for emotional and social development. Through the use of body movements, facial expressions, and role-playing, young learners can better internalize stories, allowing them to connect with narratives on a deeper level. By involving students physically, storytelling becomes an interactive experience rather than a passive activity, reinforcing comprehension and retention.

Teenagers benefit from storytelling that integrates collaborative elements, encouraging peer interaction and enhancing their social skills. As Wallace et al. (2022) highlight, storytelling serves as a pedagogical tool that allows teachers to relate experiences and engage students in meaningful ways. Adolescents often respond positively to storytelling activities that involve role-play, group performances, and interactive discussions. These elements help foster teamwork, creativity, and empathy, making storytelling a powerful strategy for personal and academic development. When physical responses are included, such as mimicking character actions or enacting scenes, learners become more invested in the storytelling process, leading to improved motivation and comprehension.

For adult learners, storytelling serves as an effective bridge between theoretical concepts and real-world applications. By integrating personal narratives, case studies, and practical scenarios into storytelling, educators can create relatable learning experiences

that resonate with students. Adults benefit from physical responses that encourage participation, such as guided movement activities, collaborative storytelling exercises, and real-life reenactments. This approach makes abstract concepts more tangible and fosters deeper connections between learners and the content. Additionally, storytelling with physical responses can help build communication skills, confidence, and cultural awareness in adult education settings. The shift to online and hybrid learning environments has necessitated innovative approaches to storytelling that leverage digital tools and interactive elements. Digital storytelling platforms enable educators to incorporate multimedia components such as videos, animations, and virtual role-playing, which enhance the storytelling experience. The digital storytelling fosters student engagement and creativity, allowing learners to participate actively in their education. In online settings, students can respond to stories through virtual gestures, interactive quizzes, and collaborative storytelling projects. For example, educators can use video conferencing tools to encourage students to act out scenes, use props, or perform storytelling challenges. These techniques create an immersive digital storytelling environment that maintains engagement and promotes active learning.

In hybrid settings, a combination of in-person and virtual storytelling activities facilitates collaboration and interaction among students, regardless of their location. Educators can design storytelling sessions that involve both physical classroom participation and digital contributions, ensuring that all students have opportunities to engage meaningfully. By incorporating physical responses in hybrid learning, educators can bridge the gap between remote and in-person learners, creating a cohesive and interactive storytelling experience.

Adapting storytelling with physical responses is particularly beneficial in special needs education, as it caters to diverse learning styles and abilities. This approach allows students with different needs

to engage with narratives in ways that resonate with them. For learners with communication challenges, incorporating physical actions into storytelling can reinforce understanding and retention. Nonverbal cues, tactile learning materials, and sign language storytelling are valuable strategies for making narratives accessible to students with speech or hearing impairments. While Seale et al. (2021) discuss the importance of culturally adaptable storytelling methods in enhancing resilience among youth, their focus is primarily on character strengths training rather than directly on special education contexts. However, their findings underscore the value of inclusive storytelling approaches that accommodate diverse learners. In special needs education, storytelling with physical responses can provide a structured yet flexible method for improving comprehension, language development, and emotional expression. For example, sensory storytelling techniques that involve textures, sounds, and movement can create a multisensory learning experience that engages students with cognitive or developmental disabilities.

By integrating storytelling with physical responses into different educational settings, educators can create dynamic and inclusive learning experiences that cater to diverse student populations. Whether in traditional classrooms, online and hybrid environments, or special needs education, storytelling serves as a powerful tool for fostering engagement, comprehension, and social interaction. As research continues to highlight the benefits of this approach, educators can refine and adapt storytelling techniques to meet the evolving needs of their learners, ensuring that storytelling remains a valuable and effective educational strategy across all learning contexts.

REFERENCES

- Belda-Medina, J. and Goddard, M. B. (2024). The effect of digital storytelling on english vocabulary learning in inclusive and diverse education. *International Journal of English Language Studies*, 6(1), 110-118.
- Eslit, E. R. (2023). Engaging minds: transforming language learning with dynamic digital storytelling.
- Frolli, A., dkk. (2023). Narrative approach and mentalization. *Behavioral Sciences*, 13(12), 994.
- Gunawan, S., Syifa, M., Irianto, D., & Sukardi, R. (2023). Investigates the implementation of kinesthetic intelligence-based thematic learning: a case study in elementary school's second-grade. *Equator Science Journal*, 1(1), 1-8.
- Gao, Y., Wang, F., & Lee, S. (2020). The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young efl students. *Language Teaching Research*, 27(5), 1078-1098.
- Hà, T. A. and Bellot, A. R. (2020). Assessing storytelling as a tool for improving reading comprehension in the efl primary classroom. *English Teaching: Practice & Critique*, 19(2), 169-196.
- Hemmati, F., Gholamrezapour, Z., & Hessamy, G. (2015). The effect of teachers' storytelling and reading story aloud on the listening comprehension of iranian efl learners. *Theory and Practice in Language Studies*, 5(7), 1482.
- Indriani, S., Suteja, H., Listiani, T., & Seleky, J. (2023). Interactive vocabulary learning through vcr (vocabulary in contexts and repetitions) strategy. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat Dan Corporate Social Responsibility (Pkm-Csr)*, 6, 1-5.

- Johnels, L., Wandin, H., Dada, S., & Wilder, J. (2023). The effect of multisensory music drama on the interactive engagement of students with severe/profound intellectual and multiple disabilities. *British Journal of Learning Disabilities*, 52(1), 150-165.
- Jwair, A. (2023). Improving middle-school students' english vocabulary via digital storytelling. *Journal of Educational and Social Research*, 13(6), 195.
- Kamei-Hannan, C., Chang, Y., & Fryling, M. (2020). Using a multisensory storytelling approach to improve language and comprehension: a pilot study. *British Journal of Visual Impairment*, 40(2), 175-186.
- Khayati, N. (2024). The role of storytelling improving early childhood speaking skills. *Journal of Language, Literature, and Teaching*, 6(1), 12-23.
- Ludwig, C. and Sambanis, M. (2023). Mind needs body! practicing positive psychology in english language teaching. *Scenario a Journal for Performative Teaching Learning Research*, 17(1), 88-97.
- Mahani, A. (2023). Case study: enhancing english listening comprehension skills among preschool children. *International Journal of Teaching and Learning*, 3(1).
- Ramamurthy, C., Zuo, P., Armstrong, G., & Andriessen, K. (2023). The impact of storytelling on building resilience in children: a systematic review. *Journal of Psychiatric and Mental Health Nursing*, 31(4), 525-542.
- Sahibzada, J., dkk. (2020). Effects of storytelling on improving efl students' critical thinking and reading comprehension. *American International Journal of Social Science Research*, 5(1), 33-47.
- Seale, J. P., dkk. (2021). Grow zambia: a pilot cluster-randomized trial

of a spiritually-based character strengths training curriculum to enhance resilience among zambian youth. *The Journal of Positive Psychology*, 17(4), 596-609.

Wallace, J., dkk. (2022). Stories that teachers tell: exploring culturally responsive science teaching. *Education Sciences*, 12(6), 401.

Zhang, L. and Jamaludin, K. (2024). The impact of total physical response approach in vocabulary acquisition and motivation among rural chinese students. *International Journal of Academic Research in Progressive Education and Development*, 13(4).



ROLE PLAYING REAL-LIFE SCENARIOS

By: Ayu Melati Ningsih, S.Pd., M.S., M.Pd.

11.1. Application in Learning

Role playing is a technique often used in learning contexts to improve social, communication and problem-solving skills. Experts provide various views on the benefits and application of role playing in education. Kolb (2015) experiential learning theory emphasises the importance of hands-on experience in the learning process. Role playing can be considered as a form of hands-on experience that helps students to engage in real-life situations, process feelings, and explore deeper understanding through reflection. As such, role playing allows for more meaningful learning and real-life application of theory.

Vygotskij & Cole (1981) in his theory of zone of proximal development (ZPD), explains that effective learning occurs when students learn beyond their existing abilities, but with support from others (e.g. teachers or friends). Role playing helps students learn within this 'zone', where they practice higher social and intellectual skills with guidance or feedback from others, such as in role plays that involve simulating social interactions. Jensen (2005) argues that learning based on physical experiences, such as role playing, can

reinforce learning by stimulating different parts of the brain. This process improves memory and understanding as it involves more senses and emotional engagement. Dewey (1986) argued that learning should be active and involve hands-on experience.

Role playing provides opportunities for students to dive into hands-on experiences and face challenges that will help them acquire practical skills and a better understanding of real-life situations. Role play is a strategy used in education to improve social, communication, and problem-solving abilities. It encourages hands-on learning, allowing students to participate in real-life events and process emotions. Role playing allows pupils to learn beyond their current abilities with the help of others, expanding their zone of proximal development (ZPD). Physical experiences, such as role playing, stimulate several brain regions, boosting memory and comprehension. Dewey promotes active, hands-on learning, which allows students to develop practical skills and have a deeper knowledge of real-world scenarios.

11.2. Use of Role Playing to Hone Communication Skills

Role playing is one of the most widely used methods in developing communication skills. By using role playing, individuals can practice interacting with others, conveying messages clearly, and active listening. Mehrabian & Ksionzky (1972) emphasises the importance of non-verbal communication, such as facial expressions, body posture, and voice intonation, in the communication process. In the context of role playing, individuals can hone these skills by acting out various situations that involve direct communication. Role playing allows one to realise and enhance the effective use of non-verbal communication in interacting with others. Kolb (2015) in his theory of experiential learning, mentions that role playing is an effective form of learning because it involves direct experience. By practising

communication through role playing, participants can internalise the skills and apply them in real situations. DeVito (2019) in his book 'The Interpersonal Communication Book,' explains that role playing can be used to train various aspects of communication, such as verbal and nonverbal. By acting out certain scenarios, participants can learn to control their tone of voice, body language, and facial expressions, all of which are important in effective communication. Role playing is a popular method for developing communication skills, focusing on non-verbal cues like facial expressions and body posture. It helps individuals practice interacting with others, conveying messages clearly, and active listening. Role playing is effective because it involves direct experience, allowing participants to internalize and apply these skills in real-life situations. It also helps control tone of voice, body language, and facial expressions.

11.3. Techniques For Teaching Role Playing Through Real Life Scenarios

Teaching role-playing through real-life scenarios is an effective educational technique that helps learners develop practical skills, empathy, and problem-solving abilities. Here are some techniques for teaching role-playing through real-life scenarios:

1. Scenario-Based Learning (SBL)

SBL is an instructional approach that uses realistic, context-specific scenarios to engage learners in solving problems, making decisions, and applying knowledge in a simulated environment. This method is grounded in experiential learning theory and emphasizes the importance of learning through experience and reflection (Kolb, 2015). According to Kolb, Scenario-Based Learning is divided into two criteria as follows:

- a. Create realistic, relatable scenarios that mimic real-life situations relevant to the learners' context (e.g., orkplace, school, or social interactions).
- b. Ensure the scenarios are detailed and include clear objectives for the role-play.

2. Role Assignment

- a. Assign specific roles to participants, ensuring they understand their character's motivations, goals, and challenges (Van Ments, 1984).
- b. Encourage participants to immerse themselves in their roles to enhance authenticity (Heath & Heath, 2008).

3. Guided Reflection

- a. After the role-play, facilitate a debriefing session where participants reflect on their experiences, decisions, and emotions (Schön, 2000).
- b. Use open-ended questions to encourage critical thinking and self-assessment (Brookfield, 2017).

4. Feedback and Coaching

- a. Provide constructive feedback to participants, focusing on both strengths and areas for improvement (Hattie & Timperley, 2007).
- b. Use peer feedback to foster collaborative learning (Nicol & Macfarlane-Dick, 2006).

5. Incremental Complexity

- a. Start with simple scenarios and gradually increase the complexity as learners become more comfortable with the process (Vygotskij & Cole, 1981b).

- b. Introduce unexpected challenges to simulate real-life unpredictability (Klein, 2017).

6. Use of Props and Environment

- a. Enhance realism by using props, costumes, or setting up the environment to match the scenario (Heath & Heath, 2008).
- b. This helps participants feel more immersed in the role-play (Gee, 2003).

7. Integration of Technology

- a. Use simulations, virtual reality (VR), or augmented reality (AR) to create immersive role-playing experiences (Dalgarno & Lee, 2010).
- b. This is particularly useful for training in high-stakes environments like healthcare or aviation (McGonigal, 2011).

11.4. Role Simulation in Education to Enhance Empathy and Social Skills

Piaget (2013) Role simulation allows participants to engage in meaningful social interactions, which helps them develop social skills and empathy. Lazarus (1994) Role simulation can also help participants develop emotion regulation skills, which is a key component of social skills. By acting out emotionally challenging situations, participants learn how to manage their emotions and respond effectively in complex social situations. Role simulation in education is a powerful tool to enhance empathy and social skills by allowing participants to step into the shoes of others, experience different perspectives, and practice interpersonal interactions in a safe and controlled environment. Below is a step-by-step guide on how to effectively implement role simulation to achieve these goals:

1. Define Clear Objectives

Kolb (2015) experiential learning activities like role simulation are most effective when they have clear learning objectives tied to real-world applications. The purpose is Clearly outline the goals of the role simulation, such as developing empathy, improving communication, or understanding social dynamics. Example: "The goal of this activity is to help students understand the challenges faced by individuals in different social or cultural contexts."

2. Design Realistic and Relevant Scenarios

Sullivan (2017) emphasize that realistic and relatable scenarios increase engagement and help participants transfer skills to real-world contexts. Develop scenarios that reflect real-life situations where empathy and social skills are crucial. These could include conflicts, cultural misunderstandings, or collaborative problem-solving tasks. Example, A scenario where students role-play as a teacher and a student with a learning disability to understand the challenges faced by both parties.

3. Assign Roles and Provide Context

Vygotskij & Cole (1981) highlights the importance of role-playing in developing social understanding through perspective-taking. Assign specific roles to participants, ensuring they understand their character's background, motivations, and emotions. Example, Provide a brief description of the character, such as "You are a new immigrant struggling to communicate in a foreign language."

REFERENCES

- Brookfield, S. D. (2017). *Becoming a critically reflective teacher* (Second Edition). John Wiley & Sons, Incorporated.
- Dalgarno, B., & Lee, M. J. W. (2010). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology*, 41(1), 10–32.
- DeVito, J. A. (2019). *The interpersonal communication book* (15th edition). Pearson Education, Inc.
- Dewey, J. (1986). Experience and Education. *The Educational Forum*, 50(3), 241–252.
- Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment*, 1(1), 20–20.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.
- Heath, C., & Heath, D. (2008). *Made to stick: Why some ideas survive and others die* (Repr.). Random House.
- Jensen, E. (2005). *Teaching with the brain in mind* (2nd ed., rev. updated). Association for Supervision and Curriculum Development.
- Klein, G. A. (2017). *Sources of power: How people make decisions* (20th Anniversary Edition). MIT Press.
- Kolb, D. A. (2015a). *Experiential learning: Experience as the source of learning and development* (Second edition). Pearson Education, Inc.
- Kolb, D. A. (2015b). *Experiential learning: Experience as the source of learning and development* (Second edition). Pearson Education, Inc.
- Lazarus, R. S. (1994). *Emotion and Adaptation*. Oxford University Press.
- McGonigal, J. (2011). *Reality is broken: Why games make us better and*

- how they can change the world*. Penguin Press.
- Mehrabian, A., & Ksionzky, S. (1972). Some Determiners of Social Interaction. *Sociometry*, 35(4), 588.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
- Piaget, J. (2013). *Play, Dreams And Imitation In Childhood* (0 ed.). Routledge. <https://doi.org/10.4324/9781315009698>
- Schön, D. A. (2000). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions* (1. ed., [Nachdr.]). Jossey-Bass.
- Sullivan, F. R. (2017). *Creativity, Technology, and Learning: Theory for Classroom Practice* (1st ed.).
- Van Ments, M. (1984). *The effective use of role-play* (Reprint). Kogan Page u.a.
- Vygotskij, L. S., & Cole, M. (1981a). *Mind in society: The development of higher psychological processes* (Nachdr.). Harvard Univ. Press.
- Vygotskij, L. S., & Cole, M. (1981b). *Mind in society: The development of higher psychological processes* (Nachdr.). Harvard Univ. Press



OVERCOMING LANGUAGE BARRIERS ACTIVELY

By: Dr. Syamsudin, M.Hum.

Language barriers can be a major obstacle to effective communication in personal, academic, and professional environments. However, individuals can overcome these challenges by actively participating in language learning and employing effective communication strategies. This chapter deals with how to deal with language gaps and create meaningful connections.

12.1. The Different Types of Language Barriers: Linguistic, Cultural, and Psychological

Language barriers can greatly affect communication, leading to misunderstandings, inefficiencies, and conflicts. Generally, these barriers can be categorized into three primary types: linguistic, cultural, and psychological. Each type poses distinct challenges and necessitates specific strategies for resolution. As noted by Crystal (2003), effective communication relies on both linguistic abilities and an understanding of the context. Acknowledging these barriers is crucial for facilitating effective communication within various social and professional contexts.

The first and most evident type of language barrier is linguistics. This type occurs when individuals speak different languages or dialects, complicating or even prohibiting direct communication. Even when a common language is shared, disparities in vocabulary, grammar, and pronunciation can result in confusion (Hall, 1992). For example, English encompasses multiple dialects, where words acceptable in one area may carry different meanings in another. Miscommunications arising from linguistic distinctions can obstruct both professional and personal interactions, which may necessitate the use of translation services, language training, or simplifying communication approaches (Gass & Selinker, 2008).

Cultural barriers emerge when individuals from varying cultural backgrounds interpret language, gestures, and expressions in diverse ways. Culture significantly affects communication styles, including the choice of words, tone, and non-verbal signals. As Hofstede (2001) articulates, cultural dimensions like individualism versus collectivism influence these communication styles. For instance, in some cultures, making eye contact is seen as a sign of confidence and honesty, whereas in others, it may be viewed as disrespectful. Additionally, idiomatic phrases and humor often do not transfer well between cultures, leading to possible miscommunication (Ting-Toomey, 1999). Overcoming cultural barriers requires an awareness of different cultures, an open-minded approach, and sensitivity to varied perspectives.

Psychological barriers in communication relate to emotional and cognitive factors that hinder effective interaction. Elements such as anxiety, prejudice, fear of being judged, or a lack of confidence can inhibit individuals from articulating their thoughts clearly. For instance, a person who lacks confidence in their language abilities may abstain from speaking, even if they possess a basic comprehension of the language (MacIntyre et al., 1998). Similarly,

fixed notions regarding another individual's background may foster biased interpretations of their speech. Addressing psychological barriers involves creating a fostering communication environment, encouraging active listening, and promoting mutual respect (Ellis, 2004).

To bridge these language barriers, both individuals and organizations must implement effective communication strategies. Acquiring additional languages, using clear and straightforward language, and utilizing visual aids can help mitigate linguistic challenges (Krashen, 1982). Educating cultural competence through education and exposure to diverse cultures can aid in overcoming cultural barriers (Hall, 1976). Moreover, tackling psychological barriers necessitates the establishment of an inclusive and supportive environment that empowers individuals to communicate freely. Such strategies play a vital role in fostering stronger connections in both personal and professional interactions.

In summary, language barriers—whether they are linguistic, cultural, or psychological—present significant challenges to effective communication. Nevertheless, recognizing these barriers and applying suitable solutions can increase understanding and interaction among individuals from various backgrounds. As globalization increasingly connects people from diverse cultures and linguistic contexts, formulating strategies to navigate these barriers becomes ever more critical (Crystal, 2003). Through awareness, adaptability, and ongoing learning, individuals can foster meaningful and effective communication in an interconnected world.

12.2. How language differences affect communication in various contexts

Language differences have a significant influence on communication across various contexts, affecting clarity, comprehension, and the dynamics of interaction. In the realm of international business, language barriers can result in misunderstandings, misinterpretations, and inefficiencies during negotiations (Henderson, 2005). A lack of proficiency in a common language can lead to delays in decision-making and can obstruct collaboration among multinational teams. Furthermore, even when a shared language is used, differences in dialects, idioms, and expressions can lead to confusion, which in turn may impact business relationships and outcomes (Harzing & Feely, 2008).

In academic contexts, language differences are critical in the dissemination of knowledge and student engagement. Non-native speakers might find it challenging to understand complex terminology, which can hinder their ability to grasp fundamental concepts and actively participate in discussions (Flowerdew, 1994). Educators must also be aware of the linguistic diversity present in their classrooms to promote inclusivity and effective learning. Additionally, research findings may be published in various languages, which limit access to significant information for those who are not proficient in the language of publication (Ammon, 2001). This linguistic barrier can hinder academic progress and the exchange of ideas among institutions.

In social interactions, language differences can impact the establishment of relationships and social inclusion. Individuals who communicate in different languages may encounter challenges in expressing emotions, humor, and cultural references, potentially resulting in misunderstandings or feelings of isolation (Giles & Coupland, 1991). Miscommunication in informal settings can lead to unintended offense or awkward situations, particularly when cultural

norms vary. Effective communication in multilingual societies often necessitates that individuals be open-minded, patient, and prepared to employ alternative communication methods—such as gestures, translation tools, or simplified language (Crystal, 2003).

In legal and governmental domains, language differences can pose significant challenges for individuals seeking access to public services, legal representation, and official documentation. Citizens who possess limited proficiency in the official language of their country may find it difficult to comprehend legal rights, policies, and procedures, which can result in disadvantages in legal matters or civic engagement (Phillipson, 1992). To address this issue, governments frequently provide translation services, multilingual documents, and interpretation assistance to facilitate equitable access to essential services. However, inconsistencies in translation or insufficient resources may still create barriers to effective communication (Piller, 2016).

In summary, language differences significantly influence communication across various domains, including business, education, social interactions, and legal contexts. While multilingualism enriches societies by promoting cultural exchange, it also poses challenges that necessitate carefully considered strategies for resolution. Fostering language learning, enhancing translation services, and promoting cultural awareness can contribute to bridging communication gaps and improving understanding in an increasingly interconnected world (Wei, 2013).

12.3. The Role of Mindset in Overcoming Linguistic Challenges

Language learning is a multifaceted process that encompasses cognitive, social, and emotional elements. Among these dimensions, mindset is a critical factor that influences the success of learners in navigating linguistic challenges. Dweck (2006) introduced the concepts

of "fixed" and "growth" mindsets, highlighting that individual who adopts a growth mindset view challenges as opportunities for improvement rather than as unbeatable obstacles. This viewpoint is especially relevant in the context of language acquisition, where qualities such as perseverance, flexibility, and self-efficacy play a significant role in a learner's ability to acquire a new language.

A growth mindset promotes resilience, which is crucial when facing linguistic obstacles such as pronunciation difficulties, grammatical inaccuracies, and limited vocabulary. Learners who regard mistakes as integral to the learning journey are more likely to continue in the face of hardship (Mercer & Ryan, 2010). Conversely, individuals with a fixed mindset may feel discouraged by errors, interpreting them as signs of their insufficient linguistic ability. Research indicates that students who embrace challenges and actively seek constructive feedback tend to achieve greater success in language learning (Dörnyei, 2009). This underscores the necessity of cultivating a positive and adaptive mindset among language learners.

Moreover, a learner's mindset directly impacts their motivation and tendency to engage in communicative activities. Deci and Ryan (1985) explain that intrinsic motivation, which aligns closely with a growth mindset, encourages students to take risks when using the language. Those with a fixed mindset may shy away from speaking or writing in a foreign language out of fear of making mistakes, while individuals with a growth mindset view communication as a valuable opportunity for enhancement. Therefore, promoting a growth mindset can improve learners' confidence and eagerness to participate in language-rich settings.

The significance of mindset transcends individual attitudes and extends to the overall educational context. Educators who create a supportive and affirming learning environment can greatly influence

students' perceptions of their linguistic capabilities (Gregersen & MacIntyre, 2014). Approaches such as acknowledging effort instead of innate talent, encouraging reflection on learning advancements, and fostering a culture of continuous improvement can reinforce a growth-oriented outlook. Consequently, educators are essential in assisting students as they cultivate resilience and adaptable strategies throughout their language-learning experiences.

In summary, mindset is an essential component in overcoming linguistic challenges, impacting factors such as resilience, motivation, and involvement in language learning. Learners with a growth mindset are more likely to demonstrate perseverance, seek feedback, and embrace chances for communication, especially in the face of difficulties. Educators play a crucial role in supporting their students by fostering a positive learning environment that prioritizes effort and progress. As research has shown, nurturing a growth mindset can greatly enhance language acquisition and overall educational results (Dweck, 2006; Mercer & Ryan, 2010). Therefore, both learners and educators should regard mindset as a fundamental element of the language-learning process.

12.4. Overcoming Language Barriers in the Workplace

1. Navigating Multilingual Environments

Successfully navigating multilingual environments requires individuals to foster linguistic flexibility and cultural understanding to promote effective communication. Grosjean (2010) states that multilingual individuals frequently switch between different languages based on context, audience, and purpose, a practice referred to as code-switching. This skill facilitates smooth interaction; however, it also introduces difficulties such as linguistic interference, in which aspects of one language might impact another (Wei, 2013). To address these challenges, it is essential for individuals to actively practice

maintaining distinct languages while ensuring proficiency in each to achieve clarity and coherence in their communications.

Moreover, functioning in multilingual settings demands a comprehension of sociolinguistic norms and cultural subtleties. Each language carries distinct cultural values and communication styles, which can result in misunderstandings if not skillfully navigated (Hall, 1976). For instance, cultures classified as high-context tend to rely on implicit communication and shared knowledge, while low-context cultures favor direct and explicit expressions (Ting-Toomey & Dorjee, 2018). Enhancing cultural competence through exposure, education, and practical experience can significantly improve one's ability to interpret meaning beyond words and engage effectively in cross-cultural exchanges.

In both professional and educational contexts, strategies such as translanguaging—allowing for the fluid transition between languages to improve understanding—can prove beneficial (García & Wei, 2014). Institutions and organizations ought to foster linguistic inclusivity by offering multilingual resources and creating environments that appreciate diverse languages. Furthermore, advancements in technology, including real-time translation tools, assist in overcoming language barriers and improving communication efficiency (O'Brien, 2012). As globalization perpetuates an increase in linguistic diversity, both individuals and institutions must prioritize multilingual competency as an essential skill for promoting inclusive and effective communication.

2. Strategies for Clear Communication in Meetings and Presentations

Effective communication in meetings and presentations demands careful organization, concise messaging, and active

engagement with the audience. Gallo (2014) posits that effective speakers logically structure their content, starting with a convincing introduction, arranged with key points, and concluding with a summary. This method enables the audience to follow the message effortlessly and hold crucial information. Additionally, the use of visual aids such as slides and charts enhances understanding by depicting complex ideas visually (Duarte, 2012). By following to a clear structure and integrating visual components, presenters can significantly boost the clarity and impact of their communication.

Conciseness in messaging is vital to convey essential points without overwhelming the audience with extraneous details. As Reynolds (2008) highlights, conciseness and clarity are critical for maintaining audience engagement and ensuring the core message remains prominent. Steering clear of jargon and overly technical language is necessary for facilitating comprehension, particularly in diverse audiences with varying expertise. Furthermore, employing storytelling techniques and real-world examples can make presentations more engaging and relatable (Heath & Heath, 2007). By maintaining concise and relevant messaging, speakers can maximize the effectiveness of their communication.

Active audience engagement fosters an enhanced understanding and retention of information. Interactive components, such as posing questions, encouraging discussions, and incorporating audience participation, help sustain interest and ensure that the message resonates with listeners (Bryant & Heath, 2020). Additionally, non-verbal communication—such as eye contact, gestures, and vocal modulation—plays an integral role in supporting verbal messages (Mehrabian, 2009). By combining organized structure, concise messaging, and audience participation, speakers can communicate more effectively in meetings and presentations, ensuring that their message is both clearly understood and retained.

3. The Role of Professional Development Programs and Language Training

Professional development programs and language training are essential in enhancing employee skills, ensuring career advancement, and improving organizational productivity. Continuous learning through professional development initiatives allows individuals to remain informed about industry trends, technological innovations, and best practices within their fields (Garavan et al., 2020). Such programs help employees sharpen their skills, boost their problem-solving capabilities, and foster innovation within their workplaces. By investing in these training initiatives, organizations not only elevate workforce capacities but also enhance job satisfaction and employee retention rates (Noe et al., 2019).

On the other hand, language training is vital in today's globalized work environment as it raises effective communication within multicultural teams and international business operations. Mastery of multiple languages enables professionals to engage well with colleagues, clients, and stakeholders from varied linguistic backgrounds, thus minimizing misunderstandings and promoting collaboration (Crystal, 2012). Moreover, language training aids individuals in developing cross-cultural competence, essential for establishing strong relationships in international markets (Hofstede et al., 2010). Companies that prioritize language training promote more inclusive workplaces and broaden their global outreach by overcoming language obstacles.

The synthesis of professional development and language training leads to a more skilled and adaptable workforce, ultimately driving organizational success. Employees who engage in lifelong learning are better prepared to confront new challenges, adjust to

changing work environments, and contribute meaningfully to their organizations (Kolb, 2015). Additionally, proficiency in language balancing with technical expertise affords professionals a competitive advantage in the job market, paving the way for new career opportunities and leadership roles (Deardorff, 2009). Therefore, organizations should commit to investing in both professional development and language training to raise employee performance and safe sustainable business growth.

12.5. Language Barrier Challenges in Education

1. Supporting students in multilingual classrooms

Supporting students in multilingual classrooms necessitates that educators employ inclusive teaching strategies that acknowledge and appreciate linguistic diversity. Empirical research indicates that recognizing students' home languages as valuable resources, rather than obstacles, significantly contributes to their cognitive and academic growth (García & Wei, 2014). Educators can facilitate this process by incorporating translanguaging practices, which allow students to utilize multiple languages to enhance understanding and expression. Additionally, creating a culturally responsive educational environment—by weaving diverse linguistic backgrounds into the curriculum—enables students to feel valued and engaged in their learning experiences (Cummins, 2001).

Furthermore, the application of scaffolding techniques is vital for multilingual learners to cultivate proficiency in both their native and target languages. Vygotsky's (1978) theory of the Zone of Proximal Development underscores the importance of guided support, whereby educators provide structured assistance through tools such as visual aids, bilingual glossaries, and opportunities for peer collaboration. Moreover, differentiated instruction strategies, including the use of leveled texts and multimodal learning resources, enhance accessibility

and comprehension for all learners (Echevarría, Vogt, & Short, 2017). These educational approaches ensure that students progressively acquire the necessary academic language skills while fostering their confidence in their linguistic identities.

In addition, promoting an inclusive school culture through professional development and collaborative efforts among educators is crucial for the effective support of multilingual students. Training teachers in theories of second language acquisition and culturally responsive pedagogy can significantly enhance their capacity to meet the diverse needs of their student populations (Lucas & Villegas, 2013). Involving families and communities in the educational experience by fostering multilingual communication and organizing cultural events can also strengthen students' sense of belonging (Nieto, 2017). By emphasizing fairness and linguistic inclusion, educational institutions can establish environments where multilingual students surpass both academically and socially.

2. The Impact of Language Barriers on Academic Performance

Language barriers substantially influence academic performance, particularly for students who are non-native speakers of the language used in instruction. When students encounter difficulties in understanding lectures, reading materials, and assessments, their ability to grasp fundamental concepts and convey knowledge is compromised. Cummins (1979) states that language proficiency is integral to cognitive academic language proficiency (CALP), which is critical for the success in academic contexts. Insufficient language proficiency may obstruct students' abilities to articulate their ideas clearly, engage in discussions, and follow complex instructions, consequently leading to reduced academic achievement.

Furthermore, language barriers can induce decreased confidence and engagement within the classroom. Students facing

with the language of instruction may experience feelings of isolation or reluctance to participate in discussions due to the apprehension of making errors (Krashen, 1982). This withdrawal from participation subsequently limits their learning opportunities, as collaborative discussions and classroom interactions are essential for knowledge acquisition. Additionally, language difficulties can result in heightened stress and anxiety, which can badly affect cognitive functions and overall academic motivation (MacIntyre & Gardner, 1994). Consequently, students may underperform on assessments and fail to realize their full academic potential.

To handle these challenges, educational institutions can implement strategies such as bilingual education, language support programs, and scaffolding techniques aimed at assisting students in enhancing their language proficiency while simultaneously engaging with academic content. Research has demonstrated that integrating language development within subject instruction—such as through Content and Language Integrated Learning (CLIL)—can help both language acquisition and academic success (Coyle, Hood, & Marsh, 2010). By fostering an inclusive educational environment that embraces linguistic diversity, schools can empower students to navigate language barriers effectively, finally leading to improved academic outcomes.

12.6. Conclusion

Language barriers present considerable challenges to academic performance, impacting students' comprehension, participation, and overall success. Learners who do not possess proficiency in the language used for instruction frequently find it difficult to grasp course

materials, articulate their ideas, and participate in discussions. This struggle can result in reduced self-confidence and poorer academic results. Moreover, the presence of language-related stress and anxiety can further obstruct the learning process. Nevertheless, the adoption of effective language support measures, such as bilingual education and integrated language learning strategies, can enable students to progressively navigate these obstacles. By promoting an inclusive and supportive academic atmosphere, educational institutions can improve both language acquisition and academic achievement, thereby ensuring that all students have equal opportunities to succeed.

REFERENCES

Ammon, U. (2001). *The Dominance of English as a Language of Science: Effects on Other Languages and Language Communities*. De Gruyter Mouton.

- Bryant, J., & Heath, R. L. (2020). *Human communication theory and research: Concepts, contexts, and challenges*. Routledge.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Flowerdew, J. (1994). *Academic Listening: Research Perspectives*. Cambridge University Press.
- Crystal, D. (2012). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question, and some other matters. *Working Papers on Bilingualism*, 19, 121–129.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. California Association for Bilingual Education.
- Deardorff, D. K. (2009). *The SAGE Handbook of Intercultural Competence*. SAGE Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford University Press.
- Duarte, N. (2012). *Resonate: Present visual stories that transform audiences*. Wiley.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.

- Ellis, R. (2004). *The study of second language acquisition*. Oxford University Press.
- Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. St. Martin's Press.
- Garavan, T. N., McCarthy, A., & Morley, M. (2020). *Global Human Resource Development: Regional and Country Perspectives*. Routledge.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course*. Routledge.
- Giles, H., & Coupland, N. (1991). *Language: Contexts and Consequences*. Open University Press.
- Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on language learners' individuality: From premise to practice*. Multilingual Matters.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Hall, E. T. (1976). *Beyond culture*. Anchor Books.
- Hall, S. (1992). *Cultural studies and its theoretical legacies*. Routledge.
- Harzing, A. W., & Feely, A. J. (2008). The Language Barrier and Its Implications for HQ-Subsidiary Relationships. *Cross Cultural Management*, 15(1), 49-61.
- Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. Random House.
- Henderson, J. K. (2005). Language Diversity in International Management Teams. *International Studies of Management & Organization*, 35(1), 66-82.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Sage.

- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). McGraw-Hill.
- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development* (2nd ed.). Pearson Education.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lucas, T., & Villegas, A. M. (2013). *Preparing all teachers to teach English language learners*. Routledge.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82(4), 545-562.
- Mehrabian, A. (2009). *Silent messages: Implicit communication of emotions and attitudes*. Wadsworth.
- Mercer, S., & Ryan, S. (2010). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT Journal*, 64(4), 436-444.
- Nieto, S. (2017). *Language, culture, and teaching: Critical perspectives* (3rd ed.). Routledge.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). *Fundamentals of Human Resource Management* (7th ed.). McGraw-Hill.
- O'Brien, S. (2012). *Translation as a human-computer interaction process*. *Translation Spaces*, 1(1), 1-24.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford University Press.
- Piller, I. (2016). *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. Oxford University Press.
- Reynolds, G. (2008). *Presentation zen: Simple ideas on presentation design and delivery*. New Riders.

- Ting-Toomey, S. (1999). *Communicating across cultures*. Guilford Press.
- Ting-Toomey, S., & Dorjee, T. (2018). *Communicating across cultures*. Guilford Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wei, L. (2013). *Conceptual and methodological issues in bilingualism and multilingualism research*. In T. K. Bhatia & W. C. Ritchie (Eds.), *The handbook of bilingualism and multilingualism* (2nd ed., pp. 26-51). Wiley-Blackwell.

AUTHOR'S PROFILE



Fasaaro Hulu, S.S., M.Pd.

**English Lecturer in Primary Teacher Education program (PGSD)
Universitas Karimun**

The author was born in Nias in September 13rd, 1983. He is a lecturer at Universitas Karimun, Primary School Teacher Education Study Program. He took his undergraduate at the English Literature at Putera Batam University in 2011 and took his Master at the Magister of English Education at Sarjanawiyata Tamansiswa Yogyakarta from 2015. The author is interested in general linguistics and literature, particularly speaking, vocabulary and grammar and education leadership. He also got mostly 10 years experienced in Putera Batam University as an English lecturer and had a part time teaching in STIE Galileo Batam, Batam Tourism Polytechnic, STIKES Mitra Bunda Persada, Institut Indobaru Nasional (IIBN) Batam, STT RAI Batam, Politeknik Negeri Batam and Universitas Karimun. Author is also working as part time interpreter and providing a free English training for several Indonesians who lives and works in Singapore and Malaysia. At the moment, author has been helping several schools'

leaders to develop schools for years and collaborating research and social empowerment activities in overseas universities.

He wrote several books; (1) The variety concepts of literature and linguistic learning in university: How to teach speaking?, (2), Linguistics and literature on movies: The book for movie, (3) *Keguruan dan Ilmu pendidikan: Sejarah perkembangan kurikulum di Indonesia, sejak 1947 sampai sekarang*, (4), *Buku referensi: Tata bahasa Inggris*, (5) English essentials: Build confidence in every skills (Practical communication: every day conversation), (6) fluent English with action - based techniques: (The power of movement in learning). Beside he is as Secretary for Kipra Nusantara Kepulauan Riau Province to supporting Preseident main program of makan bergizi gratis (MBG) - present and he is also adviser for *Perkumpulan Wartawan Media Online Indonesia (DPW MOI) Batam* – present and an evaluation member board of the Association of the Teaching of English as a Foreign Language in Indonesia (TEFLIN) Riau-Kepri

In addition, now, he is as a representative and leading for international education collaboration and partnership, Singapore ASEAN education, overseas class organized by Kent Ridge Education Singapore with Bintang Lintas Negeri Foundation.

AUTHOR'S PROFILE



Pathul Indriana, M.Pd.

**Dosen Fakultas Teknologi Informasi dan Komunikasi
Universitas Teknologi Mataram**

Pathul Indriana, M.Pd., aktif dalam melakukan penelitian dibidang pengembangan metode pembelajaran Bahasa Inggris dan juga kegiatan Pengabdian Masyarakat. Beberapa tulisan karya Ilmiah yang dihasilkan telah dipublikasi di jurnal Nasional terakreditasi diantaranya Metode Reciprocal dalam pembelajaran Reading Comprehension, Metode CIRC dalam Pembelajaran Reading Comprehension, Metode Mind Mapping dalam Pembelajaran Writing, Metode Silent Way dalam Pembelajaran Speaking, Meningkatkan Listening Skill Siswa Menggunakan Podcast, Pengaruh Penggunaan Platform LMS Terhadap Efektivitas Pembelajaran Blended Learning Bahasa Inggris di Universitas Teknologi Mataram, Implementasi Metaverse sebagai Media Pembelajaran Bahasa Inggris Interaktif, dan banyak lagi yang lainnya, sedangkan karya dalam bentk book chapter dan buku referensi yang sudah publis diantaranya; Model Pembelajaran di Era Society 5.0 , Extensive Reading, Teaching English as a Foreign Language.

AUTHOR'S PROFILE



Samad, S.S., M.Pd.

**Dosen Fakultas Ekonomi dan Bisnis
Universitas Ibnu Sina Batam**

Samad, S.S., M.Pd., lahir di Moro, 03 Mei 1970. Penulis menyelesaikan studi S1 Sarjana (STIBA Malang tahun 1995); S2 Magister (Universitas Sarjanawiyata Tamansiswa (UST) Yogyakarta tahun 2015). Saat ini mengajar di program studi S1 di Fakultas Ekonomi dan Bisnis Universitas Ibnu Sina Batam dengan bidang kepakaran Bahasan Inggris.

AUTHOR'S PROFILE



Dr. Dias Andris Susanto, S.Pd., M.Pd.

**Dosen program studi S1 dan S2 Pendidikan Bahasa Inggris
Universitas PGRI Semarang**

Dr. Dias Andris Susanto, S.Pd., M.Pd., lahir di Demak, 14 Desember 1979. Penulis menyelesaikan studi S1 Sarjana (IKIP PGRI Semarang tahun 2003); S2 Magister (Universitas Negeri Semarang/UNNES tahun 2008); S3 Doktoral (Universitas Negeri Semarang/UNNES tahun 2020). Saat ini mengajar di program studi S1 dan S2 Pendidikan Bahasa Inggris Universitas PGRI Semarang. Penulis memiliki kepakaran di bidang metodologi pengajaran bahasa Inggris dan studi wacana. Selain itu, penulis juga telah menerbitkan banyak buku referensi dan monograph, seperti; *Introduction to Discourse Studies*, *Semantics in English Language Teaching*, *Metodologi Penelitian Kualitatif*, *English Discourse Markers in Sociocultural Perspective*, *Kajian Wacana Lisan Bahasa Jawa Timur*, dst. Penulis juga aktif dalam melakukan kegiatan penelitian dalam rumpun bidang; Strategi Pengajaran Bahasa Inggris, Kajian Linguistik, *Discourse Studies*, *Pragmatics*, *Sociolinguistics*, dan *Systemic Functional Linguistics*.

AUTHOR'S PROFILE



Sri Meiweni Basra, M.Pd.
English Lecturer
Institut Seni Indonesia Padangpanjang

I am an English lecturer at Institut Seni Indonesia Padang Panjang. Passionate about language education, I develop creative and practical learning materials to help students improve their English communication skills.

Interested in teaching methodologies, teaching approaches, and coursebook design, I continuously explore ways to make English learning more engaging and accessible. I believe that language should be practiced in real-life contexts, encouraging students to integrate English naturally into their daily lives.

AUTHOR'S PROFILE



Tomi Arianto, S.S., M.A.
Dosen Bahasa dan Sastra
Universitas Negeri Medan

The author is a lecturer in Literature at Universitas Negeri Medan. He completed his undergraduate studies in the Literature Program at Universitas Negeri Padang and pursued his postgraduate education in the Literary Studies Program at Universitas Gadjah Mada. His teaching expertise includes courses on Literary Criticism, Research Methods in Literature, Introduction to Literature, and Contemporary Literature.

In the field of research, he has actively contributed to various academic publications and conference proceedings, addressing issues related to ecocriticism, ethnoecology, sociological concepts of literature, postcolonialism/multiculturalism, feminist literary criticism, and other interdisciplinary approaches. His scholarly work reflects a commitment to exploring literature within diverse theoretical and cultural frameworks.

AUTHOR'S PROFILE



Ambalegin, S.Pd., M.Pd.
Dosen Bahasa Inggris
Universitas Putera Batam

The author is a lecturer at the English Literature Study Program, Faculty of Social and Humanities, Putera Batam University. He completed his undergraduate degree at the Department of English Education at Universitas Negeri Medan in 1999 and continued his Masters at the Department of English Education at Universitas Sarjanawiyata Tamansiswa (UST) Yogyakarta in 2015. The author is interested in Phonology and Pragmatics.

AUTHOR'S PROFILE



Chanti Diananseri, M.Pd.

Dosen Tadris Bahasa Inggris

Universitas Islam Negeri Imam Bonjol Padang

Chanti Diananseri, M.Pd., born in Jakarta on June 26, 1986, is an educator with a Master's degree in English Language Education from Universitas Negeri Padang, which she obtained in 2016. Currently serving as a lecturer in English Language Education Department at Universitas Islam Negeri Imam Bonjol Padang since 2021, Chanti is deeply committed to fostering language learning and teaching excellence. Beyond her role as an educator, she holds positions of leadership, serving as the Head of the International Office. She is also appointed as an instructor for the English Language Teacher Training (ELTT 3) program under the Jakarta Regional English Language Officer at the US Embassy. In this capacity, she trains English language teachers throughout Indonesia in the effective use of English as a medium of instruction (Teaching English through English), contributing significantly to the enhancement of English language teaching practices nationwide.

AUTHOR'S PROFILE



Siti Rahmawati Kahar, M.Pd.
Dosen Pendidikan Bahasa Inggris
PSDKU-ARU Universitas Pattimura

Penulis lahir di Unjung Pandang, tanggal 26 Maret 1988, Penulis merupakan Dosen aktif Program Studi Diluar Kampus Utama (PSDKU) Kabupaten Kepulauan Aru Universitas Pattimura sejak tahun 2023 hingga saat ini pada Program Studi Pendidikan Bahasa Inggris. Penulis juga aktif mengajar dan melakukan kegiatan penelitian dan pengabdian kepada Masyarakat sesuai dengan bidang ilmu yang dimiliki.

AUTHOR'S PROFILE



Ayu Melati Ningsih, S.Pd., M.S., M.Pd.

Lecturer in English Literature

Universitas Muslim Nusantara Al-Washliyah

The author was born on 08 December 1989 in Melati II Village, Perbaungan District, Serdang Bedagai Regency. The author is a lecturer at a private university in Medan, namely Al-Washliyah Muslim Nusantara University, Homebased in the Faculty of Literature, English Literature Study Programme. The author graduated from Strata One (S1) at Al-Washliyah Muslim Nusantara University with the English Language Education Study Programme graduated in 2011, continued Strata Two (S2) at the Islamic University of North Sumatra with the Department of English Literature graduated in 2014, then retook Strata Two (S2) at Al-Washliyah Muslim Nusantara University majoring in English Language Education graduated in 2024.

Fluent English with Actions based Techniques

"Tell me and I forget, teach me and I may remember, involve me and I learn." – Benjamin Franklin

Fluent English with Actions-Based Techniques is a groundbreaking approach that integrates movement into language learning, making fluency more natural and engaging. This book explores the power of physical actions in mastering English, starting with Total Physical Response (TPR) and progressing through interactive techniques that enhance vocabulary, listening skills, pronunciation, and conversation abilities. Each chapter introduces practical strategies, such as building vocabulary through gestures, using real-life scenarios for role-playing, and employing dynamic storytelling methods to reinforce learning. By leveraging the connection between body movement and cognitive retention, learners can internalize English more effectively and confidently.

Designed for students, educators, and language enthusiasts, this book provides a structured yet flexible guide to achieving fluency through active learning techniques. From mastering basic commands to engaging in fluency-boosting games, learners will discover how movement enhances comprehension and expression. The book also addresses overcoming language barriers with physical cues, ensuring smoother communication. Whether used in classrooms or self-study, **Fluent English with Actions-Based Techniques** transforms language learning into an immersive, enjoyable, and highly effective experience.



Penerbit
Gita Lentera

Office1: Perm. Permata hijau regency blok F/1 kelurahan Pisang
kecamatan Pauh kota Padang, Sumatera Barat
Office2: Jl Weling no 120 Gejayan, Yogyakarta
Cp. Admin: +62323-8699-7194
git4lentera4@gmail.com www.git4lentera.com

ISBN 978-634-7072-72-6



9

786347

072726



IKAPI
IKATAN PENERBIT INDONESIA

Anggota IKAPI
No. 042/SBA/2023