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“THE STUDY ON THE EFFECTIVENESS OF TPR, AUDIO-LINGUAL AND PPP  
METHODS FOR ENGLISH LANGUAGE IN PRIMARY CLASSES”

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**Abstract:** In recent years, the field of language teaching has witnessed a growing interest in exploring the effectiveness of different teaching methods. This study aims to contribute to this body of knowledge by examining the effectiveness of Total Physical Response (TPR), Audio-Lingual, and Presentation-Practice-Production (PPP) methods for teaching English in primary classes. The study seeks to provide insights into the most suitable approach for young learners in primary education. Teaching language to elementary school students is not as an obligation, but, on the contrary, using interesting games and innovative techniques, can serve as a foundation for the knowledge they will receive in the future.

**Keywords:** Primary school, language teaching, Total Physical Response (TPR), Audio-Lingual, Presentation, Practice and Production (PPP)

### Introduction

With the development of education internationalization, English education has been paid more and more attention. What's more, English has played an increasingly significant role in Uzbekistan education. When teaching English to young students in grades 1-4, there are certain factors that affect their development in the target language. To begin with, different methods which are based on speaking, listening, and using the body are beneficial to young students. The syllabus for the subject of English, Skolverket (2019, p. 34) clarifies that students through the English subject in school should have the opportunity to develop the ability to speak and understand English. Teaching should lead to the students being able to understand and make themselves understood in English. Modern pedagogy supports and promotes a teaching methodology that is both diversified and flexible, providing a very wide range of teaching-learning methods. The large number and the great diversity of teaching methods used in modern pedagogy provide opportunities for the enrichment and development of the teachers' teaching and educational expertise. A teaching method is an effective way of organising and guiding learning, a common way of procedure that unites a teacher's and a students' efforts. A teacher's creativeness and personal development level determine how these teaching methods are used and combined. Cognitive theories suggest that learning occurs with the result of information formation developing with dominant priorities. According to this, learning is based on that a learner processes the information that he configured with his own cognitive process and this process shapes new learning. The advances in this direction are related to what they learn and how they learn, not how much they learn. The main metaphor expected to be argued is,



Date: 9<sup>th</sup> May-2026

perhaps, students are active learners rather than they are passive receive. The Teaching and Learning International Survey noted that “in the classroom, teachers in all countries put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Both of these teaching practices are emphasised over enhanced learning activities such as project work. This pattern is true in every country”. In the recent local and international methodological literature the teaching methods and practices have been given special attention, but when it comes to their understanding, defining and naming, a complete agreement has not been achieved yet. First of all, there are different terms in literature that make it difficult to communicate, so within teaching methods, authors also discuss the terms such as methods in the class, methods of teaching and learning, organisational types of the teaching and learning processes.

### **Literature Review**

The foundation of this study is a thorough literature review that spans a wide range of sources, including academic journals, books, conference papers, and educational reports. This review aims to capture the breadth and depth of existing research on second language education methodologies in primary schools. In this process, particular attention is given to studies published in the last decade to ensure the relevance and timeliness of the information. The literature is examined not only for its content on specific teaching methodologies but also for broader themes such as cognitive development, linguistic proficiency, and cultural integration in language learning. Significant works, such as those by Esanova, Cook<sup>1</sup>, and Al-Jarf<sup>2</sup>, provide foundational insights into the field.

The importance of language education in primary schools transcends the mere acquisition of a new form of communication. As per Esanova<sup>3</sup>, the methodological approach to teaching a foreign language plays a pivotal role in shaping a child’s cognitive abilities, social interactions, and cultural awareness. In a world where linguistic diversity is becoming increasingly valued, the primary school environment serves as a crucial platform for introducing second language education. This phase of education is characterized by a unique blend of curiosity and adaptability, making it an ideal time for children to absorb and integrate new languages into their cognitive framework.

#### *A) TPR method*

This method was originally developed by an American professor of psychology James Asher, in 1960s. The Total Physical Response is abbreviated as “TPR”. Total Physical Response is a language teaching method which is built around the coordination of speech and action. It is put forward by James J. Asher. On the foundation of Asher’s own researches and theories on second language acquisition, he founds TPR method. He points out that we should integrate language with actions to teach English through Total Physical Response. At the same time, we should also develop a student’s listening ability firstly, then the speaking. Total Physical Response teaching method provides a more relaxed learning atmosphere for learners. So students can overcome the stress of speaking English.



Date: 9<sup>th</sup>May-2026

Teachers can also attempt to create beneficial conditions for students to learn. When the students' subjective initiation is activated, the teaching efficiency will be better, too.

TPR teaching method emphasizes the abstract thinking is based on the image thinking. We are different for the two hemispheres of brain function. The right one of two hemispheres is in charge of abstract thinking, however the left one is in charge of image thinking. (Zhu Chun, 2000, p.189). Thus, the method proposes that the teaching process should be kept in a real situation or close to reality. Students should perceive the world through the senses rather than relying solely on the full range of audio-visual mode.

From the perspective of language learning, at first, students need to improve the listening ability, then to improve speaking and writing ability. The specific characteristics of the TPR teaching method can be summarized as follows:

- 1) Taking listening as the leading activity in the classroom.
- 2) If they have done much preparation work, we should allow students to take part in activities.
- 3) Students should improve their comprehension ability through the body's response to language.
- 4) Teaching should pay more attention to meaning rather than form, so that students can reduce the tension.
- 5) It helps to cultivate students' real communicative competence.
- 6) After using TPR teaching method, students can maintain long-term clear memory after a period of time. It plays a significant role in primary learners' long-term memory.
- 7) It has a higher recall rate. TPR teaching method can make learners recall more often after gaining the knowledge.

*B) PPP teaching method*

Centered on behavioural philosophy, PPP suggests that learning a language is just like mastering some other function. The high degree of instructor supervision that characterizes the first and second phases of this process decreases as the class advances, allowing the learner to steadily shift away from the teacher's guide for more autonomous learning and comprehension<sup>4</sup>.

PPP is a three-part learning paradigm: Presentation, Practice and Production. The first step, which is Presentation, enables learners to acquire new linguistic information or to restructure information that has been wrongly portrayed. The hope is that interlanguage students will be able to understand as soon as a foreign language is clarified. In subsequent lessons, the latest vocabulary will 'build' on top of what has already been taught.

The stage of practice is usually divided into two steps, supervised and free. In supervised practice, the student is engaged in mechanical creation, literally repeating the aim, without having to think about whether to use it. In free exercise, the student prefers to use the target and could be required to control the form. The assumption here is that the learner knows the types of the target language, but that repetition is essential



Date: 9<sup>th</sup> May-2026

to internalize the framework. It is a conceptual approach to learning, a process that leads to mastery.

The stage of production is when the student has to decide if and when to use the 'learning' system. It is a matter of much controversy whether this section of the class is communicative, but this stage of the lesson should be shown to the PPP instructor whether the student mastered the 'language unit' by using it in the 'natural' context or action.

### *C) Audio-Lingual method*

This method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach. Nunan's opinion is that the Audio-Lingual Method (further on referred to as the ALM) "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles." It appears to me that he means the principles of drills and several kinds of drills which will be presented later on. The ALM seems to be a suitable method for beginners to "become acquaintance" with the target language and to listen to how the "new" language "sounds". Therefore, there is a need for a wide use of language laboratories, tapes and visual aids which have a positive influence on the process of picking up a foreign language. Its objectives are accurate/precise native-like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of sufficient vocabulary to use the grammar patterns.

This method developed during the Second World War in the United States as a real scientific method called the Army Specialized Training Program when there was a need to teach people the language quickly and effectively. The results of this program are generally regarded to have been very successful - the learners were in small groups and were highly motivated, which undoubtedly contributed to the success of the approach.

### **Methodology**

The natural inclination of children to learn languages, their strong tendency to mimic, and the abundance of time they have compared to adults are among the main reasons for learning languages being easier for children than adults. It should be noted that children aged 7-8 do not understand the meaning of information but rather memorize it mechanically. Therefore, it is necessary to start teaching English to elementary school students not from grammar concepts. Otherwise, the initial step of teaching a foreign language may discourage and diminish the interest of the child. Therefore, teaching foreign languages to young children is quite difficult and demanding. We used TPR, Audio-Lingual, PPP teaching methods to teach children English in a meaningful and interesting way.

In this section, we carries out an experimental research on TPR, Audio-Lingual teaching methods. In this experiment, four groups, ranging from 1st grade to 4th grade, are being approached with various teaching methods. Data from the teaching experiment and the results of classroom observation are analyzed in order to get the practical effect in the classroom.



Date: 9<sup>th</sup>May-2026

A. *Research questions*

The purpose of this paper is to analyze the application of TPR, Audio-Lingual, and PPP teaching methods in the teaching of English. The purpose of this study is to compare the effectiveness of TPR, Audio-Lingual, and PPP teaching methods. In its research objectives, this study will discuss the following questions:

1) Compared with the traditional method, what are the advantages of the TPR, Audio-Lingual, PPP teaching methods?

2) are the TPR, Audio-Lingual, PPP teaching methods an effective method to teach students? If so, how to use it will be more effective?

B. Participants of the Research

1. Choice of the Students

In this study, selected students were experimented from first to fourth grade elementary students of the 18th general Secondary Education School of the city of Angren, Tashkent region.

B. *Procedure*

PPP method

Presentation: Students observe and listen to the teacher's instructions, then write down the word and demonstrate its meaning through actions or pictures. The teacher gauges their comprehension by engaging in additional actions and questioning if the word is connected to the behavior. Students are expected to communicate with the teacher using various language inputs and actions.

Practice: Students are given the chance to practice the new words through actions, with guidance from the teacher, and they must interpret and respond accordingly. This method helps students retain the new vocabulary through repeated actions. Once students feel confident and familiar with the new vocabulary, the teacher shifts the dynamic, allowing students to take on a teaching role. At this stage, students express their desire for the teacher to communicate through words.

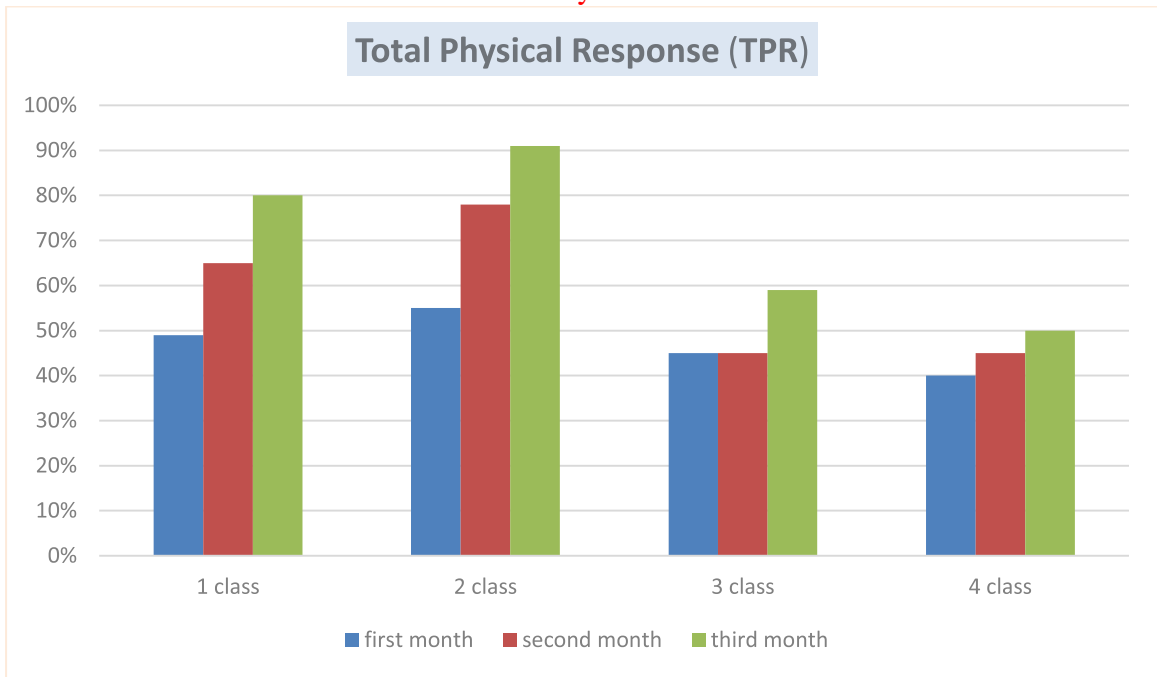
Production: Students engage in interactive activities with their peers using the new words in competitive games. Teachers may provide visual aids to assist students, who rely on their memory and understanding. Throughout this process, students are evaluated through exams to assess their listening comprehension and memory of the target language learned that day.

**Results**

In this part, we make a detailed analysis about the scores of the experiment groups that is the four different age group and students' response from classroom observation. Results from this study are divided in three parts. First, the collected data from the Total Physical Response will be presented. Second, the results from the Audio-Lingual will be presented. Last, collected data from the PPP will be presented. The following is a detailed description of the different scores on the same test for from 1st grade to 4th grade.

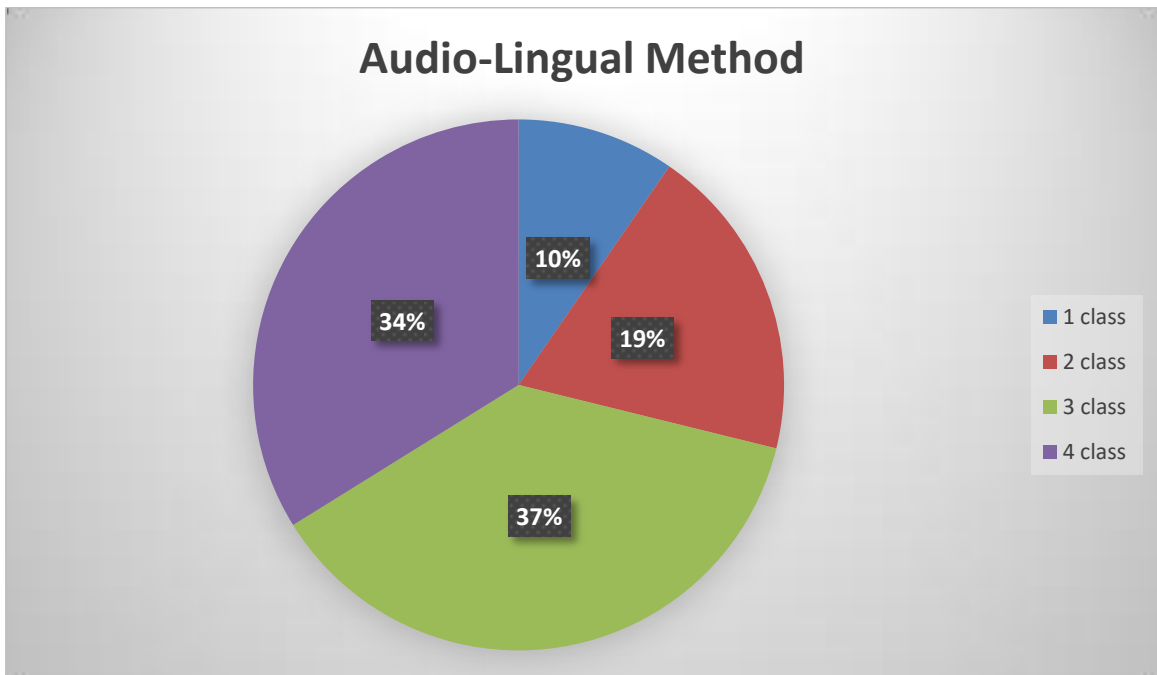


Date: 9<sup>th</sup> May-2026



**Table 1. The scores of the Total Physical Response (TPR) method**

Through the TPR method studied by the studies, we have obtained an analytical conclusion as follows. These experimental tests were carried out within the framework of primary classes and this search lasted 3 months. Considering the age aspect of Students, Students in Grades 1 and 2 took an active part in this. So every month these results grew upward. The results can be seen through the table 1 presented. (table1)

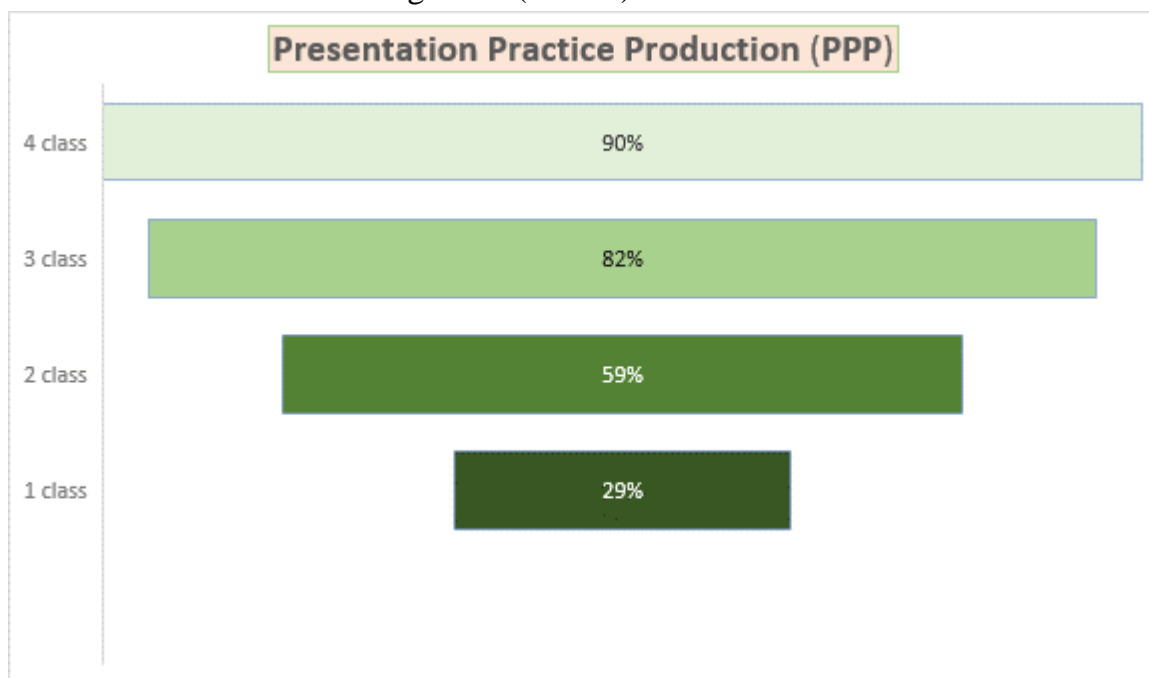


**Table 2. The score of the Audio-Lingual method**

As a result of the studies, we have obtained an analytical conclusion through the studied Audio-Lingual method. The average score of 4th graders is significantly higher

Date: 9<sup>th</sup>May-2026

than the average score of 1st and 2nd graders. But there are not so many differences between the results of students in 3 grades. (table 2)



**Table 3. The score of the Presentation Practice Production (PPP)**

As illustrated in table 3, the most common result of PPP methods among primary school students showed the highest 4 classes. it performed higher in Grades 3 than in the remaining grades 1 and 2. (table 3)

*Students' Response from Classroom Observation.*

*1. Total Physical Response Summary*

In the TPR method, it can be seen that the results of the 3-month research conducted among the students of the 1st and 4th grades showed that the highest performance in this method was shown by the students of the 1st and 2nd grades, i.e. ( 80% and 90%). In the 3rd grade, this figure was 59%, and in the 4th grade, it was 50%. from the result that came out, it was shown that children of younger age, that is, students in Grades 1 and 2, showed the highest performance than in the rest of the classes due to being playful and like to action.

*2. Audio-Lingual Method and Presentation Practice Production Summaries.*

In the other two methods, however, these results showed the opposite-that is, students in Grades 3 and 4 have a much higher score than those in Grades 1 and 2. that is, the output of students in 1st and 2nd grades was up to 20%in Audio-Lingual method and in PPP method was up 59 %, while the output of students in 3rd and 4th grades was up to 40% in Audio-Lingual method and in PPP method was up 90%.

**Discussion**

The action research titles “The Study on the Effectiveness of Activity TPR, Audio-Lingual and PPP Methods for English Language in Primary Classes” has brought several important outcomes. When considering the first objective; to investigate the effectiveness of the TPR, Audio-lingual and PPP methods to teach English language for primary class

Date: 9<sup>th</sup>May-2026

students, experience was done. This research aimed to provide with information about what methods primary school teachers use to promote language learning among students in grades 1-4 in English teaching. Based on the results, there are some conclusions that can be drawn from the study. It is evident that a one-size-fits-all approach is not sufficient in fostering language acquisition and development among primary school students. To begin with, the most common methods of teaching English are a variety of interesting pictures, physical movement, movies, worksheets and singing.

Second, results from this study show that during English lessons, teachers use film as a starting point for their teaching and then add songs and worksheets. In conclusion, it is not as a commitment to teach language to elementary students, but , on the contrary, can lead them using interesting games and innovative techniques, serving as the foundation for the knowledge they will receive in the future.

#### *TPR method*

The survey findings indicate that a majority of participants utilize Hear-Do exercises as a teaching approach in English classes. This method facilitates comprehension in various ways. Firstly, it allows students to practice listening and understanding through following instructions, while also engaging their bodies in the learning process. Research by Asher (1966, p. 81; 1972, p. 134) and Sundin (2001, p. 156) supports the idea that incorporating physical movement enhances children's learning. Additionally, the non-directive nature of this method and the presence of scaffolding are key aspects worth highlighting and discussing further. Skolverket (2017, p. 13) also recognizes the benefits of this method for individuals who may feel hesitant to use the target language.

When teachers integrate this method into breaks, two important aspects come into play. Firstly, students have the opportunity to reinforce vocabulary and concepts during these sessions, a point emphasized by Asher (1972, p. 135) who stresses the importance of words being contextually relevant. Secondly, students may assist each other in comprehension, demonstrating a form of "scaffolding" where learning occurs through peer support from those with a higher level of understanding.

#### *Audio- lingual method*

Based on the survey responses, the utilization of songs was a prevalent practice during English lessons. However, interviews revealed that none of the teachers consistently employed this method, a finding which was corroborated by observations. Nonetheless, it was observed during lessons that songs were incorporated into the instructional content. The vocabulary and concepts pertinent to the subject matter were utilized during these English lessons. According to Jarvis (2013, p. 51), songs play a significant role in students' language development. The experiences indicated that songs were played sporadically in the classroom. Exposure to the English language through music occurs both within students' daily lives and within the school environment. It appears that children sing English songs without comprehending their meaning, thereby acquiring the pronunciation of words before understanding their definitions. While it is understandable for teachers to hesitate about singing, it can hold significance within the classroom context by demonstrating to students that even teachers make mistakes or may not always reach the



Date: 9<sup>th</sup> May-2026

desired level of proficiency in teaching. Ultimately, teaching is deeply rooted in the relationship between the teacher and the student. Trinick (2012, p. 5) explains that the utilization of singing and the teaching of singing are distinct concepts that teachers should bear in mind. Furthermore, the emphasis should not solely be on how students perceive songs; the crucial factor is that they are exposed to songs that afford them the opportunity to repeat words and expand their vocabulary.

*PPP method*

This study shows that picture cards are often used to support students in introducing and using new words and concepts, both during English lessons and at other occasions during the school day. About half of the survey responses confirm that cards with pictures are used to support students in English. This is something that was clarified during the experiment that pictures are used to help clarify words for students. As Börjesson (2012, p. 9) notes, the use of picture cards in different context promotes students' understanding. The results show that pictures as support are of importance for pupils' language development. It is important that pupils understand what is being said when they are exposed to English, both for understanding and for further language development.

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Date: 9<sup>th</sup> May-2026

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