



## The Effectiveness of the TPR (Total Physical Response) Method in Enhancing Students' Vocabulary

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### ABSTRACT

Introducing English vocabulary to young learners is essential for building a strong language foundation, as it enhances their reading, writing, listening, and speaking skills. However, research indicates that elementary students often face significant challenges in vocabulary acquisition, emphasizing the need for innovative teaching strategies that go beyond traditional methods. One effective approach for teaching English vocabulary to EFL (English as a Foreign Language) beginners is the Total Physical Response (TPR) method. This study aimed to evaluate the effectiveness of the TPR method in improving students' vocabulary skills. Using a pre-experimental design with a one-group pretest-posttest framework, the research focused on fourth-grade students at SD Inpres 7/83 Pasempe. Data analysis, conducted through a paired sample t-test, revealed a significant increase in average scores from the pre-test to the post-test. The substantial improvement in scores highlights the effectiveness of the TPR method in helping young learners understand and retain new vocabulary. This approach leverages the intrinsic connection between physical activity and cognitive processes, making the learning experience more engaging and lasting

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## **INTRODUCTION**

Undoubtedly, English has emerged as the predominant global language, exerting significant influence over contemporary educational systems worldwide. Its widespread adoption transcends geographical, cultural, and linguistic boundaries, positioning it as the universal language in academia, commerce, diplomacy, and technology. The profound impact of English on education is undeniable, reshaping curriculum frameworks, pedagogical methodologies, and educational policies on a global scale. The primary driver behind English's ascendancy in education lies in its pivotal role as the *lingua franca* of international communication (B. Neelambaram et al., 2024). In our increasingly interconnected world, proficiency in English is indispensable for active participation in global academic dialogues, collaborative research endeavors, and cross-cultural engagements. Consequently, educational institutions across the globe have integrated English language instruction into their curricula to equip students with the requisite linguistic competencies essential for succeeding in the global arena.

The foundation of language learning is vocabulary, which encompasses the knowledge of words and their meanings. Mastery of vocabulary extends beyond mere definitions; it also involves understanding how words fit into a broader context (Octavia & Soepriatmadji, 2020). Learning vocabulary is a crucial aspect of acquiring a foreign language. The meanings of new words are frequently highlighted in both books and classrooms. Vocabulary is central to language instruction and is vital for language learners (Alqahtani, 2015). Vocabulary plays a crucial role in language use; it is at the core of language skills. More importantly, it serves as a foundation for communication, reflects social reality, enhances emotions, and acts as a predictor of academic ability (Dakhi & Fitria, 2019).

Successfully mastering vocabulary is crucial for effective language acquisition. When learners grasp, comprehend, and command vocabulary, they are better equipped to develop essential skills such as reading, writing, listening, and speaking. Therefore, introducing English vocabulary to young learners at the outset of their language journey is vital. This foundational knowledge will aid them in understanding sentences and preparing for advancement to higher levels of learning.

English education in Indonesia seeks to improve effectiveness by making it a mandatory subject within the adaptive curriculum. In elementary schools, English may be offered either as a local content subject or as an additional subject, tailored to the specific needs of each educational institution. However, access to English instruction varies considerably across the country. Urban schools are generally equipped with modern facilities, qualified teachers, and plentiful resources, resulting in higher levels of English proficiency compared to their rural counterparts (Sakka et al., 2018).

SD Inpres 7/83 Pasempe is located in a village with a limited student population, resulting in enrollment numbers below standard. The low registration rates are primarily due to an ineffective learning process. The teaching methods employed by educators, particularly in English subjects, lack innovation. English teachers at this school still rely on traditional, lecture-based strategies and repetitive practice. As a result, many students struggle to grasp

basic English vocabulary. Additionally, numerous students find it challenging to understand the material presented by their teachers, which significantly impacts their overall learning outcomes. Research findings suggest that many young children, particularly those in elementary school, face difficulties in acquiring new vocabulary.

To address this issue, a more engaging approach to vocabulary acquisition is suggested. Total Physical Response (TPR) presents a suitable language teaching method, as it draws inspiration from how children learn their mother tongue. This method involves physical responses that indicate a comprehension of the language, mirroring how children learn their first language. (Mariyam & Musfiroh, 2019). (Hounhanou, 2020) Total Physical Response (TPR) is a language teaching approach developed by Dr. James J. Asher, a psychology professor at the State University of San Jose. It operates on the belief that acquiring a second language entails a decoding process analogous to a first language. The primary aim of this technique is to establish a productive methodology for teaching languages.

In addition to Total Physical Response (TPR), linguists and practitioners frequently refer to this method as the "Comprehension Approach." This terminology highlights the method's primary focus on acquiring language and developing communication skills through comprehension first. The well-known phrase "comprehension before production" is closely associated with TPR. Asher suggests that language acquisition follows a linear progression, where comprehension precedes production. In practice, this method underscores the importance of students fully understanding each language item before being expected to speak it. This approach reflects the natural development of language, as children typically begin speaking only after they have achieved comprehension through extensive exposure to the language.

(Putri, 2016) The Total Physical Response (TPR) method effectively integrates physical activity and play into language instruction, significantly enhancing children's engagement while promoting physical exercise. In TPR, learners respond to verbal cues with corresponding actions; for example, they might run when instructed to "run." This approach not only facilitates vocabulary retention through repetitive movements but also fosters an active learning environment. Teachers can arrange the classroom in a circular format to encourage participation as students follow commands. Moreover, TPR is particularly advantageous in reducing the stress often associated with learning a foreign language, as lower stress levels contribute to more effective learning. Creating a stress-free environment is essential for successful language acquisition. For this reason, the researcher aimed to test the effectiveness of the TPR method in improving the vocabulary skills of grade 4 students at SD Inpres 7/83 Pasempe.

## LITERATURE REVIEW

### A. The Total Physical Response Method

Total Physical Response (TPR) is a language teaching methodology pioneered by Dr. James J. Asher, a psychology professor at San Jose State University. This approach is based on the premise that acquiring a second language is akin to the decoding process involved in learning a first language, much like how children learn their native tongue (Viviane Hounhanou, 2020).

TPR emphasizes the significance of comprehension in language acquisition, demonstrating how physical activities play a crucial role in this learning process. This method highlights the importance of physical engagement in fostering meaningful learning experiences (Mariyam & Musfiroh, 2019).

(Gulsanam & Farangiz, 2021) According to Gulsanam and Farangiz (2021), the Total Physical Response (TPR) method proves to be an exceptionally effective approach for teaching and practicing a range of skills. This includes vocabulary related to actions, such as "smile," "chop," "headache," and "wriggle," as well as grammatical structures that encompass past, present, and future tenses, including continuous aspects (for instance, "Every morning, I clean my teeth, make my bed, and eat breakfast"). Furthermore, TPR is beneficial for teaching classroom language (e.g., "Open your books"), as well as imperatives and instructions (such as "Stand up" or "Close your eyes"), along with storytelling techniques.

Alternatively, for lessons conducted outside the classroom, the teacher can incorporate more action-oriented commands such as "Run forward," "Jump," "Take three steps to the left and then two steps to the right," "Jump up and down," "Throw the ball," or "Raise your hands." The fundamental emphasis of Total Physical Response (TPR) lies in engaging students in physical activities that enhance their understanding of the lesson (Sumarni et al., 2022).

(Hamidova, 2022) The implementation of the Total Physical Response (TPR) method in educational settings for young learners has revealed several significant advantages:

1. TPR is highly enjoyable for students, effectively energizing the classroom environment and positively influencing both the pace and overall mood of lessons.
2. This method enhances students' ability to recognize and remember phrases and vocabulary, making the learning experience more impactful.
3. TPR is especially beneficial for kinesthetic learners who thrive on physical activity during lessons.
4. The TPR approach has proven to be particularly effective with teenagers and younger learners, facilitating their learning process.

### B. Teaching Vocabulary

Vocabulary is considered a complex endeavor, the mastery of which is difficult for most learners. The intricacies of word forms, word choices, and multiple meanings can pose difficulties for those striving to attain mastery of the English language. (Hounhanou, 2020). Vocabulary learning is central to the development of proficiency and the achievement of competency in the target language. Hence, researchers are continually seeking the best technique for teaching vocabulary.

Vocabulary is a fundamental component of learning a foreign language. Given its importance, it is essential to introduce vocabulary instruction early in education, particularly during elementary school. This viewpoint is reinforced by (Susanto, 2017), who highlighted that vocabulary is a critical element of language acquisition, making early instruction particularly beneficial for students.

Young learners possess an innate curiosity and a remarkable ability to quickly absorb new information, making this an ideal time to expose them to a broad and rich vocabulary. Integrating vocabulary lessons through interactive activities, engaging narratives, and enjoyable games can significantly enhance the learning experience, rendering it both effective and enjoyable. By establishing a strong vocabulary foundation, students are better prepared to understand complex texts, articulate their thoughts clearly, and cultivate a lifelong passion for language learning. This methodology not only enhances language proficiency but also improves overall academic performance and bolsters confidence in communication.

## **METHODS**

### **A. Research Design**

This study employs an experimental research approach, specifically utilizing pre-experimental methods to evaluate the hypothesis. The chosen research design is the One Group Pretest-Posttest design ( $O_1 \times O_2$ ).

The one-group pretest-posttest design is a research method that evaluates a single group of participants. It starts with a pretest ( $O_1$ ) to establish a baseline of performance before any intervention. After this, the participants undergo a specific treatment ( $x$ ) aimed at inducing change. A posttest ( $O_2$ ) is then administered to assess the effectiveness of the intervention by comparing the pretest and posttest scores, allowing researchers to evaluate the impact of the treatment (Gay et al., 2012).

### **B. Population**

SD Inpres 7/83 Pasempe implemented a trial of the independent curriculum that emphasized English instruction in Grades 1, 2, 4, and 5. In Phase B—generally covering Grades III and IV in Elementary Schools, Islamic Elementary Schools, and the Package A Program—the teaching of the English language becomes compulsory. The researcher chose Grade 4 as the focal point for the study, given that this grade particularly prioritizes the development of vocabulary, with a strong emphasis on nouns and verbs.

Various sampling methods were used to select the sample, with a particular emphasis on non-probability sampling, commonly referred to as saturated sampling or a census. Saturated sampling involves including the entire population as samples, which is typically used when the population is small, usually comprising fewer than 30 individuals (Sugiyono, 2013). Given that the total population consists of just 10 individuals, the researcher opted for saturated sampling to ensure all members were included in the study.

### C. Data Analysis

The research aims to evaluate the impact of Total Physical Response on enhancing students' vocabulary acquisition. To achieve this, both a pretest and a posttest focusing on verbs will be employed as research instruments. After data collection through these pretest and posttest measures.

The subsequent phase involves analyzing the data using the SPSS software. To validate the proposed research hypothesis, various statistical tests will be conducted, including normality tests.

This research will utilize the Shapiro-Wilk test, which is particularly suitable for small sample sizes (less than 50 samples), although it can accommodate larger samples as well. In contrast, the Kolmogorov-Smirnov test is more appropriate for sample sizes of 50 or greater. In both cases, the null hypothesis posits that the data is drawn from a normally distributed population. If the p-value exceeds 0.05, the null hypothesis is accepted, indicating that the data is normally distributed. (Gupta et al., 2019).

Table 1. Shapiro-Wilk Normality Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre Test TPR	.266	10	.044	.848	10	.055
Post Test TPR	.245	10	.090	.892	10	.177

a. Lilliefors Significance Correction

The results of the normality test for the two research variables indicate that the Sig value for the pre-test and post-test is 0.055 and 0.177, respectively. Since both Sig values are > 0.05, it can be concluded that both sets of data are normally distributed.

### RESULTS

The data analysis focused on improving students' English vocabulary through the Total Physical Response (TPR) method and involved collecting responses from 10 students using blank fields. The researcher conducted both pre-test and post-test evaluations that specifically concentrated on vocabulary related to verbs. The study comprised four sessions with these 10 students.

The table below illustrates the learning outcomes of the fourth-grade students at SD Inpres 7/83 Pasempe, highlighting their performance in both the pre-test and post-test evaluations.

Table 2. Learning Outcomes Using SPSS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test TPR	10	20.00	70.00	53.0000	16.36392
Post Test TPR	10	70.00	100.00	84.0000	10.74968
Valid N (listwise)	10				

During the pre-test, student scores exhibited a considerable range, with a minimum of 20 and a maximum of 70, resulting in an overall average of 53 and a standard deviation of 16.36. In contrast, the post-test scores demonstrated notable improvement, with scores ranging from a minimum of 70 to a maximum of 100, yielding an average score of 84 and a standard deviation of 10.75. This enhancement represents a significant 31% increase in vocabulary skills, attributed to the Total Physical Response (TPR) method. The substantial rise in scores highlights the effectiveness of the TPR approach in facilitating language acquisition.

Table 3. Paired Sample Test

Paired Samples Test						
	Paired Differences			T	df	Sig (Two-Sided)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Pre-Post	-31.00000	11.97219	3.78594	-8.188	9	<,001

After conducting a paired sample t-test, the obtained value of Sig (2-sided) is 0.001, indicating a statistically significant result. With a significance level of less than 0.05, we can confidently accept the hypothesis. This demonstrates a significant difference in students' vocabulary learning outcomes when comparing the TPR method for pre-test and post-test. Consequently, it can be reasonably concluded that the Total Physical Response (TPR) method effectively enhances students' English vocabulary at SD Inpres 7/83 Pasempe.

## DISCUSSION

The substantial enhancement in scores underscores the effectiveness of incorporating physical gestures and movements in facilitating the understanding and retention of new vocabulary among young learners. This approach capitalizes on the intrinsic link between physical activity and cognitive processes, making the learning experience more immersive and enduring.

Teachers use a variety of resources such as songs and flashcards to physically demonstrate action verbs, mimicking how children naturally learn their first words. (Rambe, 2019) One of the primary advantages of the Total Physical Response (TPR) method is that students not only passively listen to the language but also actively engage by practicing the words, aiding in faster word retention.

This active participation significantly enhances comprehension, as nuances like general meaning and emotions are often conveyed through expressions, gestures, and other visual cues. Moreover, the adaptable nature of the TPR method allows for seamless integration into various educational

settings, whether in traditional classrooms, online environments, or self-study scenarios.

(Khairma & Suryana, 2019) The Total Physical Response (TPR) method is known to be most effective when teachers interact with students while teaching English. This approach involves engaging students actively during lessons. For example, when a teacher raises a request such as "put your hands up," students respond by immediately raising their hands. Similarly, when the teacher instructs them to "wash your hands" and demonstrates the action, the students promptly follow along by mimicking the handwashing movements.

In Total Physical Response (TPR) training, the primary role of the learner is to listen attentively and respond accordingly. Learners can engage with the teacher by participating physically, whether individually or in groups. While they have limited control over the content of their learning, their main responsibility is to follow the instructor's directions and partake in-class activities. Students are often given commands they are familiar with, such as "come to the front and sit on the chair," which they are accustomed to following (Mohan et al., 2022).

In this supportive environment, students are encouraged to monitor and evaluate their progress without the pressure of stress, allowing them to enjoy the learning experience. Learners are empowered to speak only when they feel ready, as instructors do not force participation. The overall atmosphere of the learning environment plays a vital role in the effectiveness of TPR.

Additionally, the Total Physical Response method fosters a positive and inclusive classroom environment. Students of diverse backgrounds and learning abilities can participate actively, as the method's focus on physical activity and interaction helps bridge language gaps and supports kinesthetic learners. The emphasis on movement also caters to students with varying attention spans, providing them with a constructive outlet for their energy while reinforcing educational content.

Research (Astutik & Aulina, 2018) shows that the Total Physical Response (TPR) method can be used effectively both inside and outside the classroom. Teachers interact with students using the TPR method outside lesson times, enhancing student engagement. Students respond verbally and nonverbally to TPR cues like "silent please," indicating effective communication. Teachers creatively use TPR for various purposes, such as managing student behavior with commands like "stop."

Another study conducted by (Sariyati, 2013) highlights that the Total Physical Response (TPR) method is particularly effective for children, given their natural tendencies. Children enjoy movement and can easily lose interest when confined to a chair. Additionally, they generally respond positively to the TPR approach, which can inspire them to engage with and learn English vocabulary. This method fosters an environment of joy, enthusiasm, and

laughter during learning activities. However, it is important to recognize that the TPR method may also lead some students to overact due to their heightened excitement while participating in these activities.

(Abata et al., 2021) Students enhance their pronunciation by listening to their teacher's voice, which aids them in becoming familiar with the sounds of the language. The teacher plays a vital role in reinforcing vocabulary and structures through real conversations, enabling students to practice and remember the correct pronunciation of words. An effective exercise involved having students read dialogues in pairs, allowing them to refine their pronunciation skills. This method helps children learn to articulate words accurately and encourages them to mimic sounds, thereby facilitating memorization and preparing them for active participation in conversations.

Ultimately, the TPR method proves to be a powerful tool in language education, making vocabulary acquisition efficient and transforming the learning process into an enjoyable experience. It draws inspiration from how children naturally learn language through movement and play, showing that learning can be both fun and highly effective. The researcher's conclusion, drawn from the data analysis, asserts that the Total Physical Response (TPR) method significantly enhanced students' vocabulary acquisition. The results of the post-test indicated an improvement in vocabulary mastery after the researcher implemented the TPR method. While the method's effectiveness is applicable across all grades, the study mainly focused on evaluating its impact on fourth-grade students at SD Inpres 7/83 Pasempe. Therefore, the researcher concludes that the implementation of the TPR method is effective and resulted in substantial enhancements in the vocabulary mastery of the students at SD Inpres 7/83 Pasempe.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the research conducted on "The Effectiveness of The TPR (Total Physical Response) Method in Enhancing Students' Vocabulary Mastery at SD Inpres 7/83 Pasempe," it was determined that students' vocabulary proficiency improved once the Total Physical Response method was utilized. The noticeable enhancement in students' scores from the pre-test to the post-test substantiated this conclusion.

The paired sample t-test analysis revealed a notable rise in the mean score, with an average increase of 31% from the pre-test to the post-test. This signifies a considerable enhancement in students' vocabulary mastery post the adoption of the Total Physical Response technique. By incorporating physical movement with language practice, students were able to create stronger mental associations with new words, leading to deeper understanding and longer-lasting recall.

Teachers observed that students were more confident in using their newly acquired vocabulary in both spoken and written forms, demonstrating the practical benefits of this interactive teaching approach. Overall, the implementation of the TPR method at SD Inpres 7/83 Pasempe proved to be a highly effective strategy for enhancing vocabulary mastery, paving the way for its potential adoption in other educational settings.

Based on the conclusions described above, the researcher offers several recommendations such as acknowledging the significant role of vocabulary in language acquisition, it is advisable to initiate vocabulary instruction at an early stage and to enhance student engagement and motivation in learning English, it is recommended to employ diverse and engaging teaching methods to sustain an interesting learning environment..

### **FURTHER STUDY**

The primary focus of this study is to evaluate the effectiveness of the Total Physical Response (TPR) method in enhancing students' vocabulary mastery, as measured by changes in pre-test and post-test scores. This study employs a pre-experimental design, utilizing only one class as the sample; therefore, there are no other classes available for comparison.

For future research, it may be beneficial to consider incorporating control and experimental groups to gain deeper insights into the effectiveness of this method. Additionally, exploring the perspectives of both students and teachers regarding this method could be an interesting topic for further study.

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