

## Psychological and Pedagogical Implements of Communicative Language Teaching and Total Physical Response Methods

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### Abstract

The current study aims at investigating the psychological and pedagogical implements of Communicative Language Teaching (CLT) and the Total Physical Response (TPR) in Teaching English as a Foreign Language (TEFL). The main focus of this study is on the principles and techniques of these two teaching methods, in addition to their psychological and pedagogical implements in EFL classes. The study, which follows the descriptive-analytical method, also scrutinizes the techniques utilized showing their crucial role in transferring the teachers' role from knowledge importing to stimulators for interactive learning. The main results showed that the use of these two methods could play an active role in enhancing learners' dependency, minimizing their shyness, raising their motivation, and activating both hemispheres of the brain. Some psychological and pedagogical implements and recommendations have been stated at the end of the study.

*Keywords:* Authenticity, Communicative Language Teaching, Total Physical Response, pedagogical and psychological domains

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## Introduction

The job of teaching is not an easy one. For decades, many debates have been raised on many controversial pedagogical issues, which is more important, possessing knowledge or methods of transferring knowledge? What or how? Quantity or quality?

Frankly speaking, possessing knowledge doesn't guarantee success in transferring it to others. To convey teachers' messages, ideas or concepts, there is a need to know how to do it in a creative way that helps learners not only to acquire the material but also comprehend and internalize it so that they can transfer it to reality. Therefore, it is of paramount importance, to emphasize the fact that the more learners are exposed to authentic, genuine, innovative methods, the more excellent and distinguished ones we get.

Methods of teaching are considered one of the main pillars of the educational process. Foreign language teaching has been a challenge for researchers and teachers alike. How to teach the target language in a certain setting is the primary concern (Larsen-Freeman and Anderson, 2011). In English as a Foreign Language (EFL) classes, teachers and learners use a plethora of teaching methods and learning strategies to facilitate the comprehension and understanding of the material addressed. Some of these methods are helpful; while others are helpless, since each teaching method may reflect different outcomes in different learning environments.

Different factors determine the utility of any of these methods. This depends on the learners' ability and motivation, teachers' linguistic and communicative competencies, in-class physical environment, and the material itself. These variables play a crucial role in identifying the efficacy of adopting any of the EFL teaching methods. The ones that are most preferred are those that emphasize student-centered modes rather than teacher-oriented ones.

Most EFL curricula have been designed to be taught communicatively to help learners use the target language naturally and smoothly in different daily life situations. To achieve this purpose, EFL learners should be placed at the heart of the educational process since they are the ones who seek knowledge, not the teacher. This necessitates that teacher talking time should be minimized, and that of the student should be maximized. This will not be achieved unless innovative, interactive and enjoyable methods are utilized in English classes.

In the EFL field, there are several teaching methods and approaches, including Grammar Translation Method (GTM), Audio-Lingual Method (ALM), Total Physical Response (TPR), Communicative Language Teaching (CLT), Natural Approach/Direct Method (DM), Bilingual Approach, English Only Policy (EOP), Computer Assisted English Learning (CALL) (Khalil & Semono-Eke, 2020).

The efficacy of any method and approach in TEFL depends on various variables including the physical environment, the social context, the educational system, some teacher-related factors, such as subject mastery, educational qualifications, and experience, and some student-related factors, including their background, level and age.

Therefore; the main foci of this research target the techniques of the TPR and CLT methods by addressing the pedagogical and psychological implements incorporated into the methods

selected and highlighting the most effective steps that EFL teachers should follow to practically and effectively use both methods in EFL class.

The researchers believe that when teachers become more aware of CLT and TPR implements; this may help them identify the added value of these two well-known methods and that not only will students be motivated, enthusiastic, and engaged in classes, but teachers will also be creators, facilitators and stimulators of incentive learning rather than knowledge instructors. Therefore, the current study attempts to find answers to the following research questions:

1. What are the psychological implements of the CLT and TPR methods used in EFL classes?
2. What are the pedagogical implements of the CLT and TPR methods used in EFL classes?
3. How should teachers use CLT and TPR methods in their EFL classes?

## **Literature Review**

### ***Total Physical Response***

James J. Asher, the American psychologist, developed Total Physical Response (TPR) which tackles the way children learn their first language. The TPR is a language-teaching method that rests on coordination between speech and action; it tries to teach language through corporal activities (Richards & Rodgers, 2001).

As Asher (2007) states, TPR relates to psychology, learning theory, and pedagogy. It is associated with trace theory which is a branch of psychology. The theory assumes that memory can be more easily recalled when its connection can be traced. Mixing verbal rehearsal with actions helps recall the meaning of words by the learners. James proposes three learning hypotheses for his theory: Bio-program, Brain lateralization, and Stress (Richards & Rodgers, 2001).

At the psychological level, EFL instructors concerned with teaching children should take into account the nature of their psychology to facilitate their learning and help them master the target language. Mixing spoken English with physical movements constitutes the foundation on which TPR is built. Through the theory, students can develop their listening comprehension and fluency by reducing pressure and fear on them, in a way that interests them (Asher, 1968).

Based on the psychological qualities of the learners, the young among them tend to have short attention spans of time, coupled with a lot of physical energy. In addition, they are much tied to their environment and are more interested in the physical and substantial than in the abstract (Ngo & Pham, 2018). Richards and Rodgers (2001) indicated that the basic principles that guide the TPR method are often borrowed from developmental psychology, learning theory, brain research, and humanistic pedagogy.

The TPR teaching method absorbs the role of humanistic psychology in the study of effective factors. It is assumed that teachers' friendly interaction with students helps mitigate psychological pressure, thus creating a good learning atmosphere. The student does not have to speak unless he is fully prepared for it. Even when any student makes some speech mistakes, the teacher might overlook them, thus providing him with more freedom to avert shyness and change

students' moods which eventually leads to improvement. In general, Students will be free to express themselves through action because anxiety is reduced. When that shyness to speak English is no more there, efficacy will be secured (Shi, 2018).

Asher (2007) thinks that learning a target language is not different from mother tongue acquisition. In learning any native language, comprehension usually precedes speaking; the child first physically responds to commands, and later verbally, stressing the need to create a comfortable learning atmosphere to reduce the affective filters which are very important in learning. According to TPR, the teacher is like the play director where initially the learner acts on what his teacher asks for.

The learners have the primary roles of listeners and performers. They listen attentively and respond physically to commands given by the teacher. Learners monitor and evaluate their progress. They are encouraged to speak when they feel ready to accept the lesson by using their selves. (Gusmuliana, 2018, p. 120)

In teaching any language, the teacher performs three types of action: take orders, be a model, and monitor activity. On the other side, the students' actions are models' imitators and action performers. (Ngo and Pham 2018) Four major principles influence TPR: "developmental psychology, learning theory, brain research, and humanistic pedagogy" (Richards& Rodgers 2001, p.73). Asher (2007) stressed the similarity between the process of learning the target language and mother tongue acquisition.

In learning a native language, comprehension comes before speaking and a child first responds to commands physically, and only later verbally. Gestures should be combined with listening comprehension to increase long-term retention. By silently responding to commands, learners internalize the new language. (Asher, 2007 cited in Laes, 2018, p. 182).

TPR is not the only method of teaching that has many positive effects on the process of English Language teaching and learning. The Communicative Language Teaching Approach is one of the methods that emphasize the utilization of techniques that enhance student-centered approaches through using zany activities.

### ***Communicative Language Teaching***

Internationally, this type of teaching and learning has been significant for past and modern learners. "Over the centuries, a large number of teaching and learning theories and strategies have been developed to meet different learners' needs, target languages, geographic regions, and students' backgrounds" (Santos, 2020, p.105).Learners' needs are varied, but the most urgent ones are those that enhance learning by doing based on the kinesthetic learning style.

Before the emergence of Communicative Language Teaching CLT, teaching methodologies, such as Grammar-Translation and Audio-Lingual approaches were widely used in the field of foreign/ second language teaching and learning. However, as time passed it was realized that repetition and memorization of forms were not enough, and the

focus was shifted to advance the aptitude to use language for practical ends. Henceforth, the traditional methodologies gave way to CLT. (Noori, 2018, p. 1050)

This means that innovative methods of teaching should be selected rather than the traditional ones as they demotivate EFL learners and result in sterile teaching and learning process.

Howatt and Widdowson (2004) indicated that during the late 1960s and early 1970s, a large number of language teachers found that the traditional concepts of language learning couldn't meet students' needs. For example, many teachers maintain that learning social terms, and interpersonal and intercultural interactions were as important as learning grammar and vocabulary. In the 1970s, a reaction to traditional language teaching approaches started and later spread worldwide as older methods such as Audio-lingual and Situational Language Teaching became outdated. The centrality of grammar in language teaching and learning was questioned since language competence involves more than grammatical efficacy (Richards, 2006). Richards (2006) added that learning the language doesn't necessarily make the learner fluent. According to him, the absence of fluency might be caused by: rigid formal training and the absence of strategies that encourage students to involve in communication activities which might not motivate them to take the initiative in communicating their ideas through a language that should not necessarily be correct all through. Therefore, constant practice will for sure improve students' language. "CLT focuses on carrying out and implementing methodologies that are capable of enhancing the learner's functional language ability through active involvement in authentic communicative" (Savignon, 2007 cited in Asassfeh, Khwaileh, Al-Shaboul, & Alshboul, 2012, p. 525).

Nunan (1991) indicated that CLT is usually labeled abroad teaching approach, rather than a teaching method within a clearly defined set of classroom practices. The main features of that approach could be summarized in the following:

- 1- It focuses on communication via interaction with the target language.
- 2- It provides reliable texts in learning situations.
- 3- It provides learners with chances to concentrate not only on language but also on the process itself.
- 4- It enhances learners' experience which is important for classroom learning.
- 5- It attempts to correlate classroom language to that activity outside the classroom.

Jeyasala (2014) stressed that EFL teachers need to provide students with spaces to interact with others to enhance their abilities to use the target language. Krashen and Terrell (1983) added that when the teacher wants his students to acquire a second language, he needs to provide them with comprehensible input and natural communication chances in a psychologically non-threatening ambience.

As Richards and Rodgers (2014) report that the learning theory has not been elaborated on like CLT. Consequently, the three elements of the theory should be discussed. These; are the communicative principle that is associated with real communication, the task principle which implies that language has a function to perform a certain meaningful task, and finally,

meaningfulness which emphasizes that language has a meaning to convey to whoever reads or hears it

In light of CLT, learners are supposed to take part in classroom activities collectively rather than individually. In such a case, the students feel more comfortable listening to their peers than depending on the teacher who is the model. On the other hand, teachers should act as facilitators and monitors, then be models for correct speech and writing, thus accountable for enabling students to produce many sentences without mistakes. This way the teacher develops a new attitude towards learners' errors by becoming a facilitator for language learning (Richards,2006).

### ***Studies Related to Total Physical Response Method***

Imi and Anwar (2022) investigated Thai students' perception of the TPR method in teaching English vocabulary. The study, which followed the qualitative descriptive method, used a questionnaire and an interview to collect data from 30 students. The results revealed that the TPR method allowed students to study harder and easier in learning English vocabulary. In addition, the results showed that the TPR method could positively contribute to developing students' speaking abilities and vocabulary mastery, increasing their participation in EFL classes, and creating a motivating learning atmosphere.

Nuraeni (2019) conducted a study to find out the impact of (TPR) method on young learners of English Language Teaching (ELT) at Panti Asuhan Yuma, Jakarta. The sample of the study comprised 30 students aged between five to 11 years old. The findings revealed that the vocabulary score of the participants who used the TPR method improved.

Arlette and Hounhanou(2019) explored the impact of using the (TPR) method on the improvement of EFL beginners' vocabulary. The sample comprised 150 students and 26 EFL teachers. To achieve its objectives, class observation was adopted as a tool to gain insight into learners' attitudes and their reactions towards English language learning. Data were collected through a questionnaire. The findings unveiled that vocabulary teaching using Physical Response made students learn easier and faster.

Alhomaïdan and Alshammari (2016) examined the effect of using TPR in teaching ESP English to students at Arrass College of Technology, Saudi Arabia. In addition, the study also examined the impact of using this method on the productive and receptive abilities of the students. The study population comprised 20 freshmen who were divided into two groups; one taught through the TPR method, and the other through the translation method. The data for each group were collected via two immediate and two delayed tests. The findings revealed that the participants taught through the TPR method outperformed their counterparts and that their ability in retaining more words was significantly better than the translation method group.

Sariyati (2013) investigated the effect of TPR on enhancing primary school students learning English vocabulary efficiency. A quasi-experimental design that involved, control and experimental groups, was conducted on first graders of the Islamic elementary school in Bandung, Indonesia. The findings of the study revealed that the application of TPR has greatly affected

participants' acquisition of English vocabulary, especially students of the experimental group whose marks in the post-test were considerably higher than those of the other group.

Forero and Muñoz (2011) examined the influence of TPR on third graders' acquisition of vocabulary in the school of Gamma at Pereira, Columbia. The traditional teaching method, in which the teacher was the center of learning, was adopted, and students were observed in the classroom. Afterwards, another method, the Total Psychological Response, was used. The results revealed that the students taught through TPR could learn faster and easier.

Zhen (2011) conducted a study to examine whether the TPR method was effective in teaching English adjectives. The study sample consisted of 30 pupils, aged 11 who were divided into two groups: experimental and control. The former was taught through the TPR method, while the latter was taught the traditional way. The result showed that the mean score of the experimental group, which was taught through the TPR method, was much higher than that of the control one.

### ***Studies Related to Communicative Language Teaching***

Noori (2018) investigated the perceived challenges Afghan lecturers encountered in practicing CLT. The study also examined whether there was any significant correlation between lecturers' use of CLT concerning challenges and demographic profiles. The study used a quantitative research approach, a survey questionnaire that was given to EFL lecturers teaching in a public university. Results of the study revealed that EFL lecturers found positive perceptions towards using CLT activities; there was evidence that there were several major CLT activities conducted in their classrooms. The results also showed that they encountered certain challenges which hindered implementing CLT effectively. More than that, an important correlation was found between students' related challenges and teachers' perceptions. However, no significant correlations were found pertaining to teachers' demographic profiles and CLT perceived challenges.

Cheng (2015) studied the impact of practicing CLT on a mixed English conversation class. The purpose of that study was to detect whether L1 was necessary for CLT classrooms and whether using it improved learners' attitudes towards learning. The results revealed that learners were more comfortable with CLT incorporation; it also proved that using their mother tongue could reduce their anxiety when confidence in CLT classrooms is nonexistent.

Asassfeh et al. (2012) examined Jordanian EFL school learners' attitudes towards implementing Traditional Form-focused Instructions (FFI), besides communicative meaning-oriented instruction (MOI) of English. The sample of the study comprised 1525 EFL school students. The data collected were obtained using a 41-item questionnaire and were analyzed by adopting descriptive and referential statistics. The results unveiled that students' preferences associated with MOI were relatively high, whereas EFL instructions could meet learners' preferences associated with FFI which rarely satisfied learners' MOI needs. Despite practices of some MOI, the gap between students' preferences and teaching practices linked to MOI was much wider than that between students' preferences and teaching practices related to FFI. Female learners held a relatively higher preference and showed significantly higher exposure to MOI. Compared to private-school learners, those of public schools held a higher preference for and more

involvement with MOI. Low-proficiency learners reported higher preference and more practice for FFI.

Ozsevik, (2010) studied Turkish EFL teachers' understanding of teaching English, besides the difficulties and challenges they faced in implementing CLT practices in a Turkish context through using a mixed-method research design. Participants were sixty-one Turkish teachers of English teaching primary and secondary levels. The data were collected via an online questionnaire and semi-structured and informal interviews. The findings showed that Turkish EFL teachers met many difficulties in the implementation of CLT in classrooms.

Incecay and Incecay (2009) scrutinized the perceptions of 30 Turkish college students regarding the appropriateness and effectiveness of communicative and non-communicative activities in EFL classes. Findings of the study revealed that countries that teach EFL, like Turkey, needed to modify their teaching methods, taking into consideration students' past educational habits. It was noted that students benefited from CLT when communicative and non-communicative activities were combined. Thus, aligning CLT with traditional teaching practices could be of help for EFL students.

Li (1998) tested teachers' and students' perceptions in South Korea towards implementing CLT. He found out that the teachers encountered numerous similar challenges in CLT implementation. Those challenges were of four categories: First, problems associated with teachers which were manifested in poor spoken English, insufficient coaching, misinterpretation of CLT principles, and lack of time to create genuine teaching materials. Second, difficulties associated with students were demonstrated in poor proficiency, lack of incentives, and inadequate class participation. Third, problems associated with the educational system were manifested in concentration on grammar in exams, large classes, and little assistance from teachers. Fourth, problems associated with CLT itself as demonstrated by inappropriate use of CLT in EFL settings, in addition to the absence of suitable instruments needed for evaluation.

Karavas-Doukas (1996) explored Greek teachers' attitudes towards using the communicative approach in teaching. The results showed that although the Greek English curriculum was founded on the principles of communicative language teaching, teachers demonstrated an inclination to go with the style of traditional teacher-oriented instructions. The findings of that study showed that teachers neither understood nor experienced the practical implications of CLT principles.

### ***Commentary on Previous Studies***

Methods of teaching were focal for many researchers in the fields of foreign language teaching and learning as seen in the studies conducted by Nuraeni (2019) and Arlette and Hounhanou (2019) who investigated the impact of the TPR method on EFL young learners' language skills in general. Other studies, such as Sariyati (2013) and Forero and Muñoz (2011) examined the impact of using the TPR method on learners' vocabulary efficiency in English.

On the other hand, some studies were carried out in the field of TEFL on the effect of the CLT method on learning English language skills, such as Noori (2018), Incecay and Incecay

(2009). Other studies, such as Cheng (2015), Asassfeh et al. (2012), and Karavas-Doukas (1996) studied the impact of CLT on learners' attitudes towards learning English.

The current study is different from the previously mentioned ones since it addresses the psychological and pedagogical implements of CLT and TPR methods. To the researchers' best knowledge, no studies have been conducted on the psychological and pedagogical implements of CLT and TPR methods. Consequently, the current research is an attempt to uncover these implements.

### **Method**

This study, which follows the descriptive-analytical method, was conducted over the summer semester 2020/2021. The study highlights the psychological and pedagogical implements of CLT and TPR methods used in EFL classes as well as techniques of both methods by outlining, describing and analyzing the two methods in order to make EFL teachers more aware of these implements and show their crucial role in transferring the teachers' role from knowledge importing to stimulators for interactive learning.

### **Research Procedures**

All techniques and principles of both methods were investigated so that the pedagogical and the psychological implements would be elicited and discussed afterwards. These principles and techniques were categorized into two categories, pedagogical implements, and psychological ones.

### **Results and Discussion**

**Question One:** What are the psychological implements of the CLT and TPR methods used in EFL classes?

Having investigated the principles, guidelines, and theoretical background of the CLT and TPR methods in the EFL context, the psychological implements of both methods could be outlined as follows:

#### ***Both Sides of the Brain are Activated***

While the left side of the brain functions and covers logic, facts, plans, science-minded, and non-fiction, the right side of the brain deals with emotions, imagination, creativity, fiction, visualization, arts, and feelings. Hence, using the TPR method meets the needs of EFL learners. Students receive commands in the target language and perform actions with their teachers. In this way, the right side of the brain is activated. After grasping the information, students can practice hands-on activities that widen their imagination and enhance their creativity because they enjoy such activities by using verbal and non-verbal language.

#### ***Motivation***

Techniques of TPR and CLT necessitate a welcoming and relaxing environment that stimulates the EFL learners' motivation. Most activities in these two methods are practiced collaboratively by involving most of the learners' senses. The use of zany commands and humorous skits makes language learning fun and enjoyable and motivates learners to learn more and more. For instance, using the Picture Strip Story technique in CLT, all learners become alert and motivated to learn whether their predictions are right or wrong. The information gap technique

motivates learners to negotiate to mean and communicate with peers interactively because what student A has, student B doesn't have. So, they are forced to interact with each other so that both will get the whole story. Such a result agrees with that of (Asassfeh et al., 2012) and Cheng (2015) who pointed out that learners were comfortable with the incorporation of CLT in class and that the use of their mother tongue could reduce learners' anxiety when they are not confident in CLT classroom.

### ***Self-confidence***

Students are not requested to speak until they are ready for it. This creates a “safe zone” that greatly reduces inhibitions and stress. In the communicative method, learners are asked how they feel about the material delivered to encourage them to express their thoughts and feelings. In this way, they feel that they have something to share with others which maximizes self-confidence. These two methods highlight the fact that EFL teachers are facilitators. Teachers are no more the ones who know everything while students are empty vessels to be filled with teachers' knowledge. Learners have ideas, feelings, and thoughts to share with others through direct communication with peers and teachers.

### ***Shyness***

There are two types of learners, introverts and extroverts. As no one is called upon individually in these two methods, introverted students are encouraged to actively participate in such a stress-free environment. For example, when errors are committed by learners, teachers correct these mistakes unobtrusively. In this case, shyness is reduced and gradually demolished. In the communicative method, errors are tolerated and correction is carried out wisely since it believes that making errors initially is a sign of learning and progress. Working on the fine details that may confuse students and make them withdraw from the scene, should be postponed till learners become more confident in their linguistic and communicative competencies. Both methods strengthen self-confidence and reduce shyness to a minimum. Such a result is in harmony with that of Shi (2018) who indicated that students generally feel free to express themselves through action, indicating that when students overcome shyness of speaking in English and are in a good mood, the efficacy of learning will be improved.

### ***Long-term Memory***

Old-fashioned methods of teaching enhance memorization and rote learning. In this way, information is stored by learners in the short-term memory and is forgotten in a short period which cannot be retrieved easily. However, TPR and CLT methods target long-term memory as they drastically change learners' roles from passive to active ones. When they learn by doing, the retention of information lasts for a longer period and when the information is in demand, it will be retrieved easily as it is associated with a practical and authentic experience that has been accomplished in a relaxing atmosphere. Such a result is in line with that of Alhomaidan and Alshammari (2016), who indicted the positive impact of TPR in retaining more words compared to other methods used in EFL class.

### ***Sense of Achievement***

These two methods offer EFL learners a plethora of techniques that enhance their sense of achievement. Picture Strip Story, information gap, problem-solving, role-playing, and pairings are some of the techniques of these two methods. Therefore, students are given good chances to practice the language interactively in real-life situations. The more learners are actively involved in the process, the better achievers they will be. They will be active players on the ground which helps a lot in reducing the number of demotivated ones. Such findings agree with that of Forero and Muñoz (2011), who pointed out that the TPR could help EFL students learn faster and easier in a motivating atmosphere.

### **Question Two:** What are the pedagogical implements of the CLT and TPR methods?

Having investigated the principles, guidelines, and theoretical background of the CLT and TPR methods, the researchers could outline the pedagogical implements of both methods in the EFL context as follows:

### ***Student-Oriented***

Before the emergence of TPR and CLT, most English language teaching methods considered teachers the center of teaching and learning processes. Teachers were considered the main source of knowledge who knows everything. They initiate and monitor the tasks and keep talking most of the time during the lesson while students are passive and have to memorize every single item to pass exams. TPR and CLT methods drastically changed this view by putting EFL learners at the heart of the process of teaching and learning. Learners can play games, solve problems, play roles, and predict and perform actions either in pairs or groups. Hence, student talking time is maximized and that of teachers is minimized. The techniques of these two methods make the whole process student-centered. Teachers are no more the senders and the active ones since most of the tasks are performed by learners through negotiation, communication, interaction, and active engagement during the lesson. Thus, teachers become a guide on a side rather than the siege on the stage.

### ***English Skills***

The two methods sharpen students' speaking and listening skills and then reading and writing. The imperative as a powerful linguistic device was used by teachers to direct students' behavior. To be able to perform the right actions, they need to observe and listen attentively. Hence, the EFL learners' listening skill is significantly developed as a pre-requisite for any right response. After mastering some oral commands, learners start to read and write. Finally, students become more confident in their language and can expand activities that may include pairing, grouping, role-playing, skits, and games. For example, the CLT method emphasizes the suprasentential level by asking students to unscramble sentences to form a well-developed paragraph putting weight on coherence and unity. Such results agree with that of Ilmiand Anwar (2022) and Incecay and Incecay (2009) who indicated that the TPR and CLT could positively contribute to developing students' language abilities, increasing their participation in EFL classes, and creating a motivating learning atmosphere.

### ***Learning Styles***

Literature shows different types of learners. The most well-known ones are visual, auditory, and kinesthetic learners. Having a look at the techniques used in TPR and CLT methods; one would conclude that they consider all these types of learners. For example, students need to look at a picture to speak and predict, to listen attentively to commands before they perform actions. Therefore, all senses are taken into account to accomplish any task. Indeed, all these authentic and real-life tasks lead to mastery learning. Both methods highlight meaning over form and stress vocabulary acquisition. From the first day of instruction, students use the target language communicatively. Such results are in line with that of Nuraeni (2019) and Arlette and Hounhanou (2019), who indicated the positive effect of using the TPR method on students' vocabulary acquisition, as the TPR method makes students learn faster and easier in a stress-free environment.

### ***Collaborative Learning***

Learners listen and individually or collectively perform some actions responding to their teachers' commands. In the advanced stages of the lesson, EFL learners play their teachers' role by giving commands to teachers and peers (Role-reversal). Moreover, the communicative method significantly enhances collaborative learning by using varied techniques such as role-playing, grouping, pairing, and storytelling. By using the Picture Strip Story technique, teachers create situations that foster communication and active engagement with others. Learners negotiate meaning by asking peers about the content of the next picture.

### ***Constructivism***

Teachers in both methods start from students' background knowledge. Then they accumulate knowledge during the process of teaching and learning. Using the Action Sequence technique in TPR, teachers start with simple commands, as they progress in the lesson, they expand these commands to include other more complicated ones with more difficult structures. The communicative method also initiates activities and tasks with simple forms before they move to more difficult ones.

### ***Authenticity***

Most activities and tasks used in both methods are authentic. In the communicative approach, materials are used to teach the four language skills and target native speakers' real life. For example, a reading text is taken from an American magazine with no simplification since the material is taken as it is. TPR also adopts tasks and activities that are frequently used by native speakers in real situations.

### **Question Three:** How should teachers use TPR and CLT methods in their EFL classes?

The researchers believe that knowing how to use EFL methods is much more important than knowing what these methods emphasize. In the TPR method, teachers are advised to follow these guidelines:

Using verbal and non-verbal language, the teacher should say and act and students imitate him.

Students are required to repeat the action more than once.

Then, the teacher writes the word/phrase on the board.

The teacher repeats other verbs/phrases getting back to the previous ones from time to time.

Reversal roles should be activated by asking students to play the role of the teacher. Activities are extended to cover new words, phrases, or structures.

As for the proposed activities that could be used to incorporate the psychological and pedagogical implements into EFL classes, the researchers suggest using the following:

- **Simon Says Game:** This game is one of the common activities in TPR classes. According to this game, the teacher gives commands and the students are supposed to respond physically. For example, to teach directions, the teacher commands his students saying: “Simon says turn right, Simon says go straight ahead”. Instead of being told to sit and be quiet, the students are told to “move, run and point to”, a fact that could help them to actively engage in the lesson.
- **Songs with Actions:** Songs in general are considered to be one of the common techniques used to learn the target language. Within the TPR context, the students can sing “Head, Shoulders, Knees, and Toes” which is one of the classical songs used to teach children parts of the body. The students are supposed to touch/point to their body parts. Such activity could help students reduce psychological stress, improve their amount of vocabulary, and get familiarized with items of the target language.
- **Role-Playing:** This activity could be carried out by giving students a scenario or a few pieces of target vocabulary and asking them to play the role included in that scenario.

In the CLT method, teachers should take into account the following:

- Creating a motivating atmosphere in the class to reduce stress and attract learners' attention to effectively take part in the learning process.
- Make use of the different active learning strategies and communicatively implement them.
- Raising interesting, relevant, and “daily life” topics to encourage students to take part in the class and to express their thoughts freely.
- Emphasizing meaning and fluency rather than grammatical form and accuracy.
- Promoting cooperative learning by asking students to work in pairs or small groups on a certain task. This practice could help promote self-confidence and enable learners to enhance communicative interaction in the target language.
- Avoiding overcorrection of students’ errors to encourage them to take part in classroom activities, overcome psychological stress and focus more on content and communication rather than form and grammar.

Concerning the proposed activities that could be used to incorporate the psychological and pedagogical implements in EFL classes, the researchers suggest the following:

- **Interview:** Interviews can play a key role in developing students' fluency. The teacher can assign a topic familiar to students, and then asks them to conduct interviews with a variety of people. Such interviews allow students to practice the target language communicatively with others and make them more sociable, a fact that could help reduce psychological stress and improve their level in the target language.
- **Problem Solving:** The teacher can raise a problem, a challenging situation, or an issue and provide the students with clues to help them fully understand the context of that problem. Then, the students are asked to work individually, in pairs, or in groups, to find a suitable solution for that problem. The students, afterwards, might be asked to propose ideas,

provide reasons, and even accept or reject such proposals and reasons provided by other classmates.

- **Role-Playing:** It is an influential communicative activity that might be used to reinforce students' language skills by creating real-life situations in the form of conversation. Tompkins (1998) defined the role to play to be a teaching procedure that encourages students to participate in the learning process. Role-playing can help EFL learners overcome shyness and anxiety through intensive practice by creating scenarios in real-life situations. (AL-Garni and Almuhammadi, 2019).
- **Picture Strip Story:** This activity strengthens our students' prediction capacity, and keeps all members of the group cautious, motivated, and curious. It also encourages students to actively participate in the lesson by negotiating meaning with peers so that they can get the right answer.
- **Information Gap Activities:** An information gap activity occurs when learner A has information that learner B doesn't have. This means that they do need to talk to each other to find answers or get the missing information so that they can have the complete picture. For example, student A has a historical background in Jerusalem while student B has a political background in the same city. This enables the interlocutors to extend speaking practice with high motivation and enthusiasm. Information gap activities may include jigsaw listening and readings, description and drawing, job interview, split dictations, etc.

### Conclusion

The current study aimed at investigating the psychological and pedagogical implements of the CLT and TPR methods in the TEFL field. The findings showed that the CLT and TPR methods are student-centered rather than teacher-oriented ones. The results indicated that the use of these two methods could play an active role in enhancing learners' dependency, minimizing their shyness, raising their motivation, and activating both hemispheres of the brain. The results also showed that many activities included in CLT and TPR, such as role-playing, grouping, pairing, debating, interviewing, jigsaw readings, and information gap address learning by doing instead of memorization and could encourage learners to analyze, apply, synthesize and evaluate in most stages of learning. The study also highlighted varied practices that can be elicited from both methods to be utilized in EFL classes to enhance active, meaningful, autonomous, collaborative, authentic, and enjoyable learning.

### Recommendations

The researchers recommend using these two methods at the elementary, high school, and university levels. Teachers should also be equipped with the necessary methods of teaching tasks or activities because each has its procedures and steps to be followed to guarantee meaningful learning. Curriculum designers should consider these two methods while developing any new English Language course or syllabus for their effective role in improving the level of EFL learners and creating a learner-centered environment, which is in line with the current educational trends, especially in the field of FL teaching and learning.

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