



## The Effectiveness of Using Total Physical Response (TPR) in Developing Jordanian Third Graders' English Writing Skills

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### Abstract:

This study aims to investigate the impact of using the Total Physical Response (TPR) method on developing third-grade students' English writing skills. A purposive sample was selected, numbering (62) students from third grade. A quasi-experimental design was used. Results of the study showed that TPR has benefits in improving students writing skills, as the study applied see the differences between pre-application and post-application of the TPR on English writing skills for the students. The study recommended integrating the TPR method in teaching English to improve the students' writing skills.

**Keywords:** Total Physical Response (TPR), writing skills, Jordanian third graders.

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## فاعلية استخدام طريقة الاستجابة الجسدية الكاملة في تطوير مهارات الكتابة باللغة الإنجليزية لدى طلبة الصف الثالث الأساسي في الأردن

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### ملخص:

هدفت هذه الدراسة إلى معرفة مدى فاعلية استخدام طريقة الاستجابة الجسدية الكاملة (TPR) في تنمية مهارات التعبير الكتابي باللغة الإنجليزية لطلبة الصف الثالث الأساسي. وتم اختيار عينة قصدية من طلبة الصف الثالث في المدارس الحكومية بلغ عددهم (62) طالباً وطالبة. استخدمت الدراسة المنهج شبه التجريبي، وأظهرت نتائج الدراسة أن لطريقة الاستجابة الجسدية الكاملة أثراً كبيراً جداً في تحسين مهارات التعبير الكتابي لدى الطلبة عن طريق معرفة الفروق بين التطبيق القبلي والبعدي لاختبار التعبير الكتابي باللغة الإنجليزية للطلبة. وقد أوصت الدراسة بدمج طريقة الاستجابة الجسدية الكاملة في تعليم مهارات الكتابة باللغة الإنجليزية. الكلمات المفتاحية: الإستجابة الجسدية الكاملة (TPR)، مهارات التعبير الكتابي، الصف الثالث الأساسي.

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## **Introduction**

In recent years, the Total Physical Response (TPR) method has become one of the most important methods relied upon in teaching English, especially concerning the development of basic language skills such as writing skill. This educational method relies on linking verbal commands with physical movements, making it a unique approach that contributes to facilitating the language learning process, especially in the early stages. This method was developed by James Asher in the 1970s and has been widely implemented in various educational environments around the world.

English is considered one of the most in-demand languages in the fields of education and work, which makes the use of innovative teaching methods, such as the TPR method, essential to meet the needs of learners. TPR aims to make language learning a natural and interactive process, where learners respond to verbal commands through physical movements, without the need to speak initially. This method creates a stress-free learning environment, which enhances students' motivation to learn English effectively and confidently (Krashen, 2013).

Many recent studies show that the Total Physical Response (TPR) method has a significant impact on learning English, especially in developing listening, speaking, and writing skills. This method relies on the teacher giving simple commands, such as "stand" or "sit," which students then execute physically. This process enhances students' ability to quickly absorb vocabulary without mental strain (Richards & Rodgers, 2020). The process of learning English is made more positive and seamless by this physical stimulation, which lessens the linguistic apprehension that students may feel (Shan, 2017).

Although the TPR method primarily focuses on enhancing listening and speaking skills, recent studies indicate that it also contributes to improving learners' writing skills. This method can have a direct impact on developing writing skills, as physical movements help enhance students' comprehension of sentences and grammatical rules. (Liu, 2016) indicates that the use of repetitive motor activities enhances learners' ability to retrieve linguistic information and use it in written expression. For example, teachers can use the TPR method to organize activities that link physical commands with writing. After the students physically execute the commands, they are encouraged to write sentences that describe the actions they performed, which helps them organize their thoughts in a

sequential and logical manner. These interactive activities not only contribute to improving writing expression skills but also help strengthen the linguistic memory of learners (Pham, 2018; Richards & Rodgers, 2020).

Writing skills are considered one of the fundamental pillars in learning English, as they contribute to developing the learner's ability to express their thoughts and feelings in an organized and clear manner. (Harmer, 2004) explained that writing skills not only enhance the learner's language abilities but also help improve critical thinking and systematic organization of ideas, making writing an educational tool and developmental instrument that aids learners in achieving academic excellence. Additionally, (Hyland, 2003) pointed out that writing is considered an effective means of academic and social communication, as it equips the learner with the ability to analyze complex topics and formulate arguments convincingly. Writing also allows learners to develop their own styles of expression, which positively reflects on their performance in various academic tasks, whether they are reports, essays, or academic research. From this perspective, writing skills are an integral part of English language teaching programs that focus on preparing students for the demands of professional and academic life.

(Hedge, 2005) indicated that writing skills depend on mastering multiple elements, such as grammar, vocabulary, and organizing ideas in a logical and coherent manner. He pointed out that improving these skills requires continuous writing practice along with constructive feedback from teachers or peers, as this helps the learner identify the strengths and weaknesses in their writing. On the other hand, (Brown, 2007) and (Al-Zahrani, 2017) emphasized that writing training should focus on the purpose of writing and the target audience, as this helps the learner develop a writing style that meets the needs of different situations, whether academic or practical. Brown (2007) also added that the development of writing skills can be achieved through the use of graded activities, starting from writing simple sentences to producing complex texts.

### **Problem of the Study:**

Through the researcher's observations in teaching English to third-grade students, it was noted that many students face difficulties in developing writing skills. This difficulty is particularly evident in their ability to organize their thoughts and use vocabulary and grammar

correctly in written expression. Additionally, the traditional methods used in teaching heavily rely on memorization and rote learning. Previous studies have emphasized the importance of searching for new methods to motivate students and enhance their language skills. For example, Liu's study (2016) indicated that the use of the Total Physical Response (TPR) method significantly contributes to improving students' writing skills. And the results of previous studies that recommended the necessity of developing students' written expression skills, such as the studies of (Al-Hiyari and Al-Shboul, 2019), (Shdiqat, 2012), (Al-Absyat, 2019), and (Abu Aita & Al-Kharabsheh, 2019).

These results raise the urgent need to adopt teaching methods that focus on writing skills with educational material. Hence, it appears that the Total Physical Response (TPR) method could be an effective solution to address these issues by providing an interactive and kinesthetic learning environment, which boosts students' motivation and helps them improve their writing skill in English.

Based on the previous discussion, the problem of the study lies in attempting to answer the following question:

**Question of the Study:**

What is the effectiveness of teaching English using the Total Physical Response (TPR) method in developing the writing expression skill for third-grade students?

**The Null Hypothesis of the Study:**

There are no statistically significant differences at the ( $\alpha = 0.05$ ) level in the development of writing expression skills among third-grade students attributed to the teaching method (traditional, TPR).

**Significance of the Study:**

This study may be considered as an important addition to the educational literature related to teaching English, as it highlights the effectiveness of using the Total Physical Response (TPR) method in enhancing language learning among third-grade students. The study focuses on the theoretical aspects that explain how this innovative method can integrate movement with language learning to improve writing skills, which are fundamental skills that face significant challenges in traditional teaching. It also addresses a notable gap in studies linking the use of TPR to the development of written expression, contributing to bridging a cognitive gap in this field.

From a practical standpoint, this study may also provide a practical framework that enables teachers to apply the Total Physical Response (TPR) method in classrooms for teaching English. This study may help improve students' writing skills through interactive educational activities that combine movement and language comprehension, making the learning process more engaging and appealing to students. Additionally, the results presented by the study can contribute to the development of curricula and teaching methods to meet the needs of elementary school students.

### **Purpose of the Study:**

This study aims to investigate the impact of using the Total Physical Response (TPR) method in developing third-grade students' English writing skills.

### **Operational and Conceptual Definitions of Terms:**

The study adopts the following terms:

– *Total Physical Response (TPR):*

Operationally, it is defined as:

A method of teaching English to third-grade students with its various skills in a style based on coordinating speech and action and using physical (kinesthetic) activities in teaching.

– *Writing expression skills:*

A language activity that reflects the students' skill in utilizing their linguistic repertoire by formulating phrases and constructing texts that translate their thoughts and reflect what they have learned from prior knowledge (Ismail, 2005).

Operationally, it is defined as:

That a third-grade student is able to apply all the sounds, structures, and vocabulary learned in English in previous grades, after having received them in parts, and to integrate them into a coherent language to express themselves and communicate in writing.

### **Delimitations and Limitations of the Study:**

This study was limited to third-grade students (male and female) in public schools in Jordan, but gender was not considered as a variable in this study, it was also conducted in the first semester of the 2024/2025 academic year. And the application of this study was limited to the use of the Total Physical Response (TPR) method in developing writing expression skills among third-grade elementary students.

The limitations of this study were confined to understanding the effectiveness of using the Total Physical Response method on writing skills in English among third-grade students in public schools in Jordan. It also focused on the fourth unit of the Team Together English book, first semester for third-grade students, which may limit the generalizability of the study's results to other grades and curricula. Since the results of this study may be determined and based on the tools used in data collection, which were prepared by the researcher, the generalization of the results could be relied on the nature of the study tools and their psychometric properties (validity and reliability).

### **Literature Review:**

This section presents more details regarding TPR and its definition, features, importance, and implementation. Then it presents the writing skill with its importance and how it can be implemented.

### **Total Physical Response Method:**

The Total Physical Response (TPR) method is considered one of the most important methods for teaching foreign languages, as it relies on the interaction between speech and physical movement, specifically coordinating physical commands with spoken words. This method was developed in the 1970s by psychology professor Dr. James Asher, who was researching how to improve second language learning by linking language with physical activities (Richards, & Rodgers, 2020).

The developer of this method is James Asher, who based its foundations on research of the left brain as a model to explain the remarkable results of the Total Physical Response (TPR) method. The human brain is extremely complex, and individual differences are as varied as the visible traits of humans. Asher based his TPR method on what he calls "brain switching," where he claims that true learning cannot occur without a brain switch from left to right. There must be an image accompanying the mental representation of the word in order to retain and use it. Brain processing through play, rhythm, syntactic formulation, and physical movement provides students with an enjoyable and comfortable way to acquire, process, and produce the English language (Lake, 2003, 101).

TPR method defined by (Fachrurrozi, 2016) as an educational technique based on learners' physical responses to commands given by the teacher. This method contributes to improving learners' understanding of the language by reducing the anxiety associated with speaking. Larsen-

Freeman (2021) defined it as a language teaching method that integrates physical movement with verbal instruction, allowing learners to respond physically to linguistic cues, thereby enhancing active interaction with the language and reducing the anxiety associated with verbal production. Moreover, Total Physical Response (TPR) is defined as a method that facilitates language acquisition by combining auditory input with kinesthetic learning. It is particularly effective for beginners, as it helps them grasp vocabulary and structures through commands that require physical movements (Richards & Rodgers, 2020).

TPR applications have many advantages listed by (Richards & Rodgers, 2020); (Asher, 2017); (Arsyad, 2020) and (Larsen- Freeman, 2021), the most important advantages are:

1. Enhancing understanding and reducing anxiety: TPR is considered one of the effective methods for reducing anxiety among learners, as students are able to respond physically to commands before being asked to speak, making the learning process smoother and less stressful for learners. This approach allows learners to engage in the educational process without fear of making early speaking mistakes.
2. Learning a language naturally: TPR is based on the way children acquire their mother tongue, where children first rely on physical responses before uttering words. This method mimics the natural way of language acquisition, enhancing learners' understanding of the new language.
3. Increasing the interaction between mind and body: TPR relies on stimulating the motor aspect of the brain, which enhances the interaction between mind and body and contributes to improving language comprehension by promoting physical interaction with new vocabulary.
4. Reducing language errors: Thanks to TPR's focus on physical response before speaking, learners have enough time to understand and interpret commands correctly before they start producing language. This reduces language errors and boosts confidence in the correct pronunciation of words and structures.

All the above advantages help teachers and students enhance the writing skills in learning English.

Moreover, TPR has many characteristics that help in English language learning such as:

1. Physical interaction with commands: The TPR method relies on physical interaction between learners and the teacher. Verbal commands are given by the teacher, and the learners respond physically to these commands, without the need for verbal responses initially. This physical interaction is a distinctive feature of TPR and helps in reinforcing linguistic concepts more effectively (Harmer, 2021)
2. Flexibility in application: TPR can be applied in teaching various vocabulary, including verbs, nouns, and daily phrases. Additionally, TPR can be used with all age groups, although it is more effective with children and beginners (Richards & Rodgers, 2020).
3. Teaching language in a natural way: TPR is similar to the way children learn their mother tongue, as they start by understanding commands and responding physically to them before they can speak. This natural method facilitates the learning process and enhances language comprehension in a gradual and comfortable manner (Harmer, 2021).
4. Engaging the right side of the brain: TPR is based on the idea that the right side of the brain, associated with motor activity, is stimulated through physical responses to commands. This helps achieve a balance between mental and physical work while learning the language (Harmer, 2021).

Teachers have a responsibility in applying TPR in their classrooms. These responsibilities are by giving clear instructions, being innovated in activities with their students, getting feedback from them, and creating an interactive environment (Larsen-Freeman, 2021). Regarding learners' responsibilities in applying TPR in the classrooms, they must respond to teachers' orders, be interactive listeners with body reactions and without the need to speak and change their role after understanding the concepts to orders giving instead of receiving (Brown & Lee, 2015).

### **Writing Skills in English:**

Many students face challenges in developing handwriting skills in English due to their inability to master the necessary basic writing skills. These skills include the ability to control fine muscles, hold the pen correctly, position the paper appropriately for writing, understand the spacing between words, and know the direction from left to right. They also include the ability to perceive spatial relationships, such as "under" and "over," as well as distinguishing shapes and sizes. To facilitate the writing process, children must acquire basic writing skills, which include

initial writing skills, general writing skills, spelling skills, and expressive writing skills (Al-Tahami, 2018).

Writing skills in English include: writing sentences and sentence fragments, ending sentences with the appropriate punctuation mark, using punctuation marks correctly, Knowing the basic rules of sentence formation, writing complete paragraphs, organizing and writing content accurately, choosing the right words, correct writing in terms of grammar and spelling, writing notes and letters, expressing opinions and ideas, using writing as a means of communication, and developing reading and handwriting skills. It is also important to start sentences with capital letters (ReadWrite Think, 2016).

(Cutler & Graham, 2021) indicated that written expression is a process that involves several stages, starting with planning, then organizing ideas, followed by writing and editing the texts. This process is an essential part of effective writing, which focuses on organizing content and presenting it in a coherent and harmonious manner aligned with the purpose of the written text.

Written expression is distinguished by its educational and artistic value, as it provides students with the opportunity for deep thinking, selecting appropriate words, and organizing ideas systematically. It also contributes to improving phrasing, coordinating style, and refining content. On the other hand, it enables teachers to identify weaknesses in students' expression and work on addressing them, in addition to discovering talents and encouraging their development to become among the prominent writers. (Bresh & Halima, 2021).

The studies by (Halfaia & Toumi, 2022) and (Zakaria, 2022) and (Song & Song, 2023) agreed on classifying the foundations of teaching written expression into three main categories: Psychological factors, which are considered one of the most important factors influencing the learning process in general, and specifically affect the learning of written expression. If these positive factors are stimulating, they drive the student towards acquiring language skills. On the other hand, neglecting the psychological aspect may lead to negative outcomes such as reluctance to write and a sense of inability to acquire expressive skills.

### **Methodology:**

The study adopted a quasi-experimental design, where the independent variable in this study (TPR method and the conventional

method) was subjected to experimentation to measure its effect on the dependent variable, which is the writing expression skill.

Study participants: The study sample consisted of 62 male and female students from the third grade at a public school in the Wadi Al-Seer district of Amman Governorate, during the first semester of the 2024/2025 academic year. The study sample was randomly divided into two groups: one experimental group consisting of 30 male and female students, and the other control group consisting of 32 male and female students. The following table presents the number of students in the experimental group and control group:

**Table (1): The number of students in the experimental group and control group:**

Group	Teaching method	Proposed number	Actual Number
Experimental	TPR	35	30
Control	The school traditional method	35	32

Any absences are excluded from the sample.

Regarding the preparation of study tools: Written expression test  
Steps to prepare the attached written expression skills test:

1. *Review of previous research and studies:* The researcher reviewed studies that addressed writing skills and relied on some recent studies. (Brown, 2007), (Graham & Harris, 2018) (Mackenzie & Scull, 2019), (Nguyen & Tran, 2021), (Cutler & Graham, 2021), (Song, & Song, 2023).
2. *Preparing the test items:* The test was designed for the level of third-grade primary students and included four main types of questions to assess different writing expression skills.
  - a. Pattern one: completing the missing words alphabetically.
  - b. The second pattern: arranging the jumbled sentences to form meaningful items.
  - c. The third pattern: arranging the unordered words to form meaningful sentences.
  - d. The fourth pattern: writing appropriate words for each picture.
3. *Distribution of marks:* The distribution of marks for each of the four question types has been set at a total of 20 marks, with 5 marks allocated to each type according to the specified grading criteria.
4. *Presentation of the test to specialists:* The test was presented to a group of judges and specialists in the field of teaching English and writing skills to evaluate it and provide feedback on the clarity of the items and their linguistic accuracy.

5. Making the necessary adjustments: The researcher relied on the reviewers' opinions to make appropriate modifications to the test items, including adding or deleting inappropriate items, or improving the wording of the questions, in line with the study's objectives.

Regarding the determining of the validity of the test; the validity of the writing skills test was verified using the following two methods:

1. *Content authenticity*: The researcher presented the English language writing expression test to a group of seven esteemed judges, specialists in English language teaching methods and English language and literature. The test was modified in light of the judges' opinions and suggestions, and the researcher took these comments as a guide, leading to the revision of some sections to ensure the test's validity in measuring what it was designed to measure.

It is worth mentioning that a letter addressed to the esteemed judges has been attached to the exam, explaining the purpose of the study and the objective of testing written expression skills in English.

2. *Self- validity*: Self-validity is defined as the validity of the experimental scores of the test in relation to the true scores that have been purified from the impurities of measurement errors. Thus, the true scores of the test become the standard to which the validity of the test is attributed. Self-validity is measured by calculating the square root of the test's reliability coefficient, (Fouad Al-Bahi, 2005). The internal consistency coefficient for the writing skills test was (0.92), which is a high internal consistency coefficient, indicating the test's validity in measuring writing skills in English.

Regarding the pilot study, the aim of the pilot test is to verify:

- The clarity of the verbal formulation of the test items.
- Calculation of test reliability.
- Determining the appropriate time for the test.

To achieve the aforementioned objective, a written expression skills test in English was administered to a pilot sample consisting of 25 male and female students from the third grade, excluding the students in this study groups.

The linguistic phrasing of some test items that contained unclear terms, which raised inquiries from the exploratory sample students, has

been modified. After correcting the answer sheets of the exploratory sample students, the results were recorded and statistically processed to calculate the reliability of the English writing skills test, as evident in the following presentation: The scores obtained by the researcher from the application of the English writing skills test were used in calculation of the test reliability coefficient.

**Reliability of test:**

The term "test reliability" means that the test yields almost the same results if it is re-administered to the same students under the same conditions (Saad Abdel Rahman, 2003, 34). The reliability of the English writing skills test was calculated by re-administering the test to the same sample after 15 days, using the formula. Fouad El-Bahi (2005) The reliability coefficient was (0.86), which is a high reliability coefficient and allows the test to be used as a tool in the study.

**Time for the written expression skills test:**

The time for the written expression skills test was determined by calculating the average time taken by the sample students to answer the test questions. The researcher found that the appropriate time to answer the final version of the written expression skills test is 35 minutes.

**The final version of the written expression skills test:**

After verifying the validity of the written expression skills test, its reliability, and determining the appropriate time for it, the test has become suitable for application on the main study sample in its final form. The written expression skills test in English in its final form may include a question booklet as it begins with the cover page (test name, test objective, instructions, and an example illustrating how the student should solve it), followed by several pages containing the test items, which numbered (20) items.

**Preparing the Teacher's Guide:**

The teacher's Guide authors defined the purpose of the teacher's guide, then set up the guide content which includes the purpose of TPR, the tools to be used, the role of the teachers and evaluation tools. After that prepared the study plan and the evaluation tools according to TPR. Finally, collected feedback from students and took corrective actions.

**The pre-application of study tools:**

The researcher applied the study tools to the primary sample students for the research starting from 20/11/2024, which included a written

expression skills test. The application of the test took two sessions, and the results of the pre-application of the tools were as follows:

Equivalence in the pre-measurement of study tools: The researcher conducted a pre-test on writing skills in English on the control and experimental groups to ensure the equivalence of the experimental and control groups in the pre-test measurement. The results are shown in the following Table:

**Table (2): T-test to clarify the significance of the differences between the means of the experimental and control groups in the pre-test application of English writing skills:**

Writing skills test	The groups	Number of students	Mean grades	Standard deviation	Value (t)	Degrees of freedom	Level of significance
The overall grade	Experimental	30	3.7333	1.17248	0.150	60	0.881
	Control	32	3.6875	1.22967			Not Significant

Looking at the previous Table (2), it is clear that there are no statistically significant differences at the significance level of (0.05) between the students of the experimental and control groups in the pre-test application of writing skills in English, with a total score of (0.881), which exceeds the significance level of (0.05) specified in the current study. This indicates the equivalence of the two groups in the test in general, and thus the equivalence in the pre-measurement is achieved. Any differences that will appear in the post-test results of the writing skills test used in the current study will be due to the experimental treatment, which is the Total Physical Response method.

**The post-application of study tools:**

After two weeks, the teaching of the subject unit for both the experimental and control groups completed, the researcher administered the same writing skills test in learning English that had previously been applied to the study sample students.

**Research Design:**

The researcher used a quasi-experimental design for the two groups (control and experimental), where the study design will be as follows:

EG: O1 X O1

CG: O1 — O1

Since:

EG: The experimental group (using the TPR method). CG: The control group (using the conventional method). O1: Written expression test. X: Teaching using the Total Physical Response method. — :Teaching in the conventional way.

Given the nature of the study, which employs a quasi-experimental design aimed at measuring the differences between the mean scores of the experimental and control group students in the pre-test and post-test applications of the written expression test, and to answer its questions, the researcher analyzed the data using the Statistical Package for the Social Sciences (SPSS) and employed the following statistical methods and treatments:

Means and standard deviations were calculated. The difficulty and ease coefficients to determine the ease and difficulty of the test, and its suitability for field application were used. The internal consistency reliability using Cronbach's Alpha, Spearman-Brown split-half formula, and Guttman coefficient were applied. Independent Samples t-test was used to identify the differences in the scores of the experimental group and the control group in the post-test and pre-test application of the study tools, as well as to determine the equivalence of the two study groups in the pre-test measurement. The paired samples t-test was used to identify statistically significant differences in the scores of the experimental group regarding the pre-test and post-test application of the study tool. The Eta Squared ( $\eta^2$ ) equation was used to determine the effect size of the independent variable (TPR method) on the dependent variables.

### **Results of the Study:**

This section aims to analyze the data obtained from the study and process it statistically, with the goal of verifying the validity of the study's hypotheses, answering its questions, and interpreting the results in light of both previous studies and the theoretical framework. The unit of data analysis was the students' scores in both the pre-test and post-test applications of the measurement tools.

*First: Results of the study question: What is the effectiveness of teaching English using the Total Physical Response (TPR) method in developing the writing expression skills for the third-grade students?*

And from this question emerged the following null hypothesis:

*"There are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the mean scores of the experimental and control groups on the written expression skills test for third-grade students*

*attributed to the Total Physical Response (TPR) method and the traditional method."*

To answer this question, the arithmetic means and standard deviations of the third-grade students' scores in the experimental and control groups on the pre-test and post-test of the writing skills test were calculated, and the results are as shown in Table (3).

**Table (3): The means and standard deviations (STDs) of the third-grade students' scores in the experimental and control groups on the written expression skill test in the pre-test and post-test:**

Group	No. of Students	Pre-Application		Post-Application	
		Mean	SD	Mean	STD
Experimental	30	3.73	1.172	18.23	1.633
Control	32	3.69	1.230	10.03	2.646

It is evident from Table (3) that the differences in means and standard deviations between the experimental group and the control group in the pre-test and post-test on the written expression skills test are apparent differences. To reveal the statistical significance of these differences at the significance level ( $0.05\alpha =$ ), a One-way ANCOVA was used as shown in Table (4).

**Table (4): Analysis of Covariance (ANCOVA) for the difference between the means of the two study groups' performance on the post-writing expression test:**

Source of variation	Sum of squares	Degrees of freedom	Mean Squares	Value of F	Level of significance	Eta Square
Pre-Application	9.154	1	9.154	1.894	.174	.031
Post-Application	1037.497	1	1037.497	214.644	.000	.784
Error	285.181	59	4.834			
Totals	13488.00	62				

It is evident from Table (4) that there were statistically significant differences at the significance level ( $0.05=\alpha$ ) in the means between the experimental group and the control group. The value of (F) for the teaching method was (214.644) with a statistical significance of (0.000), which is statistically significant. This indicates the effectiveness of teaching English using the Total Physical Response (TPR) method in developing the writing expression skill for third-grade students in the experimental group.

To reveal the direction of the differences in the arithmetic means between the experimental group and the control group on the post-test of

the writing skills; the adjusted arithmetic means and standard errors for the third-grade students in the experimental group and the control group on the post-test of the writing skills were extracted as shown in Table (5).

**Table (5): The adjusted means and standard errors of the performance of the study groups on the post-test of written expression:**

Group	The adjusted mean	Standard Error
Experimental	18.226	.401
Control	10.038	.389

It is evident from Table (5) that the adjusted mean for third-grade students in the experimental group is higher than the adjusted mean for third-grade students in the control group on the post-test of the writing skills by a margin of (8.00). This indicates the effectiveness of teaching English using the Total Physical Response (TPR) method in developing the writing skill of third-grade students in the experimental group. The effect size of using the Total Physical Response (TPR) method in developing the writing skills of third-grade students in the experimental group was calculated, and the Eta-squared value was (0.784) as shown in Table (4), indicating the effectiveness of teaching English using the Total Physical Response (TPR) method in developing the writing skills of third-grade students in the experimental group.

### **Discussion and Recommendations:**

The results of the statistical analysis of the students' overall performance showed that there are apparent differences in the students' scores of the two study groups on the post-writing expression test. This indicates an effect of teaching using the Total Physical Response (TPR) method on the writing expression skill in English for third-grade students, in favor of the experimental group. With this result, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states that "there are statistically significant differences at the significance level ( $0.05 = \alpha$ ) between the average scores of the experimental and control groups on the writing expression skill test for third-grade students, attributed to the Total Physical Response (TPR) method and the traditional method."

The researcher attributes these differences in performance between the experimental group, which was taught using the Total Physical Response (TPR) method, and the control group, which was taught using the conventional method, in the post-test application of the written expression test in favor of the experimental group, to the fact that the TPR method integrates movement and linguistic comprehension. It is based on providing an interactive and enjoyable educational environment that

engages the various senses of the students, thereby increasing their active participation in the educational process.

The Total Physical Response method has proven effective in improving writing skills by enhancing students' ability to organize and formulate ideas using correct linguistic structures. Since it relies on the physical representation of ideas and vocabulary, it has helped students form stronger mental connections between words and their meanings, leading to improved vocabulary retention and usage in written expression. Furthermore, incorporating group activities in teaching has encouraged students to collaborate and participate, boosting their confidence in their expressive writing skills.

These results are consistent with (Brown & Smith's, 2017) study: The study confirmed that the use of the TPR method led to a 30% improvement in the organization and structuring of writing among elementary school students. This supports the current result as the TPR method has shown its effectiveness in improving organization and written expression among third-grade students. Additionally, the study conducted by (Garcia & Hernandez, 2018): indicated that TPR contributed to improving linguistic fluency and vocabulary usage by 50% among middle school students, which aligns with the current results that highlight the role of TPR in enhancing students' written expression. The findings of this study are also in line with (Nguyen & Tran, 2021): concluded that TPR helps improve students' creative writing by providing a supportive learning environment, which aligns with the current study's results in encouraging students to write with confidence.

In light of the current study results, the researcher recommended the following: 1. The necessity of using the Total Physical Response (TPR) method in teaching English due to the positive impact it has been proven to have on writing skills. 2. Preparing guideline manuals for teachers on how to implement TPR in teaching English to comprehensively develop students' skills. 3. Training teachers to use interactive motor activities in teaching English to enhance interaction and increase academic achievement. 4. Designing educational activities based on TPR that accommodate all learning styles and consider individual differences among students. 5. Incorporating TPR activities into the curriculum in a planned and systematic manner to effectively achieve educational objectives. 6. Employing multimedia and technological techniques to enhance the effectiveness of the TPR application.

**Conclusion:**

This study aims to investigate the effectiveness of using the (TPR) method in teaching English to third-grade students, and its impact on developing their writing skills. The researcher selected a purposive sample of school principals, numbering (62) students from third grade. The study used quantitative methodology, and the results of the study showed that TPR has a very significant benefits in improving the writing skills for the students as the study applied see the differences between Pre-application and Post-application of the TPR on English writing skills for the students. Recommendations for the study were to integrate TRP in learning writing skills.

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