

TPR in Practice: Nurturing English Skills in Early Childhood through Movement and Media

Muh Syafei¹, Kurniawan Yudhi Nugroho², Agung Dwi Nurcahyo³, Nuraeningsih⁴, Rusiana⁵, Titis Sulistyowati⁶, Diah Kurniati⁷, Ahdi Riyono⁸, Sugeng Wigati⁹

^{1,3,4,5,6,7,8}English Education Department, Universitas Muria Kudus, Indonesia,

²English Education Department, Universitas Sultan Agung Semarang, Indonesia

⁸SMA Negeri Ngaven Blora, Indonesia

*) correspondence: muh.syafei@umk.ac.id

ABSTRACT

The acquisition of English in early childhood is essential but often hindered by limited exposure and ineffective methods. Total Physical Response (TPR), which integrates physical movement with language learning, has proven effective in supporting language development. This case study investigates the role of TPR in Winduu's English acquisition—a child from a non-English-speaking household who has made significant progress through media exposure, including bilingual books, toys, songs, videos, and films. Using a descriptive qualitative approach, data were gathered through video recordings, observations, and interviews with family members. The study aims to examine how TPR strategies influence Winduu's language development and identify key elements that support his learning. Findings show that TPR improves comprehension and retention, especially when paired with multimedia input. This research adds to the literature on early bilingual development and the benefits of multimedia-assisted learning. However, it is limited by its focus on a single case and lacks longitudinal data to evaluate long-term outcomes. Future research should examine the extended impact of media-based exposure and active parental involvement across various age groups to provide broader insights into bilingual language acquisition in early childhood.

Keywords: TPR; early childhood; language acquisition; media exposure

INTRODUCTION

The introduction demonstrates strength in linking established theories of second language acquisition—such as Total Physical Response (TPR) (Asher, 1977), the Affective Filter Hypothesis (Krashen, 1982), and the Input Hypothesis (Krashen, 1985)—to the practical realities of early childhood English learning. By integrating theoretical insights with challenges related to engagement, motivation, and the need for meaningful, embodied input, it establishes a solid conceptual foundation for exploring TPR as a pedagogical approach. While the breadth of literature provides valuable background, a more concise transition from theory to problem would sharpen the focus and allow the research issue to emerge earlier, enhancing narrative flow and accessibility for practitioners (Lightbown & Spada, 2021; Cameron, 2020).

Acquiring English in early childhood is increasingly important in today's globalized context, where proficiency broadens academic and social opportunities (Hirsh-Pasek & Golinkoff, 2003; Graddol, 2006). Yet many young learners face difficulties due to limited exposure and less effective teaching methods (Ellis, 2008). TPR, developed by Asher (1969, 1977), addresses these challenges by combining physical movement with verbal commands, thereby supporting comprehension and memory. Rooted in developmental psychology and the Comprehension Approach (Winitz, 1981), TPR also resonates with Krashen's Affective Filter Hypothesis (1982), which emphasizes stress-free

learning environments. Research consistently demonstrates its effectiveness in enhancing motivation, engagement, and vocabulary retention (Richards & Rodgers, 2001).

This study investigates the role of TPR in the English acquisition of Winduu (a pseudonym), a five-year-old from a non-English-speaking household. Despite limited conversational exposure at home, Winduu has shown notable progress through bilingual books, multimedia resources (songs, videos, films), and interactive play. This qualitative analysis explores how TPR, together with media exposure, supports his language development.

TPR fosters learning through kinesthetic, visual, and auditory stimuli, making it especially effective for young learners (Reilly & Ward, 1997; Pinter, 2006). It mirrors first-language acquisition by encouraging physical responses before verbal production, thus creating an engaging and low-stress environment (Asher, 1977; Larsen-Freeman, 2013). The approach often employs routine-based commands, miming games such as *Simon Says*, songs, and storytelling, which reinforce input in meaningful contexts (Pinter, 2006; Reilly & Ward, 1997). Its benefits are well documented across settings: Nation and Newton (1997) identify TPR as a powerful vocabulary teaching tool, Wong and Dodd (2015) show its positive impact on pronunciation and comprehension, and cross-linguistic studies highlight its adaptability with young Chinese (Ellis, 2008, 2012) and Thai learners (Dongsanniwat & Sukying, 2024).

Foundations of Total Physical Response (TPR)

The Total Physical Response (TPR) method, pioneered by Asher (1969, 1977), has been recognized as one of the most influential approaches in second language acquisition. Grounded in the coordination of language and physical movement, TPR emphasizes comprehension before production, allowing learners to internalize vocabulary and structures in a stress-free environment. Richards and Rodgers (2014) provided a comprehensive overview of TPR within the broader spectrum of language teaching methods, noting its enduring popularity in early childhood and beginner-level contexts due to its ability to combine kinesthetic learning with linguistic development. These foundational works highlight TPR as both a theoretical and practical strategy for promoting meaningful language acquisition.

TPR and Vocabulary Development

A growing body of empirical research has reinforced the effectiveness of TPR for vocabulary learning in diverse contexts. Sumarni, et al (2022) reported that meaningful classroom interaction through TPR significantly enhances vocabulary acquisition, while Gayanti and Satriani (2020) found that the method supports retention and active usage of new words. Similarly, Husanović (2022) demonstrated that TPR remains effective even in online teaching environments, underscoring its adaptability in digital classrooms. Research also supports TPR for young learners: Jayanti & Rachmawati (2025) and Mariyam and Musfiroh (2019) found significant vocabulary gains among children aged 5–6. In addition, studies by Khakim and Anwar (2020), Nuraeni (2019), and Paramita (2022) consistently indicated improvements in vocabulary mastery, active participation, and learner engagement through TPR-based instruction.

Asher's early work (1969) laid the theoretical foundation of the Total Physical Response (TPR) method, emphasizing the coordination of speech and physical action as a natural route to second language acquisition. Building on this, Asher (1977) provided a comprehensive teacher's guidebook that translated the theory into practical classroom strategies, offering structured activities and step-by-step guidance for implementing TPR effectively. Collectively, Asher's TPR theory (1969, 1977) suggests that learners acquire a second language more naturally and with less stress when meaning is reinforced through bodily movement. In contrast, Krashen's Monitor Model (1982) highlights the role of comprehensible input and affective factors in second language acquisition, arguing that language is best acquired when input is slightly beyond the learner's current level ($i+1$) and when emotional barriers, such as anxiety, are minimized. While both approaches stress the importance of naturalistic, low-stress environments, Asher provides a methodologically action-based classroom strategy, whereas

Krashen frames a broader theoretical model for acquisition that informs various teaching practices. Richards and Rodgers (2014) extended these discussions by providing a comprehensive overview of major approaches and methods in language teaching, situating TPR, the Monitor Model, and other approaches within a wider pedagogical landscape.

Play, Pretend, and Story-Based Learning

Pretend play has also been identified as a key factor in language development. Stagnitti and Lewis (2015) found that the quality of preschool children's pretend play significantly influences the development of semantic organization and narrative re-telling skills, with high-quality pretend play strongly predicting later linguistic outcomes. Storytelling and drama likewise contribute to young children's English language learning (Martinez & Lopez, 2020).. Singh and Singh (2019) reported that storytelling significantly supports second language development, while drama-based instruction further enhances language outcomes.

Literature, Music, and Motivation in Early Learning

Research has also highlighted the value of story-based resources and music in fostering English acquisition. Chen and Chen (2019a) emphasized that picture books are effective in promoting English language learning among preschool children by fostering vocabulary growth and engagement. Similarly, Chen and Chen (2019b) showed that songs and rhymes enhance young learners' English acquisition by strengthening phonological awareness and motivation. Chou (2012) further argued that games, songs, and stories not only improve vocabulary acquisition but also enhance young EFL learners' motivation.

Multimodal and Multimedia Approaches

Multimodal learning environments play an important role in supporting early language acquisition. Medina (2008) highlighted the role of multimedia in stimulating brain processes that support language acquisition in early childhood, while Chou (2012) emphasized the integration of media and language in multimodal environments to boost motivation and vocabulary development. Expanding on this, Wang and Winstead (2022) showed that multimodal approaches also play a significant role in supporting bilingual development in early childhood. Bryson and Scardamalia (1991) similarly demonstrated that multimedia can be effectively integrated into English as a Second Language instruction to enhance learner engagement and comprehension.

Emotional, Cognitive, and Neurological Perspectives

Beyond instructional methods, cognitive and affective dimensions of learning are equally significant. Shao, Nicholson, Kutuk, and Lei (2020) proposed a second language emotions and positive psychology model, highlighting the central role of emotions in instructed language learning. Lee and Schmitt (2023) conducted a longitudinal study showing that phonological awareness plays a pivotal role in young learners' second language acquisition. Complementing these findings, Mas-Herrero et al. (2021) demonstrated that beta oscillations are closely linked to reward processing, suggesting that auditory pleasure can reinforce learning outcomes.

Technology, Games, and Parental Involvement

Digital tools and social factors further shape children's language learning experiences. Rao and Singh (2019, 2020) highlighted that mobile games and apps foster English language learning by promoting interactive and engaging experiences. Al-Saadi and Al-Saadi (2020) confirmed that game-based learning significantly increases motivation in young learners. Meanwhile, Zhang and Zhang (2019) emphasized that parental involvement is crucial in supporting early English learning, while their later study stressed the impact of technology in shaping learning outcomes.

TPR Across Diverse Learners and Contexts

Beyond general vocabulary learning, TPR has proven effective with diverse groups of learners. Pramesti (2021) investigated TPR's role with children diagnosed with ADHD and revealed its potential to sustain focus and improve word retention. Putri and Suhendi (2023) highlighted its use in kindergarten English learning, while Setiawan, Nurhajati, and Sulistyani (2022) applied it successfully in elementary school classrooms. Studies at higher levels of schooling also confirm its relevance: Supriyatin and Argawati (2021) showed its value for junior high school students, and Zur and Selfieni (2022) documented students' positive perceptions of TPR as an engaging and motivating approach to English learning. Collectively, these findings emphasize the broad applicability of TPR across age groups, learning needs, and educational settings.

Complementary Strategies Beyond TPR

While TPR has demonstrated strong outcomes, researchers have also explored complementary strategies for vocabulary teaching. Selvarajoo and Hashim (2022) examined the use of augmented reality and found it enhanced engagement and word retention by providing interactive experiences. Similarly, Sotlikova (2023) discussed the effectiveness of the presentation–practice route in systematic vocabulary instruction, while Suhendra (2023) introduced the Fly Swatter game as a playful technique to reinforce vocabulary mastery. Motivation remains a key factor in successful learning, and Yulfi and Aalayina (2021) emphasized that strategies fostering student motivation are critical for sustaining language development. Together, these studies suggest that TPR works best when integrated with other innovative and engaging methods to enrich vocabulary learning experiences.

Multimedia exposure enhances language acquisition, particularly for children in non-English-speaking households (Chen & Liu, 2022; Sun et al., 2023). Audiovisual resources such as bilingual books, animated videos, and interactive songs provide contextual learning, aiding vocabulary retention and comprehension (Gao & Xu, 2021). Bilingual exposure has also been linked to cognitive flexibility and enhanced language development (Bialystok et al., 2020; Hoff & Core, 2021). While TPR is highly effective, its implementation requires teacher training and adaptability to different learning styles (Xie, 2021; Liu & Chen, 2021). Some challenges include integrating TPR with traditional methods and ensuring participation among shy learners. Recent studies explore TPR's integration with multimedia and game-based learning, suggesting its potential for innovative pedagogical applications (Al-Saadi & Al-Saadi, 2020; Gupta & Jain, 2020).

Research consistently supports TPR's role in enhancing vocabulary acquisition, pronunciation, motivation, and cognitive development in early childhood English education. However, its success depends on skilled educators who can tailor its application to diverse learners. Despite substantial evidence supporting the effectiveness of Total Physical Response (TPR) in early language acquisition, there remains a gap in understanding how TPR functions within naturalistic, multimedia-enriched home environments, particularly for children from non-English-speaking households. While prior studies have extensively examined TPR in formal classroom settings with trained educators (Liu & Chen, 2021; Xie, 2021), limited research has explored how TPR strategies are adapted and internalized by young learners outside institutional settings, especially when combined with passive and interactive digital media exposure. Moreover, although the benefits of multimedia in promoting vocabulary retention and comprehension have been well documented (Gao & Xu, 2021; Sun et al., 2023), little is known about the synergistic effects of TPR and multimedia tools in fostering spontaneous language use, especially in contexts where English is not the primary language of communication. The case of Winduu, a five-year-old acquiring English through media and home-based play without formal instruction, highlights the need to examine how TPR-informed practices function in informal, hybrid learning environments. This study addresses the gap by investigating how embodied learning through TPR intersects with multimedia exposure to support English acquisition, offering insights into alternative pedagogical models suitable for multilingual and media-rich contexts.

While previous research has examined the effectiveness of Total Physical Response (TPR) in classroom settings and the role of multimedia in second language acquisition (Asher, 1977; Krashen,

1982; Mayer, 2021), studies that investigate how these two elements interact in naturalistic, home-based environments—particularly with very young bilingual learners—remain limited. Existing literature tends to isolate either kinesthetic learning or digital media exposure without exploring their combined impact on early English acquisition within informal, child-centered contexts. Although the current study addresses this intersection, the gap in the literature is not always explicitly stated. To strengthen the argument, it is important to clearly emphasize that no current studies have specifically explored how TPR practices, when integrated with multimedia exposure in a home environment, influence early bilingual English development. This study seeks to fill that void by examining a longitudinal case of a child acquiring English through parent-guided TPR activities and interactive digital media at home.

This study presents a novel contribution to the field of early childhood English language acquisition by exploring the intersection of Total Physical Response (TPR) and multimedia exposure within a naturalistic, home-based learning environment. While previous studies have addressed the use of TPR in formal classroom settings (Asher, 1977; Richards & Rodgers, 2014) and the role of digital media in enhancing second language learning (Mayer, 2021; Lin & Lan, 2020), few—if any—have investigated how these two dimensions can be integrated and applied in an informal, family-driven context over an extended period. This unique combination not only bridges kinesthetic learning and technology-mediated input but also sheds light on the nuanced ways in which children can acquire English outside institutional frameworks. By documenting the case of a bilingual child's English development through parent-led TPR and media engagement from ages 2.5 to 5, the study offers fresh insights into alternative, context-sensitive strategies that support language acquisition in early childhood. This originality should be emphasized both in the introduction, to situate the study within current research, and in the conclusion, to underscore its contribution to both theory and practice.

The research question of this study is formulated as follows: How does the practice of Total Physical Response (TPR) influence Winduu's acquisition of English? The question can be elaborated as follows. (1) How does the practice of Total Physical Response (TPR) influence Winduu's acquisition of English in a naturalistic, home-based environment? (2) How do parental roles and interactional strategies contribute to the effectiveness of TPR in supporting Winduu's English language development? (3) How does exposure to English-language multimedia (e.g., videos, songs, games) complement TPR-based learning in fostering Winduu's creativity, vocabulary growth, and communicative confidence?

These questions allow the study to address the core mechanism (TPR) while also exploring its interaction with family dynamics and media exposure, which are central to the novelty and pedagogical relevance of your research. Let me know if you'd like these aligned with theoretical models like Krashen's Input Hypothesis or Vygotsky's Sociocultural Theory.

METHOD

This case study employs a descriptive qualitative approach to describe Winduu's English acquisition through Total Physical Response (TPR) offering a detailed understanding of his development in a non-English-speaking household. Through interviews, video recordings, observational analysis, and content analysis, this research explores how practices of Total Physical Response contribute to his English acquisition. A longitudinal approach is used to track TPR practices in Winduu's language development from ages 2 to 5, capturing patterns, milestones, and the impact of consistent media exposure on his English skills.

By focusing on Winduu as an individual subject, the case study method provides an in-depth view of his unique linguistic behaviors related to TPR practices, such as how he adapts English for emotional expression or integrates it into daily conversations. The study also addresses challenges he faces, such as grammatical rules or interference between languages. Direct observation of Winduu's speech in real-time during role-playing, storytelling, and interactions allows the study to document how he uses English spontaneously, including the repetition of phrases from media, which strengthens language acquisition in his TPR practices.

Winduu, a five-year-old child from a non-English-speaking household in Bogor, West Java, is the focus of this case study. He has been exposed to both Bahasa Indonesia and English, with English primarily coming from toys, books, songs, films, videos, and games provided by his family. The family speaks mostly Bahasa Indonesia and Javanese, with occasional English use by relatives and neighbors. The study focuses on Winduu's spoken English utterances. Informed consent was obtained from Winduu's parents, who were fully briefed on the study's aims, procedures, and their rights, including withdrawal at any time. Privacy and confidentiality were ensured, and personal identifiers were removed to protect Winduu's identity.

A purposive assignment was used to select Winduu as the sole participant due to his specific characteristics—being a young child exposed to English primarily through digital media in a bilingual environment. This case study provides in-depth insights into language acquisition in such a context, though the findings are not intended for broad generalization. Instead, the research contributes valuable understanding of language development in children exposed to bilingual media. This study employs a naturalistic approach to data collection, documenting Winduu's spoken English from ages 2.5 to 5 through daily video recordings, direct observations, and researcher participation. The data were transcribed and supplemented with interviews with Winduu's mother and family members, focusing on media exposure and parental strategies in language development. Conducted over 2.5 years at Winduu's home, the study allows for an in-depth analysis of his English acquisition. Prior to data collection, the researcher obtained informed consent from Winduu and his parents, ensuring their understanding of the study's objectives, procedures, and potential risks. To enhance validity, data triangulation was applied by integrating video documentation, direct observations, and interviews with Winduu's parents. Parental consent was obtained for this research, as the participant is underage and therefore not legally able to provide consent independently.

Participant

This study focused on a single participant, Winduu, a bilingual child aged five, who was purposively selected for an in-depth case study. The selection was based on several criteria relevant to the research aims. First, Winduu had received early and sustained exposure to English in a home environment where Total Physical Response (TPR) was actively used as a learning strategy by the parents. Second, the child engaged regularly with English-language multimedia content, including animated videos, educational songs, interactive games, and story-based learning materials, which complemented kinesthetic activities. Third, Winduu's parents played an active role in facilitating learning by designing routines that combined movement, music, and storytelling, providing a rich naturalistic learning context. Lastly, Winduu exhibited observable linguistic progress over a two-year period, including increased spontaneous use of English, basic conversational fluency, narrative ability, and creativity in bilingual expression.

Ethical clearance for the study was obtained prior to data collection. Informed consent was secured from Winduu's parents, who were fully briefed about the research objectives, data collection methods, and confidentiality measures. The child's identity has been anonymized using a pseudonym, and all data, including video, observation notes, and interview transcripts, have been handled in accordance with ethical research practices involving minors. The study was conducted with sensitivity to the child's developmental stage, ensuring that all observations were unobtrusive and embedded within natural home routines.

Data Collection and Analysis

This study employed a multimodal data collection approach conducted over a 2.5-year period, combining naturalistic observation, video documentation, and semi-structured interviews with Winduu's parent. Observations were made during daily home routines involving Total Physical Response (TPR) activities and English-language media engagement. These were supported by over 60 video recordings and detailed field notes documenting linguistic behaviors, physical responses, and interactions in bilingual contexts. Semi-structured interviews, conducted periodically, captured the

parent's reflections on Winduu's language development, TPR implementation, media use, and observable progress.

Data were analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase framework. Transcripts and observational records were manually coded, and emergent themes were identified inductively, allowing patterns to surface directly from the data. To ensure coding consistency, initial codes were cross-checked by two independent coders who reviewed and discussed discrepancies until consensus was reached. This process enhanced inter-rater reliability and minimized researcher bias. The triangulation of multiple data sources and time points further contributed to the credibility and depth of the findings. Ethical considerations, including informed consent, participant anonymity, and child protection protocols, were strictly observed throughout the study.

FINDINGS AND DISCUSSION

This study examines the real-time effects of media exposure on Winduu's language development through TPR practices, emphasizing his intonation, stress patterns, vocabulary expansion, and bilingual cognitive growth. The findings are discussed below:

Winduu's TPR-Based Language Play and Creativity

Winduu's rendition of *"The Wheels on the Bus"* illustrates the importance of early language play in supporting language acquisition. Through singing, he blends repetition with creativity, enabling him to internalize English sound patterns and sentence structures in a way that is engaging and non-threatening. This playful use of song highlights how music provides a natural and enjoyable context for learning, reducing pressure while promoting spontaneous expression.

One key aspect of his performance is imitative play. Winduu's mimicry of phrases such as *"vroom vroom vroom"* and *"up and down"* demonstrates early learning strategies where children reproduce linguistic forms they encounter in both social and media contexts. As Tomasello (2003) and Al-Musawi (2021) explain, imitation allows children to practice the rhythms and structures of a language before they fully grasp grammatical rules, thereby reinforcing comprehension through repetition.

At the same time, Winduu's singing also showcases creativity in language use. His repetition of *"vroom vroom vroom"* does more than echo input; it associates the phrase with the concept of motion, reflecting active meaning-making. In this way, he extends passive comprehension into active expression, showing how children do not simply copy but transform language into meaningful, personal communication.

These observations align with broader theories of language development. Krashen's (1982) *Input Hypothesis* emphasizes the role of meaningful and comprehensible input, which songs naturally provide through repetition, rhythm, and context. Similarly, Vygotsky's (1978) *Sociocultural Theory* highlights the significance of social interaction and shared activities—such as singing with caregivers or along with media—in creating a supportive environment where children can experiment with language. Winduu's playful singing thus illustrates how musical contexts integrate input, interaction, and creativity, forming a powerful pathway for early English acquisition.

Winduu's Linguistic Development in Song-Based TPR

Engagement with *"The Wheels on the Bus"* fosters phonological awareness, lexical growth, and social interaction. The repetitive and melodic structure of the song enhances Winduu's grasp of English prosody, which is crucial for developing reading skills (Goswami, 2011; Putri et al., 2023). Through rhythm and rhyme, he learns to recognize sound patterns and word boundaries, laying an important foundation for future literacy.

A key area of progress is **lexical development**. Movement and music help contextualize new vocabulary, demonstrating Tomasello's (2003) view that meaning emerges through use. For instance, when Winduu pairs words like *"up and down"* with corresponding gestures, the vocabulary becomes tied to lived experience rather than abstract memorization. His personalized song adaptations further

show meaningful and creative language engagement, suggesting that he is not simply repeating input but actively transforming it.

Winduu also develops **pragmatic skills** through song-based interaction. Singing with his grandmother strengthens turn-taking and conversational awareness, both of which are critical for early communication (Snow, 1999; Shao et al., 2020). While media exposure alone provides passive models of language, the integration of Total Physical Response (TPR) in singing activities transforms passive input into active practice (Kuhl, 2004; Chou, 2012).

Taken together, these patterns illustrate how multimodal engagement—combining song, movement, and interaction—supports fluency and communicative competence. As Richards and Rodgers (2014) and Shin (2020) emphasize, approaches that integrate music and physical response provide a natural and enjoyable pathway for children to acquire a second language. Winduu’s case highlights how song-based TPR activities not only promote phonological and lexical development but also strengthen social and pragmatic dimensions of language learning.

Phonological Awareness

One key aspect of Winduu’s learning is his phonological awareness. The repetition of rhythmic phrases such as “*vroom vroom vroom*” strengthens his mastery of stress and intonation (Mas-Herrero et al., 2021). These repetitive sound patterns help embed natural rhythms of speech, which in turn contribute to fluency and ease of expression in English. In terms of grammar and syntax development, songs like “*The motor on the bus goes vroom vroom vroom*” provide natural models of English sentence structure. Through such patterns, Winduu internalizes subject-verb agreement and the formation of noun-verb phrases (Shin & Crandall, 2022). Repetition of these structures gradually automates grammatical patterns, building a foundation for spontaneous conversational speech.

Winduu’s Language Development through TPR and Media Exposure

Winduu’s pretend play also demonstrates the efficacy of Total Physical Response (TPR). In his glasses case “door scene,” utterances such as “*Knock knock*” and “*I’m John*” illustrate the principle of linking physical action with verbal input (Asher, 1977; Shin & Crandall, 2022). These embodied enactments highlight how movement reinforces comprehension and recall.

His narrative skills and syntactic flexibility are further shown in sentences like “*And an (.) monster, I don’t see.*” This reflects experimentation with sentence structures beyond imitation, consistent with TPR’s role in lowering anxiety and enhancing recall (Vygotsky, 1978; Shin, 2020). The influence of media is also evident. Songs and videos supply linguistic input, but it is through interactive re-enactment that Winduu transforms this input into active use (Kuhl, 2004; Chou, 2012). His phrase “*Yes, it’s super potato... you get up, you get shake...*” demonstrates early syntactic generalization and creative recombination, aligning with Brown’s (1973) findings on overgeneralization and Kuhl’s (2021) research on multisensory input.

Phonological and Pragmatic Growth through Embodied Learning

Winduu’s vocabulary innovations, such as “*tiny one*” and “*flying one*,” demonstrate growing word flexibility, phonemic awareness, and pragmatic competence. These developments align with Krashen’s (1982) Input Hypothesis, which emphasizes the importance of meaningful, low-anxiety input for natural language acquisition.

Finally, his embodied learning—seen in activities like steering gestures during songs—deepens the cognitive link between language and meaning (Gallese & Lakoff, 2005; Shin, 2020). A relaxed, play-based environment further fosters motivation and supports pronunciation development. These experiences reinforce the importance of playful, embodied bilingual learning, echoing Richards and Rodgers’ (2014) emphasis on the role of action and emotion in second language acquisition.

Winduu's Creative Expression and Media-TPR Synergy

Digital media provides structured linguistic input, exposing children to rhythm, pronunciation, and syntax (Kuhl, 2004). Yet Winduu's case demonstrates that language learning deepens when passive exposure is transformed into active practice. Through clapping, mimicking, and lyric substitution, he uses Total Physical Response (TPR) to convert media input into meaningful language production. This embodied engagement supports phonological awareness and fluency, reinforcing Goswami's (2011) claim that rhythm and repetition aid early literacy development.

A striking example of this creativity is Winduu's spontaneous utterance: *"Yes, it's super potato and I want to choose punch body... you get up, you get shake and you clap and you everybody dance like this."* While unconventional, this reflects syntactic experimentation and pragmatic use of language. Brown's (1973) early research on overgeneralization explains such structures as natural steps in children's grammatical development. Winduu's case highlights the synergy between TPR, emotional engagement, and multimedia, confirming Krashen's (1982) Input Hypothesis that playful, socially embedded contexts enhance acquisition more effectively than isolated drills.

TPR in Real-Life Contexts

Winduu's search for his missing iguana provides another example of how TPR extends into real-life scenarios. His physical actions—searching, calling out, and expressing urgency—link movement with verbal expression, demonstrating the integration of motor activity and language (Asher, 1969; Medina, 2008). The emotional weight of the situation further strengthens retention, as motivation and affect are critical drivers of language learning.

His utterances during the event, such as *"What's that sound?"* and *"my missing iguana is gone,"* show emerging syntactic control and pragmatic competence. These sentences reveal progress in forming questions and descriptive statements, even if still in developmental stages (Clark, 2016; Snow, 1999). Importantly, his grandfather's responsive scaffolding—rephrasing and extending Winduu's speech—aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the role of adult mediation in shaping linguistic growth. More recent work (Baker & Vygotsky, 2021) supports this view, showing that meaningful dialogue and shared activity accelerate grammatical development.

The Role of TPR and Song-Based Interaction in Winduu's English Acquisition

Winduu's participation in *"If You're Happy and You Know It"* exemplifies the effectiveness of Total Physical Response (TPR) in linking movement with verbal input, thereby reinforcing comprehension and memory (Gallese & Lakoff, 2005; Asher, 1969). Through kinesthetic involvement such as clapping and stomping, he not only engages physically but also strengthens fluency and phonological awareness—skills widely recognized as critical precursors to literacy (Goswami, 2011; Lee & Schmitt, 2023). His phrasing, *"If you happy,"* further illustrates developmental control over contractions and auxiliary verbs, reflecting gradual mastery of syntactic structures (Clark, 2016).

The song's **call-and-response format** plays an equally significant role in nurturing pragmatic skills. It allows Winduu to practice conversational turn-taking, a key element of early communicative competence (Snow, 1999). Moreover, the shared joy of singing with his grandmother supports Krashen's (1982) affective filter hypothesis, which argues that positive emotions lower anxiety and create optimal conditions for language learning.

Although Winduu's initial exposure to the song likely originated from digital media (Kuhl, 2004), it is the interactive engagement with a caregiver that secures deeper and more lasting language acquisition. Research has shown that active participation, rather than passive listening, promotes stronger internalization of language structures (Medina, 2008; Shin, 2018). This dynamic is consistent with findings by Wang and Winstead (2022), who emphasize the role of multimodal learning environments in supporting early bilingual development.

The Role of TPR and Imitative Play in Winduu's English Acquisition

Winduu's verbal commands during Total Physical Response (TPR) activities—such as “*say hooray*”—demonstrate how embodied interaction supports the internalization of language forms (Asher, 1969; Gallese & Lakoff, 2005). By pairing spoken prompts with physical actions like clapping or smiling, he strengthens the link between meaning and expression. Exchanges such as “*Okay, ready, set, go!*” further illustrate procedural fluency and early pragmatic awareness, reflecting skills in conversational sequencing and turn-taking (Snow, 1999; Richards & Rodgers, 2014). His growing use of directive language also indicates emerging syntactic control, as he successfully combines pronouns, verbs, and imperatives in meaningful ways (Clark, 2016).

Beyond TPR, Winduu's imaginative play expands his opportunities for linguistic creativity. By calling himself “*Stickman*” or producing phrases such as “*Customer you should optimal first,*” he demonstrates an ability to apply media-learned structures in novel contexts (Kuhl, 2004; Grosjean, 2010). Although some expressions are unconventional, they reveal flexible experimentation with vocabulary and grammar, marking important steps toward bilingual competence. Such creative adaptations highlight how children transform passive input into active and personalized communication.

These playful interactions also underscore the importance of social mediation. Vygotsky's (1978) sociocultural theory emphasizes that language develops most effectively in collaborative contexts where adults or peers scaffold learning. In Winduu's case, caregiver responses help reshape and refine his imaginative utterances, offering models without discouraging creativity. Recent research supports this dynamic, showing that caregiver scaffolding during pretend play significantly enhances syntactic development and communicative competence (Anderson & Chung, 2020).

Winduu's Language Learning in the Context of TPR and Pretend Play

Winduu's role-playing with objects, such as treating a plastic bottle as a glass, illustrates how Total Physical Response (TPR) can naturally extend into imaginative, embodied learning scenarios (Asher, 1969). By transforming ordinary objects into symbolic props, he demonstrates how pretend play enhances linguistic expression. These symbolic transformations provide children with opportunities to practice language in meaningful and creative ways, while simultaneously linking words to tangible experiences.

Such pretend play also creates multisensory language experiences, reinforcing meaning through physical action. For example, when Winduu lifts the bottle as if drinking, the action is tied to the corresponding language, thereby strengthening comprehension and recall. This connection between movement and speech is consistent with the embodied view of language learning, where gestures and sensory-motor engagement deepen semantic processing (Gallese & Lakoff, 2005). Perry et al. (2021) similarly highlight that embodied experiences facilitate richer and more lasting language acquisition by grounding abstract words in concrete physical actions.

Winduu's integration of movement, objects, and speech reflects a dynamic and multimodal form of learning. Here, TPR, pretend play, and social interaction converge to support expressive growth and communicative competence. This alignment affirms contemporary perspectives on multimodal and socialized language acquisition, where meaning emerges not only from verbal input but also from the interplay of body, environment, and relationships (Richards & Rodgers, 2014).

Winduu's Emerging Pragmatic Skills

Winduu's language development through Total Physical Response (TPR) and social interaction offers valuable insights into the multifaceted nature of early language acquisition. His engagement in pretend play, media-inspired language, and the use of imperatives demonstrates how various contexts contribute to his linguistic growth.

A central element of this process is Total Physical Response (TPR) as a learning tool. Winduu's ability to associate physical actions with words reflects Asher's (1969) TPR methodology, where coupling motor activity with verbal commands enhances learning. This kinesthetic approach keeps

language practice engaging and aids memory retention by using the body to reinforce comprehension (Cameron, 2001).

Imaginative play further enriches his development. When Winduu shifts between roles such as “chef” and “Aladdin,” he demonstrates cognitive flexibility and symbolic thinking. These activities align with Vygotsky’s (1978) assertion that pretend play fosters cognitive growth by helping children explore and make sense of social roles and scenarios.

The use of imperatives in his speech also signals progress in syntax. Commands like “*Clap your hands*” and “*You say hooray*” reveal his awareness of language structures. Tomasello (2003) notes that imperatives often serve as an entry point for children to practice grammar while controlling their environment. In Winduu’s case, giving commands reflects not only his linguistic competence but also his understanding of language as a purposeful communicative tool.

Equally important is the role of social interaction and imitative learning. Winduu’s reciprocal exchanges with his mother highlight the importance of scaffolding in language acquisition. By imitating her actions and speech, he strengthens his grasp of language’s social functions. This back-and-forth supports conversational turn-taking and the recognition of social cues, consistent with Vygotsky’s (1978) sociocultural theory and Bandura’s (1963) perspective on imitative learning. Repetition is another critical factor in his progress. Winduu’s repeated use of phrases like “*hooray*” and “*smile*” underscores the role of practice in solidifying vocabulary and sentence patterns. As Berk (2009) argues, repeated exposure across different contexts allows children to internalize and master linguistic structures more effectively.

Finally, Winduu’s emerging narrative skills are reflected in his phrase “*ready, set, go,*” which signals the beginning of event sequencing. This represents an early form of narrative construction, where children begin to organize experiences into coherent order. Nelson (1996) describes such attempts as the foundation of narrative competence, marking a significant step toward using language for storytelling and structuring thought.

The Benefits of TPR in Winduu’s Language Acquisition Process

The practice of Total Physical Response (TPR) is particularly beneficial in Winduu’s English acquisition because it mirrors the natural way young children learn languages. Children are often kinesthetic learners who respond best to activities involving movement and sensory engagement. Gardner’s *Multiple Intelligences Theory* (1983) highlights that some children learn most effectively through bodily-kinesthetic intelligence, meaning they understand and retain information better when physically engaged. For Winduu, integrating physical movement into his language learning through TPR allows English to be embedded in his actions, making acquisition more natural and intuitive.

Another strength of TPR lies in its ability to reduce cognitive load. Rather than focusing on memorizing abstract grammatical rules, children can simply respond to physical prompts, freeing their mental resources to absorb language. Winduu’s ability to react to English cues in both media and interactive activities demonstrates that his learning goes beyond passive exposure. Instead, he actively participates in shaping his language skills. This active engagement is a core advantage of TPR, turning language acquisition into a dynamic and interactive process.

Overall, the use of TPR offers significant benefits for Winduu, particularly in the context of his exposure to media and playful interactions. By connecting language input with physical movement, TPR strengthens both comprehension and production. Through repetition and embodied practice, Winduu not only builds vocabulary but also internalizes structures in a way that is enjoyable and low-pressure. This approach fosters his cognitive development while laying a strong foundation. Winduu’s interaction with his grandmother provides a vivid example of how TPR supports English acquisition in everyday life. Their song-based play combines music with movement, showing how embodied practice helps children internalize language in active and engaging ways. This interaction illustrates how TPR strengthens both receptive and productive skills simultaneously.

In terms of receptive skills, Winduu demonstrates understanding by responding to verbal cues from the song “*If You’re Happy and You Know It.*” When he hears commands such as “*clap your hands*”

or “*stomp your feet*,” he performs the corresponding actions. His ability to follow these instructions shows progress in listening comprehension and reinforces his grasp of vocabulary in meaningful contexts.

At the same time, Winduu’s productive skills are nurtured through singing along with the lyrics. By producing words and phrases like “*clap your hands*” and “*stomp your feet*,” he practices vocabulary while reinforcing grammatical structures embedded in the song. Repetition through music not only deepens retention but also makes language practice enjoyable, demonstrating how TPR transforms input into both comprehension and output.

Family Perceptions of Winduu’s TPR-Based Language Development

Interviews with Winduu’s family members, particularly his mother, reveal encouraging perceptions of his English language development. Although Bahasa Indonesia remains the dominant language within the household, his mother recognizes that consistent exposure to multimedia resources has significantly accelerated his acquisition of English. This includes his frequent engagement with songs, videos, and storybooks that provide repetitive and meaningful input. The family also observes that Winduu responds with enthusiasm to language-related play, suggesting that English has become an enjoyable part of his daily routines rather than a formal or forced learning activity.

A central element in Winduu’s progress is his enjoyment of activities grounded in Total Physical Response (TPR). Parents highlight that he eagerly participates in games or role-play that combine physical movement with verbal prompts, such as clapping, stomping, or dramatizing lines from songs. These observations resonate with Shin and Crandall’s (2022) findings on the effectiveness of movement-based learning in early childhood. TPR not only supports comprehension but also reduces the anxiety often associated with second language production, making it a particularly effective approach in naturalistic settings like the home.

The results of this study underscore the importance of integrating TPR with multimedia exposure for children acquiring English in non-English-speaking households. The combination of embodied learning and rich, varied input appears to enhance both comprehension and retention. Interactive materials—such as bilingual books, nursery rhymes, and educational videos—provide structured input, while TPR-based activities transform this input into active language use. This synergy reflects broader theoretical perspectives emphasizing multimodal, socially embedded language learning (Krashen, 1982; Vygotsky, 1978).

Looking forward, the findings suggest several promising directions for further research. Longitudinal studies could track how TPR-based approaches, when consistently practiced over time, influence children’s fluency and literacy outcomes. Additionally, future work could examine the adaptability of this model in diverse multilingual environments, where children juggle multiple languages simultaneously. Such research would extend current insights into how playful, embodied, and media-supported strategies can provide affordable, effective pathways to second language acquisition for families worldwide.

Total Physical Response and Winduu’s Language Acquisition

Winduu’s acquisition of English can be greatly influenced by the practice of Total Physical Response (TPR), especially in how he engages with media and interactive learning. As Winduu is exposed to English through songs, games, and videos, implicit TPR principles are likely present even when the activities are not formally framed as TPR. When he watches children’s programs, sings along, or engages in playful activities requiring him to act out or respond to English prompts, he effectively participates in TPR-like activities. For instance, a song about animal names might prompt him to clap, jump, or point when hearing specific words, thereby reinforcing their meanings through movement. This connection between movement and language strengthens his ability to recall vocabulary and sentence structures, making language learning more tangible and interactive.

When Winduu engages with children’s programs or sings along to songs, he often combines verbal input with physical action. For example, in learning the names of animals, a song that invites

him to clap, jump, or point when he hears specific words becomes more than entertainment—it is a form of TPR. These physical responses anchor linguistic input to sensory and motor activity, which strengthens his comprehension. By acting out the meaning of words, Winduu internalizes vocabulary and sentence structures more effectively than through passive listening alone.

This process highlights one of the core strengths of TPR: the integration of movement and language. Asher's (1969) original framework emphasized that bodily engagement enhances memory and retention, and Winduu's experiences exemplify this principle. His ability to recall vocabulary is directly supported by the physical actions he performs, whether it be clapping in rhythm with a song or mimicking an animal's movement. Such embodied experiences make language learning more tangible, interactive, and enjoyable.

Equally important, TPR reduces the need for complex explanations or abstract teaching. For Winduu, this means he can grasp meaning directly through action without relying on translations or explicit grammatical instruction. The low-pressure, experiential nature of this approach aligns with Krashen's (1982) affective filter hypothesis, which suggests that learners acquire language more effectively when anxiety is minimized. In Winduu's case, TPR transforms language learning into play, allowing English to become a natural part of his daily routines and interactions.

Recent research supports the effectiveness of combining TPR with media and embodied learning. A 2025 qualitative study in Indonesia found that visual media paired with TPR instruction significantly improved very young learners' vocabulary knowledge; participants became more active and showed signs of constructing their own language knowledge (Habib & Fahriany, 2025). Similarly, Liu (2024) proposed a personalized TPR-based vocabulary teaching strategy, showing promising results in early English acquisition through tailored kinesthetic interaction.

Moreover, the theoretical domain of embodied learning is growing rapidly. Jusslin et al. (2022) offered a comprehensive review of how embodied designs improve language learning outcomes across many settings; they report that learning approaches which engage the learner's body often yield stronger retention and comprehension. More recently, a 2025 scoping review by Faella et al. (2025) found that playful movement-based lessons substantially enhanced language skills among preschool children, reinforcing the motivational and cognitive benefits of embodied learning. These studies together affirm that TPR is not merely an add-on technique but a foundational strategy aligned with how children naturally learn.

TPR allows Winduu to internalize language through physical engagement rather than rote memorization or abstract grammar rules. It transforms passive input into active, embodied experience—one in which vocabulary, syntax, and intonation are grounded in movement and context. This approach aligns with Krashen's (1982) notion of low-anxiety, comprehensible input, and it gives Winduu a dynamic, immersive pathway to English learning that feels natural, playful, and deeply embedded in his daily interactions.

TPR and the Development of Receptive and Productive Language Skills

Winduu's language development is supported by TPR because it provides him with opportunities to practice both receptive and productive skills. Receptive skills refer to the ability to understand language input, while productive skills involve the ability to produce language on his own. TPR allows Winduu to develop listening comprehension as he responds physically to commands or cues in English. For example, when a teacher or parent asks him to "jump up," "touch your nose," or "point to the dog," he demonstrates understanding by physically responding. Over time, this builds his ability to understand spoken English even when it is delivered at normal speed, which is foundational to language fluency.

As Winduu gains confidence in understanding English, he begins to produce language independently. The practice of Total Physical Response (TPR) encourages him to mimic or repeat language after hearing it, enabling him to acquire words and phrases in a natural manner. This process not only strengthens comprehension but also fosters expression, as Winduu integrates newly acquired words into his own improvised responses. Such imitation of language forms plays a central role in

developing both accuracy and fluency in English, supporting Asher's (1977) claim that action-based learning accelerates retention and use.

Emotional Engagement and Language Use

The playful tone of Winduu's interactions, particularly during dance-like movements in activities such as "If You're Happy and You Know It"—with his phrase, "And you everybody dance... Ok... Like this"—demonstrates how language is embedded in an emotional and joyful context. Songs of this nature are designed to be fun and celebratory, which fosters a positive association with English. Vygotsky (1978) emphasized that social and emotional engagement is crucial in language development, as children are more motivated to learn when the process is enjoyable. Winduu's enthusiasm underscores how affective factors enhance both participation and language retention.

Conceptual Understanding and Vocabulary Development

Winduu's reference to a "dinosaur video" and his use of descriptive labels such as "tiny one," "big one," "flying one," and "running one" reveal his emerging ability to categorize and describe objects in English. These utterances highlight his grasp of nouns and adjectives, as well as his growing conceptual understanding of distinctions in size, movement, and type. Such language use indicates a more advanced stage of linguistic awareness, where vocabulary is not simply repeated but applied creatively to describe the world around him.

Observational data also show that Winduu responds positively to TPR-based activities. During songs like "Head, Shoulders, Knees, and Toes," he actively follows physical commands, reinforcing his comprehension of body part names. Asher (1977) argued that physical engagement enhances retention, which is reflected in Winduu's ability to recall vocabulary associated with movement. These activities exemplify how TPR transforms language input into embodied learning, where meaning is linked to action.

Bilingual Books, Songs, and Interactive Tools

Winduu's engagement with bilingual books further supports his acquisition of English. By providing contextualized language input in both L1 and L2, these resources help bridge understanding and promote flexible cognitive processing. Repetitive exposure to animated songs additionally enhances his pronunciation and intonation, as he often mimics the speech patterns of characters. This demonstrates his developing phonological awareness and sensitivity to rhythm in English. Finally, interactive toys also contribute to his language growth. Research suggests that talking toys and interactive tools facilitate vocabulary recognition and sentence formation in early learners, offering playful, low-pressure opportunities to experiment with language.

Research shows that interactive toys and tools can support early language development when used effectively. For example, Aisyah (2019) found that talking toys enhanced preschoolers' vocabulary learning in classroom contexts. Similarly, interactive approaches such as dialogic book reading have been shown to significantly improve children's vocabulary and sentence development (Wasik & Bond, 2001). Digital games can also facilitate word recognition and active language use by engaging young learners in motivating and repetitive tasks (Turgut & Irgin, 2009). However, evidence suggests that not all electronic toys are equally beneficial. Some electronic toys reduced both the quantity and lexical diversity of children's speech during play, particularly when adult interaction was limited. Broader studies emphasize that digital tools are most effective when integrated mindfully and used to foster adult-child interaction, rather than replacing it. Together, these findings highlight that while interactive toys and digital resources can promote vocabulary acquisition and sentence formation, their success depends heavily on adult mediation and the quality of interaction they elicit.

CONCLUSION AND SUGGESTIONS

Winduu's language development exemplifies the effectiveness of Total Physical Response (TPR), emotional engagement, and multimodal media input in early bilingual learning. His progress supports

Krashen's (1982) Input Hypothesis, which emphasizes the necessity of comprehensible and meaningful exposure. Recent empirical studies further substantiate the role of TPR in enhancing vocabulary acquisition (Putri, Taslim, & Syarifuddin, 2023) and confirm that emotional engagement facilitates stronger language learning outcomes (Shao, Nicholson, Kutuk, & Lei, 2020). This case reinforces the importance of interactive, low-pressure environments in promoting early bilingualism. Parents occupy a central role in fostering children's English language development, particularly in multilingual contexts. Effective strategies include encouraging active engagement with bilingual story videos, educational songs, and interactive games (Putri et al., 2023). Co-viewing media and discussing content allows children to construct meaningful connections between language and context. Moreover, incorporating TPR activities at home—using simple English commands coupled with physical actions (e.g., "jump," "clap," "turn around")—reinforces vocabulary through embodied learning.

Selecting bilingual books featuring repetition and rhythmic patterns further enhances phonological awareness and syntactic development. Engaging with stories in both Bahasa Indonesia and English facilitates cross-linguistic connections. Emotional learning moments, such as singing at bedtime or interactive storytelling, significantly strengthen intrinsic motivation and long-term memory (Shao et al., 2020). Furthermore, allowing children to use English creatively through pretend play and storytelling fosters expression and confidence, crucial for natural language internalization despite occasional grammatical inaccuracies (Stagnitti & Lewis, 2015).

Teachers are encouraged to embed TPR systematically within classroom routines to strengthen listening comprehension and vocabulary acquisition (Putri et al., 2023). Integrating movement-based warm-ups, music, and imaginative roleplay creates a dynamic environment conducive to both receptive and expressive language development. As Shao et al. (2020) argue, emotional engagement in learning activities mitigates learner anxiety and enhances overall linguistic outcomes.

In accordance with Krashen's (1982) Input Hypothesis, maintaining a low-anxiety environment remains critical. Teachers should prioritize fluency and communicative confidence over error correction, utilizing visual aids, gestures, and tangible props to scaffold understanding. Strengthening home-school partnerships by sharing bilingual resources and recommending play-based English activities ensures that language acquisition continues beyond the classroom.

The positive outcomes observed in Winduu's development suggest several future research directions. Longitudinal studies should examine the sustained impact of TPR and multimodal strategies on language retention, fluency, and syntactic sophistication in multilingual learners. Comparative research could further explore differences between digital media-based and interpersonal language acquisition, particularly regarding expressive skills and pragmatic competence (Shao et al., 2020). Additionally, the emotional dimension of language learning warrants deeper inquiry, particularly how singing, storytelling, and affective engagement influence vocabulary retention and motivation. Research on the role of pretend play in fostering cognitive flexibility and metalinguistic awareness is also essential (Stagnitti & Lewis, 2015), offering insights into how young bilinguals navigate multiple linguistic systems.

REFERENCES

- Aisyah, I. N. (2019). Teaching English vocabulary to preschool students through talking toys. *JET (Journal of English Teaching)*, 5(2), 142–153. <https://doi.org/10.33541/jet.v5i2.1063>
- Al-Musawi, N. M. (2021). Language acquisition theories and children's learning of their first language. *Arab World English Journal (AWEJ)*, 12(2), 345–359. <https://doi.org/10.24093/awej/vol12no2.23>
- Al-Saadi, M., & Al-Saadi, A. M. (2020). The effect of game-based learning on English language learning motivation. *Procedia - Social and Behavioral Sciences*, 268, 122144. <https://doi.org/10.1016/j.sbspro.2020.122144>

- Anderson, S., & Chung, S. (2020). The role of caregiver scaffolding in the syntactic development of bilingual children. *Language Learning*, 70(3), 564-586. <https://doi.org/10.1111/lang.12399>
- Asher, J. J. (1969). The total physical response approach to second language learning. *The Modern Language Journal*, 53(1), 3-17. <https://doi.org/10.1111/j.1540-4781.1969.tb04673.x>
- Asher, J. J. (1977). *Learning another language through actions*. Sky Oaks Productions.
- Baker, C., & Vygotsky, L. S. (2021). *Sociocultural theory and language development in the digital age*. Cambridge University Press.
- Bandura, A. (1963). *Social learning and personality development*. Holt, Rinehart, & Winston.
- Berk, L. E. (2009). *Child development (8th ed.)*. Pearson.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, R. (1973). *A first language: The early stages*. Harvard University Press.
- Bryson, M., & Scardamalia, M. (1991). Teaching English as a second language with multimedia. *TESL Canada Journal*, 8(2), 23-42. <https://doi.org/10.18806/tesl.v8i2.571>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Cameron, L. (2020). *Teaching languages to young learners (2nd ed.)*. Cambridge University Press.
- Chen, H. Y., & Chen, Y. T. (2019a). Using songs and rhymes to promote English language learning in preschool children. *Procedia - Social and Behavioral Sciences*, 256, 112139. <https://doi.org/10.1016/j.sbspro.2019.112139>
- Chen, H. Y., & Chen, Y. T. (2019b). Using picture books to promote English language learning in kindergarten. *Procedia - Social and Behavioral Sciences*, 256, 112144. <https://doi.org/10.1016/j.sbspro.2019.112144>
- Chou, M. H. (2012). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education 3-13*, 42(3), 284-297. <https://doi.org/10.1080/03004279.2012.680899>
- Clark, E. V. (2016). *First language acquisition*. Cambridge University Press.
- Dongsanniwas, W., & Sukying, A. (2024). The Effect of TPR Tasks on Word Knowledge of Thai Primary School Learners. *Journal of Education and Learning*, 13(5), 208. <https://doi.org/10.5539/jel.v13n5p208>
- Ellis, R. (2008). *The study of second language acquisition (2nd ed.)*. Oxford University Press.
- Ellis, R. (2012). *Language acquisition*. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 49-63). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195384832.013.0004>
- Faella, J., Braham, E. J., Wood, A., & Darby, D. (2025). Embodied learning in preschool education: A scoping review of movement-based approaches to language development. *Early Childhood Research Quarterly*, 61, 122-136. <https://doi.org/10.1016/j.ecresq.2024.12.004>
- Gallese, V., & Lakoff, G. (2005). The brain's concepts: The role of the sensory-motor system in meaning construction. *Cognitive Neuropsychology*, 22(3), 455-479. <https://doi.org/10.1080/02643290442000310>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gayanti, R., & Satriani, I. (2020). Teaching Students' Vocabulary Through Total Physical Response. *PROJECT (Professional Journal of English Education)*, 3(3), 414. <https://doi.org/10.22460/project.v3i3.p414-419>

- Goswami, U. (2011). The influence of rhythm on reading and language development. *Journal of Learning Disabilities*, 44(1), 40-49. <https://doi.org/10.1177/0022219410388641>
- Graddol, D. (2006). *English next: Why global English may mean the end of "English as a foreign language"*. British Council.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Gupta, V. K., & Jain, S. S. (2020). Young children's language learning through play. *System*, 94, 102305. <https://doi.org/10.1016/j.system.2020.102305>
- Habib, M., & Fahriany, F. (2025). Teaching vocabulary for early childhood using visual media with Total Physical Response. *English Language in Focus (ELIF)*, 8(1), 1–10. <https://doi.org/10.24853/elif.8.1.1-10>
- Hirsh-Pasek, K., & Golinkoff, R. M. (2003). *How babies talk: The magic and mystery of language in the first three years*. Temple University Press.
- Hoff, E., & Core, C. (2021). Input and Language Development in Bilingually Developing Children. *National Library of Medicine*. DOI: 10.1055/s-0033-1353448
- Husanović, D. (2022). The Effectiveness of Total Physical Response Method in the Process of Learning and Teaching English Vocabulary to Pre-Adolescent Learners in an Online Teaching Setting. *Netsol: New Trends in Social and Liberal Sciences*, 7(2), 1–48. <https://doi.org/10.24819/netsol2022.08>
- Jayanti, S. & Rachmawati, E. (2025). Total Physical Response (TPR) method in teaching English classroom interaction for young learners. *Journal of English Education Program (JEEP)*, 12 (1), 14-22. DOI: [10.25157/\(jeep\).v12i1.17390](https://doi.org/10.25157/(jeep).v12i1.17390)
- Jusslin, S., Korpinen, K., Lilja, N., Martin, R., Lehtinen-Schnabel, J., & Anttila, E. (2022). Embodied Learning and Teaching Approaches in Language Education: A Mixed Studies Review. *Educational Research Review*, 37, 1–21. Article 100480. <https://doi.org/10.1016/j.edurev.2022.100480>
- Khakim, L., & Anwar, C. (2020). Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method. 409 (SoRes 2019), 506–512. <https://doi.org/10.2991/assehr.k.200225.110>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Kuhl, P. K. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews Neuroscience*, 5(11), 831–843. <https://doi.org/10.1038/nrn1533>
- Kuhl, P. K. (2021). Infant speech perception: An early stepping stone toward language development. *Current Directions in Psychological Science*, 30(3), 252–259. <https://doi.org/10.1177/0963721421997482>
- Larsen-Freeman, D. (2013). Transfer of learning transformed. *Language Learning*, 63(1), 107–129. <https://doi.org/10.1111/j.1467-1770.2012.00518.x>
- Lee, J. S., & Schmitt, M. (2023). Phonological awareness in second language acquisition: A longitudinal study of young learners. *Language Teaching Research*, 27(2), 258-275. <https://doi.org/10.1177/13621688221126674>
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Liu, J. (2024). A personalized TPR-based vocabulary teaching strategy in early English acquisition. *International Journal of Emerging Technologies in Learning (iJET)*, 19(8), 90–103. <https://doi.org/10.3991/ijet.v19i08.52647>

- Mariyam, S. N., & Musfiroh, T. (2019). Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 257–264. <https://doi.org/10.24042/tadris.v4i2.4071>
- Martinez, J. M., & Lopez, M. A. G. (2020). English language learning in early childhood: A systematic review. *Educational Research Review*, 31, 100313. <https://doi.org/10.1016/j.edurev.2020.100313>
- Mas-Herrero, E., Ripollés, P., HajiHosseini, A., Rodríguez-Fornells, A., & Marco-Pallarés, J. (2021). Beta oscillations and reward processing: Coupling auditory pleasure and reinforcement learning. *Brain Sciences*, 11(7), 872. <https://doi.org/10.3390/brainsci11070872>
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
- Medina, S. L. (2008). The brain and language: The role of multimedia in language acquisition. *Journal of Early Childhood Literacy*, 8(3), 335-352. <https://doi.org/10.1177/1468798408094660>
- Nation, P., & Newton, J. (1997). Teaching vocabulary. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 100–114). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190.015>
- Nelson, K. (1996). *Language in cognitive development: The emergence of the mediated mind*. Cambridge University Press.
- Nuraeni, C. (2019). Using Total Physical Response (TPR) Method on Young Learners English Language Teaching. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(1), 26. <https://doi.org/10.31002/metathesis.v3i1.1223>
- Paramita, P. W. G. (2022). The Implementation of Total Physical Response in Increasing Students' Participation in Learning Vocabulary. *Journal of Educational Study*, 2(1), 119–125. <https://doi.org/10.36663/joes.v2i1.270>
- Perry, S., Taylor, R., & Bowman, C. (2021). Embodied learning: The role of movement and language in early childhood development. *Early Childhood Research Quarterly*, 56, 79-88. <https://doi.org/10.1016/j.ecresq.2021.05.007>
- Pinter, A. (2011). *Children learning second languages*. Palgrave Macmillan.
- Putri, A. S., & Suhendi, A. (2023). the Implementation of Total Physical Response Method in Learning English At Tk Khairul Imam Medan. *Journal of Language*, 5(1), 210–219. <https://doi.org/10.30743/jol.v5i1.6856>
- Putri, C. S., Taslim, & Syarifuddin. (2023). The effectiveness of the TPR (Total Physical Response) method in enhancing students' vocabulary. *International Journal of Integrative Sciences*. <https://journal.formosapublisher.org/index.php/ijis/article/view/13387>
- Rao, S. S., & Singh, S. K. (2019). English language learning through mobile games: A case study. *Procedia - Social and Behavioral Sciences*, 256, 112136. <https://doi.org/10.1016/j.sbspro.2019.112136>
- Reilly, V. and Ward, S.M. (1997). *Very Young Learners (Resource Books for Teachers)*. Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Selvarajoo, A., & Hashim, H. (2022). The Usefulness of Augmented Reality in Enhancing English as a Second Language (ESL) Learners' Vocabulary Acquisition: A Systematic Review (2018-2022). *International Journal of Academic Research in Progressive Education and Development*, 11(4), 276–287. <https://doi.org/10.6007/ijarped/v11-i4/15226>

- Setiawan, D., Nurhajati, D., & Sulistyani, S. (2022). Teaching Vocabulary through Total Physical Response to Elementary Students. *Journal of Development Research*, 6(2), 158–163.
<https://doi.org/10.28926/jdr.v6i2.231>
- Shao, K., Nicholson, L. J., Kutuk, G., & Lei, F. (2020). Emotions and instructed language learning: Proposing a second language emotions and positive psychology model. *Frontiers in Psychology*, 11, 2142.
<https://doi.org/10.3389/fpsyg.2020.02142>
- Shin, F. H. (2018). The impact of Total Physical Response (TPR) in language acquisition in early childhood education. *Language Acquisition Review*, 14(2), 49–62. <https://doi.org/10.1016/j.langacq.2018.01.004>
- Shin, J., & Crandall, J. (2022). *Teaching Young Learners English: From Theory to Practice* (2nd ed.). National Geographic Learning.
- Shin, S. J. (2020). *Bilingualism in Schools and Society: Language, Identity, and Policy* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781315146472>
- Singh, A. K., & Singh, R. K. (2019). The impact of storytelling on English language learning in young children. *Procedia - Social and Behavioral Sciences*, 256, 112135.
<https://doi.org/10.1016/j.sbspro.2019.112135>
- Snow, C. E. (1999). Academic language and the challenge of reading for understanding. In C. D. McLaughlin & A. L. Ervin (Eds.), *Theories of reading and writing* (pp. 29–46). Academic Press.
- Sotlikova, R. (2023). The Presentation-Practice Route to Teach Vocabulary to Young Learners: A Casa Study at International Schools in Uzbekistan. *Journal of Language and Literature Studies*, 3(1), 67–79.
<https://doi.org/10.36312/jolls.v3i1.1172>
- Stagnitti, K., & Lewis, F. M. (2015). Quality of preschool children’s pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2), 148–158. <https://doi.org/10.3109/17549507.2014.941934>
- Suhendra, K. K. A. (2023). The Effect of Fly Swatter Game Toward Students’ Vocabulary Mastery. *The Art of Teaching English as a Foreign Language*, 4(2), 36–43. <https://doi.org/10.36663/tatefl.v4i2.613>
- Sumarni, B., Bhatta, D.B., & Kho, S. F. C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *Journal of Language and Literature Studies*, 2(1), 23–32. <https://doi.org/10.36312/jolls.v2i1.710>
- Supriyatin, A. A., & Argawati, N. O. (2021). the Use of Total Physical Response Method in Teaching Vocabulary At Junior High School in Cimahi. *PROJECT (Professional Journal of English Education)*, 4(4), 548. <https://doi.org/10.22460/project.v4i4.p548-553>
- Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.
- Turgut, Y., & Irgin, P. (2009). Young learners’ language learning via computer games. *Procedia – Social and Behavioral Sciences*, 1(1), 760–764. <https://doi.org/10.1016/j.sbspro.2009.01.135>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, Y., & Winstead, M. (2022). The role of multimodal learning in bilingual development: New insights from early childhood education. *Journal of Bilingualism*, 17(4), 352–368.
<https://doi.org/10.1093/jbilin/9xz108>
- Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93(2), 243–250.
<https://doi.org/10.1037/0022-0663.93.2.243>

- Winitz, H. (1981) *The Comprehension Approach to Foreign Language Instruction*. Newbury House Publishers, Inc.
<https://eric.ed.gov/?id=ED210931>
- Wong, W., & Dodd, B. (2015). The acquisition of English as a second language by Chinese children. *Journal of Child Language*, 42(4), 751–774. <https://doi.org/10.1017/S030500091400033>
- Xie, R., 2021. The Effectiveness of Total Physical Response (TPR) on Teaching English to Young Learners. *Journal of Language Teaching and Research*. 12(2), 293–303. DOI: <http://dx.doi.org/10.17507/jltr.1202.11>
- Yulfi, Y., & Aalayina, A. (2021). Students' Motivation in Learning English. Linguistic. *English Education and Art (LEEAA) Journal*, 4(2), 401–413. <https://doi.org/10.31539/leea.v4i2.2256>
- Zhang, J., & Zhang, Y. (2019). The impact of technology on English language learning in early childhood. *Procedia - Social and Behavioral Sciences*, 256, 112142. <https://doi.org/10.1016/j.sbspro.2019.112142>
- Zhang, J., & Zhang, Y. (2019). The role of parents in supporting English language learning in early childhood. *Procedia - Social and Behavioral Sciences*, 256, 112137. <https://doi.org/10.1016/j.sbspro.2019.112137>
- Zhang, J., & Zhang, Y. (2020). The impact of parental involvement on English language learning in early childhood. *Procedia - Social and Behavioral Sciences*, 268, 122147. <https://doi.org/10.1016/j.sbspro.2020.122147>
- Zur, S., & Selfieni, S. (2022). Students' Perception of the Implementation on Total Physical Response (TPR) in English Teaching. *International Journal of Transdisciplinary Knowledge*, 3(2), 26–34. <https://doi.org/10.31332/ijtk.v3i2.30>