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Enhancing Language Learning Outcomes: Integrating the Silent Way, Total Physical Response, and Suggestopedia in the New Headway Elementary Course

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Abstract:

This paper delves into the integration of The Silent Way, Total Physical Response (TPR), and Suggestopedia language teaching methods within the New Headway English Course. The study analyzes the effectiveness of these methods in enhancing language learning outcomes by focusing on two specific lessons from the New Headway Elementary Course. Through an exploration of the theoretical underpinnings and practical application of each method in the context of language teaching, this paper aims to shed light on their impact on student motivation, engagement, and language proficiency. The research findings provide valuable guidance for educators seeking to optimize language teaching practices using innovative methodologies within the New Headway curriculum.

Keywords: language teaching methods, New Headway English Course, Total Physical Response, Suggestopedia, effectiveness, proficiency.

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عزيز نتائج تعلم اللغة: دمج الطريقة الصامتة، والاستجابة البدنية الكاملة، ووسائط الاقتراحات في الدورة الابتدائية الجديدة للتقدم

¹د. حيدوب إدريس الجبالي.

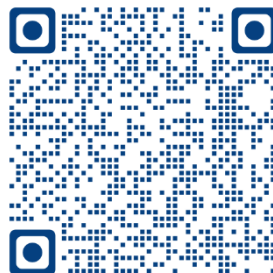
1. أستاذ مساعد بقسم اللغة الإنجليزية كلية الآداب والعلوم الأبيار

الملخص

تتعمق هذه الورقة في دمج الطريقة الصامتة، والاستجابة الجسدية الكاملة (TPR)، وطرق تدريس اللغة Suggestopedia ضمن دورة اللغة الإنجليزية. New Headway تحلل الدراسة فعالية هذه الأساليب في تعزيز نتائج تعلم اللغة من خلال التركيز على درسين محددين من دورة New Headway الابتدائية. من خلال استكشاف الأسس النظرية والتطبيق العملي لكل طريقة في سياق تدريس اللغة، تهدف هذه الورقة إلى تسليط الضوء على تأثيرها على تحفيز الطلاب ومشاركتهم وإتقان اللغة. توفر نتائج البحث إرشادات قيمة للمعلمين الذين يسعون إلى تحسين ممارسات تدريس اللغة باستخدام منهجيات مبتكرة ضمن منهج New Headway.

الكلمات المفتاحية: طرق تدريس اللغة، دورة اللغة الإنجليزية الجديدة، الاستجابة البدنية الشاملة، ووسائط الاقتراحات، الفعالية، الكفاءة.

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1..Introduction.

Language teaching methods play a crucial role in shaping the learning experiences of students and influencing their language acquisition process. The New Headway English Course is a widely used curriculum that incorporates various teaching approaches to enhance language learning outcomes. This research paper focuses on exploring the application of three specific language teaching methods: The Silent Way, Total Physical Response (TPR), and Suggestopedia, within the context of the New Headway Elementary Course. These methods are known for their innovative and learner-centred approaches, aiming to engage students actively in the language learning process.

The integration of these methods in language teaching has been shown to have a positive impact on student engagement, motivation, and language proficiency. By examining the theoretical foundations and practical implementation of The Silent Way, TPR, and Suggestopedia within the New Headway curriculum, this study aims to provide insights into their ef-

fectiveness in facilitating language acquisition. Through the analysis of specific lessons from the New Headway Elementary Course, this paper seeks to evaluate the efficacy of these methods in enhancing student learning experiences and improving language skills.

2..Background studies

Prior research has examined the effectiveness of various language teaching methods in enhancing language learning outcomes. Studies have explored the theoretical foundations and practical applications of The Silent Way, Total Physical Response (TPR), and Suggestopedia in language education settings.

For example, a study by Richards and Rodgers (2001) discussed the principles of The Silent Way, emphasizing the importance of learner autonomy and self-discovery in language acquisition. The authors highlighted the role of the teacher as a facilitator who guides students through the learning process, allowing them to actively engage with the language and develop their communication skills.



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Similarly, research on TPR by Asher (2006) emphasized the significance of kinesthetic learning and the use of physical movement to reinforce language comprehension. The study suggested that TPR can be an effective method for teaching vocabulary and grammar structures, as it allows students to associate words and actions in a meaningful context.

Moreover, studies on Suggestopedia by Lozanov (1978) have explored the impact of relaxation techniques and positive suggestions on language learning. The method emphasizes creating a conducive learning environment that promotes relaxation and confidence, enabling students to absorb new language material more effectively.

In the context of the New Headway English Course, previous research has examined the curriculum's alignment with communicative language teaching principles and its focus on real-life communication skills. Studies have highlighted the course's structured approach to language learning incorporating a variety of activities and

resources to engage students in meaningful language practice.

Overall, the existing literature provides insights into the theoretical foundations and practical applications of The Silent Way, TPR, and Suggestopedia in language teaching. By building on this body of research and examining the integration of these methods within the New Headway Elementary Course, this study aims to contribute to our understanding of effective language teaching practices and their impact on student learning outcomes.

3..The.significance.of.the.study

The paper explores the integration of The Silent Way, Total Physical Response (TPR), and Suggestopedia in the New Headway Elementary Course. The study offers insights into how these methods can be combined to enhance language learning experiences. It also contributes to the ongoing conversation about best practices in language education by synthesizing existing research and applying it to a specific course. This research could inform future curriculum design and teaching practices.



4..The.Research.question:

How.can.the.principles.and.metho
dologies.of.The.Silent.Way,.Total.Ph
ysical.Response.(TPR),.and.Suggesto
pedia.be.effectively.integrated.within
.the.New.Headway.Elementary.Cour
se.to.enhance.language.learning.outc
omes.for.students?

5. Methodology

Using.the.New.Headway.Element
ary.English.course.material,.this.stud
y.focuses.on.implementing.three.lang
uage.teaching.methods.within.the.fra
mework.of.the.New.Headway.Eleme
ntary.English.Course.written.by.Liz.
and.Joan.Soars..The.course.consists.
of.seven.units,.each.encompassing.a
variety.of.topics.enhanced.with.gram
mar,.vocabulary,.skill.work,.and.writ
ing.exercises.

Three.distinct.methodologies.will.
be.employed.in.the.course:.The.Silen
t.Way,.The.Total.Physical.Response,
.and.Suggestopedia..These.approache
s.will.be.applied.in.presenting.two.sp
ecific.lessons.of.units:.'Hello.everyb
ody'.and.'Meeting.People'.The.resear
cher.will.utilize.the.three.language.te
aching.methods.to.deliver.lessons.fro
m.two.units.in.the.New.Headway.co

ursebook,.integrating.them.with.the.c
ommunicative.approach.for.content.a
nalysis.

Analysis.of.Instructional.Material
s:..Evaluate.the.course.materials.utiliz
ed.in.these.lessons.to.identify.compo
nents.that.correspond.with.the.variou
s.language.teaching.methodologies..
The.objective.of.this.investigation.is.
to.integrate.these.three.language.teac
hing.methods.into.the.New.Headway
.Elementary.English.course.to.ascert
ain.their.efficacy.in.teaching.this.curr
iculum.

3..The.importance.of.using.the.three .methods.of.teaching

Incorporating.The.Silent.Wa,.
Total.Physical.Response.(TPR),.and.
Suggestopedia.teaching.methods.into
.the.New.Headway.English.Course.c
an.significantly.benefit.English.langu
age.learners..Below.are.some.practic
al.and.effective.ways.to.utilize.these
methods.for.maximum.benefit.

i..Th.Silent.Way:

Encourage.students.to.discov
er.the.language.independently.by.pro
viding.opportunities.for.self.correctio
n.and.reflection.



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Use colour, coded rods, or charts to represent grammar structures and vocabulary, enabling students to comprehend the language visually. (Brown, 2007).

Use minimal verbal cues and feedback so that students can take control of their learning process.

ii..Total.Physical.Response.(TPR):

Engage students in physical activities that involve listening and responding to English commands, such as Simon Says or action games.

Use gestures and body movements to help students understand vocabulary and language structures, making the learning process more dynamic and memorable. (Asher, J., 1969).

Incorporate TPR activities into the lesson to reinforce vocabulary and grammar points in a fun and interactive way. (ibid).

iii..Suggestopedia:

Create a positive and relaxed learning environment by setting up the classroom with comfortable seating, soft music, and calming visuals. (Lozanov, G., 1986).

Employ music, art, and drama activities to stimulate students' creativity and imagination while learning English.

Integrate storytelling and role playing exercises to help students internalize language patterns and structures in a non-threatening setting. (ibid).

By blending these teaching methods with the New Headway English Course, learners of English as a foreign language can experience a dynamic and engaging learning process. In this text, we explore a language learning approach that fosters acquisition and retention through interactive and supportive teaching methods. It is believed that by incorporating The Silent Way, Total Physical Response (TPR), and Suggestopedia into the New Headway English Course, learners of English can experience significant advantages. The researcher utilizes materials from different units and teaches three lessons, with each lesson incorporating one of the teaching methods at various stages.

4.Examples.of.incorporating.the.three.teaching.methods.in.two.lessons.of.the.New.Headway.Elementary.English.Course: Student's Book



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The research paper draws upon the New Headway Elementary English Course by Liz and Joan Soars. This course book is structured into 7 units, each exploring distinct subjects and featuring a diverse range of grammar, vocabulary, skill building, and writing exercises. To conduct this study, the researcher has chosen to focus on three specific units and will employ a variety of teaching techniques in each lesson.

The subsequent sections will present the implementation of three instructional lessons utilizing the resources from the units within the New Headway Elementary English Courses, integrating the aforementioned methodologies.

I. Presentation of a lesson from Unit 1. 'Hello everybody!

Lesson 1.

Learning objectives: Grammar: verb to be (am, is, are) and possessive adjectives: my, your, his, her. Vocabulary: countries, plural nouns, everyday objects

Reading and writing: introducing yourself

Listening and speaking: the alphabet song

Writing: doing exercises in the workbook. Stage 1. (15 minutes)

Warm up: This stage aims to create a comfortable and relaxed physical environment for students with the help of visuals and comfortable seating arrangements, using the suggestedopedia method to reduce anxiety and enhance learning readiness.

The teacher first arranges a bright, cheerful classroom with comfortable chairs. When entering the class, he plays soothing background music in a calm mood and greets the class with a smile. Then he introduces himself and says his name. - Hello..I'm.... Invite students to say their names, and then explain briefly the main aims of the lesson. Next, the teacher will ask the students to introduce themselves by standing up and saying their names as the teacher did: I'm

Task one: the teacher.

Preview the unit: (10 minutes)

1. This lesson is designed to teach students how to introduce themselves and others using the verb 'to be' (am, is, and are). The teacher will fir



st.arrange.the.class.in.a.horseshoe.sh
ape.so.that.the.students.are.facing.ea
ch.other..Then,.using.the.verb.'to.be'.
the.teacher.will.explain.what.to.do.w
hen.meeting.someone.for.the.first.ti
me..

To.start,.the.teacher.will.show.a.
picture.of.two.women.introducing.th
emselves..The.teacher.will.then.mod
el.sentences.about.the.picture,.such.a
s."Hello..My.name.is.Paula..What's.y
our.name?.My.name.is..."..before.usi
ng.various.techniques.to.draw.studen
ts'.attention.to.the.contracted.form.of
.the.verb.'to.be'.(such.as.'m.and.'s)..F
or.example,.the.teacher.may.use.a.ge
sture,.like.bringing.their.fingers.or.ha
nds.together,.to.show.how.'he'.and.'is
'..join.together.to.make.the.contracted
.form.

name's=.name.is

what's=.what.is

I'm=.I.am

Then.the.teacher.tells.the.stud
ents.to.read.and.listen.to.a.conversati
on.of.two.people.introducing.each.ot
her.

**2..Students.then.are.asked.to.work.
together.in.pairs.or.small.groups.to.p
ractice.the.conversation.silently.(The**

.Silent.Way)).using.gestures.and.poin
ting.to.the.chart.to.communicate.by.u
sing.their.names.before.moving.to.th
e.next.stage

A.:Hello..My.name's.Paula..What's.y
our.name?

B.:Rosa

A.:Where.are.you.from,.Rosa?

B.:I'm.from.Chicago.

**Grammar.spot:.verb.be.and.contra
ction.(10.minutes)**

The.instructor.uses.the.Total.
Physical.Response.(TPR).method.to.t
each.contractions.of.the.verb."be".in.
a.conversation..They.introduce.the.c
oncept.of.contractions,.create.visual.
aids.with.examples,.act.out.conversat
ions.with.students,.and.have.students
.practice.mimicking.gestures..Props.a
nd.visuals.are.used.to.engage.student
s,.and.opportunities.are.provided.for
students.to.use.contractions.in.their.d
ialogues,.promoting.creativity.and.pe
er.interaction.

**3..Focus.attention.on.the.contracti
on,,the.students.are.asked.to.circle.th
e.contracted.forms.in.exercise.1.Dem
onstrate.this.by.writing.the.conversat
ion.on.the.board.and.putting.a.circle.
around.the.first.contracted.form;I'm.**

4..Next.the.instructor.writes.on.the
board.a.similar.conversation.for.the
students.to.work.in.pairs.and.write.th
e.missing.words.

A:..Hello..My.....Richr
d.What's.....name?

B:..Kurt.

A:.....are.you.from, Kur?

B:.....from.Hamburg..

Where.....you.fro?

A:.....London.

5..Then.the.teacher.lets.the.student
s.listen.to.the.conversation.and.check
.their.answers.**6..Role.play.(15.minu**
tes).

Once.again,.the.teacher.starts.
by.showing.the.picture.of.two.men.in
troducing.each.other..The.teacher.mo
dels.sentences.about.the.picture..The
n.Before.moving.to.the.next.stage,.as
k.one.of.the.students.to.stand.up.and
talk.to.the.student.in.the.class.by.sayi
ng:.

(Hello..My.name.is.....What's.your
.name?.Where.are.you.from?..I'm.fro
m.....)..The.teacher.should.give.c
hance.to.all.students.to.participate.

Stage.2.(20.minutes)

-Vocabulary

-Countries,.his/her

Table (1) shows how the instructor
explains the contraction

The.USA	Egypt	Brazil	Mexico
Spain	Russia		Germany
France	England	Japan	Italy
			Hungary

In.this.stage,.the.students.will
.listen.and.repeat.the.names.of.countr
ies.listed.in.the.table.

Stage.3:..Pronunciation.Stressed.syl
lables

The.instructor.will.place.a.ran
ge.of.Cuisenaire.rods.of.varying.dim
ensions.on.the.desk.(the.Silent.Way).
.Each.rod.symbolizes.a.syllable,.with
.larger.rods.signifying.emphasized.sy
llables.and.smaller.ones.representing.
unstressed.syllables..To.illustrate,.the
.term.'Egypt'.could.be.made.using.on
e.big.rod.and.a.smaller.one.

Following.that,.the.teacher.wi
ll.motivate.the.pupils.to.apply.the.rod
s.to.construct.words.comparably..
Lastly,.the.students.will.collaborate.i
n.pairs.to.rehearse.the.names.of.coun
tries.by.posing.the.question."Where.a
re.you.from?".and.answering.with."I'
m.from..."Stage.4.Speaking.(15.minu
tes)

Practice:..1..The.students.are.r
equired.to.ask.and.answer.questions.



with a partner about a student in the
class. For example: What is his name?
and where is he from?

2. The teacher asks the students to introduce their partners in the class:

This is... He is from...

Stage 4: Listening and pronunciation (20 minutes)

1. The teacher tells the students to listen to a conversation and tick the sentence they hear.

i. (...) She's from Spain.

(...) He's from Spain.

ii. (...) What's her name?

(...) What is his name?

iii. (...) They're from Brazil.

(...) They're in Brazil.

iv. (...) Where's she from?

(...) Where's he from?

v. (...) He's a teacher in Italy.

(...) His teacher is in Italy.

Check it (10 minutes)

2. The students are asked to complete the following sentences with am, am, is, are, his, her, or your

1. My name..... Anne.

2. Where..... you from?

3. I..... from Japan.

4. What's..... name? My name's Tomoko.

5. Max and Liza..... from Chicago.

6. This..... my teacher..... name's Richards.

7. Where..... he from?

8. This is my sister..... name's Emma.

Stage 5: Reading and writing: introducing yourself (20 minutes)

1. Through using the Silent Way, the instructor encourages students to discover language patterns on their own. The instructor directed the students to focus their attention on Rafael's portrait before proceeding to educate them on his background. 'My name's Rafael Ramos and I'm a doctor. I have two children. I live in a house in Toluca, Mexico. I want to learn English for my job.'

2. Practice. The teacher gives the students a text and asks them to complete it.

My name's Yasmina Kamal and I'm a student. I..... 19. I'm not married. I have one..... and two brothers. I..... in a flat in the Cairo. I..... to learn English because it's an international.....



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2..practice.(10.minutes).The.student
s.are.asked.to.listen.and.write.the.nu
mbers.they.hear.

Then.they.will.ask.and.answer.the.qu
estions.with.other.students.and.write.
a.list.

For.example:.what's.your.phone.num
ber?.It's.....Thank.you.very.much.

3..Assignment

In.the.workbook.Unit,.the.students.ar
e.asked.to.do.the.following.exercises.
as.homework.

Exercises.4.and.5.Third.person.is.and
.are,.and.short.and.long.forms.

Exercises.6.and.7.Possessive.adjectiv
es.

Exercises.8.and.9.Countries.and.nati
onalities.with.stress.practice.

II..Presentation.of.a.lesson.from.U nit.2.Meeting.People

Lesson.2

Lesson.duration:..2.30.hours

Objectives:

Vocabulary:..the.family.

Grammar:Verb.to.be:..What's.her.first
.name?.She.isn't.married.Questions.a
nd.negatives.Negative.and.short.ans
wers..The.possessive's

Reading.and.listening:..a.letter.from.
America

Writing

Stage.1..Icebreaker.(10.minutes)

Review.the.previous.topic.in.a.meani
ngful.context

1.The.teacher.starts.the.lesson.by.gre
eting.the.class.and.explaining.the.obj
ectives..Then,.to.help.the.students.un
derstand.the.language.better,.the.teac
her.will.use.functional.vocabularies.s
uch.as.pronouns.and.numbers.and.as
k.the.students.to.count.from.1.to.20.u
sing.rods..

Next,.the.teacher.will.remind.
the.students.about.the.verb."to.be".an
d.the.use.of.numbers.by.asking.them,
."How.old.are.you?".The.teacher.will
.model.the.question.and.then.ask.the
students.to.work.in.pairs.and.practice
.asking.and.answering.the.question,."
How.old.are.you?".by.using.the.corre
ct.form.of.the.verb."to.be."

**Stage.2: Grammar:..Questions.and.
Negative:..**What.is.her.first.name?.(1
5.minutes)

This.stage.aims.to.provide.stu
dents.with.a.basic.practical.understan
ding.of.grammar..

1.To.teach.questions.and.negatives.ef
fectively.in.the.New.Headway.Eleme
ntary.English.Course,.the.teacher.ca.



employ various methods that make use of Total Physical Response (TPR) to engage students and enhance their comprehension of the concepts. For instance, the instructor can devise games or activities that require students to ask and answer questions using the target language. This can be done in pairs, small groups, or as a whole class activity..

One such method involves the instructor using a personal identity card to ask and answer questions..2.. The teacher presents the students with a personal identity card and asks them to read about Anderson.

PERSONAL IDENTITY CARD	
URNAME	ANDERSON
FIRST NAME	KEESHA
COUNTRY	ENGLAND
JOB	JOURNALIST
ADDRESS	42MUSWELL
	HILL ROAD
	LONDON NiD3jd
Phone number	020 5643 5741
AGE	28
MARRIED	NO

3..Ask the students to complete the questions below (10 minutes)

- 1.What's---surname?.Anderson
- 2.-----her.first.name?.Keesha
- 3.-----she.from?
- 4.-----job?.She's.a.journalist.

5.What's.42MUSWELL.HIL.ROAD
LONDON.NiD3jd

6.----.phone.number?.020.5643.5741

7.How.old.-----?.Twenty-eight.

8.Is.she.-----?.No,.she.isn't.

3..Then.the.teacher.asks.the.class.to.l
isten.and.check.their.answers;.then.p
ractice.the.questions.and.answers..(1
5.minutes)

4..The.instructor.tells.the.students.to.
look.at.Keesha's.brother's.identity.car
d,.and.write.questions.about.her.brot
her,.for.example,.what's.his.name?.A
nswer:.Anderson.

PERSONAL IDENTITY CARD

SURNAME.....ANDERSON

FIRST NAME-----

COUNTRY-----

JOB-----

ADDRESS-----

Phone.number.-----

AGE-----

Then.the.students.are. asked.t
o.complete.the.card.

Stage.3.:Negative.and.short.answers..
(10.minutes)

For.teaching.negative.answer
s.:the.Teacher.can.use.TPR.to.model.
actions.that.represent.negative.respo



nses,,such.as.shaking.their.heads.or.c
rossing.their.arms..Students.can.then.
mimic.these.gestures.while.practisin
g.giving.negative.answers.to.questio
ns.or.prompts.

For.teaching.short.answers:.t
he.teacher.can.incorporate.TPR.by.h
aving.students.respond.physically.wi
th.short.gestures.or.movements.to.in
dicate.short.answers,,such.as.noddin
g.for."yes".or.shaking.their.heads.for
."no.",.or.can.use.the.Silent.Way.app
roach.to.encourage.students.to.practc
e.short.answers.in.a.self.directed.man
ner..Students.can.work.with.languag
e.patterns.and.structures.independent
ly.to.form.short.responses.to.prompts
.or.questions.

1.The.teacher.draws.attention.to.the.f
ollowing.questions.and.short.answers
.below.and.asks.the.students.to.read.
and.listen...

Is.she.American? No,,she.isn't.

Is.she.French? No,,she.isn't.

Is.she.English?

Yes,,she.is.

2..The.teacher.orders.the.students.to.
use.Yes/No.questions.about.Keesha..
For.example,,Is.she.a.doctor?.(10.mi
nutes).Answer:..No,,she.isn't

1.A.doctor?.A.teacher?.A.journalist?
2.Eighteen?.Twenty.one?.Twenty.eig
ht?

3.The.students.ask.questions.about.K
eesha's.brother.

1.Peter?.Denial?.Rudi?

2.A.journalist?.A.policeman?.A.stud
ent?

3.Sixteen?.Thirty?.Twenty-one?

To.check.their.understanding,
.the.teacher.gave.an.assignment.to.ch
eck.the.students'.understanding..The.
assignment.was.to.complete.the.answ
ers.to.the.Yes/No.questions..The.stud
ents.were.given.10.minutes.to.compl
ete.the.assignment..The.questions.we
re.as.follows:

-.Is.Keesha.English?.Yes,,she.is.

-.Is.her.surname.Smith?.No,,it.isn't.

-.Are.you.a.journalist?.No,,I'm.not.

After.the.assignment,,the.teac
her.draws.the.student's.attention.to.th
e.negatives.and.the.contracted.forms.
in.the.following.examples:

-.She.isn't.married.

-.You.aren't.married.

The.teacher.points.out.that.the.contra
ction."amn't".for."am.not".is.not.wid
ely.used.in.English..Instead,."I'm.not
".is.the.more.common.negative.contr



action.for."I.am"..Afterwards,.the tea
cher.asks.the.students.to.complete.th
e.answers.to.the.Yes/No.questions..T
his.activity.lasts.for.10.minutes.

Is.Keesha.English?Yes,.she.-----

Is.her.surname.Smith?No,.it.-----.

Are.you.a.journalist?No,.I'm.-----.

Then.the.teacher.draws.the.st
udents'.attention.to.look.at.the.negati
ves.and.the.contracted.forms.in.the.f
ollowing.examples:

She.isn't.married.You.aren't.married

But:.I'm.not.a.teacher.

Stage.4:.Vocabulary:.Patrick's.fam il.(15.minutes)

This.stage.is.aimed.at.explain
ing.the.possessives..Each.of.the.three
.methods.can.be.adapted.to.teach.pos
sessives.in.a.language.learning.conte
xt..For.instance,.the.teacher.can.use.
TPR.to.demonstrate.possessive.form
s.through.physical.actions..For.exam
ple,.they.can.use.gestures.to.show.o

wnership.or.possession,.such.as.point
ing.to.themselves.for."my".or.pointin
g.to.someone.else.for."his".or."her".
Students.can.then.practice.mimickin
g.these.gestures.while.learning.posse
ssive.forms.in.context..In.the.Silent.
Way,.the.teacher.can.use.visual.aids,.
such.as.colored.rods.or.charts,.to.repr
esent.possessive.forms..For.teaching.
possessives:.Suggestopedia.emphasiz
es.creating.a.positive.and.relaxing.le
arning.environment.

1..In.this.stage,.the.teacher.starts.by.i
ntroducing.the.new.vocabulary..He.p
resents.the.new.words.by.using.pictu
res.or.objects.and.introduces.them.in.
the.context..Show.them.the.relations
hip.of.the.family.members..Then.ask.
the.class.to.write.the.words.below.in.
the.correct.place

Table (2) shows how the teacher
introduces the new vocabulary

Brother	Father	girlfriend	daughter	aunt	Wife	grandmother
Husband		Son		Uncle		grandfather
	Boyfriend		Mother		sister	

2..Ask.the.students.to.read.about.Patr
ick.Binchey.and.listen..Then.the.tea
cher.shows.them.a.photo.of.the.family
.with.a.number.for.each.member..Aft

er.that,.they.are.asked.to.write.the.na
mes.of.the.people.in.the.correct.plac.
(10.minutes)



"This.is.a.photo.of.**Patrick**,.h
is.wife,.and.his.children..His.wife's.n
ame.is.**Brenda**..She's.a.teacher..His.
daughter's.name.is.**Lara**..She's.twent
y.one.and.she's.a.nurse..His.son's.na
me.is.**Benny**..He's.nineteen.and.he's.
a.student..Lara's.boyfriend.is.a.nurs.t
oo..His.name.is.**Mick**."

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

3..After.reading.about.Patrick's.fami
y,.the.students.are.asked.to.ask.questi
ons.about.the.family:.(10.minutes)

Who's.Brenda?.She's.Patrick's.wife.

Practice:. (10.minutes)

4..Make.true.sentences.with.the.verb.
be.

- 1.I.....at.home.
- 2.We.....in.class.
- 3.....Monday.today.
- 4.I.....married.
- 5.My.teacher's.name.....John.

**Stage.5:.adjectives.and.their.oppos
it.(15.minutes)**

The.most.important.vocabula
ry.for.learners.is.related.to.functional
.words,.such.as.comparison.words.an

d.adjectives..For.this.reason,.the.teac
her.will.focus.on.teaching.adjectives.
and.their.opposites.in.this.stage.of.th
e.lesson.

1..The.teacher.will.write.the.adjectiv
es.on.the.board.along.with.their.oppo
sites..They.will.then.model.the.adject
ives.by.providing.a.poster.with.pictur
es.that.illustrate.the.meaning.of.the.a
djectives.through.description.or.mim
ing.actions.

2..The.students.will.copy.the.adjectiv
es.and.match.them.with.their.opposit
es.

3..The.teacher.will.work.on.the.pron
unciation.of.each.item.by.stressing.th
e.number.of.syllables..Then,.they.wil
l.ask.the.students.to.draw.the.adjectiv
es.on.their.notes.and.write.about.the
pictures.using.the.adjectives..Finally,
.the.teacher.will.check.the.students'.a
nswers.by.going.around.the.group.

**Stage.6:.Reading.and.listening:.A.
Letter.from.America.(15.minutes)**

At.this.stage.of.the.class,.the.t
eacher.introduces.new.language.to.th
e.students.through.more.complex.co
mmands.that.contain.not.only.verbs.
but.also.adjectives.and.adverbs..This.
is.done.once.the.class.has.improved.a



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nd.can.execute.commands.without.difficulty..

The teacher first shows pictures of envelopes, stamps and post offices to the class while giving commands. Then, the teacher starts giving the students more serious and careful commands, creating instructions about writing a letter. This includes taking a pen, taking out a piece of paper, writing a letter (imaginary), folding the letter, putting it in an envelope, writing the address on the envelope, putting a stamp in the envelope, and finally mailing the letter.

The students are then introduced to Dorita's letter from America to her brother, Miguel in Argentina. The teacher draws their attention to the pictures and asks them to match each photograph with a part of the letter. Additionally, the students are given true and false sentences about the letter and are asked to correct the false sentences.

- 1..Dorita.is.from.Argentina.
- 2..She.is.from.Miami.
- 3..Dorita.is.happy.in.New.York.
- 4..It's.a.very.big.class.

5..The.students.in.her.class.are.all.from.South.America.

6..Annie.and.Marina.are.both.students.

7..The.subway.is.easy.to.use.

8..She.is.on.holiday.Writing.Stage: (20.minutes)

As it is an elementary course, teachers can use TPR commands to guide students through the process of writing different types of sentences or paragraphs, such as giving commands like "Write a sentence about your favorite food" and then having students physically act out the writing process. In this lesson, the students are asked to write a letter about their classmates. Therefore, to teach students how to write a letter about their classmates using the Total Physical Response (TPR) method, the instructor employs these steps: introduce the topic, use TPR commands for brainstorming, model letter writing, encourage peer collaboration, draft the letter, exchange letters for peer review and feedback, and present the letter using TPR gestures. This dynamic and interactive learning experience helps students develop their writing skills, promote



tes.collaboration,.and.communicates.
effectively.among.classmates..Stude
nts.should.use.TPR.gestures.to.repres
ent.the.positive.qualities,.interests,.an
d.experiences.of.their.classmates,.an
d.act.out.gestures.to.represent.their.q
ualities..This.approach.promotes.com
munication.and.collaboration.among.
students,.enhancing.their.overall.lear
ning.experience.(Richards,.J..C.,.&.R
odgers,.T..S..(2001).

6..Discussion.and.Results

In.this.section,.we.will.discus
s.the.outcome.of.our.teaching.experi
ment.for.lessons.one.and.two,.which
are.part.of.units.one.and.two.of.the.H
eadway.Elementary.Student's.Book..
Throughout.these.lessons,.we.utilize
d.a.range.of.teaching.methodologies,.
including.Suggestopedia,.Total.Physi
cal.Response,.and.the.Silent.Way.

In.lesson.one,.we.began.with.
a.warup.stage.in.which.the.teacher.us
ed.Suggestopedia.to.create.a.relaxed.
and.informal.environment.for.the.stu
dents,.lowering.their.affective.filter..
During.the.preview.stage,.the.teacher
.demonstrated.the.use.of.contracted.f
orms.by.using.a.gesture,.such.as.brin

ging.fingers.or.hands.together,.which
.is.a.feature.of.the.Silent.Way.

Another.example.of.the.Silen
t.Way.was.during.the.vocabulary.and
.pronunciation.stage.when.the.teache
r.used.Cuisenaire.rods.of.different.si
zes..The.larger.rods.were.used.for.str
essed.syllables,.while.the.smaller.rod
s.were.used.for.unstressed.syllables.

During.the.icebreaker.stage.i
n.lesson.2,.the.teacher.used.physical.
rods.to.help.the.students.count.from.
1.to.20.around.the.class..This.techniq
ue.is.known.as.Total.Physical.Respo
nse..

In.Grammar.Spot,.the.teacher
.used.the.Total.Physical.Response.(T
PR).approach.to.teach.contractions.o
f.the.verb."be".through.role.playing,.
visual.aids,.and.engaging.students.wi
th.props.and.images.

During.lesson.two.in.the.ques
tions.and.negative.stage,.Teachers.ca
n.use.TPR.to.model.negative.respons
es.and.short.answers,.allowing.stude
nts.to.practice.and.mimic.these.gestu
res..For.negative.answers,.students.c
an.use.physical.gestures.or.the.Silent
Way.approach,.while.for.short.answe
rs,.students.can.work.independently



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with language patterns and structures
..students have to ask and answer questions using the target language.. Therefore, the teacher used the Total Physical Response by dividing them into pairs and instructing them to read and complete a personal identity card.. In the reading and listening stage of the same lesson, the teacher introduced new language using more complex commands containing verbs, adjectives, and adverbs, by incorporating Total Physical Response.. This method can be effectively used to teach reading and listening skills to elementary-level students.. TPR is a language teaching approach that emphasizes the importance of physical movement and actions in language learning. (Asher, J., 2010).. In the writing stage in lesson two, the teacher used Total Physical Response (TPR) to teach the students various language skills.. During the icebreaker stage, the teacher used physical rods to help the students count from 1 to 20 around the class.. In Grammar Spot, TPR was used to teach contractions of the verb "be" through r

ole playing, visual aids, and engaging students with props and images.. During the questions and negative stage, TPR was used to model negative responses and short answers, allowing students to practice and mimic these gestures.. For negative answers, students used physical gestures or the Silent Way approach, while for short answers, they worked independently with language patterns and structures. The teacher also used TPR to divide students into pairs and instruct them to read and complete a personal identity card. In the reading and listening stage, the teacher introduced new language using more complex commands containing verbs, adjectives, and adverbs, incorporating TPR to effectively teach reading and listening skills to elementary-level students.. Similarly, in the writing stage, TPR was used to teach writing at the elementary level. This approach can particularly benefit elementary learners as it allows them to physically engage with the language and practice writing in a more interactive and kinesthetic way.

Overall, TPR is a language teaching approach that emphasizes the imp



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ortance.of.physical.movement.and.ac
tions.in.language.learning.(Asher,.J.,
2010).Through.the.use.of.Silent.Way
.methodology.and.Total.Physical.Res
ponse.(TPR).activities,.the.instructor.
facilitated.independent.and.discover.
based.learning,.while.also.helping.st
udents.better.understand.the.present.s
imple.tense.by.incorporating.movem
ent.and.touch.into.the.lesson..This.ki
nesthetic.approach.has.proven.partic
ularly.beneficial.for.younger.learners
.who.struggle.with.abstract.grammar.
concepts..By.integrating.these.teachi
ng.methodologies.into.the.New.Head
way.English.course,.students.can.ben
efit.from.an.engaging.and.dynamic.le
arning.experience.that.caters.to.their.
unique.learning.styles.and.preference
s,.resulting.in.improved.language.acq
uisition,.classroom.dynamics,.and.ov
erall.success.

7..Conclusion

Through.the.integration.of.the.Sil
ent.Way,.Total.Physical.Response,.a
nd.Suggestopedia.techniques,.the.Ne
w.Headway.Elementary.English.Cou
rse.can.provide.students.with.an.exc
ptional.language.learning.experienc.
By.combining.these.innovative.teach

ing.methods,.teachers.can.create.inte
ractive.and.captivating.lessons.that.f
oster.language.acquisition,.student.en
gagement,.and.optimal.learning.outc
omes.

Our.investigation.revealed.that.inc
orporating.multiple.teaching.strategie
s.has.the.potential.to.yield.significant
.benefits.for.students..The.Silent.Wa
y.prioritizes.learner.autonomy.and.pr
oblem.solving.skills,.Total.Physical.
Response.emphasizes.kinesthetic.lear
ning.and.comprehension.through.mo
vement,.and.Suggestopedia.employs.
music,.relaxation.techniques,.and.pos
itive.suggestions.to.create.a.compreh
ensive.and.engaging.language.learn
ing.experience.

Continued.research.and.experime
ntation.in.the.integration.of.diverse.l
anguage.teaching.methodologies.are
crucial.to.further.enhance.language.l
earning.experiences.for.students..By
leveraging.the.strengths.of.different.a
pproaches.and.tailoring.them.to.spec
ific.classroom.contexts,.educators.can
.create.captivating.and.effective.lang
uage.learning.environments.that.cate
r.to.the.diverse.needs.of.learners.



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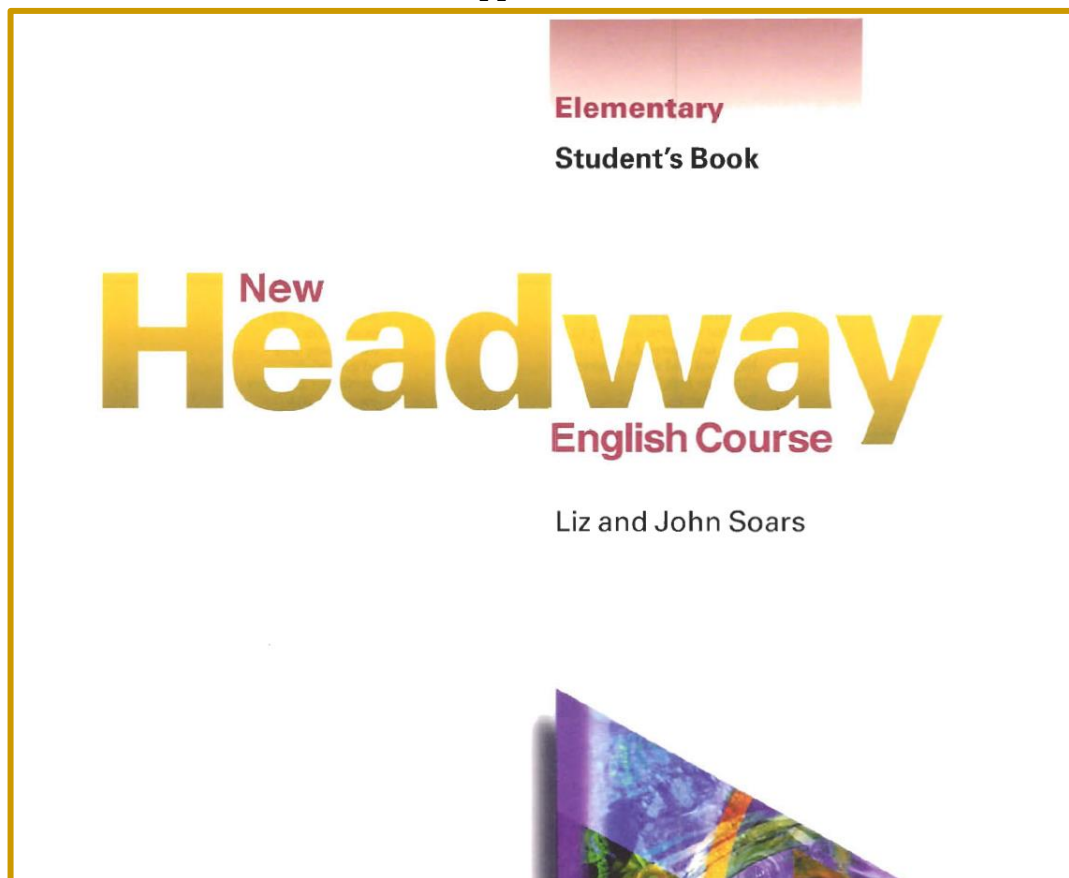
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Appendices



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1 Hello everybody! p6	Verb to be <i>am/is/are</i> <i>I'm from Germany.</i> <i>He's a doctor.</i> p6, p9 Possessive adjectives <i>my, your, his, her</i> p6, p7	Countries <i>Mexico, Japan</i> p7, p8 Using a bilingual dictionary p10 Everyday objects <i>a key, a newspaper</i> p10 Plural nouns <i>bags, apples</i> p10
2 Meeting people p12	Verb to be Questions and negatives <i>What's her first name?</i> p12 <i>She isn't married.</i> p13 Negatives and short answers <i>No, she isn't.</i> p12 Possessive 's <i>Patrick's daughter</i> p14	The family <i>mother, uncle</i> p14–15 Opposite adjectives <i>old – young</i> p16 Food and drink <i>hamburger and chips</i> <i>tea, coffee</i> p18
3 The world of work p20	Present Simple 1 <i>he/she/it</i> p20 <i>He works 16 hours a day.</i> p20 Questions and negatives <i>Does he speak French? No, he doesn't.</i> p22	Verbs <i>help, make, serve</i> p24 Jobs <i>A pilot flies planes.</i> p26
4 Take it easy! p28	Present Simple 2 <i>If you/we/they</i> <i>I go to the gym.</i> <i>We don't go out on Friday evenings.</i> <i>Why do you like your job?</i> p29	Verbs <i>relax, eat out, start</i> p29 Leisure activities <i>dancing, skiing</i> p34
Stop and check 1 Teacher's Book p138		
5 Where do you live? p36	There is/are <i>There's a book on the table.</i> p36 <i>How many ... ?</i> <i>How many books are there?</i> p36 Prepositions of place <i>in front of the fire</i> p36 <i>some and any</i> <i>There are some cups.</i> <i>There aren't any plates.</i> p38 <i>this, that, these, those</i> <i>This is the kitchen.</i> <i>What's in these cupboards?</i> p38	Rooms <i>living room, kitchen</i> p36 Household goods <i>armchair, lamp</i> <i>cupboard, washing machine</i> p36 <i>What's in your bag?</i> <i>letter, bus ticket, mobile phone</i> p39 Parts of a plane <i>cockpit, steps</i> p40 Places <i>cinema, pub</i> p43
6 Can you speak English?	can/can't	Countries and languages



1 Hello everybody!
am/is/are, my/your/his/her, Everyday objects, Numbers, Hello and goodbye

STARTER

1 Say your names.
I'm Ali. I'm Thomas.

2 Stand up in alphabetical order and say your names.
I'm Ali. I'm Brigitte. I'm Thomas. I'm Zak.

INTRODUCTIONS
am/is/are, my/your

1 Read and listen.
A Hello. My name's Paula.
What's your name?
B Rosa.



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2 Meeting people
am/is/are - questions and negatives - Possessive 's - Family - Opposites - In a cafe

STARTER

- 1 Count from 1-20 round the class.
- 2 Count in 10s from 10-100 round the class.
ten, twenty, thirty... one hundred.
- 3 How old are you? Ask and answer in groups.

WHO IS SHE?
Questions and negatives

- 1 Read Keesha Anderson's identity card.
- 2 Complete the questions.
1 What's her surname? Anderson.

PERSONAL IDENTITY CARD

SURNAME	ANDERSON
FIRST NAME	KEESHA
COUNTRY	ENGLAND
OCCUPATION	JOURNALIST
ADDRESS	45, MUSEUM HILL ROAD