

## Taking the Next Step with TPRS: iPod Integration

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### Abstract

Technology is often seen as a privilege for students and a nuisance to teachers. Students enjoy multi-tasking and embracing the new-age technology as a part of social interaction and entertainment, whereas teachers feel threatened by technology. An increasingly high number of students have access to, or own, a hand-held device and frequently bring it to their school. Some schools in the United States focus on the negative effects of bringing these devices to school and as a result, have banned them, whereas other schools have integrated them into the classroom as a learning tool or reward for good behavior. This paper discusses the use of hand-held devices as a pedagogical approach to foreign language learning in the United States to enhance second language acquisition, especially with the TPRS (Total Physical Response with Storytelling) method. The TPRS method has been used for over thirty years, stimulating language learning in a creative way and engaging students through the concept of a storyline and active participation. The paper will present a productivity analysis of the combination of hand-held devices and the TPRS method through a case study of how this combination was implemented with over 100 students at the high school level with various learning levels in 2012 in Franklin, North Carolina. The results will provide information on the adequacy of hand-held devices for second language acquisition and how to use them in a classroom setting, evolving the way teachers utilize the TPRS method and other language learning methods in general while maintaining student engagement.