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BOURDJ BOU ARRERIDJ
ENGLISH DEPARTMENT



**A Total Physical Response Approach to Teaching Vocabulary in the
EFL Classroom: the Case of Third Year Pupils at Belouaar Abd-Allah
Primary School, Bordj Bou Arreridj, Algeria**

**Dissertation Submitted to the Department of English in Partial Fulfilment
of the Requirements for the Master's Degree in Didactics**

Produced by:

Lynda Alioui

Meriem Ouchene

Nour El Houda Achour

Supervised by:

Dr. Bachir Sahed

Jury members:

Dr. Laoubi Mouhamed

Dr. Bouacha Nour Elhouda

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Dedication

The greatest thanks and gratitude to my beloved family and friends.

-Lynda-

My biggest thanks and gratitude to my lovely mother. My votive father. My grandmother . To my brothers. Mostapha and Mohammed who couldn't be with me today. My sister and niece Linouch. You are my everything. And to my friends Warda Rania Asmaa Khaoula . And definitely my mates Lynda and Manel. You are the best I'm so proud of us. At last thanks and praise be to God.

-Meriem-

I would like to dedicate this dissertation To my family members especially to my mother and my husband , the ones who were always by my side supporting and giving me hope , i would like to say thank you for all what have you done for me , thank you for your sacrifices, your patience, thank you for always being by my side whenever and whatever i needed you , you were and still my source of joy and happiness . I would also thank my friends khaoula., nihad , Aya and My best friend ikhlas .

-Manel-

List of abbreviation:

TPR: The total physical response.

EFL: English foreign language

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Abstract

The present study investigates the application of the total physical response method to teach vocabulary, the case of the third year primary school pupils at Belouaar Abd-Allah primary school Bordj Bou Arreridj, Algeria. This research aims to investigate the benefits of applying total physical response method for teaching vocabulary, and to observe student interactions and language acquisition relying on the principles of TPR. This research employs a qualitative research design, encompassing quantitative and qualitative data analyses. It adopts two data collection tools, an observation and a questionnaire. To collect data, a questionnaire was administered to sixteen (16) EFL primary school teachers. It consisted of both open-ended and close-ended questions. Besides, the observation took place at the primary school of Belouaar Abd-Allah to observe how the teacher applies the TPR and how students respond to it. The sample of the observation was a twenty four pupil class (24). Concerning the data analysis, a statistical analysis was used to analyze the close ended questions, and a content analysis for the open ended questions. The results showed that 87.5 of teachers find the TPR beneficial for teaching young learners, while 12.5 find it unbeneficial. 68.75 of teachers said that TPR is useful to teach vocabulary and 31.25 find it not useful. 81.25 of teachers said that pupils interact better when using body language and physical movement, while 28.75 said the opposite. The main result of the investigation showed that the majority of teachers agreed that using the total physical response method to teach vocabulary is useful and has a positive impact on the student and on teaching new vocabulary in the English language, but it also has a negative side, which is that it is a method that cannot cover all the vocabulary students are expected to acquire, and is not suitable for all lessons of the annual academic program.

Keywords: Algerian primary school teachers; Belouaar Abd-Allah primary school; EFL; total physical response method (TPR); vocabulary; young learners

General introduction

This chapter discusses and presents the background of study, statement of the problem, Motivation, aims of the study, research questions, and some previous studies.

Background of the study

Language is the most important way of communication among human beings. According to Onyekwere, Chibueze, Roscolette, Matins &Quinette (2012) language is specified to human beings so that it is a human activity, and it is exclusive to human beings. Even though animals can communicate between each other, but their communication is not through speech or language. Language is dedicated and learned by humans, since it is based on linguistic rules and phonetic production.

English language has become the major means of communication, exchanging information, and passing thoughts. English teaching is based on a methodology that contains approaches, methods, techniques and procedures. Once teachers understand the difference between an approach and a method, they will have the ability to plan their lesson, set their goals and objectives, decide the type of activities that suit the lesson, and differentiate between their role and their students' role, and what kind of materials that can help facilitate the teaching learning process.

English language can be learned through certain language teaching methods such as: the audio-lingual method, the natural approach, communicative language teaching, the silent method, the competency based approach and total physical response approach. The teacher chooses the method based on certain elements such as student age, intellectual capacities and the goals and objectives they are expecting to achieve by the end of the lesson and term. The teacher might also opt for an eclectic approach.

One of the ways to bring children to memorize the vocabulary provided to them is to create an enjoyable environment. This can be realized through The Total Physical Response method. The Total Physical Response method is a language teaching method that was developed by Dr. James J. Asher, a professor of psychology at San Jose State College. Asher had been testing some new ways that can help facilitating what he called first-trial learning or the internalization of new information by the brain upon the first exposure to that information. Asher believed that the more learners are exposed to new information before it is internalized, the more difficulty they will have in retaining that information. Asher was particularly interested in applying his theories to foreign language learning, partly due to his struggle to

learn Latin, Spanish, French, and German in school and his desire to find better methods of language learning.

After considerable experimentation, Asher discovered with the help of a Japanese graduate student that he was quickly able to memorize Japanese words by physically responding to orders in the language such as stand up, sit down, and walk. Through subsequent experimentation Asher was able to refine the technique into a comprehensive method that he called the Total Physical Response, or TPR. Since its inception in the 1960s TPR has become widely known throughout the United States, Canada, and Europe. Studies conducted by Asher and others have demonstrated the method's impact on improving students' listening comprehension and vocabulary retention over traditional learning methods.

According to Asher as cited in Diane (2011), the fastest least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor without native language translation. The total physical response method was developed to decrease the stress people feel when studying foreign languages and therefore encourages learners to persist in their learning beyond a beginning level of proficiency (Larsen, 2011). According to Diane (2011), teachers who use the TPR while teaching believe that it is the best way to help the students enjoy their experience of learning how to communicate in another language. Diane claimed that the teacher plays the role of the director of all student behaviour in the classroom, whereas the students are imitators of her nonverbal model.

According to Setiyadi (2006) TPR is based on the premise that the human brain has biological program for acquiring any language. According to Brown as cited in Setiyadi (2006) the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity and the process of learning a foreign language is parallel process to learning the first language. Children do a lot of listening before they learn to speak and also do a lot of activities while they learn a language.

Statement of the problem

English has been applied for all levels in education from kindergarten up to college, and being taught in a young age as a second language is important as well as challenging. Choosing the right method of teaching is necessary, especially in this period of age where the brain is fresh and the storage process is still pure and can save memory in long term accurately. Children who are under six years of age are faster to understand and obtain new language through interaction. Thus, TPR is a method of teaching language vocabulary using physical movements to react to verbal input. The process also mimics the way that infant learn

their first language. In Total physical response, learners can understand by memorizing and imitating modelling and demonstrating based on the teacher interaction. Therefore, this raises the following questions: What is the importance of vocabulary? How can TPR be useful in the process of teaching and learning? How TPR affect learners' interaction? What are the advantages and disadvantages of TPR?

Motivation

Teaching English to young learners is a very challenging task; it requires a lot of creativity since students are learning two foreign languages at the same time in addition to their mother tongue. At this age especially, the enfant at this age is energetic. Therefore, teachers should direct the pupils' energy to motivate them acquire the target language better. The total physical response teaching method can help facilitate the teaching/learning process through enabling the learners to memorize vocabulary items easily. The TPR is seen as very helpful and beneficial in teaching EFL young learners.

Aim of the study

This study aims to investigate the benefits of applying the total physical response method in teaching vocabulary to third year primary school pupils of Belouaar Abd Allah. It investigates the role of the method in teaching vocabulary, and how it helps students interact correctly with both teachers and with the target language.

Research question

The study endeavours to answer the following main question: What are the potential benefits of applying the total physical response method in teaching vocabulary to third year primary school pupils of Belouaar Abd Allah? To answer this main question, the study attempts to answer the following sub-questions: How far are the Algerian primary school teachers familiar with the total physical response? In which ways does the TPR method help vocabulary teaching and learning? What are the potential benefits of using TPR in teaching English vocabulary to young learners? And how can TPR prompt the interaction between the teacher and the learners of third year primary school pupils?

Studies related to the topic

This section presents some studies done by other researchers on Teaching Vocabulary Using the Total Physical Response Method.

1- EkaSafitri (2017) studied the implementation of total physical response principles in teaching vocabulary at elementary school. This study took place at SDN 3 MulyaAsri

elementary school. The study focused on 15 students of the fifth grade. The data was gathered using a vocabulary test and an observation sheets, and it was analysed through Paired Sample t-test. The results showed that there was a statistically significant difference of students' vocabulary achievement after the implementation of TPR principles, with $p=0.00<0.05$. The findings showed that after the implementation of TPR principles in teaching vocabulary at the fifth grade students of SDN 3 MulyaAsri. The students' mean score in the post-test improved from the pre-test significantly in which the improvement reached 15.60 points. In the pre-test, the highest score was 16, the lowest score was 7. While in the post-test, the highest score was 30, the lowest was 25. Relating to the previous researches about this topic, it can be concluded that TPR principles can improve students' vocabulary achievement.

2- Ajiwoju, Ajayi (2015) examined a research about the effect of the total physical response method on students' achievement in English vocabulary in junior secondary school in AkokoSouth Education Zone, Ondo State. The study adopted a quasi-experimental research design, also known as pre-test and post-test design, it involved two intact classes from each of the randomly selected schools. Purposive random sampling was used to select two schools for the study. The two intact classes randomly selected were assigned to experimental and control groups. The experimental group included 83 male and female students from schools located in rural and urban areas. The control group included 77 male and female students from rural and urban areas. The experimental group was taught English vocabulary using Total Physical Response method while the control group was taught English Vocabulary using Grammar-Translation method. Four different lesson plans for the two groups with the same instructional objectives and questions but different teaching strategies were developed. The major findings of the study were: Total Physical Response method had a significant effect on students' achievement in English vocabulary. Student taught English vocabulary with TPR method achieved significantly higher than their counterparts taught with grammar translation method. School location had a significant effect on students' achievement in English vocabulary.

3- Nuraen (2019) conducted a study that aims to describe the use of Total Physical Response (TPR) method on young learners English Language Teaching (ELT) at PantiAsuhanYauma. The method used in the research was descriptive qualitative. The researcher described the activities carried out by teachers and students by using TPR method. The data was collected from teacher and students in PantiAsuhanYauma Jakarta using an

observation in learning activities. The class consists of 30 students which their ages were around 5 to 11 years old. The instruments were pre-test and post-test with 2 (two) criterion being assessed, namely vocabulary and comprehension. They were divided into 5 (five) elements such as accuracy of word, understanding each word, word choice, understanding the meaning, and speaking easily. The results showed that there was an improvement in vocabulary score about 27.40 and comprehension score about 28.77. The study findings showed that when using total physical response the students enjoyed the learning process more and were active and excited to learn.

4- Octaviany (2006/2007) examined THE Application of the Total Physical Response in Teaching English Vocabulary to the Fourth Graders of SD NEGERI 04 KRAJANKULON KALIWUNGU KENDAL. The research aimed to describe the procedure of teaching English vocabulary to the fourth year students of Elementary School using the Total Physical Response (TPR) method and to identify the strengths and weaknesses points of using the TPR method in teaching foreign language vocabulary. The population of the study was the grade IV. There were 34 students; 18 girls and 16 boys at SD Negeri 04 KrajankulonKaliwungu Kendal. The writer carried out three steps. The first step was the pre-test. The second step was the action. The action was based on two sections and each section consisted of teaching and learning process and a test. The last steps were the post-test and answering questionnaire. The questionnaire was meant to answer the problems of the study. In order to analyze the data the writer used a descriptive qualitative and a simple quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students' achievement in the pre-test and post-test. The students' achievement in the post-test (90.1%) was higher than that of pre-test (44.51%). The average of the students' achievement in the first cycle was 87.06% and in the second cycle was 89.56%. Based on the findings, the researcher came to an end that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate the process of learning English vocabulary for them and it is highly recommended for teachers to use it.

Chapter one: Literature Review

This chapter presents the theoretical framework of the study. It gives an overview of the definition of vocabulary, types of vocabulary, aspects of vocabulary, the importance of vocabulary and how it can be taught. It also provides a general definition of the total physical response method, the objectives of TPR, the principles of TPR, teaching vocabulary through TPR, as well as the weaknesses and strengths of this method and finally the roles of the teacher and pupils in the classroom.

Vocabulary

1.1 Definition of vocabulary

Language is highly dependent on vocabulary. Structure, vocabulary and sounds make up language. Vocabulary itself is an important part of language learning because learning English requires mastering vocabulary.

There are many definitions of vocabulary. It is well known that learning and mastering vocabulary knowledge is not easy. Rather, it grows and deepens throughout life. When learning English for children and adults, learners need to understand words. According to some experts, the vocabulary has several meanings. According to Neuman and Drawyer, (2009), vocabulary can be defined as the words you need to know in order to communicate effectively. Spoken words (expressive vocabulary) and heard words (receiving vocabulary). (Hornby, 2006) defined vocabulary as "all the words a person knows or uses when speaking on a particular topic in a particular language". According to Ur (1995), "Vocabulary is the total number of words a person learns in a foreign language class."

Based on the above mentioned definition, researchers believe that vocabulary is an important part of a foreign language, and that both participants learn how to absorb and impart knowledge and information through speaking and writing. Thus, vocabulary is a fundamental component of language and must be mastered in order to be able to communicate-effectively with others. Listening, speaking, reading and writing are the four language-skill that manifest the use of vocabulary. The words you need to know to understand what you hear are called listening vocabulary. The words we use when we speak make up the vocabulary of our conversation. The words you need to know to understand what you read are called your reading vocabulary. The words we use when writing sentences make up the vocabulary of the sentence. As such, vocabulary plays an important role in the reading

process and greatly contributes to reader comprehension. Vocabulary is essential to the reading process and contributes greatly to reader comprehension.

1.2 The types of vocabulary

Vocabulary falls into two categories, productive vocabulary and receptive vocabulary. These types are described in detail below.

1.2.1 Productive Vocabulary

When learners speak or write, they often use productive vocabulary to express themselves. They usually use terms that are familiar to them. (Heiber and kamil, 2005,) define productive vocabulary as the set of words that a person can use when writing or speaking. These are well known, recognised and commonly used words. According to Hatch.E and Brown.S(1995) defines productive vocabulary as terms that learners know, pronounce correctly, and can use constructively in speaking and writing.

1.2.2 Receptive Vocabulary

A set of words to which a person can assign a meaning when heard or read is called receptive vocabulary. These are words that are unfamiliar to students and rarely used (Hiebert and Kamil, 2005). Receptive vocabulary is defined as words that students can recognise and understand when they appear in context, but cannot construct them correctly (Hatch.E&Brown.S., 1995).

1.3 The Aspects of Vocabulary

According to Paul Tarpey (2018,), the student must master her five vocabulary items which are: Meaning, spelling, pronunciation, word classes, use of language. These points are detailed below.

1.3.1 Meaning

Meaning is an important property that students should master because it relates to how words convey their meaning to language users. When a term is used in multiple contexts, it often has multiple meanings. For example, the noun "current" refers to the time period that is occurring. The term gift can also be defined as something usually given to someone on a special occasion. Therefore, understanding the meaning of words is very important for students as it helps them use and comprehend messages that appear in other contexts.

1.3.2 Spelling

It refers to the act, practice, ability, or subject of forming words with letters or of reading the letters of words.it can also be the forming of words from letters according to accepted usage.

When students encounter new terms for the first time, they need to know how to spell them. Spelling is the way a word appears (its spelling). Knowing how to spell words helps students spell words correctly in written language. Therefore, it is important for children to know how to spell words.

1.3.3 Pronunciation

As children acquire vocabulary, they also need to understand how the words sound (pronunciation). It helps students understand what the other person is saying. Incorrect pronunciation makes it difficult for someone to understand the term.

Therefore, knowing how to pronounce words correctly is very important for students to avoid spelling mistakes. Verbal communication requires understanding.

1.3.4 Word classes

A word class is a group of words. This is an important feature in semantic feature analysis. Words can be divided into categories of nouns, verbs, adverbs, adjectives, and prepositions. Therefore, the classification of words in language is determined by their function in communication.

1.3.5 Word use

The way a term is used within a language is called its usage. Word usage also involves grammar and may be subject to scrutiny Mardianawati (2012).

1.4 The importance of vocabulary

Vocabulary knowledge is often an important tool for second language learners, as limited second language vocabulary hinders communication. Vocabulary plays an important role in learning English. This is the element that unites his four skills of speaking, listening, reading and writing Huyenangga (2003) to master all these skills, students must have a good knowledge of English.

Students can easily acquire English skills if they acquire a sufficient amount of words. A good vocabulary makes it easier for students to express their thoughts in writing or verbally, and helps them understand what others are saying. Moreover, Wilkins (2002) also states that spending most of your time on grammar does not lead to significant progress in English. However, as you learn more words and phrases, you will notice noticeable improvements. Grammar can hardly express anything, but without words, nothing can be said. These sentences demonstrate the importance of vocabulary in language development. Vocabulary plays as important a role as grammar in this scenario. Lack of vocabulary poses many challenges for students learning English because without a good vocabulary it is difficult to

explain one's thoughts. Therefore, the importance of vocabulary in learning English is very important because vocabulary helps students acquire English skills. Wilkins (2002) claimed that spending so much time in learning grammar will not make the same improvement as spending time in learning vocabulary.

Some English learners say:

- Oral language is my weakness and I can't speak fluent sentences in English.

Sometimes I lack the vocabulary to help me express my opinion.

- I forget words immediately after looking them up in a dictionary, such as when reading an English book.
- I want to expand my vocabulary (I had to find this word in the dictionary). I often find it difficult to speak without words. "

Based on the above description, researchers can conclude that vocabulary plays a very important role in second language acquisition.

1.5 Teaching vocabulary

Teaching vocabulary is a difficult task, especially for children and entry level. In fact, foreign language vocabulary is essential. In other words, students learning English need to master vocabulary. It has a positive impact on learner skills (listening, speaking, reading and writing). Introducing new vocabulary is a challenge for most teachers. In some cases, clarify commonly used words such as translations, synonyms, verbal descriptions, etc. This makes it difficult for students to understand the terminology.

To become a professional teacher, you must decide how you will introduce new terminology. Sometimes both are appropriate, but sometimes there are more engaging, effective and memorable ways to introduce a new language and help students remember it. (Hill, 1992, p.112) identify the following methods of introducing new vocabulary:

1.5.1 Demonstrating

Teachers give verbal explanations, which should be complemented by physical demonstrations. It helps clarify ideas and cement terminology in students' minds. Students have difficulty recognising and understanding vocabulary when all terms are "explained" in the same way, whether translated or spoken.

1.5.2 Using the real thing

When teachers introduce new terminology, they bring the real thing into the classroom.

1.5.3 Drawing and sketching

The teachers always draw a basic sketch to demonstrate the meaning.

1.5.4 Using the black board to show scales and grades

Word like cool, orange (colour), or probably may be explained by presenting them with groups of related words

1.5.5 Antonym and synonyms

When introducing a new term, it is easier to use antonyms than synonyms. Teachers encounter difficulties when using synonyms. First, the language has very specific synonyms, and it's easy to give the wrong impression, such as equating "small" with "small." Second, it is often very difficult to find simple and appropriate synonyms that work for students.

1.5.6 The dictionary

The text should not contain many new words. One strategy for explaining topics that teachers too often ignore is to ask the class if anyone knows the word. Each student also learns outside the classroom. If not, have one or more students put the word in the dictionary and look it up. In this sense, the process of "learning new words" provides an opportunity to practice both learning and using the dictionary.

1.5.7 Verbal explanation

Some things in the language are best expressed by using them in different contexts and commenting on their usage to the teacher. It's important to use elements in multiple contexts to avoid accidental functionality in a given context. This type of explanation is very useful when dealing with common vocabulary items in functional education. Most function phrases are best explained with two or three examples and a description of the function being performed.

1.5.8 Translation

Some teachers overuse this method, while others underuse it. Some find it boring and traditional. However, for some words, translation is the only logical explanation. This applies well to certain jargon. For example, "measles" refers to an infectious disease characterised by small red patches on the skin, referring to terms beginning with "one kind." Example: There are many ways to describe new terms. Various factors need to be considered. Do students actively or passively use this word? "Does it focus on explaining unexpectedly difficult situations without interrupting the main flow of the lesson, or on the vocabulary you are learning?"

1.6 The techniques of teaching vocabulary

The main techniques of teaching vocabulary can be summarised as follow:

1.6.1 Context clues

Techniques for "guessing vocabulary" from context include enabling background information about the subject of the text, taking cues from grammatical structure, pronunciation, and punctuation, and exploiting the natural redundancies of surrounding words. For example, the reader should be able to deduce the meaning of workaholic from the following words: My father was a workaholic. He worked so long and hard that we didn't see him often.

1.6.2 Word morphology

Students can be taught to expand their vocabulary by combining word stems, suffixes, and affixes.

1.6.3 Mnemonic device

A mnemonic is a technique for memorising words. According to Nattinger.J (1988), many teachers refuse to use such devices.

1.6.4 Loci

It is a type of mnemonic that combines a list of words to remember with recognisable visual images such as rooms or popular sights. Each word is somehow associated with one of the components in the visual image, and the image is used to help recall the word.

1.6.5 Paired association

This strategy is similar to the use of loci, linking first and second language words that are similar in sound and meaning. Nattinger, (1988) uses the German word Schwarz for black, possibly related to the English swarthy.

1.6.6 Key words

Target vocabulary items are uniquely linked to their original language equivalents, such as learning that the Spanish word "Perro" means "dog". Noting that the first syllable of the new word sounds like a pear, one might imagine a giant pear-shaped dog waddling along the road.

1.6.7 Total physical response

The target vocabulary pieces are matched with corresponding physical action in this strategy.

1.6.8 Cognitive

Craik and Lockhart (1972) invented this method. For each word, students are asked one of the following control questions.

As an example:

1. Are there words there?
2. Does word printer use uppercase or lowercase?
3. Does it rhyme?
4. Does it belong to the ... category? 5. Are the following statements true?

1.6.9 Formal grouping

Vocabulary can be memorised by teaching students basic word forms and how to combine them with specific affixes.

For example, you can teach your students the meaning of words such as "tele" (distance) and "phone" (sound). Then give them a vocabulary list containing those words and ask them to rate the meaning of those compound words.

1.6.10 Word families

This approach is an extension of formal grouping. You can create exercises that show how word families are formed from single roots, such as: part, department, part, partner, participant, particular, particle.

1.6.11 .Historical, orthographical and similarities

This includes forming associations based on historical, orthographic, and linguistic similarities between related languages.

Languages such as Spanish and Italian and English and German have many words that have common or similar meanings, helping learners to expand their target vocabulary.

1.6.12 Collocation

Collocation is a commonly associated term. According to Nattinger (1988, p.63), exercise can be very helpful in building and strengthening these connections.

The total physical response method

Total physical response as a method of teaching English

Foreign language teaching can be achieved successively through several methodologies, where teacher should improve their methods and aims to emerge the learners language capacities, being a teacher of any foreign language is not an easy job, but it is a rewarding one, to have a passion for language for language and culture and a sense of interest for the learners and their developmental journey and academic path is an asset, therefore to be able to achieve these teaching goals effectively and positively the teacher must choose suitable method , where each case and each population and each level require a specific method or methods to reach high level learning outcomes. The total physical response is a method that well spread and known and a beneficial one and suitable for young learners or beginners.

Total physical response, method of teaching developed by the psychology professor James Asher , the method basically integrates two aspects , the developmental psychology alongside with the naturalistic process of language learning or what is known as the theory of language learning , the method is based on the idea of establishing cognitive content, bodily process(psychomotor) to ease and correlate the language learning process , where the teacher start by delivering language items and illustrates them , and expressing the items physically and then the actions are execute and performed by the student afterwards weather individually or in groups , the demonstrating and modelling of these items by the teacher make the meaning clear , and by emphasizing in the comprehension development before any target language production is required, Asher claims that many grammatical and vocabulary structure in the target language can be learned by the form of imperatives used and presented by the instructor , in other word building the coordination between speech and action .

The employment of the imperative in the process of language teaching and achieving comprehension first before production is a idea that not restricted with Asher only , it was proposed earlier by different scholars , it can be trailed to 1925 where Harold and Dorothy stated that language teaching must be ground upon the natural basis and not to require or expect productivity until the learner had effectively recognize all items and aspects of the language passively , the teaching procedure proposed by Harold and palmer is a simple set of comprehensive drills that taught orally , and a collection of exercises directed to the learners in classrooms , Harold and Palmer mentioned the term incubation period which is an important requirement to apprehend a language with all it regards Harold and Dorothy,(1925)

Asher in the Asher hand developed the method after his own observation to young children learning their native language or mother tongue , Asher stated through his experience that interactions between parents and children generally occur by speech form from the parents and a reaction form from children that is physical , therefore , based on the way the children learn their first language where the parents have conversations that include body language to the child , the parents in a way play the role of instructor and the child who respond physically is the learner , these instructions , reactions (conversations) continue until the child can actually speak , when he starts to speak the child will be already have taking in all the language and sounds , and the brain would have decoded all the patterns and then the child start to spontaneously reproduce the language . the idea of total physical response developed by Asher arose from the manner children acquire their first language Larsen-freeman, (2000)

This developmental lingual relationship is what TPR seek to parallel in the language learning process in classrooms sine total physical response is mostly functional in the very beginning stage of language learning , where TPR is based on doing something physical as a response to language , which make learning meaningful and easier , the purpose of teaching using the total physical response is to help student evolve their listening fluency , along with the other skills (speaking , writing) that planned to be learned after, because the ability to acquire a language through listening to the target language will automatically create positive effect on the other skill development (Asher, J.2003).

Backing to the point of new born baby where babies cannot memorize a set of words nor can speak the words he hear, the baby listen to the parents or the family member around and do things as a response to their declaration, and whenever the listening skill is fully developed the baby start developing the speaking skill on a regular basis Garcia, (2001).

Furthermore, TPR is a method developed to actualize and enhance learning, and language learning in particular, TPR can be used to ensure a joyful and stress free environment for learning and for learners to be able to freely communicate in the target language. Larsen-freeman(2000) state : the total physical response method was developed to decrease stress that learners face when learning a new language also to motivate students to carry on the studies of language beyond beginners level competence .

This method helps making students more active in the classroom and more engaged with the provided activities, especially in physical activities, TPR dictate that students must respond physically or using body movement to any commands from teachers who also must

plan and serve these commands (imperatives) in a clear linguistic form or items in order to be well understood, covered and memorized. Children devote months only observing and internalizing the rules of the language without even developing the ability to speak it, and the communication that occurs between parents and children must combine physical and verbal aspects at the same time. While children are most likely to have physical reactions to the parents' speech. (Diego, 2010).

Richard and Rodgers stated: total physical response as a language teaching method is based around the coordination of speech and action, and aims to teach language using physical activity (motor), assuming that the use of TPR as an activity can stimulate better interaction between teacher and students in the classroom (Richard and Rodgers, 1993).

Total physical response is a substantial way that helps students in the journey of learning English, it is a method that intends on making learning more fun, enjoyable and engaging, as well as helping with learner pronunciation and vocabulary.

1.2 TPR in teaching vocabulary

The fundament of language is vocabulary, therefore when teaching a new language vocabulary is the lead priority especially when learners are still in the early stages, where vocabulary can play a pivotal role defining the learning process, vocabulary refers to the words or terms used in a language, consequently in communication, vocabulary can affect both listening and speaking while communicating. Hornby's definition of vocabulary was "the overall number of words in a language, these words are stated with meaning".

And Ur said:

"Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

While there are several ways to initiate vocabulary and integrate it in the teaching process, it is most recommended arranging vocabulary items that are semantically related since the lexicon mental ability is well efficient and the all semantic items are automatically ordered in the brain, which is known as the lexical set, or grouping the items synonymously (same, close in meaning) is also an efficient way.

Regarding the method used, TPR is very recommended for teaching vocabulary, and teachers must follow the same process as parent-children learning process where parents give commands or perform actions and children respond physically as a prove they understand the action, the same implies for the teacher-student learning , when using total physical response to teach vocabulary the major aim is to provide a stress free, enjoyable environment in that order the following instruction may ease the process : the teacher first demonstrate in the learner native language to guaranteed full understanding , then asking one of the pupil to come along and perform the act demonstrated earlier while facing his classmates, and then he ask the other pupils to simultaneously perform the same commands, after multiples rounds the pupils master the new word command and the teacher move to a new one following the same steps but with another pupil, at the end the teacher write the new learned words through command in the board and the students copy on the notebook.

Upon these steps useful vocabulary can be easy to comprehend and learners will understand and perform vocabulary items in a physical form that allows them to extend their imagination because are more likely to understand a new word if it is presented or supported in a shape, a gesture and actions, that allows them to associate the concept with it real form

The steps above, if carried out sequentially enable the learners to better understand the new vocabulary items presented to them by their teacher.

1.3 Objective of total physical response

Enhancing learners' listening skill: listening is the first and most important skill in the operation of language acquisition, where student develop listening before the speaking skill .when one is aiming to learn a new language , the learning cannot be achieved starting with only speaking , listening must occur first ,and after listening learners can respond physically to any spoken language of their instructor .

Teaching oral proficiency at early level : aiming help learners who are already productive to furthermore communicate without any restrictions and to be able to use language that is comprehensible to a native speaker (Richard and Rogers ,2001). (Cirafesi, 2001) also stated that the main goal is to incorporate the language which means to learn a language in a way that allows using it in a variety of situation .

Using comprehension as a manner to speak : where teachers aim to teach basic speaking , communication skills , it is attained through exposing learners to carefully selected vocabulary and grammar structure and as the exposed materials keep gradually increasing and

climb complexity each new lesson will be build upon the lesson before it ,Lightbown and Spada, (2006) .

Using action based drills that are in the imperative and help productive learners who are already able to communicate to learn as similar to a native speaker.

1.3.1 Brain lateralization

Asher believes that TPR is related with the right-brain learning, where the language teaching approaches are mainly focused on left-brain Asher,(2009).

Asher demonstrates that the human brain is divided into two hemispheres. According to function and where the language activity is centered. Whenever a child learns a language skill, it mainly acquired through motor movement and thus activates the right-brain. Meanwhile, the left side of the brain watches and learns and processes the language for later production, because the activities that are centered in the right-hemisphere occur earlier than the ones centered in the left one therefore it can process language for it production Richard and Rogers, (2001).

Likewise , the FL learner can proceed to a level of proficiency through the right hemisphere motor based activities , meanwhile the left hemisphere at this point simply observe learning , when sufficient amount of learning had happened in the right one the it will start to alarm for production of language as well as initiating other more language operations .

Asher claims that understanding of an utterance can be clear and understandable only after one exposure, that is the goal of total physical response is to construct a brain bridge linking between speech and action, to boost language and vocabulary learning Asher ,(2009).

1.4 The principles of total physical response

The fundamental principles of the TPR are concluded from theory of learning, from brain researches and developmental psychology (Richard and Rogers, 2006). Where Asher claims are learning a foreign language is interchangeable with first language acquisition, where acquiring the native language or the mother tongue , comprehension comes first along with physical response to commands then speaking and verbally responses , comprehension is an important factor in learning and movement and suggestive gestures should be blend along with listening comprehension in order to improve memorization at the long-term . Since the brain allows information to be processed faster when it followed with gesture or movement. Accordingly TPR aims to develop the communication skill (speaking) which can be realized

by displaying learners with well selected grammar and vocabulary. Lightbown and Spada (2006).

Asher draw the following principles relating in three hypothesis of learning, first: there is an inbred bio-program in language learning that contain specific process that state that a child have the ability to develop the listening skill and comprehension before the ability to develop speaking. This comprehension ability is obtained by physical responses to imperatives or commands therefore allow speaking to develop naturally.

Second: the total physical response approach is functioned by the brain right side which is unlike other language teaching approaches, where the right brain and its related activities allows the brain to section the four language skills separately.

Third: language learning for natives is the process that take place at a stress-free environment , and such conditions should be provided when learning a new language , and TPR ideally aim to achieve those condition by lowering anxiety by putting the focus on the meaning instead of grammatical structures.

Asher proposes three main principles for the method at first that would verify his beliefs towards language learning:

- Stress comprehension rather than production.
- Obey the here and now principles.
- Comprehension by listening to and carrying out instructions couched in the imperative.

Later on, and digging deeper into the method and all its dimensions the principles expand even more and a more close consideration occurred, resulting the following principles:

1.4.1 Comprehension before production :where students are not asked to be productive until they are ready , and their allowed to only observe and take in the target language and impute it through listening and comprehending it , and by watching the teacher bodily expressing commands and modelling them , the learner who is in a silent period can put action into place .

1.4.2 Stimulating memory with psychomotor associations: language provided from a teacher in imperative in accompanied with body gestures and physical movement, In order to recreate how children learn their native language, for beginners the instruction given while

learning a language should be directed to the brain's right side, since the right side is who control nonverbal communication.

1.4.3 Listening ought to be developed before speaking: when the listening comprehension is achieved, that the point where speech will develop naturally and effortlessly

1.4.4 .Unassuming self-correction in early stage : Asher claims that letting learners talk freely without any expectation or demanding self correction is crucial to decrease the learner anxiety to making mistakes , and whenever the learner confident is built up then it is okay to adjust their strategy and aiming to approximate native speakers . Asher believes that focusing on correction free start process have a positive effect in the later stages while a mistake-free production which is close to impossible will threat their progress and even could drive learners to give up. Asher,(2009)

1.4.5 Inductive teaching of grammar: where target language is introduced as wedged, and focuses more on the meaning rather than the form.

1.4.6 Second language learning is parallel to first language learning: it is better seen to reflect the same naturalistic process and psychological stage that little children go through learning native language with a second language learning (learning is similar to acquisition)

1.4.7 Reducing the learner anxiety and stress: it can be achieved by not obliging and expecting from learners to be able to produce in the language they are learning. The teacher commands and instruction should be clear and easy, that will make the process enjoyable and enhance the learner confidence and desire for learning.

1.4.8 Choosing the grammatical structures and vocabulary items that are recent and relating to the classroom: using imperative and correct nouns, and mirroring language with action which allows learner to use imagination to put the linguistic items into perspective

From the principles introduced above it can be summed that there is a higher chance for student learning new language to understand the new grammatical structures, linguistic items and vocabulary more easily following the principles of TPR.

Furthermore , it better and indispensable for teacher of English or any foreign language to carefully read and digest these principles of total physical response before applying them in their classroom, since it is necessary to understand these principles in order to be applicable for second language classroom use .

1.5 Strategies of TPR

1.5.1 Using commands in action sequences: the use of commands in teaching can be an important strategy of the method (Larsen-freeman, 1986). Teachers model the commands physically and perform specific actions for the learners to link the word meaning with its physical expression, and learners execute the commands alongside with teacher or as a response to him, and later on when students begin to speak they will be able to perform same commands as they have learned from the teacher or to each other, the commands are presented in progression order, Asher suggests that the order should not be repeated and teachers should differ the sequence, avoiding memorization with fixed sequence. and suggests that when teaching young learners commands the teachers approach should be fun and amusing in order to make desirable learning process.

As Asher claimed commands are used to communicate the grammar features with vocabulary. And they can be segmented in the following regards:

1.5.1.1 Imperative commands:

a) **Moving whole body or parts of body:** sit down, jump, run, and touch your nose ...etc.

b) **Commands to move things (manipulative):** lift the book from the table, turn the chair around ...

c) **Moving abstractions/pictures:** draw the same picture of the animal, put the drawing of the teacher in the picture of the school.

d) **Action sequence (series of commands or operations):** it should be based on several familiar day to day activities, e.g. : doing homework, cleaning the board, eating dinner, playing outside, that are divided into separate commands e.g.:

- _ raise your sleeves.
- _ turn on the water
- _ put your hands under the water
- _ put a bit of soap
- _ rub both hands together
- Run your hands under water
- _ dry your hands with towel

1.5.1.2 Role reversal: when learners feel ready and confident to speak, they can take the task of giving commands to the teacher in classrooms.

1.5.1.3 Conversational dialogues and role plays: this process can be postponed until receiving a good amount of instructions or until learner achieve a specific expected level of proficiency in the target language, only it should be devoted and related to and every day situation .

1.5.1.4 Slide presentation: that are used to deliver a visual approximate .and the teacher narration should be followed by commands or questions in order to confirm understanding .

1.5.1.5 Compiling language experience stories:it can be a group work, where learners are asked to narrate a shared experience, and retell to story and react it if possible.

1.6 Advantages and disadvantages of total physical response

1.6.1 Advantages of TPR

- It is fun and enjoyable method of learning for pupils.
- It helps learners memorize the vocabulary provided by the teacher better.
- It is the best way to teach kinaesthetic learners, those who learn better by the involvement of the physical activity.
- It does not require a lot of preparation and material, as long as the teacher knows and is competent of what they will teach and practice, it will not be a challenge for them to get ready in a short time.
- It is a very functional method to teach adolescents and children.
- It includes both left and right brained learning.
- In TPR, the size of the class does not matter as long as the teacher is ready to lead and the learners are ready to follow.

1.6.2 Disadvantages of TPR

- Since this method requires physical actions and body movements, sometimes students may get distracted and do not give attention to the teacher and the lesson being taught.
- It is not a broad method that can be used to teach everything.
- This method is enjoyable and fun, it can be used from time to time to break the boring environment in the classroom, and overusing it would make the class tedious.
- Shy students may feel embarrassed and struggle to interact with the teacher and classmates, and it may cause a retraction in their grades.

- It should be combined with other approaches, since it may sometimes be limited and cannot cover everything.
- This method does not give the opportunity to the student to demonstrate their feelings, views, and thoughts. Therefore it is not a creative method to teach.
- It is very easy to be overused.
- It sometimes become a hard work for teachers to dominate a big class using TPR, so he/she would have to use other techniques to control larger groups of students.
- Teachers may encounter discipline problems among students when using TPR.

1.7 The role of the teacher and the student

1.7.1 Role of the teacher

The main principle of TPR is to create a positive, enjoyable, and creative learning environment. According to Larsen and Freeman (2000) the teacher is considered as the students' behaviours director in the classroom. The teacher is expected to be the language provider and stress eliminator. For that reason teachers should be well-qualified and well-skilled and has a good knowledge about how to deal with all types of students. The teacher is the one who decides the content of the lesson and what materials can help deliver the information better.

1.7.2 Role of the students

The learners' main role is to listen to the teacher and physically perform what they are asked to do. According to Richard & Rogers (2001) and Dettenrieder (2006) the student goes through two stages of learning, in the first stage the learner is supposed to listen to the delivered language by the teacher. Whereas, in the second stage the learner is expected to respond physically and speak whenever he/she feels ready. According to Larsen and Freeman (2000) students imitate the body language and the non-verbal model of their teachers, and by this they will help their teacher by directing other students.

Chapter two: Research methodology

This chapter presents the practical part. It provides an overview of the research design: research tools, population, description of the third year primary school textbook, description of unit three, lesson plan, and data analysis.

1. Research Design

This research uses a qualitative method design to collect and analyse data.

1.1 Data collection

1.1.1 Research tools

The data of this research was collected based on two different data collection tools:

1.1.1.1 Questionnaire

This study adopted two tools to collect data. A questionnaire was handed to third year primary school teachers of Bordj Bou Arreridj. The questionnaire contained 22 questions. It was divided into two sections: open ended questions (6 questions) and close ended questions (16 multiple choice question).

This tool is used to gather different point of views from the different primary school teachers

And to know if all the teachers found out that the total physical response method is helpful

For teaching vocabulary and to know if they often use this method.

1.1.1.2 Observation

The observation was based on a checklist that aimed to observe the role of the teacher and how students interact with the lesson provided to them, and how the teacher uses body language and physical movements in order to deliver the lesson.

This tool is use to observe the interaction of the pupils during their regular sessions .If the teacher ever uses this method and if the teacher is using this method while teaching vocabulary.

1.2 Population and sampling

This study conducted a purposive sampling technique, targeting the third year primary school pupils and primary school English teachers in different places in the province of Bordj Bou Arreridj.

1.2.1 Teachers

The questionnaire was handed to 16 teachers of 3rd year in different places in the province of Bordj Bou Arreridj. They were not asked to mention their names to protect their privacy in order to feel comfortable while answering.

1.2.2 Pupils

The observation took place at Belouaar Abd Allah primary school, two classes were being observed from February 7th to March 7th, each class contained 24 students.

Data analysis

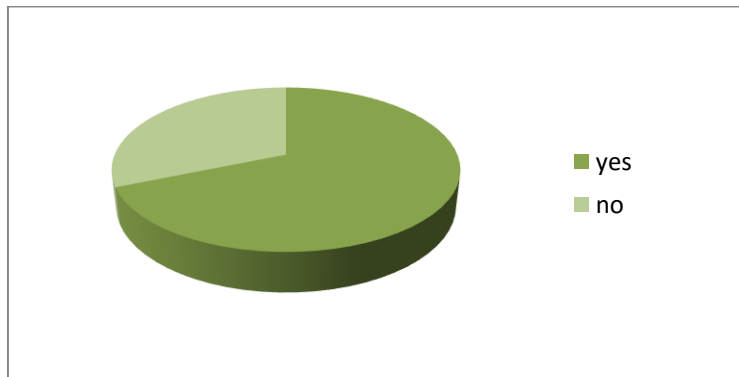
Questionnaire analysis

The questionnaire conducted two different types of questions open-ended and close-ended questions.

Close-ended questions

Question 01

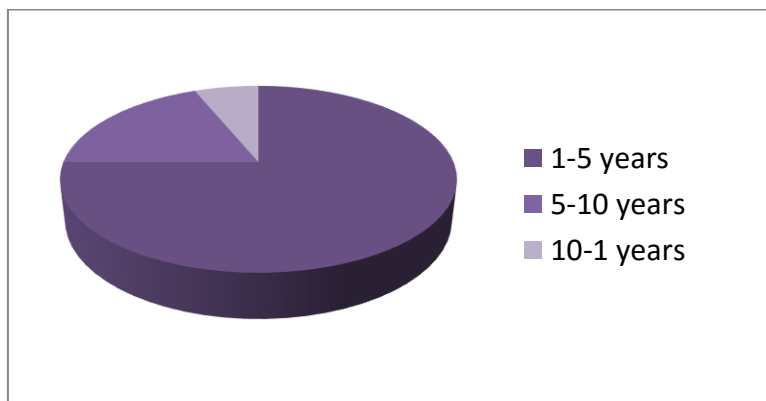
“Is it your first time teaching English to young learners?”



This question aimed to know whether the teachers have an experience in teaching English to young learners or is it their first time dealing with pupils. The analysis showed that 68.75% (11 teacher) of teachers answered that this is their first time teaching English to young learners, 31.25% of teachers (5 teachers) answered that this is not their first time teaching English to young learners.

Question 02:

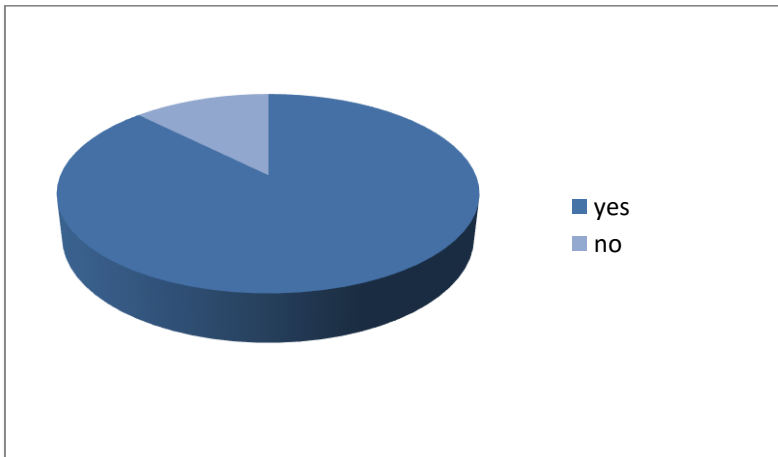
“How long have you been teaching English to young learners?”



This question aimed to have an idea on the year of experience of the teacher. The analysis showed that 12 participants answered with “1-5 years” (75%), 3 answered “5-10” (18.75%), and 1 answered “10-15” (6.25%).

Question 03:

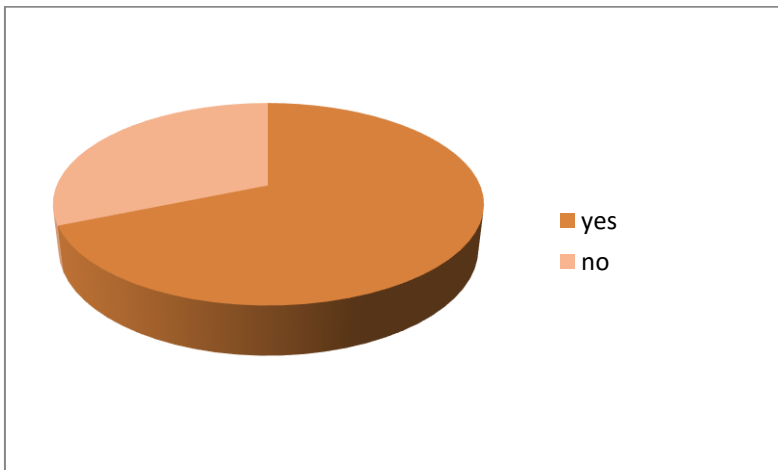
“Do you know what the total physical response method is?”



This question aimed to identify the familiarity of the total physical response method the Algerian primary school English teachers. The analysis showed that 87.5% of teachers (14 teacher) know what the total physical response is, meanwhile 12.5% of teachers (2 teachers) do not know what the TPR is.

Question 04:

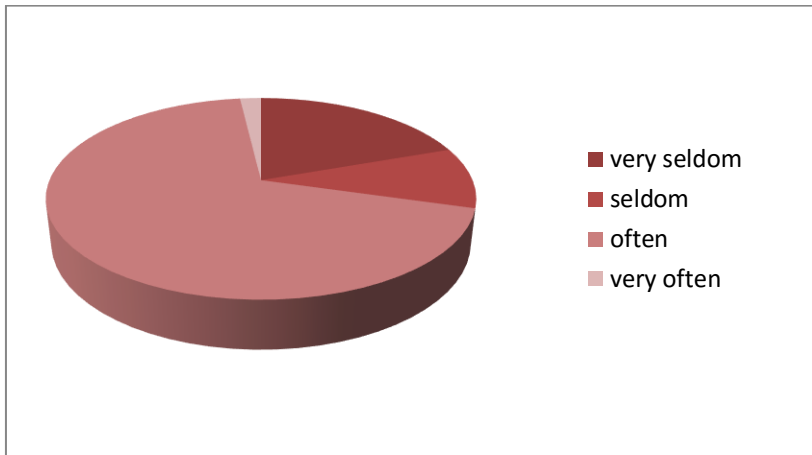
“When using body language and physical gestures and movements in teaching, were you aware that those are the main principles of the TPR method?”



The main aim of this question is to know whether teachers are aware of the TPR principles or not. The analysis showed that 11 participants answered with “yes” (68.75%) and 5 answered with “no” (31.25%).

Question 05:

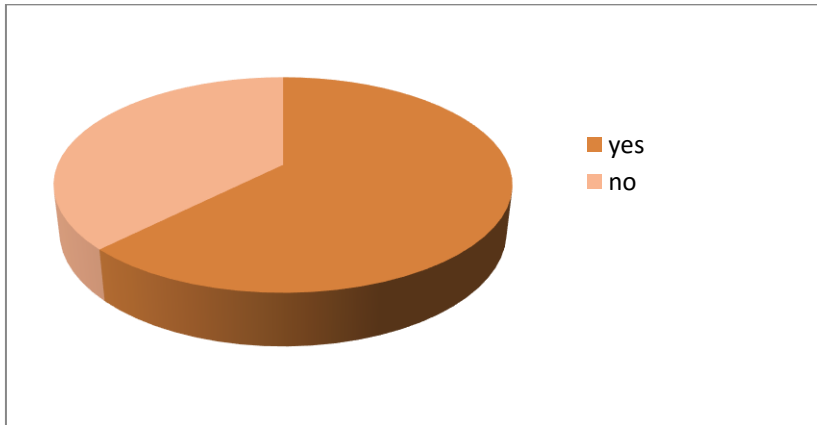
“How often do you use the total physical response method in the class?”



This question aims to know whether TPR is always used in the classroom or is it rarely used. The analysis showed that 12.5% of teachers (2 teachers) use the TPR very rarely, 6.25% of teachers (1 teacher) rarely use it, 43.75% of teachers (7 teachers) often use it and 37.5% (6 teachers) of teachers use the TPR very often.

Question 06:

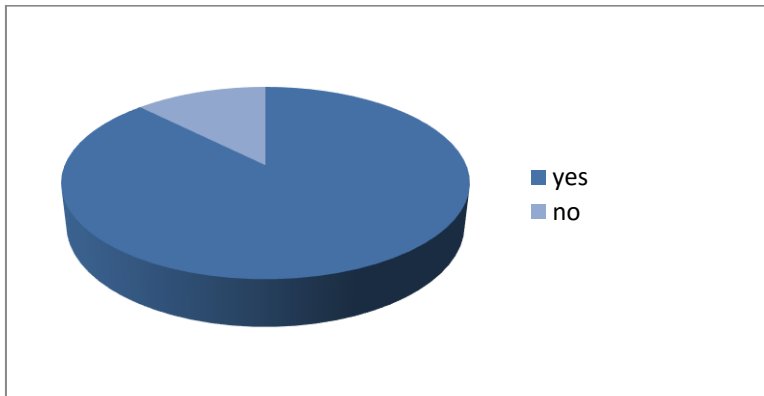
“Do you blend TPR with other methods? If yes mention what method”



The main aim of this question is to figure out whether the TPR can stand alone as a teaching method or it should be combined with another method. The analysis showed that 10 participants answered “yes” (62.5%) and 6 answered “no” (37.5%). Those who answered with yes 30% of them said that they blend the TPR with the Communicative approach, 40% of them mentioned that they use the TPR side by side with the Competency based approach, 10% of them mentioned that They use the Translation Method blended with the TPR, and 20% of them said that They blend the TPR with the Direct Method.

Question 07:

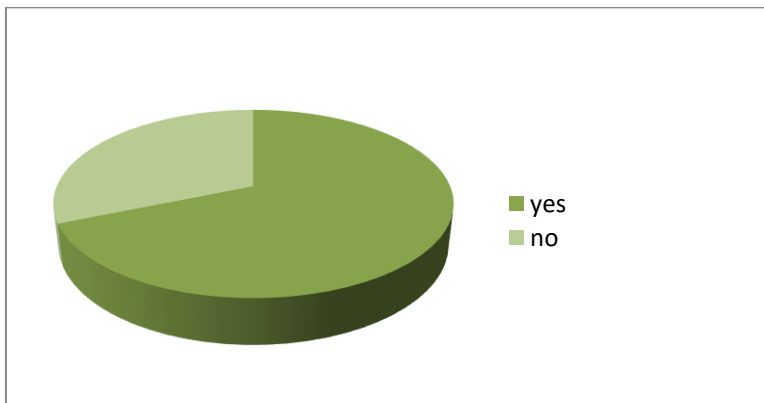
“Do you find the TPR method beneficial to teach vocabulary?”



This question aims to recognise the benefits of the total physical response method. The analysis showed that 14 participant (87.5%) find the TPR beneficial, whereas 2 (12.5%) do not think that TPR is beneficial.

Question 08:

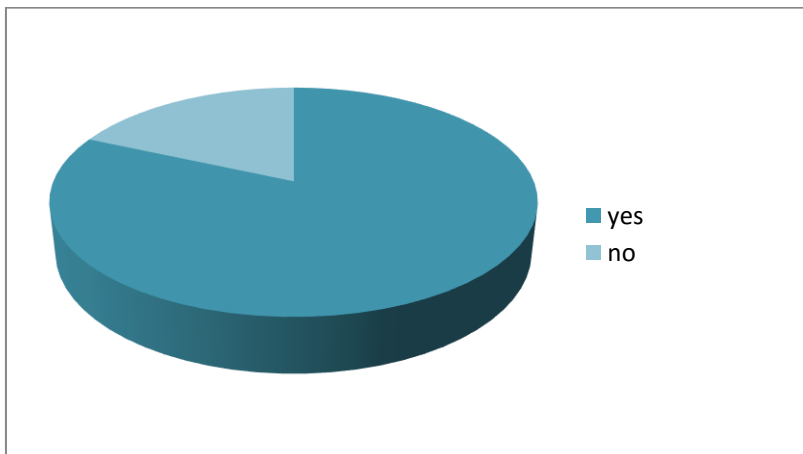
“Do you think that TPR is suitable to teach all the vocabulary students are expected to acquire in the 3rd year primary school curriculum?”



This question aims to state whether the total physical response method can cover all the vocabulary including verbs, nouns and prepositions or it can only be applied to teach certain vocabulary. The analysis showed that 11 Participants answered “yes” (68.75%) which means they think that TPR is suitable to teach all the vocabulary. On the other hand, 5 answered “no” (31.25%) meaning that they do not think that TPR can cover all the vocabulary.

Question 09:

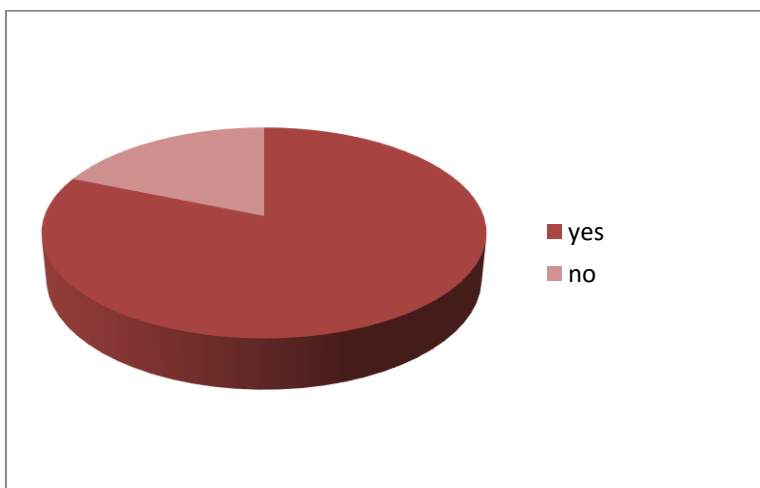
“Do you notice a difference in the pupils’ interaction when using the TPR?”



This question aims to see whether the use of TPR by the teacher can influence the pupils’ interaction. The analysis showed that 13 participants answered “yes” which means 81.25% of the teachers notice a difference in pupils’ interaction, whereas 3 of the participants answered “no” meaning that 18.75% of the teachers do not notice any difference.

Question 10:

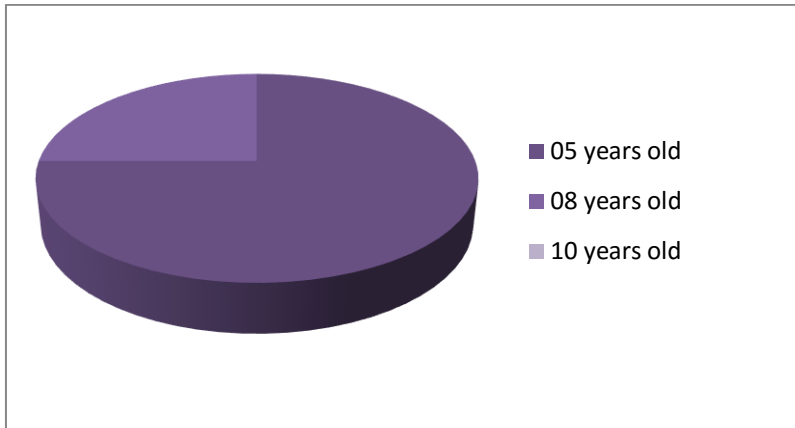
“When asking a question using TPR do you notice your pupils responding using TPR as well?)



The aim of this question is to see whether the learners imitate their teacher while responding to their teacher’s commands. The analysis showed that 13 participants(81.25%) notice their pupils responding to them using TPR, whereas 3 participants (18.75%) do not notice their pupils responding using TPR.

Question 11:

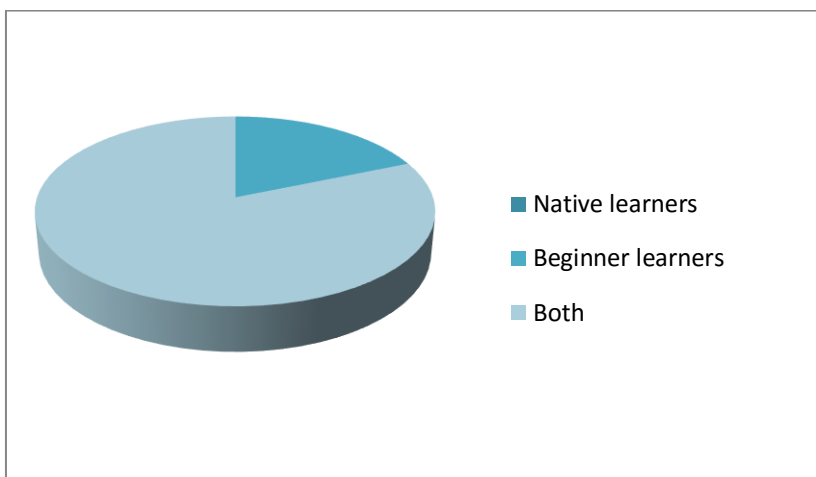
“At what age do you think kids can start learning English through TPR?”



This question aims to know at what age kids can start learning languages through involving their body. 12 participants answered “05 years old” (75%) and 25 answered “08 years old” (25%) and 0% of teachers answered “10 years old”.

Question 12:

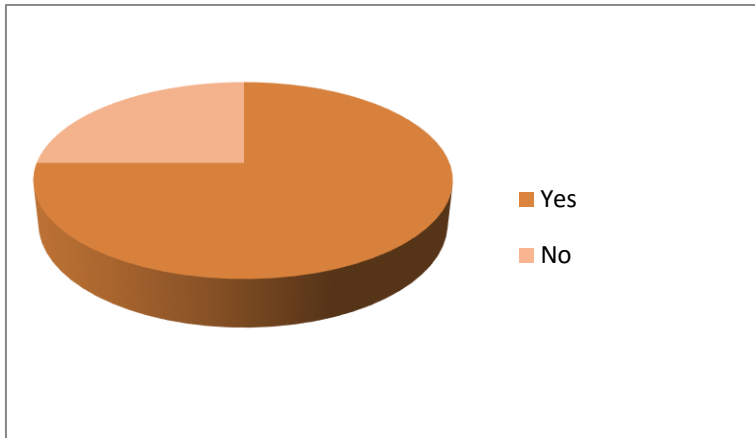
“Do you think that TPR can only be applied with native learners or beginner learners of English?”



The aim behind this question is to know what category of learners can acquire language better through TPR. The analysis showed that 18.25% of teachers (3 participants) think that TPR can only be applied with beginner learners; on the other hand 81.75% of teachers (3 teachers) think that TPR can be applied on both beginner and native learners. 0% of teachers think that TPR can only be applied on native learners.

Question 13:

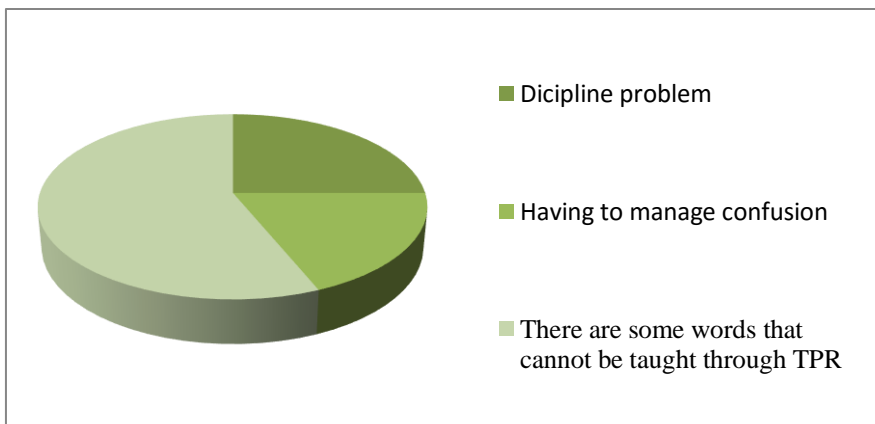
“According to the unit taught in the 2nd term (3rd unit: My home) do you think that TPR is up to standard for teaching terms related to the unit?”



According to the notes taken through the observation the researchers noticed that there are some terms that cannot be expressed through physical gestures this lead to proposing this question. The analysis showed that 75% of teachers think that TPR is up to standard for teaching terms related to unit 03; on the other hand 25% of teachers think that TPR cannot cover all the vocabulary in unit three.

Question 14:

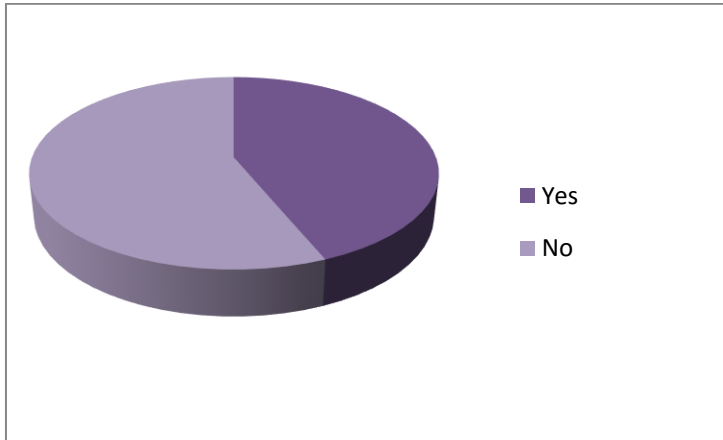
“What problems do you encounter while using this method?”



This question aims to know what problems the teacher may encounter using the total physical response method. The analysis showed that 4 participants(25%)answered “discipline problems”, 3 participants (18.75%), answered “having to manage confusion” and 9 participants (56.25%) answered “there are some words that cannot be taught through TPR”.

Question 15:

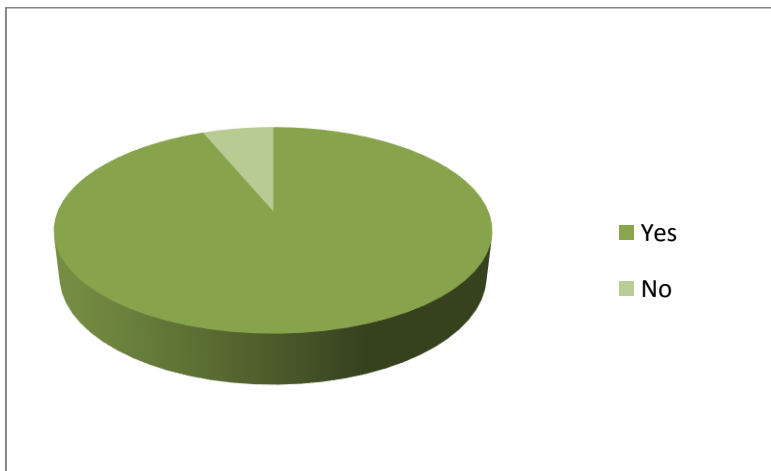
“Do you think pupils can acquire language just as well as if no significant body effort takes place?”



The aim behind this question is to see whether teachers notice the same result in the language acquisition if no significant body efforts take place. The analysis showed that 43.75% of teachers (7 teachers) think that pupils can acquire language just as well as if no significant body effort takes place, whereas 56.25% of them (7 teachers) think the opposite.

Question 16:

“Do you support using TPR when teaching English vocabulary?”



This question aims to know if teachers would recommend using the total physical response method to teach vocabulary or not. The analysis showed that 93.75% of teachers (15 teacher) support using TPR whereas only 6.25% of them (1 teacher) do not recommend using it.

Open-ended questions

Question 01

“From your own experience, how does the TPR effect your pupils’ understanding?”

This question aims to point of views on how TPR can effect the learners’ understanding. 31.25% of teacher said that using TPR facilitates the teaching and learning process, 18.75% of teachers mentioned that using TPR reduces the anxiety and stress of learning a new language, 25% teachers said that TPR aids students memories vocabulary better, and 25% of teachers said that this method soothes the lesson and makes the learning process pass rapidly.

Question 02

“Order these language learning skills based on their priority to be taught through TPR:”

a- Listening

b- Speaking

c- Reading

d- Writing

This question aims to figure out what skill that can be developed better through TPR. 37.5% of teachers ordered the skills like so “Listening, Speaking, Reading, Writing”. 18.75% of answers were “Listening, Reading, Speaking, Writing”. 18.75% of teachers answered “Speaking, Listening, Reading, and Writing”. 6.25% of answers were “Listening, Speaking, Writing, Reading”. 6.25% were “Listening, Writing, Speaking, Reading”. 6.25% of answers were “Writing, Listening, Speaking, Reading”. 6.25% of teachers answered “Speaking, Listening, Writing, Reading”.

Question 03

“What challenges do you face when teaching letters and terms that are pronounced similarly?”

The aim behind this question is to know what challenges the teacher encounter when teaching letters and terms that are spelled similarly. 68.5% of the teachers mentioned that the main challenge that their pupils encounter while learning new vocabulary is mixing between

pronouns such as “them/they”, mixing between letters in pronunciation “P/B” and in writing “p/q”. On the other hand, 31.25% of teachers brought up the challenge of the confusion between English and French words that are pronounced similarly such as “Sunday/Samedi”.

Question 04

“Can you give an example about how do you assess your pupils’ understanding after using TPR?”

The aim behind this question is to know how teachers assess their pupils’ understanding after using TPR. 12.5% of the teachers claimed that they use activities that has pictures to assess their students, 6.25 of the answers focused on assessing the four skills (speaking, reading, writing, and listening), 50% of the teachers mentioned that they assess their students with the traditional tasks in the classroom, 12.5% of answers were about the CCQ which refers to “checking comprehension questions”, and 18.75% of teachers mentioned that they assess their students through homework, quizzes, and exams.

Question 05

“In your opinion is TPR specified only for teaching languages or it can be applied in other school subjects?”

This question aims to state whether TPR can be broad and covers all school subjects or is it specified only with teaching languages. 62.5% of teachers said that it is better to use the total physical response method in teaching languages, whereas 37.5% of teachers said that TPR can be used in other fields such as mathematics.

Question 06

“Any closing thoughts you would like to share?”

The aim behind this question is to give the participant to add any thoughts they would like to share. The majority of teachers said that TPR is a very important and useful method that can be used to improve the learners’ language skills; it is considered as a bridge between the beginner learner and the language itself. It helps, motivates, inspires, and attracts the learners’ attention.

Observation analysis

Observation of the unit

The teacher introduced the unit by presenting terms related to the unit (my home) and asking the learners questions about house and houserrooms, the teacher pointed on the

classroom to show them that this is a room, then he asked them how many rooms do they have in their houses, and each learner respond with a certain number using their fingers to show this number, in general the session took 45 minutes. The teacher finished the session by giving his pupils a task to do, the task was about writing a paragraph in which each learner introduces what he has learned about house and houserooms.

Observation grid

To investigate the benefits of the total physical response in teaching vocabulary, an observation grid with different criteria and principles of this method was designed. These criteria cover comprehension, action modelling, body gestures, physical reaction and response of pupils as well as the teacher's role in this method. The time frame of our observation took four weeks during with a check the presence of these criteria listed above and thus analysed below

Analysis of the observation grid

Interaction

This research was realized by a class of twenty four pupils their ages were between 8 and 10 years old. Indeed, pupils were both desiring to learn the English language and afraid of facing difficulties in this new language. The unit, *my home*, was a great subject that needs the total physical response to be expressed. Besides, the teacher played a crucial role in applying this method perfectly. The research took almost one month from the 5th February to the 5th march 2023. The vocabulary of chosen unit to observe "My Home" cannot be fully covered by the total physical response method because there are some terms that cannot be expressed through physical movements. The research was observed as the follow:

Lesson 01: the first lesson took place at Belouaar Abdullah primary school on February the 7th 2023 "I read and discover" it was about the difference between the letter B and P. at first teacher greeted the pupils by waving her hand, the student understood the gesture and greeted her back, then she said "stand up" and moved her hand up in order to express this action, the pupils immediately understood what she they were asked to do and did so, she repeated the same thing with the term "sit down". The teacher started the lesson by writing the date on the board then she wrote the statement "the pen on the bed" and highlighted the letter B and the other letter P. she read the two letters and asked her pupils to repeat multiple times after her in order to distinguish the difference between the pronunciations of the two sounds. At the end of the session the teacher gave her students a task to do in order to make sure they understood the lesson.

Lesson02:the second lesson took place also at Belouaar Abdallah primary school on February the 14th 2023. The teacher expressed her greeting by waving her hand and said “hello” then the pupils waved back. She has done a quick revision of the previous lesson then she started the new one by sticking two pictures, the first picture represents a boy (a brother) the next picture represents a girl (a sister) she said the brother is sitting opposite to the sister and she used hand to express this action, she also pointed at the school and the garden to show the pupils that this is the meaning of “opposite to” .She pointed on one of her pupils and his classmate and said Youssef is sitting next to Ali to show them the meaning of the expression “next to”. At the end of the session the teacher asked her students to do task 5 page 31, then she invited two pupils to do a role play using the new terms “next to” and “opposite to”.

Lesson03:the third lesson took place at BelouaarAbd Allah primary school on February the 28th 2023. The teacher greeted his pupils and welcomed them then done a quick revision of the previous lesson. After that the teacher played a song related to the term house and the pupils enjoyed it. She pasted flashcards of both house and flat on the board to show the difference between this two vocabularies then she asked them where do they live? flat or house? The pupils responded whether with flat or house. She also asked them to open their books on page 30 and asked them how many bedrooms are there? Then pupils respond chorally and individually using their hand and fingers to express the number. At the end of the session the teacher described his own house and expected the same from her pupils, so he asked his pupils to practice describing their own house or flat through pairs and groups.

Lesson 04: the last session took place at BelouaarAbd Allah primary school, on the 5th march 2023, the session was a revision for the whole unit “My Home”, the teacher started the session as usual by greeting her students then she took a picture of a kitchen and asked pupils “what is this?” she repeated the same thing with all the houseroms: “dining room, bathroom, toilet, living room, garden and bedroom.”. After that, she asked “where is mum?” “where is dad?” and took a picture that represents a father and asked “what is the appropriate pronoun for this: she or her ?”. At the end of the session the teacher gave her pupils a sheet of paper that contain activities related to the whole unit my home in order to asses them.

Description of the textbook

“My Book of English” explains the English studies syllabus for the Third Year Primary School Education. The authorship of this book goes to Tamrabet Lounis (head of the project and curriculum designer) and Chenni Abdelfateh (teacher trainer and material writer), it was set down by the ministry of education in 2022. “My Book of English” mainly aims to enable the Algerian child to be open up more to the world and benefit from direct scientific

knowledge, since English is the first global language of technological innovations, commercial exchanges, and of the intellectual and cultural communication. This will absolutely assist the Algerian young learner to integrate in an early and smooth manner in the global movement and evolution and knowledge transformation.

The textbook's front page presents the title of the book and two young students (male and female) carrying school bags on their back and wearing the school uniform (pink for the girl and blue for the boy). It also presents salutation terms as a beginning of a conversation between the two students.

In the following page there is a title of the book and a sentence that shows to whom this book is directed, and then a credit to the authors of the book (Tamrabet Lounis the lead of the project and curriculum designer, and Chenni Abdelfateh a teacher trainer and material writer) then the content of the book on page six represents six floating balloons each one describes the title of a unit and the page number.

Unit 01: Me, My family, and my friends (page 08).

Unit 02: My school (page 19).

Unit 03: My home (page30).

Unit 04: My play time (page38).

Unit 05: My pets (page45).

Unit 06: My fancy Birthday (page 52).

And from page 57 to 61 it contains phonetic activities, and the last page presents the Pictionary year project.

Description of the unit

My Home is the third unit in "My Book of English" p. 30 to p. 37. It targets different topics that are well chosen and sorted out that provide beneficial and practical use of the language and fitted to the level of third year student..It contains two sections, each section contains four parts and each part has rubrics and communicative objectives and procedures for the first section there is four parts each one with individual rubrics, the first rubric in part one "I sing

and have fun, the second “I listen and repeat”, with the communicative goal of naming rooms in the house, and the following procedures: songs related to house rooms, flashcards related to house rooms, choral and individual repetition, verb “to be” in the present simple, demonstrative pronoun -this- ,articles –a- and –an- .

The second part with only one rubric “I read and discover”, the objectives are: phonics (words related to house) and the following procedure: discover the relationship between the grapheme and phoneme, pupils will be able to spell letters of words related to house correctly. The third part rubrics “I read and write” and “I sing and have fun”, handwriting is the objective, and the procedure is: flashcards, words related to houserrooms, letters n,b,r- , read and sound the letters n,b,r- , write the letters with finger in the air, apply the features of writing letters appropriately (sizing, spacing and alignment), song related to house rooms. The fourth rubric “I play roles” with the objective of locating people inside a house and the following procedure: flashcards, words related to houserrooms, role play, WH question where, preposition of place in, task 7 page 32.

The second section contain three parts, part one with two rubrics “I sing and have fun “ and “I listen and repeat” , the objectives are the same : naming rooms of the house and the procedure is as follow : song related to houserrooms ,flashcards related to rooms of house , words related to house rooms , choral and individual repetition , verbs to be in the present simple , demonstrative pronoun this ,articles –a- and –an- .

The second rubric “I read and discover” with the communicative objective of phonics p/b and the following procedure: flashcards words related to the topic contains p/b, and task 2/3 p 35. The third part with two rubrics “I read and write “and “I sing and have fun” with the objective of handwriting n/p/r and the following procedure: flash cards, words related to houserrooms, letters N/B/R, read and sound the letters N.B.R, write the letters with finger in the air, apply the features of writing letters appropriately (sizing, spacing and alignment), song related to house rooms.

Lesson plan 01

Unit: My Home.

Topic: phonetics (B/P).

Level: 3ps.

Age: 8 years and above.

Date: 07 Feb. 2023.

Duration: 45 minutes.

Specific Objectives: By the end of the lesson, the learners will be able to discover the difference in pronouncing B/P.

Materials: Flashcards / White board/Student manual.

Domain(s): Oral – Written.

Cross curricular competencies:

- Intellectual competency: Demonstrate understanding of the strategies of decoding symbols.
 - Methodological competency: Employ the strategies of decoding symbols as required.
 - Communicative competency: Communicate the decoding strategies to peers.
 - Personal and social competencies: Consider the strategies of decoding symbols to achieve others? understanding.
- **Warm up (5 min):** the teacher greets the pupils than she done a quick reminder of previous lesson.

• **Pre listening (20 min):** teacher asks the pupils to open their books on page 35 than he says we have a pen & bed.

The teacher writes on board pen & bed (write letter P/B with different colours).

The teacher says: A pen on the bed and the pupils repeat after her.

The teacher says: the letters B and P are consonants.

• **During listening (10min):** the teacher deal with Task 02 Page 35 Teacher says & pupils repeat after her chorally & individually.

• **Post listening (10 min):** teacher deals with task 3 page 35.

Lesson plan 02

Unit: My Home.

Topic: Locating rooms inside the house (next to/opposite to/ WH question).

Level: 3ps.

Age: 8 years and above.

Date: 14 Feb. 2023.

Duration: 45 minutes.

Specific Objectives: By the end of the lesson, the learners will be able to locate their rooms at home correctly using preposition of place next to / opposite to.

Materials: Book / Flashcards.

Domain(s): Oral – Written.

Cross curricular competencies:

-Intellectual competency: Discover the importance of words and chunks used in oral interaction.

-Methodological competency: Exploit the linguistic repertoire and paralinguistic features to interact orally.

-Communicative competency: Select the appropriate words and chunks to interact orally.

-Personal and social competencies: Consider speech acts when interacting.

- **Warm up (5 min):** the teacher greets his pupils then he does a quick revision of previous lesson.

- **Pre listening (20 min):** teacher asks her pupils to open book on page 31 and check activity N° 04.

The teacher posts some picture on board.

Teacher says these are brother & sister.

Picture 1: He is sitting next to his sister.

Picture 2: He is sitting opposite to his sister.

Teacher asks the pupils to repeat after her chorally & individually

- Practice (10 min): task 05 page 31.

- Use (10min): teacher invites two pupils to do a role play task 06 page 31.

Lesson plan 03

Unit: My Home.

Level: 3ps.

Topic: Describe (House/Flat).

Age: 8 years and above.

Date: 28 Feb. 2023.

Duration: 45 minutes.

Specific Objectives: By the end of the lesson, the learners will be able to describe their (house/flat) through and number of rooms.

Materials: White board / Flashcards / speaker.

Domain(s): Oral – Written.

Cross curricular competencies:

-Intellectual competency: Discover the relationship between the context, paralinguistic features and the meaning of words and expressions. Discover the importance of words and chunks used in oral interaction.

-Methodological competency: Make use of the context and paralinguistic features to identify the meaning of words and expressions, Exploit the linguistic repertoire and paralinguistic features to interact orally.

-Communicative competency: React to verbal and non-verbal messages to show understanding. Select the appropriate words to interact orally.

-Personal and social competencies: respond to oral messages.

• **Warm up (5 min):** Teacher greets her pupils and welcomes them. A quick revision of the previous lesson.

• **Presentation (20 min):** a song related to house.

Teacher sticks flashcards of both house and flat. The teacher asks her pupils where do you live? A Flat or a house?

Teacher asks her pupils to open their books on page 30 and asks them how many bedrooms are there? Then pupils respond chorally and individually.

• **Practice (10 min):** task 3 page 31.

• **Use (10 min):** teacher describes his own house.

Teacher makes his pupils practice describing their own house or flat through pairs and groups.

Discussion of the findings

This section presents the findings of the questionnaire and the observation.

Research Question 01

“How far are the Algerian primary school teachers familiar with the total physical response?”

87.5% of the teachers claimed that they already know what the TPR method is, and 68.75% of teachers were aware that the use of body language and physical gestures and movements in order to deliver the lesson are the main principles of TPR. On the other hand, 12.5% of teachers said that they do not know what the TPR method is, and 31.25% of teachers are not aware that the use of gestures and movements in the class are the principles of this method. In addition, 62.5% of teachers blend another teacher method with the TPR such as: Communicative approach, Competency based approach, Translation method and Direct method, when their pupils face confusion and do not understand the gesture.

Research Question 02

“In which ways does the TPR method help vocabulary teaching and learning?”

87.5% of the teachers find the total physical response method very useful when it comes to teaching vocabulary, whereas 12.5% of teachers find TPR not useful. 31.25% of teachers said that the TPR method works on facilitating the teaching-learning process, 18.75% of them claimed that this method of teaching helps to reduce stress and anxiety that comes as result of learning a new language, 25% of teachers said that TPR is very beneficial in helping students memorize and acquire the new language easily, 25% of teachers said that this method helps to make the learning process pass rapidly and smoothly.

Research Question 03

“What are the potential benefits of using TPR in teaching English vocabulary to young learners?”

68.75% of teachers said that the total physical response method is a very suitable to teach all the vocabulary, and it is fun and enjoyable and fruitful and it helps students memorize the vocabulary provided by the teacher, and it is very useful when it comes to teaching the kinaesthetic learners. However, 31.25% of teachers find the TPR cannot cover all the vocabulary pupils are expected to acquire, 25% of teachers said that when using TPR they encounter some discipline problems, 18.75% have to manage confusion when teaching terms

that are similar in pronunciation and writing, as well as confusion between languages; some teachers mentioned that it may be a hard work to control a large group of students when using TPR, others find it time consuming method. 62.5% of teachers have to blend another method of teaching with TPR because it sometimes can be limited and cannot cover everything.

Research Question 04

“How can TPR prompt the interaction between the teacher and the learners of third year primary school pupils?”

81.25% of teachers notice that when asking they use TPR in asking a question their students respond using TPR as well.

The interrelation between the findings of the questionnaire and the findings of the observation

Based on the data collected and analysed from the questionnaire and the observation checklist, the findings showed that the total physical response method is a beneficial way to teach vocabulary to young learners, and it plays a huge role in helping pupils to memorise the language provided to them in a an enjoyable way. The findings also showed that TPR is a method that aids the pupils to reduce stress and anxiety of learning a new language at a young age. Referring to the checklist (4th statement) and the data collected and analysed in question 17 (appendix 1) the findings showed that the main role of the teacher when using the TPR is having to direct and manage pupils' behaviours.

Limitation of the study

The most important limitation that leads to other limitations is that this is the first time English language is being applied in the Algerian primary schools. This led to the second limitation which is the difficulty the researchers faced trying to find participants for the questionnaire because there is a huge lack of primary school English teachers to answer the questions, since one teacher can be teaching in more than three primary schools; it was a very hard work to travel from one primary school to another to find participants for the questionnaire. Another limitation was encountered while examining this study is the chosen unit to observe (unit3: my home) for the reason that the TPR method cannot cover all the vocabulary students are expected to achieve.

Conclusion:

This masters' dissertation is entitled "A Total Physical Response Approach to Teaching Vocabulary in the EFL Classroom: the Case of Third Year Pupils at Belouaar Abd Allah Primary School, Bordj Bou Arreridj, Algeria". This study took place in Bordj Bou Arreridj province, El Anacer municipality. The main aim of this research was to explore the benefits of the Total Physical Response Method to teach English vocabulary to third year primary school pupils. It investigated the potential benefits of this method, and how it can help pupils acquire vocabulary through interaction with the teacher and the target language.

The beginning of the method and a historical background are described, the main principles, strategies and advantages and disadvantages are given and explained, the methodology is structured to show the investigations' tools that were used as well as an analysis of the result of the previous investigation.

Formed on the mentioned points, the total physical response method has a certain positive effect on the process of teaching vocabulary, and teaching languages, from the mentioned advantages, the listed studies, and the results of the investigation it is definitely supported to use TPR more frequently for vocabulary teaching and other teaching fields.

To conclude, the majority of teachers agreed that using the total physical response method to teach vocabulary is useful and has a positive impact on the student and on teaching new vocabulary in the English language, but it also has a negative side, which is that it is a method that cannot cover all the vocabulary students are expected to acquire, and is not suitable for all lessons of the annual academic program.

Summary in Arabic

التلخيص :

هذه الدراسة تنص على تطبيق منهجية الاستجابة البدنية الكلية لتدريس المفردات، لتلاميذ السنة الثالثة من التعليم الابتدائي في ابتدائية بلواعر عبد الله ولاية برج بوعرييج بلدية العناصر في الجزائر. يهدف هذا البحث إلى التحقيق في فوائد تطبيق هذه المنهجية ، ومراقبة تفاعلات التلاميذ اثناء تعلم المفردات واكتساب اللغة الانجليزية و معرفة مدى فعالية هذه المنهجية اعتمادا على مبادئها .

هذا البحث قد ضم طريقة التحليل عن طريق النوعية و الكمية . فقد تم الاعتماد على أداتين مختلفتين لجمع هذه البيانات، و هما الملاحظة والاستبيان. لجمع البيانات، تم إعطاء استبيان لستة عشر (16) مدرسًا للغة الانجليزية في المدرسة الابتدائية. تم تضمينه في كل من الأسئلة المفتوحة و المغلقة. إلى جانب ذلك، فقد تمت ملاحظة التلاميذ في مدرسة بلواعر عبد الله الابتدائية لمراقبة كيفية تطبيق المعلم لمنهجية الاستجابة البدنية الكلية

وكيف يستجيب التلاميذ لها. كانت عينة الملاحظة عبارة عن أربعة وعشرين تلميذًا (24). مع التركيز على تحليل البيانات، تم استخدام تحليل إحصائي لتحليل الأسئلة، وتحليل المحتوى بالنسبة للأسئلة المفتوحة. أظهرت النتائج أن 87.5 من المعلمين يجدون أن هذه المنهجية مفيدة لتعليم التلاميذ الأصغر سنًا، بينما يجده 12.5 غير مفيد. كما قال 68.75 من المعلمين أن هذه المنهجية مفيدة لتلقي المفردات التعليمية و 31.25 يجدها غير مفيدة. 81.25 من المعلمين قالوا أن التلاميذ يتفاعلون بشكل أفضل عند استخدام لغة الجسد والحركة الجسدية، بينما قال 28.75 العكس.

فلاحظ ان اغلبية الاساتذة اتفقوا ان استخدام منهجية الاستجابة الجسدية الكلية مفيدة و لها تأثير ايجابي على التلميذ و على تعليم المفردات الجديد في اللغة الانجليزية و لكن لها جانب سلبي يتمثل في انها منهجية لا تصلح لتدريس كل المفردات و لا تناسب كل الدروس الخاصة بالبرنامج السنوي الدراسي.

Appendices:

Appendix 01

questionnaire

This questionnaire contains questions about the use of total physical response method to primary school pupils . Completing this questionnaire takes about ten minutes. There are no right or wrong answers. We are interested in your point of views. Thank you so much

1- Is it your first time teaching English to young learners?

a- Yes

b- No

2- How long have you been teaching English to young learners?

a- 1-5 years

b- 5-10 years

c- 10-15 years

3-Do you know what the total physical response method is?

a- Yes

b- No

4- When using body language and physical gestures and movements in teaching, were you aware that those are the main principles of the TPR method?

a- Yes

b- No

5-How often do you use the total physical response method in the class?

a- Very seldom

b- Seldom

c- Often

d- Very often

6-Do you blend the TPR with another method?

a- Yes

b- No

If yes please mention what method:

.....

7-Do you find the TPR method beneficial to teach vocabulary?

- a- Yes
- b- No

8-From your own experience, how does the TPR effect your students' understanding?

.....

9-Do you think that TPR is suitable to teach all the vocabulary students are expected to acquire in the 3rd year primary school curriculum?

- a- Yes
- b- No

10-Do you notice a difference in the pupils' interaction when using the TPR?

- a- Yes
- b- No

11-When asking questions using TPR, do you notice your pupils responding using TPR as well?

- a- Yes
- b- No

12-Order these language learning skills based on their priority to be taught through TPR:

- a- Listening
- b- Speaking
- c- Reading
- d- Writing

13-At what age do you think kids can start learning English through TPR?

- a- 5 years old
- b- 8 years old
- c- 10 years old

14-Do you think that TPR can only be applied with native learners or beginner learners of English?

- a- Native learners
- b- Beginner learners
- c- Both

15-According to the unit taught in the 2nd term (3rd unit: My home) do you think that TPR is up to standard for teaching terms related to the unit?

a- Yes

b- No

16-What challenges do you face when teaching letters and terms that are pronounced similarly?

.....

17-What problems do you encounter while using this method?

a- Discipline problem

b- Having to manage confusion

c- There some words that cannot be taught through this method

18-Can you give an example about how do you assess your pupils' understanding after using TPR?

.....

19-In your opinion is TPR specified only for teaching languages or it can be applied in other school subjects?

.....

20-Do you think students can acquire language just as well as if no significant body effort takes place?

a- Yes

b- No

21-Do you support using TPR when teaching English vocabulary?

a- Yes

b- No

22-Any closing thoughts you would like to share?

.....

Appendix 02

Checklist for participant observation:

The teacher plays the role of behavior director.	✓
The teacher decides on the vocabulary that will be taught and thinks about the most effective movements to use.	✓
The teacher expresses the target vocabulary through physical movements	✓
The teacher repeats the movements so every pupil guesses and understands the vocabulary.	✓
The teacher writes down the vocabulary on the board to show how words are written so pupils would memorize them.	✓
The students play the role of a listener and then perform physically.	✓
Pupils are expected to comprehend before product.	✓
The pupils are ought to develop listening before speaking.	✓
TPR reduces the learner anxiety and stress about the language.	✓
Pupils are not expected to self-correct in such an early stage of language learning.	✓

Appendix 03

Unit	Section	Session	Rubrics	Communicative Objective	Procedures	
Unit 3 : My Home	Section 1	Session 1	I sing and have fun	Naming rooms of house Part 1	<ul style="list-style-type: none"> - Song related to house rooms. - Flashcards related to rooms of house. - Words related to house rooms: dining room, living room, bathroom, bedroom. - Choral and individual repetition. - Verb to be in the present simple. - Demonstrative pronoun this. - Articles: a and an 	
			I listen and repeat			
		Session 2	I read and discover	Phonics (words related to HOUSE)		<ul style="list-style-type: none"> - Discover the relationship between the grapheme & phoneme - Pupils will be able to spell letters of words related to house correctly Example: bedroom, bathroom...etc
		Session 3	I read and write	Handwriting N/P/R		<ul style="list-style-type: none"> - Flashcards. - Words related to house rooms. - Letters: n, b, r. - Read and sound the letters: n, b, r. - Write the letters with finger in the air. - Apply the features of writing letters appropriately. (sizing, spacing and alignment). - Song related of house rooms.
			I sing and have fun			
	Session 4	I play roles	Locating people inside a house	<ul style="list-style-type: none"> - Flashcards. - Words related to house rooms. - Role play. - Wh- question Where? - Preposition of place in - Eg: - Where is Ali? - He is in the kitchen. - Task 07 P 32 		
	Section	Session	Rubrics	Communicative Objective	Procedures	
	Section 2	Session 1	I sing and have fun	Naming rooms of house Part 2	<ul style="list-style-type: none"> - Song related to house rooms. - Flashcards related to rooms of house. - Words related to house rooms: garden, toilet, kitchen. - Choral and individual repetition. - Verb to be in the present simple. - Demonstrative pronoun this. - Articles: a and an. 	
			I listen and repeat			
		Session 2	I read and discover	Phonics P/B		<ul style="list-style-type: none"> - Flashcards words related to the topic contains P/B - Task 2/3 P 35
Session 3		I read and write	Handwriting n/p/r	<ul style="list-style-type: none"> - Flashcards. - Words related to house rooms. - Letters: N, B, R. - Read and sound the letters N, B, R. - Write the letters with finger in the air. - Apply the features of writing letters appropriately. (sizing, spacing and alignment). - Song related of house rooms. 		
	I sing and have fun					

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