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**Institute of Letters and Languages**  
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**The Total Physical Response Approach to Enhance Learners'  
Vocabulary Acquisition**

**Case of <sup>First</sup> Year Pupils at ARRAB Ibrahim Middle  
School of Hammam Bouhdjer**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a  
Master's Degree in Advanced studies in contemporary linguistics.*

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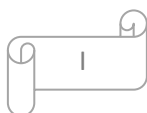
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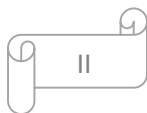
Finally, our sincere thanks are devoted to our parents for their encouragements and love.



# *Dedication*

*We dedicate this work to :*

- ❖ *Our beloved parents*
- ❖ *To our lovely brothers, and sisters,*
- ❖ *To all our friends*



## Abstract

It is believed that vocabulary knowledge is one of the the most important components of performance in a foreign language ;especially in academic sitting.

The missuse of methods of teaching vocabulary to biginners has lead the researchersto investigate this study ,to vary the methods of enhancing the vocabulary,otherwise to guarantee the full achievement of the language for biginners.

This study aims at investigating the enhancement of english vocabulary via the total phisical response method henceforth (TPR).This work heads up to investigate the possibility of teaching vocabularythrough TPR ,the researchers have set down as guideline the hypotheses that if pupils learn english vocabulary through TPR method their language develops and their willigness to learn is expected to increase,then fertile achievements could be gained.

To achieve the objectives of the research the researchrs have undertook a classroom observation with the first year middle school learners at Arrab Ibrahim middle school,they have also addressed a questionnaire for english teachers of that school.these tools helped to gather enough informattion about the teaching of english for biginners.

The results directly fit the needs of stated hypotheses,the learners proved to have learnt nearly all vocabulary ;they have manifested great enthusiasm in this type of material while teahing them ;Accordingly,it is recommended thatTPR teacing method should be incorporated in teaching materials ;This dissertationends up with general conclusion summarizing the main research findings,some recommendations and directions for furhter research.

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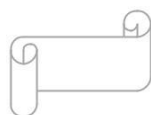
<b>CBA</b>	Competency Based Approach.
<b>CLT</b>	Communicative Language Teaching.
<b>EFL</b>	English as a Foreign Language.
<b>FLT</b>	Foreign Language Teaching .
<b>GTM</b>	Grammar Translation Method.
<b>ICT's</b>	Information and Communication Technologies.
<b>L1</b>	First Language (one).
<b>NLP</b>	Neuro Linguistic Programming.
<b>TPR</b>	Total Physical Response.





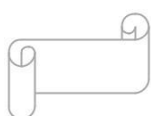
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## GENERAL INTRODUCTION

A mastery of the English language is of paramount importance especially with the globalization process witnessed in the era in which we are living, in effect, the knowledge of the English language becomes a vehicle which permits to the ones in possession of it to establish relationships worldwide. These relationships are based upon effective communication. Therefore, countries around the world reviewed the status of the English language in their curricula, enhancing the teaching of the latter more deeply in their educational systems to help their pupils to communicate effectively in different situations.

Algeria like any other country is giving importance to the teaching of the English language which is promoted through a special acquisition planning that begins from first year at middle school; attempting to form competent users of English were learners are expected to get satisfactory results in their performance in the English language. However, the reality turns out to quite the opposite, in fact, the situation still facing complications that have to be reconsidered in EFL acquisition since pupils are not involved, interested and aware of the English language as new subject. In order to be effective learners, pupils should display a readiness to learn and use the new language and achieve a successful level of English learning.

The vocabulary is a vital part of language that learners need to master in order to communicate effectively. However, the Algerian EFL learners face serious problems regarding this aspect of language; the reason behind this is probably due to the methods teachers are using to teach vocabulary. Hence, teachers should pay attention to the techniques for teaching vocabulary and decide which method best suits their learners' case .Nowadays. The foreign language teaching has witnessed a significant change over the last few decades resulting in great emphasis on learners and learning. Indeed, foreign language learners are no longer regarded as empty recipients waiting for linguistics' pieces to be poured in their heads to be memorized and then produced when needed.

The present work, sheds the light on the possibility of learning English vocabulary through TPR method , because it is believed that it would be as enjoyable as interesting to implement this Method in learning English as a foreign language for the first year level in the middle school as it would improve their vocabulary knowledge.

To achieve the research objectives, two tools of data collections were used to gather information about the target situation, first a classroom observation is conducted with first year pupils at ARRAB Ibrahim middle school of Hmamm Bouhdger since these pupils are young learners who just have been introduced to the English language, second a questionnaire is addressed to English teachers at the same school to draw a clear image about the teaching of English vocabulary and the methods used to help these young learners successfully acquire the English vocabulary

The following research questions have guided the inquiry:

- What makes English classes boring and how to overcome this problem?
- To what extent can TPR help in enhancing children's vocabulary?
- Would TPR method be beneficial for stimulating young learners care of English and gain fruitful responses?

Based on the above raised questions, the researchers puts forward theses hypotheses:

1. English lessons are usually boring and not interesting particularly for young learner. First, because they are not aware of the importance of learning a foreign language. Second, most teachers are unable to motivate them, create comfortable atmosphere of learning and facilitate acquiring new vocabularies. However, in order to overcome these issues, the researcher suggests applying the ERP method in learning process which creates positive thinking and developing learners' motivation since it is uncomplicated and usage of language contains action and games.

2. If pupils learn English vocabulary through TPR method their language develops and their willingness to learn is expected to increase, then fertile achievements could be gained.

3. If vocabulary teaching is handled with care through effective teaching methods and enjoyment, the problems of lack of comprehension will be reduced.

In order to enlighten the hypotheses, obtain the information required, and meet the objectives of this study. The researchers will made use of with the qualitative and quantative methods, which will help the researcher to have an idea about the teaching and learning situation and will be guided to the real problems in learning English in the middle school.

To fulfill the aim of this research, this work will be divided into three chapter. The Literature Review, which embodies some review about the TPR method divided into two sections, Section A, defined vocabulary and how foreign language can be improved. However, Section B, presents how to develop vocabulary through TPR hence it introduces the relevant theories that include TPR and standpoints presented by theorists. Than, the methodology and research disgn which shed the light on the learning situation in the Algerian middle schools and the methodology used by the researchers. the last chapter is devoted to the analysis of data collected from the two tools that have been collected. The data are analyzed and organized systematically in tables and graphs for discussion purposes. And later discuss the results obtained by the researcher can an empirial touch and confirm or reject the stated hypotheses, at the end some solutions and recommendations are suggested.



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## 1.1 Introduction

Being one important aspect that supports the language skills, vocabulary has long challenged syllabi makers who tremendously try to establish new methods and approaches, the aim of which is to provide both teachers and learners with suitable and successful learning methods that permit the acquisition and enrichment of learners' vocabulary. One of those methods put forward to meet FL learners' vocabulary needs is the so-called: Total Physical Response (TPR), also referred to as the: Natural approach.

Therefore, this chapter will be divided into two sections, the first one, defines vocabulary and how foreign language can be improved ., Section two however, presents how to develop vocabulary through TPR hence it introduces the relevant theories that include TPR and standpoints presented by theorists.

## 1.2 The Definition of Vocabulary

Vocabulary acquisition is now receiving much attention in both second language and foreign language teaching, this is mainly because of the increasing need and focus on meaning within communicative approaches in language education. As stated by Wilkins (1972:111) who says « *while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.* »,I,e without vocabulary no message would be conveyed

A person's vocabulary is an amount of words in a language that are familiar to that person, it develops with age, and experiences, and serves a fundamental tool for communication. However, acquiring an extensive vocabulary is one of the largest challenges in learning second language as maintained by Whyte(1986:337) who states:

Vocabulary is word used in language; they are elements that are combined to make sentences or discourse, the more vocabulary will be needed in order to intake accurate word choice, so it will effectively convey thought and ideas.

This means that, Vocabulary is commonly defined as all the words known and used by a particular person, knowing a word is not as simple as being able to recognize it or use it.

In this vein, Julian Edge(1993:27) declares that « *knowing many words in foreign language is important as it enables us to have more chance in understanding the language.* », in other words, the vocabulary is not just a set of words, which we have to know their form, grammar, collocation and meaning. But also it is to use them to meet our needs to communicate effectively, to build thoughts, and to understand ideas.

Although, the definition, of a word is convenient and commonly used in vocabulary research, the researcher should remember that vocabulary learning is more than the study of individual words, but there are other factors which should be taken into account such as the learner himself, and his learning strategies, which promote vocabulary learning. Graves(1990) defines vocabulary « *As the entire stocks of words belonging to a branch of knowledge or known by individuals* » I.e., the vocabulary is not merely restricted to the meaning of words but how vocabulary in language is structured, how people use and store the words and how can we understand the relationship between words and phrases.

To sum up, vocabulary is the combination of words, expressions that are used to express ideas, and thoughts throughout sentences and discours. Vocabulary is the knowledge of word and word meaning. However, without learning vocabulary, no one will be able to communicate effectively. Indeed mastering vocabulary means knowing the form and the meaning of each words and having the ability to use them either in written or via speech. The vocabulary mastery must include pronunciation (being able to pronounce words correctly), spelling (being able to spell or write words correctly), meaning (being able to know the meaning of words or closer meaning to), and the use of the words ( being able to use words in correct order within a sentence ).

### **1.3 Productive and Receptive Vocabulary**

It is already known that the four skills cannot be taught separately, but are tackled simultaneously with language teaching process. When the learner learns a language, he develops both productive and receptive skills which have greater function in building vocabulary knowledge. As highlighted by Sidsel (1989: 64) who says:

Words that are internalized and can be readily produced are said to be the student's (active) vocabulary words which could not readily produced but could be understood are said to be in their receptive(Passive) vocabulary.

The point is that, vocabulary can be divided into two groups, Receptive vocabulary that includes understanding when you read. E.g. the learner receives the language and decodes the meaning to understand the message. Productive vocabulary is referring to speaking and writing skills that is, one uses the language that he has acquired and produces a message through speech or written text that he wants others to understand.

### **1.4 Types of Vocabulary**

All the languages are assessed and taught in terms of the four skills: speaking and listening, reading and writing. Indeed, to have an entire mastery of a language, the learner needs at least to be competent in each area of the four skills, which are interrelated with each other, As using language commonly requires more than a skill, such as when pupils are in the middle of a conversation they are not just speaking, but also they are listening, and when they are listening they may take notes , after that they need to read what they have written . In order to highlight why the four skills are crucial in the development of vocabulary, the researcher will discuss each one separately and carefully.

#### **1.4.1 Listening**

It is one of the four skills, and typically learners hear spoken language before they speak it, the importance of listening as a source of input is widely recognized, that is,

learners need to be exposed to massive amounts of comprehensible language in order to acquire it .

### **1.4.2 Speaking**

A person's listening vocabulary is all the words he/she uses in speech. it subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often miss-used. this miss-use though slight and unintentional may be compensated by facial expressions, tone of voice.

### **1.4.3 Reading**

A person's vocabulary development has a connection with reading abilities; however, reading is the largest type of all the vocabulary because it includes the other skills

### **1.4.4 Writing**

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Because in the latter, we generally use a limited set of words.

## **1.5 The Importance of Vocabulary in language Learning**

Individuals need to use words in order to express themselves in any language. Learners in schools are concerned too this is why they need to be aware of the importance of vocabulary acquisition. Moreover, pupils usually find difficulties to speak English fluently. They usually consider speaking and writing activities as exhausting because, they keep on using the same expressions and words and most of the time, find their conversation suddenly interrupted due to the lack of vocabulary. Other pupils are confronted with the problem of forgetting the words immediately after looking to the dictionary. As well as the vocabulary not only a words but also, their meaning, orthography, pronunciation. In other words, the learners face difficulties in memorizing the correct vocabulary if it is not correctly acquire in their minds.

## 1.6 Teaching Vocabulary through TPR Method

Surface learning approach is based on an intention that is external to the real purpose of the task, and deep learning approach is based on tangible need, such as motivation and interest. In order to get engaged to the task meaningfully and appropriately by working on real materials, all the approaches should serve the relationship between learners and the task.

In this line of thought, Brown (2001) presents several methodologies for language teaching which are:

### ➤ **The Grammar Translation**

A classical method focusing on grammatical rules, memorization of vocabulary and translation of texts , doing written exercises.

### ➤ **The Direct Method**

An alternative to the traditional method, also known as the **naturalistic method** includes a lot of interaction , spontaneous use of the language , no translation , and little analysis or grammatical rules.

### ➤ **The Audio-Lingual Method**

It presents the new material in dialogue form, then uses repetitive drills, only little grammar explanations, thus vocabulary is learned in context, with a very little use of mother tongue. In this method, great efforts are to be managed to make students produce not as a « class » but as a « group ».

### ➤ **Suggestopedia**

Which suggests that the human brain could absorb great entities of materials, it provides the right conditions for learning typically.

### ➤ **Total Physical Response method**

The TPR is considered to be the appropriate method to teach vocabulary to children, because, it is based on catching the children's attention, and giving possibilities for the repetition to understand the use of words be it in spoken or in written sentences.

In effect, teaching vocabulary to young learners needs extra efforts and appropriate teaching techniques adapted according to the learners' needs. Adge (1993:27) puts it « *knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood.* ». In other words, the more the vocabulary is rich the more the chance to understand and to be understood is higher.

Students sometimes find difficulties to use or apply the vocabulary; these difficulties may be in the method which is used by the teacher, this is why, the appropriate method in delivering lessons should be considered.

In this line, Acher (1977) continues saying « *use TPR method for new vocabulary and grammar, to help students immediately understand the target language in chunk rather than word –by word, this instant success is absolutely thrilling for students* », this shows that using total physical response method is effective to help the young learners learn the target language because the learner will practice directly using the vocabulary in real context. In this sense, learners can develop the storage of the vocabulary in short time, beside that TPR method helps the children to understand and memorize language exposed to, because of the use of body language (movements) as a medium in the process of learning.

As mentioned by richard & Rodgers (1986:92) who affirm « *the movement of body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input* ». I.e, young learners memorize better the movements than the word itself. Indeed, the child learns from the early age by the gestures and the body language, then the words and their meanings.

To sum up, several methods are administered to teach vocabulary to young learners , thus Asher James put it that, the child learns better and quickly from the movements than the traditional methods, this is why, they insisted that the acquisition of the language vocabulary would appear to be guaranteed via TPR method.

## **1.7 TPR Historical Background**

In the 1960's and 1970's researchers gave rise to the hypothesis that language learning should start first with the understanding and later proceed to production. The

Total Physical Response (TPR) is one of the English teaching approaches and methods developed by PR. James. Asher, a professor of psychology at San José University in California, it has been applied for almost thirty years.

The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g , phrasal verbs.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from parents followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

### 1.8 TPR Defined

Asher's Total Physical Response is a « *Natural method* » that was developed by Terral & Krashen(1977), and have widely influenced language teaching in the United States and around the world, the theory behind the natural approach states that adults can acquire all but phonology of any foreign language. While learning, adults have two paths which are acquisition and learning, however; children have only acquisition. Since Asher views first and second language learning as similar processes, he argues that « *that second teaching and learning should reflect the naturalistic processes of first language learning* ». « *This method attempts to focus attention to encourage learners to listen and respond to the spoken target language commands of their teachers.* » it is based on the coordination of language and physical movement. That is, the teacher presents language through commands and students respond with kinesthetic movement to show their comprehension.

TPR method refers to the possibility to learn without difficulties some new phrases and introduce that to young learners. As explained by Scott (2009). « *there is evidence to suggest that a lot of this formulaic language is subsequently segmented into its components, which is in turn re-combined to form novel utterance ( Formulaic language)*” i.e by physically responding to some phrases and then trying to pronounce them, a young learner sees and learns languages as real communication. Since the child becomes ready to talk after months of moving in response to physical directions from adults. Similarly, learners can start to speak a foreign language spontaneously and creatively, he/she must feel the inner readiness to do so.

To sum, the child has the capacity to acquire the language since an early age, and the researchers regarded that as a main point which need to be developed to achieve an effective learning vocabulary of L2 processing.

### **1.9 The Principles of TPR**

TPR is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening in language development, and do not require spoken output in the early stages of learning. However, in the TPR method, the learners are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously.

In addition, to applying the TPR method for teaching a foreign language, a teacher must understand its fundamental principles to use it correctly in the teaching learning process. Second language learning may be similar to first language learning and should reflect the same natural process, which means, listening must be developed before speaking, in other words to listen carefully to the words and knowing their meaning , facilitates the correct speaking skill. Speech will develop naturally and sub-consciously, Larsen & Freeman (2000:113) put it clear

TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.



That is to say, the physical reaction to verbal commands reduces the stress of learners; consequently they will enjoy the class.

Thereby, Larsen & Freeman propose the following principles:

- Through action the meaning of a word can be conveyed as well as through learners' response memory is activated, the language should be presented integrally neither in chunks nor just word by word.
- Before developing speaking students should develop listening and understanding of the target language.
- By kinesthetic abilities the students can begin to learn parts of the target language rapidly.
- Students can learn by observing as well as performing the action themselves.
- Correction should not frustrate students, it should be carried in an encouraging way.
- Students' language learning is more effective when it is enjoyable.

To sum, the TPR method is based on several principles:

- The teacher plays the role as the director, and the pupils respond physically in accordance with the instructions of the teacher.
- Listening, comprehending are emphasized more than oral production.
- The imperative and interrogative modes are usually employed.
- Humor is often employed to guarantee the enjoyment during the learning / teaching process.

## **1.10 The Total Physical Response Design**

### **1.10.1 The Objective of TPR**

The objective of the TPR method is to teach the pupils the basic language skills at the beginning. It aims to help the pupils acquire the L2 in the same order as they acquire the L1.

Likewise, the TPR method aim's is to teach pupils the most important language skills that are appropriate to their level and abilities .i.e. to create more comfortable atmosphere to learn at the first contact with the L2, and to give young learners the chances to communicate freely. Thus, the goal can be accomplished throughout the repetition of physical actions instructions.

### **1.10.2 The Syllabus Design**

Asher collects the types of syllabi that can be taught by the TPR method, including the sentence-based syllabus, grammatical and lexical criteria at the beginning level. The TPR method is one kind of teaching method that makes the pupils pay their attention to the meaning of the language other than the form. Besides, James insists that teaching vocabulary by TPR should be carried out in a large space in which the practice can be processed (James 2001). Imperative drills, the pictures and games are the major classroom activities in the TPR teaching (Richards & Rodgers (2001: 76).

Asher (1977:43) also, sees a need of being careful to both, the whole meaning of language as well as to the small details of its organization, he says

the movement of the body seems to be a powerful mediator for the understanding, organization and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to macro-details.

In other words, after a careful observation, Asher realized that the child learns more quickly from the imitation of the parents' movements and gestures, thus he seeks the necessity to create a batter method TPR method to be applied with the young learners to acquire a new language vocabulary.

### **1.10.3 The Learning and Teaching Activities**

TPR is mainly related to psychology, learning theory and pedagogy. It is related to the trace theory which is part of psychology. The trace theory considers that the memory will be more easily recalled when the memory connection can be traced. Moreover, combining verbal contraction with actions can enhance the possibility of

recalling the words' meaning by the learners. In other words, remembering the physical movements of such words facilitates the memorizing of the meaning. James puts forward three learning hypotheses for his theory: **Bio-program, Brain lateralization** and **Reduction of Stress**

Imperative drills are the major classroom activity in TPR. They are typically used to elicit physical actions and activity on the part of the learners. Conversational dialogues are delayed after about 120 hours of instruction. Asher's rationale for this is that *"everyday conversations are highly abstract and disconnected; therefore to understand them requires a rather advanced internalization of the target language"*. Other class activities include role-plays and slide presentations. Role-plays centre on everyday situations, such as at the restaurant, supermarket, or gas station. The slide presentations are used to provide a visual centre for teacher's narration, which is followed by commands and for questions to students, such as "Which person in the picture is the salesperson?" Reading and writing activities may also be employed to further consolidate structures and vocabulary, and as follow-ups to oral imperative drills.

To sum, Asher created a new method where the innate consciousness of the young learner is energized during the learning process, thus the learner is motivated, attentioned to receive and produce a good feedback to the new vocabulary.

#### **1.10.4 The Role of the Teacher and the Learners in TPR**

In one hand, Learners and teachers in TPR have the main and primary roles of listeners and performers .i.e the teacher in the role of performer and the learner in the role of listener. They listen attentively and respond physically to commands given by their teacher. Learners are required to react both individually and collectively. Moreover, learners have little influence over the content of learning, since the teacher, who must follow the imperative-based format for lessons, and determines the content. The important point is to not force learners into speaking but letting them speak when they feel ready otherwise, they may feel embarrassed and lose interest in learning the language.

On the other hand, the teacher plays an active and direct role in TPR "*The instructor is the director of a stage play in which the students are the actors*".( Asher 1977:43). I ;e It is the teacher who decides what to teach, he is the one who models and presents the new materials, and who selects supporting materials for classroom use. Asher recommends detailed lesson plans: "*It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously*". However, the teacher's role is not limited to teaching only, but also by giving opportunities for learners, let them speak, react and inter react freely to the lessons. From that point, the teacher should model the example of parents dealing with their children, at first the parents correct, and as the child grows older, they are said to correct more mistakes in speech. Thus, the teacher should do the same and avoid interruption to correct errors in order to avoid inhibition, and when the learners progress in the process of learning the target language, teachers are expected to correct more.

The point is that, the teachers in the TPR classroom act as instructors, directors and actors. That is, the teacher can control the input of learners in the target language the (production). Therefore, the teacher is not only responsible for teaching, finding materials and preparing for the TPR lesson, but also needs to organize the classroom interaction and communication to guarantee the desired feedback.

### **1.10.5 The Role of Instructional Materials**

The basics of the TPR lessons are Materials and real play roles, reacting and interaction to the body language, which means no basic text. However, in later learning stages. For the first beginners, the lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Hence, on the Later or next stages, the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, , slides, and word charts.

Asher has developed TPR students' kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes.

In other words, during the TPR lessons the teacher must vary the materials depending on the learners' level. And create a real context to learn better.

### **1.11 The Learning Process**

Lessons begins by reviewing which is fast moving warm up where the teacher repeats the warming up activity from previous lesson by giving commands using the imperative mood, and the students demonstrate their understanding by acting to those commands, likewise, the teacher introduces new commands by using combinations of the words the learners have previously learned. Moreover, the teacher should limit the number of vocabulary items given to learners in order to help students assimilate different new words presented.

Next, the teacher asks simple questions that individual learner can understand by using physical action such as gestures. Yet, the teacher may also exchange roles with his learners in which they start commanding their teacher and other classmates. Finally, reading and writing. In meaning, the teacher writes new items on the board, then a sentence to illustrate each one as well as pronounce every single word and act the sentence out where the students are listening and may copy the information on their notebook.

Moreover, students may also work in pairs or teams of four so that two students give commands and two respond physically, while the teacher monitors the process. Then the teacher should use a gesture if necessary, and check the learners' ability to respond to the command without modeling it. In case learners still do not seem to understand, the teacher here has to model the command again by standing up as gesturing to them to stand up.

### **1.12 Types of Activities in TPR**

The basic idea of the TPR method is to perform, explain through the body movements, although TPR is not just limited to body actions. But there are four types of activities that can be done by the TPR mindset. TPR-B, TPR-O, TPR-P and TPR-S.

- TPR-B refers to TPR with body, which includes everything that can be done with the general body movement.
- TPR-P stands for TPR picture. According to this activity, the word is taught through the picture that refers to the meaning of the words
- TPR-O refers to TPR with objectives.
- TPR-S (TPR storytelling) which was developed by Blaine Ray, and which has become the teaching method used throughout the whole of America. It usually involves the teacher who acts the simple story to help the pupils to comprehend the story and related vocabulary (Wilson 2000).

### 1.13 Characteristics of Young Learners in TPR

It has long been hypothesized that children learn a second language better than adults do. «*The Critical Period Hypothesis* » is the name given to the idea that young children can learn a second language effectively before adolescence because their brains are still able to use the same procedure that assisted first language acquisition.

Children do not find it easy to use a language, they often seem less embarrassed than adults when speaking in a new language, and their lack of inhibition seems to help them to communicate freely, generally children like doing any kinds of activities as long as they feel active and happy.

According to Scott & Ytregerg (1990:4), the characteristics of children are as follow:

- The children ask questions all the time.
- They rely on the spoken word as well as physical world to convey and understand meaning.
- They have developed sense of fairness about what happen in the classroom and begin to questions the teachers' decisions.
- They are able to work with others and learn from others.

Using the body language in the process of learning is suitable to the characteristic of the children because they like being active. They like to move from one place to

another, they like to go around without thinking whether they disturb their surrounding or not, they do not like to keep sitting still, do not get bored from repetition.

Besides, children like to imitate and mime. They will concentrate with other people and try to imitate them ; this is the way how young learners learn and develop their knowledge .this is supported by George Broughton (1980 : 169) he states that « *children love to imitate and mime : they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement* ». In other words, young learners are more attracted to learn by imitating the teacher's reaction, which makes the TPR method a better method to use with beginners.

### **1.14 Conclusion**

In this chapter, the researchers tried to give a clear overview of what vocabulary is and how it can be improved foreign language teaching., they also presented how vocabulary can be taught through TPR hence; they also, introduce in this chapter, the relevant theories that include TPR and standpoints presented by theorists.

The next chapter however, will give a presentation of the target situation of the research study, it will present the practical part of the study by collecting the necessary data and analyzing it.





## **Chapter Two : Research Design & Methodology.**

2.1 Introduction.

2.2 The status of the English language in Algeria.

2.3 English in the Educational system.

2.3.1 Description of the Target Situation in Arrab Ibrahim Middle School.

2.4 The First Year Middle School Textbook.

2.5 Research Methodology.

2.5.1 Methodological Approach : Case Study.

2.6 The Objectives.

2.7 Sampling.

2.7.1 Pupils Profile.

2.7.2 Teachers' Profile.

2.8 Data Collection Instruments and Procedure.

2.8.1 Questionnaire.

2.8.2 Classroom Observation.

2.9 Conclusion.

## **2.1 Introduction**

The Algerian educational system has witnessed many reforms in the last few years; these reforms were mainly having as objective to ameliorate the teaching/learning process. Hence, many approaches were put forward to improve the learning centeredness especially in the acquisition of vocabulary, as it is a very important linguistic aspect; the previous chapter highlighted the importance vocabulary acquisition and the role of the TPR method in enhancing vocabulary acquisition.

Accordingly; this chapter will be divided into two main parts, the first one aims at describing the status of English in Algerian educational system more precisely in the middle schools. The second part, however, aims at presenting the research methodology, the participants and the set of instruments used in the collection and the analysis of the necessary data.

## **2.2 The Status of the English Language in Algeria**

In the Algerian educational system, pupils study academic Arabic when first starting school at the age of six. The French language on the other hand; considered as a second language is taught from the third year in primary schools onwards. It is used to a certain extent in the official documents, social life, newspapers, and as a medium of communication. English on a third other hand is hiring a status of a foreign language.

## **2.3 English in the Educational System**

The educational system in Algeria has been through many approaches and methods of teaching to suit the evolving needs of the learners in each era. The previous teaching and learning approaches applied in the Algerian educational system were mainly focusing on communicating and structuring, I.e. starting with the grammar translation method GTM which was based on translating a text from the target to the native language, to the communicative language teaching CLT where Oral drills were prevailing, arriving to the Competency Based Approach CBA, this new up to date approach in which the different competences are enhanced in accordance with learners capacities and abilities.

In effect, the Algerian authorities have felt the need to reform the educational system in the three levels of education namely the primary the middle and the secondary school. In this vast reform movement undertaken in July 2002, the Algerian educational system has adopted the CBA method to teach all school subjects including foreign languages. As Prrenoud (2000 : p) argues :

it seems quite obvious the impetus behind undertaking an educational reform is willingness to modernize the goals of teaching so as to adjust them to the contemporary reality and to offer an efficient instruction for learners .

That is, Unlike the traditional teacher-oriented teaching paradigms which was of a spoon feeding nature leading to passive learners, CBA is learner-centered in which learners are viewed as responsible and active agents in their learning process. The Ministry of Education in the national English programme (2003:04) therefore, defines it

A know to act to process which interacts and mobilizes a set of capacities, skills, and amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before.

As for English, teaching the language in Algeria dates from the past through many approaches, methods, and techniques. In 1985 English was chosen as compulsory foreign language and it was introduced in the second year of middle school to be studied till the third year of secondary school. In this context, as it was mentioned earlier, the teaching /learning witnessed a very noticeable shift from what is known as teacher -centered approach to learner-centered approach.

After the educational reforms, English as a foreign language EFL is given special status, being the language of globalization, it is learnt from the first year middle school until the fourth year also three years in secondary schools and at university so it is compulsory. For the four years of the middle school, however the coefficient that is

given is to the English module is remarkably less important than other modules such as mathematics and Arabic language.

<b>The English Language in Algeria</b>	<b>Number of years</b>
<b>At the middle school</b>	<b>1<sup>st</sup> year</b>
	<b>2<sup>nd</sup> year</b>
	<b>3<sup>rd</sup> year</b>
	<b>4<sup>th</sup> year</b>
<b>At the secondary school</b>	<b>1<sup>st</sup> year</b>
	<b>2<sup>nd</sup> year</b>
	<b>3<sup>rd</sup> year</b>

**Table 2.1: The Status of English Language in Algeria**

As it is shown in the table above, in both middle and secondary schools, the learners have not enough hours to study and practice the English vocabulary, since they only study English three hours per week, and take two tests and one exam in each trimester.

### **2.3.1 Description of The Target Situation at ARRAB Ibrahim Middle School**

The choice of participants has been based on some standards, which make the selection ideal to the English teachers of ARRAB Ibrahim middle school in Hammam Bouhdjer.

The following table shows the whole classes in this middle school and the number of pupils in each one:

N° OF CLASSES	N° OF PUPILS
1 AM1	31
1 AM2	31
1AM3	29
1AM4	32
1AM5	32
1AM6	30

**Table 2.3 ; First Year Classes and Pupils in ARRAB Ibrahim Middle School**

The above table shows that it was not possible for the researchers to manage classroom observation with entire sample of this study. Therefore, the researchers have opted for the selection of only one class.

## 2.4 The First Year Middle School Textbook

The text book that is designed by the ministry of education to cater for the needs and objectives of the first year middle school Algerian learners is called : *Spotlight on English book designed for the first year middle school*. it is composed of three main sequences where the four skills are performed.

- Firstly, **Listen and Speak**; where priority is given to vocabulary, depends on expressions as greetings and at the end, pupils are asked to listen carefully and repeat the short dialogues.
- Secondly, **Practice**; in this stage, pupils will be able to listen, read, and understand short passages, then answers will be related within written and oral activities, respect the correct pronunciation, grammar rules, use correctly vocabulary acquired during the previous activities.
- Thirdly, **Produce**; in this level pupils have to produce short dialogues or conversations based on their own words.

The first year middle school textbook consists of seven files :

- **File1** : Hello
- **File2** : Family and friends

- **File3** : Sport
- **File4** : In and out
- **File5** : Food
- **File6** : Inventions and discoveries
- **File7** : Environment

The first file can be regarded as an introductory one; The main aim of this file is to make pupils able to greet people, ask for information, use WH questions, make phone calls, distinguish between nationalities. The second file is principally about family members, family tree, asking and giving information about people, describing people physical appearance. The third file is mainly about sports and games in general, it introduces the names of famous sports and players in the whole world. Its objective is making pupils able to describe a place, name/sport wears/talk about daily activities and hobbies. The fourth file is typically about animals , expressing times, its objectives is how to initiate pupils to talk about every day activities, giving information about animals and telling the time; But, the cultural initiation is about time and other cities, learning about British educational system, and using Chinese horoscope. As far as the project is concerned, pupils are expected to make research about different kinds of wild and domestic animals, also to prepare questionnaires about friend and school or town.

The fifth file is about food, meal, and aliments it includes detailed lists of foods and aliments, some restaurant menus, and instructions about preparing a meal, even the section « learn about culture »is about breakfasts and dishes in the world. its principle objectives are allow pupils to ask about prices, express qualities, order a meal, discriminate between goods, and talk about aliments.

The sixth file is about inventions and discoveries (science and technologies)the main objective of this file is teach pupils about the famous scientists and their achievements, talk about the past events and the biographies of their lives, secondly the cultural initiation presents British colonizers, old saying for example ;as brave as lion, as pretty as picture... and about origins sport. pupils are asked to make project about either children's book of inventions or a civilization profile.

The last file is about environment; its main objective is to teach pupils the way to preserve their environment from pollution, by the end of this file pupils will be able to talk about the main steps used to fight the pollution, talk about the weather, describe animals and express intentions, rights and duties.

As may be noticed previously, at the end of each unit there is a project realization, this will be automatically display all the theories and data acquired through the textbook content and activities, in order to put in practice all the acquired information pupils are required to make a project.

- \* **Project 1** : Make a tourist brochure/a poster
- \* **Project 2** : A family tree/game card
- \* **Project 3** : Sport magazine
- \* **Project 4** : A brochure about animals/questionnaire
- \* **Project 5** : A recipe book/a menu for a week
- \* **Project 6** : Children's book about inventions
- \* **Project 7** : Animal encyclopedia

## **2.5 Research Methodology**

In order to answer the research questions, it is necessary to gain a wide range of information and seek wide views, beliefs and perceptions of the study participants; are more reliable.

For that, different types of data have been collected to go through this research. The aim of which is to investigate the efficiency of applying TPR method to permit pupils to acquire English vocabulary in a simple, adequate and efficient way, however the data collected to answer the research inquiries was randomly selected to suit the nature of the research.

### 2.5.1 Methodological Approach: Case Study

The methodological approach adopted in this research is the case study because it is the suitable approach to answer the research questions which aim for a better and deep understanding of real-life events (Yin,2009).

A case study allows the researcher to inquire not just the " *what the content of respondent's answer but the how and also provides a detailed account and analysis of one or more cases*" (Johnson and Christensen,2008). Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'. Yin (2003:13). Case study can be defined as "*as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used*" (Yin,1984: 23).

Case studies are very popular among researchers, who are in favor of this method since it seems to be more reliable. They are detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles (Mitchell,1983) in (Rhee,2004:72)

### 2.6 Objectives

The purpose of this study is to examine the setting of the English language in the Algerian educational system as foreign language and how TPR method could raises learner-centeredness to learn English vocabulary. The findings of this study will reveal whether the use of TPR method can promote self-directive vocabulary learning, and so the finding would be helpful to teachers of English to make useful the use of the TPR method to help first year pupils to become more self-directive and responsible for their learning.

### 2.7 Sampling

Before embarking in the presentation of the sample population chosen for the present research study, an understanding of what a sample is, appears to be necessary.



Sampling is the process used by researchers in statistical analysis in which a predetermined number of observations are taken from a larger population. Also sampling is the process of taking a subset of subjects that is representative of the entire population. The sample must have sufficient size to warrant statistical analysis. Sampling is usually done to facilitate the data collection, because it is impossible to test every single individual in the population. However, the sampling is also done to save time, money and efforts while conducting the research. The sample should be a representation of the entire population. When taking a sample from a larger population, it is important to consider how the sample is chosen. To get a representative sample, the sample must be drawn randomly and encompasses the whole population.

In this research, The researchers have used random sampling. Which is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. The population of the research is all the members of research object to which the result of the research will be generalized. The population of this research is therefore, (30) thirty pupils from First year middle school of Arrab Ibrahim Middle school. First year pupils are concerned with the research because they are the core of the study, in addition to (4) teachers who are using the CBA as basic method and ignoring the other methods.

### **2.7.1 Pupils' Profile**

This study research was conducted upon first year pupils of Arrab Ibrahim middle school at Hammam Bouhdjer. What should be noted is that only one class of first year pupils are concerned with this research study, forty (30) pupils are chosen randomly out of the total number of the first year classes in that middle school. The reason behind choosing the first year pupils is mainly because of their young age and big ability to absorb the new words, and because the latter are more motivated to speak and to use the language that they are learning. For that; teachers should choose the best method to teach them and help the pupils improve their English vocabulary.

### **2.7.2 Teachers' profile**

Four English teachers at Arrab Ibrahim middle school of Hammam Bouhdjer are selected randomly as sample in this research study . Nevertheless, they are all full time teachers who already taught first year pupils or at least they have taught young pupils in their teaching career. The reason behind choosing ten teachers, is to collect different views as well as to gather much data to respond to the inquires of the research and thus, help in having a broad image about the target situation.

### **2.8 Data Collection Instruments and Procedure**

The researchers make use of different tools for collecting data, the study then employed different tools in order to collect as much information possible from participants like questionnaires and observation. The combination of the two tools is used in order to bring more consistency to the study. The term data is understood as information gained through observation by researchers to respond to a research question or hypothesis (Phakiti, 2014:12).

Data collection is the process of accumulating information pertaining to a particular research question, problem, or area. (Gass and Mackey, 2007:196)

In effect, the researchers tend to adopt both quantitative and qualitative approaches to research they are different approaches in the sense that the former gives the researchers numbers to analyze, but the second provides thoughts of participants written in sentences. In this respect ,Brikci and Green(2007:2) claim,

Qualitative research is characterized by its aims, which relate to understanding dorm aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis, unlike quantitative research which is concerned with the analysis of data in terms of numbers and things that can be measured as time-members-age..ect.

Qualitative research does not seek control over their research setting and participants. Qualitative research usually takes a subjective stance, which allows them to understand their research area meaningfully. Mixed-methods research combines

quantitative and qualitative methods in a single study (Dörnyei 2007; Riazi & Candlin 2014).

The present inquiry, involves mixed-methods so that to test the research hypotheses and obtain information from participants, the researchers use two main collecting data tools ; questionnaire; administered to teachers of the English language in Arab Ibrahim middle school, and a classroom observation in the same middle school.

### 2.8.1. Questionnaire

The questionnaire as a crucial tool is often perceived as a partly valid research instrument to elicit available information from the informants. According to Nunan (1992 :231) «A *questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects* ».

The construction of the questionnaire is delicate step for the researchers. In order to ask the correct and right questions to get credible data. The investigators needed to pay attention to the type of question used that means open or closed question or mixing up both, in fact the use of types of questions may helps the researcher to get more information that contributes to this study, despite the fact, that each type of questions has its own characteristics as (Nunan 1992:143) states that « *while responses to closed questions are easier to collect and analyze one often obtain more useful information from open questions.it is also likely that responses to open questions will more accurately reflect what the respondent want to say* ».

On the other hand, the information obtained from open questions takes much longer time to read and researchers have to identify common responses which could be measured as well as the reporting of results may be difficult to interpret. Whereas ,in the closed questions the researchers provide a list of acceptable responses, multiple choices, yes or no in this case the respondents have to select among specific response options, as it is easier and less time-consuming to interpret and analyze. For example

- **Is teaching English to first year class an easy task?**

\*Yes

\*no

At the beginning of the questionnaire, the researchers have kindly addressed the respondents and asked them to fill out the questionnaire and explained the importance of the questionnaire, its content, and meaning, also a brief instruction how to fill it as well as we thanked them for the assistance and cooperation . However, the researchers have passed through three main stages when designing the questionnaire:

➤ Firstly, **preparing a sample of questionnaire**. As Naoum( 2007:64) states that

Before constructing your questionnaire, go back to your proposal and the literature file and starting formulating the ‘first thought list of question at this stage the order of wording of the questions are not crucial. Your aim is to write down all possible questions which related to your research (you will edit and order them later

This exactly what the researchers have done as a first step in formulating the teacher questionnaire.

➤ Secondly, **Testing the sample of questionnaire**, for the reason of the detection of some problems and difficulties of probability that the researchers may encounter and this mainly due to the number of reasons for example; repetition and useless of a number of questions , there has been kind of repetition of some ideas, besides the useless of some questions. As well before administrating the final set of the questionnaire, the researcher has divided the questions into three distinct sections, this is mainly to facilitate the task for informants, and have decided to delete some questions, because it was useless and the others have the same idea, thus testing was principally in order to avoid ambiguity and misunderstanding of a number of questions.

➤ Thirdly, **administering the questionnaire**, at this stage the questionnaire has been distributed with purpose of investigating about teaching of vocabulary and the TPR method in order to improve it as well as to help learners to cope with the new language and be prepared to learn it. this was achieved by questioning all teachers

of English available in the middle school of Arab Ibrahim , they were only 3 teachers. At the same time the informants have been informed about pedagogical purpose of this study.

Furthermore, in the last stage of the process of data collection as it was already mentioned, there have been 15 questions which have been divided into three sections, each one holds a distinct rubric exposed in the following table ;

<b>Sections</b>	<b>Title</b>
<b>1</b>	<b>Background information</b>
<b>2</b>	<b>Teaching English vocabulary via TPR method</b>
<b>3</b>	<b>Suggestions and recommendations</b>

**Table2.3 Questionnaire Structure**

The first section consist of 04 questions, and concerned mainly about the background of each teacher and about teaching and learning of young learners (first year) .the examiners has tried to gather information about the number of years they have been teaching English in the middle school.

The second section is related to the teaching methods and techniques they use or may use in class in order to help learners learn more effectively as well as their opinion about gestures and body language that suggested TPR method, and this part consisted of 08 questions.

The last section which concerns the recommendations and suggestions includes 03 questions, where the researchers tend to explore the teachers ‘opinion about the importance of varying the methods of teaching English vocabulary, and the way they teach it as well as the kind of techniques that help the young learners improve it .

As it noticed, the total number of questionnaire that have been administered is 20 according to the number of teachers, and after distributing the questionnaire, the researchers have received all of them with complete answers, and some with empty answers.

### 2.8.2 Classroom Observation

In addition, the researchers use the classroom observation in order to test the hypotheses, According to Selinger and Shohany (1989) in Benzaid (2012) “*Observations allow the study of a phenomenon at close range with many of the contextual variables present a feature which is very important in studying language behaviors*” That is, Observations, briefly defined, as methods of generating data which involve the researcher immersing [him- or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it.(Yin,2003).

Observations are one of the most commonly employed data collection procedures in classroom research, as they allow researchers to gather detailed data on the events, interactions, and patterns of language use within particular foreign and second language classroom contexts. Researchers typically rely on several data collection procedures when making observation in a classroom context. These may include field notes (i.e., detailed notes—generally freehand—of the phenomena under investigation), observation schemes (as discussed earlier), and a mechanical means of recording the lesson, such as audio or video recording. (Gass and Mackey, 2007:165).In the same line, Mason (1996:60) states that;

Observation is a method of generating data which involve the researcher immersing himself of herself in a research setting, and systematically observing dimension of that setting, interactions, relationships, actions, events, and so on, within it

In other words, classroom observation tends to describe the teacher and learner behavior during the teaching course.

Generally, Observation can be either direct as when the researcher watches interactions, processes, or behavior as they occur, or indirect observation is when the researcher the results of interactions processes or behaviors

The context in which the courses have taken place, teachers and learners have constituted an important data source for the researchers so that during the classroom observation note taking have been used as an important tool to gather data. Therefore, the researchers have made some basic remarks when attending to first year middle school two (1 AM2) class in Arab Ibrahim middle school Hammam Bou hadjar.

- The teaching materials used
- The way the course is conducted
- The set of difficulties and problems
- The language being used during the course.

## **2.8 Conclusion**

This Chapter has shed light on the methodological part of the study, the main methods and tools used ,the participants the research chronology ,it tackled different methodological approaches introduced to the study, both the quantitative and qualitative ones, in addition to limitations to this research which have been listed.

The following chapter will provide a profound analysis of the data gathered I.e. the third chapter aim is to discuss and analyze the collected data as it is an important parameter in identifying both pupils and teachers reactions towards the TPR method and its efficiency in the acquisition of vocabulary.





## **Chapter Three : Data Analysis, Interpretation of the Results.**

3.1 Introduction.

3.2 Classroom Observation.

3.2.1 Course Conduct and Content.

3.2.3 Summary of the Results.

3.3 Questionnaire.

3.3.1 Analysis.

3.3.2 Summary of the Results.

3.4 Summary and Discussion of the Main Results.

3.5 Some Suggestions and Recommendations

3.6 Conclusion.

### **3.1 Introduction**

The previous chapter presented the target situation and the participants involved in this research study. It also, highlighted the research methodology used by the researchers as well as exposing the data collection tools and the data collection analysis methods used in the present research study.

Consequently, This chapter is devoted to the analysis of data collected from the two tools that have been previously discussed. The data are analyzed and organized systematically in tables and graphs for discussion purposes. It is divided into three main parts: the first part presents the findings and discussion of the classroom observation to identify the teaching /learning process in the middle school; part two which include the interpretation teacher questionnaire findings, the general perception and attitudes on the use by teachers of English as foreign language at ARAB IBRAHIM middle school.; the last part the researcher will suggest some solutions and recommendations.

### **3.2. Classroom Observation**

The objective of the classroom observation was mainly to insight into the English learning and teaching situation as well as the learners' problems encountered during the teaching and learning process. Concerning what is going on during the course, it has been used to observe pupils' motivation, understanding, participation and involvement. Maintaining observation during a given period of time, for the randomly selected class has highlighted and confirmed the set of problems encountered by the first pupils. Consequently, the observation's process has taken place in the middle school of ARRAB IBRAHIM Hammam Bou Hadjer.

#### **3.2.1 Course Conduct and Content**

One lecture about the present and two exercises were dealt with throughout the classroom observation. During this period, the English teacher was following the same rhythm i.e., at the beginning of each exercise , the teacher was introducing and

explaining the theme of the unit in English then translating what she said into Arabic or French, so that the teacher makes sure that everyone has grasped the idea of the exercise.

After explaining the overall idea of the theme, the teacher starts asking some questions related to the theme, so that it opens an area of interaction. Some pupils then give the pupils an illustrative text; which is read by the teacher, afterwards. The teacher then, cuts the text into paragraphs and tries to explain each paragraph. As an immediate reaction, pupils begin asking questions about the significance of some vocabulary be it technical or not and note the synonyms in Arabic or in French.

Pupils' answers to the comprehension questions provided orally by the teacher; are given through the use of a mixture of words from the three languages, these answers are generally unstructured sentences. The teachers' reaction is to restructure students' sentences. Students are then, left alone dealing with the different activities and exercise. The latter will be solved after a while under the teacher's guidance.

### 3.2.2 Analysis

The following table is an attempt to summarize preliminary data, which has been gathered from the classroom observation.

Elements being observed	The observation
<b>The teacher</b>	Arrive 10 minutes late
<b>The pupils</b>	Thirty-two pupils, girls more interested than boys
<b>The time</b>	One hour
<b>The classroom atmosphere</b>	Lacks of activity
<b>The materials</b>	The whiteboard

**Table 3.1 : Preliminary Data Derived from the Classroom Observation**

As the observation task took place, the researchers have noticed that, only the girls were concentrated and interested during the lesson except few elements of course, the boys however, were distracted. The course was silent just the teacher was talking, little participation when taking the activity. English teachers in the ARRAB IBRAHIM

Middle school seldom use materials such as ICTs (information and communication technologies) which are supposed to help the pupils.

One aspect that has attracted the researchers' attention during the observation, is that the teacher was more translating, i.e. translator than a language teacher, when the teacher comes to define terms, she uses gestures, drawing, and a lot of translation to French or Mother tongue. Yet, it is worth mentioning that it was obvious that only few pupils understand the whole lesson. As far as the talking time for the teacher and pupils is concerned, the researcher has noticed that the teacher did the talking during the whole hour, but pupils speak only when participating. It was also revealed that when an activity is given to pupils, there is no chance for them to do it themselves on their copybook, but it is corrected directly in the board by the help of the teacher, and it takes about 10 minutes. Most of pupils feel embarrassed to go to the board and do the activity just few of them were active members concerning this task. It has been noticed too by the researchers, that a lot of vocabulary is provided in the course which makes it difficult for the pupils to understand the language and which may result to their disinterest too.

Finally, a set of obstacles learners seem to face during the course under observation are mostly related to :

- Teacher have a duty program by which they are obliged to finish in time ; this may prevent them from providing pupils with extra useful English material
- Pupils who were not interested, they often seem distracted talking to each other, asking for the time, sleepy and bored.
- The lack of varying methods and techniques, which may break the teaching routine and grasp the learners' attention.

### **3.2.3 Summary of the Classroom Observations' Results**

Despite the fact that observing one class during a limited period of time may not be seen as sufficient to directly set the findings of the study. Nevertheless, the classroom observation contributed a great deal in providing the researchers with a large conception of the teaching and learning situation in the real context.

In addition, to the classroom observation the researchers were aware of the necessity to get more deep information this is way a teacher questionnaire was administrated to collect more information about the teaching and learning situation.

### **3.3 Teachers' Questionnaire**

The current study presents results that have been provided in forms of tables; paragraphs, and pie- charts. In this respect, Brown (1988: 01-02)

A great deal of information is often included in charts and graphs, which are after all , powerful and visually attractive ways to present a lot of information in a small space... visual representations can be an important aid to understand both the strengths and weaknesses of statistical study.

That is to say, the information's and standpoints are interpreted in graphs to appeal and support the explanation to offer the both aspects; strengths and weaknesses.

#### **3.3.1 Description of the Questionnaire**

The sample population of this research consists of 04 female English teachers at ARRAB Ibrahim's middle school Hammam Bou Hadjer. Obviously, 04 questionnaires were administered. Thus, the Teachers are required to answer ticking the right box or write in the space provided. The questionnaire contains 16 questions divided to three parts. The aim of the questionnaire was mainly to get the teachers' opinions about the different methods and techniques to teach English vocabulary to first year pupils.

#### **3.3.2 Analysis and Interpretation of the Questionnaire**

##### **Section one: Background Information**

**Question one:** Gender Male / female? In this question the teachers were asked about their gender to see whether the gender has an impact in the teaching: learning process, what should be noticed is that the researchers could not reach the objective of this question since the whole English teachers who are composing the teaching staff in ARAB IBRAHIM middle school were female

### Question Two : How long have you been teaching English?

The aim of the question is mainly to have an idea about the teachers' experiences in teaching the English language.

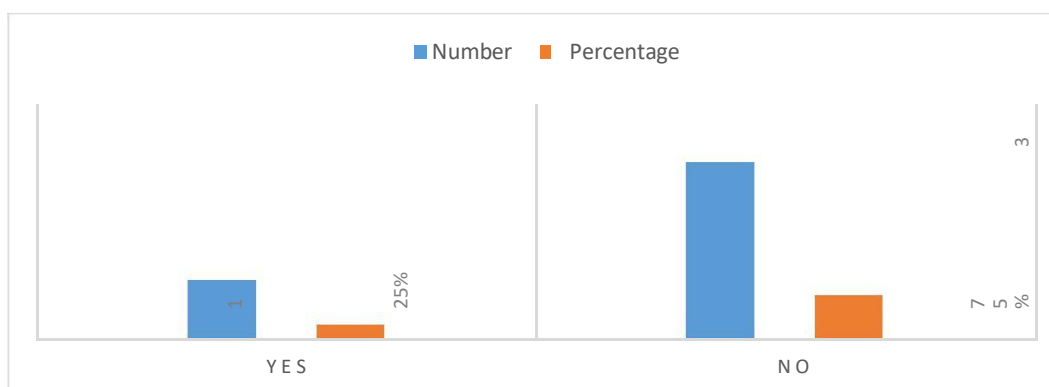
Number of teachers	T.1	T.2	T.3	T.4
Years of teaching	13	22	03	18

**Table 3.2: Teachers' Experience in Teaching English**

As it can be noticed from the table above, the experience of English teachers at ARAB IBRAHIM middle school ranges from 3 years teaching experience to 22 years of teaching experience.

### Question Three: Is teaching English to first year classes an easy task?

The aim of the question was to know the difficulties that the teachers face when teaching the first year pupils.



**figure3.1:Teachers' Perception about Teaching First Year Pupils .**

. It is obvious from the graph above,75% of the sample population fundamentally shared the same view that teaching English first years pupils isn't an easy task, because:

- Because learners are beginners, that is why it is not easy to do.

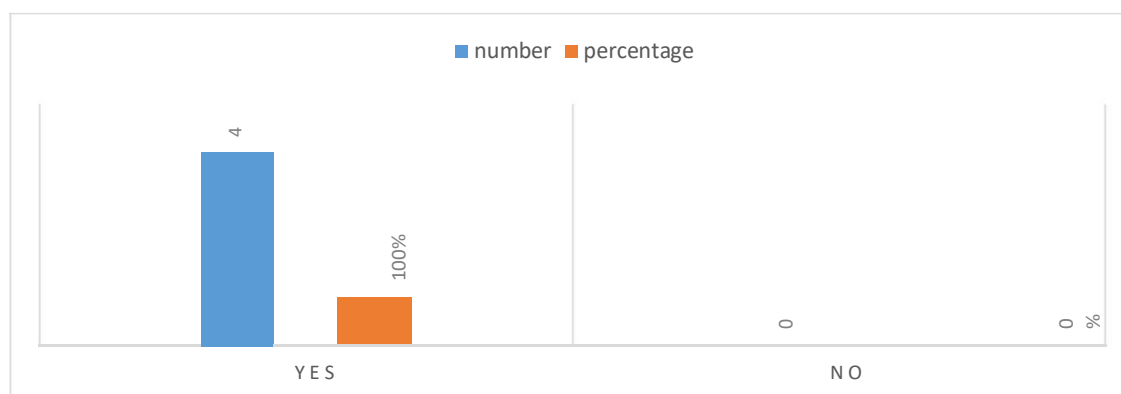
- Because they have zero profile( entry) profile and they don't know from the English language only few words such as yes, no , hey ...

Beside 25% of the sample population who answered, yes.

### **Section Two: Teaching English Vocabulary Via TPR Method:**

#### **Question one: Are the difficulties you encounter in teaching English for first year middle school classes related mainly to the lack of vocabulary?**

The aim of the question is to highlight the main difficulties, which faced the new learners during acquiring English vocabulary



**Figure 3.2: Teachers' Opinion about the Difficulties Related to Teaching English Vocabulary**

As the graph above stimulated that, 100% of sample populations stated that the lack of vocabulary is result to the gap which first year pupils faced during the 2<sup>nd</sup> language learning process.

#### **Question Two: Why learners face difficulties in acquiring a new vocabulary?**

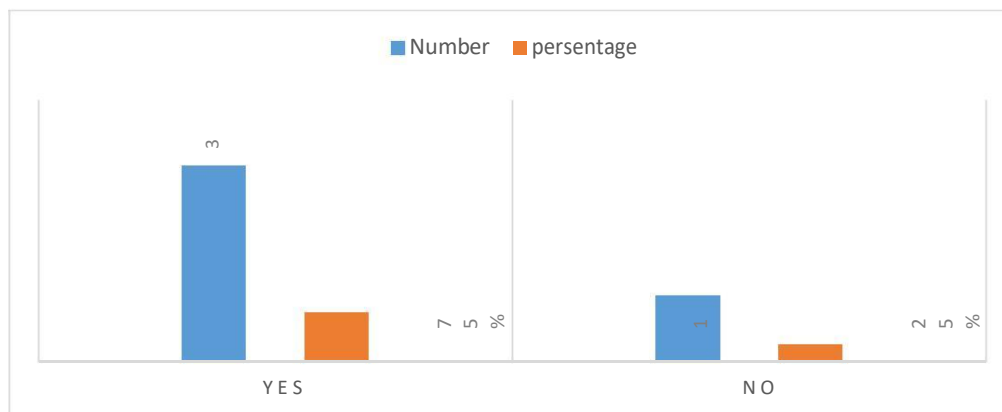
This open-ended question was given by the researchers to confirm the previous question as it includes an explanation to the issue. As for the sample population, the previous graph summarizes the teachers' answers, which are quite similar. All the respondents answered that learners face difficulties in acquiring a new vocabulary. According to the informants explanations, it has been concluded that:

- They face difficulties to identify the new items.
- They are confused between French and English, and they do not practice.
- They just study 2 hours a week, which is not enough.

- The lack of environment to practice their skills in that new foreign language.

**Question Three: According to you, is the CBA method an adequate approach, which highlights the necessity of the acquisitions of the English Vocabulary?**

The aim of the question was mainly to have an opinion about the actual method used in the Algerian educational system the CBA



**Figure3.3 :Teachers' Opinion about the CBA Method**

based on the results and the graph above, it can be said that 75% of the sample population choose ( yes) I,e most of them believe that the actual CBA method can satisfy pupils' needs when learning different cases where if it is applied appropriately it can develop the learners autonomy to acquire a vocabulary. Because

- The CBA approach is more adequate, they develop their competencies through a context (real).
- Producing at the end of each session (written/ oral).

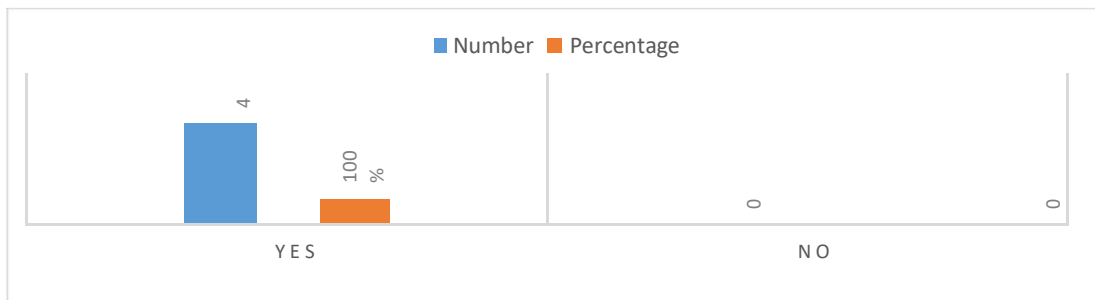
While, the 25% who stated (No) as an answer due to some suggestions:

- For an effective teaching , different strategies may work hand in hand, depending on the learners the teacher deals with .( specific needs).
- At the 1<sup>st</sup> level of first year, pupils do not have competencies in English vocabulary.

**Question Four: Is the first year textbook enhancing first year middle school learner's acquisition of the English vocabulary?**

The questions aim was to understand if the new textbook can be helpful to teacher in enhancing the first year pupils.



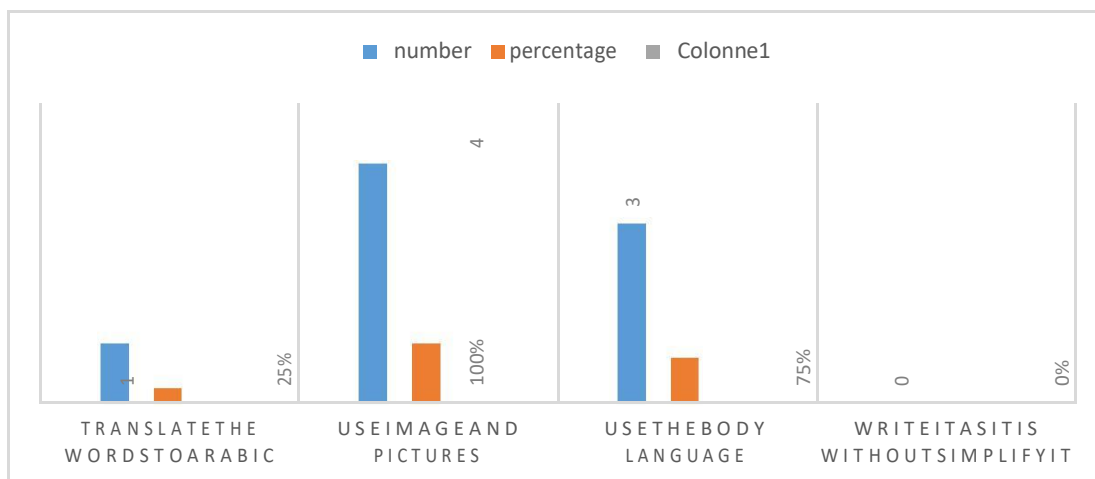


**Figure 3.4: Teachers ‘Opinion about if The Textbook Enhance First Year Learner’s Acquisition of the English Vocabulary.**

From the graph above, it seems that; 100% of the sample population agree on the fact that the textbook achieves the learners’ improving of vocabulary.

**Question Five: Based on your experience, how do you facilitate to your first year pupils the acquisition of English vocabulary?**

The objective behind this question multiple choices was to seek the different strategies used by the teacher to explain the lessons.



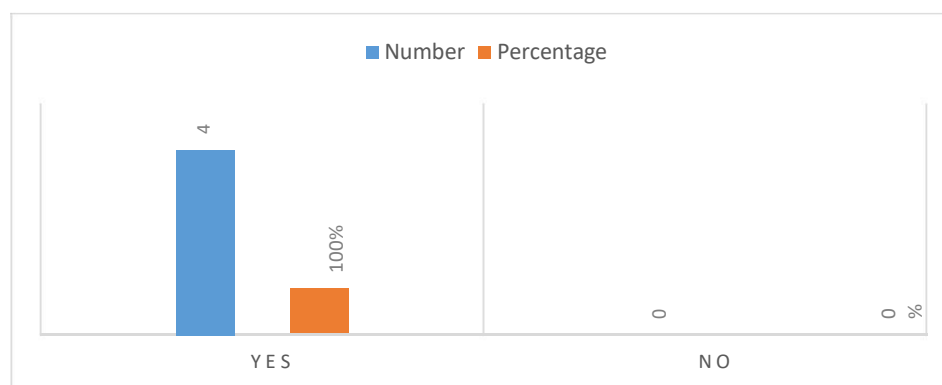
**Figure 3.5 : Teachers’ Method to Facilitate the Acquisition of The English Vocabulary.**

The researchers suggest some elements that can capture the learner’s attention and facilitate the acquisition of the English vocabulary to first year pupils. Thus, the previous graph illustrates the answers of the sample population

- 25% of the sample population confirmed that : one teacher from four translate the words to Arabic (because of the lack in materials)
- 100 % of sample population selected the use of images and pictures.
- 75% of sample population selected the use of body language and gestures.
- However, no one opted for the fourth suggestion.

**Question Six: Do you include other means such as the physical movement to your lesson explanation?**

The question was given by the researchers with the aim to confirm the previous question about the use of physical movement in the lesson explanation.

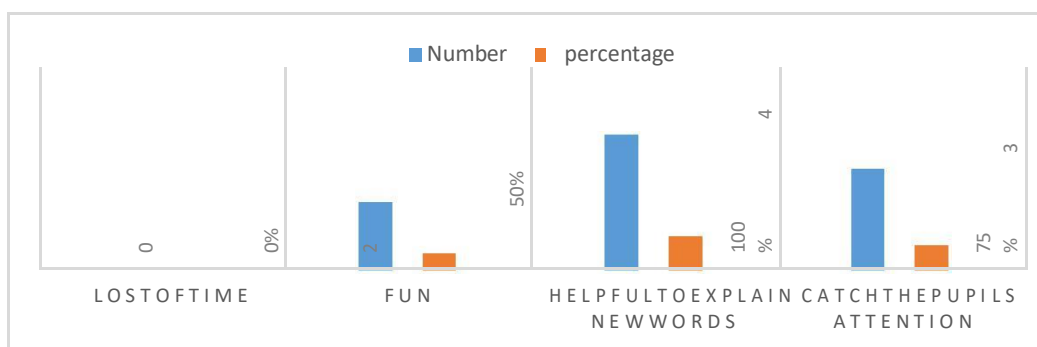


**Figure 3.6 : Teacher's Perception Towards Using Physical Movement During the Lesson Explanation.**

The results in the above obviously reveal that 100 % of the sample population confirm the use of physical movement during the lesson explanation.

**Question Seven: According to you, is the physical movement in explaining English vocabulary?**

- Loss of time
- Fun
- Helpful to explain new word
- Catch the pupils attention



**Figure 3.7: The Help that Can Physical Movement add to The Lesson Explanation**

This question is related to the two previous questions, where the researcher gave multiple choices to the sample population about the movement (gestures) in the explanation of English vocabulary, and as the result above suggest that:

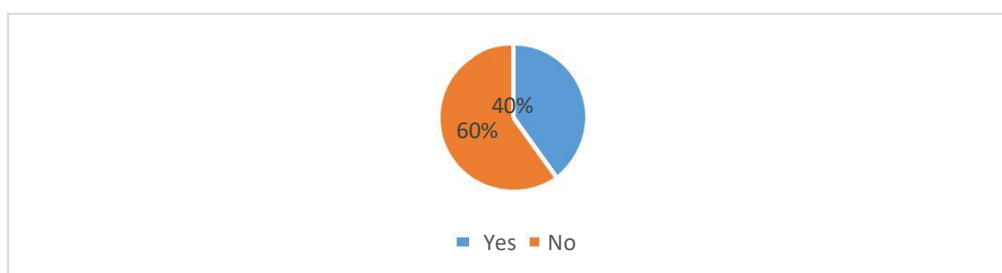
**Answer 1 :** none of the sample population sees that the physical movement is a loss of time

**Answer 2:** 50% of the sample population affirmed that it is fun and enjoyable to use the physical movement during the lesson explanation

**Answer 3 :** 100% of the sample population said that physical movement is very helpful to explain some new words.

**Answer 4 :** As the graph above reveled, 75% of the sample population confirmed that it catches the pupils attention during the lesson.

**Question Eight: According to you, is the TPR a method that can help first year pupils better acquire the English vocabulary? Yes/ no**



**Figure 3.8: Teachers' Opinion towards the Use of the TPR Method for First Year Pupils.**

According to the graph above and as it illustrate,40% of the sample population agree on the fact that TPR method could be better method acquiring English vocabulary , based on the answers they provide the researcher with as

- To an extent, the TPR could help the learner since it can contribute to the pupil's comprehension of new vocabulary.

Thus for the 60% of the respondents replied on the fact that:

- It is the last method in which a teacher of English bases on during his teaching process.
- It is a challenging method for teachers since not everything cannot be explained through this method and not with every learner's categories.
- This method need a lot of materials, but in the Algerian educational system, the lack is obvious.

### **Part Three: Suggestions and Recommendations:**

This part of the questionnaire consisted of three open ended questions, given by the researchers to the sample population (teachers) of ARRAB IBRAHIM middle school where the objective behind is to require the suggestions and the different opinions of the TPR method. In addition, not all the teachers had answers this part; still the others did suggest some answers.

#### **Question One: What are the advantages that the TPR method can bring to the teaching of the English vocabulary?**

The aim of This open ended question given by the researcher to the respondents was to know the opinion of the teacher about the advantages that the TPR can bring to the Vocabulary teaching.

<b>Teachers</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<b>Answers</b>	0	X	X	X

**Table 3.2: Teachers who Have Answered the Question**

Different answers were suggest by the sample population depending on their background knowledge:

- The learners can look on your body gestures, visual memory is very important, learners have to sing and move
- Enhance pupil's comprehension, catch the pupil's attention, facilitate teacher's explanation, and eliminate ambiguity.
- It can facilitate the acquisition of the new items without basing on the mother tongue, but remains as visual aids and the teachers needs to use all the learning styles/strategies.

**Question Two: What are the difficulties that the TPR approach can face the teacher in teaching vocabulary?**

Teachers	T1	T2	T3	T4
Answers	0	X	X	0

**Table 3.4: Teachers Who Answered the Question**

This open-ended question illustrate the difficulties that the teachers may face when using the TPR method within the Algerian middle schools:

- Mainly when teaching abstract words like peace.... I.e. not all the words can be translated to movement.
- Crowded classes and noise that disturb the communication during lessons.

**Question Three: What are the suggestions and recommendations that you can add in order to help in the teaching of English vocabulary via the TPR?**

This last open ended question that was given by the researcher to highlights the suggestions of the respondents in order to help the teaching of English vocabulary via the TPR method, while none of the respondents had answered the question.

### 3.3.3 Discussion of the Questionnaires' Results

The findings from the teacher's questionnaire have given the researcher a deep vision concerning the issue of teaching the English vocabulary in the Algerien educational system. In general, the results indicated that the majority of middle school English teachers face difficulties in teaching the first year pupils, which is due to many factors. In the light of the answers and clarifications provided by the teachers to whom the questionnaire was administrated, the researchers draw the following conclusions:

- The first part (Background information) retails that the teaching experience among the middle school teacher was reflected on the answers accordingly. As it is stated in the results obtained from the first part and the graph 3.2, the majority of the teachers 75% agree on the fact that teaching the first year pupils is a hard task according to the explanations of the question 4. From the part two (teaching English vocabulary via TPR). Based on answers of the question 1 and 2, 100% of the sample population (teachers) confirmed that first year pupils face difficulties in acquiring the English vocabulary, as it is illustrated in the graph 3.3. From the graph 3.4 which illustrate the stand point of the teacher throughout the CBA method in teaching English, 75% replied that it is an adequate method, furthermore if it is applied appropriately, and which can develop their autonomy to acquire the L2. However 25% considered that it isn't for the Algerian pupils which not all the time have competency of another language beside the mother tongue only in some cases. In the graph 3.5, all the answers 100% affirmed that the textbook has a crucial role in improving the learners acquisition, moreover it fulfil the enhancing of the L2. All the teachers agree on the fact that implementations of the body language, gestures, and the physical movement during the lessons explanations add the fun and facilitates the acquisition of some new words, as it is indicated in the graph 3.6/ 3.7 / 3.8 .
- The graph 3.9 included different opinions about the use of the TPR method for the 1 year pupils however, only 40% agree that the TPR can fulfil the lack of the Algerian first year pupils, in contrast 60% claims that the TPR couldn't be applied in the Algerian educational system according to the clarifications given

by the teachers in the question 9. As the lack of materials and that, it could be challenging for the teacher.

- To sum up, the majority of teachers have confirmed the need to be eclectic through incorporating different methods and approaches in teaching English vocabulary in order to facilitate the learning/ teaching process.

### **3.4 Summary and Discussion of the Main Results.**

To sum up with the final and main result conducted from each research instruments, it will be discussed in relation to the already raised hypotheses. The teachers' questionnaire and classroom observation have enabled the researcher to collect a large amount of data concerning the possibility of the use of The TPR method in teaching English vocabulary to first year pupils. The aim of this study was to help teacher to enhance and improve English abilities and vocabulary of the first year pupils, with TPR method as new a medium for language development and facilitating the teaching process. hence as it is mentioned to the readers' attention by the three hypotheses developed by the researcher, to confirm or infirm them.

However, the main results related to the English teachers' questionnaire and the classroom observation revealed that, though the first year pupils do not give big importance to the English lessons, since they feel bored and not active during the course explanation and being only receiving and not producing, Which may reflect the wrong techniques or methods used by the teacher in the classroom.

- The results appeared that the pupils show a positive feedback when they became a part of the lessons explanation process ,Their patience and their willingness to try something new, adapt their new learning. Maintain a positive attitude during the process and confirmed the first hypothesis. That English lessons are usually boring and not interesting particularly for young learner, because they are not aware of the importance of learning a foreign language. Moreover, creating comfortable atmosphere of learning and facilitate acquiring new vocabularies.

- The second hypothesis was that If pupils learn English vocabulary through TPR method their language develops and their willingness to learn is expected to increase, then fertile achievements could be gained. The interpretation of the conducted results draws the attention on: the effectiveness of the use of body language as pedagogical techniques of teaching and learning, and the TPR as an integrated approach in classroom activities. The results of this study revealed the physical movements attract the students' attention during lessons explanations.
- The last discussion deals with the third hypothesis if vocabulary teaching is handled with care through effective teaching methods and enjoyment, the problems of lack of comprehension will be reduced. The results of the teachers' questionnaire revealed that the use of the TPR method in the Algerian classes could not be possible, since the large number of students in the classrooms, and the lack of materials is a common and pertinent. The English teachers asserted that the variation in the teaching methods and introducing new techniques such as TPR is a greatest means to enrich students' English abilities. In addition, they see that such method could not be established within our educational system for the reasons already mentioned

To conclude, it should be noticed that the main findings of both instruments confirm the obtained data form substantial evidence. Furthermore, the use of figures helped the researchers to make the same conclusions, and to describe adequately the contribution of the physical movements (TPR method) in developing learners' English vocabulary.

The TPR method can fulfil the lack of enhancing the English vocabulary as new method. Evidence confirmed that use of body language (movements) in schools increase learners' motivation and autonomy of the learning process, but still it cannot be established in the Algerian educational system given to the limited potentials.



### **3.5 Some Suggestions and Recommendation**

In this last part of this chapter, and for the sake of improving English vocabulary teaching and learning, the researchers have tried to present some helpful solutions and recommendations which may help in overcoming the problems found in learning new English items or at least to fill the gap ; therefore, the following recommendations are suggested;

- √ Allowing the teacher to use his or her creativity in designing the lecture .
- √ Varying teaching methods and techniques to break down the teaching learning routines.
- √ The TPR method should be incorporated in teaching vocabulary using adequate materials to attract learners' attention and interest.
- √ Learning a second or foreign language often brings considerable stress and anxiety whereas learning a language shouldn't involve any filter which may inhibit natural language progress.
- √ Using the kinesthetic movement in the early stages help pupils to learn new language and make them aware of it.
- √ The teacher takes a full responsibility in controlling active interaction through offering to the pupils the sense of autonomy and self confidence.
- √ The teacher should not force pupils to speak or to do some tasks until they will be ready to do it.
- √ Building the listening comprehension, the speech involved can be produced naturally and effortlessly.
- √ Providing time for pupils to express themselves so that production of language will be flawless.
- √ The teacher should be easy going and cheerful and kindly.
- √ Do not train pupils to learn by force and harshness, but direct them to it by what amuses their mind.
- √ Using jokes from time to time to cool the mood.
- √ Developing the nature of thinking must start from the simplest level to more complex.
- √ The teacher should pay attention to individual differences.

- √ Recommending pupils to use some suitable special English language vocabulary at home.
- √ The teacher attempts to create speaking environment in his/her class.
- √ Use lot of visual and reel movements because generally pupils rely on listen.
- √ Act out the dialogue using gestures without speaking out loud.
- √ Teaching 2<sup>nd</sup> language as a similar process of 1st language.
- √ Vocabulary is important aspects in any language and with more vocabulary there will be more comprehension
- √ The teacher should plan the lesson carefully and adjusts time for each activity in order to create equivalence.
- √ The teacher must remember that teaching English language is process that requires patience.
- √ The most mistakes of 2<sup>nd</sup> language learners are due the interference of their 1st language.
- √ The best acquisition will occur when the anxiety is slow.
- √ Illuminate the use of translation because this way pupils will not have the opportunity to directly think in English
- √ Expose pupils to real English

After accomplishing the research it can be said that total physical response is a language teaching method that helps in improving both, the classroom atmosphere in terms of interactions and engagement and the language learning process in terms of desire to vocabulary understanding and acquisition.

### **3.6 Conclusion**

This chapter presented the analysis of data collected from the two tools that have been previously discussed. The data are analyzed and organized systematically in tables and graphs for discussion purposes. the findings derived from the analyzed data were discussed

In effect, on the bases of the revelations obtained form both the classroom observation and teachers' questionnaire, some insightful suggestions and recommendations were provided at the end to help English teachers at middle schools

equip their pupils with the adequate methods that help to promote and improve their vocabulary acquisition.

## GENERAL CONCLUSION

The scope of this study was to investigate the possibility of improving English vocabulary through total physical response (TPR) for the first year middle school classes as it is one paramount aspect of language learning. What kept researchers' attention is that, pupils of middle schools are facing difficulties in acquiring English vocabulary mainly because of the wrong methods used for that, all the difficulties and obstacles were measured from the corner of poverty and inability of retrieving and processing linguistic information and working the memory, and it is consequence of using bilingual dictionaries and the old fashioned routine approaches of learning English vocabulary.

From this point, the researchers in this research study tried to consider the interaction with TPR method which focuses on way of breaking down the traditional approaches of teaching and learning English vocabulary, as well as warming up for preparing learners to deal and capture new language, and strengthen their ; attention, desire, and willingness to fruitful progress in foreign language learning.

In this research, three research questions were stated in order to fulfill the objectives of the research:

What makes English classes boring and how to overcome this problem?

To what extent can TPR help in enhancing children's vocabulary?

Would TPR method be beneficial for stimulating young learners care of English and gain fruitful responses?

Based on the above raised questions, the following hypotheses were formulated

1. English lessons are usually boring and not interesting particularly for young learner. First, because they are not aware of the importance of learning a foreign language. Second, most teachers are unable to motivate them, create comfortable atmosphere of learning and facilitate acquiring new vocabularies. However, in order to overcome these issues, the researcher suggests applying the TPR method in learning process which creates positive thinking and developing learners' motivation since it is uncomplicated and usage of language contains action and games.

2. If pupils learn English vocabulary through TPR method their language develops and their willingness to learn is expected to increase, then fertile achievements could be gained.

3. If vocabulary teaching is handled with care through effective teaching methods and enjoyment, the problems of lack of comprehension will be reduced.

The researcher design relied on three chapters ;the first chapter dealt with theoretical background, it defined vocabulary and discussed how foreign language learning can be improved. It also, dealt with the importance of the TPR method in raising young learners English vocabulary. the second chapter however, explained the methodology adopted in this research work, in the first section of the methodology the researchers investigated the status of English in Algerian educational system more precisely in the middle school classes, the second section presented the participants as well as the main instruments used in the data collection and analysis. the third chapter revealed the data are analyzed then interpreted according to the teachers' questionnaire and classroom observation. It also, gave general recommendations and suggestions.

the research was a case study in which two tools of data collection were used a classroom observation conducted to seek information about the teaching of vocabulary in Arrab Ibrahim middle school , it was also; conducted to see the difficulties that the young learners are facing in the acquisition of the English vocabulary. The second tool was a questionnaire addressed to middle school English teacher of Arrab Ibrahim middle school, at Hammam Bouhadjer.

The researchers attempted to highlight the findings research in the common area of using total physical response to enhance young learners' vocabulary knowledge. Yet, the research work explored many fold complexities by hypothesized, whether the first year pupils learn English vocabulary via kinesthetic movement thus their language will develop, and the willingness to learn is expected to increase more.

The previous results reflected deep insight of the research in confirming the stated hypotheses on the fact that TPR is an important teaching method which helps in facing the boring classes and the innovated learners. But still the fact that the TPR method could not work in an effective way or in other words be established in the Algerian educational system. The implementing of such method need a lot of aids and materials which work hand in hand with the method to fulfill the target needs of the learners.

Like any field research, the present study inevitably contains some limitations, which are as follows linked to the fact that, The quantitative data which has been collected from the questionnaire may not be enough to provide answers for this research work due to the number of teachers available in the Middle school of Arab Ibrahim (04 female English teachers). Time is another restricting condition, where it was not sufficient to collect more notes from the qualitative data ( the classroom observation) .

In other words, since the new generation is given a big importance to the English language , even there are some who study it in private school , why don't we try to enrich the Educational system , by adding some new items , aids, techniques and materials to

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# Appendices

## **Description of the Classroom Observation**

**School :** ARRAB Ibrahim

16/04/2017

**Town :** Hammam Bouhdjer

**Level :** 1st year

**Class period :** 1 hour

**Topic :** Animal

**Placement of lesson within the unit of study :** project 3, sequence 2

**Materials used :** the whiteboard

**Number of pupils :** 16 boys & 16 girls (32)

At 08 :10, the teacher enters the classroom in a hurry, pupils say good morning and she responds. The teacher asks them to take a new page and write the date with her, the teacher spells the first word and they continue (Thursday, april 16th, 2017). The teacher writes the date on the whiteboard then project , sequence and lesson. The teacher handles a copybook and starting on the board a conversation between two characters (Ahmed & Merriam) as she asks the pupils to write with her and they start writing quietly.

- Ahmed : what are you watching ?
- Merriam : i'm watching a documentary about bats.
- Ahmed : are they dangerous ?
- Merriam : no, they are not.
- Ahmed : is it true that they fly at night ?
- Merriam : yes, it is. And they are called nocturnal animal.
- Ahmed : do they lay eggs ?
- Merriam : no, they do not.
- Ahmed : how about their homes ?
- Merriam : they live on trees.

At that point, the pupils were still writing but the teacher started to write the next part from the lesson without the explanation, ( chicken, a cow, a fish ; a goat. And oh the other side , she draws milk and eggs.

Next, the teachers started the explanation the activity , the words written in the board and start to translate each one (a cow = une vache) , then asking the pupils : chicken gives milk or eggs ? some answer eggs, and they continue the activity at the same way.

At 08 :25 the pupils write the activity, she explains in arabic each item, then turns to read the dialogue. Often the teacher uses the facial expression to explain

the word dangerous, Otherwise, the gestures or two volunteers from the pupils to explain better the new items .

At 08 :40, the teacher started reading the dialogue written in the board , and explaining each word , after that the pupils started to read under the teacher supervising and correcting the mistakes .

At 08.50, the teacher asks the pupils to copy the new items written in notebook.

At 08.55, the end of the lesson, the teachers asks the pupils to choose one animal and imitate it.

## Teachers' Questionnaire

This questionnaire is a part of a research work, it aims at investigating about « **Total Physical Response** » teaching method in improving first year middle school learners vocabulary acquisition, for this we kindly ask you to answer the following questions as clearly as possible-Please, the tick the appropriate box (X) and make a full statements whenever necessary.

### **Part One: Background Information**

1. Sex : Male  Female

2. What is the status that you are occupying?

Part time teacher  full time teacher

3. How long have you been teaching English?

.....

4. Is teaching English to first years classes an easy task?

Yes  No

Why?

.....

### **Part Two: Teaching English Vocabulary via TPR**

1. Are the difficulties you encounter in teaching English for first year middle school classes related mainly to Lack of vocabulary?

Yes  No

2. Why learners face difficulties in acquiring vocabulary?

.....  
.....

3. According to you, is the CBA an adequate approach, which highlights the necessity of the acquisition of the English Vocabulary?

Yes

No

Why?

.....  
.....

4. Is the first year textbook enhancing first year middle school learner's acquisition of the English vocabulary?

Yes

No

5. Based on your experience, how do you facilitate to your first year pupils the acquisition of English vocabulary? by:

❖ Translate the words in ARABIC

❖ Use images and pictures

❖ Use the body language (gestures)

❖ Write it as it is without simplify it

5. Do you include other means such as the physical movement to your lesson explanation?

Yes

No

6. According to you, is the physical movement in explaining English vocabulary:

❖ Lots of time

❖ Fun

❖ Helpful to explain new word

❖ Catch the pupils attentions

7. Do you agree that using the body language is

❖ Great warming up

❖ Create better atmosphere

❖ Reduces stress

❖ Helps to remember the language

Why?

.....  
.....  
.....

8. According to you, is the TPR a method that can help first year learners' better acquiring the English vocabulary?

Yes

No

How?

.....  
.....

**Part Tree: Suggestions and Recommendations:**

- ❖ What are the advantages that the TPR can bring to the teaching of the English vocabulary?

.....  
.....

- ❖ What are the main difficulties that the TPR approach can face the teacher in teaching vocabulary?

.....  
.....

- ❖ What are the suggestions and recommendations that you can add in order to help in the teaching of English vocabulary via the TPR?

.....  
.....

Thank you  
for your help

## الملخص

الهدف من دراسة الحالة الحالية هو تطوير المفردات الإنجليزية للمبتدئين (المتعلمين الصغار) من خلال طريقة غير تقليدية تستخدم في الجزائر، وهو الاستجابة الجسدية الكلية. وبالتالي لإعطاء بعض الحلول من خلال تصميم المنهج والأنشطة المناسبة. في هذه الدراسة، بدأ الباحثون من خلال التحقيق في احتياجات الوضع المستهدف، وتحليلها واقتراح أخيرا بعض التوصيات المفيدة التي يمكن أن تلبي احتياجات المتعلمين الصغار قيد الدراسة.

الكلمات الرئيسية: تعزيز المفردات، المتعلمين الشباب، إجمالي الاستجابة المادية،

## Résumé

L'objectif de la présente étude de cas est de développer le vocabulaire anglais des jeunes apprenants via la réponse physique totale. Ainsi, pour donner des solutions. Dans cette étude, les chercheurs ont commencé en étudiant les besoins de la situation cible, en les analysant et en proposant enfin des recommandations utiles pour répondre aux besoins des jeunes apprenants.

**Mots clés : Amélioration du Vocabulaire, Jeunes apprenants, Réponse physique totale.**

## Abstract

The aim of the present case study is to develop the enhancing of the English vocabulary of the beginners through the Total Physical Response method .In this study, the researchers started by investigating the target situation needs, analyzing them and finally proposing some helpful recommendations that can fulfil the needs of the young learners under study.

**Key Words : Enhancing Vocabulary, Young learners , Total Physical Response ,.**