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IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH LANGUAGE: A CASE STUDY OF PREPARATORY CHILDREN AT MY LITTLE WORLD MONTESSORI KINDERGARTEN-MEDEA

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I hereby declare that the substance of this thesis is entirely the result of my investigation, and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

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ABSTRACT

English language has become a global phenomenon in the 21st century, and its learning has become an important educational issue. Consequently, people from different countries and cultures who speak different languages can communicate with each other easily as long as they acquire the ability to use English. The growing demand for English, plus parents' belief that learning English skills provide their children with a better education and better employment opportunities, are the forces driving a big number of parents to teach their children this language at younger and younger some as low as the ages of four and five. However, children tend to have short attention spans coupled with a lot of physical energy. Besides, they are much linked to their surroundings and are more interested in the physical and the tangible world than the abstract one. Therefore, preschool teachers have faced a problem in selecting a proper method goes in line with children' requirements. From this point emerged the need to conduct a research that investigates whether using the Total Physical Response method in teaching English language to preparatory children would improve their learning.

The present qualitative case study is composed of four chapters; the review of the literature presented in the first chapter explores the concept of this method beside its background and its foundation. The second chapter of this thesis discusses the methodology followed in this research. The researchers have chosen a qualitative case study when conducting this research. Two groups are selected intentionally to be taught by the same teacher with the same method. Researchers have selected four instruments in the process of data collection, these instruments are: classroom observations, audiovisual aid, parental questionnaire and children interview. Chapter two also discusses data analysis procedures.

All the obtained data from the four research instruments are analyzed interpreted and converted into thematic analysis. Chapter three reports and discusses the results obtained from the research instruments. The results demonstrate significant differences in children performance. Both groups have revealed an improvement in their linguistic production. This improvement can be attributed to the treatment they received over two semesters period. These results confirm the efficiency of Total Physical Response instructions in attracting children to learn A foreign language effectively. The last chapter of this research concludes with some suggested recommendations and pedagogical implications which highlight the importance of using this method when teaching a foreign language to preparatory children.

ملخص

أضحت اللغة الإنجليزية ظاهرة عالمية في القرن ال 21، وأصبح تعلمها ضرورة قصوى بحتة. وبالتالي أصبح بإمكان الناس التواصل مع اشخاص ينحدرون من ثقافات مختلفة حول العالم طالما اكتسبوا القدرة على تعلم اللغة الإنجليزية. إن الطلب المتزايد على اللغة الإنجليزية، بالإضافة إلى اعتقاد الاباء بأن تعلم مهارات اللغة الإنجليزية توفر لأبنائهم تعليما أفضل وفرص عمل في المستقبل دفعت العديد من الاباء لتعليم أطفالهم هذه اللغة في سن مبكرة جدا وبعضهم لم يتجاوز سن الرابعة او الخامسة من عمره. غير ان الأساتذة او المعلمين القائمين على تعليم هذه الفئة -التي تتميز بقصر مدى الاهتمام المصحوب بكثرة الطاقة، علاوة على ذلك، هذه الفئة مرتبطة بشكل كبير بمحيطها وأكثر اهتمامًا بالعالم المادي والملموس من العالم المجرد-واجهوا مشاكل في اختيار طريقة تعليم تتماشى مع مميزات هذه الفئة. انطلاقا من هذا الاشكال، ارتأينا إلى إجراء بحث يدرس ما إذا كان استخدام طريقة الاستجابة الفيزيائية الكاملة في تدريس اللغة الإنجليزية لأطفال قسم التحضيري سيحسن من مدى تعلمهم.

تتألف هذه الدراسة من أربعة فصول موضحة كالاتي. الفصل الأول وهو الفصل النظري للبحث يستعرض مفهوم الاستجابة الفيزيائية الكاملة بالإضافة الى خلفياتها وتأسيسها. الفصل الثاني يناقش المنهجية المتبعة في هذه الدراسة، اذ ان الباحثين اعتمدوا دراسة حالة في بحثهم، حيث تم اختيار فوجين عمدا ليتم تعليمهم من قبل المعلم نفسه باتباع الطريقة السابق ذكرها. اختار الباحثون أربعة أدوات في عملية جمع البيانات، وهذه الأدوات هي: الملاحظات، الفيديوهات، استبيان تم تقديمه الى أباء الأطفال بالإضافة الى اجراء مقابلة مع الأطفال مع نهاية الموسم الدراسي. الفصل الثاني يناقش أيضا الإجراءات المتبعة في تحليل البيانات. يتم تحليل جميع البيانات التي تم الحصول عليها من أدوات البحث الأربعة وتفسيرها وتحويلها إلى تحليل مواضيعي، الفصل الثالث مخصص الى تقرير ومناقشة النتائج التي تم الحصول عليها من أدوات البحث، اذ ان النتائج المحصلة أظهرت اختلافات كبيرة في أداء الأطفال. كشفت كلتا المجموعتين عن تحسن في إنتاجها اللغوي. وهذا التحسن يمكن ان ينسب الى المعاملة التي تلقوها طيلة الموسم الدراسي. جاءت هذه النتائج لتؤكد كفاءة تعليمات طريقة الاستجابة الفيزيائية الكاملة في جذب الأطفال لتعلم لغة أجنبية بشكل فعال. ليختتم هذا البحث ببعض التوصيات المقترحة والآثار التربوية التي تبرز أهمية استخدام هذه الطريقة عند تدريس لغة أجنبية للأطفال في قسم التحضيري.

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List of abbreviations

SLA: Second Language Acquisition.

TPR: Total Physical Response.

UG: Universal Grammar.

LAD: Language Acquisition Device.

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GENERAL INTRODUCTION

This general introduction sets the stage for this thesis. It is devoted for describing the background of the study, identification of the problem, research questions, objectives of the study, significance of the study, and clarification of the used terms.

1. Background of the Study

Language is a system of communication, written or spoken, which consists of the use of words in a conventional way. It is very important because it is one of the main ways that keeps individuals in contact with each other. The English language is an example for the importance of a language which has become a global phenomenon in the 21st century, and its learning has become an important educational issue. Consequently, people from different countries and cultures who speak different languages can communicate with each other easily as long as they acquire the ability to use English.

As said previously, due to globalization people who come from non-English countries, just like Algeria, are positively forced to learn this language in order to be able to communicate with others throughout the world. Indeed, nowadays English courses in Algeria are not only offered for adults but for children as well. In fact, teaching English has been integrated in many preschool programs in Algeria, because early childhood is a precious period for children in terms of emotional, physical, cognitive and language development (Crain, 2005). Foreign language education in preschool years is vital and there are many studies to show this importance (Crain, 2005; Penfield & Roberts, 1959; Johnson & Newport, 1989; Gürsoy, 2011; Krashen, Sferlazza, Feldman & Fatman, 1976; Krashen, 1982). Krashen et al (1976) admit that children are more independent than adults in terms of their manners for learning a foreign language.

Though learning English is an interesting topic, however, teaching it in kindergartens to children is not as easy as one imagines. An aphorism says that teaching old people is like writing in the water, and teaching young people is like writing on stone. Young learners learn differently from older children, adolescents, and adults (Harmer, 2001:38). In fact, teaching young people is more challenging than teaching old ones, because each category is taught with a certain method that suits its characteristics. The choice then of teaching methods has a direct impact on the teaching-learning process; therefore, different approaches and methods have been proposed and studied over the past decades. Some have been developed by educational researchers through investigating the learning process, other approaches have been developed by classroom teachers experimenting with their own teaching to solve specific classroom problems.

Despite the diversity of language teaching methods, English educators in kindergartens have been experiencing difficulty in teaching children since the methods used are less appropriate (Widodo, 2005; Samudra, Kuswardono, & Idayanie, 1999). Some of these methods (direct method, grammar translation method...) are proved classical and less convenient, after being examined and researched to determine their effectiveness in teaching a foreign language. Traditional methods of language teaching overemphasize forms of vocabulary and grammar instead of word meanings, therefore, students lose their interests in learning English (Xie Jingyuan, 1997). At the same time, such approaches focus on grammar instructions, reading and writing in the target language. Learners are expected to memorize words and grammar rules. Consequently, this will oblige some individuals to forget the language items easily, simply because they are opposing the Piagetian notion which states that learning happens as long as the learner is actively engaged in the learning process. Moreover, there is no interaction or response between the learners and the teacher. The former is passive whose learning entirely rests on the instructor, they just sit in their chairs and listen to the

educator's explanation. Passive learning makes recipients bored as strongly supported by Harmer (2007: 84) who states that the students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities.

Another factor that might hinder learning a foreign language is related to the learning materials. Learning materials influence the students' involvement, since they provide stimulus as Hutchinson and Waters (1987:106) argued "materials provide stimulus to learning, lesson materials which are appropriate with the students can encourage their involvement in the teaching and learning process". The teacher's job is to provoke the students' engagement with materials which is relevant and involving at the same time. Thus, the material being studied should be relevant with the students' environment, needs, and ages (Harmer's statement, 2001:39).

2. Problem of the Study

There are many problems that are associated with teaching foreign languages for children. In this context, researchers are concerned with English in preparatory schooling (the kindergarten level) which can trigger several research problems. One problematic could be in the method the instructor uses in the process of presenting the lesson inside the classroom. As mentioned previously, traditional language teaching methods can hinder the absorbability of language knowledge.

As a suggestion, and to address the problem mentioned above, the present study is concerned with teaching English using the Total Physical Response (TPR) method to children in the preparatory level at one kindergarten in the city of Medea in Algeria.

3. Research Questions

Based on the discussion above, this study addresses the following questions:

1. How effective is the TPR method in teaching English language in the Kindergarten's context?
2. Does it enable the non-native child to produce language comparing to other methods?
3. How can TPR classrooms provide an enjoyable learning for the child?

4. Objectives of the Study

This study is conducted for the purpose of:

1. Examining the successfulness and utility of TPR method in teaching English language in the kindergarten context.
2. Investigating the different types of speech parts that children produce (adjectives, verbs, adverbs, nouns).
3. Exploring how much time the child will spend to produce correct sentences and utterances (semantically and syntactically).

5. Significance of the Study

The result of this study is expected to give theoretical and practical advantages. Theoretically speaking; the findings of this study may contribute to knowledge about ways to improve the quality of English teaching and learning, in addition to suggesting ways to improve children involvement in the process of learning languages in early childhood education. Practically speaking, the result of this research aims at implementing this method in different Kindergartens in Medea with the hope of spreading it throughout the country.

6. Clarification of Key Terms.

Below are some terms which are used in this thesis, they are defined in order to clarify their meaning according to the context and to avoid any unnecessary misunderstanding.

1. **Learning**: The process of learning something (Oxford Advanced Learner's Dictionary, 2010, 8th edition).

2. **Teaching**: The ideas of a particular person or a group, especially about politics, religion or society, that are taught to other people. (Oxford dictionary, 2010).
3. **Improve**: To become better than before; to make something/ somebody better than before. (Oxford dictionary, 2010).
4. **Total Physical Response (TPR):** Is a language teaching method built on coordination of speech and action; it attempts to teach language through physical (motor) activity.
5. **Kindergarten**: A class for young children, usually children four and five years old, which is often the first year of formal education. (Cambridge online dictionary)
6. **Early childhood education**: The study of the education of children from about two to seven years of age. (Cambridge online dictionary)
7. **Preschool**: A school for children between the ages of about two and five. (Oxford dictionary, 2010).
8. **Kindergarten**: A class for young children, usually children four and five years old, which is often the first year of formal education. (Cambridge online dictionary).

7. Outline of the Thesis

This work is divided into a general introduction and four chapters. The introduction starts with a general background of the study, which contains problem of the study, research questions, objectives and significance of the study beside clarification of key used terms. The first chapter of this thesis deals reviews related literature about TPR method. The second chapter is associated with the methodology followed in conducting this research. Chapter three is devoted to the presentation of the results and the discussion of the findings of this study. The last chapter, chapter four, presents conclusions and pedagogical implications.

CHAPTER ONE

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CHAPTER ONE

LITERATURE REVIEW ON TOTAL PHYSICAL RESPONSE

1.1. Introduction

The central aim of this chapter is to review the literature on the TPR as an approach and a method of teaching a second language. It first enters from the SLA gate, to define the TPR, to explain its theory, illustrating it in practice, going through its application in a specific context and finally raising the enquiries that the researchers undertake in this study.

1.2. Historical Background: SLA Paradigms

Second language acquisition (SLA) is the process of developing knowledge and use of a particular language by both children and adults who already master at least one language. This field is built upon linguistic and psychological paradigms which start to be constructed early in the 20th century.

Linguistically, according to Chomsky (1968) there exist an innate language faculty, which is referred to as the Language Acquisition Device (LAD) and later as Universal Grammar (UG), that comprises universal and abstract concepts and principles of all human languages. Consequently, any language acquisition is a based on that pre-programmed specialized module of the brain. Many researchers accepted UG since it explains L1 acquisition, yet they argued that UG does not provide an explanation for L2 acquisition, with the existence of the critical period claim. That is, while UG permits young children to acquire a language during that developmental period, UG is no longer available after puberty, which leads older L2 learners to make use of more general language processes.

Similarly, Krashen (1982) came up with the Monitor Theory that looks upon humans' acquisition of language as a natural and biological process that is achieved with no instruction or feedback. Krashen's theory is developed from a fundamental hypothesis that raises the

difference between ‘learning’ and ‘acquiring’ a language. For the language learning, it is described as the conscious process where learners’ attention is focused on the rules and forms of the language. However, the language acquisition is hypothesized to exist in a way similar to L1 acquisition where the learners’ attention is focused on communicating the meaning. This may be an explanation for the difference of a result obtained by a) learners who have been exposed to a natural and comprehensible linguistic input with contextual information and b) classroom learners who have gone through a 'meta-linguistic' knowledge, where they are able to talk about the language rather than using it communicatively.

Psychologically, in the First half of the 20th century, psychology, education (and forcefully L2 learning) were dominated by behaviorism which considers language learning as a process of imitation, practice, reinforcement and habit formation. Behaviorists sanctify the environment as it is a source of linguistic stimuli, and it provides feedback on learners’ performance. This paradigm has been strongly criticized by Chomsky when he asked for a reasonable and related explanation for children production of novel and creative utterances that have never been provided by their environment. Within the same flow and in the late 1980s, the cogni-psychological paradigm imposed itself in the SLA field. Contrary to Chomsky, cognitive psychologists do not see any significance for assuming that language acquisition requires a specific brain structure, however, they hypothesize that second language acquisition is like any other type of learning that requires learners’ attention and efforts. Some researchers working on information processing models of second language acquisition proved that making learners exposed to a language through a comprehensible input is not satisfactory for them, but they must (themselves) make the underlying meaning of the input. This notion has raised the attention of several SLA researchers (Schmidt, 1990, 2001). One of these researchers, who struggled with meaning making in learning a foreign language is the American emeritus professor of psychology Dr. James J. Asher. Asher (2000, 2002, 2003a,

2003b) came up with a pedagogical and didactic contribution after 30 years of research and continuous observations. He has published many books and more than 100 articles in academic journals including: *Learning Another Language Through Actions* (6th edition). *and Brain switching Learning on the Right Side of the Brain* (2nd edition).

1.3. The Total Physical Response Foundation

Asher's pedagogical contribution is called the Total Physical Response (TPR). It is a method that is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children; the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it cannot speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom, Rowland, a 3rd grade bilingual teacher at Texas (the teacher tool kit,n.d.), is one of the very first American teachers who adopted the TPR method in their classes. He defines the Total Physical Response as a really great way to teach vocabulary to students, it forces them to think very abstractly about the language and so they have to use their bodies to move and define language and it forces them to solidify it.

Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. So, the TPR is in fact a language teaching method that is based on the coordination of language and physical

movements by which students respond to the teacher's commands. This method focuses on the natural listening in the first place, the comprehension and the motor response. First, Asher considers (Asher, 2003) the second language and the first language learning processes as parallel to each other in terms of the naturalistic way of learning. Then, through TPR method, he targets the comprehension that the learner makes up after receiving the linguistic input by the teacher. At last, he added that this comprehension is demonstrated by the motor and physical response that the learner makes.

1.4. Theoretical Background of Total Physical Response

The TPR method is resulted from an inter-disciplinarity of psychological and cognitive theories. By which Asher could come up with a balanced theory namely the Total Physical Response. The TPR is constructed upon a solid psychological pillar called the trace theory.

1.4.1. Trace theory of memory

The trace theory of memory in psychology holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall (Sternberg, 2009).

Asher (Asher, 2002) linked the TPR to trace theory of memory in psychology, for the fact that it holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. The retracing can be done verbally (by rote repetition) or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall (Asher, 1977).

1.4.2. Brain Lateralization

Asher (Asher, 2012) sees total physical response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. In his researches (Asher, 1977, 1996, 2012), he refers to neurological studies of the brains of cats and studies of an epileptic boy whose corpus callosum was surgically divided. Asher interprets these as demonstrating that the brain is divided into hemispheres according to function with language activities centralized in the right hemisphere. Referring to Jean Piaget, Asher holds that the child language learner acquires language through motor movement - a right-hemisphere activity. Where right-hemisphere activities must occur before the left hemisphere can process language for production. Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.

1.4.3. Total Physical Response: A Teaching Method

Total physical response is an illustration of the comprehension approach to language teaching. Methods of the comprehension approach emphasize the importance of listening to language development, yet they do not require spoken output in the early stages of learning. In total physical response students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak naturally. At the first stages of instruction, students can respond to the instructor using their native language. While the majority of class time in total physical response is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. In fact Asher (Asher, 2012) sees developing listening comprehension skills as the most efficient way of developing spoken language skills. Lessons in TPR are organized around grammar, and in

particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson. However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar-based methods such as grammar-translation method.

In the TPR way, Grammar is not explicitly taught, but is learned by induction. Students are expected to sub-consciously acquire the grammatical structure of the language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning. Total physical response is considered as both, a) a teaching technique and b) a philosophy of language teaching where teachers do not have to limit themselves to TPR techniques to teach according to the principles of the total physical response method.

1.4.4. The TPR Speech Form

Asher (Asher, 2012) noticed that interactions between parents and children often took the form of speech from a parent followed by a physical response from a kid. He also observed that children typically are not able to speak until they listen to language for a long time, and they can apprehend their parents' utterances and respond to them by physical movement (Asher, 2012). From this, he was able to make three hypotheses:

1. Language is learned primarily through listening,
2. language learning must engage the right hemisphere of brain,
3. Learning a language should not involve any stress.

These assumptions led to Asher's first experiment in 1965 with the Japanese language. In 1969, he conducted more than 30 experiments. By observations and analyses of the process of Japanese and Russian teaching, he found that the applications of TPR approach in teaching can induce students' high-speed understanding. And during the process of practices, students have chance to express themselves by means of physical actions. But Asher still thought that because of the critical property of the left brain, he attempted to find out the reasons why TPR could promote high-speed understanding and improve a good memory. He excluded some

factors which might affect the effectiveness of TPR. These factors include location, which means the location of the teaching instruments in the room during exercise; interflow, which means the learner gets into action before he has finished listening to instructions; sequence, which means that the instruction may indicate what the latter one is (Asher, 1969:3). Finally, through the analysis of his collected data, he drew the conclusion that learners' physical actions are the most important factor.

In 1977, Asher released his book *Learning Another Language Through Actions* which contained the main tests for TPR. The latter approach is characterized by some features that cannot be found in its competent approaches. First, this approach does not require spoken output in the early stages of learning (Liu Xin, 2007:95). Students are not asked to speak until they acquire enough language knowledge through listening. Indeed, at the beginning students can respond to instructors in their native language. Second, lessons in TPR are particularly organized around verbs. The meaning of the word is priority to grammar. So grammar is learned by induction instead of being explicitly taught. Students are expected to subconsciously acquire grammatical structure of the English language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning.

1.5. Total Physical Response in Practice

TPR in practice takes the form of instructor and physical reactors, where the instructor plays the main role in the learning process. Whereas the receiver reacts accordingly.

1.5.1. Total Physical Response Lesson Framework

The TPR lessons comprises a specific set of steps (the teacher toolkit, n.d.)

1. **Prepare:** The teacher chooses the vocabulary that is going to be taught, and gather all the tools needed (videos, pictures, audios and the concrete materials) to exemplify the meaning of the words.

2. **Teacher Modeling:** to make sure of the full conveyance of the words meaning, the teacher he teacher uses the new vocabulary accompanied with grimaces, motor gestures, pictures or video acts.
3. **Student Modeling:** The instructor will have a volunteer student to mime the same gestures, facial expressions, using props or body movement modeled as producing the word.
4. **Student Participation:** Having all students mimic the same gestures, facial expressions, using of props or body movement modeled by the teacher and student volunteers. Here the instructor will ask them to say the word as they are making the movement.
5. **Writing:** in case writing is required, the instructor writes the word or phrase where all students can see it so that they can make the connection between oral and written words.
6. **Repetition and Practice:** When teaching the next word or phrase, the instructors will use the same method. They review and practices words with students multiple times to ensure learning. And they recycle words regularly to make sure that students do not forget old words.

1.5.2. Total Physical Response Possible Activities

The TPR class encourages the teachers to create and adopt a great deal of games and activities. Such as a TPR 'Storytelling Session' where the teacher tells a story to the whole class. It can be a fairytale, adventure, even horror and comedy. Using a plenty of gestures and actions, which the teacher repeats often. A TPR story shares all the elements of a great tale: a relatable main character, a captivating plot and an ending that rewards the listeners. In addition to that, a foreign language teacher employing TPR must remember that the story is used to teach meaning. So a TPR story would use a good mix of the students' native language

and the target language, especially for beginners, a healthy dose of the students' native language might be used, with a peppering of the target language.

'Simon Says' is another vocabulary oriented activity that the TPR teachers can use (Stevie D, n.d) It is analogous to the process that takes place as children acquire their first language. Adults often give instructions to kids, like "throw the ball" "come here" or "eat your chicken." So in this activity, children will be organized into two groups, and each group sends a representative for every round. They stand at the back of the class, near the wall, with their eyes fixed on the teacher who will play "Simon" and comes up with creative commands and actions with which students would then have to perform. So in an English class the instructor might say, "jump three times" or "cry''. The student who gives the correct response gets to take a step forward towards the "Finish Line." Reaching the finish line first wins 1 point for the team and the team who gets 5 points first wins the game. In addition to theater scenes games, mimic songs, cooking activities and others, the TPR method helps the teacher to use his/her entire creativity to make up an enjoyable class that is a stress-free way.

1.6. Previous Research Studies on Total Physical Response

Several studies and applications have been established to test the effectiveness of the TPR method. These studies are varied and in different regions. In one study conducted by Tingting Shi (2018) at Shanxi Normal University in Linfen China, the researcher tested the TPR method productivity in teaching English to Forth grade primary school students. After expounding her research data and data analysis, the researcher found that TPR teaching method can obtain better teaching effects than traditional methods. It was found that TPR can arouse students' interest in learning English. The researcher suggested that it is necessary to replicate such a study, in order to give the best way for students to work and to develop their abilities in the target language.

The main findings of this study reveals that using TPR teaching method can make sure that students have a better listening ability than traditional teaching methods. The experiment data shows that after a period of time, the progress of the experimental group is more obvious than that of the control group which goes through a different teaching method, namely Grammar-Translation method. Before the experiment, there was not such a difference between the two groups. This may be the case, when using the TPR teaching method to teach English, the teacher always asks students in the process of language input to do the actual action with her. Then the teacher uses a variety of methods to make the students produce language. When students speak more, they can learn and use more words and expressions.

At the same time, the TPR did not only improve the students' English level in terms of speaking, but it also promotes and improves students' listening ability. Tingting Shi confirms (2018) that the TPR teaching method is easier for the students to review what that they have learned, and better than the traditional teaching method. From the analysis of data, the author finds that the scores of the experimental group are significantly higher than those of the control group in these tests. TPR teaching method enables students to use their entire body when learning, including hands, heads and certainly their brain.

Finally, according to the observations and the results, the use of TPR teaching method to teach students a language was found to be better than the traditional method. Since the TPR teaching method is also in line with the characteristics of primary students, so that they learn English through the body movements without too much explicit pressure. In spite of the important and the positive results that have been obtained in this research, however, there are some shortcomings that should be covered. For example, the teaching experiment lasted for only 2 months, which makes the findings less accurate if compared with other findings obtained from lengthy experiments.

In essence and similar to the above mentioned study, other studies have been conducted in Sweden (Zhen, 2011), Indonesia (Nugrahaningsih, 2007) and other Asian (Misyuarni, 2015) and European regions (Nezdaril,2011) but TPR contribution was to be found in the African context. That is one reason that led the authors of this thesis to conduct the present study. The African context and the Algerian one in particular is still fresh and pedagogically raw, which is open to adopt and test several teaching methods and approaches. Another reason is that the majority of the previous studies that have been conducted on using the TPR in teaching English have been done on primary schools students or on elementary ones only, ignoring the preparatory classes which are in a critical age that highly encourages languages learning. Another third reason is that previous studies did not target the general linguistic productivity of the TPR class attendees; however, they focused on testing their productivity of one single category of speech whether it is nouns, verbs or adjectives. But none attempted to test or explore their natural and general (developmental) productivity during the exposure to the TPR not only after.

For the previous mentioned gaps, the researchers attempt to conduct this study so as to cover what have been missed. The coming chapter of this thesis tackles the methodology undertaken in the present research.

1.7. Conclusion

This chapter was intended to provide a full overview of the TPR method. It covered up the chronological line of the theoretical pillars that SLA is based upon. Starting by the primitive views such as behaviorism, till reaching the modern ones as the cogni-psychological view. A well detailed description of the TPR method is provided in this chapter, in addition to some definitions set by educators and experts, they all flow in the direction of that, this method is based upon the way that children learn their mother tongue.

The theory behind the TPR method is fully covered as well, pointing at the cognitive explanation of the trace theory of memory and brain lateralization in relation to language. Beside the illustration in practice that has been tackled in this chapter, it provided a sample of how the TPR lesson should be. Finally, the researcher critically analyzed the Chinese contribution to the TPR field, pointing at some gaps that have not yet been filled and raising the enquiries that the researchers aim to answer by the end of this study.

CHAPTER TWO

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CHAPTER TWO

RESEARCH METHODOLOGY

2.1 Introduction

The aim of the present research is to investigate the effectiveness of applying the total physical response method in teaching English language to children in one kindergarten in Medea. The focus of this chapter is on the methods and the procedures followed in this research. The first section deals with the choice of the research design. The next section covers description of the research setting. The third part is concerned with the participants of the study; it is related to the choice of the teacher and the children. The data collection instruments employed in this research are presented later. Section five explains the method and procedures of data analysis. Finally, the last section of this chapter, tackles ethical considerations and issues of trustworthiness in this study.

2.2. Research Design

Research design "is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy" (Durrheim, 2004: 29). When conducting any research, researchers use a variety of approaches and methods for gaining deep understandings of the phenomenon being studied. Hence, in this research, in order to find out whether the TPR method is effective in teaching English language to the children of preparatory level, and test the participants' response towards the TPR instructions, the researchers decided to adopt a qualitative exploratory case study.

This approach is suitable for this thesis for the following reasons. First of all, qualitative case studies are the most appropriate methods that are concerned with understanding ~~the~~ human behavior from the informant's perspectives, whereby the researchers are able to study, analyze situations, events and behaviors that could occur inside a setting which will shed new

light on an established theory that might result in new and further explorations. Moreover, when conducting a qualitative case study, researchers will use a variety of instruments in the process of data collection, the most relevant tool in qualitative case study is participants' observations beside other instruments that are to be mentioned and identified in the section of data collection. For example, Yin (2003) recommends different types of instruments to use when collecting data for case studies, namely: documents, archival records, interviews, direct participants' observations, and physical artifacts. Furthermore, "data are analyzed by developing themes that emerged from the findings that are found through data collection, to be finally presented in a form of detailed reports" (Yin, 2003), unlike quantitative methods where data are collected by measuring things to be analyzed later through numerical comparison and statistical inferences (Minichiello, 1990). In addition to that, the choice of case study's type (exploratory case study) was based on that it is the researchers' intention to explore the way in which the teaching of English language is being implemented at a private kindergarten under the TPR instructions.

2.3. Research Setting and Fieldwork Access

This study took place in a kindergarten in the city of Medea during the two semesters of the academic year 2018/2019, it lasted eight months (from September until May). This kindergarten is a private institution and daycare facility that is situated in the urban city of wilaya of Medea. The kindergarten adopts the Montessori method and philosophy of education for its curriculum and program. It has different classrooms each is specified for a certain grade (a nursery, the preschool level, and the preparatory level). Moreover, and to ensure the successfulness of the learning process, the kindergarten's administration diversifies its activities and employs different tools and materials to match the needs and the characteristics of children.

In order to simulate the TPR classroom and to give children the chance to practice the content of the lesson, the training room was supplied with: a television with speakers for the story telling activity, a closet full of tools and materials for the embodiment and personification of the learned vocabulary, a white board in the front, tables and chairs for each child, pictures hung on the back of the class and an outdoor playing background equipped with a slide and trampoline. The available materials and resources serve to reinforce the spoken language, which motivated the researchers to choose this kindergarten among others. Choosing this kindergarten as field of research was also motivated by the fact that it is the only kindergarten in the city of Medea which integrates the teaching of English language in its preparatory curriculum. Moreover, the objectives set for this curriculum are aimed to offer opportunities for the holistic development of children, by preparing an environment that aims to develop the linguistic, physical, emotional and social side of the child.

Accordingly, and to start the training, approval was sought from the director of the kindergarten. Hence, an informed consent form was prepared and sent to the director of the facility (see Appendix A). The consent form contained sufficient information about the nature and objectives of the research. Moreover, the purpose of this document is to validate this research as a step to avoid any administrative gaps, especially that it is conducted to fulfill the requirements of the researchers' Master's degree.

2.4. Research Participants

Population is "the large group to which a researcher wants to generalize the sample result" (Johnson & Christensen, 2000: 158). Other researchers as Fraenkel and Wallen (2000: 104) state that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. It can be said that the research target, participants or the population (these terms are all used interchangeably) can be in a form of group of objects, phenomena, or tendencies. The objects in a population are

investigated, analyzed, and concluded before the conclusion is finally valid to the whole population.

2.4.1. Choice of the Participants

The target population of this study includes a group of children enrolled in a kindergarten (the preparatory level). The whole group consists of 36 children divided into two groups; each with the same number of learners. The children are five and six years old, all local inhabitants who speak the same language (Algerian Arabic), and who come from different backgrounds. None of them has been exposed to English language before the training period. Their parents by virtue of the nature of their jobs affect some of them and raise their awareness of learning the English language at early ages. This remark is deduced after some members show their readiness to learn the language under the effect of their family surroundings. Both genders are involved in the course of teaching, and both groups of children are exposed to the same environment, and receive the same instruction in order to ensure that they are taught the same content and the criterion of evaluation is the same. Lessons are taught for the same period of time, which lasted for 45 minutes per group for the whole two semesters.

The children of the preparatory level were chosen to participate in the research for the following reasons. First, the chosen groups serve our research purpose since their curriculum includes English language. Moreover, as research shows it is more favorable to prepare them for this course as early as possible and raise their awareness of the benefits of learning foreign language in early childhood (see General Introduction). Furthermore, the participants will be equipped with knowledge that will help them as they progress through their studies. In short, the researchers considered that they represent the best target that may serve our study purpose.

2.4.2 Choice of the Teacher

The teacher in this study is one of the two researchers; a young female master student .She worked before as an English teacher in a private school, in addition to her teaching children of middle school. The teacher researcher spent the whole academic year in the kindergarten which ensured her prolonged engagement with the participants. Moreover, she resolved to teach both groups to ensure that both groups receive the same instructions.

2.4.3 Description of the Teaching-Learning Process

The aim of this section is to describe the established relation between the teacher and the participants in addition to provide readers with a clear image for the lesson's inside the research setting.

After the selection of the lesson and the choice of the vocabulary elements that are going to be taught, children sit in a circle, square or U shape. After that, the teacher starts her lesson by letting the children try to expect the content of the lesson. The latter is done through gestures, body movements, miming or visual representations (namely pictures or shapes). The moment children release the expected answer, the teacher starts reinforcing the different vocabulary items that are related to the lesson. At this phase, the participants are observing the different physical actions, facial expressions, and listening to the teacher while she is trying to illustrate the meaning of the words. To reinforce the meaning, the educator gives instructions and do physical actions at the same time with the participants to eliminate their fear and shyness. Next, the teacher gives instructions to the children to perform the actions and uttering the vocabulary item but without her intervention, she intervenes only when it is necessary. The majority of class time in TPR lessons is spent doing drills in which instructors give commands by using the imperative mood. Children respond to these commands with physical actions. All these steps are selected to guarantee that the lessons' items are learned and acquired. However, sometimes, when some members have difficulties in understanding, the teacher repeats the vocabulary words and asking questions about them (such as what, where, true/false, &

who). Such method helps learners to be totally involved in TPR activities so that they can act out what they have heard. There is no pressure on them to speak the foreign language. Before any learner can commence to speak out a foreign language spontaneously as well as creatively, He must feel the inner readiness to do so. In other words, the exposed participants will go through the silent period before producing any utterances.

2.5. Data collection Instruments

This section presents the instruments that are employed to gather the necessary data for this study. The present research seeks to explore whether the use of Total Physical Response method (henceforth TPR) would lead the participants to learn the target language more easily. For this reason, several instruments were employed in the process of collecting data. These instruments include: direct observations of children behaviors, responses and reactions during their exposure to this method. In addition to the use of video recordings (audiovisual aids) for more accurate capture to what is being observed and better recording of the continuous changes in the classroom. Moreover, a random group of parents were selected to answer a questionnaire about the linguistic productivity of their children at home. Furthermore, children were interviewed by the teacher within the process of teaching. Using these research tools as four varying sources of data works as a means of triangulation which helps to increase validity and strengthen the findings of this study by generalizing more comprehensive and valid results

2.5.1. Classroom Observations

In order to collect the necessary data to describe the case being studied, the researchers used classroom overt observations as first instrument in the process of data collection. The latter is the systematic act of viewing and recording the actions and behaviors of the participants (Marshall & Rossman, 1989: 79). It is a way to increase the validity of the study, as observations may help the researchers have a better understanding of the context and

phenomenon under study. Classroom observation seemed to be the appropriate data collection tool for this study. The aim of this instrument is to develop a set of notes that describe the scene as much as possible. By employing this method, the teacher intervenes in the environment and inserts herself into the classroom as member of the setting. At the same time, her collaborator (i.e. the second researcher stands as a neutral observer, whose job is observing whatever happened in the classroom to get information from the teaching-learning process. Hence, observations were made without disturbing, influencing or altering the environment or the participants in any way. Consequently, while the participants were receiving the instruction the researchers observed the spontaneous, natural behavior of the participants in their natural surroundings.

2.5.2. Visual Tools

Although the first method of data collection (classroom observations) provides a range of interesting and insightful information about the different events taking place inside the setting, however, the researchers might miss some details encountered in the classroom as they go through complex and multiple interactions which cannot be detected unless they used another instrument. As a result Audiovisual aids, mainly video clips and photographs were used in this study.

2.5.2.1. Video Recordings

Though videos are much of use in people's daily life, however, using them as a research tools is less common. This is unfortunate, because "video recording is necessary whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds" (Loizos, 2008: 149). The author mentions examples such as religious ceremonies, art activities, one hour of teaching in the classroom, children's games in the schoolyard, among others. Moreover, "the capture of video images is a rich source of information, especially in research with children," (Honorato, 2006: 6). This instrument is a

helpful technique, which enables us to access aspects of the social setting that may not be visible when relying on observations only. In addition to that, it provides rich, detailed descriptions of the social setting and broader information related to any unexpected changes in behaviors or attitudes, which will result in improving the researchers' interpretations, and develop new ideas.

In employing this method in the present study, the researchers encountered some obstacles including the temporary presence of the kindergarten photographer. Though the kindergarten's administration employs a male photographer, however, he was not always available, due to the different pedagogical activities that the kindergarten organizes. As a result, and to cover the photographer's absence, the researchers used their phones for filming the different verbal communications that took place while teaching. Several video clips were filmed in a form suitable for further analysis.

2.5.3. Parental Questionnaire

A research questionnaire "is a list of questions that are answered by a number of people so that information can be collected from the answers" (Oxford Advanced Learner's Dictionary, 2010, 8th edition). In other words, the questionnaire is a way of gathering information for a survey. It consists of a set of questions that are addressed to a significant number of people who are asked to answer certain questions.

Since the researchers cannot trace the linguistic performance of children outside the kindergarten, the researchers decided to address their parents with a questionnaire, because the latter is the only and the most direct way for having feedback from these people. Hence, and to avoid any kind of misunderstanding, most of the questionnaires are written in Arabic (see Appendix B), so that parents will be free and frank in their answers.

2.5.3.1 Description of the Questionnaire

In order to collect different answers about the linguistic performance of children at home, three types of questions were used in the questionnaire:

1. **close-ended questions:** which were the easiest to answer and quick as they did not require too much effort to complete. 2. **Open-ended questions:** which required more effort from the respondents and more space on the questionnaire for answers, due to the necessity of having a detailed answer, and 3. **Multiple-choice questions** which provided the respondents with multiple answer options
2. **Administration of the Questionnaire**

The questionnaire was written on a piece of paper, its questions were simple and direct. Once the researchers completed its preparation, they distributed it to the parents of children, who have been told about the purpose behind it and that their answers will be beneficial as they provide helpful insights about the study. The respondents were also told about the allowed time for handing back their answers, the teacher insisted on the parents to be honest in their answers by giving an accurate description to the case being studied. It was handed directly to the parents, however, one of the problems that the teacher faced was the absence of some parents, which obliged her to administer the questionnaire through their children. The questionnaire was handed back within a week.

2.5.4. Children Interview

In order to have a deeper insight of the Total Physical Response method, and the different kinesthetic activities that are held inside the kindergarten, the teacher sought to interview the participants. Since the children were unable to document their answers in a written form, the teacher gave the opportunity to children to express themselves through an interview and to give their opinion in both languages (Arabic & English). The interview questions were related mainly to the children's perception of the English lessons and the different activities that are used inside the classroom. This step allows the teacher to widen

her relationship with the participants. Indeed, having a direct and personal contact with the children helps having a deeper understanding of their thoughts, emotions and behaviors. Moreover, the interview helps the researchers in having a deeper understanding of the phenomenon being studied in addition to providing a deeper feedback about the process of teaching using the TPR method.

2.5.4.1 Administration of the Interview

The prolonged engagement of the teacher with the research participants allowed her to establish and develop certain familiarity with the classroom members. Therefore, and to guarantee that the children will be at their ease when they are interviewed, the researcher "engaged the children in activities to promote enjoyment and create a partnership that builds trust and thereby decrease the limitations between the two sides," (Gibson, 2012). The children were interviewed days before the end of the second semester, this interview took place in the kindergarten's office, where every child was interviewed separately and was given ~~an~~ enough time to think of answers to the questions. These answers were written down on a paper for later analysis.

2.6. Summary of Data Collection Methods

In order to answer the questions that are raised at the beginning of the study, the researchers employed four methods in the process of data collection, namely: classroom observations, audio visual aids (video clips and photographs), parents' questionnaire and children's interview. Observations took the form of field notes, with interactions inside the classroom were taken into consideration. Since children move a lot and perform several activities at the same time. These aspects push the researchers to use audiovisual aids, which took the form of video recordings or photographs capturing the daily activities of the different lessons. Moreover, to know the linguistic performance of children outside the kindergarten, the researchers addressed the parents with a questionnaire that holds different questions

concerning the development of their children. Interviewing the participants was also opted for to have deeper understanding of the case being studied, to improve the teaching-learning process beside its effect on helping the researchers in determining what kind of activities do children like the most.

2.7. Data Analysis

This study is based on exploring the effectiveness of the TPR method on teaching English language for children aged 5-6 years. As such, the researchers followed a qualitative case study to achieve the following objectives. Examining the successfulness of TPR method in teaching English language in the kindergarten, investigating the different types of speech parts that children produce (adjectives, verbs, adverbs, nouns), in addition to exploring how much time the child will spend to produce correct sentences and utterances (semantically and syntactically).

To reach the previously desired objectives, the results obtained from the four methods of data collection employed in this research (classroom observations, visual aids, parents' questionnaire and children's interview), the researchers ought to employ Thematic Analysis in the process of analyzing and interpreting data. The emerged themes will help the researchers to provide answers the research questions that are raised in this study. Thematic analysis is a method for systematically identifying, organizing, and offering insight into themes across a dataset. The researchers chose this technique of analysis for the fact of "being simple to use, which lends itself to use for novice researchers who are unfamiliar with more complex types of qualitative analysis." (Braun and Clarke, 2006), in their words, the researchers do not need to be familiar with the chosen theme in order to conduct the study. A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun, 2013). This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical

perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in learning and teaching. These are the main reasons that pushed the researchers to adopt thematic analysis in the process of interpreting the collected data.

In the process of data analysis, the researchers followed the phases that Braun and Clarke outlined for thematic analysis. These phases are as follow

2.7.1. Becoming familiar with data

The first step in any process of analyzing data goes through reading and re-reading the transcripts (textual transcripts of the observations' notes, transcripts of interviews, questionnaire in addition to watching the videos), while reading these transcripts, researchers began to make notes which help in identifying the real meaning of the collected data rather then absorbing the surface meaning. The aim of this phase is to become intimately familiar with dataset's content, and to begin to notice things that might be of relevance to the research questions.

2.7.2. Generating codes

This phase is characterized by coding and organizing the data into meaningful segments; this organization was based on capturing interesting insights that go in accordance with the research questions. This step of organizing data helps in reducing the large amounts of data into small chunks of meaning, within this phase, the researchers worked together in organizing the data that seems to be of relevance to answer the research questions. When the researchers finished the aforementioned step, the researchers discussed the new ideas, modified them and generated new ones before moving on to the next phase.

2.7.3. Searching for themes

In this phase, researchers start shifting from ideas into themes, a theme is the process of "capturing something important about the data in relation to the research questions" (Braun & Clarke, 2006, p. 82). This phase is characterized by reviewing the ideas to identify areas of

similarities and differences between the several ideas, generating small topic and convert them into themes as a first step. In this context, researchers have selected the ideas that seem to share some unifying and common features together and converted them into themes. The second step is exploring the relationship between the established themes in order to convey a rich detailed report.

2.7.4. Reviewing themes

This phase involves a recursive process whereby the developed themes are reviewed repeatedly in relation to the collected data, whereby the established themes are either confirmed or modified. Revision at this stage might involve discarding exiting themes and creating new themes. Once the themes are confirmed to be coherent and distinctive. The researchers can move to the next phase.

2.7.5. Define and name themes

This phase is specified for the final refinement of the emerged themes that aims at "identify the essence of what each theme is about.'.(Braun & Clarke, 2006, p.92). the names of themes should be informative, concise, catchy and signal the content of the theme.

2.7.6. Writing the final report.

The final phase in thematic analysis is devoted to developing well structured, logical and meaningful report to provide readers with a compelling story about the collected data,

2.8. Ethical Issues and Trustworthiness in Research

2.8.1. Confidentiality and Privacy of the Participants

This study involves the use of photographs and video clips, where the faces of the participants are filmed; therefore, only the researchers will have access to this data. Thus, neither the participants' names nor any other identifying information will be used in this research. This data will be kept secure by the researchers and will be destroyed by the end of this study. Furthermore, the researchers prepared an informed consent document (see

Appendix C) to the parents of children asking their agreement for the voluntary participation of their children in this study, The informed included ethical assurances for children's voluntary participation, confidentiality, privacy of the participants and the collected data.

2.8.2. Trustworthiness of Research

In order to obtain trustworthiness of the conducted research and to ensure the relevance and accuracy of the the emergent results, the researchers used several techniques:

2.8.2.1. Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Hence, credibility establishes whether the research findings represent plausible information drawn from the participants' original data. Therefore, the researchers adopted triangulation as a first tool to validate their data; triangulation "involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence" (Onwuegbuzie & Leech, 2007: 239). As it was mentioned above, in this research four instruments were employed in the process of data collection, namely: observations, audiovisual aids, parental questionnaire and children interview. Another tool that is used to authenticate the collected data is the prolonged engagement of the teacher in the research site. Qualitative research data collection requires the researcher's self to immerse him or herself in the participants' world (Bitsch, 2005).This helps the researcher to gain an insight into the context of the study, which minimizes the distortions of information that might arise due to the presence of the researcher in the field. The researcher's extended time in the field improves the trust of the respondents and provides a greater understanding of participants' culture and context (Onwuegbuzie & Leech, 2007). The latter tool it is intended to gather multiple perspectives on the case being researched.

2.8.2.2. Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005: 85), the "researcher facilitates the transferability judgment by a potential user through 'thick description. This means that an extensive set of details of the research process, from data collection, context of the study to production of the final report must be mentioned in the research for enabling future researchers to replicate the study with similar conditions in other settings. Simultaneously, all these information have been mentioned within this chapter.

2.8.2.3. Dependability

Dependability refers to "the stability of findings over time" (Bitsch, 2005: 86). Consequently, in order to address the dependability issue more directly, the processes that took place within the study have been reported in detail, thereby enabling future researchers to repeat the work, if not necessarily to gain the same results.

2.8.2.4. Conformability

Conformability is "concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data" (Tobin & Begley, 2004: 392). In order to achieve this criterion, researchers used two tools. The first one is audit trial, which is a transparent recording of the research from the start of a research project to the development and reporting of findings (a report of this research is provided in Appendix). Second, the use of reflexivity was necessary; reflexivity is "an assessment of the influence of the investigator's own background, presuppositions and interests on the qualitative research process that includes the researcher's personal history" (Krefting, 1991: 218). It helps in reducing the effect of investigator bias. As a result, the teacher sought to admit her personal history (see Appendix E) to help ensure as far as possible

that the findings are the result of the experiences and ideas of the informants, rather than the researchers' subjectivity.

2.9 Conclusion

This chapter described the methods and the procedures followed in this research. Researchers adopted a qualitative case study. It is conducted in a local kindergarten in the urban centre of the Wilaya of Medea. The participants in this study included two groups with a total number of 36 children (aged 5-6) enrolled in the preparatory class of the kindergarten. Both groups were taught by the same teacher and exposed to the same method of instruction. The choice of the participants was made intentionally because only the preparatory class in the kindergarten involves English language as subject in its curriculum. In order to have a deep understanding to the case being studied, the researchers employed four methods of data collection classroom observations, audiovisual data (videos and photographs), a parental questionnaire to test the linguistic performance of the participants outside the setting, in addition to the children interview. Moreover, the researchers have selected the method of thematic analysis to interpret and analyze the data that is collected from the four previous instruments. Ethical issues and trustworthiness of research were addressed in the final section of this chapter. The researchers adopted four tools to validate their collected data and henceforth the emergent results of this study, namely: credibility, transferability, dependability and conformability. The results obtained in this study will be presented and findings will be discussed in the coming chapter

CHAPTER THREE

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CHAPTER THREE

RESULTS AND DISCUSSION

3.1 Introduction

The present study aims to investigate whether the use of TPR method is effective in teaching English language to children of preparatory level, in addition to investigating how the participants respond toward teaching English language while their exposure to this method. This chapter provides a detailed description and analysis of the data obtained from the observations, parental questionnaire, visual aids and children interview. The analysis takes the form of thematic analysis which is a method of identifying, analyzing and reporting patterns within data. As a result, the purpose of this chapter is to present and discuss the emergent themes which consist the main findings of this study, where the researchers are going to interpret the findings in order to answer the research questions set in the general introduction of this thesis. As a reminder, the main questions this study raises are:

1) How effective is the TPR method in teaching English language in the Kindergarten's context?
2) Does it enable the non- native child to produce language comparing to other methods?
3) How can TPR classrooms provide an enjoyable learning for the child?

In order to answer these questions, and to reach the aforementioned aims, the researchers conducted a qualitative case study, the results that is obtained from the employed instruments are going to be analyzed, interpreted and discussed in what follows.

3.2. Reporting Results and Discussing Findings

The data gained from the four instruments showed that the students responded positively to teaching English using the TPR method. Therefore, the researchers provided a close examination of the data, by presenting field note observations of the two groups, with the aim of describing accurately the events that took place in the kindergarten. Moreover, the

video clips were transcribed into written details. Furthermore, both parental questionnaire and children interview were translated into the target language and analyzed. For clearer description, the findings are presented below.

3.2.1. Reporting Results of the Observations

As is it explained in chapter two, the researchers used observations as the primary instrument in collecting their data. Field note observations were progressively jotted down in the personal diary of the teacher-researcher throughout the teaching process. Distinctive themes emerged from the research data. The major themes identified from the results of the observations included:

Giving commands to children is triggering for children in learning the English language
For children **Vocabulary** is the first and the easiest speech part to be learnt.
Children prefer **kinesthetic activities** more than visual/auditory ones
Learning is fun and not serious
The successfulness of the learning stands on the nature of the **learning atmosphere** (venue)
The psychological and the linguistic effect of **rewards/punishment** on learning a language
Teacher's character and the successful language learning of children

Table 01: themes emerged from first instrument (observations)

Theme 1 and 2 answer the first research question "How effective is the TPR method in teaching English language in the Kindergarten's context?" and theme three, four and five answer the second question of this research which is "does TPR enable the non- native child to produce language comparing to other methods?" whereas theme six, seven and eight provide accessory elements (psychological and linguistic effects of the venue, the teacher and the reward) which are as important as the method itself. Each theme is discussed in further detail below.

Commands are Triggering

The teacher's instruction in this study was based on giving commands to the 5 years old Children, where the teacher started giving them commands from the very beginning of their exposure to English. She noticed that at the beginning they did not understand the input and they look astonishingly at her not knowing how to react. By the second week of their exposure to English, children started to get familiar with the English input, as they started to understand the basic instructions of everyday verbs and vocabulary. For instance, by the second week of their English learning, the teacher noticed that they easily reacted to the repeated instructions (stand-up, sit down, close the door, keep silent, look, listen). In addition to that, the teacher noticed their excitement to the warm-up activity (which is a set of physical instructions expressing everyday vocabulary) and their expression of their joy to imperative instructions such as (walk, jump, fly, sleep, turn around, hug, hands up, hands down, kick, punch, bend). Their enjoyment could be seen on their faces as they were given commands and what can be more clearly noticed is the fast and competitive response of the majority of children when the teacher asks one of them to bring something or to switch on the light for instance, showing their full understanding of the imperative instruction and their readiness to respond to the teacher.

Vocabulary

The main focus of the teacher in the teaching process was on mono-vocabulary rather than on grammar, since vocabulary is defined as "the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do" (Barcroft,2011:25). The teacher jotted down in her September notes that children could easily grasp, understand and speak mono-vocabulary such as water, toilet, door, window, classroom, teacher, surprise, circle rather than well structured sentences. Especially the ones that were manifested by actions or pictures and physical gestures. However, by December children started using long vocabulary not only mono. For instance,

to indicate that they want to make a circle they started to say “let’s make a big circle” instead of “circle” only, to point at Amira, one says I think it is “Amira” instead of “Amira” only, to mention that GOGO cartoon is un-enjoyable they express “GOGO is bad” instead of uttering “GOGO bad” only.

Kinesthetic Activities

The preparatory class children participating in this study, according to what the teacher noticed during her 9 months of teaching, prefer kinesthetic activities where they manipulate and touch materials to learn. In unit 1 that was delivered in September 2018, children learnt names of colors by manipulating and playing with small colored balls, and by stepping on colored flashcards. The teacher could notice their full enjoyment and their fast learning. In February 2019, unit 6 covered food where children made burgers themselves for the purpose of learning food vocabulary such as lettuce, tomato, olive, cheese, bread and meat. In addition, they participated in another activity where they prepared fruits salad for the sake of learning fruits names. Comparing to visual/auditory activities, the teacher observed more excitement, more readiness and a full involvement of children within the kinesthetic activity. Whereas in the visual/auditory activities, the teacher noticed some expressions of boredom and dissatisfaction such as "this video is too bad Miss", "the story is not good", "I do not like cartoons".

3.3.1.4. Learning is Fun

The teacher uses funny activities such as the Blanket activity, (where she asks children to move and dance when the music is turned on, once the music is off they should sleep with their eyes closed, the teacher covers one of the children with a blanket then, she asks them to get up and start suggesting who is sleeping until she gets the right answer), the teacher notices how energetic the children get while playing this activity. Besides that, the teacher recognized

the importance of using funny and childish expressions, gestures and grimaces (exactly as children do) while teaching, that makes them feel comfortable in the presence of the teacher.

3.3.1.5. The Learning Atmosphere (the venue)

The form, the nature and the way the venue of learning is shaped plays a considerable role in the teaching process. Children feel at ease in open spaces and in childish rooms where colored objects are used while learning. The teacher got children used to learning in the playground, sitting in circles, on carpets, in front of TV and in other comfortable forms. She received a total refusal from children once when she suggested to have their lesson in the classical classroom where they sit on chairs in front of a white board.

3.3.1.6. Reward/Punishment

Naturally and without any previous background, the teacher researcher had the habit of bringing sweets and chocolate to be distributed as a reward for the ones who perform nicely. In addition to rewarding the best behaved child in every organized competition in the kindergarten, the reward is in a form of a teddy for boys and a necklace for girls. The teacher noticed how motivating the rewards were for them to pay more attention to the teacher demonstrating good behavior, to the extent that they start warning each other of not having sweets and surprises if they do not behave well. The punishment was another way used by the teacher towards children to deliver the following message: if children do not respond positively and is not obedient to the teacher, all the educators in the kindergarten and to their parents as well, they will not get some things they want (such as sweets, playing certain games, spending some time in the playground)

3.3.1.7. The Teacher's Character

The teacher researcher came up with a conclusion as far as the teacher character is looked upon in the process of learning; the well balanced the teacher is, the more successful the learning will be. Indeed, the teacher was tender and strict, lenient and severe at the same

time. She carefully listens to their silly stories and react to them, which gives the child a dose of self-confidence and self-esteem. However, she sharply expresses her anger when they do not behave well saying the famous sentence (I will not love you anymore). This sentence heavily affects children and makes them feel sorry promising not to do it again. The teacher stresses the balance of emotions that the teacher should demonstrate towards the child to avoid having spoilt children.

3.2.1.1. Discussion of the Findings of Observations

Results of field note observations presented in the previous section covered up some underlying remarks as far as the teaching/learning process in concerned using TPR. These observations provided a set of information, extracted as themes, which are going to be largely discussed below. One of the important points that raised the intention of the researchers are the commands. The teacher researcher noticed how triggering, motivating and important commands are in learning. Where children were extremely excited and happy while being asked to perform a task, especially if its response is physical. In fact, for an infant and even for an adult, understanding through imperative is faster than acquiring its first language. If we ask how, the answer would be; infant's repertoire of responses is limited to a few primitive behaviors such as looking, grasping and touching. By contrast, the student has a vast network of complex behaviors that can be evoked in response to directions uttered in the target language. Hence, the understand of language that the infant achieve in thousands of hours can be condensed into few hundred hours of training for a student acquiring a second language.

In addition to how Asher pedagogically focused on commands "The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the

words the students have learnt" (Asher, 1977), commands have a massive psychological effect on children learning where it triggers their readiness and self-proving among their mates and the teacher, for this reason children are likely to respond immediately and positively.

Similarly, another significant point is children' fast acquisition of mono-vocabulary comparing to other sorts of vocabulary. The teacher pays attention to the quick and natural learning of short vocabulary starting from the first week, children started repeating and using some words uttered by the teacher such as water, toilet, TV, board, game, chair. By 2 months of everyday exposure to English, children started using longer vocabulary such as "I want water", "I like pink balls", "I go to the toilet". So, children easily remember vocabulary because it is accompanied with a physical movement that explains the vocabulary meaning, that allows the child to establish a bridge between the sound and the gesture so comprehension is fulfilled. According to trace decay theory of forgetting, it cognitively explains how **memories leave a trace in the brain.** A trace is some form of physical and chemical change in the nervous system. The Trace decay theory states that forgetting occurs as a result of the automatic decay or fading of the memory trace, it focuses on time and the limited duration of short term memory. This theory suggests short term memory can only hold information for between 15 and 30 seconds unless it is rehearsed. After this time the information (cognitively a trace) decays and fades away (MacLeod, 2008). Hence, it can be concluded that vocabulary which is accompanied by a physical movement and repeated daily is best remembered.

The next point explains how effective learning was using kinesthetic activities comparing to visual and auditory ones. Children enjoy the activities that make them fully involved in the learning such as cooking, drawing and pasting. The kinesthetic learning style is the most physical of all the learning styles, kinesthetic learners absorb information best

through touch, movement and motion. The word kinesthetic refers to human's ability to sense body position and movement. This means that to really understand something, they need to touch it, feel it and move it around. The teacher paid attention to the variety of learning styles that existed in all children, but the kinesthetic style is dominant and existing in all of them. All children learnt best vegetables vocabulary when they made burgers, they all learnt well fruits vocabulary when they made themselves fruits salad, they all remembered the animals names when they touched them and classified them in boxes and they all learnt food vocabulary when they played the role of customer and a shop keeper (where they bought and sold alimentary products to each other). According to Howard Gardner, learners who have bodily-kinesthetic intelligence have the ability to control their body movements and to handle objects skillfully, because motions depict human performance so that learners can copy the movement. This kinesthetic method can be essential for understanding some subject matter.

Having fun while learning, being taught by a suitable teacher in a stress-free atmosphere, getting occasionally rewarded are other fundamental points that should be discussed. The learning atmosphere in this case was comfortable and no more than a little seriousness was put in. The TPR method allowed the teacher researcher to use motor activities and tools in making up the lesson, such as connected stories and cooking. These motor activities help the language to be integrated in the right-brain while the left-brain is watching and learning only. After a certain period of exposure to English, the left-brain will be ready enough to produce abstract language. Consequently, that what has been proved in this study, children consumed a certain amount of English input, after enough exposure to English children could produce abstract language. The TPR method proved a certain effectiveness in teaching/learning English, this effectiveness could be noticed through children linguistic productivity.

3.2.2 Reporting Results and Discussing Findings of the Visual Aids

3.2.2.1. Presentation of the Results

The present study aims at assessing the efficiency of the TPR method when teaching English language to preparatory children. When conducting the research, several instruments were used to collect data. Video clips and photographs were employed to detect small details that occur inside the research setting. Therefore, in this section, a close examination of the results obtained from the visual aid tools are presented. These data helped in answering the third research question. Video clips were played in a slow motion/pace in order to display the research setting in details, watching the participants' interaction among each other and listening to the different utterances that the children produced to investigate their production. After watching the video clips several times, data were transcribed. By doing so, the following themes emerged.

Effect of using TV on children's attention and linguistic production
The role of TPR activities and games in providing collaborative learning.

Table 2. Themes Emerged From Second Instrument (Visual Aids)

i. Effect of Using TV on children's attention and linguistic production

The successfulness of implementing TPR instructions while teaching depends greatly on diversifying the activities to overcome the learners' boredom. Consequently, the teacher used short educational videos designed for children and she displayed them on TV as an activity for presenting new lessons and introducing new vocabulary. The choice of these videos was based on the lessons' content, by taking into consideration the language level of children as well as their concentration span. Based on the findings of the visual data, the use of TV while teaching has passed through three phases:

a. **The reception phase**: This phase is characterized by watching the displayed video without having a full comprehension of the vocabulary being used.

b. The comprehension and identification phase: The video was played repeatedly for three or four times. During this phase, the attention of children to the video's content and vocabulary remained high and relatively constant without uttering any words. They kept just listening.

c. The reaction and production phase: During this phase, children reacted on the played song and started to imitate the same gestures that were shown on the TV with the attempt of producing the vocabulary that is heard, however, not all of them were able to produce words accurately but they showed their efforts in learning words from target language.

For further explanation, an illustration is provided below of one example of the use of TV in the classroom.

Learning Material: Song "the Wheels on the Bus"
The children listened to song of "the wheels on the bus". They were not organized, playing here and there, when the teacher organized them, girls sat at the front and boys at the back. The moment the video started, they remained all were silent, calm and listening to the song. In the second time, children started to move in their chairs in an attempt to imitate the actions that took place in the video. However, the following phase was followed by producing some words that are used in the video with actions' performed at the same time, for instance: *"shh, shh,shh, at the same time raising their hands to their noses as a sign for silence".* *"Up and down with moving in their chairs".* *"Swish, swish, swish with moving their hands right and left"*

Table 3. Illustration About Song Activity

Furthermore, one of the surprising scenes that was detected through video clips is that by the end of the video, one of the participants uttered the word 'goodbye' the moment he saw the passengers waving to the bus driver in the video. What was surprising for the researchers is that the word 'goodbye' was not part of the displayed video, where the child just improvised and uttered the word when the gesture of waving is displayed on the screen. Another song that was used is "*hello hello, how are you?"* This song was intended to get an enjoyable practice in pronouncing greetings; children could perform the actions they saw in the video and produce the utterances they were listening to.

ii. The role of TPR activities and games in creating meaningful interactions and providing collaborative learning

Similar to the results of classroom observations, another theme that emerged after analyzing the visual aids data is the role of TPR activities and games (TPR story telling, Simon says, the balcony's games, cooking activities plus others) as an attractive tool to facilitate interaction and collaborative learning. Transcripts from the analysis of the visual aid tools are presented below as insightful instances.

Monday, April 22nd, 2019 *Learning Material first activity: Shopping*
The participants had a virtual shopping in the kindergarten to buy virtual fruit and vegetables and they were asked to communicate in the target language while they are buying different items and needs for the cooking activity. One of the participants acted as a cashier and the other children as clients, the cashier was able to help the clients in remembering the word of the item they wanted to buy: Cashier: *what do you want? Do you want this (strawberry)?* Client*: non, not this* Cashier: *do you want this (watermelon)?* Client: *Yes, I want watermelon*.

Table 4. Illustration about Shopping Activity

Monday, April 22nd, 2019 *Learning Material second activity: Cooking*
When the participants bought the virtual elements, the kindergarten's administration supplied the teacher with real vegetables and fruits for the activity of cooking, together with the teacher, the children were able to cut vegetables and fruits naming them accurately. They also produced some sentences such as: give me the knife, this is strawberry, this is orange…

Table 5. Illustration about Cooking Activity

By the end of the two activities, the participants looked joyful. They participated happily to the class activity without any stress condition; participants have shown interaction with each other in the target language as shown by the notes above.

Day X, *Learning material topic: colors.*
Children had colored circles, they were asked by the teacher to name the different colors they see, then to put these circles in a conical shape. The children were able to name the different colors, a few children have mistaken in naming the color but they were corrected by their classmates. After that, the instructor called children by turn and asked them to put a given colored circle in the cone of colors. They successfully performed the teacher's instructions. *As a result, the children understood both the learning material and classroom instructions. They looked contented performing the instructions given by their teacher. They were impatient to wait their turn to name the color and putting the selected circle in the cone. At the same time, children tended to correct each other's mistakes.*

Table 6. Illustration about Lesson Of Colors

3.2.2.2 Discussion of Visual Aid Results

The present research investigates whether implementing TPR instructions in English courses of the preparatory level would improve preparatory learners' linguistic abilities. Like classroom observations, video clips and photograph were used as a second instrument to capture more accurate details about classroom interactions and practices. In this section, the results obtained from the visual aid tools are discussed in order to answer the third research question which was raised at the beginning of the study:

3. How can TPR classrooms provide an enjoyable learning for the child?

In order to answer this question, the researchers have transcribed several videos and photographs; video analyses have shown an improvement in the learning process. This result help us conclude that the use of TPR was effective in helping the children learn the English language all while enjoying their course.

Based on the analysis of the first theme (The effect of using TV on children attention and linguistic production), it can concluded that during the use of TV, the participants paid attention to the content being played on the screen. The use of TV serves as a facilitating tool that helped the teacher in delivering the lesson and make the lesson's activity run smoothly. The three aforementioned phases confirm Asher's hypothesis that listening skills are developed before speaking skills, it also confirms that before children start to produce words

using the target language, they need time and language activities to develop listening skills and familiarize themselves with the English sounds. Moreover, it has been observed that the use of childish songs is an enjoyable way of learning; it invites the children indirectly to participate enthusiastically and excitedly to the class activity. Simultaneously, it helped them to improve their pronunciation and intonations through introducing them into some new words and teaching them new sounds.

From the explanation above, it can be inferred that the use of short educational videos in the learning process have encouraged children of preparatory level to learn English, especially English vocabulary as it makes them learn it more easily and happily. It attracts their attention, and maintain their motivation during the learning process after it decreases their boredom. It is also natural that listening skills are the first skills to be developed as young children do not read or write much even in their first language. Children tend to transform the language input to linguistic output after they accept enough comprehensible language input. Therefore, teachers should develop speaking abilities of children gradually.

After analyzing the second theme that has emerged from the use of video clips and photographs, it was concluded that meaningful interaction, which is the collaborative exchange of thoughts and ideas, has been achieved through the different activities that TPR method provides. It has been detected that children have employed the vocabulary they learned or casually absorbed in the activities they had. Whereby they talked with others, listen to each other and negotiated meanings in the shared contexts (as it has been mentioned previously in the illustrations of data analysis). It was also noticed that children react positively when they hear “we would do certain activities” rather than “learning”, because whenever they hear the word activities, they become happy, thinking that activities are only about playing games not learning. In the TPR context, games are not only motivating and fun, but also can provide excellent practice of the acquired knowledge of language either with the

educator or with other children, because while performing TPR games, there is always a goal to reach, rules to follow, and enjoyment to experience. Consequently, the teacher's aim was to involve the children in interactive activities that encourage the participants to interact with each other and stimulate them to produce the vocabulary and utterances they learned in real communicative situations with their classmates. After transcribing the videos, researchers were able to detect that children did exchange thoughts and ideas in the target language collaboratively and could engage in meaningful interactions.

In brief, based on the findings previously discussed it can be concluded that the use of TV to display short educational videos was effective to attract children' attention. TV was also a tool to overcome the children' boredom. Moreover, it could help the teacher to present the materials and introduce some new words as well. Furthermore, using songs was an effective teaching technique to encourage the students in the process of learning. Songs could introduce the students to some new words and teach them the sounds. Songs were used to improve the students' listening skills. Finally, TPR games, which include three principal elements: goal, rule(s), and enjoyment, could be described as involving students in the classroom activities to promote meaningful interactions that result in cooperative learning that helps in linguistic production and reinforcing the relation among the participants. The analysis of the collected data and the held discussion helped to answer the third question, researchers found out that TPR games, activities can provide an enjoyable learning and stimulate children to learn best.

3.2.3. Reporting Results and Discussing the Findings of Parental Questionnaire

The parental questionnaire was another tool used in this study to collect data. The questionnaire comprises a set of questions which have been answered by the parents of preparatory class children. For purposes of clarity, the parents' answers to the questionnaire are presented in table 7.

The participants names have been alphabetically coded as it is displayed in the table, they are of different gender. Their parents are of different level of English, some of them have little background of the English language since it is not the 1st foreign language in Algeria, some have an elementary level because English is being trendy in Algeria. So parents are being aware of its use, that what made them learn it. There are some exceptional parents that should be taken into account, few mothers are English teachers with an advanced level of English such as participant F, whose mother is an English teacher, the child is aware of that, he mentioned once that he loves English and he wants to speak it because his mother is a teacher of English. So he took his mother as a model in learning a language, hence, the child F is one of the excellent children in using English.

Parents demonstrate their awareness towards the importance of learning English for their children, as it is an international language used in almost all the world used while travelling and in research and technology. Some parents stress the importance of learning several languages encouraging their children to be polyglots; they recognize the effect of learning several languages on the child's intelligence and on the brain's activity. Other parents are even aware of the high importance of getting the child exposed to different languages from an early age, and how the child is able to learn several languages starting from the age of 3. Studies have shown that people who are bilingual are better at tasks that require multi-tasking and attention focusing than monolinguals. Brain scans show they have more gray matter in the regions of their brain that are involved in executive function. The hypothesis is that the effort to constantly choose the right language at the right time provides a "mental gymnastics" for bilinguals which gives them extra practice in focusing their attention.

Pseudo	Gender	Siblings	Mother's English Level	Father's English level	Parents awareness towards English	Usage of technological tools	English content consumption	Difference in level	Linguistic production at home
A	female	3	elementary	beginner	1st and international language	Mobile/PC	Videos/cartoons/ games	Yes, curious	Colors, good morning, window, eat
B	male	1	beginner	beginner	To get familiar with it from an early age	Tablet/mobile/PC	Videos /cartoons/ games	Yes, curious	I am a boy, I am good, numbers, colors, songs
C	female	3	elementary	beginner	It improves the child's intelligence	PC	Videos	Yes, curious	Vegetables, mommy
D	female	1	advanced	elementary	Worldwide language	PC	Cartoons/games	Yes, curious	Window, chair, door, board, teacher, sister, dad
E	female	0	elementary	beginner	It develops the child's intellect and creativity	Tablet/mobile/PC	Videos	Yes, curious	Greetings, colors, I love you so much
F	male	0	advanced	elementary	It is important for travel, studies and research	Tablet/mobile	Videos/cartoons	Yes	Let's go shopping, please give me eat
G	female	4	beginner	beginner	sure, nowadays	Mobile	/	Yes, she repeats what she learns	Sorry, colors
H	male	0	advanced	elementary	All languages are important, The child has the ability to learn more than 1 language	Mobile	Cartoons	Yes, he uses some of the words that he learnt at school	Fruits, window, door, up, down
I	Female	1	beginner	beginner	For sure	Mobile/PC	cartoons	A bit	Good, bad, apple
J	male	1	advanced	advanced	Sure, it is an international Language	Tablet/mobile	Cartoons/games	No	Very good, Oh my God? Fruits, vegetables, numbers
K	male	3	elementary	advanced	All languages are important, But English is much more Important nowadays	Tablet/mobile	Videos/cartoons/ games	For sure, he asks about the English names of some things	Colors, it's good, can You count from one to Ten, give me milk
L	female	3	elementary	elementary	Sure, it is a language of Knowledge and technology	PC	Cartoons	Yes, she uses English words with her sister	Watermelon, apple, Hello, I am good
M	female	0	beginner	elementary	Sure	Tablet	videos	Yes, she started using more English words than before	She uses all what she learns

Table 7. parental questionnaire's answers

In the questionnaire, parents answered that their children have a certain desire towards English, this desire is shown through their use of technological tools, some consume English content through videos, the others through games and others through cartoon. However, there are some of children that have no interest in English, they do not consume English content at all. The participant G has no interest in the English language, she does not consume any English content at home. As a result, she does not perform well in the classroom, by contrast, she consume only Arabic content, and consequently (as mentioned by the Arabic teacher of the kindergarten) the participant G's level of Arabic language is stunning. So, the exposure of a language at home is really important in enhancing the child's level.

All parents responded positively to the question asked about the difference in the English level of their children before joining the English classes. They noticed that their children became curious about the language, they ask about names of several things in English so as to start using it in their daily talk.

Concerning the English productivity of children at home, parents mentioned several words and expressions used naturally by their children at home, such as the greetings expressions, names of colors, names of fruits, names of vegetables, songs learnt in the classroom, naming objects in the room, apologizing by saying sorry, expressing their dissatisfaction by saying "that's too bad", saying "I love you" to their parents and other examples that are mentioned in the table above. One can conclude that the TPR method is effective in teaching and learning the English language to children. It is enjoyable, fun, satisfactory and suitable for small children.

3.2.4. Reporting Results and Discussing Findings of Children Interview

3.2.4.1. Presentation of the Results of the Interview

After consulting the participants' parents about the linguistic production of their children at home, the teacher conducted an interview with the target subjects so as to capture

their voice on how they experience the learning process along the two semesters. Consequently, by the end of this research, the teacher conducted an interview which aimed to investigate the efficiency of the children's linguistic production, to evaluate the amount of their language absorption after exposing them to different themes, and to give them a chance to express their own views and experiences. As a result, the teacher prepared simple questions that go in line with the participants' level (see appendix E). Within the process of collecting their answers, the teacher took into consideration that it is her duty as a researcher to listen carefully to the children's answers and present their views as truthfully as she possible, because their opinions are valuable. The interview consisted of six questions presented in table below (table 08).

Interview Questions	Answers
1) Do you love English? Why?	Only one child dislikes English, due to similarities in some words' pronunciation. However, all the other answers were positive and the justification was related to the teacher's attitudes.
2) Do you love miss? Why?	All participants' answers were also positive and had the same justification with the previous question
3) What kind of activity do you prefer?	Nearly all of them preferred kinesthetic activities and use of media.
4) What classroom do you prefer?	Among the three classes of Arabic, English and French, children tend to prefer the English courses.
5) Next year there will not be English classes, how do you feel?	Children refused the news and requested to b taught English in the upcoming year.
6) Do you feel the language development in you? Examples!!!	Children answers were positive and provided the teacher with different vocabulary.

Table 8. Children Interview's Questions and Answers

3.2.4.2. Discussion of the Findings of the Interview

Interviews are tools to trigger discussion, which ultimately reflects the individuals' views and opinions. The results of the interview offered us a variety of information that are discussed below.

The first interview question seeks to find out whether preparatory children like learning English or not. Almost all children provided positive answers and expressed their justifications. Nearly all children liked learning this language because of the playful, positive and cheerful spirit of the teacher. At the same time, diversifying the activities attracted children's attention towards learning this language. It has been mentioned in their answers that: "*we like English because the teacher is good and provide us with different activities*". Taking children to the outdoor playground and give them time to play was also a motive for them to love learning this language. Among all participants, there was only one child who was not attracted to this language due to the phonological similarities that exist in the language. But generally speaking, the teacher played a major role in keeping those children interested in learning this language. Their answers to the first question were found to be the same with the second interview question, where the children expressed their feelings toward the English teacher. Moreover, rewarding those children with sweets and chocolate has attracted them to learn English.

In response to the third question that was devoted to knowing what type of activities do children like, the most popular response was kinesthetic activities. Surprisingly it received a wider acclaim by the almost all children. Such answer came to foster the previous findings about the children being active in the learning process, where they learn through sensory input and by experiencing materials in the intended lesson. As a result, a large number of participants have selected kinesthetic activities to be followed later by videos. Children also are attracted to the use of TV in presenting new lessons through songs, cartoons and pictures.

Such choice is due to the big imagination of children and their short span of thinking which obliges the teacher to diversify the activities.

Different responses to the fourth interview question were presented, as the majority of children tend to prefer English courses due to the freedom that the TPR method provides, where they can move and play, unlike the French and Arabic classes where they sit in rows. A minority of participants have stated that they prefer French classes.

The fifth question was asked in order to know children' reaction when they will not have English classes the upcoming year. The teacher has received very surprising answers. The children did not like the fact that there will be no English classes in their first grade, and they requested the teacher to supply them with her phone number or come to teach them in the weekends. Such innocent reactions have proved again the extent of their attraction to this course and also how close they are to the teacher after implementing the TPR instructions along the two semesters.

The last question was raised in order to investigate the effectiveness of the TPR instructions in helping children acquire the target language. All participants have confirmed that they felt the development of the language in them, specially that they provided their teacher with several vocabulary from the previous lessons. The children were able to restore old words that were taught at the beginning of the first semester (fruits and vegetables), sing different songs, produce short simple utterances (what is your name, I love you so much).

In summary, the interview has helped the researchers to answer the second question of this research, because the TPR method has helped children in the preparatory class to acquire English and produce some of its words and simple sentences, these results came to foster and reinforce other findings in this study.

3.3. Conclusion and Summary of Findings

This chapter presented the descriptive thematic analysis and discussed the findings that were obtained from the research instruments, namely, field notes observations, visual aids (video clips and photographs), parental questionnaire and children interview. The analysis and discussion of these results were aimed at answering the main research question of whether using the TPR method would improve teaching English language to the children of the preparatory level in the kindergarten context, the four instruments did help in developing a deeper understanding of the case being studied.

Data obtained through classroom observations were transformed into themes in order to facilitate their analysis. The results of the observations' analysis showed that children of both groups were affected positively by the TPR method. This indicates that this method succeeded to a good extent in raising the participants' potential in learning English language, especially that most of them has shown some linguistic development and differences between the two semesters.

The results obtained from videos and photographs were reviewed repeatedly. Because both videos and photographs offer an open invitation for the researcher to look beyond the spoken word and find meanings from other dimensions of the participants' activity, especially that it helped the researchers to detect some details that the first instrument has missed or could not capture. These results revealed that the use of TV to display short educational videos was effective to help children overcome boredom by attracting their attention. During the learning process. The findings of the study yielded that songs were effective to encourage children to learn English. They can be used as appropriate learning resources to teach children pronunciation of new words and help them improve their listening skills. The use of songs also maintain their motivation and enthusiasm. Moreover, TPR games could create interactive communication among children and promote cooperative learning where children engage in discussions with each other.

To know whether children are interested in English language and check their linguistic production outside the research setting, the researchers handed a questionnaire to the participants' parents and asked them to write their answers. Findings indicated that children potential to learn English significantly developed to the extent that some of them started to use English at home. On the other hand, a small number of participants showed almost no linguistic development at home, and showed no interest in learning it.

Finally yet importantly, interviewing the children was a good choice to know the children likes and dislikes. Children were asked whether they enjoyed learning and what kind of activity did they like the most. The majority of children enjoyed the learning process. Concerning the chosen activities, most children were attracted to kinesthetic activities. In addition to the use of television and songs as a way to introduce the vocabulary of the new lesson, children tend to like TV due to their imagination in addition to its benefits in developing their listening skills. The interview findings revealed that children did learn the target language after being exposing to the TPR instructions, where their vocabulary production is noticed by the teacher and by the parents of participants at home.

The findings of this research obtained from the observations, visual aid tools, parental questionnaire and children interview are highly significant as they help in answering the main research questions addressed in this study regarding the effectiveness of implementing the TPR method in teaching English to children preparatory kindergarten classes.

In brief, introducing the principles of the TPR method into the preparatory level English course in the kindergarten was found to be effective and of a practical importance. TPR significantly raised the potential of children in learning English language. With these insightful and encouraging findings in mind, the following chapter will propose some pedagogical implications and practical suggestions, which may be of a great help to educators and teachers.

CHAPTER FOUR

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CHAPTER FOUR

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

4.1 Introduction

The present research work was undertaken to explore the effectiveness of integrating the TPR method into the English courses of the preparatory level at one kindergarten situated in the city of Medea, and the extent to which this method would improve the children's learning and productivity of English language. The analysis of the results in chapter three yielded several findings highlighting that the use of the TPR method in the English courses of the preparatory level is significantly effective in improving the children acquisition of the foreign language. This chapter summarizes what was undertaken and what emerged by way of principal findings of this research. Moreover, it proposes some pedagogical implications and practical recommendations, which are the results of the conclusions drawn from this research work. These implications are to help future researchers and teachers successfully adopt the TPR method when working with children of kindergartens, which will contribute to increase the potential of children in learning a foreign language. This chapter, then, presents the limitations of this research and finally offers a conclusion and some suggestions for further research.

4.2. Summary of the Research Findings

The current qualitative case study research demonstrated several findings worth noting that could contribute to make the teaching and learning of English language more effective in the kindergarten level. These findings can be summarized in the following points:

1. Based on the findings of this study, the implementation of TPR instructions in the research setting has been proved to be effective for developing children' skills and abilities in learning the English language rapidly and easily.
2. TPR method activities and instruction in the classroom were successfully and smoothly infused into the English Preparatory level courses with significant benefits to the availability of the tools that the kindergarten provides.
3. Children' perceptions and attitudes towards the use of media (songs and videos) in the current research was found to be strongly positive. Several tools were used as practical teaching aids and left a positive impact on children to learn as they could help the teacher to actively engage the participants in the learning process.
4. Children' engagement, active learning and enthusiasm can be strengthened by diversifying the activities of the used method (TPR games, plays, cooking, shopping…). This enthusiasm and enjoyment contributed effectively to enhancing their learning and absorption of the language vocabulary over the course of the instruction.

In the light of these significant findings obtained in this qualitative case study, several conclusive implications and recommendations can be offered. These implications and recommendations aim at providing teachers and educators of different kindergartens with some insightful ideas and information to their classrooms that hopefully would be applied.

4.3. Pedagogical Implications and Recommendations

4.3.1. The Use of TPR in Teaching English to Preparatory Class Children

This qualitative case study took place in one kindergarten that is situated in the city of Medea, it was launched with the aim of helping the preparatory class children to develop their listening and speaking skills in the target language. In addition to developing their academic, physical, emotional and social aspects by virtue of their exposure to the different contents

throughout the curriculum that this method provides. Developing these skills in them together with early exposure to the English language is an essential outcome of education and is indispensable to meet the requirements of globalization and life in the 21st century. In the English courses of preparatory level, the need to attract children attention and keep them focused in the learning process is vital for improving the teaching and learning of this foreign language.

Of all the languages, English has become the primary requirement for inter-connectedness of people; English has been progressively gaining privilege over the past years. Nevertheless, learning this language has become a challenge. Though enough awareness is growing among children, students, parents and society in general, the majority of them struggle to acquire the language due to the methods being used by the teachers. On the other hand, teachers too equally struggle to find a suitable methodology to facilitate learners in acquiring the English language. Consequently, learners have failed in understanding the content of the target language.

'Rote learning' (of songs, the alphabet and phrases) is, unfortunately, the prominent teaching method of foreign languages in most kindergartens. Teaching English for most of the times is done without conceptual and meaningful understanding of the subject, or conceptualization of a method suitable for this context. In addition to that, the teacher's role is supplying predetermined curriculum to learners and ignores real-life contextual application, the latter is an essential step in the teaching and learning process, so that children can easily relate and understand information better. However, if this step is ignored, a child may find it difficult to transfer theoretical knowledge, or reproduce sentences and utterances in real life situations.

Some teachers, unfortunately, have failed in providing opportunities for communicative interactions and activities in their classrooms, under the effect of neglecting the importance of

drills and practice in reinforcing and fostering the learned vocabulary. Practices such as these, sadly, will have a negative influence and effect on the learning potential of children. Therefore, one important implication that can be drawn from this research points out to the urgent need for teachers to divide their sessions properly, where the first part of the session is spent on delivering the intended lesson, while the second half of the session is devoted for drilling and practicing the learned vocabulary through joyful and attractive activities. As a result, an effective teaching of the English language in kindergarten requires the implementation of the TPR instructions. Where a plenty of time is devoted for learners to practice the language through doing, moving and watching.

4.3.2 Recommended Key Factors for a Successful Implementation of Total Physical Response Instructions into English Preparatory Courses

The present research revealed that when TPR instructions are employed into the English courses of the preparatory level, the desire and motivation of children in learning this target language are successfully raised. Indeed, the findings of this research concerning the effectiveness of these instructions revealed that the need to motivate children to learn the target language has been achieved throughout the period of the two semesters. The benefits from this research are significant, but for maximizing these gains and to ensure the success of the instruction, it is crucially needed for teachers, school leaders, teacher training institutions, teacher development experts and policy makers, researchers and other stakeholders in the development of teachers to recognize the importance of the following key factors.

4.3.2.1. Educators and Teachers Training

Understanding the nature of the TPR method and realizing the need for employing its instructions when teaching English to children aged 5-6 years old for developing their skills is of great importance. Yet this suggests that adequate teacher training is strongly required for an effective instructions' embodiment. Providing teachers with specific training and workshops

can be done by: showing the importance and the effectiveness of this method on the global level and teaching all the basic concepts and principles associated with this method. Moreover, explaining the instructions and all its aspects including its purpose which is to develop the oral fluency of children after their exposure to the method as it has been mentioned in the previous chapter of the literature review. Besides that, providing teachers with ideas and materials for integrating the instruction into their courses will be beneficial on the long term. Workshops designed for training teachers should also explain to teachers the psychological aspects of children. Furthermore, each phase from the six phases of the TPR (preparation, teacher modeling, students modeling followed by students' participation, writing and finally repetition and practice) has to be explained thoroughly so that teachers successfully apply the instructions into their classes. It is also recommended to encourage teachers to reflect and work together, share ideas and suggestions to solve any problem that might hinder their efforts to develop more effective teaching practices.

4.3.2.2. The Role of Teachers

Educators and teachers of English who use the TPR method in their courses need to know the role they play in the classroom, the successful implementation of TPR instructions in preparatory classes depends greatly on the active, direct role of the teacher. The instructor is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. TPR classes are not teacher centered; however, the teacher is merely a guide whose job is to persuade and invite learners to be part of the learning process. Hence, teachers should create creative and interesting learning which can wake the pupils up by giving interactive activities. Teachers should also interact with the children in English to improve their comprehension of language. Games can create movement, concentration, and interaction in the classroom. Moreover, through the playful spirit of the teacher, children will listen attentively to the educator's commands and respond physically to the opportunities of

learning that the teacher provides. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes fine-tuned.

4.3.2.3. Objectives

Another important factor that contributes to the success of the instruction is the ability of teachers to set clear, well-defined course objectives to be achieved at the end of the course. It is important to notice that the presupposition of the teacher before conducting the study helped the researchers in injecting the TPR instructions smoothly in the preparatory classes. The objectives that can be set at the outset of the study include: a) enabling children to acquire the target language through actions, effective use of the learned vocabulary, b) developing the academic, physical, emotional and social aspects of the child by c) diversifying the activities that are held inside the kindergarten. Planning these objectives helps the researchers direct all their efforts toward achieving the desired goals.

4.3.2.4. Total Physical Response and Availability of Materials

The successfulness of applying the TPR instructions in the kindergarten context cannot could not be achieved without the availability of the necessary materials. The type and choice of materials must match the designed curriculum so that when the vocabulary is fostered through visual representations, children will be able to relate signifier to the signified. As a result, these materials constitute the basic source from which the courses can be taught. Therefore, they should be carefully selected so as to facilitate the teaching process for the teacher and serve as a tool that enable children to grasp concepts easily by stimulating imagination and affecting their cognitive capabilities.

4.3.2.5. Practice

Practice is another major factor that contributes to the success of this study. As it has been mentioned previously in the first chapter that for a better language acquisition, teacher should practice the new vocabulary with the children several times through physical actions

until the new word is finally internalized. Practicing the new words will ensure learning. The more children practice the new words, the easier they remember them in the future. TPR is a method known by the diversity of its activities which teachers can use to drill and practice the new learned vocabulary, as a result, teachers and educators should know what activity to choose when practicing new lesson.

4.3.2.6. Climate

i. Climate of the Classroom Setting

As it has been stated in the review of literature, the TPR classroom should encourage the teacher to create a positive climate that affect the children' success in many ways. Teachers, then, need to realize the importance of providing an attractive positive environment in the classroom for the learners. A good environment include the shape and the arrangement of the classroom, the grouping of the students in available space, and proper learning materials. Providing positive learning environment allows children to feel comfortable and confident as learners.

In addition to the positive classroom atmosphere, teachers' personality and character yields positive consequences on the children learning outcomes. TPR teachers should be playful, accepting individual differences, acknowledging all responses and allowing all children to participate actively in classroom activities.

ii. Climate at Home

Beside the positive atmosphere that children find in the kindergarten, climate at home also was a motivating factor that helped the participants to practice and acquire the target language. Through the parental questionnaire and teacher's relation with the parents, it has been found that parents' educational backgrounds affected a large number of children. They influenced their children to learn a foreign language. At the same time, parents were very helpful at home when it comes to providing aids to help their children learn the target

language, whereby they supplied their kids with necessary tools to keep them in contact with the English language. Children were allowed to learn the language through the use of tablets, phones and TV.

4.4. Limitations of the study

As the case of every researcher, the researchers of this study encountered some limitations which ought to be taken into account in doing future contributions. This comprises the full coverage of annual curriculum, the children interview's inclusion and the answered parental questionnaire.

The full coverage of the annual curriculum (Appendix F), set by the teacher researcher and the supervisor, can be looked upon as one limitation for this study. The teacher researcher was supposed to cover all the units and the sections agreed on in the curriculum, for the reason that TPR instructions do not stress Grammar teaching, the Grammar part was not covered as it was intended to. But, the units covered in the curriculum were sufficient to deliver a wide English content to children as well as to help the researchers gain enough observations about children's productivity.

Another limitation in the current study can be the children interview's inclusion. The children interview covered a couple of questions that provided some targeted answers. However, more objective and targeted questions could be asked instead, especially if they were asked by another person instead of their English teacher, that would bring more objectively oriented answers.

The last limitation concerns the small number of the answered questionnaire that was given back by parents of children. A number of 30 copies were distributed to parents expecting to collect 30 answered copies accordingly, the researchers did not meet their expectation, collecting 13 answered copies only. This absence of parental cooperation causes another sort

of limitation. But, the 13 answered copies helped the researchers to collect well-balanced and diverse data.

4.5. Recommendations for the Teaching and Learning of English through Total Physical Response

The importance and the need to improve the teaching of English in Algerian kindergartens is unquestionable, and the teaching of a language along with TPR instructions has proven to be beneficial for second language acquisition. As aforementioned, the principal finding in this research revealed that integrating instruction of TPR within preparatory English classes is greatly beneficial by virtue of the results that are presented in the third chapter of this thesis. Simultaneously, the obtained results help researchers to find answers to the research questions that are raised at the beginning of the current study.

The present research work is meant as a contribution to the field of psycholinguistics and didactics. It explores the effectiveness of implementing a method of instruction that aims at raising the willingness of children while learning the English language. Consequently, the researchers would like to leave suggestions to teachers and future researchers with the hope that these suggestions will be taken into consideration.

4.5.1. Suggestions for Teachers

To begin with, it is very important for educators of kindergartens to understand the nature of the Total Physical Response method and to realize the importance and the need to integrate it in their teaching. They also need to understand the nature of children, children tend to move a lot and get bored easily at the same time, therefore, implementing the instructions of TPR in their courses allows the teacher to attract the children attention inside the classroom. Especially encouraging them to take roles within the learning process by diversifying the activities during the delivery of the lesson. One can diversify the activities

based on what has been mentioned in the previous chapters. Thus, effective incorporation of the TPR instructions will result in the development of the linguistic background of the child.

Another crucial aspect when implementing the teaching of English language through the TPR method is the teacher's readiness and creativity when delivering the lesson. Those two concepts have to be given a serious thought. First, for readiness, teachers who work with this method need to be prepared and trained in how to deliver their lesson in the target language, especially the ways in which the content of the lesson is supplied to children. In addition to the teacher's readiness, educators must always be creative and innovative when it comes to the teaching strategy's selection. In accordance with TPR context, numerous activities have been created to facilitate the lessons' delivery. Games are becoming an issue of the revolutionary and innovating English teaching-learning process. Games are usually fun, and it is well known, along with studies on the field of the pedagogy that children learn better when they are having fun. As a result, teachers should open the door to classroom games in order to attract children attention and have positive results. Another helpful strategy that can be used in the TPR context is the use of media in the teaching- learning process.

Nowadays, media is part of our daily life and we are 'media consumers' without any doubt. However, using this tool in the Algerian context is almost absent. Under this need, the use of media in our schools must be given a strong thinking. Ramos (2010) considers that we are in the image and communication era, so learners should be prepared with skills and attitudes towards audiovisual messages. Therefore, teachers should use these devices as teaching tools, not just as entertainment because good lesson planning with competent materials will provide rich experiences. Hence, the "teachers' role is very important while using audiovisual materials because they have to select good material, help students to decode and understand audiovisual messages and plan interesting activities for learning" (Cebrián de la Serna, 1997; Ramos, 2010).

4.5.2 Suggestions for Future Researchers

Future researchers, particularly those who have the same problem and interested in conducting researches under the same title, it is suggested that this study can be a reference and a starting point. However, there are several areas regarding the strength and effectiveness of TPR instructions that have not yet been explored and investigated. This research work investigated whether using TPR method in teaching English language would enable children of the preparatory class to acquire this language easily. This qualitative case study was conducted in one kindergarten in the city of Medea. Therefore, further studies can be done considering more kindergartens inside and outside the city. Hopefully, there will be other researchers who will conduct the same research considering conducting experiments or following other research designs aiming to find new results that might have been missed in the present research.

4.6. Conclusion

This chapter started with a summary of the findings of the research and then proceeded to suggest some research implications and recommendations for preparatory educators. These implications and recommendations are concerned with the crucial need for teachers to integrate TPR instructions when teaching English language to preparatory children since it was found to be effective in attracting and raising children willingness in learning a foreign language. Key factors that are behind the success of this instruction were also examined thoroughly in this chapter. It is strongly recommended that teachers, administrators and policy makers take into consideration these factors when implementing the instruction. The limitations of the research were then discussed followed by several suggestions for teachers and for future research so that researchers investigating the importance and need for TPR instruction take them fully into consideration.

GENERAL CONCLUSION

GENERAL CONCLUSION

Raising the potential of children whose age is between 5 and 6 years old while teaching them a foreign language in kindergartens is considered as one of the challenges that nowadays educators and instructors need to find answers to. Although many methods have been proposed to be used while teaching kids, however, a large number of ineffective traditional methods of teaching based on rote learning are still the norm in kindergartens. This research work is conducted in one kindergarten in the city of Medea. Accordingly, this research aims to find answers to the three questions that are presented earlier in the introduction of this thesis. The Total Physical Response method that matches the characteristics of children, is used to teach English to children who has never been exposed to this language.

In order to achieve the aforementioned objectives and to gain a deeper understanding of the way this method works, it was necessary as an initial step to explore the concept of the TPR. The review of the related literature presented in chapter one of this thesis helped greatly to lay background information about this method starting by the relation between SLA and the TPR, it was followed by its theoretical foundation. It also offers an illustration for its practice, where a detailed description of the steps this method goes through was mentioned to help the readers and future researchers have a full understanding for the topic being researched. Without forgetting that it reviews some studies that had been carried out in implementing this method

In order to investigate the effectiveness of the Total Physical Response method, the researchers adopted a qualitative case study as a research design. The chosen design was selected due to its appropriateness in measuring the effectiveness of the method in teaching English language for children. This study was conducted in a local kindergarten, where two

groups of children enrolled in the preparatory grade are selected to be the participants of the research. Both groups received the same treatment and were taught by the same teacher. In the process of collecting data, four methods were used to assess the effectiveness of the method, these instruments include classroom observations, audiovisual aids (video clips and pictures), a parental questionnaire and children interview. Using four research instruments helped to triangulate results and compensate for limitations underlying each tool. Detailed discussions of the design, the research participants, research setting as well as methods for data collection and analysis were given in chapter two of this thesis.

The third chapter was devoted to analyzing the data and presenting the results obtained from the four research instruments. After analyzing the data and interpreting their results, the findings revealed a strong conclusive evidence that the used method was successful in raising the potential of children in learning the English language. Furthermore, it has been found that the TPR method is effective, engaging, and efficient. These results have come to confirm that the use of the TPR activities and principles proposed in this research is highly effective to foster and develop the linguistic abilities of children to learn and produce words and utterances in the target language. It seems to engage the students in the learning process more quickly and for a longer period due to the use of kinesthetic activities, such as gestures to keep the students involved. In addition to the use of media that was effective in attracting the participants' attention, there were also tools to overcome the students' boredom. Media could help the teacher to present the materials and introduce some new words as well. Pictures as a form of media can be used as a tool to introduce the material or new words. Moreover, games was proved in keeping children interested and involved in the learning process. In other words, the diversity of the TPR method's activities and instructions allow the children to concentrate with the teacher and acquire the target language more easily.

Based on the research outcomes that have emerged from this investigation, several pedagogical implications and recommendations were proposed in chapter four. These recommendations and implications are meant to encourage researchers, teachers and instructors to integrate the principles of the TPR method into the English courses of the preparatory level. The data accumulated in this study can be transformed into further studies. As a result, we hope to open new doors in the field of preschool language acquisition in Algeria and encourage more researchers to focus on the quality of instructions of second language educators of that age group.

APPENDICES

APPENDIX A

INFORMED CONSENT LETTER TO THE HEAD OF MY LITTLE WORLD MONTESSORI KINDERGARTEN

ولاية المدية
جامعة يحي فارس بالمدية
كلية الآداب واللغات
قسم اللغة الإنجليزية

المدية في:.....
الى السيد:
مدير روضة عالم مونتيسوري الصغير

الموضوع

طلب ترخيص اجراء تربص تطبيقي على أطفال قسم التحضيري بروضة عالم مونتيسوري الصغير

نحن الممضون اسفله الطالب بن خاوة محمد امين والطالبة بوشاقور موسى امينة, يشرفنا ان نتقدم الى حضرتكم بطلبنا هذا والمتمثل في اعطائنا الاذن والسماح لنا بإجراء تربص تطبيقي على أطفال قسم التحضيري، اين سيتم تعليمهم اللغة الإنجليزية باستعمال واحدة من احدث الطرق العالمية الممنهجة حاليا في تدريس اللغات الأجنبية للأطفال، والتي تندرج تحت اطار انجاز مذكرة ماستر، قصد تعميمها على باقي الروضات والمؤسسات الوطنية، ملتزمين بذلك السية التامة في جمع البيانات و تحليلها و تدارسها.

نرجو منكم تقبل طلبنا هذا بأسمى عبارات الاحترام والتقدير

APPENDIX B

PARENTAL QUESTIONNAIRE

استبيان في اللغة الانجليزية

من المجيب عن أسئلة الاستطلاع الام الاب

كم طفل يوجد في العائلة.....

جنس الطفل المعني بنت ولد

مهنة الام .....

مهنة الاب .....

مستوى اللغة الانجليزية عند الام مبتدئ متوسط متقدم

مستوى اللغة الانجليزية عند الاب مبتدئ متوسط متقدم

هل ترى أن اللغة الانجليزية مهمة لإبنك في هذا السن؟.....

لماذا.....

هل يستعمل ابنكم/ابنتكم وسائل تكنولوجية؟ التابلات الموبايل الكمبيوتر

هل يشاهد طفلكم أي محتوى انجليزي؟ فيديوهات كرتون ألعاب

هل لاحظت أي رغبة أو ميول نحو اللغة الانجليزية لدى ابنك؟.....

.....

هل لاحظت أي فرق في مستوى الانجليزية لابنك مقارنة بالسنة الماضية ؟.....

كيف ذلك؟.....

هل يتحدث ابنك بكلمات أو عبارات بالإنجليزية في المنزل ؟ .....

اذكرها من فضلك .....

APPENDIX C

INFORMED CONSENT LETTER FOR PARENTS

الجمهورية الجزائرية الديمقراطية الشعبية
مديرية النشاط الاجتماعي والتضامن لولاية المدي
المؤسسة متعددة الاستقبال للطفولة الصغيرة "عالم مونتيسوري الصغير"

ترخيص

انا الممضي اسفله السيد.....

ولي الطفل(ة) .....

أوافق	لا أوافق

على مشاركة ابني/ ابنتي في الدراسة المنظمة من قبل أستاذة اللغة الإنجليزية وذلك قصد انجاز مذكرة تخرج ماستر حيث جاءت موافقتي بعد اطلاعي على الضمانات المقدمة من قبل الباحثين والتي جاء فيها:

- هذه المشاركة تطوعية ولا تتضمن أي التزامات مادية
- التزام السرية التامة في جمع المعلومات وعدم مشاركتها مع أي طرف اجنبي
- اتلاف المعلومات فور انتهاء الدراسة

الامضاء

APPENDIX D

CHILDREN INTERVIEW

1) Do you love English? Why?		Yes	Not really	No
2) Do you love miss? Why?				
3) What kind of activity do you prefer?	Videos	Stories	K activities	pictures
4) What classroom do you prefer?	French	English	Arabic	Other
5) Next year there will not be English classes, how do you feel?				
6) Do you feel the language development in you? Examples!!!				

APPENDIX E

Teacher as the Researcher:

In May 2018, a job offer has been suggested to me by one of my teachers to teach small children at a kindergarten, I impulsively refused, because I have never seen myself as a teacher that explains Grammar and provides simple linguistic input to children. I have seen myself rather a teacher that deals with mature students who can hold critical and universal discussions. However, weeks after I agreed on the offer for the sake of experience and discovery. When I started teaching, I had many questions in mind, the most important one was related to the choice of the most suitable method that matches the children characteristics, therefore, I immediately started to search on so as I find an answer to. After reading many articles, watching so many videos, I encountered the term TPR that I curiously investigated and I became interested in. After further research, I figured out that languages and children are an extremely important issue that is ignored in our society if not in our country! As a future linguist who is planning to have her own modern language school, I am likely to deal and experience this field from a linguistic, pedagogical and a psychological view, so as to have a background about foreign languages and children. Finally, I have decided to suggest this topic to my supervisor who is the one who suggested this job offer for me. She made her research on that, then she replied positively expressing her admiration towards the topic. After her reply, I set these presuppositions.

1. Investigating the application of TPR in the Algerian context.
2. Raise the children potential in learning the English language through the different activities that are held in the setting which will enable them to acquire the target language.
3. Develop their listening speaking skills in the target language. And to use the learned vocabulary effectively.
4. Developing their academic, physical, emotional and social side by virtue of their exposure to the different contexts throughout the curriculum that this method provides.

APPENDIX F

Month	**Listening/Speaking**	**Grammar**	**Drawing/ Manual activities**	**hymnes**	**Theatre**
Sep	Greetings/ introducing myself (name/sex/age)	Yes / no I am I have got	I color	Songs about colors	Facial expressions
Oct	Objects in the classroom	This is/ These are+ Personal pronouns	I draw and color Shapes (triangle, square, circle ..)	Songs about shapes	Small dialogues
Nov	My family members	I ask (who) Possession (my, your ..)	I make my family tree	Songs about family	My happy family
Dec	My routine+ introducing basic verbs+ days of the week	Present simple	I order the day's routine	Different songs	Short dialogues
Winter's break	**Winter's break**	**Winter's break**	**Winter's break**	**Winter's break**	**Winter's break**
Jan	My room	Prepositions of place	I draw my room	Different songs	A play: my tidy room
Feb	My favourite food	I ask: what is this ? Like/do not like	I make my favourite food	Different songs	A play: the shop seller
Mar	Getting dressed	That/these/ those	I dress my doll	Different songs	Short dialogue
Spring's break	**Spring's break**	**Spring's break**	**Spring's break**	**Spring's break**	**Spring's break**
Apr	Numbers	Reviewing: there is/ are How many	Let's play with numbers	songs	A play: Children play roles of numbers
May	Shopping time	I need/ want Give me…please!	I listen to stories and act accordingly	songs	Visit a shop: naming objects
June	I like pets! Let's go to the zoo Animals names	I ask questions: What/where /why	I make my own zoo	songs	A play: children play the roles of animals
July	It's raining! My environment (I get to know my nature)+ seasons	Review the present simple use	I draw different types of weather	songs	Perform a song and act
Extra content	Body parts/seasons of the year				

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