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**Investigating the Role of Total Physical Response in
teaching vocabulary in EFL oral expression classes**

The case of first year License students of English at KMUO

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Dedication

To my dear parents

To my lovely sisters and bothers

(Mariam, Asia , , Said , Yacine , and Mohamed)

To my girl and my Love my fiancée 'Asia'

Redouane ...

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Abstract

The present study aims at investigating the role of Total Physical Response method in teaching vocabulary at EFL oral class .The target population in this work are the students and their teachers of EFL first year license at the department of letters and languages, of KMUO during the academic year 2018/2019 . To achieve our aim, a quasi –experimental study design is opted for in addition to teacher’s interview in order to control the relationship between the variables as well as to test the suggested hypothesis. The experimental study by means of pre-test, and post-test. The two tests were addressed to (30) students of English first year license at KMUO, and the interview was administrated to (03) teachers at the same department and same level. The results of finding revealed the effectiveness of the method in enhancing teaching vocabulary among EFL students.

Key words : teaching vocabulary , oral class , EFL learners , Total Physical Response .

List of abbreviations

EFL: English as Foreign language

FL: Foreign language

FLA: First language acquisition

KUMO: Kasdi Merbah University Ouergla

LMD: License, Master .Doctorate

Q: Question

SLA: Second language acquisition

TPR: Total Physical Response

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General Introduction

1. Background of the study
2. Statement of the problem
3. Objective of the study
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8. Definitions of Key terms

1. Background of the study

English is an international language , it is a medium of communication, interact and converse .In the field of teaching English as foreign language (EFL).The students in classroom need vocabulary which can support them to produce a meaningful stretches in order to communicate , because vocabulary is the central organ of any language . In this connection, Edge (1993,p.27) asserts that “Knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood” .Thus, it is necessary to master vocabulary because without it nothing can be conveyed. Furthermore, vocabulary is not only a sign of or symbol of ideas it is also a part of improving language skills such as, reading ,writing ,and listening So, through vocabulary the students can read and listen to understand and so on.

However, EFL students face many difficulties in learning and using vocabulary in a given contexts, due to many reasons such as , lack of background , physiological problem ,and the method of teaching itself. Thus, the method of delivering and teaching vocabulary in EFL classroom is seen as an essential matter that should take into consideration. Therefore, one of the methods which is suggested to solve this problem is ‘Total Physical Response’ which is known by (TPR).The method is associated with the James Asher who is the founder of TPR. He (1977) claims that the foundation of TPR is basically based on speech and action. It focuses on teaching vocabulary and grammar, to help students for immediate understanding the target language in effective, excited, stress-free and enjoyable way. Richard& Rodgers (1986, p.92) “The movement of the body seems to be powerful mediator for the understanding, organizing, and storing of macro detailed of linguistic input”. By doing so, the method helps the student to memorize words, phrases, sentences in long memory retention .Besides, it is a method the supports to involve students in interactive, excited, relaxed

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environment through which the ability of learning will be increased. Consequently, adopting a suitable method for teaching vocabulary is not an easy task .However, TPR is considered as solution for this issue, because it is provides opportunities for more use of language .

2. Statement of the problem

With (LMD) students of first year license at department of letter and languages (English section) of KMUO .The learners within their process of learning vocabulary at oral session encounter with many difficulties ,due to many reasons such as , lack of back ground, shortage of memory , psychological problems, or the method of teaching and so on .For these cases , Total Physical Response is suggested as a method to teach vocabulary at oral classes .From this perspective , we raise the following question :

To what extent does the role of TPR contributes in enhancing teaching EFL vocabulary at oral classes.?

3. The objective of the study

The present study aims at showing to what extent the use of TPR to teach vocabulary among EFL oral classes is beneficial. Also, applying this method may help the students by involving them in an interactive classroom atmosphere, because it is practical method, excited, facilitates the process of teaching and learning .Besides, we aim to explore the relationship between vocabulary and other language skills within TPR framework.

4. Research hypothesis

Based on the question that is stated above, we set the following hypothesis:

If the EFL teachers hold the TPR in teaching vocabulary at oral classes, then the learner's performance will be enhanced

5. Research methods

Since the current study aims at investigating the role of TPR in enhancing teaching vocabulary among EFL oral classes in order to control the relationship between the variables of the hypothesis suggested above. First, we opt for a quasi-experimental study by means of pre-test which is for identifying and diagnosing the student's weakness in learning vocabulary without adopting TPR method, and training session for student's treatment adopting TPR method, then followed by post-test to see the student's outcome and the usefulness of the method. Secondly, the teacher's interview instrument for checking the teachers' point views and experiences with applying of TPR during oral session by face to face interview recording. In fact, the participants for the quasi-experimental are the students of first year license at KMOU (English section) and for the interview are the teacher of KMOU in the same section and level.

6. The structure of dissertation

The present work is divided into general introduction which tackles background of study, statement of the problem, objective of the study, research hypothesis, and methodology, structure of the dissertation and, definition of key terms. Furthermore, the work is mainly divided into two sections the theoretical and practical one. The first part consists of two chapters. The chapter one is devoted on basic concepts of TPR method starting from providing an overview and definitions of the method in addition to its approach and stating the importance of TPR among teaching EFL oral classes, then followed by the main principles of the method before coming to applying it. Also, the framework of TPR at EFL oral class supporting with main activities of TPR and conclusion

The second chapter focuses on teaching vocabulary within TPR framework. At first, we elaborate a set of definitions of vocabulary, its importance, vocabulary mastery, types of

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vocabulary, principles of teaching vocabulary, items in teaching vocabulary and teaching vocabulary within TPR and we draw a conclusion. The second part is concerned with practical one . In this part, we present the methodology, population and sampling, research instruments and data collection, then moving to data analysis starting by the analysis of quasi-experiment (pre-test –post-test) in addition to the analysis to the teachers interview , followed by conclusion .Finally, we draw a general conclusion and some pedagogical implications , list of bibliography , and appendices .

7. Limitation of the study

This study is not easy to conduct, but with set of obstacles .First, the researcher encounters with the time issue which is not sufficient to conduct the quasi-experiment due to unstapled situation. Secondly, this is study is limited to two groups as case study .Thus the results cannot be generalized, it may differ from one sample to another.

8. Definitions of Key terms

Vocabulary: “Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook” (Hornby, 1995,p. 1331).

Teaching “ Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person” (Gag,1962)

TPR: It is a method o teaching a FL language ,it is coined with James Asher , a professor of psychology at San Jose University of California , it has been applied for almost thirty years (Brown, 2001) .

Theoretical part

Chapter one: Basic concepts of TPR

Introduction

1.1. Overview and Definitions of TPR

1.2. Approach of TPR

1.2.1. Theory of language

1.2.2. Theory of learning

1.3. The importance of TPR in teaching EFL at oral class

1.4. Principles of TPR in teaching EFL at oral class

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Introduction

The first chapter of this research will be devoted on basic concepts of TPR method. At first, the chapter will provide an overview, and definitions of TPR, then stating its approach. Furthermore, showing the importance, main principles and the frame work which is mainly divided into three main roles as follow, the teachers' role, the learners' role, and the instructional material's role. Besides, will present the main activities that represent TPR such as, role play, simulation, storytelling, command drills, and picture describing. Finally, we draw a conclusion restating the main points that the chapter has tackled.

1.1. Overview and Definitions of TPR

Total Physical Response (TPR) method was developed by James Asher, a professor of psychology at San Jose State University of California, in 1960s and 1970s. The method became well known at 70s when Asher views that TPR is found to be a more natural method of second language acquisition (SLA), because it follows the same steps of first language acquisition (FLA). Asher (1972) views that at first, children listen to a substantial amount of linguistic input, then begin respond physically to different parents' commands such as, sit down, stand up. He (ibid) in this view, claims that a successful adult second language learning recapitulates the same process of children acquiring their native language. Moreover, The method gives a great importance to listening comprehension. In this connection Winitz (1981) claims that, Asher emphasis on the developing of listening comprehension before the student is taught to speak any foreign language (FL). i.e. comprehension abilities and skills preceded the productive ones that is why TPR is called under comprehension method name (Richard and Rodgers, 1986,p.87).

Asher (1981) sees that TPR is linked to the "Trace theory" of memory in psychology which is explained by .Katona, (1940) as "Activities such as, motor activity or verbal rehearsal

will strengthen the memory connection and will then facilitate recall” (Doughty & Long, 2003, p.123). Furthermore, Asher shares with school of humanistic a concern for the role of affective filter as a condition for language learning in which learners’ stress and anxiety are reduced, and creates positive mood and increase learner’s self confidence through games and activities like role play , picture describing , and simulation and so on .(Freeman & Anderson,2000,p.137) .

From all what is stated above TPR according to Asher (1977), it is a method in teaching FL that may support to realize the expected situations .For Kimafsirah (2011) TPR implementation in teaching FL language is based on commands given straightforwardly by the instructor and responded physically by the students such as , sit down , rise your hands and so on .Also, Richard & Rodgers (1986,p.87) defines TPR as “Language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. For Brown (2001) TPR is a method , which is proposed by James Asher , a professor of psychology at San Jose State University , it has been applied for almost thirty years .

1.2. Approach of TPR

According to Asher (1977) as (Cited in Richard & Rodgers, 1986, pp88-89) TPR approach consist of two main units as follow:

1.2.1. Theory of language

Asher (Ibid) does not directly discuss or mention the nature and the origin of the language. However, the focus of TPR on command drills seems to be built on assumption that owes much to structuralism or grammar-based view of language. He (Ibid) sees that “most of grammatical structure of the target language and hundreds of vocabulary item can be learned from the skilful use of the imperative by the instructor” (p.4).i.e. the verb of imperative form is a central linguistic concept around which language use and learning are organized.

Asher (Ibid) views that language is basically composed of two main items, non abstraction and abstraction. Firstly, with non abstraction which is concerned with imperative verbs and concrete nouns such as, furniture, fruits and so on .He (ibid) believes that learners can acquire a “detailed cognitive map” which is explained by Tolman (1951) as a mental image or picture of attributes of the environment .in addition to grammatical structure of language without resource to abstraction. Secondly, Asher (ibid) explains the internalization of abstractions as:

Abstraction should be delayed until students have internalized a detailed cognitive map of the target language. Abstractions are not necessary for people to decode the grammatical structure of language .Once students have internalized the code, abstraction can be introduced and explained in the target language. (pp.11 -12).

Despite Asher’s believe of language which is very interesting but that one is not enough detailed to test. For examples are tense, aspect, articles and son abstraction, if so, what detailed cognitive map could be constructed without them.

1.2.2. Theory of learning

In this vein Asher (ibid) sees a stimulus-response view as providing learning theory underlying language teaching pedagogy .From this perspective, He (ibid) elaborated an account of what he believes to facilitate and prevent foreign language learning around which Asher (ibid) draws three main significant hypotheses as follow :

1. There exists a specific innate ‘bio-program’ for language learning, which defines an path as first and second language development.
2. ‘Brain lateralization’ defines different learning function in the left and right-brain hemispheres.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning. (Cited in Richard & Rodgers, 1986, p.90).

Asher (ibid) explains each hypothesis in turn .Firstly, the ‘bio-program’ since Asher claims that TPR is a natural method .Besides, first language and second language learning are parallel in terms of acquisition process .From this believe .He (ibid) views three main process as central .At first, children develop the skill of listening comprehension before they start to speak in this early stage children can understand some complex utterances but they cannot produce them .He (ibid) believes that during this period of listening the children’s brain program will make it possible to produce those utterances later. Secondly, the ability of listening comprehension in children is acquired because they are required to respond physically to environmental commands. Thirdly, once listening comprehension has established the speeches develops naturally and effortlessly out of it. As a result, children brain is biologically programmed to acquire the native language starting by listening a large amount of linguistics input before they begin to produce spoken language and adult foreign language learning recapitulate the same process by understanding first and producing latterly when they feel ready to speak .

The second view is “brain lateralization”. Relaying on work by Jean Piaget .Asher (ibid) sees that human brain divides into two hemispheres, the right and the left one and each hemisphere has its functions and since children learn their mother tongue through motor activity . He (ibid) claims that the right hemisphere is concerned with comprehension skills such as, listening, watching, grasping, and so on i.e. will be stored with a substantial amount of linguistics input. On the other hand the left hemisphere can produce the spoken language skills lately . Similarly, Asher (ibid) sees that adult FL learning should proceed to language mastery through the right brain motor activities by developing comprehension abilities, while the left hemisphere watches and learn. Once the right hemisphere has stored with a sufficient amount of linguistics input, then left brain will be activated to initiate and produce language.

The third view 'Reduction stress' .Asher (ibid) sees this as a necessary condition for successful of language learning. He (ibid) claims that FLA takes a place in stress free situation, whereas the adults FL learning may encounter with a considerable stress and anxiety due to different responsibilities and, challenges that may face in their life .The key to stress learning is basically derived from the bio-program for language development .Thus, to recall the relaxed, pleasurable experience that accompany FLA. By giving the priority to meaning interpreted through physical movement rather than form .So, the students are said to liberate from stressful environment to devote their energy and power for learning.

1.3. The importance of TPR in teaching oral at EFL classroom

TPR has a great importance in the field of teaching oral EFL classroom .In this connection, Frost (2007) asserts that TPR method can make the students enjoy during the process of learning EFL in addition the method lift the learner's mood by moving around , using their bodies , hand movements, and so on through different excited games and activities .Freeman and Anderson (2000) claim that TPR helps students to memorize the words and phrases in the target language easily , it reinforce the student's ability in learning new vocabulary , other language skills such as , listening , reading , writing in addition to language competences such as, critical thinking , self confidence , and fluent speaking. Moreover, the method is suitable and applicable for small, or large classes and for all levels beginners, elementary, and advanced. They (ibid) see the physical actions that presented through TPR can get across meaning of words .i.e. focusing on meaning interpreted rather than form. Therefore, it can improve their understanding and analytical thinking of words in the target language for sack of communication.

Asher (1977) with same view mention the importance of TPR as a beneficial method to facilitate the process of learning EFL by involving the learners in stress free situation and since they are adults they do not like to be put in one fixed routine .He (ibid) sees that TPR can provide the learners opportunities to learn language within real life contexts. Also, the method is

based on listening comprehension and linked to physical actions which are designed to promote the physical items and make the learners learn more than one language skill and aspect instantly and at one time. Besides, TPR as a way of assessing and giving feed back to students through body movements such as , eye contact , raising the intonation , changing the tone ,and son through which the learners can correct their mistakes and be self monitoring to their behaviors. As a result, TPR contributes in EFL by facilitating the process of learning and teaching, engage the students in comfortable classroom atmosphere, learn many language skills and competences, develop the student's performance and be autonomous learners.

1.4. Principles of TPR in teaching oral at EFL classroom

Before coming to apply TPR method to teach oral at EFL classroom the teacher should be aware of its basic principles .Freeman and Anderson (2000,P.142) elaborate a set of principles where the teacher and student's behavior are based on. Firstly, the teacher should be eager to develop students' listening comprehension since the process of acquiring the mother tongue starts by listening and the FL learning follows the same process .i.e. the students at that period say nothing they only fit their inputs with different linguistic items .Secondly, since the children respond physically to the given commands the adult learners will learn rapidly if they do that too. Thirdly, the teacher should give the priority to meaning interpreted over form and it is better to be presented by chunks through in imperative form to trigger the student's memory device

Moreover, the teacher should not keep with one fixed routine he should change the activities and the way of managing the session from time to time and make the process of learning fun, exited, enjoyable, and effective. The teacher raises the student's awareness of learning language skills and makes his learners feel successes, because felling success low stress and anxiety and due to this students will be ready to speak. Finally, in giving feedback to the learners and correct their errors, they (ibid) state "Students are expected to make errors when they first begin speaking .Teachers should be tolerant of them. Work on the fine detailed of

language should be postponed until students have become somewhat proficient” (p.142). So, principles of TPR aim at providing learners chances for more use of vocabulary and language in general. Thus, the teacher should be aware of those principles before comes to teach.

1.5. The frame of TPR in teaching oral at EFL classroom

According to Richard & Rodgers (1986, p.93) the framework of TPR in teaching EFL classroom is mainly divided into three main roles as follow

1.5.1. The role of the learners

The learners in TPR have the primary role of listening and performing .They listen attentively and respond physically to the teacher’s commands .Learners are required to respond physically whether individually or collectively .They have little impact over the content of learning because , the content is mainly designed by the teacher who is required to follow the imperative –based format for lessons .Learners are also expected to respond and recognize the novel combination utterances taught .In this connection Asher(1977) states:

Novel utterances are recombination of constituents you have used directly in training. For instance, you directed students with Walk to the table’! and Sit on the chair!.These are familiar to students since they practiced responding to them. Now, will a student understand if you surprise the individual with an unfamiliar utterance that you created by recombining familiar elements (e.g. Site on the table) (p.31) (Cited in Richard& Rodgers, 1986, p.93).

Learners are also required to produce a novel utterances of their own through which can manage and evaluate their progress .They are encouraged to produce when they feel ready that is when a sufficient amounts of language inputs are internalized.

1.5.2. The role the teacher

Asher (1977, p.43) cited in (ibid) states that the teacher is the monitor of the stage play where the learner is the performer .i.e. the teacher plays a direct role and decides what to teach (the content) and the supporting materials .The teacher is encouraged to be well prepared and well organized ,so the lesson flows smoothly and predictably .In addition Asher (1977,p.47) asserts that it is wise to write out the exact utterances that will be using at classroom especially the new ones , because the actions move so fast thus, usually there is no time to create spontaneously that is to say detailed lesson plan is recommended .Moreover, in giving feedback to the students Asher(ibid) views that the teachers should follow the example of parents in giving feedback to their children .At first, parents correct carefully and once the child grows older the parents are said to tolerate fewer mistakes in speech. Similarly, the teacher should refrain from correcting too much at early steps because that will inhibit the learners' performance. He (ibid) concludes by emphasizing at point that the role of the teacher is not too much to teach as to provide opportunities for learning which is the main objective of the method.

1.5.3. The role of instructional materials

Asher (ibid) views that in general there is no basic text of TPR courses .Materials and relia play an important role in the process of teaching EFL, however , in later stages of learning .For absolute beginners materials for lessons are not required since the teacher's voice ,actions ,and gestures are mainly sufficient for classroom activities .Latter as the course develops the instructor may use some common classroom objects such as , table , desk ,window, and so on in order to illustrate the target teaching points .He may use also pictures, flashcards ,songs ,recording native speakers voices , slide presentation and relia objects such as fruits , vegetables, and so forth . Asher (ibid) sees that those material can be authentic and non authentic and should be used according to specific situations such as, at the restaurant, at the hotel ,at the theater .The students exploit those kits in order to construct the scenes .e.g. ("Put the stove in the kitchen!")

From what is stated above the following table (1.1) sums up the framework of TPR in teaching oral EFL classroom

Teacher's Role	Learner's Role	Materials Role
• Instructor	• Listener	• Visual
• Planner	• Performer	• Auditory
• Monitor	• Pair/group	• Realia
• Feedback provider	• individual work	• Slide presentation
• facilitator	• Followers	• Word charts
• Assessor	• Assesses	

Table.1.1. The framework of TPR in teaching oral at EFL classroom

1.5. The main activities of TPR in teaching oral at EFL classroom

TPR has to do with many effective activities that make the process of learning oral at EFL classroom useful, excited and enjoyable. We state below some of those activities.

1.5.1. Role play

Revel (1979) defines a role play as “an individual’s spontaneous behavior reacting to others in hypostatical situation” (p.60). Role play has a central position in every day situation in developing the learners ability of speaking ,and language competences such as critical thinking , problem solving and so on .The students in role play pretend themselves as if they are in real life situation in different contexts such as, at supermarket, at dentist ,at hospital ,at school ,and so forth. The teacher in role play gives information to the student such as, who are they and what they think or feel. For instance “ *You are David ,you go the doctor and tell him what happened last night and ...*” (‘Harmer,2001) .In other word, the teacher is the director and the students is the actor or the actress .Role play as an activity that represents TPR through which it provides

for learner to use body language, moving around , use the materials related to the stage play ,improve their vocabulary and expansion, develop the skill of public speaking and increase the students self confidence .In fact role play activity is an important task for applying TPR among the EFL classroom.

1.5.2. Simulation

Simulation is very different to role play what makes it different is that simulation is more elaborated than role play .It is highly structured and contains more diverse elements in its content and procedures .Kipple (1984) states that “Simulations are simplified patterns of human interactions or social processes where the players participate in roles” (Cited in Davison & Godron ,1978) .In simulation students can bring items to the classroom in order create a realistic environment .For example ,if a learner is acting as a singer ,he brings microphone , speakers , an so. Harmer (2001) sees that simulation has a great importance to language learners .At first, it motivates the learners ,and increase self confidence for hesitant learners as role play does , it reduces learners’ stress and so on. Consequently, simulation as an activity that represents TPR provides learners to develop their vocabulary and public speaking skills , learn many language skills at one time such as , listening , reading , grammar, critical thinking and so forth.

1.5.3. Storytelling

A storytelling is an enjoyable ,whole-class, free speaking activity in which the learners sit in circles .The teacher starts narrating a story ,and after a few sentences stops narrating and asks any learner to continue narrating from the previous point . Students are suppose to add from four to ten sentences and they can add new character, description ,events ,and so on using their critical thinking ,and imagination .(Asher,1977).Moreover, Wright (1995) sees the importance of storytelling in sense that stories which rely so much on words ,offer a major of language experience for learners .Besides, they are motivating , inexpensive .He(ibid) claims that stories

have some of the most important reasons in teaching EFL for students .The reasons are :first, students are motivated to listen .they enjoy listening and that can improve their listening skill .Second, it helps them to interpret the meaning by understanding the flow of the story. Gardner (1993) , in this connection sees that storytelling teaches various linguistics intelligence , bodily-kinesthetic, musical, interpersonal and intra personal skills .As a result storytelling as an activity among which TPR is represented through teaching word meaning , developing critical thinking ,use the body language and , increase creativity and imagination.

1.5.4. Command drills

Command drill is one of the major classroom activities in TPR .It is typically used to elicit learner's physical actions. Asher(1982) as (Cited in Freeman &Anderson,2000,p.147) sees that it is necessary for a teacher to plan in advance which command he will be using at classroom .The teacher should first clarify the meaning to students then perform the action , after that he will direct the students to perform whether individually or collectively .Asher (ibid) advises the teacher by 'Keeping the pace lively' .At first, stage the pace will be too slow the students' actions tell the teacher if they understand the meaning or not .He (ibid) assert that the teacher should vary the sequence of commands to the students ,because they do not memorize the actions without connecting them to language . Asher (ibid) views that all grammar features can be communicated through the command drills .The following example shows that the teacher might teach present ,past simple ,imperative, body language ,develop listening comprehension and so on .

e.g.: Teacher: Ingrid, walk to the black board.

(Ingrid gets up and walks to the blackboard)

Teacher: Class, if Ingrid walked to the board, stand up.

(The class stands up).

Teacher: Ingrid writes your name on the board.

(Ingrid writes his name on the board)

Teacher: Class, if Ingrid wrote his name on the blackboard clap your hands.

(The class claps their hands). Asher (1982) (Cited in Larsen and Freeman, p.147)

As a result, Command drills is an activity that basically built on speech and action through which TPR is represented .It aims at developing listening comprehension, and vocabulary knowledge ,body language , grammar features , and so on .

1.5.5. Picture Describing

Asher (1977) sees this activity as significant one to improve speaking skill through TPR. The activity is mainly based on dividing the students in two group and each group is given a different picture .The students discuss the picture with their group, then a spokesperson of each group describes the picture to his group mates .He (ibid) sees this activity increase the creativity and challenge, students use body language, objects ,to describe their understanding .Besides , the activity provides to learners the chance to develop their vocabulary , grammar , and other language skills .It is also, a way to assess the students progress .In fact, this activity promote using TPR through which the learners can learn any skill in excited and enjoyable manner.

1.6. Criticism of TPR

From all what is stated before .It is clear that TPR method has many advantages in both teaching and learning EFL. Firstly, it is easy and fun ,so the learners will learn and enjoy at the same time by using their bodies ,and moving around, .Besides, TPR activities do not require a great deal of preparation from the teacher .Thus, it is suitable for small and large classes and for all levels beginners ,intermediate and advance .Since TPR is a natural method which is based on students' actions that trigger the student's memory to store vocabulary for long time .Also, the method contributes to lift the learner 's mood , increase self confidence , develop learners

competences of critical thinking , public spacing, and create a challenge among the learners .As a result, TPR paves the way to learn EFL in effective, and stress-free situation

Despite of TPR advantages .It is criticized by some researchers. Tomscha (1986) claims that commands and responses that are derived from TPR do not really represent the student's real life .It only leaves out the narrative, descriptive , conversation form .In addition students are not given the opportunity to express their thoughts , creativity , imagination .i.e. They will be restricted to the teacher's commands .Moreover, the teacher may find the TPR is limited in terms of language scope where certain target languages may not be suited to this method .Thus , TPR should be linked to other method and be more varied and eclectic .Furthermore, TPR has been criticized by some researchers for focusing only on receptive skills, and neglecting productive skills .Also, the method encounters with the issue of time consuming ,for instance learning a single vocabulary would require the teacher instruction and students' reaction and teachers feedback and this can coast a long time to achieve this . Finally , Asher (1977) asserts that TPR should be implemented with association of other theories in order to have more positive results on the EFL learners.

Conclusion

So far, we have explored the basic concepts of TPR as far as EFL learning is concerned .In this vein , we conclude that TPR in teaching EFL is the recapitulation of FLA stages .Firstly, The teacher should be well introduced to the method by knowing its basic principles (when do you apply it how to apply it) .The teacher at first, makes the learners observe and listen to different linguistics input ,then respond physically to the teachers' commands . Once the students feel ready they will speak .The method is represented through set of activities such as, role play , storytelling and son supporting with a required materials .So, TPR is a method that reduces

learner's stress ,increasing self confidence ,and provides opportunities for more authentic use of language .

Chapter Two:

Teaching vocabulary within TPR framework

Introduction

2.1. Definition of vocabulary

2.2. The importance of vocabulary in teaching EFL classroom

2.3. Vocabulary mastery in teaching EFL classroom

2.4. Principles of teaching vocabulary in EFL classroom

2.5. Types of vocabulary in EFL classroom

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2.6.1. Form (pronunciation and spelling)

2.6.1. Grammar

2.6.3. Collocation

2.6.4. Aspects of meaning and relationship

2.6.4.1. Denotation and Connotation

2.6.4.2. Synonym and Antonym

2.6.4.3. Hyponym and Super ordinate

2.6.4.4. Context and Appropriateness

2.7. Teaching vocabulary within TPR framework in EFL oral class

Conclusion

Introduction

The second chapter is devoted on teaching vocabulary within TPR framework. At first, stating various definitions of vocabulary and its importance in language teaching then moving to the types of vocabulary .Furthermore, providing different aspect of meaning that the teacher can use to explain the word .In addition to the main principles of teaching vocabulary .Besides, showing the application of vocabulary teaching within TPR framework, then the conclusion.

2.1. Definitions of vocabulary

Ur (1996, p.60) defines the term vocabulary as a set of words to be taught in FL. In the same vein Hatch & Brown (1995) claim that vocabulary refers to the list of words in a particular language, or a set of words that individual speakers use. For Richard & Renandya (2000, p.255) view that vocabulary is the center component of language teaching and learning. It provides much of the basis of how learners speak, read and write .i.e. vocabulary plays a vital role in any FL .Thus, without extensive amount of vocabulary the learners may not be able to communicate, achieve their potential, and get discouraged from making use of language opportunities around them such as , talking with native speakers, listen to radio, reading books and so on .

Another definition of vocabulary as Hebert & Kamil (2005) see that “Vocabulary is the knowledge of meaning of words” (p.3). i.e. knowing the word meaning means knowing its context of use .From what is stated above, It is clearly that any language is basically built on vocabulary without neglecting other language items such as ,grammar,

2.2 .The importance of vocabulary in teaching EFL classroom.

Wilkins as (Cited in Thornburay ,2000,p.13) claims that “Without grammar very little can be conveyed ,without vocabulary nothing can be conveyed” .From this view, It is obvious

that vocabulary is the key concept in EFL teaching and learning .In this connection Harmer (2001,p.246) views that “vocabulary provides a vital organ and flesh”. So, learners need vocabulary through which they can produce meaningful stretches in order to communicate effectively .i.e. the more word learners know the greater chance of increasing their language skills, communicative competence and so on. Teaching vocabulary also enables the students to know the aspects of word such as , form (spelling and pronunciations) ,meaning (synonyms , anonyms) ,context of use (written, spoken) , style (formal informal) and so on . As a result, vocabulary is an essential part in the process of teaching and learning EFL, because it is a sign for ideas as well as a part of improving skills in addition having an extensive amount of vocabulary helps the student to introduce him/her self among the society .Therefore, vocabulary with other language skills are important for sake of communication .

2.3. Vocabulary mastery in teaching EFL

According to Rivers (1986) vocabulary mastery refers to greater skill and ability in introducing words in EFL .i.e. It is an individual achievement and possession. Cranach (1942) in Schmitt & McCarthy (1997,p.326) sees that vocabulary mastery is mainly focuses on two items ‘generalization’ which means the skill of being able to define a word .In the other side, ‘application’ which refers to the skills of using vocabulary within appropriate contexts .Thus, the teacher should select the appropriate words according to students’ level and age and he/she should motivate and raise the student’s awareness to master vocabulary .Hatch & Brown(1995) support this view ,they claim that the specify of any learners vocabulary knowledge is depending on his ,interest, motivation ,desire, readiness of learning , and need for use of word in certain context. For instance , if the learner is interesting with field of science and technology , so he/she will acquire a massive amount of vocabulary related to the field ,but if he / she is not interested to the field his/her vocabulary amount will be poor. Indeed, vocabulary master is a skill of

identifying the word and the ability of use it appropriately within a given context in order to integrate and communicate competently and fluently with people.

2.4. Principles of teaching vocabulary at EFL classroom

Teaching vocabulary in EFL classroom is basically based on a set of principles where the teacher should recognize them. Nation & Moir (2008) identify three main principles in teaching vocabulary at EFL context. Firstly, ‘content and sequencing’. They (ibid) claim that at this step the teacher should pay attention to the vocabulary teaching strategies, frequency of words are important factors .i.e. the teacher should select appropriate word according to the his objective ,student’s proficiency level and age in addition to the frequency of word according to the students’ needs .For example , if the teacher teaches the field of science and technology ,so the focus will be more on the frequent words that are used among the field such as , *invention* , *innovate* , *develop* , *computer* , *technological* , *experiment* n *digital* , and so on . The teacher should be varied from verb to noun and adjective in order to cover as much as possible of word class and provide learners with more language use in different situations. Moreover, the teacher should opt for a suitable strategies of teaching vocabulary and must be effective, excited, reinforce the learners self confidence, communicative, and suits the target needs.

Secondly , ‘format and presentation’. In this vein, a frequency of words should occur in language focused, meaning and input, output over the structure .i.e. giving priority to meaning over form since the objective is to communicate competently, fluently, accurately. In addition the teacher should provide a chance to learners to a depth vocabulary knowledge from spaced, retrieval, repeated and generative and so on .Thus, the teacher make critical features and functions of the words ,visible , authentic, and retention for a long time.

Moreover, the teacher should be supported and equipped with a required materials (visual, auditory , realia) during the presentation such as , data show, flashcard, records , real

objects and so forth. For more interaction and language use. Harris and snow (2004, p90) assert that “vocabulary teaching requires opportunities for frequent practice” .i.e. the teacher should involve the learners in different activities that may support their real life situation such as, debates, dialogue , role play , games, discussion and so on. As a result , presenting vocabulary should be based on meaning interpreted rather than form and providing more opportunities for learners to practices ,their vocabulary interactively .

Thirdly, ‘monitoring and assessment’ this stage is the outcome .They (ibid) sees that the teacher assess the learners to check whether they have reached a certain objective or not. In this line, Schmitt (2008) claims that vocabulary testing can be in form of filling gaps activity , picture labeling multiple -choice and so forth .Hence, assessment helps the teacher to see the extent of the student’s progress and his /her accomplishment objective .Consequently, vocabulary assessment is tool to measure students ‘ strengths and weaknesses in learning vocabulary .The following shape sums up the three principles and how each process is related to the preceded one



Figure.2.1.Principles of teaching vocabulary EFL classroom

2.5. Types of vocabulary in teaching EFL

There are mainly two types of vocabulary, ‘receptive’ or passive, and ‘productive’ or active. According to Haycraft (1978) as (Cited in Hatch & Brown, 1995, p.375) elaborates a clear distinction between the receptive and productive vocabulary. He (ibid) sees receptive

vocabulary as set of words that learners can recognize and understand its context of use ,but without producing those words. On the other hand productive vocabulary is set of words that the learners can understand and produce, and use constructively in productive skills such as, writing and speaking .Besides; it includes what is needed for receptive vocabulary. In this view, Laufer & Goldstein (2004) claim that receptive vocabulary is usually linked to the receptive skills (listening and reading), whereas the productive vocabulary associated with productive skills (speaking and writing) . Moreover, Mondria & Wiersma (2004,p.93) conducted a study in vocabulary knowledge where the results show that productive vocabulary retention is more difficult than the receptive one .Although, their immediate test shows that both productive and receptive vocabulary are not significantly different .However, the current tests showed that active vocabulary is considerably hard to memorize than the passive one .

Hebert & Kamil (2005,p.3) in addition to receptive and productive vocabulary They (ibid) provide another distinction of vocabulary which are ‘oral and print’ .They (ibid) state that oral vocabulary is a category of words that the learners know its meaning when they speak or read orally . On the other hand, print vocabulary is set of words that the learners know its meaning when they read or write silently. They (ibid) see this distinction as significant one, because the words that the beginning readers know are basically oral representations, As they learn to read, print vocabulary comes to play a vital role in increasing and developing literacy. As a result, receptive vocabulary is list of words that are accompanied with receptive skills (listening and reading), where productive vocabulary are those words which are related to the productive skills (speaking and writing) .

2.6. Items in teaching vocabulary in EFL

Ur (1996,p.60) elaborates a list of items that need to take into account when comes to teach vocabulary in EFL classroom as follow:

2.6.1. Form (pronunciation and spelling)

He (ibid) views the form or structure of the word as the first element to be presented which is mainly consists of two main units. At first, pronunciation the learners should recognize what word sounds, consonant, stress, intonation and so on. For example the word '*Black*' it is pronounced '*Blak*' as it is noticed the 'c' letter is unpronounced .Secondly, spelling means to know how the word looks like .i.e. to know the word's letter that contains both vowels and consonants .For instance, the word 'Wright' it is spelled like w/r/i/g/h/t .Ur (ibid) sees the teacher should be cautious when comes to introduce vocabulary form especially if it is new for learners. So, need to make sure that these unites are accurately presented.

2.6.2. Grammar

Another important item needs to tackle in teaching vocabulary at EFL classrooms is grammar. Ur (ibid) defines grammar as “the way words are put together to make correct sentences” .i.e. grammar focuses on how to make stretches of the sentence coherently correct to produce a meaningful sentences. Harmer (2001,p.21) views that grammar of word is concerned with word class does the vocabulary belong as it is shown on the following table some common English word class supported with examples of each type

Word classes				
Noun	Verb	Adjective	Adverbs	Conjunction
Concrete : <i>table , key , apple</i>	Tenses : <i>present , past</i>	Possessive : <i>my their , his , her</i>	Manner : <i>happily roughly</i>	Coordination : <i>and , or</i>
Abstract : <i>idea , freedom</i>	Regular : <i>listen , play</i>	Attributive : <i>beautiful , tall, yellow , fast , American , Canadian</i>	Time : <i>yesterday , now</i>	Correlatives : <i>either..or , neither ..nor , both ...and</i>
Countable : <i>doors , books ,</i>	Irregular : <i>break , take , speak</i>	Demonstrative: <i>these, this , those</i>	Place : <i>near , there ,</i>	Subordinating : <i>although , while</i>
Uncountable : <i>information , advice</i>	Transitive , <i>go , want</i>		Frequency : <i>never , always</i>	Conjunctive adverbs: <i>hence, therefore ,</i>
Proper : <i>Michel , Annie</i>	Intransitive : <i>sleep , run</i>			

Table 2.1: Main EFL word classes

The table above provides a distinction of common English word class supported with examples need to be taught carefully and especially if the word is new for learners and not covered yet by general grammatical rules or may have unpredictable change of form in different context of use .i.e. It may have a specific way of connecting with other words in the sentence .For example the word ‘To think’ in the past tense the form will change completely ,so it will be in this form ‘Thought’, because its irregular verb and same thing for nouns, adjective, and so on .Therefore, it is s important to provide learners with all this required information .As a result , grammar and vocabulary are considered as one coin with two faces where each item needs the other .The teacher should introduce the word grammatically correct according to its appropriate context .

2.6.3. Collocation

Collocation is another important item needs to take into consideration when teaching vocabulary to EFL classroom. Harmer (2001,p.20) defines the term collocation as “The way in which words co-occur combination which , through customs and practice, have come to be seen as normal and acceptable” .That is to say ,the linking of word with another word in a given context to express a specific meaning. Ur (1996,p60) views that collocation refers to particular combination of two words or more which may sound right or wrong .i.e. there are words can be compounded together and words cannot. For instance, to describe someone very tired we say ‘*dead tired*’ not ‘*dead fatigued*’ .Although tired and fatigued have the same meaning , but the word fatigued sounds wrong when it is linked to the word dead to express the degree of tiredness .The following table gives some examples of correct and wrong collation

Right collocation	Wrong collocation
• Fast food	• Quick food
• Game over	• Game end
• Toss a coin	• Throw ball
• save time	• gain time
• handsome man	• handsome woman
• Pretty woman	• pretty man

Table .2.2. Correct and Wong collocation

From what is mentioned on the table above, it is clear that collocation must be used carefully, because not all words can be collocated together. Thornbury (2002,p.7) claims that collocation as a part of continuum of strengthen of association which moves to compound two words such as, *second hand* , *record player* , and through multi word-units or lexical chunks such as, *bits and pieces* including idioms such as, ‘*out of the blue*’ and phrasal verbs such as, *get*

up , *sit down* and *son* .Consequently , collocation is seen as an essential item in teaching vocabulary through which the learners can express , words, phrases , idioms, within a given context .

2.6.4. Aspects of meaning in teaching vocabulary at EFL classroom

Word meaning is another issue in teaching vocabulary at EFL context. According to Ur (1996, p.61) meaning of words is mainly represent the real life situation .i.e. through the meaning of word we can know its function and application within appropriate context. There are many aspects of meaning that the teacher can use to present what is meant .Ur(ibid) state some of common aspects of meaning in EFL as follow :

2.6.4.1. Denotation and Connotation

Ur (ibid) defines the word denotation as literal or primary meaning of word .In other word , it is the sort definition which is given in dictionary .For example, the word ‘*Cat*’ denotes a kind of domestic , carnivore , mammal animal ,and it’s usually kept as pet or for catching mice .On the other side . He (ibid) sees connotation as “The association, or the positive or negative feelings it evokes which may or may not indicated in dictionary” .For instance, the word ‘*Dog*’ in British people , has a positive connotation of loyalty , and friendly sign ;whereas in Arabic societies the word *Dog* is usually refers to humiliation , dirtiness, and disloyalty . So, connotation is mostly associated with culture bound, it differs from one society to another or from one country to another.

2.6.4.2. Synonym and Antonym

According Thornbury (2002, p.9) the word synonym refers to list of words that share the same meaning .For example, the words *new*, *fresh*, *modern* , *novel* and *son* are all synonyms in which they have the same meaning . In other side, He (ibid) defines the term antonym as a set of

words that share a contradictive meaning such as , the word '*tall*' is the opposite of '*short*' and the word '*rich*' is the antonym of '*poor*' and so on .So, synonyms and antonyms are used to clarify the meaning of word through which the learners can learn more than one vocabulary at the one time .

2.6.4.3Hyponym and Super ordinate

Ur (1996, p.62) views that hyponym refers to the set of items that represent a specific item under a general concept (top down process). He (ibid) describes the term super ordinate as general concept that covers particular items (bottom up process) Harmer (2001, p.19) in this line, provides a clear example of both hyponym and super ordinate in the following figure:

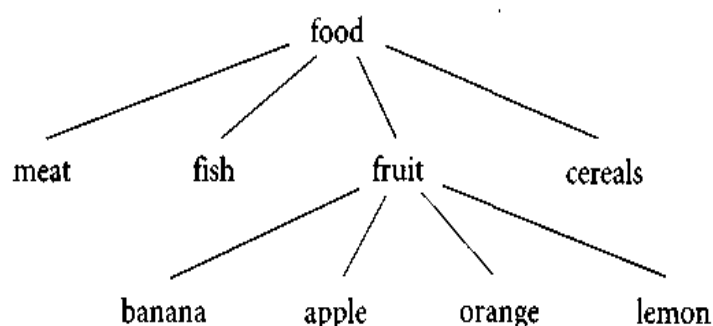


Figure 2.2: Hyponym and Super ordinate

The shape above shows the kinds of food such as, meat, fruit, and cereals and son are expressed under hyponym concept and they are all kinds of food .However , banana ,apple ,orange ,and lemon are under super ordinate term and they are all belong to fruits concept which is itself is derived from food's concept .As a results , learners through hyponym and super ordinate can get across meaning of word not only the meaning but its relationship and association .Thus , the teachers can use those two aspects to target more than one item in explaining the word meaning .

2.6.4.4. Context and appropriateness

Providing the word meaning is the main task of the teacher in teaching vocabulary at EFL classroom. However, the essential part is how and when and where to use the word .In fact , all what we have stated above in terms of aspects of meaning are not used randomly .i.e. the teacher should know the context and appropriateness use of word. Thornbury (2000,p.9) asserts that it is clear that word synonyms share the same meaning but seldom the same in which the context decides which one is more powerful and appropriate .For example

I bought a new book.

I bought a fresh book.

The two examples above show that *new* and *fresh* are synonyms and are used within same sentence category, but the word *fresh* is not appropriate in this context. i.e. the word *new* is more powerful and is collocated correctly with the word *book* . Also, antonym and other aspects of meaning are restricted to context. In this vein, Ur(1996) states :

A more subtle aspect of meaning that often needs to be taught whether particular item is the appropriate one to use in a certain context or not. Thus , it is useful for learners to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation ,or tends to be used in writing but not speech ,or more suitable for formal than informal discourse ,or belongs to a certain dialect (p.61) .

So, from the quotation above it is obvious that the words are put under a suitable context. Moreover, Nunan (1993,p.7) views that context refers to a given situation where discourse spoken or written is embedded .To conclude, context decides which word should be used in a given area . The teacher should select appropriate words that suits its context of use through which the learners can understand the meaning and its function.

2.7. Teaching vocabulary within TPR framework

According to Asher in (<http://www.tpr.world.com>) "...use TPR for new vocabulary and grammar , to help your students immediately understand the target language in chunks rather than word-by word .This instant success is absolutely thrilling for students” .In this connection, Freeman & Anderson (2000,p.145) claim that in TPR vocabulary and grammar are emphasized over the other language areas and spoken over written language . From these views ,teaching vocabulary within TPR framework can be useful with many reasons. At first, TPR mainly based on speech and actions and learners prefer to feel language by moving ,touching , observing .i.e. do not support one fixed routine .Furthermore , the method involves the students in real life situation in different activities and games such as ,role play ,simulation , games likes, (*frozen human , Simon says*) and so on through which the learners practice the vocabulary ,develop language competences such as , critical thinking , self confidence and so on . In this standpoint Asher (1977) sees that the expected situation might be realized through the accurate implementation of TPR.

Moreover, Freeman & Anderson (2000,p.137) claim that TPR focuses on students' basic communication skills through receiving a meaningful exposure to the target language (comprehensible input) .i.e. meaning is stressed over form ,thus vocabulary acquisition is stressed .So, Teaching vocabulary within TPR framework enables students to increase communicative competence , develop vocabulary expansion ,language skills (speaking , listening ,reading and writing) ,grammar and so on in stress-free situation and comfortable classroom atmosphere. Also, TPR allows students to memorize vocabulary in long term memory device .i.e. Retention for long time for more frequent use of language in different contexts .As a result, TPR was basically found for teaching language in general and vocabulary in particular. The method contributes in facilitating the process of learning vocabulary, for a sack of communicative occasions.

Conclusion

Teaching vocabulary to EFL classroom is not an easy task. In fact, the teacher should be aware of what is vocabulary first, and its types , principles of teaching and ways of meanings among a specific method like TPR which facilitates the process of teaching and learning vocabulary ,provides opportunities for more authentic of language use , memorizing words for long time , and acquiring different language competences .So, teaching vocabulary within TPR framework can be useful and helpful not only for vocabulary learning , but with other language skills . Thus, it allows the learners to learn more than one item at one time

Practical part :

Chapter Three: TPR in oral class Methodology and Data analysis

Introduction

3.1. Research methods

3.2. Population and Sampling

3.3. Research instruments

3.3.1. Quasi-experiment

3.3.1.1. Administration and Description of quasi-experiment

3.3.1.2 .The analysis of pre-test

3.3.1.3. Interpretation

3.3.1.4. The analysis of post-test

3.3.1.5. Interpretation

3.3.1.6. The comparison between pre-test and post-test result

3.3 2. Teacher's interview

3.3.2.1. Administration and Description of the teacher's interview

3.3.2.2. The analysis of teacher's interview

3.3.2.3. Findings and Discussion

Conclusion

Introduction

The practical part aims to identify the methodology that is used to conduct this research in order to achieve the target objective which is to investigate to what extent TPR enhances teaching vocabulary in EFL oral classes. First, this section describes the research method, population and sampling, research instruments and data collection, then the analysis and interpreting of the results obtained through data collection.

3.1. Research methods

In order to achieve our objective which is mentioned previously .Therefore, we opt for a quasi –experimental method by means of pre-test, training session and pots-test which are designed for English first year license students at KMUO . The method is adopted to measure the students’ development in learning vocabulary. In addition to the interview method is opted for English oral teachers at KUMO to see how they apply TPR method in teaching vocabulary during oral sessions.

3.2. Sampling and population

Population as Burn and Grove (1993) describe it as a set of elements that represent the criteria of the study. On the other hand, target population “is a narrower circle meaning all the persons or things of whom/which the actual sample is taken” (Boncz ,2015,p.24) . The target populations sample in the current study are the students and the teachers of first year license at the department of letters and English language at KMUO during the academic year 2018/2019. The participants are selected randomly which consists of (30) students for the quasi-experiment and (05) oral teachers for the interview in order collect our data.

3.3. Research instruments and data collection

The present study is mainly based on two main instruments which are as following

3.3.1. Quasi – experiment

Quasi –experiment is mainly consists of three main steps. First, pre-test which (Mackey and M. Gass, 2005, p.149) claim that “In many second language studies, participants are given a pre-test to ensure comparability of the participant groups prior to their treatment”. Second, training session or treatment where the participants hold a treatment applying the target method which is TPR. Finally, the treatment followed by a post-test which is based on the measurement of the effects obtained from the treatments. (Ibid) .i.e. to see whether the learners have made any progress in comparison with the pre-test .The quasi-experiment toke a place at the department of letters and English language at KMUO first year license during the second semester of 2018/2019 academic year.

3.3.1.1 Administration and description of the quasi- experiment

Firstly, the experiment toke place at the Department of letters and English language the participants were (30) students of English first year license started by pre-test which consist of three exercise of science and technology vocabulary field (see Appendix A). The objective of the first exercise is to match each word with its appropriate definition, whereas the second one is to give the name of scientist according to the discipline that is given and the third exercise is to match each word with its appropriate collocation. Generally the aim of the pre-test is to measure the learner’s vocabulary background.

Secondly, after doing pre-test the teacher plan for a training session for 90miniutes applying the target method TPR through picture describing activity. The activity was in form of two vocabulary games (see Appendix B). Students responded effectively to the games that were given, then by the end of the session the teacher provided them with post-test which was the recapitulation of the pre-test. By the end of the session the students will be able to use vocabulary in context. , collocate word correct, develop the skill of public speaking.

3.3.1.2. The analysis of pre-test results

Surdents Number	Pre-test Score	Percentage of correct answer
S1	11	55%
S2	11	55%
S3	3	15%
S4	6	30%
S5	9	45%
S6	14	70%
S7	6	30%
S8	13	65%
S9	7	35%
S10	11	55%
S11	13	65%
S12	13	65%
S13	12	60%
S14	5	25%
S15	14	70%
S16	9	45%
S17	10	50%
S18	12	60%
S19	10	50%
S20	6	30%
S21	13	65%
S22	12	60%
S23	10	50%
S24	13	65%
S25	14	70%
S26	10	50%
S27	10	50%
S28	7	35%
S29	10	50%
S30	12	60%
Mean	10 .20	50.65%

Table. 3.1. The pre-test scores and percentages

From the results on the table above, we can divide the student's marks into three categories .The first category contains (09) students have scored between (03) and (09) out of 20

marks .i.e. they have scored between (15%) and (45%) as percentage of correct answers .The second category have scored the average which is (10) out of (20) by mean of (50%) of correct answers .The third, category have scored above the average between (11) and (14) i.e. between (55%) and (70%) as percentage of correct answers . Moreover, the mean of pre-test as it is shown on the table is (10.20) this represents the percentage of (50.65%) of correct answers.

3.3.1.3. Interpretation of pre-test

The pre-test results on the table above show that the level of students in terms of vocabulary background is different. The three categories are represented as it is shown on the comment above ,where the lowest percentage is (15%) and the highest one is (70%) this shows that the discrimination of student's vocabulary background is noticed within the group. Also, the result shows that students translate from mother tongue (Arabic) in this case, into the target language (English) this is due to the lack of background of English language culture .In addition ,the means of the pre-test generally touches the average which is (50.65%) as percentage of correct answer . As a result, students generally are suffering from learning vocabulary as it is shown in the pre-test result .Therefore, the teacher a plan for training session adopting TPR method which is suggested to be as a solution for this problem, then followed by post- test to check the students progress.

3.3.1.4. The analysis of post-test results

After students held a training session applying TPR method in form of two vocabulary games where the session was effective and full of interaction .The teacher provided their students with post-test which is in fact the recapitulation of pre-test to see the progress of students in learning vocabulary . The table below shows the students' scores and percentages of correct answers.

Surdents Number	Post-test Score	Percentage of correct answer
S1	13	65%
S2	12	60%
S3	8	40%
S4	8	40%
S5	11	55%
S6	14	70%
S7	9	45%
S8	14	70%
S9	10	50%
S10	13	65%
S11	16	80%
S12	16	80%
S13	12	60%
S14	10	50%
S15	16	80%
S16	11	55%
S17	13	65%
S18	14	70%
S19	14	70%
S20	9	45%
S21	15	75%
S22	15	75%
S23	13	65%
S24	15	75%
S25	14	70%
S26	11	55%
S27	13	65%
S28	10	50%
S29	10	50%
S30	12	60%
Mean	12.37	61.85%

Table.3.2. Post-test scores and percentages

The results of the post-test show a remarkable shift in students' scores as it is noticed on the table above. At first, the means of post-test have reached 12.37 by mean of 61.85% in addition the lowest scores changed from (03) into (08) out of (20) as a mark and (15%) into (40%) as percentage of correct answer. Also, the highest score has improved from (70%) to

(80%); i.e. (10)% of improvement as percentage of correct answers . Furthermore, the number of students who scored down the average has reduced from (09) out (30) students in the pre-test into (04) participants in post-test .Generally ,all the participants have made a remarkable shift in their scores only (02) participants out of (30) have scored the same result in pre-test .

3.3.1.5. Interpretation of post-test

Based on the post –test results shown on the table above, it was clearly noticed that the students have made a progress where the percentage of correct answers was between (40%) and (80%) that means the students have responded effectively to the training session where the participants were motivated and enjoyed learning vocabulary of scientific and technology field within context as part of their curriculum by adopting TPR method. Also, the method proved that it is useful and efficient, because it made all the students involved and benefited, and since they are adult learners, so they do not like to be put in one fixed routine .Thus, applying TPR in form of games enable the students to learn, memorize, and apply their vocabulary within context in excited classroom atmosphere. Consequently, the method lifts the learner’s mood, and showed that it is applicable for adults as it does for children. Students by the end of the session have provided with explanation of the method and its principles and they highly welcomed and admired TPR.

3.3.1.6.The comparison between the pre-test and the post-test scores

The comparison between the pre-test and post test results are described on following graph.

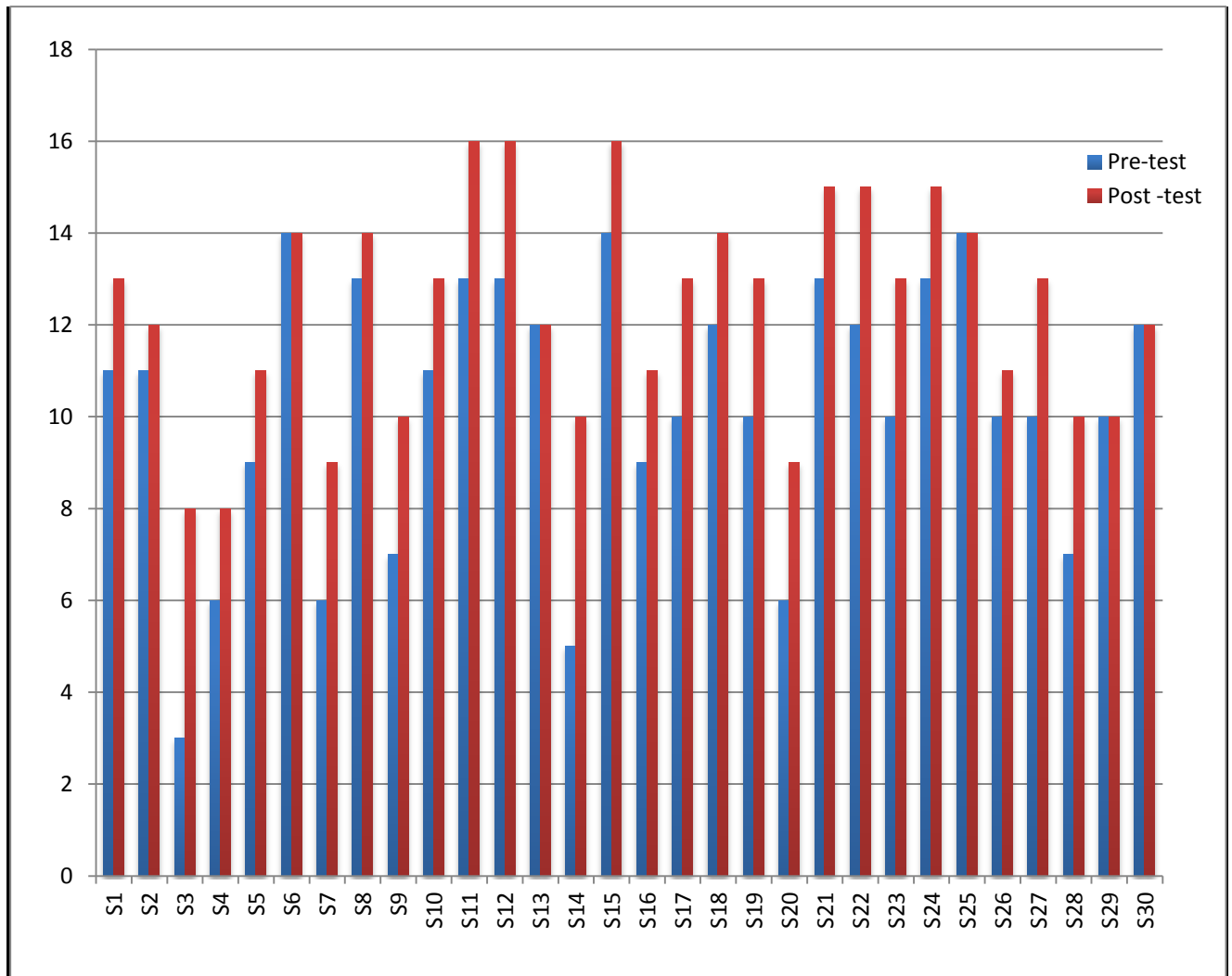


Figure. 3.1. The comparison between pre-test and post-test scores

The shape above shows the difference between the participant's scores in both pre-test and post-test and how mostly all the students have made a remarkable change at varying degrees, where the majority of students have scored above the average. Thus, we can deduce that students have benefited from the training session using TPR method to learn vocabulary. The table below shows the comparison of both pre-test and post-test's mean and total scores.

	Total score	Mean
Pre-test	306	10.20
Post-test	371	12.37

Table .3.3. Comparison between pre-test and post-test results

The results on the table above shows that the total score of pre-test which is (306) and post-test is (371) that means the students have improved from (306) into (371) of total score .i.e. (65) points of total score as an improvement .

The figures on the following page indicate the comparison percentage of correct and wrong answers of both pre-test and post-test and showed how the student's performance has improved and enhanced

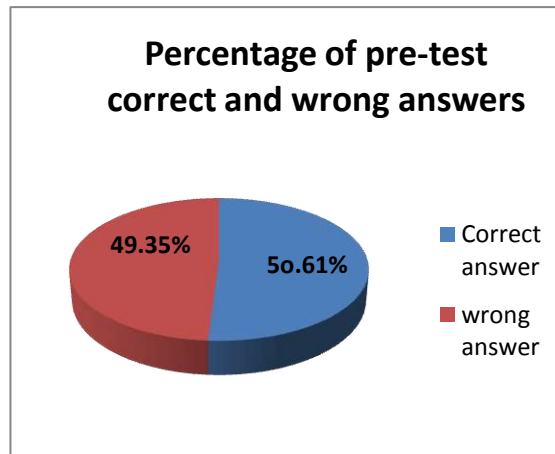


Figure .3.2. Percentage of pre-test correct and wrong answers

From the percentages of the figure above, it is noticed that the student's percentage of correct answers and wrong answers are nearly close .i.e. the participants in pre-test could answer only (50.61%) of correct answers, whereas they have failed to answer (49.35%) nearly half of the test given.

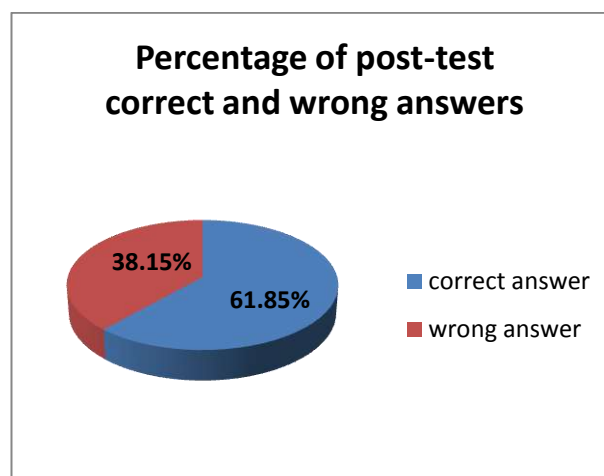


Figure .3.3. Percentage of post –test correct and wrong answers

The percentage of correct answers as it is mentioned on the figure above is (61%) that means the percentage has increased by (17.24%) in comparison with pre-test .On the other hand the wrong answers' percentage is (38.15%).i.e. It has reduced by (11.2%) in comparison with pre-test . So, this remarkable shift has proved that students could enhance their performance and effectively responded to TPR method.

3.3.2. Teacher's interview

The second instrument in this research is the interview. There are mainly three types of interview which are structured, semi-structured, and unstructured interview. The current study follows semi-structure interview where all the participants were asked the same questions and tap- recorded for the analysis lately. According to Flick (1993, p76) the importance of face-to face semi structured interview is linked to the interviewed participant's points views which are more expressed in comparison to non face to face questionnaire.

3.3.2.1 Administration and description of the interview

First, the interview is directed to (03) teachers of oral first year license at the department of letters and English language of KUMO during the second semester of 2018/2019 academic year. The interview is in form of semi -structure way, it is designed in three parts personal information, methodology; assessment and suggestion (see Appendix C).

3.3.2.2. The analysis of teacher's interview

Q1: Teacher's gender

The table below shows the teacher's gender who participated to the interview

Teachers 'gender	Percentage
• Male	25%
• Female	75%

Table.3.4. Teacher's gender

From the results above shows that participants are both male who represents as (25%) and female who represents as (75%). This variation of gender gives more information due to the different experience and physiological thinking

Q2 : What degree do you hold in your study ?

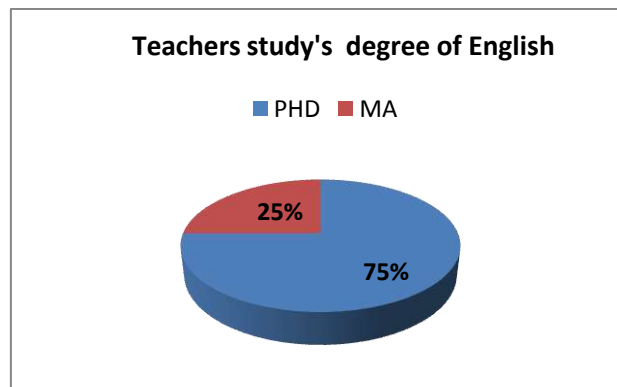


Figure.3.4. Teacher study's degree of English

The figure above represents the teachers study's degree in English which is consist of MA as (25%) and PHD as (75%) . This variation of degrees showed that the participants have a considerable experience in teaching English and that will contribute to rich our background that suits our objective.

Q3: How many years have you been teaching English in general and oral comprehension in particular and which level?

The table in the next page shows the teacher's experiences in teaching English in general and oral particular and which level they teach so far.

Teachers number	Experience in teaching English in general	Experience teaching of oral expression	Level of teaching
01	16 years	08 years	First year license
02	11 years	05 years	//
03	06 years	03 years	//

Table .3.5. Teachers' experience of teaching English and oral comprehension

According to the results on the table above .It is noticed that the participants have a great touch in the field of teaching English and oral comprehension .i.e. they are between (06) years and (16) years of experience in teaching English in general, where in teaching oral comprehension they are between (03) years and (08) years, that means the participants are aware of different methods and approaches of teaching English and oral , so they can give accurate and sufficient answers that suits our objective .

Q04: What is your method of teaching oral comprehension and why?

According to the teachers tend to be eclectic .i.e. all what it helps comes to the classroom .They claim that there is no restricted or specific method to teach oral and they mainly adopt the communicative ones . The teachers clarify that adopting the eclectic methods and particularly the communicative ones will give more chances to the students to communicate and involve them in real life contexts .Furthermore, some of teachers see that due to the lack of materials at university will prevent the chosen method that the teacher is going to use in the session. Generally, they agree with point that there is no one method to teach oral comprehension and

should be eclectic for maximum use of language and providing opportunities for students to speak.

Q05: TPR is a method which is used to teach oral comprehension .Are you aware of it? If yes .Do you apply it in your process of teaching oral comprehension ?

On the whole, the teachers are aware of TPR method and they do apply it in their teaching process whether frequently or from time and implicitly or explicitly that means TPR is embedded within their process of teaching.

Q06: What is the importance of using TPR in teaching EFL oral classes?

Generally, the teachers see the importance of TPR in teaching oral classes lies basically at teaching language skills and vocabulary expansion. In addition it is suitable for mixed ability classes .Also, it includes different learning styles that make students feel at ease, enjoy, and rich their vocabulary .Moreover, they see TPR as way to motivate students who are shy or reticent to speak and it reduces students 'stress, and increase the students self confidence, in order to create a bridge between students and their abilities and to maximize classroom interaction.

Q07: Do you think that TPR enhances teaching vocabulary in EFL class? If yes, explain how?

All the teachers strongly agree with the point that TPR enhances teaching vocabulary by making the students memorize the vocabulary for long term memory in addition , it reinforce the students critical thinking to discuss vocabulary items such as , tones , spelling , pronunciation , grammar patterns , body language and so on .Furthermore , there some students who already know a certain vocabulary ,but they are passive .i.e. .they do not know how to present it .So, TPR will activate the students' schemata and link what they have known with new vocabulary in order to achieve the student's target needs. Consequently, TPR provides the learners great

chance to express and develop their vocabulary knowledge and competences by involving them in different, communicative activities.

Q08: What are the main activities that you think represent TPR? And how can these activities enhance teaching EFL vocabulary?

The teachers provide some activities that think represent TPR in their classrooms such as, role play, picture describing, dialogues, debates, information gaps, songs, mimics, simulation, and son. They claim that these activities enhance teaching vocabulary by involving the learners in real life situation. So, they can use their body language, move around, touch objects, and see pictures .In addition ,they see that teaching vocabulary through TRP activities can make students more critical thinkers , fluent speakers ,more use of vocabulary in different occasions . Besides, some teachers sees that the successful use of TPR that leads to enhance teaching vocabulary is related to the nature of the teacher how to introduce and present the method to the students .i.e. the teacher should be aware enough of TPR .Thus , they can use it appropriately according to his /her objective .

Q09: What are the supporting materials that you rely on when you apply TPR to teach vocabulary in EFL classes?

All the teachers point out the fact that at university we are suffering the problem of lack materials, and this issue can somehow prevent the well use of TPR. However, the teachers see that the smart one should find a solution to this problem with a way or another by manipulating the available materials according to the teacher's objective, number of students, students' needs .and son. Generally, the teachers state some common materials that they often use when comes to teach vocabulary through TPR as follow , audio –visual aids such as , data projectors , videos and so on and audio aids such as songs , recording native speakers voices and so forth and visual aids such as, pictures , flashcards , posters . Furthermore , the realia object such as, table , desk ,

fruits , vegetables and son .Also, the teachers body language such as , hands movement , change the intonation , and so on . As a result, the teachers claim that authentic and non authentic materials are both should be included in the classroom for maximizing the language use and the teacher select the appropriate materials according to the lesson objective.

Q09: How do you assess your student’s vocabulary teaching in EFL oral classes?

On the whole, the teachers assess their student’s vocabulary learning at oral classes through formative and summative assessment, with formative assessment some teachers give their students a picture and ask them to draw a story from that picture and read it aloud and the teacher try to count the necessary word to the story, so the more vocabulary acquired the more progress will be. For summative assessment the teachers tend to give their students activities such as, acting role, filling gaps , and debates and so on . In order to check the students’ outcomes. One of the teacher state the importance of vocabulary assessment as “...*In fact, is one of the criterion for assessing students oral performance that appear in my rubrics of evaluation. On the other hand, for a more authentic assessment, I vary the methods by using formal and informal assessment that target peer and self assessment*”. As a result, the teacher rate their students vocabulary in formal and informal assessment taking into account the amount of vocabulary that the students have learned.

Q10: When you assess your students vocabulary learning after applying TPR .Do you notice any enhancement or not? If yes explain how? If no explain why?

According to the teacher’s answers showed two standpoints. At first, the teachers claim that there is an enhancement of course where to see some students develop and rich their vocabulary knowledge through the result of tests or exams it is clearly noticed that. In addition the teacher can see the improvement when the students are being able to convey their talk in fluent way in this connection one of the interviewee teacher says “...*the idea is that if they say*

twenty words in the session the next one will say thirty without being aware". On the other hand, the teacher claim that there some individual differences inside classroom who have failed to improve themselves due to may psychological factors, or problems in their language itself, or may be the teachers' method is unsuitable for him /her .In fact, we cannot assume all the students will enhance since the nature of classrooms are heterogeneous in terms of student's levels.

Q11: Any suggestion of applying TPR in teaching EFL classes?

Finally, the teachers suggest some remarks concerning the use of TPR. One of the teachers says "*I would suggest to use TPR for all levels and to apply it in giving oral feedback, in addition using TPR to enhance cooperative learning and use it to teach other language skills such as, listening and writing*". Another teacher says "*When it comes to apply TPR the teacher should be careful and aware of its principles. For me I prefer to be more eclectic .i.e. do not rely only on TPR or any other method, because you may deal with some situation where TPR will not be the right choice to achieve your objective*". Another teacher says that "*Any teacher before comes to teach should know his goal first, and which level is going to teach, spot student's weaknesses and which method that suits his objective. I suggest the variety by mean the teacher use all the methods that rich his course*". As a result, the teachers see that the application of TPR should be accordingly to the teacher's objective, students' levels and needs. Furthermore, TPR it may suit all the level and other language skills not only oral and the best way it to be eclectic all the time for more authentic use of language.

3.3.2.3. Findings and Discussion

Firstly, due to the teacher's experiences in both teaching English in general and oral comprehension in particular. The teachers showed a great awareness of TPR and the other methods and the results show that the teachers do apply TPR in their curriculum of teaching English oral comprehension whether frequently, or from time to time because of its importance

where the teachers see that TPR is mainly used to enhance teaching vocabulary and expansion. Besides, the method increase students' self confidence, reduces student's stress and anxiety, and provides the learners opportunities to develop their communicative competence.

Secondly, the results showed that the teachers adopt some activities that represent TPR such as role play , picture describing , games and son through which the learners rich their vocabulary knowledge , and other language skills such as listening, writing, grammar patterns , intonation, voices ,and some competences such as, interacting ,turn taking and so on. Furthermore , the teacher's answers showed that for applying TPR in oral comprehension it is better to be equipped with supporting materials including the audio-visual and visual , and realia object in addition to teacher's body language which the most important especially for adult learners by raising the intonation , hand movements , eye contact and son. The results also, showed that the teachers are really suffering with the lack of materials at university and due to this issue it may prevent the process of applying TPR since it is basically depends on the materials .However, they the smart teacher is the one who know when to use TPR and how to use it .Thus, the lack of materials create a challenge to the teacher for applying TPR with a way or another.

Thirdly, the interviewees highlighted that TPR is a way of assessing student's vocabulary improvement by mean of formative and summative assessment through which the teachers give the students activities to rate and to measure student's amount of vocabulary and other language skills. Then, the results indicated that after assessing students' vocabulary under TPR framework the teachers noticed a considerable enhancement and progress among the learners in the same time the teachers stated there some individual differences among the learners who failed to develop their performance due to the psychological problems, or, language problems which needs more devoted work to reach a certain level.

Finally, the teachers suggested some remarks about teaching via TPR. The results showed that the implementation of TRP among EFL classes needs to be aware of its principle and how to apply it in addition they suggest that TPR it is suitable and applicable for levels not only beginners .Moreover,, they target the point that the successful application of TPR is related to the nature of the teacher how to present it inside classroom and let his/her students integrated with the teacher. Also, the teachers suggested that TPR can apply it a tool of feedback by raising intonation, eye contact and son . The teachers besides what have stated above and suggested about TPR they confirm that should not depend on TPR all the time .i.e. should be eclectic and select what is suitable for the students' needs and teachers' objective.

Conclusion

In conclusion, the practical part is carried out to test and confirm our hypothesis which is to what extent the role of TPR can enhance teaching vocabulary at oral class. Based on the quasi-experiment for students and the teacher's interview as data collections which were administrated at KUMO .The findings of the study according to results of student's pre-test and pot-test and teachers' interview response showed the successful use of TPR to enhance teaching vocabulary .So, the hypothesis is proved and confirmed.

General Conclusion and Pedagogical Implications

General conclusion

The main purpose of the present study is to investigate the role of TPR in enhancing teaching new vocabulary at oral classes .The research was conduct at the KMUO department of letters and English language among the LMD first year license. In order to accomplish our objective we started first by presenting theoretical part which mainly consist of two main chapters starting by basic concepts of TPR including an overview, definitions , principles, and main activities of TPR , and followed by teaching vocabulary within TPR framework which shed light on definitions , types , aspects of meaning , principles of teaching vocabulary within TPR framework .

The second part of this work is concerned with practical one which is basically deals with the methodology and data collection and analysis. At first, we started by presenting the research methods which is based on two main instruments ,quasi- experiment, and teacher's interview , then moving to population and sampling where the students of English first year license are our target population for quasi-experiment by mean of pre-test and post-test in addition to oral teachers for the interview . After collecting our data we start the analysis of the pre-test and post-test scores and we compared between the two. The results of pre-test showed some individual differences who have scored down the average , whereas, the others have scored a good results .On the other hand , the post-test results showed a great enhancement where the majority of the learners have scored better than pre-test results and this due to the effectiveness of training session where the teacher adopted the TPR to teach them vocabulary and the students showed a great response and enjoyed the way of teaching vocabulary via TPR .

On the other side, the teacher's interview was carried out in form of face to face interview where the teachers showed a great awareness of TPR and they clarified that TPR is embedded within their process of teaching not only vocabulary but with all other language skills

such as writing , listening , and grammar and so on . The teacher's also mentioned that TPR has a great importance of developing student's vocabulary and other language competences .Besides, the method reduces the learner's stress and anxiety and make them critical thinkers and so on .Moreover, the teachers point out that the fore more authentic use of language should be eclectic .i.e. do not rely on TPR only it must be used accordingly .Finally, on the basis of the results that are obtained from our data collection and analysis we draw a conclusion and we mentioned that our hypothesis is confirmed and successfully proved.

Pedagogical implications

Based on the results of students results and teacher's answers the present study, we suggest some recommendations as follow:

First, before applying TPR method the teacher should be aware enough to the method its principles, procedures, when to use it, how to use it .

Second, integrating listening comprehension as an important part in teaching oral comprehension, because the skill of speaking basically is developed via listening comprehension

Third, applying TPR is not only with vocabulary it applicable as well with other language skills such as, writing, and reading , and developing some competences like critical thinking , self confidence and so on

Fourth, TPR also is used as a tool of giving feedback to the students through which can correct without interrupting by raising the intonations, hands movement through which the learners do the self monitoring.

Finally, applying TPR needs to be equipped with supporting materials because its main objective is to involve students in real life situations and increase the communicative competence.

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www.tpr-world.com.

Appendices

Appendix: A

Pre-test and Post-test

Task: 01

Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- 1 video recorder a kind of sophisticated typewriter using a computer
- 2 photocopier a machine which records and plays back sound
- 3 fax machine a machine which records and plays back sound and pictures
- 4 tape recorder a camera which records moving pictures and sound
- 5 modem a machine for chopping up, slicing, mashing, blending etc.
- 6 camcorder a machine which makes copies of documents
- 7 robot a machine which makes copies of documents and sends them down telephone lines to another place
- 8 word-processor a machine which acts like a person
- 9 food-processor a piece of equipment allowing you to send information from one computer down telephone lines to another computer

Task :02

Complete the table below with name of scientists:

Discipline	Person
Science	Scientist
Biology	
Mathematics	
Chemistry	
Physics	
Psychology	

Task: 03

Match the words to make correct collocations.

- 1) Come a) station
- 2) Out of b) programmer
- 3) Space c) space
- 4) Computer d) to the conclusion
- 5) Outer e) order

McCarthy, M. (1994). *Vocabulary in use (upper –intermediate & advanced)*. Cambridge: Cambridge University press.

Appendix: B

Lesson Plan

<p>Teacher: Ben abdellah Redouane</p> <p>Lesson: Science and Technology vocabulary</p>		<p>Module : Oral comprehension</p> <p>Level: 2nd year license</p> <p>Time: 1h30</p>	
<p>Objective: By the end of the sessions students will be able to collocate two words correctly within context and apply the technique of word derivation through TPR method.</p>			
Time	Procedures	Interact	Materials
10 min	<p>Stage one : Warm up</p> <p>*The teacher greets his students</p> <p>*The teacher gives a student a short video of science and technology and ask them to elicit any word they have heard. (verb, noun ,adjective) and ask them to give the relationship between science and technology .</p>	<p>*Students greet the teacher</p> <p>* Students observe and react</p>	<p>*Data show</p> <p>*Blackboard</p>
	<p>Stage Two: Presentation</p> <p>Game one .Hot sit</p> <p>*The teacher divides the students into two teams and each team will be given (04) different picture</p> <p>*Each group chose a voluntary student who will not see the picture . The teacher show picture by picture one with the first group and another one to second group</p> <p>*The team describe the picture to voluntary students using (gestures ,object, miming , phrases and son</p> <p>The voluntary students will try to find</p>	<p>*Students divided into two equal group</p> <p>*Students react</p> <p>*Students answer</p>	<p>Reali, table ,desk, phone</p>
25min			

	<p>the exact term in picture within 3min and the same thing for the second group will do the same process</p> <p>*The teacher give point for each team find the collocation term of the picture and give half of point if the answer is close. The more correct answer s student’s got the more point will earn</p> <p>*Game Two : Word Forming</p> <p>* The teacher gives each group envelopes each envelop contains five words of scientist’s names. The words are cut into pieces of letters and are scrambled within the envelop.</p> <p>* The teacher ask the students to find the name of scientists from the scrambled letters. The scientist’s names are: Mathematician, Zoologist, physicist, Geneticist , Chemist.</p> <p>*The objective is to spell the word correctly, pronounce , memorize it through TPR method</p>	<p>*Students interact</p> <p>*Students interact and work in team</p>	<p>*Reali, table ,desk, phone</p> <p>*Flashcards</p> <p>*Table ,Desk</p>
<p>25min</p>	<p>Stage Three: Assessment</p> <p>*The teacher by the end of session gives the students a post –test to measure their progress and to check whether they have reached objective or not.</p>	<p>*Students answer the tests</p>	<p>*Answers’ sheet</p>

Dear teachers:

The study aims at investigating the role of Total Physical Response (TPR) in enhancing teaching vocabulary among EFL oral class. We kindly invite you to answer the following questions below in light of your experience in order to collect our data for investigating our aim above.

Section one: Personal information

1. Gender: Male or Female?
2. What degree do you hold in your study?
3. How many years have you been teaching English in general and oral in particular and Which level?

Section two: Methodology

4. What is your method of teaching oral comprehension and why?
5. TPR is a method which is used to teach oral comprehension? Are you aware of it? If yes .Do you apply it in your process of teaching oral comprehension ?
6. What is the importance of using TPR in teaching EFL oral classes?
7. Do you think that TPR enhances teaching vocabulary in EFL class? if yes , explain how ?
8. What are the main activities that you think represent TPR? And how can these activities enhance teaching vocabulary in EFL class?
9. What are the supporting materials that you rely on when you apply TPR to teach vocabulary In EFL oral class?

Section three: Assessment and suggestions

10. How do you assess your student's vocabulary teaching in EFL oral class?
11. When you assess our student vocabulary learning after applying TPR. Do you notice any enhancement, or not ? If yes explain how? If not explain why?
12. Any suggestion of using TPR in teaching EFL class?

Résumé

La présente étude a pour objectif d'examiner le rôle de la méthode de réponse physique totale dans l'enseignement du nouveau vocabulaire en classe orale EFL. La population cible de ce travail est constituée des étudiants et des enseignants en licence de première année du département de lettres et de langues KMUO au cours de l'année universitaire 2018/2019. Pour atteindre notre objectif, nous optons pour un plan d'étude quasi-expérimental en plus de l'entretien avec l'enseignant afin de contrôler la relation entre les variables et de tester l'hypothèse suggérée. L'étude expérimentale au moyen de pré-test et post-test. Les deux tests ont été adressés à (30) étudiants en licence de première année d'anglais à KMUO, et l'entretien a été administré à (03) enseignants du même département et du même niveau. Les résultats de la recherche ont révélé l'efficacité de la méthode pour améliorer l'enseignement d'un nouveau vocabulaire parmi les étudiants d'anglais langue étrangère.

Mots-clés: vocabulaire d'enseignement, cours oral, apprenants EFL, réponse physique totale.

المخلص

تهدف هذه الدراسة إلى التعرف على دور طريقة إجمالي الاستجابة البدنية في تدريس المفردات في قسم اللغة الانجليزية في حصة المحادثة الشفهية . وفي هذا العمل الذي يستهدف الطلبة والأساتذة السنة الأولى ليسانس كلية الآداب واللغات (قسم اللغة الانجليزية) جامعة قاصدي مرباح – ورقلة- خلال العام الدراسي 2018-2019. من اجل تحقيق هدفنا اخترنا تصميم شبه تجربة للطلبة إضافة إلى المقابلة الشفهية للأساتذة من اجل التحكم في العلاقة بين المتغيرات وكذلك لاختبار الفرضية المقترحة . الدراسة التجريبية عن طريق الاختبار المسبق والاختبار البعدي وجه إلى (30) طالب في قسم اللغة الانجليزية سنة أولى ليسانس في جامعة قاصدي مرباح ورقلة وأديرت المقابلة الشفهية ل (03) أساتذة في نفس الجامعة والمستوى . كشفت النتائج عن مدى فاعلية طريقة إجمالي الاستجابة البدنية في تعزيز تدريس مفردات جديدة بين طلاب اللغة الإنجليزية كلغة أجنبية .

الكلمات المفتاحية: تدريس المفردات ، حصة الشفوي ، متعلمي اللغة الإنجليزية كلغة أجنبية ، إجمالي الاستجابة البدنية

