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## MASTER THESIS

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**THE EFFECTIVENESS OF TPR IN PROMOTING PUPILS'  
VOCABULARY RETENTION**  
**A Case study: first year students of Ahmed Zeid- Biskra**

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## **Dedication**

First, I have to thank my father for his love and support throughout my life. Words never express my thanks to the sun that enlightens my life, to my mother whose love is unlimited and never faded. Thank you both for giving me strength to reach the stars and chase my dreams. I wish that I made you proud of me.

Never forget everything is just for you

My deepest appreciation goes to my paternal aunt who being always beside me, since my childhood

This work is dedicated to my brother Islam and my sisters

Thank you for your endless love, support and encouragement

I wish for you the success in your whole life

I would like to thank my aunties and my uncles as well for their support

I dedicate this work to my cousins who are more than brothers and sisters

Thanks all of you

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## **Abstract**

The researcher undertook this study to investigate the effectiveness of using Total Physical Response (TPR) on the enhancement of middle school pupils' vocabulary retention. This study hypothesized that the implementation of Total Physical Response in teaching students increases their vocabulary retention. To reach the research's aim a quasi-experiment was conducted with two groups that consisted of 73 students. The control group consisted of 38 students. The experiment group consisted of 35 students. A pretest and a posttest were given to the two groups, in addition to the use of questionnaire as data collection tools to verify the hypothesis of this research. The questionnaires handed to both teachers and experiment group students. A mixed method approach was implemented to analyze the gathered data. The findings of this study revealed that Total Physical Response is the effective method to teach middle school pupils and its effectiveness resulted in promoting student's vocabulary retention. The researcher, at the end of this study confirmed the alternative hypothesis which indicates the significant effectiveness of TPR in promoting pupils' vocabulary retention and rejecting the null hypothesis that ignore the role of TPR in the enhancement of retaining vocabulary

## **List of Abbreviations and Acronyms**

DF: degree of freedom

EFL: English as Foreign Language

H0: Null Hypothesis

H1: Alternative hypothesis

LTM: Long Term Memory

L2: English as Second Language

P: Productive

R: Receptive

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

STM: Short Term Memory

TPR: Total Physical Response

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**GENERAL**  
**INTRODUCTION**



## **Introduction**

Vocabulary learning is a very important aspect in learning any language. Vocabulary is the basic of language skills. Students, to be proficient in speaking skills, have to boost the package of their vocabulary. Students with sufficient vocabulary will learn the foreign language, such as the case of English language in our country. Middle school students find it a very difficult task to be successful learners in foreign language because they face difficulties to retain vocabulary. This dilemma may refer to the students themselves because of the lack of vocabulary practice inside and outside the classroom, especially that our environment is far away from speaking English Language or it may refer to the their teachers specially those who use structural methods that do not fit middle school students because of their young age. This study was undertaken to investigate the effectiveness of TPR as an alternative teaching method to help students in promoting their vocabulary retention and to succeed as English Foreign Language (EFL) learners

### **1. Statement of the Problem**

Vocabulary , mainly vocabulary retention is one of the basics to learn any language .Accordingly ,it plays a significant role in mastering the four language learning skills, which are respectively : listening ,reading , speaking ,and writing . Furthermore, the retention of words for long time is considered as an indicator of pupils' proficiency. If the pupils have sufficient vocabularies in the target language, they will gain more opportunities to succeed as EFL learners; otherwise, they will fail due to the lack of vocabulary knowledge.

Unfortunately, middle school pupils encounter difficulties in retaining vocabulary in the target language, while retaining new words plays a huge part of language learning; yet it seems to be so difficult to accomplish especially in middle schools. Pupils at this stage

are required to speak and to write as well, but they hardly remember the words they need in their speech or in their pieces of writing. This difficulty may relate to many factors: It may be due to the lack of interest by the pupils themselves to learn the new language. Pupils may forget words because they have not understood immediately their meaning or because these words have different meaning in different situations, besides the lack of practicing the English vocabulary inside and outside the classroom. Another factor may refer to the teachers strategies they use to teach vocabulary, which are ineffective to promote pupils retention in language learning.

In this respect, the researcher suggests the application of the Total Physical Response (TPR) teaching method as an alternative method. TPR allows teachers to relate EFL vocabularies to physical actions, gesture, pictures, and games to help pupils understand the meaning of the target words and retain them for long time. Moreover, this method relaxes the English learning process in the class and involves the pupils to engage in the process.

## **2. Aim of the Study**

The present study were designed to determine the effectiveness of using TPR teaching method in EFL classes and its virtue in promoting the English vocabulary retention.

## **3. Research Questions**

This study was undertaken by the researcher to answer the following questions:

- a.** Is the TPR an effective method to teach vocabulary to pupils?
- b.** Is it easy for teachers to implement TPR at any stage of their lessons?
- c.** Does the TPR teaching method increase the pupils' vocabulary retention?

#### **4. Research Hypothesis**

According to the above questions, the researcher hypothesized the following:

The use of the TPR teaching method increases the pupils' vocabulary retention in EFL classes.

#### **5. Significance of the Study**

The investigated study being clarify the contribution of the utility of the TPR teaching method in language learning process, especially in middle school level; as well as its effectiveness on pupils' motivation through their involvement in the class. This study will help teachers to choose the appropriate methods and the adequate strategies to teach vocabulary to boost middle school pupils' knowledge considering their characteristics as their learning styles through Total Physical Response.

#### **6. Methodology**

##### **6.1. The Population and Sampling**

The target population of this study was all first year EFL pupils at Ahmed Zeyd Middle School in Biskra. The sample is a part of the whole population. In this respect, two classes are assigned by the administration to represent the whole sample (not randomly). Choosing first year middle school pupils on particular was due to their first contact with English language.

##### **6.2. The Research Design**

This research is an experimental study. The researcher relied on quasi -experiment to verify the effectiveness of the TPR teaching method on the pupils' vocabulary retention. This quasi-experiment comprised two groups (control and experiment group). In this research, the quantitative method was used to collect and analyze data, since it is more appropriate to measure the relationship between the variables.

### **6.3. The Research Instruments and Tools**

In order to collect data, the researcher used pre-posttest and two questionnaires. A structured questionnaire were administered to teachers of English language at Ahmed Zeid Middle School to figure out their attitudes towards teaching vocabulary through TPR, in addition to another questionnaire that were given to the experimental group pupils to figure out their response to the TPR teaching method.

## **7. Structure of the Study**

This research work was divided into two main parts:

A theoretical part includes two main chapters, and the empirical part that includes one chapter. In the descriptive part, the first chapter was a review of literature, which deals with vocabulary in language teaching. The researcher started with vocabulary definitions, its importance, and its kind; in addition to the strategies that are used to teach vocabulary. The second chapter refers to the literature review of the TPR teaching method, starting with general concept of TPR, its characteristics, then, the researcher introduced the approach. The empirical part includes one-chapter deals with the description, analysis and the discussion of the results.

# Chapter One: Vocabulary Retention

## Introduction

It is acceptable that vocabulary in English Language Teaching (ELT) realizes an enormous expansion in research, it polarizes both teachers and linguists' attention; this expansion refers to the centre role vocabulary plays in learning and teaching language. Besides the valuable contribution, vocabulary provides in acquiring the basic skills of language such as listening, reading, speaking and writing, English as a Foreign Language (EFL) students, usually, tend to retain the maximum number of vocabulary to be able to understand the language and use it inside and outside the classroom. Students with a worthy vocabulary package can academically achieve the success in their studies. Furthermore, socially, they can communicate easily with other speakers of the language all over the world, recognizing their cultures and acquire knowledge in various topics such as history and literature. Hence, in this chapter we will shed light on vocabulary, its definition, and importance.

### 1.1. Definition of vocabulary

Since vocabulary is the key to teach or to learn any language, its definition should be clearly stated to both teachers and students to facilitate language teaching and learning process. Thus, various specialists and researchers try to precisely define what vocabulary is. Their definitions concern the different perceptions on vocabulary structure, in addition to the use of it.

According to Richard and Rodgers (1968, p.255) " vocabulary is a core constituent of language proficiency and provides much of the cornerstone for how learners speak, listen, read, and write". This means that vocabulary boosts students' communication skills as oral and writing skills and enables them to express themselves fluently. Caroline T. Linse defines vocabulary as the fundamental constituent of any language. The author proceeds, vocabulary

is the collection of words that a student knows whether these words are dynamic or abstract. In other words, vocabulary refers to the possessed knowledge of both concrete and active items by young students. In the line, Partina Dave Shastri defines vocabulary as the major aspect of learning a language; she proceeds that developing vocabulary is the essential objective of teaching a language besides helping students to retain the meaning of words because the lack of vocabulary impedes the process of Foreign Language learning (FLL). This means that students need to retain words in order to be able to express their thoughts and feelings. Students need to use words to point objects and things surrounding them. Furthermore they need vocabulary to accomplish the different tasks as to write a short composition or to have an oral presentation in front of their peers. Additionally, Siriwan (2007, p.19) states the following “Vocabulary learning is referred to as learning a collection or the total stock of words in a language that are used in particular contexts”. The author explains clearly that correlating the word form to its meaning help students to understand language and get more opportunities to use it. Jill and Charles (2008.p, 45) spell out that vocabulary refers to as lexical items which it may takes the form of a single word such as door, table. It can two or three words arranged together either as a noun like in washing machine, phrasal verb such as stand up, or a multi word phrase like in as a matter of fact. Schmitt (2000,p. 1) states that knowing vocabulary is the first step to learn a language , additionally, he coins the term to the lexical items that is adequate to the average students. This means that vocabulary refers to the words that average students can understand when listening or reading, meanwhile they can use when speaking or writing. Schmitt claims that vocabulary may make up of a single word such as die, phrasal verb like in pass away, or it can be as an idiom like in bite the dust and give up the ghost.

Without a long vocabulary attainment design to gain new vocabulary, learners often fail to complete their potential magnitude or power, furthermore they may be unable to take

advantage of terminology accomplishment occasions, such as listening to native speakers, utilize language in different position, perusing or watching television.

## **1.2. Types of Vocabulary**

Generally, vocabulary in English Language divided by various scholars and researchers based on the students' knowledge into two types. The first type is passive or receptive vocabulary, the second type is active or productive vocabulary.

### **1.2.1. Passive/ Receptive Vocabulary**

Judit Sarosdy, Bencze, Poor, and Marianna Vadnay (2006.p, 71) argue that 'By passive knowledge we mean that students are able to recognize the word but they are not able to produce it'. Likewise, Ellis and Tomlinson (1980, p.65-5) state that student's passive or receptive vocabulary contains all the words which s/he can understand correctly when reading or listening, but which s/he cannot use. Building up vocabulary, enhancing students' English level and gain gradually the size of their passive vocabulary so that they can eventually read and understand books is the aim of any teacher. Nurgun (2010) and web (2009) argue that receptive vocabulary consists of all the words that students recognize and comprehend when they are used in context. This means that receptive vocabulary refers to the words that students can guess their meaning from the context and the most important, is to be able to comprehend effectively these words when they meet in reading or listening tasks.

### **1.2.2. Active /productive vocabulary**

According to Hatch and Brown (1995, p.25) contend that a student's active vocabulary incorporates all the words which s/he can understand and use in speech, in both oral production and written composition. A student's active vocabulary will always be smaller than his passive vocabulary, as he will be able to understand many items that s/he cannot use or produce with any degree of accuracy (Schmitt, p.7). Additionally, in its article, the International Journal of Teaching and Education shows Gilbert Charles Stuart and Beatrice

Webb (2005) who spell out that Productive vocabulary presents the lexical items that students can understand and written discourse. In other words, productive vocabulary is all the words the student understands, plus all the words that s/he can use and produce to express their thoughts and explain exactly how they are feeling to others.

### **1.3. The importance of vocabulary**

According to Swan and Walter, vocabulary mastery is the largest and most importance task facing the language students. McCarthy (1990, p.viii) states the importance of vocabulary in Language Learning as follows " No matter how well the students learn grammar, no matter how successfully the sounds of secondlanguage are mastered , without words to express a wider range of meanings , communication in second language just cannot happen in any meaningful way". This means language leaning is not a question of grammar rules explanation or application; rather, it is a question of using words and items to transmit ideas leads to language discovery and overtakes breakdown communication problems.

Vocabulary is identical in l2 communication; Fowers (2010) argues that a large vocabulary can help language learners communicate clearly and effectively. Therefore, it is obvious that the more words a student knows the more he can say and understand the others. Wilkins (1972, p.11) uncovers the significance of vocabulary learning and use in a very straightforward statement as “with grammar little can be conveyed; without vocabulary nothing can be conveyed." (As cited in Nurgun) This is to say that a student can realize a slight progress if s/he masters some rules of grammar, but no progress can be realized without mastering vocabulary. In the line, Paula H emphasizes the importance of a good vocabulary as follows: People judge you by your vocabulary, an impressive vocabulary makes an impression .You can speak concisely and precisely .You can better understand what you read and hear. (ibid)



Vermeer states that the bulk of learning new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. This is to say what makes the students capable in speaking or writing is the number of words s/he knows not the grammar rules or the structures they use. Underscoring the Importance of vocabulary acquisition, Nation (2000) further describes the relationship between vocabulary knowledge and language use as complementary. Knowledge of vocabulary enables language use, and conversely, language use leads to an increase in vocabulary knowledge. Researchers such as Laufer and Nation 1999,Maximo 2000 Read 2000 Gu 2003 Marion 2008 and Nation 2011 and others have realized the connection between the acquisition of vocabulary is Foreign language acquisition and use. Vocabulary plays an important role in the fulfilment of spoken and written texts. This is to say that the more students obtain vocabulary, the better they acquire the language and the more they compromise their abilities in speaking and written tasks.

#### **1.4. Concepts about the term ‘word’**

Different researchers conduct the issue of what does the term ‘word’ means. Stahl (1999.p, 11) in which he claims the following: " We use a words to think; the more words we know the finer our understanding is about the world ". Clark (1993.p, 1) " words are the starting point and without words, students will not be able to express their thoughts about people, places, or things ". Vocabulary is an essential tool that help students to say exactly what they mean and empower their writing, in addition it improves their level of comprehension when reading text or listening to audio script. Lindsay and Knight (2006.p, 44) Province that Foreign Language students find it very difficult task to have an oral communication in English, so they need to be guided to do well in their oral presentation .The author proceeds, students need to recognize what word implies, its form and how to use it. In order to assist the students to express themselves and overtake the oral communication

breakdown, the teacher has to bring the most appropriate materials and adopt the most appropriate strategies that fit the students' need. The teacher has to give the opportunity to inexperienced students, so they can interpret and use language automatically (as cited in Nurgan).

Regarding the aspects of the word, Todd (1987) argues that there are four aspects of the word. Orthographic word refers to the students' ability to decode the phonemes of this word; it incorporates a space of both aspect of it. A morphological word considers the form the word may take; it involves the structure of the word and its parts such as the root of the word, the prefixes that precede it and the suffixes that follow the root. A lexical word considers all forms a word may take and its clear related meanings, as an example the most words that are defined in dictionary are lexical words. Then the semantic word which is concerning with the study of the meaning of this word and what it is stand for.

Regarding what is involved in knowing a word, Vermeer states that knowing words is the key to understand and being understood. Schmitt (2000, p.40-41) recapitulates a number of pointers and basics requested to recognize word in the following table:

Form	Spoken	R: what does the word sound like?
		P: how is the word pronounced?
	Written	R: what does the word look like?
		P: how is the word written?
	Word parts	R: what patterns are recognizable in the word?
		P: what word parts are needed to express the meaning?
	Form and meaning	R: what meaning does the word form signal?
Meaning		P: what word can be used to express this meaning?
	Concepts and referents	R: what is included in the concept?
		P: what items can the item refer to?
	Association	R: what other words does this make us think of?
		P: what other words could we use instead of this one ?
	Use	Grammatical Function
P: what other words could we use instead of this?		
Collocation		R: what words or types of words occur with this one?
		P: what words or types of words must we use with this one?
Constraints on use (Register, frequency...)		R: where, when, and how often would we expect to meet this word?
		P: where, when, and how often would we use this word?

**Table 01: Aspects involved in knowing a word Schmitt (2000)**

Various researchers acquaint many factors that are requested in knowing a word. Kresten (2010.p, 52) designates that knowing a word including the recognition of its form and

meaning (As cited in Liu Yu). Also word knowledge is defined by Nation as the knowledge of the word's articulation, spelling, structure, grammar, significance, lexical relation and so on (2001, p.33). Also, McCarthy (1994, p.5) indicates that it is not sufficient to understand only the meaning of a word, but learners ought to perceive other points such as what words are mostly connected with, whether these words have any distinctive orthographic portions, how it is articulated. According to Singleton (2008) knowing a word involves knowing a great deal about its full general frequency of use, its form, spelling, meaning, and its association. The author precedes that it is not enough to recognize words in isolation rather, student should pay attention to other aspects such as lexical chunks, collocation, and multi word units.

### **1.5. The Students' English Vocabulary Size**

Concerning the size of the words that a second or foreign English language student needs to know, Thornbury (2000, p.20) states that while a five years old native speaker attains nearly 5000 words 'second language learners will be lucky to have acquired 5000 receptive and productive word families even after several years of study'. That is to say, that approaching 5000 word families is very challenging task to the students who study English as second or foreign language. In the same way, Schmitt (2000, p. 3-4) states that while a 20 years old student masters about 20.000 word families, mastering this number of words seem to be unapproachable for a second or foreign language student. In the line, McCarten (2007, p. 2) reports that the most two essential things in acquiring English vocabulary refer to giving the priority to the most frequent words when teaching these words, besides providing students with the most useful ways to learn English vocabulary. According to McCarten (2007, p.3) the amount of the words which attained by average students influenced by the quantity and the quality of exposure to the English Language 'eighteen years of classroom exposure supplies the same amount of vocabulary input that occurs in just one year. In natural

setting, this makes more responsibility upon the English foreign language teacher, so select the most appropriate activities to be practiced in the classroom and the most effective materials that help in developing the students' vocabulary size.

## **1.6. Teaching Vocabulary**

The way to teach vocabulary becomes the main concern of most English Foreign Language teachers; they look up for new methods and strategies to help their students to be sufficient vocabulary learners. 'Vocabulary has become the mainstream and is now a major topic in language teaching research' Schmitt (2008.p, 37). Cameron (2008.p, 85) lists different things that help teachers in presenting the meaning of vocabulary. These things are represented, respectively, in using an object, using a cut out figure, using gestures, performing an action, photographs, drawings or diagrams on the board and the last using pictures from their textbooks. Halliwell (1992.p,3) affirms that teachers should follow certain methodology to improve their students comprehension of vocabulary as she claims in the following statement: 'intonation, gesture, facial expression, actions and circumstances all help to tell them what the unknown words and phrases probably mean'.

### **1.6.1 Techniques in Teaching Vocabulary**

#### **1.6.1.1 Visual Techniques**

Allen (2011) ensure the importance of the using visual aids to teach vocabulary specially with beginner. Kurgan listed same materials that these visual techniques are boredom; kurgan started with regalia pictures filmed and videos in addition to facial expression and body language. The fifth material is represented in involving in games besides miming and demonstrating actions these techniques are useful to save the meaning of the vocabulary items specially concrete words Allen stated that preparing and using pictures clear the situation to

the students the author precedes that doing actions with beginner students enrich their perceptions in learning verbs

### **1.6.1.2 Verbal Techniques**

These techniques are considered the most used in foreign language classes. These techniques include the use of illustrative situation, definition and synonymy, contrast and opposite, scales, and translation.

#### **a) The Use of Illustrative Situations**

Here the teachers use different situations to illustrate different concepts that make the students grasp these concepts' meaning easily. This technique is much more useful with abstract items (Gairns and Redman, 1986.p, 74)

#### **b) Definition and Synonymy**

Nurgan (2010, p.35) argues that teachers, in order to present vocabulary, provide definitions to contextualize the meaning of these items. However, providing the definition of an item is not enough to make it understood by low-level students thus teachers believe that giving the item synonyms may help student to grasp the meaning easily such in the case of telling students that miserable meant very sad.

#### **c) Contrast and Opposite**

When presenting new vocabulary teachers use contrast and opposite technique to illustrate the item meaning similarly to the synonym technique Gairns and Redman (1986) ensure that it is very useful with students with low level.

#### **d) Scales**

This technique is much more useful when students have learnt two opposite words. Gairns and Redman (1986) as well as Nurgan (2010) reveal that scales are useful to revise and feel the new vocabulary such as 'hot' and 'cold'; the authors precede 'a blackboard thermometer can be a framework for feeding in 'warm' and later 'freezing' and 'boiling'.

### **e) Translation**

The translated technique seems to be desired by some teachers since it helps them to transfer the meaning of vocabulary items in very short time (Gairns and Redman, 1986). Nevertheless, Cameron (2010.p, ) claims that translation preferable to be avoided in explaining new words, rather, there must be an extensive use of the other visual and verbal techniques to not affect the foreign language vocabulary attainment.

## **1.7. Learning Vocabulary**

Vocabulary learning is the largest and most important task facing the language learners' (Swan and Walter, 1984). Vocabulary is generally divided into two types of learning, intentional and incidental learning. Intentional learning is defined as planned, well designed, and intended type of learning (Hatch and Brown. p, 368). However, incidental learning refers to 'the type of learning that is a by-product of doing or learning something else' (ibid).

### **1.7.1. Essential Steps in Learning Vocabulary**

Kresten (2010, p.63) in addition to Hatch and Brown (. p, 372) introduce five essential steps in learning vocabulary which are listed, respectively, as follows

#### **a) Encountering New Word:**

In this step, students are have to get sources such as books to read, short stories, they have to get videos to be listen to, songs, or selecting effective TV shows to be observed. These sources help students to meet new words in different occasion and foster their learning. In this step, students are expected to raise their vocabulary knowledge and the use of it.

#### **b) Getting the WordForm**

Students at that step of learning vocabulary have to get a clear image of the vocabulary item either optically or acoustically, or both. The importance of getting the word form appears when students need these words in written composition or in dictation tasks.

### **c) Getting the Word Meaning**

In this step, students need to ask what the words signify, ‘ asking native English speakers what words mean,’ ‘asking people how speak my native language the meaning of the new words,’ and ‘explaining what I mean and asking someone to tell the English word.’ Are some strategies that have introduced by Hatch and Brown (2001. p, 382)

### **d) Consolidating Word Form and Meaning in Memory**

The fourth step in learning vocabulary is concerning with memory. The students, here, are requested to consolidate the words they have learned into their memories with its both aspects, the form and the meaning. According to the Education Bureau of Hong Kong Special Administrative Region

(2009.p, 2-3) claims in the following statement ‘Vocabulary experts have long recognized the importance of acquiring both formal and semantic knowledge about words if they are to be retained in a learner’s mental lexicon.

### **e) Using the Word**

The last step that is introduced in learning vocabulary refers to the use of these vocabulary items. Nevertheless, many researchers as cited in Hatch and Brown, argue that using the word is not such important step, especially for those who desire the receptive knowledge of vocabulary. The use of the word assists the students’ comprehension of the word meaning beside it promotes the retention of its form in their memories, and protects it from the forgetfulness.

### **1.7.2. Difficulties in Learning Vocabulary**

Thornbury (2002,p.27-28) lists the following conditions as sources that make words difficult to learn:



### **a. Pronunciation**

According to Gairns and Redman (1986) indicate that students who face difficulties in pronouncing words, hardly learn and retain these items.

### **b. Spelling**

Researchers, such as Nurgan (2010. P, 7) indicates that students who have mismatches in sound spelling, besides those who have little to no knowledge about the silent letters in words find difficulties when learning vocabulary.

### **c. Length, Complexity**

This particularly refers to the polysyllabic words. The lengthy is the word the harder to be learned by students which is not the case. According to Gains and reedman (nnn) learnersface difficulties in learning vocabulary such as phrasal verbs and other words that interfere with students.

### **d. Meaning**

According to Nurgan (2010.p.3) the overlapping words such as in ‘make’ and ‘do’ and words with multiple meanings are difficult to be learned by many students and the harder is to retain them.

## **1.8. Vocabulary Retention**

What is discussed so far is all about the perceptions about vocabulary, however vocabulary retention is investigated by many researchers such as Mason and Matas (2015) who define retention as the students’ continuation of their education until completing. Hagedorn (2005) spells out that retention is a measure of the student’s level of success. Holden (1999) states that the retention of vocabulary is a serious issue those foreign language students face when learning. Vocabulary retention as cited in the International Journal of English Language and Translation (2016.p, 143) is defined as the ability to keep the acquired vocabulary and retriever it after period of time to use it in different language context. This

means vocabulary retention refers to the ability to keep the meaning of different words after a period of time. Oxford (1990.p, 39) suggests that with visualizing pictures, repeating sounds, reviewing; and performing actions promote the students' vocabulary retention. In other words, when students use both their sensory and physical activities; they succeed in promoting their vocabulary retention. Ellis (1997) and Stevick (1996) spell out that rate of retaining information has a direct link to the human memory as cited in short and long term retention. Mayer (2014) stated that the sensory memory information can be transferred from the short-term memory to the long-term memory if it supported with the adequate attention. Suleiman (2009) indicates that there are some process take places before the retention vocabulary. Among these presses, noticing, store vocabulary in short term memory than in the long-term memory (as cited in IJELTS). Schmitt (200.p, 135) states that vocabulary retention involves memorizing the new word and linking it to the previous learned words through using imagery and grouping. This means that students link what they see to the vocabulary they learned before in order to retain them for later use.

### **1.9. Vocabulary Retention**

Farr (1986.p.25) stated that 'retention the outcome of successful learning seems to be a strait forward concept one that we typically measure by having the learner recognize, recall, repeat, or reproduce what he was acquired'

Although this chapter is devoted to discuss the vocabulary retention, we cannot ignore the relationship between retention of vocabulary and memory. Thus, we will provide some steps that teachers use so their students memorize than retain what they have learned in the class. Cameron 'the word has entered the learner's short term memory and the next teaching issue is how to build up the memory of the word so that it is available for use in the longer term'.

### **1.9.1. Types of memory**

Though the variance in classifying the types of memory, however many researchers such as Nurgan (2010) as well as Gairns and Redman (1986) classify memory into two general types.

#### **1) Short Term Memory (STM)**

This type of memory has a direct link to the short-term retention. The students with short-term memories cannot retain vocabulary over 30 seconds. It demands a constant repetition to be consolidated.

#### **2) Long Term Memory (LTM)**

The authors indicate that LTM learning has a great effect on long-term retention. Unlike STM, the students with long-term memories can retain and recall vocabulary for longstanding time. Furthermore, to transferring what the student learn from the STM to LTM, teachers need to follow certain steps that are suggested by Sprenger (2005. p, 8-11) to ease this process. These steps are respectively defined and described as follow:

##### **a) Reach**

Reach is the first step in which teachers involve their student in learning process. In here, learning should be student centred not teacher centred. Sprenger (2005) confirms that teachers, in order to transfer information into their students' long term memories and make them retaining it for long period of time, should take into considerations the students' attention, motivation, learning styles, emotion and meaning because they receive these information through their sensory memories.

##### **b) Reflect**

This step has a direct link to the working memory. Students at that level 'can take notes robotically and not think at all about the material being presented'. Teachers help students 'to

bring back' the information they have learned and to build on their own understanding (sprenger.2005.p.8).

**c) Recode**

Once the students make their own understanding it will easy for them to organize what they have acquired in their minds, besides transferring these items to the long-term memory.

**d) Reinforce**

Based on the students' vocabulary recoding, teachers can evaluate and at the same time give their students a useful feedback about their vocabulary conceptions and correct their mistakes before it stand over in their long term memories.

**e) Rehearse**

After the reinforce step in which teachers make sure of correcting the most errors made by their students, now, they give them the opportunity to transfer these corrected items into their long term memories to be retained for later use.

**f) Review**

This step involves the manipulation of the acquired items in the working memory through teachers' tests and instructions; the manipulation should be returned into long-term memory.

**g) Retrieve**

The last step refers to building strong memories that enable students to retain vocabulary and recall it for current or immediate use.

## Chapter two: Total Physical Response

### Introduction

There are many teaching methods that are used by the teachers to enable students learn the foreign language. These methods are determined partly based on the nature of the students. To select a particular method teachers should take into consideration the characteristics of their learners and their styles in learning, whether they are visuals or kinesthetic, or anything else. The researcher at this scientific work selects the total physical response as an appropriate method to teach middle school's students, especially, they are too active because of their young age. In this chapter we will introduce the general concept of TPR, its principles, and its advantages.

### 2.1. General Concept of TPR:

Total physical response is a teaching method that is concerned with teaching second and foreign languages (FL). Sarosdy, Bencz, Poor, Vadney (2006) stated that TPR teaching method as created by James Asher, who was a teacher of psychology at Jose State University, California, in 1965. In the line, Richard and Rodger (2001.p, 73) stated that the TPR is a teaching method that pairs the speech and verbal instruction with actions and physical movement this method was created as an answer to the question 'why young students face difficulties in learning second Language or Foreign Languages while they do not when learning their mother language. The authors related these difficulties to the learning setting stress. The students find it complicated process to learn second language or Foreign Languages in such serious stressful setting. So they look for a free-stress teaching as the same as First Language acquisition, this teaching method was represented in the total physical response.

The author illustrated this idea with young children whom first step in learning first language refers to their physical response towards the commands that given by their parents. Children spend a lot of time listening to these commands and respond it physically until they acquire their first language. The same way teaching Foreign Language through TPR makes the teachers play the role of the students' parents. The teacher here give the instruction in the target language and the students respond physically to these instructions until they learn this language. The teachers help their students to understand the given instructions through the use of pictures, actions, gestures, and games.

The TPR teaching method has a direct connection to the 'trace theory' of memory; this theory believes that the more students repeat the action, the more their memories to the signified items or instruction traced, as well as it would be likely better to be recalled. Richards and Rodgers (2001.p, 75)

Widodo (2005.p, 237) suggested that The TPR is a teaching method that builds on the idea that students' comprehension skills should be developed before the production skills. So teaching students to speak should be delayed until the establishment of their comprehension skills. The TPR consisted on the performance of actions, gestures, and games, rather than using of the text and media.

## **2.2. Approach and Design of the TPR**

### **2.2.1. Approach**

The classroom drills in TPR teaching method are based on grammar structures. Widodo (2005). The teacher gives instructions through imperative verbs and asks the students to respond the given instruction physically. After long period of teaching lessons through TPR, students learn a huge number of vocabularies that most of them repeated in their teacher's instructions.

Asher (2001) draws three influential hypotheses to language learning. These hypotheses are respectively listed with more details in the following points:

#### **2.2.1.1. The Bio-Program**

This hypothesis revolves by itself three central processes. The first process emphasized the development of listening skills then speaking skills. The students listen to their teacher's instruction, but at this process, they cannot produce language. The second process is about the development of the comprehension skills. The students at this process are requested to respond physically to their teacher's instructions. The third process refers to the productive skills establishment after developing listening skills.

#### **2.2.1.2. Brain Internalization**

James (2001) looks on the way the students use their brains. He claims that there are two hemispheres in the brain, the left hemisphere and the right hemisphere. The left hemisphere devoted to language learning and the right hemisphere devoted to the performance of actions and physical movements. The author believes that performing actions activate the left hemisphere which is concerned with the language learning and reinforce the retention of this language. In the line, Noland and terry (2006.p, 28) stated that 'Total Physical Response makes use of the right hemisphere'.

#### **2.2.1.3. Reduction of Stress**

The absence of the stress is one of the most important things to succeed in learning foreign language. Thence, teachers implement the TPR to reduce the anxiety level. The teacher gives instructions and asks the students to respond them physically. So, the level of stress reduced.

### **2.2.2. Design**

The design of the TPR teaching revolves the objectives of this method, its syllabus, the types of teaching and learning activities, and the roles of both teachers and students. Richard and Roger (201.p, 75)

#### **2.2.2.1. The Objectives of TPR**

Richard and Roger (2001.p, 76) spell out the objectives of TPR teaching method. They connect the first objective to teaching students the basis of listening skills. Teaching through TPR enables the students to develop their listening and comprehension abilities. Through TPR drills, the students being capable to learn foreign language. The authors proceed to say that the Total Physical Response uses actions-based drills under the form of the teacher's instructions to teach students the basis of speaking skills. Like Richard and Rodger, Sarosdy, Bencze, Poor, and Vadnay (2006.p,20) state that one of the main objectives of Total Physical Response is to make students enjoy learning the target language in favor to the stress-free the TPR provides in learning teaching setting. To sum up, the researcher deduced that the objective of Total Physical Response teaching method is to facilitate the acquisition of language and its use.

#### **2.2.2.2. The Syllabus of TPR**

Ye Zhen (2011.p, 9) stated the following statement 'James collects the types of syllabus that can be taught by the Total Physical Response method including the sentence-based syllabus, Grammatical and lexical criteria at the beginning level. This kind of syllabus makes students focus on items' meaning as priority rather than items' form. According to Richard and Rodger (2001.p, 76) state that in order to select vocabulary to be taught, teachers should take into consideration the situations in which these vocabularies may be used in addition to the easiness of learning these words. Vocabulary should be drilled in meaningful situations,



repeated many times; until students learn them. The authors proceed to emphasize the role of body movements in understanding, organizing, and retaining vocabulary.

### **2.2.2.3. Types of Learning and Teaching Activities**

Drilling activities are the most used activities in TPR classroom. It involves repetition activities, the use of flashcards, games such as Simon says, and imperative drills. These activities are paired with physical actions to promote the students' vocabulary retention. Widodo (2005)

### **2.2.2.4. The Learner's Role**

Freeman (2004.p, 108) stated that students in TPR teaching method play the role of listeners and performers. Students focus on understanding language as initial step in learning this language. They start with listening to the teacher's instruction then get ready to respond them physically, subsequently, they learn the foreign language. Whenever, the students forget an item form, the physical modeling gives the students a new opportunity to recall it and retain it again.

### **2.2.2.5. The Teacher's Role**

According to Freeman (2004.p, 107) as well as Widodo (2005) stated that the teacher in TPR classroom is considered as 'the director of stage in which the students are actors'. The teacher at this method is the responsible for choosing the content to be taught, the models, and the material that should be adopted in the learning setting. In this method, the teacher is not just in charge of teaching, selecting the content and the material, yet he/she should assess the students' achievement as foreign language learners.

### **2.2.2.6. The Role of Instructional Material**

Total Physical Response teaching method does not really base on text, rather it relies heavily on materials and real sources. However, in the present time there are a number of published resources available to support total physical response teaching method. ‘For beginners, the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, and cups. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket’ Richards and Rodgers (2001.p, 20).Widodo (2005. P, 241-242) presented the sample material that is used in Total Physical Response teaching class as follow:

#### **Sample Materials 1:**

**Context:** Teaching Vocabulary 1

#### **New Words:**

Blue, yellow, green, orange, brown, grey, purple, black, white, card, to pick up

**Preparation:** A number of small colored cards, one of more card on every pupil's desk, a set of cards on a central desk.

#### **Procedures:**

1. The teacher picks up cards one by one and says what color they are.

A blue card.

An orange card.

A yellow card.

A red card.

A brown card.

A grey card.

A purple card.

A black card.

A white card.

A green card.

Red.

Blue.

Purple.

**2.** The teacher gives commands to the class.

Who's got a red card? Show it to me.

Who's got a blue card? Show it to me.

Who's got a yellow card? Show it to me.

**3.** The teacher invites individual pupils to come out to the central desk.

Devi, pick up a purple card and show it to the class.

Show the class a black card.

Show the class a green card.

Show the class a grey card.

Ridwan.

### **2.2.3. The Advantages of TPR**

Widodo (2005) as well as Sarosdy, Bencze, Poor, and Vadnay (2006,p,20) gathered a number of positive points in the implementation of Total Physical Response

- One of the main positive points to this particular teaching method is its usefulness for young learners, since it allows them to move freely, feel belonging to the teaching learning environment

- It is enjoyable, students because their young age enjoy performing actions, involving in games, sing songs, and drawing paintings, this help them to make progress in their language learning.

- It is useful for long term retention, for instance, in teaching vocabulary to young students through TPR help them to retain how they demonstrate the actions, how they repeat the pronunciation of theses vocabularies, and recall will takes place when these words are needed.

- It is useful to develop the basics of language learning, specially listening and speaking skills, so students will be able to communicate the foreign language easily.

- It facilitates the acquisition of foreign language, thanks to the stress-free this method provides in teaching learning setting. It makes students at ease to learn foreign language with 0-stress and encourage them to raise their level of proficiency.

- It is useful for mixed abilities class, since it used pictures and simple actions that all students can visualize and comprehend.

- It makes the use of the right and the left hemispheres, so it makes the coordination of learning language and demonstrating movements.

#### **2.2.4. The Principles of TPR**

Again, Sarosdy, Bencze, Poor, and Vadnay (2006) resumes the principles of Total Physical Response teaching method in the following points:

-The teacher is the director of all student behavior; the students listen to the teacher's instructions, pay their attention to his/ her performance and imitate the nonverbal model.

- Interaction in this method may incorporate the teacher and the whole group of students as it may be between the teacher and individual students.

-The TPR teaching method lessons introduced in the students' target language, while the Mother Language would be rarely used.

- This method emphasized vocabulary and grammatical structures through other language aspects such as pronunciation which is developed through listening mostly, the culture of people who speak the language natively, and skills, for instance, students understand the spoken word before its production. They do not learn to read the commands, but they have to learn how to perform it.

- The teacher's formal evaluations can be conducted by asking individual students to response a number of instructions, according to the student's performance the teacher evaluate his/her rate of success.

- Teachers should be tolerant of errors and only correct major errors, even these should be corrected gently;

- The Total Physical response's Syllabus should be multifarious.

### **2.2.5. The characteristics of TPR Activities**

Freeman (2004) gathered a number of techniques that are preferred in implementing Total Physical Response to maintain the students' interest; some of these techniques are described in the following points

#### **2.2.5.1. Using Commands to Direct Behaviors**

The teacher at very beginning gives the imperative instruction to his/her students to perform actions and help them to do so. Performing actions help students to understand the meaning and the intention of their teacher's instructions. Using commands help students to develop their comprehension skills. Besides, varying commands promote students' retention and make links between their physical actions and their foreign language.

#### **2.2.5.2. Role Reversal**

Here, the director is the students themselves. The students after a period of Total Physical Response implementation would like to speak and give instructions whether to other peers or to their teacher. Role reversal encourage students to develop their speaking skills until they be proficient in foreign language.

#### **2.2.5.3. Action Sequence**

This technique refers to the simplicity in giving commands at initial stage, each time; these commands get more complexity as the students understand the previous ones. 'Teacher gives three connected commands. As students learn more and more of the target language, a longer series of connected commands can be given which together comprise a whole procedure'.

### **2.2.6. Steps of TPR Lessons**

Total physical response lessons are about making connections between students' bodies and their minds. According to Silver, Adelman, and Price (2003) state that each lesson needs to include about three steps, teaching learning step, practice or rehearsal, in addition to testing and evaluation steps. More detailed descriptions given in below.

#### **2.2.6.1. Teaching Learning Step**

The teacher in this step needs to clearly and consistently act out the actions, gives pictures, doing that refer to the words to be taught.

#### **2.2.6.2. Constitute Practice and Rehearsal Step**

The teacher does the action and shows the pictures for the pupils and ask the students to repeat the words many times, this can help the students to combine their physical movements to their comprehension of the words' meaning. The students to learn to understand the meaning of vocabulary through teacher's gestures, drawing on the board, besides doing the movements themselves is important to retain the signified words.

#### **2.2.6.3. Testing and Evaluation**

The teacher evaluates whether the pupils have mastered the words the teachers had taught. The pupils need to give their physical responses without any hints from the teachers. If the pupils fail in responding the teacher's instructions, they need to return to learning step and to the constitute practice and rehearsal step, repeating is requested until all the pupils can do a nice job in the last step.

### **2.2.7. The Relationship between the TPR and Young Learners**

According to YeZhen (2011) and direct science site claim that the TPR has a strong relationship with young learners that based on their characteristics. Richard and Rodger

(2011.p, 78) gathered some characteristic that are shared by pupils who are 11 years old, here are some of them:

The first characteristic of those pupils is that most of them learn language through their right hemisphere activities according to what they visualize and what they listen to. Therefore, when language is taught through physical movements, the right parts of their brains play an important role in language acquisition.

The second characteristic refers to the pupils' motivation which to some extent decides their second language acquisition. It has been demonstrated that positive motivation can promote language learning. James stated that the Total Physical Response method is a way that can produce high motivation of the pupils (James 2001: 2-3).

The third characteristic is that the span of attention of young students is short. Many researchers such as Richard and Rodger (2001.p, 78) believe that meaningful tasks, funny environment and humor context help students to raise their span of attention and retention level. The TPR method brings humor and enjoyment in language learning setting.

TPR suited teaching young students because they like to move, their innate desire to react in addition to their natural desire to mimic , as well as the huge amount of energy young students have allow the implementation of this method easily. Wilson (2000) show although the basic idea of the Total Physical Response method is performed through the body movements, Total Physical Response is not just limited to body actions. There are four types of activities that can be done by the TPR mindset. TPR-B refers to Total Physical Response with body which includes everything that can be done with the general body movement. TPR-P stands for Total Physical Response picture. According to this activity, the word is taught through the picture that refers to the meaning of the words. TPR-O refers to Total Physical Response with objectives. TPR-S refers to Total Physical Response storytelling which was



developed by Blaine Ray has become a teaching method used throughout the whole of America. It usually involves the teacher who acts the simple story to help the pupils to comprehend the story and related vocabulary.

### **2.2.8. The Application of TPR in the Classroom**

Total Physical Response can be used to teach and practice such many things as:

Vocabulary connected with actions (smile, chop, headache, wriggle); grammatical items, including tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast); classroom language (Open your books); imperatives/Instructions (Stand up, close your eyes); and storytelling which was developed later on by Blaine Ray. With TPRS, students understand the story through the action and the repetition of the vocabulary within the story and acquire sentence structure, vocabulary, and grammar through the input provided by the teacher.

### **2.2.9. TPR Activities for Young Learners**

Murray and Christison (2010) gathered a number of activities that help students in developing their language learning. Some of them are presented with more details as the following:

#### **2.2.9.1. TPR Circles**

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the teacher and watches for the student who does the action last. Eventually there is only one student; he or she is the winner.

### **2.2.9.2. TPR Simon Says**

Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

### **2.2.9.3. TPR Sounds**

The teacher will first get the students to do the actions connected with each vocabulary. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

### **2.2.9.4. TPR Story Telling**

Total Physical Response vary from simple listen to do sequenced activities that complete a process or tell a story, Marray and Christison (2010. P, ). According to Science Direct site (2012. P, 1768) the Total Physical Response Storytelling considered being the most appropriate method to teach young students. The latter 'will pick up the new language easily because stories contain repetition that makes linguistic input more noticeable' (ibid).

This method makes the students mime the story they listen to, additionally, it makes the capable of retelling stories verbally. It permits them to be proficient as foreign language learners.

## **Conclusion**

The pupils' young age of middle school make them as other children like to learn language through physical movements. Students at middle school would like to move around, to draw, to sing, and to act. Students have to have varied activities that maintain their interest. Based on these characteristics, we can deduce that Total Physical Response is the appropriate method to teach middle school students. Total Physical Response is effective in teaching vocabulary. It enhances the students' language learning thanks to free-stress this method provides in teaching learning setting. Total Physical Response is enjoyable teaching method so it helps students to learn foreign language.

## **Chapter three: Field work**

### **Introduction**

This academic research aims to investigate the effectiveness of Total Physical Response on pupils' vocabulary retention. In order to test the research's hypothesis, the study relied on the experimental method. The present chapter is divided into two sections; section one which consists of: research design and methodology, population of the study, the sample of the study, description of questionnaire, and a second section which contains the descriptive statistics and achievement analyses in order to discuss the findings of learners' performance.

### **3.1 Section One: Design and Methodology**

#### **3.1.1 Population of the Study**

The population of this study was first year students of Ahmed Zeid Middle School in Biskra. The population was particularly selected because first year middle school still beginners as FLL since it is their first contact with English language and most of them at early stage face difficulties in the retention of the English language vocabulary. The second reason is that first year middle school students still young and they are too animate and active; consequently the implementation of the TPR gets more appropriateness and easiness. This population consisted of nine (9) classes which were so large and at the same time very difficult to be studied. Thus, to facilitate the access to this investigation, the researcher selected two classes to sample the whole population.

#### **3.1.2 The sample**

The sample of this study consisted of two classes (73 pupils). The first class presented the experimental group that included (35) pupils, besides the second class which presented the control group and which consisted of (38) pupils. The sample of this study aged from ten (10)

to eleven (11). Their young age expected to serve the implementation of Total Physical Response.

### **3.1.3 Methodology of the Study**

The author used two tools in conducting this research. The first data gathering tool refers to the application of the test and the second tool was the questionnaires. The aim of the researcher in this part is to describe these data collection tools.

### **3.1.4 Experimental Procedure**

There are many researchers such as Gass and Makey (2016) who affirm that measuring the effect of the independent variable on the dependent variable is based on a pre-test which should be given to the participant before the treatment to figure out their level in English language, then a post-test to measure the rate of changing after the treatment took place.

#### **3.1.4.1 The Pre-test**

The researcher delivered a pre-test to both control and experiment group students to figure out their level in vocabulary retention. The pre-test was conducted on 10 January 2019. The time allocated to accomplish the test was about 30 minutes. The pretest consisted of (23) words that were arranged in six different tasks. The four first tasks were conducted based on what they had seen in their first lessons such as the school things, school commands, colors, days and months and so on. The instruction of the first task was about naming different school things that were provided as pictures and pupils commanded to write down their names. The second task was about matching words with their school commands. The third task instructed students to color five boxes, however in task four students were requested to scramble the letters to get the right words. The fifth and the sixth tasks were conducted based on their textbook first sequence ‘Me and my friends’ which contains questions about crossing out the word that differ in its sounds and other questions about their names, ages, and their classes.

### **3.1.4.2 The Treatment**

#### **The Control Group**

As mentioned before, the control group was consisted on (38) students. They were instructed without using the Total Physical Response. The targeted vocabularies of the teaching lessons were carried out without using any sorts of supporting techniques that Total Physical Response revolves.

#### **The Experimental Group**

The teacher used the Total Physical Response to instruct the experimental group students. The teacher introduced this method to the students before conducting the treatment. She used the TPR to carry out the teaching lessons' vocabularies through performing actions, giving pictures, involving in games to ease the comprehension of its meaning. Additionally, the teacher had implementing this method to promote her students' vocabulary retention. She carried out the treatment in three weeks. The treatment lessons were conducted from 13 January 2019 to 07 February 2019.

### **3.1.4.3 The Post-test**

A post- test was given to the students of both control and experimental group in order to find out the difference after the treatment. The post-test took place on 12 February. Again the time allocated to accomplish the post test was the same as the pre test, it means was about (30) minutes. The post test consisted of (28) vocabularies that were sought in the treatment procedure. These words were arranged in six tasks that resembled the pretest in its instructions, naming pictures, filling gaps, and having a short composition.

### **3.1.5. The questionnaire**

Both teachers and experimental group students were given questionnaires after the posttest fulfillment. The aim of the questionnaire is to find out the students responses towards the implementation of the Total Physical Response.

#### **3.1.5.1. The teachers' questionnaires**

Two questionnaires were distributed to tow teachers with different experiences after the treatment. The first teacher was the instructor of control group; he does not implement the TPR teaching method, unlike the second teacher who was the instructor of experiment group in which she used the TPR to teach vocabulary. Teachers were kindly requested to answer the questionnaires which consisted of (15) questions. The questionnaires were divided into three sections that are more detailed in following:

The first section: it contained 2 questions that were about teachers' personal information. The researcher aimed to figure out the teachers' experience and the level of degree they have.

The second section was concerned with vocabulary; the researcher delivered about 5 questions to the two teachers to figure out the strategies they use to teach vocabulary; the difficulties that their pupils face in retaining English vocabulary and how they do to help their pupils to overcome these difficulties.

The last section was concerned with the Total Physical Response. It contained nearly 8 questions. The researchers at this section aimed to know the teachers believes' towards the implementation of TPR, its appropriateness in presenting vocabulary as well as its effectiveness in promoting pupils' vocabulary retention.

#### **3.1.5.2. The students' questionnaires**

The experimental group students (35 pupils) were given questionnaires to estimate their responses towards the use of the TPR in instructing vocabulary and its effectiveness in promoting their retention. These questionnaires consisted of 15 ended and open ended

questions that translated into Arabic to ease to them the comprehension of the questions. The students' questionnaires were divided into three sections as well.

The first section concerned with personal information, it contained 3 questions about the pupils' attitudes towards English language and how they find its learning.

The second one concerned with the pupils' vocabulary retention. The researcher administered about 5 questions that aimed to figure out the pupils' awareness of vocabulary, its importance in learning English and the difficulties to retain it.

The last section was about the pupils' perspective towards the TPR teaching method. This section relied on 7 questions that aimed to indicate the effectiveness of TPR on vocabulary retention.

### 3.2 Section Two: Analysis and Results

#### Introduction

in this section, the researcher used both descriptive and numerical statistics. In addition, she collected the results obtained by the students in the two tests and analyzed them statistically. The results were also graphically designed to show the difference in the results before and after the implementation of the TPR teaching method. The researcher in order to get equal analyses between control group and experiment group excluded 3 pupils' scores from the control group.

#### 3.2.1 Results of the Pretest

##### 3.2.1.1 The Calculation of the Mean and Standard Deviation

The mean is calculated by dividing the total number of pupils' scores by the number of students as shown in the following formula

$$\bar{X} = \frac{\sum Fx}{N}$$

$\bar{X}$ : Mean       $F_x$ : Score Frequency      N: Number of scores       $\Sigma$ : The sum



The formula of the standard deviation is indicated as below

$$SD = \sqrt{\frac{\sum x^2 - \overline{X^2}}{N}}$$

### 3.2.1.2 Pretest Achievement of Control Group

The obtained pretest scores from the control group gathered in the following table:

N	Pretest
1	8
2	17,5
3	15
4	9
5	1
6	15,5
7	15
8	17
9	15,5
10	12,5
11	16,5
12	16,5
13	16,5
14	15
15	16
16	15
17	14,5
18	17,5
19	15,5
20	10,5
21	16,5
22	15
23	10
24	10,5
25	11
26	16
27	11,5
28	11
29	13
30	07,5
31	7
32	7,5
33	9
34	7,5
35	9,5
sum of scores	442/35= 12.62

**Table 02: the control group pretest scores**

Control group	Sum of scores	Mean of scores	SD
pretest	442	12,62	3,95

**Table 03: the pretest Mean and SD of control group**

In the pretest of control group, 9 students got under the average while the other 26 students got above the average, their scores varied between the weak (1 point to 9), average students got from 10 to 14, and good students got from 15 to 17,5 which was the highest score in this group.

### 3.2.1.3 Pretest Achievement of Experiment Group

N	pretest
1	16,5
2	15
3	13
4	13,5
5	10
6	10
7	17
8	16
9	16
10	10,5
11	16,5
12	14
13	16
14	15
15	16
16	16
17	12
18	11
19	12
20	10,5
21	13,5
22	18,5
23	19
24	13
25	16
26	5
27	7
28	9
29	8
30	8
31	9,5
32	3
33	2
34	8
35	7.5
sum	423.5

**Table 04: The experiment group pretest scores**

Experiment group	Sum of scores	Mean	Standard deviation
Pretest	423.5	12.1	4.31

**Table 05: the pretest Mean and SD of experiment group**

The experiment group pretest revealed that 10 students of this group got less than 10; it means that out of 35 students only 25 of them got above 10. However their scores varied from the least that get 2 points to the best that get nearly 19 out of 20 marks.

### 3.2.2 Comparison between the pretest of the control and experiment group achievement

Pretest	Sum of scores	mean	SD
control G	442	12.62	3,95
Experiment G	423.5	12.1	4.31

**Table 06: the difference in control and experiment groups' pretest**

From the table (6) that there is no significant difference between the scores of the two groups, the sum of the scores of the control group was higher a little bit than the experiment group. The mean of the experiment group estimated by (12.1) when the control group pretest mean was equal to (12.62). The standard deviation in the control group estimated by 3.95 while it was equal to (4.31) in the experiment group. To conclude, both groups had almost the same level before the treatment with a slight difference which was about 0.4 in favor of the control group.

### 3.2.3 Results of post test

#### 3.2.3.1 Posttest achievement of control group

The control group posttest achievement's table reveals that the sum of scores of students considered (241points), the number of students who got the average was about 32 students,

while the three other students got under the average. Their scores remained varied from (5) to sixteen and half (16.5) points.

<b>N</b>	<b>posttest</b>
1	12,5
2	12,5
3	13
4	11
5	11
6	10
7	10,5
8	10
9	10
10	14
11	13
12	13
13	16
14	12,5
15	10
16	16,5
17	16
18	13,5
19	12
20	15
21	16
22	16,5
23	14
24	14
25	16
26	12
27	14
28	12
29	14,5
30	16,5
31	8,5
32	5
33	9
34	15
35	6
<b>sum of scores</b>	441

**Table 07: the scores of control group posttest**

Control group	Sum of scores	Mean	SD
Post test	441	12.60	2.89472

**Table 08: The control group posttest Mean and SD**

### **3.2.3.3 Post-test achievement of experiment group**

The results of the posttest in the experiment group gathered by the researcher and arranged in the following table to figure out the sum of the scores and based on it, she could calculate the mean and the standard deviation.

N	posttest
1	15,5
2	15
3	12
4	10,5
5	13
6	14,5
7	19,5
8	18
9	17,5
10	20
11	17,5
12	19
13	19
14	20
15	20
16	17
17	18
18	13
19	14
20	18,5
21	20
22	20
23	20
24	15,5
25	17,5
26	20
27	19
28	13,5
29	17
30	10,5
31	10
32	18
33	7,5
34	7,5
35	2
sum of scores	549,5

**Table 09: the experiment group posttest scores**



Experiment group	Sum of scores	Mean of scores	SD
Posttest	549.5	15.7	4.40

**Table 10: the experiment group posttest Mean and SD**

Table 10 revealed the sum of the scores that equal to (549.5) and which obtained by the experiment group in the posttest. Again, the number of the students who got the average in the experiment group was 32 and only three students who fail to get up ten. Their scores varied from 2 points until the top of points that estimated by 20. As it is noticeable in the table, seven students succeed in getting this point.

### 3.2.3.4 Comparison between the post-test of control and experiment group achievements

posttest	Sum of scores	Mean of scores	SD
<b>Control G</b>	<b>441</b>	12.60	<b>2.89</b>
<b>Experiment G</b>	<b>549.5</b>	<b>15.7</b>	<b>4.40</b>

**Table 11: The difference between the posttests scores**

From the table 11, the researcher were able to deduce the difference in the posttest scores of both control group and experiment group, as it is noticeable the sum of scores of the experiment group was much higher than the control group. As well as, the significance difference in the means of the two groups was highconsiderable. This means that the implementation of TPR affected the results of the experiment group students positively.

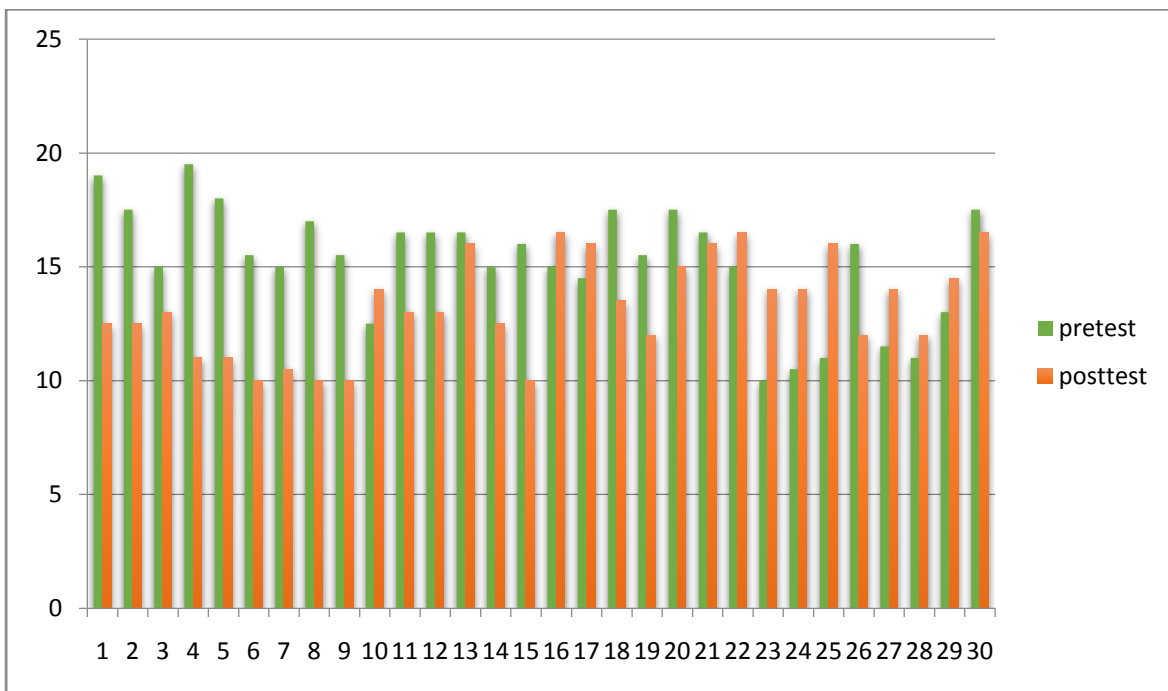
### 3.2.4 Comparative Achievement and Evaluation

#### 3.2.4.1 Comparison of the pretest and posttest achievement of control group

Control group	Sum of scores	Mean of scores	SD
<b>pretest</b>	<b>442</b>	<b>12.62</b>	<b>3.95</b>
<b>posttest</b>	<b>441</b>	<b>12.60</b>	<b>2.89</b>
<b>difference</b>	<b>1</b>	<b>0.02</b>	<b>1.06</b>

**Table12: the control group pretest and posttest comparison**

The table 12 arranged to figure out the difference of the pretest and posttest achievement in the control group. The table revealed that there were no significant differences in the tow values whether in the sum of the scores or in the mean of the scores. The students' level remained the same. And only the standard deviation in the posttest was below the pretest standard deviation. The results are more cleared in graph 1.



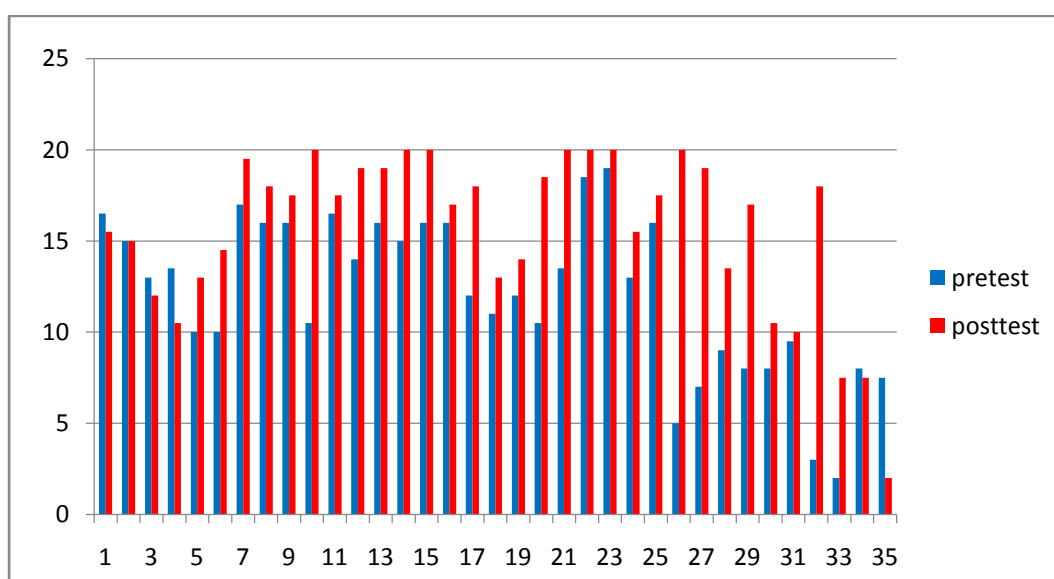
**Graph 01: The control group pretest and posttest achievement**

**3.2.4.2 Comparison of pretest and posttest achievement of experiment group**

<b>Experiment G</b>	<b>Sum of scores</b>	<b>Mean</b>	<b>SD</b>
<b>pretest</b>	<b>423.5</b>	<b>12.1</b>	<b>4.31</b>
<b>Posttest</b>	<b>549.5</b>	<b>15.7</b>	<b>4.40</b>
<b>difference</b>	<b>126</b>	<b>3.6</b>	<b>0.09</b>

**Table 13: The experiment group pretest and posttest achievement**

The results in the table 13 figure out that the posttest achievements were much better than in the pretest achievements. The students' sum scores in the posttest estimated by 549.5 much more than the pretest in which the sum of the scores estimated by 423.5. The difference between the posttest and the pretest means was considerable. The difference of the standard deviation of the two tests was not too much valuable. The effectiveness of the implementation of the TPR on students' achievement was marked in the posttest. The difference in the experiment group achievements is supported by the following graph.



**Graph 02: the scores of the pretest and post test of experimental group**

### 3.3 Results of the Questionnaire

#### 3.3.1. The analysis of the teachers' questionnaires

##### 3.3.1.1. Section one: Personal Information

**Q1:** how long have you been teaching English?

The first teacher reported that he has teaching English since 26 years and 7 months, while the second teacher has 4 years since she start teaching English. This means that both teachers

are experienced and will provide us with valuable information to accomplish the investigation of the effectiveness of the Total Physical Response on students' vocabulary retention.

**Q2:** What degree do you have?

Both teachers have License degree. The first teacher studied English in the classic system, when the second teacher studied English in LMD system.

### **3.3.1.2 Section Two: Teachers' vocabulary information**

**Q3:** Do you present vocabulary in every lesson?

The two teachers respond positively to this question and that they present vocabulary in each session, the first teacher affirms that he introduce vocabulary in each session specially that each lesson has its related vocabulary according to the topic the lesson deals with. The second teacher affirms that she present vocabulary in every lesson to enrich students' level in different skills especially the productive skills.

**Q4:** Do your students have difficulties with vocabulary retention?

Both teachers confirm that their students face difficulties in retaining English vocabulary, the first teacher affirm that he noticed that students hardly retain words in the way making it into practice. However the second teacher reported that her students face the challenge of retaining the word' spelling, pronunciation and meaning.

**Q5:** How do you help your students to overtake vocabulary retention?

The first teacher answered this question by doing dialogues beside the use of some mimics. The second teacher reported that she, in order to help her students to retain English vocabulary, makes these vocabularies in tasks, read texts, and written production.

**Q6:** Do you follow a specific method or approach to teach vocabulary?

The two teachers varied in responding this question. The first teacher reported that he did not follow any specific method , while the second teacher respond by yes and about the

method she follows she reported that she introduced vocabulary in examples and supporting them by gestures to help students to retain them and to use them easily.

**Q7:** Do you think it is necessary to use new methods to teach English vocabulary?

The two teachers strongly agreed new methods to teach English vocabulary especially once it helps them to promote their vocabulary retention, knowledge and use.

### **3.3.1..3 Section Three: Teachers' Information about TPR**

**Q8:** Do you use the Total Physical Response to present new vocabulary?

Again, the teachers varied in their responses. The first teacher again reported that he did follow neither the Total Physical Response nor any other specific method, while the second teacher reported that she use the Total Physical Response to introduce new words through miming them.

**Q9:** Do you think that TPR is appropriate to teach vocabulary?

The first teacher affirms that the TPR may be appropriate to teach vocabulary to some teachers and it may be not appropriate to some others, so it depends on the teacher characteristics. The second teacher provides as with clear information in which she affirmed the appropriateness of the TPR in introducing new vocabulary.

**Q10:** To what extent do you think the TPR effective in promoting students' vocabulary retention?

The first teacher believes that the TPR is effective to promote students' vocabulary retention, however, he still confirm that depends on the teacher characteristics and its use. While the second teacher affirms the effectiveness of the TPR in promoting the retention of English vocabulary whatever the case is.

**Q11:** Do you find difficulties in the implementation of the TPR teaching method?

Both teachers confirm the difficulty of the TPR implementation in the classroom. Their responses were based on the huge number of the pupils at each class.

**Q12:** At what stage you face difficulty in the implementation of the TPR during the lecture?

The first teacher reported that he face difficulty in implementing the TPR during the whole lesson and he find himself far away from the students. While the second teacher reported that she faces difficulties in the practice and produce stages.

**Q13:** Do your students response positively towards the TPR teaching method?

The first teacher reported the following ‘frankly speaking, some students response positively to the TPR teaching method’ but he still confirm not all of the students response positively towards this method, while the second teacher ensures that all of the students response positively towards all the TPR lessons.

**Q14:** Would you suggest any further solutions to promote vocabulary retention?

The first teacher confirm that with new generation it seems to be very difficult to promote their vocabulary retention, especially that there is a huge number of vocabularies and most of the students face difficulties in understanding their meaning even when they got their own books except some.

#### **3.3.1.4 Discussion**

Teachers’ answers varied between supporting the TPR teaching method and between refusing the idea of teaching vocabulary through this method. For instance teacher one did not teach through this method even he has 27 years teaching of experience, when the second teacher welcomes the idea of teaching English vocabulary through this method. Here students’ attitudes towards the TPR were very significant to accomplish this study. However,

to decision of whether the TPR is effective or not in promoting students vocabulary retention delayed till the calculation of t-test results of this study.

**3.3.2. The analysis of the students’ questionnaires**

**3.3.2.1. Section One: Personal Information**

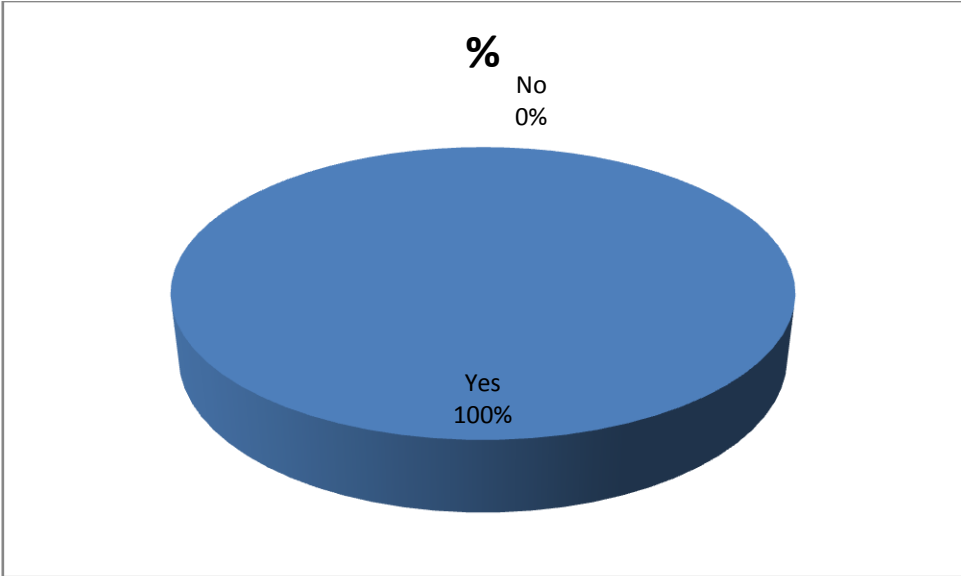
**Q1.** How long have you been studying English?

Thirty (30) students answered that they have been studying English just since one year; while the other five (5) students answered that they study English since two years ago. This means that there are five repetitive students we have to consider their feedback in answering the following questions.

**Q2.** Do you like English language?

Option	Number	%
Yes	35	100%
No	0	0%
Total	35	100%

**Table14 : Students’ attitudes towards English**



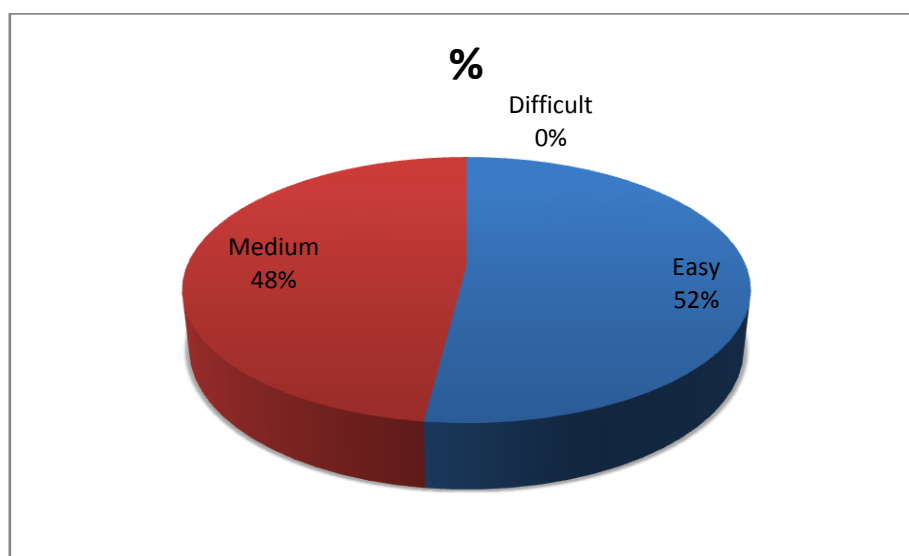
**Figure01: students’ attitudes towards English**

The table14 and figure 01results showed that all the answers of this question were ‘yes’. The whole number of the students responded that they like English language. From the available justifications, most of the participants repeat that they love English language, because they find it easy and funny to learn. Other students reported that English language is their favorite language and some others think that the English language is the key to have a brilliant future through its enhancement to get a good job.

**Q3. How do you find learning English?**

**Table 15 : Attitudes towards English Language**

Option	Number	%
Easy	18	51.43%
Medium	17	48.57%
Difficult	0	0%
<b>Total</b>	<b>35</b>	<b>100%</b>





### Figure02: Attitudes towards English Language

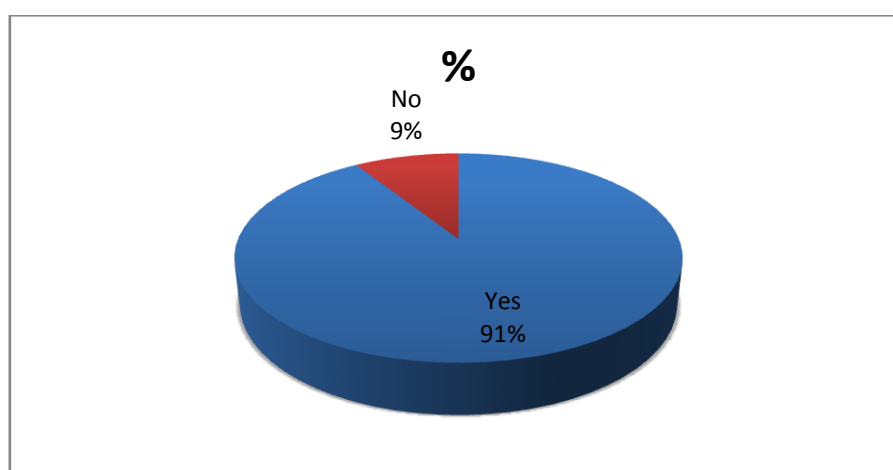
from the table 15 and the pie chart which symbolize the attitudes of first year middle school students towards English language learning, it is clear that 52% of the participants find English language easy to learn, while the answers with medium were 48% which constituent 17 students. Their answers with easy or medium were based on various reasons among them the difficulties they face when learning English. Some students have no difficulties in learning English; some others face difficulties at the level of writing and spelling, and few students face difficulties in reading, pronunciation, and the interpretation of the meaning. However other students reported that they cannot concentrate when learning these vocabularies.

#### 3.3.2.1.2 Section Two: Students' Vocabulary Information

Q 4. Are you interested in learning new English vocabulary?

Table 16: The concern of vocabulary learning

Option	Number	%
Yes	32	91%
No	3	9%
Total	35	100%



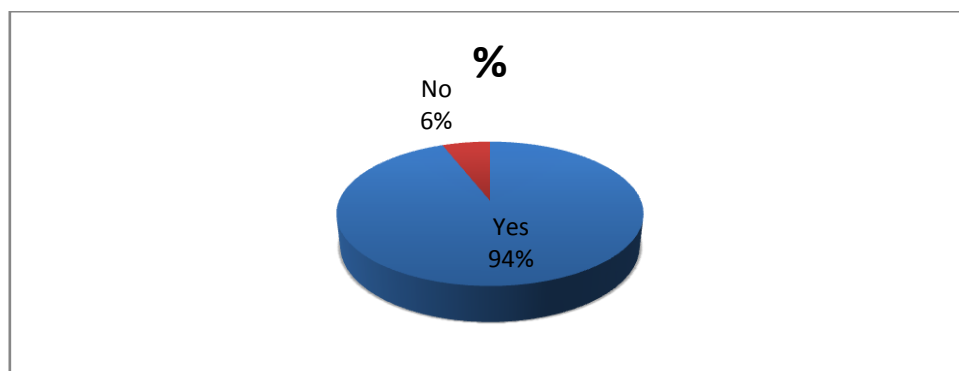
**Figure03: The concern of vocabulary learning**

The responses of this question which was ‘are you interested to learn new vocabulary in English’ were so much affirmative as shown in the table and figure. 32 students which estimated by 91% of the participants answered by ‘yes’ so they are interested to learn new words, however 3 students who represent 9% of the participant say that they are not interested with this subject.

**Q5.** Do you think that vocabulary is important to learn English language?

**Table17: Attitudes toward the importance of vocabulary**

Option	Number	%
Yes	33	94%
No	2	6%
Total	35	100%



**Figure04: Attitudes toward the importance of vocabulary**

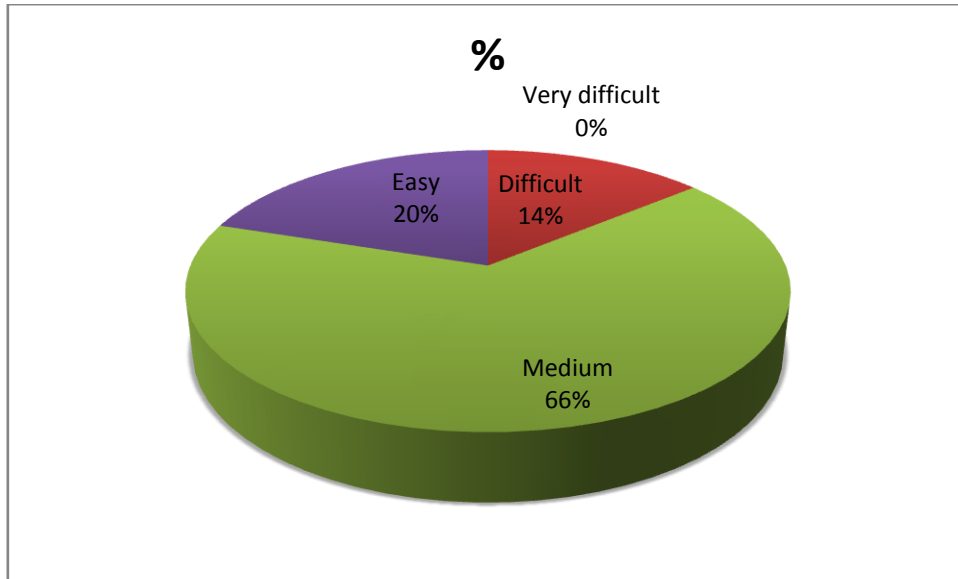
Apparently, the majority of the students have positive attitudes towards the importance of vocabulary in English language learning .Thirty three students with 94% of the participants

agree that vocabulary is very important to learn English language. And as shown in the table17 and figure 04, two students who represent 6 % of the participants disagree with the idea that vocabulary is very essential to learn English.

**Q6.** How do you find retaining English vocabulary?

**Table18 : Retention of vocabulary**

Option	Number	%
Verydifficult	0	0%
Difficult	5	14%
Medium	23	66%
Easy	7	20%
Total	35	100%



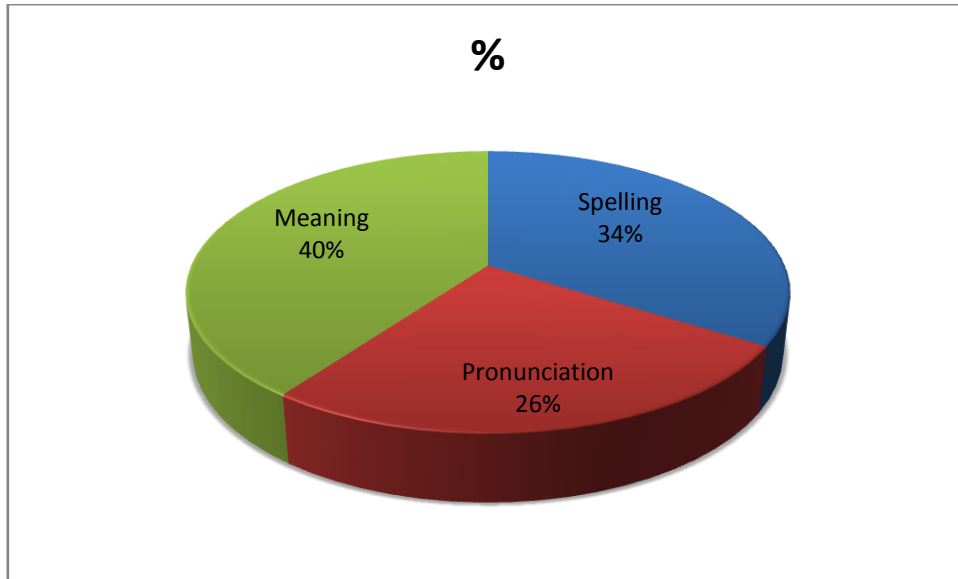
**Figure 05: Retention of vocabulary**

From the table18 and figure 04 results showed that 20percent of the participants which constituent seven students find retaining English vocabulary as an easy task. However, 23 out of 35 students who represent 66 percent from the participants answered that retaining vocabulary is medium rather than easy. Meanwhile, five students who represent 14 percent of the participant reported that retaining English vocabulary is really difficult task for them.

**Q7.** In your opinion, what is the most difficult aspect in retaining English vocabulary?

**Table19 : Difficulties in vocabularyretention**

Option	Number	%
Spelling	12	34%
Pronunciation	9	26%
Meaning	14	40%
Total	35	100%



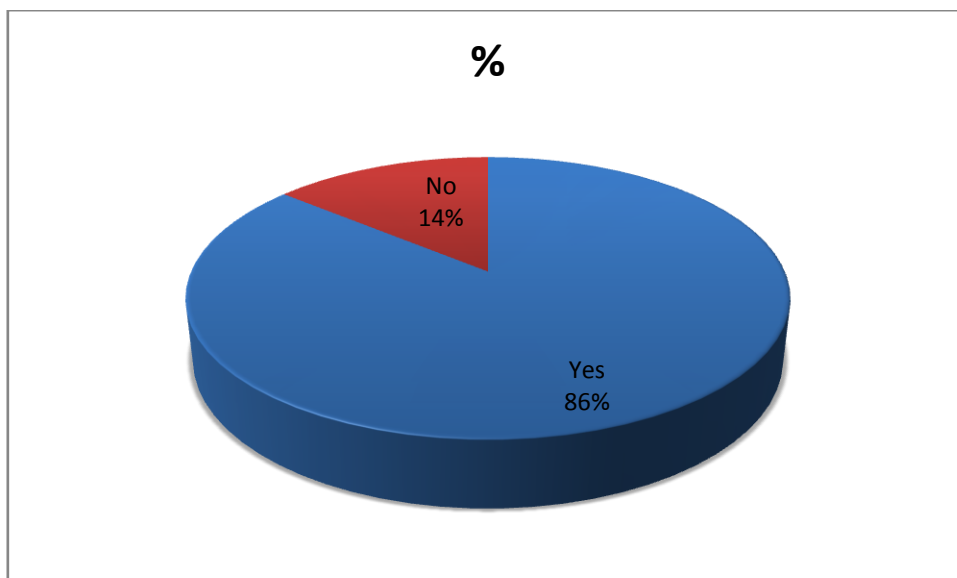
**Figure 06: Difficulties in vocabulary retention**

Concerning the question of ‘what is the most difficult part in English vocabulary retention, the students’ answers were different according to the data that table 19 and figure 05 provide. 12 out of 35 students answer that they face difficulties in vocabulary retention because they face problems at the level of spelling words, while 9 students reported that they face problems at the level of pronunciation that is why they cannot retain words. 14 students who represent 40% percent of the participants claim that the most difficult aspect in retaining English vocabulary is to retain its meaning.

**Q8.** Does your teacher use a specific strategy to teach you the English vocabulary?

**Table 20 : Students’ believes about teacher vocabulary teaching method**

Option	Number	%
Yes	30	86%
No	5	14%
<b>Total</b>	<b>35</b>	<b>100%</b>



**Figure07: students' believes about teacher vocabulary method**

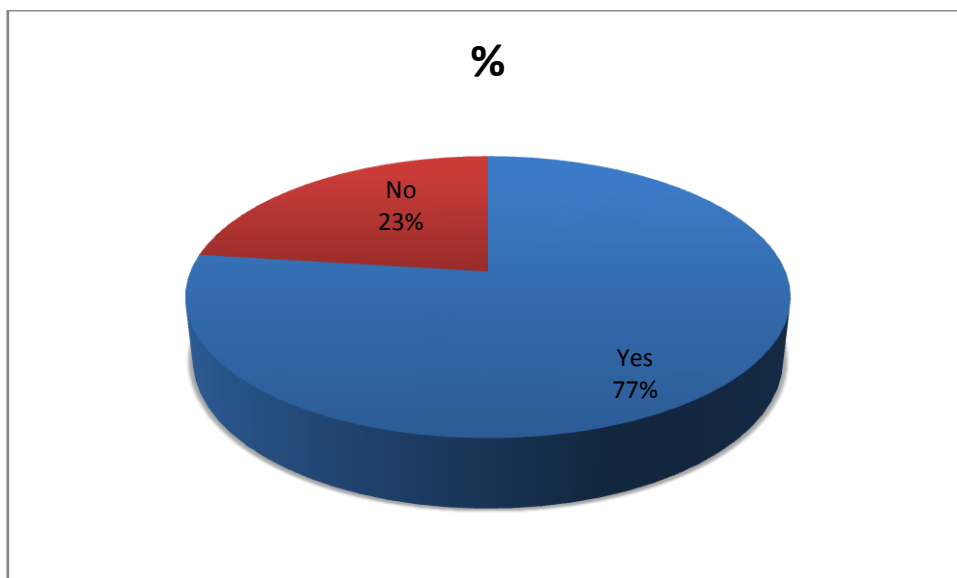
As seen in the table 20 and figure 06, it is clear that 86% of the participant which constituent 30 students answer the question whether their teacher has a regular habit in teaching vocabulary by 'yes' but the other 5 students who represent 14% of the participant answer by 'No'.

### 3.3.2.1.3 Section Three: Students' TPR information

**Q9.** In your opinion, is it necessary to use new methods for teaching English vocabulary?

**Table 21 : The concern with new teaching methods**

Option	Number	%
Yes	27	77.14%
No	8	22.86%
<b>Total</b>	<b>35</b>	<b>100%</b>



**Figure 08: The concern with new teaching method**

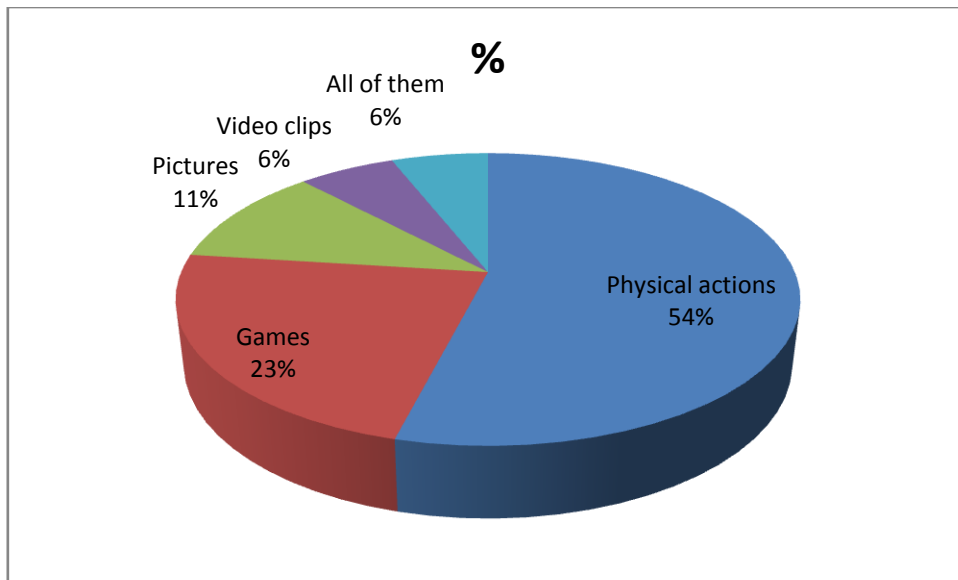
The table 21 and figure 07 showed that the students' answers were too motivating to use new methods in teaching English vocabulary. 27 students who represent 77 % of the participant agree with the idea of using new methods to teach English vocabulary. However, 8 students who represent 23% of the participant answer by 'No' to claim their disagreement.

**Q10.** Which of the following ways help you to retain English vocabulary?

**Table 22: Students' ways for vocabulary retention**

Option	Number	%
Physical actions	19	54.29%
Games	8	22.86%
Pictures	4	11.43%
Video clips	2	5.71%

All of them	2	5.71%
Total	35	100%



**Figure 09: Students' ways for vocabulary retention**

Through the table 22 and figure 08, it is clear that physical action is the most useful way to promote students' vocabulary retention through its selection by 54% of the participants. Eight students reported that involving in games is the best way to retain English vocabulary. According to 11% of the participants reported that using pictures is helpful way to retain more words in English unlike the other two students (6%) who selected visual video clips as the most helpful way to retain huge number of words. However, 6% of the participant selected all of them and reported that all these ways are beneficial to retain English vocabulary.

**Q11.** Do you agree that the Total Physical Response is the most useful method for learning new English words?

**Table 23 : Students' attitude towards TPR usefulness**



Option	Number	%
Yes	30	85.71%
No	4	11.43%
No answer	1	2.86%
Total	35	100%



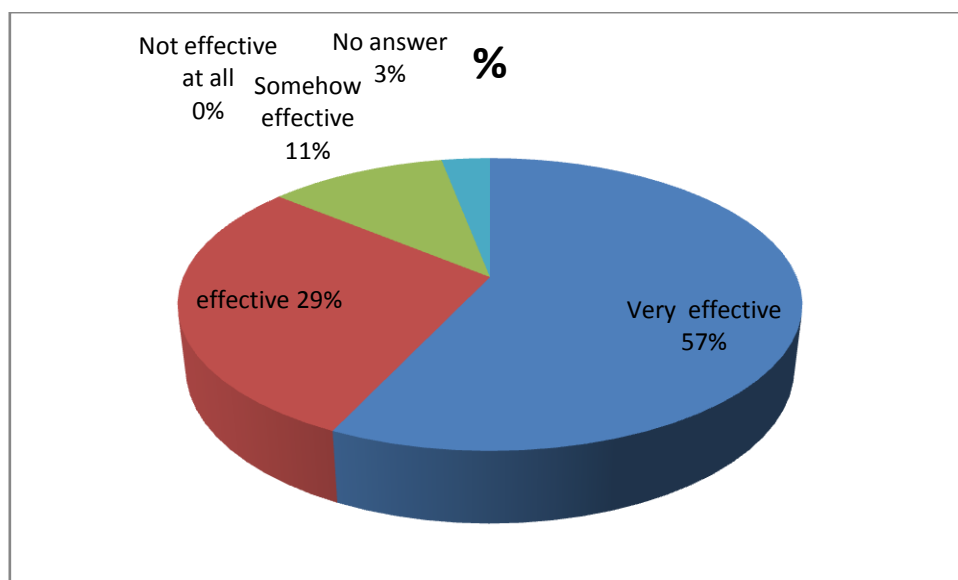
**Figure 10: Students' attitude toward TPR usefulness**

The students' answers affirm the appropriateness of using TPR to teach English vocabulary. The table 23 and the pie chart showed that the majority of the students agree that TPR is the appropriate method to learn English vocabulary with 86% of participants, however 4 students disagree. When, only one student who represents 3 % of the participants kept neutral.

**Q12.** To what extent do you find the Total Physical Response method effective for the retention of English vocabulary?

**Table24 : Students' believes about the effectiveness of TPR on vocabulary retention**

Option	Number	%
Very effective	20	57.14%
Effective	10	28.57%
Somehow effective	4	11.43%
Not effective at all	0	0%
No answer	1	2.86%
Total	35	100%



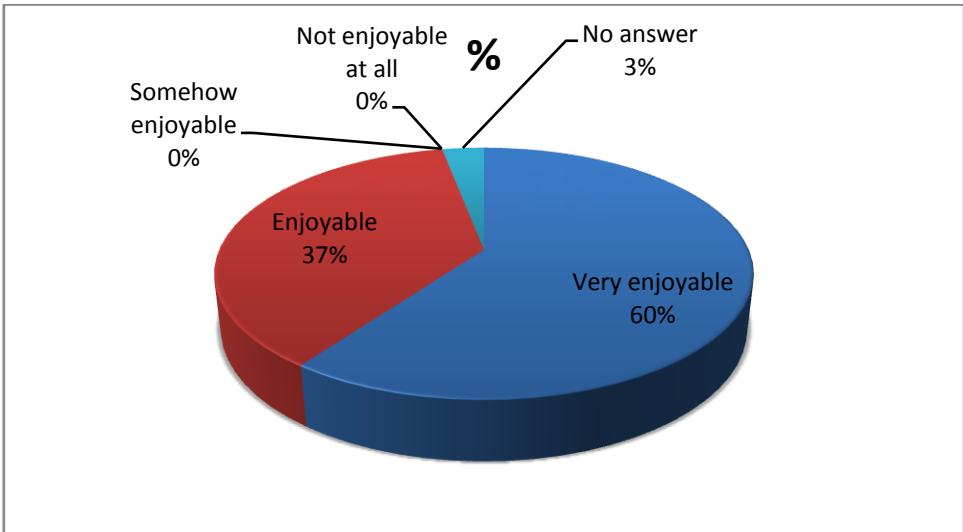
**Figure11: Students' believes about the effectiveness of TPR on vocabulary retention**

Responding the question to what extent do students find the TPR effective to promote vocabulary retention, it is clear from the data available in the table 24 and the pie chart that the majority of the participants (57%) strongly agree with the idea that the TPR is very effective in promoting their level in vocabulary retention, while 10 other students find it effective. Among the participant 4students find the TPR somehow effective and one of them kept neutral.

**Q13.** How did you find learning new English words through the Total Physical Response method?

**Table 25 : The concern of students with TPR**

Option	Number	%
Veryenjoyable	21	60%
Enjoyable	13	37.14%
Somehowenjoyable	0	0%
Not enjoyableat all	0	0%
No answer	1	2.86%
Total	35	100%



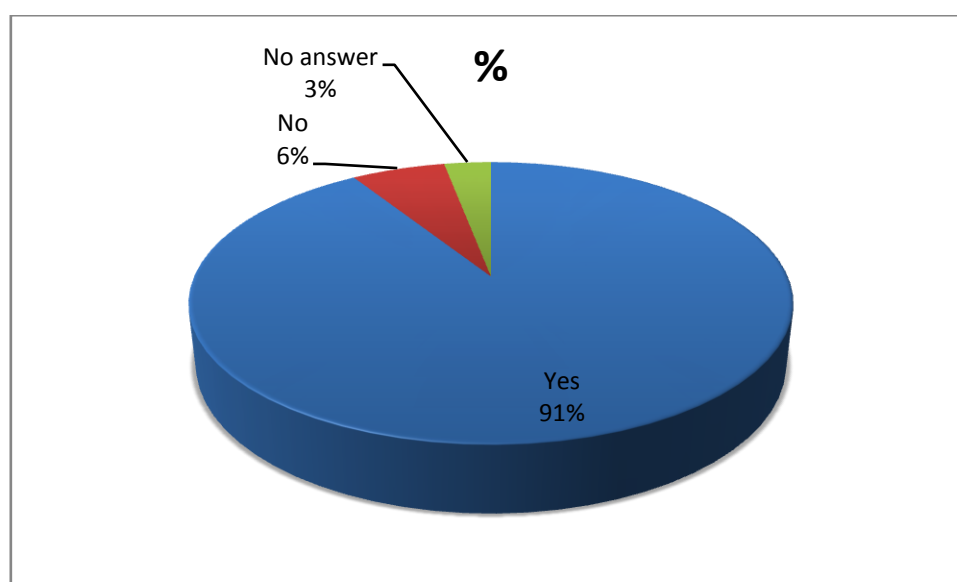
**Figure12: The concern of students with TPR**

The students’ answers were so much supportive. As seen in the table 25 and figure 11, the majority of the participant (60 %) which represents 21 students reported that they found the TPR lessons very enjoyable, while 13 students who represent 37% of the participant find it enjoyable and one of them did not answer this question.

**Q14.** Is Total Physical Response method beneficial for increasing your span of attention?

**Table 26: The rate of utility of TPR for students' attention**

Option	Number	%
Yes	32	91.43%
No	2	5.71%
No answer	1	2.86%
Total	35	100%



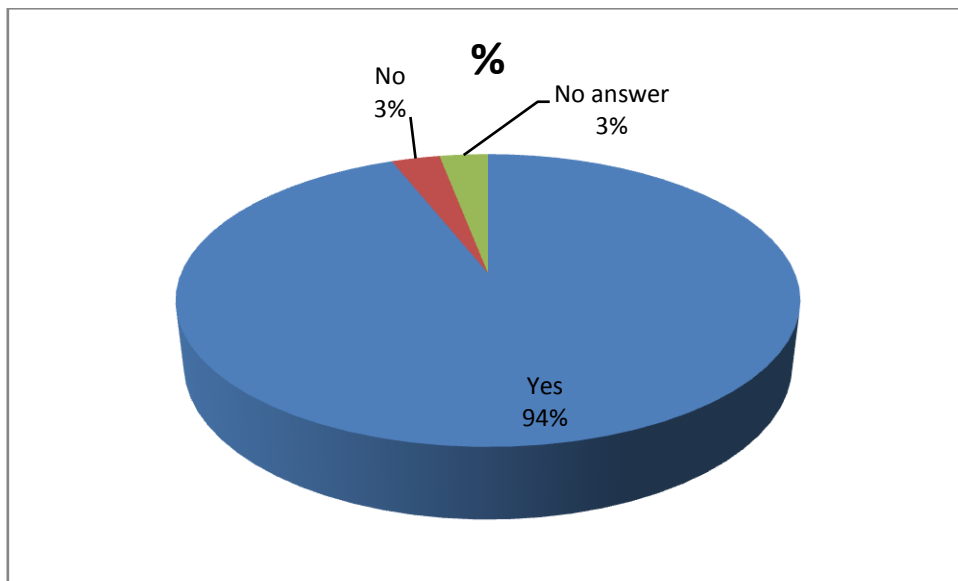
**Figure13: the rate of utility of TPR for students' attention**

The responses of this question were highly affirmative as shown in the table 26 and figure 12 in which the majority of students (91%) depict that TPR is very effective in increasing the span of their attention while only 2 students reported that their span of attention does not increase with the implementation of the TPR teaching method and one of them did not answer. Consequently, they respond the following question.

**Q15.** Are you satisfied with Total Physical Response courses?

**Table27: Satisfaction of students' with TPR**

Option	Number	%
Yes	33	94.28%
No	1	2.86%
No answer	1	2.86%
Total	35	100%



**Figure14: Satisfaction of students with TPR**

The table 27 and the pie chart results were affirmative. 94% of the participant which represent 33 students reported that TPR is very effective in increasing their span of attention, while only one student did not find it effective, and another student did not give answer to this question.

#### **3.3.2.1.4 Discussion**

The obtained answers from these questionnaires were too affirmative to this study. First year middle school students showed great reactions towards the implantation of TPR in teaching vocabulary. The students showed their enthusiasm to learn vocabulary through this

method. They like to perform actions and involve in games to keep their interest in learning language. Students claim that TPR is very effective in promoting their vocabulary retention.

**3.3 Hypotheses Testing**

The researcher at this level is going to test the hypotheses of this study.

**H0:** The null hypothesis believes that TPR has no effect on students’ vocabulary retention.

**H1:** The alternative hypothesis believes in the effectiveness of TPR in promoting students’ vocabulary retention.

**3.4 T-test Caculation**

$$t = \frac{\text{sample (or test)one mean} - \text{sample (or test)two mean}}{\text{Standard Error of the difference in means (SE)}}$$

$$SE = \frac{SD}{\sqrt{N}}$$

**SD:** Standard Deviation

**N:** The number of the sample.

**Table 28 : description of statistics**

	N		Mean	Std. Deviation
	Valid	Missing		
pretestG1	35	15	12,6286	3,95441
pretestG2	35	15	12,1000	4,31448
PostetstG1	35	15	12,6000	2,89472
PostetstG2	35	15	15,7000	4,40621

### PairedSamples Test

	df	Sig. (2-tailed)
Pair 1 ppretestG1 - PostetstG1	34	,969
Pair 2 pretestG2 - PostetstG2	34	,000
Pair 3 g1 - g2	34	,002

Degree of freedom

It is obtained through subtracting one (1) from the total number of students of the experiment group as shown in the following practicality:

$$df = (N - 1)$$

$$df = (35 - 1)$$

$$df = 34$$

The researcher, afterwards, is able to calculate the p-value from the t-test and the degree of freedom. The p-value should be calculated to verify the two hypotheses, the null hypothesis (H0) and the alternative hypothesis(H1).The p-value was estimated by (.002) which below the significance level (0.05). The researcher found the outcome of the p-value through using the SPSS statistical program. This means that the null hypothesis (H0) is rejected, and we can conclude that instructing students through using TPR is highly valuable in promoting their vocabulary retention.

### 3.4. The Discussion of the Results

The obtained data from the quasi experiment, particularly, the scores of the pre-test and post-test showed the desired difference after using the TPR as instructing method. The mean of the pre test scores was about (12.1), while the mean of the post test scores was (15.7). This means that there is a significant advance (the difference in the means = 3.6) in retaining vocabulary. The t-test calculation showed that the null hypothesis was wrong. Furthermore

the alternative hypothesis was proved. The alternative method appreciated the contribution of the TPR in promoting the retention of English vocabulary. In the same way, the obtained data from both teachers and students' questionnaires ensured the effectiveness of the TPR teaching method in raising the enjoyment when presenting the lessons' vocabularies. The students' answers in the questionnaires showed their positive attitudes towards TPR and its efficiency in promoting their retention of vocabularies.

### **Conclusion**

By investigating this research, the writer's aim was to figure out the effectiveness of the TPR teaching method in promoting the vocabulary retention of first year middle school students. To reach this aim, the researcher conducted a pre-test before carrying out the treatment then a post-test was delivered to the students one week after the treatment. The scores of the two testes were obtained, analysed inferentially then described graphically. Based on these analyses, the researcher found the pre test and post test means. Additionally, she calculated the t-test to figure out whether it happened any progress in retaining English vocabulary after the implication of the Total Physical Response teaching method or not. In this chapter, the obtained results showed the values of the two tests' means, the standard deviation, and the value of the t-test. From the statistic analyses, the researcher deduced that teaching middle school students through TPR really increase their vocabulary retention.

### **GENERAL CONCLUSION**

At very beginning, the researcher stated that her aim is to investigate the effectiveness of the Total Physical Response teaching method on students' vocabulary retention, whether it is workable or not. The reason behind selecting this method is the nature of middle school students. They are young and still beginners as EFL learners, subsequently; they face difficulties in retaining vocabularies and fail to recall them when needed. The researcher



comes up with TPR as an alternative solution to overcome this problem. The researcher believes that using the TPR to teach students enable them to do what they like, to move and to act so they feel no stress when expressing their thoughts and ideas.

This research is made up with three main chapters. The researcher devoted the first two chapters to the theoretical part, when the third chapter was devoted to the empirical part in which the researcher analyzed and discussed the obtained data. In the first chapter, the researcher introduced some points that concern vocabulary like its definition, its importance in language learning, how to be taught, learned, and presented certain steps that are useful in retaining vocabulary. The second chapter was devoted to discuss the general concept about the TPR teaching method, how it is implicated. The researcher presented some advantages and disadvantages of this method and discussed its activities that contribute in promoting vocabulary retention. The researcher devoted the last chapter to the field work beside the analysis and discussion of results that were gained from the quasi experiment and both teachers and students' questionnaires. Through the gained results, the researcher was able to conclude the alternative hypothesis which confirmed the contribution of using TPR in promoting the retention of English vocabulary; meanwhile, she rejected the null hypothesis because the p-value bellowed the significant level value.

To sum up, the teachers of middle school students should always look for teaching methods that fit the students' characteristics and their styles. As suggested in this research, the TPR is very beneficial in promoting the students vocabulary retention, enjoyable, and effective to reinforce the relationship between teachers and their students, so it should be taken in consideration when teaching young students.

### **Limitation of the study**

To accomplish this research was not easy to the researcher. The time allocated to investigate the effectiveness of Total Physical Response on students' vocabulary retention was not much enough. The researcher little experience in the domain of teaching affects in preparing TPR lessons, hopefully, it would be better carried out in term of time lengthy and the groups' sizes.

### **Suggestions and recommendation**

- Vocabulary is very important to learn foreign language so it must get more attention from teachers and researchers as well.
- Retention of vocabulary is another area in vocabulary learning. Teachers should be aware of their characteristics and styles so they choose the most appropriate method to retain vocabulary.
- Middle school students, particularly, first year students must be encouraged to do what they like to do to ease their learning process.
- TPR is a very useful teaching method that should take more attention specially by Second and foreign languages' teachers.
- TPR is very accessible teaching method in favor to free-stress leaning teaching students, so it is useful in developing language skills such as listening and speaking, as it is very effective in promoting vocabulary retention.



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# Appendixes

## Appendix 01: The pre-test

Radjaà Khaladi Middle School

Full name : .....

### First English Test

Task 01 : Name these school things



.....

.....

.....

.....

Task 02 : Match the words with their pictures (02 Pts)



listen



read



count



play

Task 03 : Colour these boxes (05 Pts)



yellow



green



red



black



orange

Task 04 : Unscramble the days (03 Pts)

Sdyuna = ..... dayMon = ..... esdyaTu = .....

Task 05 : Cross out the word with different sound in each list (03 Pts)

- Day - my - I - five /aɪ/
- Sh - cinema - film - nice /ɪ/
- May - day - play - hi /eɪ/

Task 06 : Complete this paragraph with words of your own (03 Pts)


Hi, .....name is ..... I am .....years old. I am a pupil at Radjaà Khaladi ..... I study..... on Monday, Wednesday and Thursday.

Good luck

## Appendix 02: The post-test

<b>THE FIRST ENGLISH EXAM</b>			
-------------------------------	--	--	--

Full Name	Grade	Mark/20	Mark/60
.....	1st MS.....	.....	.....

	<p>Hello , friends !</p> <p>I'm Perla . I am from Brazil, My mother's name is Diana and she is a lawyer.My father's name is Jack,He is a doctor,I have one brother, His name is Peter, I love my family so much !</p>
---	---

1/. I read the text and I colour the correct answer : ( 03pts)

- Diana is the :

sister	Aunt	mother	of Perla
--------	------	--------	----------

- Her father is a :

lawyer	Doctor	teacher
--------	--------	---------

- Perla has :

one	Two	three	brother (s)
-----	-----	-------	-------------

2/. I complete with He , She or It : (03pt)



..... is my grand-mother,



..... is my grand-father,



..... is a pencil,

3/. I complete with the right article : a / an / (02pts)

- Perla is ..... Brazilian girl.She is.....excellent pupil.
- Her mother is ..... lawyer, She is ..... intelligent woman,

4/ I write the job under each picture : (02pts)

a teacher / a farmer / a mechanic / a dustman



5/ I put the following words in the right tree : (04pts)

Mother / mechanic / grand-father / nurse / uncle / painter / electrician / sister



6/ I help my brother to complete the passage : (06pts)

teacher / he / an / mother / she / years

This is my father, ..... is 38 years old, he is ..... architect and this is my ....., she is 32 ..... old, she is a .....  
And the baby is my little sister Anya ..... is 1 month.



### **Appendix 03: Teachers' Questionnaires**

Dear teachers, I will be grateful if you would answer these questions which is a part of academic research investigates the effectiveness of Total Physical Response on the students' vocabulary retention. Your responses will be very helpful to reach this aim.

**Thank you in advance for your collaboration**

**Q1:** How long have you been teaching English?

.....

**Q2:** How many years have you been teaching English at middle school level?

.....

**Q3:** What degree do you have?

.....

**Q4:** Do you present vocabulary in every lesson?

.....

If yes, for what purpose?

.....

.....

**Q5:** Do your students have difficulties with vocabulary retention?

.....

If yes, what are these difficulties?

.....

**Q6:** How do you help your students to overtake vocabulary retention difficulties?

.....

**Q7:** Do you follow a specific method or approach to teach vocabulary?

.....

If yes, which one and why?

.....

**Q8 :** Do you think it is necessary to bring new methods into teaching English vocabulary ? .....

**Q9: DO** you use Total Physical Response to present new vocabulary ?  
.....

**Q 10:** Do you think that Total Physical Response is appropriate to teach vocabulary?  
.....

**Q11:** In your opinion, is the Total Physical Response effective method in promoting students' Vocabulary retention?  
.....

**Q12:** Do you find difficulties in the implementation of TPR teaching method?  
.....

**Q13:** At what stage you face these difficulties ?  
.....

**Q14:** Do your students response positively towards TPR teaching method?  
.....

**Q15:** Would you suggest any further solutions to promote vocabulary retention?  
.....

#### **Appendix4: Students' Questionnaire**

Dear students, I will be grateful if you would answer these questions which is a part of academic research investigates the effectiveness of Total Physical Response on the students' vocabulary retention. Your responses will be very helpful to reach this aim.

**Thank you in advance for your collaboration**

Q1. How long have you been learning English?

Q2. Do you like English language?

Yes  no

Q3. How do you find learning English?

Easy  medium  difficult

#### **Section Two: Students' Vocabulary Information**

Q4. Are you interested in learning new English vocabulary?

Yes  no

Q5. Do you think that vocabulary is important to learn English language?

Yes  no

Q6. How do you find retaining English vocabulary?

Very difficult  difficult

Medium  easy

Q7. In your opinion, what is the most difficult aspect in retaining English vocabulary?

Spelling  pronunciation  meaning

Q8. Does your teacher use a specific strategy to teach you the English vocabulary?

Yes  no

**Section Three: Students' TPR information**

Q9. In your opinion, is it necessary to use new methods for teaching English vocabulary?

Yes  no

Q10. Which of the following ways help you to retain English vocabulary?

Physical activities  games  pictures  videos

Q11. Do you agree that the Total Physical Response is the most useful method for learning new English words?

Yes  no

Q12. To what extent do you find the Total Physical Response method effective for the retention of English vocabulary?

Very effective  effective

Somehow effective  not effective

Q13. How did you find learning new English words through the Total Physical Response method?

Very enjoyable  enjoyable

Not enjoyable  not enjoyable at all

Q14. Is Total Physical Response method beneficial for increasing your span of attention?

Yes  no

## استبيان الطالب

فعالية الاستجابة الجسدية الكلية في الاحتفاظ بمفردات الطالب.

أعزائي الطلاب ، سأكون ممتنة إذا أجبت على أسئلتني ، حتى أتمكن من جمع بعض المعلومات بطريقة أكاديمية لإنجاز عملي البحثي حول فعالية الاستجابة الجسدية الكلية في احتفاظ الطالب بمفردات اللغة الانجليزية . يرجى التفضل بوضع علامة (√) على الجواب المناسب

شكرا لكم مقدما على تعاونكم

س1: منذ متى وأنت تتعلم اللغة الإنجليزية؟

س2: هل تحب اللغة الإنجليزية؟

نعم  لا  لماذا؟

س3: كيف تجد تعلم اللغة الإنجليزية؟

سهل  متوسط  صعب

إذا كانت صعبة ، ما هي الصعوبات التي تواجهها عند التعلم؟

س4: هل أنت مهتم لتعلم كلمات جديدة في اللغة الإنجليزية؟

نعم  لا

س5: هل المفردات مهمة لتعلم اللغة الإنجليزية؟

نعم  لا

س6: هل تعتقد أن الاحتفاظ بالمفردات في اللغة الإنجليزية؟

صعب للغاية  متوسط  سهل

س7: في رأيك ، ما هو الجزء الصعب للغاية في الاحتفاظ بمفردات اللغة الإنجليزية؟

التهجئة  النطق  المعنى

س8: هل لدى الأستاذ عادة منتظمة في تدريس مفردات اللغة الإنجليزية؟

نعم  لا

إذا كانت الإجابة بنعم، فما هي؟

س9: هل تعتقد أنه من الضروري إدخال طرق جديدة في تدريس مفردات اللغة الإنجليزية؟

نعم  لا

لماذا؟



س10: أي من الطرق التالية يمكن أن تساعدك في الاحتفاظ بمفردات اللغة الإنجليزية؟

النشاط الحركي  الألعاب  الصور  أشرطة الفيديو

س11: هل توافق على أن الاستجابة البدنية الكاملة هي الطريقة المناسبة لتعلم مفردات اللغة الإنجليزية؟

نعم  لا

برر :

س12: هل تعتقد أن طريقة الاستجابة البدنية الكاملة فعالة في الحفاظ على مفردات اللغة الإنجليزية؟

مفيد جدا  مفيدة

مفيدة قليلا  ليست مفيدًا على الإطلاق

س13: كيف وجدت الدروس في أسلوب الاستجابة البدنية الكاملة؟

ممتعة جدا  ممتعة

ليست ممتعة جدا  ليست ممتعة على الإطلاق

س14: هل الاستجابة الجسدية الكاملة مفيدة لزيادة مدى تركيزك؟

نعم  لا

س15: هل أنت راضي عن دروس الاستجابة البدنية الكاملة هذه؟

نعم  لا

## Appendix 05: Sample Lesson Plans

Tuesday, January 15<sup>th</sup>. 2019

**Objective:** Learn vocabularies about one's family :(parents ,brothers and sisters).

**Materials:** pictures, songs and actions

**Procedures:** the teacher gives her students pictures that represent the members of the family.

The teacher then sing a song and makes her students repeat after her. This song was as the following:

This is my family      father mother me

This is my family      father mother brother

This is my family      sister is for me

And we are happy family

The teacher makes the students repeat the song until they learn the vocabularies of the family members.

The teacher draws a family tree in the board to reinforce the students' retention



**Tuesday 22<sup>nd</sup> January 2019-06-17**

**Objectives:** Presenting personal pronouns (I, you , she, he ) and possessive adjective (My, your, her, his )

**Material:** Colored flashcards, pictures, actions.

**Procedure:** The teacher distributes a number of colored flashcards to her students, then she ask them individually what color they have got, Afterwards the teacher makes the students ask one the other. The students' answers should contain the personal pronoun that refers to the interviewees.

The teacher refers to the family members' pictures; she models with a number of pupils how to ask about their family members and at the same time drills them on the use of possessive adjectives

The teachers in order to reinforce the retention of personal pronouns relies on imperative instructions such as push in your chairs, take his pen (one of the pupil takes the other peer's pen) , drilling pupils is continued until they learn as well theses words.

**Tuesday 29<sup>th</sup> January 2019**

**Objective:** make the students able to name the different jobs

**Material:** Pictures, gestures and physical actions

**Procedures:** At very beginning the teacher provides her students to stick them in their copybooks; she presents the pictures to her students, gives them the pronunciations and asks them to repeat the word many times. The teacher supports the pronunciation of the words with hand gestures. The researcher afterwards, models with a number of pupils how certain of these jobs fulfilled as opening the patients mouth by the dentist, assessing the thief and so on to help the students retain the names of different jobs.



## Thursday 31<sup>st</sup> January 2019

- **Objective:** make the students able to pronounce words that contain /θ/ and /ð/

**Material:** games and gestures.

- **Procedure:** the teacher here divided the class into small groups. Each group were provided with a number of words that contain /θ/ and /ð/ sounds on sheets of paper

mother	Thursday	Father
Third	fifth	Thank
think	Brother	fourth

The pupils are expected to spread the paper on the table. They have to listen to their teacher and pay their attention to her gestures. The group that succeeded in picking up the largest number of words considered to be the winner. The teacher makes the students pronounce these words until she guess that all the pupils able to make difference between the two sounds.

