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Exploring The Use of Total Physical Response Method in Vocabulary Instruction

Case Study of Boukhemila Laddjel 4th year Primary School Pupils Sougueur.

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Master's in Didactics

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Dedication 1

Glory to Allah in thought, and fulfillment.

First and foremost, to the women I love most, who have been my rock, my biggest supporter, and the reason I'm here: My mother.

To the man who has been there for me throughout my entire life, my unwavering source of strength and support: My father.

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To my dear friends, through thick and thin.

To the members of the university club "Carts".

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To my self

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To my brothers, Ahmed and Younes

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Abstract

The current work looks into highlighting the unconscious utilization of Total Physical Response strategies in EFL primary classrooms. Especially, when it comes to the teaching of vocabulary and focus on its retention. Thus, the main aim of this study is to explore how can fourth-year primary pupils be consciously taught vocabulary using the TPR strategies. Moreover, it seeks to advise useful TPR techniques to be employed by teachers to overcome vocabulary retention. For this purpose, we have utilized a mixed methodology and a triangulation of research tools. A classroom observation, a structured interview with fourth year elementary pupils, and a questionnaire that was given to some fourth year Tiarti primary school teachers. The results reveal that TPR strategies are explored in EFL classes to a good extent without teachers' full consciousness about them. It also reveals that if EFL vocabulary lessons involve more hands on and TPR related activities, then, vocabulary retention would greatly improve.

Keywords: Primary School, Strategies, Teaching Vocabulary, Vocabulary Retention

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List of Acronyms

CELTA: Certificate in Teaching English to Speakers of other languages

ELF : English as Lingua Franca

EFL: English as a Foreign Language

MPFA: Meaning pronunciation Form

MPF : Meaning Pronunciation Form

MUPF: Meaning Use Pronunciation Form

TPR: Total Physical Response

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General Introduction

Teaching a foreign language to a young age group requires teachers to be fully aware of the pupils mental, cognitive and educational capacities to render such task possible. Normally, A TEFL teacher is equipped with the knowledge, skills, and practical experience to teach English to any age group. He is trained to distinguish their different learning styles, retention span, their cognitive and emotional struggles to be able to devise the best strategies to adopt in class. Furthermore, the task of teaching vocabulary at the initial stages of teaching a foreign language requires other skills of planning, selection of materials and smooth feedback.

More importantly, Algeria in the past few years introduced the teaching of English in early stages of education providing digital assistance and training. However, it seems that some EFL teachers grasp the notion of teaching various skill in a broader sense and can come short implementing certain strategies with full awareness of its steps, implications and proper planning. It could be surprising to discover that some EFL teachers apply certain strategies without prior or full knowledge about it for a didactic aspect.

As a result, we notice at the level of Algerian primary school that some –probably novice- teachers care about the basics of teaching vocabulary that pupils’ need at this level using some TPR strategies. However, they lack consciousness about many different creative ways TPR can reinforce vocabulary teaching and retention for a larger span of time.

The research at hand aims to investigate the level of EFL teachers consciousness about the effectiveness of TPR strategies for vocabulary teaching. It also attempts to devise more creative TPR strategies that can massively increase vocabulary retention in Algerian EFL primary classrooms. In order to achieve this aim three research questions were raised :

Question 1- Are EFL primary teachers consciously utilizing TPR vocabulary-teaching strategies with fourth year primary school pupils?

Question 2- What are the typical obstacles and problems that Algerian fourth-year primary school pupils face when it comes to vocabulary retention?

Question 3- How can the TPR techniques proposed in the textbook be more effective for vocabulary retention?

After posing crucial questions to this study which are equally crucial to find solutions to our main problem. We propose the following hypotheses that are simply the researchers temporary assumptions :

Hypothesis 1- The most vocabulary teaching strategies utilized in elementary classes are somehow TPR rooted such as role playing and games ; however, teachers are not fully aware of it.

Hypothesis 2- The most common issues related to vocabulary retention are pronunciation, spelling.

Hypothesis 3- Vocabulary instruction could use more creative TPR techniques such as : charades or Simon says which focus on repetition and body language to overcome pupils vocabulary retention problems.

This study is based around the research questions mentioned above. Nevertheless, these questions have different objectives to achieve. Each question has its objective as follows:

Objective 1- It seeks to showcase which strategies are used in teaching vocabulary to young learner and whether teachers are aware of its source and implications.

Objective 2- It attempts to figure out the problems that face pupils when it comes to vocabulary retention.

Objective 3- It helps with devising the most effective and creative TPR techniques that could help overcome the problems mentioned earlier.

On the same line, to accomplish our goals we decide to follow a mixed methodology involving a triangulation of research tools. First, some non-participant pilot observations are held in nine different primary schools to validate our initial problematic. Then, a structured interview is held with thirty-four fourth-grade primary school pupils, and finally a questionnaire is developed to elicit answers from elementary school teachers.

The present dissertation is divided into three main chapters:

The theoretical background and earlier research about TPR as a concept and its various strategies are described in the first chapter. It offers insights into the total physical response, including its benefits, techniques, and classroom activities. This chapter also emphasizes the role of the total physical response in motivating pupils. Furthermore, it addresses the most prevalent problems associated with vocabulary retention.

In addition, the second chapter offers a considerable account about vocabulary significance in learning a foreign language and vocabulary teaching in Algerian context. Whereas, the third chapter devises some of the best TPR techniques for teaching vocabulary—especially to young students in elementary school.

Chapter One:

Notions on Total Physical Response

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1.1 Introduction

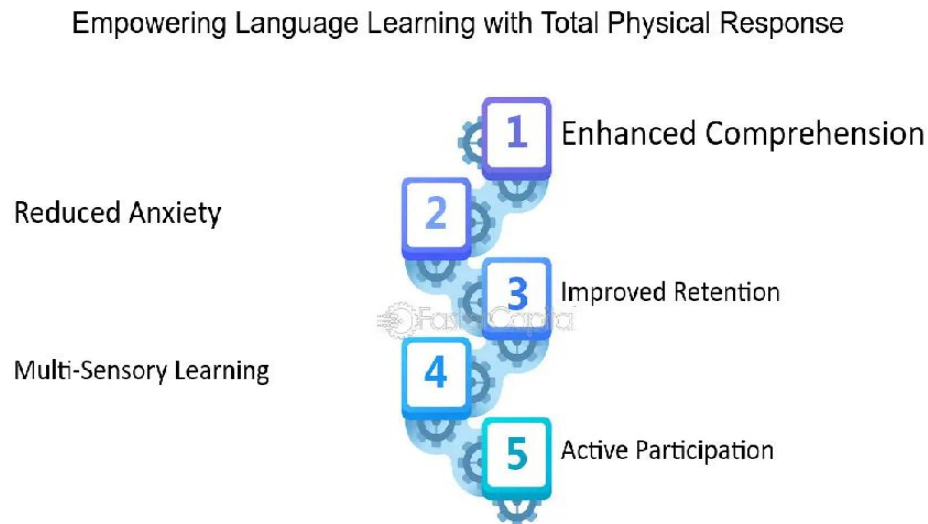
On the global scene, the English language is widely used and studied by learners from all over the world. Many countries have included it in their basic school curricula due to the huge interest in it. But learning a foreign language involves more than just committing vocabulary and grammar rules to memory. Vocabulary is one of the most important of its building blocks, and comprehending it deeply is necessary.

This chapter will be dealing with important notions about the total physical response approach, its main advantages, and disadvantages as well as the main steps to its application in class.

1.2 Total physical Reseponse

Total Physical Response (TPR), put forward by James Asher, is a language teaching approach which encourage people to combine language learning with physical actions. Richards and Rogers (2011) reveal the total physical response is a language teaching method built around coordination of speech and action.

The approach that uses motor exercises to teach languages. According to Larsen and Freeman (2000), TPR is designed to comprehend commands or instructions in a foreign language since, in real-world situations, students are given instructions that can improve their comprehension of the course material.

Figure 1.1*Impact of TPR on Language Learning***1.2.1 Principles of Total physical response**

The following points summarize the principles of the Total Physical Response teaching technique as stated by Sarosdy, Bencze, Poor, and Vadnay (2006):

- The instructor controls all aspects of student conduct; pupils follow directions from the teacher, observe how the teacher performs, and copy their nonverbal cues.
- This approach allows for interaction between the instructor and the entire class of pupils, as it might be between a teacher and a particular pupil.
- Lessons using the TPR teaching approach are presented in the students' target language; the mother tongue is hardly ever used.
- This approach prioritized grammar and vocabulary using various Language-related features include native speakers' cultures, pronunciation, which is primarily learned through hearing, and abilities like understanding spoken words before they are produced by pupils. They must learn how to carry out the orders; they do not learn to read them.

- Formal teacher evaluations can involve asking specific students to respond to a series of instructions, and based on the student's performance, the teacher assesses the student's success rate.
- Instructors should be understanding of mistakes and only correct serious ones, even then, gently;-The curriculum for Total Physical Response should include a wide range of topics.

Figure 1.3

Implementing TPR in class



1.2.2 Total Physical Response Activities and Merits

Asher (1981) suggests that the main focus of TPR activities should be on storytelling, singing, games, chant, rhyme, and rhythm. He certifies that when two or more players cooperate or compete for prizes while adhering to a set of rules, a game is being played (competitive games, for example or guessing games). (Asher 1981 cited in Xie 2021). Young learners might benefit from the full bodily reaction method when it comes to teaching vocabulary through songs.

According to Islami (2019), increasing vocabulary has a positive effect on pupils' reading skills. Students that move their bodies a lot demonstrate their attractiveness and enthusiasm. Additionally, it relieves stress and fosters an appreciation for the teacher's prescribed tasks among the students. With the help of this tactic, the students can successfully meet their learning objectives while having fun. Children get the chance to study languages through games. Teachers engage in physical activity (e.g., looking, touching, grasping, laughing) while singing TPR songs.

Young people who collaborate in groups need to use language to interact with their classmates (Asher 1981 cited in Xie 2021). In addition, the class participates in various exercises such as slide shows and role plays. For the pupils to respond to, the teacher might design scenarios such as those in the classroom, the library, or when someone asks for something. A TPR class necessitates the teacher's motions, noises, and gestures for beginners. The instructor can then utilize the standard supplies, such as pencils, rulers, and other equipment. As the curriculum develops, the instructor could want to use more resources to help with instruction; these could be slides, text charts, photographs, or anything else (Asher, 1993, p. 65 cited in xie, 2021): On the same line, TPR activities merge both incorporating physical actions and movements into the learning process where learners utilize various senses and improve their retention of new words. Hence, these activities mix between visual and kinesthetic learning styles. According to the Faster Capital online blog (2024), TPR activities can be explained as follows :

A. **Action-Word Association**: The entire activity focuses on linking between the action like 'Jumping' for instance and the word associated with it while the pupil can physically demonstrate the action of jumping while saying the word aloud.

B. **Simon Says**: To teach specific vocabulary, the teacher or the group leader can give the command by starting it with ‘Simon says...’. This would similarly encourage pupils to listen follow instructions.

C. **Vocabulary Charades**: This activity or game if we like to call it encourages the pupil to act out the word being retained with mimg and exagerrated gestures. This would boost pupils’ creativity, communication skills at the same time.

D. **Storytelling with Actions**: To boost their imagination and not only vocabulary retention, pupils can creae short stories using target words and act them out later while narrating the story.

E. **Vocabulary Relay Race**: This activity puts pupils into teams where we assign each team a set of target vocabulary words written on cards or displayed on a screen. Taking turns each member from both teams runs to the board, reads a word, acts it ut and returns to his place. Whoever finishes first wins. This teaches competition spirits and adds excitement while reinforcing vocabulary recall.

F. **TPR Word Wall**: Amri and Sukmaningrum (2023) explain that : ‘Wordwall offers a range of interactive activities and templates designed to foster creativity, critical thinking, and effective communication. These activities can be tailored to suit different grade levels and writing objectives, providing a diverse and engaging learning experience’ (p.496).

The teacher needs to include both the word and the corresponding action or gesture in a form of a word wall in the classroom. with target vocabulary words displayed along with corresponding actions or gestures. Learners can refer to the word wall during activities or as a visual reminder of the associated actions. (Faster Capital, 2024).

Additionally, the advantages of TPR can determine the success of the method in teaching English. According to Frost (2007), students can enjoy the learning time and it will lift the

students' mood. It helps the students to learning English without having them involved in a successful way. It is a lot of fun. It lifts the pace and the mood. This method can avoid learning from boring and reduce stress of students, because it needs active class to make it success full. It is good kinesthetic learners who are required to be active in the class. When students try to follow the rule of TPR and practice it as a command, for example when teacher demonstrate word 'jump' in the class, then they practice it. Unconsciously, students can remember the word 'jump' without memorizing. Because it links between body movements to physical react and developed the brain. It is very memorable. It does assists students to recognize phrases or words .

According to Sitaula (2008), The efficacy of the TPR approach has been tested in terms of how young children can communicate in a foreign language if the teacher can encourage them with the activities which lead them to use language. TPR interventions should ensure that young learners in a realistic context can hear new vocabulary and respond nonverbally (Pinter, 2003). TPR does not need a lot of preparation or large class. In this scenario, it doesn't matter how many students you have, so long as you are able to take the lead and decide what you want to do, the learners will follow.

That is why this method is very effective with teenagers and young learners. Asher (2003) also mentioned some advantages of TPR methods. He believed that TPR is useful in helping students learn a target language by making them engage in stress-free situations and enjoyable activities instantly. Asher believes that TPR is appropriate for all ages and he also believes that TPR is beneficial for building trust among students. For the explanation above, it can be concluded that (TPR) method is provided fun and enjoyment for young learners during learning a target language. Furthermore, TPR can help students to memorize the words of a target language.

Figure 1.2

Some of TPR Vocabulary Activities**1.2.3 The Implementation of Total Physical Response in Class**

When using Total Physical Response in the classroom, a proper teaching cycle should be used; after following the cycle of teaching new language, words, or concepts, a variety of games can be played with the strategy. The proper teaching cycle to use when employing TPR starts with preparation. The teacher gathers the vocabulary words, phrases, sentences, and/or passages that allow for enactment.

The words and phrases should include highly descriptive nouns that are representable by actions, verbs that can be physically shown, or language that is not abstract. After preparation the teacher models by stating the word, phrase, etc. and then by creating a physical movement to represent or define that which was stated. Next the teacher asks a sampling of students to represent the language using their own physical movements. Following the teacher's model and the student volunteers' models, all students are asked to participate or engage. The teacher repeats the word, phrase, sentence, etc. and all students define it or demonstrate meaning by creating physical movements to match. Up to this point, the

interaction with language has included auditory stimuli, which is the verbally stated language, and physical stimuli, which is the definitions through motion.

Now that students have made connections to the language and can demonstrate their understanding, teachers should write the words, phrases, sentences, etc. for students to see. The teacher or the group reads and then physically responds to show meaning. By writing and reading the content, visual stimuli and visual literacy is involved. Repetition and practice with the same words and language will increase the longevity of the learning, so it should be done consistently. Some TPR creative activities could be applied in the classroom to guarantee long retentions pan such as : « Simon says », which link between word or phrase, repetition and body movement.

This is repeated until there is one student remaining and that student becomes the winner. Teaching and learning can be challenging due to differences in people: different languages, different learning style preferences, different intelligences, different attention spans and memories, and the list goes on. Finding a strategy that addresses many needs and improves the learning outcomes of many different learners is golden; Total Physical Response is golden.

1.3 The Effects of TPR on pupil's Vocabulary Learning

Learning vocabulary at a young age requires strong cognitive and emotional skills. Similarly, to emphasize vocabulary acquisition and retention .A teacher does not overlook important aspects as the following section denotes.

1.3.1 Vocabulary Acquisition

Acquiring vocabulary is a crucial component of both language proficiency (Schmitt, 2008) and meaning communication (Wilkins, 1972). The statement made by Thornbury (2004) on page 18 is that "acquiring vocabulary requires not only labeling but categorizing skills." Oxford (1990) asserts that certain aspects of language use are initially conscious due to direct instruction, but with practice, they become unconscious or automatic. This circumstance

emphasizes how important it is to employ training to be able to arrange, connect, and link prior knowledge to the new in order to process new information. By doing this, students can accumulate a vocabulary that they can employ in both active and passive contexts.

Furthermore, according to Piaget (quoted in Cameron, 2001, p. 4), children acquire language through their experiences with things in their environment or through their motor control. TPR instruction uses the student's verbal and nonverbal responses to decode the language. Examples of these responses include looking, eating, running, reaching for something, laughing, and crying.

1.3.2 The Vocabulary Retention

A key component of vocabulary mastering is vocabulary retention, commonly referred to as the capacity to recall lexical elements after a certain amount of time has passed (Richards & Schmidt, 2002, p. 457). It is a crucial component of learning a language since it enables students to utilize and comprehend words in many settings. Learning is actually just remembering. In contrast to learning grammar, which is basically a rule-based system, acquiring vocabulary mostly involves gathering specific words (Thornbury, 2002:23). Based on Farr (1986, p. 25), "We typically measure retention—the outcome of successful learning—by having the learner recognize, recall, repeat, or reproduce what he was acquired".

Thus, the definition of retention is the process of storing memory. This mechanism was described in detail by Atkinson and Shiffrin (1968) at several phases. Initially, the sense organs would identify a new word and record it in the sensory memory. After that, it is focused on and stored in short-term memory. A new word enters long-term memory by repetition of the information. Should maintenance rehearsal (repetition) fail to take place, the word will be lost from short-term memory. Hence, the ability to recall or remember information after a period of time might be considered vocabulary retention.

1.3.3 Challenges in Vocabulary Retention

The first step to teaching language effectively is identifying the problems that students face. The following factors, according to Thornbury (2004, 27), influence how difficult some words are to pronounce:

- **Spelling:** Although most English spelling is fairly law-abiding, there are some glaring irregularities that can contribute to a words' difficulty. For example, listen, headache, climbing, bored, honest, cupboard, muscle, and other words with silent letters pose significant difficulties.
- **Pronunciation:** Researchers have shown that learning phrases that are hard to pronounce is more difficult. Furthermore, Thornbury (2002, p. 27) states at the outset that "words with clusters of constants, like 'strength' or 'crisps or breakfast,' are problematic." This suggests that words containing clusters are challenging to pronounce and could confound children while they are learning, for example, the difference between two consonants in a word.
- **Syntax:** The word's grammar is also difficult, particularly if it is different from that of its L1 equivalent. It might be challenging to remember whether a verb, such as "enjoy," "love," or "wish," is expressed in the infinitive form (to swim) or the \pm ing form (swimming).
- **Length and intricacy:** It doesn't seem like learning long words is any harder than learning short ones. On the other hand, pupils are more likely to encounter high frequency words in English due to their shortness, which contributes to their "learnability."
- **Interpretation:** When two terms have similar meanings, students are prone to confuse them. A nice example might be "cook and do," where you prepare breakfast, set up an appointment, and then you also do the dishes and complete an online form.
- **Range, meaning, and Colloquial:** It is simpler to memorize words having a wide range than words with a limited range. For example, "thin" is a preferable verb option whereas "put" is a broad one. Nonetheless, it can be troublesome when people are unsure of what specific

terminology signify. Learning idiomatic phrases is more challenging than learning ones with a clear meaning.

1.3.4 Tips for Vocabulary Retention

Teaching English can be challenging, especially for improving students' terminology retention, but educators can use various strategies to enhance this process, such as:

- Word association techniques, such as visual aids like word lists or flashcards, can effectively aid students in remembering new vocabulary, such as "cat," by connecting new words with existing concepts.
- Repeated exposure to new terminology, such as homework assignments, quizzes, and incorporating new language into lectures and activities, significantly enhances students' memory retention.
- Contextual hints, such as definitions, antonyms, and synonyms, can enhance vocabulary retention by providing examples of word usage in different settings.
- Mnemonic devices, such as rhymes and acrostics, aid in learning new languages by connecting unfamiliar words to familiar ideas.
- Technology can aid students in remembering new terminology by providing entertaining and interactive vocabulary games and apps for review and practice Thornbury (2002).

1.4 Total physical response :class dynamics

When it comes to teaching using a specific approach or technique, there has to be some classroom environment suitable for its implementation. The upcoming section provides an account on relevant TPR dynamics in the classroom.

1.4.1 The Relation between TPR and young learners

YeZhen (2011) and the direct science website assert that the TPR has a strong bond with young learners based on those learners' qualities. Here are some characteristics that 11-

year-old students have that were obtained by Richard and Rodger⁴⁸ (2011.p, 78).are a few of them:

The first feature of those students is that, based on what they hear and see, the majority of them acquire language through right hemisphere activities. Consequently, when teaching language through movement, the appropriate areas of their Brain function is crucial for language learning.

The second attribute pertains to the students' motivation, which plays a significant role in determining their acquisition of a second language. Positive motivation has been shown to promote language acquisition. According to James, the Total Physical Response approach is one way to it can result in students being highly motivated (James 2001: 2-3).

The third trait is that young learners have a short attention period. A number of researchers, including Richard and Rodger (2001.p, 78), contend that meaningful tasks, a lighthearted atmosphere, and a context of humor help students increase their attention span and retention level. The TPR method injects fun and humor into language learning environments.

TPR works effectively with young kids because of their natural tendency to move, their intrinsic need to react as well as mimic, and their abundant energy, all of which make this method easy to apply.

1.4.2 Total Physical Response and Motivation

There are various reasons why people want to study a foreign language; in the context of education, motivation is a key subject. Motivation is an important aspect of language acquisition, which has various characteristics because it encompasses a wide range of ideas (Zhou, 2018; Gardner et al., 2004; Spada & Lightbown, 1993). Zhou (2012), p. 1318, claims that is generally defined as a learner's "willingness or desire to commit to or work toward

completing a task.” If they lack the desire to learn, they are less likely to cooperate, take responsibility, or do their best to learn the language.

As well as stated by Dörnyei (1998, p. 117), motivation provides “energy” to human behavior and “provides it with direction.” Likewise, “The process that causes and stimulates behavior, provides direction or purpose to behavior, allows behavior to continue, and leads to behavior” is how Wlodowski (1985) defines motivation. “The selection or inclination towards a particular conduct” (page 2).

This is consistent with his perspective. Most importantly, Motivation can be divided into two categories at the most fundamental level: intrinsic and extrinsic. Harmer (2001) highlights intrinsic motivation as an internal drive that drives individuals to achieve learning goals. This motivation may stem from personal desires or the joy of learning, while extrinsic motivation comes from external sources like exam success or financial expectations.

- Research indicates a positive effect of motivation on FL vocabulary learning, with studies showing that students with high integrative motivation learn faster than those with low motivation. The extent of student motivation is thought to have a significant impact on the quality of teaching in foreign languages (Belaja, Boon Sai & Lin, 2012; Deci & Ryan, 2012; Sengkey & Galag, 2018). This connection has not been extensively studied. Because TPR encourages students to engage and interact, they create a setting that is both inspiring and allows them to move around freely, which in turn boosts their enthusiasm. According to Larsen-Freeman (2000), TPR learners encounter the language in a laid-back and pleasant setting.
- Moreover, According to Asher (1977), TPR helps students become more confident and self-assured. As a result of the movements being simple to follow and comprehend, children who respond to orders through motor movement feel

secure, confident, and capable of communicating with their peers in any situation (Asher, 1972). Even though they don't speak English well, they are given more confidence and encouragement to engage without feeling discouraged (Celestino, 1993). Put simply, it appears that TPR gives everyone confidence in their own abilities and a good attitude. These points of view are in line with the curriculum's demands, which include equipping students' interests and fostering a positive attitude toward learning English as well as increasing their self-confidence.

1.4.3 Total Physical Response and Participation

A more modern definition of classroom participation, according to Heyman and Sailors (2011) (2011:605), is "a form of active learning in which students publicly discuss the course material."

As such, it is considered that getting involved is a positive aspect of any educational process. According to Smith (1977), for instance, student engagement is defined as the act of posing questions and offering remarks; this fosters intellectual growth, thinking skills improvement, and self-exploration. Explain what Wenger (1998) means when she says that participation is "a process of taking part in something and...". According to Petress (2006), "class participation is composed of three evaluative dimensions: quantity, dependability, and quality" (p. 1).

There are various forms of participation that can be taken. Fritschner (2000) categorizes participation into two groups: talkers, who take pleasure in "speaking out in class," and non-talkers, who engage in participation by "attendance, active listening, sitting in their seats, accomplishing the assignments, and being prepared for class 352).

On the other hand, Fritschner (2000) notes that students' motivation and engagement in the class are significantly influenced by the teacher's attitude. While some teachers may be

successful in getting their students to think negatively, others may be able to inspire students to feel excited about learning a new language (Aulls, 2004). Thus, motivating students to use the target language in the classroom is one of the teacher's essential responsibilities (Fritschner, 2000).

More importantly, feedback can be a valuable method of communication and interaction between the instructor and the pupil (Reifman, 2008). Mckeachie and Svinicki (2011) claim that “feedback must be geared to strengthening the students’ ability to judge the quality of their own work” (p. 114).

1.5 Teacher Role in Total Physical Response

Both Freeman (2004, p. 107) and Widodo (2005) have stated that the teacher in a TPR classroom is viewed as "the director of stage in which the students are actors." The teacher using this method is in charge of selecting the models, the material, and the content that should be used in the learning environment. In addition, the teacher is responsible for evaluating the students' performance as foreign language learners in addition to teaching.

1.6 Learner Role in Total Physical Response

On the other hand as stated by Freeman (2004, p. 108), students in the TPR teaching technique take on the roles of performers and listeners. As a first step in learning a language, students concentrate on language comprehension. They begin by listening to the teacher's instructions and then prepare to answer them with their body before learning the foreign language. The physical modeling allows the students a fresh chance to remember and preserve an item form whenever they forget it.

1.6 Conclusion

Globally speaking, students from all over the world study and utilize English extensively. Because of the enormous interest in it, several nations have incorporated it into their foundational school curriculum. However, learning a foreign language is more than

just memorization of grammar and vocabulary. One of its most crucial building components is vocabulary, which requires a comprehensive understanding. Important concepts about the entire physical response method, including its primary benefits and drawbacks, will be covered in this chapter, along with the essential procedures for implementing it in the classroom.

Chapter Two

Vocabulary Instruction

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2.1 Introduction

In the world of foreign language learning; vocabulary acquisition stands out as a fundamental pillar ,instrument in shaping learners abilities and skills to effectively communicate and comprehend.

This chapter delves into the rich world of vocabulary by examining several classifications and meanings. We will look at how important vocabulary is to learning a foreign language. We will also look at a variety of useful strategies that teachers can use to help their pupils acquire vocabulary in an interesting and successful way.

2.2 Vocabulary Definition

Vocabulary is one of the most important aspects of foreign language learning. For the word vocabulary, there are multiple definitions, and each definition has a specific function. According to Hornby (1995), “vocabulary is the total number of words in a language.” (p.1331) .The noun "vocabulary" has two definitions, as stated in the Cambridge Advanced Learner's Dictionary: the first defines it as all the words that a specific individual knows and uses. The second definition gathers all of the terms used in a specific language or field. Furthermore ,The Oxford Dictionary (2007)defines vocabulary as the total amount of words in a language. As well vocabulary is described as all the words that a person know, learns, or uses , according to the Longman Dictionary (1995) vocabulary helps students communicate effectively and appropriately in a variety of contexts according to Hatch and Brown(1995),vocabulary is a list or collection of terms from a certain language that a single language speaker can use .

Moreover, some educators interpret the term vocabulary in different ways for instance ,some define it as students' sight- word vocabularies, which are their instant recognition of words in print; others use it to refer to students' meaning vocabularies, which are their comprehension of words heard in spoken language; still others use it to refer to students' listening vocabularies, which are their understanding of words heard in spoken language;

content teachers use the term "academic vocabulary" to refer to words that are specific to their subject matter; in this section, we use the term "vocabulary" to refer to students' comprehension of oral and print words.

On the other hands ,the core of vocabulary learning is word knowledge. But not everyone understands what it means to know a term. Some claim that understanding a term entails understanding its meaning. Others claim that it entails being proficient in spelling and the written word. These are just two of the multiple aspects of word knowledge (Nation, 1990). Some experts mention definition of vocabulary such as; Richard & Renandya (2002) who state that vocabulary is the core component in a person's language skills that also affects the skill in learning English.

2.2.1 Types of Vocabulary

Vocabulary serves as a link between concepts, thinking, and speech , Vocabulary kinds can be classified into two categories . According to Risidiana (1997), vocabulary falls into four categories on one hand :

- **Listening Vocabulary:** All terms that kids can identify and comprehend when they hear them spoken aloud are categorized as listening vocabulary. It is also the vocabulary that grows at the fastest rate during the early school years and is the first to emerge during the initial phase of language acquisition.
- **Speaking Vocabulary:** All of the terms that kids use in regular conversation make up their speaking vocabulary. It serves as the cornerstone for the growth of vocabulary in both writing and reading.
- **Reading Vocabulary:** All the terms that kids can recognize and comprehend when writing are included in the reading vocabulary. When kids first enter schools, their vocabulary knowledge is typically low. When students get to the upper grades and are reading at a

mature level, their reading vocabulary has surpassed their oral vocabulary. Students' reading vocabulary grows larger the more they read.

- **Writing Vocabulary:** Only terms that kids can use in written composition are included in this vocabulary, which is the last to learn. It is strongly related to learning how to spell.

On the other hand one category is known as receptive or passive vocabulary, and it consists of all words that are understood when reading or listening but are not utilized in written or spoken language. The second category is known as productive or active vocabulary, and it is made up of all the words that may be used to form new sentences and are both comprehended and meaningfully employed. (A Dictionary for Advanced Learners, Cambridge). Finocchiaro (1974:73) says in Nilawati (2009) that there are two categories of vocabulary: active vocabulary and passive vocabulary. The phrase "active vocabulary" refers to words that children. Words that kids may identify and understand when reading or listening to someone speak are referred to as passive vocabulary. But they don't use words, either in writing or speaking.

2.2.3 The Importance of Vocabulary

In language learning, vocabulary plays a prominent role. Although people may think that intelligence and reading are interrelated, this is not accurate. There is a weak relationship between intelligence and the acquisition of primary reading. However, things begin to change as the child rises in school grades. That's where vocabulary comes in. It has been determined by researchers like Lauper and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), and Nation (2011), among others, that vocabulary acquisition is crucial for the effective use of a second language and plays a significant influence in the creation of whole texts, both written and spoken.

Learning vocabulary items is essential for all language skills, including speaking, listening, reading, and writing, in both English as a second language (ESL) and English as a foreign language (EFL) (Nation, 2011). Furthermore, according to Rivers and Nunan (1991), developing a sufficient vocabulary is necessary for proficient use of a second language since, in the absence of one, we will be unable to use whatever structures and functions we may have acquired for understandable communication. Wilkins (1974, p.111) says that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. He is implying that vocabulary should be prioritized over grammar while learning a language since without vocabulary, language cannot convey meaning or allow for communication. It is clear from the preceding explanation that To preserve other language abilities, vocabulary growth is crucial for language development. In addition to the importance of vocabulary expansion for students' proficiency levels, since it plays a crucial part in their lives.

2.3 Techniques of Vocabulary Teaching

As explained by Harmer (1991), if language structures are the skeleton of language, then vocabulary offers the essential organs and the flesh. In other words, it would be impossible to acquire a language without learning its vocabulary, its words. In order to increase their English language proficiency, students need to be familiar with the language's vocabulary, which is a list of words together with their definitions (Linse, 2005).

Thus, Children must acquire one to two thousand words in order to write and speak English (Cameron, 2000). through numerous ways and techniques that can be applied while teaching young students English vocabulary.

2.3.1 Gamification

Games as a teaching method is a workable educational strategy, According to Jones (1980), one or more players can cooperate or compete within the confines of the rules of the game. As cited by Rogers (1981), gaming is a goal-oriented, rule-governed, competitive

activity with a conclusion that keeps children interested. Additionally, in the opinion of Gibbs (1981), a game is an activity where players cooperate or compete to make decisions that will help them reach predetermined goals. Games are closed activities with a start and an end, as well as a winner who decides when the game is done, as defined by Rixon (1981). Hadfield (1999) also provides two other classification schemes for games.

Firstly, games can be either competitive or cooperative. In the case of competitive games, the players and teams are involved in a competition whose goal is to see who manages to complete the task first. As for the cooperative games, their purpose is to have the students work together for a common goal. Secondly, games can also be categorized as linguistic games and communicative games. In the case of the former, the main focus is on accuracy that is the correct use of grammatical forms.

In terms of communicative games, their aim is not a linguistic one, the focus being on communication and fluency. Similarly, games can be categorized according to how they are meant to be used in a lesson, referring to Hadfield's (1999) proposal. Sorting games involve students sorting lexical items to form meaningful sentences. Information gap games involve students or teams detaining information needed by other teams to complete a task. Guessing games involve using communication and clues to help students guess the information detained by a student or team.

Search games involve students on a quest to discover hidden aspects of their classmates or important issues. Matching games require students to find a match for a certain item, word, or picture. Board games require preparation but can be highly effective for practicing various language items. Sentence Maker is an example of a board game where students roll dice and move on squares to build sentences with a main verb and time expression. Role-playing games involve students playing a role outside of real life, aiming to use spoken language and communicate efficiently. These games help students develop their memory and language skills.

2.3.1.1 The Advantages of Games

Young learners are helped by games as they acquire a language. They maintain focus and attention while making the lessons enjoyable.

- In a context of meaningful communication that they have created, young students engage in conversation before to, during, and following the game (Wright, Betteridge, & Buckby, 2005).
- This environment aids in the formation of understandable output, such as speaking and writing, and comprehensible input, such as what people comprehend while reading and listening (Krashen, 1985). (Swain, 1993).
- Individuals lessen their shyness and anxiety (Richard-Amato, 1988), particularly while playing in small groups (Uberman, 1998).
- Games are an additional way to practice the four language skills (speaking, writing, listening, and reading) (Lee, 1995).
- Playing games allows pupils to participate actively in events that are focused on them. Students could practice politely disagreeing, asking for assistance, and cooperating with others by playing this game in small groups (Jacobs & Kline Liu, 1996).

2.3.1.2 Practical Implication of Gams in classes

As previously mentioned, games are engaging ways to teach vocabulary to young students. They make it easier for kids to grasp the material and assist them in efficiently expanding their vocabulary without becoming bored. In line with Sahar (2016), When using games to teach vocabulary to young learners, teachers need to remember two things: first, group the kids and then explain and provide instructions on the game due to their preference for having their classmates about them, young learners should always be seated in groups, according to Scott & Ytreberg (2004).

Students can work more cooperatively while seated together, but this does not need them to work in groups all the time. A group of more than five students may lead to counter-productivity where turmoil may break out, said Phillips (1993).

Then ,providing Guidelines and an explanation for the game: In order to accomplish the intended result and realize the purpose for which the game was created, it is crucial to explain the game to younger students. When integrating games in the classroom, teachers play a crucial role since they must provide students with specific instructions and explanations on how to play and practice the list of vocabulary words that are meant to be learnt. Some examples of games :

- The 'Hot Potatoes' game involves group A and B students sitting opposite sides of a classroom. Two chairs are placed in the middle, and a teacher writes a word on the board behind them. Students use verbs to guess the word, but not the exact word.
- Another game that could be used to teach young learners vocabulary is called "Memory Challenge." It is required of the students to sit in pairs or small groups. For three minutes, each group must write down as many words related to the last lesson, such as animals, that they can recall. The team who can remember the most words will win.
- The final game is called "Last One Standing," in which the kids are given a topic, for instance fruits. The teacher calls on them to stand in a circle, counts to three, and then announces the topic. Subsequently, the first pupil in the circle must say a word associated with the subject, and so on. Students are required to take a seat if they are unable to repeat the previous student's words or speak a new word. The winner will be the last student standing.
- The fourth game that can be used to help young learners learn vocabulary is called Pictionary. There must be two teams formed from the class. Every team will take a seat on the other side of the room. The teacher will call one student from each team to the board, where the student

will be drawn as a clue and given a word or phrase to put on the board. The winning team is the one who correctly guesses the term.

- "Bingo" is the final game to be discussed. In this activity, each student selects five words to write down after the teacher writes ten on the board. Next, without uttering a word, the teacher chooses one at random and gives the students its synonym or definition. A student shouts BINGO! and wins the round if they correctly guess the word.

2.3.2 Role Playing

A well-known technique for assisting pupils in becoming accustomed to new social situations is role-playing, "Role plays early in the course can expose students to different situations they are likely to face in their future career," according to Shankar, Piryani, Singh, and Karki (Shankar et al, 2012). Role play is defined as "acting out the part of a particular person or character, for example as a technique in training or psychotherapy" by the Oxford Dictionary (2015). Students are expected to say, do, and share in order to act out specific roles during role-playing (Altun, 2015).

2.3.2.1 The Advantages of Using Role Playing

Through conversational exercises, students are encouraged to master and extend their vocabulary learning, and the utilization of role-play games fosters the development of communication skills as per Sahar (2016):

- Role-playing can help pupils get more exposed to language, which is thought to be the main way to accelerate language learning.
- Conducting role-playing exercises helps create a stress-free learning atmosphere where students take pleasure in speaking the language. enjoyable real-world scenarios, it also encourages less motivated students to contribute and utilize language when they act out their parts in front of the class.

- Role-playing techniques have demonstrated their efficacy in teaching English to non-native speakers of the language because they foster critical thinking and boost students' excitement, empathy, and self-confidence. A cost-effective, controlled, and enjoyable method of teaching vocabulary that works for both students and teachers is role-playing (Kuipers & Clemens, 1998; Huang and Shan, 2008; Altun, 2015).
- According to Aliakbari and Jamalvandi (2010), role play allows second language learners to experience a variety of authentic circumstances in which they will use the language and vocabulary. As they gain proficiency in these settings, they should be able to apply the language more naturally to new ones.
- Students are encouraged to employ gestures and natural speech patterns by acting out a scenario and using their natural expressions and intonations. Teaching social skills improves motivation, fosters creativity, engagement, peer learning, and facilitates more open communication among students.
- Sasaki (1998) asserts that role plays are thought to simulate more real-world scenarios. Role-playing is a great way to offer variety, a change of pace, and plenty of fun and language output in the classroom.
- According to Liu & Ding (2009), role-playing is a useful method for teaching and learning languages.
- They center on successful role-playing techniques, protocols, what to do in the event that things become "out of control," and how teachers ought to react to student mistakes.
- They pinpoint four essential elements for a successful role play: the issue selected should be authentic and pertinent; teachers must "feed-in" the necessary language; they must rectify errors appropriately; and teachers' roles are as facilitator, spectator, or participant.

Numerous academics have also proposed that effective learning occurs when teachers provide students with challenges and assist them in solving them (Vincent & Shepherd, 1998; Piaget, 1972).

Furthermore, as stated by Ladousse (2004, p. 29), "Perhaps the most important reason for using Role Play is that it is fun." While role-playing allows students to practice language in engaging and teachers' roles are as facilitator, spectator, or participants.

2.3.2.2 the Implementation of Role play in Class

Through role-playing activities, students might pretend to be someone else or act out a scenario (Afdillah, 2015). suggests the following actions for effective role play: First, set up or prepare the scenarios that the students will perform. Then, divide the class into groups of five, assign homework to the students, explain the competencies that must be met, ask one group to perform the prepared scenario while the other groups watch. After the performance, each student is given a work sheet for discussion of the performance. Each group then presents its conclusions regarding the scenario that was performed.

2.3.3 Storytelling

One of the earliest teaching methods is the telling of stories. It is a common practice among humans and has existed for as long as anybody can remember. We tell stories to one another as a means of fostering relationships and understanding. Storytelling is a technique or ability to use intonation, style, and interesting tools to convey stories, scenes, events, and dialogues (Pangbudhy & Putra, 2018: 4; Sya'adatun, 2013 in Ariani & Hariyono, 2019: 2) as an alternative method to increase children's empathy (Arifin, Kartika, & Gautama, 2017; Ayuni, Siswati & Rusmawati, 2013).

It is said to be successful if the listener is able to absorb the groove and be entertained (Arifin, Kartika, & Gautama, 2017; Putri & Purbaningrum, 2018: 3). Thus, a story can be told orally, chanted, or musically, with or without visual aids. It can be learned orally, from printed

or mechanically recorded sources. Storytelling is the art or craft of narrating stories in verse and/or prose, as performed or led by one person before a live audience. One of its goals can be entertainment (Wright, 1995). Due to its enduring popularity, this oral art form has expanded its audience over time. As Luongo-Orlando (2001, p. 122) explains and informs, similar to what Marsh Cassidy states: "The purpose of a fairy tale, like any other art, is to entertain, present knowledge, teach behavior and morals." Furthermore, according to Calderhead & Shorrock (1997), "Storytelling is the act of using voice and body language to communicate a narrative from one person to another" (n.p.). Building on this definition, storytelling can be understood as a literary work filled with events in sequence. It further encompasses the act of communicating a text from one person to another through voice and body language, often used in vibrant ways to create scenes. Tales are an effective teaching method for imparting subjects like society and culture as well as language development.

Teachers should combine stories from the children's own origins and cultures in addition to the wonderful stories from around the world that they use in the classroom. Stories come in a variety of forms, such as myths, epics, religious tales, folktales, fairy tales, fables, and mythologies (Munden & Myhre, 2007).

2.3.3.1 The Criteria of Good Stories

The chosen narrative should be one that the teachers are familiar with and find engaging, so that they will enjoy reading it and find it easy to do so (Wright, 2003).

- Applied in the process of learning a language should be relevant to their everyday lives (Morgan and Rinvoluceri, 1983).
- The story needs to be interesting and pertinent in order for the pupils to learn English (Ellis, 1991 & Cameron, 2001).

The story can alternatively be chosen using Carter & Long's criterion (1991) They are:

- Language model based on the grammar and vocabulary used in the story

- Culture model based on the target language's everyday usage.
- Self-development model based on social concerns and psychology.

2.3.3.2 The Implementation of Stories in Class

As stated by Farizawati (2010), The storyteller uses narrative telling because kids enjoy reading. Young children are excellent mimics, and mimicking noises comes naturally to them. In addition to being inherently willing to explore new things, the young children are also less self-conscious and unafraid of making errors. Storytelling is a low-cost strategy that can boost students' enthusiasm for learning English. A genuine and organic dialogue takes place between the instructor and the students. There are several opportunities to use vocabulary and sentence structures in the story to aid in learning because language is presented in a contextualized manner.

2.3.3.3 The Advantages of Storytelling

The following are some benefits of using tale telling, as stated by Farizawati (2010):

- Telling stories is both a global experience spanning all cultures and a personal one.
- Students gain cultural literacy through storytelling, which gives their language study purpose.
- Stories help pupils learn about and comprehend the beliefs and cultures of people of different races.
- Because the settings of the stories can draw listeners in and encourage pupils to communicate, stories can inspire and pique students' interests.
- Narratives improve vocabulary growth and offer excellent examples of proper usage, enunciation, and pronunciation for learners.
- In a non-threatening approach, stories subvert expectations and present different ideas.
- Children's thinking abilities are developed through storytelling.
- Children convey their happiness, unhappiness, enthusiasm, and expectations, as claimed by Musthafa (2008: 9). It promotes social and emotional growth and boosts self-esteem.

2.3.4. Visual Aids

According to Cambridge dictionary visual aids are something that you are shown, such as a picture, film, or map, in order to help you understand or remember information.

“Visual aids include images, graphs, diagrams, and other tools that are used to help convey information. They make it easier for people to understand complicated concepts, particularly if they require aid digesting information that is simply spoken or written down. In meetings, classrooms, and presentations, visual aids are utilized to keep the audience interested and involved.” (GetGoAlly, 2023).

2.3.4.1 The Visual Aids Tactics

For teaching vocabulary, visual aids can be quite beneficial. Here are a few tactics:

- **Flashcards:** Make use of flashcards that have vocabulary words and related visuals on opposite sides. This strengthens the connection between the word's meaning and its association.
- **Realia:** Bring in real objects or tools that are associated with the vocabulary words to improve comprehension by giving specific examples.
- **Pictures and Illustration:** Show the visuals or photos that correspond to the vocabulary words. Learners are better able to understand the meaning thanks to this visual portrayal. Utilizing still images is one kind of visual assistance. One of the most useful tools for bringing "images of reality into the unnatural world of the language classroom" is the picture (Hill, 1990, p. 1). As stated by Hill (1990), "pictures are one of the most effective techniques in teaching vocabulary because of their availability, affordability, flexibility, and variety" (p.1). Using audio-visual aids—a sound and visual combination—is another method of teaching vocabulary.

- **Word walls:** Make a vocabulary word wall in your classroom and put vocabulary words in a visible place. For visual support, place pictures or symbols next to each word.
- **Graphic Organizers:** To graphically arrange and connect vocabulary words, use graphic organizers like word webs, semantic maps, and concept maps.
- **Videos and Multimedia:** Include multimedia presentations, animations, or movies that highlight vocabulary words in context. This will reinforce the words both visually and aurally.

2.3.4.2 The Importance of Visual Aids

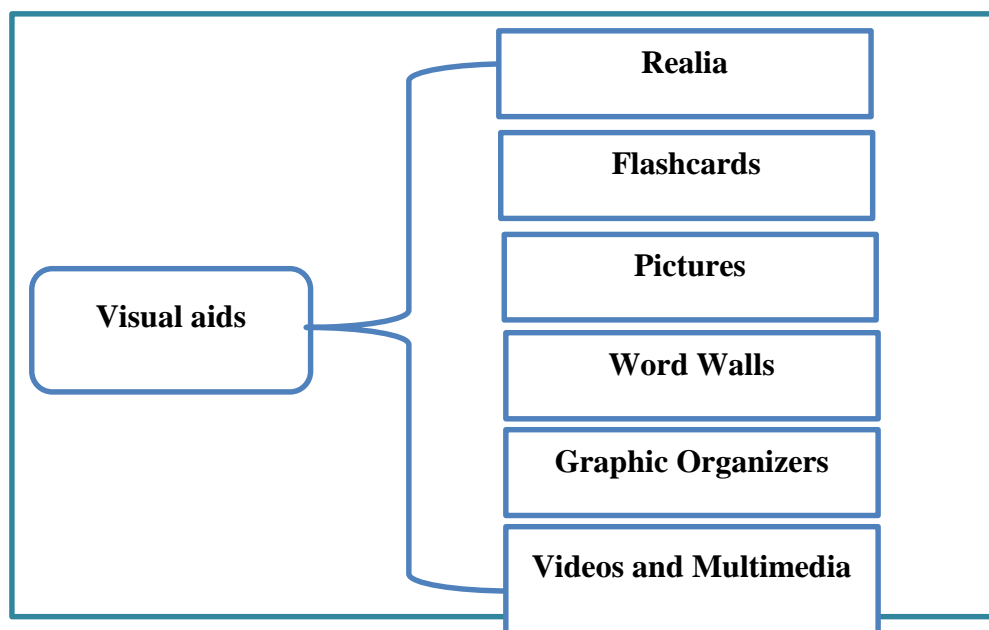
According to a number of studies, using visual aids increases students' knowledge of novel material and helps them retain more of it (Thornbury, 2002). They are also helpful in drawing students' attention to the lesson contents.

According to The use of visual clues can aid in the learning of students. Putting up word walls, charts, and other visual aids can help in vocabulary development. Instructors can emphasize points and provide details in their spoken language by using gestures and facial expressions. In the classroom, schedules and labels can also provide information.

Visual aids can improve retention and comprehension. The teacher utilizes pictures of people as a visual assistance while the class learns terminology to identify the various elements of the face. As visual aids, teachers can employ images, videos, symbols, gestures, and facial expressions.

Figure 2.1

Visual aids plan



2.3.5 Meaning Pronunciation Form Technique

A common acronym in TEFL or teacher training courses, like the CELTA, is MPF. It represents the three aspects of a particular language item (vocabulary or grammar) that are typically examined and taught by teachers: meaning, pronunciation, and form. Certain experts use terms like MUPF (which includes Use) or MPFA (which includes Appropriateness). As cited in (What is MPF,2019),

Meaning: what a word, expression, or grammar structure means is expressed by its meaning. Monolingual dictionaries are a reliable store of meaning when it comes to vocabulary (albeit these definitions might not be clear enough to understand, especially for beginning or elementary learners). Understanding a word, phrase, or grammar point more deeply begins with comprehending its concept.

Pronunciation: aspects of phonology pertaining to individual sounds (phonemes), sounds at the word level (such as word stress), or sounds in connected speech (such as intonation and sentence stress) are together referred to as pronunciation. In the past, a lot of English instruction has mostly concentrated on teaching pupils how to pronounce words "natively," mimic an accent, or speak English in a particular dialect. But

lately, the emphasis has shifted to assisting students in becoming understandable in a global setting where English is the lingua franca (ELF).

Form: When all students have grasped the concept behind the lesson, heard it spoken aloud, and had an opportunity to practice pronouncing it, they are prepared to work with the word or structure in written form. is essentially the written or spoken expression of a meaning. It is crucial for students to understand the spelling, plural form (if appropriate), collocations, and grammatical behavior of new words they are learning. It is helpful for students to comprehend how a certain structure is generated, how its parts appear in order, how negative assertions and questions are formed, and how variations arise due to changes in the subject or time reference when it comes to grammar.

2.4 Conclusion

This chapter explores the various field of language by looking at a number of definitions and categories. We'll examine the significance of vocabulary in learning a foreign language. We will also examine a number of practical tactics that educators may employ to support their students' effective and engaging vocabulary acquisition.

Research Methodology

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3.1 Introduction

Although English has been taught in Algerian primary schools since 2022, particularly for the third year, teaching language components of English in primary schools can be difficult for both instructors and students. The vocabulary of the English language is one of these elements. It is possible to bring up some pedagogical concerns, such as efficient methods for teaching vocabulary, challenges with vocabulary retention, and the ways in which educators handle these difficulties.

This chapter includes the practical component that required the researcher to look into the efficacy of vocabulary instruction in primary schools, mostly for students in the fourth grade. Three techniques were used to create a questionnaire for teachers, observe classrooms, and interview fourth-year students.

3.2 English as a Foreign Language Teaching in Algeria

English now is regarded as the main worldwide language used in technology, education, aviation, international trade, and diplomacy. After Chinese, it is the language that is spoken the most throughout the world. Furthermore, Verghese (1989: 1) states that it serves as a common medium of communication among people from many nationalities.

Algeria is among the nations that place a high priority on English language education. This is why it is being used at the primary level right now notably in the third and fourth year of primary school. Many academics believe that young students are talented and capable of picking up languages at an earlier age. Teaching English is required in all primary, middle and secondary schools, universities, and certain military/security, commercial, and cultural establishments. Unlike French which is regarded as a second language, English is regarded as a foreign language (EFL) in Algeria.

Furthermore, the Algerian official English syllabuses from June 1999 outline the general goals of teaching and learning English as a foreign language in the country as the

learner should be able to communicate in all of its forms, aspects, and dimensions. These goals fall into four main categories: purposes that are sociocultural, humanistic, educational, and academic in nature. In addition, the official papers and "directives" of the Algerian government from June 1999 state that the English language curricula are designed to give Algerian students the language skills they need to effectively communicate both orally and in writing in a typical social and/or professional setting.

3.3 The Implementation of English in Algerian Primary Schools

The emergence of bilingual and multilingual education is evidence that, worldwide and commercially, the teaching of English to young learners has demonstrated extraordinary growth over the last 20 years or more. The demand for English as a second language has increased as a result of how quickly the world has advanced economically and scientifically. New initiatives have been made to enhance foreign language instruction both globally and nationally. Indeed, Algeria decided to formally adopt the English language beginning with the primary level. Within this context, Algeria experienced a significant reform of its educational system in 2022.

Indeed, English (the foreign language) has been implemented in Algerian primary schools at the level of the third year. Since then the country has encountered unprecedented obstacles and expectations. It is essential to recognize the variety and complexity of the circumstances in which young learners are exposed to and involved in English learning. Children in Algerian primary schools continue to struggle with French, the country's first foreign language.

In contrast, teaching English to young learners presents numerous pedagogical obstacles for teachers. English instruction in primary schools has necessitated the creation of specialized pre-service and in-service training programs. These programs differ from the ones typically provided to teachers in middle or secondary schools, as the latter often focus on EFL

instruction rooted in the formal or grammatical aspects of the language. Moreover, teaching young children differs from teaching adolescents or adults since they have unique physical and behavioral traits, as well as various learning styles.

3.4 Research Context

The study was carried out in Sougeur at Boukhemila Laadjel Primary School. From the first to the fifth years of school, there are around three classrooms for each level, with thirty students in each class. Ninety pupils, split into three classes, are in their fourth year. There are three French language teachers and only one English language teacher.

In the development of our study, it became evident that focusing on a single primary school would not suffice to capture the different educational perspectives and practices. Therefore, 9 primary schools were included in our research, so that it would provide a nuanced and comprehensive analysis. The schools concerned with this investigation are : Rekhais Ali , Boukhemila Laadjal, Bouaadjina Taher, Boukhededja Jamaa, Kadari Khaled, Bassadat Lakhedar, Bouheni Mohamed, Khelifa Mohamed, Rabah Abdelkader.

3.5 Sample Description

In this case study, in order to give a clear picture of the context and the people involved in it, we present a profile of both EFL teachers and EFL pupils who took part in answering the research tools.

3.5.1 Teachers Profile

The primary school teachers concerned with this investigation are from the region of Tiaret. They are mostly between 30 and 40 years old, having fewer than five years of experience, and mostly females. They possess at least a Bachelor's degree in English language studies and work as full time teachers.

3.5.2 Pupil's Profile

The classes under investigation in this study belong to Algerian primary schools more specifically to Tiaret region containing about 30 pupils ,most of them females, they were between the ages of 9 and 10 years old .

Additionally , they started learning the English language in their third year of primary level. They are supposedly highly motivated to learn a new foreign language. Moreover, They learn best when they are having fun, love playing, and are enthusiastic when instructed through enjoyable activities.

At this age, the focus of teachers is on reading, listening, and developing receptive abilities since they are incapable of producing words or paragraphs at this age.

3.6 Research Tools Description

The research at hands collect data through using three data collection tools a classroom observation ,a questionnaire were assigned to teachers of English in primary schools and an interview with pupils of fourth year in primary school.

3.6.1 Classroom Observation Description

According to the U.S. Department of Health and Human Services (2018), observation is a method for gathering data by keeping an eye on behavior, an occurrence, or the attributes of physical concepts in their natural environment. Essentially, As per the citation provided by Marshall & Rossman (n.d.) in Mahawar (n.d.), this approach involves a methodical description of the events and actions inside a specific setting that was selected for the study. Above all, observation allows researchers to directly witness what individuals are doing rather than depending just on their statements, making it a useful technique for gathering data when studying a phenomenon that already exists.

The purpose behind using classroom observation in this investigation is to observe pupils motivation and participation ,teachers performance ,and the different teaching strategies

for vocabulary teaching to achieve this aim a classroom observation grid is used by researcher to check the teacher's content organization including made a clear statement of the purpose of the lesson, defined relationship of this lesson to previous one. In addition to the teacher performance while lesson delivery such as audible voice ,use of intonation ,maintaining eye contact with pupils, presenting examples to clarify points and use humor to strengthen retention and interest. Furthermore, the researcher observes the instruction and students interaction for instance encouraging students questions ,discussions and waited for students answers by rising a waiting time. Likewise, instructional materials and environment such as using classroom equipment and providing collaborative written assignments'. Besides ,content knowledge and relevance like presenting material appropriate to students knowledge and background, made distinction between fact and opinion .

3.6.2 Questionnaire Description

A questionnaire is a set of questions used in research that is widely recognized for its effectiveness in gathering more precise and comprehensive data from respondents.

The questionnaire is created to 9 teachers of English in different primary schools at fourth grade in Tiaret. It is divided into two parts .The first part tackled the personal information about teachers concerning the age, gender ,and their experiences in teaching English language. As well as, the second part is mainly about the teaching techniques used by teachers in teaching vocabulary ,whether pupils face issues while retaining and using the vocabulary. Besides, the level of motivation and participation among the pupils of this grade .

The purpose behind using the questionnaire in this study is to gather reliable statistics from teachers.

3.6.3 Interview Description

The interview was conducted with 34 fourth grade pupils from primary schools in the Tiaret region of Algeria. Most of the participants were female, aged between 9 and 10 years

old. Thus given the young age and the linguistic abilities of these pupils we tried to follow a specific protocol to make sure the questions are clear to the pupils, by accommodating the questions to the young age of the participants and their levels of English language, which made it easier for them to understand the questions and give accurate responses that surely reflects the reality of their learning experiences. Indeed, the questions were first asked in English and then we tried to interpret those questions orally into Arabic, the mother tongue of the pupils so they fully understand the questions. Also the pupils were asked to raise their hands to show their agreement with an option or an answer.

Now talking about the interview structure and questions, the interview includes eight questions with a general aim of gathering data depicting the experiences and preferences of fourth grade pupils regarding their English language learning process, focusing mainly on vocabulary learning. The interview's questions are simple, clear and suitable for young-aged pupils.

Indeed, the questions are straightforward and short , allowing pupils to express their thoughts and preferences effectively. Additionally, the use of certain instructions such as raising hands to indicate responses, facilitates participation making the interview fun and engaging for young learners. Those questions and their aim are as follow:

Q1/Do you like learning English?

To assess the pupils general attitude towards learning English and their level of enjoyment and motivation.

Q2/ Do you feel that you learned a lot of English words last year?

To gauge the pupils; perception of their progress in vocabulary acquisition over the past year, which may help us in reflecting on the effectiveness of teaching methods used and vocabulary instruction.

Q3/Do you like the teachers strategies for teaching new words?

To evaluate the pupils satisfaction with the teachers methods for teaching vocabulary and see if it cater to different learning styles and needs.

Q4/Do you understand all the words that the teacher explains in the section?

To determine the extent to which pupils understand the vocabulary taught in class, and to be able to evaluate the methods used based on the results of this question.

Q5/ What difficulties do you face in learning words?

To identify specific challenges faced by pupils in learning new words, such as pronunciation, handwriting, or memory retention.

Q6/ Is the teacher punishing you?

To be able to reflect on the classroom environment and teacher-student interactions and the disciplinary techniques adopted by the teacher.

Q7/If you can choose a method that suits you, would you choose to learn words?

To know about the pupils preferred methods for learning vocabulary, and see if it matches the instructions used by their.

Q8/Are you trying to improve your learning of words at home? If yes, how?

To see if the pupils engage in extra learning activities outside the classroom and the methods employed for vocabulary improvement, which helps us reflect on their motivation based on their independent study habits. The interview responses provide data about the experiences of a group of 34 pupils of the fourth grade in primary school regarding their English language learning process.

3.7 Data Analysis

3.7.1 Classroom observation Analysis

The classroom observation grid is designed to note some remarks about teachers' performance in classes concerning their content organization, including defining the relationship between this lesson and the previous ones ,made clear statement of the purpose of

the lesson, whether they do relate today's lesson to future ones and how do they respond to problem raised in the class. finally, summarizing major points of the lesson.

Respondants refers to primary schools are listed as follows:

R1: Boukhemila Laadjal

R2: Rekhais Ali

R3: Bouaadjina Taher

R4: Boukhededja Jamaa

R5: Kadari Khaled

R6: Bassadat Lakhedar

R7: Bouheni Mohamed

R8: Khelifa Mohamed

R9: Rabah Abdelkader

The table below clarifies the points discussed:

Table 3.1

Summary of Observations

Respondents	Content organization	Presentation	Instruction-Student Interactions	Instructional Materials and Environment	Content knowledge and Relevance
R 1 R 7 R 8	Teacher do not make any relation between the lesson	The lesson delivery were clear and teacher made eye contact with her	The teacher raised waiting time ,yet she were nominating	No materials were used .	

	of today and the ones in the future . do not make a statement of the purpose of the lesson.	student ,yet she has poor body language skills to explain new terminology	only those who participated neglecting those who wanted to sit at the back .		
R 2 R 6 R 9	The teacher made clear statement about the purpose of the lesson, and related today's lesson to the future ones.	The teacher uses Arabic language to define unfamiliar terms and concepts .she foster pupils's comprehension She uses pictures and repetition t has a strong impact on her students and	encouraged her pupils to participate and raised waiting time in addition in selecting different pupils and helping them to answers through using	Teacher use flashcards to introduce the lesson. Learners were very engaged with her and very motivated to learn.	presents the flashcards according to her pupils knowledge and background

		she has the ability to maintain order in the class.	probing questions.		
R 3	The teacher define the purpose of the lesson.	While the lesson delivery teacher use pictures in order to introduce the new	Provide her pupils with a song to memorize it		Teacher present the material appropriately to stated purpose of the lesson.
R 5 R 4	The session of I read and I enjoy ,he read the text and then, selected pupils to read the text	Lesson of I read and enjoy ,the teacher were reading the text in noisy class where not all pupils were concentrating		No materials were used In the classroom.	

		with him and he has poor skills in maintaining order in the class.			
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The classroom observation aimed to check many aspects of teaching, including content organization, presentation, student interactions, use of instructional materials, and the relevance of content knowledge. As previously mentioned, the observations were conducted in multiple primary schools in Tiaret, each represented by different respondents (R1 to R9). The following analysis presents the strengths and weaknesses observed in the teachers' methods and interactions with their students, based on the checklist used:

- **Content Organization**

The observations revealed a disparity in how teachers organized their lessons. For instance, teachers R1, R7, and R8 did not connect the current lesson with future lessons and failed to state the lesson's purpose. Hence, the lack of clarity can hinder students' ability to see the continuity and relevance of their learning. In contrast, teachers R2, R6, and R9 clearly articulated the purpose of the lesson and related it to future topics, which likely helped students understand the broader context of their education. Teacher R3 also defined the purpose of the lesson letting students know the learning objectives. However, teachers R4 and R5 focused on reading sessions without a clear organizational framework, potentially this would influence students' negatively.

- **Presentation**

The presentation of lessons varied significantly among the teachers. Indeed, teachers R1, R7, and R8 delivered lessons clearly and maintained eye contact but lacked effective body language skills to explain new terms, which could limit their ability to convey complex concepts effectively. On the other hand, teachers R2, R6, and R9 used a more interactive approach, using Arabic to explain unfamiliar terms, they also used pictures and repetition to maintain order and engagement in the class. Also, teacher R3 used pictures to introduce new vocabulary and support visual learning. However, teachers R4 and R5 struggled with maintaining order in a noisy classroom, which likely disrupted the learning process.

- **Instruction-Student Interactions**

Teachers R1, R7, and R8 increased wait time for responses but tended to pick only the active participants while neglecting those who preferred to sit at the back, which can create a room for an imbalance in student participation. In contrast, teachers R2, R6, and R9 fostered a more inclusive environment by encouraging all students to participate by raising It was clear that this method not only engages more students but also helps in developing critical thinking skills.

- **Instructional Materials and Environment**

It was noticed that teachers R1, R7, and R8 did not use any materials which could make lessons less engaging and harder for students to grasp new concepts. Conversely, teachers R2, R6, and R9 effectively used flashcards to introduce lessons which kept students motivated and engaged. Also, teacher R3 provided a song for memorization and linked the material to the lesson's purpose. However, teachers R4 and R5 did not use any instructional materials, which might have contributed to the lack of focus and order in their classes.

- **Content Knowledge and Relevance**

From our observation, we noticed that teachers R1, R7, and R8 did not use any materials, which could imply a lack of relevant content. In contrast, teachers R2, R6, and R9 presented flashcards according to the students' knowledge and background to ensure the content was relatable and understandable. While, teacher R3 presented materials that aligned with the lesson's stated purpose. However, teachers R4 and R5 without using any materials may have failed to make the content relevant and engaging for their students.

Other Observations

We took so additional notes from our observations which indicated that teachers did not summarize major points of the lesson due to time constraints, leading to incomplete tasks. In fact, all teachers complained about insufficient time which affected their ability to cover the material thoroughly. Additionally, pupils often mixed English with French. Also, teachers made an effort to involve pupils sitting at the back by choosing them for participation to promote inclusivity.

To put it all together, the classroom observations stressed significant variations in teaching methods and their effectiveness. Indeed, while some teachers demonstrated strong organizational skills, effective use of materials, and inclusive interaction strategies, others struggled with maintaining order and engaging all students

Some additional Remarque such as: teacher do not summarize the major points of the lesson and do task because time is not enough for doing . All teacher complain about time .Also Pupils overlap English with French. The teacher were assigns pupils who sit in the back and involve them.

3.7.2 Questionnaire Analysis

This section's aim is to present and evaluate the questionnaire given to teachers.

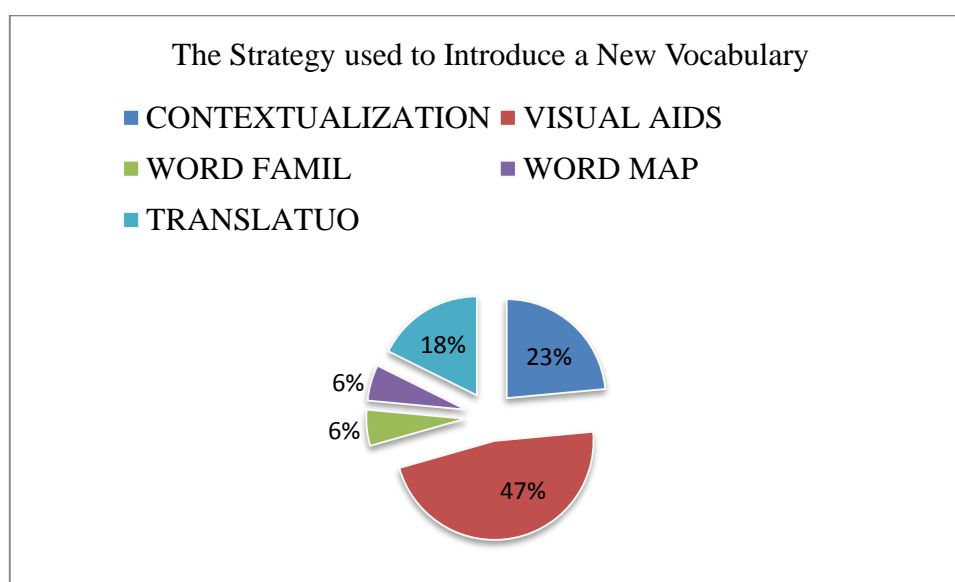
Question one: How do you usually introduce a new vocabulary to your pupils?

It is a multiple choice question in which respondents were supposed to choose more than one answer. the data shows that 4 teachers are using contextualization as a strategy to introduce a new vocabulary. Meanwhile 8 teachers are introducing the vocabulary through visual aids. On the other hand 3 teachers uses the translation to Arabic as a technique to introduce a new vocabulary in their classes . At the same time ,1 teacher uses the word families. In parallel 1teacher uses word map to introduce a new vocabulary for pupils .

That is to say that ,most of teachers are using visual aids within the translation to Arabic in order to present a new vocabulary Item in their classes.

Figure 3.1

Strategies for Introducing Vocabulary



Question two: How do you evaluate your pupils vocabulary retention ?

In the next question teachers are supposed to evaluate the vocabulary retention of their pupils, the outcomes has demonstrated that one instructor believes that the pupils in the class struggle to remember words. On the other hand, Four of the respondents' assessed their pupils vocabulary retention to the mean level. on the other side, six instructors see their pupils good at vocabulary retention. One teacher believes that his pupils have an excellent language memory skills.

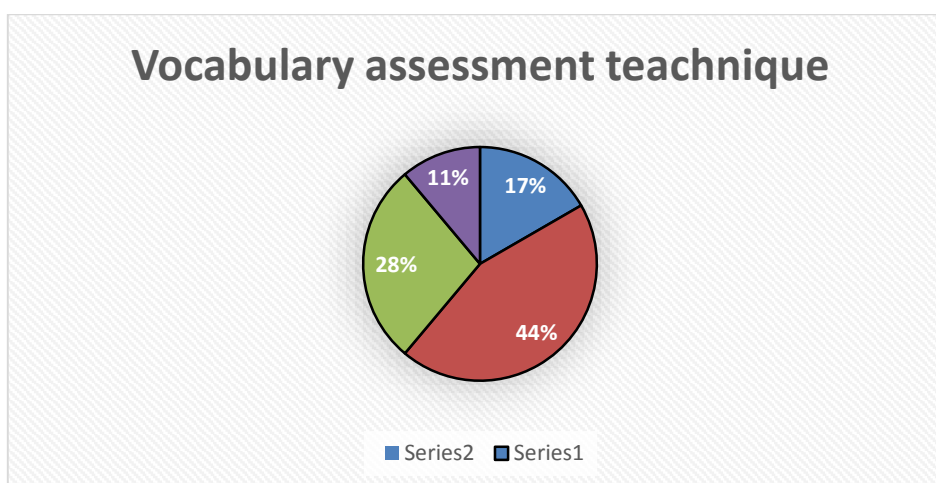
Table 3.1***Table of Evaluation of Pupils Vocabulary Retention***

Weak	Average	Good	Very good
1	4	6	1

Question three: What about the assessment strategies of vocabulary?

The question that follows addresses vocabulary assessment techniques, one of the most crucial

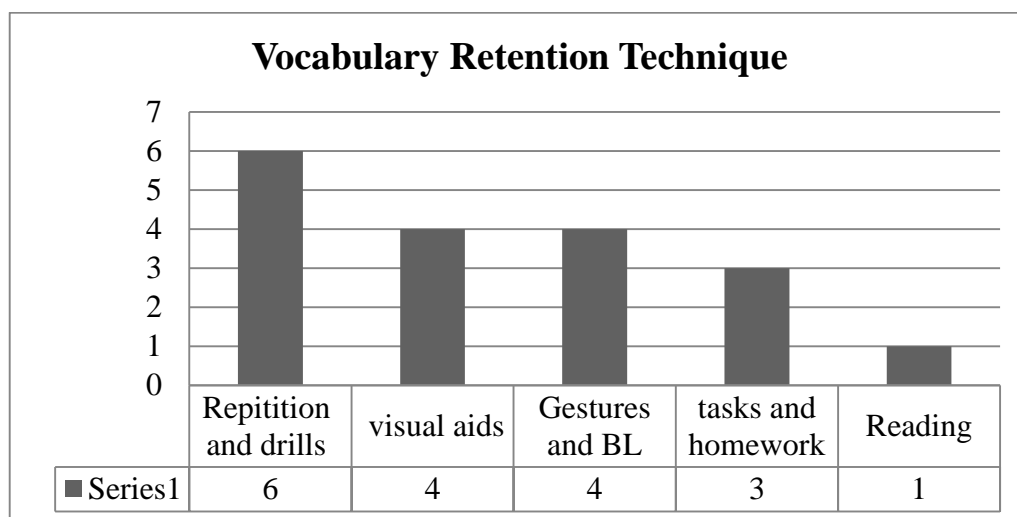
parts of learning. 3 teachers uses the contextual writing assessment for vocabulary. 8 teachers apply the oral assessment. One of the other assessment types is peer assessment, according to the data 5 teachers are using it as a technique in assessing their pupils. Another category of assessment is the standardized assessment in which 2 instructors use it.

Figure3.2***Vocabulary Assessment Technique******Question Four: What are the min techniques you use to help pupils retain vocabulary ?***

The following query, took on the methods used to assist students in remembering vocabulary. The evidence indicates that 6 educators apply drilling technique to help their pupils retain vocabulary. While 4 of them use visual aids as a retaining vocabulary technique. Nevertheless 4 instructors utilize the gestures and body language as an instrument for terminology retention. on the flip side, 3 teachers assign tasks and homework to their pupils to foster their vocabulary retention. In addition 1 teacher uses reading as a mean for terminology preservation.

Figure 3.3

Vocabulary Retention Technique

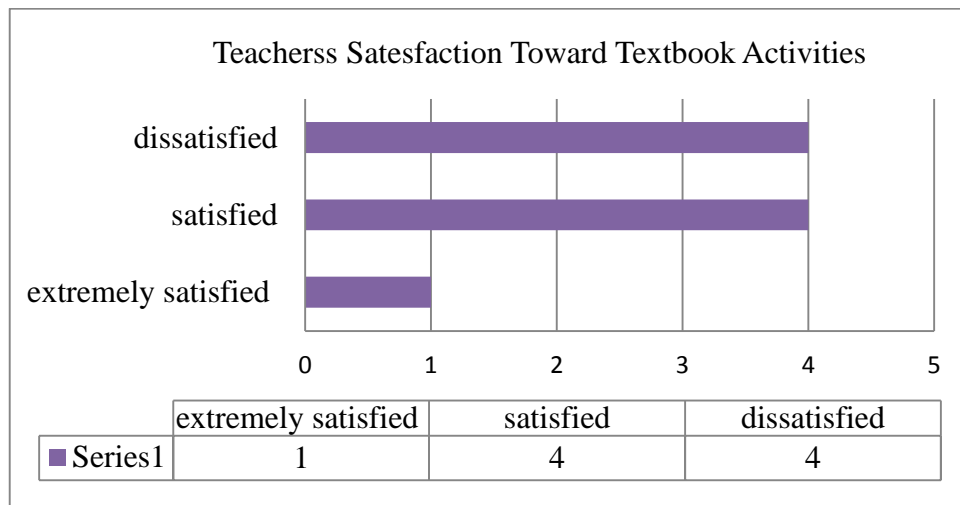


Question five: Are you satisfied with textbook activities?

The later question, which addresses one of the most important elements of learning, participants are asked to rate their satisfaction with the fourth-grade primary textbook exercises. The outcomes has alleviated that 1 teacher is very satisfied with the activities of textbook. In the same line 4 educators share their satisfaction about the textbook's exercises. In the opposite hand, 4 other teachers describe their dissatisfaction regarding the textbook's tasks.

Figure 3.4

Teachers Satisfaction toward Textbook Activities

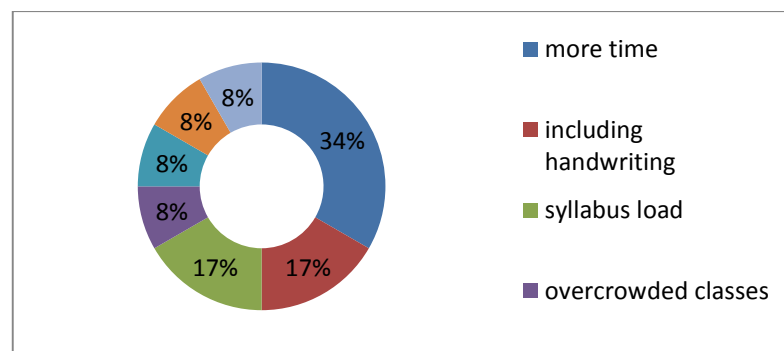


Question six: What would you change about teaching vocabulary at this level?

The final item in the questionnaire is open-ended, so teachers are free to share their thoughts with us on what they might change regarding vocabulary instruction at this level. 4 teachers suggests to have more time in the sessions. Besides, 2 teachers propose to include handwriting. While, 2 other teachers advise to change the syllabus to meet learners age and cognitive level. 1 teacher has an issue with crowded classes. In the other side, 1 teacher would like to change about single teacher per level. 1 teacher also recommend to have material availability .in other part 1 teacher would like to include reading sessions.

Figure 3.5

Teachers Recommendations toward Teaching Vocabulary regarding this Level

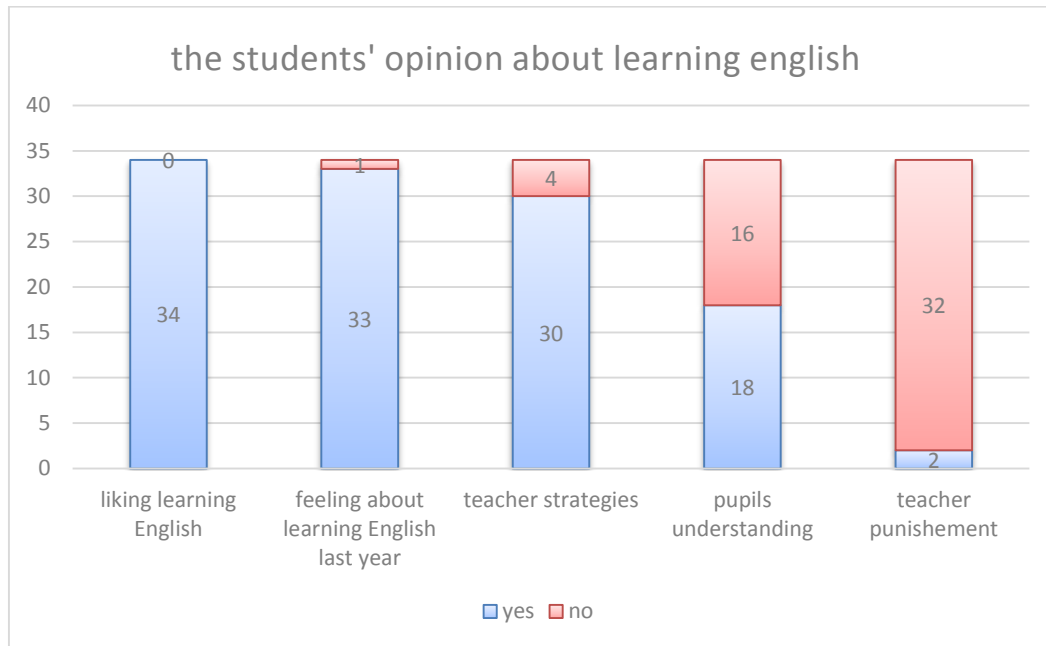


3.7.3 Interview Analysis

Here is a detailed analysis of each question along with the implications:

Figure 3.6

Students Opinion about Learning English



Q1: Do you like learning English?

All of the 34 pupils enjoy learning English which exhibits that they are highly interested and motivated, showcasing by that a positive attitude towards the subject.

Q2: Do you feel that you learned a lot of English words last year?

The vast majority of pupils , precisely 33 out of 34, nearly all of them, feel they made progress in vocabulary acquisition and have learned a big number of new words in the past year(third grade). This may be a reflection of an effective teaching methods and strategies and successful vocabulary instruction.

Q3: Do you like the teacher's strategies for teaching you words?

Most students approve of the teacher's strategies (30) , although a small minority of four pupils are dissatisfied , which may show their preference for alternative strategies that appeal to them and match better their learning style.

Q4: Do you understand all the words that the teacher explains in the section?

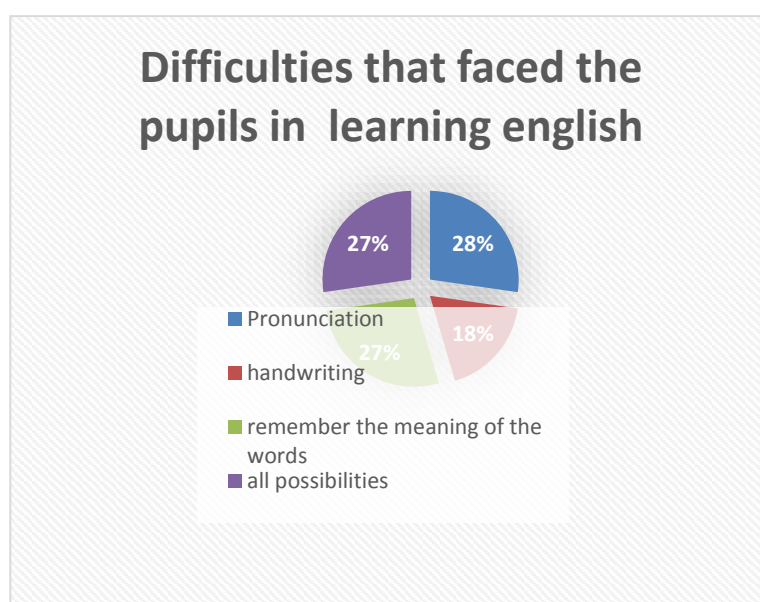
There is a split in understanding vocabulary, with 16 pupils , about half the students not being able to fully grasp the meaning of all the words taught, which stress the need for more explanations and further clarifications.

Q5: What difficulties do you face in learning words?

The major difficulties are pronunciation and remembering the meaning of words (memory retention) , each are faced by nearly half the pupils (15 pupils) . Also, a smaller group of ten pupils, struggles with handwriting. Same time , there are a sample of 15 pupils who selected all possibilities, meaning they face multiple challenges. Those challenges should be taken into consideration and should be addressed whether during regular sessions or remediation sessions if possible.

Figure 3.7

Difficulties Faced Pupils when Learning English



Q6: Is the teacher punishing you?

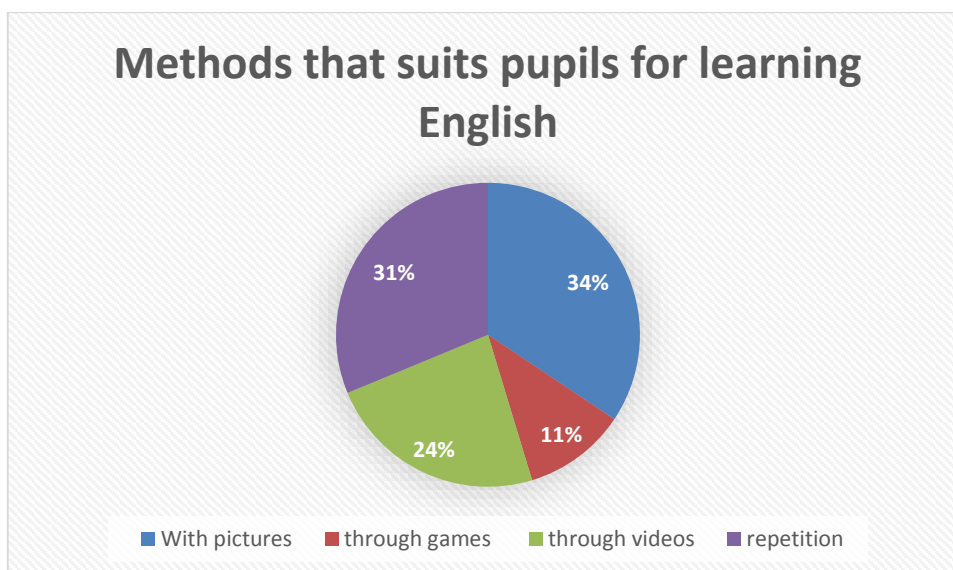
Very few pupils (only two) experience punishment from the teacher signaling generally a positive classroom environment .

Q7: If you can choose a method that suits you, would you choose to learn words: With pictures, through games, through videos, repetition .

Visual aids including pictures and videos, alongside repetition are the most preferred methods, with a number of 22 pupils choosing picture, 15 pupils picking videos and twenty choosing repetition as a suitable method for their learning. On the other hand, surprisingly, games are less favored but still suitable for seven learners, which signals diverse preferences and learning styles.

Figure 3.8

The Preferable Methods by Pupils



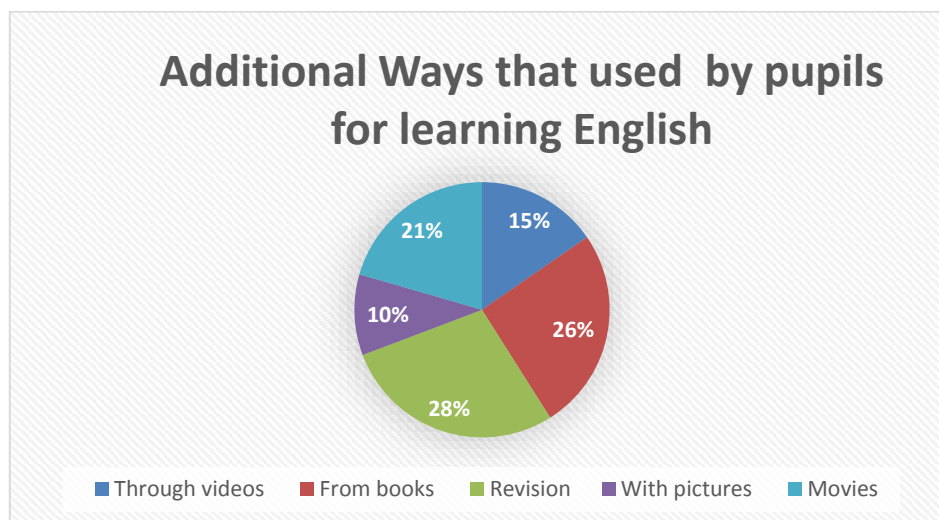
Q8: Are you trying to improve your learning of words at home? If yes, how?

Most pupils (30) are engaging or proactive in learning more words and improving their vocabulary at home. Indeed, books and revision are the most common methods, ten pupils chose books and eleven went for revision as their method of learning at home. Followed by movies (8 pupils) and videos (6 pupils). This means that pupils are highly motivated to learn

more English words which is translated through their willingness to engage in extra learning activities outside the classroom that serve to enhance their English language.

Figure 3.9

Additional Ways for Learning English



3.8 Final Data Discussion and Interpretation

This part attempts to explain and understand the results, as well as provide some answers to our questions.

What is more significant, Data gathered from fourth-year primary school teachers in Tiaret region revealed that the concept of total physical response was not well-known. Only one educator from 9 has experience with it! This in itself contradicts the observation findings where teachers were utilizing TPR activities ! Using games that are rooted in TPR would hinder the teacher from filling its ultimate goal and objective. Lacking knowledge about the root of such games devised in the textbook may present an obstacle in enabling the pupil from obtaining higher effective learning results.

What's more, the research indicates that the majority of teachers agreed that the activities in the textbooks are inadequate. Specifically, teaching vocabulary has to do with that. They acknowledge that more changes are needed to textbooks in order to make

vocabulary teaching easier and more effective for teachers. Furthermore, the data shows that educators in elementary schools employ games to motivate shy pupils and get them involved in enjoyable activities and collaborative tasks. However, these activities may lack more creativity and body movements for better retention.

The respondents were asked about their techniques used to enhance their pupils' motivation during the classes, the data has demonstrated that most teachers used rewards, collaborative tasks or some TPR strategies such as Role play, games. However, during the initial observations it was observed that most instructors had poor skills in maintaining order in their classes which led to the majority of their pupils being disorganized and unruly. Then, Teachers teach vocabulary using traditional methods ,they employ no attractive strategies, such as translating into mother tongue, even when inspections prohibited it.

Moreover, most instructors ignored pupils at the back and concentrating primarily on those high achievers. Whereas, they could select some TPR activities involving mixes level pupils. Most significantly, based on our observations in the classroom, the majority of pupils confuse French with English such as they said "je sorts" instead of may I go out!, la date instead of the date. This is a good opportunity for teacher to use the TPR technique of word walls for example but due to their lack of knowledge about the various TPR activities, this was not resolved as an issue.

3.8.1 Recommendations

When it comes to the various propositions expressed by the teaching sample of our study, educators have suggested the following tips:

- ✓ The teachers suggest increasing the duration of English instruction; they all agree that minutes is insufficient for them to introduce the vocabulary item, practice it, and assign some homework.

- ✓ Instructors advise changing the syllabus since, in their opinion, it does not adequately address the needs and age of the students at this level.
- ✓ The majority of educators believed that teaching handwriting at this age is necessary because they feel it is closely related to the development of receptive skills. and because they are at a good level, students at this age need to write.
- ✓ All primary school instructors complain over overcrowded classrooms and the issue of having one teacher per level.
- ✓ The study advises primary school teachers to vary their pedagogical approaches in order to meet students' varying styles of learning, prevent boring instruction, and maintain students' motivation and engagement.
- ✓ Instructors must to possess the required tools and be well-trained.
- ✓ Instructors ought to emphasize the value of giving their students constructive feedback and improve their techniques for using positive reinforcement.
- ✓ For the purpose of professional development, teachers ought to have access to ongoing professional development opportunities in order to stay updated on ways for teaching vocabulary that work and to solve any difficulties they could run across.

Teaching vocabulary in elementary schools can be one of the most important topics for future research. Therefore, we may propose the following two activities (as said in the third hypothesis) as an attempt to remedy retention issue :

‘Simon Says’ or ‘Teacher Says’ Activity :

Using his creativity to teach and foster the different direction UP, DOWN, LEFT, RIGHT, the teacher comes up with multiple command phrases such as : *‘Put your left arm up’*, *‘Touch your right knee’*, *‘Stomp your right foot’* or *‘Sit down’*. This could be good

practice for body parts and word meaning at the same time. The teacher explain the main instruction which is to act after hearing ‘teacher says’. The pupils who performs the wrong action with his body or act the phrase that did not start with ‘Simon or Teacher Says’ is disqualified.

The teacher can test the pupils’ knowledge and retention of vocabulary a challenging way. He may perform the wrong action while giving the command and see whether pupils will follow his mistake or rather correct him. (<https://2englishteachers.com/>)

The Word Charade Activity :

An activity that can be based around teaching simple words (nouns/ verbs/ adjectives ...etc) or can be extended to entire phrase. It can be also played in large groups or teams. It offers plenty of choices to the teacher to choose from. The teacher explains the rules which are similar to any form you decide to apply in class :

- Each player takes turn in guessing the clue about the word/phrase in the shortest time possible.
- The actor of the word read the card and performs in the form of action or movement.
- The actor of the word must not speak, use noises or use a prop.

If the age group is smaller which is the case for our study, the teacher may include the entire class. The first pupil selects a card from a card box prepared earlier. He or the teacher inform the rest of the class about the category that the word belongs to. For instance : if the word is ‘glove’ he says that it belongs to clothing category. While acting out the word, he may point with his finger to the right answer or show the wrng answers by shaking it.

(<http://www.theelementaryhelper.com/>)

3.9 Conclusion

The introduction of English in Algerian primary schools in 2022 presents unique challenges for teachers and students, particularly in vocabulary acquisition. This chapter examines vocabulary teaching in primary schools, focusing on fourth-grade students. The research uses questionnaires, classroom observations, and interviews to evaluate vocabulary instruction effectiveness. Classroom observations reveal variability in teachers' methods, but successful lesson planning and clear objectives lead to better engagement and comprehension. The use of instructional materials like flashcards and songs enhances motivation and vocabulary retention.

General Conclusion

As a step towards recognizing the growing importance of English globally, Algeria has included English language in the curriculum of primary school starting from third grade. This decision indicates the country's commitment to preparing its learners for future opportunities. However, such step requires the practical application of the most effective teaching methods especially when it comes to vocabulary instruction. Since, learning vocabulary is essential for mastering any language, and English is no exception. A suitable strategy for vocabulary instruction is a must.

On another hand, the Total Physical Response strategy has been proved by earlier research record to be extremely suitable with pupils of younger age as it develops a number of skills and not only vocabulary. For this reason, we have noticed that the English textbook includes some of TPR activities which EFL teachers attempt to make successful in class. However, despite implementing it –due to ministry’s advice- most EFL teachers do not grasp the concept behind it. They also lack proper knowledge about the versatile repertoire of its activities to render vocabulary learning more effective, motivating and full of creativity.

Thus, we attempt in this study to know whether primary teachers are consciously using the devised TPR activities in their classes or not. We also attempt to recommend some useful activities that can help them overcome obstacles regarding their vocabulary instruction.

After extensive analysis of data collection tools, we could argue the following results :

The initial hypothesis could be partially proven for the majority of primary teachers failed to explain the TPR concept to the researchers. They had no prior knowledge about it, thus, application of TPR games was done unconsciously. However, one teacher prevented the validation of this hypothesis as she claimed having enough knowledge about the TPR concept.

The data from the questionnaire also support strongly the second hypothesis which was entirely proven as observations and quantitative tools proved pupils struggle with word writing, spelling and pronunciation for various reasons. Confusion with vocabulary instruction of French language could be a huge factor leading to these struggles in addition to lack of involvement from the teacher in some instances and lack of creativity in other ones.

The third hypothesis is validated by the observation that teachers use techniques like role play, repetition, and storytelling to address these retention problems. Despite these effective strategies, challenges such as maintaining classroom order, engaging quieter pupils, and the inadequacy of textbook activities were noted. Thus, it was more fruitful to propose such activities as future recommendations to enrich the textbook and add creativity to EFL vocabulary instruction practices.

Ultimately, the purpose of this study was to address a limited set of inquiries. It is important to engage in continuous research about vocabulary retention strategies over time and across different contexts. The findings of this study have shown predominantly the significant role of total physical response (TPR) strategies in improving vocabulary retention among primary school pupils in Algeria. However, further research is warranted to explore additional techniques and their effectiveness in various educational settings. Future studies should focus on longitudinal impacts and diverse classroom environments to find more about vocabulary 57 teaching methods. It is also advisable to consider the below mentioned limitations and the recommendations to ensure more fruitful outcomes.

Lastly, the challenges and barriers that arise during a study that are beyond the researcher's control constitute a constraint of the research effort. Nevertheless, the outcomes and conclusion of your task are unaffected by such challenges. The challenges that we have faced are as follow:

- We were obliged to simplify the questions for some of the fourth-year primary school

- Teachers because they were unfamiliar with the terminology used. When answering the questionnaire, some respondents were cross examined with an interview
- It was obvious that some answers were not completely truthful maybe out of fear for their reputation or self -image. they might have felt embarrassed to provide truthful responses. Teachers' handwriting in their response to the questions was difficult to read and had multiple
- Teachers' writing errors were common which made it challenging to interpret questionnaire results.

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Appendix 1 Classroom Observation Checklist

Module : Instructor :

Length of the Course : Length of the Observation :

Observer : Date :

Subject Matter Treated in the Course :

Content Organization	Completely	Adequately	Not at All
1. Made clear statement of the purpose of the lesson			
2. Defined relationship of this lesson to previous ones			
3. Paced lesson appropriately			
4. Summarized major points of lesson			
5. Responded to problems raised during lesson			
6. Related today's lesson to future lessons			
Additional Comment:			
.....			
Presentation	Completely	Adequately	Not at All
7. Projected an easy to hear voice			
8. Used intonation to vary emphasis			
9. Explained things with clarity			
10. Maintained student attention			
11. Maintained eye contact with students			
12. Listened to students questions and comments			
13. Projected nonverbal gestures consistent with intentions			
14. Defined unfamiliar terms, concepts and			

principles			
15. Presented examples to clarify points			
16. Related new ideas to familiar concepts			
17. Restated important ideas at appropriate times			
18. Varied explanation for complex material			
19. Used humor to strengthen retention and interest			
Additional Comment:			
.....			
Instruction/Student Interactions	Completely	Adequately	Not at All
20. Encouraged student questions			
21. Encouraged student discussion			
22. Waited for students' answers			
23. Gave appropriate time for thinking			
24. Paced lesson to allow time for note taking			
25. Encouraged students to answer difficult questions			
26. Asked probing questions when necessary			
27. Showed interest in students' interpretations			
28. Assessed students' learning			
29. Managed balanced teacher/student talk			
30. Allowed students' peer/ self-correction			
31. Monitored students' progress			
Additional Comment:			
.....			

Instructional Materials and Environment	Completely	Adequately	Not at All
32. Prepared students with appropriate assigned readings			
33. Related material to real life experiences			
34. Presented supporting audio-visual material			
35. Used classroom equipment adequately			
36. Provided collaborative written assignments			
37. Used students' produced products			
38. Supported lesson with useful classroom exercises			
39. Promoted communication than instruction			
40. Welcomed students' topic suggestions for next session			
Additional Comment:			
.....			
Content Knowledge and Relevance	Completely	Adequately	Not at All
41. Presented material covering students' needs			
42. Presented material appropriate to student knowledge and background			
43. Presented material appropriate to stated purpose of the course			
44. Made distinctions between fact and opinion			
45. Presented divergent viewpoints when appropriate			
46. Demonstrated command of subject matter			
Additional Comment:			
.....			

.....
Additional Observer Comments :

Signature :

Appendix 2 Teachers' Questionnaire

Dear participants ,

You are kindly invited to fill in the following questionnaire which aims at delving into the effectiveness of vocabulary teaching for fourth grade at primary school level. Please tick on the appropriate boxes or write sentences when required. Please provide us with answers that reflect your teaching strategies and techniques in order to improve the reliability of our research.

I would like to thank you in advance for your collaboration.

Part One: Personal Details

1-Age

A- 20-30 30-40 40-50

2-Sex

A-Male B- Female

Part Two: Professional Questions

1-How long have you been teaching English for ?

A- Less than 5years .

B-More than 10years .

2-How do you usually introduce a new vocabulary to your pupils ?

A-Through contextualization .

B-By visual aids .

C-Word families .

D-Word map .

E-Translation to target language .

3-Are you aware of Total physical Response method in language teaching and learning?

yes

no

4- How do you evaluate your pupils 's vocabulary retention ?

1-Weak

B-Average

C-Good

D-very good.

5-What about the assessment strategies of vocabulary ?

A-Contextual writing assessment .

B-Oral assessment.

C-Peer assessment.

D-Standardized tests .

6-What are the main techniques you use to help your pupils retain vocabulary?

.....

.....

.....

7-Do your learners face some difficulties while retaining vocabulary?

A-Yes

B-No

8-Are you satisfied with textbook activities in teaching vocabulary ?

A-Extremely satisfied.

B-Satisfied .

C-Dissatisfied .

9-Do you use language games in your class ?

A-Yes

B- No

10-Do language games encourage shy pupils to participate and increase their engagement ?

.....

11-What are your strategies to enhance your pupils 's motivation ?

.....

.....

12-What would you change about teaching vocabulary at this level ?

.....

.....

Thank you for your cooperation!

Appendix 3 Pupils' Interview (Arabic Version)

You can ask the following questions in Arabic:

- 1 - هل تحب تعلم اللغة الانجليزية؟
 نعم لا
- 2 - هل تحس انك تعلمت الكثير من الكلمات الانجليزية العام الماضي؟
 نعم لا
- 3 - هل تحب طريقة المعلم في تعليمك الكلمات؟
 نعم لا
- 4 - هل تفهم كل الكلمات التي يشرحها المعلم في القسم؟
 نعم لا
- 5 - ما هي الصعوبات التي تواجهك في تعلم الكلمات؟
 طريقة النطق
 طريقة الكتابة
 تذكر معنى الكلمة
 كل الاحتمالات
- 6 - هل يعاقبك المعلم عند الخطء في استخدام الكلمات؟
 نعم لا
- 7 - إن امكنك اختيار طريقة تناسبك، هل ستختار تعلم الكلمات :
 مع الصور
 عبر العاب
 عبر الفيديوهات
 تسمع الكلمة و تعيدها
- 8 - هل تحاول تحسين تعلمك للكلمات في المنزل؟
 نعم لا
 إذا نعم، كيف؟

ملخص

يسلط هذا البحث الضوء على الاستخدام اللاواعي لتقنيات الاستجابة البدنية الكلية في تعليم المفردات لدى تلاميذ السنة الرابعة ابتدائي بمنطقة تيارت. لهذا الغرض استخدمنا منهجية مختلطة و ثلاث ادوات بحث؛ فقد تمت ملاحظة الأقسام و اجراء مقابلة شفوية مع التلاميذ وتم توزيع إستبيانات على معلمي السنة الرابعة في المدارس الابتدائية. و بعد تحليل البيانات أظهرت النتائج ان استراتيجيات تعليم المفردات المنتهجة تعود لتقنية الاستجابة الجسدية الكلية و لكن دون ادراك المعلمين. و عقب اجراء البحث، اقترحت الدراسة استخدام هذه التقنية نظرا لفاعليتها في اكتساب المفردات و تخزينها الى جانب دورها في تحفيز التلاميذ و تعزيز تحصيلهم الاكاديمي.

الكلمات المفتاحية: استراتيجيات الاستجابة البدنية الكلية ، تدريس المفردات، تخزين المفردات، التعليم الابتدائي.

Résumé

Cette recherche vise a montrer l'utilisation inconsciente de la réponse Physique Totale dans l'enseignement du vocabulaire des élèves de 4^{ème} année primaire de la region de Tiaret. Pour atteindre cet objectif, nous avons utiliser une méthodologie mixte et une triangulation d'outils. Une observation en classe, un entretien structure avec les élèves et un questionnaire ont été remis au enseignants d'Anglais. L'analyse a révélé que les strategies utilisées en classe appartiennent a la réponse physique totale, mais les enseignants n'en sont pas conscients. L'étude suggere l'utilisation de ces stratégies pour leurs efficacité dans l'acquisition et la retention du vocabulaire et leurs role dans la motivation et l'amélioration des resultants scolaires.

Mots clés: Strategies TPR, Enseignement du vocabulaire, retention de vocabulaire, école primaire.

Summary

This research aims to highlight on unconscious use of Total Physical Response in vocabulary instruction of 4th year primary school pupils in Tiaret area. For this purpose we have utilized a mixed methodology and a triangulation of research tools. A classroom observation, structured interview with fourth year elementary pupils, and a questionnaire was given to a few fourth year primary school teachers. The analysis has revealed that the strategies used in class belong to Total Physical Response ,but, teachers are unaware of this. The study suggested the use of total physical response in vocabulary teaching due to its effectiveness in both vocabulary acquisition and retention. Besides its role in motivating pupils and enhancing their academic achievements.

Keywords: TPR Strategies, Teaching Vocabulary, Vocabulary Retention, Primary Education.