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Exploring Teachers' Perceptions on the Effectiveness of Total Physical Response Method in Vocabulary Instruction: The Case of Third-Grade Primary English Classes in M'sila

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master's Degree in **Didactics and Applied Languages**

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DECLARATION

We hereby declare that this dissertation is entirely our own original work. To the best of our knowledge and belief, it has not been submitted, either in whole or in part, to any other university or institution for the award of any degree or qualification.

All sources of information and references used in this study have been properly acknowledged and cited in accordance with academic conventions.

This research was conducted in primary schools in M'sila, Algeria.

Date: 30 May 2026

Meriem Ziane

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Dedication

We dedicate this work with sincere gratitude and appreciation to our beloved parents, whose unconditional love, endless sacrifices, constant encouragement, and unwavering support have been the foundation of our academic journey.

We also dedicate this dissertation to our families for their patience, understanding, and continuous motivation throughout our years of study.

Our heartfelt appreciation goes to all our teachers and professors, whose knowledge, guidance, and dedication have inspired us and contributed significantly to our academic and personal development.

We are equally grateful to our friends and colleagues for their encouragement, cooperation, and the memorable experiences we shared during this journey.

Finally, we dedicate this work to everyone who believed in our abilities and supported us throughout this important milestone.

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Touil Loudjeyen

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Abstract

This study explores primary school EFL teachers' perceptions of the effectiveness of the Total Physical Response (TPR) method in teaching English vocabulary to third-grade pupils in M'sila, Algeria. Specifically, it investigates teachers' views regarding the pedagogical value of the method, the benefits observed in classroom practice, the challenges encountered during its implementation, and the support required to enhance its successful integration into primary education.To achieve these objectives, the study adopted a descriptive mixed-methods research design. Data were collected through a questionnaire administered online to 31 primary school EFL teachers working in M'sila. The instrument consisted of both closed-ended Likert-scale items and open-ended questions, allowing for the collection of quantitative and qualitative data. Furthermore, the data were analyzed to identify the participants' perceptions and experiences concerning the use of TPR in vocabulary instruction. The findings revealed that the participants generally held positive perceptions of the method. They reported that it enhances pupils' vocabulary comprehension, retention, pronunciation, motivation, classroom participation, and interaction while reducing anxiety among young learners. Nevertheless, several challenges were identified, including overcrowded classrooms, limited teaching resources, insufficient classroom space, and time constraints, all of which may hinder its effective implementation. Overall, the findings suggest that TPR is an effective and engaging instructional approach for teaching vocabulary in Algerian primary schools when appropriate pedagogical support and suitable classroom conditions are available. Additionally, the study recommends providing continuous teacher training, practical pedagogical guidance, and adequate educational resources to facilitate the successful implementation of this method in primary English language classrooms.

Keywords: Total Physical Response (TPR), EFL teachers' perceptions, vocabulary instruction, beginner learners, Algerian primary schools.

List of Abbreviations

EFL: English as a Foreign Language

TPR: Total Physical Response

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General Introduction

General Introduction

The development of effective techniques for enhancing vocabulary learning has become a major concern in the field of English as a Foreign Language (EFL), particularly in relation to young learners in primary education. Among the various instructional approaches, the Total Physical Response (TPR) method has gained considerable attention due to its learner-centered and interactive nature. By integrating physical movement with language instruction, TPR promotes learners' comprehension and long-term retention of new vocabulary. Accordingly, this dissertation investigates EFL teachers' perceptions of the effectiveness of the TPR method in enhancing vocabulary learning among third-grade primary school pupils in M'sila, Algeria.

1. Background of the Study

In the field of English as a Foreign Language (EFL), vocabulary acquisition is widely recognized as a fundamental component of language proficiency. It plays a crucial role in enabling learners to comprehend spoken and written language, express their ideas effectively, and develop the four essential language skills: listening, speaking, reading, and writing. According to Nation (2001), vocabulary knowledge is a strong predictor of language proficiency because learners cannot communicate effectively or understand a language without an adequate lexical repertoire. Similarly, Wilkins (1972) famously stated that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed" (p. 111), highlighting the indispensable role of vocabulary in successful language learning.

Teaching vocabulary to young learners in primary education should be consistent with their cognitive, psychological, and developmental characteristics. Young learners generally acquire new vocabulary more effectively through meaningful experiences, visual aids, and physical interaction than through abstract explanations (Piaget, 1970). Nevertheless, vocabulary instruction in many EFL classrooms continues to rely heavily on traditional teaching techniques, such as rote memorization, repetition, and translation. These teacher-centered approaches often limit learners' active participation, reduce motivation, and may result in poor vocabulary retention and limited ability to use newly acquired words appropriately in real-life communicative situations (Harmer, 2007).

In response to these limitations, contemporary language teaching has increasingly emphasized learner-centered and interactive instructional approaches that promote meaningful engagement. One such approach is the Total Physical Response (TPR) method, developed by Asher (1969). TPR is based on the coordination of language and physical movement, assuming that language learning becomes more effective when learners respond to verbal input through physical actions. This approach reflects the natural process of first language acquisition, in which comprehension precedes production and learning occurs in a low-anxiety environment (Krashen, 1982).

The theoretical foundations of TPR are further supported by research in cognitive psychology, which suggests that combining verbal input with physical activity enhances memory retention. According to Asher (1977), physical movement strengthens the association between language and meaning, thereby facilitating vocabulary acquisition and long-term retention. This perspective is also consistent with the theory of embodied cognition, which argues that learning is reinforced through sensory and motor experiences. In classroom practice, TPR typically involves learners responding physically to teachers' verbal instructions, allowing them to establish meaningful connections between language and action while promoting active engagement in the learning process.

The effectiveness of TPR in vocabulary instruction has been demonstrated by numerous empirical studies, particularly among young and beginner learners. Richards and Rodgers (2001), for instance, argue that TPR increases learners' motivation and classroom participation by creating an enjoyable and low-stress learning environment. Likewise, Shin and Crandall (2014) found that movement-based instructional activities significantly improved vocabulary retention among primary school learners. Similarly, Widodo (2005) reported that learners taught through TPR demonstrated higher levels of vocabulary comprehension and longer retention than those taught using traditional instructional methods.

Although these findings indicate that TPR is an effective approach to vocabulary instruction during the early stages of language learning, its implementation is not without challenges. Several studies have reported that its successful application may be constrained by factors such as overcrowded classrooms, limited instructional time, insufficient teaching materials, inadequate teacher training, and unfavorable classroom conditions (Larsen-Freeman & Anderson, 2011). Furthermore, teachers' beliefs, knowledge, and classroom experiences play a decisive role in determining whether and how TPR is implemented. Borg (2003) argues that teachers' cognitive frameworks strongly influence their instructional decisions and classroom practices.

In the Algerian educational context, the introduction of English at the primary school level has created an increasing demand for innovative and effective teaching approaches that meet the needs of young learners. Recent studies have also emphasized the importance of multilingual education in Algerian primary schools, highlighting its positive contribution to pupils' linguistic and cognitive development as well as teachers' generally favorable perceptions of its implementation (Ladjel, 2023).

Despite this development, research on modern instructional methods such as Total Physical Response (TPR)

remains relatively limited, particularly in local contexts such as M'sila. Most previous studies have focused on general teaching practices without examining teachers' perceptions of interactive approaches in depth. Consequently, further research is needed to investigate teachers' views regarding the implementation of TPR in Algerian primary school classrooms.

Accordingly, the present study aims to investigate EFL teachers' perceptions of the effectiveness of the Total Physical Response method in teaching vocabulary to third-grade primary school pupils in M'sila. More specifically, it seeks to explore teachers' views on the impact of TPR on vocabulary learning and retention, identify the challenges they encounter when implementing this method, and examine the support needed to facilitate its effective use. By addressing these issues, this study seeks to bridge the gap between theoretical perspectives and classroom practice while contributing to the improvement of vocabulary instruction in Algerian primary schools.

2. Statement of the Problem

Vocabulary acquisition is widely recognized as a fundamental aspect of learning English as a Foreign Language (EFL). However, many primary school learners continue to experience difficulties in understanding, acquiring, and retaining new vocabulary. This challenge is often attributed to the continued reliance on traditional teaching methods, such as memorization, repetition, and translation, which do not always encourage active learning or promote long-term vocabulary retention.

Furthermore, although innovative teaching approaches such as the Total Physical Response (TPR) method have demonstrated positive outcomes in language learning, they are not consistently implemented in primary school classrooms. Many teachers make only limited use of this method, and there is still insufficient research examining their perceptions of its effectiveness, particularly within the Algerian educational context and, more specifically, in M'sila. Therefore, this study seeks to address this gap by investigating primary school EFL teachers' perceptions of the effectiveness of the TPR method in enhancing vocabulary acquisition and retention, as well as

identifying the challenges that hinder its implementation in third-grade primary school classrooms in M'Sila.

3. Research Questions

This study seeks to answer the following research questions:

1. What are primary school EFL teachers' perceptions of the effectiveness of the Total Physical Response (TPR) method in teaching vocabulary to third-grade primary school pupils?
2. To what extent does the use of the Total Physical Response (TPR) method enhance pupils' vocabulary acquisition and retention?
3. What challenges do primary school EFL teachers encounter when implementing the Total Physical Response (TPR) method in third-grade primary school classrooms in M'sila?

4. Aim of the Study

The present study aims to investigate EFL teachers' perceptions of the effectiveness of the Total Physical Response (TPR) method in teaching vocabulary to third-grade primary school pupils in M'sila. It specifically seeks to examine teachers' experiences and perceptions regarding the implementation of TPR in classroom practice and its contribution to pupils' vocabulary acquisition and retention.

More specifically, this study aims to evaluate teachers' perceptions of the usefulness of the TPR method in vocabulary instruction, examine its impact on pupils' vocabulary learning and retention, and identify the challenges teachers encounter while implementing this instructional approach in primary school classrooms.

5. Significance of the Study

This study is significant because it contributes to both the theoretical understanding and the practical application of effective vocabulary teaching methods in English as a Foreign Language (EFL) contexts.

From a theoretical perspective, the study contributes to the existing body of literature on the implementation of the Total Physical Response (TPR) method in vocabulary instruction. It provides

valuable insights into teachers' perceptions of this instructional approach and examines its effectiveness in promoting vocabulary acquisition and long-term retention among young learners. Furthermore, this study enriches the literature by focusing on the Algerian primary school context, particularly in M'sila, where research on contemporary teaching approaches such as TPR remains limited. Consequently, it contributes to expanding research on innovative language teaching methodologies in under-researched educational settings.

From a practical perspective, the findings of this study may assist primary school EFL teachers in understanding both the benefits and the challenges associated with implementing the TPR method in vocabulary instruction. The study may also encourage teachers to adopt more interactive, learner-centered teaching practices that better meet the needs of young learners and enhance vocabulary learning outcomes. Additionally, the findings may provide valuable recommendations for teacher education and professional development programs by emphasizing the importance of equipping teachers with the knowledge and practical skills required to implement effective instructional strategies.

Moreover, the findings may be beneficial to curriculum designers, educational planners, and policy makers by providing insights into ways of improving English language instruction at the primary school level. Finally, this study may serve as a useful reference for future researchers interested in innovative approaches to language teaching and vocabulary instruction.

6. Research Methodology and Tools

To achieve the objectives of this study, a descriptive mixed-methods research design was adopted. Data were collected through two research instruments: a questionnaire and semi-structured interviews. The participants consisted of primary school EFL teachers working in M'sila. Their responses and experiences were analyzed to gain a comprehensive understanding of the effectiveness of the Total Physical Response (TPR) method in vocabulary instruction, as well as the opportunities and challenges associated with its implementation in third-grade primary school classrooms.

7. Structure of the Study

This dissertation consists of two chapters.

Chapter One, entitled "Theoretical Background," provides a comprehensive review of the literature related to the present study. It is organized into five main sections.

The first section, "Total Physical Response (TPR)," introduces the concept of TPR by discussing its definition, principles, theoretical foundations, and importance for teaching young learners in EFL classrooms. It also explains the relationship between physical movement, language comprehension, and vocabulary learning.

The second section examines the effectiveness of TPR in vocabulary instruction. It discusses the relationship between TPR and vocabulary acquisition, retention, learners' motivation, and classroom participation. In addition, it compares TPR with traditional vocabulary teaching methods. The third section, "Vocabulary Instruction in Primary Education," explores the importance of vocabulary in language learning and discusses various approaches to vocabulary instruction, including explicit and incidental learning as well as traditional and modern teaching methods. It also highlights the major challenges associated with vocabulary instruction in primary school EFL classrooms.

The fourth section focuses on teachers' perceptions of the TPR method. It discusses the concept of teachers' perceptions in education, reviews previous studies related to teachers' attitudes toward TPR, and explains how teachers' beliefs and experiences influence classroom practices. Furthermore, it emphasizes the importance of investigating teachers' perceptions within the Algerian educational context, particularly in primary schools in M'sila.

The fifth section examines the challenges associated with implementing TPR in primary school EFL classrooms. It discusses issues such as overcrowded classrooms, insufficient teacher training, limited instructional time, classroom management difficulties, examination-oriented teaching, and cultural beliefs that may influence teachers' instructional practices.

The chapter concludes by identifying the research gap addressed by the present study, namely the limited research investigating teachers' perceptions and implementation of the TPR method in Algerian primary school contexts, particularly in M'sila.

Chapter Two, entitled "EFL Teachers' Perceptions of the Total Physical Response Method," is divided into two main sections.

The first section, "Research Design and Methodology," presents the research objectives, explains the rationale for selecting primary school EFL teachers in M'sila as the study participants, and describes the mixed-methods research design. It also explains the sampling procedures, data collection instruments (questionnaire and semi-structured interviews), as well as the piloting and validation procedures. Finally, it describes the data collection process, including the administration of the questionnaire and the conduct of the interviews.

The second section, "Data Analysis and Findings," presents and analyzes the collected data. The quantitative data obtained from the questionnaire are analyzed using descriptive statistics to examine teachers' knowledge and implementation of the TPR method. The qualitative data collected through the semi-structured interviews are analyzed thematically to identify the major themes related to teachers' perceptions, experiences, and challenges regarding the implementation of the Total Physical Response method in vocabulary instruction.

Chapter one:

Theoretical Framework

Introduction

This chapter presents a comprehensive review of the relevant literature related to the present study. It is organized into five main sections: (1) Total Physical Response (TPR) as a language teaching method, including its definition, principles, and importance for young learners; (2) the effectiveness of TPR in vocabulary learning; (3) vocabulary instruction in primary education; (4) teachers' perceptions of TPR and how these perceptions influence classroom practices and (5) the challenges associated with implementing TPR in EFL primary school contexts. The chapter concludes by identifying the gap this study aims to fill, specifically the limited research on teachers' perceptions and use of TPR in the Algerian primary school context of M'sila.

1 Total Physical Response (TPR)

1.1 Definition of Total Physical Response

One of the best-known language teaching methods developed in the field of second language acquisition research is TPR (Total Physical Response). James J. Asher, a psychology professor at San Jose State University in California who developed it, became interested in language learning in the early 1960s. The TPR method was born as a separate direction at the junction of psychology, linguistics and pedagogy in the fundamental work of Asher, first published in 1965 and later systematized in his landmark guidebook.

The most cited academic definition of TPR is by Richards and Rodgers (2014) who define TPR as “a language teaching method based on the coordination of speech and action; it attempts to teach language through physical (motor) activity” (p. 73). It has its roots in a number of traditions developmental psychology, learning theory, and humanistic pedagogy. The approach views the body as an active agent in the language learning process. Therefore, the central component of the TPR instruction is the imperative verb form. Again, Asher (1977) himself said that “most of the

grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (p. 4).

TPR is essentially the connection of verbal commands by the teacher and physical response by the students. As Asher (2009) later reiterated, the basic principle of TPR is that language learning is more effective when students physically respond to commands in the target language, replicating the natural process by which infants acquire their mother tongue before producing any language themselves. The difference between TPR and more traditional, production-oriented approaches to language teaching is the principle of observe before you speak.

TPR is also described as a method which is mainly concerned with decreasing student stress and creating a fun low-anxiety environment in the process of foreign language learning (Larsen-Freeman and Anderson, 2011). According to Larsen-Freeman and Anderson (2001) the main aim of Total Physical Response method is to "reduce students stress and to make them entertained in the process of foreign language education" (p. 113).

1.2 Principles of Total Physical Response

Total Physical Response (TPR) is founded on a number of interrelated theoretical principles that distinguish it from traditional language teaching methods. These principles are primarily derived from Asher's (1977, 2009) observations of first language acquisition and have subsequently been supported by numerous researchers in the field of second language acquisition.

Principle 1: Listening Before Speaking

The first and most fundamental principle of TPR is that listening comprehension should precede oral production. According to Asher (1977), children acquire their first language by listening to their parents' speech and responding physically to verbal commands long before they begin to speak. This natural sequence of language acquisition serves as the foundation of the TPR method.

Similarly, Richards and Rodgers (2014) explain that Asher emphasizes the development of listening comprehension before encouraging learners to produce the target language. This principle is consistent with the Comprehension Approach to language teaching, which prioritizes receptive

skills over productive ones. Consequently, learners are given sufficient time to develop comprehension before they are expected to speak, allowing language production to emerge naturally as their understanding increases (Richards & Rodgers, 2014, p. 74).

Principle 2: Learning Through Physical Movement

The second principle of TPR emphasizes the essential role of physical movement in language learning. Asher (1977) relates this principle to the Trace Theory of Memory, which suggests that the more frequently or intensely a memory trace is activated, the stronger and more durable it becomes. Within the TPR framework, learners reinforce vocabulary and language structures by physically responding to teachers' commands, thereby strengthening memory retention.

Likewise, Larsen-Freeman and Anderson (2011) state that *"TPR is grounded in the theory that memory is enhanced through association with physical movement"* (p. 113). Richards and Rodgers (2014) further explain that meaning is conveyed through actions rather than translation, learners' responses reinforce memory, and language is presented in meaningful chunks instead of isolated words (p. 74). Consequently, TPR facilitates vocabulary acquisition by integrating language with meaningful physical experiences.

Principle 3: Right-Hemisphere Engagement

Another important principle of TPR concerns the involvement of the right hemisphere of the brain in language learning. Asher (1977) argues that the right hemisphere, which is largely associated with physical movement and non-verbal processing, plays a crucial role in second language acquisition. He suggests that when learners respond physically to verbal commands, both hemispheres of the brain work together, enabling language to be acquired more naturally and efficiently than through analytical learning alone.

According to Asher (1977), children's physical responses to parental commands activate the right hemisphere, allowing them to internalize new linguistic forms without relying exclusively on conscious grammatical analysis (pp. 2–4). More recently, Liu et al. (2024) supported this perspective by stating that *"the right hemisphere of the brain is responsible for physical movement, and Asher*

believes that the combination of movement with language comprehension is one of the most important factors in language acquisition" (p. 3).

Although contemporary neuroscience recognizes that language processing involves complex interactions between both hemispheres of the brain, the underlying educational principle of TPR remains influential. Integrating physical movement with language instruction creates meaningful learning experiences that enhance learners' comprehension, engagement, and long-term vocabulary retention.

Principle 4. Learning should be stress-free and naturalistic

TPR is designed to reproduce the low-anxiety, naturalistic conditions of first language acquisition. Larsen-Freeman and Anderson (2011) point out that because TPR draws on natural language learning processes, the mental burden of analyzing the target language is reduced, thus making the learning experience more enjoyable (p. 113). Asher (2009) pointed out that students should not be made to speak before they are ready, and that the silent period, when learners listen, observe and internalize, is a necessary productive phase of language acquisition.

Principle 5: The Key is the Imperative

TPR reflects a grammar-based view of language where the verb, especially in the imperative mood, is the central linguistic device. Asher believes that the verb and especially the verb in the imperative is the primary linguistic motif around which the use and learning of language is organized (Richards & Rodgers, 2014, p. 74). Imperatives are viewed as powerful linguistic tools through which the teacher can control the behavior of students and structure classroom activity.

1.3 Importance of TPR for Young Learners

There are a number of interconnected developmental, cognitive and affective reasons why TPR is particularly important in the context of primary education and young language learners (YLLs).

First, in terms of development, TPR is suitable for young learners. Young learners are naturally kinesthetic and holistic, and they learn best through physical engagement. Children have

always been shown by research to be holistic and kinesthetic students that are always in constant motion and interaction. So TPR is one of the most appropriate methods to work with children. TPR is a teaching method that uses physical movement, interaction, and motor skill coordination, thus building a fun, interesting, and memorable teaching-learning environment (Khairma & Suryana, 2019).

Second, the use of TPR helps the young learners to retain vocabulary greatly. As stated by Cang et al. (2021), TPR improves listening comprehension, aids in memory retention, encourages active involvement, and accommodates various learning styles. As Liu et al. (2024) further showed, TPR combines target language items with semantically matching gestures to help learners understand and memorize vocabulary by repeatedly performing teacher-given commands (p. 3).

Thirdly, TPR helps to reduce the anxiety of young EFL learners in language learning that is the main obstacle for them. According to the study of Sultana et al. (2019) and Xie (2021), the motor activities are a replacement of cognitive load in reduction of second-language learning anxiety. Larsen Freeman and Anderson (2011), for example, state that TPR classrooms provide students with ample time to listen, observe, and internalize the target language before speaking it aloud (p. 113), thus creating a psychologically safe learning environment.

Fourth, TPR increases motivation and active involvement. Hamidova (2022) also mentions that TPR is an active learning method that encourages students and increases their enthusiasm as it involves them physically and interactively in the classroom activities. Moreover, Cang et al. (2021) pointed out that physical activities in vocabulary teaching can maintain children's interest and facilitate early language learning.

Fifth, TPR is great in many primary classrooms because it has kinesthetic, auditory and visual learning styles all at once. According to Al-Obaydi and Pikhart (2024), TPR is beneficial for listening comprehension, memory retention, active participation and different learning styles (p. 825).

Finally, TPR vocabulary teaching develops the basic language competence which is the basis of all later language skills. As pointed out by Cameron (2001) and most of the EFL teacher scholars,

vocabulary is an important issue for young learners and it is the first and foremost step in acquiring a language (p. 72). TPR is one of the most developmentally appropriate and research supported methods to teach early vocabulary.

2. Effectiveness of TPR in Vocabulary Learning

2.1 TPR and Vocabulary Retention

There exists a significant body of empirical research that lends support to the effectiveness of TPR in enhancing vocabulary learning and retention of EFL learners, especially at primary school level. Sariyati (2013) did a quasi-experimental research on the comparison of TPR instruction and the conventional method in an elementary school in Indonesia. The results of the study showed that there was a significant improvement in vocabulary mastery of the experimental group who was taught by using TPR and there was no significant difference in the pre-test and the post-test scores of the control group. Results show the advantage of TPR over more traditional instruction for early vocabulary development.

In their recent review of the impact of TPR on the acquisition of vocabulary in EFL classrooms, Al-Obaydi and Pikhart (2024) affirm that TPR decreases student stress and anxiety and facilitates vocabulary learning, comprehension, and retention, and TPR activates the right side of the brain, which processes imagination, creativity, and art (p. 826). The TPR has been demonstrated to be very effective in improving young learners' vocabulary retention, with experimental groups consistently outperforming control groups in various studies (Cang et al., 2021, p. 108).

2.2 TPR and Student Motivation and Participation

In addition to vocabulary retention, TPR has been demonstrated to have a strong positive influence on student motivation and classroom participation. According to Cang et al. (2021), TPR increases active participation and supports different learning styles, while Hamidova (2022) found that TPR boosts student enthusiasm, fosters interest in the learning process, and promotes motivation

in language learners through physical interactive participation. Liu et al. (2024) also showed that when learners are given agency over their physical responses as in personalized TPR strategies their motivation and vocabulary retention improve even more than when they receive standard TPR instruction (p. 8).

The motivational advantages of TPR are especially noticeable among young learners, who react well to the game-like, movement-based nature of TPR activities. Studies in different EFL contexts, such as in Indonesia, Vietnam, and China, consistently report that students in TPR classrooms show higher levels of engagement, enjoyment, and willingness to communicate than students taught through traditional methods (Cang et al., 2021; Astutik, 2019).

2.3 TPR vs. Traditional Methods: A Comparative Perspective

In comparative studies TPR is always better than traditional ways of teaching vocabulary. Liu et al. (2024) compared personalized TPR with traditional vocabulary instruction among young EFL learners and found the TPR group significantly outperformed the traditional group in post-test vocabulary scores, especially among higher-ability learners (p. 6). Likewise, studies on technology-based Collaborative TPR (CTPR) have demonstrated that CTPR has a significant impact on the enhancement of English vocabulary when compared to conventional methods (Collaborative Kinesthetic EFL Learning study, 2023).

Goçen (2021) conducted a mixed-methods synthesis of 13 quantitative and 7 qualitative studies on the effectiveness of TPR and found consistently positive results for vocabulary learning across a range of contexts. The study found that TPR is more effective than traditional methods in vocabulary retention and learner motivation. Class size, teacher proficiency and training were also noted in the study as contextual variables that affect the magnitude of TPR's effect. This is an important finding, because it means that TPR works in general, but does not work equally well everywhere, and that local conditions such as those in the primary schools of M'sila should be taken into account when evaluating the method.

Al-Obaydi and Pikhart (2024) underline this nuance by pointing out that TPR is a methodology that was invented fifty years ago, then somewhat forgotten, and now relatively little systematic research has been carried out on its potential in diverse foreign language learning contexts, especially in under-resourced or non-Western educational contexts (p. 822). The current study is a direct response to this gap.

3 Vocabulary Instruction in Primary Education

3.1 The role of vocabulary in language learning

Vocabulary is often considered as the basis of language learning and the primary channel through which learners develop their communicative competence. As Alqahtani (2015) states, "vocabulary knowledge is a critical tool for second language learners as a limited vocabulary in a second language impedes successful communication" (p. 21). And he also says that the knowledge of vocabulary makes the skills of listening, speaking, reading and writing easier to be acquired. Similarly, Nation (2001) argues that vocabulary knowledge is vital to language learning, stating that "vocabulary makes the skills of listening, speaking, reading and writing easier to perform" (p. viii) and therefore leads to effective and successful communication in the target language.

Vocabulary has been recognized as important but has not been the object of sustained attention in research on language teaching, often dominated by syntax and grammar. In the history of language pedagogy, vocabulary has at times been ignored (Schmitt, 2010; Alqahtani, 2015); however, insufficient vocabulary knowledge is still one of the most persistent and widespread problems experienced by EFL learners. In the last few decades, researchers have seen a renaissance of interest in lexical pedagogy, especially in the context of primary school.

3.2 The Importance of Vocabulary Instruction for Young Learners

The development of vocabulary in primary school stage is an important window in EFL settings. English vocabulary introduction for young learners is important to build a strong language foundation because it will improve their skills in reading, writing, listening and speaking (Dakhi &

Fitria, 2019). Students in the elementary level have been found to have difficulty in learning vocabulary (Astutik & Aulina, 2018). This implies that there is a need to apply creative methods other than the traditional way.

Vocabulary development is critical for young children's future reading success, and early childhood classrooms need a comprehensive vocabulary approach that explicitly teaches academic vocabulary (Zucker et al., 2021). Supporting this position, Cameron (2001) adds that vocabulary is essential for young learners and is the first and foremost important step in language acquisition (p. 72). When planning vocabulary instruction at primary level, it is also important for teachers to consider the developmental features of the learners.

3.3 Approaches to Vocabulary Instruction: Explicit vs. Incidental Learning

In the literature two main approaches to vocabulary instruction are identified, relevant to the primary school context, explicit (intentional) learning and incidental learning. According to Schmitt (2008), explicit learning is defined as those when the learners consciously and deliberately focusing on the target words. Incidental learning is a by-product of communicative language use, where learners are not consciously focusing on the lexical items being learned (p. 334).

According to Dixon et al. (2020) children do learn vocabulary incidentally through exposure to oral and written language, but this process is conditioned by pre-existing word knowledge and verbal skills. Learners with lower vocabulary knowledge may be less successful in the process of vocabulary acquisition through incidental exposure alone, and therefore, explicit instruction may need to be emphasized, especially in EFL settings where learners have limited exposure to the target language outside the classroom. Nation (2001) proposes a mixture of both approaches in his four strands of learning: meaning-focused input, meaning-focused output, language-focused learning and fluency development (pp. 390-393).

Research has shown that these two approaches are not competing but rather complementary, with incidental learning leading to long-term retention and intentional learning leading to more rapid

and substantial gains in vocabulary at the beginning (Nation, 2001; Schmitt, 2008). Therefore, a balanced primary EFL curriculum needs both incidental and intentional learning strategies.

3.4 Traditional vs. Modern Teaching Methods in Primary Vocabulary Instruction

The central issue in the teaching of EFL is the debate about the relative merits of traditional and modern ways of teaching vocabulary. Traditional methods (most notably the Grammar-Translation Method) are characterized by teacher centered instruction, rote learning, vocabulary lists in isolation and translation as the primary means of conveying meaning. As Larsen-Freeman and Anderson (2011) indicate, the Grammar-Translation Method is largely based on memorization and written translation, which causes the neglect of speaking and listening skills and the teacher-centered way of teaching that limits student participation and interaction (p. 17).

There is growing criticism of rote learning as an appropriate means for young learners. In EFL literature vocabulary should be taught in communicative texts or interactive dialogues which give the learners the opportunity to meet words meaningfully and repeatedly rather than through rote learning. Modern methods (e.g., communicative language teaching (CLT), task-based language teaching (TBL) and TPR) emphasize real life communication, student-centered interaction and meaningful use of language as opposed to decontextualized drilling and memorization.

Richards and Rodgers (2014) compare traditional methods with modern communicative approaches. The authors emphasize that CLT emphasizes real-life communication and practical language use rather than rote memorization and grammar drills, thus creating an interactive learning environment where students practice language through meaningful activities (p. 84). TPR is unique in this continuum in that it combines the structured quality of teacher-directed instruction with the movement-based, experiential character of modern communicative approaches.

4 Teachers' Perceptions of TPR

4.1 Defining Teachers' Perceptions in Education

Teachers’ perceptions are a key construct in educational research and have been studied especially in relation to the relationship between teacher cognition and classroom practice. In the academic literature, teachers’ perceptions are typically described as the beliefs, judgments and evaluative stances that educators hold about pedagogical methods, students’ abilities and their own professional roles. As Borg (2015) states, “the influence of teacher cognition, perceptions, beliefs and attitudes are powerful in shaping what teachers do in the classroom, often more so than formal training or curriculum requirements.”

Specifically, teacher beliefs are defined as teachers’ perceptions and judgments about teaching, learning and inclusion, and variations in these beliefs are closely related to teachers’ actual practice (Farrell & Bennis, 2013, p. 163). The link between teacher beliefs and classroom practices has been well documented in the literature. A large body of research suggests that pedagogical beliefs influence many elements of teachers’ professional conduct, including instructional decisions, classroom management, and the adoption or rejection of new methodologies.

One especially influential dimension of teacher beliefs is teacher self-efficacy, which represents teachers’ beliefs about their own competence as teachers. Research has shown that high teacher self-efficacy is associated with increased teacher confidence in students’ learning abilities, greater willingness to experiment with innovative teaching practices, and improved learning outcomes (Vartuli, 2005, as cited in Thompson et al., 2024). Conversely, teachers who lack confidence in implementing a particular instructional strategy may avoid using it despite its demonstrated effectiveness. In the Algerian EFL context, recent studies have also emphasized the importance of adopting innovative and authentic teaching practices to improve learners' communication skills and classroom engagement (Ladjel, 2025). This further highlights the importance of teachers' perceptions, as their beliefs and attitudes significantly influence the successful implementation of learner-centered approaches such as Total Physical Response (TPR).

4.2 Previous Studies on Teachers' Attitudes Toward TPR

There are many studies that have examined the perception and application of TPR by EFL teachers in primary schools, and their findings are informative to this study. Vo Thi Thu Huong (2014) carried out a large-scale study of primary school teachers' perceptions and practices of TPR in Vietnam at the University of Hue. The study found that most teachers had positive attitudes towards TPR for the teaching of young learners but there were large discrepancies between their stated beliefs and their actual classroom implementation of the method. Teachers knew about the theoretical benefits of TPR, but they had not been trained sufficiently to use TPR regularly and systematically .

Astutik (2019) also investigated the use of TPR by three primary school EFL teachers in Indonesia with young learners. The study found that the problems faced by the teachers were largely due to the lack of understanding of the implementation of TPR, such as the inability to differentiate the theoretical basis of the method. The high interest of the teachers was to get more training in teaching English for young learners especially the theoretical foundation and the practical application of TPR principles (Astutik, 2019).

Cang et al. (2021) in their research also confirm that the literature praises TPR extensively, but the success of the implementation of this method depends mainly on the attitudes and preparation of the teachers and their understanding of the method. Teachers who have a positive attitude towards TPR and are more confident in using it are more likely to use TPR more creatively and consistently resulting in better student results. Those who find it impractical, time consuming or outside their professional training are more likely to revert to familiar traditional methods.

4.2.1 Studies in the Algerian EFL Context

Despite the abundance of international literature on TPR and vocabulary teaching, the Algerian EFL context has not garnered much academic interest, especially at the primary school level. The following subsections review the most relevant Algerian studies to the present

investigation following three themes: the Algerian primary school context, Algerian teachers' perceptions of communicative approaches, and the application of TPR in Algerian classrooms.

4.2.1.1 Context and Teaching of English Language in Algerian Primary School

The introduction of English as a subject in the Algerian primary school level is a recent initiative that has sparked an ongoing scholarly and institutional debate. Rabahi (2024) carried out a descriptive study in the primary school of Rahal Benaouda to examine the attitudes of parents and educators toward teaching English in the primary school. The study revealed that "a large number of the informants strongly agreed that English should be integrated into Algerian primary schools," which suggests the wide social support for early English language teaching. However, the study identified serious structural impediments, such as "a lack of trained teachers and adequate resources," short class time of less than one hour a week, inadequate teaching materials, and disruptive classroom behavior, that prevent teachers from delivering engaging and interactive EFL lessons.

These results are confirmed in the mixed methods study by Benhattab and Mebrek (2022) on primary school teachers in Tiare. Questionnaires were given to forty-seven primary school EFL teachers to identify the main obstacles they encounter in their daily teaching. Among the concerns of many teachers in the study were "the lack of technological tools and resources, inappropriate teaching methods, overcrowded classrooms and insufficient time allotted to this subject." Such structural challenges are especially relevant to the third research question of this study as they provide the systemic context within which any discussion of TPR implementation in Algerian primary schools needs to be situated.

Belit's (2021) study on attitudes and classroom practices of Algerian secondary school EFL teachers also shows that although teachers are theoretically aware of communicative methodologies, their real classroom behavior is affected by institutional pressures. "Factors such as lack of guidance and teacher training, overloaded syllabuses, textbooks content and the examination

system were found to hinder" the use of innovative teaching methods. Although Belit's study was conducted at the secondary level, its findings pertaining to the gap between pedagogical knowledge and classroom practice are structurally relevant to the primary school context and to the present study's concern with teachers' perceptions of TPR.

4.2.1.2 Algerian EFL Teachers' Perceptions of Communicative and Modern Methods

A recurrent finding in Algerian EFL research is that teachers' attitudes towards communicative and innovative methodologies are generally positive in theory but limited in practice. A large number of EFL teachers in Algeria "prefer to cling tenaciously to the teach-to-the-test approach" (Benali, 2018, English Language and Literature Studies). communicative teaching " is controversial in the Algerian educational institutions in the sense that it challenges the traditional conceptions of good teaching and learning. " Benali added. This resistance to communicative means is closely linked to the exam-oriented culture of the Algerian educational system which gives priority to written grammatical performance rather than to oral and interactive competence.

Khelalfa and Kellil (2023) investigated the use of L1 in the Algerian EFL classroom. They said that English education in Algeria is marked by a widespread "discrepancy between theory and practice": The official curricula endorse communicative, L2 only teaching, yet many teachers use Arabic or French as the medium of instruction. The disjunction between institutional policy and classroom reality is evident. This broader conclusion, that Algerian EFL teachers are generally caught in the tension between the officially recommended modern methodologies and the practically prevailing traditional practices, directly feeds into the present study's expectation that teachers' perceptions of TPR may not necessarily translate into a consistent use of TPR in the classroom.

Othmane and Bouyakoub (2020) conducted a study of the teaching and assessment in the Algerian educational system and they found that "most of the teachers' strategies are monomodal and one-side-oriented and are addressed only to one learning preference. They recommended that

teachers use “innovative approaches” such as kinesthetic and multimodal instruction the very category that TPR falls into. Their study thus implicitly supports the introduction and study of TPR in Algerian EFL classrooms.

4.2.1.3 Studies on TPR in Algerian Classrooms

The most relevant study to this research is Alioui, Ouchene and Achour (2023) Master’s thesis at the University of Mohamed El-Bachir El-Ibrahimi, Bordj Bou Arreridj, entitled “A Total Physical Response Approach to Teaching Vocabulary in the EFL Classroom: The Case of Third Year Pupils at Belouaar Abd-Allah Primary School, Bordj Bou Arreridj, Algeria.” To the best of the researcher’s knowledge, this study is one of the very few empirical studies on TPR use in an Algerian primary school context. The research was carried out using a questionnaire and a checklist of classroom observations to pupils and primary school teachers. The study examined whether and how TPR principles were applied in vocabulary teaching and what teachers’ experiences were of using the method. The study confirmed the positive outcomes of TPR engagement in the Algerian primary school context, with pupils responding enthusiastically to movement-based vocabulary activities. Nevertheless, the research also revealed teachers’ poor knowledge of the systematic theoretical principles of TPR which is consistent with the international literature reviewed above on TPR teacher cognition.

The significance of this Algerian study lies in its implication of an increasing academic consciousness of the promise of TPR in the Algerian primary EFL setting. However, the study was limited to only one primary school in Bordj Bou Arreridj and the study was not focused on teachers’ perceptions as a main research question. The current study extends this emerging line of inquiry by investigating teachers' perceptions in the specific context of M'sila, another geographical area with its own sociolinguistic, institutional and pedagogical features and by employing a more focused case study approach that seeks to capture in depth the complexity of teachers' beliefs and practices.

Another related study is that of Ngo and Pham (2018, as cited in Cang et al., 2021) who investigated the effect of TPR on vocabulary and speaking fluency of EFL young learners in a North African EFL setting. It was not carried out in Algeria specifically, but its results (TPR leads to significant gains in vocabulary acquisition in young learners in contexts similar to Algeria's) provide further contextual support for the theoretical framework of the present study.

In general, the Algerian studies show a consistent pattern: Algerian EFL teachers are working in an educational system that officially advocates communicative and learner-centered approaches but is structurally constrained by large classes, limited resources, examination pressures and inadequate teacher training. In this respect, TPR represents a promising yet underexplored pedagogical option, whose reception, implementation and challenges in the context of the M'sila primary school remain completely uncharted in the literature so far.

4.3 How Teachers' Beliefs Affect Classroom Practices

The link between teacher beliefs and teaching practices has been widely explored in applied linguistics and educational psychology. Fang (1996) found that teacher beliefs were a strong predictor of instructional decisions and recent studies have repeatedly confirmed this linkage in a variety of educational settings. Teachers' beliefs influence their instructional practices and their students' results (Thompson et al., 2024), and these results influence their beliefs, creating a reciprocal cycle.

It is known that teachers' perceptions of a particular methodology, particularly in the area of EFL teaching, influence their willingness to implement it, the speed of implementation, the proficiency of implementation and the extent to which they adapt it to their local contexts. Even if the official curriculum indicates TPR, a teacher who thinks it is theoretically valid but not practically feasible (due to large class size, lack of time or fear of classroom management problems) is unlikely to use it on a regular basis.

This finding has immediate implications for the current study. The attitudes of primary school teachers towards TPR in M'sila are not just an academic exercise, they are a necessary step

in understanding how and why the method is or is not being used in Algerian classrooms and in designing more effective teacher training and curriculum support initiatives.

4.4 The Need to Explore Teachers' Perceptions in the Algerian Context (M'sila)

Despite the enormous international literature on teachers' perceptions of TPR, very little research has been done in this particular context of Algerian primary school. Algeria is a particularly interesting and underexplored case: English is taught as a foreign language from the first year of middle school, while primary school instruction is in French. However, some teachers of primary schools in Algeria do teach in English as an enrichment activity and training, and the pedagogical methods they employ, including the extent to which they use action-based approaches such as TPR, are impacted by institutional culture and personal beliefs.

Studies carried out in Algerian universities (e.g. Sétif 2 University) have already pointed out that EFL teachers, in university contexts, tend to have low awareness of the methods of teaching vocabulary and poor methodological knowledge. The implication is that in Algeria there may be quite a gap between best practices as suggested in SLA research and classroom practice. The current study responds therefore to a real empirical need: to report for the first time in the context of the M'sila primary school, how English teachers perceive TPR, if they use it and the difficulties encountered in its use.

4.5 How This Literature Review Connects to the Present Study

The literature reviewed in this chapter presents a clear and persuasive picture: TPR is a well-theorized, thoroughly researched, and empirically validated approach to vocabulary teaching for young EFL learners. Its main principles correspond to the developmental characteristics and emotional needs of primary school children and international research has proved TPR to be more effective in retention of vocabulary, reducing anxiety, enhancing motivation and achieving better results than traditional instruction.

Three critical qualifications, however, specify the particular research space in which this study is situated.

First context matters, TPR's impact is strongly moderated by the teacher's training, class size, institutional support and educational culture. The advantages identified in idealized research settings cannot be assumed to transfer to the specific realities of the Algerian primary school system in M'sila.

Second, teachers' beliefs and attitudes are significant factors that affect the degree and manner of TPR implementation. Positive awareness of TPR does not lead to effective practice automatically. Adequate training, institutional support and professional self-efficacy to manage an active, movement-based learning environment are needed.

Third, and most fundamentally, there is an almost total absence in the Algerian primary school context and in M'sila in particular of the international and national research literature on TPR. The only Algerian study which directly deals with the issue (Alioui et al., 2023) was conducted in Bordj Bou Arreridj and did not primarily aim at investigating teachers' perceptions. Broader Algerian research also confirms the existence of persistent gaps between officially endorsed communicative methodologies and actual classroom practice, and structural challenges that constrain the implementation of innovative teaching methods at all levels of the educational system.

This study contributes in an original, contextually grounded and practically significant way to the existing body of knowledge, by systematically investigating English teachers' perceptions of TPR in M'sila primary schools, namely their awareness of the method, their attitudes towards its use, the relation between their perceptions and their classroom practices, and the specific challenges they encounter. The results will add to the international literature on perceptions of teachers of TPR and provide practical, evidence-based recommendations to Algerian ELT policymakers, teacher educators, and curriculum designers who seek to foster more effective and developmentally appropriate vocabulary teaching in primary schools.

5 .Challenges of Using TPR in Primary EFL Classrooms

5.1 Large Classes

A well known problem in the TPR literature is the difficulty of implementing movement based, physical activities in large groups. In many EFL contexts, and Algeria is no exception, primary school classes are made up of thirty to forty and more students. It is difficult for the teacher to monitor the physical responses of each student and respond to them, to ensure that everyone participates equally, and to maintain the organized command-response format required by TPR. One of the main practical problems to the consistent implementation of TPR in the primary school context is large class sizes (Vo Thi Thu Huong, 2014; Astutik, 2019).

5.2 Absence of Teacher Training

The second major problem is the lack of training of teachers in the theory and practice of TPR. Astutik (2019) found that the problems faced by the EFL teachers in implementing TPR were mainly caused by the teachers' lack of knowledge on how the method should be implemented well, including the teachers' inability to identify the theoretical basis of TPR. In this study, the teachers had a big need for more training in TPR and teaching English to young learners in general (Astutik, 2019). This is a particularly important finding for the Algerian context, as action-based language teaching methods have not yet been systematically integrated into the curricula of pre-service and in-service teacher education programs.

5.3 Time Constraints

The third biggest challenge is time constraints. TPR activities like commands, acting out physical responses, repeating sequences, and giving students time to internalize before producing, do take time in the classroom more than just memorization drills or grammar exercises. Teachers may feel they don't have time for the time effective TPR is with English instruction only a few times a week and a lot of pressure to cover the curriculum. Research has shown that time limitation is one of

the most common reasons for EFL teachers' resistance or giving up of communicative and action-oriented approaches for more time-efficient traditional approaches (Cang et al.,, 2021).

5.4 Classroom management problems

The fourth problem is classroom management. TPR activities include physical movement, which can result in noise, physical contact with other students, and difficulty in getting students to settle down after a period of active instruction, particularly when working with young learners. For teachers who are not comfortable with active, movement-based classrooms, TPR activities can be disruptive or difficult to control. The application of TPR in primary EFL classrooms has been found to be problematic (Cang et al., 2021) because of the use of traditional methods, training limitations, students' low English proficiency, lack of authentic environment and exam-oriented assessment. This suggests that teachers need to upgrade their pedagogical knowledge and classroom management skills to be able to successfully implement TPR in a real, not always perfect classroom.

5.5 Exam-Oriented Culture and Traditional Attitudes

A fifth, and more systemic, challenge concerns the wider educational culture within which TPR has to be implemented. In many EFL contexts such as Algeria, education systems are highly examination-oriented and strongly focused on written assessments and grammar-based teaching. This culture generates an unspoken pressure on teachers to focus on the skills and content most likely to be tested in formal assessments, which generally places a premium on memorisation rather than communicative competence, and does not directly assess the kind of embodied vocabulary knowledge that TPR promotes . In such a system, teachers may consider TPR pedagogically useful but practically marginal useful for motivating students but not directly relevant to the demands of the formal curriculum.

Conclusion

The reviewed literature in this chapter suggests that TPR is an effective, theoretically sound, and developmentally appropriate method of vocabulary instruction with young EFL learners. Research in a variety of international settings has repeatedly shown that TPR helps learners retain vocabulary, reduces anxiety, increases motivation, and at the same time accommodates a variety of learning styles. Such results provide a strong rationale for the use of TPR in primary EFL classrooms including Algeria.

This review, however, reveals several important gaps and qualifications. First, while the research consensus on TPR's effectiveness is generally positive, scholars such as Al-Obaydi and Pikhart (2024) and Cang et al. (2021) caution that context matters: the effectiveness of TPR is moderated by factors such as class size, teacher training, institutional support and educational culture. This means that benefits documented in well-resourced or well-trained contexts cannot be assumed to automatically generalize to the context of M'sila's Algerian primary school.
Second, the research on teachers' perceptions of TPR suggests that teacher beliefs and attitudes are key factors in whether and how TPR is actually used in the classroom. Teachers who are positively disposed towards TPR, who are competent to use it and who have been adequately trained are much more likely to use it consistently and creatively. Despite the documented effectiveness of TPR, teachers without training, confidence or institutional support are more likely to fall back on familiar traditional ways of teaching.

Thirdly and most importantly for the present study, there has been very limited research investigating teachers' perceptions and use of TPR in the Algerian primary school setting. The Algerian educational context is specific: multilingual sociolinguistic situation, specific curriculum constraints, large classes and lack of in-service training infrastructure. The few Algerian studies that have addressed EFL vocabulary pedagogy at the university level (e.g. Sétif 2 University) have pointed out serious gaps in teachers' methodological knowledge and awareness. It remains an open

empirical question whether such gaps are present at the primary school level, and especially in M'sila.

Thus, this study makes three contributions to the literature: It is the first systematic study of English teachers' perceptions of TPR in M'sila primary schools. It explores the relationship between teachers' perceptions and their actual classroom practices. It identifies the specific challenges that teachers face in implementing TPR in this context. This response addresses a real and documented gap in the research literature and provides empirically based, context-relevant insights that can inform teacher training, curriculum design, and pedagogical policy in the Algerian primary EFL sector.

Chapter Two: Research Methodology

Introduction

This chapter presents the analysis and discussion of the data collected through a teacher questionnaire distributed to English language teachers of third-grade pupils in primary schools in M'sila. The questionnaire aimed to investigate teachers' perceptions of the Total Physical Response (TPR) method in teaching English vocabulary. It sought to collect both quntitative and qualitative data regarding teachers' experiences, observations, and evaluations of TPR as a vocabulary teaching strategy. More specifically, the study explored the perceived pedagogical effectiveness of TPR, the benefits observed in classroom practice, the challenges encountered during its implementation, and the support required for its effective use. By combining closed-ended Likert-scale items with open-ended questions, the questionnaire was designed to provide a comprehensive and triangulated understanding of TPR's impact in real primary school EFL classrooms in M'sila.

Section 01: Research Methodology

1.1. Research Design

The study is a descriptive mixed methods research design. Descriptive research is often used in the social sciences, especially in education, to gather data that describes the characteristics, attitudes or behaviors of a particular group or phenomenon. This study used a questionnaire containing closed-ended Likert-scale items and open-ended questions to collect quantitative and qualitative data. This design is appropriate for exploring teachers' attitudes and professional experiences towards a specific pedagogical approach, as it allows the triangulation of numerical data with rich personal insights (Creswell, 2014).

1.2. Research Setting

The questionnaire was designed to collect data from EFL teachers teaching third-grade pupils in primary schools in M'sila. The research setting provides the contextual framework for the study, as it aims to gather teachers' insights, experiences, and perceptions regarding the use of the TPR method in vocabulary instruction.

1.3 Population and Sampling

The participants consisted of 31 practicing English teachers from primary schools in M'sila. The questionnaire was distributed digitally via Google Forms in April 2026. The sample included teachers with varying levels of teaching experience and familiarity with the TPR method, providing a representative snapshot of practitioners' perspectives within the Algerian primary EFL education context.

1.4 Data Collection Procedures

The data collection procedures for this study followed a systematic and well-organized approach in order to gather reliable insights from a sample of 31 EFL teachers working in primary schools in M'sila. The initial stage involved the careful preparation of the questionnaire to ensure clarity, coherence, and alignment with the research objectives.

The participants were selected based on their relevance to the study (third-grade primary school English teachers). Before participation, informed consent was obtained, and the purpose of the study was clearly explained, emphasizing voluntary participation and confidentiality.

The questionnaire was then distributed online using Google Forms due to time constraints and the unavailability of face-to-face access to teachers during the data collection period (e.g., holidays). Clear instructions were provided to ensure accurate completion of the instrument.

Participants were given sufficient time to respond, and responses were monitored to ensure an adequate return rate. Once collected, the data were screened for completeness and consistency before analysis.

Quantitative data obtained from closed-ended and Likert-scale items were analyzed using descriptive statistical techniques, including frequencies and percentages, in order to identify patterns and trends in teachers' responses. In addition, qualitative data gathered from open-ended questions were analyzed using thematic analysis to identify recurring themes and provide deeper insight into teachers' experiences, perceptions, and suggestions.

Throughout the data collection process, ethical considerations were strictly respected, particularly with regard to confidentiality, anonymity, and voluntary participation. The findings were then organized and presented using tables, figures, and narrative explanations to ensure clarity and accessibility.

Overall, these procedures ensured that the collected data accurately reflected the perceptions and experiences of EFL teachers regarding the use of the Total Physical Response (TPR) method in vocabulary instruction in Algerian primary schools.

1.5 Research tools

The questionnaire is structured into several sections, each designed to gather detailed information from EFL teachers teaching third-grade pupils in primary schools in M'sila. It explores teachers' perceptions of the effectiveness of TPR method in vocabulary instruction, as well as their experiences, challenges, and suggestions regarding its classroom implementation. The instrument is organized into four sections based on the content and function of the items.

Section 1: Background Information. This section includes one item (Q1) that investigates the frequency of teachers' use of the TPR method. It provides contextual information about participants' familiarity with the approach.

Section 2: Teachers' Perceptions of TPR Effectiveness. This section consists of eleven Likert-scale items (Q2–Q12) designed to measure teachers' perceptions of the pedagogical effectiveness of TPR in vocabulary teaching. The items address several dimensions, including vocabulary comprehension, retention, pronunciation, student motivation, anxiety reduction, classroom participation, suitability for young learners and the Algerian primary school context, teacher confidence in using TPR, and its impact on cognitive language development.

Section 3: Challenges and Barriers. This section includes one items (Q13) focusing on the difficulties teachers face when implementing TPR in their classrooms. It also identifies the main barriers that limit its effective use in primary school settings.

Section 4: Qualitative Insights and Suggestions. This section contains three open-ended questions (Q14- Q17) that allow teachers to express their views on the positive effects of TPR, its influence on their teaching style and classroom interaction, and their suggestions for improving its implementation in Algerian primary schools.

All closed-ended items are measured using a five-point Likert scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). The combination of closed-ended and open-ended questions allows for both quantitative analysis and qualitative interpretation, ensuring a more comprehensive understanding of teachers' perceptions.

Section two: Data Analysis and Discussion

2.1. Analysis Tools

As mentioned previously, data were collected through a questionnaire administered to EFL teachers in primary schools in M'sila. After receiving participants' responses, the data were analyzed and interpreted in order to obtain findings that help answer the research questions.

Microsoft Excel was used for data organization and processing. In addition, descriptive statistical tools, namely frequencies and percentages, were employed to analyze and describe the

collected quantitative data. These tools were used to present clear patterns in teachers' responses to the closed-ended items of the questionnaire.

2.2. Data Analysis and Interpretation

The questionnaire data were analyzed, and the findings were organized and presented in tables for clarity. Frequencies and percentages were calculated to facilitate interpretation of the results and to identify trends in teachers' perceptions of the Total Physical Response (TPR) method in vocabulary instruction.

Section 1: Teachers' Background Information

Q1: How often do you use TPR?

Table 1: Frequency of TPR Usage in English Vocabulary Class

Responses	Frequency	Percentage
Always	14	45.20%
Often	5	16.1%
Sometimes	6	9.4%
Rarely	3	9.7%
Never	3	9.7%
Total	**31**	**100%**

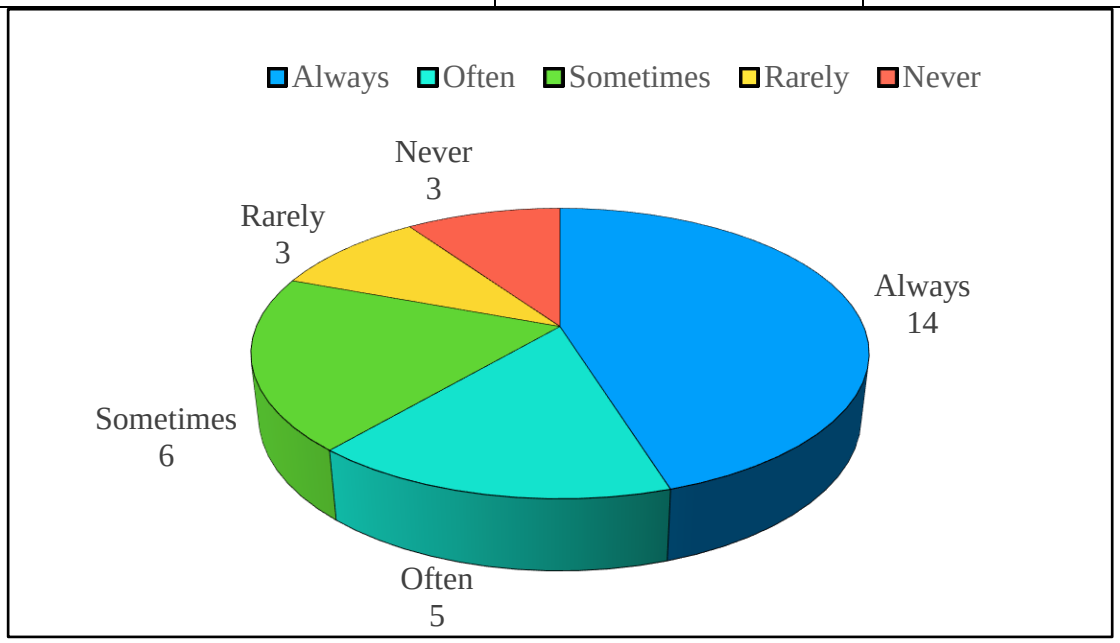


Figure 01: Frequency of TPR Usage in English Vocabulary Class

The data indicates that TPR is a widely and often used method by this sample of EFL primary school teachers. By a very large majority the most common response was that they always use TPR, with fourteen (14) teachers (45.2%) reporting this. Another five (05) teachers (16.1%) said that they often use it and six (06) teachers (19.4%) said that they sometimes use it. This means that

twenty-five (25) respondents (80.7%) incorporate TPR into their teaching on a regular basis. However, three (03) teachers (9.7%) reported using TPR rarely and three (03) teachers (9.7%) reported that they never used it.

The results suggest that TPR is a common practice among primary school EFL teachers. The frequent use of TPR indicates that teachers find it to be an efficient and practical teaching strategy for beginner learners, particularly in increasing classroom interaction and engagement. Moreover, the wide application of TPR suggests that it has become a necessary teaching method rather than a sporadic class activity, which enhances the reliability of teachers' perceptions and experiences presented in the subsequent

Section 2: Teachers' perceptions of TPR effectiveness

Q2 – TPR helps students understand vocabulary faster.

Table 2: Vocabulary Comprehension Improvement

Responses	**Frequency**	**Percentage**
Strongly Agree	20	64.5%
Agree	5	16.1%
Neutral	3	9.7%
Disagree	1	3.2%
Strongly Disagree	2	6.5%
Total	**31**	**100%**

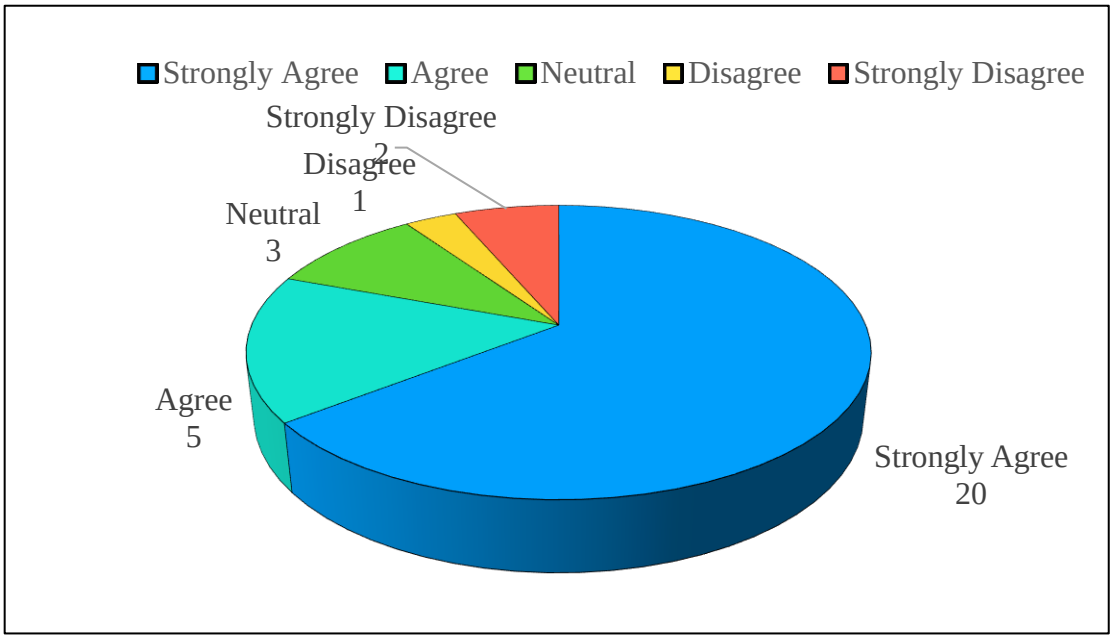


Figure 2: Vocabulary Comprehension Improvement

Table (02) shows the teachers' answers about the statement "TPR helps students to understand the vocabulary faster". Graph (02) The results showed that twenty (20) teachers (64.5%) strongly agreed with the statement, five (05) teachers (16.1%) agreed. Besides, three (03) teachers (9.7%) were neutral. However, one (01) teacher (3.2%) disagreed and two (02) teachers (6.5%) strongly disagreed. The majority of teachers, therefore, believe that TPR assists students in understanding vocabulary more quickly.

The data suggests a very positive view of TPR in helping beginner learners understand vocabulary. The total number of teachers who agreed or strongly agreed was twenty-five (25) (80.6%). This indicates that the majority of the respondents believe that TPR is an effective method for students to learn vocabulary faster. This positive evaluation may be related to the kinesthetic and interactive nature of TPR, which allows students to associate words with physical actions and real classroom experiences. Few teachers expressed negative opinions. It means that most teachers see real improvements in learners' understanding when using TPR activities in their English classes.

Q3 – TPR improves vocabulary retention

Table 3: Vocabulary Retention Enhancement

Responses	Frequency	Percentage
Strongly Agree	18	58.1%
Agree	7	22.6%
Neutral	3	9.7%
Disagree	2	6.5%
Strongly Disagree	1	3.2%
Total	**31**	**100%**

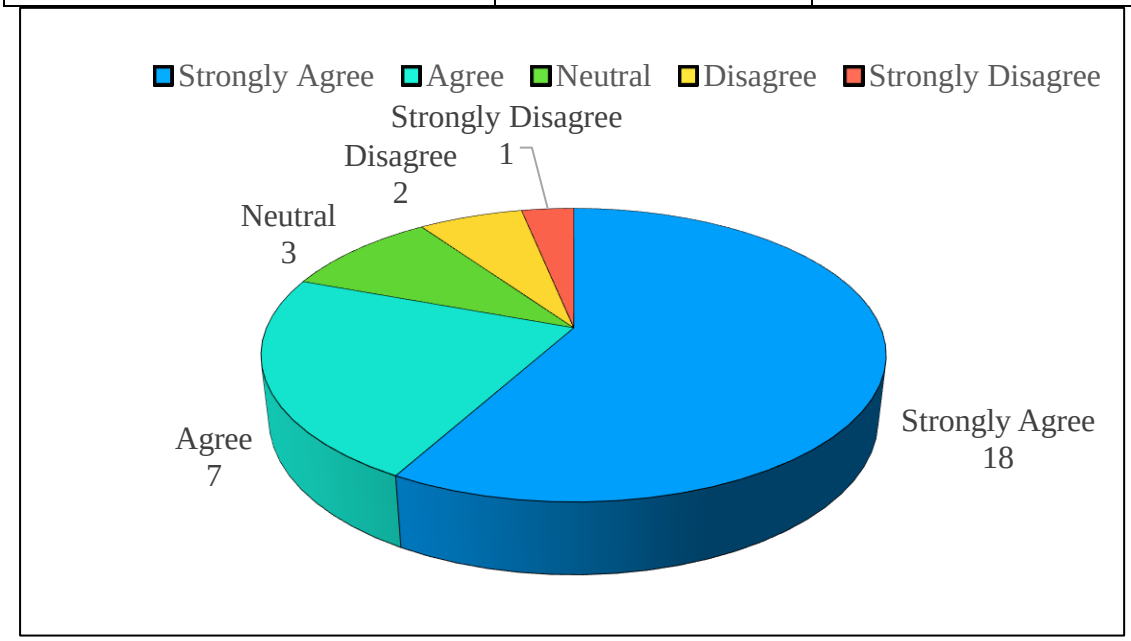


Figure 3: Vocabulary Retention Enhancement

Table (03) and graph (03) show the teachers' responses to the statement "TPR helps vocabulary retention". The results showed that eighteen (18) teachers (58.1%) strongly agreed with the statement while seven (07) teachers (22.6%) agreed. Also, 3 (9.7%) teachers were neutral. while two (02) teachers (6.5%) disagreed and one (01) teacher (3.2%) strongly disagreed. So, the majority of the teachers believe TPR plays an important role in enhancing pupils' vocabulary retention.

According to the data, teachers generally see TPR as an effective strategy for helping beginner learners retain vocabulary for longer periods. The findings showed that 25 (80.7%) of the teachers had positive opinions towards the effectiveness of TPR in vocabulary retention. It indicates a high level of confidence in the method. This result could be explained by the combination of physical movement and verbal input in TPR activities that can strengthen memory and make vocabulary learning more meaningful and memorable for young learners. The number of respondents who disagreed was relatively low, which indicates that the negative perception towards the effectiveness of TPR in vocabulary retention was relatively low among the participants.

Q4 – TPR improves students' pronunciation and oral output

Table 4: Improvement of Pronunciation and Oral Output

Responses	Frequency	Percentage
Strongly Agree	14	45.2%
Agree	9	29%
Neutral	4	12.9%
Disagree	4	12.9%
Strongly Disagree	0	0%
Total	**31**	**100%**

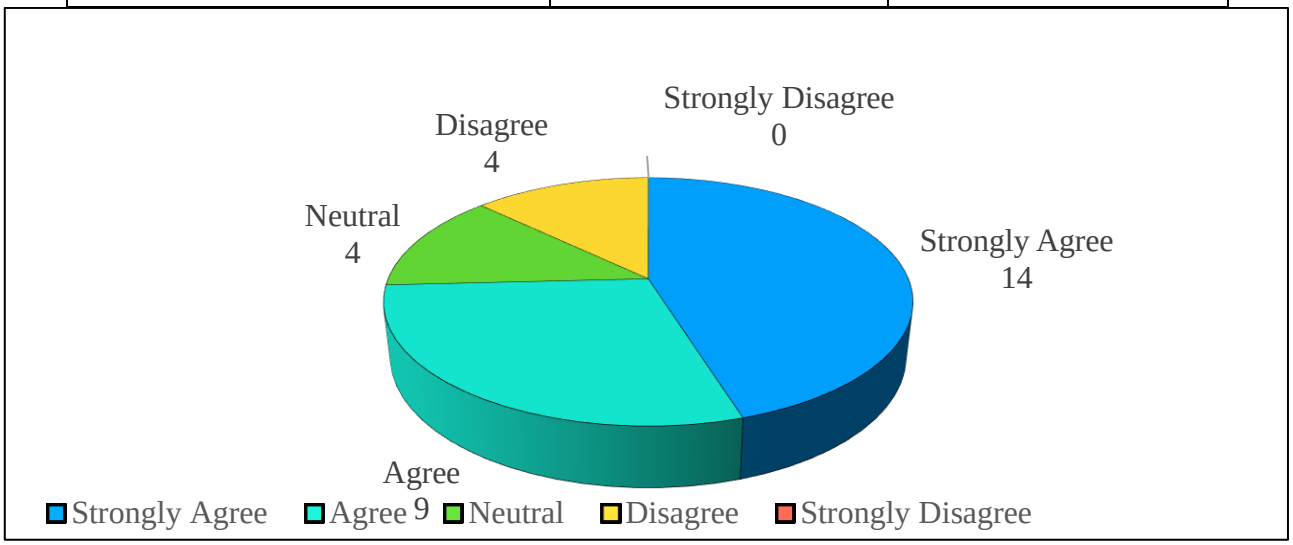


Figure 4: Improvement of Pronunciation and Oral Output

Teachers' answers to the statement "TPR improves students' pronunciation and oral output" are shown in the table (04) and the graph (04). The result indicates that fourteen (14) teachers (45.2%) strongly agreed to the statement while nine (09) teachers (29%), agreed. Moreover, four (04) teachers (12.9%) were neutral. On the other hand, four (04) teachers (12.9%) disagreed and no teachers (0%) strongly disagreed. Hence, most of the teachers believe that TPR is helpful for improving students' pronunciation and oral production.

The data illustrates an overall positive perception of the effectiveness of TPR in enhancing pronunciation and oral output of beginner learners. Twenty three (23) teachers (74.2%) agreed or strongly agreed that most of the respondents observe observable improvements in learners' speaking abilities using TPR activities. This might be associated to the repeated listening and speaking activities supplied by commands, actions and interaction in the classroom, which encourage pupils to repeat pronunciation and participate orally with more confidence. Although a minority of teachers disagreed or were neutral, the results still show that TPR is mainly perceived as a useful approach in the development of oral language skills for primary school English classes.

Section 2: Teachers' Perceptions of TPR Effectiveness

Q5 – TPR is suitable for young learners

Table 5: Suitability for Young Learners

Responses	Frequency	Percentage
Strongly Agree	17	54.8%
Agree	7	22.6%
Neutral	4	12.9%
Disagree	1	3.2%
Strongly Disagree	2	6.5%
Total	**31**	**100%**

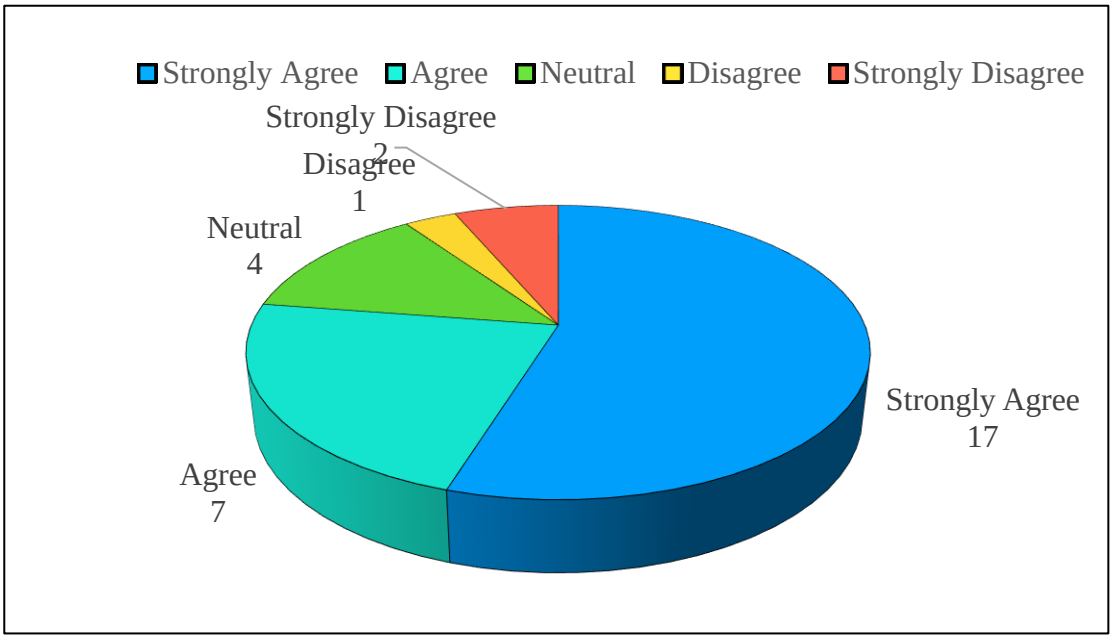


Figure 5: Suitability for Young Learners

Table (05) and graph (05) show the responses of the teachers to the statement "TPR I suitable for young learners". The result shows that seventeen (17) representing 54.8% of the teachers strongly agreed while seven (07) representing 22.6% agreed to the statement. Also, four (04) teachers (12.9%) had neutral attitude. However one (01) teacher representing 3.2% disagreed and two (02) teachers representing 6.5% strongly disagreed. So the teachers hold the opinion that TPR is very suitable for the young learners and the beginner learners in primary school English classes.

The data reveal a strong positive perception of the appropriateness of TPR for young learners. Twenty-four (24) teachers or 77.4% of the respondents agreed or strongly agreed that TPR is an effective teaching approach to children at primary level. This positive perception may be explained by the interactive, physical, and enjoyable nature of TPR activities, which corresponded to young learners' developmental characteristics and learning preferences. Movement and action-based learning can help pupils to engage more, to be more motivated and to understand vocabulary more easily. A few participants had unfavorable or neutral perceptions but the results clearly pointed to TPR being generally regarded as a suitable teaching method for novice EFL learners.

Q6 – TPR is suitable for the Algerian primary school context

Table 6: Contextual Suitability of TPR in Algerian Primary Schools

Responses	Frequency	Percentage
Strongly Agree	19	61.3%
Agree	7	22.6%
Neutral	3	9.7%
Disagree	0	0%
Strongly Disagree	2	6.5%
Total	**31**	**100%**

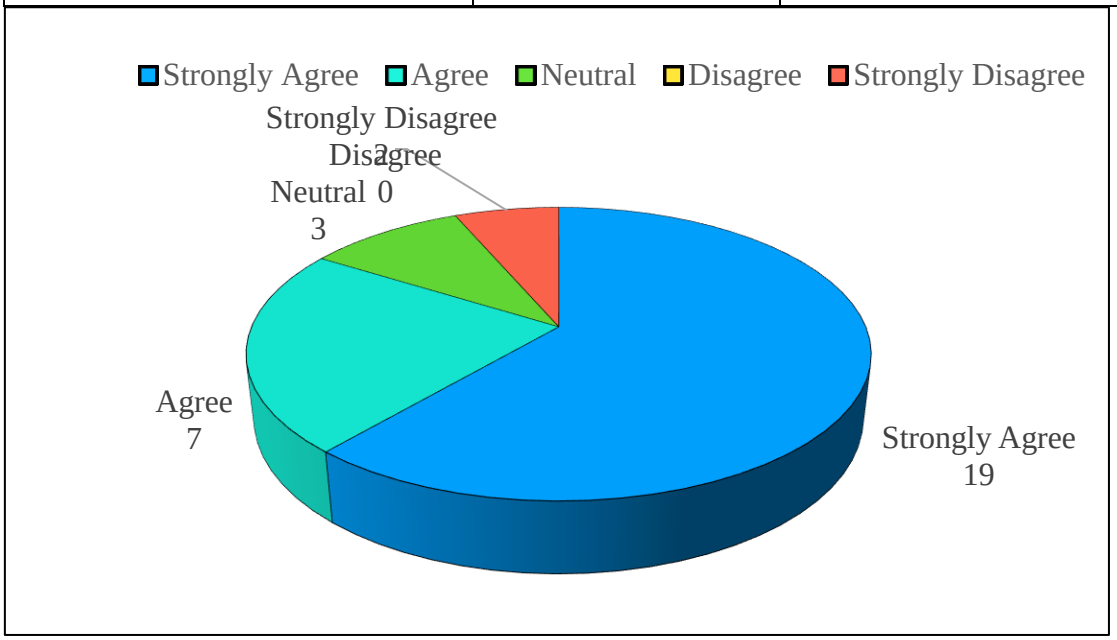


Figure 6: Contextual Suitability of TPR in Algerian Primary Schools

Table (06) & Graph (06) Teachers' responses to the statement: "TPR is suitable to the Algerian primary school context. Results showed that nineteen (19) or 61.3% of teachers strongly agreed with the statement while seven (07) or 22.6% agreed. Additionally, three (9.7%) teachers were neutral. On the other hand 0% teachers disagreed and 6.5% teachers (02) strongly disagreed. So, most of the teachers consider TPR as appropriate for the Algerian primary school context.

The data presents a positive perception on the contextual suitability of TPR in the Algerian primary school context. Most respondents agree or strongly agree that TPR is an appropriate and effective teaching method in their educational environment, as expressed by a total of twenty-six (26) teachers (83.9%). This positive evaluation might be associated with the fact that TPR does not require sophisticated technological tools and can be easily introduced into classrooms where resources are scarce, which is the case of many primary schools in Algeria. In addition, its focus on physical activity and oral interaction is well adapted to the needs of beginning learners and classroom realities. A very small minority of respondents either disagreed or were neutral, but the overall results clearly show that TPR is widely accepted as appropriate for the Algerian primary school context.

Q7 – I feel confident to apply TPR techniques in vocabulary teaching

Table 7: Teacher Confidence in Applying TPR

Responses	Frequency	Percentage
Strongly Agree	17	54.8%
Agree	6	19.4%
Neutral	3	9.7%
Disagree	4	12.9%
Strongly Disagree	1	3.2%
Total	**31**	**100%**

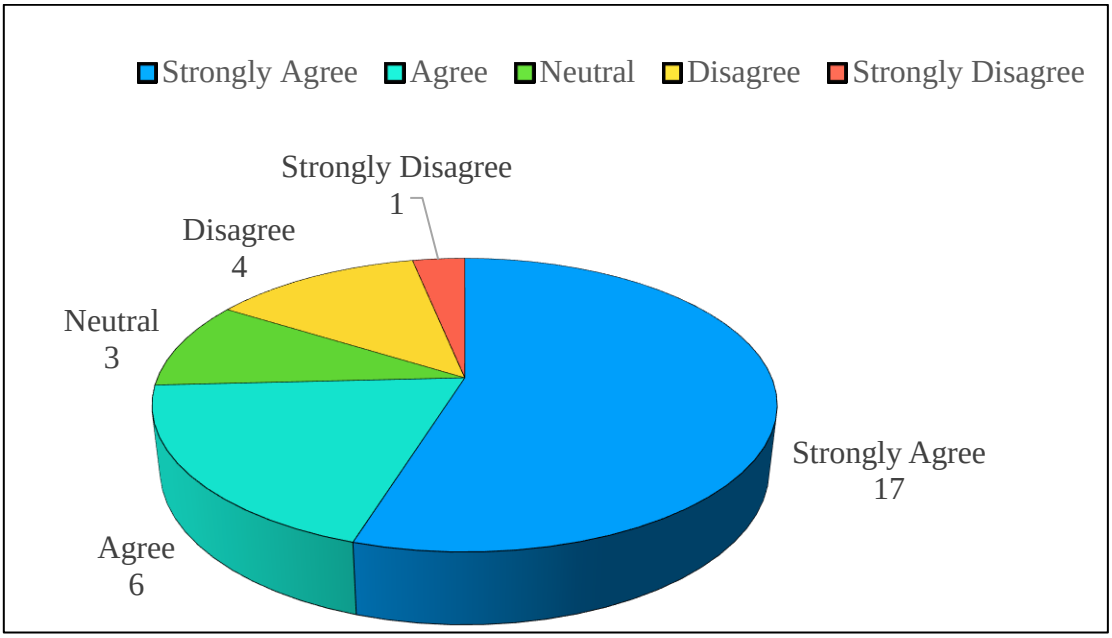


Figure 7: Teacher Confidence in Applying TPR

The table (07) and the graph (07) show teachers' responses to the statement "I feel confident to apply TPR techniques in vocabulary teaching." According to the results, seventeen (17) teachers (54.8%) strongly agreed with the statement, while six (06) teachers (19.4%) agreed. In addition, three (03) teachers (9.7%) remained neutral. On the other hand, four (04) teachers (12.9%) disagreed, whereas one (01) teacher (3.2%) strongly disagreed. Therefore, the majority of the teachers feel confident in applying TPR techniques in vocabulary instruction.

The data reveals a generally positive level of teacher confidence in implementing TPR in the classroom. A total of twenty-three (23) teachers (74.2%) expressed agreement or strong agreement, indicating that most respondents feel capable of using TPR strategies effectively in vocabulary teaching. This confidence may be attributed to the simplicity and practicality of TPR, which relies mainly on clear instructions, actions, and repetition rather than complex materials or advanced training. However, a minority of respondents expressed uncertainty or lack of confidence, which may suggest the need for further training or more practical workshops to support teachers in effectively integrating TPR techniques into their teaching practice.

Q8 – TPR activities significantly increase pupils' active participation during the English lesson

Table 8: Increase in Active Participation

Responses	Frequency	Percentage
Strongly Agree	17	54.8%
Agree	6	19.4%
Neutral	3	9.7%
Disagree	3	9.7%
Strongly Disagree	3	6.5%
Total	**31**	**100%**

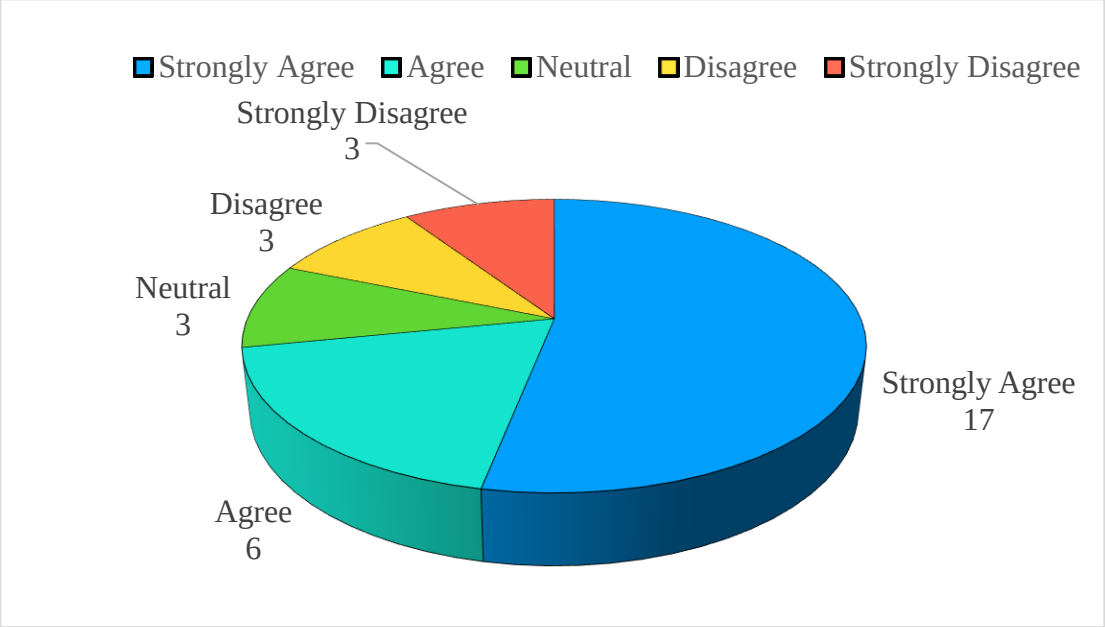


Figure 8: Increase in Active Participation

The teachers' answers to the statement "TPR activities improve considerably pupils' active participation in the English lesson" are shown in table (08) and graph (08). The results show that seventeen (17) or 54.8% of the teachers strongly agreed with the statement and six (06) or 19.4%

agreed. Moreover, three (03) of the teachers (9.7%) were neutral. However, three (03) teachers (9.7%) disagreed and three (03) teachers (6.5%) strongly disagreed. Thus, the majority of the teachers think that TPR activities can improve the students' active participation in the English classes.

Data reveal that TPR is generally perceived as a positive tool for increasing learners' participation in the classroom. Thus, a total of twenty-three (23) teachers (74.2%) agreed or strongly agreed, which indicates that the majority of the respondents observed a significant improvement in pupils' engagement when TPR techniques were applied. This is probably because TPR is a dynamic and interactive approach that motivates learners to respond physically and mentally in the classroom, reducing anxiety and increasing involvement. However, a small percentage of the teachers disagreed or were neutral, indicating that in some cases classroom conditions or differences in learners may limit the effectiveness of TPR in promoting full participation.

Q 9 – Pupils show higher levels of motivation and excitement when English vocabulary is taught through TPR

Table 9: Increase in Motivation and Engagement

Responses	Frequency	Percentage
Strongly Agree	18	58.1%
Agree	8	25.8%
Neutral	2	6.5%
Disagree	2	6.5%
Strongly Disagree	2	3.2%
Total	**31**	**100%**

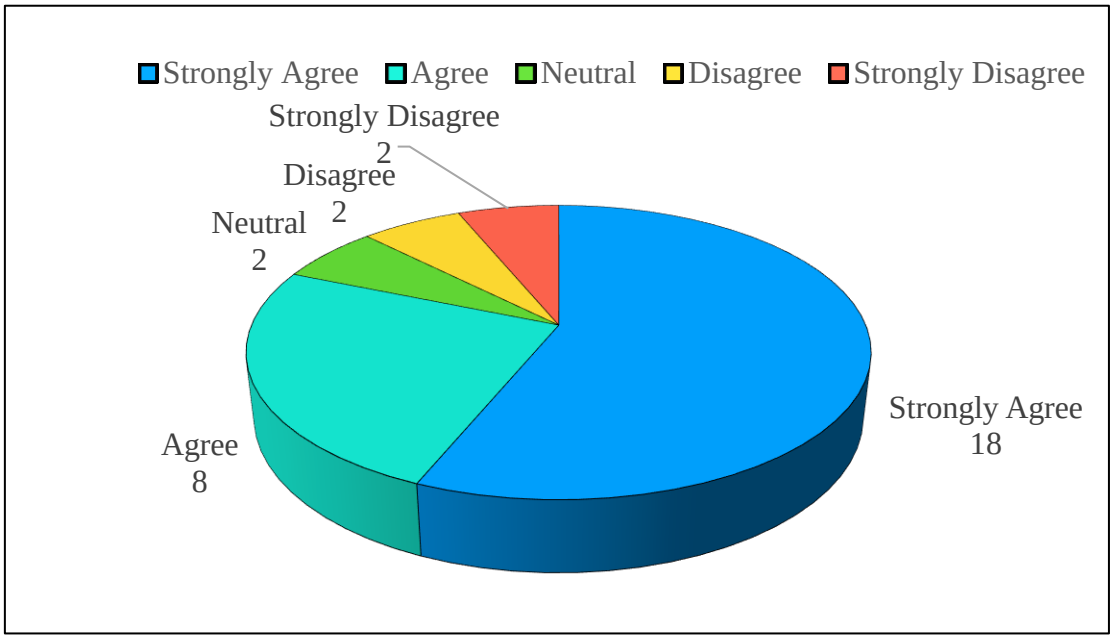


Figure 9: Increase in Motivation and Engagement

The teachers' responses to the statement "Pupils show higher levels of motivation and excitement when English vocabulary is taught through TPR" are shown in table (09) and graph (09). Results showed that eighteen (18) teachers (58.1%) strongly agreed with the statement while eight (08) teachers (25.8%) agreed. Furthermore, two (02) teachers (6.5%) were neutral. Contrarily, two (02) teachers (6.5%) disagreed and two (02) teachers (3.2%) strongly disagreed. Therefore, most of the teachers think TPR can make the pupils more motivated and excited while learning vocabulary.

The data present a very positive perception of the effect of TPR on the learners' motivation and engagement. Most of the respondents acknowledge a considerable increase of pupils' eagerness when TPR activities are used in English lessons. Twenty-six (26) teachers (83.9%) agree or strongly agree with the statement. The positive effect may be because TPR is dynamic and fun, so that vocabulary learning becomes an active, game-like activity, reducing boredom and increasing the learners' willingness to participate. There were a few teachers that either disagreed or were neutral to the question, however the general results clearly show that TPR is an effective approach to improve motivation in the primary school English classroom.

Q10 – TPR creates a low-anxiety environment that encourages pupils to try new words without fear

Table 10: Anxiety Reduction in Learning

Responses	Frequency	Percentage
Strongly Agree	20	64.5%
Agree	5	16.1%
Neutral	2	6.5%
Disagree	4	12.9
Strongly Disagree	0	0%
Total	**31**	**100%**

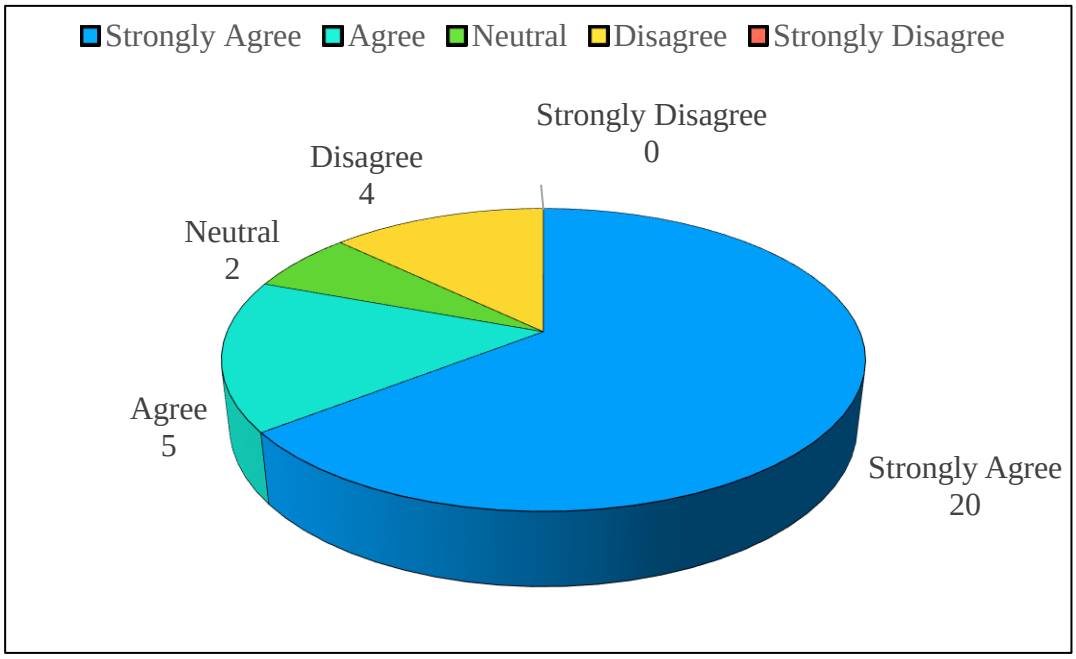


Figure 10: Anxiety Reduction in Learning

The table (10) and the graph (10) show teachers' responses to the statement "TPR creates a low-anxiety environment that encourages pupils to try new words without fear". The result revealed that twenty (20) teachers (64.5%) strongly agreed with the statement while five (05) teachers (16.1%) agreed. Additionally, two (02) teachers (6.5%) were neutral. On the other hand, four (04) teachers (12.9%) disagreed and no teachers (0%) strongly disagreed. Therefore, most of the teachers believe that TPR can decrease anxiety in the pupils' learning atmosphere.

The data show a positive perception of the role of TPR as a means of lessening anxiety in the English classroom. Twenty-five (25) teachers (80.6%) expressed agreement or strong agreement which means most respondents see that pupils feel more comfortable and less afraid when involved in TPR based vocabulary activities . This may be due to TPR's minimizing of verbal pressure at the beginning stages of learning where the pupils can respond through physical actions instead of immediate spoken production and thus reduce fear of making mistakes. However, some teachers disagreed or were neutral, suggesting that classroom management, differences among learners or methods of implementation may sometimes limit the anxiety-reducing effect of TPR.

Q11 – TPR enhances pupils' ability to understand complex instructions without needing a translation into Arabic

Table 11: Understanding Instructions Without Translation

Responses	Frequency	Percentage
Strongly Agree	16	51.6%
Agree	7	22.6%
Neutral	3	9.7%
Disagree	5	16.1%
Strongly Disagree	0	0%
Total	**31**	**100%**

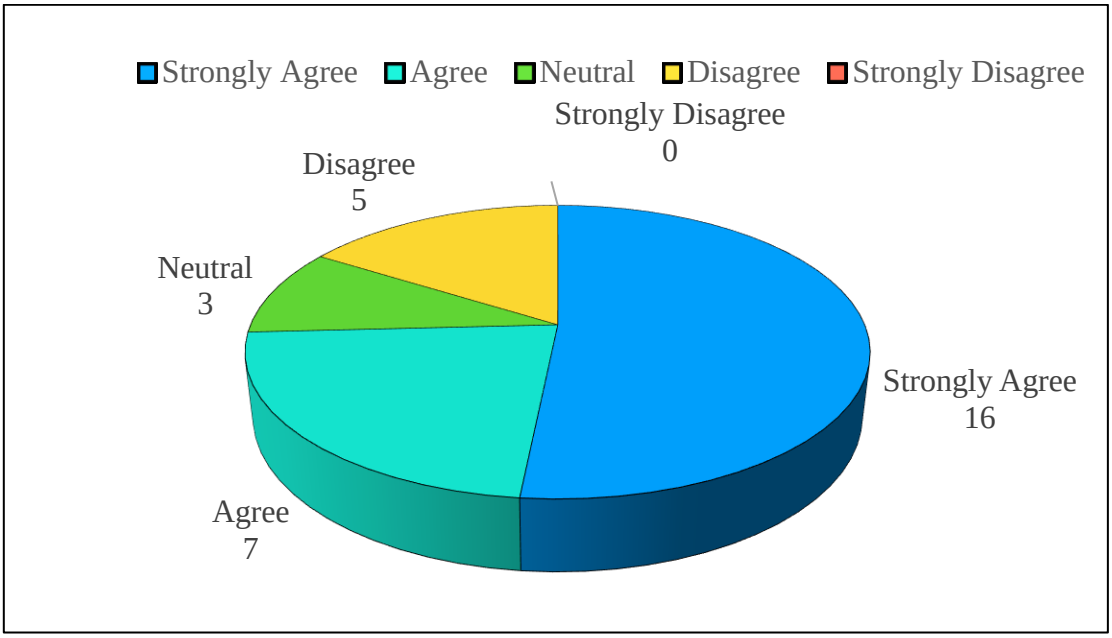


Figure 11: Understanding Instructions Without Translation

Table (11) and Graph (11) present the teachers' responses to the statement "TPR enhances pupils' ability to understand complex instructions without the need of a translation into Arabic." The results show that sixteen (16) teachers (51.6%) strongly agreed with the statement and seven (07) teachers (22.6%) agreed. In addition, three (03) teachers (9.7%) were neutral. On the contrary, five (05) teachers (16.1%) disagreed and no teachers (0%) strongly disagreed. Hence, most of the teachers think that TPR can help students to understand the instructions without the need for translation in Arabic.

The data indicates a positive outlook on the role of TPR in improving learners' grasp of classroom instructions in general. Most respondents (74.2%) agreed or strongly agreed that pupils were able to follow instructions more easily when TPR was used, as 23 (23) teachers agreed or strongly agreed. This may be because TPR has a strong connection between language and physical actions, so learners can directly understand meaning through demonstration rather than translation. However, a handful of teachers expressed disagreement or neutrality, implying that translation may still be necessary in some cases, depending on the difficulty of the task or the student's language proficiency.

Q12 – TPR activities help pupils develop better cognitive associations between language and physical reality

Table 12: Cognitive Language Association Development

Responses	Frequency	Percentage
Strongly Agree	19	61.3%
Agree	5	16.1%
Neutral	4	12.9%
Disagree	3	9.7%
Strongly Disagree	0	0%
Total	**31**	**100%**

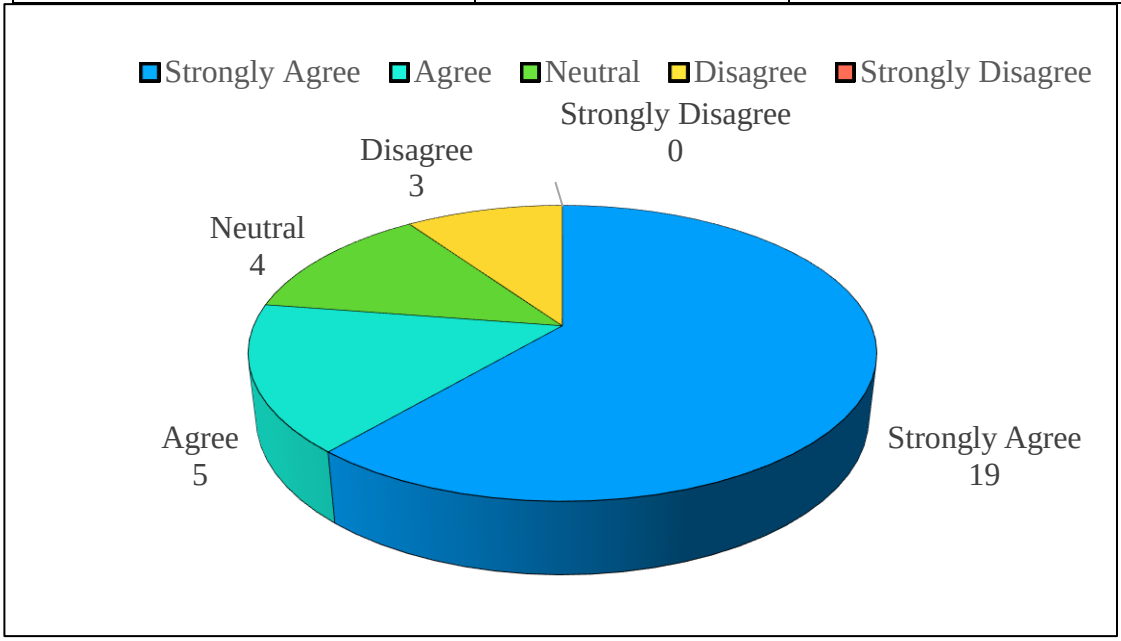


Figure 12: Cognitive Language Association Development

The teachers' responses to the statement "TPR activities help pupils develop better cognitive associations between language and physical reality" are shown in the table (12) and the graph (12). The results revealed that nineteen (19) teachers (61.3%) strongly agreed to the statement while five

(05) teachers (16.1%) agreed. Also, four (04) teachers (12.9%) were neutral. However, three (03) teachers (9.7%) disagreed and no teachers (0%) strongly disagreed. Therefore, most of the teachers believe that TPR helps in forming cognitive associations between language and physical reality.

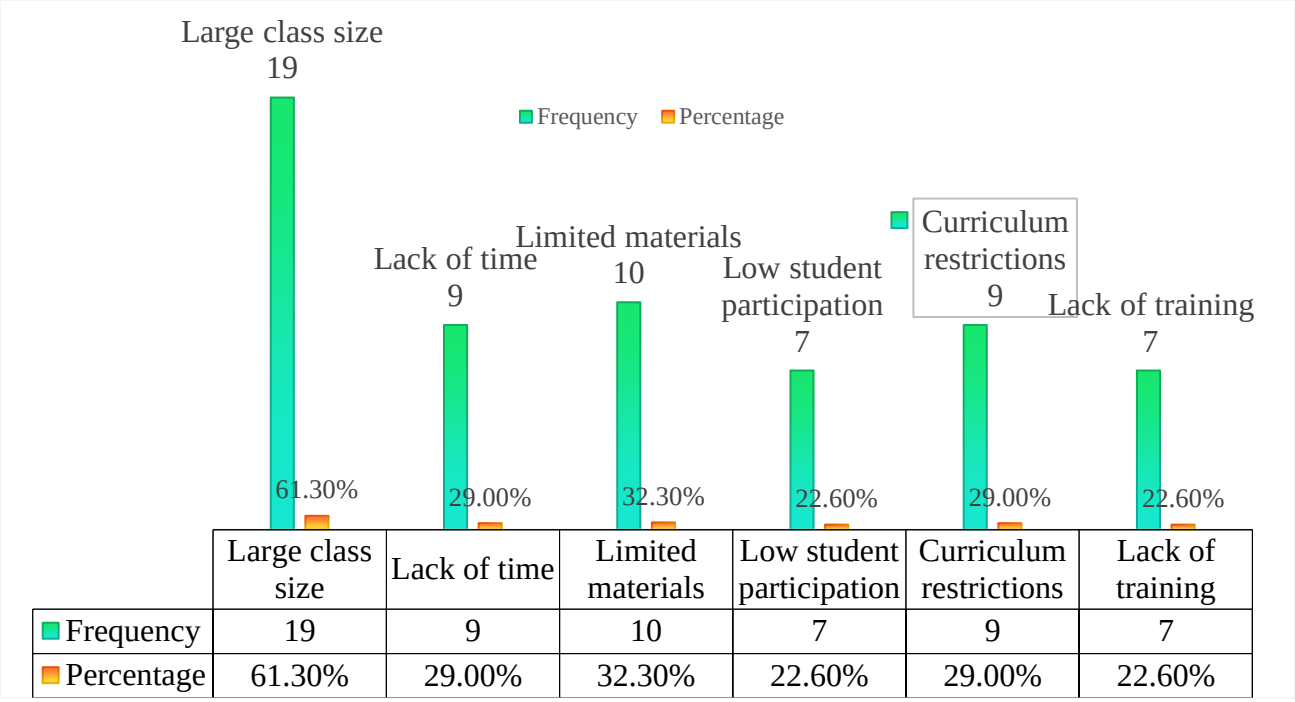
Data reveal a positive perception of TPR's cognitive benefits in language learning. A total of twenty-four (24) teachers (77.4%) agreed or strongly agreed, indicating that most respondents consider TPR effective in helping pupils link vocabulary with real-life actions and concrete experiences. This may be due to the fact that TPR is based on embodied learning, where meaning is reinforced by movement, making abstract language more concrete and easier for young learners to comprehend. However, a small proportion of teachers remained neutral or disagreed, which suggests that the effectiveness of these cognitive associations may vary depending on classroom implementation and learner differences.

Section 3: Challenges and Barrier

Q13 – The main barriers to using TPR in my classroom are:

Table 13:Perceived Barriers to TPR Implementation

Main Barriers in the Classroom	Frequency	Percentage
Large class size	19	61.3%
Lack of time	9	29%
Limited materials	10	32.3%
Low student participation	7	22.6%
Curriculum restrictions	9	29%
Lack of training	7	22.6%



	Large class size	Lack of time	Limited materials	Low student participation	Curriculum restrictions	Lack of training
Frequency	19	9	10	7	9	7
Percentage	61.30%	29.00%	32.30%	22.60%	29.00%	22.60%

Figure 13:Perceived Barriers to TPR Implementation

Table (13) and graph (13) display teachers' responses to the principal barriers of TPR application in the classroom. The findings indicated that nineteen (19) teachers (61.3%) stated "large class size" as a major obstacle. Moreover, ten (10) teachers (32.3%) reported "limited materials", nine (09) teachers (29%) selected "lack of time" and another nine (09) teachers (29%) reported "curriculum restrictions". Also, seven (07) teachers (22.6%) reported "low student participation" and seven (07) teachers (22.6%) reported "lack of training" as challenges to TPR implementation.

The data indicate that the most important problem for teachers is a large class size, which may hinder effective classroom management and the chance for individual participation in TPR activities. Other barriers include lack of teaching resources, time limitations, and curriculum requirements, which can limit the frequency and quality of TPR implementation. In addition, the low level of student involvement and the lack of training point to the fact that some teachers need more professional development and classroom support to fully implement TPR. Overall, these results indicate that TPR is well received but the successful implementation of TPR is influenced by a number of structural and pedagogical constraints of the Algerian primary school setting.

Section 4: Qualitative Insights and Suggestions

Q14 – What positive effects have you observed when using TPR in vocabulary teaching?

-Those were the most common answers:

1. · faster vocabulary learning / rapid acquisition of new words
2. · better vocabulary retention and long-term memory
3. · increased student motivation
4. · higher student engagement and participation
5. · reduced anxiety and stress-free learning environment
6. · improved understanding of word meanings
7. · more enjoyable and fun classroom atmosphere
8. · improved pronunciation
9. · increased learner confidence
10. · active participation through gestures and movement
11. · easier memorization of vocabulary
12. · immediate understanding of vocabulary through actions
13. · reduced use of mother tongue (Arabic)
14. · encourages imitation and repetition
15. · improved classroom interaction
16. · saves teacher time / improves teaching efficiency
17. · increased learner enthusiasm and excitement
18. · some learners show limited interest in TPR activities
19. · dependence on Arabic translation in some cases
20. · rare cases where no positive effects were reported.

Teachers who use the Total Physical Response (TPR) method for teaching EFL vocabulary tend to mention positive outcomes of it, which helps them to integrate it into their classroom activities. Benefits include improved vocabulary acquisition, improved memory retention, increased motivation

and increased levels of learner engagement. Teachers also point out that TPR reduces anxiety and helps create a fun learning environment where students are more willing to participate in lessons. TPR also helps learners understand vocabulary through physical actions, aids pronunciation development and boosts learner confidence. Some instances also decrease dependence on the mother tongue, while it promotes active learning by gestures and imitation. Furthermore, TPR increases interaction in the classroom and makes vocabulary learning more effective and memorable, especially for young learners. While a small number of responses highlighted limitations such as occasional lack of interest or dependence on translation, the overall findings indicate that TPR is generally regarded as an effective and engaging strategy that improves vocabulary learning outcomes in EFL primary classrooms.

Q15 – What challenges or limitations do you face when applying TPR in your classroom?

Teachers who use the Total Physical Response (TPR) strategy in EFL vocabulary teaching commonly report recurring challenges that hinder its smooth implementation in the classroom. These difficulties mainly relate to classroom management, lesson constraints, and the nature of vocabulary being taught.

-Those were the most common answers:

1. large class size / overcrowded classes / difficulty managing many pupils
2. classroom noise during TPR activities
3. limited classroom space
4. time management (TPR takes more time than traditional methods)
5. difficulty teaching abstract vocabulary (e.g., freedom, complex concepts)
6. lack of appropriate gestures for some vocabulary items
7. forgetting or inconsistency of gestures used previously
8. limited materials/resources
9. low student participation or lack of motivation

10. student embarrassment or shyness during physical activities
11. lack of training in using TPR effectively
12. difficulty managing group movement and classroom control
13. older learners being less comfortable with physical activities
14. TPR not suitable for some advanced learners or content
15. classroom chaos during activities

Most teachers who use TPR strategy in teaching EFL vocabulary have encountered some common problems in the implementation of the strategy. These factors include large and crowded classes, noise in the classroom, limited space, and time constraints, which make classroom management more difficult during physical activities. Also, teachers say they have trouble teaching abstract vocabulary because some concepts can't be shown with gestures. Some teachers also report a lack of appropriate gestures or forgetting gestures that they used to use, which impacts consistency of instruction.

Other challenges are the absence of teaching materials, absence of training, and difficulty in keeping students engaged especially when the learners are feeling shy or embarrassed in physical activities. Some teachers also remark that older learners may be less willing to participate and that TPR can sometimes result in classroom chaos if not well managed. However, teachers say that these limitations are more related to classroom conditions and the way the method is implemented, rather than to how well the method works. They say that with better training, better preparation and better organization of classrooms, the method could be used more effectively in EFL contexts.

Q16 – How does TPR influence your teaching style and classroom interaction?

Teachers who use the Total Physical Response (TPR) strategy in EFL vocabulary teaching commonly report that it has a significant influence on both their teaching style and classroom interaction. The responses highlight several recurring changes in instructional approach and learner behavior.

-Those were the most common answers:

1. more interactive teaching style
2. more student-centered learning approach
3. increased student participation
4. improved classroom interaction
5. shift from explanation to demonstration
6. use of gestures, body language, and movement in teaching
7. more active and dynamic lessons
8. improved learner motivation
9. positive classroom atmosphere
10. easier vocabulary teaching and understanding
11. better classroom communication
12. learners respond more actively
13. increased engagement and attention
14. helps create a fun and enjoyable learning environment
15. improves teacher role as facilitator rather than lecturer
16. better comprehension of vocabulary
17. time management improvement (in some cases)
18. not fully effective with all learners (low motivation in some contexts)
19. limited successful implementation by some teachers.

Teachers that apply the TPR strategy in teaching EFL vocabulary often report that it has a strong effect on their teaching style and classroom interaction. These changes involve a move to more interactive, student-centered instruction where students are actively responding physically rather than passively listening. Teachers also mention that TPR changes their role from being a traditional lecturer to a facilitator who uses gestures, actions and demonstration in guiding the learning. Furthermore, TPR promotes classroom interaction, learner engagement and motivation and creates a positive and fun learning atmosphere.

Teachers also report that TPR makes vocabulary lessons more lively, easier for learners to understand, and more memorable, with language linked to physical movement. It also improves communication in the classroom, encouraging students to be more responsive in lessons. Although few responses suggest some situations when TPR is less effective or hard to implement, the general findings show that TPR has a significant influence on both teaching practices and learner participation in EFL primary classrooms.

Q17 – What suggestions do you have to improve the implementation of TPR in Algerian primary schools?

Teachers who use the Total Physical Response (TPR) strategy in EFL vocabulary teaching commonly provide several suggestions to improve its implementation in Algerian primary schools. These suggestions mainly focus on teacher preparation, classroom conditions, teaching resources, and instructional methods.

-Those were the most common answers:

1. provide teacher training on TPR techniques
2. organize continuous workshops and training sessions
3. improve teachers' skills in selecting appropriate gestures and activities
4. reduce class size to make movement easier
5. ensure adequate classroom space for physical activities
6. provide suitable teaching materials and resources
7. integrate TPR into lesson plans more systematically
8. combine TPR with other teaching methods.

The teachers using the TPR strategy in EFL vocabulary teaching usually recommend some ways for improving the implementation of the strategy in Algerian primary schools. The idea most often proposed is that teachers should be given specific training and ongoing workshops on TPR techniques to improve their pedagogical skills and classroom practices. Teachers also refer to the

need to improve the selection of appropriate gestures, activities and movement-based strategies that are aligned with the needs of learners and the objectives of the lessons.

Additionally, many respondents stated the need to reduce class size and increase the classroom space to allow for movement and classroom management in TPR activities. Others stress the importance of giving adequate teaching materials and educational resources to help with interactive vocabulary instruction. Furthermore, many teachers suggest a more systematic incorporation of TPR into the lesson planning and a combination of TPR with other teaching methods in order to reach the highest learning efficiency. In summary, the results show that teachers have positive attitudes towards TPR and they think that better training, classroom conditions and instructional support would greatly improve the successful implementation of TPR in Algerian primary school EFL classrooms.

Conclusion:

This chapter presents the analysis and interpretation of the data obtained through the teachers' questionnaire on the use of Total Physical Response (TPR) in teaching English vocabulary for young learners in the Algerian primary schools. The results indicated that most teachers had positive perceptions of the effectiveness of TPR in improving vocabulary understanding, retention, pronunciation, learner motivation, classroom participation, and decrease in anxiety. The results also revealed that TPR is viewed as appropriate for the Algerian primary school context as well as for young learners.

In addition, the study identified some challenges that could hinder the effective implementation of TPR such as large class size, limited classroom space, lack of materials, time constraints and insufficient teacher training. Despite these hindrances, teachers generally highlighted the positive effect of TPR on classroom interaction and learner engagement and made some recommendations to enhance its implementation in the EFL classrooms.

In conclusion, the analysis confirms that TPR is generally seen as an effective and motivating instructional strategy for teaching vocabulary to beginner learners, stressing the importance of improving classroom conditions and professional support for successful implementation in Algerian primary education.

2.3. Discussion of the findings

This part presents the main findings obtained from the analysis of the teachers' questionnaire concerning the application of the Total Physical Response (TPR) method in teaching English vocabulary to young learners in M'sila primary schools. The discussion seeks to interpret the findings in relation to the research objectives and theoretical framework presented in the literature review. It also aims to explore teachers' perceptions about the effectiveness of TPR, its effects on vocabulary learning, learner participation, motivation and classroom interaction, as well as the challenges which may influence the implementation of TPR in EFL classrooms.

The results of the study show that most teachers have positive attitudes towards the use of TPR in teaching vocabulary. Teachers generally believe that TPR is an effective and interesting teaching method to help students understand, retain, pronounce and participate in vocabulary. The results also indicate that TPR is suitable for young learners as its interactive and physical nature matches the learning preferences and developmental characteristics of children.

The discussion also covers the main obstacles identified by teachers like large class size, limited classroom space, absence of materials and training. These problems show that while TPR is appreciated by many, successful implementation of TPR depends on having the right classroom conditions and pedagogical support. Therefore, in this section, the findings of the study are discussed in detail and compared with previous studies and theoretical perspectives on TPR and vocabulary teaching in EFL contexts.

2.3.1. Teachers' Use of TPR in Vocabulary Instruction

The results of the study show that TPR is widely utilized by the M'sila primary school EFL teachers. The majority of the respondents stated that they always or often use TPR in vocabulary teaching, which shows that the method is highly accepted in classroom practice. The frequent use of TPR indicates that teachers view TPR as a practical and effective way to teach English vocabulary to beginner learners.

TPR is popular with teachers, maybe because it is simple and right for young learners. Since TPR is based on physical movement, gestures and oral interaction, teachers can use it without needing to have sophisticated technological resources or very complex teaching materials. This finding further supports the theoretical principles put forward by James Asher that language learning is more successful when language is associated with physical actions.

Moreover, the frequent use of TPR points to teachers' consciousness of the importance of interactive and learner-centered approaches in contemporary language teaching. Many teachers seem to include movement-based activities that promote active participation and engagement rather than just traditional memorization and translation techniques.

2.3.2. The Effectiveness of TPR in Vocabulary Comprehension and Retention

One of the main findings of the study was that the teachers strongly believed that TPR improved the learners' comprehension and retention of vocabulary. Most of the respondents agreed that pupils learn vocabulary faster and retain words better when TPR activities are used.

These results can be explained by the fact that TPR is multisensory. When learners hear a word and at the same time do or see a physical action associated with the word, the learning process becomes more meaningful and memorable. Physical activity helps learners create powerful cognitive links between language and tangible world experiences, leading to better comprehension and recall.

This finding aligns with a number of previous studies mentioned in the literature review that underscore the importance of action-based learning for young learners. Children learn best through

movement, imitation and direct interaction and TPR provides an environment where learning vocabulary becomes concrete rather than abstract.

The findings also indicate that TPR decreases the difficulties in learning new vocabulary. Instead of just learning separate words by rote, pupils associate vocabulary items with actions, gestures and situations in the classroom. So vocabulary is more readily retrieved for classroom communication and language use.

2.3.3. The Role of TPR in Pronunciation and Oral Production

The findings also show that teachers generally think that TPR is effective in improving young learners' pronunciation and oral output. Most of the respondents agreed that TPR has a positive effect on learners' speaking ability and oral participation.

This may be due to the repeated exposure of oral language during the TPR activities. Teachers often give commands, demonstrate how words are pronounced and get learners to copy words and phrases while doing actions. This repetition helps pupils to naturally practice pronunciation and to gain greater confidence in speaking English.

Furthermore, TPR gives learners the opportunity to participate orally without excessive pressure and fear of making mistakes. Young learners are usually more comfortable in speaking when learning activities are fun and interactive. The physical and playful aspect of TPR may thus encourage learners to communicate orally more freely.

However, a few teachers had neutral or negative opinions about the effectiveness of TPR to improve pronunciation. This may indicate that the development of pronunciation is also dependent on other factors such as frequency of exposure to English, motivation of learners and teaching techniques of teachers.

2.3.4. The Suitability of TPR for Young Learners and the Algerian Context (M'sila)

The study's findings show that TPR is highly perceived by teachers as effective for young learners and suitable for the Algerian primary school context. The majority of respondents agreed that TPR is compatible with childrens learning styles and development needs.

The young learners tend to be lively, inquisitive and more open to the movement and interaction activities. TPR provides a way for children to physically participate in the learning process rather than just passively listening. Which in turn makes learners more engaged, motivated and attentive in the lessons.

The results also indicate that TPR is consistent with the realities of Algerian primary schools. Teachers say TPR can be effectively used in classrooms with limited technological resources as it mainly depends on teacher creativity, gestures and oral interaction and not on expensive materials.

This result indicates that advanced equipment is not a necessary condition for effective language teaching. Instead, it is simple classroom practices that can create meaningful learning experiences through interactive teaching approaches like TPR. However, some teachers had concerns about practical classroom conditions, especially overcrowded classes and lack of classroom space.

2.3.5. Teacher Confidence in Applying TPR Techniques

Another important finding is that the majority of the teachers reported that they were confident in using TPR techniques in vocabulary teaching. This suggests that many teachers are familiar with the method and find it relatively easy to implement.

TPR activities are practical and flexible. This may contribute to teacher confidence. Since TPR mainly involves giving instructions, carrying out actions and prompting learners to participate, teachers may feel more comfortable using it than more complex instructional approaches.

At the same time, the reactions of some teachers who were unsure or not confident tell us that not all teachers are sufficiently prepared or professionally trained to use TPR effectively. This finding

underscores the importance of teacher training programs and pedagogical workshops on interactive teaching strategies.

Additional guidance on classroom management, gesture selection, activity organization, and lesson planning could further build teachers' confidence and enhance the effectiveness of TPR implementation.

2.3.6. TPR and Learner Participation, Motivation, and Classroom Interaction

The findings of the study show that TPR has a strong positive effect on student participation, motivation, and classroom interaction. Most teachers say that when TPR activities are incorporated into English lessons, pupils become more active, enthusiastic and engaged.

This positive effect is likely due to the fun and lively nature of TPR. Unlike the traditional teacher-centered approaches, TPR makes the vocabulary learning to be an interactive process in which the learners physically get involved in the classroom activities. Such participation reduces boredom and increases the willingness to communicate.

The results also show that TPR helps create a positive classroom climate of cooperation, enjoyment and interaction. Learners are required to move, to copy, to respond to commands and to interact with teachers and classmates. This active participation may enhance learner’s confidence and promote classroom communication.

The study also found that TPR helps to reduce anxiety in the learners. Teachers said that pupils felt more relaxed and less afraid of making mistakes during TPR activities. The result backs Asher’s theory that language learning is more effective if stress and anxiety are reduced.

This is particularly important for beginner learners who may be anxious about speaking a foreign language. TPR allows students to build confidence by responding first with physical movement and then with oral language.

2.3.7. Cognitive Benefits of TPR in Vocabulary Learning

The findings further reveal that teachers perceive TPR as beneficial for developing cognitive associations between language and physical reality. Most respondents agreed that TPR helps learners understand vocabulary through direct connection with actions and real-life situations.

This result reflects the principle of embodied learning, where physical experiences support mental understanding. When learners physically perform actions related to vocabulary items, they are more likely to internalize meaning and retain information for longer periods.

Moreover, TPR allows learners to process language naturally and contextually. Instead of depending entirely on translation into Arabic, pupils can understand meaning through observation, movement, and classroom demonstration. This direct association between language and action encourages learners to think in English rather than relying constantly on their mother tongue.

The findings therefore confirm that TPR not only supports vocabulary memorization but also contributes to deeper cognitive processing and meaningful language acquisition.

2.3.8. Challenges and Barriers to Implementing TPR

The study revealed a generally positive perception of TPR, but also several challenges that hinder effective implementation of TPR in Algerian primary schools.

Large class size was the biggest obstacle reported by teachers. The classrooms are overcrowded, which makes it difficult to organize movement activities efficiently and control the classroom. It can be difficult for teachers to ensure that all pupils are equally engaged in TPR activities.

Classroom space is another big challenge at a premium. Small classrooms may limit the effectiveness of activities and cause management problems as TPR requires learners to move physically.

The time factor as well is a significant hurdle. Some teachers pointed out that TPR activities need more preparation and classroom time than traditional teaching methods. This may lead to difficulties for teachers in completing the official curriculum in the limited number of lessons.

Moreover, some respondents indicated lack of teaching materials and professional training as barriers to successful implementation. Teachers may need more support, workshops and practical guidance to make better use of TPR.

The results also suggest that TPR may be less effective for teaching abstract vocabulary or advanced language content. In some cases, the application of TPR is hampered by the difficulty in physically representing some concepts.

Embarrassment or shyness in physical activities may be experienced by some learners, especially older learners who may prefer less movement-based instruction. Sometimes, disorder can also be caused by noise in the classroom and by too much movement if the activities are not well managed.

These results show that although TPR is valued, its effectiveness depends largely on classroom conditions, the teacher's preparation, and the nature of the instructional content.

2.3.9. Teachers' Suggestions for Improving TPR Implementation

The teachers who participated in the study made some suggestions to improve the implementation of TPR in Algerian primary schools. The most frequent suggestion was the organization of teacher training courses and professional workshops on TPR techniques. Teachers think that with more training they would be better at managing their classrooms, choosing gestures, planning activities, and improving their teaching.

Another important proposal is to reduce the number of students in classes and improve the classroom space. Improved physical learning environments would also enable teachers to better structure movement-based activities and ensure greater learner participation.

Teachers also suggested more teaching materials and educational resources to support interactive vocabulary instruction. Furthermore, some respondents suggested incorporating TPR into lesson planning more systematically and combining it with other methods.

These recommendations imply that teachers do not dismiss TPR due to its limitations. They tend to think that the method works, but needs to be better supported institutionally and in the classroom for optimal implementation.

In brief, the results of the present study offer a strong proof of the effectiveness of TPR as an instructional strategy for teaching English vocabulary to young learners in Algerian primary schools. TPR is generally seen by teachers as helpful for vocabulary understanding, remembering, pronunciation, having the learners take part, keeping them motivated and lessening their anxiety.

The results also validate the theoretical assumptions from the literature review, especially those about embodied learning, learner-centered instruction, and the importance of stress reduction in foreign language acquisition. TPR seems to offer a supportive and enjoyable environment for active participation and meaningful language learning in young learners.

The study also shows that the successful implementation of TPR depends on a number of pragmatic factors such as classroom conditions, teacher training, lesson organization and availability of resources. Thus, enhancing educational support structures and offering teachers opportunities for professional development can greatly improve the effectiveness of TPR in Algerian primary education.

In conclusion, the results of the discussion show that TPR is valued by teachers and is viewed as an effective strategy in teaching vocabulary. The positive perceptions expressed by teachers show that TPR has a great potential to improve English language learning outcomes for young EFL learners in M'sila primary schools, despite the constant challenges.

2.4. Limitations of the study

As is the case with every research endeavor, the present study has some limitations that should be discussed to better place the results and their interpretation.

First, the limitation of the study is that the sample size of 31 EFL primary school teachers was used. This figure is sufficient for descriptive analysis but does not allow an extensive generalisation

to all primary school teachers in Algeria. If the sample was larger and more diverse the results would be more representative and reliable.

Secondly the findings are based on teachers' perceptions and do not include learners' perspectives. Hence the results reflect only one part of the teaching-learning process. The inclusion of pupils' experiences could have offered a more holistic view of the effectiveness of TPR in the vocabulary learning.

Thirdly, the study is conducted in a specific geographical and institutional context, i.e. primary schools of M'sila. As such, the findings may be influenced by local teaching conditions, curriculum constraints and classroom realities, limiting the transferability of the results to other educational contexts.

Fourth, the limitation of the study is the unavailability of the full access to the previous studies directly related to the topic. The possibility to develop a more extensive literature review and the chance of a deeper comparison with similar research were limited.

Fifth, due to the limited number of teachers involved in the study, a pilot test was not administered. This could have helped to improve the research instrument and to identify possible problems with the questionnaire at an early stage.

Sixth, the data collection was influenced by the non-response of participants. Some teachers were invited to participate online and in-person, but some failed to respond which reduced the overall sample representation.

Seventh, time has been a constraint for the limited scope of the research, especially in terms of data collection and the possibility of follow-up research.

Finally, the study relied on self-reported data obtained from questionnaires. Consequently, the responses may be subjective or biased and the lack of classroom observations limits the opportunity to verify actual teaching practices.

However, the study offers useful insights into teachers' perceptions of TPR and its role in improving vocabulary teaching for young EFL learners in primary education.

2.5. Recommendations of the study

In light of the findings of this study and the challenges identified by EFL teachers in the implementation of Total Physical Response (TPR) in the Algerian primary school context, several recommendations can be suggested to enhance its effectiveness in teaching vocabulary to young learners.

First, it is strongly recommended that teacher training programs and continuous professional development workshops should be organized on the use of TPR techniques. Such training would help teachers to improve their classroom management skills, their ability to design appropriate gestures and activities and ensure more effective implementation of the method.

Second, attention should be paid to reducing class size where possible, as overcrowded classrooms represent one of the major barriers to the successful use of TPR. Smaller groups would translate into better learner engagement, easier classroom management and more effective interaction while doing physical activities.

Third, TPR requires movement and physical involvement, so schools should try to improve classroom conditions and space. It would be helpful to have enough space to keep activities in order and minimize noise and disruption in the classroom.

Fourth, adequate teaching materials and resources supporting TPR activities should be supplied. TPR is generally low-cost, but the use of visual aids, flashcards and structured activity guides can increase its effectiveness and make it easier for teachers to implement.

Fifth, the use of TPR should be more systematically integrated into lesson planning rather than used occasionally. A systematic and planned use of TPR can better satisfy the lesson objectives and curriculum requirements.

Finally, TPR is recommended to be combined with other teaching methods, especially when teaching abstract vocabulary or more complex language structures. This would help to provide a more balanced and effective teaching to meet the different learning needs and classroom situations.

In summary, these recommendations are expected to improve the successful implementation of TPR in EFL classrooms and maximize the positive impacts on learners' vocabulary development and engagement.

General Conclusion

General conclusion

The present study aimed to investigate the perceptions of EFL primary school teachers of the effectiveness of TPR method in teaching English vocabulary to young learners in Algerian primary schools. The main objective was to examine teachers' perception of the role of TPR in developing vocabulary comprehension, retention, pronunciation, learner participation, motivation and classroom interaction, and the challenges that may affect its implementation.

The results of the study showed that TPR is widely used and highly valued by EFL teachers. Most of the respondents reported frequent use of TPR in vocabulary instruction, which indicates that the method is well integrated into the classroom practice. Teachers also had a positive perception of it because of its effectiveness in enhancing learners' understanding of vocabulary, memory and oral skills such as pronunciation and speaking. Moreover, TPR was reported to increase student motivation and participation, lower anxiety, and provide a more enjoyable and interactive classroom atmosphere.

Furthermore, the findings revealed that TPR was considered by teachers as especially suitable for young learners and the Algerian primary school context. This method is simple, does not require many teaching resources, and can be used in many classrooms because it requires the children to move around. The study also showed that TPR assists in building cognitive connections between language and real-life actions, which leads to deeper and more meaningful learning.

However, despite these positive outcomes, a number of challenges were identified. The biggest challenges are large classes, lack of classroom space, lack of teaching materials, time constraints and poor training of teachers. Some classrooms may have factors that limit the effectiveness of the implementation of TPR and its full potential. Moreover, teaching abstract vocabulary or controlling the learner's behavior in physical activities presents some challenges.

Based on the findings of this study, it can be concluded that TPR is an effective and motivating strategy to teach English vocabulary to young learners in Algerian primary schools. But in order for

it to be successful, the conditions of the classroom need to be improved, the teachers need to be adequately trained, and the method needs to be more systematically integrated into teaching practice.

To conclude, the study showed the pedagogical importance of TPR and its positive impact on vocabulary learning in EFL settings. It also underscores the importance of institutional support and practical enhancements to make it effective and sustainable in primary education.

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Appendix

Questionnaire

Dear Teachers,

This questionnaire is conducted as part of a Master's dissertation entitled 'EFL Teachers' Perceptions of the Effectiveness of the Total Physical Response (TPR) Method in Teaching Vocabulary to Third-Grade Primary School Pupils in M'sila'. It aims to investigate teachers' perceptions. Responses are anonymous and for research only.

Thank you.

How do primary school teachers in M'sila perceive the effectiveness of the Total Physical Response (TPR) method in teaching English vocabulary to third-grade pupils?

Q1 – How often do you use TPR?

1- Always 2- Often 3- Sometimes 4- Rarely 5- Never

Q2 – TPR helps students understand vocabulary faster.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q3 – TPR improves vocabulary retention.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q4 – TPR improves students' pronunciation and oral output.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q5 – TPR is suitable for young learners.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q6 – TPR is suitable for the Algerian primary school context.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q7 – I feel confident to apply TPR techniques in vocabulary teaching.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q8 – TPR activities significantly increase pupils' active participation during the English lesson.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q9 – Pupils show higher levels of motivation and excitement when English vocabulary is taught through TPR.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q10 – TPR creates a low-anxiety environment that encourages pupils to try new words without fear.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q11 – TPR enhances pupils' ability to understand complex instructions without needing translation into Arabic.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q12 – TPR activities help pupils develop better cognitive associations between language and physical reality.

Strongly Agree – 1 – 2 – 3 – 4 – 5 – Strongly Disagree

Q13 – The main barriers to using TPR in my classroom are:

☐

Large class size

☐ Lack of time

☐ Limited materials

☐ Low student participation

☐ Curriculum restrictions

☐ Lack of training

Q14 – What positive effects have you observed when using TPR in vocabulary teaching?

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Q15 – What challenges or limitations do you face when applying TPR in your classroom?

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Q16 – How does TPR influence your teaching style and classroom interaction?

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Q17 – What suggestions do you have to improve the implementation of TPR in Algerian primary schools?

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الملخص

تهدف هذه الدراسة إلى استقصاء تصورات معلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية حول فعالية طريقة الاستجابة الجسدية الكاملة (TPR) في تدريس مفردات اللغة الإنجليزية لتلاميذ السنة الثالثة ابتدائي في مدارس ولاية المسيلة. كما تسعى الدراسة إلى التعرف على آراء المعلمين بشأن الفعالية البيداغوجية لهذه الطريقة، والمزايا التي لاحظوها أثناء التطبيق داخل القسم، والصعوبات التي تواجههم عند استخدامها، إضافة إلى أشكال الدعم اللازمة لضمان توظيف ناجح لطريقة TPR في التعليم الابتدائي الجزائري. وقد تم تحقيق هذه الأهداف من خلال اعتماد المنهج الوصفي ذي المقاربة المختلطة. جُمعت البيانات باستخدام استبيان وُزّع إلكترونيًا على 31 معلمًا ومعلمة للغة الإنجليزية في المرحلة الابتدائية. وقد تضمّن الاستبيان أسئلة مغلقة وفق مقياس ليكرت، إلى جانب أسئلة مفتوحة بهدف جمع بيانات كمية ونوعية معًا.أظهرت نتائج الدراسة أن المعلمين لديهم تصورات إيجابية تجاه استخدام طريقة الاستجابة الجسدية الكاملة في تدريس المفردات. كما تبيّن أن هذه الطريقة فعّالة في تحسين فهم التلاميذ للمفردات، وتثبيتها في الذاكرة، وتحسين النطق، وزيادة الدافعية والمشاركة والتفاعل داخل القسم، إضافة إلى تقليل القلق لدى المتعلمين المبتدئين. ومع ذلك، أشار المشاركون إلى عدد من التحديات التي تعيق تطبيق هذه الطريقة، مثل الاكتظاظ داخل الأقسام، وضيق مساحة الفصل، ونقص الوسائل التعليمية، إضافة إلى ضيق الوقت.وتخلص الدراسة إلى أن طريقة الاستجابة الجسدية الكاملة (TPR) تُعد تقنية فعّالة ومشوقة لتدريس المفردات في المدارس الابتدائية الجزائرية، شريطة توفير الدعم المناسب والظروف الصفية الملائمة. وفي الختام، تقدم الدراسة مجموعة من التوصيات لتحسين تطبيق هذه الطريقة، من خلال توفير التكوين للمعلمين، والتوجيه البيداغوجي، وتحسين الموارد والوسائل التعليمية داخل الأقسام.

/لكلمات المفتاحية

تدريس المفردات، تصورات معلمي اللغة الإنجليزية كلغة أجنبية، التعليم الابتدائي، المتعلمون ،(TPR) الاستجابة الجسدية الكاملة المبتدئون، الجزائر.

Résumé

Cette étude examine la perception qu'ont les enseignants d'anglais langue étrangère (ELE) du primaire de M'sila de l'efficacité de la méthode de la Réponse Physique Totale (RPT) pour l'enseignement du vocabulaire anglais aux élèves de troisième année. La recherche vise à explorer le point de vue des enseignants sur l'efficacité pédagogique de la RPT, les bénéfices observés en classe, les difficultés rencontrées lors de sa mise en œuvre et le soutien nécessaire à son utilisation réussie dans l'enseignement primaire algérien. Pour atteindre ces objectifs, l'étude a adopté une méthodologie descriptive mixte. Les données ont été recueillies au moyen d'un questionnaire administré en ligne à 31 enseignants d'anglais du primaire. Ce questionnaire combinait des questions fermées à échelle de Likert et des questions ouvertes afin de recueillir des données à la fois quantitatives et qualitatives. Les résultats révèlent que les enseignants ont généralement une perception positive de l'utilisation de la RPT dans l'enseignement du vocabulaire. La méthode est perçue comme efficace pour améliorer la compréhension, la mémorisation, la prononciation, la motivation, la participation et l'interaction en classe des élèves, tout en réduisant l'anxiété chez les apprenants débutants. Cependant, les participants ont également identifié plusieurs difficultés affectant sa mise en œuvre, notamment les effectifs importants, l'espace limité en classe, le manque de matériel et les contraintes de temps. L'étude conclut que la méthode TPR constitue une stratégie efficace et stimulante pour l'enseignement du vocabulaire dans les écoles primaires algériennes, à condition de bénéficier d'un soutien et de conditions de classe appropriés. Enfin, la recherche formule des recommandations pour améliorer la mise en œuvre de la méthode TPR grâce à la formation des enseignants, un accompagnement pédagogique et de meilleures ressources en classe.

Mots-clés : *Réponse Physique Totale (TPR), enseignement du vocabulaire, perceptions des enseignants d'anglais langue étrangère, apprenants débutants, écoles primaires algériennes*.