



THE EFFECTIVENESS OF
TEACHING ENGLISH LISTENING
COMPREHENSION TO FOUR- AND FIVE- YEAR-
OLD LEARNERS USING TOTAL PHYSICAL
RESPONSE: A CASE STUDY AT
NARA THORN SCHOOL IN BANGKOK

GAO JIE

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

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Lexical Analysis

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PLAGIARISM STATENMENT

Statement: I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

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ABSTRACT

At the Kindergarten of Narathorn School in Bangkok, English starts after the children are 6-7 years old. Teaching English to Kindergarteners has been, as a subject, neglected. Considering the students' level of language development, if they were taught using Total Physical Response (TPR) as a method of instruction, they would be able to begin acquiring English much earlier.

The purpose of this study is to explore the effectiveness of teaching English using TPR for listening comprehension with very young learners. The subjects in this study are 4-5-year-olds attending Narathorn School, Bangkok. The teaching material consists of 13 commands the children learned to understand, and data were collected from both the mid-term and final tests, in addition to classroom observations. The video recording and observation journal of each lesson, in particular, were used to analyze the students' learning process, as well as their motivation and enjoyment of this study. They were analyzed to find out whether it is effective to use TPR as an approach for kindergartener pupils to beginning to learn English.

The findings are summarized as follows: first, TPR instruction facilitates kindergarteners' listening comprehension. Second, the motivation for learning English was clear for this group. Third, body movement and hands-on activities kept the kindergarteners' interest in learning English throughout the study. Furthermore, the kindergarteners learned English from ground zero through the English teaching project, and the TPR instruction led the students to have positive attitudes to the learning of English. Thus, the findings of the study provide evidence that using body

movement and hands-on activities to teach English to Kindergarteners can lead to success in learning to comprehend English and even allows some of them to begin speaking.



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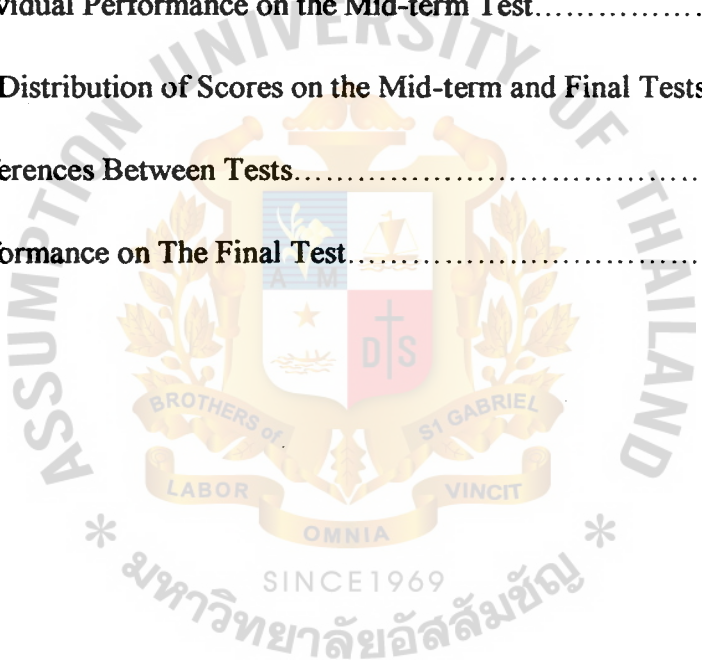
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Chapter One

Introduction

1.1 Introduction

In the present study, Total Physical Responds (TPR) was used to teach four-five year-old children English in a Kindergarten class of a Thai private school. Although the school chosen for the research, Narathorn School, does not have English class for kindergarten students, many of the parents whose children attend the school are concerned that their children should start learning English as early as possible. Thus the study could serve as a way of meeting their concerns. TPR was chosen as a preferred methodology because physical movement is one of the main modes of early childhood development, while verbal communication, even in the first language, has not yet become predominant in their learning. TPR accommodates this situation by allowing children to develop their listening comprehension through physical movement and hands-on activities and to speak only when they are ready.

As a side-benefit of the English instruction, the children learned behavior important to their daily lives and socialization, such as washing their hands when needed, helping others and sharing belongings. In this way, the English instruction also furthered their cognitive development.

1.2 Background

Many parents are unhappy that English instruction level has not previously been

available at Kindergarten at Narathorn School. These parents firmly believe that English will be an essential skill for their children in the future. They are afraid that if their children do not learn English from the start, they will fall behind others later on in their schooling and in life. So they want their children to learn English as early as possible.

However earnest these parents' desires may be, the question of how early English learning should begin is not simple and is a very controversial issue.

The more important consideration was to take into account what language learning theory says about the early learning of second language. From a language learner's view-point, children have the advantage of being young. Young learners are able to acquire a foreign language far more easily than adults (Lee 1995). In spite of this, some scholars, including those in the field of English education and early childhood education, disagree on teaching young children a second language, because learning English at an early stage might have a negative influence on children's first language learning, cognition, socialization, emotion accommodation, and acculturation (Mao and Tang, 1992).

Since early language learning remains controversial, but the parents of Narathorn School are firmly in favor of it, the researcher discussed with some teachers and the principal the possibility of an agreement to experiment in teaching English for a period of eight weeks at Kindergarten level at the school.

Narathorn School has three levels of Kindergarten: K1 between 2-3 years; K2 between 4-5; K3 between 5-6. When would be the optimal time for the children to learn English?

Age 2-3(K1) is not for learning English because at that age the first language background is not strong enough.

Age 4-5 (K2) is much better than age 2-3 because the learners' first language ability is much stronger, and they can communicate with each other more easily. At age 5-6 they are almost ready to enter elementary school. This no longer fulfills the parents' hopes to have their children learn English at a very young age. Thus, as far as Narathorn School's structure was concerned, K2 (age 4-5) seemed to be just the right level to choose for the study.

Which kind of English teaching methodology best fits these very young EFL learners at Narathorn Kindergartners? In fact, most English teaching methodologies focus on developing communication skills. But is this appropriate for children of 3-5 years of age?

Body movement activities are the main behavior in young children's lives. Not only do they promote physical development, but they provide a basis for children to interact at the verbal level. Playing games, children use language to communicate and cooperate with each other (Kao and Chang 1995). For young children, language is an experience of both life and interaction with their surrounding environment (Huang 1993). This is one reason any language teaching approach must take account of children's very physical states of development.

A second perspective to take note of for teaching young children English is that young learners at this age (two -six years old) are self-oriented and they need concrete physical situations to help them to learn. Most young learners' minds focus on the "here and

now" and lack any concept of "future". It is not easy for them to think about other people. They fail to grasp relationships between things and between people. Young children need concrete objects and real situations to boost their learning, and they can learn more by manipulating real toys and similar objects (Lu 1988). John Dewey advocates 'learning by doing', and the best way for young children to learn is to let them learn by practicing daily life experiences (Dewey, cited in Chiu 2001). Practical manipulative experiences will nourish children's mental and physical development.

Under these circumstances, English teaching and learning in early childhood should be based on the learners' state of development as described above. Learning through experience is important for young learners' daily life, whereas language learning, especially learning a foreign language, is not the principal orientation. But by using an appropriate teaching methodology children can get an early start with English and continue their normal cognitive development without problem or conflict.

1.3 Rationale

In order to accomplish the goals suggested above, what should be learned and how should it be learned? If children learn primarily by physical movement and object manipulation and not by language, then a method that focuses on movement and listening rather than language production is the right approach. TPR best caters to the cognitive stage of development of young children at the age of three to five. In TPR, learners listen and carry out commands, thereby demonstrating their comprehension. They speak only when they are ready. As discussed above, this is perfect for young

learners, because it has a game-like quality and allows for physical activity which is the way young learners learn.

A second aspect of TPR which fits well into children's daily lives is the use of imperatives as a primary way to communicate with learners.

Parents use myriad imperatives along with body movements to teach their children, especially when they give commands for them to do or not do something. For example: "Don't cry!"; "Be quiet!"; "Answer the phone." etc. Children usually just follow commands and do not respond orally.

Thus they easily follow commands in TPR. Even for adults imperatives can be an important mode of communication in certain situations. According to research done in Texas, USA, in many occupations, especially in the service industry, imperatives play a central role: In over 4,000 oral examples collected 40% consisted of imperatives (Chang, 2001). As an approach which combines the use of body movement and imperatives, TPR is thus very suitable as a methodology for teaching language for very young learners.

In addition to the inherent advantage of using TPR for young children, there are practical considerations as well. Both the researcher and the children's classroom teacher for the study have experience in using TPR. The researcher's children used to study at Narathorn School, so the researcher is familiar with the classroom, the method and the idea of using it to teach English. Thus she can work with the children together effectively carrying out a series of lesson plans to produce the data for the study.

1.4 Objectives

The objectives in conducting this research were to discover whether and to what extent young learners benefited from TPR as an approach to language learning, combined with learning life and social skills, and to find out to what extent their comprehension would develop after using the TPR approach. The researcher also wanted to explore whether it is feasible to use TPR as a first approach to oral English learning in a Thai school setting.

1.5 Research questions

To reach the aforementioned objectives, that is, to see how a TPR approach works with young learners, this study poses the following questions:

1. Since the eight Kindergartners' English learning stresses the listening skills, how did the children's listening skills in English improve by using the TPR approach?
2. To what extent did the children benefit from TPR instruction in English learning?
3. From the result of this study is TPR feasible for general use in developing English listening skills for kindergarteners?

1.6 Organization

The thesis consists of five chapters. The background, rationale, objectives, and research questions are included in Chapter One, which is the Introduction. Chapter Two provides the Literature Review of research on approaches to early language learning and particularly on TPR. Chapter Three explains the Methodology used in the study. It

describes the subjects, teaching materials, methods of carrying out the study and the procedures that are used to collect and analyze the data. Chapter Four explains the findings from the study and discusses the implications of the findings. Chapter Five presents the general conclusions from the study, including pedagogical implications, the study's limitations, and suggestions for further research.



Chapter Two

Review of the Related Literature

2.1 Introductions

This chapter provides a general literature review of related children's language learning theories, process of young children's learning and acquisition of language and overview of Total Physical Response as the teaching method used in the study.

2.2 Features of young learners

Parents normally think that "younger is better." They believe the child can learn the second language and successfully reach the goal better than adults. When is the ideal age for children to learn a second language? This section discusses the focus on the age of acquisition of the second language, which is "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (Brown 2000:53).

2.2.1 Physiological and psychological characters of children

The relationship between learners' age and their potential for success in second language acquisition has been argued for a long time. If they hear the language more and have more opportunities to use the language, then they can remember better. Moreover, the parents/teacher need to provide an environment where they have less pressure to speak accurately and fluently from the beginning. However, older children

or even adults need to face an environment that is not as simple as the young learners; “they often require more complex language and the statement of complicated ideas. They are often uncomfortable and frustrated about their inadequacy and lack of mastery of the language” (Lightbown and Spada 1999).

Krashen (1987:43) concluded that the effects of age on SLA can be expressed in three statements:

1. Adults progress through the early stages of SL development faster than children do.
2. Older children gain faster than younger children, if time and exposure are held steady.
3. Acquirers who begin natural contact with second languages during their early years normally reach higher second language proficiency than those beginning as adults.

Considering the effects of children learning second language and the parents' hope and wish for their children's second language learning to start at a young age, in this study the age of the subjects was set at between 4-5 years old.

2.2.2 Characteristics of young learners

The arguments support the notion of children learning foreign language at an early age. Undoubtedly, the stage of early childhood is the golden age for learning second language.

Scott and Ytreberg (1997:1-2) state that in language learning, five-to-seven-year-old children are at the beginning stage level one, which has the following characteristics:

1. Children can describe what they are doing.

2. Children can use their creativity.
3. Children can understand direct human interaction.
4. Children understand situations more quickly than they grasp the language used to describe these situations.
5. Their own understanding comes via their hands, eyes and ears. The physical world is dominant at all times.
6. They have a very short attention and concentration span.
7. Young children sometimes have difficulty telling fact from fiction.

Due to these characteristics, it is obvious that a child accesses knowledge differently from an adult. Scott and Ytreberg (1997:3) highlight one difference between children and adults learning: “adults find out by asking, but children do not always ask questions.”

2.2.3 Learner described

In addition to brain and age, several personal factors influence the child's second language learning, such as intelligence, aptitude, personality, attitude, motivation and learner preferences, described below:

Many studies using an assortment of intelligence tests and various ways of evaluating language learning found that intelligence (IQ) scores were good instruments for forecasting how successful a learner would be (Lightbown and Spada 1999:36). Fast learning is a notable property of aptitude. Learners interested in their favorite things will learn more quickly. Knowing the aptitude profile of students may help teachers in

choosing proper classroom activity for certain students. Many researchers see personality exerting great influence on success in second language learning. Positive attitude and motivation are closely tied to one's performance in foreign language learning as well (Ellis 1994).

No research can point out exactly how motivation affects learning and/or how learning enhances motivation (Lightbown and Spada 1999:36).

There are indications that the most important factor affecting learning is the ability of a classroom teacher to motivate students to participate in the lesson. Especially for young children, teachers should offer various activities, tasks and materials to augment their level of interest and avoid boredom. Lightbown and Spada (1999:59) likewise demonstrate that "learner preferences will influence the kinds of strategies they choose in order to learn new material". This means learners can be divided into different learning style preferences: visual learners who have to see the material and then are able to learn it; aural learners who learn things by hearing them once or twice; and kinesthetic learners who need to add physical actions to their learning process (Brown 2000). These traits can readily be seen in young children, meaning children need visual and aural stimuli to gain their attention and some physical movement to keep their minds on the subject in class.

2.3 The processes of Children learning and Acquisition Language

Issues arise over how and why children learn language, and theories have been proposed to discuss their learning and acquisition. From the standpoint of child

learning processes, these theories are divided into four schools of thought: behavioral, linguistic, cognitive and social-interactive (Brewster et al. 2002)

2.3.1 Behavioral

Behaviorists hold that "language learning is the result of imitation, practice, feedback on success, and habit formation" (Lightbown and Spada 1999: 9). Children acquire language through a series of stimuli and responses, and consolidate by using sounds or patterns they hear correctly. Thus, the behaviorists view imitation and practice as key processes in language development.

2.3.2 Linguistic and Cognitive

Fromkin and Rodman (1998:133) indicate that "children are born with the neural prerequisites for the acquisition and use of human language". This means most children in the world show the ability to speak and comprehend their mother tongue successfully within four to five years, though the parents did not train or reinforce children's language behavior with overt attention. (Brewster et al. 2000) Children need not be taught but are pre-programmed to learn language, as well as extremely sensitive to the linguistic characteristics of the environment. Thus Cheng (1993) claims when children acquire a language, it is the time for them to learn and find a way of using it to express understanding. (Brewster et al. 2002) also emphasize language development as an element of common cognitive growth; they declare that children have to have certain mature thinking skills to produce a form for early

language development This idea shows children expand their general cognitive structure. They initially become familiar with their condition and then actively seek new ways to express what they have already learned. Cheng (1993:204) summarizes that children first get familiar with the environment and accumulate cognitive ideas, then try to find the way of expressing language positively.

McLaughlin (1987:38) finds that "learning is a cognitive process," This view emphasizes cognitive development as the foundation of language development, and says that the relation between cognitive process and language development is one-way and direct.

2.3.3 Social-interactive Perspective

A mother usually talks to her child differently from her talk to a teenager or an adult. This situation indicates two points as follows. The first point shows human social interaction and relationships between adults and children. It also shows that the use of language changes to suit the level of the learner (Brewster et al. 2002). Lee and Das Gupta (1995:52) put it like this: "Language in this view develops as a more effective means of making communication, rather than as the first means". Secondly, it shows that a child can acquire a language through interaction with the environment and people around him/her. Brewster et al. (2002) cite Vygotsky's idea, expressed in his concept of the Zone of Proximal Development (ZPD), that children can reach a higher level with the aid of a more knowledgeable or experienced person than they will reach independently. Thus the importance of social interaction and learning from working

with others; then children develop their own language system.

Huang (1993) emphasizes that the language learning process is a complex working system in all of human behavior. The content of children's language learning must be meaningful and acquired under real conditions.

For kindergarteners, certain routines enhance both language learning and personal character. Daily routines also play an important role in the beginning of every day's lesson. Teaching such routines was one of the objectives of the study discussed in this thesis. They enhanced communication, socialization and good personal habits.

2.4 The Total Physical Response Approach

Krashen (1998) quotes research by Asher and Price (1967) about TPR as an outstanding mode for giving students comprehensible input. In other words, the teacher's physical action strengthens students' background knowledge, which can make a command more comprehensible. Asher considers processes of first and second language learning as parallel: children or adults acquiring foreign language "should first internalize a 'cognitive map' of the target language through listening exercises" (Richards and Rodgers 2001: 74).

Usually, before babies say a word they spend months on listening to people around them. No one forces babies to speak; they decide to talk when they are ready. In the same way, when children learn a foreign language, the young learners should never be forced to speak the target language on the first day. Language learning should first start with understanding and then move forward to production (Larsen-Freeman 2000).

Asher (1984) stated that listening comprehension may produce "readiness" for speaking the target language, but the process cannot be rushed.

The TPR approach was adopted in this research, thus the researcher will illustrate the origin, characteristics and application of the method in this section.

2.4.1 Background of the Total Physical Response Approach

TPR is a language teaching method developed by James Asher. Based on the correlation of speech and actions, it teaches language through body movement (Richards and Rodgers 2001). Asher (1977) claims that children learning their native language seem to do extensive listening before talking; their listening goes along with physical (motor) responses. He also mentions physical activity as a right-brain function that ought to advance in left-brain language processing (Asher 1977).

Asher viewed the imperative, particularly, as a central linguistic concept: It provides a stimulus-response pattern fundamental to language teaching methodology (Richards and Rodgers 2001). Language can be taught via commands: The instructor gives a command and models the body movement, and learners do the demonstration. Learners need only to understand and follow commands but are not required to talk (Krashen 1998). For young learners, doing equals understanding. They prefer hands-on activities to only listening and speaking. When they respond to commands or follow instructions, it means they understand the oral language. Once they have sufficient listening comprehension, their speech ability develops naturally and effortlessly. These characteristics, above all, are what made this method perfect for

the young learners in the study presented in this thesis.

2.4.2 Characteristics of TPR

The TPR approach motivates learners to respond physically to commands in the target language. It is especially suitable for young learners. The language teachers need to provide diverse physical activities to teach young learners; in this relaxing, active way the learners can enhance preproduction of the target language. TPR provides a target language environment; through physical movement, learners grasp the meaning of target language without interpretation. Asher (2000) cites the three strongest characteristics as well as benefits of TPR:

1. Instant understanding of a target language: With physical movement, students can understand immediately without interpretation in their mother tongue.
2. Long-term retention lasting weeks, months, even years: Asher and Kuniyara (1965) found that TPR prevented learners from forgetting what they had already learned, upgrading their retention. Moreover, Asher and Price (1967) observed that retention by adult learners was better than that of child learners in the same TPR class.
3. Stress-free atmosphere for both learners and teacher: Reduction of stress is an important condition for successful language learning. TPR focuses on meaning rather than language form. TPR provides a stress-free environment and pleasurable language learning experience (Richards and Rodgers 2001).

Asher developed the TPR approach based on first language acquisition. Nunan (1998:244) viewed TPR as an "action language" encouraging physical operation as

expressed through imperative words/sentences.

TPR has been supported by those who stress the importance of comprehension in SLA. For instance, Krashen (1981) considered that providing enough comprehensive input and reduction of stress would lead to successful language acquisition. Carrying out body movements in the target language is a way of making input comprehensible (Richards and Rodgers 2001).

2.4.3 Use of the TPR Approach

Though TPR instruction is easy to understand, it does need skillful application to be effective. The researcher has generated the steps of TPR according to its principles (Asher 1977):

1. Teacher does and says the imperative command. Students watch.
2. Teacher does and says the imperative command. Students do the command.
3. Teacher does and says the imperative command. Students do and say the command
4. Teacher says the imperative command. Students do and say the command.
5. One student says the imperative command. Others do and say the command.

As the above steps show, there is a gradual turnover of responsibility for communication from teacher to students.

The ultimate goal of TPR is to internalize oral skill in learners. Richards and Rodgers (2001: 75) point out: "A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker". From the

beginning, a teacher gives and demonstrates commands in the target language, but students at this stage only watch and hear what the teacher says and does. Afterwards, when students are ready, they are able to use the target language to give orders.

Teachers in TPR play an active and direct role: deciding what to teach, who demonstrates and introduces new materials to a class. They have to explore the best way to expose the learners to the target language, so that they internalize the rules of that language, and make their students enjoy their learning experiences in the target language.

Body movement is the main classroom activity in TPR class. Through language-body conversations, students will improve their comprehension of the target language. Example: The teacher tells students to point to the door, the students walk to the door and touch the door. As students learn more and more, a longer series of related commands can be given. In order to let classroom procedures proceed fluently, Asher (1977) recommends an elaborate lesson plan: The teacher must write out those exact utterances to be used in class, because during fast-moving action there is no time for creating new commands spontaneously. In later learning, both written materials and realia play additional roles in learning. Especially for young learners, colorful pictures and various realia can attract their attention in the class. The above principles were taken to heart by the researcher when planning the lessons in the study.

2.4.4 Why and How TPR Works

Asher (2000) highly recommends that Total Physical Response be the mainstream of teaching a foreign language. He notes that TPR imitates the way an infant learns his/her mother tongue and facilitates brain learning. Either hemisphere can identify the correct response to a command, but only the right brain seems able to show proper behavior in response to orders. Furthermore, stimulating the right hemisphere increases opportunities for long-term retention of new words at every level (Asher 2000). Aside from that, TPR works because its objective is to lower the filter, that is, alleviate stress, and simultaneously bolster learners' self-confidence.

Language-body communication is an attractive and powerful way to learn. With diminished anxiety and stress, learners have a more enjoyable and easier learning environment, and thus perform better in target language learning (Krashen 1987). The suggestions given by Richards and Rodgers (2001: 79) also shows that: "TPR represents a useful set of techniques and is compatible with other approaches to teaching".

Some teachers might feel teaching abstract vocabulary and an expression through TPR instruction is difficult. However, Asher (1994) suggests that the instructor ask students to check abstract words in a dictionary; he also admits that learners' first language sometimes can be the best way to help students understand abstract words, but only a single word. For young learners, most of the learning field is based on concrete ideas. While teaching TPR to young learners, a situation of teaching abstract words will seldom arise. That is why TPR is probably at its best when used with

young learners just starting their study of a foreign language, as this study shows.



Chapter Three

Methodology

3.1 Introduction

This study was a case study. Through it the researcher observed how four-year-old children achieved English proficiency when TPR was used as the primary teaching methodology

The subjects, the content of learning during the study, the instruments adopted by the researcher and the steps taken to carry out the study and analyze the data are described in detail below. Classroom observations recorded by video were analyzed qualitatively to determine the extent of the children's EFL learning. In addition, quantitative measures in the form of test scores of both the mid-term test and the final test show that the eight subjects' English listening skill improved by using TPR as a main approach. All of these instruments and steps were carried out to answer the questions, which are restated here.

3.1.1 Restatement of research questions

1. Since the eight Kindergartners' English learning stresses the listening skills, how did the children's listening skills in English improve by using the TPR approach?
2. To what extent did the children benefit from TPR instruction in English learning?
3. From the result of this study is TPR feasible for general use in developing English listening skills for kindergarteners?

3.2 Subjects

The eight subjects in this study were chosen from a class of 33 kindergartener at Narathorn School, a private Thai school in Bangkok. they were chosen by the classroom teacher as middle – level students, that is neither very quick learners nor very slow .The eight preschool learners, including four girls and four boys, were all four years old (the details are given in Appendix 1). All were native speakers of the Thai language. None of them had attended English classes before; all of them had minimal previous contact with English. Although two young learners in the class had been taught English by their parents at home, they were only at the stage of recognizing the letters of the alphabet. After the researcher consulted the classroom teacher, the parents and the children, she found the English competence of all these young learners could still be viewed as virtually nonexistent.

3.2.1 Context of the study

Narathron School has the levels Kindergarten- 6th grade. Altogether there are 400 kindergartener at kindergarten level (k1-k3). They are of a working class demographic in the main. Except for the research instructor no English was taught at Kindergarten level. Students start learning English regularly from 1st Grade. The researcher chose this situation because starting from “ground zero” from a formal learning point of view. Also, Narathron School used TPR in all the kindergarten classes; therefore, appropriate teaching props were available to the researcher such as shakers, pictures of animals, and number cards, among others. Since TPR was one of the teaching methods of the school,

it provided a good learning environment for the study.

3.2.2 Schedule

The learners received 45 minutes of English instruction a day five days per week from the researcher. The learners also had to follow the cycle of listening to the commands, watching and comprehending which characterizes TPR. Each week they were given a quiz which was not graded but was used to monitor their progress. The study lasted 8 weeks. During the first four weeks, the researcher taught all of the commands, and at the end of the four weeks she gave a graded achievement test. During the following four weeks, the syllabus was reviewed and practiced and a final (retention) test was given. In order to have the best effect and see how the children developed in English listening skill, the class was taught in English only.

3.3 Teaching material

A good set of print materials are essential to teaching with TPR, in addition to the commands and teaching props. Therefore, the researcher chose useful real-life speech components and combined them with elements such as shapes and numbers from the English textbook of the school, REACH OUT 1-3, 1st edition (Prentice-Hall Asia 1995). Each book in the series contains 45 units. Books 1-3 are designed for children aged four to five. Basic cognitive notions focus on the following: directions, colors, shapes, emotions, numbers, manners, sanitation, painting, music and alphabet, to name some of the most important. The researcher's plan, shown in Table 3.1, covers almost

every area these four –year-old children need to learn in their daily life. Based on principles of children's cognitive development (Brewster 2002) and objectives of the TPR approach (Asher 1977), the design focuses on activities conducive to young learners' understanding of a target language. In addition, young learners need a large input of visual stimulus and hands-on manipulation to help them to learn; the researcher also incorporated these activities and this input into the curriculum.

Table 3.1 Units of Study and Materials Utilized

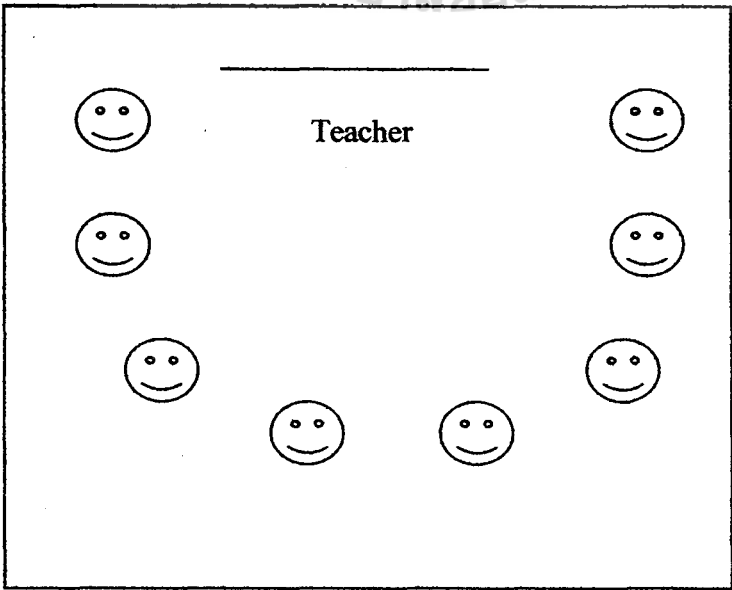
UNIT	LANGUAGE ITEM	LETTERS
1	Walk! Turn right/ left. Stop!	A a, Bb
2	Button your coat! Zip your jacket! Please help me!	Cc D d
3	Don't fight! Take turns! Share!	E e F f
4	Mix the colors! Red and White make pink! * Black and white make gray! *	G g H h
5	Climb up carefully! Slide down. Hold on tight. Swing. Let's play on the seesaw.	Li Jj
6	Put the number with the picture. 16 ! 17! 18! 19! 20	K k Ll
7	Happy face! Angry face! Funny face! Said face!	M m N n
8	Show me your hands! Clean! Dirty!	O o P p
9	Set the table. Take a seat. Pass the snack. Eat quietly !	Q q R r
10	Match the shapes! Rectangle! Diamond! Star! Oval!	S s T t
11	What do you want to do? Play with sand! Collect	U u V

	shells! Build the castle! Go fishing!	v
12	Paint with your fingers. Print with your thumb.	W w X x
13	Shake the shaker! Dance! Sing a song!	Y y Z z

3.4 Classroom setting

In order to obtain the most effective result of teaching and learning, the setting of the classroom had to be taken into account. Unlike a traditional classroom setting, all of the subjects sat on the floor and faced toward the researcher. Each of them had enough room for their body movement, interaction with others, and manipulation of the props, and they could see the demonstration clearly and hear the commands given by the researcher. In addition, the researcher also could keep her eyes set on each subject and observe each one's reaction.

Figure 3.1 Classroom Setting



3.5 Instruments

3.5.1 Software and hardware

Due to the small size of the class, and in order to glean the most objective data from children's classroom learning behavior, the researcher used both hardware and software instruments. The hardware instrument was a camcorder which could record the entire teaching process and the children's performance in class. Although the researcher herself designed the lesson plans and taught the class, some learners' performance could still be missed during the class time. The camcorder could record details of each child's performance in class, and this could be analyzed later.

Software instruments included a journal and two tests, namely, a mid-term test and a final test, all of which were developed by the researcher. The researcher kept a journal after the class with the camcorder to record what the children were doing during the class, to see if the learners reached the TPR goal for these lessons.

3.5.2 The tests

The mid-term test was designed to evaluate the progress of each kindergartener in learning English, especially in listening comprehension and cognitive life skills. The final test was held four-weeks after the achievement test to see how much English the learners could remember, and to evaluate the longer term effect of the TPR approach on the learners.

The mid-term test and the final test used in this study only tested the subjects' listening skill in English. In both the one month achievement test and the final test, the researcher

gave subjects commands in order to evaluate how well they could understand and carry out the commands. To ensure content validity of the achievement tests and the final test, these had to include "a proper sample of the relevant structures" (Hughes, 1989: 22). Consequently, the content of the one-month achievement and final tests covered all relevant structures elicited by the teaching materials as a whole, not just by certain segments of them.

Each test included fifteen listening comprehension questions, whose content was based on the teaching materials. The TPR approach necessitates teaching this program through imperative sentences, so the details of the two tests were presented in such Appendix 3 and Appendix 4; but also modeled for subjects by the researcher during test administration. Each student was tested for thirty minutes, and to prevent the subjects from influencing each other during the test, they were required to complete the tests individually.

3.5.3 Scoring

The researcher's scoring procedure is based on sound principles of validity and reliability. There were 15 questions in the achievement test, and the total possible score was 150 points; scores were allotted as follows:

10 = the kindergartener can respond to the commands correctly without hesitation

4 = the kindergartener can respond to the commands after being given a hint

1 = the kindergartener cannot respond to the commands

The following explains why scores are given at three intervals, and how this is reliable

and valid.

The reason of three intervals because 10 points is 100%; and is the top grade for each question; 4 points means 40% and is just passing of each question; 1 point is 10% and is fail.

According Wesche(1983) validity is used to ascertain whether a test measures what it is intended to measure. The 15 questions of both mid- term test and final test are from the teaching plan which the subjects learned during the 8 weeks; the test questions cover all topics of the teaching material. The reliability is according (Henning 1987) a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. The scoring of each question depends on the student responding to the commands correctly without hesitation and without any hint from the researcher.

The way the score of 4 just passing was arrived at was because if the kindergartener took a long time to respond to the command then 2 points were subtracted from the perfect score of 10. Another 2 points were cut off if the kindergartener's face showed hesitation and continued eye contact with the researcher. Finally, 2 points were cut off if the researcher had to give a hint before the kindergartener could get the right answer.

3.6 Classroom activities

The researcher could draw on her experience as a mother and on remembered activities from childhood for strategies to teach the various elements to be learned by the subjects in a manner commensurate with TPR principles. Examples: are 'drawing the

happy face on the fingers' (a game of the researcher's father), and 'Play with sand!' (from the researcher's trips to the beach with her daughter). The reason for using such activities was to let the kindergarteners learn in realistic situations in the TPR class, that is, situations children themselves have experienced and can identify with. Four main kinds of activities were arranged:

1. A guessing game; which one is the happy face? And show four emotion of face to the kindergarteners.
2. Completing an oral survey "button your shirt", "sit down";
3. Having a response competition (where is the panda? Then looking at the subject who is the first to point it);
4. Learning with cards (number cards and alphabet cards) (where is number 3? Can you pass me the C?).

Each activity was a medium for teaching the content. Example: "Show me your hands! Are they clean or dirty?" if the hands are dirty tell the subject go and wash up. Using these activities served the double purpose of practicing the content and reacting to real situations in the classroom at that moment.

3.7 Steps in planning and implementing the study

The class was instructed forty five minutes a day, five days a week for the period of the study (25May-22July 2008). While carrying out this study, the researcher adopted six procedural steps.

Step 1: Interviewing the classroom teacher and the eight subjects' parents to

differentiate the subjects' English abilities and minimize influence from the outside

A. Finding out the level of the subjects

The researcher examined the English ability of the eight subjects by interviewing their parents to be sure that their English comprehension was at the same level. None of the eight children's parents could speak complete sentences in English.

B. Making sure the instruction would not be contaminated by outside influences.

In order not to diminish the effect of the instruction, the researcher asked the Thai classroom teacher not to review what the researcher had taught after the class. At Narthron School, this is a common procedure among the preschool teachers. They normally use Thai even to review the English instruction. For example: Some teachers say to the kindergarteners "Open your book. Kumo mai wa arai?" and the kindergarteners would answer in Thai "ber nang ser" In this way, they would make the learners overly reliant on the Thai translation. Accordingly, the researcher had a meeting with the classroom teacher and her assistant, who agreed to cooperate with the researcher during the eight-week period.

Step 2 Preparation for teaching

Prepare teaching materials and design lesson plans (see Appendix 2).

Step 3 Video recording

The researcher videoed the classes using a camcorder five days a week for the eight weeks to observe the interaction between the children and the researcher as well as

among children themselves. On the first day, the subjects were nervous about being recorded, but later on , they became used to the camcorder and performed without thinking about it.

Step 4 Achievement Test

The researcher conducted an achievement test after four weeks (Appendix 3). Each child was tested individually in a separate classroom. Being familiar with the researcher, the children showed little anxiety during the test, and most performed naturally.

Step 5: Retention Test

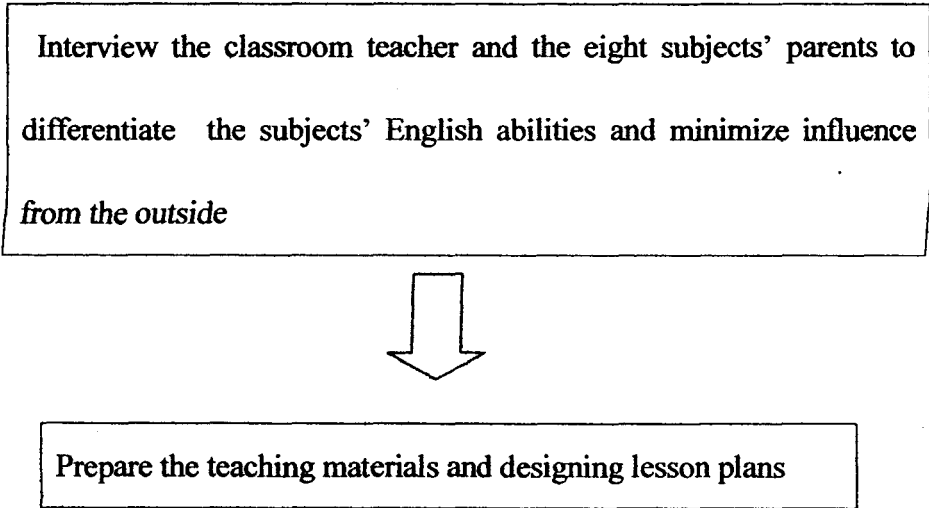
The children took the retention test eight weeks later (Appendix 4).

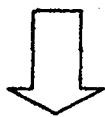
Step 6: Grading

The researcher graded each subject's listening comprehension after the achievement test and the final (retention) tests.

Finally, the collected data were analyzed to answer the research questions; the steps of the whole procedure are presented in Figure 3.2.

Figure 3.2 Steps in Conducting this Study





Teach the class through TPR instruction, record and observe the class



Administer an achievement test after four weeks



Administer final test after eight weeks



Grade, analyze the results of the two tests, video recoding and Journal

3.8 Data analysis

3.8.1 Restatement of the research questions and method of analysis

To answer Research Questions 1 and 2, the test data of each subject were calculated qualitatively and were supplemented with observations from the classroom (video and journal). The latter were analyzed qualitatively. Question 3 can be answered based on the overall findings of the study. The data of the mid- term test scores showed the

effects of their learning and the improvement of their listening skill in English to that point in their instruction. These data were then compared to the final test data to gauge how much they could recall after two months of study. This gave an indication of how deeply the material was learned and how automatic the recall had become.

Briefly, the research studied the teaching of a foreign language through a certain methodology and tabulated the kindergarteners' progress in listening comprehension in a teaching curriculum of eight weeks. Chapter Four presents an in-depth discussion about the results of the study.



Chapter Four

Analysis and Discussion

4.1 Introduction

The findings of the study and the research questions are presented in this chapter. Basically, all research questions are concerned with the development of the subjects' comprehension in English. Tests were given after the material was initially taught and at the end of the period of the study. The purpose was to see how many English kindergarteners could understand immediately after instruction, and how much they retained with further review and practice, one month later. For this purpose, the scores of the final tests have been compared with the scores of the mid- term test. Possible factors affecting the results of the English learning are discussed

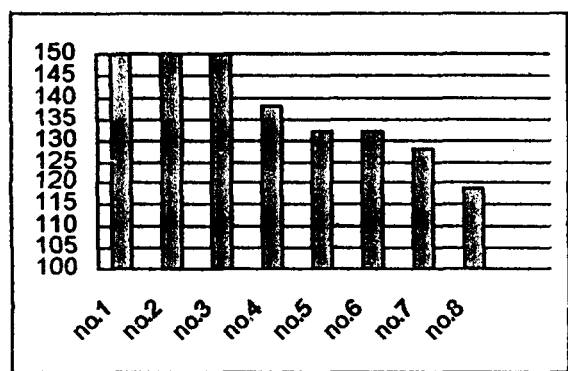
4.2 Results of the Tests

The design of the mid- term test and the final test were based on the teaching materials and take the children's cognitive development into consideration. The results of the test are a clear indication of the effectiveness of the children's learning through TPR, as the following table shows.

4.2.1 Results of the mid- term test

The distributions of scores in the mid-term test are presented in Figure 4.1. below.

Figure 4.1 The Distribution of Scores in the Mid-term Test



1

As shown in the graph, three subjects obtained perfect scores of 150 points; others ranged from 119 to 140. Thus, even the lowest scores had nearly 80% accuracy on the test, while a month before the students' English level had been 0%. The achievement of the mid-term test shows that TPR was an effective teaching methodology for teaching English listening skills for these eight subjects. The details of the students' responses to the 15 test questions are presented in the table below

Table 4.1 Individual Performance on the Mid-term Test

Question No	Amount Respond Correctly	Would Respond not	Respond by Hint Giving
01	5	0	3
02	8	0	0
03	8	0	0
04	6	0	2
05	7	1	0
06	6	0	2
07	5	0	3
08	8	0	0
09	7	0	1
10	7	0	1
11	6	0	2
12	6	0	2
13	7	0	1
14	7	0	1
15	8	0	0

From the table, it can be seen that four of the test questions Q2, Q3, Q8 and Q15 were answered correctly by all of the kindergarteners. The other 11 questions could be answered by more than half of the subjects without a hint from the researcher. This shows that the course material was mastered to a high degree by kindergarteners who had started at the very beginning in their language learning. It further demonstrates the effectiveness of TPR for teaching this group of kindergarteners. The discussion below describes the test questions and the results in more detail.

Test Question 1: Respond to the commands of "Turn left!" or "Turn right!"

Five subjects responded to the command correctly: the other three responded after being given a hint. These latter three could not distinguish clearly between *left* and *right*.

They understood the command that the researcher gave and performed the action of "turning", but in the wrong direction. According (Kao and Chang 1995:130-131) to four-year-old children can recognize the position of *front* and *back*, but they still have difficulty in identifying *left* and *right*. From the ages of nine to eleven, they have the ability to handle the concept of *left* and *right* easily and generally.

When conducting the test, the researcher gave the subjects an oral command to test their listening comprehension. The test question was designed to test the subjects' comprehension abilities. The five students who responded to the command correctly must have understood the utterances. The result indicates that the subjects had the ability to deal with the concrete action turn. If they understood the meaning of *turn*,

then they could respond to the command. If the subjects did not understand the meaning of the command, they did not show any response.

Test Question 2: Responds to the command "Button the coat!" or "Zip the jacket!"

All of the subjects responded to the command correctly. According to children at the age of four have the ability to put on and take off their clothes; they can button and zip the clothes BredeKamp and Copple (1997: 71).The researcher tested subjects by displaying different kinds of clothes: pants with a zipper, a jacket with a zipper, a coat with buttons and a shirt with buttons. A subject had to identify the clothes and then follow the commands. (Mao et al. 1999) narrate that from the viewpoint of children's development, actions like *button* and *zip* can help children to develop hand-eye coordination. Consequently, the question was not only designed to test how the subjects comprehended the command, but also to see their problem-solving ability. When preschoolers can understand the command and know how to use the command well, they are not only learning the target language, but also developing their ability in handling daily life problems.

Test Question 3: Responds to the commands "Please help me!"

While testing, the researcher carried several books and piece of clothing and asked the subjects for help. All of the subjects responded to the command right away by stretching out their arms and wanting to help with the books and the clothes. Children are self-centered; the younger they are, the more egocentric they be come. According to

Mao et al., 80% of four-year-old children are at this stage (Mao et al. 1999). Social interaction is an important part of cognitive development; children learn the concept through interpersonal interaction. The score of question 3 showed that the subjects understood the idea of helping people. This they had progressed beyond the level of the average four –year-old in this area. When children had trouble in any situation in the future they would be able to use the sentence to ask for help.

Test Question 4: "Make pink / gray." Show the right procedure of "Red and white make pink." and" Black and white make gray."

To introduce colors, the researcher used hands-on activities. For children, color is an abstract idea. They mixed different colors with their fingers to create new colors. While testing, six subjects attained the goal of this question: they followed the right procedure to make colors. Two other subjects encountered problems with mixing colors. One subject even mixed pink and gray to find out what color she could make. She followed the commands given by the researcher; she completed the command of "mix", albeit using the wrong colors. The other learner had no idea about mixing colors; he only pointed to the colors that the researcher named and said that he did not know what "mix" was.

Test Question 5: Identify colors: red, white, pink and gray.

Children master colors following a certain order. By age four, children start to develop the ability to distinguish slight differences in colors (Li,1989:32). Research in

Tientsin, China in 1979 showed red as the easiest color for children to identify, followed by yellow and blue; girls learn to recognize colors earlier than boys (Kao and Chang, 1995 :103). Seven subjects in this study could recognize different colors by pointing them out. The researcher displayed seven different color cards to the subjects, which included red, blue, and green, yellow, white, pink and gray, then asked them to follow the four commands: "Point to red/white/pink/gray." Only one subject had trouble pointing out gray, which had a similar sound to "green". When the subject heard the command of "Point to gray," he could not decide which the right color green or gray was but he still used his index finger to point to a color. The other seven subjects responded to the commands immediately. The result showed that the subjects possessed the ability to identify the basic colors.

Test Questions 6, 8, 10, 11, 12 and 14 were of the same type, all focusing on children's recognition abilities:

Test Question 6: "Point to the seesaw / slide / swing,

All of the subjects responded to the verb *point* correctly. Six of them pointed out the right pictures of the playground equipment. Two subjects hesitated in deciding which picture was right, but they still responded to the commands. The equipment on the playground closely related to children's daily life. Hence, recognizing those objects held no difficulty for most of the subjects.

Test Question 7: " Number recognition from 1-10."

This test was a number recognition test. The researcher spread the number cards 1-10 would were spread out on the table out of sequence and said, for example: "Please pass

me the seven.” Then she made the request: “Please point to where the four is ” Such tasks placed an emphasis on a youngster’s memory development. For children, as Fuson (1988:121) indicates, counting is more like a memorized routine; they recite numbers in unbroken strings like “one two three four five six”.

The results for this question also supported Fuson’s results: all the subjects were used to counting from the first number on, because they remember the 1-10 as one sequence which might be because it is easier for the subjects to remember the numbers. That is when counting, the subjects liked to count one by one. Although the subjects did not have the ability to give the answer to the more difficult test question immediately in English, they could recognize 1-10 in Thai with no problem and very quickly. Five of the subjects finished the English test task slowly; three of them could not finish because they could not remember the numbers in English. The result was that most subjects had no problem in recognizing the numbers 1-10; they could match numbers with the right amount. Perhaps more practice could help them to remember the numbers in English better and carry out the task more fervently.

*Test Question 8: Differentiate between panda, rabbit, elephant and penguin
“show me the rabbit!(panda, elephant, penguin)!”*

All of the subjects responded to the command correctly. Question Eight also tested subjects’ recognition capability. All of them recognized the panda, for example, and responded to the command correctly. The researcher provided four bags, each with different animal toys in it. Then the researcher gave the following commands to the subject: “put your hand in the bag; which is the panda?” The preschoolers showed great

interest in this task and could identify the animals by feeling them with their hands. Every subject was able to recognize the panda from other animals. The result of Question eight corresponds to finding Li's(1989;81): children at this stage remember objects by appearances and remember what they are interested in.

Test Question 9: Respond to " Make a happy/angry/sad/funny face."

Emotions play a crucial role in children's lives. "An array of emotional performance is a way of life in early childhood" (Huang and Wang, 2001:51). According to Piaget's cognitive development theory, four- year-old children are in the preoperational stage, which means they can describe the outside world and inner feelings with a single word or symbolic meaning (Piaget 1952 cited in Liao 2003:78). Seven subjects correctly responded to the command, for example, "make a happy face". One subject could not respond to it immediately, but stopped and thought about it for a while. The researcher gave the order again; then he responded to the commands.

The subjects understood feelings, which they could show on their faces and/or by using various body movements. The results of this test show that the students understand the meaning of "happy", "angry", "sad" and "funny".

Test Question 10 : " Point to M m and color it red"

Seven subjects responded to each question correctly, but one subject responded very slowly. This question was used to test the subjects' basic knowledge of the English alphabet. All of the subjects knew the first letters, A, B, C, D, in upper-case very well, but got confused with the lower-case letters. In particular, *b* and *d*, *p* and *q* were often

confused; children's observation ability is still growing and needs to improve (Huang 2002). In the classroom situation, it was observed that the eight subjects sometimes encountered the same confusion mentioned above. Seven of the subjects had no problem recognizing the four letters: b, d, p, q, but when asked to write/draw one of the letters, they could not react to the command exactly. One of the subjects usually put the letters backwards.

Test Questions 11-12: 'show me your hands. Do they smell good or bad'

"Pass the bread."

These questions focused on the cognitive notion of health habits. Early childhood education emphasizes cultivating good habits in preschoolers. Through the commands, subjects had to realize that they should wash their hands after the toilet, before eating food, when they are dirty or when they need to pass something to other people. Six subjects responded correctly to each question immediately, while two subjects responded after the command was repeated once. In fact, the subjects understood the actions of these three commands, but they sometimes confused the commands when they were given in English. For kindergarteners, to know how to use the language in the right place and at the right time is more important than knowing the words themselves.

Test Question 13: "Match the shapes (rectangle, star, diamond and oval)."

Seven subjects responded to each question correctly: one subject needed a little hint to respond. For this question, rectangle, star, diamond and oval were the major shapes used. These are the shapes used by children to construct their basic knowledge. By

matching shapes we can see how children's spatial perception is developing. First, the researcher said the name of every shape in English, and then she asked each subject to match the shapes. Seven subjects followed the commands and matched the right shapes. One subject had difficulty in naming the rectangle, but that did not hamper his matching the shapes.

As the researcher mentioned in Question 10 about the spatial concepts, shape recognition is important for children in developing their spatial intelligence, and matching is also a significant activity in early childhood education. Using English to conduct these two activities helped develop the learners in two ways: it developed their skill in understanding and following the command in the target language, and at the same time, it furthered their cognitive development.

Test Question 14: "Paint with your fingers."

Question 4 dealt with the mixing of colors using finger paints. For question 14, students showed they could utilize their imagination to draw what they wanted to, and could name their reason when the researcher asked about what they had drawn. Seven subjects responded to each question correct; one subject responded very slowly.

Due to their limited English ability, subjects described these pictures in their native language, yet they occasionally used English words. For example subject Number One drew a picture of a smiling sun; the researcher asked her what she had drawn. She described "Ah- ni a sun, kao mi happy face." Though the subject lacked the language proficiency, she still tried to express her idea using her limited words. The subjects understand the word "paint". They can use simple English words added to their Thai to

communicate with others.

Test Question 15: "Follow the music and move rhythmically."

Eight subjects responded to each question correctly (see below for commands). For children, music can be exploited to strengthen their mental and physical development (Lu, 1988:32). Songs and chants not only provide the chance for young learners to move their bodies, but also improve listening comprehension in English. The researcher conducted one whole class observation to test all the subjects. All had to dance to the music and follow lyrics, key words being *sing, play the drum, dance, shake the shaker*. Only when subjects responded to those key words did they score points. The researcher also had them sing the alphabet song and clap their hands. By learning the song, every subject remembered the alphabet very well. As the song was designed for children, it was easy for them to remember the whole alphabet.

Subjects understood most commands in the mid- term test. For them, the greatest difficulty was handling abstract ideas, such as directions (left and right) letters (write/draw b, d, p, q) and numbers recognition (listen the command and point to each separate number). On the other hand, concrete ideas were easy for them to understand and remember, for example, emotions (happy, sad face) and shapes (star, oval). The scores from the achievement test showed that the TPR approach led to the subjects performing well in listening comprehension and furthering their cognitive development.

4.2.2 Results of the Final Test

A month after the mid-term test, the researcher conducted a final test for the eight subjects, to check how well they remembered TPR instructions in English. During the four weeks between the mid-term test and the final test, the eight subjects and their teacher spent class time in review and further practice in English. In spite of this reinforcement of learning , the mean score on the final test was 132.8, which was 4.6 points lower than on the mid-term test .This is characteristic of young children's short-term memory retention, inaccuracy and forgetfulness (Kao and Chang, 1995:51).

Distribution of scores on the achievement and final tests are presented in Figure 4.2

Figure 4.2 Distribution of Scores on Mid-term and Final Tests

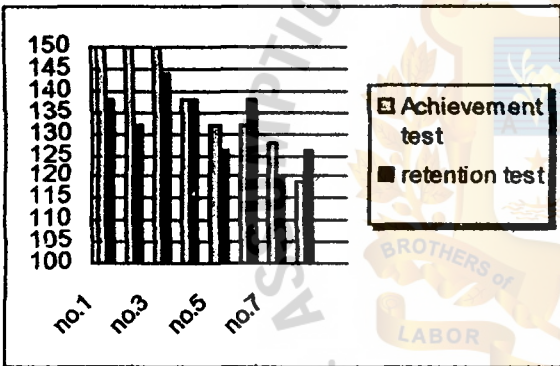


Table 4.2 Differences Between Tests

Student No.	Percentage of mid-term test correct	percentage of final test correct	+/_ %
1	100%	92%	-8%
2	100%	88%	-12%
3	100%	96%	-4%
4	92%	92%	0%
5	88%	84%	-4%
6	88%	92%	+4%
7	85.3%	80%	-5.3%
8	79.6%	84%	+4.4%
Average	91.6%	88.4%	-3.2%

Data from Figure 4.2 show that five of the subjects did not perform as well on the final

test as they did on the mid-term test (Students No.1, No.2, No.3, No.5and No.7); two improved on the final test (Students No.6, No.8); and one got the same score on both tests(student No.4).

On the other hand, the same table reveals the average percentage on the achievement test as 91.6%, while the final test it is 88.4%, a difference of only -3.2%. The ever-so-slight gap shows how subjects still remembered most of the TPR instruction in English.

Surprisingly, Table 4.2 also shows that two subjects had better scores on the retention test than on the mid-term test. During a month of schooling, the children's might have undergone further development, including both physical and mental. That might have helped them understand better while taking the retention test.

As in the mid-term test, there were 15 items on the final test, whose design was based on the same teaching materials (see Appendix 4). The 15 questions were similar to those in the achievement test, but the way of giving commands was slightly different than in the first test. The details are described in the following section. Results of individual subjects' performance on the retention test are presented in Table 4.3.

Table 4.3 Performance on the Final Test

<div>Amount</div> <div>Question No</div>	Responds Correctly	Can not Respond	Respond by Hint Giving
01	2	0	6
02	8	0	0
03	2	0	6
04	8	0	0
05	8	0	0

06	4	0	4
07	5	0	3
08	8	0	0
09	8	0	0
10	7	0	1
11	8	0	0
12	3	0	5
13	7	0	1
14	7	0	1
15	8	0	0

As can be seen in Table 4.3, four test questions were not performed well, On Questions 1, only 2 students responded correctly by themselves; 6 students needed a hint on this question. In Questions 3, 6 and 12 also more then half the students needed a hint to get the correct answer. The following paragraph discusses Question Numbers 1, 3, 6, and 12.

Question 1 was about directions. The first question of the Mid-term test was “Turn left! Turn right”. In the final test the researcher changed the question to "Show me your left/right hand" in this test to find out if the subjects understood directions. Only two subjects responded to the commands correctly, which indicates they were the only ones who understood the idea of directions well. Six subjects still had a problem with directions, but responded to the order "Show me your right/ left hand." They knew the command was for them to stretch out their hands, but they did not know which hand to extend.

On test Question 3, the teacher gave a storybook to the student and asked the student to “share.” This question was a difficult one. While teaching the word *share*, the researcher used storybooks, candy and toys to introduce the concept of *share* and found that subjects misunderstood the meaning of *share* in the beginning. They thought *share*

was to give something to someone. The word was also not easy to remember. It was also discovered that the subjects seldom had the willingness to share their toys, books or favorite food with others. But one or two of them sometimes were happy to share with their classmates.

The researcher gives a story book to the student and asks "This is a story book. Can we share, looking at it together" When tested, two subjects responded to the commands. Six subjects did not respond immediately, but answered, "I don't know." After the researcher gave the command again, and said, "Let's read the storybook together, ok?" The subjects smiled and said, "OK." Then, the researcher emphasized the word "share" again.

The researcher taught the students to recognize 1-20. The mid-term test Question 7 only tests them on recognizing 1-10 but the final test Question 6 which asked them to recognize 11-20 yielded similar results. Half the subjects recognized and pointed to the numbers from 11 to 20 well; two subjects still left out some numbers, such as 13 and 15; and the other two misheard the number thirteen as number fifteen. That might be because these two numbers were not easy for the researcher to pronounce clearly for them. No "th" sound exists in Mandarin Chinese, and the "f" sound is not easy for Chinese to pronounce either: thus, as the researcher is Chinese, she may not have pronounced these sounds clearly enough. Under those circumstances, the preschoolers had to pay more attention to imitate the sounds. According to child language acquisition theory (Fromkin and Rodman, 1998:121), a child learns regular rules of nouns and then over generalizes the rules. Numbers 14, 16, 17, 18 and 19 are based on the same rules to

form words: that is, the prefix (four, six, seven, eight, and nine) attached the same suffix "teen" to the end of the number. The two subjects over-generalized the rules to construct their new words, thirteen and fifteen.

Test question 12 used pictures that showed "Build a castle"; "Play with sand";

"Collect Shells"; "Go fishing". The kindergartener was asked to point out the picture that

showed what the teacher said. The four pictures included four commands: "Build",

"Play" "Collect" and "Go". Subjects had to point out what the researcher asked about.

For these four commands, three subjects pointed out the pictures correctly, but five students were confused about the picture "build a castle". The reason might be that usually the students hear about the word "castle" in stories, and they have not seen it in real life. Therefore, when the researcher showed them a picture of a castle, they thought it was a house with a princess from some of their stories living there. They did not associate it with the command to "build", because for them it was only a house in a story and not something they could respond to.

As analyzed above, the questions of the final test that were not performed well show, like the mid-term test, that four-year-old children easily forget abstract ideas, but not the things related to their daily life. We can see that without the four more abstract questions, the other 11 questions of the final test clearly show no significant differences between the mid-term test and the final test. A month after mid-term test, the subjects still remembered the instructions through imperative sentences. As children grow more mature, their cognitive ability develops further. The eight subjects started at "grade zero" of English; after two months' learning they performed well in English.

4.3 Classroom Observation

4.3.1 Introduction

In this section, a selection of the classroom activities is described, in order to show how the researcher proceeded in demonstrating language through TPR and how the children responded to and learned from this approach. It clearly shows their success in learning by doing, learning cooperatively and the emerging cognitive development that accompanied this process. Thus, the researcher's procedure was to demonstrate the given language material to be learned and let the students watch, imitate and then practice that material until they thoroughly understood it.

4.3.2 Observation Journal

Date: 2 Jun 2008(week two)

Subject: "Help me!", "Button the coat"

Aim: cognitive life skill

The subject of the week was "Help me!" and "Button the coat!", "Zip the jacket" as a warm up at the beginning of this lesson. The researcher mimed waking up and putting on her shirt and buttoning it. Then she pointed to her jeans and pretended to zip them. The children were very interested, watched the researcher, laughed and translated her action into Thai saying 'sai ser be gadonm' 'Sai gang gaai lu zip' The researcher and agreed with them and said nothing, her eyes were in contact with each kindergartener. Three students laughed and touched the buttons on their own shirt, four students copied

her action, and one student just looked at her and smiled.

After finishing the warm up, the researcher invited a student to stand in front of everybody and do the same as she did. When she said "button your shirt", he (his name is Tontol) buttoned his shirt at the same time as she did. At the same moment, three kindergarteners copied her words, "button the shirt", two kindergarteners opened their own shirt and buttoned it up, and three other students just pretended to button shirts. This behavior shows that 4-5 year old children understand and can carry out the action of buttoning their shirts. This is a familiar action in their lives, and 4-5 year old children can button their shirts by themselves. They have the ability to do it. What they don't know is how to say "button".

I bring a Teddy bear wearing a coat with three buttons (unbuttoned) into the classroom. Every kindergartener immediately likes and focuses on the cute Teddy bear. Then I give Teddy bear a voice; "Please help me. " Then the kindergarteners run to the Teddy bear and look at me. I successfully make the kindergarteners understand what "help me" means. When the Teddy bear says "help me", "help me", "please help me button my coat", at that moment the students' motivation is very high; everyone puts their hands on the bear's coat and wants to button the coat. After that I make the bear run away. Then I take a seat and call the name of one kindergartener "Gong! Help me! The kindergartener named Gong immediately comes to me and looks at the bear; when I say "help me button my coat" he is very happy and buttons the bear's coat. I make a cycle to let every kindergartener do the same as Gong did. I call every kindergartener's name and say the same: "Please help me button the coat!"

This activity is to guide children when some body needs a hand, give them the information to help and help them understand the word “help”

The same activity I wear a jacket, sit on a small chair and say “Help me! Zip my jacket” .Then every students runs to me and wants to help me zip my jacket.

After the activities, they understand the command “help me” and “button coat” and “zip the jacket”. Kindergarteners want to help others; they want to show me they can work.kindergarteners use their behavior to comprehend the commands and the behavior easily to improve their listening skill. After they understand the meaning, they can do it more quickly. Wearing a jacket, I put the bear on my knee and sit on a small chair and tell students to stand around me. When I call each kindergartener’s name to “help me” “button the coat “or “zip the jacket”, they do and laugh more quickly than before. After each correct response, I give each one of them high five and some snacks for reward.

In this activity, I could change the exertion to word “pleas help me to pass something” or” please help me to open the door”, or other kinds of help. Help is a feeling give to others;, since they are young children they can learn easily to help others, which is the same as to learn to love others.

Date: 23 Jun 2008 (week five)

Subject: Happy Face, Angry Face, Sad Face, Funny Face

Aim: Teach emotions

The subject today is happy face, funny face, sad face, angry face.

On the beginning of the class, I put a small happy face on my thumb and moved it to show to all the kindergarteners, which made everyone very excited. They looked at it , and I drew the happy face on each kindergartener's thumb and said "happy face". The kindergarteners looked at their own thumb; some kindergarteners copied my voice and said "happy face", some kindergarteners just looked at each other's thumb talking in Thai and laughing. This activity was to explain the meaning of the 'happy face'. with the happy face drawn on their own thumb, it was easy to look at, which is good to help them to remember and understand the word "happy face". After that I drew a sad face, a funny face and an angry face on each kindergartener's other fingers and my own fingers. The kindergartener enjoyed pictures drawn on their own fingers. I moved my own finger which had a happy face and sad face. Then I showed the second finger with funny face and said "funny face" and continued to show a sad face and an angry face. At that moment I held every kindergartener's attention, everyone looked at me to move my finger, and they wanted to know what was going on. This shows that children have a good comprehension of all of the commands. They are interested in the meaning, they want to know it, and because they want to learn it, they can remember it better.

After giving kindergarteners an example I said: show me your happy face .The kindergarteners looked at their own fingers and mine, and then they showed the correct finger with the happy face to me.

I invited a kindergartener to come in front of the other kindergarteners and give him the command "happy face". He looks at his finger, and then shows me the correct face. After this example, I give the command "happy face" to all of the other kindergartener,

and everyone shows me the correct finger with a happy face. They can see the emotion on the face to understand the meaning of the command. When I command a sad face, five kindergarteners show me the correct finger. But after one of them shows me her finger, I check the girl beside her, and suddenly she understands she is showing the wrong finger and corrects it herself. Another asks the boy beside him “which finger shows a sad face”. They tell him in Thai, and after the translation of his friend, he understands which the sad face is. So, they can help each other and learn from each other.

I put the happy face, funny face, sad face and angry face on the white board and command the kindergarteners to point to “happy face”; then the kindergarteners run to the white board and point out to me which is the happy face. After that I give a star to the kindergartener who is the first person to point to the correct face. When I say “listen to me” I can see that everyone is quiet and looks at the board. This behavior shows that each student wants to try to get a star from me. All kindergarteners want to be the best.

Encouragement is always a good friend of the children. It can help kindergarteners to want to be the winner and learn better from their mind. Body movements can make them be more relaxed in the classroom. When their fingers point to the picture, they look at me and want to know whether it is right or not. Then I ask the correct kindergartener who is right to give me a high five, and suddenly other kindergarteners' fingers move to the correct picture. I give every kindergartener a high five to encourage them to do it.

I use a few pieces of paper to draw a big happy face, funny face, sad face and angry face. I put them in the different corners of the class room. This lesson gives kindergarteners a chance to have more physical movement. Kindergarteners stand in front of the whiteboard and listen to the command from me. When I say “funny face!” they run and laugh to reach where there is a funny face on the wall. Some kindergarteners reach the correct funny face, and some miss. But when they touch it, immediately all of them look at me and want to know whether the face they pointed to is correct or not. When I tell them where the correct funny face is, the kindergarteners who pointed to the wrong picture immaterially move their fingers to the correct picture. Children need different activities to practice learning and review because they easily get bored. To keep their playing attention where playing is to keep their passion on study. Each practice helps them to remember the command better, and they can get encouragement from their own success. More physical activities put students be in a relaxed state in the classroom, and their movements can help them to remember better.

4.3.3 Observation video

From the observation of the video one can see the effects of the eight kindergarteners’ English being improved.

At the first day the eight children are very nervous of the video, but they continue to look at the video, and then the researcher gives the students commands needed to make sure to contact with each kindergartener’s eyes and use the movement to explain the meaning of each command. The kindergarteners look at the researcher with confused

expressions and move their body as the researcher wants them to do. Their motivation of learning is not from themselves. That is passive learning. The classroom is a teacher center.

After one week the eight kindergarteners are not nervous of the video anymore and they can do the activities with more confidence and forget the video already. Nobody looks at the video when they focus on the activities. In the classroom there is more laughing; the relationship between the researcher and the eight kindergarteners is more comfortable, also their relationship with each other. The eight kindergarteners listen to the commands and move their bodies more confidently and do not always have eye contact as in the first week. Some kindergarteners remember the commands which were learned last week better; then they can translate the meaning to other students to help them to understand better.

After four weeks, four of the kindergarteners enjoy this TPR class more. From the video one can see that when the researcher gives them the commands, they can move their body more quickly and sometimes they copy the commands and then move their body. They are not afraid to make mistakes. The eyes of each kindergartener are alert and not confused any more. For example, they are running in the classroom in order to touch the correct “happy” “sad” “funny” or “angry” face because everyone wants to be the first person to get the correct answer and to have an encouragement from the researcher such as a hug or a high five.

After week four the TPR class only reviews the 13 commands which had been learned in the first four weeks. And the researcher stops giving new commands to the

kindergartners.

In week six the kindergartners help each other and use their first language to remind who ever cannot remember the commands by the researcher. For example, “left” and “right”, the kindergartners translate into Thai to help the other kindergartner who did not remember well. They did the movement together and repeated the commands. The kindergartners became more confident in the individual quiz. Student who showed confusion to other students who understood the command were always helped by them.

After week seven, we can see from the video that when the researcher pointed a number on the whiteboard some student could immediately say the number in English and other students followed. When the researcher asked who wanted some water, the kindergartners raised their hands and said “water”. When the researcher looked into the kindergartener’s eyes and asked, “Can you pass me the book”? Then that student passed the book without hesitation. When the kindergartner drew a picture and the researcher asked her what she drew on the paper, the kindergartener said “face”, “happy”.

The video is thus the best testimony to the steady progress. This small group of learners made from no knowledge of English at all to point where they were beginning to produce the language maturely as well as understanding immediately standing most of the language taught through TPR in the two month period.

4.4 Answering the Research questions

The Research question1. Since the eight Kindergartners ' English learning stresses the listening skills, how did the children's listening skills in English improve by using the TPR approach?

During the first few days of TPR instruction, this class was mostly teacher- centered.

The researcher modeled a great deal, whereas the subjects only mimicked what the researcher did. Gradually, subjects could better show they understood the researcher's commands, and sometimes they could understand the commands without modeling .The researcher provided more then modeling; she presented activities which gave them a chance to have fun and, at the same time, more opportunities to listen in English. Before taking the mid-term test, all subjects could respond to most of the commands, showing their marked advancement in English listening comprehension.

The researcher discovered in the course of the TPR instruction, that the young learners were always interested in the modeling first, then in imitating it, and that they seldom asked what a command meant. They heard, saw, did and understood naturally the use of a variety of props, pictures, and movement activities, not by explanation.

Krashen (1987) has pointed out that TPR meets the requirements for optimal input, which is comprehensible, interesting, relevant, and in enough quantity and which lowers the affective filter. The participants in this study performed well in listening comprehension after being instructed for two months. As the results of those mid-term and final tests showed, subjects understood most of the commands in English, and

they accepted the foreign language naturally. Results led in the same direction as Asher's in 1972: learners developed advanced levels in listening comprehension without participating in oral practice. Lightbown and Spada (1999:130) reiterate the result of Asher's research: For beginners, this kind of active listening gives learners a good start. It allows them to build a considerable knowledge of the language without feeling the nervousness that often accompanies the first attempts to speak the new language.

The Research question: 2 To what extent did the children benefit from TPR instruction in English learning?

This study enabled the eight kindergarteners to benefit from learning through TPR in two ways.

1. The kindergarteners were easily motivated to learn and receive the language in a mentally relaxed way.
2. The subjects had the chance to participate in learning activities for daily life cognitive and social development.

This case study was not intended to show how good the eight children would be in learning English in the higher grades, but only to provide them with the chance to enjoy learning English, to understand it and to develop skills needed as part of their daily lives, such as colors, music, shapes, health and manners. Finally, it was intended to encourage them to accept a new language in a happy and easy way.

1. Why were the subjects easily motivated to learn and receive the language in a

mentally relaxed way? The activities in this study were suitable for their culture and their stage of cognitive development. The activities carried out the language learning with doing and fun so the subjects received the new language in a natural way. They especially enjoyed doing activities that their parents would usually not let them do, for example, finger painting building with sand, or drawing a happy face on their fingers. And in each competition, they always tried to show me that they knew the answer and were not afraid of making mistakes.

2 Why does TPR help the subjects' daily life cognitive and social development?

TPR instruction has been shown to be the most effective way of developing subjects' basic knowledge of daily life (art, manners, health). As an example: the researcher holds a bottle of water and asks "do you want to have some water?" When learners want to have some water, they raise their hands. After using their fingers to paint in class, the researcher tells the subjects to wash their hands; six subjects go out directly to wash their hands. One subject is a little confused because she does not understand. But one boy, using Thai, helps her to go and wash her hands.

Children usually do not like to share things with others, especially the things they love. However, the sharing activity teaches the children to share things with others and shows how to enjoy the feeling after sharing, how to learn simple social skills. School is a small society; children come from different families and have different personalities. We should teach them how to communicate harmoniously with others. Nobody likes a selfish person, so a teacher should guide them to understand how to share things and be happy about the sharing when they are very young. When they

want to share, they have reached a new stage of cognitive development, helping others as a simple life skill.

The researcher used the commands discussed above before or after every class. As stated earlier, routine is an important part of children's daily life; the subjects heard something about it every day. They understood what the teacher said, could reply to the commands and use them to help each other. The subjects were sometimes not shy about copying the commands in the classroom. Through this meaningful learning, the subjects acquired more conceptual ideas, which corresponded to their life experiences before this TPR class, to create a new experience in language learning.

The Research question 3. From the results of this study is TPR feasible for general use in developing English listening skills for kindergarteners?

From the eight kindergarteners who took part in this case study one cannot generalize to other situations. However, the researcher has made the point throughout the thesis that for young learners, learning a language means focusing mostly on listening comprehension. The success of these eight children in doing exactly that, as well as beginning to speak a little, is a promising sign that other similar programs could initiate the learning of English in the same way. In this way, parents would have the assurance that their children were given an easy and successful start on learning English.

4.5 Conclusion

In this study the eight subjects learned English through hands-on activities, body

movements, picture descriptions, and songs. The researcher's classroom observations show that in the classroom some kindergarteners enjoyed copying the researcher's commands and body movements. However some kindergarteners did not imitate the researcher and only looked on quietly. However, from the video recoding, we can see that during the eight weeks in the TPR classroom without any pressure and without the researcher coercing the eight kindergarteners to speak English, the children spoke English when they want to speak, and repeated the commands when they wanted to repeat. Comparing to the first week and the eighth week, the eight kindergarteners, emotional state changed from nervous, to interested in watching the movement, to repeating the commands, and saying simple words such as sun, number 1-10, water, and look, among others. However the most important thing the video shows is the enthusiasm of the children for learning. This is evident from their shining eyes and how quick they are to carry out the commands and help others do so. How much the activities of the study motivated them depending on the personality of the individual child. The children's personality also affected their mode of learning: Extrovert learners performed better with body movements. Introverts were not so enthused about dancing, singing or any exaggerated movements. On the contrary, they preferred quiet activities, such as drawing and matching. However, every child learned and enjoyed leaning. The observations showed that listening attentively helped to develop the eight children's attention, concentration and commands. Modeling behavior and the actions explaining those commands, also body movement shown as an example can be a great way to develop English listening skills.

Chapter Five

Conclusions

5.1 Introduction

Conclusions of the study are summarized in this chapter and pedagogical implications are discussed, then limitations to the study and suggestions for further research are provided.

5.2 Conclusion

This study was designed to examine how young learners acquire English via the TPR approach, and it was a largely successful experiment which used TPR as the main approach to teach 4-5-year-old children English. The advantages to it are listed as follows.

First, the classroom observation showed clearly that TPR instruction can supply young learners with an effective way to learn English. The eight subjects understood almost all the English instructions, and at the end of the study they sometimes said the commands during the class. In the classroom, children learned the target language through a variety of activities which are appropriate for children's cognitive development. Using physical responses, including body movement and finger activities nurtured the young children's mental and physical development while adding pleasure to language learning. TPR instruction is not only a physical exercise, but also a thought process. Young learners have a relatively short attention span; TPR

provided the Kindergartners chances to learn language actively.

Second, results of the mid-term test and the final test recorded significant progress in the young learners' listening comprehension improvement in English. The English level of the children was improved quickly from 'ground zero'; after eight weeks they understood those commands and showed gratifying effectiveness in using TPR to learn English. First, the subjects were able to answer more than 80% of the questions in both the mid-term and the final test. Second, some kindergartners even could speak a little English. And the eight kindergartners learned the target language naturally and were motivated in their learning by other kindergartners. All these effects are clearly shown on the video.

Third, the young learners in this study had fun with the target language through the TPR instructions. They were not forced to speak the target language at the beginning, but were allowed to use their first language in class. However, the instructor needed to provide enough comprehensible input that was easy for young learners to understand, and those activities had to be carried out based on their cognitive development. The result was that the young learners could understand most classroom commands, could speak a little, and above all were eager to learn.

5.3 Limitations of the Study

The study was designed to examine how young learners would acquire English via the TPR approach, but there were several kinds of restrictions in this study.

5.3.1 Research Limitations

First, the time limitation: This study only lasted two months, and the learners received 45 minutes of English instruction a day five days per week. The two months' study for the eight subjects may have been only a start to enjoy learning English.

Second, the size limitation: This study only had eight students, and the test results from only one small group may not have been valid.

Last, the researcher effect: The researcher being both the teacher and observer at the same time, the researcher might not have observed the whole situation carefully and objectively enough during the study.

5.3.2 Pedagogical Limitations

The pedagogical implications of this study are obvious, since it was an action research which occurred in the course of teaching. However, as a result of this study, there are also some pedagogical limitations.

First, the class size: TPR cannot be used effectively in a large Kindergarten class of 15 students upward; because TPR class has a lot of body movement activities. If there are too many students in the classroom it will make difficult for the teacher to control the class. In Thailand, a normal school like Narathorn School usually has more than 20 students to a class.

Second, activities' design: TPR instruction has many body movement activities. The teacher needed to use 3-4 activities in each lesson to keep the young learners interested.

Third, classroom management: Young students are always moving their bodies or

fingers. More seriously, they run in the classroom or waste time talking with their friends, which draws their attention away from the lesson. It is not easy to help students to concentrate their attention on learning. The students were sometimes confused between lesson time and play time.

Finally, time management: The teacher had to take much time in organizing the students to go through the steps of the study, so that the classroom time was efficiently and reasonably used.

5.3.3 Limitations of the method itself

The fact that TPR is based on physical modeling and response was a strength for using it with young children, as has clearly been shown. However, it is also a weakness, in the sense that any abstract teaching items are difficult to get across with TPR alone. This was shown in teaching directions, numbers and colors as well as in teaching the social skills such as sharing. In spite of the researcher's great effects, it was not clear whether the children learned only by imitation or whether they had lucky guesses and some apparently did not learn those items at all. Thus care must be taken in choosing items to teach, and instructors should realize the limits of teaching with TPR. For this reason, TPR is today often used in combination with other techniques; in this way it can be used with great success.

5.4 Further Research

The results of this study present a positive way for four-year-old children to learn a

foreign language. Nevertheless, the limitations discussed above suggest a need for further research to be done. Some recommendations are as follows:

1. Due to the small number of subjects in this study; their learning situation cannot be generalized for all young learners at age four. Hence, it is suggested that a larger sample should be included for further research. Since TPR works best in a small group, it is suggested that several parallel classes be taught, to see if the results are generalizable across the classes.

2. For further research, a more precise result will be achieved by conducting a series of comparative experiments. TPR instruction may be compared with other teaching methods to evaluate which method is better for the young learners' English learning.

3. As suggested under "limitations" above, studies can fruitfully combine TPR with other approaches, so that the full range of skills can be taught, if the learners are of an appropriate age.

4. The duration of this study was only two months, with no follow-up at the school in terms of continued English learning. Thus the subjects may not retain that they have learned. If possible, it is suggested that an experiment be extended to one year at least; in that time the students should start to speak English as well as comprehend and should retain better what they learn.

Many other factors could influence young learners learning English, such as intelligence, preference, family, etc. Those factors may be considered in further research to get a more detailed picture of early childhood language learning.

Even though many improvements to this study could be imagined, as a case study this research can be considered to have largely accomplished its aim, which was to show that TPR is a good method to start young children on the road to learning a second language.



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APPENDIX 1

Student information



SEX	First name	last name	AGE (birthday)
M	Tontorl	Tongbolibun	08/07 2003
M	Kittipun	Oupmaa	15/082003
M	Paachara	Koprub	17/11/2003
M	Nuttanan	Jaancham	21/07 2004
F	Amanee	Supsali	02/05/2003
F	Natarada	Keatkaruun	19/11/2003
F	Suttida	Inpanya	22/08/2003
F	Jittapaa	Sukitsopan	31/10/2003

APPENDIX 2

Lesson Plan

Objectives

* To recognize directions: Button coat, Zip, Jacket, number 1-10 letter C,D, E ,

*To understand the commands:

1. Button your coat! Zip your jacket! Please help me!
2. Don't fight! Take turn! Share!

Procedure

Content 1

Warm up activity:

The Alphabet Exercise 1 , 2 , 310 (Body movement point)

Teacher's commands

Stand up, kids.

Look at me.

Point the white board 1-10

First, teacher shows the action to the students and says the commands.

Second, teacher says the commands without body movement.

Kindergarteners follow the teacher's commands and do.

Kindergartener listen to the teacher's commands and do.

Content 2

Small letters " a " " b " (and also review other letters)

Teacher's commands:

Look at this. Say "a" (Teacher shows the letter)

Point to a small "a" (one kid comes forward and points)

Classroom activity

Teacher:

Gong (student's name), come here

Show me the small letter a.

Touch the big letter B.

Pick up the small letter b and give it to me.

Ok, Let's put the letters away.

Teacher shows the letter cards and says the commands.

Teacher puts several different letter cards on the ground, one kindergartener come out, listens to what teacher's command and does the action.

After several times practicing, let one student give the commands, and other kindergarteners follow.

Kindergarteners follow the commands and do the action.

Kindergarteners take turns to follow the teacher's commands and do the action.

Kindergarteners listen to the little teacher, and follow the instruction

APPENDIX 3

Mid-term test

Student Name-----

1. Teacher says the commands "Turn left! Turn right!"
Student responds correctly to the commands.
1. Teacher says the commands "Please help me!" "Button the coat!" "Zip your Jacket!" Student responds correctly to the commands
2. Teacher displays four different colors. Student can identify the colors red, white, pink, and gray.
3. Teacher says the command "Count from 1 to 10."
4. Teacher says "Make pink/gray"
5. Students understand "Red and white make pink. Black and white make gray" And shows the right procedures.
6. Teacher says the commands "point to the seesaw/slide/swing. Student can point it immediately.
7. Teacher says the command "count from 10-20" Kindergarteners can count from 16-20.
8. Teacher shows toy of panda, rabbit, bear, elephant and penguin, Ask the kindergartener to identify them. "Show me rabbit" kindergartener can differentiate between panda, rabbit, bear, elephant and penguin.
9. Teacher says the commands "Make a happy / angry/ funny/sad face" Responds correctly to "Make a happy / angry/ funny/sad face"
10. Teacher displays 26 English alphabets to the kindergartener. Teacher says "point to Mm" Kindergartener can respond correctly to the commands.
11. Teacher says the commands "show me your hands" "Are they smell good or bad" kindergartener responds correctly "smell"
12. Display the pictures of snack, table to the kindergartener. Ask the kindergartener "pass the bread" Kindergartener can respond correctly.
13. Display shapes on the table, and ask the student to point the shapes. Kindergartener can recognize rectangle/star/diamond/oval.
14. Teacher says "paint with your fingers. Kindergartener can respond correctly.
15. Can follow the music and move rhythmically.

APPENDIX 4

Final test

Student Name: _____

1. Teacher says "Show me your right hand" Kindergartener understands "left and right"
2. Teacher says the command "Tie your shoes!" Button your shirt" Kindergartener responds Correctly to the commands
3. Teacher gives a storybook to the student, and asks the student to "Share." Student responds correctly to the commands.
4. Teacher shows the colors and says "Show me green, yellow, and red." Kindergartener responds correctly to the commands.
5. Teacher says the command "climb up carefully. Slide down." Can recognize to the commands. Student can count 11-20
6. Knows happy, sad and angry and able to point the pictures
7. Teacher says "Show me your hands. Are they dirty or clean" can understand the words "dirty" and "clean"
8. Teacher put bread, a book, and candy on the table and asks "pass the book" kindergartener responds correctly to the commands.
9. Know and can say the letter A-Z
10. Can match the shapes and the commands "rectangle/star/ diamond/oval
11. Using the pictures of build a castle/ Play with sand./Collect shells/ Go fishing. Ask the kindergartener to point that the teacher says.
12. Responds correctly to "Paint with your fingers. Print with your thumb." Kindergartener can use their fingers lively to print pictures.
13. respond to take a seat
14. Knows "Play the drum! Shake the shaker! Sing a song and dance!" and responds correctly.

