Kindergarten's EFL Teaching Methodology/Practices in Dominican Learning Centers

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Abstract

Appropriate training, proven experience, and love for the kids, are the most important requierements for teachers who teach English at the level of kindergarten classrooms in any of such schools. At "*Happy Kids Learning Center*" (in the inner Dominican City of Bonao) that pre-requisite is not the exception.

   The present study examines the internal evaluation processes of English methodology applied by kindergarten teachers. The subjects were four English teachers and three kindergarten classrooms, where children aged from three to five in the above mentioned bilingual private school.

   The duration of the intervention was of four weeks, with a fifteen-day session for observing and also taking part of the English classes. The main methodology was a qualitative study; and quantitative data was used in order to receive the objective support, thus sharing with students and teachers as well.

   The results of this brief study showed that, even Young-trained teachers are able to teach in kindergarten schools while still studying to become professional teachers at the Bachelor's Degree Program of the local branch of the state college (UASD University), if the love for children are among their human qualities for teaching this singular and demanding level.

Key words: Kindergarten Schools, EFL Methodology, Academic requirements, Human Capacities.

Introduction

The way of teaching at Happy Kids Learning Center, especially in the kindergarten classrooms for kids aged from two to five, is an interesting topic to be considered for this research. This bilingual school claims as one of its main goals, the early stimulation of curiosity, the autonomy and creativity of the kids, as well as, the optimal development of the children's attitudes and capacities, beginning from the interest and individual needs of each step of their evolutionary process in a space full of tenderness, safeness, fun and love.

These qualities will in the future, configure a better personality, in order to achieve these goals and objectives, the center needs competitive teachers who are able to develop and wake up the children's skills. Teachers who maximize the human value of each children through modern and effective contents and resources, Teachers who guarantee a best humanistic integral education through bilingualism in order to obtain an academic excellence.

Throughout the five chapters that encompasses this work, we seek to find answer which clearly reveal the *State of the Art* for EFL Teaching in bilingual pre-schools or Kindergarten as they are commonlycalled in the Dominican Republic. Chapter I is completely dedicated in delimiting the Theoretical aspects of the problem to be explored here; as well as, setting the main Objectives of this intervention and outlighning its guide-lines.

Chapter II deals with a thorough and demanding Review of the Literature in this field, where we find the most relevant theories, methodologies and good practices foe teaching kids.

Chapter III offers us some details on the Methodological procedures of this Research, specifically highlighting how data was collected and another procedures.

Chapter IV: exposes the findings of this brief study

Chapter V: explains through the conclusions, the scope of the whole study, and moreover, the importance that this level of our educational system encompasses by itself, due to the fact of being an *encounter of the first type* of our children with bilingualism.

Chapter I: Theoretical Framework

Statement of the Problem

The choosing of a given methodology for teaching EFL/ESL in any learning center or bilingual school for children at the pre-school level, it is of extreme importance in order to satisfactorily fulfill with the implementation of such programs; cause unlike the programs for adults not every method or approach could serve that purpose.

Teaching kids at any level or in any subject of the curriculum implies selecting the most appropriate or suitable techniques in the classrooms that follows the guide-lines of a carefully selected method and of course of a carefully selected faculty or corpus of teachers by a carefully selected corpus of administrators.

Not all methods for EFL/ESL teaching apply when dealing with those *adorable little monsters* who are capable of exhausting the most dedicated and willing educators during the adventurous journey that awaits them every day in the classroom. It seems to many as a task so similar to that of the 12 Labours of Hercules, as told by the Greek Mythology, for the people who lack the love, passion, energy and motivation to teach these *adorable little monsters.*

Throughout this empirical research held during the school year 2012-2013, and re-examined last year(2017) an emphasis was kept in the scrutiny of the mission, vision and values, as well as, on the quality and human capacity of the teachers observed in everyday situation as they implement through their didactical actions, the syllabus to be developed and the sacred mission granted to them, cause their main goal of developing *early stimulation of curiosity, the autonomy and creativity of the kids, as well as, the optimal development of the children's attitudes and capacities, beginning from the interest and individual needs of each step of their evolutionary process*, it is of an incalculable value for the future of our society and our country as well.

Importance of the Problem

Working under the premise that not many studies or researches have been conducted and/or published in our country regarding this pre-school level, (not at least in inner cities of the Dominican Republic) it has been very motivational for us, to proceed with this empirical research in order to create a reliable source of information and of documentation.

General Objective:

To analyze ESL teaching methodology for children under five years old enrolled at Happy Kids Learning Center

Specific Objectives:

1.-To determine the techniques used by kindergarten teachers.

2.-To search the ways or manners of ESL teaching in an early age.

3.-To classify the different principles in language teaching.

4.-To comprehend the ESL lesson's plans.

5.-To test the level of English knowledge development in children at ages three, four, and Five.

Research Questions:

1.-What kind of teaching methodologies are applied for kindergarten classrooms in Happy Kids Learning Center?

2. - Are the teachers involved with the new technologies in their teaching practices?

3.-Are Parents satisfied with the learning process of their children?

4.-How are the children's responses about ESL?

5.-Does the school provide all the materials (didactical resources) required for a good teaching?

6.-Is there a demographic difference between teachers who uses this method and those who don't?

Definition of Terms

What is Bilingualism? Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages.

A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate).

A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To be bilingual means different things to different people. Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familial purposes and that English is her preferred language for communication outside the home. Or she may be largely monolingual in her first language only when she starts school.

A child who has recently arrived in England from overseas may have a good level of literacy in English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three languages or more and thus 'plurilingual' would be a better description.In terms of competence, a bilingual may have very high levels of proficiency in both languages or may have only limited proficiency in one and be far more proficient in the other.

The use of the term 'bilingual' is thus dependent upon: context; linguistic proficiency and purpose. Many educators use 'bilingual pupils' in preference to 'pupils learning EAL' in order to heighten awareness of pupils' linguistic knowledge and expertise as well as their cultural affiliations. Rampton (1990) suggests replacing terms such as 'native speaker' and 'mother tongue' with language expertise, language affiliation and language inheritance. These terms may help trainees to understand the complex nature of bilingualism and

plurilingualism in multiethnic schools. Glossary Bilingual This term is used to describe a learner who uses two or more languages to communicate. There are various interpretations with regard to attitude, proficiency and use. Community languages or Heritage languages These describe the languages spoken and used, other than English, in a local community. For example, one might refer to Bengali as the most widely used community language in Tower Hamlets, or Punjabi as the predominant community language in Leicester. In some contexts, the term heritage language is used interchangeably. Heritage language may also indicate a language that is no longer widely spoken but is the language of an earlier generation of settlers, such as Ukrainian in parts of Canada, which continues to be taught and supported through language teaching and cultural and religious activities.

English as an additional language (EAL) or English as a second language (ESL)

These terms are used to describe the learning of English in addition to the learner's first language. The two terms are interchangeable. In England the term 'EAL' is generally used to refer to learning English in an English speaking environment, such as a school. This was deemed a more neutral term and to recognise that, for some learners, English may be their third or fourth language.

English as a foreign language (EFL)

Refers to the learning and teaching of English in a non-English context, such as learning English in Hungary. English to speakers of other languages (ESOL) is generally used to describe adult learning of English as an additional language. Ethnic Minority Acheivement Grant (EMAG) The Ethnic Minority Achievement Grant (EMAG) was developed in 1999 to fund schools and local authorities to meet the needs of minority ethnic pupils including those learning EAL. Is often used to describe the roles of specialist teachers and departments. Home language This term is used to describe the language used most frequently in the home.

First language

This is a term used to describe the first language to which the learner is exposed. This may be different from the home language.

Mother tongue

This is a term also used to describe the learner's first language and is often used in referring to the language of the home.

Multilingual

This term is used to describe contexts, such as urban schools, where there are speakers of many different languages. It is sometimes used to describe a person who speaks several languages but is increasingly being replaced with plurilingual.

Native speaker

This term is used to describe a person who speaks the designated language as their first language.

Plurilingual

This term is increasingly being used to describe speakers of more than two languages. Multilingual is still used to refer to entities such as society, cities or schools. Links to extensive glossaries concerning EAL and language acquisition: Author: Charlotte Franson(Document retrieved on 19/08/2018)

kindergarten

Is a facility for children who have completed the third year in Germany and the fourth in Switzerland and must be at least two and a half years old in Austria, but not yet go to school. By contrast, facilities / groups for younger children are usually referred to as nursery and after-school facilities / groups for primary school children. Following Friedrich Wilhelm August Froebel, the founder (actually founder) of the first kindergarten, the term is now increasingly used as a collective term for all institutions of child day care.

In Germany, 93.6% of children between the ages of 3 and 5 attend child day care. There are still large differences between the various federal states, especially between East and West Germany, with the rate of care in East Germany being higher than in West Germany. [2] WikiEncyclopedia (2018)

The Total Physical Response Method (TPR)

It is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher.

Geographical& Historical Backgrounds

The City of Bonao, Province of Monsignor Nouel

Bonao was the name of the cacique who, at the arrival of the Spaniards, reigned in the land that bore his name.

The name of Monseñor Nouel, associated with Bonao, arose for the first time in 1936. On May 25 of that year, the Common and the town of Bonao were changed their name to Monseñor Nouel, in honor of this ancient archbishop of Santo Domingo and former president of the Republic. In 1960 the village was renamed Bonao, the municipality remaining under its name of Monseñor Nouel, a designation that was also given to the province when it was created in 1982.

Before being elevated to the category of province, the territory of Bonao was a municipality of the La Vega province, to which its territory was traditionally tied.

Precolumbian era

Being located in the center of the island, the occupation of the territory of the current province of Monseñor Nouel was delayed, in comparison with places located on the coast of the island or in its vicinity.

The first human groups that penetrated to the center of the island and, therefore, were in or around the current territory of the province, they did it around the year 1000 BC. They belonged to the groups called barreroides, which were characterized as being collectors; that is, they did not practice agriculture.

Colonial period

Upon the arrival of the Spaniards, the territory of the province Monseñor Nouel belonged to the cacicazgo of Maguá. The origin of the presence of the Europeans in Bonao dates from 1495, when the Spaniards were penetrating the island from north to south and in their wake they built fortresses, one of which was Bonao's.

It is said that the first fort erected in the place was called Bonao Abajo, La Colonia or La Entrada, which was later occupied by the people of Francisco Roldán. The Indians of

Rincon de Yuboa or Bonao Arriba, beaten and pressured by the Spaniards, disappeared from the place rising toward the caves of the Last Sky, in the jurisdiction of the Capaces. Bonao had a significant relevance in the first years of the colonization of the island, since in this place Francisco de Roldán took refuge with 70 rebels, who did not know the authority of the Columbus in the year 1497. The origins of the town of Bonao are associated precisely with this rebellion, to the extent that some of those who participated in it remained there, when it culminated around the month of October 1498. As Father Bartolomé de las Casas wrote in his book Historia de lasIndias "Some people went to the Bonao and the Villa del Bonao was started there."

That the town of Bonao was founded during the time of Admiral Christopher Columbus is quite clear in the following paragraph by Gonzalo Fernández de Oviedo, in his General and Natural History of the Indies:

"... Don Cristóbal Colom, founded and founded ... that first population of the thirty-eight Christians, where he remained as Captain Rodrigo de Arana, which was called the Navidada, was the first Catholic town on this island; and later, on the second voyage that came, he founded the city called Isabela, from which this city began, when it was on the other end of the river; because there brought the people of Isabela the advance gift Bartolomé Colon, brother of the said Admiral, as elsewhere is said. The Admiral also founded the city of Concepción de la Vega, founded the towns of Santiago and del Bonao. "
On December 7 of the year 1508 Bonao was officially granted the status of villa and was granted a coat of arms.

The main economic activity of this village was the collection of gold, although its mines were not large. When the gold exploitations by the Spaniards on the island were exhausted, two sugar mills were installed in Bonao, according to Bachiller Alonso de Parada in a relation to King Carlos V and which appears in the book Santo Domingo in the Manuscripts of Juan Bautista Muñoz transcribed by Roberto Marte: "El Bonao is a land that bears a lot of bread and corn, and it has begun to be done in the two engenios that one molds presto".

Later, Gonzalo Fernández de Oviedo, in his aforementioned work, mentions the existence of a single ingenuity, which suggests the disappearance of one. Oviedo says: "In the town of Bonao, ten leagues away from Sancto Domingo, there is another good sugar mill, which the children of Miguel Jover, Catalan, and Sebastián de Fonte, and the heirs of Hernando de Carrión have; and it's a good farm. "

Sugar production was not a sufficient incentive to maintain the attractiveness of the Spaniards over the town of Bonao. By 1528 it had disappeared along with other towns, according to the count Espinosa and Alonso de Suazo in a relationship with the Council of the Indies. In the future, the population of the territory disappeared. In no document of the colonial period where the existing villas are mentioned Bonao is alluded to. Neither does Bonao Antonio Sanchez Valverde mention, author of an important study about the colony at the end of the 18th century." *Provincias Dominicanas webpage* (Document retrieved on 18/8/2018).

Today's Bonao Society

Bonao, Province Monseñor Nouel has a territorial distribution of 992.39 km2. It is composed of its capital Bonao and its two municipalities: Maimon and Piedra Blanca. With a population 174,923 inhabitants.

The province of Monseñor Nouel whose name was selected by the National Congress and granted in recognition of the then president of the Dominican Republic, Monsignor Dr. Adolfo Alejandro Nouel and Bonao, in the colonization of the new world.

Bonao, city of the Dominican Republic located in the center of the country, is the capital of the Monseñor Nouel province. This city is surrounded by great mountains and a number of fields and hills that really give this a privileged geographical position for its natural beauty and its fertile lands, being of great pleasure for its visitors.

It was the fourth village founded on the island, it was originally built at 10 kms. To the south of its current location. The colonizers discovered there the first gold mines of the island and planted the cane, producing for the first time sugar in those lands.

The Villa de Bonao, founded by the great admiral Cristóbal Colón in 1496, was the fourth town in the entire American continent to receive its coat of arms from the King of Spain,

Carlos V. Bonao at the same time has sections which are Arroyo Toro, Bejucal, Blanco, Jayaco, Juma, Maimon, Masipedro, Los Arroces, La Ceiba, Sabana del Puerto, La Salvia. Verde Bonao, in agriculture becomes an important part of the national level, in culture the Cándido Bidó school was created. With the appearance of all these new models, the socio-cultural development of Bonao is formed.

Bonao is famous for its rivers, the carnival that begins with the first inhabitants, with the dance of the areitos. His patron saint festivities, music, rum, beautiful women, joy. At the confluence of the Yuna river and the Masipedro, Rafael Ceara, Don Fello, was established in 1926, a spa. The site is a charm. The Masipedro spa became famous very soon. From all parts of the country they visit it. The festivities are celebrated from June 5 to 13.

The Casino del Yuna founded in 1926 was the first social center in the city. The first cinema in the city was called Carmen Cinema; the movies were silent but the piano NenaAybar cheered up the scenes. They were favorites adventure films, among which achieved a record of box office series: The Conquerors of the West, which was founded on the radio circuit, La Voz del Yuna, on August 1, 1942.

On August 1, 1942, Bonao's cultural and artistic splendours are inscribed in his most significant ephemerides, the stamp of pride, also in the annals of the Republic. Surge, founded by the then Major Don J. La Voz Del Yuna, later converted into La VozDominicana, the most prestigious radio and television entity.

As for religion, Bonao is a community of deeply rooted Christian convictions. Weapons of the shield that the King granted him; Villa de Bonao had another blazon no less raised: it was one of the first parishes of the New World.

Speaking of the month of February is talking about Bonao's carnival. The celebration of the month of February began with the macaraos that use a dress that they make in different colors and in the style that most pleases the person. The macaraos are always famous, but since 1990 they start participating in competition in Santo Domingo with carracks in different teams and Bonao since that year is one of the people that best makes their floats.

Today Bonao has 30 carnival groups, the main ones are: Los Charamicos, Los Cocuyos, and El FrenteCacabo, which has the responsibility of organizing the carnival. Bonao, framed in the center of the Dominican Republic, is the capital of the Monseñor Nouel

Province, which has a territorial extension of 1,000 Kms. It is limited to the East, by the Municipality of Piedra Blanca, to the West, by the Municipality of Constanza , to the North, the Province of La Vega and to the South, the Municipality of San José de Ocoa. The municipality is integrated by the sections of Sabanadel Puerto, Jayaco, Masipedro, El Verde, Caribbean, La Salvia, Arroyo Toro, Juma, Bejucal and Blanco. It has a total of 165 places. The territory presents varied geographical territories, from small and large valleys to very rugged terrain.

In the last 20 years there has been an immigration flow of people from other communities and countries, as a result of the installation of companies: Falconbridge, Bonao Industrial Park and Rio Blanco Consortium.

Due to its geographical location, natural resources, soil fertility and ease of communication with the main cities and ports of the country, the municipality constitutes one of the best structured economic platforms of the republic.

Social and economic aspects

Bonao, city of the Dominican Republic in the center of the country, is the capital of the province of Monseñor Nouel. Bonao was the name of a mountainous region located in the northern foothills of the Cordillera Central in the southeast of the province of La Vega. After its segregation from it, the city became the administrative capital of the new division. It is the center of a mountainous and humid climate region, with natural pastures of very good quality that maintains a first class cattle ranch.

In addition, in its lower area, where the capital sits, rich agriculture is practiced based on tropical crops such as coffee, cocoa and a variety of fruits and in its vicinity, Sierra de Bonao, there are nickel mines and a series of small local industries.

It has a very good location, halfway along the route, called Carretera Duarte, which links the southern plain and the National District, Santo Domingo, with the Cibao region, Santiago. Population: 30,046 inhabitants.

The economy of this province is based on very interesting aspects related to mining, since a large number of families depend on this line, which has generated in the families of this community great balance and security in regard to that aspect.

According to studies and projects carried out in the mining field, the municipality has several deposits of gold, silver, iron, nickel, copper and others, constituting one of the main riches of Bonao.

Trade is one of the most successful economic activities, since it has a large number of companies dedicated to the production of rice, coffee, cocoa, cheese, candy, bakery, food processing, pottery, also has the existence of a free zone with several companies, which are generating jobs and sending remittance houses, such as Western Union.

Educational Aspects

Monseñor Nouel has five official schools, six private schools, and a secondary population of more than 8,000 students; It also has two universities, Dominican Adventist University and the branch of the state college (formerly called the Regional College Center of the Central Cibao-CURCE, which is a branch of the Universidad Autonoma de Santo Domingo-UASD-), with an enrollment of more than 5,000 students from the whole province, in respect to that institution of higher Education, it is good to quote that"

The UASD Campus of Bonao (Province Monseñor Nouel, Dominican Republic), was created as a Regional University Center then called CURCE-UASD or Central Cibao Center of UASD through Resolution No. 95-076 of the University Council of the Universidad Autonoma de Santo Domingo on September 29, 1995. The result is the vision of our Academy, the decades-long effort made by the inhabitants of the Monseñor Nouel province and the perseverance of the Support Committee, whose members fought to make UASD a reality in the province and the region. In a ceremony held on January 20, 1996, one year after the formal creation, presided over by Rector Roberto Santana, the Regional University Center of Cibao Central was inaugurated in the buildings of the Liceo Francisco Antonio Batista García (Reformed plan High School). Under the authority of its first director, the educator Nouelense Professor BartoloméAgustínDeschamps, the center Began teaching on March 11, 1996, with an enrollment of 1,373 students, distributed among the 12 courses offered at that time. 23 From its beginnings, this institution of higher education worked in the buildings of the Lyceum Secondary Francisco Antonio Batista Garcia, before mentioned, until in August of 2009 moved to their new buildings. UASD document on the

Internet (page 12) all careers offer the so-called technical degree (Associate degree) as well as Bachelor's and Master's Degree Program. *uasd webpage www.uasd.edu.do

And it is the only local institution that offers a B.A. Program in EFL, besides that there are also an estimate of more than 1,300 students from this city majoring in the other country's universities.

Bonao has the Cándido Bidó Art School, and Museum(honoring the internationally renowned master of painting that bears his name), which is dedicated to guiding young artists from this province, being the only one in that genre in the country.

Institution where the research takes place

As mentioned before, the institution where this intervention takes place is "Happy Kids Learning Center" which according to its website is located at Las Hortencias 8 in the city of Bonao, Dominican Republic.

This school aims to be a leader institution in the community of Bonao, with a national recognition to satisfy the demands of modern pedagogy and to be a model of another educative organizations. Their main goals toward their children is: to acquire knowledge for life, to tolerate, to share, and to respect.

Chapter II: Review of Literature

Kindergarten teachers profile according to Frede et al (2007) play a very important role in a child's early development. What they experience and learn during their very early years often helps to build their views of the world and themselves. A kindergarten teacher has the power to affect a child's failure or success through school and even into their personal lives. Teachers use the hands-on approach and interactive discussions to help their kindergarten students apply and learn abstract concepts such as the concept of numbers. TPR imperatives in teaching English as a second language in kindergarten or EFL environment are seen as an important second language learning method(or, according to some linguists, approach)

This method of drawing and *conversation* are very effective; you teach new vocabulary by showing pictures, flashcards or other visuals, by talking about given topics(try to use English as much as possible) and the children are learning by listening, looking at pictures, drawing, coloring and eventually talking. Free coloring pages and worksheets with numbers or alphabet letters, connecting dots, animals, seasons, etc. can be found on the web(type in coloring pages into the search engine box).

TPR is one of the most important teaching approaches which can be adapted to a various number of teaching situations, and children really have fun doing it. It helps practicing vocabulary connected with actions, tenses, imperatives and instructions, classroom language and even storytelling. It can be combined with the techniques of singing and dancing; English songs and nursery rhymes for pre-schoolers should be included in almost every theme.

A number of studies have shown how important is ESL teaching methodology in child's early development in different schools around the world.

Brody (2009) presented a Preschool in Israel: This study is situated within the context of the Israeli public preschool educational system, which is an official branch of the Ministry of Education. The state provides preschool education for children starting at age 3 and ending upon entry to first grade at age 6 or 7. This education is subsidizes for ages 3-4 and

free for ages 5-6, the year before entry to first grade. By law, children are requires to attend preschool at age 5-6, but not before. The system is set up on a sectarian basis according to family religious identity. His conclusion was that planners and administrators must remain aware that such directive supervision may in the long run detract from the teacher's ability to meet new situations creatively. The provision f teaching materials, texts, and stories by experts may encourage confidence because a higher authority in the education system has endorsed them.

Lee (2009) made an empirical study of teaching urban young children music and English by contrastive elements of music and song: The purpose of the study is to teach urban young children music concepts and English by composing creative music and songs with contrast elements. The subjects were seven urban young children aged from three to four in a Taiwan kindergarten.

Thomas(2003) presented-The Power of Prediction: Using Prediction Journals to increase Comprehension in kindergarten: Education looking for techniques to help students enhance their reading ability are faced with contradictory advice from research authorities. Some propose emphasizing phonics while others endorse a whole language approach.

Phonics supporters establish their approach in behaviorist learning theory and substantiate their assertions on ethnographic research. This prior knowledge activation strategy presented benefits of the children using the vocabulary from the story in their journal entries. Another benefit was that children were forced to use their inventive spelling skills and explore the grapheme-phoneme relationship. The final benefit of this strategy was that the children were motivated more and more each time the strategy was presented to listen and have their own independent discussion of the story, the characters and its events. It allows optimal participation from all the members of the group and a constant flow of communication about the story.

Galini et al (2010) found that the restricted social cohesion in the classroom, the high rates of teachers' authoritarian practices and parent-teacher collaboration were the basic arrears of concern. Internal and self-evaluation processes were important for locating the

problematic areas and supported decision-making for action while formative assessment techniques enhanced participation and learning for all stakeholders.

In a research by White et al (2009), the authors interpreted that the work environment can support or hinder teacher performance. Appropriate group sizes and ratio are minimal requirements that permit teachers to establish relationship with the children in their care. Compensation strongly affects teacher's willingness to enter and stay in the field; ECE research, given the particular problems of low comprehension and high turnover in that field, has also demonstrated that students of higher-paid teachers achieve better outcomes.

The Total Physical Response Foundations

Backgrounds

"Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

Total Physical Response is linked to the "trace theory " of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they

begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress.

The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition in language teaching.

Approach

Theory of language

Asher does not directly discuss the nature of language or how languages are organized. However, the labeling and ordering of TPR classroom drills seem to be built on assumptions that owe much to structuralist or grammar-based views of language. Asher states that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (1977: 4). He views the verb, and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized.

Asher sees language as being composed of abstractions and non-abstractions, with non-abstractions being most specifically represented by concrete nouns and imperative verbs. He believes that learners can acquire a "detailed cognitive map" as well as "the grammatical structure of a language" without recourse to abstractions.

Abstractions should be delayed until students have internalized a detailed cognitive map of the target language. Abstractions are not necessary for people to decode the grammatical structure of a language. Once students have internalized the code, abstractions can be introduced and explained in the target language.

This is an interesting claim about language but one that is insufficiently detailed to test. For example, are tense, aspect, articles, and so forth, abstractions, and if so, what sort of "detailed cognitive map" could be constructed without them?

Despite Asher's belief in the central role of comprehension in language learning, he does not elaborate on the relation between comprehension, production, and communication (he has no theory of speech acts or their equivalents, for example), although in advanced TPR lessons imperatives are used to initiate different speech acts, such as requests ("John, ask Mary to walk to the door"), and apologies ("Ned, tell Jack you're sorry").

Asher also refers in passing to the fact that language can be internalized as wholes or chunks, rather than as single lexical items, and, as such, links are possible to more theoretical proposals of this kind, as well as to work on the role of prefabricated patterns in language learning and language use Asher does not elaborate on his view of chunking, however, nor on other aspects of the theory of language underlying Total Physical Response. We have only clues to what a more fully developed language theory might resemble when spelled out by Asher and his supporters.

Theory of learning

Asher's language learning theories are reminiscent of the views of other behavioral psychologists. For example, the psychologist Arthur Jensen proposed a seven-stage model

to describe the development of verbal learning in children. The first stage he calls Sv-R type learning , which the educational psychologist John De Cecco interprets as follows:

In Jensen's notation, Sv refers to a verbal stimulus—a syllable, a word, a phrase, and so on. R refers to the physical movements the child makes in response to the verbal stimulus (or Sv). The movement may involve touching, grasping, or otherwise manipulating some object. For example, mother may tell Percival (age 1) to get the ball, and Percival, distinguishing the sound "ball" from the clatter of other household noises, responds by fetching the ball and bringing it to his mother. Ball is the Sv (verbal stimulus), and Percival's action is the response. At Percival's age, children respond to words about four times faster than they respond to other sounds in their environment. It is not clear why this is so, but it is possible that the reinforcing effects of making proper responses to verbal stimuli are sufficiently strong to cause a rapid development of this behavior. Sv-R learning represents, then, the simplest form of verbal behavior.

This is a very similar position to Asher's view of child language acquisition. Although learning psychologists such as Jensen have since abandoned such simple stimulus-response models of language acquisition and development, and although linguists have rejected them as incapable of accounting for the fundamental features of language learning and use, Asher still sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. In addition, Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses**:**

1.   There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.

2.   Brain lateralization defines different learning functions in the left- and right-brain hemispheres.

3.   Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

Let us consider how Asher views each of these in turn.

1. The Bio-Program

    Asher's Total Physical Response is a "Natural Method" inasmuch as Asher sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central,

(a) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate. Asher speculates that during this period of listening, the learner may be making a mental "blueprint" of the language that will make it possible to produce spoken language later,

(b) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands,

(c) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. As we noted earlier, these principles are held by proponents of a number of other method proposals and are referred to collectively as a Comprehension Approach.

    Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later. The speech-production mechanisms will begin to function spontaneously when the basic foundations of language are established through listening training. Asher bases these assumptions on his belief in the existence in the human brain of a bio-program for language, which defines an optimal order for first and second language learning.

    A reasonable hypothesis is that the brain and nervous system are biologically programmed to acquire language ... in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body.

2. Brain Lateralization

    Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. Asher refers to neurological studies of the brains of cats and studies of an epileptic boy whose corpus callosum was surgically divided. Asher interprets these as demonstrating that the brain is divided into hemispheres according to function, with language activities centralized in the right hemisphere. Drawing on work by Jean Piaget, Asher holds that the child language

learner acquires language through motor movement - a right-hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production. Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.

3. Reduction of Stress

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment, according to Asher, whereas the adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.

Design

Objectives

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

The syllabus

The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or structural view of the core elements of language, Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.

The criterion for including a vocabulary item or grammatical feature at a particular point in training is ease of assimilation by students. If an item is not learned rapidly, this means that the students are not ready for that item. Withdraw it and try again at a future time in the training program.

Asher also suggests that a fixed number of items be introduced at a time, to facilitate ease of differentiation and assimilation. "In an hour, it is possible for students to assimilate 12 to 36 new lexical items depending upon the size of the group and the stage of training". Asher sees a need for attention to both the global meaning of language as well as to the finer details of its organization.

The movement of the body seems to be a powerful mediator for the understanding, organization and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to macro-details.

A course designed around Total Physical Response principles, however, would not be expected to follow a TPR syllabus exclusively.

We are not advocating only one strategy of learning. Even if the imperative is the major or minor format of training, variety is critical for maintaining continued student interest. The imperative is a powerful facilitator of learning, but it should be used in combination with many other techniques. The optimal combination will vary from instructor to instructor and class to class.

Types of learning and teaching activities

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Conversational dialogues are delayed until after about 120 hours of instruction. Asher's rationale for this is that "everyday conversations are highly abstract and disconnected; therefore to understand them requires a rather advanced internalization of the target language". Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as at the restaurant, supermarket, or gas station. The slide presentations are used to provide a visual center for teacher narration, which is followed by commands, and for questions to students, such as "Which person in the picture is the salesperson?". Reading and writing activities may also be employed to further consolidate structures and vocabulary, and as follow-ups to oral imperative drills.

Learner roles

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the

imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items:

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

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.

Teacher roles

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously". Classroom interaction and turn taking is teacher rather than learner directed. Even when learners interact with other learners it is usually the teacher who initiates the interaction:

Teacher: Maria, pick up the box of rice and hand it to Miguel and ask Miguel to read the price.

Asher stresses, however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine tuned."

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the "illusion of simplicity," where the teacher underestimates the difficulties involved in learning a foreign language. This results in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another. The teacher should also avoid having too narrow a tolerance for errors in speaking.

You begin with a wide tolerance for student speech errors, but as training progresses, the tolerance narrows.... Remember that as students progress in their training, more and more attention units are freed to process feedback from the instructor. In the beginning, almost no attention units are available to hear the instructor's attempts to correct distortions in speech. All attention is directed to producing utterances. Therefore the student cannot attend efficiently to the instructor's corrections.

The role of instructional materials

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen").

Procedure

Asher provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom.

 Reading and writing. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.

Conclusion

Total Physical Response is in a sense a revival and extension of Palmer and Palmer's *English Through Actions,* updated with references to more recent psychological

theories. It has enjoyed some popularity because of its support by those who emphasize the role of comprehension in second language acquisition. Krashen (1981), for example, regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress (see Chapter 9). The experimental support for the effectiveness of Total Physical Response is sketchy (as it is for most methods) and typically deals with only the very beginning stages of learning. Proponents of Communicative Language Teaching would question the relevance to real-world learner needs of the TPR syllabus and the utterances and sentences used within it. Asher himself, however, has stressed that Total Physical Response should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices therefore may be effective for reasons other than those proposed by Asher and do not necessarily demand commitment to the learning theories used to justify them."

-Tutorial on the TPR- www2.vobs.at/ludescher/total_physical_response.htm(document retrieved on 19/08/12018)

Chapter III: Methodological Procedure

Methodology

The present *empirical research* took place within the second semester of the kindergarten year 2012-13 (and reassumed in 2017) at Happy Kids Learning Center, a bilingual private school with children of diverse ability levels, in order to evaluate ESL teacher's methodology.

To that respect; empirical research has been defined as: "Empirical research is research using empirical evidence. It is a way of gaining knowledge by means of direct and indirect observation or experience. Empiricism values such research more than other kinds. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Quantifying the evidence or making sense of it in qualitative form, a researcher can answer empirical questions, which should be clearly defined and answerable with the evidence collected (usually called data). Research design varies by field and by the question being investigated. Many researchers combine qualitative and quantitative forms of analysis to better answer questions which cannot be studied in laboratory settings, particularly in the social sciences and in education". Quoted from: Wikipedia(2018)

Another features or characteristics of an empirical research are: "Empirical research applies observation and experience as the main modes of gathering data.

Data collected is referred to as *empirical evidence* (which is then subjected to qualitative and quantitative analysis in order to answer empirical questions).

Characteristics of Empirical Studies:

- Empirical studies are based on actual and objective observation or experimentation.

- Articles that describe empirical research studies are published in scholarly or academic journals.

- Many of these journals are peer-reviewed or refereed, meaning that experts in the field screen and review the articles prior to publication.
- Empirical articles usually have 5 main sections and include a list of references:
    - *Introduction, including a literaturereview*

- *Methodology*
- *Presentation of the result*
- *Discussion and/orconclusión*

Quoted from: LibAnswers Knowledge Base:(2018)

Accordingly and for the purposes of this study; a combination of method was used to gather the data, such as questionnaires, class observations, teacher's notebook plan examining, online documents handling and interviews for different classroom were taken under this research consideration in a process that lasted two weeks.

Participants:

Four English teachers from the above mentioned institution.

A Kindergarten Classroom for 3 years old children

A Kindergarten Classroom for 4 years old children

Two Kindergarten classrooms for 5 years old children, containing eight children in each classrooms.

Observations:

1.-Modus Operandi:

The teachers worked with a small heterogeneous group of kids. The groups size of the kindergarten for 3-4 are bigger, two teachers work together in each classroom; and according to what informed, just five months ago the classroom to 5 years old was divided into two different classrooms, but both of the teachers are assigned to work on the same schedule and educational plans at the same time.

2.-The teachers Daily Routine performed in two and a half hours per day

Through finger plays, songs, chants, and verses, children gain knowledge that is important to their success as language learners. Chants and rhymes extend their vocabulary and their understanding according to concepts while increasing their awareness of language structures, repetition is also believed to facilitate literacy.

First, the teacher recite or sing the selection to children, speak slowly and clearly, but naturally, adding movements and actions as appropriate, mostly the TPR Method is used in all classrooms in some cases the grammar translation method (those children, as well as their teacher and parents are all Spanish speaking people, so to that respect, it is a monolingual community), the teacher encourage the students to join in with him/her to take part of any activity, real objects(realia) are basically used in class, posters, picture cards, transparencies, puppets according to lesson plans.

In kindergarten's classrooms, classes always start with songs such as: Days of the week, moths of the years, ABC's songs, whose illustrating mural are in the classrooms, all books have posters included, to be displayed in classes. The teacher review all the material supports in the classroom every day, at the time of introducing everything in the page, in advanced kindergarten the board is used too, students repeat several times what the teacher has explained randomly, teachers ask children to name the new vocabulary or lesson, the teacher display the book opened in front of the children thus introducing everything in the page, in advanced kindergarten the board is used too, students repeat several times what the teacher has explained, and he/she randomly ask children to name the new vocabularies making sure that students are able to identify it randomly. Finally the teacher directs students to work on the previously explained page.

Kindergarten teacher's performance

Those kindergartens teachers at this institution (Happy Kids Learning Center) treat each student as an individual and therefore try to help him or her with their emotional, physical, social, or creative needs. They also interact with parents and faculty members. Kindergarten teachers must have excellent skills in problem solving, organization, record

keeping and resolving conflicts. As they need to train and motivate children, excellent communication and research skills are essential.

Common Work Activities

   Common work activities at Happy Kids Learning Center, may include:

1.-Meeting with other teacher at the kindergarten level to coordinate programs offered in each classrooms.

2.-Developing daily lessons plans and objectives and teaching students based on those lesson objectives.

3.-Researching various teaching methods, information about students with special needs, and keeping abreast of teaching methodologies.

4.-Meeting with parents to discuss students' progress as required.

5.-Motivating students to learn and enjoy the school experience.

6.-Keeping anecdotal and other records as to students' progress based on teaching requirements outlined by educational department and school curriculum.

Chapter IV: Conclusions

Conclusion on the Procedural Research

In Happy kids Learning Center of the City of Bonao, Dominican Republic,teachers educate young children during some of their most formative educational years. Individuals, generally need specific training and a state of license, though exact requirements are always demanded for teaching in any educative center, but just a good English preparation, experience and joy to deal with kids are the requirements in Happy Kids Learning Center, is not obliged to be graduated from the university to be part of the staff of teachers, so many young people who likes and can speak and teach English, have the opportunity to demonstrate their skills for teaching.

Kindergarten teachers need patience and understanding in their daily jobs. Additionally, they will need to understand how to select developmentally appropriate materials and equipment and work cooperatively with parents to develop educational plans. They must know how to use assessments tools, enforce rules and communicate effectively with young children. Kindergarten teachers might also need to know how to use and incorporate technology into the classrooms.

Teaching ESL in kindergarten to 3 to 4 years old ones, is restricted to action-based activities, playing games, singing and dancing; with 5 to 6 years old kids, the methodology of teaching English as a foreign language is extended by using story-telling, role playing and dramatization techniques. Play and interactive preschool lesson themes and fun ESL, activities are the basic tool for second language learning, and grammar and vocabulary development in both groups.

Objections to the TPR

Whereas there are many authorities, scholars, and teachers as well, who praise and glorificate this method, because of its appropriateness for teaching young children, there are

still, another who do not consider this to be a perfect methodology, to that respect, the following critics to the TPR are quoted from Sastrari et all(2018). We quote:

Advantages and Disadvantages of TPR

TPR has some advantages and disadvantages. Its advantages include:

a) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;

b) It is very memorable. It does assist students to recognize phrases or words;

c) It is good for kinesthetic learners who are required to be active in the class;

d) It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;

e) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;

f) It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready;

g) It is very effective with teenagers and young learners; and

h) It involves both left and right-brained learning;

In addition to such advantages, TPR has disadvantages. Among them are:

1. Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher;

2. It is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at Intermediate and Advanced levels. In this respect, it is essential to adapt the language, accordingly. For example, when teaching 'ways of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, and grate), TPR can be employed;

3. It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in

conjunction with other methods and techniques. To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language; and

4. Although the use of TPR in the classroom has often been effective, it does have its flaws. One of this method flaws is that when a teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversation forms of language.

III.   Critical of TPR

Some critical on TPR that provide by the group presenter are;

1. Group presenter did not explain that TPR is form of combination of brain lateralization that defines different function in the left and right brain hemisphere.

2. The presenter did not explain that TPR also can be linked to trace theory or repetition that is why it related to memory in psychology. So that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally or rote repetition.

3. The presenter also did not explain about the environmental for applying TPR. The important condition for successful language learning is the absence of stress. That is why it is very important to accompany first language learning by creating relaxed and pleasure experience. Besides that in learning process when teachers give feedback to the students, teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this can inhibit learners.

IV.   Recommendation

Because TPR is linked to 'trace theory', or repetition so that it is very important for teacher to give clear command to students. Because the more often or the more intensively is traced, the stronger memory association will be. Besides that teaching language through TPR is

appropriate to apply at a beginning level to teach basic speaking skill. Because they learn through command.

V.   Suggestion

TPR method can be used by considering the condition of the class and the students, because this method is more appropriate for the children and if we apply this method every time can make students bored.

After giving a brief explanation and some critical of the group presenter of TPR, we can give some suggestion to improve our activity in learning English using TPR method, they are:

1.   The important one in using TPR method is to make the student enjoy in learning second language and can reduce the stress of the student feel when studying foreign language, so the teacher should make the situation in class more enjoyable.

2.   The teacher should recombine elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are humorous.

3.   The teacher interacts with the whole group or individually of student. Later on, the students become more verbal and the teacher responds non verbally.

4.   The teacher should be clear in giving commands through body movements.

5.   It is more interesting if the teacher using music in teaching TPR.

Quoted from:GuardarStar:

Labels: IkaSastrawati, SarniatiNuru, St. HariatiBuchari, TEFL

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Appendix A
Schedule

Schedule

This represents a 4-week empirical research activities at Happy Kids Learning Center.

Activities	March 2013																
	1st Week				2nd Week					3rd Week				4th Week			
	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
Theorydiscussion& Objective Settings				■													
Interviews & Data Gathering					■	■	■	■	■	■	■						
Class Obeservations													■				
Evaluating/Assesments of Results														■			

Appendix B
Class Observation Form

Form-1-A

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO

FACULTY OF HUMANITIES
THE SCHOOL OF FOREIGN LANGUAGES
EFL BACHELOR´S DEGREE PROGRAM
Regional Center of Bonao, D.R.

Class Observation Form:

1.- Institution _____2.-Teacher's Name_____

(optional)

3.-Class Level _____ 4.-Academic Degree_____

5.-Field of Specialty:_____6-.Age:_____7-.Sex:_____

1.-The teacher uses appropriate and playful methodology for
   children under age 5.

	Always	Almost always	Never
	_____	_____	_____

2.-The teacher determines the techniques to be used in the
   classroom according to the syllabus and program.

	Always	Almost always	Never
	_____	_____	_____

3.-The teacher is able to classify the different principles in language teaching at this level.

Always	Almost always	Never

3.-The teacher follows the ESL Schedule lesson's plans.

Always	Almost always	Never

4.-The teacher tests the level of English knowledge development in children at age 3, 4, and 5

Always	Almost always	Never