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The Impact of Using TPR and TELL on Young EFL Learners'

Speaking Fluency

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Dedication

To my mother and father; My siblings who have never left my side. To my dear family.

Acknowlegement

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My parents for their support and patience. All of my family and friends.

Abstract

The aim of this dissertation is to explore the role of Total Physical Response(TPR) and Technology-enhanced language learning(TELL) in enhancing the speaking skill of young EFL learners. This study focuses particularly on (TPR) as one of the teaching strategies that are used to improve students' oral proficiency besides the technological tools. It is hypothesize that there is a positive correlation between using Total Physical Response (TPR) and speaking engagement of(EFL) young learners. On the other hand, it is hypothesizes if Technology Enhanced- Language Learning (TELL) is often used by teachers young learners will be more exposed to English which will enhance their speaking skill . This study consists of: two parts: theoretical part divided into two chapters : one about young language learners and another about TPR and Technology-enhanced language learning. And practical part is the fieldwork of the study. In this study, 02 issues are address first students' and English teachers' attitudes towards the use of TPR and technology , second the effects of using TPR and TELL on students' speaking performance The study was administrated to four (04) teachers with experience in teaching English as foreign language to children and twenty five 25 students of English at a language private school. To collect data for this study, two tools were employed: a questionnaire for students and an interview with teachers . All the participants were positively involved and show much of interest. The obtained data were analyzed through descriptive analyses, which is significant for analyzing the nominal data. Research findings showed that students were actually highly positive in their beliefs about benefits and usefulness of using technology and (TPR) as it associated with learning through physical movement and fun. It is has been revealed that total physical response was beneficial in helping students enhance their speaking. However, students need more practice and reflection of English input. Based on the findings young learners possess certain abilities that serve the speaking skill that teachers should conduct strategies based on . Hopefully that this study will be useful to both teachers and students of foreign languages in enhancing the speaking skill.

   Key words: young learners; speaking skill; technology-enhanced language learning; Total Physical Response.

List of Acronyms and Abbreviation

EFL: English as Foreign Language.

TEFL: Teaching English as a Foreign Language.

TPR: total physical response.

TELL: Technology-enhanced language learning.

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General Introduction

introduction

Teaching English as a foreign language to young learners is a growing phenomenon globally mainly in these last past decades. Governments, educators or even parents tend to raise bilingual individuals if not multilingual by starting to teach them at a young age as they still use their natural language-learning strategies to acquire their mother tongue, and it is approximately the same ones using to pick up English. Although learning a language is based on acquiring the four skills writing listening speaking and reading, the spoken language appears before reading and writing ,and this is how English should be learned same way as children learn their mother tongue. Speaking presents an observable reflection of cognition, it is when we speak a language thoughts that show(vygotsky1986.), learners need to master speaking positively because the more language they use the more they progress mentally.

According to Cameron(2001), teaching a foreign language to children is different from teaching it to adults because of children's learning characteristics that let them acquire a more native accent.

1.Statment of the Problem

The work is about to investigate does (TPR) and (TELL) teaching strategies serve the natural learning abilities children possess which let them speak a foreign language and in what way they do so.

2. The Aim of the Study

This study has been designed to investigate the use of TPR and technology in English foreign language classes . In general, it has three purposes. Firstly, it is to Define what characterize children as foreign language learners. Secondly, it aims at finding students' attitudes towards the use of (TPR) and Technology in the classroom. Finally, it is to provide the teachers with some suggestions to make the best benefit of young learners characteristics in their teaching with a view to better their students'

speaking skill. Our objective is to show how technology and TPR can give students enough practice and input in speaking English language.

3.Research Questions

The following questions are answered in this study

- What characterizes children as foreign language learners?
- How does Technology-Enhanced Language Learning (TELL) and Total Physical Response influence young ESL learners' speaking skill?

4.Hypothesis

Using TPR in classroom can be a motivating factor for students and an encouraging in speaking English. We believe that teachers of EFL classes need to include technology to their tools of teaching and planning courses. Instead of preparing activities for students, we should focus mainly on activities where they speak as much as possible and take into consideration what make children specifically engaged in speaking. This study aims to investigate the effect of TPR and TELL on the improvement of the young students' speaking skill in English. Our study hypotheses are:

If Total Physical Response TPR is used in foreign language teaching frequently , the speaking engagement of young learners will be increased.

If technology- Enhanced Language Learning TELL is often used by teachers, young learners will be more exposed to English which may enhance their speaking skill.

5.Methodolgy

This work will be treated by mixed method that combines qualitative and quantitative methods to answer the previous research questions and help gain more complete picture about the main problem**.**

6.Data and Sampling

The methods of collecting data used by this work are students' questionnaire, teachers' interview. A questionnaire is used to achieve more reliable and

comprehensive picture .In this sense, questionnaire for students would be direct to children in language privet school.

Questionnaire deal with 25 students chosen randomly. In teachers' interview four (04) teachers will be dealt with whom have experience in teaching young EFL learners for helping to better understand of the students' needs.

7. structure:

This paper has three chapters: two concerned with the theoretical part and the third one deals with the data analysis.

Chapter one is devoted to discussing young language learners' characteristics : ability to understand meaning, indirect learning, learning by playing and movement, and their instinct of talking and engagement as the most important to this study which explains how child is better when it comes to learning to speak foreign language as native.

Chapter two explains both the Total physical response and technology in language teaching and its relation to young learners mainly this strategies influence on their speaking.

Chapter three analyse the students questionnaire and the teachers' interview, their view towards total physical response and the use of technology in speaking .

Chapter One

English as a Foreign Language and Young Learners.

INTRODUCTION

A foreign language is another language after one's native language. Teaching a second or a foreign language requires educators to recognize the abilities and characteristics that students possess. Teaching English to elementary school students differs from teaching English to adults. In order to adapt the theory of language teaching and learning to children in this case , an English instructor for young learners must first understand the theory of language teaching and learning in which it is broad and includes several factors identified here with young learners as a key factor addressed in this paper. In this first chapter young foreign language learners will be categorized and defined. What characteristics and abilities qualified them to acquire the second language also investigates the relationship between certain characteristics and speaking the foreign language.

1. Young Learners

Language learning research concentrating on young learners was a neglected subject of study for a long time. Most empirical studies on second/foreign language acquisition were conducted on adults in higher education, and it was not until the 1990s that the scope of study was widened to include young learners, who were then loosely defined as children in primary and/or secondary school. As a result definig young learners did not receive much scholarly attention until recently, define 'young learners' was not specifically established. The term "young learner" is connected to the word "childhood." According to Violetta (2013), the concept of "childhood"

differs per nation. In many areas of the world, children assume "adult" duties at ages when in other nations, children are still safeguarded within the confines of their school. As a result, age plays a significant part in defining the young learner from the beginning to the conclusion of the young learner phase.

According to Cameron (2001) , a young learner is a student who is between the ages of five and twelve, implying that the young learner is in primary school. While this is not generally relevant, it may be in certain places but not in others, for example, in Indonesia and Korea (Jackons 2012 essay about educating young learners in Korea: Adapting and Material to match their requirements) . The majority of Indonesian young learners complete elementary school by the age of twelve. furthermore, in his book "Teaching English to Young Learners", Nunan (2010) explains that the term "young learners" includes vast age span from 3 years old to 15 which is divided to more specific age groups to which each group children have similar mental and social characteristics.

According to Curtain and Dahlberg (2004), young learners are classified into four groups based on their age. The first group is pre-school students, who are often still in kindergarten. Second, primary pupils aged 5-7 years, intermediate students aged 8-10 years formally at elementary school, and finally, early adolescent students aged 11-14 years formally at junior high school.

As a result, since young learners did not receive much scholarly attention until recently, it was until 2014, when Gail Ellis (2014) gave some helpful comments on how to designate learners throughout the broad age range that includes both elementary and secondary school. She finds that the phrase "young learners" is most

commonly used for children aged five to eleven/twelve, which is similar to primary school students in most countries.

2 Young Learners' Abilities

It is well known that teaching a second language to young learners is different in contrast to adults due to the characteristics that children have as learners . Learning theory is only useful if we understand the distinctions between children and adults when it comes to learning a second language. The language classroom is not a place where young children enter empty-handed. They carry with them a pre-existing set of beliefs, abilities, and qualities that will benefit them in learning a new language. We must recognize them and make the most of them.(Halliwell,1992)

In research from Cameron (2001) some characteristics are immediately apparent: youngsters are frequently more passionate and active as learners since they want to impress the instructor more than their peers. Also, as language learners, children are curious, energetic, and passionate about learning. However, these are nonspecific abilities that hide the identities of children, and what is exactly needed to learn a new language. We must unravel the generalization to see what lies behind as qualities children have as language learners (Cameron, 2001).

2.1   Young Learners Ability to Perceive Meaning

Children are active learners Their perception is based on their hands, eyes, and ears. At all times, the physical world is in charge. Children, according to Piaget, play an active role in the learning process, functioning as mini scientists as they conduct experiments, make observations, and learn about the environment. Moreover it is

action which is fundamental in cognitive development. Thinking develops in ways that what happens in the mind early on with concrete objects continues to happen in the mind as problems are confronted internally, and actions taken to solve them or think them through, in this way thought is seen as driven from action; action is internalized or carried out mentally in the imagination(Cameron, 2001).

A child is characterized as constantly interacting with the world around him or her, solving difficulties that the environment presents. Learning happens when people take action to solve issues(Cameron, 2001).

Using the term language acquisition and language learning interchangeably to define the process that leads to language fluency is not accurate due to the fundamental between the two . This is why teachers must understand the concepts of acquisition and learning when teaching English to young students. The process of learning language, whether unconsciously or intended , is known as learning the language which also demonstrated by Error correction and the explanation of specific rules are regarded to be quite beneficial (Krashen and Seliger, 1975). learning a language means 'picking it up,' or increasing linguistic skill through use in real communicative circumstances. (Krashen and Terrell,1983).

Acquiring a language, on the other hand, is the unconscious and natural acquisition of language. It involves meaningful engagement in the natural communication of the target language in which speakers are more concerned with the messages they are expressing and comprehending than with the structure of their utterances.

Children acquire rather than learn their first language and, most likely, their second language. In order to explain how acquiring the second language takes place we refer to Krashen's natural approach which is combined of five main hypotheses

taking the input hypothesis which is considered as the most important one and relevant to children and second language because of it is only related to' acquisition' not 'learning' the language . The acquirer must get understandable information in the form of reading or hearing language structures that are somewhat beyond their existing competence in order to acquire language (Brown, 2000) .

According to this theory, when a student gets second language 'input' that is one step beyond his or her existing level of linguistic ability, the learner improves and develops along what is called 'natural order.' Krashen presented the input hypothesis as : When a learner is at stage 'i' for example, acquisition occurs when he or she is exposed to 'Comprehensible Input' from level' $i + 1$'. Because not all learners will be at the same level of linguistic competence at the same time, Krashen proposes that natural communicative input be used to design a syllabus, ensuring that each learner receives some $I + 1$' input appropriate for his or her current level of linguistic competence. (Krashen,1992) he also refers that whenever the input is comprehended acquiring will automatically happen for example counting the numbers in French using your hand fingers the child in our case will acquire certain linguistic data even if this was his/her first interaction to that language just because it is understood that is counting numbers. The input becomes comprehensible and understandable   with the support of context provided.

Children tend to understand situations more quickly than language used. It is noticeable that young learners are very unique when it comes to grasp meaning even if they do not understand the individual word according to Vygotsky(1978), Social connections and experience based on context or scenario help youngsters improve in their language acquisition.

Intonation, gestural patterns, facial expressions, activities, and settings all aid in determining what the unknown words and phrases most likely imply. They begin to understand the language by comprehending the message in this manner. We all keep this source of understanding in our later lives, alongside our linguistic expertise. It is still an important aspect of human interaction(Halliwell,1992). The child learn second language having this skill already developed using it to understand and analyze new language's sounds, phrases utterances and to do so teachers should produce a context combined of gestures, actions, facial expressions along with thier speaking to support such a skill.

2.2   Ability of Indirect Learning

It is Important to support language acquisition and learning for young learners. Adults supply children with language (lasting meanings of words) but not with thinking. Nonetheless, adults may assist children as learners by altering interactions to promote both cognitive and linguistic development .(Vygotsky 1962).

 For Burner, language is the most crucial tool for cognitive development, and he has studied how adults use language to help youngsters understand the world and solve issues(Burner1983,1990).

Children have a habit of noticing something out of the corner of their eye and remembering it better than what they were intended to learn.(Halliwel, 1992). Halliwel (1992) provides an example of indirect learning in this section. Guessing is a form of indirect learning; for her, this effect may be seen in action in language exercises when students are asked to predict what phrase or word someone has thought about. For the kids, they are not attempting to learn; instead, they are focused

on attempting to guess correctly. However, at the end of the repeated guessing, they will have confirmed terms and structures that they only had a half-knowledge of at the start. They will have ingrained the sentences in their heads. They will most likely have changed their pronunciation as well. Guessing is a very effective approach of learning words and structures, but it is indirect since the attention is focused on the task in hand rather than the language. This process is linked to how we acquire our mother tongue, which we do not consciously learn. But we get it by continuously experiencing and using it. Understanding of a foreign language is aided by both conscious direct learning and subconscious indirect learning or 'acquisition.'

As a result, it is appropriate to construct a blend of learning and acquiring in such a manner that we measure acquiring language by allowing the subconscious mind to concentrate on language processing while the conscious mind is focused on the task that adults perform.

2.3   Ability of Learning Through Play

Children have an incredible talent for seeking and creating amusement. They add a part of personality and drama to everything they do(Halliwell,1992). Simply put, children learn via play. Children are exploring, taking chances, using their imaginations, and solving issues while playing. They are gaining vital skills that will help them develop socially, physically, and cognitively.

The ability children have about learning through play seems to be an obvious concept, yet has been studied by various psychologists and scientists for a long period. The first psychologist to conduct a comprehensive study of children's cognitive development was Jean Piaget (1962).

Piaget saw play as essential to the development of children's intelligence. His play theory proposes that as a kid grows older, their surroundings and play should foster greater cognitive and language development.

Play is an integral aspect of early development, according to Vygotsky's cultural-historical theory. Vygotsky claimed that play enhances children's cognitive, social, and emotional development(Hostettler Scharer, 2017). for children play have major effect in their learning it is not only a free time they spend for fun. The Vygotskian perspective on socio dramatic play is completely contradictory to the widely held concept that play is children's free activity time during which they may do anything they want while being free of regulations and social pressure(Karpov, 2003). According to Vygotsky (1978), play is the most important activity to child's development he says though the play-development relationship is similar to the instruction-development relationship. Play provides a much broader context for changes in demands and consciousness. Play is the greatest phase of preschool development because it includes action in the imaginative domain, in an imagined setting, the formulation of voluntary desires, and the establishment of real-life plans and volitional reasons. The child advances mostly via play activities. Only in this sense can play be regarded as a driving force in a child's growth.

Leont'ev and Elkonin, Vygotsky's pupils, advocated play as the primary activity for children from 3 to 6 years. They thought that, despite the fact that children benefit from a range of different experiences during this age period, play played a distinctive function for children this age that could not be substituted by other activities (Bodrova & Leong, 2007). In a research from Hostettler Scharer (2017) it is been discovered that Play has an impact on development by promoting the separation of mind from actions and objects, as well as the development of self-regulation. Because a kid must

obey the rules of the game and youngsters continually watch one other, self-regulation in play becomes feasible.

Play is significantly more beneficial for children than many parents believe. It is, in fact, the key of learning. Play, according to researchers and educators throughout the world, may assist deepen learning and develop crucial abilities such as inquiry, expressiveness, experimentation, and cooperation.

2.4   Instinct of Talking and Engagement

The urge children have to talk and interact is considered the most important characteristic and the most obvious (Halliwell,1992). It is essential to use the language in order to learn it. children are considered better when it comes to foreign language learning which is hypothesizes that individuals begin to expose to language other than their native in early age is more beneficial. The critical period hypothesis represented the idea of 'younger is better' when it comes to learning a foreign language mainly in the proficiency of accent(Cameron,2001).

The term "critical period for language acquisition" refers to a time when learning a language is relatively easy and usually results in a high level of success (Zhou Li, 2015) . The critical period hypothesis (CPH) of language learning, which states that up to the start of puberty, individuals are likely to gain language abilities similar to native speakers Lenneberg (1967). Despite the fact that several studies have confirmed the CPH, the assertion that it is impossible to obtain native-like proficiency after puberty has been questioned. Lightbown and Spada(1999) gives some data for and against CPH and remind us to consider the various requirements, motivations, and settings of various groups of learners(Cameron,2001).

Whatever the experts think about the critical period theory, it is not questionable that there are distinctions between child and adult L2 learners.

Although humans may acquire languages at any age, the Brain Plasticity Theory and Critical Period Hypothesis suggest that children who learn an L2 before puberty are more likely to have a native-like accent than older learners(Zhoui, 2015). Because brain plasticity was shown to reduce with age, the child's stronger capacity to acquire a language may be explained by the greater plasticity of his brain as the neurologists Penfield and Roberts (1959) explain. Also According to Asher and Garcia (1969) in their research of 71 Cuban immigrants, the kid has the best chance of having a near-native English accent when he or she arrives in the United States between the ages of one and six and stays for five to eight years.

In a research of Zhou li (2015) the indigenous' perspective of first language acquisition, which was strongly supported by several scholars like as Chomsky, Lenneberg, Mcneill, and others, might provide additional theoretical support for early language learning. They believed that the years preceding puberty were a physiologically active era of language development. In fact, accent is one area where studies believe that younger is better.

 It is proven through various researches that the earlier a learner is exposed to a foreign language, the more native-alike accent he/she gets. This show the strong bound between speaking and young language learners.

3 Conclusion

This chapter   different concepts of teaching English to young learners are addressed. the beginning of the chapter explains who is "young learner". Then, it

highlights the fact that young learner differs from adult by presenting some of the skills and abilities young foreign language learners have: ability to understand meaning, indirect learning, learning by playing and movement ,and their instinct of talking and engagement which explains how a child is better when it comes to learning to speak a foreign language as a native. It is important as a language teacher to young learners to be aware of such characteristics in order to set the learning strategies that make use of those abilities and design a language classroom that fits them.

Chapter Two

Total Physical Response and Technology-enhanced Language Learning Influence on Speaking Skill

Introduction

According to Ellis (2008), because an adult's and a child's foreign language learning styles differ, it is vital to develop programs with appropriate approaches, methods, or strategies for adults and children independently. In his book "approaches and methods in language teaching" Richards, 2001 explains the nature of strategies recently used in language learning as that the period from 1970 to 1980 saw a major paradigm change, with the search for alternatives to grammar-based approaches and procedures leading to various different directions. The core part of language teaching has been embarrassed by the growing interest in a communicative approach, which aims to shift the focus away from grammar as the core component of language learning and toward communication, as well as to make the classroom environment more authentic for interaction. This chapter will discuss Technology –enhanced language learning and The total physical response as techniques used to enhance speaking the foreign language to young learners .

1-Total Physical Response

Total physical response (TPR) is a language teaching strategy created by James Asher, a retired psychology professor at San José State University. It is founded on

the fusion of verbal and physical movement. TPR instructors use body motions to present students with certain vocabulary or give students orders in the target language and students reply with whole-body actions.

As a result of his observations of young children's language development, James Asher created the total physical response (TPR) approach. Asher observed that the majority of interactions that young children have with their parents or other adults involve both verbal and physical features. The kid physically responds to the parent's words, and the adult encourages the child's reactions with further speech. This establishes a positive feedback loop between the parent's words and the behaviors of the youngster. (Byram, 2004).

2-The Significance of Total Physical Response for Young Language Learners

2.1 Covers Number of Young Learners' Characteristics

Children are extremely connected to their environment and are more interested in the practical and visible world. According to Scott and Ytreberg (1990), children's understanding comes through their hands, eyes, hearing, and their physical world is always dominating.

TPR exercises that include games are appropriate for kinesthetic learners(which most children are) who learn best by physically doing something or linking to memory through actions. TPR also appeals to visual kids, who receive visual signals from watching the activities related to the instructions delivered. When TPR is

followed by songs, auditory learners will benefit most from songs having words and rhythms related with movement that are memorable to them (Reilly and Ward, 1997)

TPR is suitable for young learners who do not experience stress while learning. They always have fun and can sustain their interest in the process since the language classroom is full of movement, whether it's songs and movement or stories and movement (Mirici, 1999). Also, the absence of stress is a necessary requirement for good language learning. According to Asher (2001), the first language acquisition occurs in a stress-free setting, but foreign and adult language learning generally generates significant stress and worry. The key to stress-free learning is to reconnect with the body's inherent bio-program for language development, recapturing the peaceful and enjoyable sensations that come with first language learning. The learner is supposed to be freed from self-conscious and stressful settings by focusing on meaning perceived via movement rather than abstract language forms learned in the abstract. (Richards, 2001). TPR states that it is based on Krashen's 'Affective filter theory.' The 'Affective Filter' is a "metaphorical barrier that inhibits learners from acquiring language even when sufficient material is available," (Lightbown and Spada, 2006, p. 37). In a language class environment, this indicates that even though a person is getting acceptable input, he may be unable to learn owing to his emotional condition, requirements, and so on. When a student is nervous, sleepy, or hungry, he will not be able to retain information as thoroughly as learners who are comfortable and not distracted by any wants or emotions.

2.2. Text-agnostic

A TPR course does not include any basic text. Classes may not need the use of materials in the early stage because the teacher's voice, movements, and

gestures may be enough basis for classroom activities. Books, toys, puppets, furniture, and other ordinary classroom items can be used by the instructor. (Richards and Rodgers,2001).

Because very young children under the age of seven do not know how to read or write, it is necessary to plan activities for them that do not need the use of a pencil and paper. Activities are usually performed orally, however, visuals can also be utilized. When a certain word is said, the youngster can point to the picture. When the instructor reads a story, the kid can imitate the actions (Pinter, 2006)

2.3.Bilateral

TPR has two primary characteristics (Richards & Rodgers, 2001). To begin, it is well understood that verbal tasks are performed in the left brain, while physical acts are controlled by the right brain. Total Physical Response, according to Asher, is geared for right-brain learning.

Total Physical Response, according to Asher (1993), is aimed at right-brain learning. Language is acquired by a young language learner through motor movement, which is a right-hemisphere activity. Activities in the right hemisphere must come first. While the left hemisphere watches and learns, youngsters should progress to language proficiency through right-hemisphere motor exercises. When enough right-hemisphere learning has occurred, the left hemisphere is activated to form language and launch additional, more abstract language processes. Language can be processed by the left hemisphere for production.

3. Total Physical Response and Speaking

Asher discovers that young children often spend a significant amount of time listening to language before attempting to talk and that they can understand and react to utterances that are far more complicated than those they can generate themselves. (Richards, 2001).

Asher's Total Physical Response is a "Natural Method" in the sense that Asher considers first and second language acquisition to be concurrent processes. According to Asher (1993), three procedures are crucial:

1. Children acquire listening skills before they gain the ability to speak. To express themselves They can understand complicated statements that they cannot spontaneously produce or copy in the early stages of first language acquisition.

2. Children's listening comprehension skills are developed as a result of their bodily responses to spoken language in the classroom. type of parental orders

3. After establishing a solid basis in listening comprehension, Speech emerges organically and effortlessly from it.

In the same way that first language learners internalize a "cognitive map" of the target language through listening exercises, second language learners should do the same. Physical action should accompany listening. Speech and other productive abilities should be learned later. Asher grounds his assumptions on his conviction in the existence of a bio-program for language in the human brain, which is an credible theory that the brain and nervous system are biologically built to acquire language... in a certain sequence and pattern. The method is to synchronize language with the individual's body and the sequence is to listen before speaking. (Asher 1977), which specifies the best order for learning first and second languages.

Total Physical Response students play the key roles of listener and performer. They pay close attention and physically respond to the teacher's commands. Learners must also identify and respond to novel combinations of previously taught things. They must come up with their unique combos. Learners assess and measure their own development. They are encouraged to talk when they feel ready that is, when they have assimilated an adequate foundation in the language. (Richards and Rodgers,2001).

TPR seeks to achieve an unconscious method of language learning, similar to how infants acquire their first language without conscious effort. However, Asher emphasizes that the teacher's responsibility is to give chances for learning rather than to educate. The instructor is responsible for giving the best possible language exposure so that the student can understand the basic rules of the target language. Thus, the instructor directs the verbal input that the students get, supplying the raw material for the "cognitive map" that the students will create in their brains. The instructor should also enable students' speaking abilities to grow at their own natural pace. (Richards and Rodgers,2001).

Students are not compelled to talk during total physical response. Instead teachers wait until students have learned enough language via listening to begin speaking spontaneously. (Byram, 2004).

According to Larsen (2000) in his book" Techniques & Principles in Language Teaching" the comprehension method of language training is exemplified by the total physical response. The comprehension approach methods stress the role of listening in language development and do not demand spoken output in the early stages of learning.

While the aim of Total Physical Response class time is focused on listening comprehension, the method's ultimate purpose is to build oral fluency. Asher believes that increasing listening comprehension abilities is the most effective strategy to improve spoken language skills. (Richards and Rodgers,2001).

4. Technology- enhanced Language Learning

4.1 Definition

TELL (Technology-Enhanced Language Learning) is the use of computer technology, such as hardware, software, and the internet, to improve language teaching and learning. It provides students with access to all of the technology available for improving English acquisition. Rapid and continual technological breakthroughs in the twenty-first century have led to huge changes in the structure of education and the creation of a new learning culture. (Thomas and Brown, 2011).

According to new research from Shadiev and Yang(2020) technology is defined as the use of technological procedures, techniques, or knowledge to complete a learning activity or instructional goal. For example, a student may complete a speaking activity by describing the attributes of an object in the target language and then record her speech with a digital voice recorder to play it back to her teacher later. (Shadiev and Yang,2020)

According to Novak (1998), using technological tools in instruction is the process of using technology as a tool to support various activities of teaching and learning. It is also known as the numerous ways in which technology tools may be

utilized to assist learners in constructing their own knowledge via the completion of various creative tasks that support and promote meaningful learning (Novak, 1998).

4.2 TELL and Young Learners' Speaking Skill

Nowadays, technology is widely accessible to everyone, including young students. In new research Kastuhandani, (2016) sees that technology is embedded in the lives of today's students, and it is a natural and integrated part of their existence. For these students, using technology allows them to bring the outside world inside the classroom. These students are referred to be as digital natives, a phrase developed to describe someone who grew up with technology and hence feels at ease and competent with it. Also, he explains that children develop greater freedom as learners as they advance through their early years, and they benefit from learning methodologies that are tailored to their specific requirements. They get a larger variety of social abilities and become more aware of their surroundings. More than ever before, these young learners use information and communication technology as potent learning tools both inside and outside of the classroom. They are intrigued by new technology and rapidly master them.

According to Rich (2014), pedagogical plans can help us appreciate the opportunities provided by technology to create new learning opportunities and materials resources inside the classroom in addition to the learning opportunities that can be provided for young English language learners outside the classroom.

The Internet has a worldwide reach and offers a wealth of international resources. English learners may utilize the Internet to acquire beneficial language materials and

connect directly with native English speakers. Learners can practice applying information in the first situation, and overcome the decontextualized dilemma of English learning in the second. Students can learn English via hearing, speaking, reading, and writing in real-world circumstances. Students can also widen their worldwide perspectives, gain various types of information, and understand and embrace different cultures. (Yang and Chen, 2007).

According to new research to speak a foreign language a learner should first comprehend what he or she is going to say in terms of topic, purpose, and kind, or 'genre,' of talk, then form the spoken message by making the sounds connected with the topic, purpose, and type, or genre, of speak with those phrases said loudly, with the necessary stress and intonation(Walker & White, 2013)

Hedge,(2000) refers to the main skills that foreign language speakers must develop as:

1- being accurate and suitable in their use of English, which includes comprehensible pronunciation, grammatical and lexical correctness, and utilizing language that is acceptable for the context and goal of speaking.

2- being fluent, entails the capacity to keep talking smoothly, without unnecessary pauses, and in a comprehensible manner, so that the listener can follow the line of thought.

Furthermore, according to Goh and Burns (2012), foreign language speakers must combine knowledge of the target language with the capacity to utilize it effectively. They refer to the concept of communicative competence as successful speakers should be able to provide correct language that is easy for listeners to absorb and

appropriate for the situation. They identify four 'central' areas of speaking abilities, which are summarized as follow:

- **Pronunciation:** Vowels, consonants, and blended sounds must be spoken. Different intonation patterns must be used to transmit old and new information.

- **Preforming speech acts:** Understanding how to make demands Understanding how to express one's thoughts

- **Managing Interaction:** Beginning, sustaining, and concluding the conversation, Taking a turn, meaning clarification.

- **Organizing Discourse:** Using discourse markers and intonation to signal subject shifts Being able to organize discourse for various communication objectives such as tales or directions.

They also explore speaking techniques, which they define as methods of dealing with the time constraints of expressing oneself in a foreign language that learners do not fully understand. There are methods to use the learner's existing resources, both verbal and others, to maintain contact.

Goh and Burns categorize these methods as cognitive, metacognitive, and interactional. The following table provides examples of each type of strategy:

Speaking strategy	Examples
Cognitive(or psycholinguistic) strategies	Finding solutions for a lack of vocabulary by paraphrasing, substituting, coining new terms, and so on.
Metacognitive strategies	Preparing or rehearsing what you will say While

	speaking, keep an eye on your language usage.
Interaction strategies	requesting assistance Examining comprehension asking for clarification.

Being correct, appropriate, and fluent are all tough for foreign speakers, but with experience, it is the fluency element that causes the greatest concern among students. Being placed in a situation where they are 'on the spot' having to produce spoken language under time constraints is extremely stressful, especially because they frequently lack native-speaker strategies for gaining time to think and plan, such as using hesitation devices and 'prefabricated chunks' such as 'by the way', 'to cut a long story short'. (Walker & White, 2013) .

Harmer ,(2007) says that one particularly beneficial method for kids is to plan and practice what they are going to say before saying it, either in their brain or by recording it and allowing someone else, such as the instructor or fellow students, to remark on it before they have to do it for real.

The internet offers several excellent chances for practicing spoken language. Such as:

- **Chatbots:** There are several robot-like characters, known as 'chatbots' available free on the internet, or to download on mobile devices, which will have a conversation with the user (Brush & Scardina, 2021). At the moment, the interaction is rather limited because it involves typing in a written question. (On the most recent versions of mobile phones, the user can ask the inquiry verbally), and the chatbot responds in both spoken and written form.

It appears that learners may communicate with an infinitely patient robot who will wait as long as it takes for them to create the language they wish to use. In his or her response, the chatbot provides a model for pronunciation, which the learners can repeat as many times as they choose. The disadvantage is that chatbot replies are frequently in language associated with 'established' genres of written language, avoiding, for example, colloquialisms or unfinished sentences. Chatbots now allow learners to practice comunication in terms of interaction between speaker and listener, as well as practice in responding correctly in one of the fixed routines (question, response, and occasionally feedback) that are frequent in spoken language. Apart from pronunciation, they do not enable kids to practice many aspects of spoken language. This is likely to change in the future.

- **Speech to Text:** There are several voice-recognition tools available that allow you to dictate spoken language and have it transformed into printed text. This sort of assignment allows students to repeat and experiment with different pronunciations until the computer correctly portrays what they are attempting to say. It's also psychologically satisfying since it appears to be the computer's problem rather than the student's because it 'doesn't grasp' what the student is attempting to communicate. Students can practice their pronunciation as often as they like in private. The teacher might assign specific words and phrases or larger stretches of spoken language as homework to be practiced in this manner(Coniam, 2008).

- **Practice Speaking and Listening in a Virtual Environment:** In research from Chuah and Kabilan (2021) either look into one of the online classroom choices that are already accessible. alternatively consider how you may utilize Skype to link

students who are geographically separated. Students in online classrooms may communicate with one another via voice and video, making them perfect for tutors who wish to twin their class with one somewhere in the world. The online classroom lends itself to discussions on specific themes, presentations by groups of learners, problem-solving exercises, communication-gap assignments, and so on; in essence, all of the activities that would take place in a "normal" classroom. The extra benefit is that students are exposed to other accents, and since they are interacting with people who are not as familiar as their classmates, there is likely to be a higher incentive to use the common target language rather than reverting to the shared first language. They are more likely to employ the cognitive and interpersonal techniques outlined in the previous Table because they are speaking to unknown individuals at a distance and have not had the time to completely prepare and rehearse what they are about to say. Some instructors have used Skype for pair-work involving students from two schools in different countries, in which they communicated knowledge on various themes or participated in a communication-gap exercise. The students may view one another through webcam and have exited getting to know another learner from a different region of the world. Online classrooms also include the option of recording the class so that students may view or listen to it again later.

At the end, Technology allows kids to connect with spoken language in fascinating ways that allow them to replay, practice, and repeat oral language in non-threatening and supportive environments.

Conclusion

This chapter explains the influence of TPR as a teaching method that tackles various characteristics of young learners as it is enjoyable and simple. It is an

excellent tool for expanding one's vocabulary." TPR appears to be successful for children. Also role of technology in language learning mainly the speaking competence that is enhanced by digital technologies which bring the actual world into the classroom and the classroom into the world. When instructors see digital technologies as part of the learner's resource, the idea of technology enhancing learning may become a reality.

Chapter Three

FIELD WORK

DATA ANALYSIS AND INTERPRETATION

1.The Students Questionnaire

1.2 Introduction

The current study aims to investigate the role of technology and total physical response in enhancing the children speaking skill. The students questionnaire is comprises seventeen items divided into three sections: students' thoughts about learning English, difficulties students face while learning English and strategies that help develop speaking English. Its aim is to detect young learners qualities and their view towards learning English mainly speaking skill and what they think about strategies used to improve it.

The questionnaire was distributed to 25 language learners aged from 7 to 15

They took about 45 minutes to answer all the questions and it was translated to them as most of them are beginners.

1.3 Section1: student's view towards English

Item1 :

-Do you think English is an important language to learn?:

	N	%
Yes, I do	**19**	**76%**
No, i don't	**4**	**16%**
I don't know	**2**	**08%**
total	**25**	**100%**

Table01:students' view on the importance of English.
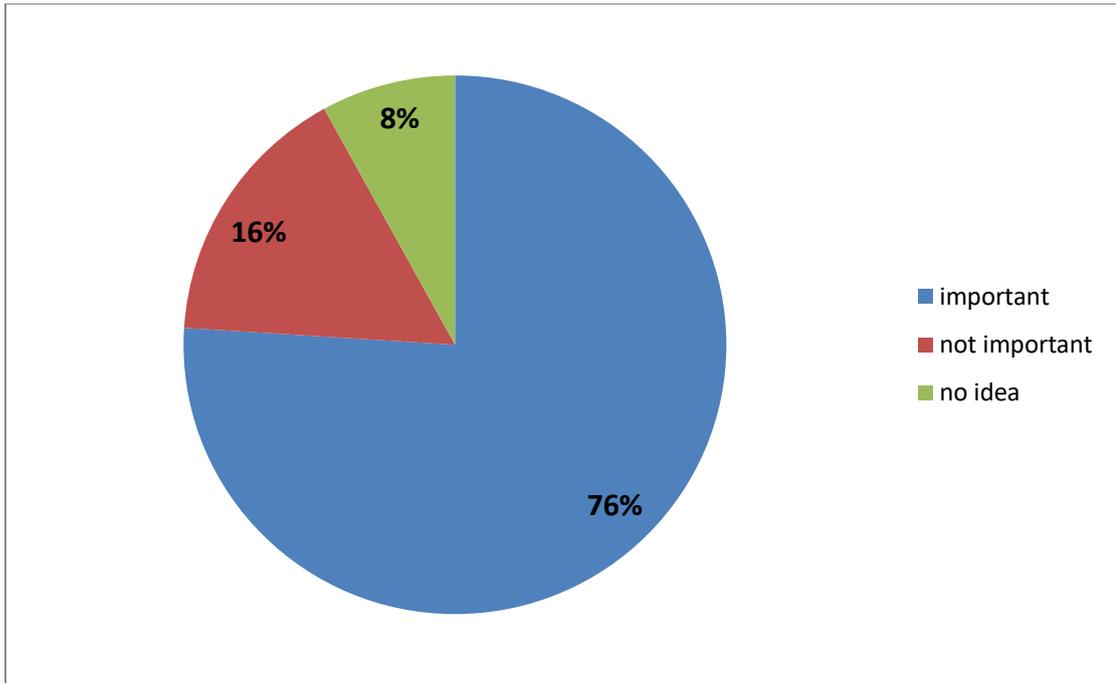
Figure01: Students' View on the Importance of English.

This first question was asked to discover students' view on the importance of English .The majority of children are aware that English is a must learn language with of percentage of 76% and 16% don't see it as an important language to learn and only 2% could not make a decision. This facts presents English as an important goal for students.

Item2:

-What do you think of English?

	N	%
Difficult	3	12%
easy	7	28%
fun	15	60%
total	25	100%

Table02: students' thought on difficulty of English.
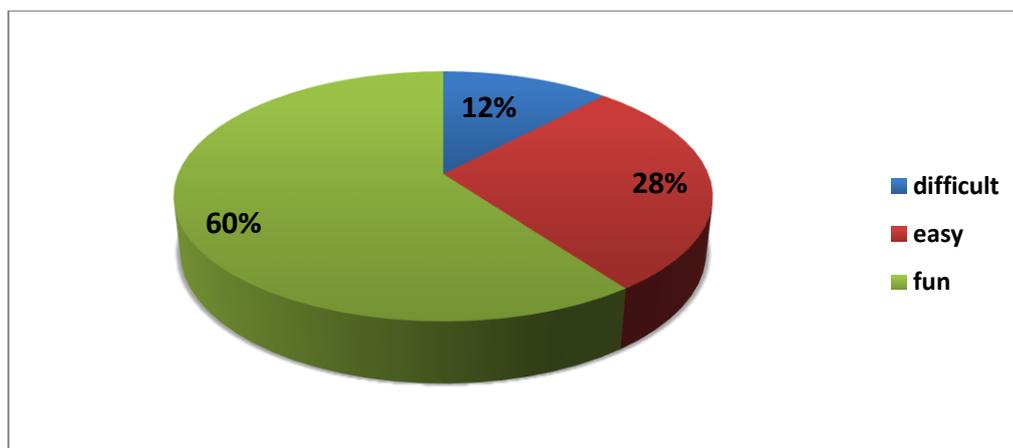
Figure2: Students' thoughts of difficulty of English.

This item shows that while 12% of students sees English as a difficult language to learn, the rest 88% is divided between 28% who think it is easy and a majority 60% who think of it as a fun language to learn which gives us a strong insight to the children's leaning style as fun is a key element .

Item3:

-Why are you learning English?

	N	%
For fun	8	32%
To understand natives	12	48%
My parents idea	5	20%
total	25	100%

Table03: Students' Purpose of Learning English.

This question is meant to investigate the purpose for which children are learn the language result show 32% say they learn it for fun which conform the previous results about that having fun while learning is important while 48% a majority chose to understand natives and a non-underestimated percentage of 20% say that it is their parents idea which could be a result of their young age and parents are guide in this case.
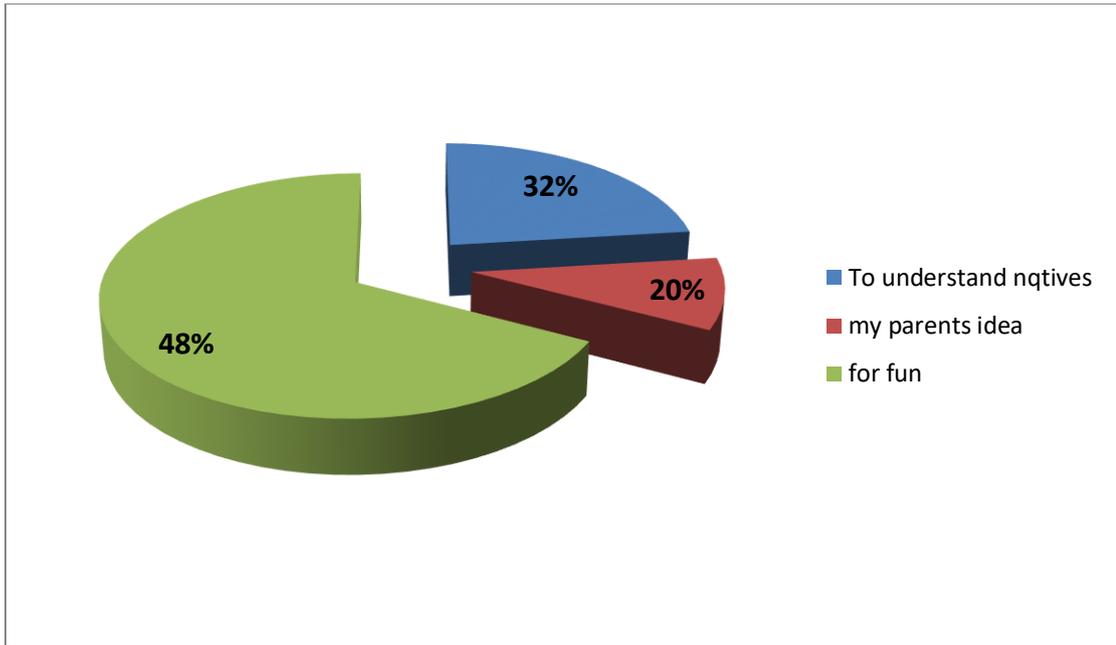
Figure03:Students' purpose of learning English.

Item4:

-Which skill you seek to develop first?

	N	%
Speaking	**21**	**84%**
writing	**1**	**4%**
reading	**3**	**12%**
total	**25**	**100%**

Table04: Students' First Target Skill

This question is asked to go deeper into learners' purpose of learning English specifically about which skill they desire to master first, as results show, speaking skill was dominant choice with 84% followed by reading 12% then writing with only 4% . These results are proof that most foreign language learners aim is to become fluent in it as to them learning a new language is the ability to communicate in specifically speak and understand it.

Section2: difficulties students face while speaking English.

Item5:

-When you speak you are worried about?

	N	%
Making mistakes	**16**	**64%**
Criticism	**7**	**28%**
shy	**2**	**8%**
total	**20**	**100%**

Table05:Students' Difficulties While Speaking.

This part is conducted to investigate the difficulties students face while speaking the foreign language. The results show that the majority are concerned from making mistakes while speaking with 64% this huge number should be taken into consideration by teachers so they make sure that students understand that making mistakes while speaking is normal and it is part of the learning proses. The second concern was that student afraid of criticism by 28% so teachers should be careful how to address their notes to learner and make him/her get used to such comment and use them to correct their mistakes. Only 8% say they are shy while speaking. This shows that children are not intimidated or shy when it comes to speaking the language .

Item6

-you usually do not have the motive to speak

	N	%
Strongly Agree	**2**	**8%**
agree	**1**	**4%**
Neither agree nor disagree	**2**	**8%**
disagree	**11**	**44%**
Strongly disagree	**9**	**36%**
total	**25**	**100%**

Table6: The Motivation of Speaking.

To see the degree of motivation students have towards speaking this item result shows that only 10% agree that they do not have the motive to speak while 80% say that they have the willing and motivation to speak this result help teacher to understand the nature of learner and his/her attitude towards speaking it is a

confirmation data about that children are opened and highly motivated to engage in speaking the foreign language. 2 students are neutral.

Item7:

I do not speak because I have no contribution or nothing to say.

	N	%
Strongly Agree	11	44%
agree	3	12%
Neither agree nor disagree	2	8%
disagree	4	16%
Strongly disagree	5	20%
total	25	100%

Table7: Speaking and Thoughts.

As it is clearly observed in the table 07 student (44%) strongly agree that they do not speak as a result of the fact they have nothing to contribute with besides other12% agree with this and 36% disagree and only 2 students have neutral opinion .

Item9:

While speaking I get intimidated by my classmates.

	N	%
Strongly Agree	4	16%
agree	1	4%
Neither agree nor disagree	1	4%
disagree	10	40%
Strongly disagree	9	36%
total	25	100%

Table8:Speaking and Anxious.

The result shows that 16% strongly agree and 4% agree that they are intimidated by their colleagues when they are speaking while the majority 76% are not (40% s disagree , 36% Strongly disagree) with one neutral neither agree nor disagree.

Item10:

while speaking I think about what I want to say in my first language then say it in English.

	N	%
Strongly Agree	8	32%
agree	9	36%
Neither agree nor disagree	1	4%
disagree	5	20%
Strongly disagree	7	28%
total	25	100%

Table09: First Language Contribution to Speaking English.

This question results show that 68% think about what they want to say in their mother tongue then say it in English while 48% do not .

Section3: Strategies Used to Develop Speaking.

Item11:

the more I get exposed to English input the more I get familiar with vocabulary.

	N	%
Strongly Agree	15	60%
agree	7	28%
Neither agree nor disagree	2	8%
disagree	1	4%
Strongly disagree	0	0%

	N	%
total	25	100%

Table10:Exposure to English Input and Familiarity of Vocabulary.

This item aims to search the influence of input on vocabulary acquisition as it is shown 60% strongly agree that a constant exposure to English input develops their vocabulary baggage adding another 28% agree with that and only 4% disagree this idea. And two students out of 25 did not agree nor disagree.

Item12:

the use of audio-visuals in class allows me to acquire the right pronunciation of words

	N	%
Strongly Agree	14	56%
agree	6	24%
Neither agree nor disagree	0	0%
disagree	2	8%
Strongly disagree	3	12%
total	25	100%

Table11:The Use of Audio Visuals and Pronunciation

The table above shows that 56% of students do strongly agree that use of audio-visuals in class helps them to acquire the right pronunciation and 24% agree this too while 20% do not agree.

Item13:

Using technology in language learning such as videos audios, presentations allows me to get presented to situations and interactions that are not possible in the classroom

	N	%
Strongly Agree	16	64%
agree	5	20%
Neither agree nor disagree	0	0%
disagree	2	8%
Strongly	2	8%

disagree		
total	**25**	**100%**

Table12:Technology Use and Real Situations Inside Class.

This item results are 84% agree that technology offers situations and interactions used to be possible in the class room and 16% disagree that.

Item14:

When the teacher says a word and acts it like saying "run" while doing the running This makes the word storing and reusing much faster.

	N	**%**
Strongly Agree	**7**	**28%**
agree	**11**	**44%**
Neither agree nor disagree	**1**	**4%**
disagree	**2**	**8%**
Strongly disagree	**4**	**16%**
total	**25**	**100%**

Table13:The Relation Between TPR and Memory.

The result of the table above shows that using total physical response effects positively on word storing and reusing with 28% strongly agree and 44% agree to this and total of 23% disagree and only one student neither agree nor disagree.

Item15:

talking tasks with groups and physical activities such as games increase my speaking interaction

	N	**%**

	N	%
Strongly Agree	9	36%
agree	8	32%
Neither agree nor disagree	2	8%
disagree	4	16%
Strongly disagree	2	8%
total	25	100%

Table14: Students' Interaction Tasks.

The results show that 68% agree that their speaking interaction is increased by physical activities and group work showing how active learners and social children are while 23% said the opposite and 8% remain neutral.

Item17:

I usually get exposed to English input outside classroom.

	N	%
Strongly Agree	3	12%
agree	2	8%
Neither agree nor disagree	1	4%
disagree	10	40%
Strongly disagree	9	36%
total	25	100%

Table15: Students' Exposure to English Outside Class.

This item answers how often students get exposed to English outside educational context the results unfortunately shows that majority of students disagree the fact they get expose to the language outside classroom with 36% strongly disagree and 40% disagrees 76% in total which is noticeable percentage that teachers should be aware of . in other hand 20% agree that they are exposed to English outside classroom and only 4% neither agree nor disagree.

Findings:

Section1: Students' Thoughts About Learning English .

Information obtained from this section demonstrated the following:

- The majority of students admit the importance of English.
- Students view English learning fun rather than difficult.
- The majority of children opted for English to understand natives.
- Speaking skill is the first skill most students aim to master.

Section2: difficulties students face while speaking English.

Information obtained from this section demonstrated the following:

- Making mistakes and getting criticized are most what students concern while speaking.
- Children are highly motivated to speak the foreign language.
- Usually students can not contribute to speaking task as a result to that topic is not interesting .
- Children do not feel intimidated by their colleagues.
- Most of students tend to translate from their first language to English before speaking.

Section3: Strategies Used to Develop Speaking.

Information obtained from this section demonstrated the following:

- Get students exposed to English input more often helps to increase their vocabulary.
- Audio visuals allow students to acquire pronunciation .
- Using technology provides real situations and interactions inside classroom.
- Total physical response helps storing and reusing words much faster.
- Most of students are exposed to English only in the classroom.

Teachers' Interview:

This interview is the second data collection tools which is used in this work. It has been done so in order to combine data and acquire more information that will be used in this study to evaluate the previous hypothesis. four English teachers in private foreign language schools were interviewed .

In this paper   structure interview   is used with written form to collect teachers' contributions .

Description of the Teacher's Interview

Teachers' interview was conducted to obtain information about the teacher' experience in teaching English as foreign language to children , teacher's opinions about the characteristics young learners have. problems students face while speaking English ,teachers' attitude towards the use of technology and total physical response. The following questions have used during this interview.

1-   How long have you been teaching English.
2- In what way children learning a foreign language is different from adults learning it.
3- As a teacher who teaches English in a non-native country what are the problems that you face specifically with teaching speaking?
4- are you familiar with the total physical response strategy?
     -If yes. In what way it is effective with children speaking the foreign language.
5- How technology influence the learners' speaking development journey.

Interviews' analysis:

Question1: How long have you been teaching English?

Teacher one: 02 years.

Teacher two:02 years.

Teacher three: 04 years.

Teacher four: 01year.

Based on the teachers' responses, it can be determined that the instructors' experience in teaching English specifically ranges from four years to one year taking in consideration that they have longer experience at teaching English in general . This

suggests that our responders have had varying degrees of success in doing so; this is a good thing since it means that we will all have a varied point of view on the matter under study.

Question2: In what way children learning a foreign language is different from adults learning it?

The four teachers agreed that children have differences when learning foreign language .

Teacher1: children are more engaged and motivated they tend to have fun when learning which might causes more effort to control them and put them in formal learning environment.

Teacher2: children need constant dynamic learning environment meaning teachers have to be creative.

Teacher3: they are different in many aspects children love play and having fun , less anxious, Imitative also could get bored easily .

Teacher4: Children have a smaller vocabulary and it is easy to learn enough of a foreign language to communicate their needs. Adults have a much larger vocabulary and think and communicate in more complex ways than children. This means it takes more effort to teach them to communicate their exact thoughts in English. Also children have no focus in grammar they acquire it unconsciously while adults try to understand and memorize grammar rules.

Question3: As a teacher who teaches English in a non-native country what are the problems that you face specifically with teaching speaking?

*All four teachers declare that the problem they face in teaching speaking to children where English is not the native language is that learners cannot practice what they have learned in real life situations as to learn speaking a new language outside classroom practice is important which is not much available in this case.

Question4: Are you familiar with the total physical response strategy?

-If yes. In what way it is effective with children speaking the foreign language.

Teacher one: yes.

-because children don't understand the Foreign language Toto physical response help to address the meaning of the word without translating it to the mother tongue.

Teacher two: yes, it is often used strategy by me.

- Total Physical response helps with engagement of children in speaking it is fun for learners to move around while imitating the teacher.

Teacher three: yes i am.
-   Total physical response is the ice breaker between students themselves and teacher it provides a safe environment to children to learn and speak freely, also it increases the children motivation.

Teacher four: yes.

- obviously total physical response is effective strategy to enhance speaking it motivates students considered to be fun moreover helps with memorization of words as when a word is related to a movement or picture it is more able to be remembered.

Question5: How technology influence the learners' speaking development journey?

Teacher one: application of technology is various when it comes to teaching foreign language according to my experience I make sure that learners get familiar to English with video songs such as alphabet song numbers members of family and so.

Teacher two: I use technology to make learners practice speaking usually i create a chat group with my students where it provides them with more time to practice as in class is not possible to each student to have that amount of time the chat group shows a positive result not only to speaking also spelling.

Teacher three: videos, songs and movies all tools to get used to language and memorize it then producing it in dialogues and in the internet throw zoom ,Facebook and other apps where they can practice .

Teacher four: technology is the only tool that is able to reduce the problem that learners face in non-native country technology provide learners with simulation of real life situations and a direct connection with natives which provide familiarity of English.

3.Conclusion

The analysis of students' questionnaire, teachers' interview generate a summary about characteristics of young foreign language learners, and brief view on the role of their certain abilities in speaking . As well as, the students' and teachers' opinions and attitudes towards the use of Total physical response as a technical way help students to enhance, and strengthen their speaking skill abilities with the use of technological tools . Students' questioners have obtained students viewpoints about English language leaning, their speaking level and the main difficulties they face.

Research result shows that young learners have a positive attitude towards TPR and the use of technology in preforming speaking ,however , the result show that they have several difficulties concerning practicing speaking the foreign language. Teachers should be aware to such problems as they play a huge role specifically to children as learners .

On the other hand, teachers' interview stated that the entire participant have believed that there are differences in teaching children compared to adults. Teachers' claim that youngsters faced many challenges when performed foreign language orally, TPR can be the best way to deal with students' speaking difficulties . besides that technology provide perfect sources and chances to practice the language.

General Conclusion

And Recommeondations

The investigation carried out through this study has attempted to confirm the hypothesis: If Total Physical Response TPR is used in foreign language teaching frequently , the speaking engagement of young learners will be increased. If technology- Enhanced Language Learning TELL is often used by teachers young learners will be more exposed to English which may enhance their speaking skill. the research mainly examined the Algerian teachers and young EFL learners' of private language school attitudes towards the use of TPR as a learning strategy with the use of technology in a EFL class to enhance and develop the students' communicative skill.

The theoretical study had consisted of two different variables: young EFL learners, and speaking skill, this study highlighted first the characteristics of young language learners. In addition, it focused on the speaking skill as an essential aspect for mastering any language and the influence of TPR and Technology on it.

To examine those theoretical beliefs, two types of data gathering tools have been conducted, questionnaires has been administrated to young EFL learners at private language school, interviews with English teachers. Based on the data obtained from questionnaire, interview, we resulted the following: students and teachers were actually have a highly positive attitudes in their beliefs about benefits and usefulness of doing total physical response and using technology to practice speaking . In particular, they did agree that technological tools provide them with real situation and space to get familiar to English and help to learn English better and practice speaking skill although, some students admit that they get contact with English language outside classroom, the majority only get in touch to English in the class which results lack of language familiarity. In addition, it is been noticed that the majority of students have many characteristics that helped them to preform speaking and improved their proficiency level. First, children are excellent when it comes to speak foreign language as native, highly motivated to speak and skillful imitators , they are able to improve their pronunciation by get more introduced to English input as it presents more vocabulary. Secondly, their capacity of learning through playing and fun as a key element in learning suggest certain teaching method.

Research results show that: - using technology along total physical response is an effective activity and students have positive attitudes towards using it as a learning activity confirming the previous hypothesizes – also answered the questions about characteristics children have as foreign language learners and how does Technology-Enhanced Language Learning (TELL) and Total Physical Response influence young ESL learners' speaking skill?

As a result of the findings and comments from teachers and students, it is believed that the ideas and recommendations made in this paper will be beneficial and useful in enhancing instructors' awareness of the value of Total physical response and the use of technology in speaking fluency of their young EFL learners.

- For young language learners more emphasis should be done on teaching speaking as children use similar method used in their mother tongue to acquire English.
- Teacher must be aware of the learning abilities children have so he/she use the right teaching strategies that tackle them.
- Teachers should involve speaking activities which are related to physical activities which provide more engagement.
- It is highly recommended that teachers provide element of fun in class.
- Continuous assessment of learners should be done as they are no able of self-assessment to their young age.
- More time should be allotted to the speaking practices and foreign language exposure meaning a contribution among teachers and parents should be done.
- Using technology to get familiar with language such as songs, videos …also chatting apps to practice speaking with natives, other language learners ,or even teacher.
- Teacher should usually present new words in association with physical movement as saying the word "run" with acting the running so it get stored in memory more effectively.

To conclude, TPR is very useful for young English learners ; this strategy help students' speaking skill in a way that it provides fun and physical movement to learning. Technology enhanced language learning help children to improve their

speaking and presentation skills. As the use of technology provide the necessary time to practice and the enough amount of language input so as real situations inside classroom. Total physical response and enhanced language learning will enhance young learners' speaking which will benefit them in their foreign language learning.

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Appendices

Appendix A

Students Questionnaire

Questionnaire Presented to Young English Language Learners.

Please put a √ next to the right answer about you:

1/Thoughts About Learning English

Question1:

do you think English is important?

- Yes, I think English is very important.
- No, I do not think English is important.
- I don't know.

Question2:

What do you think of English?

- Difficult
- Easy
- Fun.

Question3:

Why are you learning English?

- Just for fun
- Because my parents force me to learn English.
- I want to understand native speakers.

Question4:

Which skill you seek to develop first:

- Speaking
- Writing
- Reading.

2/Difficulties of Speaking English:

Question5:

When I speak I am worried about:

- Making mistakes.

- Fear of criticism.
- Simply shy.

1. I usually don't feel the motive to speak.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

2. I do not speak because I have no contribution or nothing to say.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

3. While speaking I got intimidated by my colleagues.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

4. while speaking I think about what I want to say in my first language than say it in English.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

3/ strategies when speaking english:

5. the more I got exposed to English input the more I get familiar with vocabulary.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

6. the use of audio-visuals in class allows me to acquire the right pronunciation of words.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

7. -Using technology in language learning such as videos audios, presentations allows me to get presented to situations and interactions that are not possible in the classroom.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

8. When the teacher says a word and acts it like saying "run" while doing the running This makes the word storing and reusing much faster.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

9. talking tasks with groups and physical activities such as games increase my speaking interaction.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree.

10. I usually get exposed to English input at home.

-Strongly agree   - agree   - neither agree nor disagree   -disagree   -strongly disagree

Thank you for your time and effort

Appendix B

Teachers' Interview

Dear teachers;
    I will be very grateful if you help me to answer these question whose aim to gather information about the use of TPR and TELL in enhancing young learners' speaking skill; Your precious help is mostly appreciated. Please try to be clearer in your opinions.

<div align="right">

Thank you.
Sincerely yours
Miss, Senoussi Fali

</div>

6-   How long have you been teaching English?

…………………………………………………………………………………..

……………………………………………………………………………………

7- In what way children learning a foreign language is different from adults learning it?

....

....

8- As a teacher who teaches English in a non-native country what are the problems that you face specifically with teaching speaking?

……………………………………………………………………………………

……………………………………………………………………………………

9- are you familiar with the total physical response strategy?

  -If yes. In what way it is effective with children speaking the foreign language.

……………………………………………………………………………………

……………………………………………………………………………………

10- How technology influence the learners' speaking development journey?

……………………………………………………………………………………

……………………………………………………………………………………

<div align="right">

Thank you for your time and effort.

</div>

الـملـخص

الهدف من هذه الرسالة هو استكشاف دور الاستجابة البدنية الكلية و اللغة المعزز بالتكنولوجيا في تعزيز مهارة التحدث لدى المتعلمين الصغار للغة الإنجليزية كلغة أجنبية. تركز هذه الدراسة بشكل خاص على الاستجابة البدنية الكلية باعتبارها إحدى استراتيجيات التدريس المستخدمة لتحسين الكفاءة الشفوية للمتعلمين إلى جانب الأدوات التكنولوجية. نحن نفترض أن هناك علاقة إيجابية بين استخدام الاستجابة البدنية الكلية والمشاركة في التحدث للمتعلمين الصغار ، وأيضًا إذا كانت التكنولوجيا غالبًا ما تستخدم من طرف المدرسين ، فإن المتعلمين الصغار سيكونون أكثر تعرضًا للغة الإنجليزية مما يعزز مهارتهم في التحدث. تضمنت هذه الدراسة جزأين: الجزء النظري مقسم إلى فصلين ، أحدهما عن متعلمي اللغة الصغار والآخر عن نظام TPR وتعلم اللغة المعزز بالتكنولوجيا. والجزء العملي هو العمل الميداني للدراسة. في هذه الدراسة ، نتناول موضوعين أولا: مواقف متعلمي ومعلمي اللغة الإنجليزية تجاه استخدام التكنولوجيا ، ثانيا:آثار استخدام TPR على أداء التحدث لدى الطلاب. أجريت الدراسة بشكل أساسي على أربعة (04) مدرسين. من ذوي الخبرة في تدريس اللغة الإنجليزية كلغة أجنبية للأطفال وخمسة وعشرين 25 طالبًا من اللغة الإنجليزية في مدرسة اللغات الخاصة. لجمع البيانات لهذه الدراسة ، تم استخدام أداتين من الاستبيان للمتعلمين ٍ والمقابلات مع المعلمين. شارك جميع المشاركين بشكل إيجابي وأظهروا الكثير من الاهتمام. قمنا بتحليل البيانات التي تم الحصول عليها من خلال التحليلات الوصفية ، وهو أمر مهم لتحليل البيانات الاسمية. أظهرت نتائج البحث أن المتعلمين كانوا في الواقع إيجابيين للغاية في معتقداتهم حول فوائد استخدام التكنولوجيا ونظام الاستجابة البدنية الكلية لأنه ربط التعلم بالحركة الجسدية والمرح. لقد كشف الجزء العملي من البحث أن الاستجابة الجسدية الكلية كانت مفيدة لمساعدة المتعلمين على تحسين تحدثهم. ومع ذلك ، يحتاج الطلاب إلى مزيد من الممارسة والتفكير في مدخلات اللغة الإنجليزية. بناءً على النتائج ، يمتلك المتعلمون الصغار قدرات معينة تخدم مهارة التحدث التي يجب على المعلمين تنفيذ الاستراتيجيات بناءً عليها. نأمل أن تكون هذه الدراسة مفيدة لكل من المعلمين ومتعلمي اللغات الأجنبية في تعزيز مهارة التحدث.