

CHAPTER ONE

INTRODUCTION

The study entitled, "Teachers' Perception on Total Physical Response (TPR) in Enhancing Vocabulary" focuses on the perceptions of teachers' on Total Physical Response in enhancing vocabulary.

This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, statement of the problem, delimitations of the study, and operational definition of the key terms.

1.1. Background of the Study

Language teaching is a complex phenomenon. It needs expertise, skill and art along with optimum knowledge about teaching learning strategies, handling learners, selecting appropriate methods/approaches, etc. It is true that due to the global need of communication among different language groups for different purposes/works like business, politics, education, science and technology, social and personal needs the trend of language teaching started. In 20th, century it existed as a profession and spread all over the world.

As we know that language is a means of communication among human beings by using speech sounds. It was used many years ago when they were in many different small groups. Those groups used different codes as language, which gave birth to too many languages. In the present context, there are over 3,000 languages [World book vol. 12] (as cited in Bhandari, 2009 p.1).

Therefore, to communicate among those different groups to know one another's language/code was essential. For that, the teaching and learning of languages started which gave rise to many teaching approaches, methods, procedures, strategies and techniques by different scholars i.e., linguists and psycholinguists in different times.

We can take the examples, GT method, Natural approach, Direct method, Functional approach, Communicative method/approach, Task- based Instruction, Total Physical Response approach/method, etc.

Among them, Total Physical Response Method (TPR) is also one of the effective methods in English language teaching which was developed by James Asher, a professor of psychology and linguist, at Jose State University, California in 1970s. It relates with several traditions including developmental psychology, learning theories and humanistic pedagogy. It is one of the most preferred methods in ELT sector in late 1970s.

Asher (1977, p. 7) states, "Most of the grammatical structures of the target language and hundreds of the vocabulary items can be taught from the skillful use of the imperatives by the instructor in Total Physical Response Method." Total Physical Response is the faster, stress less way to achieve and teach target language by commands, directions, etc. without using the native language translation.

Total Physical Response is based on the principle of the 'Comprehension Approach.' It is also linked to the 'Trace Theory' of memory in psychology which holds that the more intensively a memory connection is traced, the stronger the memory association with motor activity. In this method, teacher shows some actions using imperatives to teach the students and the students do the same things with physical actions to learn the things taught by the teachers. For example, close the door, sit on the bench, laugh loudly, draw the picture of your mother, etc.

Total Physical Response involves the game like movements that reduces learners' stress, creates positive mood in the learners, and makes the learning effective.

Different grammatical structures of the target language and the vocabularies can be taught and learnt from the skillful use of imperatives. Language learning takes place when the learners respond physically to the verbal commands. It focuses on the low anxiety of the learners for learning language effectively. The meaning of the target language is conveyed through actions. Language learning is made fun. It concerns

with the comprehension abilities that precede productive skills in learning a language. The first and second/foreign language learning is considered parallel process.

Likewise, vocabulary is one of the most important building blocks of the language. Different vocabulary items represent different meanings. One vocabulary may have many meanings and many vocabularies may have same meaning. Vocabulary ranges from simple to difficult words. The students have to know the organization, pronunciation, spelling, meaning, etc. of the new words. No one can share feelings/communicate the message smoothly and effectively without the sound knowledge of vocabularies.

According to OALD (2005, 7th ed.) defines vocabulary as" all the words a person knows/ all the words in a particular language."

Vocabulary will enrich our thinking, increase our self-assurance in language skills and give us a better understanding of the world and ourselves. The more extensive vocabulary, the better chances of success can be attained like success in attaining educational goals, success in moving ahead in business or professional career, success in achieving intellectual potential.

Asher (1977) claims that speech directed to young children consists primarily of commands using different vocabularies to which children respond physically before they begin to produce verbal responses. He feels adults should recapitulate the same processes by which children acquire their mother tongue. By this information, we can say that Total Physical Response is the best way to teach vocabulary of English as first language acquisition. It can be effective in enhancing vocabulary in ELT classroom in second or foreign language context.

This research includes teachers' perception i.e., the belief systems, concepts, ideas of the teachers' regarding Total Physical Response in enhancing vocabulary concerning techniques, activities, principles, procedures, role of teachers' and students', in Total Physical Response.

1.2. Statement of the Problem

This research ' Teachers' Perceptions on Total Physical Response in Enhancing Vocabulary' focuses on correlation between Total Physical Response and vocabulary enhancing and its importance. We know that knowledge of vocabulary is the important part of ESL/EFL. Good vocabulary represents good listening, speaking, reading and writing skills of the language. As to teach and learn language is to make and be able to listen, speak, read and write the language appropriately and effortlessly. Therefore, in the ELT field, the significant role of vocabulary in ESL and EFL has been recognized.

Different types of instructional modes, approaches, activities, skills, etc. are used to teach and learn vocabulary in students in second language environments. Therefore, numerous approaches, techniques, exercises and practice to teach vocabulary are available and Total Physical Response (TPR) is one of them.

Although, different researches have been carried out in teaching vocabulary using different approaches/methods but there are not sufficient studies regarding teaching vocabulary using Total Physical Response. Not a single study is carried out to find out the perceptions of teachers on the role of Total Physical Response method in teaching English.

Therefore, this study explores the perceptions of the lower secondary English teachers' on Total Physical Response in enhancing vocabulary to provide some pedagogical implications.

1.3. Objectives of the Study

The study had the following objectives:

- (i) To find out the teachers' perception on Total Physical Response in enhancing vocabulary in lower secondary level and
- (ii) To suggest some pedagogical implications of the study

1.4. Research Questions

The study sought to answer following research questions:

- i) What are the teachers' perceptions on Total Physical Response in enhancing vocabulary in lower secondary level?
- ii) What can be the benefits of Total Physical Response in teaching/enhancing vocabulary in lower secondary level for students and teachers?

1.5. Significance of the Study

This study focuses on the process of teaching vocabulary using Total Physical Response and explores the perception of ELT teachers on Total Physical Response in enhancing vocabulary in lower secondary. Moreover, how important is Total Physical Response to teach vocabulary. It also motivates the teachers to practice Total Physical Response by making them familiar with the benefits of the Total Physical Response to teach vocabulary.

Thus, the results and conclusion from this study will be significant to the ELT students, teachers, researchers, administrators, etc. This study will also be beneficial to those who have interest in the methods and techniques of teaching vocabulary and those who want to be teaching professionals.

It will be effective for those teachers who are teaching vocabulary to the learners of English as second or foreign language. Likewise, this study will be useful for the persons who are directly or indirectly involved in English teaching and learning profession.

Moreover, it focuses on the perceptions of teachers in enhancing vocabulary using Total Physical Response and it will be significant for not only teacher and students. but also textbook writer, educationists, further researchers, language planners, and syllabus designers and teacher trainers of EFL and ESL.

Finally, this study is significant, as it intends to add knowledge to the existing body of knowledge around Total Physical Response and vocabulary.

1.6. Delimitations of the Study

The study had the following delimitations:

- i) This study was limited to the lower secondary English teachers from Banke district
- ii) The sample size included 30 English language teachers from 15 private schools of Banke district using non- random purposive sampling.
- iii) The study was limited to analyze the perceptions of teachers on Total Physical Response in enhancing vocabulary.
- iv) The data for this study was collected through questionnaire and checklist.
- v) The study was limited to survey design only.

1.7. Operational Definition of the Key Terms

Teachers' Perception: It refers to the English teachers' concept, underlying assumptions, beliefs, values and norms, etc. on Total Physical Response practice in enhancing vocabulary of private lower secondary schools of Banke district.

Total Physical Response Method: In this study, Total Physical Response method refers to a language teaching method built around the co-ordination of speech and actions which attempts to teach language through physical activity, developed by James J. Asher or a method to teach second/foreign language by kinesthetic/movement based paradigm.

Vocabulary: It refers to one of the major aspects of language, which includes total numbers of words in a particular language; a list of words with their meanings, especially, in a book for learning a foreign or second language; a set of lexemes, including single word but also a set of compound words, phrases that conveys a single meaning.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of the theoretical literature, empirical literature, conceptual framework and implications of the reviewed literature.

Literature can be understood as "a written summary of journal articles, books, and other documents that describes the past and current status of information on the topic of our research" (Creswell, 2013 p. 80). Review of the literature helps to find out the theoretical base of the problem and insights us to notice the gap for the research. It helps to develop theoretical and conceptual framework.

2.1. Review of Related Theoretical Literature

The literature related to Total Physical Response and vocabulary is reviewed including the theories, researches, articles, etc. by the scholars and the researchers as follows:

2.1.1. English Language Teaching, its Importance and Teaching Approaches/Methods

Language teaching came into its own as a profession in the 20th century. English is most favored language in the world, which is widely around the globe. It is the most important language of science, commerce, transport, law, technology, politics, etc. Therefore, the standard and value of English spread all around the world. The context of language education has significant impact on which languages are taught, when they are taught and how they are taught. Teaching of English takes place with its myriad terminologies like teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Language (TESOL), English for Specific Purposes (ESP), etc. English has been must for almost all the people of the world in the present context. However, the reasons for learning and teaching English are different.

There are different purposes, methods and approaches for teaching and learning English. The whole foundation of contemporary language teaching was developed during the early part of the 20th century. As applied linguists and psycholinguists sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the 20th century was characterized by the frequent changes and innovations and by the development of some competing language teaching ideologies (Richards and Rogers, 2010, p.1).

Sthapit (1994) states, "The importance of the English language in the present world need not be overemphasized. It is a principal language of international communication and a gateway to the world body of knowledge."

Now, it is clear that English has spread to become a world language or global lingua franca. To teach English language requires complex knowledge and skills. There are different methods and approaches popular to teach English. Many experts, linguists, and psycholinguists have contributed a lot in the field of language teaching. Teaching English needs the knowledge of pedagogy. On the basis of knowledge of pedagogy, we select certain methods and approaches. In language teaching, we should have the knowledge of linguistics, psychology, educational pedagogy, etc. Then, language teaching methods and approaches are used in the ELT classroom. The methods and approaches for teaching and learning are not constant for all content items.

Approaches, methods and techniques are frequently used terms in the field of language teaching and learning. Different approaches, methods and techniques are used in language teaching in different times.

Anthony (1963 as cited in Richards and Rogers 2010, p. 19) defines these three in the following way:

An approach is a set of co-relative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

A method is procedural. Within one approach there can be many methods.

A technique is implementational, which actually takes place in the classroom.

It is a particular trick, strategy, contrivance used to accomplish an immediate objective. It must be in consistent with method and method with approach.

The field of English language teaching has been inhibited by various methods and approaches. They can be mentioned as follows:

2.1.1.1. Approaches/Methods

Following approaches and methods are described as follows.

i. Behaviorist Approach

It believes that language is a set of habit. To teach language stimulus, response and reinforcement are necessary. It focuses on language teaching by drills and language learning as physical process.

ii. Nativist Approach

It believes that language is a rule-based system. Language teaching is to help learners to internalize or acquire the underlying system of the language. Language learning is mental process.

iii. Functional Approach

It focuses on the relation of form and function in language teaching. The formal aspects of language are taken into consideration. The main purpose of language is communication. Therefore, language should fulfill communicative function in this approach.

iv. Natural Approach

Natural approach simply says that second language can be acquired as we acquire our first language. The natural phenomena of first language acquisition can be adopted in the second language acquisition or learning. It is based on Krashen's monitor model.

v. Multiple Intelligence Approach

It keeps the multiple dimensions of intelligence in the centre of language learning processes, which is propounded by Howard Gardener. It is based on individual differences that are the results of various kinds of combinations of the intelligences, like linguistic, logical, spatial, musical, bodily, interpersonal, intrapersonal, and naturalistic as well as emotional.

vi. Neuro-linguistic Programming

Generally, it is training philosophy developed by John Grindler and Richard Bandler in 1970s. It describes how the brain functions to make people engage in action, reaction and interaction. It is a collection of techniques, patterns, and strategies for effective communication. It is based on assumptions about how mind works and how people act and react. It is guided by the principles like, outcomes, rapport, sensory, acuity, and flexibility.

vii. Lexical Approach

It views vocabulary and lexical units as a central in learning and teaching of second language. It prefers lexical phrases, units and word combination that constitute meaning in communication. It respects the words, phrases, word

combinations, collocations rather than wasting the time in the traditional syntax and tense of traditional grammar.

viii. Content and Language Integrated Teaching

Content and language integrated refers to the approach of language teaching which is organized around the content that students will acquire. It focuses on the real communication and the exchange of information and facts along with the language.

ix. GT Method

It is the oldest/traditional method. It takes language as a branch of logic and focuses on written form i.e., literary texts. Language teaching is to help learners to memorize rules and facts. Mother tongue is highly used in language teaching.

x. Direct Method

Language teaching is done in the target language. There is direct association between form and concept. Language is taught orally. Language practice/ conversation is preferred in teaching language.

xi. Audio-lingual Method

It believes that language is speech not writing. Language is a set of habits. It focuses on teaching language directly not about language. It concerns on maximum practice and instruction.

xii. OSS Approach/ Method

It is the combination of oral, structural and situational approaches. It came against direct method. It is based on three principles of three different approaches. In this approach, linguistic items are taught orally in the structural form in the appropriate and meaningful situation.

xiii. Communicative Approach/Method

It came as a reaction to the behaviorist features of Audio- lingual method. It emphasizes on developing communicative competence in the students i.e., being

able to use linguistically, functionally and socially correct and appropriate language. It has cognitive or mentalist and transformative generative linguistic base.

xiv. The Silent Way Method

Caleb Gattegno devised this method in 1970s. It says that teacher should be as much as silent as possible and students should be encouraged to produce as much language as possible. Learning is facilitated by physical objects to solve problem. An immediate objective is to provide the learners with the basic knowledge of the grammar.

xv. Desuggestopedia Method

Georgi Lozanov developed this method with the natural relaxed sitting arrangement, dim light and baroque music. It is the application of the study of suggestion to pedagogy that has been developed to help eliminate the feeling that they cannot be successful. Safe and secured environment where the students will reduce worries and stress is provided.

xvi. Community Language Learning

It is developed by Charles A Curran's Counseling learning approach. Learners have fear in learning the foreign language, which the teacher helps to overcome, identify their ability and facilitate the language learning. It does not follow any conventional syllabus, which emerges from the learners expressed communicative intentions and teachers' reformulations of these into suitable target language utterances.

xvii. Task- Based Approach/Method

It emphasizes on learning by doing certain activities. They can be spoken, demonstration, reading or writing in the classroom setting. It focuses on the process than product. The purposefulness of the activities and tasks that emphasizes communication and learning are the basic elements of this method.

The activities are based on the difficulty level. Communication is the centre and it uses natural context.

xviii. Project based Approach/ Method

This is the method, which includes the process of planning through collaboration, collecting information, reviewing the report prepared, etc. in language teaching. The teacher acts as a counselor and consultant not as a project director in this method while learning and teaching the language.

xix. Participatory Approach/Method

It focuses on the meaningful content and form emerges from the content, which is about issues and interest of the learners. It focuses on taking actions and thinking about the problem and engagement of the students on those problems to acquire language.

xx. Co- operative Learning

It means learning in groups with cooperation. It focuses on the positive interdependence not competition and individualistic learning. Groups are fixed for some time and include people from different ethnic, religious, social background and mixed gender. Different roles are taken by the learner to cooperate in different situations. Self- evaluation, assessment, and judgment about other's work are urged. Social skills are taught. Teachers teach language and cooperation.

xxi. Post-method Pedagogy

It can be visualized as a three dimensional systems consisting three pedagogic parameters: the parameter of particularity: it must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio- cultural milieu.

Parameter of practicality: it relates relation between theory and practice, and narrowly to the teacher's skill in monitoring his or her own teaching effectiveness.

The parameter of possibility: It focuses on boarder social, economical, and political environment of the learners, which alter the classroom aims, and activities of learning language. It is concerned with language ideology and learner identity.

xxii. Total Physical Response Approach/Method

Here, our focus is on Total Physical Response method in enhancing vocabulary. This is the method developed by James Asher where the language is taught using psychomotor activities. It attempts to teach the language through physical activities. It focuses on games like movements, reduction of the stress and creating positive mood in the learner to facilitate the language learning.

2.1.2. Total Physical Response and Language Teaching

Total Physical Response is a language teaching method, which attempts to teach language through physical/motor activity. It was developed by James Asher, a professor of psychology at San Jose State University, California in 1977. It includes the bases from developmental psychology, learning theory and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

The main assumption of Total Physical Response is that a second language can be learned in the same way as first language through the same natural processes. Therefore, Total Physical Response tries to mimic these processes by requiring students to respond to the commands, which in turn require physical movements.

It is also based in psychology to the trace theory of memory, the stronger the memory association will be and the more likely it will be recalled.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching. Sometimes, it is referred to as the Comprehension Approach. This refers to several different comprehension-based language teaching proposals, which share the belief that comprehension abilities precede productive skills in learning a language; the teaching of speaking should be delayed until comprehension skills are established; skills acquired through listening

transfer to other skills; teaching should emphasize meaning rather than form; and teaching should minimize learners' stress.

Asher (1977, p.103) claimed that second language learning should be based on model of first language learning which has three vital aspects:

- i. Understanding the spoken language must come before speaking
- ii. Understanding is developed through body movements
- iii. The listening period creates readiness to speak

2.1.2.1. Theoretical Base of Total Physical Response

Total Physical Response is based on a structuralism or grammar based views of language. Asher(1977, p. 4) has stated that " most of the grammatical structure of target language and hundreds of vocabulary items can be learnt from the skillful use of imperative by the instructor." He views that verb and particularly the verb in the imperative, as the central linguistic motif around which language use, teaching and learning are organized.

Asher (1977) has proposed the three learning hypotheses which are based on the verbal stimulus- response chain(S- R Chain). They can be described as follows:

a. The Bio- Program:

Asher sees first and second language learning as parallel process. Second language teaching and learning should reflect the naturalistic process of first language learning.

Asher sees three processes as central:

- i. Listening competence before speaking
- ii. Listening comprehension is required to respond physically to the spoken language in the form of commands
- iii. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

These assumptions are based on the existence in the human brain of a bio- program for language, which defines an optimal order for the 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.

b. Brain Lateralization

Asher sees Total Physical Response as directed to the right brain learning, whereas most second language teaching methods are directed to the left-brain learning. Asher interprets these as demonstrating that the brain is divided into hemispheres according to function, with language activities centralized in the right hemisphere. Asher holds that the child acquires language through motor movements, which is right- hemisphere activity. Right hemisphere activities must occur before left hemisphere can process language for production. Similarly, the adult should proceed to the language mastery through right- hemisphere motor activities, while the left hemisphere watches and learns. The left hemisphere will be triggered to produce language and to initiate other, more abstract language processes if a sufficient amount of right-hemisphere learning has taken place.

c. Reduction of Stress

If there is stress, there will not be learning. Therefore, an important condition for successful language learning is the absence of stress. The first language acquisition takes place in a stress less environment. According to Asher, the adult language-learning environment often causes considerable stress and anxiety, conscious and stressful situations and is able to devote full energy to learning.

2.1.2.2. Objectives

The objectives of Total Physical Response are as follows:

- i. teach oral proficiency
- ii. produce learners who are capable of an inhibited communication

- iii. specific instructional objectives based on students needs
- iv. to attain the goals through the action- based drills in imperative form

2.1.2.3. Principle/Features of Total Physical Response

The principles of Total Physical Response are mentioned as follows:

- i. Meaning in the target language can often be conveyed through action. Memory is activated through learner response. Language teaching should address the right hemisphere of the brain. The target language should be presented in the chunks.
- ii. The students' understanding of the target language should be developed before speaking
- iii. The students can initially learn one part of the language should be developed before speaking
- iv. The imperative is a powerful tool to direct students' behavior
- v. Students learn through observing and performing actions
- vi. Correction should be carried out in an unobtrusive manner
- vii. It is important that the students feel successful
- viii. Students should not be made to memorize the fixed routines
- ix. Students must develop flexibility in understanding novel combinations of the target language
- x. Language learning is effective when it is fun
- xi. Spoken language should be emphasized over written language.
- xii. Students will begin to speak when they are ready
- xiii. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students become somewhat proficient.

2.1.2.4. Classroom Procedures/Techniques of Total Physical Response

The classroom procedures are:

- i. **Stage 1. Review:** The commands are given to the students to respond physically. It includes warm up.
- i. **Stage 2. New commands/Using commands to direct behavior:** Some new verbs and vocabulary items are introduced by the teacher i.e. wash your hands, hold the book and the students respond physically with the gestures.
- ii. **Stage 3. Role reversal:** The students readily volunteer to utter commands that manipulate the behavior of the teacher and other students as well.
- ii. **Stage 4. Action Sequence:** The teacher gives connected commands, i.e. give me a book, give me a pen, give me a bag, etc. in action sequence.
- iii. **Stage 5. Reading and Writing:** The teacher writes new vocabularies and sentences to illustrate them. Then, he reads each and acts out them. The students listen while he reads the materials and copy that.

2.1.2.5. Syllabus

It uses the sentence-based syllabus with grammatical and lexical criteria. Grammar features and vocabulary items are selected based on situation in which they can be used in the classroom and the ease, which they can be taught and learnt. Meaning is primary and form is secondary. A fixed number of the items are introduced at a time as per the size of class and level of the learners.

2.1.2.6. Teachers' Roles

The teachers' role includes as director, model, controller, and feedback provider. The teacher directs the students to learn, controls them and provides feedback regarding the progress of the students or the lesson taught.

2.1.2.7. Students' Roles

The students' role includes as listener, imitators and performer, monitor and evaluator. The students listen first to the teachers' commands, imitate their actions and commands and perform the different actions as per the commands. Similarly, the

students monitor their own learning and other students. They can evaluate their learning knowing how much they and their friends learnt.

2.1.2.8. Role of the Materials

The materials are not needed for complete beginners. Teachers' voice, actions and gestures are sufficient in basic classroom activities. In the next stage, the teacher may use common classroom objects like books, pens, pencils, chairs, tables, boards, etc. and as the course develops, supporting materials are collected or developed for teaching items.

Therefore, Total Physical Response is one of the effective methods in English language teaching. It represents a useful set of techniques and is compatible with other approaches to teaching.

2.1.2.9. Advantages of Total Physical Response

It has the following advantages:

- i. Oral proficiency can be developed as it focuses on listening comprehension
- ii. Students may not feel bore as teacher tries to reduce students stress and anxiety
- iii. Learning language can be enhanced if students' verbal behavior is accompanied by suitable motor activities
- iv. It is suitable for beginners and shy students as well as shy students
- v. It makes students more active
- vi. It activates memory through learners' response
- vii. It is very useful for young learners
- viii. Activities with Total Physical Response are fun for students

2.1.3. Practices of Total Physical Response

Total Physical Response is a method that was developed by James Asher, with the goal of helping students to acquire a second language naturally. ESL and EFL teachers embraced this method, which is quite popular to teach young learners and beginners as

well as children. Its practice was popular in 1970s and 1980s as an alternative method to teach second/foreign language. It represented a revolutionary departure from audio-lingual practice in teaching English language. It is practiced in ELT classroom to teach:

- i. Action words/Vocabularies /Classroom language (smile, cut, run, sit down, come in, go out)
- ii. Grammatical Categories, like tense, person, number (I polish my shoes, He is Ram, many, single)
- iii. Grammar (parts of speech: adverbs, prepositions)
- iv. Imperatives (run fast, go slowly)

Regarding its practice in English language teaching it is used to teach aforementioned ingredients of language all around the world in teaching English as foreign and second language to absolute beginners, children, and adult young learners of the English associating with other methods or approaches.

Moreover, Total Physical Response is the method which has been practiced by the teachers, teacher educators, researchers for teaching and exploring English language regarding its understanding and production.

Larsen- Freeman (2000) gives the description of Total Physical Response practice for teaching English in Sweden.

The class included 30 students of grade five who study English for one class period three times a day. The teacher explains that she will teach English as Swedish. The students listen, teacher commands in English to do some actions. The students do actions with the teacher. The teacher calls for volunteers to help her with the lesson.

In English she says, "Stand Up" with action and volunteers do the same. She gives such many commands like sit down, turn around, walk, jump, stop, etc. along with actions. Volunteers as well as students perform those actions many times.

Once again, the teacher gives commands without her actions but the volunteers and students respond perfectly. Then, the volunteers give commands and students perform.

Finally, the teacher evaluates the students again giving commands without actions but they perform action as per commands. Then, the teacher introduces new commands like, point to the door, walk to the door. Same process of giving commands, role reversal, action sequence, is repeated as before.

Likewise, students speak and learn the vocabularies of the commands and perform the actions. The action sequence of the practice can be mentioned as follows:

- i. The teacher gives the command in the target language and performs the action with the students.
- ii. The students say nothing
- iii. The teacher gives the commands quickly
- iv. The teacher sits down and issues commands to the volunteers.
- v. The teacher introduces new commands after she is satisfied that the first commands have been mastered.
- vi. The teacher changes the order of the commands.
- vii. When the students make an error, the teacher repeats the command while acting out.
- viii. The teacher gives the students commands they have not heard before.
- ix. The teacher gives funny command
- x. The teacher writes the new commands
- xi. The students start to speak when they are ready
- xii. They read and write the commands

Even in Nepal, many teachers follow this method consciously or unconsciously as it is the prescribed method to teach English course book for school level and college level students. It is taught in the bachelor of education second year in ELT methodology. It is also prescribed in the teacher service exam preparation for lower secondary and secondary teacher candidates in the syllabus.

Different researchers and scholars have practiced it to carry out different researches in relation to English language teaching and learning regarding different units and aspects of English language like preposition, imperative sentence.

Therefore, we can say that Total Physical Response can be the best method to practice for enhancing vocabulary to teach English language in the context of second/ foreign language teaching around the world and in Nepal also.

2.1.4. Vocabulary Teaching and its Importance

Vocabulary of a language is the brick for building the language. It includes the words, compound words, and idioms. In other words, it is a set of lexemes including single words, compound words or idioms. In the absence of vocabulary, language is impossible. Vocabulary is an indispensable for educational, professional and social life. Teaching and learning vocabulary involves much more than just meaning. Wilkins rightly says, "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed" (p. 11, quotes in Lewis, 2000).

According to Richards et al. (1999, p. 400), 'vocabulary refers to a set of lexemes i.e., single words or idioms.' Similarly, Harmer (1991, p. 153) defining the vocabulary says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh." It is the important aspect of foreign language teaching and learning. It indicates intelligence of the person. It is a medium to exchange our feelings and thoughts to the people, influence, persuade them and control them.

Teaching lexis or words is called vocabulary teaching. In other word, teaching vocabulary means teaching spelling, pronunciation, grammar, use, etc. of the words. Teaching vocabulary includes the teaching of content words and function words.

Vocabulary teaching is important in teaching second or foreign language. It helps to:

- recognize vocabularies in spoken and written form,
- recall them, relate them to appropriate object/concept,
- use them in the appropriate grammatical form,
- pronounce them in a recognizable way,
- spell them correctly, use them with the words they correctly go with, i.e., collocation,

- use them in appropriate level of formality,
- and be aware of their connotations and associations.

2.1.4.1. Types of Vocabulary

Vocabulary can be categorized into four types as per medium of communication. They are described as follows:

i. Listening Vocabulary

The vocabularies that a person can identify, take the meaning, understand i. e., denotative and connotative meaning by listening the natural speech and recorded speech. Listening vocabulary is aided by the size and tone of the speech.

ii. Speaking Vocabulary

The vocabularies that a person uses in his speech while speaking. The vocabularies are used their supra-segmental features and paralinguistic features in the speech.

iii. Reading Vocabulary

A person's reading vocabulary is all the words that s/he recognizes while reading the texts. It is the largest of all in a person as it includes other vocabularies also.

iv. Writing Vocabulary

All the words, a person employs while writing are called the writing vocabulary. The user and use stimulate these vocabularies.

Along with the above mentioned vocabularies there are other two types of vocabularies that are categorized by Harmer (1991). They are:

i. Active Vocabulary

The vocabularies that are often used by a person. The words that one can use are active. In other words, the words that we use in both receptive and productive skills are called the active vocabularies. They are the vocabularies

that learners have been taught or learned and which they are expected to be able to understand, pronounce and use constructively.

ii. Passive Vocabulary

The vocabularies that are rarely used by a person but are in the passive store of a person are called passive vocabularies. We can understand the passive vocabulary in other's speech and writing but cannot use in our speech and writing. In other words, passive vocabulary refers to words that the students will recognize but will probably not be able to use or produce.

2.1.4.2. Characteristics of Vocabulary

Vocabulary has certain features and qualities, which can be mentioned as follows:

- i. It includes words, compound words, and idioms
- ii. Vocabularies are active and passive
- iii. Vocabularies have their categorization like, noun, verb

2.1.4.3. Aspects of Teaching Vocabulary

The aspects of vocabulary refer to the various facets of vocabulary that need to be considered while teaching vocabulary.

They are presented as follows in the table.

Aspects of Vocabulary

Aspects	Focus	Example
Word Meaning	Form & Meaning, concept & reference Associations	I am reading a book.(a teaching material) We have to book tickets.(reserve) Police booked him for crime.(arrest)
Word Use	Metaphor & idiom, collocation, style & register	The dog is barking. (literal) He is barking. (say something loudly)
Word Formation	Parts of speech, prefixes & suffixes, spelling & pronunciation	Live- life, affect- affection, stop- stopped, read- read
Word Grammar	Nouns: countable, and uncountable, verb: verb patterns, phrasal verbs, etc., adjective and adverbs: positions, etc.	Car- cars, milk- milk, I love. He loves. He set out for the journey. I love him very much. Walk slowly. They are there.

2.1.4.4. Techniques of Teaching Vocabulary

There are different types of approaches, strategies, vocabulary-building strategies, and skills effective for developing vocabulary of the students. Some are as follows:

i. **Realia/By showing Actual Objects and Showing Models**

It is useful for beginners to teach vocabulary. The actual objects and their models are demonstrated to teach their names. It gives real experience and sense to the

learners Real objects or models are very effective and meaningful in teaching vocabulary.

ii. Using Demonstration and Showing Pictures

The vocabularies can be taught demonstrating actions, like mimes, mimicking, like jumping, smiling and showing charts, papers, pictures and maps, which is funny and interesting. Many situations can be dramatized and demonstrated as learners learn from better the materials that has been demonstrated to them.

iii. Teaching Words in the Context

Words taught in isolation are not easy to remember and learn so they should be taught in the context of action and materials used. Setting a good context, which is plausible, vivid, and relevance to their lives is essential for vocabulary teaching. Stahl(2005 as cited in Mothe) stated, "Vocabulary knowledge is knowledge ; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.

iv. Etymology

The etymology of word is easier because of its physical and meaningful origin. The interesting stories behind the words origin can be best reminder to teach and learn vocabulary.

v. By Drawing Pictures

Drawing can be fun for student s to explain vocabulary. Teacher can draw sketches to make idea clear and employ students to draw also teach vocabulary, which reinforces their understanding of vocabulary. Drawing can be use to explain the meaning of things, actions, qualities and relations.

vi. Associated Vocabulary

It is easy to teach vocabularies if one topic consists of number of words, like parts of body: hand, leg, face, belly, eyes, etc. and fruits: orange, banana, grape.

vii. Using Morphological Analysis of Words

By analyzing the morphemes of words, meaning of words can be taught. The words are taught breaking down into the roots and affixes along with structures of words. For example, hand/handle, live/life/ livelihood/lifestyle, etc.

viii. Dictionary

It is important to teach and learn vocabulary. Teacher should encourage students to search words in dictionaries, which can be important and effective component of understanding vocabulary deeply. The dictionaries like Oxford Advanced Learners Dictionary, Longman Dictionary of Contemporary can be used.

ix. Collocation

The words can be taught to the way in which two or more words typically used together. For example, heavy rain, closely related, best wishes, which is very important part of knowledge and essential to non- native speakers.

x. Synonyms

It can be used to teach different shades of meaning. It enriches a students' vocabulary bank and provide alternative words instantly. Teacher needs to highlight true synonyms and near synonyms. The students could make crosswords, word snakes or other puzzles for each using synonyms.

xi. Antonyms

Students are asked to make lists of opposite words like sharp/blunt, rude/polite, etc. Two groups can be formed in which one group say one word and other group gives the opposite of that word. By this play way method, they can learn new words.

xii. Word often Confused

The list of often confusing word can be made and students can be asked to use them in sentences. Teacher should provide meaning of such words if necessary. For example, adopt/adapt principle/principal.

xiii. Homonyms

Homonyms can used to enhance vocabulary in which the words are pronounced alike but differ in meaning like, ant/aunt, ate/eight, sea/see, etc.

xiv. Word Map

This technique can be employed to learn connection among words by brainstorming and organizing words according to a map. An example might be a key concept word in the centre of the page with rays connecting related word.

xv. Idioms

Idioms are the part of everyday vocabulary because they are fun to work. Students enjoy working with figurative meanings. They can be taught pointing out to the students that idioms are often used in writing and speech to make expression more colorful.

xvi. Phrasal Verbs

Phrasal verbs include words consisting verb and a particle (preposition/ adverb) which gives single meaning like carry out, turn over, sit down. They are taught including classroom language as far as possible.

xvii. Crossword Puzzles

They are entertaining way of reviewing vocabulary. Puzzles can be used in pairs of students as a race with others. The teacher can design word puzzle/word cross asking students to cooperate in groups to find and circle the words the puzzle contains.

xviii. Word Formation

How the morphemes can be combined to form the words is taught using word formation. By analyzing the processes of the English word formation, we can teach word- meanings and more English words. As the expansion of vocabulary, in English, depends chiefly on word formation.

xix. Reading the Word

It makes learner familiar with words and its pronunciation. Sounds can be easy way to illustrate words that describe sounds, such as whistle, scratching, tinkling. Wallace (1982 as cited in Mothe 2014) states, "Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language."(p.9)

xx. Series, Scales, Systems

The meaning of words like months of the year, days of week, parts of the day, seasons, ordinal numbers, cardinal numbers, etc. can be effective in teaching vocabulary and remember them well by the students. Teacher can use frequency like, always- often-occasionally. to teach vocabulary in this technique.

xxi. Role Play

It creates the presence of a real life situation to teach vocabulary communicatively in different social contexts and social roles. Language is varied as per students' status, attitudes, moods and different situations. Words can be introduced to be learned by dialogue so that students can understand a further meaning and usage of the words.

xxii. Use Video to Produce Target Vocabulary

By using video segment, that contains a series of actions and visual details the learners can be taught target vocabulary. Video can be played without sound to discuss what dialogues students expect hear and asking them to use facial expressions to determine the actions to teach vocabulary.

2.1.5. Total Physical Response(TPR) in Enhancing Vocabulary

We can use various methods to teach vocabulary among them Total Physical Response can be the one effective method to teach vocabulary to the students. As it is the fastest, less stressful way to achieve understanding of any target language vocabulary by following the directions uttered by the instructor without native language translation.

To teach vocabulary through this method, the teacher gives command in the target language using different vocabularies and performs the actions with the students. The students should listen, observe, perform the action and understand the vocabularies but say nothing. The teacher gives the commands quickly. The teacher issues commands to the volunteers to repeat the same actions. The teacher directs the students regarding vocabulary. The teacher introduces new commands including new vocabularies after the vocabularies mentioned before are mastered. The teacher changes the order of the commands and vocabularies. When the students commit mistakes, the teacher repeats the commands with vocabularies and the actions. Likewise, the teacher introduces the new vocabularies with different commands, etc. Then the students will begin to speak when they are ready to speak the vocabularies to enhance the language, etc. In Total Physical Response class, the students may not feel bored in the class because the teacher tries to reduce stress of the students' and anxiety in the class.

Therefore, Total Physical Response is a good method to teach vocabulary. It helps to develop listening comprehension to enhance vocabulary. It makes students active and reduces stress in teaching vocabulary, which is the foundation of language learning, understanding and communication ELT classroom. Total Physical Response activates memory through learner's response regarding the vocabulary.

2.1.6. Vocabularies of English Lower Secondary Level

Curriculum Development Centre prescribes basic level English textbooks of lower secondary. It is theoretical as well as practical containing six level wise competences. It includes the courses of grade 6, 7, and 8. It allocates 175 periods for each classes. Based on the curriculum for each class, 100 marks assessment system has been designed. It also prescribes 21 language functions along with different grammatical aspects and vocabularies.

As my study is concerned with the perception of the teachers' on Total Physical Response in enhancing vocabulary of lower secondary, the aspects to enhance vocabularies of lower secondary level by Total Physical Response include:

- i. Vocabularies and actions words (like rejoice, sage, obesity, smile, cut, run)
- ii. Grammatical Categories (like Tense, person, gender, number)
- iii. Grammar (parts of speech: adverbs, prepositions, verbs, adjectives, interjection)
- iv. Imperatives (run fast, go slowly, sit down, stand up, open your books)
- v. Language functions (language actions: getting things done- requesting, ordering, directing; describing: objects, persons, processes ; introducing: oneself and others; narration)

From the above mentioned information, we can say that Total Physical Response is a effective method to teach vocabulary items in lower secondary level by every teachers.

2.2. Review of Related Empirical Literature

This section deals with the related studies, articles, reports that help the researcher to study the topic area. It includes the researchers carried out by different persons under Trivhuvan University and from other universities of the world related to the Total Physical Response method and vocabulary teaching related to the English language. Some of the previous studies, which are helpful for this study, are reviewed considering them as related empirical literature and evidence to this study. They are mentioned in the next page.

Bhattarai (2012) carried out a research study on "Effectiveness of Total Physical Response in teaching preposition." His objectives were to find out the effectiveness of Total Physical Response in teaching preposition and to suggest some pedagogical implications of the study. He used experimental research for the study using test items as a tool with non-random sampling and population was 60 students from grade 9. He found that Total Physical Response is an effective method to teach prepositions; build comprehension abilities of the students. In addition, teaching activities should be made fun.

Inwali (2012) carried out study entitled "Vocabulary as an Affecting Factor in Developing Reading Comprehension" with the objectives to find out the role of vocabulary in developing reading comprehension and to suggesting some pedagogical implications of the study. He used experimental design using purposive sampling with the population of 20 students of grade 8 and test items as the tool. He found that vocabulary plays the vital role in developing reading comprehension. He also found that girls have higher proficiency in reading than those of the boys.

Sharma (2012) conducted research study entitled "Perceptions of Secondary Level English Teachers on Deductive and Inductive Teaching Method" using survey design. The objectives were to find out the perceptions of secondary level teachers towards the use of deductive and inductive methods in teaching and to suggest some pedagogical implication based on the findings of the study. The sample population for the study consisted forty English teachers using non-random purposive sampling with questionnaire as a tool. She found that both deductive and inductive methods are important in teaching but inductive is more preferred.

Ghani (2013) carried out the research on "The Effectiveness of Total Physical Response in Helping Slow Young Learners with Low Achievement Acquire English as a Second Language" under University Sains Malaysia. His objectives were to study effectiveness of Total Physical Response to help slow young learners with low achievement and to study the differences between two groups of pupils' score, the experiment group and the control group under experimental research design. He used test items as a tool. He used purposive sampling method and 24/24 students for

experimental and control group. He found that Total Physical Response is an effective approach to help slow young learners with low achievement to acquire English as a second language.

Mothe (2014) carried out research on " Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom" aiming to enrich vocabulary of the students at the intermediate level and suggest innovative techniques of teaching vocabulary using experimental design. He used questionnaire as the tool. He explored various techniques and methods of teaching vocabulary. He found that innovative model of teaching vocabulary is beneficial for the students and he suggests that the teachers should focus on the innovative techniques to teach vocabulary.

2.3. Implications of the Study

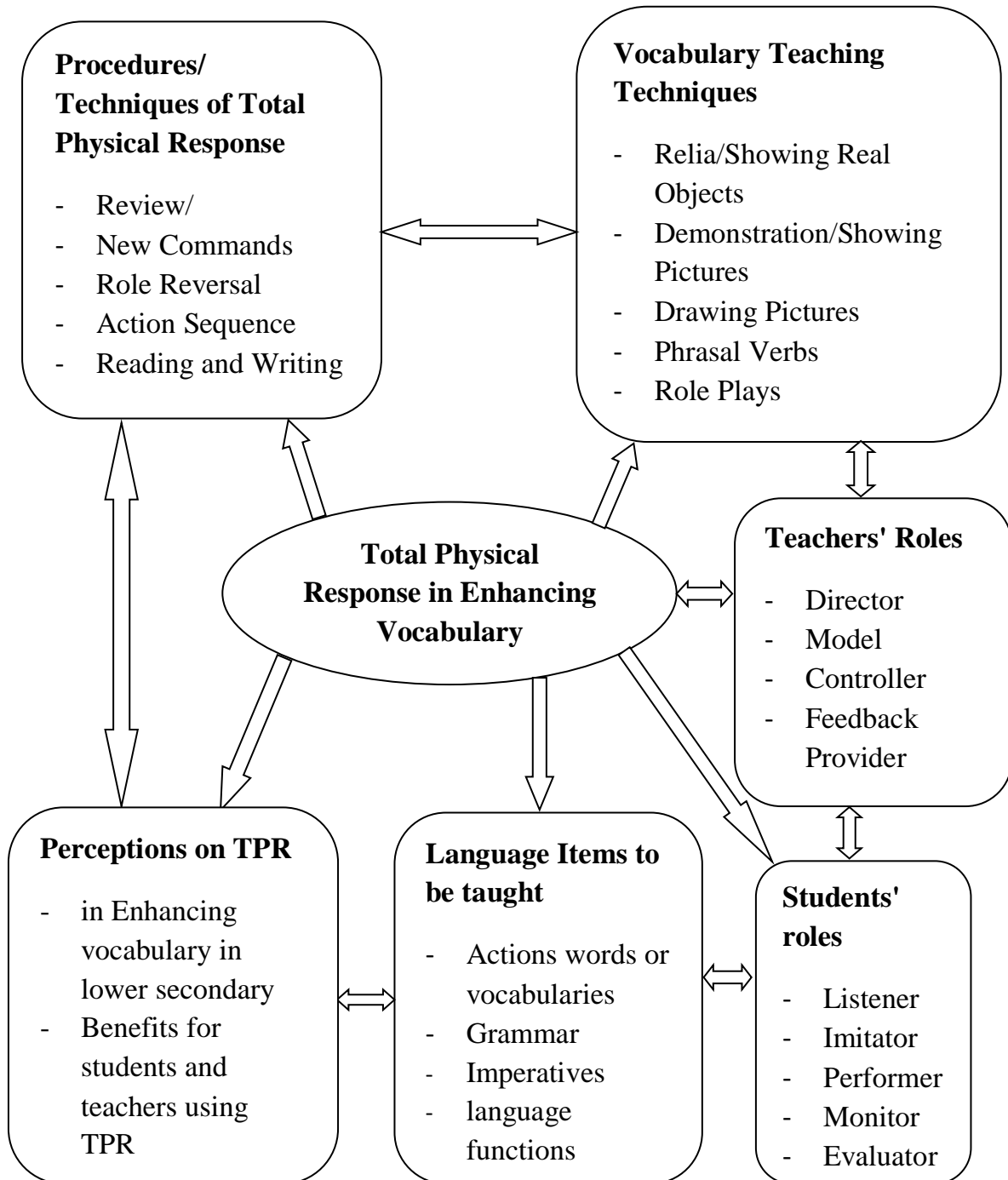
I reviewed different research works for my research. I got various ideas reviewing those regarding objectives, methodology, tools, respondents, research designs and findings. The review of the theoretical and empirical literature has provided me with the theoretical and empirical background and broadened my horizons of knowledge. It has helped me to develop conceptual framework, bring clarity, and focus on my research problem.

From Bhattarai (2012) and Ghani (2013), I got the knowledge about the Total Physical Response practice, objectives and methodology. Similarly, from Jnwali (2012) and Mothe (2014) I got insights regarding vocabulary, its techniques, objectives and methodology. Likewise, from Sharma (2012), I got insights about methodology regarding research design, tools, and objectives.

In short, review of those research works updated me with the research process, design, and methodological tools. Those works have direct implications for my work.

2.4. Conceptual Framework

The conceptual framework of this study is constructed diagrammatically as follows:



CHAPTER THREE

METHODS AND THE PROCEDURES OF THE STUDY

This chapter includes research design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations of the study. The following methodology has been adopted.

3.1. Design of the Study

According to Kumar (2009, p. 84), "A research design is a procedural plan that is adopted by the researcher to answer the questions of validity, objectivity, accuracy, etc." It is the plan, structure, and strategy of an investigation to obtain the answers to research questions and to control the variables to fulfill the objectives of the study.

This study followed survey research design. Survey designs are the procedures in quantitative research in which the investigators administer a survey to a sample or to the entire population of people to describe attitudes, opinions, behaviors, or characteristics of the population. According to Nunan (2010, p. 141) the following are the eight step procedures of survey research design.

1. Defining Objectives
2. Identification of Target Population
3. Literature Review
4. Determination of the Sample
5. Identification of Instruments
6. Design Survey Procedures
7. Identification of Analytical Procedures
8. Determining Reporting Procedures

In this procedure, researchers collect quantitative, numbered data using questionnaires, interviews, checklists, etc. and statistically and narratively analyze the data to describe trends about responses to questions and to test research questions.

In my study, under survey design, I also collected quantitative/descriptive data using questionnaire and checklist and analyzed the data to describe the perception of teachers in using Total Physical Response to teach vocabulary in lower secondary level.

3.2. Population, Sample and Sampling Strategy

All the English language teachers from Banke district were the population for this study. Altogether 30 lower secondary English teachers from 15 private schools were selected for the sample of this study using purposive non- random sampling procedures.

3.3. Research Tools

The tools for the data collection were a set of questionnaire including both open-ended and close-ended questions and a checklist. Because these tool are effective, appropriate, feasible for the respondents, and useful for the researcher to obtain the objectives of this study. The items in the questionnaire and checklist were directly related to the perceptions of the teachers' on Total Physical Response in enhancing vocabulary.

3.4. Sources of Data (Primary and Secondary)

The research included both the primary and the secondary sources of data. The 30 lower secondary teachers from the 15 private schools of Banke district were the primary sources of data. The secondary sources included various books, journals, and the internet materials. For example, Asher (1997), Richards and Rogers(2010), Larsen- Freeman (1999), www.tpr-world.com, thesis of Shamsheer Bhattarai on Effectiveness of Total Physical Response in Teaching Prepositions, thesis of Dr. Mohd Zuri Ghani on The Effectiveness of Total Physical Response in Helping Slow Young Learners with Low Achievement Acquire English as a Second Language.

3.5. Data Collection Procedures

For the data collection, I adopted stepwise methodological procedures to collect the required data from the informants that were as follows:

Firstly, I went to the selected schools, talked with the concerned authority and established rapport. Then, I described the purpose and process of visiting their schools and meeting them. In addition, I asked for the permission to consult their English teachers to the authority and built rapport with them as well as explained them about the purpose and process of my study.

Likewise, I requested them to be my informants assuring confidentiality of information they provide by providing them participant consent form and participant information statement. After that, I provided them with the questionnaire and checklist and requested them to fill it within a week. At last, I collected those questionnaires and checklist with their answers and thanked the respondents and authorities for co-operating to accomplish my research work.

3.6. Data Analysis Procedures

I analyzed the obtained raw data qualitatively (i.e. in narrative way with the help of description) and quantitatively (i.e. using statistical tools i.e., tables) based on the perceptions on Total Physical Response in enhancing vocabulary.

3.7. Ethical Considerations

As the research involved human beings as participants, before initiation of the study, I obtained approval from the Research Guidance and Approval Committee as well as informed consent with respected schools and respondents. The study focused on the multiple perspectives, areas and context sensitive issues in the research area. The participants were assured that all the identifiable personal information would be strictly kept confidential. The data is used only for my study without any harm to respondents. The attention on accuracy, honesty, truthfulness and ethical consideration was paid in my study.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

This chapter consists of the detail analysis and interpretation of the data collected from the respondents to derive the result of the study.

4.1. Analysis of Data and Interpretation of the Result

The aim of the research was to find out the teachers' perception on Total Physical Response in enhancing vocabulary. To derive the result the data is collected through questionnaire and checklist. In questionnaire, questions (close-ended and open-ended) on Total Physical Response in enhancing vocabulary in lower secondary are included. In checklist, the questions are on procedures/techniques of Total Physical Response in enhancing vocabulary along with vocabulary teaching techniques that help Total Physical Response and the language items to be taught using Total Physical Response in lower secondary level.

While analyzing data, percentage is used as a main basis. The total number of respondents are counted and changed into percentage.

The questions are analyzed and interpreted in the following sections:

4.1.1. Analysis and Interpretation of the Data Obtained

In this section the data obtained from 18 close-ended and 4 open-ended questions and checklist are analyzed and interpreted in different sub-headings.

4.1.1.1. Analysis and Interpretation of Close-ended Questions

This section contains 6 questions on TPR and 12 questions on Total Physical Response in enhancing vocabulary, which are analyzed in the subsequent headings.

(i) Application of Method in ELT Classroom

This section concerns with the application of method in ELT classroom.

Table 1

Most Applied Method in ELT

No.	Item	Responses							
		Communicative		Total Physical Response		GT		Audio Lingual	
		N	%	N	%	N	%	N	%
1	Which method do you apply most in ELT classroom?	12	40	14	46.66	4	13.33	-	-

In response to the most applied method in ELT, 46.6% of the respondents were found using TPR in their ELT classroom. Likewise, 40 % used communicative method, 13.33% used GT method and no one was found using Audio Lingual method.

This revealed that most applied methods were TPR (46.66%) and communicative (40%) by the teachers in their classes.

(ii) Frequency of Use of Total Physical Response in ELT Classroom

This sub-heading contains about the frequency of the use of TPR in ELT classroom.

Table 2

Frequency of TPR in ELT Classroom

No.	Item	Responses							
		Always		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%
2	How often do you apply TPR in your class?	8	26.66	20	66.66	2	6.66	-	-

Regarding the frequency of use of TPR in ELT classroom, 26.66% of respondents were found applying TPR always in their classes, 66.66% sometimes, 6.66% rarely and no one is found never applying.

It showed that most of the teachers' used TPR only *sometimes* and some *always*.

(iii) Satisfaction in using Total Physical Response in Lower Secondary ELT

This section represents about the satisfaction in using TPR in lower secondary.

Table 3

Satisfaction Using TPR

No.	Item	Responses							
		Highly Satisfied		Satisfied		Less Satisfied		Not Satisfied	
		N	%	N	%	N	%	N	%
3	Are you satisfied with the teaching English in lower secondary based on TPR?	8	26.66	15	50	6	20	1	3.33

In response to satisfaction in using TPR in lower secondary ELT class, 26.66% of respondents were found highly satisfied, 50% were found satisfied, 20% less satisfied and 3.33% not satisfied.

It is found that 50% of the teachers are satisfied and 26.66% are highly satisfied using TPR in lower secondary class.

(iv) Benefits of Total Physical Response in School Level

This section contains benefits of Total Physical Response (TPR) in school level.

Table 4**Benefits of TPR in School Level**

No.	Item	Responses							
		Primary		Lower Secondary		Secondary		All levels	
		N	%	N	%	N	%	N	%
4	Which levels of students are more benefitted by TPR teaching?	11	36.66	17	56.66	1	3.33	1	3.33

In item 4, benefits of Total Physical Response (TPR) in school level, 36.66% of the respondents were found believing that TPR is beneficial to teach primary level, 56.66% were in favor of lower secondary, 3.33% secondary and 3.33% all levels.

From this, it was interpreted that most of the respondents (56.66%) were found believing that TPR is beneficial for lower secondary level and some (36.66%) in primary level.

(v) Use of Total Physical Response and Equipments for Using it in ELT

This section contains about the use of TPR and equipments needed for using it in ELT.

Table 5**Use of TPR and Equipments for Using it**

No	Items	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
5	Knowingly/unknowingly, the teachers use TPR.	11	36.66	17	56.66	28	93.32	2	6.66	-	-	2	6.66
6	Well-equipped classroom is required to use TPR .	11	36.66	14	46.66	25	83.32	5	16.66	-	-	5	16.66

While analyzing the use of TPR and equipments or materials needed for using it in ELT classroom, 93.32% (36.66% SA and 56.66% A) agreed about the use of Total

Physical Response in teaching either knowingly or unknowingly by the teachers. On the other hand, very few respondents disagreed, i.e. 6.66%.

Similarly, regarding the provisions of well-equipped classroom in TPR 83.32%, (36.66% SA and 46.66% A) agreed and 16.66% disagreed to the item.

It indicated that most of the respondents (93.32%) used TPR in teaching either knowingly or unknowingly and (83.32%) responded in favor of well-equipped classroom in TPR.

(vi) Role of Total Physical Response in Enhancing Vocabulary

This section includes the role of TPR in enhancing vocabulary

Table 6

Role of TPR in Enhancing Vocabulary

No.	Items	Responses							
		Excellent		Very Good		Good		Poor	
		N	%	N	%	N	%	N	%
7	What role does TPR play in enhancing vocabulary?	8	26.66	10	33.33	12	40	-	-

Regarding the role of TPR in enhancing vocabulary, 26.66% respondents replied excellent, 33.33% very good and 40% good.

It revealed that all the respondents agreed that TPR plays important role in enhancing vocabulary.

(vii) Time Duration on Total Physical Response in Enhancing Vocabulary

This section contains about the time duration on TPR in enhancing vocabulary.

Table 7

Time Duration in TPR in Enhancing Vocabulary

No.	Items	Responses							
		Longer Time		Short Time		Time as per the content		Time as per the teacher	
		N	%	N	%	N	%	N	%
8	TPR vocabulary teaching takes	10	33.33	7	23.33	-	-	13	43.33

Regarding the time duration in TPR while teaching vocabulary 33.33% responded that it takes longer time, 23.33% responded it takes short time and 43.33% responded that it takes time as per the teacher.

While interpreting this item, it is found that majority of the respondents (43.33) replied that it takes time as per the teacher.

(viii) Important Role on Total Physical Response in Enhancing Vocabulary

This section contains about the important role player in TPR in enhancing vocabulary.

Table 8

Important Role on TPR in Enhancing Vocabulary

No.	Items	Responses							
		Student		Teacher		Expert		Administrator	
		N	%	N	%	N	%	N	%
9	Whose role is the most important in implementing TPR in vocabulary teaching?	8	26.66	22	73.33	-	-	-	-

Likewise, about the most important role in implementing TPR, 26.66% of the respondents responded that student has the most important role and 73.33% responded

that teacher has the most important role in implementing TPR in English vocabulary teaching in lower secondary.

This revealed that majority of the respondents (73.33%) are in favor of teacher having important role in implementing TPR to teach vocabulary in lower secondary.

(ix) Teachers' Perceptions on TPR in Enhancing Vocabulary in Lower Secondary

This section contains perceptions of the teachers on TPR in enhancing vocabulary.

Table 9

Teachers' Perceptions on TPR in Enhancing Vocabulary in Lower Secondary

No	Items	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
10	Learning & teaching vocabulary by TPR is permanent /long-lasting	14	46.66	15	50	29	96.66	1	3.33	-	-	1	3.33
11	Chance to communicate in TPR	21	70	9	30	30	100	-	-	-	-	-	-
12	Role of the teacher: as director, model, controller & feedback provider	16	53.33	9	30	25	83.33	5	16.66	-	-	5	16.66
13	Role of the student: as listener, imitator, performer, monitor & evaluator in TPR	6	20	20	66.66	26	86.66	4	13.33	-	-	4	13.33
14	TPR in large classes to teach vocabulary	4	13.33	19	63.33	23	76.66	5	16.66	2	6.66	7	23.32
15	Learning by body language brings life & interest in teaching learning vocabulary	19	63.33	11	36.66	30	100	-	-	-	-	-	-
16	TPR is less stressful to learn/teach vocabulary	16	53.33	12	40	28	93.33	1	3.33	1	3.33	2	6.66
17	TPR environment and vocabulary teaching	10	33.33	19	63.33	29	96.66	1	3.33	-	-	1	3.33
18	Errors in TPR be corrected immediately.	16	53.33	10	33.33	26	86.66	4	13.33	-	-	4	13.33

Regarding Learning & teaching vocabulary by TPR is permanent/long-lasting, 96.66% (46.66 SA and 50% A) agreed of the respondents responded that learning and teaching vocabulary by Total Physical Response is permanent and long-lasting and only 6.66% (3.33% D and 3.33 % SD) disagreed to statement.

In the similar vein chance in communicating, 100% (70% SA and 30% A) agreed that students get a lot of chance to communicate in English to enhance vocabulary in Total Physical Response teaching.

In the process of data analysis of role of teacher, it was found that 83.33% (53.33 SA and 30% A) agreed of the respondents agreed that the role of the teacher as a director, model, controller and a feedback provider is sufficient in Total Physical Response to teach vocabulary. On the other side, 16.66% disagreed to the item.

Similarly, in item 13, role of students, 86.66% (20% SA and 66.66% A) agreed that the role of the students as listeners, imitators, performers and evaluator is suitable in Total Physical Response to enhance vocabulary. Only, 13.33% disagreed to the item.

In response to possibility of TPR in large classes, 76.66% (13.33% SA and 63.33% A) agreed that it is possible to teach vocabulary in large classes using Total Physical Response and 23.32% (16.66% D and 6.66% SD) disagreed to the statement.

During the data analysis of vocabulary learning by body language, it was found that 100% (63.33% SA and 36.66% A) agreed of the respondents agreed in learning by body language conversation, which brings life and interest in teaching, and learning vocabulary.

Majority of the respondents 93.33% (53.33% SA and 40% A) agreed that Total Physical Response promotes learning vocabulary in less stressful ways in item 16. Only 6.66% (3.33% D and 3.33% SD) disagreed to the item.

Other finding of classroom environment of TPR shows that 96.66% (33.33% SA and 63.33% A) agreed to the statement that the classroom environment in vocabulary teaching using Total Physical Response becomes noisy if the teacher cannot manage the class properly. Only 3.33% disagreed about the notion.

Regarding errors correction in Total Physical Response in teaching vocabulary in item 18, 86.66% (53.33% SA and 33.33% agreed) agreed that errors should be corrected immediately. Only 13.33% disagreed to the statement.

From the above analysis, it can be interpreted that learning and teaching vocabulary by TPR is permanent and long lasting in which students get chance to communicate and the role of the teacher as a director, model, controller, and feedback provider and the role of the students as listeners, imitators, performer, monitor and evaluator is suitable and sufficient in TPR .

Similarly, it is found learning vocabulary by body language brings life and interest, which is less stressful, and the environment of class depends on the teacher. The process of error correction should be done immediately in TPR.

4.1.1.2. Analysis and Interpretation of Open ended Questions

This section contains 4 open- ended questions and their analysis and interpretation as follows.

i. Personal Understanding of TPR and Vocabulary

This heading shows the personal understanding of TPR and vocabulary.

19)What do you personally understand by Total Physical Response (TPR) and vocabulary?

The first open-ended item was designed to find out whether the teachers know about Total Physical Response method. While analyzing this question, I found out that all the teachers responded differently to the same question and their reasons were the same but different in styles. Those responses are listed in the next page.

a) Total Physical Response

- method, skill, activity or process to teach language by body language using gestures , movements, actions, body postures, expressions commands, in which students respond with body movements,

- Language teaching method using physical movements to react to verbal input in order to reduce students inhibition and lower their effective filter, based on coordination of language and physical movements, expressions
- process of learning by doing, inductive means of teaching language by gestures, physical responses, using body language practically
- method using body language with speech

In response to the Total Physical Response, majority of the respondents opined that Total Physical Response is a method, process, activity, skill, inductive means, way, etc. of language teaching using body language with speech. It includes gestures, postures, expressions, body movements, etc. with speech or language. Regarding the responses, it is clear that Total Physical Response is a practical method using physical movements to react to verbal input in order to reduce students' inhibition and lower their effective filter, based on coordination of language and physical movements, expressions.

b) Vocabulary:

The responses regarding vocabulary of the respondents are mentioned as follows.

- vocabularies are words teacher uses to teach students in class about a language,
- a number of words which make language/ used in teaching and learning,
- vocabularies are word granary/list or collection of words and phrases usually alphabetically arranged and explained/defined
- the words known by familiar a person or used in a particular language, or activity; a list of words and their meanings their types are listening speaking, reading and writing
- items to learn semantic values of a language, as per the semantic structures of language used in any text, sentence or a language
- all the words used during conversation in a particular language

The responses about vocabulary show that vocabularies are the list of words that make language and have semantic, cultural, etc. values. They are all the words or a set of words that are familiar to a person of a particular language. They are used in conversation, sentences and texts. They are used in teaching and learning a language.

ii. Perception on TPR to Teach Vocabulary in Lower Secondary

This sub-section contains the perception on TPR to teach vocabulary in lower secondary level.

20) What do you think about Total Physical Response (Total Physical Response) in teaching vocabulary in lower secondary level?

The second open-ended item is designed to find out the perception of teaching vocabulary using Total Physical Response in lower secondary level. The responses can be mentioned as follows.

- one of the best option to teach English vocabulary
- good method because it is easily understood
- best and fruitful language teaching method teach English vocabulary in lower secondary,
- one of the best way to teach vocabulary as learning is less stressful, and lively in it
- very useful in lower secondary as it is fun, easy and memorable, does not require great deal of preparation, creates positive thinking, students get opportunity to express themselves in creative ways
- the best method to teach in lower secondary in which students will take keen interest in learning vocabulary
- effective way of teaching in lower secondary, as students get motivated in learning by actions and physical expressions
- more important in lower secondary

Regarding the question 20, perception on TPR to teach vocabulary in lower secondary, majority of the respondents responded that it is one of the best methods, which is easy

for the students to understand to teach vocabulary in lower secondary level. It is fun, easy and memorable, does not require great deal of preparation. It creates positive thinking. Students get opportunity to express their thoughts in creative way. It is less stressful, and lively for the students to comprehend and learn.

iii. Benefits of TPR for the Students and the Teachers

This heading contains the benefits of TPR for the students and the teachers.

21) How is Total Physical Response (Total Physical Response) beneficial for students and teachers in enhancing vocabulary in lower secondary level?

The third open-ended item was designed to get the perceptions of teachers regarding the benefits of Total Physical Response for students and teachers in enhancing vocabulary in lower secondary level. The responses are listed as follows.

a) Students

The benefits of Total Physical Response in lower secondary levels for the students are mentioned as follows as per the respondents' opinions.

- students in lower secondary students are playful so they cannot concentrate and understand the words what the teachers teach using other methods easily but Total Physical Response helps them to understand words by looking and doing actions by teachers and their friends
- students do not need to rote the meaning and turn the dictionary as it can be best to learn vocabulary in short time by seeing and doing actions
- it helps to learn easily vocabularies easily and makes students active
- It makes learning process alive, long retention, students will enjoy the subjects, they can learn vocabulary without stress
- it can be challenging for shy students but very funny, easy and they can understand target language easily, it helps learners to achieve fluency faster
- it helps the students to learn vocabulary on the basis of learning by doing principle so it is better

- gives opportunity to do actions and drills, it is fun so students can enjoy while learning
- it accelerates the learning by making it easy with longer retention, lively as well provides chance to communicate

Regarding the benefits for students, the respondents opined that Total Physical Response can be best option to learn vocabulary in short time by seeing and doing actions in lower secondary level. As the students in lower secondary are playful who cannot concentrate and understand the words what the teachers say but Total Physical Response helps them to understand words by looking and doing actions by teachers and their friends. It helps learners to achieve fluency faster. It makes students active and learning process lively, less stressful, etc. It accelerates the learning vocabulary making easy with longer retention and provides better chances to communicate.

b) Teacher

The benefits of Total Physical Response for the teacher in lower secondary level are mentioned as follows as per the respondents' opinions.

- it helps the teacher to enjoy teaching learning, it is easy method and does not require much materials to teach vocabulary in lower secondary level
- it has no problem of class size, does not need great deal of preparation
- it is less stressful, no need of stressful planning
- it makes teacher, cooperative, alert and active
- it is easy aid/method to teach vocabulary
- due to the use of body movements to show meaning by the teacher it is easy to draw attention of the students, it consumes less time
- it helps to easily build good relation with students, attract them by different postures while teaching and the students can imitate and understand easily about the vocabulary taught by the teacher,
- Students can understand what the teacher is trying to express

Regarding the responses, it was found that the respondents opined saying Total Physical Response as the beneficial way for the teachers to enjoy teaching by making it less stressful, easy, etc. It helps to draw the attention of the student easily for the teacher while teaching vocabulary. It makes the teacher active, cooperative, alert and helps to keep good relation with students,

iv. Suggestions and Recommendations for Using TPR and for the Researcher

This sub-section contains the suggestions and recommendations for using TPR and for the researcher also.

22) What are your suggestions and recommendations for teaching vocabulary using Total Physical Response in lower secondary? Have you any personal suggestions for the researcher?

This item was designed to get the suggestions regarding the Total Physical Response method to teach vocabulary in secondary level and personal suggestions for the researcher. They are as follows:

a) Suggestion and Recommendations

The suggestions and recommendations for the teaching vocabulary using Total Physical Response in lower secondary level of the respondents are as follows:

- it should be used practically and scientifically
- the resources should be managed well to use this method,
- beneficial for primary level as well as lower secondary
- it should be used in association with other methods and techniques as all the target language vocabularies cannot be suitable to it
- the effective techniques, like role play, action sequence and command should be used well along with different materials focusing students

From the suggestions and recommendation provided by the respondents, we can say that it should be used practically and scientifically. While using Total Physical Response in teaching vocabularies in lower secondary resources or materials should

be managed well. It should be used in association with other methods and techniques as all the target language vocabularies cannot be suitable to it. Similarly, the effective techniques, like role-play, action sequence and command should be used well to enhance vocabulary effectively and permanently by focusing the students.

b) Personal Suggestions for the Researcher

The following personal suggestions have been given to the researchers by the respondents.

- carry out the research effectively for better findings,
- complete the research making it useful for the new researchers
- carry out the research without errors.
- make the research authentic and reliable which may be useful other researchers

Regarding the suggestions for the researcher, the respondents suggested to carry out the research effectively for better findings without errors by making the research authentic, reliable and useful for the new researchers.

4.1.1.3. Analysis and Interpretation of Checklist Questions

The checklist questions are analyzed and interpreted as follows in different sub-headings.

i. Analysis and Interpretation of Teachers' Perception on Total Physical Response (TPR) Classroom Procedures/ Techniques Helpful in Enhancing Vocabulary

This section contains the analysis and interpretation of teachers' perception on TPR classroom procedures/ techniques, which is presented in the next page.

Table: 10**Teachers' Perception on TPR Procedures/ Techniques**

No	TPR Classroom Procedures/Techniques	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Review: Give commands to the students to respond physically i.e., come, go, etc.	21	70	8	26.66	29	96.66	-	-	1	3.33	1	3.33
2	New commands: Teacher gives new commands by new verbs & vocabularies	5	16.66	24	80	29	96.66	1	3.33	-	-	1	3.33
3	Role reversal: Students volunteers to utter commands	17	56.66	11	36.66	28	93.32	2	6.66	-	-	2	6.66
4	Action sequence: Give connected commands i.e., give me a pen, give me a piece of paper, etc.	18	60	12	40	30	100	-	-	-	-	-	-
5	Reading and writing: Teacher writes and reads the commands with the actions and students also.	8	26.66	22	73.33	30	100	-	-	-	-	-	-

Regarding review, 96.66% (70% SA and 26.66% agreed) agreed review is the helpful technique to teach vocabulary in Total Physical Response and only 3.33% strongly disagreed about the notion.

In next technique, new commands, 96.66% (16.66% SA and 80% agreed) agreed that new commands is another technique of Total Physical Response. Only 3.33% strongly disagreed the technique.

Similarly, in technique, role reversal, 93.32% (56.66% SA and 36.66 % agreed) agreed) and 6.66% disagreed to the technique.

In the fourth technique, action sequence, 100% (60% SA and 40% agreed) agreed.

Likewise, in the fifth technique, reading and writing, 100% (26.66% SA and 73.33% agreed) agreed that reading and writing with teacher is helpful technique in teaching vocabulary in lower secondary level.

From the above analysis, it is found that almost all the respondents agreed to the TPR techniques , review (96.66%), new commands(96.66%), role reversal (93.32%) and all agreed to the action sequence and reading and writing techniques regarding their helpfulness in vocabulary teaching in lower secondary.

ii. Analysis and Interpretation of Teachers' Perception on Vocabulary Teaching Techniques Helpful in Total Physical Response

This section contains the analysis and interpretation of teachers' perception on Vocabulary Teaching Techniques helpful in TPR, which is as follows.

Table: 11

Teachers' Perception on Vocabulary Teaching Techniques

No	Vocabulary Teaching Techniques	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Realia/Showing real objects	17	56.66	13	43.33	30	100	-	-	-	-	-	-
2	Demonstration/Showing pictures	15	50	8	26.66	24	76.66	5	16.66	1	3.33	6	19.99
3	Drawing pictures	13	43.33	12	40	25	83.33	5	16.66	-	-	5	16.66
4	Verbs/Phrasal verbs	10	33.33	18	60	28	93.33	2	6.66	-	-	2	6.66
5	Role play	18	60	12	40	30	100	-	-	-	-	-	-

Regarding the technique 1, realia/showing real objects, of vocabulary teaching, 100% (56.66% SA and 43.33% A) agreed.

In technique 2, demonstration/showing pictures, 76.66% (50% SA and 26.66% A) agreed and 19.99% (16.66 % DA and 3.33 SD) disagreed. In technique 3, Drawing pictures, 83.33% (43.33% SA and 40% A) agreed. Only, 16.66% disagreed.

During the analysis of technique 4, Verbs/ phrases, of vocabulary teaching, 93.33% (33.33% SA and 60% A) agreed and only 6.66% disagreed.

To the technique 5, role play, 100% (60% SA and 40% A) agreed to teach vocabulary that is helpful in teaching vocabulary in lower secondary using Total Physical Response.

From the analysis of the vocabulary teaching techniques helpful in TPR, it is found that all of the respondents agreed to realia/showing real objects, majority (76.66%) agreed to demonstration/showing pictures and (93.33%) to verbs/phrases and all agreed to role play.

iii. Analysis and Interpretation of Teachers' Perception on Language Items/Vocabularies Taught Using Total Physical Response (TPR)

This section contains the analysis and interpretation of teachers' perception on Language Items/Vocabularies taught using TPR, which is as follows.

Table: 12

Teachers' Perception on Language Items/Vocabularies to be Taught Using TPR

No	Language Items to be Taught Using TPR.	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Action Words/vocabularies like smile, cut, etc.	18	60	11	36.66	29	96.66	-	-	1	3.33	1	3.33
2	Grammatical categories like tense, person, etc.	4	13.33	24	80	28	93.33	1	3.33	1	3.33	2	6.66
3	Grammar like word class: noun, verb, etc.	4	13.33	25	83.33	29	96.66	1	1.33	-	-	1	1.33
4	Imperatives: sit down language functions like requesting, introducing, etc.	18	60	11	36.66	29	96.66	1	3.33	-	-	1	3.33

Regarding the language items /vocabularies, that can be taught using Total Physical Response in 1, action words/vocabularies, 96.66% (60% SA and 36.66% A) agreed and only 3.33% strongly disagreed.

In item 2, grammatical categories, 93.33% (13.33% SA and 80% A) agreed. Among the respondents 6.66% (3.33% disagreed and 3.33 strongly disagreed) disagreed.

In regard of item 3, grammar like word class, 96.66% (13.33% SA and 83.33% A) agreed. Only 1.33% disagreed.

Similarly, in item 4, imperatives, 96.66% (60% SA and 36.66% A) agreed. Only 3.33% disagreed.

It showed that almost all the respondents agreed that the language items or vocabularies, like action words/vocabularies (96.66%), grammatical categories (93.33%), grammar (96.66%), and imperatives (96.66%) can be taught using TPR.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes findings, conclusions and recommendations of the study. The findings and conclusions of the study are drawn based on analysis and interpretation of the collected data. Likewise, some recommendations have been suggested in this chapter.

5.1. Findings

This chapter comprises the findings of the study after the analysis and interpretation of the collected data/information.

After rigorous study of analyzed and interpreted data, the findings are presented.

The findings, derived from the analysis and interpretation of the data, can be presented in terms of the following headings.

5.1.1. Findings Based on Close-ended Questions

1. 46.66% of the respondents agreed that they used TPR most than other methods by which they (50% S & 26.66% HS) were satisfied.
2. Most of the respondents favored that (83.33%) TPR needs well-equipped classroom and (56.66%) it is beneficial to lower secondary students than other levels.
3. Majority of the respondents agreed that (73.33%) teacher plays important role in implementing TPR and (76.66%) TPR is possible in large class in vocabulary teaching.
4. Almost all the respondents agreed that (96.66%) teaching vocabulary by TPR is permanent/long lasting and (96.66%) TPR environment depends on the teacher.
5. All agreed that students get chance to communicate in TPR and teaching/learning by body language brings life and interest in teaching learning vocabulary.

6. In similar vein, majority of the respondents agreed that (83.33%) teachers' role as director, model, controller, feedback providers and (86.66%) students' roles as imitator, performer, monitor and evaluator are sufficient and suitable in TPR.
7. Regarding error correction, most of the respondents (86.66%) agreed for correcting errors in TPR immediately.

5.1.2. Findings Based on Open-ended Questions

1. Regarding the perception on TPR in enhancing vocabulary in lower secondary, it is found that it is one of the best methods, which is easy, funny, memorable, interesting and comprehensive to teach/learn vocabulary by seeing and doing actions for teachers and students.
2. Most of the respondents opined that TPR can be best option to teach/learn vocabulary as the students in lower secondary are playful who cannot concentrate and understand the words what the teachers teach easily. However, TPR helps them to understand, be attentive and achieve fluency faster by actions of teachers and their friends.
3. In response to the TPR, it is found that TPR is a method, process, activity, skill, inductive means and way of language teaching using body language with speech. It includes gestures, postures, expressions, body movements, etc. with speech or language practically.
4. The responses about vocabulary showed that vocabularies are the list of words that make language and have semantic, cultural, etc. values that are familiar to a person. They are used in conversation, sentences and texts and in teaching and learning a language.
5. Similarly, majority opined that TPR makes learning process lively, less stressful, and accelerates vocabulary teaching/learning making easy with longer retention and provides better chances to communicate. It makes both teachers and students active, cooperative, alert and helps to keep good relation.
6. For suggestions and recommendations for using TPR to teach vocabulary in lower secondary, the respondents suggested and recommended that it should be used practically and scientifically with suitable resources.

5.1.3. Findings Based on Checklist Questions

1. Most of the respondents agreed to TPR classroom procedures/techniques like, review (96.66%), new commands (96.66%), role reversal (93.32%), and all agreed to action sequence (100%) and reading and writing (100%) as helpful TPR procedures/techniques in enhancing vocabulary in TPR.
2. Majority of the respondents agreed to vocabulary teaching techniques like, demonstrations/showing pictures (76.66%), drawing pictures (83.33%), verbs/phrasal verbs (93.33%) and all agreed to realia/showing real objects (100%), and role play (100%) as helpful vocabulary teaching techniques in TPR to teach vocabulary.
3. Regarding the language items /vocabularies (action words, grammatical categories, word class, imperatives and language functions), almost all (96.66%) of the respondents agreed that they can be taught using TPR in lower secondary.

5.2. Conclusion

The conclusion of the study is drawn based on the findings obtained from the analyzed and interpreted data/ information obtained from the respondents. My research entitled, "Teachers' Perception on Total Physical Response in Enhancing Vocabulary" focuses on teachers' views or concepts about Total Physical Response method in teaching vocabularies in lower secondary level. A set of questionnaire (with close-ended and open-ended questions) and a checklist (with techniques of TPR in teaching vocabulary, techniques of vocabulary that help in TPR teaching and the language items that can be best taught using TPR) were used as the tools for the data collection.

It can be concluded that Total Physical Response is of the best method to teach vocabulary in lower secondary level as it coordinates with the actual action along with language or speech. It creates friendly environment between the teacher and the students. It helps to learn the vocabularies fast, easily and with less stress and longer retention. The findings of the study reveal that the teachers of the lower secondary have positive attitude about TPR method. They find it playing best role in enhancing vocabulary by making them permanent/long lasting in short time. There is a lot of

chance for the students to communicate in English in which teacher plays the role as a director, model, controller, and feedback provider. Similarly, students play the role as a listener, an imitator, a monitor and an evaluator in the learning process.

The respondents opined that TPR can be best option to learn vocabulary in short time by seeing and doing actions in lower secondary level. As the students in lower secondary are playful who cannot concentrate and understand the words what the teachers say easily. However, TPR helps them to understand words by looking and doing actions by teachers and friends. It helps learners to achieve fluency faster. It makes students active and learning process lively, less stressful, etc. It accelerates the learning vocabulary making easy with longer retention and provides better chances to communicate. Likewise, it is good for the teachers to enjoy teaching by making it less stressful, easy, etc. using Total Physical Response method. It helps to draw the attention of the student easily for the teacher while teaching vocabulary. It makes the teacher active, cooperative, alert and helps to keep good relation with students. Similarly, TPR procedures/techniques, vocabulary teaching techniques are helpful in teaching vocabulary in lower secondary and the language items like, action words, grammar can be best taught using TPR.

In short, we can say that TPR is practical and scientific method to teach vocabulary. It focuses on contextual learning and discourages rote learning. It makes vocabulary teaching learning permanent, less stressful, lively, interesting, faster, and easy.

5.3. Recommendations

Based on the findings and conclusion, the appropriate recommendations are suggested for the following levels.

5.3.1. Policy Related

- In curriculum of lower secondary level, TPR method should be prescribed compulsorily.
- The Ministry of education should make provision for training for English teachers to teach using TPR as majority of the respondents opined that it makes learning lively, long lasting, interesting and less stressful.

- The policy should be made to teach the students with actual physical expressions, body movements, gestures, mimes, etc. based on Total Physical Response by which the learning becomes contextual and fruitful.

5.3.2. Practice Related

- Teachers should apply Total Physical Response Method to teach action words, verbs and other vocabularies to create child friendly environment to make teaching learning effective.
- Teachers should develop their skills by taking training based on Total Physical Response to teach vocabulary fast, easily and permanently
- The institutions should organize various programs to teach vocabulary based on Total Physical Response method to develop the level and intelligence of the creatively, practically and scientifically.

5.3.3. Further Research Related

Regarding the further research, the following recommendations can be made.

- This study is limited to find out the perceptions of the teachers on Total Physical Response in enhancing vocabulary, so the research on comparative study of Total Physical Response and other certain methods can be carried out.
- This research is based on the teachers as population; other researches can be carried out making students as population of the study.
- Further researches can be carried out to find out effectiveness of Total Physical Response in Teaching vocabulary or other language items.

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APPENDIX-I

Questionnaire

Dear Sir/Madam,

This questionnaire is designed to collect information for my study entitled, Teachers' Perception on Total Physical Response (TPR) in Enhancing Vocabulary under the supervision of Dr. Laxmi Bahadur Maharjan, Professor, Department of English Education Trivhuvan University, Kirtipur, Kathmandu.

The kind information provided by you will be of great value to accomplish my study. The information that you provide will be kept highly confidential. Please feel free while answering the questions.

Researcher
Dilip Kumar Sony
Department of English Education
T.U. Kirtipur, Kathmandu

Note: Total Physical Response Method (TPR) is a set of procedures/ method, which uses body movements, physical gestures/ expressions, actions, etc. to teach English language or vocabularies introduced by James J. Asher. Vocabulary refers to all the words a person knows or all the words in a particular language."

Date:

Name : Gender:..... Age:

Name of Institution:

Qualification:Teaching Experience:

1. Put tick (✓) on the alternatives that best indicate your response.

A. Questions related to Total Physical Response (TPR)

1) Which method do you apply most in ELT classroom?

i) Communicative ii) TPR iii) GT Method iv) Audio Lingual

2) How often do you apply Total Physical Response in teaching in your class?

i) Always ii) Sometimes iii) Rarely iv) Never

3) Are you satisfied with the teaching English in lower secondary based on TPR?

i) Highly Satisfied ii) Satisfied iii) Not Satisfied iv) Less Satisfied

4) Which levels of students are more benefitted by teaching using TPR?

i) Primary ii) Secondary iii) Lower Secondary iv) All

5) Knowingly or unknowingly, the teachers teaching English use TPR.

i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

6) Well-equipped classroom is required to teach using Total Physical Response (TPR) in ELT classroom.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

B. Questions related to TPR in enhancing vocabulary.

7) What role does TPR play in enhancing vocabulary?

- i) Poor ii) Good iii) Very Good iv) Excellent

8) TPR in teaching vocabulary takes.....

- i) Longer time ii) Short time
ii) Time as per the content iv) Time as per the teacher

9) Whose role is the most important in implementing TPR in English vocabulary teaching?

- i) Student ii) Teacher iii) Expert iv) Administrator

10) Learning and teaching vocabulary by TPR is permanent and long lasting.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

11) In TPR teaching, students get a lot of chance to communicate in English to enhance vocabulary.

- i) Strongly agree ii) Agree iii) Disagree iv) Strongly Disagree

12) The role of the teacher as a director, a model, a controller and a feedback provider is sufficient in TPR.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

13) The role of students as a listener, an imitator, a performer, a monitor, and an evaluator is suitable in TPR.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

14) Total Physical Response is possible in large classes to teach vocabulary.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

15) Learning by body language conversation brings life and interest in teaching learning vocabulary.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

16) TPR promotes learning vocabulary in less stressful ways.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

17) The classroom environment becomes noisy while using TPR to teach vocabulary if the teacher cannot manage the classroom properly.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

18) Errors in vocabulary teaching using TPR should be corrected immediately.

- i) Strongly Agree ii) Agree iii) Disagree iv) Strongly Disagree

2. You are humbly requested to give your responses in your own words.

19) What do you personally understand by Total Physical Response (TPR) and vocabulary?

a) Total Physical Response:

.....

.....

.....

b) Vocabulary:

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.....
.....

20) What do you think about Total Physical Response (TPR) in teaching vocabulary in lower secondary level?

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.....
.....

21) How is Total Physical Response (TPR) beneficial for students and teachers in enhancing vocabulary in lower secondary level?

a) Students:.....

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.....
.....

b) Teacher:.....

.....
.....
.....

22) What are your suggestions and recommendations for teaching vocabulary using TPR in lower secondary? Have you any personal suggestions for the researcher?

a) Suggestion and Recommendations

.....
.....
.....
.....

b) Personal Suggestions for the Researcher

.....
.....
.....

APPENDIX-II

CHECKLIST

Dear Sir/Madam,

This checklist is a part of my research study which is designed to collect information for my study entitled, Teachers Perceptions on Total Physical Response in Enhancing Vocabulary under the supervision of Dr. Laxmi Bahadur Maharjan, Professor, Department of English Education, Trivhuvan University, Kirtipur, Kathmandu.

Your cooperation in completion of the checklist will be of great value to me. I assure you that responses made by you will be exclusively used for present study only.

Researcher
Dilip Kumar Sony
Department of English Education
T.U. Kirtipur, Kathmandu

3. Are the following procedures/techniques of Total Physical Response (TPR) helpful in enhancing vocabulary in lower secondary level? Please tick (✓) one of the options given.

S.N.	Total Physical Response Classroom Procedures / Techniques	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Review: Give commands to students to respond physically i.e. come, go, etc.				
2.	New Commands: Teacher give new commands by new verbs and vocabularies i.e. stop, sit, etc.				
3.	Role Reversal: Students volunteer to utter commands instead of the teacher				
4	Action Sequence: Give connected commands, i.e. give me a pen, give me a piece of paper, give me a bag, etc.				
5	Reading and Writing: Teacher writes and reads the commands with actions and students also write and read the commands				

4. Do the following vocabulary teaching techniques help Total Physical Response (TPR) method to teach vocabulary in lower secondary level?

Please tick (√) one of the options given to represent your best answer.

S.N.	Vocabulary Teaching Techniques	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Realia/ showing real objects				
2.	Demonstration/showing pictures				
3.	Drawing pictures				
4.	Verbs /phrasal verbs				
5.	Role play				

5. Are the following language items/ vocabularies suitable to teach using TPR?

Please tick (√) one of the options given to represent your best answer.

Legends: 1. Strongly Agree

2. Agree

3. Disagree

4. Strongly Disagree

S. N	Language Items to be taught using TPR	Scores			
		1	2	3	4
1	Action Words/ vocabularies like smile, cut, etc.				
2	Grammatical categories like tense, person, number, etc.				
3	Grammar like word class: noun, verb, etc.				
4	Imperatives like thank him, sit down and language functions like requesting, describing, introducing, etc.				

Thank You Very Much

For

Your Kind And Great Help!!!

APPENDIX-III

No.	Item	Responses							
		Communicative		Total Physical Response		GT		Audio Lingual	
		N	%	N	%	N	%	N	%
1	Which method do you apply most in ELT classroom?	12	40	14	46.66	4	13.33	-	-

No.	Item	Responses							
		Always		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%
2	How often do you apply TPR in your class?	8	26.66	20	66.66	2	6.66	-	-

No.	Item	Responses							
		Highly Satisfied		Satisfied		Less Satisfied		Not Satisfied	
		N	%	N	%	N	%	N	%
3	Are you satisfied with the teaching English in lower secondary based on TPR?	8	26.66	15	50	6	20	1	3.33

		Primary		Lower Secondary		Secondary		All levels	
		N	%	N	%	N	%	N	%
4	Which levels of students are more benefitted by TPR teaching?	11	36.66	17	56.66	1	3.33	1	3.33

No	Items	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
5	Knowingly/unknowingly, the teachers use TPR.	11	36.66	17	56.66	28	93.32	2	6.66	-	-	2	6.66
6	Well-equipped classroom is required to use TPR .	11	36.66	14	46.66	25	83.32	5	16.66	-	-	5	16.66

No.	Items	Responses							
		Excellent		Very Good		Good		Poor	
		N	%	N	%	N	%	N	%

7	What role does TPR play in enhancing vocabulary?	8	26.66	10	33.33	12	40	-	-
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No.	Items	Responses							
		Longer Time		Short Time		Time as per the content		Time as per the teacher	
		N	%	N	%	N	%	N	%
8	TPR vocabulary teaching takes	10	33.33	7	23.33	-	-	13	43.33

No.	Items	Responses							
		Student		Teacher		Expert		Administrator	
		N	%	N	%	N	%	N	%
9	Whose role is the most important in implementing TPR in vocabulary teaching?	8	26.66	22	73.33	-	-	-	-

No	Items	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
10	Learning & teaching vocabulary by TPR is permanent /long-lasting	14	46.66	15	50	29	96.66	1	3.33	-	-	1	3.33
11	Chance to communicate in TPR	21	70	9	30	30	100	-	-	-	-	-	-
12	Role of the teacher: as director, model, controller & feedback provider	16	53.33	9	30	25	83.33	5	16.66	-	-	5	16.66
13	Role of the student: as listener, imitator, performer, monitor & evaluator in TPR	6	20	20	66.66	26	86.66	4	13.33	-	-	4	13.33
14	TPR in large classes to teach vocabulary	4	13.33	19	63.33	23	76.66	5	16.66	2	6.66	7	23.32
15	Learning by body language brings life & interest in teaching learning vocabulary	19	63.33	11	36.66	30	100	-	-	-	-	-	-
16	TPR is less stressful to learn/teach vocabulary	16	53.33	12	40	28	93.33	1	3.33	1	3.33	2	6.66
17	TPR environment and vocabulary teaching	10	33.33	19	63.33	29	96.66	1	3.33	-	-	1	3.33
18	Errors in TPR be corrected immediately.	16	53.33	10	33.33	26	86.66	4	13.33	-	-	4	13.33

		Responses
--	--	-----------

		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Review: Give commands to the students to respond physically i.e., come, go, etc.	21	70	8	26.66	29	96.66	-	-	1	3.33	1	3.33
2	New commands: Teacher gives new commands by new verbs & vocabularies	5	16.66	24	80	29	96.66	1	3.33	-	-	1	3.33
3	Role reversal: Students volunteers to utter commands	17	56.66	11	36.66	28	93.32	2	6.66	-	-	2	6.66
4	Action sequence: Give connected commands i.e., give me a pen, give me a piece of paper, etc.	18	60	12	40	30	100	-	-	-	-	-	-
5	Reading and writing: Teacher writes and reads the commands with the actions and students also.	8	26.66	22	73.33	30	100	-	-	-	-	-	-

No	Vocabulary Teaching Techniques	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Realia/Showing real objects	17	56.66	13	43.33	30	100	-	-	-	-	-	-
2	Demonstration/Showing pictures	15	50	8	26.66	24	76.66	5	16.66	1	3.33	6	19.99
3	Drawing pictures	13	43.33	12	40	25	83.33	5	16.66	-	-	5	16.66
4	Verbs/Phrasal verbs	10	33.33	18	60	28	93.33	2	6.66	-	-	2	6.66
5	Role play	18	60	12	40	30	100	-	-	-	-	-	-

No	Language Items to be Taught Using TPR.	Responses											
		Agree						Disagree					
		SA		A		Total		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%

1	Action Words/vocabularies like smile, cut, etc.	18	60	11	36.66	29	96.66	-	-	1	3.33	1	3.33
2	Grammatical categories like tense, person, etc.	4	13.33	24	80	28	93.33	1	3.33	1	3.33	2	6.66
3	Grammar like word class: noun, verb, etc.	4	13.33	25	83.33	29	96.66	1	1.33	-	-	1	1.33
4	Imperatives: sit down language functions like requesting, introducing, etc.	18	60	11	36.66	29	96.66	1	3.33	-	-	1	3.33

APPENDIX-IV

PARTICIPANT CONSENT FORM

Thesis Supervisor

Department of English Education

Dr. Laxmi Bahadur Maharjan, Professor

T. U. Kritipur, Kathmandu, Nepal

Teachers' Perception on Total Physical Response in Enhancing Vocabulary

I, agree to take part in this research study.

In my giving consent, I state:

I understand the purpose of this study, what will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher
5. I understand that my responses cannot be withdrawn once they are submitted
6. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I expect as required by law.
7. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- Completing questionnaire and checklist

YES NO

Signature:.....

Name:

Date:.....

APPENDIX-V

PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Department of English Education

Dr. Laxmi Bahadur Maharjan, Professor

T. U. Kritipur, Kathmandu, Nepal

Teachers' Perception on Total Physical Response in Enhancing Vocabulary

1. What is this study about?

The study is about " Teachers' Perception on Total Physical Response in Enhancing Vocabulary" which aims to find out the teachers perceptions on TPR to enhance vocabulary along with suggestions for pedagogical implications .

Therefore, you are invited to participate in this study. Your responses will be very helpful to accomplish this study.

By giving your consent to take part in this study you are telling us that you that:

- ✓ Understand what you have read.
- ✓ Agree to take part in this study as outlined below.
- ✓ Agree to the use of your personal information as described.

2. Who is carrying out the study?

The study is being carried out by Mr. Dilip Kumar Sony for the partial fulfillment of the Master of Education in English at Trivhuvan University, under the supervision of Dr. Laxmi Bahadur Maharjan, Professor.

3. What will the study involve for me?

The study involves completing questionnaire that contains 30 questions only.

4. How much of my time will the study take?

It will take about 1 hour to complete a set of questionnaire.

5. Who can take part in the study?

All the teachers of lower secondary teaching grade from Banke district can take part in this study.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation is voluntary in this study. Your interest to participate or not will not have any harm to the relationship with the researcher and anyone else at T. U. You can withdraw from the study even you started it.

7. Are there any risks or costs associated with being in the study?

Apart from the time you invest, there will be no risks or cost associated with being in this study.

8. Are there any benefits associated with being in the study?

This study will help you improve your teaching vocabulary using Total Physical Response method. Moreover, the findings of this study will be helpful in teaching vocabulary.

9. What will happen to information about me that is collected during the study?

Your information will be used only for the purposes mentioned in this Participant Information Statement. It will be stored securely and your identity will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you can tell.

11. What will be, if I would like further information about the study?

Please feel free to contact the researcher, Mr. Dilip Kumar Sony (email: sarjan.dks@gmail.com)

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study through Department of English Education, T. U. Kathmandu.

13. What if I have complaints or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University. Any persons with complaints about the conduct of this research can contact the researcher.

APPENDIX-VI

NAME OF SCHOOLS AND RESPONDENTS

S.N	Respondents	Name of school	Qualification	Experience
1	R1	Bright Light Academy	I. Ed	2 yrs
2	R2	Bright Light Academy	M. A	8 yrs
3	R3	Gorkha Public United H. S. S.	I. Ed	7 yrs
4	R4	Gorkha Public United H. S. S.	B. A	3 yr
5	R5	Dynamic E.M School	I. Ed	4 yrs
6	R6	Dynamic E.M School	I. Ed	2 yrs
7	R7	Creative Scholars Academy	B. Ed	7 yrs
8	R8	Creative Scholars Academy	B. Ed	3 yrs
9	R9	Green Peace Secondary School	B. A	8 yrs
10	R10	Green Peace Secondary School	B. A	8 yrs
11	R11	Deep Jyoti School Pvt. Ltd	M. Ed	5 yrs
12	R12	Deep Jyoti School Pvt. Ltd	B. Ed	4 yrs
13	R13	Prayatna Secondary School	B. Ed	7 yrs
14	R14	Prayatna Secondary School	B. Ed	30 yrs
15	R15	Bageshwori E. M. Secondary School	B. A	4 yrs
16	R16	Bageshwori E. M. Secondary School	B. Ed	5 yrs
17	R17	Moon Light E. M School	I. Ed	3 yrs
18	R18	Moon Light E. M School	B. Ed	4 yrs
19	R19	Nimble E. M School	I. Ed	2 yrs
20	R20	Nimble E. M School	B. Ed	8 yrs
21	R21	Bridge International School	I. Ed	7 yrs
22	R22	Bridge International School	B. A	3 yr
23	R23	Western E. M. School	B. Ed	4 yrs
24	R24	Western E. M. School	I. Ed	2 yrs
25	R25	Century Educational Academy	B. Ed	7 yrs
26	R26	Century Educational Academy	B. Ed	3 yrs
27	R27	Namuna Vidhya Sadan	B. A	8 yrs
28	R28	Namuna Vidhya Sadan	B. A	8 yrs
29	R29	Sky Land E. M. School	B. Ed	5 yrs
30	R30	Namuna Vidhya Sadan	B. Ed	4 yrs

Note: R= respondents, I. Ed= Intermediate in Education, B. Ed= Bachelor in Education, M. Ed= Master in Education, B. A= Bachelor in Arts, M. A= Masters in Arts, E. M. = English Medium