URN etd-0407109-183712-954
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Statistics This thesis had been viewed 51 times. Download 0 times.
Department
Year 2003
Semester 2
Degree Master
Type of Document Master's Thesis
Language English
Title Teaching English Through TPR: Case Studies on Taiwanese Children""s EFL Development
Date of Defense 0000-00-00
Page Count 91
Keyword
Early childhood English learning
TPR Approach
Imperative sentences
Cognitive development
Listening comprehension
TPR instruction

Abstract
No evidence corroborates a widespread notion about children's second language acquisition: "the earlier, the better," yet most parents expect their children to learn a second language as soon as possible. Limitations of teachers and the environment make toddlers' learning of English a gray zone. Foreign language learning is an excellent opportunity for toddlers to get in touch with the world at an early stage. However, English is a foreign language in Taiwan. EFL learning is not the goal of early childhood education; it should focus on a toddler's cognitive development. Based on the characteristics of toddlers─e.g., active and restless, low concentration─this research adopts the TPR approach as the main teaching method to teach a four-year-old class of a preschool in Taichung City. Following the experiment, achievement and retention tests were taken to evaluate the subjects' development in listening comprehension, with results described as follows:

1.Classroom observation indicated that using TPR instruction to teach young learners is an effective way to learn a foreign language.

2.Results gleaned from achievement tests indicate significant progress in toddlers' listening comprehension and the target language was not forgettable.

3.Whereas TPR approach emphasizes listening comprehension, the subjects showed unexpected oral production.
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Files No Any Full Text File.
Date of Submission 2004-07-22