TEACHING ENGLISH VOCABULARY TO THIRD GRADERS THROUGH THE APPLICATION OF THE TOTAL PHYSICAL RESPONSE METHOD

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Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en la Enseñanza de la Lengua Inglesa

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El presente proyecto de investigación tiene como propósito observar el impacto que tiene la aplicación del método de Respuesta Física Total (TPR), como estrategia para introducir vocabulario de la lengua Inglesa a estudiantes de tercer grado de la institución educativa “Gamma” en Pereira RDA. Para lograr los objetivos del estudio, los estudiantes fueron observados en sesiones tradicionales de enseñanza de ingles y posteriormente fueron expuestos a sesiones de enseñanza del Ingles a través del método de Respuesta Física Total.

Los resultados obtenidos demuestran que enseñar el vocabulario a través del movimiento físico permite que los niños aprendan más fácil y rápido, ya que los niños se apoyan de la representación del facilitador o de sus compañeros. Por otro lado, el ambiente libre de stress permite que los niños estén más receptivos y motivados al aprendizaje de la lengua objeto. Por lo tanto, el presente estudio brinda información relevante para el diseño e implementación de actividades a los docentes dedicados a la enseñanza de Ingles para niños.
ABSTRACT

The present research project aims to observe the impact caused by the usage of the Total Physical Response method (TPR), as a strategy to introduce English language vocabulary to third graders from “Gamma” school in Pereira, Colombia. To achieve the objectives of the study, the participants were observed in traditional English language teaching lessons where the teacher is the centre of the class; afterwards students were taught through Total physical Response method.

The results obtained reveal that teaching English vocabulary through physical response allows children to learn faster and easier, since children find support from the physical representation of their facilitator or their peers. On the other hand, a stress-free environment allows children to be more receptive and motivated to the target language learning. Therefore, this study provides EFL teachers with relevant information based on the design and implementation of activities for children.
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INTRODUCTION

In this research project the reader will find aspects related to teaching English vocabulary to children through the application of *Total Physical Response* method in a public school from Pereira, Colombia. Learning and teaching English as a foreign language, especially for children in an educational setting, demands a careful consideration of issues that obstruct optimal development of language competences such as problems referred to classroom overpopulation and space setting. The purpose of this research project was to observe the impact that the application of Total Physical Response method reveals in the teaching of English language vocabulary to third graders. Three research questions guided this study:

- What is the impact of TPR method on group of 3rd graded learner’s vocabulary learning process?
- What are the advantages of using the TPR method in the teaching of English vocabulary to children?
- What are the children’s response and attitudes towards TPR?
- What were the implications on the design and application of TPR lessons?
1. Rationale

Nowadays the acquisition of the English Language is crucial to interact with other civilizations because English is widely used in the world. Second or Foreign language learners have several advantages over people who do not know another language or culture different than theirs. Being competent in another language is essential in a globalized world which demands from people to communicate more effectively. By the way, bilingualism opens frontiers and permits the understanding of other contexts; we consider that having the privilege of being exposed to a foreign language and culture gives the opportunity to observe the world from a wider perspective. Shafer (2002) cited Cohen’s (1999) when she declares that “learning another language frees you, broadens your mind and enhances your cognitive flexibility. The more languages you know, the more doors open to you”. The importance of becoming bilingual is increasing day by day; bilingualism enables people to adapt to a variety of cultural backgrounds. Furthermore, the capacity of communicating in another language can be a contributing factor to improve a person’s cognitive development. According to the University of Minnesota (2007) bilinguals demonstrate more mental flexibility and perform better on tasks requiring mental manipulation; additionally, Kathleen (1998) cited Bamford and Mizokawa (1991) when they declare that “students who receive second language instruction are more creative and better at solving complex problems than those who do not”.
When a person is in the process of becoming bilingual, social interaction is a factor that contributes in that language process. Brown (2000) cited Long (1985) stating that “Interaction and input are two major players in the process of acquisition”. (p 287). Similarly, Ziglari (2008) cited Vygotsky (1979) to state that “Social interaction is primary in language acquisition…….meaning is socially constructed and emerges out of the learner interactions with his/her environment. Learning occurs when biological mental functions evolve into higher functions through social interaction”. (p. 448). Therefore, we can say that social interaction develops higher mental processes through internalization of external surroundings. For instance, the communities and civilizations were built by the human beings through interacting and working with each other; because through social interaction we transmit ideas, thoughts, emotions, knowledge to other people.

In that sense, learning a second language encourages cognitive development, creativity, and thinking in children; if children are more exposed to the foreign language in meaningful social surroundings, they will find more opportunities to learn because social environments encourage their mental processes; similarly, Vygotsky (1978) stated that social interaction plays a fundamental role in the process of cognitive development. All children in normal conditions have the mental capability to interact in a foreign language, but it is necessary to develop grammatical features, phonetic conventions, alphabet, and vocabulary. Lightbown & Spada (1999) cited Chomsky (1959) to point out that “Children are naturally programmed for language and language develops in
the same way that other biological functions develop”. (p. 15). Even with the natural capacity to learn languages, children need interaction to master language development. In addition, the social interaction must be taken into account in the learning process of a foreign language in order to develop the competence to communicate. The ability to use a language for social purposes is printed very early in the acquisition experience of native speakers; at this point, if this social competence is introduced early in the foreign language process it will generate a correct communicative convention expressing and receiving messages that are meaningful between speakers.

Children construct social systems of communication playing games and interacting with peers, using some strategies like giggling, laughing, body language, facial expressions that enable the child’s communication. As Long (1998) reveals in her study, her daughter developed a second language in an interactive social context, in which the girl acquired the new language playing games with peers. The design of lessons that incorporate physical activity are appropriate for teaching vocabulary to children, methods such as Total Physical Response (TPR) developed by Asher (1977) in which the child answers physically to the verbal commands, can be helpful to introduce English vocabulary to children, because children constructs social systems of communication using their imagination, trying out ideas, developing kinesthesia and creating a sense of control over their world in a free-stress environment. Total Physical Response supports the cognitive development of children; it stimulates all their senses, imagination and creativity. With Total Physical
Response children use physical and mental energy in a productive way, besides it facilitates the development of language and social skills like cooperation, negotiating, competing, and following rules.

According to “Programa Nacional de Bilingüismo”, it is expected that the students will learn and comprehend English as early as possible. The “Ministry of National Education” has as a goal in the elementary and high education that students acquire the comprehension, production and interaction at least in one foreign language. Children in third grade elementary school should be capable to recognize when somebody speaks in English, understand greetings and farewells, following instructions related to class, identify words related between them, recognize words and short sentences, answer greetings and farewells, use nonverbal language when students can not use the language verbally, answer questions when teacher asks about people, objects, and places.

As a matter of fact, students need vocabulary to support them to produce sentences that can be understood by others. That’s why vocabulary is very important to be mastered. Harmer (2001) states that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 246). For that reason the students should expand their vocabulary in order to be able to communicate with others. Aminudin (2009) reported Edge (1993) when he stated that “The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively”. Likewise, Long (1998) reveals on her study in which her daughter who is a English native speaker was learning Icelandic in a real
context; as her daughter was familiarizing Icelandic vocabulary, then she was able to invented words and altered her pronunciation of English words as she attempted to communicate with her Icelandic friends (p 22).

Nevertheless, students sometimes get difficulties to use or apply the vocabulary they have learned in previews classes; teacher should take into account a suitable method in order to obtain the objectives. Aminudin (2009) consider that a suitable method for children in learning vocabulary is Total Physical Response (TPR) method developed by James Asher (1977). Similarly, Asher (2009) exposed how some students experienced Spanish with TPR watching and performing commands, while other students enrolled in traditional courses where they sat in rows constructing Spanish in their heads with exercises such as listen and repeat, point out the grammar rules, complete exercise on books, memorize list of words, and memorize verb conjugation. The results of the study reveal how the TPR group with forty five hours of instruction (and no homework) outperformed and excelled the traditional group with two hundred hours (and homework) in listening and reading skills, even when the TPR group, with only "incidental learning" in reading of Spanish, matched the reading skill of traditional students who experienced "systematic" instruction in reading.

Taking into account the results above, the Total Physical Response method will be useful in our context to help the students to learn English vocabulary, because the students will be able to practice it in a real context. Moreover this
method also will help the children to understand and memorize linguistic input because the children use body movement as media in the process of learning.

Taking advantage of the children’s kinesthetic abilities, an appropriate method should be consider to catch the children’s attention; creativity and enjoyable activities should be used to motivate them to learn better. With the Total physical Response method by James Asher, the children will find activities in which they have fun while learning. Taking into account that the vocabulary is the basis of a language, it should be teach vocabulary items to develop the four language skills (Listening, Speaking, Reading, and Writing) of the students, so it is important to use an accurate method to make children interested in develop vocabulary.
2. Research Questions

- What is the impact of TPR method on group of 3rd graded learner's vocabulary learning process?

- What are the advantages of using the TPR method in the teaching of English vocabulary to children?

- What are the children's response and attitudes towards TPR?

- What were the implications on the design and application of TPR lessons?
3. Theoretical Framework

3.1 Total Physical Response

In order to involve the term Total Physical Response to this project, it is important to define and to evidence its relevance in language learning process. Total Physical Response (TPR) is a set of methods developed by the Dr. James J. Asher teacher of psychology of the State University of San Jose, with the purpose of develop an efficient technique for the learning-teaching of languages. The method was originated based in the assumption that when an additional language is learned, this language is internalized through a process of decoding similar to the development of the first language, and this process demands a long period of comprehension’ development before the production of language. According to Asher (1977), the TPR is based on the theory that the human brain is biologically programmed to learn any natural language within interaction. The process is visible when we observe how the children internalize the language, the communication among parents and children combines the verbal and kinesthetic skills, the child answers physically to the verbal commands of the father, the response of the child is reinforced positively by the voice of the father. For many months the child absorbs the language without being able to speak it. So far, we have identified the importance of the social context in the development of the language, according to Vygotsky cited in Brown (2000), social interaction plays an important role in the learning process and he proposed the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction (p. 287). It is
during this period that the internalization and the decoding of messages happen. After this stage, the child is capable of reproducing the language spontaneously so, children combine words with movements and gestures having major facility to obtain language competence, this process of internalization and assimilation of messages can be supported by kinesthesia in order to associate words and actions. We agree with Asher (1979) when he states that “the assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system” (p. 10).

Consequently, we consider that there exists a relation between the motor development and the language development as fundamental base for the acquisition of a second language. Asher (1977) reports that T.P.R. is characterized by the association between language and actions. We note that this method is closely related to the behaviorist psychology (where any physical action is a behavior) because it integrates the action stimulus – response as support of the learning. Schutz (2007) cited Krashen (1987) when he declares that “acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”. Additionally, Octaviany (2007) reported Garcia (2001) when he states that “the two very important concepts in TPR are the notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action” (p. 15), according to Asher (1977) learning a second language by action is a process occurred in the right hemisphere of the brain since the left hemisphere learns when the right acts; in contrasts to audio-
lingual approaches that are focused in the use of the left hemisphere. The brain is divided in two hemispheres (right and left), this was evidenced in neurological studies that Asher refers, in which were analyzed the brains of cats and the corpus callosum of an epileptic child whose brain was surgically divided, the results of these studies demonstrate that the brain is divided into two hemispheres and each has specific functions. Asher conceives T.P.R. as directed to right-brain learning, most second language teaching methods are directed to the left-brain learning.

In addition, Asher (1977) based on the work by Jean Piaget reports that the child-learner acquires language through kinesthesia; therefore right-hemisphere activities must occur before the left hemisphere can process language for production, when an amount of learning has been developed in the right hemisphere, then the left hemisphere will be activated to produce language and to initiate other language processes. In addition, we consider that T.P.R. is a great tool for learning-teaching a second language not only for children but also for adults, Asher (1977) argues that “Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns”.

3.2 The goals of T.P.R.

Richard and Rodgers (1986) declare that: “The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic
speaking skills. T.P.R. aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.” (p 91). For the students to obtain academic improvement an appropriate method or technique must be developed. T.P.R. was developed in order to improve the result of teaching-learning process of a second language, especially in teaching children. Teachers who use T.P.R. believe in the importance of having the students to enjoy their experience in learning to communicate a foreign language. We agree with Larsen-Freeman (2000) when they declare that “T.P.R. was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency” (p. 113); therefore, the physical reaction to verbal commands reduces inhibition and stress in students, consequently students will enjoy the class. We think that this method is a good tool for learning vocabulary.

From the report above, there are some objectives of T.P.R:

1) Developing listening and speaking skills at a beginning level. However, Listening and physical response skills are emphasized over oral production.

2) Using comprehension as a mean to speaking. Students are not required to speak until they feel naturally ready or confident enough to do so. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

3) Imparting instructions in the imperative form. The teacher directs and students "act" in response. "The instructor is the director of a stage play in
which the students are the actors" (Asher, 1977). Example: The teacher models some actions in front of the class then the students should perform those commands:

The teacher says:

Stand Up! (Performing the action)
Then he says: “walk around!” (And he does it),

The same situation occurs with other commands as:

Raise your hand, Walk, Stop, and Turn.

Those commands and the performing of the actions should be repeated three or four times until students are ready to try it by themselves. Subsequently, the teacher in imperative form asks students to perform those actions. The students are able to act in response since they have already identified the words, thus the actions can be performed more rapidly. After this stage the commands can be more complex introducing grammar components. Example:

New commands. These verbs were introduced:

Wash your hands.
your face
your hair

Look for a towel
the soap
a comb.

Comb your hair.
Maria’s hair.
Lina’s hair.
4) Remembering a command or order through the association with a physical movement or action. Using commands to direct behavior, the use of commands requiring physical actions from the students in response become the most important teaching technique in terms of T.P.R.. Example: The students sit in a semicircle around the teacher; they listen carefully to his/her commands and do exactly what the teacher does. The students are encouraged to respond to commands in a relaxed way through the expression of a movement. The first routine could be "Stand up! Walk! Stop! Turn! Sit down!"

- The routine is repeated several times until individual students indicate that they are ready to perform it without the instructor as a model. Each repetition of a routine is never an exact duplication of the previously done sequence.

- The instructor recombines the previously learned material to form new commands. When some of the students are ready to produce basic sentences structures in the target language, they give commands to the teacher and the other students.

5) Injecting humor into the lessons whenever possible to make them more enjoyable for learners. The imperative mood is the most common language function employed in T.P.R., so the teacher must add the funny side.

6) Memory retention is long when a concept is learned and associated to a physical movement.
3.3 The Principles of T.P.R.

Previous to applying the T.P.R. method for teaching a foreign language, a teacher must comprehend its principles to use it properly in the teaching learning process.

The main beliefs of teaching English through the Total Physical Response method by James Asher:

1) Second language learning is similar to first language learning and should imitate the same naturalistic process.
2) Listening must be developed before speaking.
3) Children react kinesthetically to spoken language.
4) Once listening comprehension has been developed, speaking develops in a natural way and without effort.
5) Postponing speaking diminishes stress. (www.tprsource.com/asher.htm)

In addition, Larsen and Freeman (2000) propose the following principles in order to depict better ideas about teaching learning process by using T.P.R.:

1) Through action the meaning of a word can be conveyed. Moreover, through learners’ response memory is activated. The target language should be presented integrally, neither in chunks nor just word by word.
2) Before developing speaking students should develop listening and the understanding of the target language.
3) By the kinesthetic abilities the students can begin to learn parts of the target language rapidly.

4) The teacher can direct student behavior through the imperative voice as a powerful linguistic device.

5) By observing and performing actions students can learn vocabulary.

6) Sensation of success and tranquility eases learning.

7) Correction should not frustrate students; it should be carried out in an encouraging way.

8) Students` language learning is more effective when it is enjoyable.

9) Speaking skill development should be emphasized over writing skill development.

10) Speaking skill development process will begin when learners are ready.

11) The correction procedure of students` errors should be postponed until students have become proficient at some extent.

According to the beliefs above, it can be concluded that learners will understand the meaning of the words easily if they use their kinesthetic abilities while they are learning a new language. Moreover, when students use physical movement in the process of language learning it is appropriate to the characteristic of the children because they like to be constantly engaged in kinesthetic activities. Young children are physically active; they like to be in motion; besides they do not like to stay in a place which constricts them to be in a state of stillness. Additionally, children will pay attention to other people and try to imitate just what other people do and say, they also like to imitate and mime. This is the
manner how children learn and acquire new knowledge; they like to be involved in active situations. To make them active in the learning process, the teacher should create the appropriate conditions suitable to the characteristics of the children which may raise motivation on students towards effective learning. Learners should feel successful and not feel pessimistic. A teacher should be careful in correcting the students’ mistakes, since correcting mistakes improperly will make the students feel frustrated. Therefore, an English teacher must be able to create flexibility in the classroom in this way; the goal of the learning can be well achieved.

3.4 Teacher’s role

In T.P.R. the teacher plays an active and direct role, the students are the actors and the facilitator is the director of a stage play. According to Larsen and Freeman (2000) “the teacher is the director of all students’ behaviors”. (p.113). The teacher purpose is to decide what to teach, select the topics for the class, use and present the new materials. We agree with Asher (1977) when he declares that the teacher must have clearly in mind the expressions and new orders that will be used in the classroom, since the development of the class must be fast-moving and there is no time to make it spontaneously. The teacher directs the class interaction and turn taking, because the teacher is who initiates the interaction among students. Example: - Teacher: Lina, pick up the book and hand it to John and ask John to read the title. According to Asher the teacher has the responsibility to offer the appropriate exposure to the target language with the intention that the students internalize the basic rules of the language. In
that sense, the teacher can control the language input that the students should learn by providing the basic information for the students to create their cognitive map. Teacher should permit that the students develop the speaking skill step by step according to their capacity.

When giving feedback at early stages of learning, the teacher should not give excessive correction in order to avoid inhibition, when the students progress in the process of learning the target language, more teacher’s corrections are expected, as the learners’ language improves. Asher recommends avoiding preconceptions such as “illusion of simplicity” by which the teacher underestimates the difficulties involved in learning a second language.

3.5 Role of the learner

The main role of students in a T.P.R. context is to be listeners and performers. Students should give a physical representation to verbal commands given by the teacher; students are encouraged to respond individually and collectively. The learners lack of information about the content, since the content is established by the teacher, who must keep the imperative format that characterizes the T.P.R. It is expected that students recognize and respond to innovative commands mixed with previous items. For instance, the teacher addresses to students by stating expressions such as: “Walk to the table!” and “sit down on the chair!” The students have previous knowledge about these commands, since these commands have been used in previous classes and students have
responded before. Now, it is reasonable that the students react surprised when
the teacher gives an illogical command created for identifiable elements, for
instance: “Sit down on the table!”. Students should produce new combinations
for their own; it is suitable to monitor and evaluate their progress. They are
encouraged to speak when they are ready to do it as soon as they have
internalized enough structures of the target language.

3.6 Characteristics of children

In general, children like to be involved in activities that imply spending time
having fun, doing activities in which they feel happy and relaxed. According to
the kids’ characteristics they choose the activities they like; besides the children
feel highly attracted to activities in which they can create their own rules. The
teacher must be aware of the children’s behaviors because those actions are
the signs of their development.

Based on Scoot and Ytreberg (1990) there are some characteristics of children:

1. The children ask questions all the time.
2. They rely on both the spoken word and the physical representation of the
   word to convey and understand meaning.
3. They have definite views about what they like and do not like to do.
4. They have developed sense of fairness about what happens in the
   classroom and they begin to question the teachers’ decisions.
5. They are able to work with others and learn from others.

Using T.P.R in the development of learning is appropriate for the characteristics of the children for the reason that children like to engage in physical movement. They enjoy moving around without thinking whether they disturb their environment or not. In addition, children love to play, and they learn better when they are enjoying themselves and they like thinking that what they are doing is real work. We think it is important to take advantages of the children’s motivation and praise their effort making them feel successful in the learning process. Moreover, children like playing together as much as possible; they also enjoy having peers around them in order to engage in cooperative activities.

3.7 Characteristics of Elementary school students

The age range of the Elementary School students is between seven to eleven years old, they have different characteristics and attitudes that contrast with the high school students. It implies that teaching young learners is not the same as teaching teenagers, because the students of the elementary school may have a different motivation level towards learning. In this case, the teacher has to challenge and motivate the students to learn something new.

According to Scoot and Ytreberg (1990), the general characteristics of students in elementary school are as follows:

1) They are competent users of the mother tongue.
2) They can tell the difference between facts and fiction.
3) They love to play and they learn better when they enjoy themselves.

4) They are enthusiastic and positive about learning.

5) They rely on the spoken word as well as on the physical world to convey and understand meaning.

6) They enjoy working with others and learning from others.

7) Their concentration works for a short period of time.

8) They use their body parts to play and learn through. (p. 2-4)

3.8 Foreign Language Learning and Teaching

When learning and teaching a foreign language the pupils and the facilitator teachers will find all kinds of problems dealing with vocabulary acquisition, phonological skills development, and syntactic structuring, between others. According to this, Octavianny (2007) reports Ramelan (1994) when he states the following idea: “If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences”.(p. 6).

3.9 Foreign Language Learning

Learning a foreign language such as English for speakers of other languages is very important due to the current trend of globalization, becoming an essential
competence for having contact with people from different countries for diverse purposes, for instance: technology, education, tourism, business and politics. This circumstance motivates people to learn a foreign language that will be helpful for their integration to the rhythm of the globalized world. Besides, in order to get successful results, the learner is supposed to increase motivation, since learning language is necessarily intellectual and emotional.

Learning a foreign language is not as simple as learning a native language, because when children acquire their mother tongue naturally; and there is no interference with another language system. Mohambest (2009) reports Finocchiaro (1974) when he argues that: “Learning a foreign language is different from learning a native language because the students’ environments in achieving their first language and a foreign language are different”. Like any other learners of English as a foreign language, Colombian learners also find difficulties in learning English, since our native language is considerably different from English. Mohambest (2009) also reports Ramelan (2003) when he states that: “The degree of difficulty in learning is also determined by the degree of difference between the two languages”.

3.10 Foreign Language Teaching

Teaching a foreign language is not an easy task; although it will surely cause some problems for the students, it does not mean that they will always fail in the process of learning it. Mohambest (2009) reports Ramelan (1992) when he
states that: “Teaching English in Indonesia is teaching a language to students whose native language is quite different both phonologically and grammatically from that of foreign language. It is, therefore understandable why it is difficult for Indonesian students to learn English”.

When we teach a foreign language, we should have a clear objective directed toward making the learners able to communicate in the target language in an integral way, meaning oral and literacy competences. According to Brown (2000) “Teaching is guiding and facilitating learning, enabling, and setting the condition for learning”. There are some factors that affect foreign language acquisition; those factors should be considered when teaching: The age, ability, need, motivation, and context, environment, and L2 exposure of the learner. “The material which is going to be presented should be based on the learners’ age, ability, aspiration and need, native language, and previous language experience” (Octaviany, 2007). In addition, the emphasis of learning and teaching English as the first foreign language is always on the mastery of listening, speaking, writing, and listening, no skill should be ignored. The English teaching and learning lessons should involve the four skills.

3.11 Teaching English Vocabulary

We declare that the basis of a language is the vocabulary. Consequently, teaching English vocabulary is the priority when the learners are in the beginning stage of the process. The teacher should explain new words in
English, performing pronunciation modeling, and word-building in order to help learners grasp English vocabulary. The classification and association with other words will help students to comprehend new vocabulary. Ratnawati (2005) reports Finocchiaro (1974) when he establishes that there are several premises and comments related to the teaching of vocabulary. Those are:

a. Not all of the words a student hears during any lesson need become a part of his “active” vocabulary during that lesson or even in later lessons. Some words in the new language (and in our native language) will remain “passive”, that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use should be systematically presented and practiced.

b. Vocabulary should always be taught in normal speech utterances.

c. New vocabulary items should always be introduced in known structures.

d. Whenever possible, the vocabulary items should be centered about one topic.

e. Whenever a familiar world is met in a new context, it should be taught again and practiced.

f. Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.

f. Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.

g. Vocabulary should be practiced, as structures are practiced-in substitution drills, transformation drills, questions and answers, etc.

h. Vocabulary items should be reintroduced many times with all the structures and all the situations in which they can logically be used.
i. Students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots. (p 11)

3.12 Definition of Vocabulary

Vocabulary is a list of words with their meanings, especially one given in a reading book of a foreign language. Vocabulary is the total number of words in a particular language; it is an important part to master English correctly.

Vocabulary is a very important language component that must be discerned by the students in the learning of a new language. To master a language the students will get difficulties if they lack vocabulary.

Other definitions of vocabulary:
1) A list of words, and sometimes, phrase, usually arranged in alphabetical order and defined: a dictionary, glossary, or lexicon.
2) All the words of a language and the total number of words in language.
3) All the words used by a particular person, class, book, subject or profession.
4) A list of words with their meanings, especially one that accompanies a text book in a foreign language.

According to the definitions above it can be concluded that vocabulary is a stock of words in a language, written or spoken, with meaning conveyed within a given society and culture.
Salim (2008) cited Piaget´s theory, when he declares that a child at the age of 7-10 years is “always interested in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them.” (P 3.)

There are essential steps in learning vocabulary, according to Brown (1995) cited by Salim (2008:4)

- Having source to find new words.
- Obtain a comprehensible representation of the form of new words.
- Learning the meaning of new words.
- Making a strong memory association between the form and the meaning of the words.
- Using the words

In teaching to children, the teacher has to use physical movement to teach vocabulary to them, because the children are naturally kinetic, it means children learn language which is accompanied by physical movement. In this level, teachers can use media, we agree with Salim (2008) when he cites Cameron (1990) when she listed basic techniques for explaining the meaning of new words (p 4).

A. By demonstrating picture:

- Using an object.
- Using a cut-out image.
- Using gestures.
- Performance action.
- Drawing and or diagram on the board.
- Pictures from book, TV, video or Computer.

B. By verbal explanation:

- Logical definition.
- Putting in a context.
- Translating.

3.13 The importance of vocabulary

The learners will be able to express their ideas precisely, if they have a good stock of vocabulary. Learners will be also able to comprehend the reading material, give response, understand other’s speech, speak fluently and write about a specific topic if they count with the appropriate words. On the other hand, the learners will not be able to participate in conversations, express ideas, and ask for information, if they do not recognize the semantic and pragmatic aspects of the words. Taking into account the relevance and role of vocabulary in learning a foreign language, vocabulary should be guaranteed and developed, and it is mostly learned in the primary school. Although a considerable amount of vocabulary is learned in primary, then the acquisition of most complex vocabulary occurs during high school years.
3.14 Teaching English Vocabulary to third Grade of Elementary School

Teaching vocabulary in elementary school is very important and it is the main issue to be developed in children when teaching English as a foreign language. Consequently, the teacher must be cautious and pay attention to the methodologies and techniques appropriate.

Brown (2001) on his work “Teaching by principles” points out several methodologies for language teaching. For instance: The grammar translation method which is a classical method focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises; one of the characteristics if this method is that the classes are taught in mother tongue, with a little active use of the target language. The direct method which is a naturalistic method that includes lots of interaction, spontaneous use of the language, no translation, a little analysis of grammatical rules. The audio-lingual method which is a method that was firmly grounded in linguistic and psychology theory has the following characteristics: presents the new material in dialogue form, structural patterns are taught using repetitive drills, little grammar explanation since grammar is taught by inductive analogy, vocabulary is learned in context, very little use o mother tongue, and there is a great effort to get students to produce utterances. The designer methods are several 70s spirited methods from which a number of innovative and revolutionary methods were conceived, for instance: Community language learning in which the learners in a classroom were regarded not as a “class” but
as a “group”. *Suggestopedia* which suggests that the human brain could process great quantities of material if given the right conditions for learning. *The silent way* that rests in a more cognitive argument, in which the learner discovers and creates rather than remembers and repeats. *The total physical response* that proposes basically a structuralist, grammar-based view of language in which the learners develop comprehension before production through carrying out commands and the imperative drills elicit physical action. *The natural approach* that is a comprehension based approach such as T.P.R. in which production is delaying until speech emerges naturally.

Therefore, the teacher should select the most suitable methods according to the children's needs and curriculum's requirements. We consider that an appropriate method to teach vocabulary to children is Total Physical Response method, because it catches the attention of the children, it makes the children give attention to the form meaning or use of the words, and it gives possibilities for repetition.

Silver et. al (2003) suggests that every T.P.R. lesson needs to include three steps: Teaching/learning, Practice or rehearsal and Testing or evaluation (p. 3-4).

- **Step 1: Teaching/learning:** The teacher needs to act out the action that demonstrates his/her imperatives clearly and consistently, that is, when the teacher says, “Point to the door” she needs to accompany her words by pointing to the door herself. She needs to point to the same door each time. The correct
response from the student or students is the act of immediately pointing to the
door. (This is the “Physical” response of “Total Physical Response”).

Step 2: Practice or rehearse. The teacher needs to use the words and the
actions of the imperative consistently to establish understanding and student
confidence in their mastery of this word-action communication system. As
student competence becomes clear, however, the teacher needs to transition to
using words without actions. Be ready to put the action back in (thus returning
to Stage 1 instruction) if any student shows uncertainty or confusion.

Step 3: Evaluate. Evaluation is the end-stage of the teaching/learning and
practice-to-competence sequence. Here, the student functions in English
without any support from the teacher’s gestures or the predictability of
repetitive, known sequencing. The teacher will be able to see if the students can
unhesitatingly demonstrate what has been taught and practiced.

Teaching vocabulary plays a significant role in language acquisition, since
vocabulary will help students dominate the four language skills speaking,
listening, reading and writing. Vocabulary will make the practice of English
language structures easier; having a stock of words is useful for describing daily
life ideas and feelings that children express in their native language.

For the children to understand the application of words in spoken or written
sentences, words should be taught as a set not word by word. We think that the
best way of teaching vocabulary is not leading the students to memorize but
also teaching them to pronounce, to spell, and to use it in context.
Steps for eliciting a word:

A. Check that the students understand the meaning of the word by asking about its concept, it is easier for students to start with the concept rather than the word itself.

B. Write up the word on the white board and provide grammar information, students need to learn the spelling and the pronunciation of the word.

C. Perform repetition drills of the words, because English pronunciation is often unfamiliar for children learning EFL, it is better for students to learn the sound of the new word before they see how it is written.

D. Construct vocabulary through providing new words.

E. Elicit the word, this allows students to produce language using their vocabulary knowledge.

F. Convey the meaning using a picture or an oral definition. It is a good idea to confirm that students are sure about the meaning of the word before you ask them to say it.

In teaching vocabulary the teacher must give the explanation of the word’s meaning by showing pictures, dramatizing, illustrating, paraphrasing or giving synonyms; all these for students to interiorize the meaning. The teacher must
also be aware of the students’ level in order to accomplish the purpose and select the appropriate words to be taught.

3.15 Principles of teaching vocabulary to young learners


Aims: In the process of teaching-learning vocabulary the objectives must be clear; the teacher has to decide what goal the learner is supposed to reach. Ratnawati (2006) reports Wallace (1982) when he says: “The aims have to be clear for the teacher. How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?” (p 11).

Quantity: The teacher may decide the number of vocabulary items to be learned. Ratnawati (2006) reports Wallace (1982) when he says that: “How many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.” (p 11-12).

Need: When teaching vocabulary the teacher has to select the suitable words according to the topic and the students’ needs, the teacher should also create the appropriate environment in which the students could be capable to communicate and internalize the words they need. Ratnawati (2006) states that: “In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the students are put in a situation
where they have to communicate and get the words they need, as they need them, using the teacher as an informant". (p 12).

Frequent exposure and repetition: When teaching vocabulary the words can not be teach once, it is not enough; it is necessary to repeat the words many times until students have internalized the concept. Purwoningsih (2007) reports Wallace (1982) when he points out that: “The teacher should give so much practice and repetition until his students master the target words well. He also should give opportunity to the students to use the words in writing or speaking” (p 18).

Meaningful presentation: The students should have a clear understanding about the meaning of the words; consequently the teacher must be as comprehensible as possible. “The teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous, so the new word should be presented in context not in isolation”. Wallace (1982) reported by Purwoningsih (2007:18).

The words should be appropriately chosen and taught by the teacher according to the situations, also it is important that the students recognize the appropriate word that should be used in a situation (formal o informal) or with the interlocutor. Ratnawati (2006) reports Wallace (1982) when he states that: “The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to. Therefore, students should learn words in situations that are appropriate to them”. (p 12).
Taking into account the information above; we can conclude that, the way we teach English vocabulary to children is fundamental for their learning process, because at this stage children build the bases and structures for the acquisition of a target language. In the teaching of vocabulary the teacher should have a clear awareness of the objectives, methodology, resources, population, context, and curriculum. Given that the function of the teaching English vocabulary at elementary school, in this case for third graders, is to introduce the bases of English as the first foreign language to the students in order to make them able to communicate in basic English, the teacher should think about the appropriate selection of vocabulary when they are teaching, the words should be in adequate quantities, taking into account the needs of the students and those words should be meaningful for the learners.
4. Methodology

4.1 Type of study

This research study was conducted in a natural setting and it dealt with the participants’ behavioral patterns concerning performance and perceptions towards the application of Total Physical Response method. This research was conducted as a descriptive and interpretative case study because; the data was taken from multiple sources such as field notes, observations, in which participants’ thoughts, opinions, and feelings were taken into account in order to get information and draw conclusions. According to Denzin & Licoln (1998) cited on Van (2000) “Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them”.

We as researchers are situated in a real world where interpretations and field practices make phenomena visible; those interpretations come out from the analysis of field notes, interviews, one to one dialogues, photographs, and recordings. The Qualitative research paradigm is used to gain insight about learner's attitudes, behaviors, concerns, motivations, and learning. In this research study we explored educational issues, evolved questions, and learners’ understanding; we analyzed collected evidence and data within study
context. Our type of research is qualitative since we must get directly involved in field work and get all the data which is recollected during the research in order to process it and analyze it. The purpose of the study is demonstrate if the teaching methodology is suitable in our setting. Besides we sought to determine if the methodology was effective, the study was also interested in describing how the learning process evolves and the impact of the applied teaching methodology responds.

4.2 Context of study

Our study was conducted at “Gamma School”. This is an urban public school located in the “Unidad residencial Gamma II”, next to “Unidad residencial Alfa” Pereira, Risaralda. In this institution the schooling is from kindergarten to eleventh grade; inside the school there is a sport field, a library, a computer classroom, a cafeteria and a little restaurant. There are seventeen groups each one of thirty to thirty five students and there are twenty teachers. Students are from different social status ranging from the lowest to the highest. They receive all the classes in an assigned classroom. We conducted our research in the third grade classroom in the morning, the classroom has a C.D player, a bookshelf, a white board, a teacher’s desk, and thirty five students’ desks, and the classroom area is approximately twenty square meters. There are few resources to teach a foreign language as it lacks posters, images, English books, and computers.
In the institution “Gamma School”, the elementary school students do not have an English teacher, the mentor teacher is in charge of giving English language instruction but in most of the cases they are not qualified to give this instruction. In third grade (which is our focus group), children just receive one-hour English session per week. This class is taught by the mentor teacher who expresses that she has never studied English consequently, she is not qualified to be an English teacher and this subject is an academic duty for her.

We conducted an observation and we talked with the mentor teacher previous to our instruction in this thirty two student class, eighteen boys and fourteen girls, and we identified that the teacher only has an ELT resource which is an English book. The classroom has a standard whiteboard where the teacher sometimes writes some words in English and sometimes in Spanish. The teaching process does not allow the students to participate in class because there is no interaction between teacher/learners, learners/learners. There is not ludic material or an appropriate environment for the teaching of a foreign language. When we talked with the mentor teacher, she expressed that the learners do not get involved in reading comprehension activities, neither in activities that improve their speaking and writing production.

After the observation we conducted a traditional English class, in which the teacher is the center of the class, and we identified that the students do not have the level proposed in the National Program of Bilingualism, which suggests that at the end of third grade the level of students should be A1. We
identified that the students were not able to understand greetings and farewells, neither recognize colors, and simple questions. In this third grade class the students have not developed communicative skills; as a consequence, students and teachers do not construct neither interaction nor the development of the language skills.

Taking into account these particularities of the problem shown at “Gamma School”, we want to implement an appropriate method, using ludic material and play, to develop the language skills in those children, in order to introduce the English language vocabulary in their early lives and in this way obtaining future competent language users.

4.3 Our study

The idea of this project is to teach English vocabulary knowledge among 3rd grade students from a local public school through the design and implementation of age-appropriate and high-quality EFL instruction that incorporates aspects of TPR. We seek to understand the possibilities of fostering English vocabulary learning among children who have not had opportunities to be exposed to a foreign language. According to the National Program of Bilingualism (2006) the third graders should have some language competences regarding listening, reading, writing and speaking; because they are supposedly initiated on the process of learning English since first grade of schooling. Therefore, as this language learning process has not been taking
place in the context of our study, we pretend to initiate those third graders to the English language acquisition process through teaching English vocabulary through the application the Total Physical Response method.

4.4 Participants

This is a third grade group with low language proficiency, the group has thirty two students, fourteen females and eighteen males, but the study was focused on six students.

4.5 Criteria for selection

Mainly, the criteria for the selection of these participants were the age and the cognitive development stage in which the focus-students are. According to Piaget’s theory the children from seven to twelve years old are in a “*Period of concrete operations*”, at this stage the children present some behavioral characteristics; for instance, there is evidence for organized and logical thought, there is ability to perform multiple tasks, order logical sequence, comprehend the principle of conversation, think less egocentrically, and the child is capable of concrete problem-solving.

Additionally, Kazanımında & Faktörlerinin (2001) on their study “*The effects of age and motivation factors on second language acquisition*” declare that,
children from 7 to 9 year olds performed better than 4 to 6 years old on comprehension, imitation, and conversation.

In the context in which we conducted our study the students do not have an English language teacher, so they do not have a process in learning the target language; we considered what Haynes (2005) states for the selection of participants, when she declares that on the Stage of Pre-production, “these new learners of English will listen attentively. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary”.

4.6 Focal-students

Stephanie.

Cod. C1: She is eight years old, she has brown hair and skin, her physique stature is small to her age, she is quiet and attentive, her social status is number three. In the class she carefully followed the teacher’s movements and directions with her eyes. When group working activities, she was quiet and quickly followed procedures step by step, she also looked for her peers’ support if further explanation or details were needed.
Catalina.
Cod. C2: She is nine years old, she has brown hair and skin too, her physique stature is tall to her age, she is active and talkative, and her social status is number four. In the class she actively followed the teacher’s movements and directions with her eyes and body. When group working activities, she was dynamic and quickly followed commands step by step, she also looked for her peers and teacher if further explanation or details were needed.

Juan David.
Cod. C3: He is nine years old, he has dark hair and white skin, his physique stature is normal to his age, he is silent and calm, her social status is number two. In the class he is quiet but attentive; following commands he carefully imitated the teacher’s movements and directions with his body. When group working activities, he was active and quickly followed instructions step by step, he also looked for her peers and teacher if further explanation or details were needed.

Camilo.
Cod. C4: He is eight years old, he has dark hair and white skin, his physique stature is short to his age, he has physical problems because his backbone is curved, he is hushed and calm, her social status is number four. In the class he was quiet and distracted; in the following of commands he imitated the teacher’s movements and directions with his body. When group working activities, he was
active and quickly following step by step the instructions, finding support from his peers.

Miguel.
Cod. C5: He is eleven years old, he has dark hair and brown skin, his physique stature is normal to his age, he present learning disabilities since he has a mild intellectual disability or development delay problems, he is silent and calm, her social status is number two. In the class he is quiet distracted; following commands he vaguely imitated the teacher’s movements and directions with his body. When group working activities, he was active and quickly following step by step the commands, he also looked for her peers if further explanation or details were needed.

Santiago.
Cod. C6: He is nine years old, he has dark hair and white skin, his physique stature is small to his age, he presents overactive behavior, he is talkative and effusive, her social status is number four. He is distracted for periods of time when he was in the class; following commands he noisily imitated the teacher’s movements and directions with his body and speech. When group working activities, he was active and quickly following step by step the commands, he also looked for her peers and teacher if further explanation or details were needed.
4.7 Instructional/Curricular design

The focus of our instruction was to encourage children to learn English vocabulary through the application of TPR activities. The aim of using TPR method was to gain insight of the children’s outcomes during the implementation of those activities.

We conducted five TPR language sessions in which the learners are active part of the class (learner-center). Each session lasted one hour; the topics are: Body parts, verbs, objects, colors, months – days. The lessons and the research questions were related because through the application of our lessons plan we
put into practice the Total Physical Response method in order to find out how this method developed vocabulary acquisition in third grade children.

The TPR activities designed were based on James Asher ideas, in which the children have to give physical representation to verbal commands, in order to internalize vocabulary and achieve long term retention of the words. In that sense, TPR method was used to elicit children’s involvement and engagement towards English language learning, since the activities proposed implied a lot of physical movement and cooperation using their kinesthetic awareness, so the children were the center of the class through their active participation.

Our lessons were according to the document “Formar en lenguas extranjeras” taking into account the grade and the level of the group. The samples of lesson plan can be seen on (annexes p 103)

“FOMAR EN LENGUAS EXTRANJERAS”, Estándares básicos de competencias en Lenguas Extranjeras:

Ingles.
Grado 1 a 3
Básica Primaria
Principiante (A1)

• Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
• Entiendo cuando me saludan y se despiden de mí.
• Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.
• Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
• Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.
• Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.
• Identifico a las personas que participan en una conversación.
• Reconozco que hay otras personas como yo que se comunican en inglés.
• Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela.
• Uso gestos y movimientos corporales para hacerme entender mejor
• Respondo a saludos y a despedidas. • Respondo a preguntas sobre cómo me siento.
• Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza.
• Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
• Pido que me repitan el mensaje cuando no lo comprendo.
• Participo activamente en juegos de palabras y rondas
• Refuerzo con gestos lo que digo para hacermme entender.
• Describo lo que estoy haciendo.

4.8 Methods for data collection

4.8.1 Observation: Before we start giving our instruction using Total Physical Response method, we conducted four observations. These four observations were carried out while a pre-service teacher was giving English language instruction using a traditional and teacher-center model, in order to identify some characteristics of the children’s behavior and involvement with the class as it naturally occurs. Each observation lasted one hour; the observer’s participation was passive. We documented these observations through field notes, and a researcher’s journal in which we wrote reflective statements. Also,
during our five sessions applying Total Physical Response method we conducted observations focused on the children’s integration, attention, attitudes, motivation, understanding, communication and reactions towards the English language, in order to obtain information about the six focus-students. During these five observations we used “Observation tool formats” in which we documented the children’s outcomes.

4.8.2 Observation tools format: During the five sessions in which we applied the TPR, we used observation tool formats to follow the six focus-students’ outcomes. Bishop (2001) contributes several “Observation tools” to collect data about classroom situations. “Some of these tools were developed by Teacher Support Specialists to fit observation of a specific teaching task” (p 1). Based on these contributions, we designed a format to collect relevant data for our research study. (See annexes p 109)

4.8.3 Researchers’ Journal: In this study, the journal was used to reflect about the progress on our study and about the activities that we proposed; those reflections were focused on children’s responses to the application of Total Physical Response method. Also, in the journal we wrote ideas, suggestions, references, and conclusions. Giraldo (2009) reports Wallace (1998) when he states that “a journal as a shared account of person’s actions, thoughts and feelings written by the person himself or herself, usually in a daily basis. Journals are different from diaries because they can be read and commented by others” (p 47). After interpreting each observation we wrote down ideas and
thoughts; during the sessions a researcher was observing and taking notes, and the other researcher was teaching English vocabulary through TPR.

4.8.4 Field notes: According to Octaviany (2007) “field notes are used to observe and to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students’ response”. In our project we used field-notes to describe in detail the characteristics of the focal-students and their responses, also the learning environment in which the participants were involved.

4.8.5 Video-recordings: We used video recordings to collect information on children's performance, responses, and actions during the five sessions using Total Physical Response. Dufon (2002) state that “In order to study the acquisition process in the socio-cultural context in which it occurs, linguistic data are typically obtained by audio or video recording of speech during naturalistic interactions”.

4.9 Data analysis procedures

After having collected the data through observations, journals, formats and video recordings; we started to analyze the data collected based on grounded theory codifying, grouping, categorizing and drawing conclusions; with the intention of answering the research questions and reporting consistent findings. In the data analysis we followed the steps below.
Firstly, we analyze the data obtained during the four sessions in which a pre-service teacher used a traditional teacher-center model; through these observations we obtained an overall idea about how was the children’s reaction towards English language instruction. Secondly, we watched carefully the videos recorded on the five TPR lessons in order to obtain children’s expressional reactions and physical responses, and then we made transcriptions of those expressions from video taped sessions. Also, we gave codes to each focus-student in order to avoid the use of their real names; each code consists in a letter and a number (C1, C2, C3, C4, C5, and C6), additionally, each session had also a code for instance, the first lesson as L1, the second lesson L2 and so on, additionally we as pre-service teachers and researchers also have a code (PT1 and PT2); those codes were given in order to categorize information. Finally analyzed the Observation tool formats in which we collected data about children’s integration, attention, attitudes, motivation, understanding, communication and reactions towards the English language.

4.10 Researchers’ roles: From the beginning of the study we had both active and passive roles, since one of the researchers was the pre-service teacher that used a traditional teacher center model when giving English language teaching, while the other observed and took notes. Afterwards, we changed the roles since the researcher that initially was observing, then he was in charge of giving instruction by applying the Total Physical Response method, and the researcher that initially was teaching then she changed the role observing the TPR sessions. So, our role as researchers was participant (active participation)
when giving instruction, and non-participant (passive participation) connected to observing. These were the roles of the researchers since we worked on the design of TPR lesson plans and implementation of the activities and we also took the observer role when needed.
5. Findings

5.1 The T.P.R method benefitted children’s learning process.

In the present research study we as teachers and researchers noticed the benefits of using the Total Physical Response method to introduce English vocabulary at early stages of children’s foreign language learning process, this method produced significant benefits to third graders at “Gamma School”. The arguments for this conclusion will be exposed in the next paragraphs.

Initially, teaching English vocabulary to children through the Total Physical Response method was very suitable for children because it was easier for them to give physical response than giving verbal response; in other words, when the learning process was emphasized on children’s physical response it was appropriate in terms of their level (A1) and their age range (8-11). As the classes progressed, the children demonstrated that they knew more about the language to respond and act out the commands given by the teacher. Also, we found that this method could facilitate the students understanding of vocabulary by perceiving the meaning from a real context. Consequently, children could memorize the vocabulary by remembering the action and they could also understand the meaning of the words even when the commands were not translated. In the lesson number two “Body parts” the children learned the parts of the body repeating, imitating and touching their body, internalizing the words through movements.
In the following picture it evidences the process in which the teacher indicated and named the body parts and the children followed the commands:

PT1: “Ok, everyone, Touch your ears!”

Then, the children were able to follow the actions without the teacher’s representation, some of them found support from their peers.

PT1: “Now, Touch your head!”
Thus, the presence of visual aids like flash cards and posters, the inclusion of an audio material and body language when we were teaching body parts were useful to help children to understand the meaning of the vocabulary.

By telling to children basic commands as: “Stand up!” “Pick up!” “Touch your head!” “Look at your partner”, etc. and acting those commands, students were able to memorize the vocabulary because the words were supported by the body language.

The following lines were transcribed from the videos recorded in the lesson two “Body parts” in which the participants expressed interest to participate in the activity because they understood the vocabulary when the pre-service teacher asked them.
PT1: “Quien lo quiere hacer aqui al frente”

L2 C3: “El lo quiere hacer porque tiene la mano alzada”

L2 C2: “Profe, yo también”

L2 C3: “Y después yo”

The following graphics show the progress of the participant C2 on vocabulary understanding and the participant C4 on physical response during the five lessons using TPR:

(Figure 1) based on Observation Tool Formats (annexes p 110)

As it is represented in the graphic above, it reveals how the participant C2 was increasing her vocabulary understanding as the classes were progressing. Since, she demonstrates from the very beginning her interest to learn new words and participates in the activities. However, during the lesson number four she was quite distracted and for that reason her progress decreased.
As it is represented in the graphic above, it shows how the participant C4 was improving her physical response as the classes were advancing; he imitated the teacher’s movements increasing his effort. Nevertheless, during the lesson number five which had a more complex vocabulary, his response decreased.
In the previous picture we can see the participant C4 giving physical response to verbal commands.

Finally, the use of the TPR method was interesting because it caught children’s attention and made them be attentive and focused in the lessons; also they felt freely involved in the learning process since they were not under a condition of oppression. All these factors permitted the children to achieve the learning aims proposed for each lesson by participating and practicing the vocabulary.

The following lines were transcribed from the videos recorded in the lesson three “Daily Routines” in which the participants were attentive and involved in the activity in which the teacher gave commands about the topic.

PT1: “Ok, take a shower!”

L3 C3: “Ha, ese es bañarse!”

PT1: “Now, Brush your teeth!”

……… (They do the action without saying a word)

PT1: “Brush your hair!”

L3 C4: “Ese es peinarse!”

PT1: “Dress up!”

L3 C6: “Vestirse!”
PT1: “Have breakfast!”

L3 C4: “Ha, ya se!.....desayunar!”

PT1: “Arrive home!”

L3 C?: “Vamonos pa’ la casa!”

The role of translation at the beginning of the lesson was positive in order to clarify meaning, but after that we asked children not to do translation.

In the following picture it evidences that the children were attentive to the teacher’s instruction.
Then, in the following pictures we can see that the children were involved in the activity and they wanted to participate.

PT1: “Who wants to do it?”

PT1: “Now, Behind!”
The graphic below shows the progress of the participant C5 on involvement and attention during the five lessons using TPR.

(Figure 3) based on Observation Tool Formats (annexes p 112)

As it is represented in the graphic above, it evidences that the participant C5 was raising his involvement and attention as the classes were advancing.

5.1.1 The TPR method improved children’s attitude and motivation.

Initially, the TPR generated active thinking which facilitated the children’s participation in the learning process; consequently, it promoted not only motivation but also good attitude from students towards foreign language learning. Having those factors strengthened helped children to learn in a fast and effective way. The fact that children understood and used the new
vocabulary in the class caused high stimulus for learning English vocabulary, and as they were highly motivated for being active part of the activities, their response towards the target language improved; since, with their attitude demonstrated desire to learn English.

As we can see in the picture the students demonstrate a good attitude and motivation to be active part of the activities during the lesson 3 “Daily Routines”, on the picture we can see participants C1 and C4.

The results shown in the Observation tools formats (see annexes p 113) that we used to collect data about children’s outcomes during five lessons using TPR, demonstrate that as the classes were advancing children were also increasing
their positive attitude and motivation; this result was evident mostly in participant C1.

Below are some graphics of the participants C1 based on the analysis of the Observation tool formats.

(Figure 4) based on Observation Tool Formats (annexes p 113)

As it is represented in the graphic above, it evidences that the participant C1 was increasing her attitude and motivation as the classes progressed. Even when her personal characteristics demonstrate that she was a quiet and introvert child, little by little her attitude and motivation raised.

5.2 The T.P.R promoted a free-stress class environment.

One of the main factors that facilitated the learning of foreign languages is the absence of stress. During the sessions in which the Total Physical Response
method was used to introduce English vocabulary to children, we found that the participants could learn easily in an environment free of stress, when we proposed activities in which the children should engage in physical movement with the inclusion of songs and games, for instance: “Head, shoulders knees and toes” song or “Tingo Tango” (hot potato) game.

As we can see on the picture the children were following the song “Head, shoulders, knees and toes” during the lesson three, the participant C3 who is a silent and calm child, was actively involved in songs and activities.

In addition, the participants expressed their emotions and enthusiasm to learn and participate in the activities. The following lines were taken from the field notes taken in lesson two “Body parts” and lesson five “prepositions of place” in which the participants and the mentor teacher expressed their feelings:
(…) Esa canción es toda chévere, mas adelante es toda rápida y uno se tiene que mover rapidito”.

L2 C3: “Póngalo rápido…si….si….si…que suene, si póngalo que vuele…si”.

L5 C6: “…Venga profe…juguemos tingo, tingo, tango con la pelota. Que ese juego es mas chévere”.

L4 MT: “Ja….a los niños les encanta la clase de ingles……ellos son loquitos”.

As we can see on the picture the children began to be more expressive, the participant C3 communicates some ideas with his partner.
The graphic below shows the progress of the participant C3 on communication of ideas and feelings during the five lessons using TPR.

(Figure 5) based on Observation Tool Formats (annexes p 114)

As it is show in the graphic above, it evidences that in the first lesson the participant C3 was not very communicative even when he was an outgoing child, but as the class were advancing we started to communicate more ideas and feelings.

When we set a learner centered relaxed environment to learn vocabulary, we found that the children were involved in the activities and in the learning process; thus the children could comprehend the lesson easier and faster. We found that the TPR method was effective to teach vocabulary and to establish the appropriate setting to carry out the lessons for the children, so we should be aware of creating rapport and a friendly setting which provides the adequate
conditions for learning. The construction of a relaxed environment was naturally smooth since this methodology permits free-stress learning to emerge in which the children felt safe and accepted taking not only risks, but also receiving rewards in the search for new knowledge and understanding. The atmosphere, in which the children were surrounded, facilitated the exploration of meaning through involvement, interaction, and socialization; the children also found opportunities to learn through facing challenges and under a learner centered scenario.

5.3 Promotion of cooperative learning through TPR activities.

The total physical response method encouraged the children to learn cooperatively as children who understood the new words worked as models for the learners who were semantically struggling with the vocabulary; in that sense, the children who did not understand the meaning at the same level as other children did, had the opportunity of getting the meaning from their classmates’ response through a cooperative interaction. The activities that we applied were focused on “play” (which is the essence of TPR), generating an ambience of cooperation in the learning process. We found that when some children were acting out the commands, the other children followed those actions that the first ones were doing, and for the next command all the children wanted to be the first ones in acting, so the activity somehow became a competitive interaction. We noticed that this situation happened within the topics
that were more understandable for the children, for instance “body parts”; on the other hand when the topic was harder to understand as “Prepositions of place” they needed more cooperative interaction.

Therefore, during the lesson five “Prepositions of place” teacher asked to the participants to be in front of the class in order to follow some commands in which they had to situate in a place around the desk, for instance:

The following lines were taken from the video records in which there is evidence that some children found support from other students:

PT1: “Now, next to!”
On the previous picture the children were waiting until the participant C2 take initiative to follow her.

L5 C?:”………..Todos esperan haber que hace Catalina,…………. si”.

Then, the participants were in the place where the participant C2 was situated.

The following pictures and lines were taken from the video records in which there is evidence that some children found support from their peers to follow the commands:
PT1: “Ok, let’s jump!”

As we can see on the picture above the participant C6 did not follow the command at the same time that the others children did. Nevertheless, on the picture below we can see how C6 turned back and found support from the physical representation of their peers and began to move as they did.
In addition, during the lesson three “Daily Routines” we can see how the teacher gave a command and the children did not follow the movement.

PT1: “Now, take a shower!”

Then, a child said the command to his peers in Spanish and after that all the children were able to do the physical representation.

L3 C?: “……………..Bañándose………….”
To conclude with this finding we found that the TPR method increased the cooperation and self-confidence of students regardless of their quickness to grasp meaning, because as the commands were repeated three or four times the children were ready to do it without being afraid of making mistakes; consequently, children not only memorized the words but also they internalized the order of the routines, it happened within lesson number three “Daily routines” in which the participants followed the routine and associated the sequence of the commands, in that sense children were involved in a cooperative learning.

5.4 Listening is the main skill developed through the Total Physical Response method.

Thanajaro (2000) reports Devine (1982) when she states that “Listening is the first language skill developed; it comes before speaking, reading, and writing” (p 12). During the five lessons using the Total Physical Response method we found that listening was the main skill trained, since our lessons were emphasized on giving physical response to oral commands provided by the teacher; therefore the listening skill was conceived as an active and dynamic process of attending, interpreting, remembering, and responding (verbally and physically) to the teacher’s intended commands. During the lessons we tended to adjust our speech to the children’s understanding level through simplifying structures and vocabulary, pronouncing the language very clearly; in order to facilitate comprehension. Additionally, we provided material and
comprehensible input in the foreign language; for example, during the lesson number two the children were exposed to an audio material through a popular English language song for children in which they should have identified the part of the body according to the lyrics of the song, touching the correspondent body part with their hands and following the lyrics of the song giving physical response, so when the song named a part of the body they immediately identified the part paying attention to the spoken sounds. Through this activity, we found that the listening skill was used as the vehicle for language acquisition and it also served as a facilitator for integrating other skills such as speaking, specifically pronunciation; since they followed the song and they immediately began to sing it and repeat the lyrics. During the lesson, the teacher also emphasized on the pronunciation of some words related to the topic. The song was used as an approach to teach vocabulary making emphasis on listening and pronunciation giving an important role to the physical response.

In the picture below we can see that during the lesson two “Body parts” the students listened to the vocabulary that the teacher repeated, using sheets and a poster, ensuring that the children understood the words by repeating them several times.
On the following picture we can see how the teacher was reinforcing the vocabulary of the song repeating the words and pointing the body part, while the children listen, repeat and represent the words attentively; visual aids were include to support understanding.
Finally, we found that when the children listened and understood the vocabulary they were more able to give an appropriate physical response to the song, and it permitted integration and participation from the students to the activity; since, they had a clear comprehension of the song due to the previous emphasis on listening.

“Head, shoulders, knees and toes…knees and toes”.

5.5 Classroom environment affected TPR instruction.

“Like every other method, we have encountered, TPR had its limitations” (Brown 2001:43). The overpopulation that the Colombian public institutions present and particularly the overpopulation evidenced in the institution “Gamma
School”, in which we could see that in each classroom there are from thirty to forty students turned out to be a limitation for the implementation of the TPR method. Besides, in terms of the physical structure of the school, some classrooms are small and some others are big, but in the case of kindergarten to third grade the classrooms are small; inside the school there is only a basketball field to do activities that involve physical education, but this place was not accessible for the application of our activities since it was always unavailable. Having a high amount of children in such a little space became a real challenge for us in the application of the Total Physical Response method, in the context of our study (third grade classroom) there were thirty three students and in many occasions we noticed that the children could not find enough space to run or jump and someone could get hurt with a chair or desk; therefore, the number of students and the lack of enough space affected the normal application of the method.

Consequently, in order to obtain successful results in the teaching of vocabulary and in our observations, it was necessary to do divide the group and work individually or in small groups of six or seven students in front of the classroom in many occasions.

As we can see on the pictures below the children are in a reduced space and some of them had no space to move.
5.6 Implications on the design and implementation of TPR lessons.

The implications that we had on the design and implementation of appropriate TPR activities for children were significant for the process of teaching and learning vocabulary through physical response; the activities that we designed were crucial to motivate the children to learn English vocabulary. For instance, an activity that promoted a positive response and engagement in children was made during the lesson number one “Shapes and colors”. At the beginning of the design of the lesson we found the first implication that consisted of identifying the goals of the activity, these objectives related to the identification, recognition and understanding of vocabulary about shapes, colors and some verbs. Then, we delimited the vocabulary and prepared the material; in the preparation of the material we used carton, paper, vinyl, scissors and glue to create the shapes with color and different sizes that we used in the activity.

In the following picture we can see the shapes that we used in the activity, pasted on the floor and walls.
During stage of planning, we found the second implication that consisted on includes physical response of commands to the activity, we had to take into account specific verbs of action that were represented physically for the children; therefore, we taught these verbs through physical response.

In the picture above we can see the children while they were learning the verbs of action jump, walk, touch, and pick up.
PST1: “Jump!”

On the picture we can see the participant C6 touching the wall.

PST1: “Touch!”
PST1: “Pick up!”

After that we introduce the vocabulary showing the material that we designed related to shapes as circle, square, rectangle, and triangle. Then we pasted the shapes on the walls and the floor and the teacher began to modeling the activity that consisted of jumping, touching, running or picking up the shape that the other teacher orders, saying for instance; Jump! to the red square. The next stage consists of the children’s participation in the activity, the teacher began to call the students using the attendance list, the child called by the teacher had to give physical response to the command that the teacher gave; after calling four or five students we found the third implication, that consisted of doing a variation in our planning in which a child give a command to other child, so a child acts his command and also orders a command to other child and so on; therefore, we changed our planning in order to make the children more participative to the activity. In addition, we did other variation that was made during the lesson five “Prepositions of place”, as the children had no space to
move we had to change our planning and do the activity in small groups in front of the class. As we can see on the picture below, there are three children doing the activity in front of the class.

PST1: “Under the desk”.

Finally, we did another variation during the lesson number four when the kids suggested to play a game called “Tingo, tingo, tango” or “Hot potatoes”; consequently, we should take into account this suggestion in order to give development to the activity.
After the application of the lessons, we learned that as the activities progressed the variations were also flowing; we found that the variations in the planning were very important in order to reach the goals of the lessons.
6. Discussions

The findings of this study in which we identified that the Total Physical
Response method was confirmed to be appropriate for teaching English and for
children English vocabulary learning at early stages of their learning process.
Hewitt & Linares (1999) state on their findings that the activities involving
physical movement in English language teaching are fun and stimulating for
younger students (p 203). For that reason we think that this method is best used
with children or beginners, “TPR is best suited for beginning language learners”
(Li, 2010).

Therefore, the first aspect that we pointed out was about children’s attitude and
motivation towards the English language. We found that the Total Physical
Response method could develop a high stimulus in children when they start to
achieve the goals of the lessons, as a consequence the children generate a
good attitude and motivation towards English language learning; in other words,
when children are integrated to the activities, and when they are becoming
active part of the class through their physical representation of verbal
commands, their attitude and motivation increases as their outcomes are
successful. The results of this finding align with Midraj’s et al. (2008) when they
declare that “There is a correlation between EFL student’s extrinsic motivation
and their language achievement”. We also found that Maiztegui & Kestelman
(1973) go in concordance to our finding when they declare that through the TPR
method the students showed higher retention, less frustration, and consequently higher motivation.

Secondly, we pointed out the issue of vocabulary understanding through the Total Physical Response method; a similar idea was highlighted by Li (2010) when she cited Palled (1988) who stated that students develop new vocabulary through the use of commands, students also demonstrate their understanding through actions. Moreover, we noticed that children associate the vocabulary with the actions; Li (2010) argues that “students can establish the connection between the target language with the action and understand the target language by themselves; consequently, students will remember the meaning of the vocabulary unconsciously”. (p 1-2). Thus, in our experience teaching children English vocabulary, it was indispensable to support the words with actions, to facilitate the children’s understanding of the vocabulary. Similarly, Machova (2009) claimed that “The TPR is a successful method achieving very good results in teaching English vocabulary to young pupils; it makes long term recall of vocabulary easier. “(p 37).

Thirdly, in our findings we also pointed out the issue of children’s integration and attention in a free-stress class environment, we found that when children are learning in a friendly atmosphere in which the opportunities to be involved in the activities are plentiful, children can be better integrated to the class. Similarly, Li (2010) reported Asher (1995) when he states that the Total Physical Response method is stress-free because it is brain compatible.
In addition, the Total Physical Response method suggests activities in which the children will feel accepted and involved since those activities related to physical response are fun and appropriate for children. Correspondingly, Li (2010) cited Zheng (2008) arguing that through using the TPR teaching method the facilitator teaches English through different kinds of activities including running, jumping and role-playing and gamming; rather than sitting on their chairs in silence. As a stress-free method the TPR is suitable to the characteristics of children.

Therefore, children’s attention is improved as they become the centre of the class and their performance is not predetermined by a dominant guider. In this way the students can take part in the teaching activity but generally they experience less stress because children are involved in fun activities at the time (Li 2010). We found that the Total Physical Response method is different to the traditional methods to teach English, since this method does not include explicit grammar instruction, and the children learn at their own pace as they learn their first language; Li (2010) reported Asher (1995) when he states that the Total Physical Response method goes in contradiction to traditional approaches which start with production memorization or explicit grammar instructions.

Finally, we found that the main skill developed through the application of the Total Physical Response method is the listening skill, since this method pretends to teach the language similarly as the process that the children follow to acquire their mother tongue. Likewise, Machova (2009) cited Asher (2003)
who states that the infant acquires language first through listening as the baby is not able to speak (This period from infancy to about 18 months is called “the silent period”). The results of our study demonstrate that children can develop listening skills and vocabulary understanding when they are involved in physical movement as a means to differentiate those commands or words. Even when children repeat the words they are more attentive to listen to the commands that the teacher proposes with the intention of getting them to move their bodies as the command requests to do it. “In TPR listening comprehension is prior to oral development” (Machova 2009).
7. Instructional and Research Implications

This research study and the findings obtained have significant implications on the field of designing and implementing Total Physical Response activities for children that get involved in physical activity performance. This study proposes the incorporation of Total Physical Response activities to introduce English vocabulary to children at early stages of their English language learning process, in order to stimulate children’s foreign language awareness and to activate their involvement in the learning process.

In addition, the children’s interaction becomes more dynamic since the procedures imply children’s participation, involvement, and attention including them in constant physical movement. Consequently, children’s nervousness and stress is considerably reduced since in TPR activities, children are not strictly forced to do the tasks and they do the activities at their own pace. After conducting the research, we can say that the TPR is a language teaching method which can help to improve classroom environment in terms of interaction and engagement; and it can also help to improve language development and listening comprehension. For that reason we suggest that children’s English teachers should often implement this method on their lessons in order to generate good results in teaching and learning.

Finally, another issue to be addressed in further research should be that of observing how the implementation of Total Physical Response activities can
help children with learning disabilities or motor difficulties to involve, integrate them to the class and develop their skills. The impact of this method on this population can be analyzed in terms of the learning achievement and language understanding.
8. Conclusions

The purpose of this current study is to share with our colleagues the advantages that the Total Physical Response method offers in teaching and learning English as a foreign language, especially for children and beginning learners. The results obtained in this study demonstrate that the Total Physical response method involves children actively in the classroom activities. It can be effective in introducing English vocabulary and delivering explicit instruction, the usefulness of this method has been proved by many experts in several countries and it has given significant benefits to students’ achievement in learning English vocabulary. As children are physically active by nature, the TPR will make English vocabulary learning more effective since children will feel fun and excitement during the learning process. For complementing the curriculum, children’s English teachers can apply the Total Physical Response method for introducing new vocabulary and for obtaining a children’s long term retention of the vocabulary, since this methodology can make an impression in the children’s mind when they use physical movement and relate the words with kinesthesia. In brief, as listening is the first skill that should be developed in language learning, the teachers of English especially of young learners or beginners can provide key elements for developing listening comprehension throughout the design and implementation of Total Physical response activities. This study confirms the effectiveness of this method, and promotes cooperative learning; since, the most outstanding students help the less ones in a safe atmosphere of partnership.
9. References


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10. Annexes
Lesson 1:

Shapes and Colors.

Aims: At the end of the lesson the children will be able to:

- To identify the basic shapes and its names.
- To recognize the colors and its names.
- To understand the use of some verbs.

Description:
Students are going to learn basic English vocabulary items; they will be exposed to English by the teacher’s pronunciation. Listening is very important because the students will recognize English words.

Vocabulary:
Verbs—Jump, walk, point, touch, look at, pick up.
Shapes—circle, square, rectangle, triangle, and star.
Colors—Red, green, orange, purple, brown, yellow, pink, white, black and blue.

Material:
Paper, Vinyl, Scissors, and Glue.

Procedure:
At the beginning of the lesson the teacher will teach the shapes and colors with the use of flash card and a poster, during this session also some verbs will be taught by the use of body language. In the second stage of the lesson the teacher will bring cut and painted shapes on paper, and then each shape will be pasted in different places on the floor or over the walls. After that, the teacher begins modeling the activity, he jumps on a shape and calls out the name of the shape and the color, the teacher also points, looks at, picks up and walks to the shapes. Then the teacher invites the children to follow the activity. Teacher calls out different shape names and each child must look form, jump, or point it.

What is being learned?
Children learn about shapes, color and verbs, plus they improve their balance by jumping, picking up, and touching. They are also learning to move their bodies in a variety of ways. Moreover, they are improving their memory skills—their ability to listen, to remember, and do it.
Lesson 2:

Body parts.

Aims: At the end of the lesson the children will be able to:
- To identify the parts of the body.
- To recognize the parts of the body when somebody names it and to react verbally and physically.

Description:
With this activity the children will learn the parts of the body, through activities that requires social interaction and cooperative learning. Also the children will be exposed to audio-visual material in which they will interact with items of English vocabulary.

Vocabulary:
Verbs—Touch, hold, open, stick. Body parts—Head, shoulder, arms, legs, knees …etc.

Material:
Flash cards, audio-visual material, and a poster.

Procedure:
The first stage of the lesson the teacher points at and moves different parts of his/her body and says the corresponding words, and ask student to imitate him/her. After that, the teacher shows some flashcards about body parts and asks students to touch their part and say its name. In the second stage of the lesson the teacher paste on the board a poster with a draw of a person and on pieces of paper write the names of the body parts, it is made for the students to paste the name in the corresponding position of the poster’s draw, then the students receive a sheet of paper in which they should identify the parts of the body in a draw and write it’s name. Finally, the students hear a song to reinforce the vocabulary and to use physical response, they should move following the song as it names the parts of the body. The purpose of this activity is to help the children to memorize the vocabulary used to name the different parts of the human body.

What is being learned?
Children learn their body parts not just memorizing but internalizing the words through movements it gives children a stronger internal awareness of this words.
Lesson 3
Daily routines.

**Aims:** At the end of the lesson the children will be able to:

- Describe their daily routine including the time that they do each activity.
- Understand the differences between the daily routines of their partners.

**Description:**
Students will learn the common routines. They will learn about their classmates’ daily routines and they will describe their own routines.

**Vocabulary:**
Wake up, eat breakfast, wash face, get dressed, leave the house, study, eat lunch, go home, eat dinner, take a shower, do homework, go to sleep.

**Material:**
Flashcards, markers.

**Procedure:**
At the beginning of the lesson the teacher will show some flashcard about daily routines to clarify meaning; then teacher acts out daily routines using TPR storytelling style; for instance, I wake up at 6 am and the teacher makes the action as she/he were waking up of her/his bed, then I brushed my teeth and she/he acts as she were brushing her/his teeth …etc. After that, the teacher will make some yes/no questions using the flashcards, for example; did you have breakfast? Yes/No, Did you brush your teeth? Yes/No…. etc. Then, in the second stage of the lesson the teacher will show the flashcards and the students will identify the action and say the word of the action, then the teacher will paste on the board the flash cards scrambled for the students to order the sequence, then the students receive small daily routines pictures to order on sequence. After that, the teacher propose other activity in which students should act the action that the teacher suggest; for instance, Catalina wake up and she should act as she were waking up. Finally, some students should represent their daily routine acting out.

**What is being learned?**
Students learn about the other students and the physical representation of the actions. They will learn about daily routines and they will describe their own daily routines.
Lesson 4

Hobbies and Sports.

Aims: At the end of the lesson the children will be able to:

- Recognize differences between hobbies and sports.
- Express their preferences about hobbies and sports.

Description:
Students will learn about hobbies and sports and the differences between them. They will learn the topic using physical movement.

Vocabulary:
Football, baseball, basketball, volleyball, cycling, athletics, swimming, skating, fishing, horse riding, phoning, listening to music.

Material:
Flashcards.

Procedure:
The first stage of the lesson the teacher will introduce sports and hobbies explaining what are the differences between them; she/he will bring to class flashcards in which the children will learn the sport and the hobbies, and also they will identify them. After that, the teacher will divide the board in two for sports and hobbies, and ask students to locate the flashcards in the correct column. In the second stage of the lesson the teacher ask students to do the physical representation of the flashcard that she/he shows. For instance, the teacher shows a flashcard of swimming and the students should stand up and move as they were swimming. In the third stage of the lesson the teacher will hand out a sheet of paper in which the students should identify if the image is a sport or hobby and fill the blanks putting the name of the action.

What is being learned?
Students learn differences between sports and hobbies, and they will express their hobbies and the sports they like most.
**Lesson 5**

**Places and prepositions of place.**

**Aims:** At the end of the lesson the children will be able to:
- Express location of places in a city.
- Express existence of things and places.

**Description:**
Students will learn about the places of the city and the prepositions of place. They will learn prepositions of place using physical movement.

**Vocabulary:**
In, Next to, in front of, behind, between, under, on, near. Church, park, school, house, bus station, airport, hospital, unicentro-shopping center. **Material:** Flashcards, images.

**Procedure:**
The first stage of the lesson the teacher will introduce prepositions of place, she/he will bring to class a ball and two boxes, the teacher will put the ball in different positions of the boxes; for example: Teacher puts the ball in the middle of the boxes and she/he says “the ball is between the boxes”; then, the teacher puts the ball under a box and she/he says “the ball is under the box”. Etc. After that the teacher ask student to locate in a different position if their desks; for instance, put under your desk, and they should place under their desks. In the second stage of the lesson the teacher will show pictures to the students of different places in the city, and the students should recognize the place and where is it located. For instance, the teacher shows a picture of the Bolivar park and the cathedral and the students should say if the cathedral is located in front, next to, or behind the Bolivar park. In the third stage of the lesson the teacher will take out the children from the classroom and propose an activity in which there will be placed posters of different places of the city on the school yard, the teacher asks Let’s go to the Zoo, and the students should go to the place where the Zoo is, and identify the position of it in the city.

**What is being learned?** Students learn about the preposition of place. They will learn about the location of places in the city.
### OBSERVATION TOOL FORMAT

**Per student**

| Student Code: ___ | Lesson: ___ |

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<td>Communicates ideas and feelings</td>
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OBSERVATION TOOL FORMATS
Per item:

OBSERVATION TOOL FORMAT No. 1

VOCABULARY UNDERSTANDING

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# OBSERVATION TOOL FORMAT No. 3

## INVOLVEMENT AND ATTENTION

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## OBSERVATION TOOL FORMAT No. 4

### ATTITUDE AND MOTIVATION

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### OBSERVATION TOOL FORMAT No. 5

**COMMUNICATION OF IDEAS AND FEELINGS**

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