

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

THE EFFECTS OF APPLYING TOTAL PHYSICAL RESPONSE TO ENHANCE
TEACHING ENGLISH COMMANDS AND MOVEMENT VERBS

By

Julie Del Carmen Benavides Ricaurte

School Of Human Sciences

Linguistics and Languages Department

English and Spanish Program

University of Nariño

February 2014

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

THE EFFECTS OF APPLYING TOTAL PHYSICAL RESPONSE TO ENHANCE TEACHING

ENGLISH COMMANDS AND MOVEMENT VERBS

By

Julie Del Carmen Benavides Ricaurte

Advisor

Mg. Ana Clara Sánchez Solarte

Submitted to the school of human sciences in partial fulfillment of the requirement for the degree

of English and Spanish in the Linguistics and Languages Department

English and Spanish program

University of Nariño

February 2014

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

NOTA DE RESPONSABILIDAD

“Las ideas y conclusiones aportadas en el trabajo de grado, son responsabilidad del autor”
Artículo 1 del acuerdo N° 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo
de la Universidad de Nariño.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Nota de Aceptación:

Presidente de Tesis

Jurado A

Jurado B

San Juan de Pasto, Febrero de 2014

RESUMEN

Este proyecto de investigación fue dirigido a observar el impacto causado por el uso de respuesta física total (TPR), como una estrategia para introducir vocabulario en la lengua Inglesa con estudiantes de grado tercero entre siete a nueve años de edad en la institución educativa municipal Mercedario.

Para lograr los objetivos del estudio, los participantes fueron observados en algunas actuaciones preparadas en el idioma Inglés. Las planeaciones de las clases fueron enfocadas en algunos órdenes y verbos de movimiento donde los estudiantes participaron con diferentes clases de movimientos usando la coordinación entre hablar y realizar la acción.

La enseñanza del vocabulario de órdenes y verbos de movimiento en Inglés a través de la comprensión de escucha usando los movimientos del cuerpo permitió que los estudiantes principiantes como los niños aprendieran más rápido y más fácil, de la misma manera, como ellos aprendieron su primera lengua.

De la misma manera, el salón de clase fue provisto con un ambiente libre de estrés para que los estudiantes fueran más receptivos y motivados en el aprendizaje de la lengua inglesa. Consecuentemente, este estudio suministra relevante información a los profesores de Inglés basado en el diseño e implementación de actividades para niños.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

ABSTRACT

This research project aimed to observe the impact caused by using Total Physical Response (TPR), as a strategy to introduce English language vocabulary with third grade students ranging from seven to nine years old in I.E.M. Mercedario.

To achieve the objectives of the study, the participants were observed in some performances prepared in English language. Lesson plans were focus on some commands and movement verbs where students participated with different kinds of movements using the coordination of speech and action. This type of listening-movement combination allowed students to learn basic vocabulary in the target language in an effective way, in the same way as they learnt their first language.

In the same way, the classroom provided with a stress-free environment so that students were more receptive and motivated to learning the foreign language.

This study provides English teachers with relevant information based on the design and implementation of activities for children and the application of techniques associated to Total Physical Response (TPR).

TABLE OF CONTENTS

ABSTRACT	5
RESUMEN	6
CHAPTER ONE: Research Problem	
Introduction.....	11
Problem Description.....	12
Problem Analysis	13
Problem Statement	13
Problem Delimitation	13
Conceptual Delimitation	13
Problem Evaluation.....	14
Objectives.....	15
General Objective	15
Specific Objectives	15
Significance of the study.....	15
Limitations	16
CHAPTER TWO: Literature Review	
Method	17
Theories of Language Learning	18
The Natural Approach.....	20
Total Physical Response.....	22
Brain Lateralization	24

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Comprehension	26
Infant Development	27
Production: Speaking	28
Objective	29
Principles	30
Learner's role	31
Teacher's role	31
Instructional Materials	33
Evaluation	34
Environment	34
Seating Arrangement	34
The Language Abilities	35
Teaching Vocabulary	36
Different ways of presenting new vocabulary	36
Listening in Total Physical Response.....	38
Principles for listening comprehension in the classroom	38
Speaking in Total Physical Response.....	41
Teaching children	42
Children using children bodies	43
The pace of learning	43
Intellectual development	46
Attention Span	47
Sensory Input	47

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Affective Factors	48
Putting the children's needs first	49
Researches studies about Total Physical Response.....	51
CHAPTER THREE: Research Method	
Type of Research	54
The Research Paradigm	54
Research Type	54
Data collective techniques	55
Population, Setting, and Sample	56
Population.....	57
Setting	57
Sample	57
Procedure	57
Ethical Issues	59
CHAPTER FOUR: Analysis of Results	
Analysis and interpretation of data	60
CHAPTER FIVE: Conclusions and Recommendations	
Conclusions.....	116
Recommendations.....	120
REFERENCES	123
APPENDICES	126
Appendix A.....	126
Appendix B.....	128

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix C.....	130
Appendix D.....	132
Appendix E.....	135
Appendix F.....	136
Appendix G.....	139
Appendix H.....	142
Appendix I	145
Appendix J	148
Appendix K	151
Appendix L	154
Appendix M	157

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Chapter One: Research Problem

In this part of the project, the problem presented in a primary school from Pasto focused in English grammar teaching was discussed. Then, Total Physical Response 'strategies were used to teach English movement verbs and commands as the way to improving the beginner learners English skills.

The formulation of the problem is developed in this chapter: The problem description and evaluation of the problem, as well as the objectives, significance, and limitations are approached in order to concentrate in the importance of applying Total Physical Response, which is a suitable method for teaching movement verbs and commands.

Introduction

In the process of learning English as a foreign language a teacher can use different methods to enhance conditions for learning; one of them is Total Physical Response method in which the coordination of speech and action through physical activity between students and teachers is vital for their learning process. (Richard and Rodgers, 2001)

Total Physical Response method is valuable at any stage of language acquisition since it uses a variety of activities to increase vocabulary in which teachers help students to learn in a comfortable and confidence situation. Students are more likely to be motivated and involved actively in learning. In Total Physical Response (TPR) students are expected to use the power of right brain instruction where information is continually translated into experiences in which students touch, look, feel, explore, and manipulate. It is followed with a shift to left brain instruction in which communication is verbal through talking, reading, and writing.

The population chose for this study was third grade students from Institución Educativa Municipal (I.E.M). Mercedario located in the city of Pasto, this group had a beginner level of

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

proficiency in the foreign language and they were able to increase their English commands and movement verbs through Total Physical Response.

Problem Description

Nowadays, in elementary and high schools in Pasto, some teachers seem to prefer to follow the grammar translation method in order to teach English as a foreign language. That means; teachers are focused on teaching grammar rules in an explicit way, and translating passages from one language into another, as well as, learning isolated vocabulary through direct translation from the native language. “I remember that at foreign language classes, students were not required to speak in English, and teachers did not need to have an outstanding speaking skill to conduct the class”. These elements may cause foreign classes to be more focused on the forms of the language than on practicing the language.

It can be added that students did not have enough hours for language instruction. Teachers have one or in some cases two hours per week. Evidently, learning English as a foreign language has not been given the importance which it should have into the school curriculum.

If you observe the syllabus used by teachers, it can be seen that they consider elementary English vocabulary as the most important aspect to be taught. In consequence, they teach some disconnected topics for them without taking into account a coherent sequence required for improving English skills, and students’ needs according to our setting.

For the reasons presented above, students may not be developing communicative competence even at basic levels in English. They focus on using their short-term memory for getting good grades.

If teachers continue teaching with traditional methods, students will not feel motivated to continue improving abilities in English. In other words, they will focus on memory and

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

grammar. Teachers could try to work with alternative methodologies that help learners get new skills. For instance, Total Physical Response (TPR) can be a feasible way to help students acquire vocabulary in a more contextualized and communicative way.

Problem Analysis

One evident problem chosen to work on in the school was that currently third grade students of I.E.M. Mercedario display some difficulties in the learning and teaching process, and students had a low knowledge of English vocabulary. These students had a low socioeconomic status. Consequently, they could not afford to buy additional materials for learning English vocabulary. Finally, it was observed that they are not involved in a foreign language environment in the L2 classes where they could constantly practice English. What it was needed a method that did not require expensive materials and that could be suitable for children and learners who needed to develop basic communicative competence. (TPR) could be a solution, and the effects of that application need to be analyzed.

Problem Statement

What are the effects of applying Total Physical Response to enhance teaching English vocabulary, namely, English movement verbs and commands to third grade students of the Intitución Educativa Municipal (I.E.M.) Mercedario?

Problem Delimitation

Conceptual Delimitation

Comprehension Approach: it is a general approach to foreign language instruction because it gives the importance to listening comprehension; where language learning should start first with understanding and later proceed to production. After the learner internalizes an

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

extensive map of how the target language works, speaking will appear spontaneously. Notice it is the same as children acquire their first language. (Bastidas, 1993)

Total Physical Response: Total Physical Response is the power of language-body learning in rapid understanding of a target language and long-term recall, the learner is able immediately to decipher the meaning of the language at many levels of awareness including phonology, morphology, syntax, and semantics. Also the patterning of the target language is internalized in such a way that the learner is able effortlessly to reorganize constituents to understand novel sentences. The linguistic achievement is accomplished without effort in a stress-free activity. (Asher, J.J., 2003)

Teaching Vocabulary: According to Harmer (2007) teaching vocabulary is a major part of the teacher's art. Students need to see words in context to see how they are used. Accordingly, probably the best way to introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action.

Teaching Children: They build vocabulary, they hear pronunciation modeled and then they practice the same sound repeatedly; often the rhythm, intonation, and stress patterns. Because children develop listening skills before other skills and nobody in the learning-teaching process does focuses on errors. (Brown, 2004)

Problem Evaluation

This research could be said to be significant because it aimed at intervening a real educational situation to apply an innovative and effective set of strategies for training students using Total Physical Response to teach English movement verbs and commands. Hence, they experienced a different learning environment because children were motivated to learn through movement about new vocabulary in order to provide oral practice in English language.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Second, this research was relevant because it used different instruments to gather information and obtain a general view of the situation (e.g., interviews with current English teachers, different observations) and it was able to design lesson plans that suit the students' current level and needs.

Third, this research showed the effects to apply TPR according to the specific conditions of Pasto. This information could be taken into account in the teaching of English as a foreign language in other schools in Pasto.

Objectives

General Objective

To analyze the effects of applying Total Physical Response to teach English movement verbs and commands to third grade students of the I.E.M. Mercedario.

Specific Objectives

To implement lesson plans following the theoretical principles behind Total Physical Response method and what was observed in the school.

To determine if third grade students effectively learnt English movement verbs and commands at the end of the treatment.

Significance of the Study

Through this research, the effects of learning English command and movement verbs in beginners' students using Total Physical Response were noticed. One reason was because this method represented an essential, great value tool for English teachers. It introduced a new lesson with the objective to be attractive for learners.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Moreover, another important component developed with Total Physical Response was the power in comprehension skills in each lesson with the objective to create confidence until students uttered the foreign language when they feel ready.

Another reason was that Total Physical Response provided with a harmony environment so learners experienced a free-stress atmosphere; it meant learners understood the foreign language naturally.

This research contributed to implement a useful educational method to acquire and practice English as a foreign language in a large class; based on increasing vocabulary to build communicative competence.

This topic was important because students were motivated in learning English as a foreign language. Hence, it was interested to know the effects of Total Physical Response method in beginner students.

Finally, this research is significant because it contributes to the existing literature in the resource center. Also, it can support future studies as a reference, taking into account it has been developed in Pasto settings.

Limitations

The children had different rates of learning. Hence, some children finished ahead of the others and they got bored to wait for their classmates.

English class was only one hour and 40 minutes per week. In each class, it was necessary to reinforce the topics previously developed through a warm up activity. From week to week, knowledge acquired might be lost without reinforcement.

Chapter Two: Literature Review

The importance of Total Physical Response (TPR) in teaching English vocabulary was supported with a theoretical foundation starting with a review of such method, in the way it has been useful in the process of teaching English vocabulary in learners as children.

In this chapter, the literature related to the problem of my study was reviewed. This literature refers to the objectives, principles, the role of teachers, and students in (TPR), learning activities and techniques, teaching vocabulary, teaching children, and some research studies about the methodology chose for this study focused on teaching vocabulary to children.

Method

In the way to build a map of concepts in the learners' mind; it is necessary to follow an adequate manner to design and art procedure to get good results, at the same time, Brown (2004) suggests that "method is described as an overall plan for systematic presentation of language based upon a selected approach." Also; a method is the way the teachers conduct the class following a philosophy of learning described in an approach. Moreover, teachers use different materials to facilitate comprehension.

Taking into account the previous statements it is good to consider the success in teaching and learning process; it is the talent of the instructor to manage all-purpose tools in the class. As Brown (2004) adds "Method tends to be concerned primarily with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts." (p. 14-16) As, It can be seen teachers prepare lesson plans with a chronological procedure, which describes what teacher will do in the classroom according to students' needs.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

In order to activate learners passion in learning another language; the Total Physical Response method will help to reach this goal, which it will be used as an art procedure with the best use of the tools in the way it was applied. Moreover, According to Richard & Rodgers (2001) “‘method’ was an umbrella term for the specification and interrelation of theory and practice. It is the essential building blocks of methodology.” (p. 154)

Theories of Language Learning

As mentioned before, the way that the learning is conducted, it is also related to how learners internalized the language in order to acquire a foreign language meaningfully. During the history, different theories have been developed according to learner surroundings and learner's features. Regarding to this, there are different theories trying to explain how it takes place. Behaviourism discussed learning happens through a response to stimuli using imitation where corrective feedback help to correct bad habits. Universal Grammar showed according to Spada & Lightbown (1993) “all children acquire the language of their environment, during a critical period in their development.” (p. 36) In other words, children are biologically programmed to learn language. Otherwise, thinking in the foreign language can be learnt in the same way learners acquire the first language, it is also important to take into account there are different types of learners; so they learn in different ways, the environment affects language learning, and the motivation is another factor to be considered.

On the other hand, Krashen 'monitor model explained the emphasis on providing comprehensible input by exposure which speaking fluency will appear over time until the learners are ready, learning is conscious intake of information and acquisition is unconscious learning, besides Spada & Lightbown (1993) state the monitor hypothesis “Acquisition is responsible for all foreign languages utterances and fluency. The learned system acts as monitor

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

making minor changes and polishing what the acquire system has produced “and the natural order hypothesis” learners seem to acquire the features of the target language in predictable sequences.” (p. 38-39) At the same time, the learners’ attitude in acquire another language. As well as, a relax environment and good levels of motivation. This theory of language learning is clear agreed with the most points in Total Physical Response method. As Asher (2003) cited “I am delighted that Krashen synchronizes with my total physical response. I feel that we are guiding people into the promised linguistic land of milk and honey.”(p. 3-63)

Taking into account the previous information, this theory of language learning has motivated to incorporate within communication learning. However, cognitive theory is taking into account in learning process based on Spada & Lightbown (1993) express “foreign language acquisition as the building up of knowledge systems that can eventually be called on automatically for speaking and understanding.” (p. 41) It is focus on the learners’ practice to construct, and plan the process of learning according to the students’ needs and a meaningful process. Then, connectionism focus on the environment it is supported by Spada & Lightbown (1993) argue “learners gradually build up their knowledge of language through exposure to thousands of instances of the linguistic features they eventually learn.” (p. 42) In the same way of Krashen theory it has a lot of influence with the adequate use the language input around the learners’ exposure. Finally, the conversation theories; the idea of learning a foreign language is through interaction with others by encouraging speaking skills. It is important to emphasize in Krashen comprehensible input for learning a foreign language.

Bearing in mind the before theories presented, comprehensible input developed by Krashen has taken a lot of importance in explaining the process of acquiring a foreign language;

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

it is a crucial ingredient for promoting communication. For that reason, teacher input in Total Physical Response is appropriate and natural for getting evolve in a communicative process.

Natural Approach

As mentioned before, learners need to be exposure by adequate sources of input such as movements, gestures, vocabulary demonstration, comics; graphics to transmit knowledge for acquire a language. In other words, teacher will provide comprehensible input in foreign language classes. In this way, the teacher will create a comfortable environment to facilitate learning according to the context language in order to speak the language. Wang, M (2013) pointed out “according to the comprehension hypothesis, speaking is the result of language acquisition, not the cause. We do not learn to speak by speaking; rather, we build up the competence for speaking by listening and by reading” (p. 26) Moreover, Stephen Krashen and Tracy Terrell creators of natural approach reinforce the importance of providing good input to the students.

The natural approach is based on Krashen’s theories on second language acquisition and Terrell’s method where the foreign language has to be used inside the classroom using different materials to help students in comprehension through different comprehensible and meaningful activities where students can easily observe and have contact with the language. So, they will be able to use it. Another criterion is Garcia (1996) considers that there are three influential learning hypotheses: First, “Children develop listening competence before they develop the ability to speak, which will make it possible to produce spoken language later. Second, children’s ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. Then, once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.” (p. I-

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

16—I-18) The huge importance on focusing, mainly in comprehension rather than in accumulating- knowledge without an adequate treatment. In other words, new knowledge must be understood in order to produce speaking or writing form.

As explained before, the natural competence in language it is said by Krashen (1982) stated language learning, which occurs as the result of formal study, and acquisition, which is the result of contact and practice. However, he is sure acquisition of the language is more effective to check and repair output with a natural order of grammatical structures. At the same time, in this process a silent period takes place which a learner hears and learns but is not yet prepared to produce.

Regarding to this, in the Natural approach learners presumably move through what Richards, J.L, & Rodgers, T.S. (2001) defined as three stages according to Krashen and Terrell (1983): A. “the preproduction stage is the development of listening comprehension skills. B. The early production stage is usually marked with errors as the student struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage. C. The last stage is one of extending production into longer stretches of discourse involving more complex games, role-plays, open-ended dialogues, discussions, and extended small-group work”. (p. 31) The goal is to created good attitudes in learners in acquiring a foreign language where they will not feel stressed; they will be motivated with self-confidence, and low anxiety with a relaxing class atmosphere.

In Total Physical Response is necessary to give a lot of input through body-language communication, as well as, active meaningful activities in order to learners get confidence in the moment they decide to speak in a comfortable atmosphere. Brown (2004) claims “a comprehension-based approach such as a Total Physical Response method, learners would

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

benefit from delaying production until speech emerges, learners should be as relaxed as possible in the classroom, and that a great deal of communication and acquisition should take place, as opposed to analysis”.

It is important to take into account the aspects that affect the process in natural approach within the real condition in settings such as Pasto; the first reason, the classroom is an artificial environment and cannot perfectly replicate a first-language learning experience. The second reason, learning the first language takes time through years with adequate interaction with people around him or her. The third reason, with large class the teacher cannot have more than a few minutes per day of one-on-one interaction with each student. For that reason, it is important to notice the natural approach can be used effectively in the classroom as long as the teacher understands its limitations. For that reason, Natural methods can be especially effective in beginning learners in order to acquire vocabulary during the first months.

Behind the Total Physical Response the idea is giving students a lot of comprehension input every single class where it is necessary to maintain their attention with different activities and involved everybody in the class to develop language speaking.

Total Physical Response

This research's aim is to analyze the effect of applying Total Physical Response in order to teach English movement verbs and commands among beginner levels in an EFL class. In order to achieve this goal, it is necessary to understand how Total Physical Response works. It is a good combination between foreign language information through the use of the kinesthetic sensory system. It is supported by Asher (2003) Total Physical Response is a method developed by psychology professor James Asher, San Jose State University. “He defines Total Physical Response, is to seat a few students on either side of the instructor and request. Then, with the

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

instructor as a model, the students start responding with actions to one-word commands. They can demonstrate perfect understanding with body movements in a few trials". (p. 2-25) In the procedure of applying Total Physical Response sequence, the students will develop the comprehension skill from instructor's perform, and their own performs activated the right hemisphere in their brains. Regarding to this, Richards & Rodgers (1986) presented "Total Physical Response as a language teaching method built around the coordination of speech and action. It attempts to teach language through action activity and the uses of action- based drills in the imperative form and understand the language they hear. The conditions of learning can make it easy to modify or even replace the internalized concept". (p. 87)

Using imperative facilitates transfer information to create a map of knowledge in order to be confident in the moment to use the language. For that reason, Total Physical Response is a method used to facilitate the learners' comprehension in order to acquire a foreign language with a relation between using their body movements and produce the language. Bearing in mind the imperative importance Garcia (1996) argues that the instructor can learn most of the grammatical structure of the foreign language and hundreds of vocabulary items from the skillful use of the imperative. Moreover, the verb in the imperative is the central linguistic move around which language use and learning are organized. (p. I-2)

Taking into account the previous statements where the idea is to create a systematic procedure with the motor actions and the listening of the foreign language. Learners have to response to the language through body-language, as the same way, they acquired their first language with the body movements, looking, pointing, reaching, touching in order to construct their reality and then spontaneously utter the language. According to Larsen-Freeman (2000) claims "Asher bases his method on the observation that a baby spends many months listening to

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

the people around him or her long before he or she ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that he or she must speak. The child chooses to speak when he or she is ready". (p. 107) Asher supports, Total Physical Response happens as the same way all human beings learn their own first language. Learners comprehended their surrounding through seeing, touching, hearing, imitating, and repeating from people around them.

The environment of learning process is reflected in learners' attitude take place in the process; that Total Physical Response provides high levels in creating a stress-free atmosphere engaging all type of learners included learners with difficult in learning. According to Linse (2005) "Total Physical Response takes into account that people learn best when they are actively involved—and understand the language they hear. This is especially true of children who developmentally have shorter attention spans and need to wiggle". (p. 8) Total Physical Response demonstrates to help learners to acquire a new language; especially children because it implies movement which they love it. Consequently, they will remember easily. Moreover, TPR is a method in which students are imitating different actions and movements from commands through listening to an adequate input and making the actions. Then, the students are able to internalize, to understand what they do in order to acquire more vocabulary and speak a foreign language because the human brain has a biological program for acquiring any natural language.

Brain lateralization

In the learning process comprehended the language with the objective to interact with it; the TPR supported with the influence the right brain which facilitates this process without a lot of analysis, as well as, it helps left brain to be familiar with the new knowledge. As, Richards and Rodgers (2001) present that "language activities are centralized in the right hemisphere. So,

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

the child language learner acquires language through motor movement. Activities must occur before the left hemisphere can process language for production”. (p. 91)

Total Physical Response activates right hemisphere through action, movements, face gestures, represented words by graphics, pictures which learners process this new information so they will be able to understand and acquire this new concepts when they response to those actions. Consequently, the corpus callosum transmits the new message to left brain and when it feels confident speaks. It is explained by Asher (2003) found the right hemisphere is mute but it is processing information through touching objects, pointing, movements or even spelling. Consequently, the left hemisphere can express itself by talking.

In order to complete this, Asher (2003) explains “when a direction was flashed to the right brain, that hemisphere performed the appropriate action. Since the left brain did not receive the command, it was unaware of what “caused” the person’s behavior. The left brain merely observed the change in behavior and attempted to make sense out of it. It is as if there is a “double consciousness” with each brain processing information independently, and then selectively communicating with messages transmitted across the corpus callosum”. (p. 2-22—2-23) The important aspect is taken into account in Total Physical Response, learner will produce the language when they will be ready because their brain will feel secure to do it and it does not allow left brain activate before. Otherwise, it will evaluate the experience as “you cannot do it.”

Garcia (1996) has also “stated the left brain has been characterized as verbal, critical, bossy, intransigent, and reluctant to accept new ideas and to cooperate. On the other hand, the right side has been labeled as tolerant, receptive, willing to cooperate, not verbally expressive but favoring physical ways to communicate”. (p. I-1) The Total Physical Response method is a right

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

brain method of learning a second language because the language is teaching mainly through actions. In this process left brain is used for production.

Comprehension

As it was explained above, comprehension skills are the base on acquire a foreign language because learner will be able to decipher the meaning and understand the new map of knowledge. In the same way, Garcia (1996) examines comprehension is the first step in acquire a language until learners are comfortable and confident in their understanding. Finally, this process will traduce in oral production. For that reason, the principle in Total Physical Response is developing comprehension, increasing and maintaining learners motivated using actions through commands.

Furthermore, Asher's concept of comprehension focuses in on a feature that will produce long-term retention, and therefore spoken language emerges naturally when listening comprehension is established. This process takes steps for getting into produce the language. Brown (2004) states "the input hypothesis is essential for acquirers to progress to the next stage in the acquisition of the foreign language. They need to understand input that includes a structure that is part of the next stage. Clues based on the situation and the context, extralinguistic information, and knowledge of the world makes comprehension possible". (p. 31) Bearing in mind the importance of develop comprehensible input; the most powerful way to achieve believability is the foreign language works through the body movements of the student as in Total Physical Response is comprehended through physical behavior, language-body dialogues. It is evidenced when learner will be able to hold a conversation with the student when teacher utters a direction and the student responds with an action. In addition, according to Keith (2008) "comprehensible input alone is not sufficient for the large number of vocabulary items that

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

learners must master to improve their language ability. The input needs to be noticed so that it can become intake". (p. 16) It is important for learners know more how to express ideas, they need ways of interacting with others; they can achieve it with all input used in different situations such as, gestures, and other body language are appropriated; in this way they will notice they acquired a new language using communicative skills.

Infant Development

The human beings started to understand their surroundings in what they have been exposed in their cultural context. Therefore, they will develop their language from the people they take contact with. The foreign language will need this type of exposure in order to acquire the new code using a comprehensible input activated the right hemisphere then they will be ready for uttering the language. As, Asher (2003) explains "the approach simulates, at a speeded up pace, the stages an infant experiences in acquiring its first language. For example, before the infant utters anything more intelligible than "mommy" or "daddy", "that child has experienced hundreds of hours in which language was imprinted upon body movements". (p. 2-17) It is explicable because small babies send on extraordinary number of messages with their babble, their tools, and their cry. Children also receive a lot of information in their first year of life from side to side imitate words and speech sounds around them. When they are finally ready they start to speech not perfectly but they try to give their messages.

According to Garcia (1996), basically, "the notion of Total Physical Response involvement is one of the pillars on which this approach bases its rationale. The idea of introducing a foreign language to students by acting out commands is derived from the natural path by which we all learn our first language". (p. I-1) Children discover through seeing, touching, hearing, looking their real world. Because they like to imitate behavior, movements

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

from persons who they live around, which they get a good foundation to build their own knowledge and language. As well as, students can learn a foreign language using Total Physical Response because they are able to use their body movement to imitate their teacher during first class. Then, they will acquire a good base in vocabulary and later they can communicate in English.

Production: Speaking

Additionally, Total Physical Response develops the receptive language in learners using the different resources of exposure of the new language where they are able to comprehend the language. Then, they will express the language when they feel ready as children start talking when they get familiar with the language. As, Garcia (1996) presents “there is not a sharp boundary line separating comprehension from production. As comprehension is internalized, there comes a point when students are ready to produce—ready to talk, ready to read, and ready to write. Notice that comprehension continues to expand and expand while production is released within the student”. (p. I-18)

Children will begin production with one-word sentences and gradually expand into more and more complex structures. Besides, Comprehension will never stop it will continue into advanced training with production skills.

In order to learners produce the language it is necessary coordination between the verbal matter and the action performed using an adequate comprehension. In other words, children need to create a good foundation of the new language after they have acquired listening skills. So, they will be able to speech when they feel secure to do it.

Also learners show improvement in their pronunciation as soon as they will be engaged in production. According to Garcia (1996) “with Total Physical Response you, can expect an

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

explosive growth in comprehension as students internalize the target language in chunks. Now, when production appears, you will observe student performance in pronunciation that resembles a normal curve”. (p. I-18-I-19)

The reason why students shift from comprehension to production is that there is a “brainswitch” (Asher, 1988) from the right to the left brain. When students internalize an understanding of the foreign language through Total Physical Response, they have increased the probability of successful pronunciation, but it will not be perfect for all but a few students will reach it. For that reason, the main goal in Total Physical Response is to achieve basic speaking skills. The procedure is based on commands given by the teacher in the foreign language, followed by the learners’ performance of these commands, implying physical movements, and they will acquire, pronounce, and produce English vocabulary in real communicative situations.

In this part of the chapter, objectives and principles of the Total Physical Response method are mentioned in order to clarify and overcome them when applying it.

Objective

In Total Physical Response in order to achieve the goals after the good training it is necessary for the instructor to follow some objectives to guide the adequate procedure. Richards & Rodgers (2001) design “Total Physical Response objectives which require an initial attention to meaning rather than to form. Success depends on the particular needs of the learners”: teacher will begin “To teach oral proficiency at a beginning level.” “Teacher will be a facilitator in teaching using the new language according the level, Teacher will provide comprehension input” “To comprehend the language means and ends”. The importance and the value in Total Physical Response method is comprehension in each single class activated right side of the brain. Teacher will motivate and be patient until students get ready to speak. “To teach basic speaking skills.”

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

And “Using comprehension as a means to speaking.” Finally, teacher will use some different actions, movements, gestures in order to provide comprehension. “Using action-based drills in the imperative form”. (pp. 91)

Principles

The objectives in Total Physical Response are important as the rules to take into account for learners to get evolved in the process with adequate training.

Teachers will apply the following principles on developing a class using Total Physical Response. First, meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The foreign language should be presented in chunks, not just word by word. Second, the student’s understanding of the foreign language should be developed before speaking. Third, students can initially learn one part of the language rapidly by moving their bodies. Fourth, the imperative is a powerful linguistic device through which the teacher can direct students’ behavior. Fifth, students can learn through observing actions as well as by performing them by themselves. Sixth, it is important that students feel successful. Feeling of success and low anxiety facilitate learning. Seventh, students should not be made to memorize fixed routines. Eighth, correction should be carried out in an unobtrusive manner. Ninth, students must develop flexibility in understanding novel combinations of foreign language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating. Tenth, language learning is more effective when it is fun. Eleventh, Spoken language should be emphasized over written language. Twelfth, students will begin to speak when they are ready. Thirteenth, students are expected to make errors when they first begin speaking. Teachers should be tolerant of the students’ errors. Work

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

on the fine details of the language should be postponed until students have become somewhat proficient. (Larsen-Freeman, D, 2000, p. 111-113)

In these principles presented summaries all the theory behind Total Physical Response where the most important is to activate right brain through different actions in order to build a comprehension map of concepts about the new language in a meaningful expression where they feel confident performing and producing the actions in an enthusiastic way without focus on errors.

Learner's role

The emphasis in Total Physical Response (TPR) on the process of learning a foreign language in a stress-free environment with a long-term retention, leads to different roles for learners. According to Richards & Rodgers (2001), "learners have the primary roles of listener and performer. Then, they listen attentively and respond physically to commands given by the teacher. For that reason, they are required to respond both individually and collectively. Learners monitor and evaluate their own progress". (p. 93)

In Total Physical Response method students are active learners; where they understand new language using their movements with their bodies and different gestures from the effective input from their teacher. Consequently, they will be able to speak when they build a good foundation of the language recognized, responded and produced the novel combinations taught before. So, they will feel comfortable producing the language when they are sure to do it.

Teacher's role

Several roles are assumed for teacher in Total Physical Response method because it depends on how the body-language is transmitted and be understood for the learners in order to build a good comprehension skill. According to Richards & Rodgers (2001) describe teacher

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

roles in the following terms: “the teacher is the director of a stage play in which the students are the actors. Moreover, the teacher decides what to teach, as well as who models and presents the new materials, the teacher is well-prepared and well-organized so that the lesson flows smoothly and predictably”. (p. 93-94).

Teachers are responsible to provide the best input of the language. In that way, learner can internalize the basic rules of the foreign language in order to build a “cognitive map” in their own minds. Also, the teacher should follow the example of parents giving feedback to their children and tolerate errors in speaking.

Taking into account the statements exposed above, teacher is a model who students imitate; teachers have the responsibility to use an adequate tone of voice, action, gestures, movements and good lessons preparation. Because of that, teachers must utter them the best input in order to learners can receive useful language bases with the objective they can express the new language. Moreover, Teacher is supported with a great material; such as pictures, songs, wall charts, flashcards, games, etc depending on the lesson.

In addition, Larsen-Freeman (2000) states “that the teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write them”. (p. 113-114) Teachers have to create different recombination of the language content, which learners will response effectively with whatever sequence in oral practice; when they are ready. At the same time, teacher must include in the lesson different interactive enthusiastic activities where students can express ideas.

Furthermore, According to Linse (2005) “it is all right to exaggerate and be dramatic. Do not be afraid to do the absurd because children enjoy and remember the ridiculous. They also

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

like to play the role of the teacher, and these lessons make that possible". (p. 9) Total Physical Response provides many benefits to the students. For example, it develops a higher level of visual attention, increases students' self-esteem, promotes a positive attitude towards the subject and encourages them to enjoy learning. As teachers, one should encourage creating a pleasant environment in which to learn.

Instructional Materials

The most value material used in Total Physical Response is the teacher and the learner participation in each single activity like they are the actors in the classroom scenery in order to enjoy the process of learning and teaching a foreign language. Richards & Rodgers (2001) claim "that in Total Physical Response the lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, and furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts". (p. 94-95) For that reason, teachers have to provide learners a real experience of learning. Therefore, teachers need to use different real material, which learners can manipulate, seeing, touching, as the same way babies start interacting with the real world. Besides, visual pictures and graphics are essential directed to promote comprehension and production when learners are ready. It is supported by Klein (2005) presented "the learners' movements are used as a kind of "visual aid" (instead of pictures, etc.) for describing actions that are going on at the time. Learners can talk about an action that they are involved with at the very moment of speaking". (p. 15)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Evaluation

Learners and teachers are the force behind (TPR); in other words, learning and teaching English as a second language in Total Physical Response process are depended by teacher and students role. Also, they can notice the progress through the correct responses in the different lessons.

The teacher knows immediately whether or not students understand by observing their students' actions. Formal evaluations can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their performance of skills they have created can become the basic evaluation. (Larsen-Freeman, 2000, p. 115)

In this Total Physical Response, teachers notice learners' progress as well as they can easily understand the action, perform the command or verb, and utter it. Under those circumstances, learners show step by step their own progress in acquisition of the new language.

Environment

This is one of the most important aspects in Total Physical Response because it promotes a stress-free atmosphere where learners can easily understand the new code.

The teacher in the Total Physical Response approach should foster an atmosphere of active participation and general euphoria. It is important to ease as much as possible the tension of performing the commands in front of their peers. Even the most inhibited student of the group should feel comfortable to perform in front of classmates without any great stress. (Garcia, 1996, p. I-4) Using the Total Physical Response is an adequate method because it is verbal, and gesture expression permits to reduce anxiety and create the best environment for learning.

Seating Arrangement

As mentioned before, teachers who want to apply Total Physical Response have to create a good environment to motivate students and foster a good attitude to enhance comprehension of

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

the new language. A good space where students can interact, perform, and see the other performers it is necessary. An example of this is provided by Garcia (1996) presents “the seating plan in which the class is divided into two sections facing each other. This way there is ample room so that the student who is performing has enough space to move around”. (p. I-6) In developing English class with Total Physical Response; it is necessary an area where students and teacher can perform the different movements taking into account the whole class has to be involved.

The Language Abilities

Total Physical Response is focused on comprehension of the language. For this reason, listening takes the most important role for good comprehensible input from teacher to the students. Bastidas (1993) states “listening is very important in Total Physical Response and consequently, it is exercised from the first class. The physical answer of the student is the proof of comprehension, hence the use of actions in this method.” (p. 147) Students will be able to put into practice the language after a good develop on comprehension skill through the Total Physical Response procedure following the activation of the right side of the brain and then the left side decides when it is ready to speak. According to Bastidas (1993) “the oral practice is delayed in Total Physical Response only after twelve or fifteen hours of instruction; the students are allowed to speak if they want to. They must be ready for speaking. The teacher cannot force the students to speak. At the elementary levels, the students only practice oral commands. It is only at the advanced levels when the students can practice dialogs, role-plays, descriptions, etc.” (p. 147) Learners in Total Physical Response method speak when they are ready; that means, comprehension takes first place in the students’ brain in order to understand the new language. Then, they utter the language when they are ready to do it.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Teaching Vocabulary

In Total Physical Response is very important to develop comprehension skills. For that reason, to build a vocabulary map in the brain is an essential key part in language development in any class.

Teaching vocabulary is a major part of the teacher's art. Students need to see words in context to see how they are used. Accordingly, perhaps the best way of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action. The idea is to give students new language input. Then, they can specifically pay attention chunks of language. (Harmer, 2007, p. 229)

Vocabulary is a basic component of language and it is essential in order to acquire more comprehension text, equally for learning sounds, structures and function words that takes precedence in teaching process. Hence, learners need abundant exposure, suitable, and meaningful input through listening, seeing, hearing or touching. So, they are able to express their ideas, feelings, and what they want to communicate.

The great importance to learn a good base of vocabulary is improved their second language proficiency; English language learners (ELLs) need a solid knowledge of vocabulary, while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication—whether in speaking/listening or writing/reading—can be accomplished when learners have acquired more vocabulary. (Keith, 2008, p. 12)

Learners require acquiring knowledge about the new language; they start with good foundations on vocabulary. So, they are able to improve their skills for communication, also they will be understood for others.

Different ways of presenting new vocabulary

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Vocabulary is not a component of language that can be taught unidimensionally or only by means of translation or memorization, as it is common in EFL settings. In order to teaching this component of the language there are different alternatives that go well with the procedures indicated by TPR.

There are varied ways a new word can be presented to learners: Ideas for presenting specific items: select an item from vocabulary taught in a foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time, and note down some ideas. Furthermore, vocabulary needs to be connected with a real-life situations building a block of meaningful language to use it in a real life experience. Further techniques include concise definition, detailed description, examples, illustration, demonstration, context, synonyms, opposites, translation, and associated ideas, and collocations. (Ur, 1996, p. 63-64)

As in Total Physical Response method is so important to activate the comprehension of the new vocabulary through right brain, using the different movements, actions, gestures, graphics, pantomimes, and several ways to activate the right input, these techniques can be useful for teachers working with TPR in beginner learners.

Teaching vocabulary is necessary to switch different activities inside the classroom where students can receive a lot of input with several resources for reaching a good pronunciation. So, they will have clear, easily comprehensible understanding in order to negotiating meaning in context.

Listening in Total Physical Response

Listening is a useful tool in teaching foreign language through TPR because it helps students understand the new English knowledge after abundant comprehensible input has been provided by the teacher.

Nunan (2002) discusses the relevance of listening “listening is assuming greater and greater importance in foreign language classrooms. By emphasizing the role of comprehensible input, listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking” (p. 239). Listening is the way to acquire the new language. Because it gives learners the necessary input in order to comprehend the language for using in practice conversations. Another author who agrees with Nunan is Celce-Murcia (2001) describes “comprehension of a speaker’s message as the internal reproduction of that message in the listener’s mind, so that successful listening reproduces the meaning much as the speaker intended” (p. 89). Consequently, speaking depends on how learners are proficient in listening skills where they have been accumulated their language acquisition from hearing, seeing, touching, and representing what they understand.

Principles for listening comprehension in the classroom

For the reasons above mentioned, listening takes an important place in acquisition of the language, as well as, in Total Physical Response (TPR). Hence, the principles according Celce-Murcia (2001) are described for taking into account inside this research.

The process in Total Physical Response with the real importance in comprehension skill; the first is to recreate in each lesson the most input possible through teachers’ performance and students’ actions and the meaningful movement to give learners a lot of input to comprehend

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

the real situation and to be able to respond confidently with the action; As Murcia states “increase the amount of listening time in the second language class”. Second, Murcia says “use listening before other activities” when they have a cognitive map in the right brain with a brain switch to left side learners will decide when to speak. Finally, the listening process takes place with a bottom-up “work towards automaticity in processing”. Students in each lesson will accumulate more about foreign language in order to be confident in the moment to be ready for using it in different situations.

There are two views of listening that have dominated language pedagogy. These are the bottom-up processing view and the top-down interpretation view.

In the listening skill of the bottom-up process decoded the sound from the smallest meaningful units (phonemes) to complete texts. Otherwise, the top-down view listeners build the original meaning using incoming sounds with prior knowledge of the context and situations.

Teacher has to provide the ability to distinguish minimal parts, as well as, they can apply what they know to understand what they hear. Moreover, teacher can use schema-building activities to prepare learners for the listening task. (Nunan, 2002, p. 239)

In Total Physical Response, listening skills are developed as the priority in order to acquire a foreign language because learners can build a good cognitive schema through this way. Considering this, teacher has to focus on as small structures of the language as the complete meaningful sentence in order to develop an effective learning.

Additionally, Celce-Murcia (2001) examined “in proficient listeners, top-down and bottom-up processes interact, so that lack of information at one level can be compensated for by checking against information at the other level. For example, advanced listeners may use their knowledge of lexis and topic to interpret the confusing sounds in the speech stream and to aid in

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

word recognition”. (p. 88) Learning environment in English as a second language has to provide useful information and exposed with authentic data through listening with small parts of the language and then with complex information.

Another criterion to be considered is how with small parts of the language learners will be able to build understandable complex language with enjoyable listening tasks where learners listen and act. Total Physical Response method is focused on comprehension process to get successful results otherwise learners will feel confused and overwhelmed with so much information and the process will fail.

True beginners in a foreign language lack adequate bottom-up processing skills because they have not yet developed the linguistic categories against which the language must be heard. They perceive the new language as undifferentiated noise. They are not yet able to segment the speech stream into word units — to tell where one word begins and another ends. (Celce-Murcia, 2001, p. 91)

On the other hand, according to Harmer (2007), “students can improve their listening skills and gain valuable language input-through a combination of extensive and intensive listening materials and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher’s, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their pronunciation”. (p. 303) Learners are able to speak if they have a good knowledge base on vocabulary. But, they need to understand the new language. So, they have to develop listening skills in a general and specific situation. For that reason, Total Physical Response following the comprehensible approach takes a good importance in improving listening skills from the

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

meaningful input that teacher provide in the actions perform , as well as, speaking with good pronunciation.

Listening skills are essential in the teaching-learning process because learners improve their comprehension and understanding in English and they will be ready to speak comfortably.

Speaking in Total Physical Response

The idea in Total Physical Response is to help to expand the basic communication skills in a foreign language.

Children need a lot of input of complete phrases and vocabulary in order to speak. Children understand much more than they are able to produce and that is why the quality of the input produced by teachers is so important.

Speaking involves pronunciation and meaningful communication. Pronunciation, or mechanical production can be carried out through listening and repeating drills; discrimination practice with visual support; meaning contrasts with pictures; identification of sounds, stress and intonation with tongue twisters, rhymes, poetry, games, songs dialogues and chants; body movements (i.e., clapping, walking, snapping fingers or dancing) following intonation, stress or pausing; learning by heart of sentences, and rhymes or chants. (Garcia, 1996, p. IV-1)

Speaking skills are achieved with an adequate exposure of the language through a good input from different activities where learners can hear in the other language and starting comprehended the new language. It is good in Total Physical Response children can experience different type of listening exposure to add the different movements and action in order to facilitate comprehension and retention.

In addition, Harmer (2007) states “students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

they are being asked to give personal information or opinions”. (p. 345) It is important to take into account different types of learners, in this way this type of methodology faces this aspect. In other words, Total Physical Response creates a peaceful, comfortable, and relax atmosphere to engage shy and active learner. In this way, learners will not feel nervous in uttering the new language when they will prepare to do it. According to Ur (1996) states that “speaking is included in all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. Classroom activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language”. (p. 120) Speaking skill is a useful component in language development. Furthermore, learners enjoy talking the new code. Regarding to this, Total Physical Response provides learner confidence and tools to be able to express what they have learnt. Moreover, they can reduce anxiety and will not be scared about making mistakes.

Teaching children

Children live in a wonderful world where the imagination, playing, harmony, and colorful and fanciful activities take place in order to learn a second language.

Vale & Feunteun (1995) examined “a key priority for teachers is to establish a good working relationship with children, and to encourage them to do the same with their classmates. The teacher’s role is that of parent, teacher, friend, motivator, coordinator, and organizer. The skills for these roles have more to do with understanding children’s development, children’s needs, children’s interests, the children themselves”. (p. 27) For the reason presented, teachers must be creative, educational, and able to use authentic materials to motivate, such as songs, drawings, dancing, and painting pictures about students’ favorite animated cartoons.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Children using their bodies

The fascinating aspect in Total Physical Response is the activation of body-language as the transition between comprehension and production of the foreign language. In the same way, children love this kind of activities and procedures.

It is important for children to have the opportunity to use their hands and their bodies to express and experience language. In an everyday context in an English-speaking country, children are normally exposed to a variety of physical and intellectual experiences of language. In the foreign learning situation where children may have as little as one hour per week of English, it is vital to include physical activities where the main focus is on the physical response or physical activity, and not the spoken word. The importance of providing physical and practical learning opportunities cannot be overstressed. For children, this type of input is a crucial stage in the learning pathway. This provides a foundation of active understanding of English that is needed for any given topic or project. (Vale & Feunteun, 1995, p. 34)

This research was applied with children. One of the reasons why Total Physical Response was chosen is because it permits learners to acquire a foreign language using movements, action, and gestures for better comprehension.

The pace of learning

Total Physical Response provides a fascinating atmosphere; children can interact with the language and the movements where everyone in a normal curve of ability can experience a successful training. According to Vale & Feunteun (1995) present, “learners have different rhythm of learning. Pace within a lesson is a matter of experience, and sensitivity to individual needs. The temptation is often to work too fast through materials, rather than to exploit the ability and interest of the children.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

It is also important to incorporate many changes of activity within one lesson. Some may involve movement, others may be more passive.” (p. 35) It is really true children have a short attention, moreover they get distracted easily. Therefore, teachers have to apply different activities and active class so they do not get bored.

As it was mentioned above, children are very dynamic learner and teachers have to look for different ways to evolved them in the learning language development. According to this, Harmer (2007) explains that children learn differently in the following ways:

- “Children respond to meaning even if they do not understand individual words.
- Children often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- Children find abstract concepts such as grammar rules difficult to grasp.
- Children generally display an enthusiasm for learning and a curiosity about the world around them.
- Children have a need for individual attention and approval from the teacher.
- Children are keen to talk about themselves and respond well to learning that includes themselves and their own lives as main topics in the classroom.
- Children have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so”. (p. 82)

Inside the classroom, it is necessary to provide the best opportunity of sources of input where children can catch meaningful information that is not conceptual but it is understandable

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

for them through different material, activities, and resources for getting the goal and not be tired with the same activities all the time. As well as, learners need to interact with their classmates in order to they practice the new language with people surrounding about their own real life experience, at the same time; they develop confidence and fluency after they understand it.

Teachers must take this into account and provide a rich diet of learning experiences, which will encourage their students to get information from a variety of sources. They need to work with their students individually and in groups, developing good and affective relationships.

Teachers need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored.

When teaching children, teachers need to spend time understanding how their students think and operate. They need to be able to pick up on their students' current interests so that can use them to motivate the learners. They also need good oral skills in English since speaking and listening are the skills which will be used most of all at this age. The teacher's pronunciation really matters here too, precisely because, as it was said, children imitate it so well.

The classroom should be bright and colorful, with windows the children can see out of, and with enough room for different activities to take place.

Teachers might expect the students to be working in groups in different parts of the classroom, changing their activities every ten minutes or so.

Children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony. (Ur, 1996, p. 286-288)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Children need to be encouraged to participate in the different motivated learning activities. So, teachers have to create a good relation between acquire knowledge with a funny and harmony atmosphere where learners enjoy the class and they need to be active performers and discovers of the different activities proposed in class. Therefore, they use their imagination and creativity in understanding their reality using another language. Bearing in mind this children ability, Brown (2004) claims “that children’s widespread success in acquiring second languages belies a tremendous subconscious effort devoted to the task.

Children exercise a good deal of both cognitive and affective effort in order to internalize both native and second languages. Children are spontaneous”. (p. 87) Teaching children depend on a good combination of different resources, as a consequence, teachers need to balance between cognitive knowledge, as well as, the affective and emotive aspects in order to get the results.

Intellectual development

Children care about the actual happens they really enjoy each moment in the way they feel excited, distracted, and enrolled in whatever situation. Hence, Brown (2004) says “that children are still in an intellectual stage of what Piaget called “concrete operations,” children are centered on the “here and now,” on the functional purposes of language. They have little appreciation for our adult notions of “correctness,” and they certainly cannot grasp the metalanguage we use to describe and explain linguistic concepts”. (p. 87-88) Piaget’s appreciation is important because children in their process of learning keep the attention shortly, at the same time; they start to build the cognitive map of the language. For that reason, teachers have to take into account learners as children concentrate in build the based knowledge with a specific object. So, they will use it later in creating more complex structures.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Attention Span

According to what was mentioned before, children focus their attention on the real, concrete situations close to reality, for example, they pay attention to movements. For that reason, teachers have to provide that type of exposure changing the type of input through activation the right side of the brain. Additionally, there are different types of strategies that Brown (2004) explains “the short attention spans come up only when you present stuff t boring, useless, or too difficult. Language lessons can be difficult for children; teachers must create an interesting class”. (p. 88-89)

Regarding to above mentioned, lesson must capture children immediate interest with different variety of activities, teachers need to use a sense of humor, and enthusiastic, positively matter to lead the class. So, it is infectious for the students. Also, learners are interested in knowing new thinks because they are very curiosity people.

Children are a challenge for teachers because they have to create a good atmosphere where teachers must catch children’s attention using different strategies, resources, material and of course methodologies for getting children focus on the class. Moreover, teachers need to have an active, interesting, and emotive attitude in order to students get evolve in each activity proposed in class.

Sensory Input

Moreover it is important to take into account that children need to have all five senses stimulated. The teachers should strive to go well beyond the visual and auditory modes that we usually feel are sufficient for a classroom. First, the teacher prepares lessons which include physical activity; such as having students act out things (role play), play games, or do Total Physical Response activities. Second, projects and other hands-on activities go a long way

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

toward helping children to internalize language. Small group science projects, for example, are excellent ways to get them to learn words and structures and to practice meaningful language.

Third, sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the taste of food, and liberal doses of audio-visual aids like videos, pictures, tapes, and music are all important elements in children's language teaching. Finally, remember that your own nonverbal language is important as children indeed pay attention very sensitively to your facial features, gestures, and touching. (Brown, 2004, p. 89)

According to an adequate way to teach children, teachers have to prepare lessons according to the students' best caption of their attention. For this reason, Total Physical Response facilitates children learning because it is focused on acquire the language using movement, touching, seeing gesture, actions, and different activities where they listen the foreign language in order to comprehend it.

Affective Factors

Another aspect to the process in teaching adequately to children is their emotions and how they get confident in a free environment. According to Brown (2004), "a common myth is that children are relatively unaffected by inhibitions that adults find to be such a block to learning. Hence, children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Children are in many ways much more fragile than adults". (p. 89)

Children enjoy the experience of learning as soon as they feel supported by the teacher. Accordingly, teachers have to be patient and tolerant with students' progress in acquisition of the new language and not put attention in direct mistakes. In other words, children have not felt bored or frustrated. However, they enjoy the class and to be motivated in learn, speak and

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

participate in class. In the same way, Linse (2006) presented “songs and poems can be made more interesting with the addition of whole body motion. It is best to start by standing, if at all possible, away from desks, tables, and chairs when reciting pieces of verse with accompanying whole body motions. One way of teaching a poem, chant, or song is to start with the context and vocabulary, and gradually move the students from listening to repeating to independent recitation or singing”. (p. 39)

Children are focused on what happens at a certain moment. Thus, classes have to follow the same philosophy, achieve a specific object where children’s attention will be concentrated in each lesson’s purpose. It is important that the content of the lessons has real and useful information in order for them to build meaningful information for using later on communication. Learners in Total Physical Response use their body for learning the new language using different finger movements, gestures, actions, facial expressions, which their brain will capture the comprehension of the language efficiently. Then, with the information acquired they will be ready for talking without pressure or nervous.

Putting the children’s needs first

To continue with the development the best ways to evolved children in learning a foreign language it is also important to taking into account students’ needs, their rhythm in language learning, and their facilities in develop their abilities. According to Vale & Feunteun (1995) “many children go through a silent period during which they are processing their language environment. Moreover, if teachers insist on accurate production as evidence of achievement from children, they will encourage a considerable percentage of children to fail. Children who have tried their best and failed to produce the result the teacher wants will often lose confidence and interest”. (p. 32-33)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

It is so important to increase motivation in beginner learners to continue improving their skills in the new language. Taking into account this principle, teachers have to give the priority in comprehending the language, give them a lot of input through different resources, in order to they peacefully create their cognitive map. Hence, they will feel comfortable in speaking practice and building connective meaningful structures in the foreign language as Total Physical Response method goal. For that reason, Asher (2003) claims that “child has learned the mediating power of the gesture. This is to say that the reconstruction process begins as an actual relation between the child and another person”. (p. 2-7) Total Physical Response has been very useful in beginner learners, the reason; it is the manipulation of the language through listening and comprehension information using body movements, gestures, expressions, games, songs with finger movements, visual resources, and different audio and touching material; produce a huge effect in starting to acquire the new language. So, learners get interested in continue their progress in develop all the language skills.

Moreover, Ur (1996) explains that “children have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively. Prizes and similar extrinsic rewards can help, but more effective on the whole are elements that contribute towards intrinsic motivation: interest in doing the learning activity itself. Such elements are most likely to be effective if they are based on an appeal to the senses or activate the children in speech or movement”. (p. 288)

Children as learners need exposure to visual materials to facilitate the acquisition of the new language through visual input source. In Total Physical Response method, pictures help to active the right hemisphere and visual remember in order to comprehend the new concepts. Moreover, Total Physical Response method is open to do different learning games with

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

movement and actions. Because of this, it is essential to create relax, and comfortable environment where students enjoy the class through fun activities. Finally, according to Linse (2005) Total Physical Response activities give young learners a measure of control over both form and function. After the students are comfortable with a lesson, teachers can work on the target structure through games and drills. It also helps to set out the props that are used in the TPR lessons in a place where children can work with them independently: this encourages peer teaching. (p. 8)

Research studies about Total Physical Response focused on teaching vocabulary

In regarding to this study, there is a significant study made by Silver, M., Adelman, B. and Price, E. (2003) described Total Physical Response method, is, like all tools, most effective when used correctly in the correct setting. Discard the notion of heading straight into the activity section. Moreover, listening and comprehension are the first steps in language learning. Then, are the strategies for good language learning: 1) students need to be involved in a situation where oral language meaning is immediately perceived and understood; 2) students silence is permitted and encourage as a learning tool while they can watch the effects of the language on the action of others; 3) students comprehension is demonstrated by successfully completing tasks cued by oral language; and 4) students can focus on overall meaning rather than grammar.

Students are much more focused in their learning when instruction involves the use of physical items “realia” to create meaning. (p. 1-2)

In addition, a study made by Afifah, R. (2012) the children were taught to respond to different adjectives with an action, for example making an angry face. He then pointed to one child for a single adjective and to the group for a plural. This allowed him to teach about gender and number. The adjectives were written on cards which were held up. The students were asked

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

to respond to the appropriate adjectives. For example, if irritated was held up then all the girls were expected to make angry faces. He observed that the students were able to pick up the idea of different endings quickly and understood which the group was meant to be doing the action. However, they often could not remember what the different adjectives actually meant.

During this lesson the children's enjoyment was evident. When asked to do an action, they did so enthusiastically. The main focus for this lesson had been adjectival agreement rather than remembering the vocabulary. This prompted his decision to try and find out if this motivation could be used to help vocabulary acquisition. During his first placement he had taught students a verb where each part of the verb was associated with a different action. The students enjoyed this kinesthetic method of learning and remembering the endings more easily.

This research seems to suggest that Total Physical Response is one possible way of creating enthusiasm for languages. It was particularly effective in group situations, with the students being poised for the next imperative. It seemed to be less effective at motivating students when they were being questioned individually, with only those of a higher aptitude for languages finding this as enjoyable. Almost all showed a willingness to try throughout but some were held back as they found it difficult to remember all the vocabulary. Motivation cannot necessarily compensate for the ability level of the students.

It also seems to suggest that active methods which motivate the students may help vocabulary acquisition. After learning through the Total Physical Response method over fifty percent of students remembered at least 6 verbs. The small number of words that the students were introduced to means that this result should be treated with caution. Overall it was inconclusive whether Total Physical Response was responsible for this vocabulary acquisition.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

According to the mentioned studies, it is believed that Total Physical Response method has a positive effect in the learning process. Taking into account these studies to apply and compare the effect of Total Physical Response in teaching movement verbs and commands vocabulary. These studies also provided information and opinions about the implementation of Total Physical Response method in the classroom.

Chapter Three: Research Method

In order to analyze the effect of Total Physical Response method in teaching English vocabulary, it was necessary to follow specific strategies to collect the information from the participants, which, in turn, were used to examine the results.

This chapter describes the methodology used to design the study, the features of participants, and the setting, the data collection, the instruments, and ethical issues involved in the development of this research.

The object of this section is to discover any practical problems and advantages of the method.

Type of Research

The research paradigm

This study was qualitative. First, the qualitative method investigates how students learn vocabulary through Total Physical Response, supported with a deep, detailed and contextualized description of the method that it was applied in a systematic procedure during the investigation. The interpretation and analysis were subjective.

It was chosen the qualitative research method because it allowed the interpretation of the study in order to assess and understand the problem. It permitted to have a direct contact with the group of study by means of different classes, applying Total Physical Response during the English teaching and learning process.

Research Type

This study corresponds to the action research which means “learning by doing”; It is supported by Parson and Brown (2002), action research is a form of investigation designed to be used by teachers to attempt to solve problems and improve professional practices in their own

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. This research proved that using Total Physical Response is a good way for teachers to apply in the classroom to improve students' vocabulary.

The action research practice has a cycle procedure. Celce-Murcia (2001) says "action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context. After observing the apparent results of the action, the researcher reflects on the outcome and plans a subsequent action, after which the cycle begins again". (p. 490) The procedure in this research was, first, it was identified a problem in the way to acquire a foreign language in third grade students in I.E.M. Mercedario in Pasto. Second, the third grade students were involved into this research applying what they have learned. Then, (TPR) strategies focused on teaching vocabulary were applied.

Finally, the effects of the strategies on vocabulary acquisition were analyzed. To see how successful the strategies were, it was used critical intelligence to reflect over its own action, judgments, reactions, and impressions about the applied methodology. It was engaged in a process of improvement and reform. As, Kemmis and McTaggart (2005) explain action research has four stages, consisting of planning, acting, observing, and reflecting.

Data collection techniques

In order to collect data, three different techniques were applied to gather real information focusing on the implications of using Total Physical Response in English classes.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

To carry out this study, teachers answered some open questions where they expressed freely their thoughts according to what they experience in the English classes. (For teachers' interview) See appendix A.

On the other hand, surveys applied to the participants were used. Students evaluated the English class process through Total Physical Response method. (For third grade students' survey) See appendix B.

Moreover, classroom observations were used to get a lot of real information about detailed classes behavior and the way these were conducted with the goal to analyze the results. For that reason, a participated observation guide was designed to get this value data. (For participated observation guide) See appendix C.

After that, the first students' test was applied (for third grade students' test one) see appendix D. At the same time, the second students' test was developed (for third grade students' test two) see appendix E. These two tests permitted to evaluate the results, if the students learnt commands and movement verbs during the application of the Total Physical Response procedure.

The aims of these instruments were used to know how Total Physical Response was adequate to implement in beginner English classes to learn vocabulary. As well as, the lesson plans proposed for developing each English class corroborated the Total Physical Response, it is useful to improve English skills.

Population, Setting, and Sample

In this section the population chosen for this research, the setting where the research took place, and the sample selected are described.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Population

Twenty seven third grade students were chose for this study who have studied at a public school, called I.E.M. Mercedario, located in Pasto. The study was carried out inside the classroom with students aged 7 to 8 years old, and they were considered beginners. They attended class on Thursday from 1:00 p.m. to 2:40 p.m. during a period of eight weeks.

Setting

This study took place in I.E.M. Mercedario located in the city of Pasto, Nariño. In this place, this research was developed in the grade 3-2. The children in this class attended classes in the afternoon. The classroom had a limited space; it included a white board, a teacher's desk, a teacher's closet, and 31 desks. The classroom had good lighting. Nevertheless, it lacked teaching materials. These beginner learners were exposed to instructional materials in this study.

Sample

The populations of participant who accomplished this study were 27 students of third grade from I.E.M. Mercedario in the city of Pasto, aged 7 to 9 years old. They were essential for the study because this group of students had not a lot of previous knowledge of English vocabulary, so they were able to learn vocabulary by means of Total Physical Response.

Procedure

This study took into account the action research including cyclical process such as: to identify the problem, to gather the information, to develop the different lesson plans, to implement the lesson plans, and to analyze the data.

Taking into account the statements above to carry out this research, these steps were followed:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

First, it was visited I.E.M. Mercedario to get authorization to do this study so the foreign language classes currently taught are enhanced by the (TPR) treatment. Second, it was agreed with the third grade teacher on the schedule for applying the methodology mentioned before in order to collect and organize the data. Third, it was applied Total Physical Response (TPR) strategies on teaching commands and movement verbs using twenty commands during four weeks and twenty movement verbs in four weeks too. The first lessons started with the following commands: sit down, stand up, walk, stop, put your hand down, turn around, jump, and raise your hand, where students were able to distinguish between them and demonstrate them too. The next commands were pointing to the door, touching the desk, clapping your hands, opening the door, closing the door, picking up the pen, putting down the bag, going back to your desks, taking out your book, scratching your head, doing homework, and taking shower. So, Students understood the commands easily. The second lessons focused on movement verbs catch a ball, throw a ball, cry, call, cut, clean, dance, swim, climb a tree, eat, drink, pray, read, run, push, count, drop, shake, fly, and cook. In this point, students uttered the commands and movement verbs in a right way, at the same time comprehended them when they heard. The classes were designed with different activities taking into account the proficiency level of the students and the allotted time for the class. The activities were given with clear directions to increase the students' comprehension vocabulary. These activities are shown in the appendix.

Fourth, the participant observation was interpreted from the different real third grade classroom lessons, these observations were summarized with specific details from the visual and kinesthetic practice with (TPR).

Fifth, records were kept of the surveys applied to students and English teachers and analyzed the data.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Sixth, the teacher's interview was described in order to know more about the teachers' perceptions and what they feel when teaching English as a foreign language in Pasto.

Finally, the effects were evaluated by the application of the treatment based on the Total Physical Response to determine if foreign language learning has been enhanced.

Ethical Issues

To carry out this study, it was asked permission to the staff of the I.E.M. Mercedario in order to ensure the voluntary participation of the students and teacher. Their names were not mentioned to protect their identity and integrity.

I thanked the teacher and students for their collaboration. I made a presentation to show the results obtained in the study and to share the experiences acquired with this method to facilitate the learning process.

Chapter Four: Analysis of Results

The information collected using the instruments described in the previous chapter was analyzed in this one in order to answer the topic question and determine if Total Physical Response has positive or negative results in teaching English vocabulary, namely, English movement verbs and commands in third grade students.

In this research, it was chosen one group of third grade students (3-2) and this study was applied during a period of eight weeks.

In the research group, (3-2 Grade), it was applied the Total Physical Response to teach movement verbs and commands using the different lesson plans presented in the appendix and using different materials, especially realia. The activities also involved an active participation on the part of the teacher and students.

In this research, it was designed testing according to Total Physical Response for beginners and part of it serves to analyze the student' vocabulary comprehension level. It was used the following qualitative scores: correct answer, no correct, no answer, in order to do a descriptive statistical analysis with graphics and tables.

The conclusion will then synthesize the practical and theoretical aspects of this research to present the realistic flaws and merits of the Total Physical Response.

Analysis and interpretation of data

This study was developed in a unique research group; it means there is not a control group. This research was carried out during eight weeks; each class with one hour and forty minutes per week.

To start the analysis, it was necessary to know the students' current level. For achieving this, it was required to carry out classroom observation before moving on with Total Physical

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Response classes. This class was conducted by a teacher who does not have training in English teaching. The topic for the class was numbers and she was teaching them using Spanish the whole class. The class procedure was as follows: First, she corrected spelling on the board such as 8-18-13-30. Then, they spelled the written number together. They began with the number 90, and 100. The students had to repeat 5 times each number as a class work. Consequently, each student pronounced once. Then, she asked them to complete all the numbers beginning with 90. So, the students responded correctly using their previous knowledge. Hence, she proceeded to do a game between rows; the teacher wrote different family numbers, then, she asked one student from the row 1 to write a specific number on the board to provide the right spelling of the number. Finally, the row 5 was the winner with 0 mistakes. Then, the teacher assigned homework in order to review the class content. Moreover, they had to complete math operations so they would write the results in English.

Half of the students responded effectively to the teacher's questions. However, the other ones only copied in their own notebook. It was evidenced the teacher taught with a traditional method where the students translated number vocabulary into target language. For this reason, they were passive learners, which means, they were limited to copy the meaning in their notebook with a little pronunciation practice. It was noticed that students had studied a basic vocabulary in an isolated way. Consequently, they studied for each lesson then moved on the other one without any connection with the continued topic.

The next class the students were involved in a different classroom environment where they were able to learn English in another way, through TPR based techniques. The classroom desks were divided into two groups each group facing each other. In the middle between the two

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

facing groups of students there was an ample space for the students to perform the commands or movement verbs.

The lesson plans were designed for four weeks and movement verbs were chosen to be taught for four weeks too. The Total Physical Response sequence was applied in each lesson where the teacher acted out the action that corresponded to the command and the movement verbs clearly and consistently. Then, when the teacher invited students to do the action, students needed to say the word and perform the action. Correct response was expected from the students with immediate acting and performing as a group. The teacher used it to notice if they would understand the meaning of the commands. This was accomplished when the teacher asked for individual students to perform in the middle of the class by saying his/her name and the command.

The following step in the study was to apply each lesson plan in the experimental group. For this purpose, it was necessary to design a short syllabus including eight lesson plans; each one was applied in each class with one hour and forty minutes time. The first lesson plan (appendix F) introduced the eight commands. So, students were able to recognize and produce these commands.

At the beginning of the lesson, the teacher was the performer with “stand up, sit down, walk, and stop”; the learners were the observers. Next, Students followed the teacher’s actions. Consequently, when students got familiar with the commands the teacher asked for individual participation, also the students practiced each other asking for the command and making the action in the middle of the class. The same was done with the next commands: put your hand down, turn around, jump, and raise your hand. Finally, students were tested informally again giving the eight new commands in different order. After that, it was noticed students did a good

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

association between the action and the meaning of the word. However, with the action “put your hand down and raise your hand” they needed a clarification for the correct meaning. So, it was used Spanish in order to clarify. According to TPR principle the students’ native language has to be avoided, but in some commands it was not easy for them to guess the meaning because each student created his or her own comprehension.

One more TPR element was settled in the classroom, the seating arrangement was changed to enhance interaction between students, and it worked positively. They smiled the most part of the class and they were very active participants. In that way, the TPR atmosphere was provided with a stress-free environment. They were excited to do the action and looked at the other performers; the right hemisphere was activated through actions, movements in order to register the new information without formal explanation. Asher focused on this important aspect about the right hemisphere; although it is mute, it responds such as touching, pointing to a choice from alternatives, actions, point to a picture from a set of pictures, and everything is not verbal, that was done with these students through TPR procedure using the language-body communication in order to active right hemisphere so, students could understand the commands. In this step they showed excitement and comfortable commands represented in class; it was focused on teachers’ movements and students’ actions.

For the next activity, it was brought some felt pictures that represented the commands which were used to practice the movement; when students heard the picture’s command they performed it. It was continued to work with the right hemisphere with pictures that represented the command so students were easily able to associate the picture with the command action, and the most important developed comprehension skills as the Total Physical Response emphasis in acquire a foreign language in an unconscious way. All this information has been observed by left

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

hemisphere which made an interpretation trying to describe the behavior observed.

Consequently, students wanted to produce by themselves the command studied; as TPR theory learners produce some language when they feel ready. This process information happens between each hemisphere independently. Then, they share information through the neural tissue called corpus callosum.

In the way to put in action the two hemispheres a song was used “if you are happy and you know it stand up” as this model was applied with the other commands studied. In four-group commands each time students repeated the sequence as “if you are happy and you know it do all four” it was evidenced the students were active participants. This activity helped students to activate their right brain with the pictures and the specific movements to comprehend these new words in their brain. It was not perfect pronunciation and they got nervous and confused sometimes but they completed understood what the lesson goal was about.



The last part of the lesson plan consisted on using the written worksheet with the different picture, which the students read each one and demonstrated them in front of the class. In this part

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

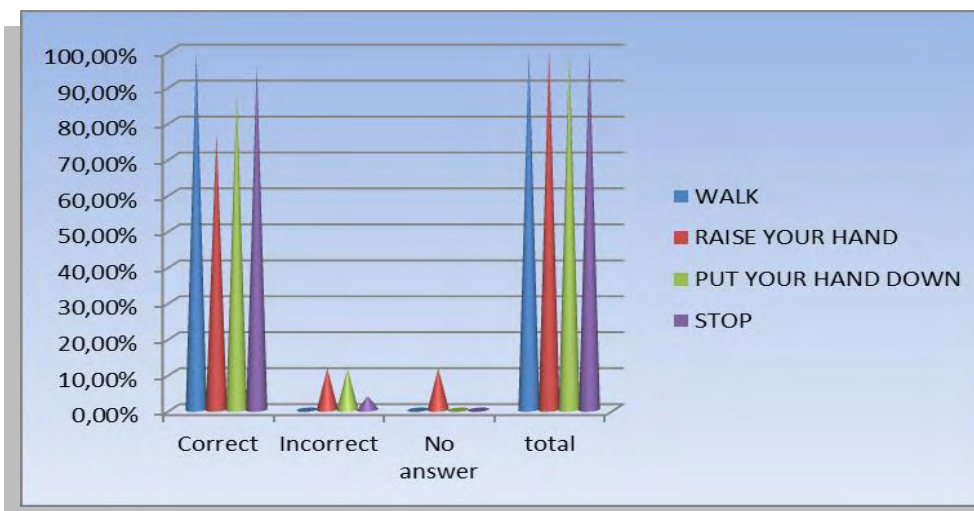
is when the left side of the brain was connected with the right brain help to utter the commands and they were able to read the command too. According as it was noticed, the learners were evolved in a friendly and stress-free environment where they were able to produce the commands and interact with the class to follow simple directions in English without teacher helped them.



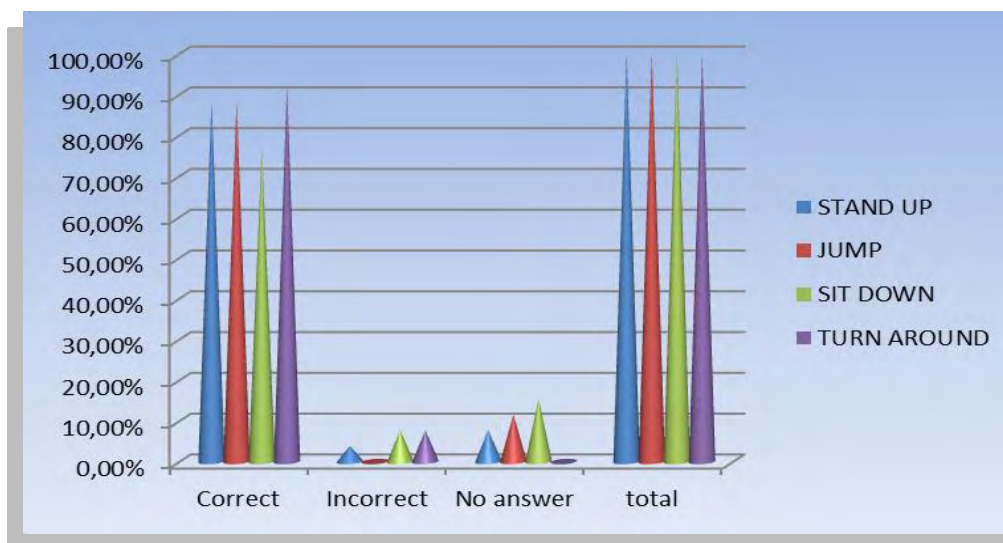
The students showed a lot of interest in this new methodology applied for learning English. They liked a lot to act out the command in front the class. So, it helped them to comprehended and remember easier. Although, in this large class was complicated that each student has a chance to practice more time and pronounce effectively.

It was applied a test to know if they recognized the command in the graphics with the correct spelling with a matching test.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



The graph above shows the command walk 100% of the students had knowledge about this command, the students knew the command stop with 96.15% answered correctly, the command put your hand down was recognized with 88.46% right answers, and 76.92% of the learners distinguished the command raise your hand. It means that TPR worked significantly with those commands.



The graph above shows; 92.31% the most students knew the command turn around; 88.46% of the learners performed correctly the command jump. 76.92% of the learners recognized the command sit down with right answers, and 88.46% of the students presented the

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

command stand up with the lowest score because it was confused with picture of the sit down command. It means that TPR method worked significantly with those commands.

Then, it was applied a written test. Here, they had some difficulties because we worked in comprehension skills along with listening skill and some oral production. However, the written part was a small part of the treatment. Nevertheless, this piece of information was important to analyze that written production can be a problem in Total Physical Response, and knowing this limitation it is necessary to do adjustments to enhance instruction in writing skill.

After, the most common mistakes for each command in the participants were grouped; these were the findings:

The command walk was written by the learners with the vowel [o], they wrote it as they pronounced it.

The command raise your hand students wrote with some orthographic mistakes using [z], they mixed the letters, they confused a lot with the command point to the ceiling because these have similar action, they confused the written style with the pronunciation as the [j] in the word hand.

The command put down your hand confused the [h] by [j], they confused with raise your hand because these have the same ending, in the word down they wrote as the word is pronounced, and the spelling added other letters that do not belong to the word.

The command stop is written as they pronounce with an [e] before the [s] letter which it is a common mistake in Spanish speakers, at the same, they wrote the word with the vowel [a] as the pronunciation, moreover, they added a letter [h] between the [s] and [o].

The command stand up they forgot to add the [d] or [n] in the word, they wrote the word up with the vowel [a] as they associated with the pronunciation, also, they change the letter [d]

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

by [p], the same with the word stop add the letter [e] at the beginning. And they confused the command sit down with stand up.

The command jump, they wrote as the word is pronounced, they wrote with an inappropriate orthography, and they forgot the letter [m] in the middle of the word.

The command sit down they confused de [w] by [u], they wrote as they hear the pronunciation, they wrote the letter [d] by [t], they forget the end of the word in sit, and they confused with stand up.

The command turn around they wrote as they pronounced, they added more letters at the end of the word added the letter [d], they forget some letters as [u].

It is clear that the written English style is not perfect; they presented mistakes because they understood the language according to what they produced in English language when they were ready to utter the language. Finally, the writing process will improve with practice as all human beings do it with the first language. According to Total Physical Response theory writing is derived from listening and comprehension. Moreover, students recognized the familiar command and they were able to produce it; but according to the results in the written style they had problems because they associated the production part with the written process as Spanish language process.

The second lesson plan was focused on reinforce the commands studied in the first lesson and introduced the four new commands (appendix G). The students as a warm up activity had to demonstrate the command according to teacher supported with the big flash card stuck on the board about eight commands studied before. Teacher had to pronounce the command and while pointing at each picture each student had to do the action. This permitted to warm up the knowledge acquired in previous lesson.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Teacher introduced the new four commands sequence. Point to the ceiling, touch the desk, clap your hand, and open the book or door. Teacher did the action. Then, all together did the action. Consequently, teacher asked for individually perform calling the student's name. They showed to be familiar with the sequence of the Total Physical Response procedure. So, it helped them to comprehend and remember easier. Everybody in the classroom sometimes did not understand the command. So, it was practiced until students were ready to move to the other command. It was taking into account Total Physical Response principle; first, students did not give a perfect response for each command they were confused. However, each step was practiced a lot with Total Physical Response procedure in order to all students were able to reply correctly with different command recombination. Eventually, they did a great job.



The second activity showed a lot of comprehension towards learning command vocabulary, students were evolved in a game called “Pancho Carrancho” where each student was

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

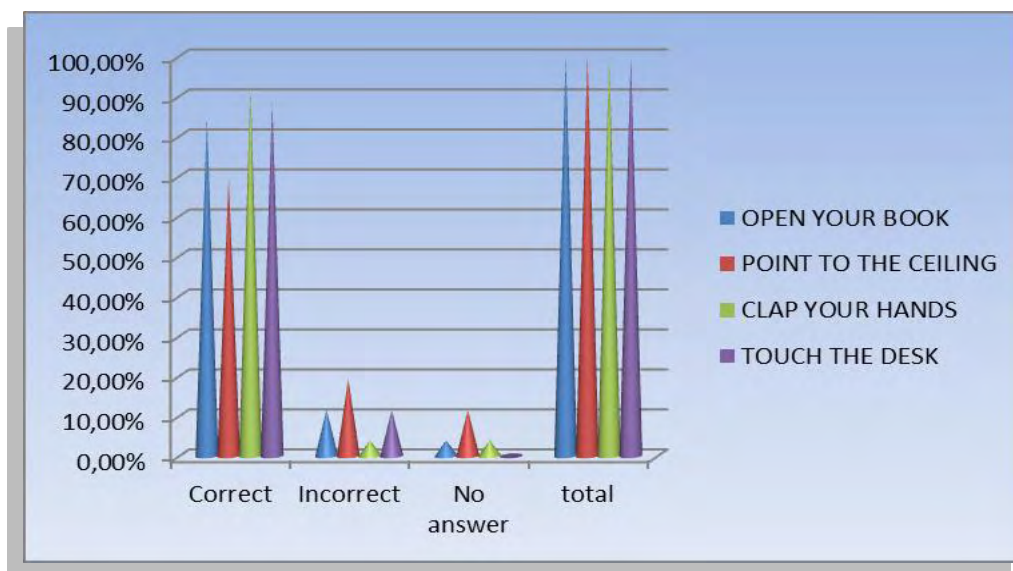
assigned a command studied; teacher wrote on the board and clarified acceptable pronunciation.

Student1 started the game she said “Pancho Carrancho jump” then, student 2 was assigned this command. So, she said “no jump Pancho Carrancho, Pancho Carrancho, touch the desk” and students followed the game instructions. So, all learners were participated in the activity, twelve students were chosen in the first section, and then other twelve students did the same exercise. Students liked to be engaged in different activities which were not related in previous class. The next activity, teacher practiced a movement song with some of the commands studied. It is called “open and close it” following with a board covered with velcro and pictures that represented the actions. The students showed a lot of interest in participating in the song with their body-movements. Hence, they demonstrated so excited.

Students were evolved in these dynamic activities where individual and collective participation took place. The students were provided with a comfortable atmosphere because they had not developed this kind of activities in English classes, so they did not feel embarrassed in front of their classmates. It was followed Total Physical Response theory where teacher had to allow the right brain of the students enjoy the English practice watching each other in order to learning takes place. Finally, they developed a word-search where they found the commands studied according to the graphics representing the action. In this activity, students were able to read the command and visualize the correct spelling. This part was very interesting because the reading part was not taught. However, they associated the reading with pronunciation part. So, they were able to know the meaning too. It was a positive achievement for the learners. As the Total Physical Response concluded students have not seen the written form yet, they could understand what is on the paper and perform the appropriate action; it was honor to the comprehension process.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

In the test applied, students recognized the picture with the written form easily. Although, some students made mistaken because they confused some pictures as open the door with close the door, as well as, point to the ceiling with raise your hand.



According to the results, the 84.62% of the students asserted with open your book, point to the ceiling with 69.23%; it has the lowest score because they were confused with the similar action raise your hand, the command clap your hand had 92.31% correct answers with the highest score. Finally, 88.46% of the students presented the command touch the desk correctly. In general, third grade students could identify the commands proposed in the lesson.

In the written test as mentioned before they presented difficulties that are described in the following steps:

With the command open the book, they were confused with close your book according to the graphic, the same with the other commands they associated with the pronunciation in the article “the” they wrote as “de”, in the word book they wrote using [u], also they forgot to put the complete command.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The command point to the ceiling; they did not add the correct letters at the end or the beginning of the word, they were confused with raise your hand or put down your hand according to the picture, also they presented spelling mistakes in the [c] by [s], and they wrote the word to as it is pronounced using [u] instead of [o].

The command clap your hands, they did not complete the whole structure, they wrote as they assimilated with the pronunciation de [h] with [j], they added a consonant for pluralizing the verb, and they forgot some letters for a good writing.

The command touch the desk presented the same problems because they wrote as they usually heard the pronunciation in this case the [ou] by [a], the spelling mistakes are presented with the letter [c] by [s], they also were confused touch with take, and they forgot to put some letters.

In the third lesson plan (appendix H) learners practiced the commands studied and started to recognize the new commands “close the book, pick up the pen, put down your bag, and go back to your desk”. In the warm up activity students demonstrated to be familiar with the commands when they were able to read from the flash cards and acted out them when teacher pointed in a random way. Besides, students matched the graphic of the command with the acceptable spelling in a written sheet. Students demonstrated they were familiar with the command studied through the action, pronunciation, and with the pictures; the right brain was activated and the left brain uttered immediately. Because of, students were able to recall the command in a long term of memory. In other words, the command concepts have been taking place in their brain so they could respond in any combination. It is truth according to Total Physical Response philosophy developed acquisition language through comprehensible skills.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

In the first activity the teacher introduced the new commands for the class performing with movement and gestures so students understood the meaning of each command. Teacher invited learners to continue the actions so they could experience the action commands through their bodies. It was observed that students did not have difficulties for catching the command meaning. For that reason, they responded adequately when teacher asked for an individual participation. However, some students needed more feedback using teachers' gestures and looking at other classmates' performance in order to they felt secure and confident when they had the opportunity to demonstrate the command. Consequently, some students were spontaneously uttered the command ahead than others without hesitation. In this process, they were not pressed to speak. Each student talked when he or she was ready to do it. It was noticed, they always wanted to try the best and they supported with their classmates too. It is explained as the student shifts from comprehension to production, there is a "brainswitch" (Asher, 1988) from the right to the left brain because students internalize an understanding of the foreign language through Total Physical Response.



THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The next activity consisted on showing the students big flash cards with all commands studied stuck on the board and then teacher pointed on each one to perform the action with clarification in right pronunciation. In this part of the activity, some students got ready to utter the commands; each time teacher selected the picture of the command they produced without hesitation. Moreover, students took their time in some case but their switch brain lateralization was working. For more practice and helping slow learners, students listened to the song “if you are happy and you know it...” then; they practiced with each three-group of commands. We started with if you are happy and you know it turn around three times, then if you are happy and you know it touch the desk also three times, we did the same with if you are happy and you know it pick up the pen three times, Finally, we sang if you are happy and you know it do all three turn around, touch the desk, and pick up the pen. They were so enthusiastic with the activities developed in class; each student had the opportunity to demonstrate their own participation and tried the best in the pronunciation of the command.

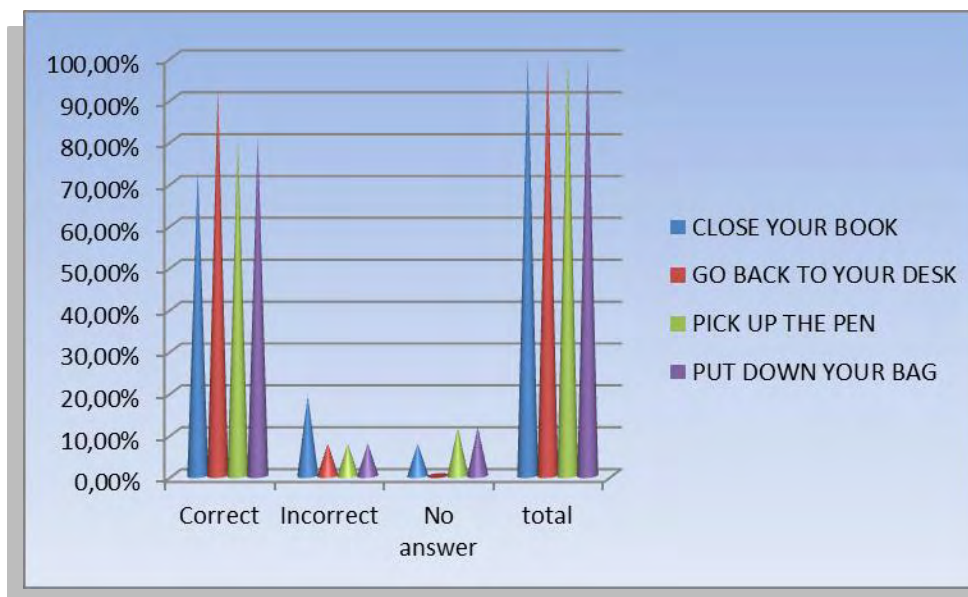
The exercise was developed with great successful results because students could internalize the foreign language and prove in the different production activities the Total Physical Response worked. Besides, as it was explained, the comprehension skill will continue to expand and expand while production is released within the students.

The final activity proposed in class was a matching exercise; students related the picture of the command with the corresponding spelling. So, students were able to read the command through the visual aids and the written features. This activity supported the practice exercise. Moreover, it was clear that children liked to work in written exercises after they took out their energy in active tasks. Another important aspect was the students who reinforced in her or his house they showed secure when they had to utter, write or read the command. For that reason, it

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

can be seen that some students were ahead than other. However, learners demonstrated progress in this lesson and they liked to participate with Total Physical Response.

Students developed the test exercise where they matched from the several pictures the correct spelling of the command studied.



The graph presents, that most students did not have difficulties to recognize the commands; the command go back to your desk had 92.31% asserts, then 80.77% of the learners knew the commands pick up the pen and put down your bag. In addition, the lowest score was for close your book with 73.08% right answers because of they were confused with the picture open your book. Another important aspect is students did a great work to identify a wide range of command in graphics and actions taking into account it was hard for them in writing style.

Next, students did a writing test; after they recognized the command with the pictures, student wrote the English spelling according to the command graphic. These were the most common mistakes:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The commands close your book and open your book were confused, the word “the” they wrote with [d] from association according to the pronunciation, they wrote with a wrong spelling [c] instead of [s].

Learners presented the idea of the command to go back to your desk but they wrote in an incomplete way in the middle of the word or at the end, the words back and bag were confused, the article “the” was written as it has been pronounced. They mixed the letters.

The command pick up the pen presented the common mistake as they associated with the pronunciation so they wrote as it was uttered. They forgot some parts of the command so it lost the meaning, also the article “the” is written with “de” as it was pronounced.

The command put down your bag was confused with pick up the pen or put down your hand, they put the [u] instead the [w] because it is how it is pronounced, the same mistake with the article “the” is written as it is pronounced, the letters are mixed so they have idea but it is not clear enough, and they forgot some words between the commands.

The topic of the fourth lesson (appendix I) the commands studied were reviewed and teacher continued with the next commands. Teacher started with a game called TPR Bingo as a warm up activity. The different card boards were designed where each square had a picture of an action. In that way, Teacher or individual participation from students picked up a picture of the command from a bag. They had to act out the command and if that action was on the TPR board, the couple team covered it. This activity gave students a lot of comprehension through the pictures of the command and their actions. Because of this, they were able to read the command aloud with a good understanding production with a significant pronunciation improvement with confidence in themselves. This TPR bingo was really successful in the class since it was practiced the listening comprehension, reading, and speaking English skills.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Students can spontaneously speak the foreign language; they are fascinated to participate in any production exercise with security in what they pronounced. Moreover, the students showed focus on the Bingo game. That means, they were excited in the whole game.



Teacher used TPR procedure in order to introduce the new commands “take out your pencil, scratch your head, take a shower, and do homework” the teacher began to utter the first it for the students so they could take out their pencil too. The practice continued with the three other commands in the same way because they knew what they had to do it according to the TPR sequence. It was verified if they would understand the meaning of the command asking individual students to perform it. At this point, students got clear with the same routine they have been working. In this lesson, there were some problems with the command take out your pencil; they changed the order of the words. For that reason, a lot of practice was done, individually and collective to be sure it was comprehended. In this part is good to remind the Total Physical Response procedure have to be developed according to the students’ needs, how well the class is

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

absorbing the lessons, class size, and time of day. For that reason, it was mainly important that one hundred percent of the students comprehended what we have been studied and it was avoided to accumulate knowledge in order to not confused them. Teachers who have worked with Total Physical Response method recommended lessons do not need to be ambitious. Otherwise, the topic has to be manipulated with different kinds of input, and get the learning results. Finally, students were easily manipulating the different commands studied where they uttered command between them freely in each students turn. In that moment it was observed they reached the goal. One of the big goals in Total Physical Response was, when students were able to do role reversal; they directed the commands to other classmate or the teacher by themselves.

The third activity was practiced with the whole twenty commands with the song if you



THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

are happy and you know it with three groups of commands selected in different order. In this point, their comprehension expanded. That was when they easily acted out directions from the instructor and they uttered fluently the song proposed in class. Consequently, students were ready to repeat spontaneously the commands when it was proposed to repeat the new sequence with the three commands together. The students were happy as a homogeneous group with free participation to continue in this active exercise with the known song. Different input strategies were used with visual, readable, and productive material during the lessons developed with Total Physical Response. So, this helped and proved students' comprehension. It is argued with Total Physical Response reason to enhance students' capability to speak using several inputs into many times in different contexts.

The last activity in this lesson, it was practiced more listening comprehension and spelling appreciation. Regarding to this, specific students were asked to stand up in the middle of the class to perform some commands; when a student performed the perfect action, it was invited to use the letter dices for practicing the spelling of the command; the necessary feedback was provided by making emphasis on written form of the commands so students were able to read them as a understandable word.

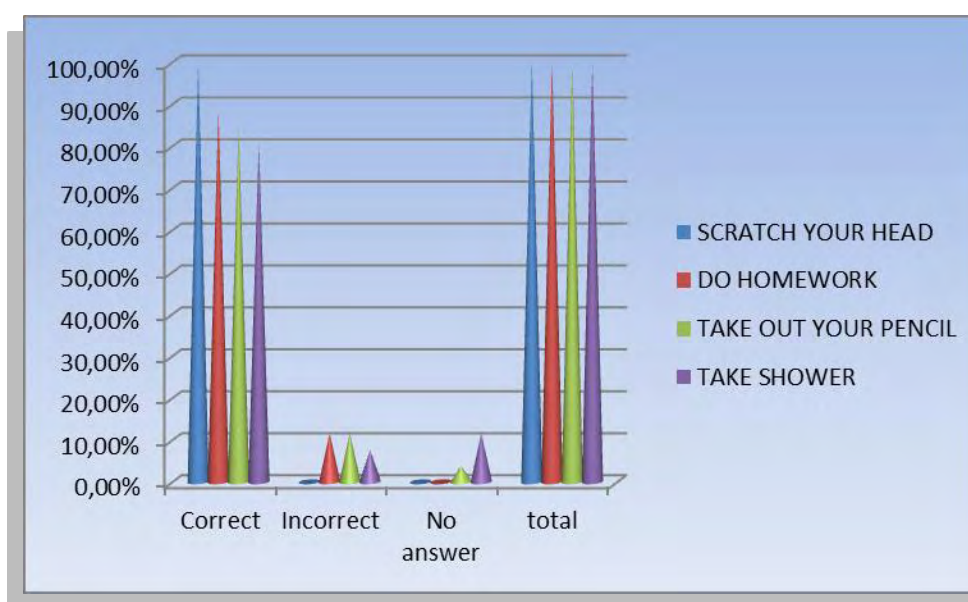
Students really knew the sequence of the class. It was important to take into account this factor; when teacher asked for a specific student to come to the middle of the class to focus on him or her, the other students are distracted talking with the partners especially when they already participated before and they were confident that teacher is not going to ask them again. So, it was huge goal to maintain focus all students, it was necessary to make questions according to the topic developed on the moment with practice time with movement and production. For that

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

reason, they were evolved in an active participation class; it was noticed they were really motivated with the Total Physical Response.

The key is to increase students' flexibility in understanding the foreign language. That means, teachers have to create a rich context with games, songs, symbols, graphics, letter exercises, role plays, and each single activity where students practice the English as a foreign language.

Students followed with the matching test; they related the pictures with the written style. They presented some weakness and confusions at the moment of the test. So, 12% of the students did not recognize the command studied.



The graphic above represents the command scratch your head, the whole third group recognized the command. Students remembered it with a long comprehension time with 100% assert. The command do homework 88.46% of the learners answered correctly, Students identified the command take out your pencil with 84.62% assert, 80.77% of the students knew the command take a shower. It seems as scale.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The writing test part have difficulties because students did not have a lot focus on this skill, and they did a pronuntiation mistakes observed in the writing exercise. These are described as follow.

The command scratch your head presented the [e] before the letter [s] as spanish speakers do it. They wrote the word head with the letter [j], they did not finish the word correctly; they added other letters.

In the command do homework, they added another letter or forgot to put the complete command, they cut the end of the word, the common mistake they wrote as it was pronounced.

The command take out your pencil it was confused with pick up the pen or put down your pencil, they wrote as it was pronounced, they forgot some letters so the meaning changed.

The command, take a shower, they did not put some words in the correct order to express the command, they forgot some letters at the end of the word, they wrote it as they heard the pronunciation.

In the fifth lesson plan was about movement verbs (see appendix J) as above lessons, it was started with a warm up activity about the twenty commands studied. Motivation was given to them in order to response with their body-movement and a gesture to each of the command was uttered. Next, each student was asked to use her or his name to express each command that was pointed on the board picture. Finally, students had an interactive activity where they asked for a motion performer directed to a specified classmate. It was very successful to realize the power of the mimicry, gestures, actions; they forgot the action he or she wanted to utter. Then, teacher helped them immediately with the gesture. So, they could respond adequately when they got distractive. Total Physical Response theory emphasizes the students' attention span is easy to recover through body movements and they also focus on the following activity:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



The first activity teacher introduced the movement verbs proposed for this lesson which are “fly, cook, drop, and shake” the class started with the motion to the movement verbs fly with the hands gesture and students were focused on the performer so they understood the movement verb; in this way with the other movement verbs. Consequently, a whole group was invited to continue practice with different combination of movement verbs actions. Next, it was called out for an individual participation to check students’ comprehension. The students recognized the different movement verbs studied. Moreover, other four movement verbs were introduced “throw a ball, catch a ball, cry, and call” in the same way, the TPR routine was followed. They were ready for the new actions. So, they were anxious to know the new movement; they wanted to practice with the teacher, and the students. They enjoyed being a protagonist in the class. This motivation was felt in the classroom. Hence, Students did a great practice and reviewed each movement verb with the procedure they knew in practice instead of theory. So, it could be seen advantages in the students because they got the movement faster. First, it was not a complex word; second, they enjoyed to learn the movement verb with action, third, they understood what they were expressing in a foreign language. Finally, they acquired the new concept in their brains.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

It was explained as comprehension continues as the production emerges from the students; comprehension expands and expands to fill an enormous cerebral space. Then, students are moving successfully from experience to experience and performing marvelous linguistic in different recombination so it shows learners acquire some language.



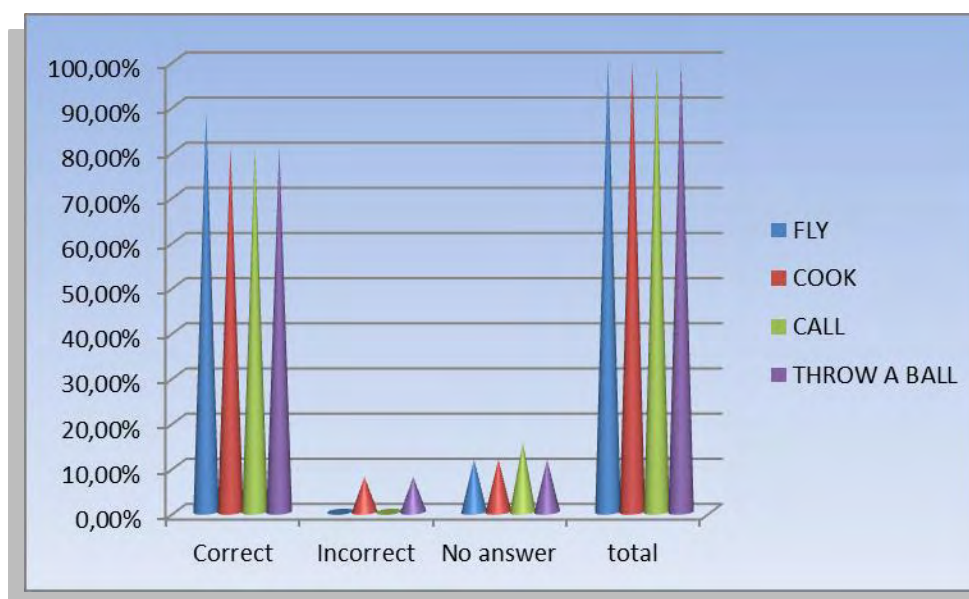
The second activity consisted on practice the movement verb using Simon says game in order to give a good practice of listening comprehension and to promote students production. Regarding to this, it was realized they uttered the movement verbs choose with mistakes but they tried the best through the same sequence of movement verbs. Another element was introduced slow and fast movements during the game. A model of the different imperative instruction for the students performing was introduced by the teacher. Students performed them without any problem through repetition. A new recombination was done and given to the students. This activity had excellent results; learners really enjoyed it because the silly movement caused a lot of fun in their body-motion. The goal in this activity was to push students to practice and

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

produce the movement verbs in a fun strategy but it had a learning goal as the Total Physical Response methodology suggested with games, activities with pedagogical purposes.

The final activity was a reading comprehension exercise where students read a movement verb from the written worksheet. Then, they performed it in the middle of the class. It was evidenced the advanced learners wanted to participate all the time and answered the question aloud quickly anticipated to the other ones. For that reason, some student showed that they needed more reinforcement because they required more time to fully understand the text given. These students were helped through mimicry and also with the help of other classmates. Later, the teacher asked again to make sure he / she understood. In that way, students were kept busy. Moreover, in the English class was evident when teacher had to test in order to give student a score; as all classes, they wanted to do the best with the conceptions for a good score.

The matching test was applied in order to know their competence in the movement verbs. They presented confusion and misunderstanding in the movement verbs studied.



The graph shows most students had a clear intake with 88.46% with the movement verb fly. 80.77% of the students distinguished the movement verb cook, call and throw a ball with

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

right answers. There were some students with disadvantages with the others that they were able to read the movement verb but they did not have a clear acquisition of the movement verbs. So, Total Physical Response does not work with them or they need other type of strategies, they could need more practice because their left brain does not let them to acquire the foreign language because it is still difficult for getting the correct intake.

The writing test was not so bad in comparison with the commands. Movement verbs were short. So, they were more familiar with them. Each one with the common errors are described.

The movement verb fly in written style did not present mistakes it had a 92.31% of the students answered correctly. It was noticed this movement verb is easy to remember.

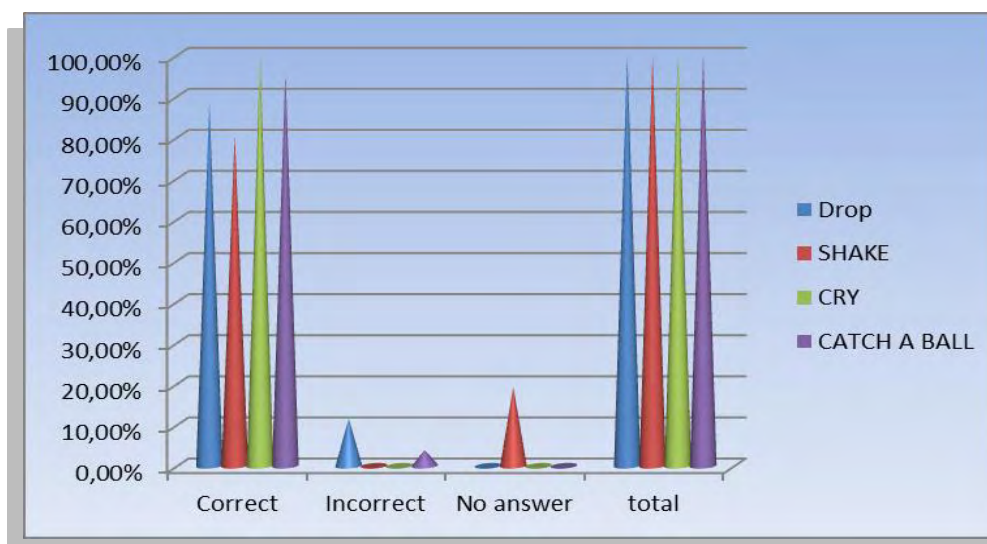
The movement verb cook presented a confusion in the end of the consonant with the letter [k] by [t].

The movement verb call it was written as it was pronounced associated the vowel [a] as [o], and they confused with cook.

The movement verb throw a ball they changed the end of the letter [w] by [t], or changed completely the word associated with the pronunciation where they started with letter [d] by [th], the consonant [w] by [u]. also they were confused with the movement verb catch a ball, and they forgot some letters in order to complete the movement verb with sense.

In the matching test, students demonstrated their understanding in the following movement verbs.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



The graph shows that all students comprehended the movement verb cry with 100% accuracy, then, students recognized the movement verb catch a ball with 96.15% right answers, 88.46% of the learners recognized the movement verb drop with correct answers, and the movement verb shake had the lowest score in relation with the others in this graph with 80.77% accuracy.

Students followed with the written part; they also had problems with the movement verb drop, shake, and catch a ball. They were more familiar with the movement verb cry. So, they are described as follows:

The movement verb drop they wrote with double [oo], also they wrote as it has been pronounced with [a] instead [o].

The movement verb shake some confused with take a shower, they wrote as it was pronounced the vowels [a] by [ei], also the letter [sh] by [w], and they forgot the ending of the word.

The movement verb to cry they did a spelling mistake with [y] by [I].

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The movement verbs catch a ball they mixed the letter in the same word, also they forgot to put some letters on the word, besides they confused with throw a ball. And they putted the letters [ch] instead of [ll].

The sixth lesson was devoted to practice the movement verbs studied and introduced the new movement verbs (see appendix K) I started with the warm up activity where students had the opportunity to perform several combinations between commands and movement verbs through joining as a whole group in motion and produce them. Then, individual understanding was checked; individual participation from the students was asked pointing on the command or movement verbs selected in a random way. They sometimes felt confused and anxious thinking in the correct response because they tried using their left brain in order to produce immediately; when they saw the action together with the command or movement verb picture they showed activated their right brain toward an acceptable answer. The practice was very productive with a lot of combinations of the commands and movement verbs. So, students were talking to each other with imperative language. Students with the highest level corrected the students' mistakes but in a fun way because they laughed when they did a different action that it was uttered. Also, the practice became a challenge for recombining utterances to produce commands and movement verbs with correct answers. The Total Physical Response sequence was followed in this practice; first, it was necessary the flexibility in understanding the foreign language in the richness of recombination. Second, keeping the students' motivation with surprise actions, and recreate real scenes with this part of the language, and third, in a relax atmosphere provided each students confidence to participate and give them self-confidence.

Teacher added the new movement verbs "climb a tree, eat, drink, and pray" as the TPR routine. Hence, teacher did the performance with hands movement to climb a tree and gestures

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

with each movement verb presented to the class. Therefore, learners were motivated to act out the movement verbs to do the motion with their body-gestures. By the end of the practice, students were able to understand and perform the movement verbs when teacher asked for individual student participation. Each movement verb was presented one by one so students did not get confused. By doing this, the teacher was sure everybody had clear the new concept. It was sure to continue with introducing something new. It can be said that each lesson was different.

The third grade students had different challenge for each command or moving verb proposed in the lesson. For that reason, the teacher could move to the other concept according to students' responses. Besides, the adventure with Total Physical Response methodology was enjoyable because the theory was applicable with the practice. It was fun to work with the experimental group and the most important we learnt some English vocabulary too.



The next activity focused on to activate production using the movement tools worked in the previous activity. Two students were invited to face with the partner in the middle of the

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

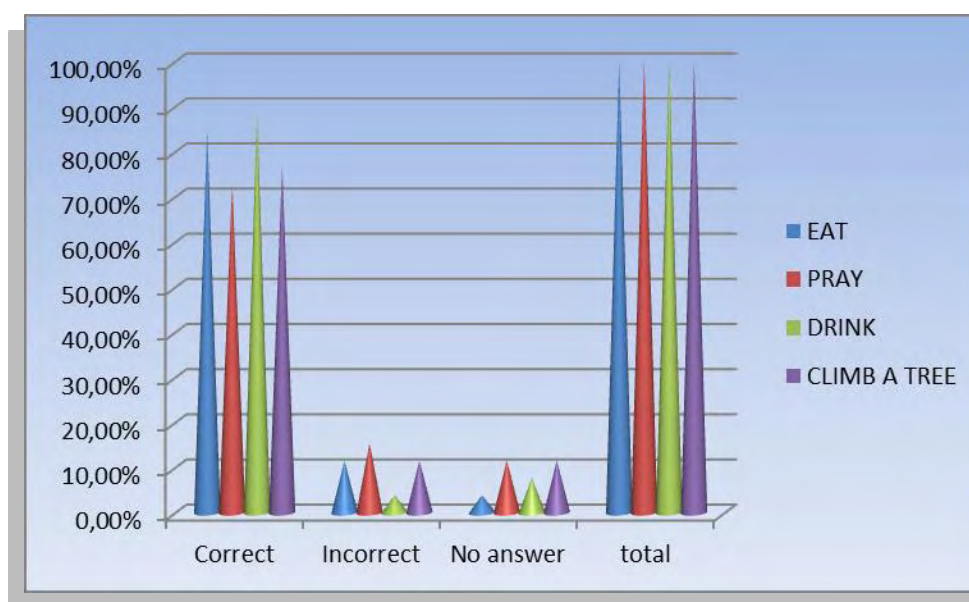
class. Students who decided to start they did the motion of the movement verb in order to help the partner to utter the movement verb indicated. Then, they changed positions. They liked a lot when they uttered a command toward another student. Also, this practical activity helped them for better comprehension and understanding the commands. As well as, we continued with more listening comprehension exercises through a competitive game in order to get all their attention. First, students were divided into two teams; second, each student had the chance to participate and had the opportunity to demonstrate her or his comprehensible skills. Third, a movement verb from a bag was picked; the action was performed and the first student who uttered the movement verb indicated got a point. This activity was the most exciting moment to look at them to really enjoy the academic game with excellent responses. The teacher worked as the guide of the group. The students were the actors. The objective was to move the students as rapidly as they were able to respond successfully. The students were not trick with complexity. The goal with this activity was to give them more input to continuous student success in what we had been working on. Also, students were paying attention in what the other students said to decide if it would be correct or not. So, in this moment, they were able to listen to each other developing listening comprehension skill.

Practical exercise was continuous in order to motivate learners to express the movement verb with a game called “memory game” in this activity; students created their own sequence because each student added commands or movement verbs for each chance to progress in the sequence. They took their time to figure out what command or verbs were used because they needed to activate the information through right side of the brain to the left side of the brain so they were able to continue the sequence and produce a new command or movement verb. Moreover, we followed with comprehensible exercise where a flannel picture was showed to a

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

student in order to he or she represented the command or movement verb to the other partner. So, he or she comprehended the command or movement verb for uttering aloud. The students showed a lot of interest in English class, they followed instructions in a correct way or if they did not understand, some feedback was given in order to clarify some pronunciation to achieve the objectives of the class. For that reason, the lower learners were foster to participate in the class. It means, the focus on them did not happen all the time. Because, they could feel pressed with a lot of questions, the idea was to involve all the students and not to work with one student for a long time, in that way, they were active learners with different students' participation located in the different sides of the classroom.

Students did the matching test as they did with the command and movement verbs studied in different recombination. Students could demonstrate their knowledge.



The graph shows the movement verb drink had the highest score with 88.46% right answers, students asserted with 84.62% in the movement verb eat, then 76.92% of the students knew the movement verb climb a tree, and students recognized the movement verb pray with 73.08% correct answers. This is clear how the percentages changed according to the movement

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

verb. So, students did not have the same difficulties depending on how each one had acquired each movement verb.

The writing test is presented in order to notice what students demonstrated in writing skills. So, it is good for working in the students' weaknesses. The common mistakes are related according to third grade student writing test as follow:

The movement verb eat they wrote as they heard in the pronunciation practice, they mixed the letters so the meaning was not the correct, and they confused with the movement verb cook.

The movement verb pray they wrote as it is pronounced the [a] by [e], and they changed the letter [r] by [l] so they wrote another verb without knowing the meaning of it.

The movement verb drink they forgot the letter at the end of the word, and they confused the letter [n] by [c].

The movement verb climb a tree they wrote as it was pronounced with [ai] instead of [I]; they forgot to put some letters and added other different according to what they associated with the pronunciation as the letter [h] between [t] and [r] to write the number 3. They did not put the correct consonant at the end, they confused the word climb with clean, and the letters of the word tree were written by [ee] instead of [y].

The seventh lesson plan was carried out about movement verbs already studied and a new sequence was presented (see appendix L) the class started with the warm up activity where students produced the movement verbs studied after the teacher pointed out each movement verb picture. Students knew the movement verbs together with the action. So, they remembered the movement verb easily using gestures, actions, and movements in order to activate the left side brain for production. They were familiar with the sequence of the activities so they knew that

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

first we remembered what we have been studied. In this activity with the flexibility of different recombination, students were encouraged to utter the command with different intonation in the voice so the commands and movement verbs sounded playfully, silly. So, they enjoyed to imitate the sounds with the English vocabulary studied.

A new sequence was given with “read, run, push, and count” the teacher performed the action with her body-movement and hands signs while students sat and observed the model performer for better comprehension. Then, students listened to the model, and imitate what the teacher did from their chairs using their own body-movement and hand signs. Therefore, Teacher asked for a demonstration individually by students acting out the names in order to clarify if the movement verbs would be understood. Students showed a lot of confidence demonstration, at the moment; the movement verbs were uttered in different order. Also, it was necessary for learners with difficulties to give more comprehension input through learners’ participation so they got positive comprehension skills.

Students who understood the movement verb they wanted to utter the movement verb immediately. So, the learners had to continue practicing without any teacher’s correction in pronunciation. Body movements, actions, and sign fingers were directed for the students so they could perform a productive task. It was explained by Total Physical Response methodology that any early demand for perfection in speech will tend to inhibit production. The teacher would let them talk and talk. Then, they showed progress during the practice where they developed more sensitivity in error-detection.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



After students got familiar with the movement verbs introduced during this lesson, an interactive activity was carried out to challenge students to produce the movement verbs. The students were invited to pick a color paper from a bag in order to form peers. Next, one participant performed the role of doing the action while the flash cards were presented; finally, the other participant produced the movement verb indicated. Students showed a lot of focus on communicative activities because they liked to show their knowledge in front of everybody in the class. Also, students forgot how movement verbs were uttered but with the movement they immediately responded.

It was meaningful to work with Total Physical Response because it had a good result with students with high academic abilities and with learners with difficulties too. In Total Physical Response all students participated in the same opportunity time so everybody stood out in the English class. They showed a lot of happiness. It seemed they were evolved in a game with English imperatives for learning language acquisition. In this point, it was necessary to clarify

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

that English classes are fun; the goal is to facilitate the learning. But, English class did not mean a waste time or only play time without any language purpose.

The next activities were with an interactive intention with the students for the achievement of listening fluency. For that reason, the adjectives were added to the movement verbs: slow and fast to put a playful element in different recombination of the movement verbs studied. During this activity the whole group was able to improve their weaknesses because fast-movement and slow-movement promoted a lot of indirect feedback regarding pronunciation mistakes without focusing on them. Besides, it was exciting for the students to look at the classmates' performance. It was important to keep on practice with students' involvement taking into account students always liked to change the activities. So, a student picked up a flannel picture from a box about movement verbs. First, he or she did the motion to her or his partner; second, he or she evaluated the correct production from the acceptable answer. Moreover, the listening skill was explored in this part because with a slow production they heard carefully the pronunciation that it is not the focus but they noticed the correct production. Then, it was easy for the fast part where they felt more secure to do it. It is supported with Asher's methodology because the first element is listening skill is far in advance of speaking related to listening comprehension so students produce any intelligible speech.

At the end of the lesson, the students were evolved in a game called "hangman" .For this activity, the movement verbs were written on the board and the teacher uttered for the girl or boy turn. If the participant did the adequate action it would not be necessary to put the man's part on the rope. Students liked competition activities in order to win. For that reason, they were evolved into the activity. Finally, the girls won. Students got excited in the game especially when they noticed they provided the right answers. In the other hand, they did not like to lose. It was

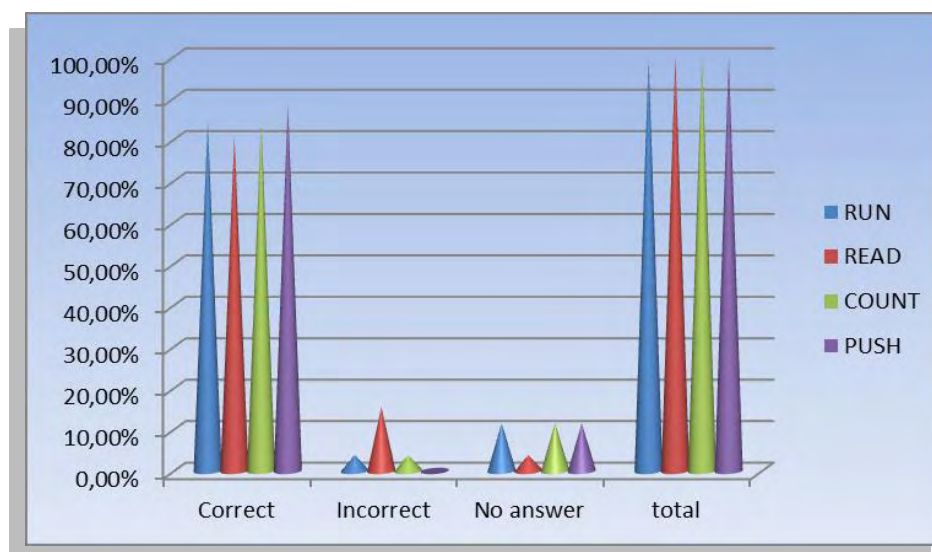
THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

difficult to understand the games had a learning propose. However, they changed their attitude quickly. Moreover, students completed correctly a spelling exercise through a poster with different commands and movement verbs pictures that were presented in the previous lessons; when each selected student wrote the command or movement verb he or she pronounced and performed the motion. A great progress was detected in writing skills with the advanced learners, although some students have difficulties but in general they showed a huge progress. Even though, the listening comprehension skills were being developed as the most important resource before learners start improving the other language skills. Besides, they worked in a word search so they were able to identify the movement verbs and the spelling of the commands, as well as, they read them.

This process through TPR lessons was very satisfying because learners could distinguish the difference of commands and movement verbs between the actions, production, reading, and with the written form. They still had difficulties with a perfect writing style. However, Students noticed what they were trying to express in the writing form. Although, they presented mistakes because in the Total Physical Response method this skill is delayed after the other skills; however, it is going to improve with practice and more exercise. So, writing skills need to improve in the third grade students.

Students presented a matching test where they chose a picture according to the spelling form. It was necessary to know if Total Physical Response worked in acquiring that vocabulary.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



The graph above represents the correct assert the third grade students; students identified the movement verb push with 88.46% right answers, 84.62% of the learners related the movement verb count and run with right answers, and students distinguished the movement verb read with 80.77% correct asserts.

The writing test part was developed in order to they demonstrated their knowledge in writing skills. They continue with some difficulties that are described below.

The movement verb run they wrote as they assimilated the pronuntiation [u] by [a] and some of them confused with the movement verb walk.

The movement verb read it was written as it was pronounced with the vowel [ea] by [i], also the letter[d] by [t], and they confused with the movement verb run.

The movement verb count they forget the ending letter on the word, they confused with the verb cut, and some of them wrote the vowel [u] by [a].

The movement verb push they mixed the letter so they did not wrote this movement verb, they added letter which this did not fit in the gap, they wrote the [sh] letter by [ch].

The last lesson was developed for reviewing the all movement verbs studied and introduced the new movement verbs (see appendix M) we started with the warm up activity with

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

teacher and students movement, actions, gestures, sign finger to activate right side of the brain to connect with left side of the brain for production. Also, the adjectives fast and slow were showed in a context for better practice and create a stress-free environment. Students demonstrated utter the command and movement verbs according to the action adequately, they did some pronunciation mistakes but they remember without hesitation the English vocabulary studied. It was demonstrated the Total Physical Response long-term recall. This was a very productive warm up activity in which the students were performing different actions almost simultaneously. Random movement verbs and commands were asked to the learners as a whole group and individually in order to check their understanding. Students demonstrated their knowledge in the commands and movement verbs studied.

In the first activity, the new movement verbs were uttered as: cut and it was acted out in front of the students using hand signals. Then, students responded immediately for the motion to cut. Next, the group with the teacher also performed the action cut; each student followed by the appropriate action until all respond confidently, without hesitation. Consequently, we did the same exercise with clean, dance, and swim. Teacher decided to ask for individual participation in order to check their comprehension skills through felt graphics of the movement verbs. This procedure during the class was useful for the students because they remembered movement verbs in an easy way; when the student listened to the movement verb, they tried to connect the information according to what they heard, saw, and the action performance. When asking students for a specific movement verb in practice, they showed their master in the topic. The Total Physical Response procedure was followed with the first strategy which is body movement because it transmitted and received message in the first exposure. The second step which is the brain switching strategy where the right side of the brain transmits clear understanding

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

information to left side of the brain in order to produce a new concept learned. Third, teachers do not focus on mistakes or make critical suggestions. Teachers promote practice and practice with all input possible and facility learning strategies so students can do much better each time.



All movement verbs were practiced in the following activity, each student had a flash card with different movement verbs. So, they had to represent it, uttered it aloud in front of the class. The teacher wrote each movement verbs on the board. Then, the students practiced a game with “Pancho Carrancho” as we did in the previous lessons, it was allowed for students to focus on listening to their classmates when he or she uttered “Pancho Carrancho no” with the movement verb added a new one; who had this new movement verb had to express the same sequence. While doing different activities in each class student showed excitement to know what it was new in the class. So, they expected a lot of fun. It was noticed they were familiar with the movement verbs. This game was created by Garcia and it had good results because the third grade students were fascinated. They asked to play more “Pancho Carrancho” game. It developed students’ attention in listening with each other in order to reply. They sometimes

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

forgot what English word was produced so they had to repeat again the sequence. It was important that students practiced and acquire some parts of the language in order to build the more complex structures. It has been confused that Total Physical Response simplify the language. However, Total Physical Response moves rapidly and makes structures of the language and they are capable to utter it too.

The next activity was bingo game applying movement verbs; students were so fascinated with this activity. Students worked in couples with a board card when teacher or a specific student uttered the movement verb picked from the bag, the couple covered if the movement verb representation would be on their board card. Moreover, the teacher wrote on the board and performed for reinforcement. (TPR) bingo game was an enjoyable activity to catch students' attention and provide them more comprehension skills because they saw the action through gestures and graphics. So, they matched the represented action pictures from the frame board card according to what they heard.

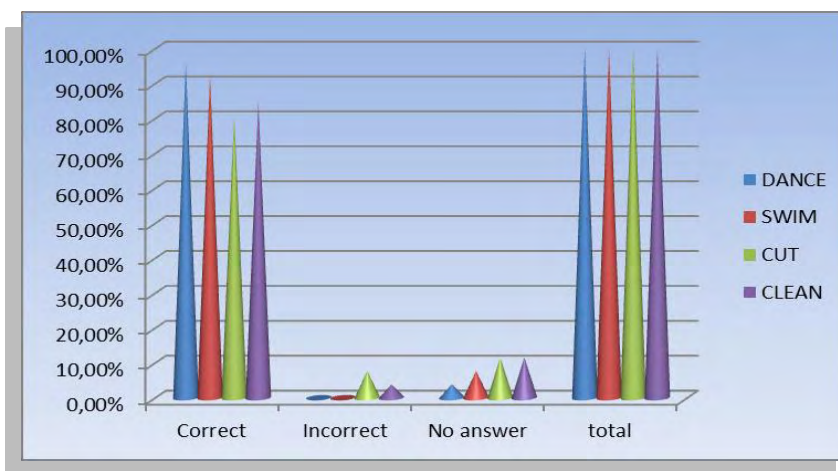
The students' progress was high in the comprehension of the command and movement verbs studied; they could distinguish each English vocabulary with the pronunciation and the picture on the board without any problem. Students were able to speak in English using different imperatives or directions. The communication was taken place inside the classroom. As Total Physical Response method says the use of the imperatives accelerates the internalization of the foreign language successfully as an adjunct to other approaches.

The last activity was devoted to practice the commands with movement verbs in a participative activity; different groups of commands and movement verb were written on the board. Second, some students were called out using their names to come to the board and put on the corresponding picture representation above the spelling form. Third, they pronounced the

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

command or movement verb doing the mimics using their body-language. Students were relaxed and secure in oral participation activities at this moment. Fourth, the written spelling was taken out in order to invite students to write it by themselves. According to the students' responses, they had writing issues because Total Physical Response process in writing skills is going to improve when the students would be more familiar with the foreign English language. That means, children were focused on the comprehension and they were familiar with the pronunciation and action of the command or movement verb, such verbs were being focused on since the lessons started. Bearing in mind, teacher would increase written activities as students' practice the language in writing exercises in future lessons.

Consequently, students did a matching test where they related the picture with the spelling of the word. It was developed in order to know if they have acquired the movement verbs studied in different order with different test to avoid students copied each other. The results are related as follow:



The graph above shows students's answers in these movement verbs. The movement verb dance that we enjoyed a lot. They were shy to do it but it was noticed that they remembered it easily with 96.15% , the movement verb swim was answered right by the third grade students with 92.31%, 84.62%, of the learners recognized the movement verb clean, and the movement

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

verb cut had 80.77% asserts. It can be concluded, it does not matter if the commands or movement verbs are long or short, the right brain was active with movement, action, graphics, games, songs, sign finger and the brainshitch happens, then the left brain allows to utter the language because it was comprehended.

It was clear the acquisition process took place adequately. Otherwise, it needed more practice, more input, development of other kinds of strategies with slow learning process so the whole group could answer correctly, the time was the great limit for working in these conditions, and there were two particular cases in which they did not feel sure about what they were doing.

The writing test was developed in order to see the current mistakes in writing style and it was necessary to take into account to improve the writing skills which were not the main focus, the comprehension and the listening skills were the major concerns to achieve production as we started to learn our first language as the same way Total Physical Response method also did.

The common mistakes in writing with third grade students were as follow:

The movement verb dance they suprimed the last vowel as it heard in the pronunciation, they did an spelling mistake with [c] by [s], and some of them put the letter [m] by [n].

The movement verb swim they changed the letter [m] by [n], also they suprimed the [w] because they did not hear in the pronunciation, and they mixed the letters so they changed the meaning or this had no sense.

The movemetn verb cut it is written as it has been pronounced with [a] instead of [u] and they wrote an animal, and they changed the ending letter.

The movement verb clean they confused with the word climb as climb the tree, they associated with the pronuniation as [ea] by [I] and the [n] with [m].

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Total Physical Response turned good results in the way students could see and do the action using the gestures, their body, touch, and manipulate the word. So, they could visualize more easily. But on the other hand, due to the large class; teacher does not have all the time to focus on specific cases which need more attention.

Interpretation of Data

Students' survey

In order to analyze data, the third grade students' questionnaire survey was applied after the Total Physical Response was devoted inside the classroom. In the first section, they answered closed questions where they chose their appropriate answer according to a specific scale of preference.

The first question was: Did you like teacher activities developed in the English class? According to the students' answers: they liked it a lot in a 77.78%. Students were excited in each activity during the lessons; they were motivated to learn another language because the activities got their attention with their participation in the different performers, they were able to produce it during the process. The 14.81% of the students showed some preference but they still liked. Finally, few students did not like it with 3.70% that means one student did not enjoy this kind of activities.

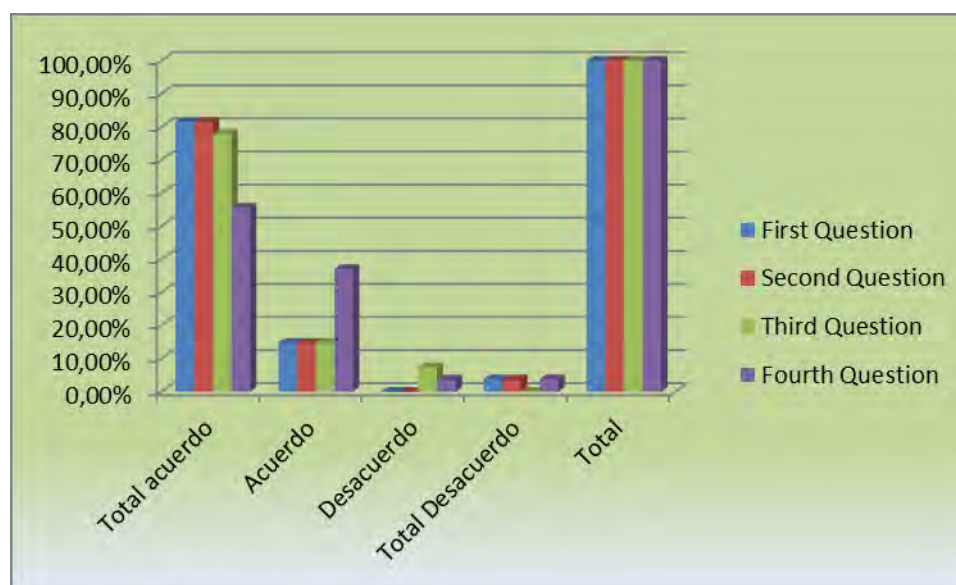
The second question was: Did the activities developed with movement and performing the action helped you to understand the commands and movement verbs? Most students highly agreed with 81.48% with the highest score. Some students agreed with 14.81% so they liked it too. But, one student did not like it with 3.70%.

The third question was: Did you feel comfortable and sure when you participated in English class? This question was designed in order to know how they felt with speaking activities. So,

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

according to students' answers most of the students felt good with the teacher strategies. Regarding this, students highly agreed with 77.78% and students with 14.81% agreed too. But two students did not agree with 7.41%.

The fourth question was: Did you learn comprehension, writing, reading, and speaking the English commands and movement verbs? Students answered with 55.56% the highest score and with a 37.04% agreed. One student with 3.70% disagreed and another with 3.70% highly disagreed too. The motivation was maintained by the teacher as an important aspect, so students could keep going in the process and with good background.



In the graphic represents the preferences the highest to the lowest score. The first question and the second question had the same score in what students agreed with what they liked in the English class with the Total Physical Response procedure. The same happened with the low and the lowest score in both questions; nobody disagreed with Total Physical Response activities with low score. Otherwise, one student did not like the English lessons with Total

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Physical Response with the lowest score because he was familiar with another kind of method therefore he disliked this type of methodology.

The third and fourth questions had shown different answers. Most students answered to feel comfortable in English class with the highest score. But, some students agreed, they have learnt the commands and movement verbs with the highest score. However, few students agreed to feel comfortable in the class. On the other hand, two students did not feel comfortable in English class. Moreover, one student did not adequately acquire English commands and movement verbs. For the lowest score, one student did not agree to learn some English vocabulary and nobody answered in this qualification they felt uncomfortable in English class.

The second section they answered two opened questions where they answered according to what they felt in English class.

The first question was:

Do you better understand English class with different movements, actions, performers, sign fingers, songs, games, and active representations? Why?

The answers were: “Yes, because I understand. Yes, because it is funny. Yes, because I like to participate. Yes, because I like English class. Yes, because I understand with songs, I know more, and I improve each class. Yes, because I like English. Yes, because I have learnt with the English class a lot during this scholar year. Yes, because I develop my brain so I am able to understand English. Yes, I learnt through the English songs pronunciation as writing process too. Yes, it is the best class. Yes, because I feel comfortable because if I make a mistake I know, I will correct it next time. Yes, English class helped me to speak English using movements, and games. Yes, because I enjoy English class, I am motivated. Yes, because these activities help me to learn”.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The opened question section all the students had positive comments about the Total Physical Response methodology which it can be a contradiction with closed question because few students answered they did not like it. It can be said; they did not understand the scale of score or they wanted to change the answer. However, when he or she wanted to express about the Total Physical Response method, they asserted. They have improved their English vocabulary using movements, actions, performers, and sign fingers helped with pictures, songs, and games activities through Total Physical Response methodology.

The second question was:

How do you feel in English class using movements, gestures, and actions?

The answers were: “I feel good. I feel shy. I feel happy. I feel happy expressing gestures, and actions, I have fun. I feel comfortable; I want to teach us more commands. I feel secure, I do not feel embarrassed. I do not feel nervous, I feel great because I understood what teacher was saying in English class. I feel an active participant. I love learning and I like to move my body”.

It was so exciting to know they were happy in English classes; they enjoyed each lesson with the Total Physical Response environment. According to their answers, it was a challenge to able to produce some English language. However, they felt secure and they forgot the nervousness or embarrassment with others. They were talking slowly when they decided to produce English language. So, they felt comfortable.

Teachers' interview

The interview was answered after applying the Total Physical Response lessons with three types of teacher “A” she did not train in English; she is a primary teacher with a huge experience in teaching at I.E.M. Mercedario. Also, she was in all my English class with Total Physical Response method. Teacher “B” she has been trained in English. But, she is beginning to

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

teach. And Teacher “C” She was trained in English and she has had a lot of experience in English teaching with fourth and fifth grade at I.E.M Mercedario.

The first question was:

1. What do you know about Total Physical Response method for teaching English as a foreign language?

Teacher A: She said “the Total Physical Response that you applied as an English learning method; I saw it was very interesting because the children were following you with the movements, so they were able to understand the message that you wanted them to learn. Moreover, they knew the word with the meaning; according to what they were doing. I think it is very interesting; it is an amazing method because the child is able to understand faster what he or she is going to learn”.

Teacher B: She said: “ what I think, this method is focused on... How can I tell you? It is the knowledge interchange. For example, you asked a student something and he or she answered you. It is avoiding grammar translation method which it was used in the past where teacher talked and talked. Otherwise, I think with this method you can insert teacher questions, students’ answers with some real contexts. That means; it does not focus only on a grammar book”.

Teacher C: She said: “I know about Total Physical Response method; it is taught as native language learning. That is the reason; it is directed for beginner learners. Although, they are not able to produce the language yet, they are going to internalize little by little the commands in order to give some responses then, they will utter them”.

According to the answers, the teacher “A” she did not know about the method, however she gave her opinion according to what she observed during each English class in third grade students. So, she noticed what the power of the procedure was taking place with movements,

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

action in order to they understood the commands and movement verbs. However, teacher “B” answered with hesitation in her opinion. So, it was noticed she tried to guess because she said “it is the knowledge interchange” she did not mention the way how the knowledge is shared with teacher and students. It was good that she recognized the Total Physical Response method as different from the common grammar translation method. Finally, the teacher “C” had a clear concept of Total Physical Response because she mentioned two important principles in this methodology. First, she knew the procedure in Total Physical Response is the same as in our mother tongue or native language acquisition. Second, Learners internalize small parts of the language and they utter some new language when they feel ready.

The second question was:

2. What aspects do you think are important in using Total Physical Response method in English class?

Teacher A: She said: “the aspect is all kinds of movements that you use with your body, another verbs movements; everything is done using body language. So, children are focused. For instance, you want that the child learn the word cook, point to the ceiling, swim, dance, and everything with movements, children learnt easier”.

Teacher B: She said: “More than aspects, I think, it is important to develop all students’ skills. Teacher must try to design activities where it will be possible to integrate all skills developing listening, speaking. I think, that is the most important in applying this method”.

Teacher C: She said: “it is important to work in the pronunciation, it is an important aspect, working the comprehension aspect, and listening skill”.

The teacher “A” had an appreciation from what she saw in the English class. So, she noticed the importance on the movement, actions, gestures, performers, and sign finger in students’

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

comprehension process in order to acquire some commands or movement verbs. Teacher “B” gave an opinion about the general aspect regarding to the development of all language skills with Total Physical Response. But, she did not mention what skills are focused on this specific methodology. Another methodology is known by her. Hence, she tried to associate with Total Physical Response method. Teacher “C” mentioned three important aspects; comprehension is the base to build learners’ English knowledge. Learners’ brain distinguishes a new concept then it recognizes when it is asked again. Because, the learner’ knowledge have been stayed for understanding and internalized process developed in Total Physical Response procedure.

Another aspect is that the listening skill is developed when students hear a new code and with a lot of practice, with mime, and an interaction with the group, they are able to recognize the new word in the moment to be used. Then, they produce the language according to what they have been understood, learners improve the pronunciation with the Total Physical Response method practice too.

The third question was

3. Do you think the Total Physical method procedure through actions helps your students to acquire English as a foreign language?

Teacher A: She said: “I think it is a very important method, because you use your body, pictures, graphic too, your body movement was not enough. You use a lot of strategies that help students to comprehend your body movement. So, everything you do for the teacher congratulations; it is something new for me. Children do not focus on writing though; first you focused on uttering the commands then, children worked on their notebooks according to what they learnt in class”.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Teacher B: She said: “it is really true, I think, students associated with real context, created situations, they produced a lot. For that reason, I think, learning is necessary supported with actions”.

Teacher C: She said: “Yes, as I told you, student is going to internalize the commands little by little, and they will be familiarize with them after they comprehended them, student will be able to communicate in a significant context for them”.

Teacher “A” described from her point of view the strategies that the teacher used during English class following with Total Physical Response procedure. She did not specify if learners acquire or not English vocabulary. However, she will explain later in the following questions.

Teacher “B” was associated the question according to the an important goal in English classes that it is give students a meaningful learning related with their own needs. Also, she added actions that are important for building this real context. On the other hand, teacher “C” was coherent with the answer according to the question. So, she recognized students are able to acquire the language through activating right brain with action, movement, performers so they understand the commands. Then, the left brain responses with different real situations represented real action. She knew and put into practice Total Physical Response methodology in her English class.

The last teacher’s opinion reflected what Total Physical Response follows in each lesson to get students confident and prepared for speaking English. The comprehension skills as the power tool through listening and representative actions, it allows learners to decide when they utter the language. Moreover, Teacher “A” was a witness about Total Physical Response in English lessons. She saw the continuous progress in English vocabulary through the Total Physical method by means of a useful material in order to support the method theory. Finally, teacher “B”

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

knew the important aspects when facing an English teaching and a learning process. However, she did not explain how teacher can get those results. She answered very general sometimes she was speaking about a completely different form of the Total Physical Response context. Teacher “C” summarized the important aspects around this type of methodology.

The fourth question was

4. Do you think the students’ comprehension have improved through Total Physical Response method in English class?

Teacher A: She said: “I think, it is a so important method because the children understand easier, they get the message faster. The songs that you used very well; the children knew what he was uttering helping with the movements. Hence, the student understood better what you said”.

Teacher B: She said: “My classes are focus on cooperative language learning. So, they do not work alone. Otherwise, they help each other changing the groups. Related to Total Physical Response; I think it can help them too. Hence, students are able to participate more; they will learn more too. According to my experience, I have reached improvements in students trying to teach them vocabulary, sentence with a different grammatical tense. Those aspects, I have achieved with them so far”.

Teacher C: She said: “yes, I cannot tell you because it is not the method I use all the time. This method of Total Physical Response; I use it sometimes. It means that I do not always apply it. However, it improves the comprehension skills because it builds listening skills”.

According to teacher “A” answered what she saw in third grade students’ output between teacher-students, and student-student interaction where she recognized the students easily understood the commands and movement verbs. So, they demonstrated more familiar with the methodology procedure and their English vocabulary improvement. Another important aspect

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

she mentioned is the movements, actions; performers that it was a powerful tool for students comprehended the commands, and movement verbs. As above mentioned, the teacher “B” answered is related with another kind of methodology because she did not have a clear concept about Total Physical Response method. For that reason, she talked about her methodology; however, she mentioned that Total Physical Response can help students because they could practice the language in English class. Next, teacher “C” said that she did not use Total Physical Response method in her class a lot; nevertheless, she knew Total Physical Response method is focused on developing students’ comprehension through the listening skill with a lot of input from different educative resources as the way all human beings learnt the native language.

The fifth question was:

5. Have your students been able to produce some English language with Total Physical Response method according to your experience in English class?

Teacher A: She said: “yes, it is true. It helped them a lot. I remember a day that you were not able to come to the class because you had a problem. So, the all students did the class by themselves during two hours. I got them directed the class. For that reason, it was not necessary that you were in class because the children did the class according to Total Physical Response procedure that you have been explained them. So, they were able to produce something about English language. They knew a lot, children showed improvement their English skill with Total Physical Response method that you applied during this year”.

Teacher B: She said: “So far, it is so little because; I teach through first grade to third grade. So, they are learning some vocabulary associated with pictures, videos because I could find someone to help me lot looking for videos. But, I could not say they have developed a lot of

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

vocabulary. It is not enough with Total Physical Response you have to support with pictures, situations; I print a lot of graphics in that way I think it is possible”.

Teacher C: She said: “yes, since there were classes where some students directed the commands or the imperatives. So, students utter the language in that moment. Otherwise, this method does not help to complete expressions, but there are some students capable to express without hesitation this kind of activities”.

Teacher “A” explained very clear how the third grade students demonstrated the production skills because English class was developed through the Total Physical Response procedure. For that reason, students were able to utter English vocabulary; first they developed comprehension skills using movements, action, pantomimes, sign fingers, song, games, flash cards, felt pictures, graphics all kinds of resources that students could activate right side of the brain. Then, the speaking step came out spontaneously when each student was ready. It was important to clarify some students were ahead than others. Otherwise, teacher “B” answered the question according to her real experience in English class and she said she did not develop students’ production yet. She mentioned that Total Physical Response method is not enough, it need to support with graphics, videos, pictures, and situation. But, she was not coherent with the answer because she said that she used that kind of material in her English class, however she did not notice students’ production. So, she did not make herself clear. Finally, teacher “C” complemented two important aspects. Students utter some commands with Total Physical Response because they start with simple commands in that way they build a map of simple directions. But, they started to communicate in English as we could communicate when we were children. Hence, students got confident and enjoyed this experience to utter English language with the goal to continue building more complex structures.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The sixth question was:

6. Do you think discipline issues are increased using Total Physical Response method in a stress-free environment?

Teacher A: She said: “the discipline issues; I do not think it is increased with Total Physical Response method. For other side, this method has them concentrated, active, working students. Because, this method have been developed easily with creative classes. This method does not have them sitting all the time. Otherwise, children behavior is directed to be moving on and this methodology allows it with TPR procedure”.

Teacher B: She said: “it is not only with Total Physical Response method, a teacher has to develop activities where they feel integrated in the class for avoiding discipline issues. I think is not the method, It is the teacher’ strategy proposed in class in order to evolve all students without anybody being ignored. Otherwise, an activity cannot catch their attention”.

Teacher C: She said: “no, the discipline issues do not matter the physical activities, the discipline issues are related with teacher management of the class. Students could be evolved in a very difficult investigation; it will be discipline issues too. It is necessary to have class management strategies and as I told you before, it is necessary the students know the reason of the activities. It is not a laughing time, it is a relax time but they will learn something”.

The discipline issues in the classroom according to the three teachers are not related with the type of methodology it depends on how the teacher manage the class and the procedure of the class to get the learning objectives. Teacher “A” explained relating specifically with Total Physical Response method; she said, this methodology catches students’ attention with the different creative strategies and especially with movement that kids enjoy it. Teacher “B” made an emphasis in teachers’ strategies in order to avoid indiscipline issues and students are evolved

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

in the lesson. In the same way, teacher “C” talked about the teacher’s management at any kind of activities to get the results. In Total Physical Response is necessary to students understand the class is not only for relaxing time it has a learning goal.

The seventh question was:

7. Would you apply Total Physical Response method for introducing easily English vocabulary within a meaningful context?

Teacher A: She said: “of course, I hope you come back again with this method to continue working with the children. Very well, it is something new for me, it is truth the new students teacher came with new things. So, we cannot put away this method.”

Teacher B: She said: “I can use it as another strategy. As I told you at the beginning, one of my strategies as a future teacher is evolved the students. That means teacher will not be the focus, students will integrate the class too”.

Teacher C: She said: “yes, I have applied it. For instance, the parts of the body, I use commands as touch, raise, then, I add touch your nose, raise your arm. I teach the command, increasing more vocabulary. There is another example with classroom activities “go to your desk”, “go to the board”, “touch the chair”. Hence, students are familiar with the commands in a Physical Response method”.

Total Physical Response methodology had interest in the three of the teachers. For instance, the teacher “A” as observatory of Total Physical Response classes; she got fascinated. She would like children to learn English as a foreign language with this method. Teacher “B” is focused on other types of methodology. However, she was interested in applying Total Physical Response as another strategy in her English classes. Finally, teacher “C” had a clear example on

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

how Total Physical Response is useful in a meaningful context where she has taught the body parts adding some commands in order to extend vocabulary with different movements.

Chapter Five: Conclusions and Recommendations

Conclusions

After reviewing of the situation in the third grade classroom through class observations, teachers' interviews and additional data collection instruments, total physical response-based techniques were applied. Working under the conditions mentioned in the first chapter, and using a variety of techniques suitable for young beginners, it can be said that this methodology can provide a useful way for teachers to develop a class because students love to learn in a comfortable environment, where teachers provide a facilitating learning with active movements and a clear connection between gestures and signs and language. For instance, according to Asher (2003) "teachers seek to teach students a new language using methods that children actually learn. Two of the key concepts are: delaying speaking and tying comprehension to physical responses". (p. 7-19)

Having completed this research project, the following conclusions and recommendations can be provided:

The teaching techniques and activities derived from the principles of Total Physical Response had positive effects in the learning of English vocabulary. The learning conditions and the process seemed to be more natural, learners' understanding of words was enhanced and then they were able to produce some basic expressions in the foreign language.

Taking into account that the general object of this research was to know the effects of total physical response, it can be said that the overall effect of the treatment was very positive because it not only affected the students' understanding, but their attitude towards learning a foreign language.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

One more conclusion is that TPR may not be suitable for all the skills. At least not when it comes to teaching young beginners. In this project it was evident that the writing skill did not reach the best results; then, a combination of different techniques as the students' level progresses is needed. It is important to remember that the literature suggests that TPR is a method that aims at developing basic communicative competence. For instance, the writer poster exercise applied was a good way to introduce writing at the end of the class because learners helped each other to fill some gaps in order to complete the right spelling.

Total Physical Response helped students to acquire a second language naturally through comprehensible input activities. This allows us to conclude that regardless of the teaching conditions, lack of materials or lack of time, if teachers want to enhance L2 teaching, they need to focus initially on tasks that provide students with comprehension before production.

Each lesson plan applied with Total Physical Response sequence got very familiar for the third grade students. They performed and uttered the foreign language as they acquired their first language, through practice. This reinforces the idea that children do not benefit from explicit grammar teaching, terminology or too many explanations. Children need to practice the L2.

When used appropriately, songs and chants can be used to enhance learning. For instance, students were able to link the knowledge learned in each lesson to the previous one because commands were studied using sound, action and repetition. Additionally, the activities were supported by warm up activities.

Another conclusion is that teachers need to try new things out. For instance, despite the fact that students were used to learn English in Spanish, students got easily adapted with TPR-based activities. It was also possible to use different types of activities, and students' expectations were successfully met -and used- to catch their attention and enhance learning.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Simple activities can go a long way; teachers should not underestimate game-like activities that can allow learners to use the learned language in a low-stress environment. Game-like activities such as Pancho Carrancho worked because learners enjoyed it and this activity allowed them to produce English words. At the same time, they improved their pronunciation skills. Also, TPR bingo game was a good resource for supporting listening skill practice. Also, students could identify the right picture after they matched with the command or movement verb uttered. Also, students' comprehension and understanding was supported by flash cards, graphics and felt pictures.

TPR is a suitable method for dealing with students with mixed-ability levels. In this project, it worked with students who learned more slowly because the different activities helped them remember the English words studied and they had more practice through fun tasks.

One advantage of using TPR was that students started speaking in the foreign language when they felt ready. In the analyzed class, students showed anxiety when they tried to speak, however confident students motivated them giving the other students confidence to do it. Most importantly, nobody pushed them to talk, but they did.

Despite the success of the planned tasks, and even though students knew that commands and movement verbs are pronounced differently from the way they are written, they did not remember the writing form and they would assimilate it to the pronounce form.

Teachers should remember to emphasize the connection between actions and words to reinforce meaning. In this study, students were able to response correctly each command in different order, it means that they did not memorize a similar sequence; they actually acquired a basic knowledge of L2 vocabulary.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

As it was mentioned before, students showed a positive attitude in L2 lessons. They were involved with specific instructions and achieved the best results in each activity; they were excited to demonstrate their knowledge in front of everybody in the class. This is something that does not happen very commonly in English classes, where students use Spanish or do not say anything when they are asked to produce something in the L2,

Another conclusion related to the skills affected by the treatment is that listening and comprehension skills were positive affected by the treatment. Learners recognized the commands when they heard them and they were able to perform them too without long pauses or hesitations.

One important thing for teachers in EFL settings like Pasto, is that TPR provided students with abundant opportunities for practice, and a lot of comprehension in a limited time -two hours per week-, which can be a good alternative for teachers in public schools. However, the time was a limitation when the teacher needed to focus on specific cases that needed more attention.

Another thing to mention is that discipline issues were a challenge, and it needs to be carefully planned to avoid problems. Discipline problems can appear, especially when teachers ask a specific student to answer something, the other students who participated before them were distracted. In TPR classes discipline problems can be solved asking questions to the class or asking them to perform one or two commands.

Despite the fact that the production of English words was enhanced by the treatment, initial interaction between students was difficult because they felt embarrassed to be in front of the class and their tone of voice was low. After learners got confident and understood the purpose of the actions and the gestures, they were less anxious.

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Students' errors were not corrected immediately. Given the nature of TPR, teachers can use another type of feedback using implicit correction. Doing this, students actually did not feel frustrated and kept on experimenting with language.

Total Physical Response suggests using the foreign language in teaching and learning process. However, in the lessons applied, using the native language sporadically was necessary to clarify meaning. After comprehension is ensured, teachers need to go back to using English to keep students focused and to give coherence to the foreign language class, which should not be taught in Spanish.

Recommendations

The following recommendation can be stated in order to contribute to enhancing the learning and teaching process in settings such Pasto.

Teachers have to plan their lessons following lesson planning principles (Jensen, 2001). They need to consider tasks that are coherent with the students' proficiency level, they need to include a variety of tasks to reaching the objectives successfully and follow the procedure suggested by the methodology the teacher is using, but without losing flexibility.

In Total Physical Response the teachers' role and students' role vary greatly from the traditional roles we find in public schools. It is essential that teachers have a change of mind and attitudes and avoid explicit grammar explanations, overusing Spanish and using the available time to talk instead of making learners talk.

Children in elementary school are just beginning their experience in English learning process and they showed really be motivated. For that reason, teachers have to keep classes creative

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

To catch students' interests, provide a friendly environment, and provide abundant practice. So, Total Physical Response theory can facilitate the students' acquisition.

Each lesson needs to be evaluated how effective the good results are gotten according to the useful material chosen, the most effective procedure, the appropriate assessment and so on. Based on this, a teacher is better able to make arrangements in the lesson if it is necessary in order to improve the learning and teaching process to get the results expected.

It is important that all students achieve the goal in the lesson. Students need to feel that they can be successful so that their motivation is reinforced. For that reason, the lesson should not be too ambitious. It has to include some coherent topics that can be reached in Pasto schools.

Teachers need to involve the whole group in the L2 lesson. The teacher should not focus on the best or fastest students. Teachers need to ask for individual participation in order to push them to utter acceptable answers. Teachers can help with mines, graphics, actions, body movement, and also more advanced students can help others. But, do not forget to go back to the student and ask for the right answer again. Hence, the class is not for some brilliant student, it is designed to fit each student in the class.

Sometimes, when working with beginners it is necessary to use the native language but its use should be avoided most of the time. So, students will improve listening skills and the opportunity to learn new vocabulary in the English class through exposure is not wasted.

To conclude, the application of Total Physical Response proved to be effective with young beginners. Learners in third grade students showed that learning a set of commands and movement verbs through actions and oral production in the foreign language is possible with continued practice. They were motivated and their attitude toward English improved in a

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

meaningful way. But, the time available was a great challenge for getting the goal too, so more hours a week are needed for English teaching.

REFERENCES

- Asher, J.J. (2003). *Learning Another Language through Actions* (6th Ed.). Los Gatos, California: Sky oaks productions.
- Afifah, R. (2012). *The effectiveness of the Total Physical Response technique in motivating Students to learn vocabulary. A case study of a year 3 Latin class*. Retrieved from: http://www.classicsteaching.com/research_pdfs/RP37_Adams_2011_F.pdf.
- Bastidas, J. A. (1993). *Opciones Metodológicas para la Enseñanza de Idiomas* (2nd Ed.). Pasto: JABA.
- Brown, H.D. (2004). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. Longman. (2nd Ed.).
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston, MA: Heinle & Heinle.
- Garcia, R. (1996). *How to Apply TPR for best Results* (4th Ed.). California: Sky oaks productions.
- Harmer, J. (2007). *The practice of English Language Teaching* (New edition). Essex: Pearson Longman.
- Jesness, J. (2004). *Teaching English Language Learners K-12: a Quick-Start Guide for the New Teacher*. Thousand Oaks, California: Corwin Press.
- Keith, S.F. (2008). *Six vocabulary activities for the English language classroom*. English Teaching Forum 46 (3): 12-20
- Klein, K. (2005). *Teaching young learners*. English Teaching Forum 43 (1): 15
- Kemmis, S. and McTaggart, R. (2005). *Participatory action research*. Australia: Retrieved from: http://www.infor.uva.es/~amartine/MASUP/Kemmis_2007.pdf.
- Linse, C. (2006). *Using Favorite Songs and Poems with Young Learners*. English Teaching

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

- Forum 46 (2): 39.
- Linse, C. (2005). *The children's response TPR and beyond*. English Teaching Forum 43 (1): 8-9
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Nunan, (2002). *Methodology in Language Teaching: an Anthology of Current Practice* (3rd Ed.). Cambridge: Cambridge university press.
- Parsons, R.D., & Brown, K.S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, California: Retrieved from:
[http://www.nctm.org/uploadedFiles/Lessons_and_Resources/Grants_and_Awards/How%20is%20Action%20Research%20Defined \(1\).pdf](http://www.nctm.org/uploadedFiles/Lessons_and_Resources/Grants_and_Awards/How%20is%20Action%20Research%20Defined%20(1).pdf).
- Richards, J.L., & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). Cambridge: Cambridge University Press.
- Silver, M., Adelman, B. and Price, E. (2003). *Total Physical Response a Curriculum for Adults*. Retrieved from TESOL quarterly: <http://freepdfdb.com/pdf/total-physical-response-tpr-spring-institute-for-2342692.html>.
- Spada, N., & Lightbown, P. (1993). *Theoretical Approaches to explaining Second Language Learning*. Walton Street: Oxford University Press.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Vale, D & Feunteun, A. (1995). *Establishing Common Ground: Attitudes and Approaches to Teaching Children*. Cambridge: Cambridge University Press.
- Wang, M. (2013). *Dr. Stephen Krashen answers questions on The Comprehension Hypothesis Extended*. The Language Teacher Readers' Forum 37(I): 26

APPENDICES

Appendix A (teacher's interview)

UNIVERSITY OF NARIÑO

THE EFFECTS OF APPLYING TOTAL PHYSICAL RESPONSE TO ENHANCE
TEACHING ENGLISH COMMANDS AND MOVEMENT VERBS
INTERVIEW

Name: _____ Date: _____

Institution: _____

1. What do you know about Total Physical Response method for teaching English as a foreign language?
 - a. ¿Que usted conoce sobre el método de respuesta física para la enseñanza del Inglés como lengua extranjera?
2. What aspects do you think are important in using Total Physical Response method in English class?
 - b. ¿Cuáles aspectos usted piensa que son importantes en usar el método de respuesta física en la clase de Inglés?
3. Do you think the total physical method procedure through actions helps your students to acquire English as a foreign language?
 - c. ¿Usted piensa que el procedimiento del método de respuesta física a través de acciones ayuda a sus estudiantes adquirir Inglés como lengua extranjera?
4. Do you think the students' comprehension have improved through Total Physical Response method in English class?
 - d. ¿Usted piensa que la comprensión de los estudiantes ha mejorado a través del método de respuesta física en las clases de Inglés?

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

5. Have your students been able to produce some English language with Total Physical Response method according to your experience in English class?
 - e. ¿Sus estudiantes han logrado producir algo de la lengua Inglesa con el método de respuesta física de acuerdo a tu experiencia en la clase de Inglés?
6. Do you think discipline issues are increased using Total Physical Response method in a stress-free environment?
 - f. ¿Usted piensa que los problemas de indisciplina se incrementan usando el método de respuesta física en un ambiente libre de estrés?
7. Would you apply Total Physical Response method for introduce easily English vocabulary within a meaningful context?
 - g. ¿Usted aplicaría el método de respuesta física para introducir fácilmente vocabulario de Inglés dentro de un contexto significativo?

Appendix B (third grade students' survey)

UNIVERSITY OF NARIÑO LINGUISTICS AND LANGUAGES DEPARTMENT SURVEY
--

Institution: _____

Date: _____

Por favor, Escoja una de las opciones dadas; a cada pregunta de acuerdo a su vivencia en las clases de Inglés.

¿Le gustaron las actividades que la profe hizo en la clase de Inglés?

- A) Total acuerdo
- B) acuerdo
- C) desacuerdo
- D) total desacuerdo

¿Las clases desarrolladas con movimientos y realizando la acción le ayudaron a entender los diferentes comandos y verbos de movimiento?

- A) Total acuerdo
- B) acuerdo
- C) desacuerdo
- D) total desacuerdo

¿Usted se sintió cómodo(a) y seguro cuando participo en la clase de Inglés?

- A) Total acuerdo
- B) acuerdo
- C) desacuerdo
- D) total desacuerdo

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

¿Usted aprendió a comprender, escribir, leer y expresar los comandos y verbos de movimiento en Inglés?

- A) Total acuerdo
- B) acuerdo
- C) desacuerdo
- D) total desacuerdo

Por favor, lee las siguientes preguntas y responde de acuerdo a su vivencia personal.

- a. ¿Usted entiende la clase de Ingles con diferentes movimientos, acciones, pantomimas, señales con dedos, canciones, juegos y acciones activas? ¿Por qué?

- b. ¿Cómo se siente en la clase de Inglés usando movimientos, gestos y acciones?

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix C (third grade students' observation guide)

UNIVERSITY OF NARIÑO LINGUISTICS AND LANGUAGES DEPARTMENT THIRD GRADE CLASS OBSERVATION

MERCEDARIO SCHOOL
ENGLISH CLASS

Observation No. _____

Date: _____ Time the class Starts: _____

Teacher's Name: _____ Time the class Ends: _____

Observer's Name: _____ Grade: _____

Number of Students: _____ M _____ F _____ Age: _____ years old.

TOPIC:

OBJECTIVE:

LANGUAGE FOCUS:

MATERIALS:

PROCEDURE:

1. BEGGINING:

2.MIDDLE:

3.END OF THE CLASS:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

METHODOLOGY:

ASSESSMENT:

OUTCOMES:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...




































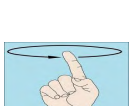
Appendix D (third grade students' test one)

UNIVERSITY OF NARIÑO
LINGUISTICS AND LANGUAGES DEPARTMENT
THIRD GRADE CLASS TEST ONE

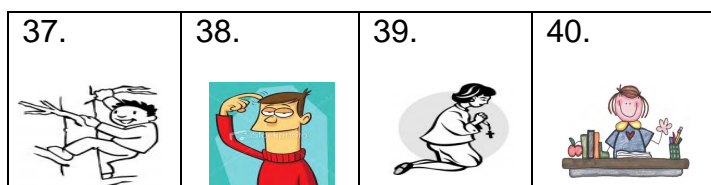
Name: _____ Date: _____

1. Marca el comando o verbo de movimiento presentado en la lista de abajo junto con la gráfica. Selecciona el número de la gráfica que va con la escritura de cada comando o verbo de movimiento, escríbelo a la izquierda en el espacio dado.

Cuadro de Graficas:

1. 	2. 	3. 	4. 	5. 	6. 
7. 	8. 	9. 	10. 	11. 	12. 
13. 	14. 	15. 	16. 	17. 	18. 
19. 	20. 	21. 	22. 	23. 	24. 
25. 	26. 	27. 	28. 	29. 	30. 
31. 	32. 	33. 	34. 	35. 	36. 

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...



Lista de comandos y verbos de movimiento:

___ TURN AROUND	___ CLOSE YOUR BOOK
___ PUT YOUR HAND DOWN	___ DANCE
___ RAISE YOUR HAND	___ POINT TO THE CEILING
___ CATCH A BALL	___ EAT
___ CUT	___ DRINK
___ JUMP	___ OPEN YOUR BOOK
___ WALK	___ CLEAN
___ PRAY	___ STOP
___ COOK	___ SCRATCH YOUR HEAD
___ PUSH	___ TAKE OUT YOUR PENCIL
___ THROW A BALL	___ CRY
___ TAKE A SHOWER	___ GO BACK TO YOUR DESK

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

___ CLIMB A TREE	___ TOUCH THE DESK
___ COUNT	___ SIT DOWN
___ DO HOMEWORK	___ READ
___ FLY	___ PUT DOWN YOUR BAG
___ CALL	___ STAND UP
___ RUN	___ CLAP YOUR HANDS
___ SHAKE	___ PICK UP THE PEN
___ SWIM	___ DROP









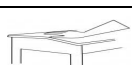














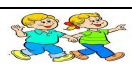
















THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix E (third grade students' test two)

UNIVERSITY OF NARIÑO
LINGUISTICS AND LANGUAGES DEPARTMENT
THIRD GRADE CLASS TEST TWO

Name: _____ Date: _____

1. Escriba el comando o el verbo de movimiento debajo de cada figura.

 _____	 _____	 _____	 _____	 _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix F

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: The first eight commands. Sit down, stand up, walk, stop, put your hand down, turn around, jump, and raise your hand.

Objective: To begin to be able to recognize and name these commands.

Materials: The teacher, the students, felt board, and written worksheet.

Procedure:

Warm up activity

The teacher greeted the students and introduces herself. She explained in general about the course and the objectives of the class. (5 min)

Activities:

The teacher acted out the action that demonstrates the four command “sit down, stand up, walk, and stop” clearly and consistently; that is, when the teacher invited students, “sit down”, students needed to accompany their words by sit down also; the correct response from the students were the act of immediately sit down. (10 min)

Then, the teacher needed to use the words and the actions of the commands consistently to establish understanding and student confidence in their mastery of this word-action communication system to continue practicing the commands with each other. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Later, the teacher provided students utter commands themselves, the students as a group acted out. As the teacher progressed in routine, it was important to vary the order of commands so that students did not memorize a fixed sequence. (10 min)

By observing the hesitation or non-hesitation of students, the teacher verified understanding the meaning of the commands. This was accomplished when the teacher asked for individual students to perform in the middle of the class by saying his/her name and the command. (10 min)

The teacher worked again with both boys and girls. The teacher uttered the following commands “put your hand down, turn around, jump, and raise your hand” then, acted out the commands as a model, and gesture for the students to act together. (5 min)

The teacher must be careful to make clear responses with extraneous movements or gestures. The teacher worked with each student individually to follow the commands uttered by the her. (10 min)




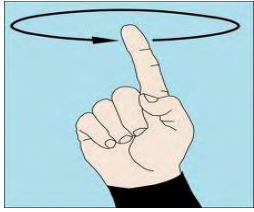




The teacher was able to decide when individuals were ready to try it alone. Certain students seemed more confident and ready than others, so the teacher began with those people. One by one, using gestures to invite each student to try it alone. (10 min)

The teacher tested their understanding with a new combination that the students had not heard before using all eight commands in order to understand each command when it was uttered. (5 min)

The teacher used the felt board with different action representative graphics to reinforce the different actions and movement using a song “If you are happy and you know it” practice with four-group commands each time. (10min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher gave them a worksheet with the written commands with a specific picture. Then, the students read each one and demonstrated them in front of the class. The classroom's desks were divided into two groups each group facing each other. In the middle of the two facing groups of students there was an ample space for the students to perform the commands. (15 min)

	SIT DOWN		PUT YOUR HAND DOWN
	STAND UP		TURN AROUND
	WALK		JUMP
	STOP		RAISE YOUR HAND

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix G

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: Review first eight commands, and introduce the new four. Point to the ceiling, touch the desk, clap your hand, and open the book.

Objective: To practice the commands inside the classroom with real experience in which to use the language they are learning.

Materials: The teacher, the students, big flash cards, felt board, bag of commands, song, and word-search sheet.

Procedure:

The teacher introduced a hello song “Hello teacher, hello teacher. How are you? How are you? I am fine thank you, I am fine thank you, and you, and you.” to start each class, at the same time, the teacher practiced a little prayer where whole class. “Jesus, Jesus, Friend of boys and girls, be my friend, keep me close to you, Amen.” (10 min)

Warm up activity

The teacher stuck some big flash cards on the board about eight commands studied before. The teacher repeated the pronunciation and the action together with the students. So, the teacher chose different students in a random way to demonstrate the command uttered by the teacher with the characters on the board. (10 min)

Activities:

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher introduced the following commands “point to the ceiling, touch the desk, clap your hands, and open the book” the teacher uttered the command above. Besides, the teacher performed them and the teacher motioned for the students to perform these commands also. (10min)

The teacher needed volunteer students to come up to the front of the classroom, then gesture for students to stand up either side of the class. Then she said, “Point to the ceiling!” and immediately point to the door as teacher motion. The student immediately pointed to the door along with the volunteer students. Then say, “Touch the desk!” and the group, including the teacher, should touch the desk; and then “point to the ceiling!” and all touched the desk too. Repeat the utterance “point to the ceiling!” and “touch the desk!” each followed by the appropriate action until all respond confidently, without hesitation. Afterwards with the other commands proposed for the class. (15 min)


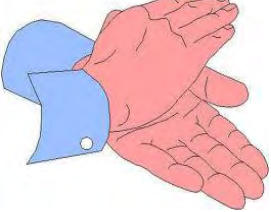


The teacher did an activity where individual students had to perform the action, they picked from a bag containing commands. The teacher verified students’ understanding the meaning of the commands. (15 min)

The teacher introduced the “Pancho Carrancho” game; the teacher assigned a command to each student; he or she wrote those names on the board. Following, the teacher pronounced one by one. Next, students said loudly what command they had. Then, the game could start; when a student heard the command assigned to the player, the person replied by saying “No, Pancho Carrancho no command, Pancho Carrancho new command” using the twelve commands studied so far. (20 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher practiced a movement song with some of the commands studied. It is called “Open and close it” following with a felt board with pictures that represents the actions. (10 min)

The teacher gave to the students a word-search worksheet where students looked for the twelve different commands studied before looking the pictures on the paper. (10 min)

	POINT TO THE CEILING		CLAP YOUR HANDS
	TOUCH THE DESK		OPEN THE BOOK

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix H

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: Review the commands before studied, and introduced the new second group of commands. Close the book, pick up the pen, put down the bag, and go back to your desk.

Objective: To be able to do the action of each command when they hear the word.

Materials: The teacher, the students, big flash cards, song, and worksheets.

Procedure:

The Teacher started the class praying. Then, she introduced a song singing enthusiastically. Students followed the song. (5 min)

Warm up activity

The teacher asked students to do the action shown in the flashcards, at the same time; students did not have verbal responses, only actions. Students read the command. Then, they practiced with each other. (15 min)

Activities:

The teacher brought a worksheet where students had to match the picture with the correct written. (10min)

The teacher stood up in the middle of the class and invited the boys and the girls to look at the teacher from both sides. The teacher uttered the following command which was “Close the book, pick up the pen, put down the bag, and go back to your desk”. So, the teacher performed

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

the command in order to students did the action too. The teacher and students performed together until they felt confident in their performers. (15 min)

Later, the teacher used finger mimes to entertain, stimulate, and educate students. The teacher continued doing the command and motion for them and by this time the students understood which sign each command represented. The learners were able effortlessly to understand the commands. (10 min)





The teacher asked students to participate individually so they could try out the expression. Certain students seemed more confident and ready than others, so the teacher began with those students. One by one, she used gestures to invite each student to try the expression out by themselves. Next, the teacher called out each student's first name to utter and represent the commands. (10 min)

The teacher stuck some big flash cards on the board about all commands studied before. The Teacher repeated the pronunciation and the action with the students. The teacher tested their understanding periodically with a new combination that the students had not heard before. (15min)

The teacher reinforced the studied expressions with a song "If you happy and you know it" with different combinations; each one with three commands, where teacher and students sang with a loud voice. (10min)

Afterwards, the teacher gave them a graphic sheet with each command studied and the right spelling. It consisted in matching the pictures' number with the correct pronunciation. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

	CLOSE THE BOOK		PUT DOWN YOUR BAG
	PICK UP THE PEN		GO BACK TO YOUR DESK

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix I

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: To review the commands studied before, and introduce the new commands; Take out your pencil, scratch your head, do homework, and take a shower.

Objective: To be able to carry out certain commands when the teacher says the word.

Materials: The teacher, students, big flash cards, bingo cards, letter dices, written sheets, and song.

Procedure:

Warm up activity

The teacher asked an individual student to pray and other student to sing the introduced song. The teacher used a game called Bingo. On each board, the teacher putted the different action pictures. When the teacher uttered each command, she performed the action too. The teacher divided the class between fourteen groups of two students. Then, the teacher gave them a card board with some lids in order to cover each pictures of the command when students heard the command; the teacher used a containing commands bag to pick each time a command. Then, the teacher wrote it on the board. (30 min)

Activities:

The teacher stood up in the middle of the class and invited the students to look at the new commands “Take out your pencil, scratch your head, do homework, and take a shower”. The

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

teacher uttered the following command which is “Take out your pencil” and the teacher took out your pencil and students performed from their seats, Next say, “take out your pencil!” and immediately took out your pencil along with the whole group. Repeated the utterance “take out your pencil!” and “scratch your head!” each followed by the appropriate action until all respond confidently, without hesitation. (15 min)





The Teacher continued doing the command and motion for them and by this time the students understood what they were supposed to do. By observing the hesitation or non-hesitation of students, the teacher was able to make decisions as to how many more times it should model with the students. (10 min)

The teacher checked student’s comprehension through themselves performers, after uttering a command, the teacher delayed her own response slightly to give the students a chance to show they understood and to decrease their dependency on her. Next, the teacher asked individual responses using students’ names. (15 min)

The teacher reinforced all studied commands with a song “If you are happy and you know it” which students were familiar with, the teacher and students sang each three group of commands three times each one then one time the three commands at the same time. (15 min)

The teacher practiced the spelling of the command with different letters dices. The teacher asked for individual participation in the middle of the class to perform the command said it by the teacher in a random way. Then, the teacher showed with the letter dices the spelling of the command in order to student recognized the correct written. (15min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

	TAKE OUT YOUR PENCIL		TAKE A SHOWER
	SCRATCH YOUR HEAD		DO HOMEWORK

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix J

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: The first movement verbs; fly, cook, drop, shake, throw a ball, catch a ball, cry, and call.

Objective: To be able to do the action of each movement verb when they hear the word.

Materials: Teacher, students, big flash cards, song, Simon says game, worksheets, and felt board.

Procedure:

Warm up activity

The teacher started the class using the greeting song and the pray. The teacher reviewed the twenty commands studied before; the teacher performed the action of the commands in front of the students. Second, the teacher asked for specific student performed the action of the command. Finally, student asked for other students performed the action of the commands. (15min)

Activities:

The teacher stood up in the middle chair and invited the students to observe from their desk the movement verbs perform about “fly, cook, drop, and shake”. The teacher uttered the first movement verb which was “fly” and the teacher simulating Flying using body movement. Next, the teacher performed the action for students to fly by responding physically or emotionally to the movement verbs. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher practiced movement verbs in the foreign language which the students kept continually moving. Then, students were able to perform every movement successfully. (10 min)

The teacher continued doing the movement verb and motion for them and by this time the students understood what they were supposed to do. This is accomplished when the teacher asked individual students to perform by saying his/her name and the movement verb. (10min)









The teacher introduced the following movement verbs “throw a ball, catch a ball, cry, and call” students saw pictures of the movement verbs on felt board. Then, the teacher did the actions and student looked at these, after that, teacher and students performed the actions. (10 min)

The teacher motivated students to do the actions by themselves. In such a way, the learners were able to recognize the movement verbs clearly. Consequently, the teacher asked for individually actions using different combinations of the movement verbs. (10 min)

The Teacher used the Simon says game in order to practice all commands and movement verbs studied such as “Simon says everybody fly”. So, the whole group performed what “Simon says to do” then, “Simon says everybody do it fast or slow” The teacher caught the students’ attention and enjoy the activity. (20 min)

The teacher gave a worksheet with the written movement verbs with a specific picture. Then, the students read each one and demonstrated them in front of the class. The teacher looked at the students and gave some feedback when students needed it. (15min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

	FLY		THROW A BALL
	COOK		CATCH A BALL
	DROP		CRY
	SHAKE		CALL

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix K

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: Review first movement verbs, and introduce the new four; climb a tree, eat, drink, and pray.

Objective: To be able to say the name of some movement verbs.

Materials: Teacher, students, bag of movement verbs, ball, felt board, board, and market.

Procedure:

Warm up activity

The teacher and students started to sing the introduction chants together with the prayer. Then, the teacher called out students' name and asked them to come to the center of the classroom in order to perform different commands in a random way. First, students followed the teacher's instructions. Second, they responded according to the picture showed by the teacher in a different order. (15 min)

Activities:

The teacher worked again with both the boys and the girls. The teacher uttered the following movement verbs "climb a tree, eat, drink, and pray"; then the teacher acted herself as a model, and gesture for the students. Finally, the teacher moved them to act with her. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher worked with each student individually testing their understanding periodically with new combinations of movement verbs that the students had not heard before. Students acted after the movement verbs are uttered by the teacher. (10min)





The teacher continued with a communicative exercise; two students stood up in the middle of the class each one face to face so one student uttered the movement verb in order to another student perform the movement verb. Then, they shifted the positions. (15min)

The teacher proposed a game; the group was divided in two teams. Next, the teacher chose one member of each team to come in front of the class. The teacher performed a movement verb picked from a bag containing movement verbs. The first student who uttered the movement verb got a point. Moreover, the teacher wrote down on the board the correct spelling. (20min)

The teacher and students continued to practice all studied before, in that way, the teacher played a game called “memory” where the first student said a command or movement verb then second student said the command or movement verb uttered by the first student plus the new command chose. So, the next students followed the sequence. Moreover, we practiced the movement verb throw and catch a ball using a little ball. (20 min)

The teacher continued to practice the different actions using movements and gestures. So, student practiced with another student face to face. The teacher showed a flannel picture to the one student in order to he or she acted the gesture out to the other student with the objective he or she guessed and uttered the command or movement verb. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

	CLIMB A TREE		EAT
	DRINK		PRAY

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix L

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: Review the before movement verbs studied, and introduce the new second group of movement verbs read, run, push, and count.

Objective: To be able to carry out certain movement verbs when the teacher says the word.

Materials: Teacher, students, bag of movement verbs, ball, flannel flash cards, big flash card, hangman kit, work search sheet, board, and market.

Procedure:

Warm up activity

The teacher and student greeted each other and prayed. Then, the teacher motivated students to follow the action according to the big flash cards on the board. So, they uttered aloud the movement verb and the corresponding action in order to review all movement verbs. If one student did not do the action everybody in the group repeated again until whole group was evolved in the activity. (15min)

Activities:

The teacher acted out the action that demonstrates the four movement verbs “read, run, push, and count” clearly and consistently; afterwards, the teacher invited students to imitate the action, “read”, the correct response from the students were the act of immediately using the gesture to read. (10 min)

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

The teacher continued doing the movement verb and motion for them which the students kept continually moving. Then, students were able to perform every movement successfully. (10 min)

The teacher did couple participation where students chose a color paper from a bag. So, they were matched with the same color. Then, the pair of students came in front of the class face to face. The teacher showed the movement verb to one student; he or she had to represent to the other student in order to utter the movement verb. (15min)

The teacher interacted with the students using the movement verbs studied with the adjective fast and slow, the teacher tested their individual understanding periodically with a new combination that the students had not heard before. (10min)



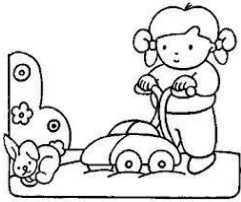

In the same way, the teacher used some flannel flash cards where student picked up one from the box. Then he or she performed with gestures and action to another student to utter the movement verbs studied so far. (10 min)

The teacher changed the activity to play hangman. The teacher chose two teams boys against girls. First, the teacher chose a movement verb and writing the specific spelling on the board. Next, the teacher uttered it and asked one girl to perform it, if she would not act it right the next turn it was for a specific boy. Teacher put the man's head on the rope. A second student guessed incorrectly; add the chest, a third an arm, a fourth another arm, a fifth a leg and a sixth the final leg. If all six body parts would be added before the boys or the girls turn. The other team would be the winner. (15min)

The teacher stuck a writer poster on the board with different commands and movement verbs studied where student filled some gaps. In order to practice written skill, following

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

students uttered the complete commands and movement verbs. Finally, the teacher gave them a word search which they found different movement verbs, and commands. (15min)

	READ		COUNT
	PUSH		RUN

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

Appendix M

I.E.M. MERCEDARIO SCHOOL

Lesson plan

Date:

Available time: one hour and forty minutes per week.

Number of students: 27 M 15 F 12 Age: 8 to 9 years old.

Topic: Review the before movement verbs studied, and introduce the new second group of movement verbs cut, clean, dance, and swim.

Objective: To be able to say the name of some movement verbs.

Materials: Teacher, students, small flash cards, song, bingo cards, big flash cards, and felt board.

Procedure:

Warm up activity

The teacher started with individual student to prayed and other student to sing the introduce song, as well as, the “Open and close it” song. The teacher reviewed the sixteen movement verbs studied before. So, the teacher practiced each movement verb using different movement and uttering them correctly. Then, we did the same practice with slow and fast movement. (15min)

Activities:

The teacher introduced the next movement verbs “cut, clean, dance, and swim” the teacher did the movement verbs’ action in front of the students, after that the teacher and students did the actions. (10min)

The teacher put the movement verbs’ pictures on felt board. Then, the teacher called out students’ name asked them to come to the center of the classroom in order to perform different

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

movement verbs in a random way. First, students followed the teacher's instructions. Second, they responded according to the picture showed by the teacher. Finally, student asked for other student gesture the movement verbs' action. (15min)





The teacher practiced all the movement verbs studied. The teacher used small flash cards and each student had one. Afterwards, the teacher reviewed the pronunciation of each one. Then, each student uttered the movement verb he or she had. Then, the teacher wrote on the board. Finally, we played "Pancho Carrancho" game. As it was described above, "Pancho Carrancho NO swim, Pancho Carrancho read" the student who had the name of read had only a few seconds to react by saying as example "Pancho Carrancho NO read, Pancho Carrancho run" if the students did not answer he or she lost. The student's real name was stuck on the desk three times. The teacher picked up one each time the player lose and put it in a container. At the end three names from the lost-container bag were chosen and did the penalty decided before the game. (20min)

The teacher gave each pair of students a bingo board-card, and square of paper. So, teacher reviewed the movement verbs studied using the bingo game. The winner had to form the crisscross in order to win. The teacher and students picked up a command or movement verb from the bag of commands one time each one and the teacher wrote down on the board, at the same time, pronounced and showed students the action. (20min)

The teacher organized a motivated activity using the different commands and movement verbs studied. The teacher wrote in different groups of three commands or movement verbs on the board in order to students stuck on the big flashcard on right position according to the specific picture and perform the clear action. Later, the teacher erased the name of the command

THE EFFECTS OF TOTAL PHYSICAL RESPONSE...

or movement verb in order to students wrote down the command or movement verb behind the correct picture (20 min)

	DANCE		CLEAN
	CUT		SWIM