

Effects Of Using Choreographic...

EFFECTS OF USING CHOREOGRAPHIC DANCING ON VOCABULARY
ACQUISITION IN ELEMENTARY SCHOOL CHILDREN

by

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NOTAS DE RESPONSABILIDAD

“Las ideas y conclusiones aportadas en este trabajo de grado, son responsabilidad exclusiva de los autores”.

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Presidente de Tesis

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Resumen

El presente proyecto de investigación tiene como objetivo observar el impacto causado por el uso del método de respuesta física total (TPR), como una estrategia para enseñar vocabulario del idioma Inglés a los niños de escuelas primarias en estudiantes de niveles tercero y quinto.

Para lograr los objetivos del estudio, los participantes fueron observados en algunas presentaciones artísticas elaboradas totalmente en idioma Inglés. Las indicaciones de los diferentes tipos de movimientos son el objetivo primordial de las clases y se los realizo totalmente en ingles, posteriormente se dio una muestra a los estudiantes a través del método de respuesta física total.

Los resultados obtenidos revelaron que la enseñanza de vocabulario de inglés a través del método de respuesta física total permite que los niños aprendan más rápido y más fácil, ya que los niños encuentren el apoyo de la representación física de su profesor o sus compañeros.

Por otro lado, un medio ambiente libre de estrés permite a los niños ser más receptivos y estar más motivados para el aprendizaje de la lengua inglesa. Por lo tanto, este estudio proporciona a los profesores de lengua extranjera información relevante basada en el diseño e implementación de actividades para los niños

Abstract

The present research project aims to observe the impact caused by the usage of the Total Physical Response method (TPR), as a strategy to introduce English language vocabulary to elementary school children in third and Fifth graders.

To achieve the objectives of the study, the participants were observed in some performance prepared totally in English language. English lessons where different kind of movements are the centre of the class; afterwards students were taught through Total physical Response method.

The results obtained reveal that teaching English vocabulary through physical response allows children to learn faster and easier, since children find support from the physical representation of their facilitator or their peers.

On the other hand, a stress-free environment allows children to be more receptive and motivated to the target language learning. Therefore, this study provides EFL teachers with relevant information based on the design and implementation of activities for children.

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CHAPTER I: INTRODUCTION TO THE STUDY

Introduction to the Problem

As we enter the new century, the acquisition of vocabulary has taken a more important role in the daily living, and as some would argue a central role in second language. This fact implies that the classroom teacher is faced with the challenge of helping students store and retrieve more effectively words in the target language.

Today, most L2 learners have been trained according to the teacher's program or molded by textbook writers to investigate and to study topics which will be explained by the teacher in the right time. However, our understanding of the relationships among words, even the metalanguage to discuss those concepts may not be very strong.

For many of us, our perspective about how to teach vocabulary was greatly influenced by communicative approaches taught for many years. The emphasis was implicit, incidental learning of vocabulary. Teacher teaches the importance of directing L2 learners to recognize key words in the context, using monolingual dictionaries and avoid defining a word or text with bilingual equivalents.

Textbooks emphasized inferring word meaning from context as the primary vocabulary skill.

Although exposure to a word in a variety of contexts is extremely important to understand in depth the word meaning, providing incidental encounters with words is only one method to facilitate vocabulary acquisition. O'Malley, J. & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press

Students come to the classroom knowing that their vocabulary acquisition is crucial in order to get proficiency in using a second language.

When acquiring vocabulary, which is mainly focused on L2 classrooms. The instructors model specific methods of vocabulary acquisition which require deep processing and plan re-encountering of words. It means students not only learn words but they also acquire vocabulary which is a task that involves their active participation, collaborating with classmates and it is something that requires the students' willingness.

In the same way, a teacher applies different methods to teach different kinds of topics, at the moment to essay, the instructor should use many kinds of ways to give instruction to realize some movements.

Dancing means to control the person's own body, through the comprehension of its possibilities as its limitations as well. Possibilities as easy to learn, adequate environment,

money, time can increase widely the children`s initial vocabulary, not only the verbal, but the body language. The limitations will be everything that the teacher will impose and what the learner will show, something that the teacher will impose should be only to help the real process of learning, but something that the learner shows should towards to its own learning. Limitations would not be an obstacle to normal process of learning.

By taking into account the last advances produced in different levels of dancing, the performance of the many professional dancers has given validity to the dancing like a way of artistic expression that can be used in the learning the vocabulary.

Its popularity as way of entertainment, social ability and amusing process has made many people be interested in entering the attractive world of dancing.

In the last years, with the inclusion of complementary and recreational activities like subjects of study in some schools and learning centers the possibility of deepen more in the dancing exist.

Few books have been written about this aspect like "danzas del mundo. Vol I,II, Revista Digital de Educación Física. Año 1, Num. 5", this work will be addressed to school teachers and students, specifically to persons who

demonstrate enthusiasm and interest in learning the different kinds of body movements, due to it they do not need a big training but much dedication to practice the dancing.

To study the objectives of dancing, the first thing to take into account is what is the meaning of dancing?. This question can have many answers, taking styles from the classic ballet until the modern dance. Fortunately, these are not so different from what you could initially think. After all, these have something in common, The body. In fact the word dancing is really difficult to define.

Many authors define dancing in the following ways

"Dancing born from the emotional impulses and the improvisation" Max V. Bohen. (1925). *Der Tanz*. Berlin.

"Dancing is used to reveal states of internal spirit and surges like consequence of an impulse". Der Grosse. (1934). Brockhaus. Leipzig.

"Dancing is the expression of the happiness" B.H. Schurtz. (1900). *Ungeschichteder Kultur*. Leipzig.

But, what is the meaning of dancing?, is it only way of expression or can we go more profoundly and define it taking into account aspects like these:

Since Stone Age's man until ballet's dancers nowadays, dancing is a wide and important topic. Around the world,

there is not a village without a typical dance. For native people or those who live in modern cities there are many kinds of music's rhythms like salsa, jazz, reggae and pop.

The way people dance and their reasons to do it indicate how they live and think. In the same way, the situations that reveal the way of life and thoughts of the ancestors help to rebuild many of their dances.

Everything that we know about dancing through the centuries is the result of assumptions based on the knowledge about wild towns that there are in many places around the world, drawings and old sculptures, but above all one's knowledge and human feelings. The majority of human feelings are common impulses, can be so intellectual as sophisticate based on the simple mind of twentieth century's man to the man of 20 thousand years ago. Geertz, Clifford. (1997). *La interpretación de las culturas*. Barcelona. Gedisa.

Dancing is an instinct that people use to demonstrate some kind of emotion, "somebody dances indicate happiness" for good news or "someone dances show pain", when something goes wrong. The strange way of moving the hands, arms or another part of the body helps to express many ideas to people.

The words "danzar" and "danza" came from the old Germany "danson" that means "stretch". All dances are compound at stretches and relaxation. The muscles are tense then these relax but the dance must be organized not only jumping side to side in a different way. Dancing is a way to express and to show our own emotions based on successions of disciplinal movements by a specific rhythm. In this way, instinctive movements are used to say or to express something can be good or bad, happiness or depression.

Problem Statement

Teaching English as a second or foreign language (ESL/EFL) has experienced some changes over the last two decades in relation to learners and learning processes, specifically with learning styles, learning strategies and their implication in ESL/EFL instruction.

Consequently, these effects can be observed currently through the curricula, teaching methodology, and even teaching materials which have been developed at the same time in order to meet the changing needs of the ESL/EFL students.

As teachers, our job to be sure of achieving students' understands as well as possible. In the same way, discovering the way in which they work better with a second

language, approaching them to learning in general, and L2 learning too in a more natural and appropriate way.

Nowadays, the teacher is not considered as the center of the classroom activity. Teachers have been invited to adopt a more reflective and dynamic role within the learning process of students; that is, taking into account a more complete approach in which all the attention is focused on the learners and all the aspects related to them and their learning process in particular.

Although, it is obvious that some students will be successful in learning a foreign language regardless of the teaching methodology, it is recognized that a divergence between the learning style of a student and the teaching style of a teacher can result in learner's anxiety or dissatisfaction, and then reduced achievement Ehrman.

(1996), Felder & Henriques. (1995), Oxford & Lavine, (1992).

Raising Learner Awareness of Language Learning Strategies in Situations of Limited Resources. Canada. Simply, teachers should remember as Oxford (1990) says there is no single L2 instructional methodology that fits all learners.

In order to help students to become more independent and improve learning outcomes, it would be useful here to mention the interest that has recently emerged all around the world in implementing into regular classes training for

the use of relevant language learning strategies according to student's learning style preference O'Malley & Chamot. (1990), Oxford. (1990), Weaver & Cohen. (1994), Wenden. (1986). *Issues in Language Learning Strategy Research and Teaching*. Cambridge. Cambridge University Press.

Since links between a students' learning style and their strategy used which have been suggested giving good results, should be taken into account by watchful teachers and also by learners Ehrman. (1994), Ehrman & Oxford. (1990), Moody. (1988), Tyacke. (1991). *Raising Learner Awareness of Language Learning Strategies*. Canada.

For using language it is necessary to use a large number of words, which not always will have equally useful.

The measurement of usefulness of a word is called word frequency, for example the word "the" is a very useful word in English, it occurs so frequently that about 7 per cent of the words in a conversation are a repetition of this word.

The good news for second language learners and second language teachers is that a small number of the words of English occurs very frequently, and if a learner knows these words he/she will know a very large proportion of the usual words in a written or spoken text.

A way to manage the learning of huge amounts of vocabulary is through indirect or incidental learning. An

example of this, it is learning new words depending on the knowledge of already known words in context through extensive listening and reading. Learning from context is so important that some studies suggest that first language learners learn most of their vocabulary in this way. Extensive reading is a good way to acquired high level of knowledge and get a lot of exposure to the most frequent and useful words.

Obviously, due to the constant emphasis on focusing on developing mainly communication in language teaching, there has been a tendency to give less attention to the selection and checking of language forms in course design. Now that the benefits of form-focused instruction are being positively reassessed, we may see a change in attitude towards vocabulary lists and frequency studies.

The benefits to into account L2 principles of selection and use of words in teaching, reside in not important matter what approach to teach which is being used.

The goal of this review about the findings of research on vocabulary size and frequency is to show that this information can result in considerable benefits for both teachers and learners.

I also have some ideas related to which vocabulary strategies are most commonly used in a wide experiment.

Cohen and Apeh (1981). *Los estilos de aprendizaje de lenguas*. Ed. Universitat Jaume. found that most students simply tried to memorize the words which they did not know. Ahmed (1989) described different types of learners and found that most took notes on vocabulary, or wrote notes in the margins of their books.

Similarly, O'Malley (1990) found that repetition was the most commonly mentioned strategy, along with strategies like some mentioned before which required more active manipulation of information, being less frequent, so it seems that *the more mechanical strategy is the more complex one*.

In choosing vocabulary learning strategies, the frequency of occurrence of a word is also relevant. Nation. (1994). *Vocabulary Learning Strategies and Language Learning*.

Outcomes suggest that teaching students learning strategies is especially important when it comes to dealing with low frequency words. He argues that vocabulary learning can be considered from a viewpoint like a high frequency word, this is so essential that the value of teaching is justified by the benefit resulting, but low frequency word will not generally be met often enough to merit individual explicit teaching.

There is seldom a one to one relationship between L1 and L2 word, and the process of learning in L1 and L2 is potentially different because of the age, cognitive maturity, and the way a society categorizes the real world.

Nevertheless, a learner's L1 is one of the most important factors in learning L2 vocabulary. The L1 will determine whether a majority of L2 words are easy or difficult, and whether whole new knowledge systems (new alphabets, sounds combination, new syntactic notions like articles or phrasal verbs) have to be mastered.

If L1 and L2 are similar, there is a higher likelihood mode that the initial mapping of a new L2 word will be the relabeling of an L1 word, rather than the addition of a totally new concept of unit.

Teachers have always been naturally interested in how learners go about learning vocabulary. If they know more about *learner strategies* and what works well and what does not work, teachers can help learners acquire more profitable strategies. Intuitively, they have always advised about how to learn vocabulary.

In particular, the purpose of this work is simply to offer a different perspective about how to teach elementary learners and at the same time help them increase their vocabulary providing a more stimulating environment which is

not based on learners' outcomes (oral and written production) at initial L2 learning stages.

Research Question

What are the effects of using choreographic dancing on the acquisition of vocabulary related to body language in elementary school children aged 7 to 10?

Hypothesis

For this research a null hypothesis was used. The use of choreographic dancing has neither positive nor negative effect in relation to the increase of vocabulary level in elementary school children.

Justification

English teaching or learning in high schools has been in some part explored in determined fields in our setting show different ways like teaching language, if taking into account some ideas of Nunan to find the most adequate method to teach language. Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge. Cambridge University Press.

Due to some factors such as the internalization of the language, the way how the world is changing, the importance that English has gotten through time, day by day, this research will be directed to the study of learning English vocabulary.

So far long, the programs prepared by language teachers in some time can lost importance due to the techniques for helping students to learn vocabulary, this can be that the most important technique was to teach only English grammar nothing else, but not the most appropriate because this was not emphasis on vocabulary but in the manner how to organize the words in the statement.

Nowadays, teachers are giving more importance to vocabulary teaching because now there are new and very useful resources and techniques to make the learning of the vocabulary easy.

The previous consideration motivated to propose and to apply a technique which includes teaching of English basic vocabulary items within an appropriate context to the learners.

By reference, I decided to work within the framework of the Total Physical Response method for teaching vocabulary, because I think that this method can facilitate learning and reduce the stress on learners.

Vocabulary is a basic component of language and it is essential in order to acquire more comprehension of a text, equally for learning sounds, structures and function words that take precedence in the teaching process. For these reasons, it is crucial that students should be exposed to

suitable and meaningful vocabulary to express their ideas and feelings and what they want to communicate.

Teachers and languages students must have acknowledged the importance of vocabulary in a context because it can help them understand the topic which is being studied or worked. Now, students have new interest in the meaning of the words, so it is important for the teacher to use a diversity of techniques to teach new words in a context.

Recognizing that in the present time are been characterized by the expansion of the mass media with a great variety of symbols, significant and meanings, it must be concluded that the knowledge of one single language is insufficient to understand the actual world with all its factors like happiness, sadness, etc-.

Due to the fact that the world is changing day by day and the knowledge that we acquired, it can be sometimes useful to understand facts that must bring troubles if we do not find the way to solve the different situations.

English language is one the most widely used living language around the world, through which humans beings' ideology and culture are also widely diffused; these aspects required knowledge of a second language for its critical valuation of the way how these are used in the background where make to use of the different languages.

For learning a foreign language, I consider very important to focus the attention on the Total Physical Response (TPR) study as the most adequate method because its verbal, and gesture expression permits to reduce anxiety and create the best environment for beginners.

Through development of action techniques, moreover, this method makes the English learning process more easier by learners, because, all human beings have the capacity to externalize their feelings, emotions, affects and thoughts and to internalize the world and to interpret it through verbal expression.

Objectives

General Objective

To consolidate the acquisition of vocabulary related to body language in elementary learners aged 7 to 10, by using some choreographic dancing.

Specific Objectives

- To apply activities based on the total physical response method and adapt them for teaching English vocabulary related to body language to elementary learners aged 7 to 10.
- To teach basic vocabulary and its correspondent movements in a choreographic dancing.

- To assess how well elementary students acquire the new vocabulary items after their choreography performance.

CHAPTER II. REVIEW OF LITERATURE

Dancing in the school

The creation of a great variety of dances in many and different places around the world is based on the place where the people who practice dancing live. The life of a farmer is very different to a person who lives in the mountains. The last one is around of a very rocky hill where is very difficult cultivate some products, have some kind of animals or some others situation that make difficult to live here.

Everything that these persons do not do with their forces, they try to represent with the mind or using a kind of dance what they want to happen. Apparently many of the native dances begin like rituals. Each step that they realize is important to each person, not only for its beauty but because these have meaning something.

However, the first civilizations around the world changed their way of life and with this change the typical dances, too.

Dance can be defined as the spontaneous activity of the muscles based on the influence of some intense emotion, like social happiness or religious adoration. In the same way, it

can be defined like the combinations of harmonious movements, too.

To practice dance for pleasure give to who is practicing this activity many wishes to learn more kind of movements according to the rhythms that there are around the world.

It deals with movements carefully practiced which the dancer uses to represent the actions and passions of the other persons. Geertz, Clifford. (1997). *La interpretación de las culturas*. Barcelona. Ed. Gedisa.

There are many factors that influence in determining the style of dancing, like the different movements that separate one kind of dancing from another; a particular style of each one of them will be determined by the body's movements. Another common factor is the kind of movement. It changes according to all dancing modalities and rhythms, because it is characterized to be a way more expressive than functional of the movement, for this reason the way how the body uses to express a feeling or action will determine the kind of dancing that will be shown. Leese, Sue. Packer, Moira. (1982). *Manual de danza*. Heinemann Educational books Ltda. EDAF.

When teaching dancing to children, it is expected to obtain many different things. Besides pleasure, the main

objective would be to reach a better control of a person's own body. The body like a physical presence and tool of communication is an essential part of the education and learning of a child.

Taking as basis the importance of the body, the child can obtain a major domain of the movement; this establishes a condition of vital importance. Leese, Sue. Packer, Moira. (1982). *Manual de danza*. Heinemann Educational books Ltda. EDAF.

Physical education and especially dancing, allows teacher to observe the child, and have with them a closer relationship to understand their behavior, for example: the manner how they form group and work together can give valuable information.

Shy children and above all those who have difficulty to express verbally can benefit from the dancing in many ways. After all why would deprived them of the comprehension of no verbal communication language?.

To work with a natural heredity ability of someone or with the ability more easily acquired, can be the best way to learn and if it is excluded from the school curriculum, children can be seriously affected because this ability is not been used and it may cause that the child does not find the way to learn some topics more easily. Leese, Sue.

Packer, Moira. (1982). *Manual de danza*. Heinemann Educational books Ltda. EDAF.

In the same way, the observation of the movements of the others leads frequently to a better comprehension and acceptance of the limitations of oneself like another person.

One of the objectives of teaching dancing in the schools is offering the possibility of personal entertainment to everybody and above all opportunities of entertainment in an atmosphere or environment not competitive in which each individual obtains own triumphs.

This does not mean that all values, but each child can find pleasure or a satisfaction in their own contribution.

Teacher must be conscious of this function with the children who have difficulty in their corporal abilities. These are moments in which this can seem impossible in the dancing than in sport or gymnastics.

Although the results obtained constitute an important aspect of dancing, this should be appreciated only for its therapeutic value.

There are few fields of the education that offer the same possibility of express oneself without feeling fear of the consequences. For example, in the drawing, the result of the personal creativity will continue being visible to the

designer as well as to another observer; while to practice dancing alone and without public, the sensation of being doing something so healthy is that give the pleasure or satisfaction to oneself, besides its nature do not give to pass to possible criticism or oneself analysis, in a posterior phase. Leese, Sue. Packer, Moira. *Manual de danza*. (1982). Heinemann Educational books Ltda. EDAF.

Today, people demand that teachers help children to adapt numerous needs of the society every day. Children can obtain a big confidence themselves, feeling comfortable in the rules of social behavior accepted for their partners. Dancing ability leads the acceptance and that can be a very important fact in the personality.

Beginning and development of the application of the technique

The inclusion of dancing into the academic subject perhaps must be defended or justified like entertainment inside on school which will be enough justification. In addition, if teachers and students give it its artistic value, then is difficult understand why it is not obligatory in academy schedule.

The past attitudes of the society can force to the teacher to give reasons to the inclusions of dancing in academic curriculum of this time. Children like to move

since an early age, the society makes necessary them to avoid expressing themselves. The situation more difficult for the teacher in the moment to work is presenting dancing to the children in a way that for them result agreeable, amusement, and full of sense to begin to work with the teacher.

This is the key point in which the teacher must work. First, they must "sell" the idea of dancing to children, it requires more doses of enthusiasm, dedication and perseverance on the part of the teacher. The next step consists on helping them to acquire vocabulary of movements which permit them to create their own dances, to interpret music, and to express ideas.

The limited capacity and few experiences of the students will be a fact to take in consideration.

The major importance is to find a common point, which permits the teacher to understand children and gives the chance to pleasant activities and a gradual development of the student's trust.

Teacher should make each child feel safe, to help him/her to adapt to this activity and give them some material which they can work. It is not important if the result or triumph is big or small, the most important thing

is that each one give the best of themselves. Cohen, A.D. (1998). *Strategies in learning and using a second language*. London. Longman.

It is obvious that children's or students' age is vital to determine the point of departure although, in the moment that a person is introducing to dancing. The principles will be the same without giving importance to age. The difference is in the way how the boy or girl faces any area of study or new discipline.

A good teacher will be able to evaluate the needs of his/her students and begin to work based on them. The progress will be constant and productive. If the steps or stages are simple, the task to develop and the expectative support are reasonable, the students who are the less enable and who are provided of major ability will feel stimulated after that the prove will be evaluated.

Children must receive incentives and inspiration, and must promote the opportunity to observe and to be observed.

In this way the children acquire a mayor conscious of simple experience and then they begin to express themselves in terms of movements that must be convinced and give up totally to their work and in addition they must show up inexhaustible doses of vitality and enthusiasm.

The use of demonstration play an important roll in the presentation of the dancing, photos, magazines, videos and assistance to presentations of dancing can serve of help.

Style of Dancing

Dancing like education should be a universal experience, as well as the art is not limited to the picture, should give the children the opportunity to know the different aspects of dancing although it is not practice.

Across of the years the kind of dancing which is teaching in the school had ended up being monotonous in any way.

Some kinds of the dancing require a specific skill, and it makes necessary to bring to the school an expert who will give the different keys to make an adequate use of the kinds of dancing, because sometimes the teacher does not know all aspect and techniques that can be used in the development of the show.

Other styles of dancing can be found with the capacity of the some teachers. The children can receive the feeling which they are motivated to learn the steps necessary to include these in the dancing program.

Total Physical Response Method (TPR)

The needs, the different attitudes, and the particular styles of learning required by this group of students are showed through various topics. This proposal is presented using the Total Physical Response method for learning English vocabulary. The principle of this method is developing comprehension, increasing and maintaining motivation and making actions through commands.

This is a method for language teaching that considers speech and activation as a way to teach a second or foreign language. It is said that the combination of speech and movements makes easier the remembrance of sounds meaning and grammar of the target language, and therefore spoken language emerges naturally when listening comprehension is established. Richards & Rodgers. (2001). *Approaches and methods in Language teaching*. New York. Cambridge University Press.

Also, Total Physical Response (T.P.R.) argues that first language acquisition is similar to second language acquisition; this process of acquisition can be imitated in order to teach a second or foreign language. On the other hand, it is believed that body movements reduce the stress in learners, so that the process of acquisition of a target language is better. In addition, Total Physical Response is

directly connected with the right-brain learning. There is not a precise age for using this method, children as well as same way than adults can learn a second language with the help of body movements. In the procedure followed by the method, learners are expected to listen and do what teacher says and does. Materials that the teacher needs in the classroom are: teacher's voice, actions, gestures and sometimes pictures, depending on the topic. Richards & Rodgers. (2001). *Approaches and methods in Language teaching*. New York. Cambridge University Press.

Richards & Rodgers state that Total Physical Response is a method for teaching a foreign language; this method is built around the coordination of speech and action. It attempts to teach language through physical (motor) activity. The psychologist James Asher, developed the Total Physical Response methodology; and it draws on several disciplines, including developmental psychology, humanistic pedagogy, as well as on language teaching procedures proposed by Harold & Dorothy Palmer (1925).

Total Physical Response, whose author is James Asher focuses its attention on the speaking skill linked to actions. The coordination of these two aspects is given thanks to the memorization and association that student does between the verbal matter and the action performed.

The main goal of this method is to achieve basic speaking skills. The procedure is based on commands given by the teacher in the L2, followed by the students' performance of these commands, which at once implies physical movements; and it might be an excellent way to teach to children. Let us remember that aspects such as stress reduction and not forcing learners to talk at the beginning are elements that might be useful for teaching children. The materials featured by the method are realia, books and word charts.

If we center our attention on how wonderfully children acquire their first language, we can see that language acquisition is not always a process of imitation, repetition, and habit formation. It is a construction process, in which children generate their own rules to say what they want to say.

This process is engaged with objects, events, people and concepts of the world, because children not only have to pay attention to what is happening around them, but also to know how to express their thoughts linguistically. This linguistic process improves in all ways the four skills of language: Listening, Speaking, Reading and Writing.

Nowadays, more attention is paid to the techniques such as role play, skill dialogues, match, and information gap for teaching vocabulary than the attention paid to the use

of drills, lessons of repetition, lists of vocabulary, stimulated dialogues, etc. Teachers are interested in knowing how they can help students to learn specific vocabulary items, which they already know in their mother tongue, and encourage them to acquire and produce those vocabulary items in real and communicative situations.

French Allen (1983). *Techniques in teaching vocabulary*. New York, N.Y. Oxford University Press., in the most part of her works claims that "students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class".

It is admirable how children can learn their first language; the ability of children for communicating is remarkable. According to Brown (1985), small babies send on extraordinary number of messages with their babble, their tools, and their cry. Children also receive even more messages in their first year, imitate words and speech sounds around them and about this time they utter their first words.

There is a theory that refers to the aspects of the stimulus-response. According to Brown, a behaviorist might consider effective language behavior to be the production of

correct responses to stimuli; he continues: "if a particular response is reinforced, it becomes habitual or conditioned".

The acquisition of a language is a complex process that involves aspects about linguistics, psychology, and psycholinguistics that explain some innate factors in language acquisition.

The methodology that some teachers use frequently does not take into account the need that adolescent or adults learners feel for the security of structural learning. It is important for learners to know more than how to express ideas, they need ways of interacting orally with others; they need appropriate levels of language to use in different situations, what gestures and other body language are appropriate; when one might intervene in conversation and when one should wait for others; what question and comments might be made and which would offend.

Currently, in teacher-preparation programs, there is more attention to techniques for teaching vocabulary, but the results have been disappointing. Many teachers want more help with vocabulary instruction because their students also must learn grammar which involves use of words. According to Rivers (1997), pupils need to know how to express ideas in correct grammatical patterns or in incorrect patterns, as

they struggle to express ideas and concepts for which they did not yet have the linguistic means.

It is important that the students can associate vocabulary and grammar for having good communication skills, because when students do not manage the grammar, they will find that lexical problems frequently interfere with communication; and communication breaks down when people do not use the right words, the teacher knows how communication stops when learners lack the necessary words.

In a developmental sense, Asher claims that speech directed to young children consists primarily of commands, to which children respond physically, before they begin to produce verbal responses; and consequently, Asher proposes to follow a similar process in the teaching of a second or a foreign language.

Asher shares with the School of Humanistic Psychology a concern for the role of affective (emotional) factor in language learning. One of the main purposes of Total Physical Response method was to reduce the stress people feel when they are studying a foreign language. Also, when students begin to speak, perfection should not be expected. Another way to relieve anxiety is to make language learning as enjoyable as possible. The use of any commands and

humorous sketches are only two ways of showing that language learning can be funny.

Asher's emphasis on developing comprehension skill and the use of physical actions to teach a foreign language at an introductory level was a long tradition in language teaching based on the series method proposed by Gouin (1880), in which a chain of action verbs served as the basis for introducing and practicing new language items.

Similar strategies suggested by Palmer & Palmer (1925) in his book: "English Through Action" in which a series of commands work by groups according to a logic sequence are proposed in the development of activities.

For developing this method Asher holds that the process for learning a second language is the same as that for the acquisition of a mother tongue in which children acquire their first language in the following process: "the child listens and internalizes the target language (Comprehension) then, he acts when he listens to commands".

If the child is ready, he begins to speak, then, he learns to write and to read, besides, in the acquisition process children do not listen, speak, write, or read at the same time.

According to this process, Asher develops a series of techniques; the first is comprehension through listening and

acting (body's movements). When they have internalized a new target language, they begin to speak, to write and to read it.

In mother tongue acquisition, infants listen, understand and internalized the linguistic map; production occurs after that. Therefore the same process is applied by T.P.R. techniques. Following this point of view, Richards & Rodgers (1986:94) suggest that if there is comprehension, student can internalize the second target language; then they are capable to transfer it to other skill, such as speaking, writing and reading.

When the students have comprehended the new target language, they are motivated to continue learning it without stress, anxiety and so on, because learners understand what they are doing.

Language Learning

As for the interactive learning, Vygotsky, L. S. (1985). *Thought and Language*. Cambridge. The M.I.T. Press. conceives task and mainly its social aspect as a base to relate the language with the cognitive part, that is, the thought and intellectuality have a lot to see with the acquired language, and at the same time this new acquisition makes the child interact with others. Vygotsky affirms that the concepts that kid has, can be organized under logical

and systematical parameters, student gets from adults. In this way, the adult helps the kid to get his/her own rationalization.

Bruner (1983) takes the cognitive aspect attached to interaction and socialization.

Bruner's theory emphasizes the interaction and the communication in the development of thought. He establishes new thinking forms: the inactive, which comes from the direct manipulation of objects; the iconic when the objects are represented by images; the symbolic when the symbols are manipulated mentally. Bruner also develops an instruction theory with four elements; experience, structuration of knowledge, specification of effective sequence for the presentation of materials, specification of the reward and punishment in the learning - teaching process.

Bruner has given a relevant support on the comprehension of the learning in the educational and pedagogical aspects.

According to "The Humanistic Psychology" of Carl Rodgers, his principle emphasizes the relevance on the self-concept by the individual and her/his personal sense of reality. For Rodgers the relationship between the learner and the teacher is a relevant matter since she/he is the facilitator for learning. Among the aspects involving this

relationship, Rodgers states that the teacher should give confidence to the students and she/he should get a level of acceptance into the group, so that, there is mutual empathy. "The activities for the classroom and the materials for the language learning should make use of meaningful context of the effective communication by people compromised in the process of human learning".

First Language Acquisition vs. Foreign Language Acquisition

Some people say that young children are just learning the first language and it could be harmful to make them learn a new one. There are others who advocate the idea that the introduction of a foreign language is a trouble for the mother tongue which is going to interfere with the target language. So, the method applied here plays a main role, therefore we have surveyed some right methods that are appropriated for children, some of which have the use of the mother language as an option for L2 teaching.

Besides, these approaches have a theoretical support, so that, one can infer if the mother tongue is an interference factor or if on the other hand it could be an aid to learn the L2. However, and from my point of view, the mother tongue has to be used maybe at the beginning of

learning and only when it would be necessary to make use of it.

Dulay, Burt & Lade (1957) quoted in Brown (1994) claim two interesting hypotheses. The first affirms that learning and L2 implies the same process of learning and L1 since the 2nd language learning again acquiring a language as it happens to child learning the mother tongue. In the second hypothesis, Lade says that since the second language learning implies a replacement of habits the child already had in his/her mother tongue, and therefore it would not be the same learning process from L1 to L2.

Theory of Language

Total Physical Response does not give a clear explanation about the conception of language, however, the ordering of T.P.R. classroom drills seem to be built on assumption *that one much to structuralism or grammars based on news of language*. Asher (1977) states that "most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor".

Asher views the verbs and particularly the verbs in the imperative, as the control linguistic motives around which language use and learning are organized.

Asher also *prefers to the facts* that the language can be internalized as wholes or chunks rather than as single lexical items, however this assertion is not supported by Asher.

Theory of Learning

Asher bases his method on the view of psychology. Several authors, such as Richards & Rodgers (2001) claim that Asher's conception about learning deals with behavioral theory, because the child responds with physical movements to a verbal stimulus. However, Asher has elaborated an account of what he feels facilitate or inhibit foreign language learning. For explaining this dimension of his learning theory, he draws on other rather influential learning hypotheses.

Here exists a specific innate program for language which defines an optimal path for first and second language development. Richards & Rodgers. (2001). *Approaches and methods in Language teaching*. New York. Cambridge University Press.

Asher argues that T.P.R. is a natural method, as much as he sees first and second language learning as parallel processes, Asher sees three processes as central.

Children develop listening competence before they develop the ability to speak. At the early stage of first

language acquisition, they can understand complex utterances that they can not spontaneously produce or imitate.

Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.

Once a foundation listening comprehension has been established, speech evolves naturally and effortlessly and of it.

Brain lateralization defines different learning functions in the left and right brain hemisphere.

Asher sees Total Physical Response as directed to right-brain learning whereas most second language teaching methods are directed to left-brain learning. Asher takes into account certain neurological studies and some of Piaget's studies to support the conception that language is learned through motor activities which are centralized in the right hemisphere through physical movements, while the left hemisphere watches and learns.

An important condition for successful language learning is the absence of stress.

First language acquisition takes place in a stress-free environment. Asher considers that second language learning must be done in the same way, then, he proposes the use of commands which involve movements and amusement. Thus,

commands contribute to diminishing anxiety, to relaxing and focusing attention on the meaning and to eliminate "stress" produced by language forms studied in the abstract.

Design

The general objective of T.P.R. is to teach oral proficiency at a beginning level comprehension is a means and the ultimate objective into/is to teach basic speaking skills. Specific instructional objects are not elaborated; these will depend on the particular needs of the learners. But in order to set goals and achieve those goals, the teacher must adjust instruction to the use of action-based drills in the imperative form.

Syllabus

The type of syllabus Asher uses can be inferred from an analysis of the exercise type employed in T.P.R. classes.

This analysis reviews the use of a sentence-based syllabus, with grammatical and lexical criteria; T.P.R. requires initial attention to meaning rather than to the form of items.

Richards & Rodgers (2001) say "the criterion for including a vocabulary item or grammatical feature at a particular point in training is easy of assimilation by students".

If an item is not learned rapidly, this means that the student is not ready for that item, withdraw it and try again at future time in the training program.

A course designed around T.P.R. principles, however, would not be expected to follow a Total Physical Response syllabus exclusively; Richards & Rodgers say: "We are not advocating only one strategy of learning. Even if the imperative in the major or minor format of training interest"; the imperative is a powerful facilitator with many others techniques.

Vocabulary within the Context of Total Physical Response

Method

Vocabulary is one of the areas, which is emphasized over other language areas. It is taught inductively through using imperatives. The imperatives and its frequency of occurrence in the speech are directed at young children learning their mother tongue.

Authors as Asher, Richard & Rodgers recommend including vocabulary in context through imperative sentences.

Preferably, in sets of only some words, because students internalize and manipulate better a limited number of items at one time. It is possible that the students assimilate around of 40 lexical terms for hour, but the

teacher can modify this number according to the age and size of the group.

Following the same process as that of acquiring the first language, in which parents are tolerant with children's errors, at the beginning. Teacher should be tolerant of the learner's errors, and so she/he should create them conscious about mistakes so that they do not feel stressed and ridiculous.

Learners should be encouraged to accept errors and correct those, for this reason, the teacher should develop appropriate techniques for achieving good results. Diane Larsen suggests that it is better to correct the major errors only, since minor errors will be corrected by themselves through advanced class.

The Learner's Role

Learners in Total Physical Response have the primary role of listeners and performers; they listen attentively and respond physically to a command given by the teacher. Students are imitators of the teacher, but rapidly they become receptors of the commands in a comprehensive way. Learners are required to respond both individually and collectively.

This process also permits a good relationship between students while they enjoy a best environment in the classroom.

In Asher's method, students are monitors and evaluators of their own progress.

The role of speakers is assumed when learners have internalized a sufficient basis in the L2 and they are ready to speak.

The Teacher's Role

Teacher plays an active and direct role in T.P.R., since the instructor is the director of a play stage in which the students are the actors (Asher, 1977:93).

It is the teacher who decides what to teach, how to model and to present the new materials and what supporting material are needed for classroom use.

The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

Asher stresses however, that the teacher's role is not only to teach but also to promote the opportunities for learning.

Richards & Rodgers. (2001). *Approaches and methods in Language teaching*. New York. Cambridge University Press. point out "the teacher has the responsibility of providing the best kind of exposure to language so that the learner

can internalize the basic rules of the target language". Therefore Total Physical Response technique permits the instructors to create a good relationship between teachers and learners through acting together and sharing humorous orders.

Learning and Teaching a Second Language

It is necessary to get a support about how the first and foreign/second languages are acquired, so that we can make a comparison between these two learnings, and then we can understand English Teaching. *All the information given in this chapter is of great importance, because starting from these theoretical supports the approach is made up. At the same time thanks to the approaches there can be the methods.*

Learning a Second/Foreign Language

The second language is that which we learn after having acquired the mother tongue, although it is not necessarily second place in order of acquisition, but it has a formal status in the community in which the speaker learns it and uses it. The foreign language is that one which one speaks beyond the frontiers of our linguistic understanding and it is not common to listen to it spoken inside these frontiers. It is learnt through courses given with that purpose inside the classroom

From the many 2nd language acquisition theories attention will be focused on the monitor model since this was the basis for an approach which has strong advocates until this day.

Learning the First Language

There are numerous theories related to first language acquisition as well as many authors, however we are going to deal with just a few of them; taking as relevant ones, the cognitive, the interactive and the humanist learning theories.

As for the cognitive Piaget, one of the theorists of the child development, who has recognized four levels in the cognitive and affective development related to the childhood and teenhood will be considered.

Motor Intelligence

As its name states it is related to the motor aspect; since at this stage everything within the child deals with the coordination between perception and movements. Without the child's representation of event or thought (Gonzales, 1996, p 45) with practical purposes, that is, the child movements in order to get something he wants, if s/he wants to get a toy which is on a table s/he coordinate his/her movements in order to get what he perceives and wants.

Besides, since the first year the child get an exploring behavior, and this movement lets the child begin to know new meanings through experimentation.

Operational Thought

This stage is characterized by the development of the language and other form of representation and conceptual development; now s/he has symbolic representation, stage in which the child is likely to use any object as it was another. The reasoning is pre-logical or semi-logical. Children are likely to be very egocentric. They tend to concentrate their attention in only one feature of any object.

Concrete Operations

At this stage of development, children's thought is applied to concrete problems with the help of direct manipulation, and in this way the child cannot solve the problems which are given in a verbal way. Now, the child is able to translate in language everything he knows, besides, because now s/he is less egocentric this language lets the child begin to socialize, to communicate with the others. An important aspect to take into account is that at this stage, s/he is able to classify and group objects in terms of certain features.

Formal Operations

The child is able to solve abstract problems, that is, the problems can be given to him/her in a verbal way and without the help of concrete objects. Since there is an interrelation between the affective and intellectual development the latter which one is in the top.

CHAPTER III: METHOD

Design of the Study

The present research will be undertaken based on the ideas set earlier by Asher (2004), who defines a set of important concepts in English teaching, and at the same time he provides in an adequate way the features of effective technique for doing this. This author's ideas are relevant since he considers all the elements involved in foreign language teaching.

This research intends to compare the performance of students when a command is used in a physical demonstration.

This will be a descriptive study since it will not involve the manipulation of treatments (Schafer, 2001).

Procedure

This research will be carried out at "Nuevo Amanecer Elementary school".

Students will have to perform an artistic activity that will be designed according to the parameters established in

this paper and following the contents studied during a determined period of time.

The activity will consist on performing a set of different movements. This will be recorded and graded in a different way. It will be evaluated using different kinds of movements used in artistic performance; previous criteria will be arranged with students. Students will have the opportunity to prepare the vocabulary used in the choreographic show.

Once students learn the figures, various practices will be used in order to know their advance about the use of dancing to learn vocabulary. Students' advances will be included in this paper in order to compare their performances. (See annexes 1)

Subjects

The students who will be part of this research will be 45 students of fourth and fifth grade from Nuevo Horizonte Elementary School. They will be children and their ages ranged from 10 to 13 years old. There will be 30 women and 15 men. They will attend classes from Monday to Thursday from 3:30 p.m. to 5:30 p.m. during a period of four weeks.

Materials

Some of the materials that will be used in order to accomplish the objectives of this study are: a tape recorder, a computer, bibliography and formats used in communicative approaches for assessing, internet resources, cassettes, twenty different commands whose purpose is to involve students into an informal conversation and the review of some topics studied in the classroom, copies of the exams and the grid which will involve totally the work describe in this paper.

Instruments

The instruments which will be applied inside this research are: the two shows planned for determine the students' learning: the first one, which includes commands performance during the first show and a second one, which is created for assessing the principal performance.

Data Gathering And Analysis

For the purposes of this research data will be collected through the use of choreographic dancing activity.

According to Asher (1997) an activity of dancing represents a face to face interaction, whose purpose is to obtain corporal responses from some "respondents".

The type of activity expected in this research is an unstructured one, since the idea is to make students express

freely based on a series of movements that should be considered as a plan of some topics to will be prepared. Some of the benefits proposed by Asher (1997) when using this kind of data gathering tools are:

- They have freedom to express
- Subjects are encouraged to express their thoughts freely.
- Only a specific vocabulary will be taught to direct their corporal answers.

Specific vocabulary will be used; the artistic choreographic activity will be register in order to have reliable grades that can be certified at any moment by any person who can be interested in the results.

The activity comprehended different kinds of movements used in choreographic dancing. The choreography will be invented for the English teacher, but if students need some extra-explanations about the content of the choreography, the information will be administered in Spanish.

Once the results of both shows will be prepared, the analysis will be done as follows. As this will be an informal comparative study, because its objective will be to determine the influence in the learning of basic vocabulary in elementary school children using dancing performances, the results of both shows will be compared. Shows will be graded in a range from *zero to five*. Both shows will be

analyzed individually, and then the comparison will be carried out. What will be compared is the performance of the whole group and not the performance of each student at the moment of execute the action that will be demanded by teacher.

Moreover, during the choreography performance, the results will provide teacher with reliable information about the level of performance of his students. An analysis will be carried out for each major category in the oral exam (fluency and accuracy) and each intermediate description of the performance in these categories.

Once this comparison will be done, the results obtained from the show will be described and analyzed. All this process will be done using descriptive statistics analysis.

The analysis proposed in the Results Section will be based on the ideas suggested by Brown. Brown J.D. 1983.

Understanding research in second language learning: A teacher's guide to statistics and research design.

Cambridge: Cambridge University Press.

CHAPTER IV: RESULTS

Results

During the research some major aspects, which were intended to be tested at the beginning of this paper, were found. Since the aims of this paper were focus on comparing students' performance in two artistic activities whose marking system differed in the use the certain criteria to award concepts, it is convenient to describe the facts were found out in both shows.

Before considering the results it must be kept in mind the following aspects:

- Both shows consisted of 2 different choreographies whose purpose was to offer different topics to increase the vocabulary. However, those choreographies were based on major aspects of language that were studied during the 4 weeks.
- Both choreographies were handed to the students a week before to start the essays were placed.
- Both shows were registered in photos, in this way, they became reliable proof of the existence of the vocabulary and the performance of students.
- Students' performance was graded once the presentations finished.

- The criteria for the both shows were explained a week before the start the essays were carried out.
- Both shows were designed taking into account the parameters registered in this paper about the design and the vocabulary teaching with TPR.

The results that were found in the first show demonstrated that students' performance was not at the expected level they should be.

As a matter of fact, any student had mistakes in the show; however their results in the performance appeared to be at unexpected level. Only the 65% of the students awarded a good performance in the presentation. Only one student passed the exam with this mark.

In order to analyze the results obtained by students, some major categories were established as the framework to analyze the results. Any student was worst in the show. The same occurred with the next show: students' performance was very comfortable.

Surprisingly, the highest percentage of proficiency of the students was observed in the next show. Those students whose performance awarded a level above ninety per cent(90%) represented the 85% of the whole group.

The combined average of the students was medium level which is apparently adequate to their level.

The second show presented the following results. Again, only one student failed in some steps. Eighty per cent (80%) of the students obtained a satisfactory performance take into account that this show was prepared only with concepts totally in English. This is expected since these shows were designed in order to follow the characteristics mentioned before in this paper and proposed by Asher about the Total Physical Response to teaching vocabulary. Twenty percent (20%) of the students obtained an improved performance in the development of their presentation. Remarkably, some students demonstrated that had acquired a good control of the choreography.

The average of students in the second presentation was three point sixty-two (3.62) which is closer to that obtained in the first show.

In terms of the descriptions in the essays for the show, sixty per cent (60%) of the students were ranged as the best in both presentations. Ten per cent (10%) of the students demonstrated that their level of understanding was in a lower level.

The hypothesis established at the beginning of this research was proved. The use of choreographic dancing has neither positive or negative effects in the performance of students during the presentation. However, it is important

to take into account some aspects that were considered broadly in the discussion section of this paper.

The choreography presented the following results.

The combined average of the students concerning their assumptions about the use of the choreographic dancing resulted in this: 90.9% of the students had a positive view of the use of the choreographic dancing during the presentation; a little average of the students had a negative view of the use the choreographic dancing during an artistic presentation.

V. CONCLUSIONS

The purpose of this current study is to share the advantages that the Total Physical Response method offers in teaching and learning English as a foreign language, especially for children learners.

The results obtained in this study demonstrated that the Total Physical response method involves children actively in and out the classroom activities. It can be effective in introducing English vocabulary and delivering explicit instruction. The usefulness of this method has been studied by many experts like James Asher, Douglas Brown and other more in several countries and it has given significant benefits like vocabulary acquisition in a way more enjoyable, agreeable, children learn and acquire more easier and faster basic vocabulary, this helps in the students' achievement in learning English vocabulary.

As children are physically active by nature, the TPR will make English vocabulary learning more effective since children will feel fun and excitement during the learning process. Children's English teachers can apply the Total Physical Response method for introducing new vocabulary and for obtaining a children's long term retention of the vocabulary, since this methodology can make an impression in

the children's mind when they use physical movement and relate the words with kinesthesia.

In brief, as listening is the first skill that should be developed in language learning, the teachers of English especially of young learners can provide key elements for developing listening comprehension throughout the design and implementation of Total Physical response activities.

This study confirms the effectiveness of this method, and promotes cooperative learning; since, the most outstanding students help the less ones in a safe atmosphere of partnership.

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Annexes

Lesson plan

Topic: Places and prepositions of place.

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

- Express location of places in a city.
- Express existence of things and places.

Description:

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

Vocabulary:

In, Next to, in front of, behind, between, under, on, near. Church, park, school, house, bus station, airport, hospital, shopping center.

Material: Flashcards, images

Procedure:

The first stage of the lesson the teacher will introduce prepositions of place, students will bring to class a ball and two boxes, the teacher will put the ball in different positions of the boxes; for example: Teacher puts the ball in the middle of the boxes and they say "the ball is between the boxes"; then, the teacher puts the ball under a box and students say "the ball is under the box". Etc.

After that the teacher asks student to locate in a different position if their desks; for instance, put under your desk, and they should place under their desks. In the second stage of the lesson the teacher will show pictures to the students of different places in the city, and the students should recognize the place and where is it located. For instance, the teacher shows a picture of the someplace and the students should say if the an specific place is located in front, next to, or behind the this place. In the third stage of the lesson the teacher will take out the children from the classroom and propose an activity in which there will be placed posters of different places of the city on the school yard, the teacher asks "Let's go to the Zoo", and the students should go to the place where the Zoo is, and identify the position of it in the city.

Assessment: Students learn about the preposition of place. They will learn about the location of places in the city.

Lesson plan

Topic: Directions, and Prepositions of Place.

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

- Give an indication of how can a person get to some place.
- Express location of people, animals, or things in a map.

Description:

Students will learn about how do get to some place in a map, besides they will be able to indicate the position of people, animals, or things in a map using preposition of place. They will learn and practice both topics using physical movement.

Vocabulary:

On, on the corner, in, across from, next to, between, in front of, in back of, around, beside, go up, go down, walk up, walk down, turn left, turn right.

Material: Music, images, board, the yard.

Procedure:

The first stage of the lesson the teacher will introduce prepositions of place, students will do five groups, each group will choose a leader, then each group will form a circle, the teacher will place to each leader in different locations of the circles; for example: Teacher places to the leader next to each group, and they say: "Our

partner is next to us"; then, the teacher places the leader in the each group and they say " our leader is in the circle", Etc. After that the teacher asks student to locate in a different position in their classroom; for instance, place their leader in front of the board, and they should place their leader in front of the board. In the second stage of the lesson the teacher will introduce directions and will show images to the students of different maps of the cities, and the students should recognize the place and where do they want to go. For instance, the teacher shows images of the some city and the students should say how can they get to the city's main square they say: "We go up three blocks, we turn left just the traffic light, then walk up one block, in the front of the bank is the main square". In the third stage of the lesson the teacher will take out the children from the classroom and propose an activity in which there will be placed the groups in different places of the yard, the teacher asks "Please, how can I get to the first grade?", and the students should indicate how can he get the first grade identifying the position of it in the school.

Assessment: Students learn about directions and prepositions of place. They will learn about how locate and place a person, an animal or a thing, besides how can they help someone to get some place in the map of a city or a village.

Lesson plan

Topic: Commands and Verbs.

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

- Attend to some orders using commands.
- Recognize the actions which represent some verbs using

TPR.

Description:

Students will learn commands base on orders. They will learn verbs using total physical response.

Vocabulary:

Silent, go, walk, move, stop, rise your hands, claps your hands, touch your knees, sit down, stand up.

Material: Classroom, pictures, the yard, music.

Procedure:

The first stage of the lesson the teacher will introduce commands, students will pay attention to the class, the teacher will show some pictures where will be commands and their drawing, then, teacher will explain each action realized in the drawings, for example: Teacher puts in front a picture with the command "Stand up", for example, the drawing will be children stand up in front of their desk, and teacher will explain the meaning of the drawing.

In the second stage of the lesson the teacher will show some verbs using total physical response to explain the meaning and the sense that have each verb, the students will observe what movements the teacher does, then they should recognize the action and how can do that action. For instance, the teacher will close the door and the students should say "close". In the third stage of the lesson the teacher will take out the children from the classroom and propose an activity in which he/she will indicate an action in front of them, the teacher says "jump", and the students should do little jumps in their places, and identify the verb or the command which teacher said.

Assessment: Students learn movements using their bodies. They will learn commands according to orders which teacher said and explained.