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AUTOEVALUACIÓN

Tema:

**"Learning vocabulary through Total Physical
Response"**

Tema de investigación previo a la obtención del título de
**"Diploma Superior en Metodologías Comunicativas
del Idioma Inglés"**

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HOJA DE APROBACIÓN

Tema:

**“Learning vocabulary through Total Physical
Response”**

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Yo, Diego Alexander Cherrez Toaza portador de la cédula # 1803379112 declaro que los resultados obtenidos en la investigación que presento como informe final, previo a la obtención de título de “Diplomado Superior en Metodologías

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Diego Alexander Cherrez Toaza.

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DEDICATORIA

Este trabajo investigativo está dedicado a mi esposa, a mi madre y a mi hija quienes con su apoyo fueron la base más importante en el transcurso del proceso de mi trabajo de monografía.

AGRADECIMIENTO

A Dios Todopoderoso por darme una oportunidad más de progreso en mi vida profesional sin hacerme olvidar que el valor humano es lo más importante.

A todos mis profesores de la Pontificia Universidad Católica del Ecuador sede Ambato quienes han aportado para la consecución de este objetivo personal.

Además, un sincero agradecimiento a mi director de monografía quien con su conocimiento supo poner mi trabajo en curso poniendo de manifiesto las correcciones necesarias durante el proceso de investigación.

RESUMEN

El aprendizaje de vocabulario es una de las áreas más importantes en la enseñanza del idioma inglés. Ya que podríamos haber aprendido las reglas gramaticales de este idioma, pero si en nuestro cerebro no se encuentra almacenada la cantidad necesaria de palabras para completar y expresar el mensaje que queremos transmitir, tendremos dificultades. Las pautas, guías y recomendaciones para el desarrollo de este campo es uno de los aspectos que cubre este trabajo investigativo bibliográfico.

La investigación realizada en el presente trabajo tiene por tema: **"Learning vocabulary through Total Physical Response ."** De ahí la importancia radica en investigar unas de las técnicas para el aprendizaje de vocabulario como es TPR. La misma que fue desarrollada por el Dr. James Asher

Este trabajo esta sistematizado en el siguiente orden:

En el capítulo primero constan el Tema, la Contextualización, la Justificación, el Objetivo General, y los Objetivos Específicos.

El capítulo segundo consta del Marco Teórico que incluye las fundamentaciones teóricas en las que se basan la técnica del TPR algunas de estas son: Cómo aprender vocabulario, el contexto del aprendizaje de vocabulario, metas y recompensas en el aprendizaje de palabras, qué palabras aprender y cómo aprenderlas, entre otras.

El capítulo tercero está compuesto por las conclusiones y recomendaciones del trabajo de investigación.

Y finalmente el capítulo cuarto contiene los anexos de las actividades con las que se puede desarrollar y fortalecer el aprendizaje de vocabulario.

Toda esta información ha sido recolectada cuidadosamente con el único fin de contribuir en el aprendizaje de vocabulario.

ABSTRACT

Vocabulary Learnig is one of the most important fields when teaching English. We could have larned all of the gramatical rules and exceptions of

the language mentioned, but what if in our brain is not stored the needful among of words to complete and utter the message that we want to transmit? Then students will be in trouble. The guidelines and recommendations to develop this really important area is one of the aspects that covers this research work.

The investigation made in this research work is: **"Learning vocabulary through Total Physical Response."** Therein lies the importance to investigate one very popular technique for learning vocabulary called TPR. This technique was developed by Dr. James Asher.

This research work has been organized with the following structure:

In chapter one there is the theme, the contextualization, the justification, the main objective and the specific objectives.

Chapter two has the theoretical facts that includes topics based on TPR, some of them are: How to learn vocabulary, the context of learning vocabulary, goals and rewards in learning words, which and how learn words, etc.

Chapter three is composed by conclusions and recommendations.

Finally we find the annexes with activities that could help and strengthen the development of learning vocabulary.

This information has been selected only with the purpose to contribute students in the learning vocabulary process.

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CHAPTER ONE

1.1 THEME

Learning vocabulary through Total Physical Response

1.2 INTRODUCTION

The method described here like Total Physical Response (TPR), is, like all tools, most effective when used correctly in the correct setting.

According to Asher, TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. It looks to the way that children learn their native language. Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in class. The method also promises double efficiency in terms of rate of learning, according to several studies. In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as Simon Says or may involve more complex grammar and more detailed scenarios.

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling.

Because of its participatory approach, TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction.

According to its proponents, it has a number of advantages: Students will enjoy getting up out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is good for kinesthetic learners who need to be active in the class. Class size need not be a problem, and it works effectively for children and adults.

However, it is recognized that TPR is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way. It can be a challenge for shy students. Additionally, the nature of TPR places an unnaturally heavy emphasis on the use of the imperative mood, that is to say commands such as "sit down" and "stand up". These features are of limited utility to the learner, and can lead to a learner appearing rude when attempting to use his new language. Of

course, as a TPR class progresses, group activities and descriptions can be used which continue the basic concepts of TPR into full communication.

1.3 JUSTIFICATION

Most students find that they memorize words better if they do something with them. Even better is to try and learn the word in a typical combination with other words.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. That is mainly the reason for this project; make the students learn vocabulary in a better way, in a way that students could use their bodies as a tool to learn words from the second language.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. The secret is a unique "conversation" between the parent and infant. For example, the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth.

Notice that these "conversations" continue for many many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language.

When the child has decoded enough of the target language, speaking appears spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.

Children and adults experience the thrill of immediate understanding when you apply this powerful concept in your classroom. To discover how to do it step-by-step, take a look of this proposal that pretend to learn a second language like babies do. Using movements!!

"Babies don't learn by memorizing lists;

Why should children or adults?"

1. 1.4 OBJECTIVES

1.4.1 MAIN OBJECTIVE

-To teach vocabulary using the Total Physical Response technique.

1.4.2 SPECIFIC OBJECTIVES

-To review some learning vocabulary methods

-To study the TPR theory

-To present some activities useful in learning vocabulary.

CHAPTER TWO

2. 2.1 THOERICAL FACTS

Until recently, vocabulary learning was seen as peripheral to language acquisition, both theoretically and practically. Linguistic theory assigned word learning to a simple functional-associative model which of course could not accommodate syntax, and applied language researchers and teachers largely concurred with this view in an effort to be aligned with proper theories, and also in the knowledge that vocabulary was anyway too vast a quantity for direct instruction.

Much of this view has now been reversed. Theoretically, it now seems likely that language acquisition begins with word learning rather than syntax triggering, with words gradually "grammaticalized" through experience on a largely associative basis. Practically, studies throughout the 1980s and 1990s showed that vocabulary skill and knowledge are the precondition for most other language abilities and, in addition, the main source of variance in the final state of such abilities. It now seems clear that vocabulary acquisition does not happen by itself to any satisfactory degree, particularly as needed for first language literacy or a second language generally. Lexical growth must therefore be provisioned in language instruction. Yet one perception that has not changed is that the lexicon is dauntingly vast. It is not obvious that, or how, lexical growth can be affected by instruction to any useful extent.

The applied linguist who has done most to demonstrate that and how a lexicon can be a subject for instruction is Paul Nation, along with his colleagues and students from Victoria University in Wellington, New Zealand. Drawing together several earlier word frequency studies and validating and extending them with computational corpus analysis, Nation and colleagues have argued that the core vocabulary of a language can be identified and used as a systematic and comprehensive basis for testing and instructional design in language teaching. The core idea is that through careful analysis of both the target language and the needs of particular groups of learners, instructable portions of a second lexicon can be identified and the effects of knowing them predicted. For example, computer analysis shows that about 80% of the individual words in most written English texts are members of the 2000 most frequent word families, so that any second language reading course should ensure that its users meet and know these words. After roughly the 2000 mark, however, the pay off for direct learning trails off, and at that point learners should either rely on inferencing strategies or else move on to direct study of items that are frequent not in the language at large but in chosen areas of study or interest such as academic texts in general or domains of study like economics in particular. Either way, the goal is to arrive at a point where 95% of the running words are known in an average text, which a series of experiments show is the point where independent reading and further acquisition through inference become reliable. This systematic approach to vocabulary growth contrasts strongly to most of the approaches that preceded it.

A number of the sacred cows of vocabulary teaching are toppled by research findings. For example, there is no reason that learners should not use L1-L2 translation equivalents to remember words, and some good reasons that they should. There is no reason that learners should not use bilingual dictionaries. Words should not be presented in closely related groups, this causes interference and forgetting. Natural occurrence will not furnish learners with even a minimal lexicon. The debate that has raged for decades between direct teaching of vocabulary and strategy training is sterile: these are simply applicable to different and definable stages of learning. Teachers may find these ideas counterintuitive, yet the evidence seems clear.

Vast amounts of recent corpus linguistic and psycholinguistic research have been thoughtfully digested and incorporated. New sections deal with recent work on the collocational nature of lexical knowledge, on language testing, on the conditions of vocabulary acquisition, and on the issues attached to strategy training. Complex research is synthesized and summarized in plain language, and unambiguous pedagogical implications invariably follow--the work contains dozens of concrete ideas for teaching, testing, and learning. And throughout, open issues are indicated where Master's studies or instructional design projects might usefully be focused. The whole framework is ripe for application to other languages (such as French). The book is backed up by substantial Internet resources; an even more complete bibliography of vocabulary research is available online, as are most of the wordlists and software tools used in the various studies.

Language researchers and practitioners of all types need to study this file, after all, despite recent successes in redressing the balance between syntax and vocabulary, these successes are not widely known in the broader language teaching industry. Many TESL teacher training programs still do not have a course in "pedagogical lexis" while the standard course in pedagogical grammar is offered year after year without a second thought. This is truly odd, given that the jury is still out on whether grammar is even teachable. What makes clear is that vocabulary instruction is fascinating, it can be done systematically, and its results are predictable. And language learners walk around with dictionaries in their pockets not grammar books.

3. 2.2 How to learn vocabulary

Speaking a foreign language is one of the most rewarding things you can ever do. However, absorbing the huge amount of vocabulary necessary to learn any language can be time-consuming and discouraging. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on.

Here are some ideas that will set up the conditions for success in what can be a pretty dull and arduous task. Make things as easy as possible for yourself.

4. 2.3 The Importance of Context

It is important to learn vocabulary in context, as your brain will retain groups of words more easily than isolated phrases that are scattered unevenly in your memory. For example, learn all your food vocabulary together.

Learning long lists of unrelated words is boring, difficult and doesn't help you much when you come across those words in a different context. If you focus on learning words in the context you're most likely to find them, you're more likely to recognize them when you encounter them or need to use them again.

When learning food words, for example, think about when you'd be most likely to use them, i.e. when cooking, eating, shopping, etc, and learn other words related to those situations. Then try constructing sentences using the new words. Good dictionaries contain examples of usage which you can use as models for your own sentences.

As your knowledge of your L2 improves, using a monolingual dictionary is a good idea. This helps you to understand words through their meaning rather than relying on translations into your L1.

5. 2.4 Little and Often

It is the key to increasing your stock of words and phrases. This is the same basic principle behind getting fit – a muscle wastes away unless it is regularly exercised, and so it is with the brain's capacity to learn a language. Remember, you acquired your mother tongue through constant absorption and practice over a number of years. Rome wasn't built in a day and neither will your English vocabulary.

Firstly, decide how much time you have to learn vocabulary. Twenty minutes a day? Ten minutes three times a week? Be realistic about this; don't set yourself an over-ambitious target that leaves you doomed to failure. Next, find a time to do your vocabulary learning/revision, a time that you will be able to stick to. There is no point making an appointment with your vocabulary book when your favorite television programme is on – you are already fighting a losing battle.

Support your schedule with a timetable that is visible, on the fridge for example, and shows the days and times for revision. Each time you complete one of your sessions, tick it off on your schedule. Even better, create a progress chart to record your hard-earned successes.

6. 2.5 Goals and Rewards

Because language learning is a long-term project, it is sometimes easy to lose sight of progress you are making. We are often convinced that we are

getting nowhere. This is why it is always a good idea to set up short-term goals and rewards.

As for rewards, it is important that they are meaningful to you: a chocolate bar, a face mask, ten minutes on EBay or skateboarding, whatever it takes to motivate yourself.

Rewards can be used tactically – double them on days when you just feel that you cannot be bothered. In the early stages of setting up a regular learning schedule it is a good idea to reward yourself everyday just for sticking to the programme. You will then find that, just as an athlete can run for a bus more easily than a couch potato, so it gets easier to absorb more and more words and phrases. Your motivation increases and just keeping to the schedule is more likely to be rewarding in itself.

7. 2.6 Which words to learn?

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- Learn the words that are important to the subjects you are studying.
- Learn the words that you read or hear again and again.
- Learn the words that you know you will often want to use yourself.

-Do not learn words that are rare or not useful (your teacher can help you with this)

8. 2.7 How to learn words

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- Write the words in a notebook with their translations or definitions.
- Write the words and definitions on small cards ,say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- Put the words into different groups (you could use a graphic organizer)
- Write them in a file for use with a computer program
- Make associations (in pictures or with other words)
- Ask someone to test you
- Use the words in your own speaking or writing

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word.

In all of the above ways, you are doing something with the words. It's usually not enough to just read through a list of words with their definitions

or translations and try to remember them. Most students find that they memorize words better if they do something with them. Even better is to try and learn the word in a typical combination with other words. Learning that **to apologize** means **to say sorry** is a good start, but it's much better to learn a whole expression containing the word, e.g. He apologized for being late. Not only is this often easier to remember, but you are also learning some very important information on how the word is used.

9. 2.8 Learning vocabulary by reading

The way you learned very many of the words in your own language was by meeting them in the books and magazines you read. The context of a new word in a sentence or story was often enough for you to guess the meaning. Meeting the word again and again in your reading helped you learn it for use in your own speaking and writing. Doing lots of extra reading for pleasure - both fiction and non-fiction - is an excellent way to learn new English words, too. But choose books that you find quite easy to read. Difficult stories or texts that you struggle to understand will not help you to develop your vocabulary the natural way. But remember to learn new words from reading you have to read a lot.

Another great way to build up your vocabulary is to have reading books, magazines, newspapers or comics written in your L2. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary

to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

10. 2.9 More information about learning words

The vocabulary you know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking. Active vocabulary is all the words you understand, plus all the words that you can use yourself. Your active vocabulary, in English and your own language, is probably much smaller than your passive vocabulary. The more you work on learning a word, as suggested above, the more likely it is that it will become part of your active vocabulary.

11. 2.10 Things to know about the words you learn

Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- how it is spelled

- How it is pronounced

-How it is inflected (i.e. how it changes if it is a verb, noun or adjective)

-Other grammar information about it

-How it collocates (i.e. what other words are often used with it)

Native speakers learn these things about words by hearing them and reading them again and again. This is the best way for you to learn them, too.

Once you have got to grips with the fundamentals of a language (pronunciation, orthography and basic grammar), you can concentrate on learning vocabulary. This is probably the most important and time-consuming part of learning a language. Below are a few techniques to help you with this task.

12. 2.11 Associate the familiar with the unfamiliar

Try to find word or phrases in your L1 which sound like and if possible have a similar meaning to words in your L2. Build mental images or draw pictures based on the connections. For example, the Spanish for "ice" is *hielo* (m), which sounds like yellow. To remember this word imagine yellow ice. This is an enjoyable method because many of the associations you think up will be silly, absurd or bizarre.

13. 2.12 Genders

To remember genders try picturing a Spanish-speaking region, divide it into two and place masculine nouns on one side and feminine words on the other. In the case of ice imagine the masculine half covered in yellow ice.

If your L2 has many genders, imagine a large building with many floors, assign a different gender to each floor and place words on the appropriate floor according to their gender.

14. 2.13 Testing and revision

To ensure the words stick in your memory, test yourself on them at regular intervals. If you learn some new words in the morning for example, check that you can still remember them later that day, the next day, a week later and a month later. If you find some words hard to recall, try thinking up different associations for them. You may need to try several different associations before you find one that works.

15. 2.14 Learn related words and phrases

When learning the word for hand, for example, try to learn related words, such as parts of the hand; actions of the hand; other parts of the body, and things you might wear on your hands. Also try to learn words with the same root and phrases which include the word hand.

As you learn more words you will start to spot connections between words. The more words you learn the easier you will find it to guess the meanings of new words.

16. 2.15 Learn words in context

Learning long lists of unrelated words is boring, difficult and doesn't help you much when you come across those words in a different context. If you focus on learning words in the context you're most likely to find them, you're more likely to recognize them when you encounter them or need to use them again.

When learning food words, for example, think about when you'd be most likely to use them, i.e. when cooking, eating, shopping, etc, and learn other words related to those situations. Then try constructing sentences using the new words. Good dictionaries contain examples of usage which you can use as models for your own sentences.

As your knowledge of your L2 improves, using a monolingual dictionary is a good idea. This helps you to understand words through their meaning rather than relying on translations into your L1.

17. 2.16 Practice reading as much as possible

A great way to build up your vocabulary is to have reading books, magazines, newspapers or comics written in your L2. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

18. 2.17 Total Physical Response

Total Physical response is a language learning method that started in the 60's and 70's and it is based on the belief that the process of learning a language has to begin with listening comprehension before production. Total Physical Response has to do with the coordination of speech and action. The teacher gives commands to the students and the pupils have to demonstrate that they understand the commands by performing them.

Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

Total Physical Response is linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves gamelike movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

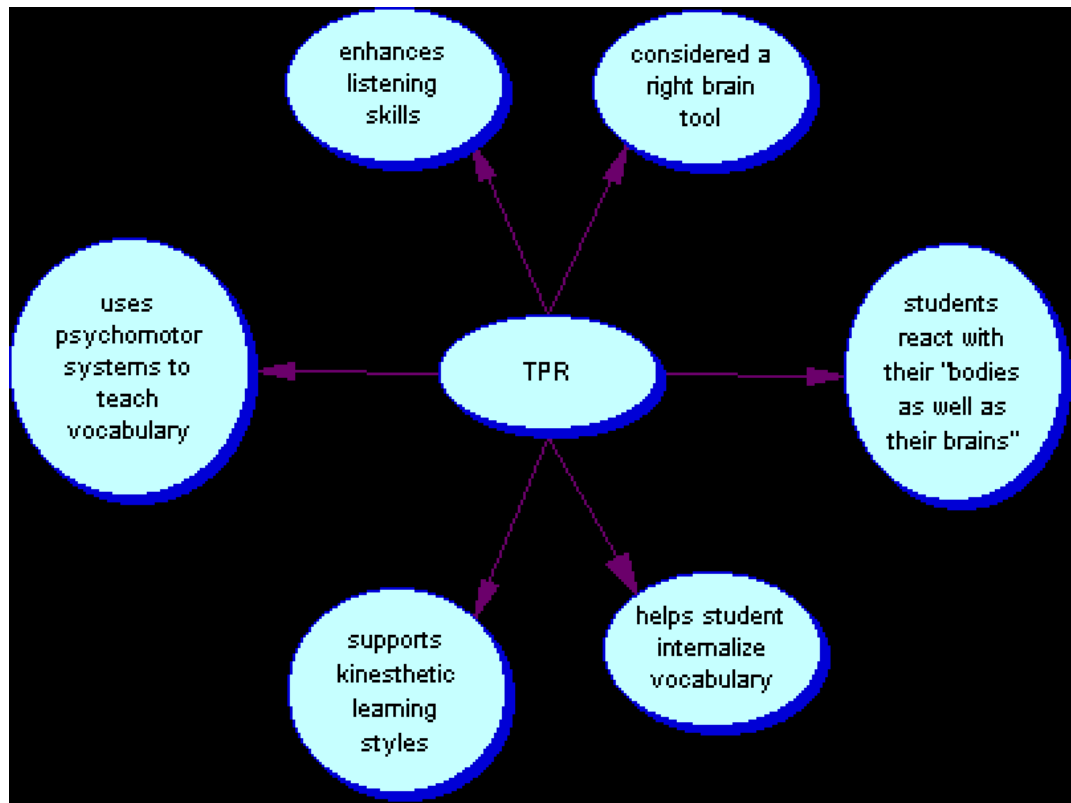
Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that comprehension abilities precede

productive skills in learning a language; the teaching of speaking should be delayed until comprehension skills are established; skills

19. 2.18 Benefits of TPR

TPR is the world's most thoroughly researched approach in second language acquisition. First, it's successful with children and adults learning any language. Second, it has the following three strong features:

1. High-speed understanding of any target language.
2. Long-term retention.
3. Zero stress! Besides, it's enjoyable for teachers as well as students.



20.

21. 2.19 Theory foundations of TPR

TPR developed out of the “trace theory” of memory in psychology dating to 1940, it’s based on the premise that if students are allowed to learn a second language in a non-threatening manner, the learning will come much easier and will be much more enjoyable. It is also based on the theory that the acquisition of a second language is made easier with a speech-sensory-kinesthetic approach. The teaching strategies used in TPR reflect a model of the way children learn their primary language (Marlatt, 1995)

Asher suggests that the three key ideas in the instructional format for children or adults learning a second language are (Asher, 2003):

1. Understanding the spoken language should be developed in advanced of speaking.
2. Understanding should be developed through movements of the student's body. The imperative is a powerful aid.
3. When the target language is internalized, there will be a point of readiness to speak.

Brain switching

The left brain responds to input such as:

- analyzing
- critiquing
- discussing
- explaining
- talking
- telling

The right brain responds to input such as:

- acting
- drawing

- games
- gesturing
- metaphor
- physical movements

Dr. Asher suggests using techniques that allow students to switch back and forth between right-brain and left-brain thinking. New material is internalized in the right brain through TPR

activities. Verbal exercises of speaking, reading, and writing allow the student to switch and use the left side of the brain.

22. 2.20 Some Myths About TPR

Myth 1: TPR will only work for children.

When you use TPR to give adults a "level playing field" with children, something quite extraordinary happens. Adults outperform children. The only advantage children have is acquiring a near-native pronunciation.

Myth 2: TPR is limited to the imperative.

The imperative is the "golden tense" because students of all ages have instant understanding of the target language. From here, students can make a smooth transition to all other grammatical features.

Myth 3: TPR is limited to beginning students.

TPR is a powerful tool that enables students to internalize a huge volume of the target language with high-speed. But, this achievement can exhaust students. The secret here is to switch back and forth to other techniques. TPR should be reserved for any new vocabulary or grammatical feature. Internalize the item first through the body, and then switch to the verbal side of the brain in short dialogues, stories, patterned drills, etc. we will guide you step-by-step in how to apply TPR for best results at all levels.

23. 2.21 The “Why” and “How” of TPR

Dr. James J. Asher first described the TPR method in his book “Learning Another Language Through Actions”. He and other linguists observed the following characteristics about successful language learners:

1. Good language learners achieve fluency faster when they are immersed in activities that involve them in situational language use.
2. Good language learners often start their language learning with a period of silence as they watch the effect of language on others.
3. Good language learners show comprehension by successfully accomplishing language-generated tasks.
4. Good language learners focus on overall sentence meaning rather than a sentence's grammatical parts.

5. Good language learners make faster progress when the language of instruction is consistent on a daily basis

6. Good language learners make faster progress when the content involves language that is clearly usable or valuable outside the classroom.

24. 2.22 How to teach using TPR:

TPR's LIMITATION. The TPR method described here is for use with students who are complete ESL beginners only. If the student is able to spontaneously volunteer any English, he is going to find this script very limiting and is probably better in a class where he can continue to work on his oral production skills.

TPR and the syllabus. TPR is recommended as just one component in the syllabus for beginning students. Other syllabus components may include, for instance, numeracy, date and time recognition, writing, listening discrimination, picture stories etc.

Class size. TPR works best with about 10 students, and there will be too much unfocused time as each student waits for his turn during the individual demonstrations. Fewer than six it becomes difficult to limit the number of new vocabulary items to a "learnable" number making the lesson too heavy with vocabulary. If you do have more than 10 students, maybe you can use a volunteer. If so, be sure to provide training and a lesson plan record sheet to monitor progress.

25. 2.23 Trying a Total Physical Response activity

In the classroom the teacher plays the role of parent. She/he starts by saying a word 'jump' or a phrase 'look at the board' and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase then the teacher can ask the students to direct each other or the whole class. It is more effective if the students are standing in a circle around the teacher and the teacher can even encourage them to walk around as they do the action.

Most teachers are familiar with this technique of teaching a language through the use of commands. This technique usually involves giving a series of oral commands, which individual students carry out. Research findings show that the students watching learn as much if not more as the students performing the actions.

Gesture or mime if necessary to help the students out. Often, however, the teacher doesn't need to provide much correction, as this is usually done quite spontaneously by the rest of the class. As soon as the students begin to understand the basic commands, vary the order. This prevents students from simply memorizing the order without listening carefully to the commands themselves.

Play with the commands. For instance, order a student to sit down when the nearest chair is four meters away. Or, tell a student to pick up a book and write his name. Or, tell a student to pick up a chair and put it in his pocket. Use your imagination!

Write the commands on large strips of paper and you have a reading variant. If the strips are held up so that everyone can see them, this becomes a simple reading lesson for the whole class. Have one of the students give the commands and you have a speaking variant. A variant of this, sometimes termed "robot", the student being given the instructions playing the part of a "robot" and obeying the commands. Younger school children seem particularly fascinated with "robot", when the teacher plays the role of the robot and they get to give the orders.

Commands can also be used to teach tenses. Write a series of commands on a cue card or on a piece of paper. Hand the cue card to a student. Tell the student to read the card silently and carry out the commands. These explicit instructions to the student are necessary; otherwise, the student will probably read the card out loud and then just sit there.

Once the first student has completed performing the series of commands, conspicuously take the cue card from the first student and give it to a second student. Have the second student carry out the same set of commands. Again, take the card from the second student and give it to a third. Have the third student carry out the commands.

Some of the commands could be:

1. Stand up.
2. Walk to the board.
3. Pick up the chalk.
4. Write your name.
5. Put the chalk in your pocket.
6. Pick up the eraser.
7. Erase your name.
8. Put the eraser down.
9. Go back to your desk.
10. Sit down.
11. Stand up again.
12. Go back to the board.
13. Take the chalk out of your pocket.
14. Put the chalk down.
15. Go back to your seat.

2.24 Ideas to keep in mind when using movement activities

- Can be used at the beginning of class as an assessment of prior knowledge or as a grabber for the lesson that day, as an activity that reinforces vocabulary or as a formative check, or as a review.
- Have a specific plan for addressing potential behavioral problems.
- Set up behavioral expectations and consequences at the beginning of the activity especially the first time you use it.
- Move from simple concepts to more complex.
- Preplan your activity thoroughly.
- Begin and move through the movement activity quickly.
- Use pairs or groups to help manage the class.
- Make sure the entire class is engaged even if they are not actually performing the movement. Example: thumbs-up, thumbs down.
- Use movement activities as a check for understanding and a way to assess misconceptions.
- Give opportunity to do movements individually and as part of a group.
- Consistent oral feedback during movement activities helps them remain engaged.
- Have students write out in words what they did in their movement activity and why this movement was appropriate.

-Encourage students to construct their own methods of movement to describe a particular concept.

-Use probing questions to find out why students used a particular movement to represent a concept.

-Use debriefing after (non-review) activities to make sure they were meaningful - students made the connection to the concept/content or understood the main ideas.

CHAPTER THREE

3.1 CONCLUSIONS

-TPR has enjoyed some popularity because of its support by those who emphasize the role of comprehension in second language acquisition.

-TPR is a high speed language acquisition proved in this study. The facts that student A and B performed better and student C's performance was stable at the maintenance phase shows the maintaining effects of TPR.

-The maintaining effects of TPR on expressing abilities for learning English functional vocabulary for resource classroom students were found. All the students progressed at the maintenance phase, and it demonstrated that TPR results in long –term retention.

3.2 RECOMMENDATIONS

-Make the duration of implementation longer, students spontaneously begin to speak in the new language after about 10 to 20 hours of understanding the target language through physical movements. It's recommended that the students learn English through TPR for at least 24 times, 40 minutes per time.

-To avoid frustrated experiences and to make them be confident, we should considerate the language development of students with special needs, their

weakness in learning. It's recommended that sentences that are complex or similar should not be taught at first for the resource classroom students.

26.

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27. 3.4 ANEXXES

Sometimes learning vocabulary can be an uphill slog. Create the conditions for success with these simple but effective techniques and watch your word power increase.

28. AIR WRITING

PROCEDURE:

Divide the class into two groups. Choose a leader from each group. The teacher has to show some words to review vocabulary to the leader. The leader has to write the words in the air using his/her finger. The rest of the group have to guess the words and accumulate points to be the winners

29. COMPARE YOURSELVES

PROCEDURE:

In pairs, students find different ways of comparing themselves with each other. They have to find physical differences and write down or simply say the appropriate sentences.

EXAMPLE:

You are taller than me

Tina has longer hair than me

Jaime is older than Luis

Peter has more brothers than I have

30. FEEL THE OBJECT

PROCEDURE:

The teacher has to collect various objects from the students and from around the room. You can do this by asking the students to bring them to you. The teacher puts the objects in a bag. Hold the bag and then ask some students to feel the objects and try to identify some of them.

31. FIRST, SECOND, THIRD

PROCEDURE:

To review vocabulary, ask about ten students to stand up at the front of the class. Ask them to arrange themselves in alphabetical order of their first names. When they are in order they should each say their name. They could also say the names of all the other students in the line.

VARIATIONS:

Standing in order of their birthdays through the year. They should then give their birthday dates in turn.

Standing in the order of the distance they come to school.

Standing in the order of the times at which they get up or go to bed.

32. HOW MANY THINGS CAN YOU FIND OF THAT....?

PROCEDURE:

To learn vocabulary, in groups, students try to think of and note down as many things as they can that fit a given definition and that they know in English. After two or three minutes that they see the ideas written on the board. They have to stand up and have a competition to see which group can find of the most items.

POSSIBLE IDEAS:

Things that work with electricity

Things that make noise

Things that are rectangular

Things that are round

Things that you can use to sit on

33. ADDITION, SUBTRACTION, MULTIPLICATION , DIVISION

PROCEDURE:

Divide the class into two groups. Two students have to pass to the front; they have to hide their fingers until the teacher says one of the words: addition, subtraction, multiplication or division. The two students show their

fingers at the same time and the student that makes the operation first gets one point for the group.

34. SIMON SAYS

PROCEDURE:

Give the students a series of simple commands to perform. Then tell them that only commands prefixed by the words "Simon says" are to be carried out, anyone who makes a mistake and obeys other commands loses a life. After three or four minutes, how many students have still lost no lives?

VARIATION:

Give the command while actually doing an action that may or may not be the same, the student have to do what the teacher says, not what you do.

35. WALKING WARMERS

PROCEDURE:

You need a space free from chairs and tables. Use a selection of activities each lasting about 10 to 15 seconds.

VARIATION:

Ask the students to invent their own actions and to take the role of organizer.

NOTE:

These activities are potential for new classes. The physical movement and the inventiveness can provide a welcome change from more sedentary work.

POSSIBLE ACTIVITIES:

Act as if they are very old

Act as if they are sleepwalking

Act as if they are a beggar

Act as if they are a little child

Act as if they are walking on ice

Act as if they are exhausted.

36. WHY HAVE YOU GOT A MONKEY IN YOUR BAG?

PROCEDURE:

Empty a bag. Go out to one of the students, give him or her bag and ask:

Why have you got a monkey in your bag? The student has to say a convincing or original reason why there is a monkey in his or her bag. After giving the reason , he or she then takes the bag and goes up to another student with the same question, only this time using another object.

This activity is good for relaxation, after exams for example.

37. WORD CARDS

PROCEDURE:

Students take turns to come to the front of the class and to stand facing the class showing the word cards that the teacher gives to them. Students should stand with other students so that their words begin to make up a sentence. As the sentence begins to emerge, it may be that students displaying their words have to move further along or further back in the sentence. This is an activity which provides an intensive experience of sentence construction and in a form which many students can appreciate.

VARIATION:

Write a word on a strip which you know could be the first word in a sentence. Challenge a student to imagine what word might come next and to write it in another strip and so on.

