

TRIGGERING LEARNING OF VOCABULARY THROUGH TPRS ACTIVITIES IN
THIRD GRADERS

By

Katherine Hernández Muñoz

Vivian Johana Marín Cabrera

A Research Project

Unidad Central Del Valle Del Cauca

Licenciatura En Educación Básica Con Énfasis En Lenguas Extranjeras

Tuluá-Valle

2011

TRIGGERING LEARNING OF VOCABULARY THROUGH TPRS ACTIVITIES IN
THIRD GRADERS

By

Katherine Hernández Muñoz

Vivian Johana Marín Cabrera

Advisor :

Rafael Hernández Cuesta

A Research Project

Unidad Central Del Valle Del Cauca

Licenciatura En Educación Básica Con Énfasis En Lenguas Extranjeras

Tuluá-Valle

2011

Approved: _____

Index

Abstract.....	6
Acknowledgment.....	7
Chapter 1: Introduction	8
Chapter 2: Theoretical framework.....	21
Chapter 3: Methodology.....	34
Appendix.....	63
Bibliography	81
Lesson plans book	85

List of Graph and Figures:

Graph

Graph 1:	37
Graph 2:	38
Graph 3:	38
Graph 4:	39
Graph 5:	40
Graph 6:	42
Graph 7:	42
Graph 8:	43
Graph 9:	44
Graph 10:	45
Graph 11:	49
Graph 12:	49
Graph 13:	51

Graph 14:	52
Graph 15:	52
Graph 16:	53
Graph 17:	54
Graph 18:	56
Graph 19:	57
Graph 20:	58
Graph 21:	59
Graph 22:	60

Figures

Figure 1: Chronogram.....	63
Figure 2: Survey 1.....	64
Figure 3: Test 1.....	67
Figure 4: Journal.....	68
Figure 5: Lesson plans.....	69
Figure 6: Chronogram of implementation stage (Lesson plans)	68
Figure 7: Test 2	72
Figure 8: Survey 2.....	75
Figure 9: Pictures.....	79

ABSTRACT

This research project analyze the pro and cons of the implementation of the TPRS methodology in a third grade of a primary school to improve vocabulary knowledge, also the project presents an explanation of Total Physical Response Storytelling, it explains why it is an effective method of foreign language teaching, the reaction of the students before and after the implementation of the TPRS and how it can combine the teaching of vocabulary with the teaching of grammar rules.

ACKNOWLEDGMENT

We would start giving special thanks to God for allowing the development of this research project, also to our families and our teachers for their assistances and valuable advances. Our thanks also belong to our monograph supervisor the engineer and program professor Rafael Hernández Cuesta for his comments and contributions to this work, and finally our most special thanks to the students of the grade 3-2 of the School Luis Carlos Delgado to participate in the development of this research project.

CHAPTER 1: INTRODUCTION

“Vocabulary is more than a list of words, and although the size of one’s vocabulary matters, it’s knowing how to use it which matters most. The best comparison is to an artist’s palette of colors which can be mixed and applied to create powerful effects.”¹ Vocabulary is outstanding while learning a foreign language; it provides the grounding of an effective communication, without vocabulary there is not a successful communication, therefore while teaching vocabulary is important to provide the learner the required tools to make this process of learning vocabulary an effective process.

The amount of vocabulary grows eventually with time and practice of the rest of communicative skills, such as reading and listening. However, learning a foreign language implies less exposure to the target language, causing a limited amount of vocabulary known by the learner. With less exposure in the target language it becomes a necessity to apply methodologies that can balance such disadvantage in order to help the learner to acquire a large range of vocabulary improving his communicative skills in the target language. *“To know a word, students need to see it in context and learn how its meaning relates to the words around it.”*²

¹ Teaching effective vocabulary, what teachers can do to increase the vocabulary of children who start education with a limited vocabulary. Department for children, school and family. [www.teachernet.gov.uk/publications DCSF-00376-2008](http://www.teachernet.gov.uk/publications/DCSF-00376-2008) (Consulted 05/08/2011)

²Johnson Cynthia and Drew. Why teach vocabulary? Page 3 http://eps.schoolspecialty.com/downloads/articles/why_teach_vocabulary.pdf (Consulted 05 / 08/ 2011)

The importance of the vocabulary while learning a L2 (second language), the English language in this particular context, provides the grounds to this monograph. *“Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated and researchers have found that word knowledge in primary school can predict how well be able to comprehend texts they read in high school. Limited vocabularies prevent students from comprehending a text. Poor readers often read less, because reading is difficult and frustrating for them.”*³ According to this, learning vocabulary since primary school is important for the students not only to improve reading comprehension but also the vocabulary knowledge, in other words the amount of vocabulary known is highly related with the students reading skills, through reading the student can have more vocabulary therefore they can understand in a better way the texts that they have to read in the second language (English).

*“You can say very little with grammar, but you can say almost anything with words!”*⁴ Vocabulary is important in English teaching because it is a main part of the communication and it allows the learner to develop relationships with others, at first sight it can be taught that in the teaching process, grammar is the main priority but grammar is meaningless without vocabulary; the student can only succeed in in any of the four basic skills of communication, speaking, listening, writing and reading with the proper amount of vocabulary, without vocabulary grammar is isolated and unsuccessful.

³ JOHNSON, Cynthia and Drew. Why teach vocabulary? Page 1 (Consulted 05 / 08/ 2011)
http://eps.schoolspecialty.com/downloads/articles/why_teach_vocabulary.pdf

⁴ THORNBURY, Scott. How to teach vocabulary: how words are learned; Person Longman, 2002.
Pag 13

Study of grammar is significant when the students are learning a foreign language or second language; for example when they have to recognize the order of the words, when they are necessary, or the correct use of these words can help the students to understand the foreign language but nevertheless *“if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more word and expressions”*⁵ the best way to improve in the learning of a second language in this case English is learn words and expressions in other words “vocabulary”, obviously the rules (grammar) are useful but is more important have a good vocabulary knowledge if the learner of a L2 want to improve in the learning of the second language.

Vocabulary is one step in the learning process of a L2, however in vocabulary there is not a final step; whether a person is learning English as its mother tongue or a target language, the exposure to new vocabulary is constant, everyday a person can learn a word. Nevertheless the lack of vocabulary in the target language while learning can be a disability, because it inhibits the communication of the learner. The improvement of the learning process of the vocabulary implies a fluent communication, but also provides to the learner grounding to keep on learning even when there is not a teacher to guide that process.

Learning is a process affected by different circumstances in which the age of the learner is probably the most influential; children have different motivations while learning than adults. Children are more likely to be kinesthetic and visual, while adults prefer reading activities in which they can express and argue judgment, opinions or thought. Because of that this research project is directed to the

⁵ THORNBURY, Scott. How to teach vocabulary: how words are learned; Person Longman, 2002.
Pag 13

improvement of the vocabulary learning process in children by means of the implementation of TPRS methodology.

Developing an investigation about the vocabulary learning process in children and how this process can be improved, it requires a research that considers the needs and requirements of the learners. Learning a L2, especially in children have to be a similar process as the process of learning the mother tongue; “Asher's Total Physical Response is a "Natural Method" in which Asher (1970) sees first and second language learning as a parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning”⁶ meaning by this, that the process highlights the importance of absorbing as much knowledge as possible in order to use it when the learner is ready.

But if the learners do not have a useful vocabulary they will have problems with the other skills and developing other processes, *“Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an underdeveloped vocabulary will be seen in **poor reading comprehension**, as children struggle to extract meaning from reading passages.”*⁷ In other words the lack of vocabulary can cause problems in the learning of English due to the students need vocabulary knowledge to increase their progress in the foreign language, it can explain for example the low levels in the results of the test or exams presented by the students, it is due to

⁶ TOTAL PHYSICAL RESPONSE.

http://www2.vobs.at/ludescher/total_physical_response.htm (Consulted 06/08/2011)

⁷ SCHOLASTIC, The Importance of Vocabulary on 3 rd and 4 t h Grade Standardized Tests

http://teacher.scholastic.com/products/texttalk/pdfs/Vocab_Test_Analysis.pdf (Consulted 06 / 08/ 2011)

the fact that with a poor vocabulary the comprehension of a text or a question is limited to the students.

Today the lack of vocabulary is a problem present in the students but it is not only a problem related to the students but also it involves problems with the “methodology”, because in many cases vocabulary teaching is related to one activity: look up in a dictionary a large list of words and write the meaning; the learning process can be affected if it is the only activity used to teach vocabulary and if it takes into account that for children it is boring, it can also affect enthusiasm in the classroom and the participation of the students. *“Tradition, vocabulary instruction has focused on having students look up Word meanings and memorize them. This teaching approach, however provides only superficial and short-term learning of word”*⁸

Poor vocabulary range in children apart to causing low levels in reading comprehension, and affect the motivation in the class can stop the improvement of the oral skill too due to in a specific situation like a dialogue children (students) need to communicate something but they cannot do it, unless these situations can be different if they have enough vocabulary to express their ideas. *“It does seem hard to overstate the importance of vocabulary—not only for reading achievement but also for general social and economic success. The early years of a child’s life have a profound influence on that child’s language and vocabulary development, which in turn greatly influences school success.”*⁹ It shows how important is that children learn vocabulary since their early years in school not only because it helps

⁸JOHNSON, Cynthia and Drew. Why teach vocabulary?. Page 1

http://eps.schoolspecialty.com/downloads/articles/why_teach_vocabulary.pdf (Consulted 05 / 08/ 2011)

⁹ PIKULSKI. John J and Templeton Shane. Teaching and Developing Vocabulary: Key to Long-Term Reading Success, Houghton Mifflin Company, 2004, Litho in U.S.A. page: 12

http://www.eduplace.com/state/author/pik_temp.pdf (Consulted 04 / 08/ 2011)

to prevent future problems associated to the lack of vocabulary, but also because this helps to motivate the learning process due to children can learn about grammar or others topics while improving their lexicon studying vocabulary, this fact will help the early students throughout all their school years.

Besides, it confirms that the problem is the lack of vocabulary in the target language (English) and it is associated with the lack of tools to use such vocabulary in a context; but this problem can be improved by the implementation of the adequate methodology, a methodology to facilitate the learning process in an easy way suited to the students age. *“Students might even have a receptive knowledge of a wider range of vocabulary, which means they can recognize the item and recognize its meaning. Nevertheless, their productive use of a wide range of vocabulary is normally limited, and this is one of the areas that need greater attention. At this stage we are concerned not only with students understanding the meaning of words, but also being able to use them appropriately, taking into account factors such as oral / written use of the language”*¹⁰

For this reason TPRS or Total Physical Response storytelling (It was developed during the 1990s by Blaine Ray, in California, in a high school as a Spanish teacher) is considered a complete methodology, ideal to teach vocabulary and it is the adequate methodology to improve the lexicon of the students, the TPRS uses activities where the students acquire vocabulary through stories, It uses these stories to facilitate the students to learn vocabulary, and as they can act into the stories and associate verbs, subjects, actions, etc with a mimic, in other words *“TPRS facilitates a natural order of acquisition. While many methods focus prematurely on activities, which require output (production in the form of writing or*

¹⁰MORAS, Solange. Teaching Vocabulary To Advanced Students: A Lexical Approach, Sao Carlos, Brazil, July 2001

<http://www3.telus.net/linguisticsissues/teachingvocabulary.html> (Consulted 02 / 08/ 2011)

speaking), TPRS focuses on input by providing a myriad of “input-based activities” before students are required or expected to speak and/or write.”¹¹

TPRS is an innovative method, it permits the free improvement of the communicative skills in the same way, also *“It is a multi-sensory methodology; it meets the needs of various learning styles. Gestures and acting, for example, meet the needs of kinesthetic learners; visual images (illustrations, props, puppets, live actors, etc.) satisfy the needs of visual learners; the tremendous amount of contextualized, comprehensible input appeals to visual and auditory learners. Students develop a real “ear for the language,” learning to listen and respond to what sounds right.”¹²*

By this methodology, the learners are exposed to the vocabulary in several and interesting manners, and considering how children learn, this methodology helps them to develop their senses while learning. However the effectiveness in the implementation of a teaching methodology can be affected by the context where such methodology is applied. For the purposes of this project, the main question to be answered is: how effective can be the TPRS methodology in the improvement of the vocabulary teaching process in third graders at “Luis Carlos Delgado School”.

The AGUACLARA School, is a public school located at Tulua city, it provides education since preschool until high school. This school is part of the Institucion

¹¹ GAAB, Carol. How to Apply TPRS® for Best Results, introduction, 05 / 08/ 2011 page 1
[http://missduncan.com/tprs/files/tprs/How%20to%20Apply%20TPRS%20for%20Best%20Results%20\(Carol%20Gaab\).pdf](http://missduncan.com/tprs/files/tprs/How%20to%20Apply%20TPRS%20for%20Best%20Results%20(Carol%20Gaab).pdf) (Consulted 02 / 08/ 2011)

¹² *ibid*, page 1

Educativa Aguaclara; it has five venues they are: Intitucion Educativa Aguaclara High School and the schools Nuestra Señora Del Carmen, Alejandro Henao, San Francisco and Luis Carlos Delgado. This project was developed with the students of the Luis Carlos Delgado School, one of the five venues, located at AGUACLARA in the Avenida Principal 26-36 via Aguaclara; in addition Aguaclara is a big rural zone of this city. It is a public school and has a full time schedule (morning - afternoon), in the morning there are three grades (0, 1st, and 2nd, of primary school) and in the afternoon there are two (3th and 4th of primary school). The institution has among 1000 students in the full time and 15 teachers.

The MISSION of this school is to educate children, young people and adults through active methodologies and through these achieve quality standards and allowing the students to continue with their higher education and also to be able to work with a human sense and social responsibility. As for the VISION of the school, it is expected for 2012 that the school will be recognized as an excellent institution with a curriculum aimed to solve the needs of the students, and with an environment suited to the acquisition of the required skills for the successful performance of their graduates. As for the participants of the investigation, the chosen group had 40 students, 21 girls and 19 boys, among 8 and 10 years old with strata 1 and 2; who lived in others places around the school. Their English teacher is the graduate Homar de Jesus Garces Moscoso and the schedule was two hour per week, Tuesday from 12:30 pm until 1:15 pm and Thursday from 5:15 pm until 6:00 pm.

This project wants to improve the vocabulary learning process through the implementation of a TPRS methodology, for this reason and in order to carry on with this project, the first goal was to identify the range of vocabulary of the

students in English; by means of the implementation of a test, it was found a lack of vocabulary from the students. The standards of English in the Colombian education are established in by the Ministry of Education in the published paper “FORMAR EN LENGUAS EXTRANJERAS: INGLÉS ¡EL RETO!” (2006). the standards presented in this paper are divided in five categories, (first and third grade, fourth and fifth grade, sixth and seventh grade, eighth and ninth grade and tenth and eleventh grade).

The guidance of these standards provides the grounds while developing the second goal which was to design lesson plans based on the TPRS methodology. In terms of vocabulary, and taking into account that the standards were taken from the European Framework they require the implementation of the correct methodology to develop the expected levels.

“Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. “Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for children.” (Rupley, Logan & Nichols, 1998/99). Students’ word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies”¹³

¹³ SEDITA, Joan. Effective Vocabulary Instruction , Published in “Insights on Learning Disabilities” 2(1) 33-45, 2005, page 1

Since this research project tended to improve the vocabulary in English of the students by applying the TPRS methodology, the lesson plans must be developed following the requirements of such methodology, and by this it can be identified how effective the TPRS methodology can be for the improvement of the vocabulary learning process. *“The goal of TPRS is language use for meaning and understanding. Therefore, all language (vocabulary) is taught in **context** via interesting and engaging stories. The result is that students focus on listening to and reading memorable, entertaining stories, rather than on consciously trying to learn or memorize vocabulary and rigid grammar rules.”*¹⁴ It also shows that the TPRS methodology works at the same time with two or more skills (reading, listening, speaking, etc.), and involves also other important aspects like grammar rules and learning of vocabulary; TPRS provides the students a complete teaching joining the most important aspects of learning a second language but using different and interesting activities; TPRS use the stories to get the attention of the students and involve them on the class by means of the creation or the participation of the story, in other words, while the students practice listening and reading, they are learning vocabulary too.

And finally, this project wanted to determine how useful the TPRS methodology is in the English teaching process, even though this research project tends to improve the vocabulary learning process of the third grade students, it is also important to determine if the TPRS methodology can fulfill the needs of the

<http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf>
(Consulted 05 / 08/ 2011)

¹⁴ GAAB, Carol. TPRS: Evolution or Creation?; Published in Language Magazine, March 2006, Vol 5, No. 7

www.language magazine.com. 07 / 08/ 2011

[http://missduncan.com/tprs/files/tprs/TPRS%20-%20Evolution%20or%20Creation%20\(Carol%20Gaab\).pdf](http://missduncan.com/tprs/files/tprs/TPRS%20-%20Evolution%20or%20Creation%20(Carol%20Gaab).pdf) (Consulted 02 / 08/ 2011)

students in terms of learning vocabulary in English, the improvement of the students implies an improvement in their learning process but also in the teaching process, since they learn only as much as they are taught. *“With TPRS, students learn words through movement and gestures. They hear words over and over again; they don't just see them on a worksheet or two. From the beginning students develop a real ear for the language and find themselves able to actually use it in real settings, something that many students cannot do after years of studying a language in a more traditional classroom.”*¹⁵

The TPRS methodology is a useful tool to teach vocabulary and it has been mentioned in several occasions throughout this chapter, and although this methodology is highly unknown in terms of researches in the Colombian education on the contrary in other countries such as the United States this methodology is quite known specially for its good results in language teaching not only in children but also in adults.

As an example of the use of the TPRS methodology this project uses as background the thesis: **TOTAL PHYSICAL RESPONSE STORYTELLING: AN ANALYSIS AND APPLICATION** by MICHAEL K. BRUNE and **TOTAL PHYSICAL RESPONSE STORYTELLING AND THE TEACHING OF GRAMMAR RULES IN SECOND LANGUAGE INSTRUCTION** By Angela M. Dettenrieder. The first thesis was presented to the Department of Germanic Languages and Literature and the Clark Honors College of the University of Oregon in partial fulfillment of the requirements for degree of Bachelor of Arts June 2004; is a complete study about the implications of the TPRS methodology including the

¹⁵ BACHMAN, Catania Amy. About TPR Storytelling
<http://amycatania.tripod.com/cuentosfantsticos/id4.html> (Consulted 05 / 09/ 2011)

experience of the students and teachers and also guiding how to develop the lesson plans and the overall class. And its purpose was “This analysis will attempt to determine in which contexts TPRS can be employed most successfully and in which ways it can be improved.”¹⁶ In this case this thesis works with the TPRS, it is used to teach German and offers a guides of the lesson and how to use the stories with the students in the classroom, this aspect is similar to this project due they have similar purposes (improve the vocabulary learning and use the stories to improve the vocabulary learning on the students), also the use of the lesson plans designed by the TPRS methodology is an important aspect in both works, Although they are different in the use of the stories in the classroom.

The second is a thesis too, it was presented to the program of School of Education and Counseling in the Regis University in June 2006; it is a research where the principal topic is the TPRS, in this project the TPRS is combined with the teaching of grammar rules and compared with other methodologies of L2 teaching as CLT (Communicative Language Teaching), The Grammar Translation Approach, The Natural Approach and Total Physical Response; on the other hand the author of this thesis tried to demonstrated that use the TPRS is the most helpful method to teach a foreign language. “The purpose of this project was to determine if the Total Physical Response Storytelling (TPRS; Ray, 2000 as cited in Werstler, 2002) method of second language instruction combined with the teaching of grammar rules is an effective method to teach a second language.”¹⁷ The thesis presented by Angela M. Dettenrieder is similar to this research project due to it also tries to demonstrate that TPRS is the most useful method to teach a foreign language,

¹⁶ BRUNE, Michael K. Total physical response storytelling: An analysis and application. June 2004

¹⁷ DETTENRIEDER, Angela M. Total physical response storytelling and the teaching of grammar rules in second language instruction. June 2006

although in the thesis the use of TPRS is similar the method used to prove the effectiveness is different as it is compared to others methodologies to teach a L2.

Besides these theses, currently (2011) there are several reports and shared experiences about the results of applying the TPRS methodology but not only to improve vocabulary, but to improve the English and Spanish classes in as much aspects as possible. As for the expectations of this project regarding the initial problem which is the lack of vocabulary in English, it is expected that by the application of the TPRS methodology the students of third grade in the AGUACLARA School improve their vocabulary, strength their English skills and use the TPRS methodology as a suitable and helpful guidance to keep on learning English.

CHAPTER 2: THEORETICAL FRAMEWORK

This project is based on the TPR Storytelling methodology but taking into account that the TPRS has its bases on other authors, methodologies, theories and hypothesis; Authors like Krashen and Terrell with the natural approach, the Krashen' hypothesis (The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis), James Asher with the TPR and the creator of the TPRS Blain Ray are the authors supporting the theoretical framework of the present project.

The TPR Storytelling methodology was developed by Blaine Ray in order to teach a foreign language (Spanish) in the 1990's, it is a combination of reading and storytelling in order to help the students to learn a foreign language in the classroom in a natural and easy way, "TPRS allows teachers to teach grammar, reading, and writing along with vocabulary."¹⁸ The grounds of the TPRS methodology come from James Asher, who in 1960 developed the TPR, it "allows students to internalize a large portion of concrete vocabulary that needs no translation— vocabulary like the body, clothes, classroom and household objects, and family members."¹⁹ Another author is Stephen Krashen, who developed the

¹⁸ DETTENRIEDER, Angela M. Total physical response storytelling. And the teaching of grammar rules in Second language instruction. Page 17 (Consulted 03/ 10/ 2011)

¹⁹ TPR and TPRS overview.. <http://acceleratedacquisition.com/documents/tpr-soverview.pdf> (Consulted 1/ 10/ 2011)

Natural approach in 1983, “The acquisition of a new language first begins with reception of the language and is then followed by expression of the language”²⁰

The main base, for both Asher and Ray methodologies, is the natural approach; the natural approach was carried out by the combination of ideas and statement of Stephen Krashen and Tracy Terrell and as a result of this, they published a book in 1983 called “*the natural approach*” “Krashen and Terrell's book contains theoretical sections prepared by Krashen that outline his views on second language acquisition (Krashen 1981; 1982), and sections on implementation and classroom procedures, prepared largely by Terrell.”²¹ They refused the use of the grammar as the main priority in language teaching and considered the communication and vocabulary learning as important aspects as well.

On one hand Terrell considered that “the quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in. (Bolinger, in Terrell 1977: 333).”²² It shows the importance of vocabulary learning and how it is useful to improve the learning of a second language, also how by means of learning words the students can develop a better comprehensible

²⁰ DETTENRIEDER, Angela M. Total physical response storytelling. And the teaching of grammar rules in Second language instruction. Page 17. (Consulted 03/ 10/ 2011).

²¹ ALTERNATIVE METHODS; The Natural Approach
http://www2.vobs.at/ludescher/Alternative%20methods/natural_approach.htm (Consulted 02/ 10/ 2011)

²² Ibid

communication, for this reason the natural approach uses activities and procedures in order to provide to the students a comprehensible input (vocabulary) using for example the TPR methodology. The natural approach aims to help or to facilitate to the students the improvement of their knowledge through the use of the learner needs in order to complement it.

On the other hand there are some statements in which the natural approach is based on; these are the five Krashen' Hypothesis. The first is "the learning Hypothesis" and it contributes to the natural approach due to it considers:

"Language acquisition (an unconscious process developed through using language meaningfully) is different from language learning (consciously learning or discovering rules about a language) and language acquisition is the only way competence in a second language occurs. (The acquisition/learning hypothesis)"²³

In this hypothesis Krashen argued that when a subject is learning a second language or a foreign language, this person can develop a competence by means of two forms "**acquisition or learning**"; the first one, "**Acquisition**" involves an unconscious process in which the subject understands the language and uses the language to have meaningful communication or in other words it is similar to how children learn the mother language "*the "natural" way*"²⁴. The second one, "**Learning**" differs to the acquisition due to it considers that it is a conscious process in which the knowledge of the grammatical rules from the other language

²³ LinguaLinks Library:

<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheNaturalApproach.htm> (Consulted 01/ 10/ 2011)

²⁴ ALTERNATIVE METHODS; The Natural Approach.

http://www2.vobs.at/ludescher/Alternative%20methods/natural_approach.htm (Consulted 02/ 10/ 2011)

is important and it is not the result of subconscious acquisition, also is necessary correct the learner's errors.

The second hypothesis proposed by Krashen is "the monitor hypothesis" in which "conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired (monitor hypothesis)."²⁵ This hypothesis considers the relationship between learning and acquisition, also considers how the learning process monitors the acquisition process. The learner is conscious and knows the rules of the language being learned and with that he can monitor. According to Krashen "the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'."²⁶ The monitor aspect is activated when the learner knows the grammatical rules and disposes his time to his own correctness. Krashen proposed that this monitoring aspect should be minor because if the learner is constantly correcting it can condition or affect his process, conditioning his ability to communicate in the second language.

Continuing with the relationship between learning and acquiring the second language, the third hypothesis is the natural order; it is about the grammatical structures and its natural order implying how the alteration of such order is not necessary. According to Krashen "Grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order (The

²⁵ LinguaLinks Library:

<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheNaturalApproach.htm> (Consulted 01/ 10/ 2011)

²⁶ SHÜTZ, Ricardo. Stephen Krashen's theory of second language acquisition. July 2, 2007
<http://www.sk.com.br/sk-krash.html>. (Consulted 02/ 10/ 2011)

natural order hypothesis).²⁷ This order is not only predictable but it is also independent from the learner's age, in fact the conditions of exposure are the ones that actually determine such order. "Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies."²⁸ This natural order hypothesis does not imply how grammar should be taught, mostly because Krashen is not in favor of the grammatical sequences as the main objective of acquisition.

The fourth hypothesis is "the affective filter hypothesis"; in this "Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition"²⁹ it means that the learner's emotions can impede, block or affect the acquisition of the second language; there are three kinds of affective or attitudinal variables that are related to second or foreign language acquisition process, which are: Motivation, Self-confidence and Anxiety.

The fifth and final hypothesis is the input hypothesis in which Krashen explains how the learner acquires the second language, and in this hypothesis the learning is not considered. "People acquire language best from messages that are just

²⁷ LinguaLinks Library:

<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheNaturalApproach.htm> (Consulted 01/ 10/ 2011)

²⁸ SHÜTZ, Ricardo. Stephen krashen's theory of second language acquisition. July 2, 2007

<http://www.sk.com.br/sk-krash.html>. (Consulted 02/ 10/ 2011)

²⁹ ALTERNATIVE METHODS; The Natural Approach

http://www2.vobs.at/ludescher/Alternative%20methods/natural_approach.htm (Consulted 02/ 10/ 2011)

slightly beyond their current competence. (The input hypothesis)³⁰ the input hypothesis is related with the natural order, since it suggests that the learner should be exposed to input of a higher level of difficulty than the learners current level. In this hypothesis Krashen also proposed the natural communicative input, as a way to ensure the learners exposure to both the current and the advance level.

Although the five hypothesis proposed by Krashen are involved in the learning of a second language, for the purpose of this project only three of those can be perceived. This project involves learning rather than acquiring, as it is mentioned in Krashen's first hypothesis. Krashen's third hypothesis "the natural order" is highly related with this project since by using the stories the learning of grammar structures were implied rather than obvious. "The affective filter hypothesis" is related with the students' performance during the representation of the stories which is one of the main features regarding the TPRS methodology. (see chapter 3).

Both the natural approach as well as Krashen's hypothesis, mentioned in the previous paragraphs provide the basis for the Total Physical Response (TPR), it is a language teaching method proposed by James Asher *"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*

³⁰ LinguaLinks Library:

<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheNaturalApproach.htm> (Consulted 01/ 10/ 2011)

*observe how infants internalize their first language.*³¹ When the babies are learning how to speak, they do not memorize any list of vocabulary or any grammatical structure, they learn by responding to commands; this all make part of a unique conversation between the parent and the baby.

The response that the baby has in his conversation with his parent is according to Dr. Asher "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.*"³² These physical responses occur months before the baby starts using his first language, so the baby is responding to the language, and when he is ready to use it he knows how to do it.

Since the TPR method involves physical movement as well as physical response, it becomes imperative the use of commands to guide the classes; in this particular method the teacher as well as the students have specific roles such as "an order taker, a model provider, and an action monitor in which learners serve as models and action performers until they feel ready to speak out."³³ Meaning that each student can use the physical response until they are willing to speak; using and speaking a foreign language implies certain fears, therefore through this method

³¹ ASHER, James. Total physical Response. <http://www.tpr-world.com/what.html> (Consulted 03/ 10/ 2011)

³² Ibid.,

³³ HANDOYO, Puji Widodo. Teaching children using a Total Physical Response (TPR) Method: Rethinking. *BAHASA DAN SENI, Tahun 33, Nomor 2, Agustus 2005* <http://sastra.um.ac.id/wp-content/uploads/2009/10/Teaching-Children-Using-a-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf> (Consulted 03/ 10/ 2011)

each student is independent to speak out loud when his fears are not longer a problem.

The interaction between the teacher and the learner is characterized since “the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teachers’ verbal and non-verbal models.”³⁴ But it is expected that this process will lead to the learners improving their verbal skills meanwhile the teacher becomes a nonverbal subject in the process. As for the classrooms, TPR *“trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson.”*³⁵ As it was mentioned before, it encourage the students to respond rather than to speak, they are expressing understanding by doing what they are told to do. With children, it is very useful because they enjoy giving physical responses rather than speaking; the students are more likely to remember vocabulary related with physical movements or real objects.

The advantages and disadvantages of a TPR method are just like any other method, it has some positive and some negative aspects that need to be taken into account before they are implemented. For instance, the advantages of the TPR method include: Enjoyable classes, through movement the students are motivated to learn, The development of some kinesthetic skills, It involves the right as well as the left part of the brain, The number of the students does not determine the success of the class, it is helpful in large as well as small groups, The leadership of

³⁴ HANDOYO, Puji Widodo. Teaching children using a Total Physical Response (TPR) Method: Rethinking. *BAHASA DAN SENI*, Tahun 33, Nomor 2, Agustus 2005 <http://sastra.um.ac.id/wp-content/uploads/2009/10/Teaching-Children-Using-a-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf> (Consulted 03/ 10/ 2011)

³⁵ Teaching ideas for ESL classroom. <http://www.teacherjoe.us/TeachersTPR.html> (Consulted 02/ 10/ 2011)

the teacher is more important than the material, It has great results among children, teenagers and young learners.

On the other hand it is important to consider the disadvantages about TPR in order to minimize their impact. Some of the disadvantages include: Students who are shy may find embarrassing certain activities; The use of this method with adults is likely to be unsuccessful, The overuse of the method can become boring for the students, The application of this method is limited to certain aspects of the language, The abstract vocabulary or phrases are difficult to be explained through TPR.

A kid, who learns how to jump, will never forget how to do it; the action followed by the order is what this method seeks. Actions that will become the input to communicate is the goal of the TPR method, however this method is not the only or the best one when teaching a second or a foreign language. Every method is conditioned and only by practicing the results can confirm its success, and sometimes its failure. But as long as the evidence demonstrates that this is a method with great results if it is applied correctly, but also if it is accepted for the students. The TPR method becomes successful when the students talk because they want to and not because they have to.

Even though the TPR methodology is considered as one of the greatest while teaching a second language to kids, there is a certain type of vocabulary difficult to be taught through it; a Spanish teacher included stories as a strategy to help students with the complex vocabulary, the result of such inclusion was the TPRS (TPR Storytelling). It was developed during the 1990s by a Spanish teacher, Blaine

Ray, in California, in a high school. Blain Ray had obtained enormous success teaching using Total Physical Response (TPR) methodology, but he found a problem with this methodology when the students got bored with commands, due to it he decided to start telling stories and after asking students for input on the details of the stories, and found that it worked and at the same time it was fun to the students, and he decided to call it TPR Storytelling. "Ray was familiar with Stephen Krashen's theories, and he was confident that his students would acquire Spanish naturally if he gave them enough comprehensible input. He set about finding a way to combine TPR with stories, with input from Krashen and from other foreign language teachers, and the result was Total Physical Response Storytelling"³⁶

On the contrary to other language teaching methods, TPR Storytelling emphasizes on the development and improvement of fluency in the students before than their grammatical accuracy in the language. TPRS proposes the practice of the learner; basing the argument on the second language acquisition theories of Stephen Krashen, those affirmed that the best way to help the students to develop at the same time fluency and accuracy in a language is to expose them to large amounts of comprehensible input. They show that on the order of acquisition (The natural order hypothesis) the students make a lot of mistakes while there are using the second language but that teachers should not correct these mistakes but let students subconscious grammar knowledge but developed in a natural way.

"They claim that research on the order of acquisition shows that spontaneous speech from beginning language learners will invariably contain errors whatever teaching method is used; rather than try and

³⁶ Teaching ideas for ESL classroom. <http://www.teacherjoe.us/TeachersTPR.html> (Consulted 02/10/ 2011)

correct these errors by direct instruction, they hold that the best way is to let students' subconscious grammar knowledge develop naturally.”³⁷

TPR Storytelling is based on two theories proposed by PhD Stephen Krashen which are: the Input Hypothesis, and mastery learning. The Input Hypothesis claims that a subject can develop a language by a function of the input received by the learner. *“Krashen asserts that there are two distinct ways of learning language: language "learning" and language "acquisition". Language "learning" is learning that takes conscious effort on the part of the learner [...] Language "acquisition" is learning that is subconscious and takes little or no effort on the part of the learner.”³⁸* Krashen's theory demonstrates how only languages acquisition can lead to fluency, on the contrary the hypothesis shows that language "learning" can only be used consciously to edit speech or writing, but it can never cause acts of spontaneous, unrehearsed speech or writing.

According to these theories teachers used, the TPRS methodology spend most of the classes' time using input-based activities. It means most of the time is based on acquisition and small part on learning. But there are others theories that make up TPRS; for example the Hypothesis of affective filter “The affective filter hypothesis states that language is more easily acquired when people are relaxed and open to learning. On the other hand, if people are experiencing negative emotions such as anxiety, self-doubt, and boredom, language is a lot less likely to be acquired.”³⁹ It means that in the classroom TPRS teachers attempt to make the students feel good during the stories and in the discussions, teachers use the

³⁷ Powerenglishclubsite.com

http://powerenglishclub.freeiz.com/1_10_TPTR.html (Consulted 30/ 09/ 2011)

³⁸ *ibid.*,

³⁹ *ibid.*,

stories where the students play a role (animal, important celebrities or other personages), it is fun for the students, they look good and according to the Krashen' hypothesis the students learn language in a better way when they are enjoying themselves.

Another Krashen' hypothesis taken for the TPRS is the mastery learning "the Mastery learning is a method of instruction in which students thoroughly learn all material they are studying."⁴⁰ In other words it says: "Students do not progress on to learning new material until they have mastered current material."⁴¹ The mastery learning offers to the students the self-confidence and feelings of mastery and this facilitates and creates a relation between the feelings of the students and their ability to learn, this according to Krashen's research on the "affective filter".

The strong grounds of the TPR Storytelling methodology provide a theoretical support regarding this methodology and the reasons of its success in the classroom. Several studies have being made regarding the effectiveness of the TPRS methodology, even James Asher, the author of the TPR methodology had studied the preparation of the students thought with the TPRS methodology and comparing their reaction against students thought with the audio-lingual method.

"The results of these studies indicate that TPR Storytelling is much more efficient than traditional methods. For example, Asher compared a class of 30 students taught with TPR Storytelling with another class of 30 students taught with the audio-lingual method (ALM). When they listened to a story they had never heard before, but that had familiar vocabulary, the TPRS

⁴⁰ Powerenglishclubsite.com
http://powerenglishclub.freeiz.com/1_10_TPTR.html (Consulted 30/ 09/ 2011)

⁴¹ *ibid.*,

*students "had significantly higher comprehension" than the ALM students."*⁴²

The innovation present in the TPRS methodology translates in great learning environment for the students but also in the exposure to comprehensible input related to the student's level and needs, as for the teachers, "TPRS enables the teacher to provide a constant stream of comprehensible and interesting input in the target language."⁴³ This methodology considers both roles, attempting to provide to them the tools and experience making the process of acquiring a second or foreign language as successful and accurate as possible. To conclude, the TPRS is a methodology based on an approach that considers the acquisition as the best way when it comes to teaching a foreign language, and is due to the care being put to the student's needs, that the TPRS stands as a great teaching methodology.

⁴² Powerenglishclubsite.com

http://powerenglishclub.freeiz.com/1_10_TPTR.html (Consulted 30/ 09/ 2011)

⁴³ BACHMAN, Catania Amy. About TPR Storytelling, Answers to Frequently Asked Questions about TPR Storytelling; 2011

<http://amycatania.tripod.com/cuentosfantsticos/id4.html> (Consulted 02/ 10/ 2011)

CHAPTER 3: METHODOLOGY

The following chapter presents the development of the research paper **“TRIGGERING LEARNING OF VOCABULARY THROUGH TPRS ACTIVITIES IN THIRD GRADERS”**. It is a descriptive research, this type of research does not feat completely in either quantitative or qualitative researches. The characteristics of the quantitative research consider *“This research approach is an objective, formal systematic process in which numerical data findings, It describes, tests, and examines cause and effect relationships (Burns & Grove, 1987)”⁴⁴*. By the other hand there is the qualitative research, *“This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”⁴⁵*.

Mainly, the descriptive research has elements of both types of researches, *“Involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data.”⁴⁶* Also, *“Uses description as a tool to organize data into patterns that emerge during analysis.”⁴⁷* Considering the previous

⁴⁴ DR. DUANGTIP, Charoenruk. Communication Research Methodologies: Qualitative and Quantitative Methodology. http://utcc2.utcc.ac.th/localuser/amsar/PDF/Documents49/quantitative_and_qualitative_methodologies.pdf (Consulted 07/ 11/ 2011)

⁴⁵ OSPINA, Sonia. Qualitative research. Encyclopedia of leadership, Copyright © 2004 SAGE Publications London, Thousand Oaks CA, New Delhi http://wagner.nyu.edu/leadership/publications/files/Qualitative_Research.pdf (Consulted 07/ 11/ 2011)

⁴⁶ MCNABB, Connie. Descriptive research methodologies. http://www.google.com.co/url?sa=t&rct=j&q=descriptive%20research%20method&source=web&cd=1&ved=0CCgQFjAA&url=http%3A%2F%2Fpangea.tec.selu.edu%2F~cmcnabb%2Fphilosop%2Fpower.ppt&ei=JD7ZTtWxE86_gQfdyqyNDw&usq=AFQjCNFiUbwif7cCYUMC26u7uISRMu5_mg (Consulted 06/ 11/ 2011)

⁴⁷ Ibid.

information to get the results produced by the students was necessary the implementation of instruments (survey, test and journal) to allow the collations of the data and then the analysis and tabulation of this information by means of graphics to get the result produced before and after the implementation of the project.

*“Descriptive studies have an important role in educational research. They have greatly increased our knowledge about what happens in schools.”*⁴⁸ The purpose of this research is educational since the identification of the strengths and weaknesses of the TPRS methodology in a group of third graders while learning English as a foreign language is the main objective of this descriptive research. The target population of this research is a group third grade with a total of 37 students at “Luis Carlos Delgado” school which is a seat of the “Aguaclara” institution, this group is named as 3-2. In order to achieve the objective of this research, there are three basic stages.

First is the diagnostic stage, in this part it was necessary to have a diagnostic test before starting the intervention in order to place the capabilities in the English subject. The placing test was complemented with a survey and a journal; the duration of this stage was of 2 weeks according to the chronogram realized to organize the stages. (See figure 1). Second, the intervention stage, in this stage the main focus was the application of classes based on the TPRS methodology, developing lesson plans designed according to the requirements of such methodology; for this stage, the duration was of 10 weeks, all the weeks divided in the days in which the classes were taught, (See figure 1). Third, the final stage

⁴⁸ The Association for Educational Communications and Technology (AECT); 41.1 What Is Descriptive Research?
<http://www.aect.org/edtech/ed1/41/41-01.html> (Consulted 05/ 11/ 2011)

includes the analysis of data and the conclusions based on the pedagogical implications of the results of this research paper; this stage had a duration of 2 weeks (See figure 1).

Due to “*The descriptive function of research is heavily dependent on instrumentation for measurement and observation (Borg & Gall, 1989).*”⁴⁹, there were conducted three instruments in order to collect information and data, these were: 1) a survey, 2) a test and 3) a journal; the first instrument was a survey, school surveys are “Used to gather data concerned with internal or external characteristics of a school system”⁵⁰; the survey designed was applied to the students of 3-2 (target population) the survey consisted of five questions with yes or no answers (see figure 2) and it was used to know the perceptions of the students about the importance of vocabulary knowledge in a foreign language (English). However considering that Spanish is the mother tongue of the students, the questions of the survey were in the students’ mother tongue, helping them to fully understand the questions.

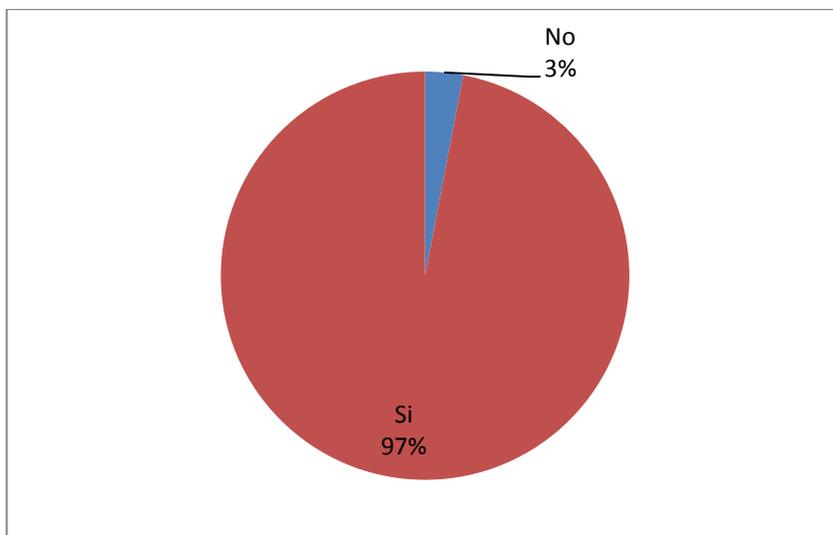
The results of the survey were organized by questions and analyzed contrasting the answers according to each question. The following graphs present the data analysis and conclusions for each question of the survey (figure 2).

⁴⁹ The Association for Educational Communications and Technology (AECT); 41.1 What Is Descriptive Research?

<http://www.aect.org/edtech/ed1/41/41-01.html> (Consulted 05/ 11/ 2011)

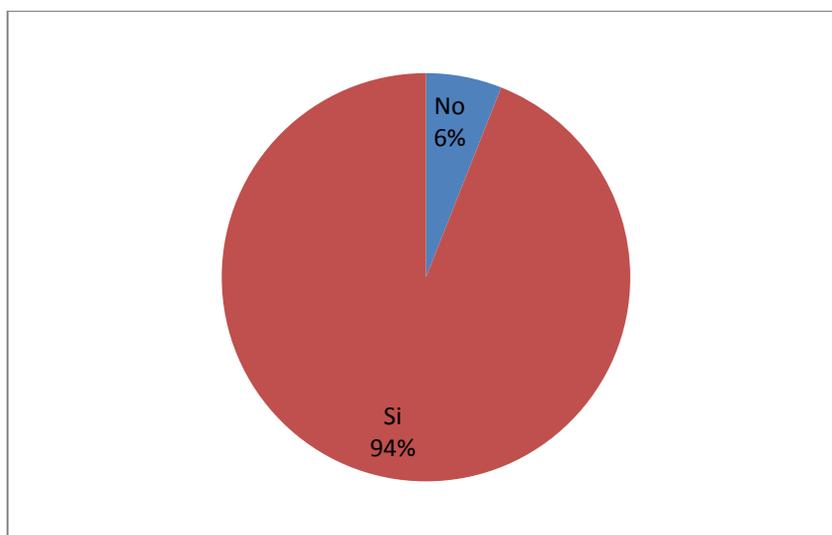
⁵⁰ KEY, James. Research design in occupational education. 1997

<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm> (Consulted 06/ 11/ 2011)

**Graph 1**

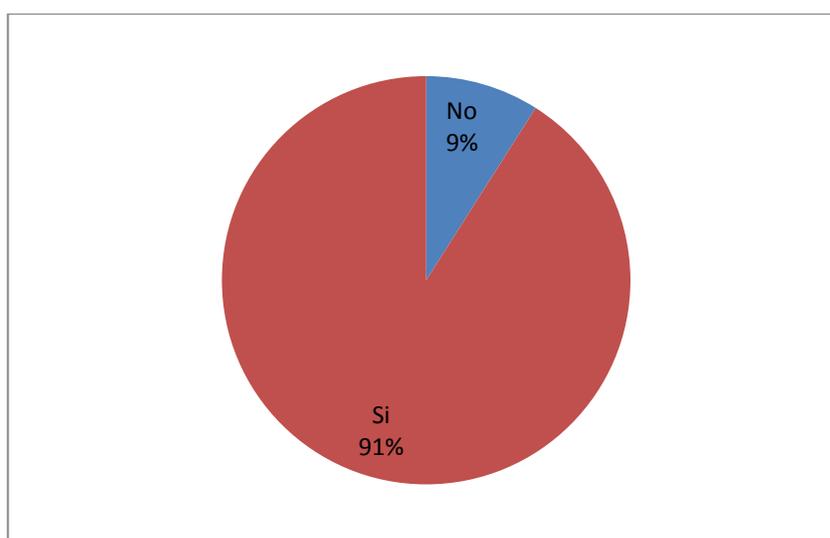
1. ¿Para ti es importante aprender inglés?

Do you consider important to learn English? Is the first question; 97% of the students considered important to learn English, while only a 3% of the students had a negative response. Most of the students agree in the importance of learning English, the negative response is minimal, therefore it can be inferred that the students are willing to learn English due their awareness regarding the importance of that language.

**Graph 2**

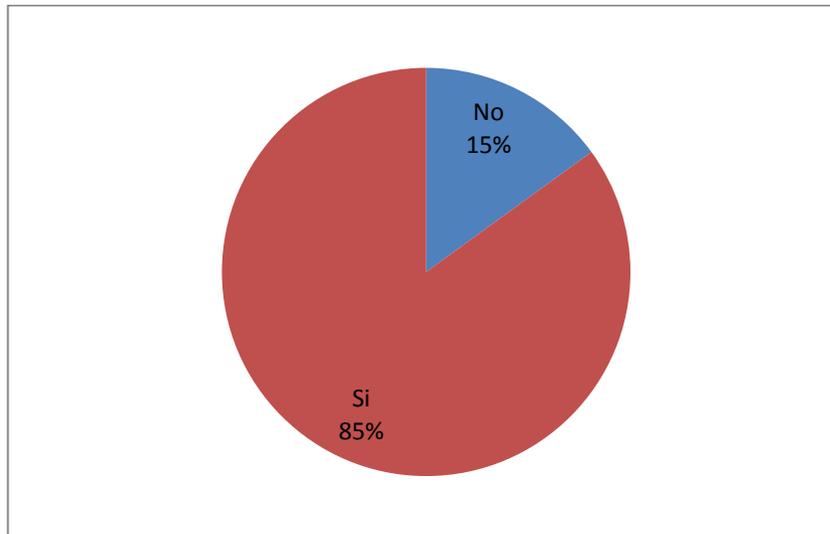
2. ¿Consideras importante aprender vocabulario (palabras) en inglés?

Do you consider important to learn vocabulary in English? 94% of the students understand the importance of learning vocabulary in order to learn English; while the 6% of the students had a negative response about the importance of learning vocabulary. The positive answers in this question show that the students are interested in learning vocabulary and understanding it.

**Graph 3**

3) ¿Crees que es útil el conocimiento de vocabulario para aprender inglés?

Do you think is useful the knowledge of vocabulary in order to learn English? 91% of the students agreed that the learning of vocabulary is useful to learn English, while 9% disagreed regarding the importance of learning vocabulary as a positive way to learn English. The negative response is minimal, this question is highly related with question number 2, and the results are linked seeing in this response that the students are not only aware but also willing to learn vocabulary as a manner to improve their performance using the foreign language (English).

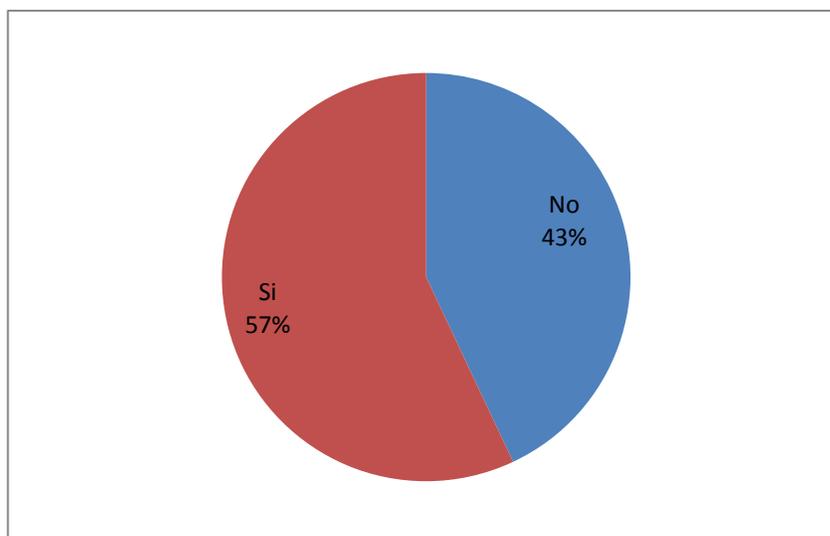


Graph 4

4) ¿Crees tener un vocabulario amplio en inglés?

Do you think you have a wide vocabulary in English? 85% of the students considered they had a wide vocabulary in English, the focus of this question relays on the awareness of the students about their own knowledge. 15% of the students

gave a negative response in this question, demonstrating their awareness about the amount of vocabulary owned in English. Although this is a subjective and personal question, the performance of the students in the placement test and during the classes can support the positive or negative answer in this question.



Graph 5

5) ¿Crees que con el vocabulario que cuentas en ingles eres capaz de crear una conversación en inglés?

Do you think you are able to have a conversation with the vocabulary you know in English? 57% of the students agreed they were capable of having a conversation in English while 43% of the students admitted they were no capable of it; the purpose of this question is related to the final question of the diagnostic test made after the questionnaire, in which it was required to create a conversation about an image, the results in the test proved their inability to create conversation.

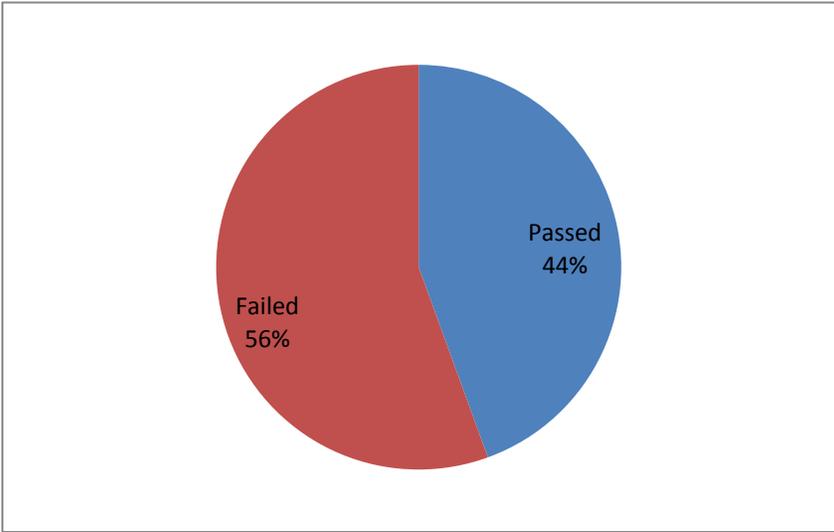
The conclusions produced by this survey were, first, that for the students it is important to have good vocabulary knowledge “Words are the currency of communication. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.”⁵¹ Second, they are not aware of the level they had regarding the English language “A major cause of this difficulty is their lack of understanding of abstract English words, especially those words (e.g., *freedom, motive, change*) that they see in content area textbooks (García, 1991; Verhoeven, 1990).”⁵²; third, by the responses it can be inferred they were willing to learn and to improve their learning process of English as a foreign language.

Following the survey, the second instrument was the test (see figure 3). This instrument was applied in two grades; the test was applied two groups of third graders at “Luis Carlos Delgado” school; (3-1 and 3- 2) in order to know the levels of vocabulary of the students of third grade in the school. The test was based on the topic “Expressing Feelings” and the present tense (figure 3). This topic and tense were adapted from the basic standards of English in Colombia according to the Ministry of Education known as “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”. In the following paragraph it can be found the data analysis of the test presented by the students. The graphs below present the analysis of the test in both grades, representing the percentage of students who passed and also those who failed the test:

⁵¹ FRANCIE, Alexander. Understanding Vocabulary.

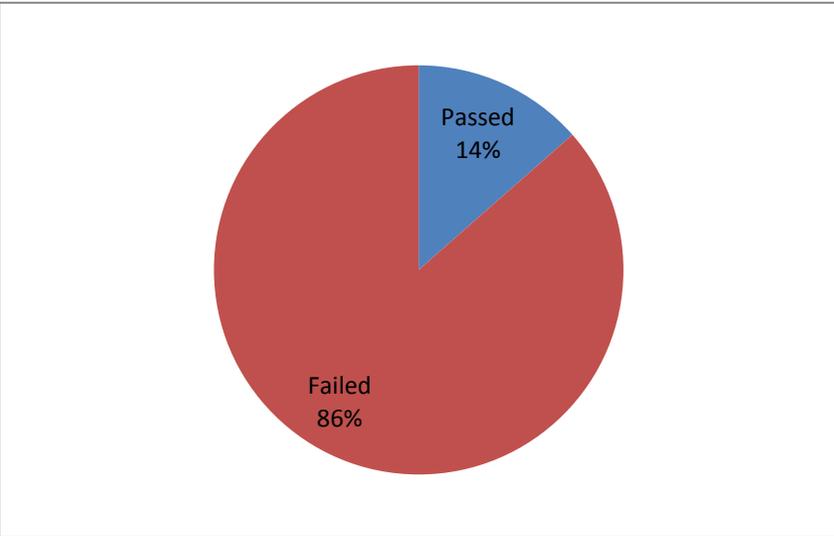
<http://www.scholastic.com/teachers/article/understanding-vocabulary> (Consulted 05/ 11/ 2011)

⁵² A FOCUS ON VOCABULARY. Focus on Vocabulary is the second in the Research-Based Practices in Early Reading Series published by the Regional Educational Laboratory at Pacific Resources for Education and Learning. http://www.prel.org/products/re_/ES0419.htm (Consulted 07/ 11/ 2011)



Graph 6

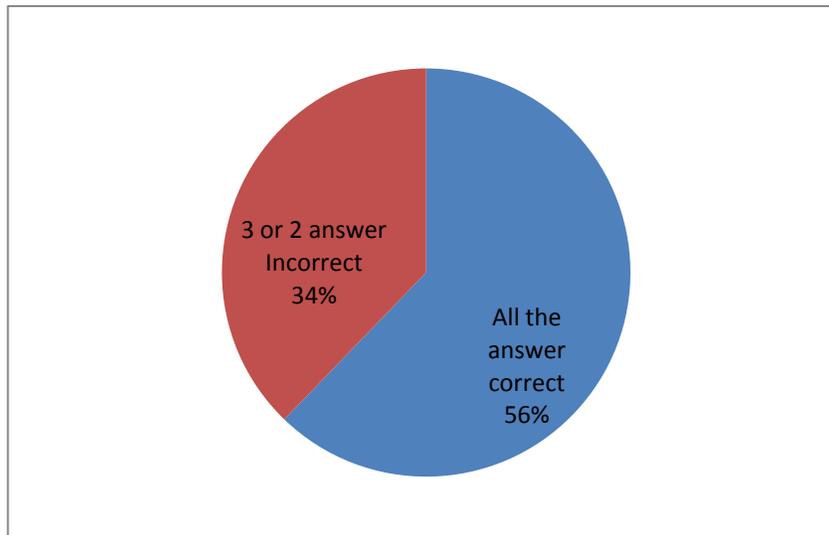
Results of the test presented by 37 students from the grade 3-1 at "Luis Carlos Delgado" school



Graph 7

Results of the test presented by 37 students from the grade 3-2 at "Luis Carlos Delgado" school

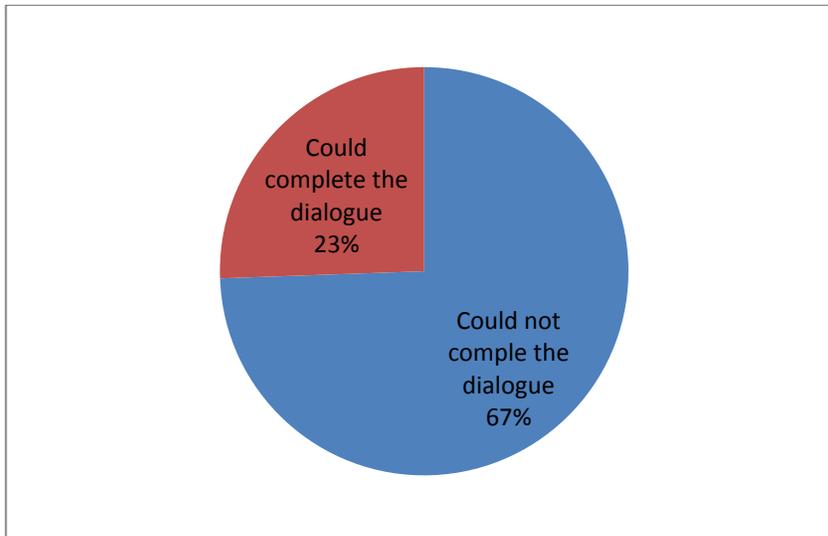
On one hand in the grade 3-1 (graph 6), the 56% of the students failed the test and the 44% passed it. On the other hand in the grade 3- 2 the results were the opposite (graph 7); in this grade the 86% failed the test and only the 14% passed it. There is a large difference between the two grades, due to the first group was in the morning and they had a different English teacher (different methodology). The test was divided into three parts; the first part was the visual recognition in this point the students had to match the images that express some feelings with the equivalent in words; the second part it was the context recognition in which the students had to complete a dialogue and in the last part the students had to write a short conversation.



Graph 8

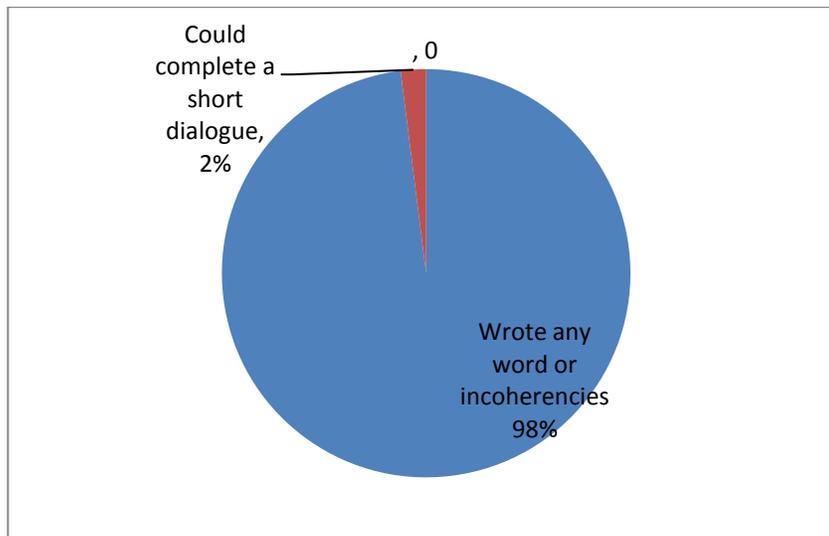
First Part (Visual Recognition)

According to the analysis of the test presented by 74 students (3-1 and 3-2) the results were: In the first part most of the students of the two grades understood what they had to do, and did not ask for any direction; the 56% of the students had a correct answer and the 34% of them answered two or three incorrect. In the TPRS methodology the use of images among other visual aids is considered as a great tool therefore the first part of the test was focused in the visual recognition.

**Graph 9**

Second Part (Context Recognition)

The number of good answers changed in the second part of the test, in this part they had to complete a short dialogue between two people, but they did not understand the meaning of the sentences as a result of this the 67% of the student could not answer correctly this question, they had a lot of spelling mistakes and only the 23% of the students could complete the dialogue; the TPRS methodology encourage the imagination of the students and their ability to create stories that is why the second part of the test was dedicated to identify the ability of the students to use vocabulary in a cohesive manner in order to create meaningful sentences.

**Graph 10**

Last Part (Use of vocabulary)

At the last part of the test the students had to write a short conversation between two friends, in this part most of the students answered incorrectly. The 92% of them did not write any word, only hello or wrote incoherencies; only the 8% could complete a short dialogue. This final part is related to the TPRS methodology because it promotes the student's ability to innovate and create meaningful stories; the results of the students in the final part indicated that they were not able to develop stories using the vocabulary already known. Some of the conclusions found in the application of the test are, first, the test was a useful tool to appreciate that the students need vocabulary to read, to write, and especially to understand what they have to do, and do it right; second, the students ability to produce sentences using basic vocabulary was low; third, the students had difficulties in the English subject, mainly in the production and cohesiveness of the vocabulary.

The final instrument used in the diagnostic stage was the journal (see figure 4), this instrument was used to identify the methodology used by the English teacher in the classes and how the students respond to such methodology. This observation was for two weeks (see figure 1), in the writing of the journal it were considered the aids and instruments used by the teacher while teaching. Also the journal describes how the other instruments were applied, the difficulties presented while they were used.

The journal has the information of the classes and of the school, also the date, the topic and the number of the journal; the journal was divided in three parts: description, interpretation and reflection. The description part of the journal is the part where it is described the most relevant aspects of the class, such as the activities, and the exercises; basically what happened in the classes. The second part is about the interpretation; in this part it is written the analysis of what happened in the classes, the problems or achievements, the possible causes and which strategies can be applied to solve those problems. The final part is about the questions raised from the class; most of the questions are related with the methodology and the strategies used and how those can be improved and if such improvements could affect either in a positive or negative way the development of the classes.

The findings from the implementation of the journal are 1) the English teacher uses a traditional methodology during the classes, teaching grammar through a repetitive pattern; 2) during the classes the students were mostly concentrated on writing and repeating the verbs, but those who finished quickly or were not focused on the class, interrupted the classes and the concentration of their classmates; 3) the questions raised from the observation of the classes were mainly focused in

whether the students concentration will improve by the implementation of the TPRS methodology, will the students be comfortable with the change of the methodology?, will the students be willing to participate in the recreation of the stories?. In the following paragraphs (stages 2 and 3) are described the intervention and conclusions of the present project.

At the second part, “intervention stage”, there were used three instruments in order to collect information and data, these were: 1) lesson plans, 2) a test, and 3) a survey; the first instrument were the lesson plans (see figure 5 “lesson plans book”), with a total of ten lesson plans develop during the intervention stage; the lesson plans were designed by stories. These lesson plans were designed following the steps proposed by Blaine Ray in the TPRS methodology, in 2007 Susan Gross presented “the 3 steps of Storytelling” in which the first step was establishing meaning, “Write the English meaning on board Gesture (younger students require gestures)” ; this first part is mostly known as “warm up”, in order to achieve this, the students read the story and mentioned all the known words first and then they said the unknown words while guessing their meaning.

The second step in the development of the classes was the story, “Get actors to dramatize the story. The actor performs after each statement. Spend plenty of time on the story”⁵³ this was a main aspect during the class, the students were randomly chosen and the teachers will help them to dramatize, working on their pronunciation. And the final step was the literacy, “Give students a printed story.

⁵³ A FOCUS ON VOCABULARY. Focus on Vocabulary is the second in the Research-Based Practices in Early Reading Series published by the Regional Educational Laboratory at Pacific Resources for Education and Learning. http://www.prel.org/products/re_/ES0419.htm (Consulted 07/ 11/ 2011)

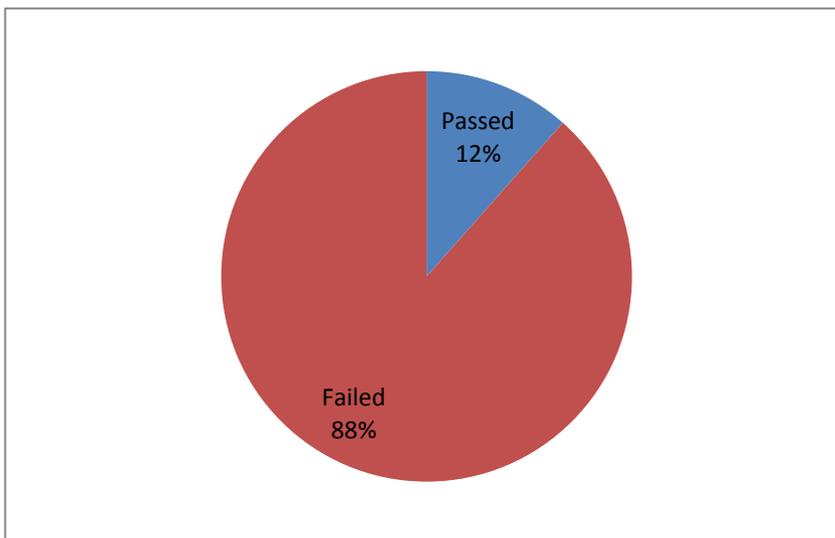
Students **translate** the story, (either as a group or one at a time.)”⁵⁴ In this final part it was used the vocabulary worked in the step 1, and with the help of the students the story was translated, being complemented with questions to check the understanding of the story while strengthening the learning of the vocabulary. As complementary activities, the students had to draw or write a short sentence according to the story. In their notebook, the students had the stories worked in class, as well as the complementary activities.

The lesson plans contain the information of what teacher had planned to develop the classes, at the first part is the name of the lesson (it depend on the creativity of the teacher), next it should contents the level, the age of the students in order to limit the topic, after the objectives that the teacher pretend to reach and then the materials necessaries for the class, afterwards the procedures; it contents the order and all the activities to use during the class. The lesson plans where implemented due to them provided the information of the progress of the students in each class by mean of the activities worked in the classes, each class had a indicator of evaluation in other word what the results of the class. (See figure 6) “Chronogram of the implementation stage” the chronogram of the implementation stage was divided in five parts (Day, week, topic resource and indicator of evaluation) each part contained the information necessary to follow the progress of the students by means of the TPRS methodology.

The second instrument was the test 2 (see figure 7). This instrument was applied in the same number of students than the diagnostic test (74 students) in the groups 3-1 and 3- 2; in order to compare the levels of vocabulary of the students after a period of time (28 hours) in which the group of 3-2 was using the TPRS

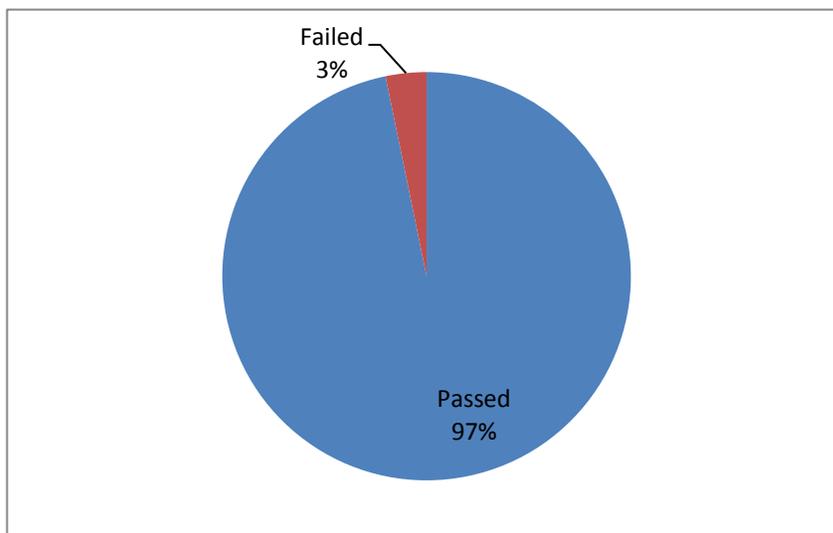
⁵⁴ Gross, Susan. The 3 steps of Storytelling. 2007, www.susangrosstprs.com/.../THREESTEPS.pdf (Consulted 07/ 11/ 2011)

methodology and 3-1 grade had a different methodology worked by the English teacher. Both grades were the same groups that were used in the first test; the test 2 was based on the topic “Present simple” (affirmative and question form). This topic was chosen according to the syllabus worked by the English teacher during the last period of this year and also it was a topic worked during the intervention. The following graphs represent the analysis of the test 2 applied in the groups of 3-1 and 3-2, in the intervened group 97% of the students passed the test 2 while in the second group the rate of wining was only of 12%:



Graph 11

Results of the final test presented by 37 students from the grade 3-1

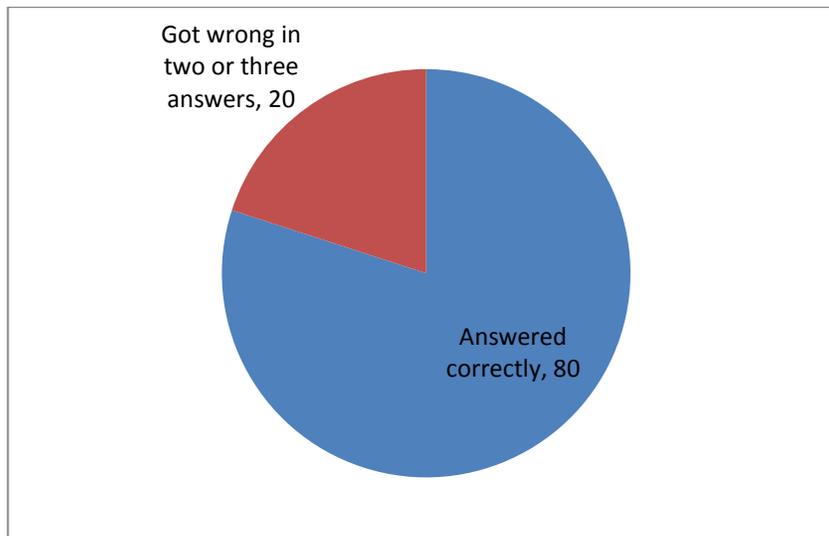


Graph 12

Results of the final test presented by 37 students from the grade 3-2

The test 2 (see figure 7) applied was divided in three parts, in the first part the students had to match an image of animals with the correspondent name in English. In the second part they had to complete a dialogue using the Present simple (question form) and in the last part they had to form six sentences in Present simple (affirmative form).as for the development of the test, in the both grades the test was presented and explained step by step; the students were not allowed to use the dictionary or their notebook.

In the grade 3-1, the 88% of the students failed the test 2 and 12% passed it, this group was not intervened and kept on working with the methodology implemented by the teacher. As for the grade 3- 2, the results were the opposite; in this grade the 97% of the students passed the test 2 and only the 3% failed it. The results of the test 2 present a difference between the two grades, although both groups studied the same topic (present tense), the difference relied on how the topic was taught. In the group 3- 2 it was applied the TPRS methodology focused in vocabulary and in the group 3-1 the teacher applied a traditional methodology. It also shows an improvement of the second group (3-2) in contrast to the first group (3-1) as regards the vocabulary knowledge uses.

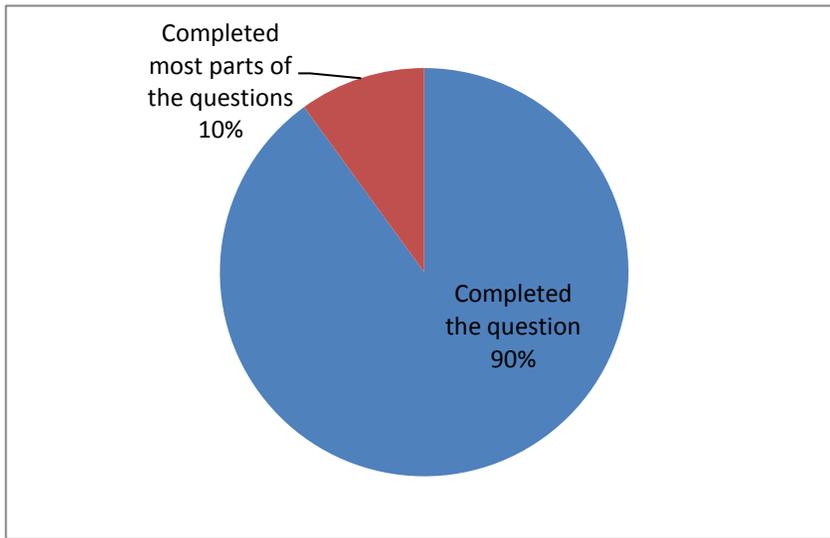
**Graph 13**

First Part (Visual Recognition)

In the first part of the test 2 the students had to match 8 picture of animals with the equivalent name in words; in this part the most of the students of the two grades understood and answered correctly, the 80% of all the students of 3-2 got all the answers right and only the 20% got them wrong in two or three answers. On the contrary, in the students of 3-1 all the students got wrong in two or three answers; the purpose of this question was to identify students ability to relate images with words (names), the performance of the intervened group in this part evidence the effectiveness of the use of visual aids (images) used in the lesson plans based on the TPRS methodology implemented in the grade 3-2.

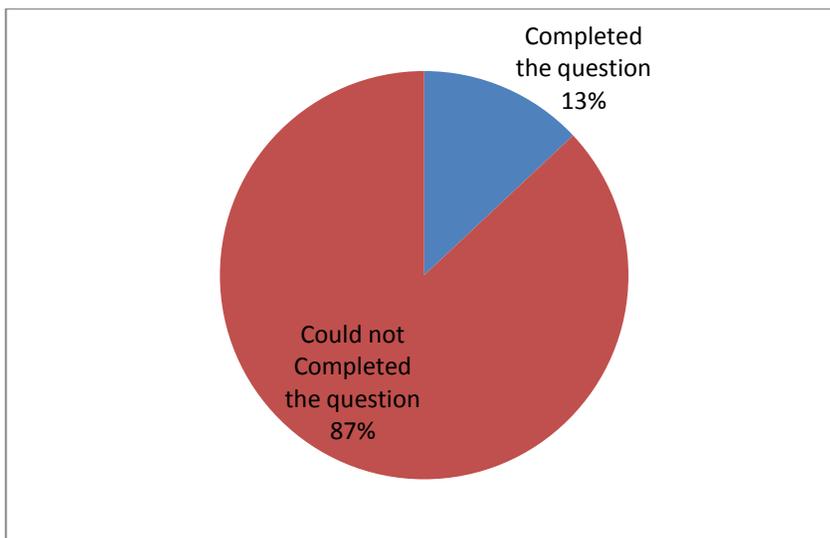
The second part of the test 2 presented some differences in the results, in this part the students had to complete a short dialogue between two students (this according to a picture), the dialogue was divided in three questions (present simple form “yes or no question”), in the first question they had to read and answer yes or not. (*do you have a coin in your bag?*); in the second question they had to

complete the first part of the question and then answer it (_____ *do you have a key in your bag?*) and in the last question they had to complete two parts of the question and answer as well (_____ *a/an* _____ *in your bag?*). The purpose of this question was to evaluate the students improvement in the construction of sentences using a tense worked in class.



Graph 14

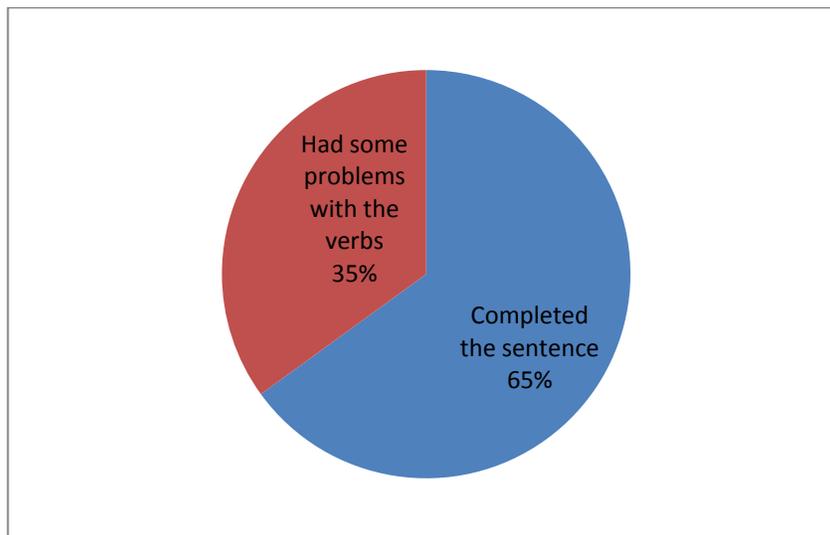
Second Part (context Recognition) 3- 2



Graph 15

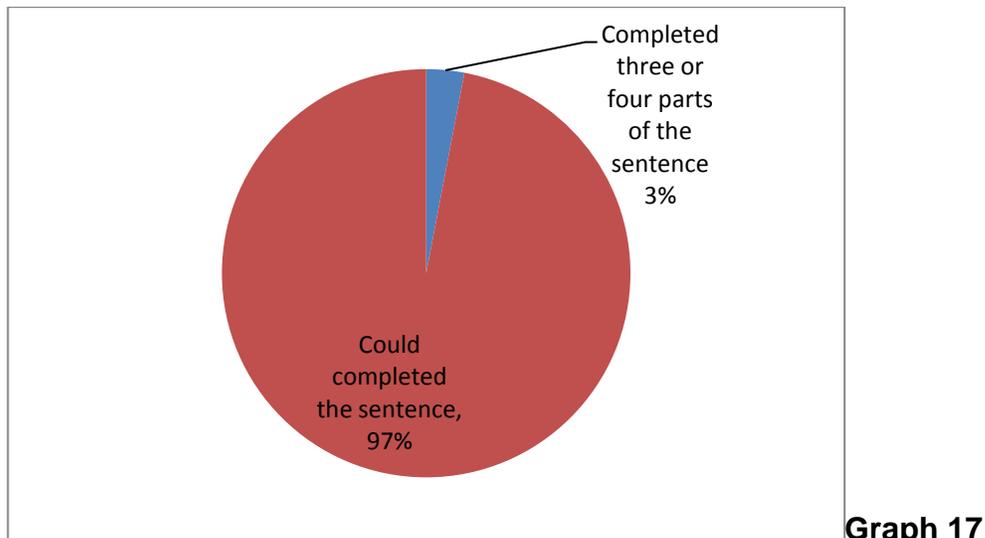
Second Part (context Recognition) 3- 1

In the second part of the test 2, in the grade 3-2 they understood what they had to do and most of the students answered correctly, only the 10% of the students completed three or four parts of the sentence and did not answered the question, however 90% of them completed the question and used different vocabulary from the test 2 to answer it (see graph 13). Some of the students answered yes or not according to the object used in the question, for example if they used a fruit or a small object they answered affirmative but if the object was big (bear, boy, etc.) the answer negative. Nevertheless in the group 3-1 the results were, 87% of the students could not complete the questions, they wrote yes or not, and only the 13% could answer the question. (See graph 14)



Graph 16

Last Part (Use of vocabulary) 3- 2



Last Part (Use of vocabulary) 3- 1

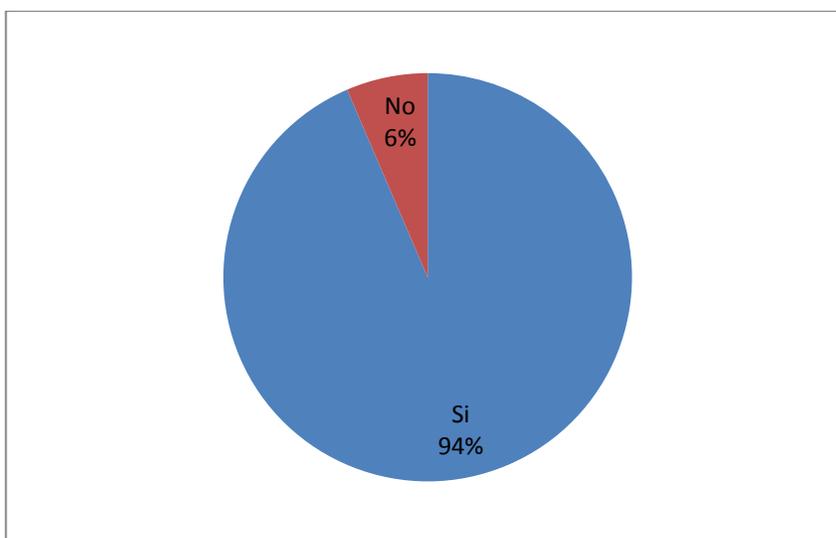
And finally, in the last part of the test the students had to write six sentences in present simple (affirmative form) but they had to take in to account three things, one of them were the pictures of some food (orange, salad, hotdog, etc.); the other were the pronouns that were at the beginning of the sentences; and finally, they had to used three verbs (to want, to like, and to eat) they could use either all or only one of the present verbs (this part depended on the students decision). At this point in the grade 3-2 the 65% of the students formed the sentences correctly, they used one or two verbs and change the verbs in the 3° person of singular, only the 35% of them had some problems in this part; four students had a correct answer but in Spanish; two answered it but forgot some of the names of the food, other two students added information that were wrong and the 3 students conjugated wrong the verb.

The grade 3-1 had large difficulties in this part as well, any student was able to complete no more than two sentences; only 3% of them conjugated 1 or two verbs

properly and any of them changed the verbs in the third person of the singular; 97% of the students knew the name of the food but they wrote the name wrong, or they changed letter or wrote it as it sounds (pronunciation). The last conclusion showed that although all the students studied the same topic “present simple” the students taught with the TPRS methodology had a better performance in the test. Their ability to use the vocabulary and the tense worked during the intervention was improved; this can be proved by comparing the results of the diagnostic test with the results of the final test. The intervened population had great results regarding the vocabulary and the use of the vocabulary with the tenses in order to create meaningful sentences.

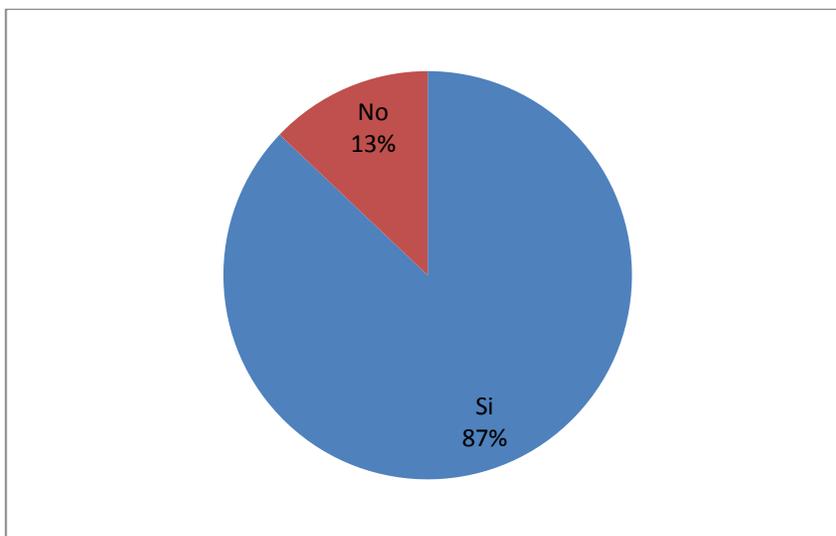
The final instrument used in this stage to collect data was the survey (see figure 8); it was used at the end of the last class. The survey was developed in order to know the opinions of the students about the use of the TPRS methodology in the classes. The survey was given to the students and immediately it was explained (question by question) this survey was in Spanish in order to give the students the opportunity to fully understand the questions.

In the below graphs it is represented the data analysis of the responses of the students, followed by an interpretation of each question regarding the purpose and the relation with the implemented methodology.

**Graph 18**

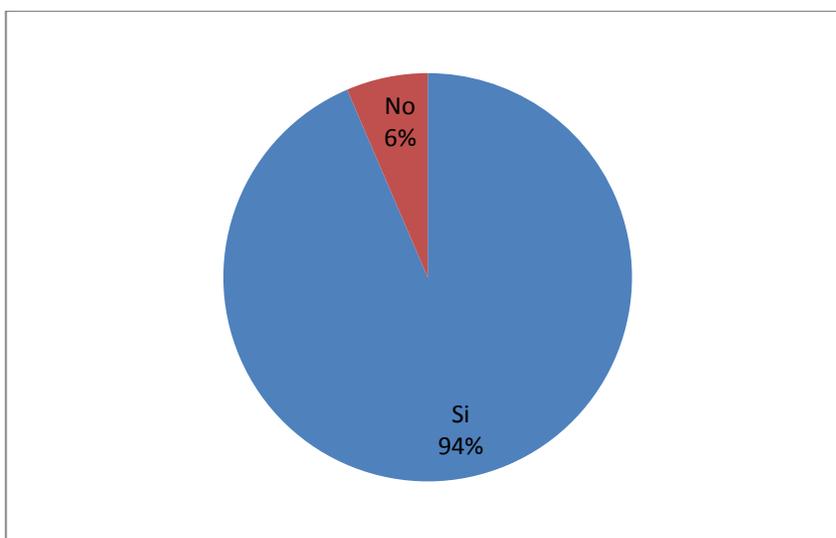
1) ¿Después de las clases donde se usaron historias, te gusta más el inglés?

After the classes based on stories, do you like the English language more? The purpose of this question was to identify the level of acceptance and satisfaction regarding the implementation of a new methodology while teaching English as a foreign language. The students also had a positive response regarding the new methodology improving also their motivation about the English subject. 94% of the students considered more interesting the English classes after the use of stories to teach English; in the first survey presented during the diagnostic test, the students had a positive interest towards the English language however in this survey their response can be related with their results in the final test. The students not only like the English language but they also have an improved performance while using such language.

**Graph 19**

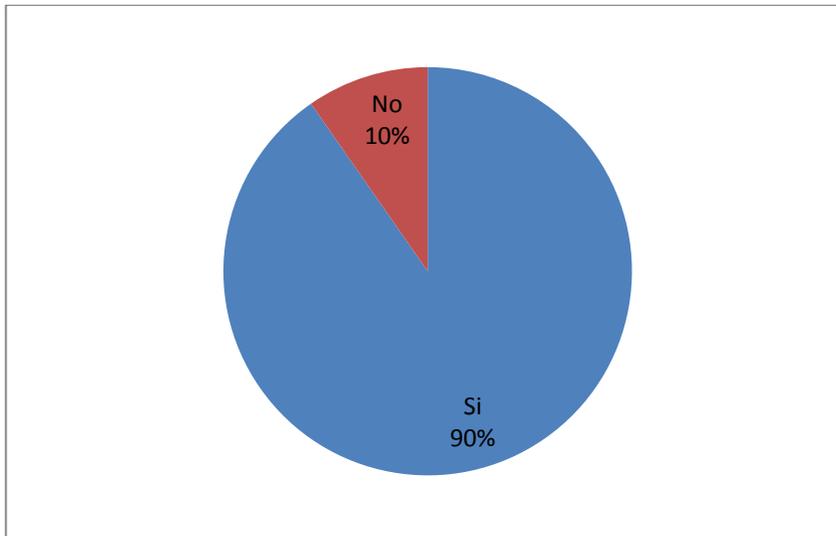
2) ¿Consideras que tu vocabulario en inglés mejoró con el uso de las historias?

Do you consider that your vocabulary improved after the classes based on stories? In the first interview the students were asked about their perception regarding their own amount of vocabulary in the English language (see graph 4). The students' response in this question is similar regarding the first survey, however unlike the first survey, in this opportunity their response can be validated with their performance during the final test. 87% of the students affirmed that the use of the stories improved their vocabulary knowledge; it showed that the students realize their improvement in the use of vocabulary; the use of stories to teach meaningful vocabulary (TPRS) was appreciated by the students.

**Graph 20**

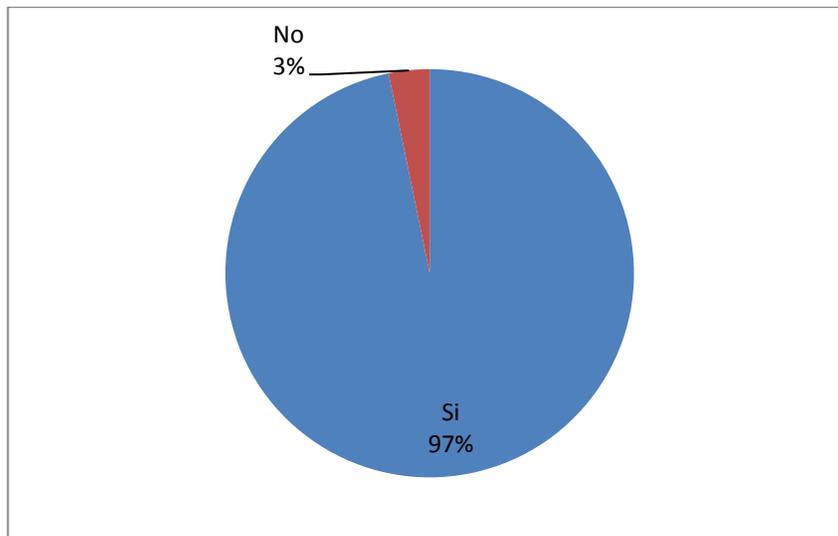
3) ¿Te gustó el uso de historias (y participar en ellas) en clase?

Did you like the use of stories during the classes? This question is related to the seven hypothesis of Stephen Krashen (affective filter hypothesis), the students were asked whether they liked or not to participate in the stories (dramatization) during the classes. 94% of the students answered this question in a positive way. The students who liked the use of stories enjoyed the classes therefore their learning process was not only meaningful but also enjoyable. The acceptance of the methodology was positive for a big portion of the group, only 6% of the students were in disagreement with the use of stories to teach English.

**Graph 21**

- 4) ¿Crees que el uso de las historias mejoró tu motivación hacia el aprendizaje de vocabulario en inglés?

Do you think that the use of stories improved your motivation towards the learning of vocabulary in English? This question as well as question N-3 (see graph 10) is related to the affective filter hypothesis. The success of the TPRS methodology is highly related with the acceptance of the students, because it is inclusive and in order to be implemented properly the students have to collaborate during the activities. 87% of the students considered useful the use of the stories during the classes (TPRS methodology), the methodology had a high level of acceptance among the students, and since only 13 % of the students considered that the use of stories did not improve the motivation to learn vocabulary towards the English language; the students were motivated to participate in the classroom showing with this attitude their acceptance regarding the methodology implemented.

**Graph 22**

5) ¿Te gustaría seguir aprendiendo inglés por medio de historias?

Would you like to keep on learning English using stories? The final question of the survey had the purpose of identifying whether the students would like to keep on learning by using stories. The purpose of this question was to identify how productive this methodology can be in the perspective of the students. 97% of them affirmed that they want to continue learning English by the use of the TPRS methodology, only the 3% disagreed in this question. This question can also measure the students' satisfaction regarding the intervention.

In the final paragraphs of this paper are presented the conclusions regarding the pros and cons of the TPRS methodology. First it can be concluded that the use of TPRS methodology in the classroom was effective due to it was accepted by the students producing significant results not only in the test but also in the opinions of the students (survey), classes based on TPRS methodology proved that is possible to implement new elements in the classroom; the use of stories combined with the

participation of the students by means of the use of role play produced that the students change the perceptions of the English classes, reducing their affective filter and contributing to a better learning environment.

Second, the implementation of lesson plans based on the TPRS methodology; this methodology allowed teaching grammar and vocabulary combined in a meaningful manner. By the implementation of this methodology the design of the lesson plans were dynamic. The students worked grammar while improving their vocabulary knowledge in an enjoyable way. It is important to take into account that the use of stories could change depending on the age of the students, and the vocabulary that is needed by them; other variation could be in the use of the role plays, this part can be modified by other activities to involve the students' participation in the classroom.

As for the cons found during the implementation of classes based on the TPRS methodology, it can be pointed out the use of this methodology in large groups. Since this methodology is related to the students' participation, in large groups this participation is limited to the amount of time. The time of the students' participation is reduced in large groups. Also in large groups the students' concentration and commitment to the role play activities is reduced; the students' who are not involved in the activities are more likely to get distracted during the representation of the stories, especially because in large groups the amount of students being viewers is higher than in groups with fewer students. To correct or improve the two negative aspects found during the implementation of the TPRS methodology, it has to be considered the use of additional activities to engage the viewers in to the representation of the stories.

Finally, “Total Physical Response Storytelling synthesizes a long tradition of foreign language teaching methodologies, linguistic research and the art of storytelling to create an innovative, effective and fun way of learning a new language”⁵⁵ in this methodology the learning process is considered as fun and meaningful; teaching contextualized vocabulary by the use and creation of stories during the classes had proved an improvement of the students’ performance while using a foreign language, but also the students’ acceptance regarding such language. **“TRIGGERING LEARNING OF VOCABULARY THROUGH TPRS ACTIVITIES IN THIRD GRADERS”** is a research project in which the use of the TPRS methodology proved to be helpful to improve the teaching process of vocabulary affecting directly and in a positive manner the learning process of the students.

⁵⁵ BRUNE, Michael. June 2004. Total Physical Response Storytelling: An analysis and Application. (Consulted 08/ 11/ 2011)

Appendix

Figure 1

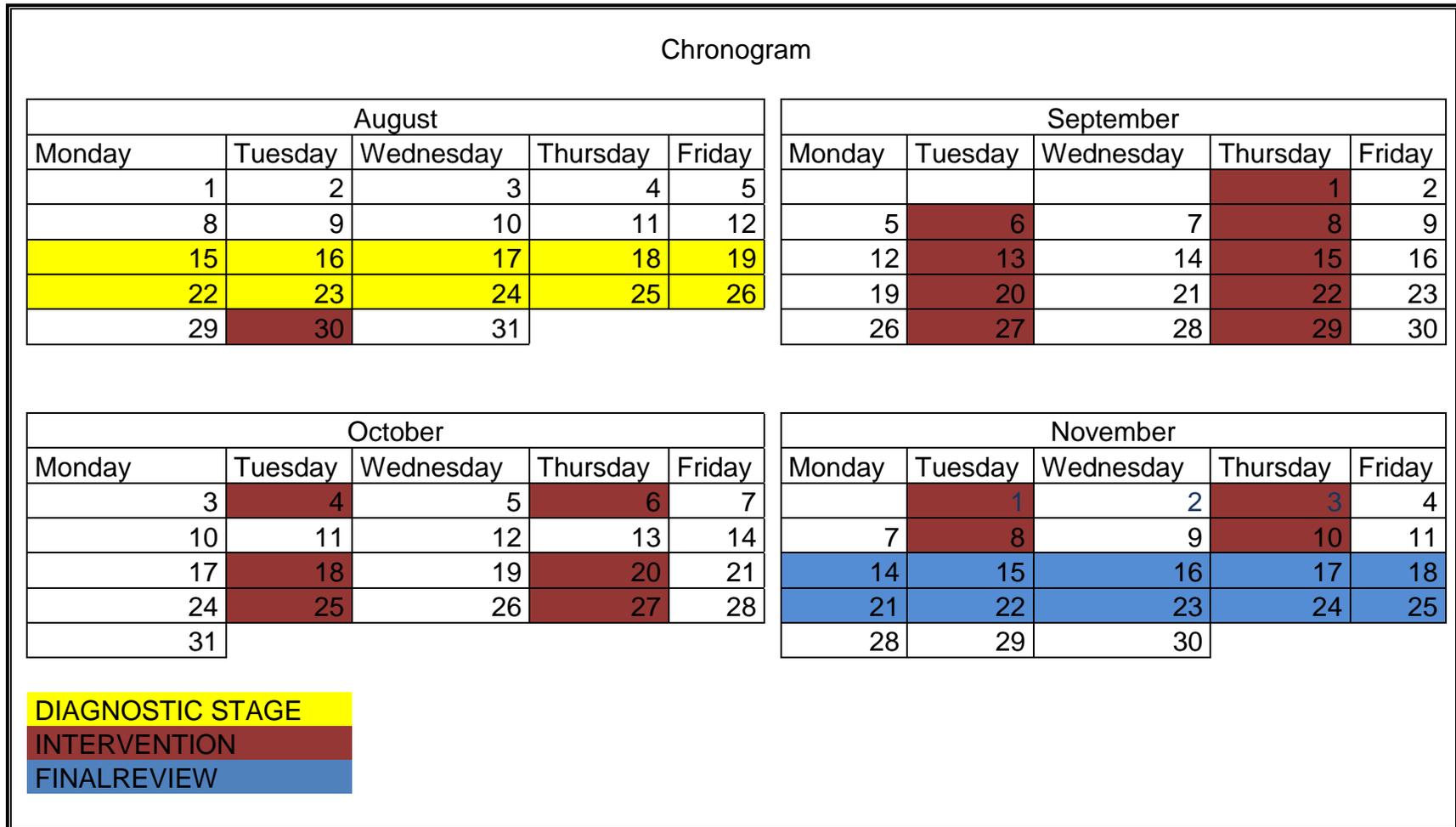


Figure 2

Triggering learning of vocabulary through TPRS activities in third graders

Encuesta

1) ¿Para ti es importante aprender inglés?
Si No

2) ¿Consideras importante aprender vocabulario (palabras) en inglés?
Si No

3) ¿Crees que es útil el conocimiento de vocabulario para aprender inglés?
Si No

4) ¿Crees tener un vocabulario amplio en inglés?
Si No

5) ¿Crees que con el vocabulario que cuentas en inglés eres capaz de crear una conversación en inglés?
Si No

Figure 3

Triggering learning of vocabulary through TPRS activities in third graders

VOCABULARY PLACEMENT TEST

This test is divided in parts to identify the vocabulary recognition of the students in different situations

- **Match the emotion with the image. (Visual recognition)**

	ANGRY
	SURPRISED
	SAD
	SCARED
	HAPPY

- Complete the dialogue (context recognition)

Hello Mark!

- _____ Alex!

How are you?

-I'm _____ and you?

I'm _____ Thanks!



PRODUCTION (USE OF VOCABULARY)

- Write a short conversation



Figure 5

15

KING OF THE JUNGLE

Level: Beginners / Age: 8 - 12

Objective: To work with the students in the simple present tense
To acquire vocabulary through a story

verbs		Unknown words
<ul style="list-style-type: none"> • To want • To make • To roar • To shook • To become • To run • To hide • To swing • To look • To treat • To drop 	<ul style="list-style-type: none"> • To swim • To stump • To crush • To laugh • To spat • To stare • To spray • To sob • To stop • To watch • To train 	<ul style="list-style-type: none"> • Mane • Cube • Vines • Coward • Clearing • Berries • Sticky • Trunks • Wildbeests • Fear • Paws

Materials: whiteboard, flashcard, markers

Procedures:

Introduction:
Teacher introduces the procedure of the class and then chooses the students to act in the story, immediately teacher starts the story (10 min)

Story 5: KING OF THE JUNGLE (By Margo Fallis)

Larry didn't want to be the King of the jungle. "No, Papa. Please don't make me." Papa roared and shook his mane. "One day you must be king. You're a lion cub. It's your destiny to become king." Larry ran away from his papa. He hid in the jungle behind vines and leaves. Three monkeys were swinging in the tree tops and saw Larry in hiding. "Look down there. It's our future king and he's hiding like a coward," one of the monkeys said. "I'll show him how we treat cowards." The monkey dropped a banana and it splattered on Larry's head. The other two monkeys dropped a papaya and a mango and then swung away on the vines. Larry ran out

from behind the vines and leaves, pulling the smashed fruit out of his mane. Instead of roaring like a lion, he sat on a tree stump and cried.

Two toucans watched Larry from above. "That's our future king? Such behavior is not acceptable." The toucans opened their bills and dropped crushed berries on Larry's head. He ran into a clearing and pulled the berries out of his fur. Instead of roaring, he cried again. "I'm all sticky," he ran into the river and washed himself off, crying the whole time. Four hippos watched Larry. "So that's our future king. He's not much of a leader, is he?" The hippos laughed at Larry and spat water at him.

A baby elephant and his mama walked past. "Why is that lion crying, Mama?" The baby elephant stared at Larry. "Isn't he supposed to be the king one day? I think he's a big baby." The elephants walked into the river, filled their trunks with water and sprayed it all over Larry. He stood in the river sobbing. The crocodiles swam by and laughed at him. The zebras, gazelles and wildebeests drinking from the river laughed at him and when an ostrich ran by and threw an egg at Larry, he stopped crying. He washed the egg off his face and looked at all the jungle animals. "ROAR!" The animals shook with fear and ran away. Larry roared at the toucans and the monkeys on the way home.

His papa sat with his head resting in his paws. "Papa, I'm ready to be trained to be King of the jungle. Papa stood and picked Larry up, swinging him in the air. "Now that's better. That's my boy. You'll be a great King of the jungle." None of the animals ever made fun of Larry again. When he walked through the jungle, they ran and hid.

Short Retell: Without actors (3 min) (Then teacher can translate the story if it is necessary)

DISCUSS: Teacher asks questions about the story in order to check the understanding of the words

Questions

1. What animals were on the story?
2. Where were the animals?
3. What was the name of the little lion?
4. Who animals did drop a banana on the head of Larry?
5. Was a baby elephant in the story?
6. Was Larry ready to be the king of the jungle?

Then teacher give an explanation about the use of the simple present (the 3 form affirmative, negative and question form) and uses the vocabulary from the story to write some examples. After teacher give to the students an exercise in order to review the understanding of the topic (use copy 1)

Name _____

Date: _____

1) Circle the correct verb

He want a cookie.
wants cookies.

She want a banana.
wants bananas.

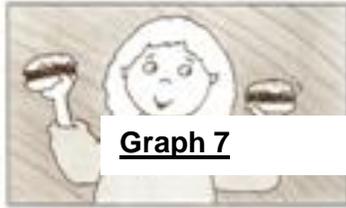
They want hamburgers.
wants sandwiches.

She want an orange.
wants an egg.



2) Answer the questions! Look the pictures

Does she like hamburgers?



Does he like oranges?



Does he like sandwiches?



Does she like hot dogs?



3) Answer the questions

Do you like salads?

Do you like cookies?

Yes, I do. No, I do not.

COPY 1

Figure 6

CHRONOGRAM (INTERVENTION STAGE) LESSON PLAN 2011					
DATE		WEEK	TOPIC	RESOURCES	EVALUATION INDICATORS
August	30 – 1	1	The ass shadow	Copies Flashcard Whiteboard Markers	The students are able to work with the TPRS methodology and recognize the vocabulary worked in the class.
September	6 – 8	2	Victor the vegetarian lion	Copies Flashcard Whiteboard Markers	The students are able to identify sentences in present simple and recognize the vocabulary worked in the class.
	13 – 15	3	Story of tow goats	Copies Flashcard Whiteboard Markers	The students are able to identify sentences in present simple (negative form) and make sentences using the vocabulary worked with the story

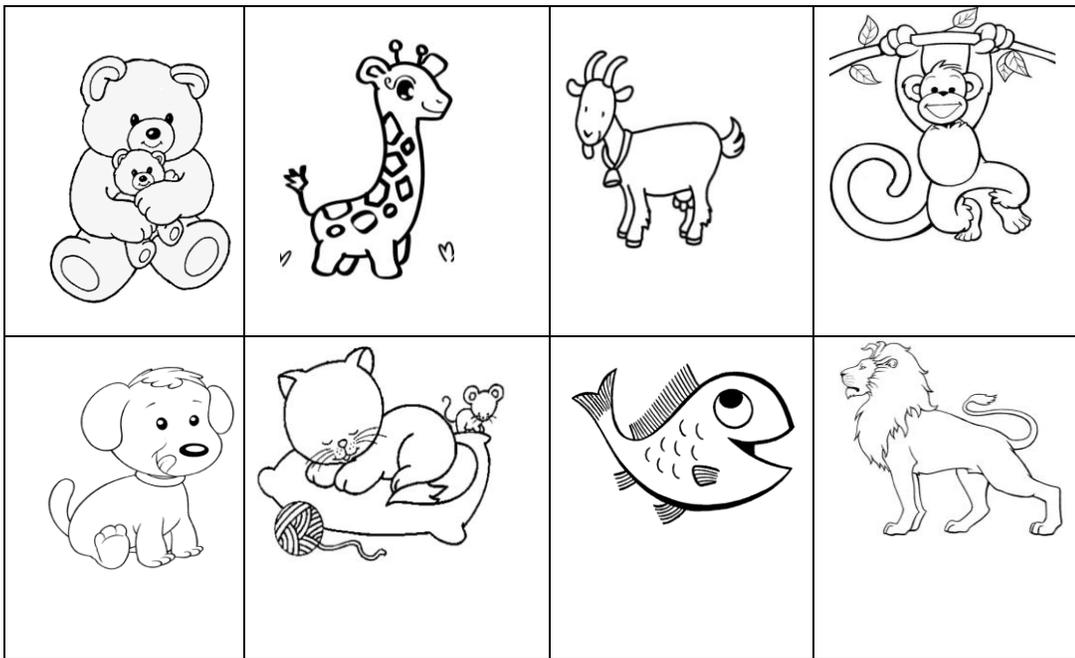
	20 – 22	4	Jump in, jump in	Copies Flashcard Whiteboard Markers Masks	The students are able to identify sentences in present simple (question form) and make question using the auxiliaries DO/DOES
	27 – 29	5	King of the jungle	Copies Flashcard Whiteboard Markers	The students are able to identify sentences in present simple (question form) and answer yes/ not question. Also They are able to make sentences using the vocabulary worked in the story.
October	4 – 6	6	Working at home	Copies	The students are able to identify the 3 forms of the present simple tense, answer yes/ not questions, and work with vocabulary related to food and animals. (this according to the stories)
	18 – 20	7	Lion's do not eat worms	Copies Flashcard Whiteboard Markers	The students are able to make sentences using the verbs worked in the stories, also identify the different pronouns, and use the vocabulary worked in the story.
	25 – 27	8	Elephant and friends	Copies Flashcard Whiteboard Markers	The students are able to identify the different s rules of the use of the 3° person of singular, and in which pronouns they have to change the verbs (he, she ,it)

November	1 – 3	9	Read or play?	Copies Flashcard Whiteboard Markers	The students are able to identify the different s rules of the use of the 3 ^o person of singular, and use the vocabulary worked in the story.
	8- 10	10	Small Good Wolf	Copies Flashcard Whiteboard Markers	The students are able to make a little story using all the vocabulary worked in the last classes

Figure 7

Name _____ Grade _____

1) Match the picture with the name of each animal



1) Dog	2) Fish	3) Bear	4) Lion
5) Cat	6) Goat	7) Monkey	8) Giraffe

2) Complete the dialogue



Do you have a coin in your bag?

_____ a key in your bag?

_____ a (an) _____ in your bag ?

3) Complete the sentences using the verbs (**TO LIKE**, **TO EAT** and **TO WANT**)

1) She _____



2) He _____



3) They _____



4) I _____



5) He _____



6) We _____



Triggering learning of vocabulary through TPRS activities in third
graders

GOOD LUCK!



Figure 8

Triggering learning of vocabulary through TPRS activities in third graders**Encuesta**

1) ¿Después de las clases donde se usaron historias te gusta más el inglés?

Si No

2) ¿Consideras que tu vocabulario en inglés mejoro con el uso de las historias?

Si No

3) ¿Te gusto el uso de historias (y participar en ellas) en clase?

Si No

4) ¿Crees que el uso de las historias mejoro tu motivación hacia el aprendizaje de vocabulario en inglés?

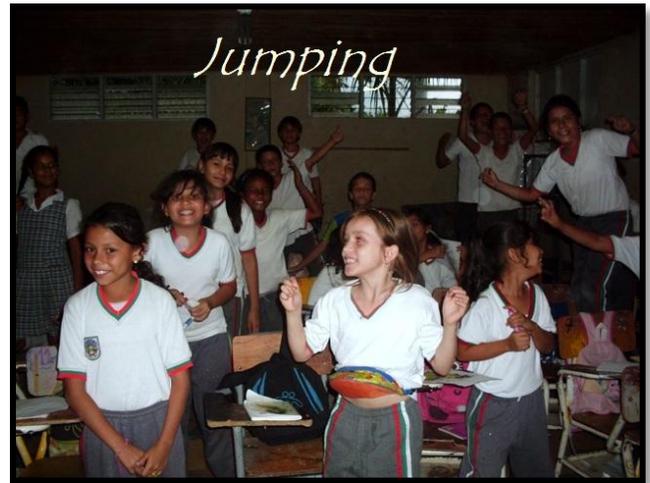
Si No

5) ¿Te gustaría seguir aprendiendo inglés por medio de historias?

Si No

Figure 9

Pictures





BIBLIOGRAPHY

- TEACHING EFFECTIVE VOCABULARY; what teachers can do to increase the vocabulary of children who start education with a limited vocabulary. Department for children, school and family.
[www.teachernet.gov.uk/publications DCSF-00376-2008](http://www.teachernet.gov.uk/publications/DCSF-00376-2008) (Consulted 05/08/2011)
- JOHNSON, Cynthia and Drew. Why teach vocabulary? Page 1 (Consulted 05 / 08/ 2011)
http://eps.schoolspecialty.com/downloads/articles/why_teach_vocabulary.pdf
- THORNBURY, Scott. How to teach vocabulary: how words are learned; Person Longman, 2002. Pag 13
- TOTAL PHYSICAL RESPONSE.
http://www2.vobs.at/ludescher/total_physical_response.htm (Consulted 06/08/2011)
- SCHOLASTIC, The Importance of Vocabulary on 3 rd and 4 t h Grade Standardized Tests
http://teacher.scholastic.com/products/texttalk/pdfs/Vocab_Test_Analysis.pdf
(Consulted 06 / 08/ 2011)
- PIKULSKI. John J and Templeton Shane. Teaching and Developing Vocabulary: Key to Long-Term Reading Success, Houghton Mifflin Company, 2004, Litho in U.S.A. page: 12
http://www.eduplace.com/state/author/pik_temp.pdf (Consulted 04 / 08/ 2011)
- MORAS, Solange. Teaching Vocabulary To Advanced Students: A Lexical Approach, Sao Carlos, Brazil, July 2001
<http://www3.telus.net/linguisticsissues/teachingvocabulary.html> (Consulted 02 / 08/ 2011)
- GAAB, Carol. How to Apply TPRS® for Best Results, introduction, 05 / 08/ 2011 page 1
[http://missduncan.com/tprs/files/tprs/How%20to%20Apply%20TPRS%20for%200Best%20Results%20\(Carol%20Gaab\).pdf](http://missduncan.com/tprs/files/tprs/How%20to%20Apply%20TPRS%20for%200Best%20Results%20(Carol%20Gaab).pdf) (Consulted 02 / 08/ 2011)

- SEDITA, Joan. Effective Vocabulary Instruction , Published in “Insights on Learning Disabilities” 2(1) 33-45, 2005, page 1
<http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf> (Consulted 05 / 08/ 2011)
- GAAB, Carol. TPRS: Evolution or Creation?; Published in Language Magazine, March 2006, Vol 5, No. 7
www.language magazine.com.
[http://missduncan.com/tprs/files/tprs/TPRS%20-%20Evolution%20or%20Creation%20\(Carol%20Gaab\).pdf](http://missduncan.com/tprs/files/tprs/TPRS%20-%20Evolution%20or%20Creation%20(Carol%20Gaab).pdf) (Consulted 02 / 08/ 2011)
- BACHMAN, Catania Amy. About TPR Storytelling
<http://amycatania.tripod.com/cuentosfantsticos/id4.html> (Consulted 05 / 09/ 2011)
- BRUNE, Michael K. Total physical response storytelling:
An analysis and application. June 2004
- DETTENRIEDER, Angela M. Total physical response storytelling.
And the teaching of grammar rules in Second language instruction. Page 17
(Consulted 03/ 10/ 2011)
- TPR and TPRS overview.. <http://acceleratedacquisition.com/documents/tpr-soverview.pdf> (Consulted 1/ 10/ 2011)
- ALTERNATIVE METHODS; The Natural Approach
http://www2.vobs.at/ludescher/Alternative%20methods/natural_approach.htm
(Consulted 02/ 10/ 2011)
- LinguaLinks Library:
<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheNaturalApproach.htm> (Consulted 01/ 10/ 2011)
- SHÜTZ, Ricardo. Stephen Krashen’s theory of second language acquisition.
July 2, 2007
<http://www.sk.com.br/sk-krash.html>. (Consulted 02/ 10/ 2011)
- ASHER, James. Total physical Response. <http://www.tpr-world.com/what.html>
(Consulted 03/ 10/ 2011)

- HANDOYO, Puji Widodo. Teaching children using a Total Physical Response (TPR) Method: Rethinking. *BAHASA DAN SENI, Tahun 33, Nomor 2, Agustus 2005* <http://sastra.um.ac.id/wp-content/uploads/2009/10/Teaching-Children-Using-a-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf> (Consulted 03/ 10/ 2011)
- Teaching ideas for ESL classroom.
<http://www.teacherjoe.us/TeachersTPR.html> (Consulted 02/ 10/ 2011)
- Powerenglishclubsite.com
http://powerenglishclub.freeiz.com/1_10_TPTR.html (Consulted 30/ 09/ 2011)
- DR. DUANGTIP, Charoenruk. Communication Research Methodologies: Qualitative and Quantitative Methodology.
http://utcc2.utcc.ac.th/localuser/amsar/PDF/Documents49/quantitative_and_qualitative_methodologies.pdf (Consulted 07/ 11/ 2011)
- OSPINA, Sonia. Qualitative research. Encyclopedia of leadership, Copyright © 2004 SAGE Publications London, Thousand Oaks CA, New Delhi
http://wagner.nyu.edu/leadership/publications/files/Qualitative_Research.pdf (Consulted 07/ 11/ 2011)
- MCNABB, Connie. Descriptive research methodologies.
http://www.google.com.co/url?sa=t&rct=j&q=descriptive%20research%20method&source=web&cd=1&ved=0CCgQFjAA&url=http%3A%2F%2Fpangea.tec.selu.edu%2F~cmcnabb%2Fphilosop%2Fpower.ppt&ei=JD7ZTtWxE86_gQfdyqyNDw&usg=AFQjCNFiUbwif7cCYUMC26u7ulSRMu5_mg (Consulted 06/ 11/ 2011)
- The Association for Educational Communications and Technology (AECT); 41.1 What Is Descriptive Research?
<http://www.aect.org/edtech/ed1/41/41-01.html> (Consulted 05/ 11/ 2011)
- KEY, James. Research design in occupational education. 1997
<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm> (Consulted 06/ 11/ 2011)
- FRANCIE, Alexander. Understanding Vocabulary.
<http://www.scholastic.com/teachers/article/understanding-vocabulary> (Consulted 05/ 11/ 2011)
- A FOCUS ON VOCABULARY. Focus on Vocabulary is the second in the Research-Based Practices in Early Reading Series published by the Regional

Educational Laboratory at Pacific Resources for Education and Learning.
http://www.prel.org/products/re_/ES0419.htm (Consulted 07/ 11/ 2011)

- Gross, Susan. The 3 steps of Storytelling.
2007, www.susangrosstprs.com/.../THREESTEPS.pdf (Consulted 07/ 11/ 2011)
- BRUNE, Michael. June 2004. Total Physical Response Storytelling: An analysis and Application. (Consulted 08/ 11/ 2011)

LESSON PLANS BOOK