



ABSTRACT

This monograph is a short investigation of TPR (Total Physical Response) as an important method to develop the listening skill in children. Our main goal is to find out the best way to help children to use this foreign language, which is English, as they use their mother tongue in their lives, without any complication and in a funny way in order to make them feel involve in their learning process, without too much stress. Moreover, we want to share these ideas with facilitators of English because we, as English teachers, know that it is helpful to have some different activities in the classroom which provide students a very good way to learn English. Also, this investigation will help teachers to realize that children learn if they feel motivated to learn. This project contains some good activities which are based on TPR, such as: Storytelling, Strip Story and Chants. These techniques of TPR help children to develop listening skill in their lives. Moreover, TPR helps teachers as well as students to increase vocabulary in a different way without stress and pressure. Also, they learn in an active way, using their bodies to do commands with the teacher; not only listening to the teacher. In this case, TPR helps to develop children's listening in their short age. In the future they will be able to speak without any problem.

KEY WORDS:

TPR, listening, children, techniques, and activities.



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CHILDREN’S CLASSROOM”**

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Al presentar esta monografía como uno de los requisitos previos para la obtención del título de Licenciadas en Lengua y Literatura Inglesa, por la Universidad de Cuenca, autorizamos al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

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AUTHORSHIP

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TO

This project goes to my parents Cesar and Rosa, to whom I love so much. They have always helped and supported me. Especially to God who gives me faith, happiness and inspiration to carry on.

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GRATITUDE

VERÓNICA

JESSICA



INTRODUCTION

All people around the world need to have acquired a language in order to communicate with people who are around them. Nowadays, it is not the exception to communicate, but we can say that it is mandatory to learn English.

Nevertheless, in our written work we have believed necessary to investigate about of a method that we consider very appropriate for children because it is always useful for us, as teachers, to teach with good resources. In this way, we will have excellent results with our students. Asher knew that children have to acquire another language in the same way as they learn their first language but he advised us to teach in a way that students can act out with the teacher.

In this way students learn without too much complication, this is why he developed TPR. (8) However, we have to associate this knowledge that Asher shared with us with the previous knowledge that we have in order to become the best teachers we could be.

With this in mind, TPR is a good approach to apply in any class. Besides, we want to help teachers as well as students. Since students do not get stress when it is time to learn and in the same way teachers do not feel pressure in the classroom because students learn in a natural way.



CHAPTER I THE PROBLEM

1.1 TOPIC

TPR: ACTIVITIES TO PROMOTE LISTENING IN AN EFL CHILDREN'S CLASSROOM

1.2. DESCRIPTION OF THE PROBLEM

1.2.1 CONTEXTUALIZATION

According to James Asher, who did a lot of experiments with kids, some students did not want to learn English as a foreign language because it was very hard for them to deal with listening and speaking skills. (3) Moreover, he believed that a baby starts to learn since the first months of life. It means that a baby is able to accumulate information by listening to people who are around him/her. For example, when a mom asks her son to look at his daddy, in this case the child first listens to his/her mom, and after that does the action. He looks immediately to his father. Also, Asher said that a child needs to act out what people are requesting. In this way he/she won't forget the meaning of the given words. (4).

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

To collect activities based on TPR as a resource for EFL teachers.

1.3.2 SPECIFIC OBJECTIVE

To collect TPR Activities.

To organize the collected activities.

To make a booklet with the activities previously collected.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 TPR

Teachers always want to improve their teaching process; this is why they want to choose the best way to keep their student's attention in order to learn in a natural way; this incredible approach called TPR has been a great method in our experience as teachers. We can say that TPR has made a productive change in our daily activities as teachers. Since students have to be part of the subject, not just the ones who receive certain information passively. Through our investigation, we have seen that TPR has to do with the theory that Krashen stated "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding." (1)

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.(1)

"In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful". (1) In our real experience we have proved that what Krashen Theory says is closely related to what Asher, the one who developed TPR, also stated. TPR has helped us to teach to our students to comprehend what they are learning, since they are human beings and they do not have to be only memorizing the given information.



2.1.1 DEFINITION

James Asher is the one who developed Total Physical Response. He defined TPR in one of his books “as a language teaching tool built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.” (2) In other words students have to understand first.

Furthermore, Gita Neupane wrote in her book about Wolfe and Jones who explained that TPR is a “teaching strategy that uses the imperative form to teach vocabulary and grammar.” (82) They stated that there are three elements that explain the success of TPR. First, it is aptitude- free. This means that the approach is effective for everyone in the normal curve of ability, not just those with high academic ability. Students who are having difficulty in school shine in TPR classes because for the first time in their lives, they experience the thrill of being “A” students. Second, as it has been demonstrated in study after study, TPR works with children as well as with adults. There are no age barriers to acquiring a second language and finally, TPR allow stress free. (82)

Another definition of TPR contributed by Richards and Rodgers “Total Physical Response is a language teaching method built around the coordination of a speech and action.” It attempts to teach language through physical (motor) activity. (167)

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. The secret is a unique conversation between the parent and infant. For example, the first conversation is a parent saying, “Look at daddy”. The infant’s face turns in direction of then voice and daddy



exclaims, she is looking at me. With this in mind Dr. Asher in his book called “language body conversation” says that 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.(2)

Also, these conversations continue for many months before the child utters anything more intelligible than mommy or daddy. Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of the target language, speaking appears spontaneously. The infant’s speech will not be perfect, but gradually, the child’s utterances will approximate more and more that of a native speaker. In addition, James Asher said the following that the “Total Physical Response method can be used to practice and teach various things.” It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story- telling. Total Physical Response activities greatly multiply the amount of language input that can be handle by beginning students, TPR activities tie comprehension with performance in nonthreatening, low – anxiety, whole-body responses. Speech is not required. Students build self-confidence along with a wide-ranging passive vocabulary base. Students become ready to talk sooner when they are under no pressure to do so. Much more material may be taught for “passive” recognition than when production is required. TPR activities help the student adjust to the school. You can prepare students to understand the behavior required and the instructions they will hear mainstream classrooms, in the halls, on fire drills, on trips, at assembly programs. (2)

2.1.2 HISTORY

TPR has been used for more than thirty years. It was created by Dr. James J Asher in his book he stated that “TPR is based upon the way that



children learn their mother tongue.” Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to it. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. However, it cannot speak during this time; the child is taking in all of the language; the sounds and the patterns. Eventually, when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom. (7) Dodds Kristin, a recognized English teacher, affirms in AJ Hoge’s blog that “Dr. James Asher introduced, in the early sixties, the concept of comprehending the target language through body movements.” He went against the audio-lingual method, which starts with production and is a slow motion, high stress way of learning. Asher felt that if the audio-lingual method was turned inside out and the production was moved to the middle of the training program, language instruction would work for most, if not all students. (Dodds)

TPR has been used through many years in the classroom. As a good example we found out in one of the James Asher’s book that “we have the body dialogues where the right hemisphere of the brain plays, which is the uncritical side.” To understand the body language, let’s remember that the right brain makes people learn through actions. Asher wanted to make their students learn to understand first, not only memorized words since he knew that this produce a long-term retention. On the other hand, when students only memorize certain words they will not be able to understand in a good way. (6)

2.1.3 ADVANTAGES AND DISADVANTAGES

TPR has some advantages and disadvantages. Widodo Handoyo Puj, who teaches at Polytechnic Nigeria, lists the following advantages:



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- It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It does assist students to recognize phrases or words.
- It is good for kinesthetic learners who are required to be active in the class.
- It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language.
- It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (Rehearsal beforehand can help); it will not take a lot of time to get ready.
- It is very effective with teenagers and young learners.
- It involves both left and right-brained learning.

In addition to such advantages, TPR has disadvantages, as well.

- Students who are not used to such things might find it embarrassing.
- It is only really suitable for beginner levels.
- It is not flexibly used to teach everything, and if used a lot, it would become repetitive. (239)

The thinking of Widodo, the professor who wrote down the advantages and disadvantages, helps us to understand that TPR should best be combined with other activities since it needs much energy so that learners do not feel tired of learning the language. Moreover, in our opinion we consider that we cannot teach too much grammatical



structures to children with TPR since they will become bored to perform actions. (239)

Nevertheless, in our point of view, according to our experience as English teachers, TPR are a good method that should be used in order to acquire new words of a certain vocabulary. It is true that TPR is not that recommended to teach difficult vocabulary. Since hard vocabulary is difficult to act out or to make students to understand without any translation that is one of the main reasons of strip story because with these technique students are allow to see what they are learning without saying in their mother tongue.

2.1.4 TECHNIQUES OF TPR

Through the past of the years, TPR has developed incredible ways to teach a foreign language in the best way possible. In our investigation we have determinate to write something about three excellent techniques when using TPR as a tool in the classroom. This techniques are chants, storytelling and strip story.

2.1.4.1 CHANT

It is important to recognize that TPR is a wonderful method that can be used in a classroom. Furthermore, we should be aware there are some good techniques that TPR provides. The first one that we will explain is chants. We believe that Chants are known as short rhymes and also as a good way of learning English. However, chants encompass repetition and rhythm, they do not have tone. As a result, it is nice and easy to follow for someone who cannot sing. They can be of great help for teaching simple key language points or vocabulary. According to Farlex's dictionary a chant is "A short, simple series of syllables or words that are sung on or intoned to the same note or a limited range of notes" ("CHANTS").



Chants are also well suited to TPR and are normally shorter and more repetitive than songs. They are usually easier to set up as the language is more simplistic, but they offer an interesting alternative to using songs in class. Chants are particularly suited to small amounts of language. Even if we think that chants do not require that much planning, we must think that they are kind of songs, and as such they always need planning and organization.

Elizabeth Forster describes in one of her articles about Elizabeth the value of songs and chants for young learners. Elizabeth describes that chants can be presented to the students with some in the terms of pictures, mimics, or real these things help them, in order to make students learn the rhyme without any difficulty since they are going to live what they are learning.

Finally, chants need the same things that songs need whenever it is going to be used in the class there are certain activities that the teacher should not forget in terms of pre- listening, while- listening and post-listening. (65)

2.1.4.2 STRIP STORY

In agreement with charlotte's way of thinking strip story often express messages or provide brief glances of events or stories. Key elements of a comic strip include character, setting, and plot—all conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, a comic strip highlights only the most important elements of its targeted topic. In this session, students will use character, setting, and plot to retell and make up their own version of story events using a comic strip format. (Strip story).



Strip story, which is a way to narrate a story, by showing the students the parts of the story with pictures. It is useful for students of all ages to image what the teller of a story is saying, but it is helpful to present to them a lot of pictures, to let them to see what they are Imagineering what they are being told. If the story is made for children each sentence has to have a picture. This is a good way to make children get into the story.

Therefore, another way to narrate a story is through comic strip story a good definition that we found according to Colombia encyclopedia comic strip is a “combination of cartoon with a story line, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters, whose thoughts and dialogues are indicated by means of "balloons" containing written speech. The comic strip form can be employed to convey a variety of messages (e.g., advertisements)”. (Comic strip).

2.1.4.3 STORYTELLING

According to a short passage from the web which is a definition discussed by members of the National Storytelling Association “Storytelling audiences do not passively receive a story from the teller, as a viewer receives and records the content of a television program or motion picture. The teller provides no visual images, no stage set, and generally, no costumes related to story characters or historic period. Listeners create these images based on the performer's telling and on their own experiences and beliefs”. (Storytelling)

Within the storytelling community, a story is more generally agreed to be a specific structure of narrative with a specific style and set of characters and which includes a sense of completeness. Through this sharing of experience we use stories to pass on accumulated wisdom, beliefs, and values.



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Through stories we explain how things are, why they are, and our role and purpose. Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions.

We feel identify with Larry Johnson's interview in art of storytelling he wrote that the teacher tells stories and has students acting them out physically, playing various roles and characters. (Johnson.)

Storytelling helps students a lot with their listening and speaking skills. Storytelling can be a receptive skill and can also be changed into a productive one. Story telling has existed for many years and people have always remembered their childhood while listening to a story that he or she has heard in the past. It is a good way to make students use their imagination while listening to the teacher.

Besides, Johnson explains that "Storytelling, the prehistoric art, is especially well-suited for student exploration". As a traditional art, storytelling is available to all ages and abilities. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. These benefits transcend the art experience to support daily life skills. In our fast-paced, media-driven world, storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art. ("Storytelling")

It is a teaching technique whereby a learner responds to language input with body motions. This could be, for example, the acting out a chant.



This technique developed by James Asher, who noted that children listen and respond with gestures before they speak, lowers students 'anxiety level.

James Asher explains in one of his books that robots can be a good example of a TPR activity, where the teacher commands his or her robots to do some task in the classroom. Obviously, our students are not robots but they learn when they perform the action. (6)

For us acting out stories and giving imperative commands are common TPR activities. It is great for early stages but difficult to teach complex language. Another benefit is that it stimulates right-brain motor skill activity.

2.1.5 TEACHER'S ROLE

According to a background of TPR in the Internet that has an unknown author we found out some good ideas about the teacher who plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. In this case we must use some lesson plans for introduce a new language. It is very important in the teaching process. Classroom interaction and turn taking is teacher rather than learner directed. Even when learners interact with other learners it is usually the teacher who initiates the interaction: Teacher: Maria please closes your eyes. ("Background")

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. In our point of view, the teacher has to be organized and flexible according to the needs of the students.



2.1.6 STUDENT'S ROLE

The same web that we found above, about background that has unknown author explains that learners in Total Physical Response has the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners are also expected to recognize and respond to novel combinations of previously taught items:

Novel utterances are recombination of constituents you have used directly in training. For instance, you directed students with 'Walk to the table!' and 'Sit on the chair!' These are familiar to students since they have practiced responding to them. Now, will a student understand if you surprise the individual with an unfamiliar utterance that you created by recombining familiar elements (e.g. 'Sit on the table!'). ("Background")

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.

The same web that we found, about background that has unknown author claims that "There is generally no basic text in a Total Physical Response course". Materials and real things such as arms, legs, eyes play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, slides, and word charts. Also, we will guide with some student kits of Asher that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen"). ("Background")



2.2 HOW TO DEVELOP LISTENING BY MEANS OF TPR

According to James Asher in one of his books, he said the following that “listening comprehension can be assessed by playing either to the left brain or to the right brain”. In addition, the left and right brain play an important role in the teaching process when a child learns a foreign language. Besides, the left brain is described as logical and cynical. The logical left brain is used when we analyze, talk, and discuss. Besides, the right brain is used when we move, act, use metaphor, draw or point. When language is taught by lecturing or explaining, the cynical left brain is targeted and the information is kept in short term memory. It is soon forgotten as it never becomes real to the student. Meanwhile, when language is taught actively through movement, the right brain believes the information retains it, in the same way those skills such as swimming or riding a bicycle, etc. (33)

Moreover, in more scientific remark, “James Asher in the same book stated that there are three critical elements in the way children learn their first language:” (1) listening skill precedes speaking, with children often able to comprehend many complex utterances before they produce any intelligible speech; (2) Many of the utterances that are directed at an infant relate to actions, and more than 50% are in the form of commands such as: “Come here!” “Hold onto my finger!” “Look at Daddy!” Through action and observation, the child’s whole body is involved in decoding the “noise” of speech into language; (3) listening seems to produce a “readiness” for speaking, but it appears that the process cannot be rushed. When the child has internalized an adequate cognitive map of the language through listening, she or he will spontaneously begin to produce utterances. In summary, when a child learn a foreign language through TPR he has to understand first the commands that the teacher said only listening. After that, the boys continue listening and do the action together with the teacher. Finally, when the student has understood the commands through of the listening skill he could do the action alone and speak spontaneously some



new words in English. So, in this way children develop the listening skill through of the TPR method. (4)

According to Richards and Rodgers in one of their books, they mentioned that “learners in Total Physical Response have the primary roles of listener and performer”. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond individually or collectively. Children learn new commands, chants, and imperatives forms only listening that the teacher says in the classroom. Furthermore, the teacher has an active and direct role in Total Physical Response. Also, in the classroom the teacher has the role of parents. She begins to introducing some words such as (“jump”) or a phrase (“look at the board”). With this the teacher does the action with their students and showing the action according with the words, phrases or commands. (16)

In summary, the teacher says one command and the children listen firstly and after that, they perform and do the action with the teacher. We can do this activity for five or ten minutes at the beginning of the class. After that, we must introduce the new material. Children learn only listening and doing the actions together with the teachers. Children develop listening skill in their daily lives through TPR method when the teacher uses this beautiful method in a correct way in the classroom. It means through of the commands, imperative verbs, and stories.

2.2.1 WHAT IS LISTENING?

According to the web site Llas Centre for languages linguistics and area studies, the author Larry Vandergrift, he defines “listening,” as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active processes of



interpretation in which match what they hear with what they already know. (Vandergrift)

According to free online dictionary by Farlex listening skill is “to make an effort to hear something”. (Farlex) However, listening is an active process. When listening, we direct the attention to the act of hearing. Listening involves an attention both to hear and to understand what is heard. Real listening has three basic steps: Hearing, Understanding, and Judging.

- **HEARING.** Hearing is a passive process. In other words we are hearing that the speaker is saying.
- **UNDERSTANDING.** It means understand the information that you heard.
- **JUDGING.** It means think if the words of the speaker have sense.

In addition, we think that Listening is one of the most important skills for our students to develop in their lives in the classroom when they learn a foreign language. Besides, with this skill students hear and understand the new grammar and they develop their own vocabulary and establish a conversation with many people around the world. Without this skill students cannot establish a good conversation with others persons.

2.2.2 HOW IT WORKS

According to the web site Listening works, the author Lesley Tan said the following that “Listening works is committed to helping children and their families, as well as others involved with them, to develop better communication and learning.” (Tan) Also, In agreement with another web site Llas Centre for languages linguistics and area studies, the author Larry Vandergrift said the following “Teachers can help students develop sound strategies for comprehension through a process approach to teaching of the listening.” This will help students learn how to listen and develop the



metacognitive knowledge and strategies crucial to success in listening comprehension. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio – cultural context of the utterance. (Vandergrift)

According with the web site British Council, the author Nik Peachey said that “Listening has some important functions” and they are the following:

First of all, the basic framework can be divided into three main stages.

- **Pre– listening.** We help our students to prepare to listen.
- **While – listening.** We help to focus their attention on the listening text and guide the development of their understanding of it.
- **Post – listening.** We help our students integrate what they have learnt from the next into their existing knowledge. (Peachey)
- **Pre – listening.** - There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization, and preparation.
- **Motivation.** – We think it is important that before listening students are motivated to listen, so teachers should try to select a text that they will find interesting and then design tasks that will arouse your students’ interest and curiosity. In this case teacher at the beginning of the class can introduce a short warm – up putting in practice the commands through TPR. This is a free activity. After that, professor must continue with other different activity.
- **Contextualization.** - When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to



contextualize the listening and access their existing knowledge and expectations to help them understand the text.

- **Preparation.** – Another important goal is that the task we set students while they listen there could be specific vocabulary or expressions that students will need.
- **While listening.** - When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times three or four usually works quite well as we found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking. Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure. The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response. The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text. Listening to a foreign language is a very intensive and demanding activity and for this reason we think it's very important that students should have "breathing or thinking" space between listening. We usually get our students to compare their answers between listening as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.



- **Post – listening.** - There are two common forms that post-listening tasks can take. These are reactions to content of the text, and analysis of the linguistic features used to express the content.
- **Reaction to the text.** - This could be discussion as a response to what we've heard-do they agree or disagree or even believe what they have heard or it could be some kind of reuse of the information they have heard.
- **Analysis of language.** – The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier. (Peachey)
- **APPLYING THE FRAMEWORK TO A SONG.** - Here is an example of how you could use this framework to exploit a song:
 - **Pre - listening**
 - Students brainstorm kinds of songs.
 - Students describe one of their favorite songs and what they like about it.
 - Students predict some word or expressions that might be in a love song.
 - **While listening**
 - Students listen and decide if the song is happy or sad.
 - Students listen again and order the lines or verses of the song.
 - Students listen again to check their answers or read a summary of the song with errors in and correct them.



- **Post - listening**

FOCUS ON CONTENT

- Discuss what they liked / didn't like about the song.
- Decide whether they would buy it / who they would buy it for.
- Write a review of the song for a newspaper or website.
- Write another verse for the song.

FOCUS ON FORM

- Students look at the lyrics from the song and identify the verb forms.
- Students find new words in the song and find out what they mean.
- Students make notes of common collocations within the song.
(Peachey)

2.2.3 LISTENING BY MEANS OF TPR

According to the web site Humanising Language Teaching, the authors Ji Lingzhu and Dai Jiandong mention that “the second language acquisition has to be learnt in the same way that we learned our mother tongue.” It has three vital aspects: a). understanding the spoken language must come before speaking, b). understanding the language is developed through body movements, and c). the listening period creates a readiness to speak. (Jiandong, Lingzhu)

Literally, in the web site Pilgrims™ English Language Courses, the author Winitz wrote “listening comprehension means, I listen to the speaker and understands what he/she says. TPR itself emphasizes listening comprehension. Asher’s emphasis on developing comprehension first links himself to a movement in foreign language teaching sometimes referred to as Comprehension Approach” (Winitz). The Comprehension Approach scholars share the belief that a) comprehension abilities precede productive skills in learning a language; b) the learning of speech should be delayed until

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comprehension skills are established; c) skills acquired through listening transfer to other skills; and d) teaching should emphasize learner stress-free environment etc. In children's acquisition of their first languages, immediately after birth when parents and others utter directions to the infants such as "Look at Mommy!" "Look at Daddy". The infant responds with a physical action which shows that he comprehends the utterances. So, this means that the baby has acquired information during the time he was not able to speak this is because the baby has develop the listening skill. When a person learns a new language has to feel comfortable and that is one of the main reasons that TPR is so good for beginner levels, since TPR make students not to feel stress. Moreover, students feel in a good environment since the teacher becomes a person who gives the commands, but the teacher acts out the command first. This is very important since students do not fell to making mistakes.

With this in mind, listening through TPR has an extraordinary impact in the teaching and learning process of a foreign language. Listening is the best way to children in order to learn a foreign language. And for sure they will be able to speak when they are prepared to do this.

2.3 HOW CHILDREN LEARN THROUGH TPR

Jean Piaget may be best known for his stages of cognitive development. Jean Piaget was a psychologist that examined how children think and reason differently in different periods of their lives. He developed his cognitive theory by actually observing his own children. According to Jean Piaget in one of his books, he said that "the children must construct their own knowledge exploring, manipulating, experimenting, making questions and searching out answers for themselves about different things." It means that the learner must be active. Besides, he said that the education should be personalized because of this manner the children have more opportunities to communicate with another person and may be establish a debate. The



teachers only are facilitators of the knowledge and guide of the students. He must allow children to make mistakes and learn from them. Also, the teacher should present students situations and occasions that allow them to discover new learning by themselves. (20)

According to Jean Piaget stages in one of his books, he said the following that “the teaching English to children can mean working with very different age groups with different interest and needs.” The first stage is Sensory - motor stage (from birth to two years of age), the young children learn to interact with the environment by manipulating objects around him. Second, Pre – operational stage (from two to seven years of age), the child’s thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. On the whole this stage is characterized by egocentrism (a kind of self centredness) and a lack of logical thinking. Third, Concrete operational stage (from seven to eleven years of age), year seven is the “turning point” in the cognitive development because children thinking begin to resemble “logical” adult – like thinking. They develop the ability to apply logical reasoning in several areas of knowledge at the same time (such as math, science, or map reading) but this ability is restricted to the immediate context. This means that children at this age cannot yet generalized their understanding. The last stage is Formal operational stage (from eleven years onwards, children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical such as deductive reasoning in a systematic way. They achieve “formal logic”. (13)

In summary, Jean Piaget showed that the children have different knowledge and that they think and reason differently to adults in some specific stages of their lives. Finally, learning is much more meaningful if the child is allowed to experiment on his own rather than listening to the teacher lecture. In others words, allow students to create their own knowledge through experiences in the classroom and their environment.



Also, James Asher in one of his books, he mentioned that “the Total Physical Response is a language teaching method. This method built on coordination of speech and action; it attempts to teach language through physical (motor) activity.” Asher developed TPR relying on three learning hypotheses. Those learning hypotheses facilitate and inhibit foreign language learning. Those learning hypotheses are the following: bio – program, brain lateralization, and reduction of stress.

The first hypothesis is the bio – program. Asher believed that first and foreign language learning is parallel process. Also, Asher mentioned three processes as essential: First, children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate. Second, children’s ability in listening comprehension is learned because children are required to respond physically to spoke language in form of parental command. Third, when listening comprehension has been established, speech develops naturally and effortlessly. According to Asher brain and nervous system is biologically programmed both in a particular sequence and mode. The sequence is listening before speaking. The mode is to deal language with the individual’s body. (5)

The second hypothesis is brain lateralization. Asher suggested that Total Physical Response tend to right – brain learning. This Asher’s belief based on Jean Piaget’s work suggested that children acquire language through motor movement – a right - hemisphere activity. Right – hemisphere activity should precede left – hemisphere activity to process the language for production. Therefore, the right – hemisphere activity should be exposed in the process of the children’s language learning because children frequently learn language indirectly rather than directly. Besides, the right hemisphere activity emphasizes on the things that seem to be fun. (6)



The third hypothesis is reduction of stress. The fundamental factor for successful language learning is the absence of stress. If students are free from stressful situation, they are able to devote full energy for learning. (6)

Also, the Total Physical Response gives a great opportunity for grammatical structure and vocabulary to be exposed. Asher stated that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of imperative by the instructor. (7)

Also, “James Asher has demonstrated through of experiments that the optimal language acquisition experience is: comprehension before speaking.” You can observe this yourself with babies. For months before even babbling appears, there is a silent period in which the infant seems to be listening to directions from caretakers: “Look at me!” These are unique “conversations” in which someone speaks and the child responds with a physical action. He called this the “total physical response” which is known worldwide as TPR. (7)

To sum up, James Asher and Jean Piaget were excellent psychologists. They contributed to teaching and learning process in the education. In our opinion we think that these authors have the reason about that the children learn in an active way through movements and experiences. But, we shared Asher’s idea that the children firstly listening and after that they are able to speak. In contrary, Jean Piaget said that the children learning much more meaningful if the child is allowed to experiment on his own rather than listening to the teacher lecture. In other words with TPR children acquire the language through of the listening skill. It means that children listen attentively and respond physically to commands given by the teacher. She starts to by saying a word (“jump”) or a phrase (“Look at the board”) and demonstrating an action. The teacher then says the command



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and the students all do the action. After repeating a few times the commands they feel confident with the word and they perform and do the action alone or in front of the class. In this case speech is not required. They will decide to speak when they are prepared to do this.



CHAPTER III METHODOLOGY

3.1 BASIC METHODOLOGY

In our investigation, we have considered necessary to create some activities that will help any teacher to use them in their daily teaching. These activities can be considered as warm ups. Also, these activities can be used when teachers want their students to practice some new vocabulary or maybe vocabulary that students already know, but they have some difficulties in remembering the words.

As our investigation focuses on children, our activities are for children from five to seven years old. These activities are for children who do not know too much English. They will practice some TPR activities and they will also practice with TPR techniques such as chants, storytelling, and strip story.

First of all, we recommended that you spend five to ten or more minutes on listening and responding activities at the beginning or end of every class. Students become ready to talk sooner when they are under no pressure to do so. Much more material may be taught for "passive" recognition than when production is required.

The first activity that we have in our booklet could be used as a warm up at the beginning of the class or a stress free activity at the end of the class or maybe it could be used in the middle of the class for small and large classes, as well. Teacher has to use certain commands in order to keep children's attention. The main objective of this activity is to develop listening skills, vocabulary, learn command forms of verbs and English Verb + Object, and Verb + prepositional phrases word order; to have fun and physical exercise. The level that we used in this activity is for new beginners and up.



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The teacher to use this booklet he or she needs to follow the next instructions for the presentation in front of the class.

Presentation:

1. Gather materials indicated for each drill.
2. Give the instruction to the entire class, modeling the performance expected.
3. Repeat, varying the order of instructions, and continue to model the performance.
4. Repeat the instructions a third time, without modeling, allowing students to copy others students. Praise the students generously.
5. Select small groups of students to go through the actions while the remainder of the class watches.
6. Call on individual volunteers to act out the instructions. The idea is to keep the anxiety low with a “no failure” activity, yet still challenge the students with a swift pace and variety of modes, with humorous inclusions of impossible or silly tasks.
7. On the second day, review the first set of commands, allowing abler students to model the actions, giving lavish praise for performance. Introduce new directions while you model the actions.
8. Each day review segments from previous lessons, combining them with new material, keeping a rapid pace.
9. Add whatever is appropriate to extend vocabulary in areas needed in your classroom and school.
10. Reading lessons may be based on the drills. Make enough copies for your class. Read each command and signal for the class to

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repeat after you. Call on volunteers to read individual sentences. Allow abler students to give all the commands as others act them out.

11. Create your own TPR drills to introduce or reinforce any new topic – adjectives, comparisons, clauses, compound sentences. “Go to the tallest boy.” “Bring me the book with the most pages.” “Point to the girl who is wearing a pink vest.”

The first activity that we have in our booklet could be used as a warm up. In this activity teacher tries to teach short commands such as: stand up, sit down, raise your hand, close your eyes, etc. The material that you need for this activity is a book of any kind for each student. The main objective is to develop listening skill, vocabulary, and learn some commands. The teacher always must teach correctly and do the commands or actions together with the students.

The second activity in this booklet is about short commands such as: Touch your eyes, touch your mouth, open your book, touch your book, etc. The material that you need for this activity is the students’ desks (tables), chairs, pencils, crayons, erasers. The main objective is to develop listening skill, vocabulary, grammar, and learn new commands.

The third activity in this booklet is around the room. The material that you need is chairs, desks, classroom objects. The objective is to develop listening skill, vocabulary, grammar, and new commands. The English level is for beginners and up.

The next activity in this booklet could be used as a warm up. It is an American song. It is called hokey pokey. The English level is for beginners and up. The main objective is to learn an American group “dance”; to learn right – left discrimination. This activity has a fast melody and is it is appealing to older students. The material that we need is stickers if you want. The presentation consists of the following: Students form a circle. Say the



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sentences slowly as you demonstrate the actions and students imitate you. Go through as many stanzas as necessary to help them hear the language. Encourage them to join in saying the sentences as they do the activity. Then begin from the beginning with the music. The song is the following you put your right foot in; you put your right foot out. You put your right foot in and you shake it all about. Then you do the Hokey pokey and you turn yourself around, and that's what it's all about! Hey! You put your right hand in, you put your right hand out, you put your right hand in, and you shake it all about. Then you do the Hokey pokey, (elbows bent, point index fingers up, rotate hips) And you turn yourself around. And that's what it's all about. Hey! (Clap hands) You put your left hand in, (etc.) you put your right foot in, (etc.) (Continue with the left foot, right hip, left hip, head, and whole self.

The next activity is fun. It is known as Hangman. It could be used as a Warm - up or an activity to reinforce the vocabulary learnt in the classroom. The English level is for beginner and up. The main objective is to learn a common game and the English needed to talk about it; to practice vocabulary recognition, spelling, letter sounds, and word patterns. The material that you need in the classroom is the following Chalkboard and chalk or paper and pencil. The play starts of this way the "hangman" chooses a secret word (this is the best taken from the students' known vocabulary list). The hangman checks spelling with you or copies if from the book. She writes a dash for each letter in the word on the board. Students take turns guessing the miss letters. As a letter is guessed correctly, it is written in the proper dash. If a letter is guessed and it does not appear in the word, the hangman adds a part of the body to the person being hanged.

If the class guesses the word before the man is hanged, the class wins, and a new hangman is chosen. If the man is hanged before the word is guessed, the hangman wins and goes again. The presentation is sample conversation is the following: Teacher draws a scaffold on the chalkboard. Then show the class the steps in hanging a man from the scaffold. We are going to play a game called Hangman. I am the hangman. This is the

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hanging place. I am hanging a man. First I draw the man's head. Then I draw his eyes, nose, and mouth. (Let class supply the names of the things as you draw them.)

Next his neck, then his body, then one arm , the other arm, his hand and fingers, his other hand and fingers, one leg, the other leg, one foot, and the last foot. Now he's dead. (Erase the board) I am thinking of a word. It has ten letters, so I will write ten blanks. One, two, three (etc.). Guess a letter in this word. (Student guesses a letter; for example "d")

(Write the letter on the appropriate dash.)

Good. There is a d in this word. _ _ _ _ _ _ _ _ _ _ d

Next activities are about strip stories. The main objectives are to develop listening, writing and speaking skills and learn new vocabulary and grammar. The English level is for beginners and up. The presentation is the following: Story Strips are built on the concepts learned in the schedules section. These strips are variations on the schedule in which pictures are used to tell a story. Simply put, to make a story strip, take what you would say in words and turn it into pictures. The first one is about Garfield and the second one is about Tom and Jerry.

The further activities that we have in our booklet could be used as a warm up at the beginning of the class or a stress free activity at the end of the class or maybe it could be used in the middle of the class for small and large classes, as well. Teacher has to use certain commands in order to keep children's attention. For this activity the teacher needs first a book of any kind for each student. Also, the teacher needs most students participate without hesitation.

The following activities are based on Chants for children from 5 to 7 years old with beginning level this chants are very useful in the classroom. Since they are children they love rhymes. Since chants are repetition they



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learn easily without getting stress. We have use all this chants about colors, numbers and things from the school which contains an easy vocabulary for their target level. Throughout our experience of English teacher we have use chants and we have seen that students acquire new vocabulary in a fantastic way.

Other activity that we could see is storytelling we just have to make the narration as fun as necessary in order to make students understand the words in a proper way.



CHAPTER IV

CONCLUSIONS

Through this monograph we have come across with ideas that TPR gives to professors of English, such as how to make students do not get stress, some good techniques that help students to understand the language without too much effort and to become better in our teaching of English, making students develop their listening skills.

We consider that the teaching process is a hard path, since we have to be capable to make our student internalize the target language. Nevertheless, students do not have only to know certain words or concepts but they have to be conscious about they have learned in order to put into practice in their daily lives, in terms of real communication.

With TPR we can say that most students learn the new language by doing certain actions. Since students can realize what they are learning by doing actions, not only memorizing. As we have seen in this investigation students relate actions with the meaning of the words.

The techniques that we have studied in this monograph which are chants, storytelling, and strip story are good to put into practice in the classroom in the paragraph bellow; we are going to conclude why these techniques are so good one by one.

Chants which are one of the techniques when using TPR help students to learn by rhyming. Chants are useful in the classroom for the main reason that students repeat the given vocabulary and learn inductively. Furthermore, since chants are not songs they help students who do not like to sing or do not know how to sing to feel motivated to practice the vocabulary.



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Storytelling is a good way to make children develop listening skill because they help students to be creating pictures in their minds. Moreover, students like to feel comfortable with the narrator, in this case the teacher.

Strip story is a good tool to apply in the classroom because pictures help students to understand better the meaning of the unknown words.

TPR can help the students to feel involved in the class. Besides, the usage of the TPR in the classroom can help students to do not feel stress when learning something they do not know.

Summarizing these ideas, with this short project we could say that TPR is useful for us, as teachers. We can introduce TPR activities whenever we want to teach something new in a fun way. In contrast, we can affirm that is not only the use of TPR as a tool in the classroom, but all the teachers all over the world have to be talented people who can use TPR, people who have well prepared the class, who love what they do, showing their responsibility through planning what he or she wants to do in the class in order, to make students learn in a proper way.



APPENDIX

“TPR: ACTIVITIES TO PROMOTE LISTENING IN AN EFL CHILDREN’S CLASSROOM”

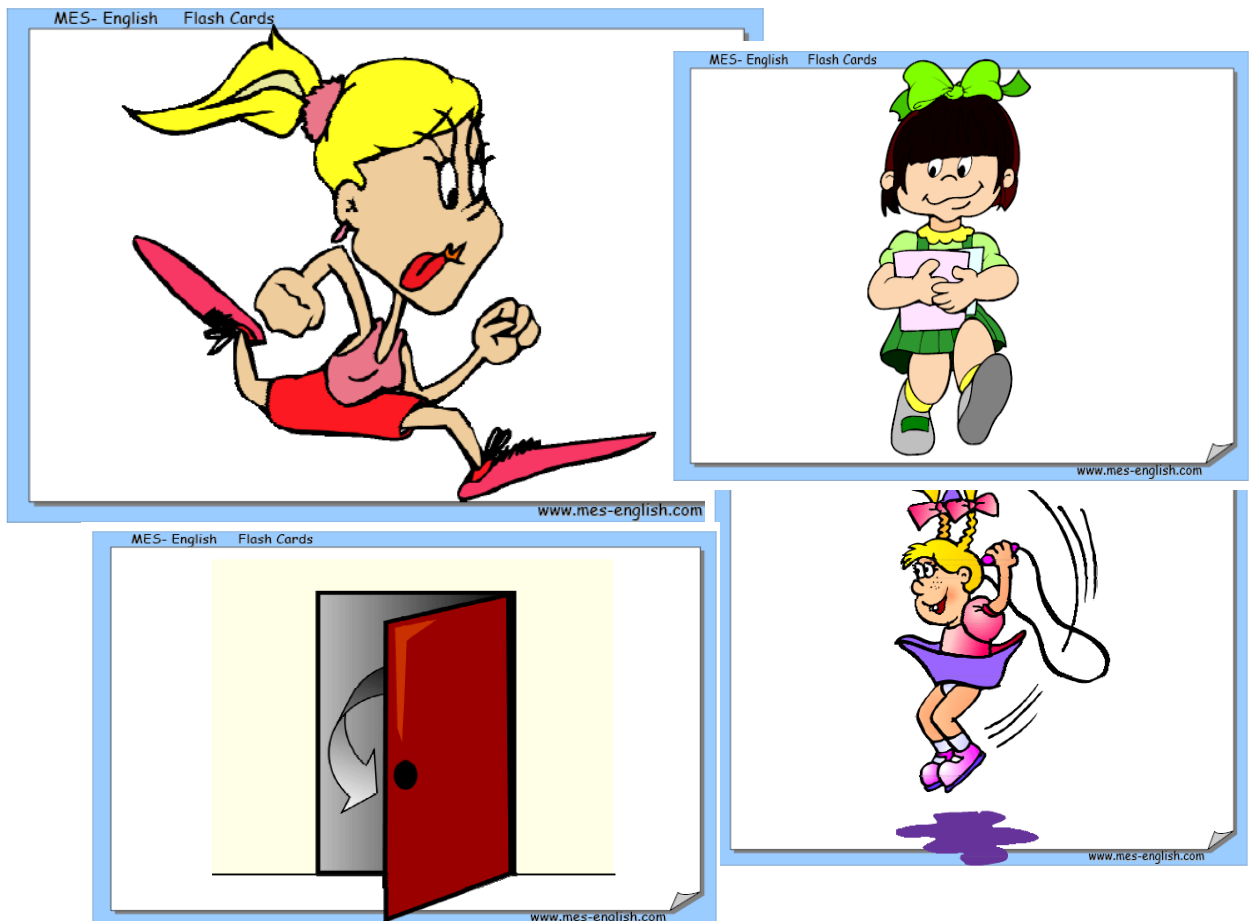


Fig.1. “mes-english.com.” Run, jump, close, and walk. Web November 2011: 20.



Fig.2. "esprintables.com." Run and walk. Web November 2011: 4.

TPR ACTIVITIES COMMANDS



APPENDIX

Appendix 1

TPR ACTIVITIES

WARM – UP (COMMANDS)

Grades: Kindergarten (and up)

English level: New beginners (and up)

Objectives: To develop listening skills, vocabulary, learn command forms of verbs and English Verb + Object, and Verb + prepositional phrases word order; to have fun and physical exercise.

Presentation: gather materials indicated for each drill.

TPR 1: Stand/sit/raise/close/open + eyes/mouth/hands/book

Materials needed: Book of any kind of for each student.

Stand up.

Sit down.

Stand up.

Sit down.

Raise your hand.

Put your hand down.

Stand up.

Raise your hand.

Put your hand down.

Sit down.

Raise two hands.

Put one hand down.

Put the other hand down.



Fig.3. "Esl Teacher's Activities Kids." Raise your hands. Web October 2009: 28.

Open your book.

Close your book.

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Open your hands.
Close your hands.
Close your eyes.
Open your eyes.
Stand up.
Raise your hand.
Put your hand down.
Raise your book.
Put your book down.
Sit down.
Open your mouth.

Close your mouth.
Shhh. Be quiet.



Fig.3. "Esl Teacher's Activities Kids." Be quiet.
Web October 2009: 28.



TPR 2: Touch/put + ears/pencil/chair/table/crayons/boy/girl

Materials needed: Students' desks (tables), chairs, pencils, crayons, erasers.

Touch your eyes

Touch your nose

Touch your mouth

Close your eyes

Open your mouth.

Open your eyes.

Close your mouth.

Touch your ears.

Touch your hands.

Raise your hands.

Put your hands down.

Touch your book.

Raise your book.

Put your book down.

Touch your pencil.

Touch your chair.

Touch the table.

Raise the table.

Touch the crayons.

Touch a girl.

Touch a boy.

Raise your eyes.

Raise your nose.



Fig.4. "improve-vision-natrurally.com."
Tumer, Rebecca. Touch eyes. Web
November 2011: 4.



TPR 3: Around the room

Materials needed: Chairs, desks, classroom objects.

Stand up.

Put your chair under your desk.

Go to the door.

Touch the door.

Open the door.

Close the door.

Go to the chalkboard.

Go to the window.

Open the window.

Close the window.

Go to the teacher.

Go to the teacher's desk.

Touch the teacher's desk.

Go to the map.

Touch the map.

Go to the flag.

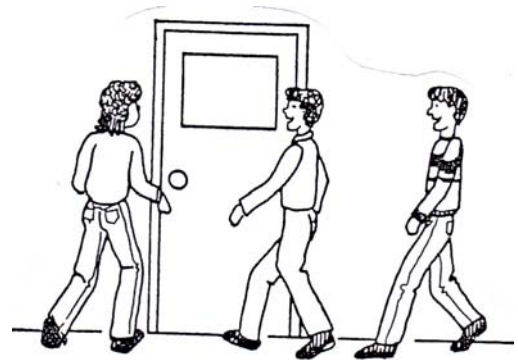
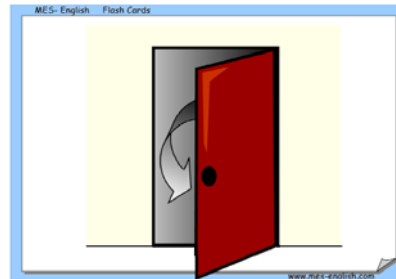


Fig.5. "Esl Teacher's Activities Kids." Go to the door. Web October 2009: 28.

Touch the flag.

Girls go to the door.

Boys go to the window.

Boys go to the chalkboard.

Girls go to the boys.

Everybody go to your chair and sit down.





Fig.6. "dreamstime.com." Alex. Chants. Web November 2011: 4.

CHANTS



Appendix 2

CHANTS

The following Chants were taken from Kid's box book created by Melanie William these chants help students to understand the target language in a funnier way. We have proved in our classes that these chants are very interesting for kids.

CHANT 1: NUMBERS

Grades: Kindergarten (and up)

English level: New beginners (and up)

Objectives: Develop listening Skill and to learn numbers in an easy way

Presentation: Show number one by one until 10

Chant: numbers

Materials needed: Flash cards with numbers

Time: 20 minutes.

Repeat as many times as necessary.

1,2,3,4,5,6,7,8,9,10.



Fig. 7.Help me 2 learn. "The talking numbers", Cartoon. Learning to count from 1 to 20.Web.Oct 26.2011.



CHANT 2: CLASSROOM MATERIALS

Grades: Kindergarten (and up)

English level: New beginners (and up)

Objectives: Develop listening Skill and to learn numbers in an easy way

Presentation: Show students real things that they have in the classroom

Chants: Classroom materials

Materials needed: Flash cards with a pencil, a book, an eraser, a pen, a table, a chair.

Time: 10 minutes.

A pencil, a book, an eraser, a pen, a table, a chair say it again.

Repeat the times you consider necessary.



Fig. 8. Clipart. "Classroom items." Cartoon. *Royalty free clipart and pictures.* Web.Oct 11 2011.



CHANT 3: COLORS

Grades: Kindergarten (and up)

English level: New beginners (and up)

Objectives: Develop listening Skill and learn new colors in an easy way

Presentation: Show students the color which are in the chant

Chants: New colors.

Materials needed: Flash cards with the new colors

Time: 10 minutes.

Black, brown, white, grey, look, listen point and say

Repeat the times you consider necessary.



Fig. 9. Cohen, Karen. "Floral tape".cartoon.2010.Web.Sep 14, 2011.



Fig.10. “unabolsamagicademusica.blogspot.com.” Hokey Pokey. Web November 2011: 1.

WARM – UPS



Appendix 3

WARM – UP (SONG)

HOKEY POKEY

Grades: 2 to adult

English level: Beginner and up

Objectives: To learn an American group “dance”; to learn right – left discrimination. This activity is similar in objective and language practiced to “Looby Loo” but has a faster melody and is more appealing to older students.

Materials needed: Stickers

Presentation: Students form a circle. Say the sentences slowly as you demonstrate the actions and students imitate you. Go through as many stanzas as necessary to help them hear the language. Encourage them to join in saying the sentences as they do the activity. Then begin from the beginning with the music.

HOKEY POKEY



Fig.10. “unabolsamagicademusica.blogspot.com.” Hokey Pokey. Web November 2011: 1.

You put your right foot in, you put your right foot out.

You put your right foot in and you shake it all about.

Then you do the hokey pokey and you turn yourself around,

And that’s what it’s all about! Hey!

You put your right hand in,

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You put your right hand out,

You put your right hand in,

And you shake it all about.

Then you do the hokey pokey, (elbows bent, point index fingers up, rotate hips)

And you turn yourself around.

And that's what it's all about. Hey! (Clap hands)

You put your left hand in, (etc.)

You put your right foot in, (etc.)

(Continue with the left foot, right hip, left hip, head, and whole self.)



Fig.11. "Esl Teacher's Activities Kids." Hokey Pokey. Web October 2009: 28.



WARM – UP (GAME)

HANGMAN

Grades: 2 and up

English level: Beginner and up

Objectives: to learn a common game and the English needed to talk about it; to practice vocabulary recognition, spelling, letter sounds, and word patterns.

Materials needed: Chalkboard and chalk or paper and pencil.

Play: The “hangman” chooses a secret word (this is the best taken from the students’ known vocabulary list). The hangman checks spelling with you or copies it from the book. She writes a dash for each letter in the word on the board. Students take turns guessing the missing letters. As a letter is guessed correctly, it is written in the proper dash. If a letter is guessed and it does not appear in the word, the hangman adds a part of the body to the person being hanged.

If the class guesses the word before the man is hanged, the class wins, and a new hangman is chosen. If the man is hanged before the word is guessed, the hangman wins and goes again.

Presentation and sample conversation: Draw a scaffold on the chalkboard. Then show the class the steps in hanging a man from the scaffold.

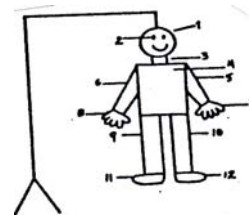
We are going to play a game called Hangman.

I am the hangman.

This is the hanging place.

I am hanging a man.

First I draw the man’s head.



Then I draw his eyes, nose, and mouth. (Let class supply the names of the things as you draw them.)

Next his neck, then his body, then one arm , the other arm, his hand and fingers, his other hand and fingers, one leg, the other leg, one foot, and the last foot. Now he’s dead. (Erase the board)



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I am thinking of a word.

It has ten letters, so I will write ten blanks. One, two, three (etc.).

Guess a letter in this word. (Student guesses a letter; for example "d")

(Write the letter on the appropriate dash.)

Good. There is a d in this word. _____d

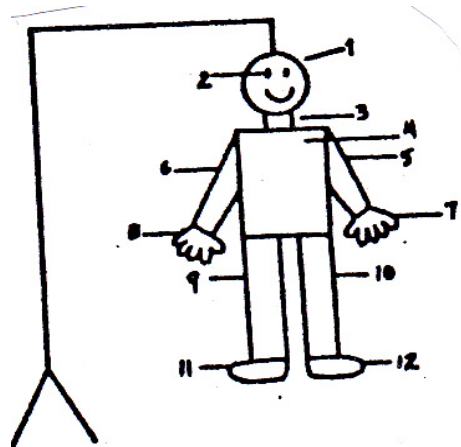


Fig.12. "Esl Teacher's Activities Kids." Hangman. Web October 2009: 28.



Fig.13. “digitalspy.co.uk.” Reynolds, Simons. Tom and Jerry. Web November 2011: 4.

STRIP STORIES



Appendix 4

STRIP STORIES

The last activities of this booklet are about Strip Stories.

Grades: Kindergarten to adult

English level: New beginners (and up)

Objectives: To develop listening, writing and speaking skills and learn new vocabulary and grammar.

Presentation: Story Strips are built on the concepts learned in the schedules section. These strips are variations on the schedule in which pictures are used to tell a story. Simply put, to make a story strip, take what you would say in words and turn it into pictures. The first one is about Garfield.

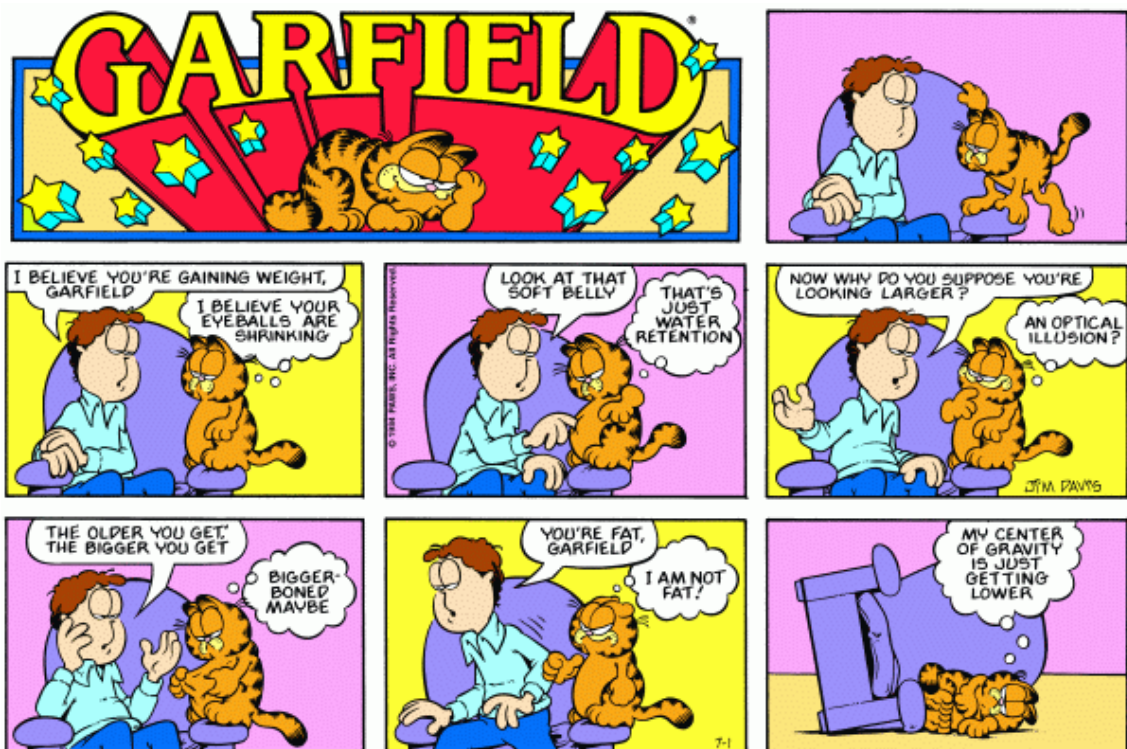


Fig.14. “garfield.nfshost.com.” Davis Jim. Garfield. Web November 2011: 1.



The second activity is about Tom and Jerry.

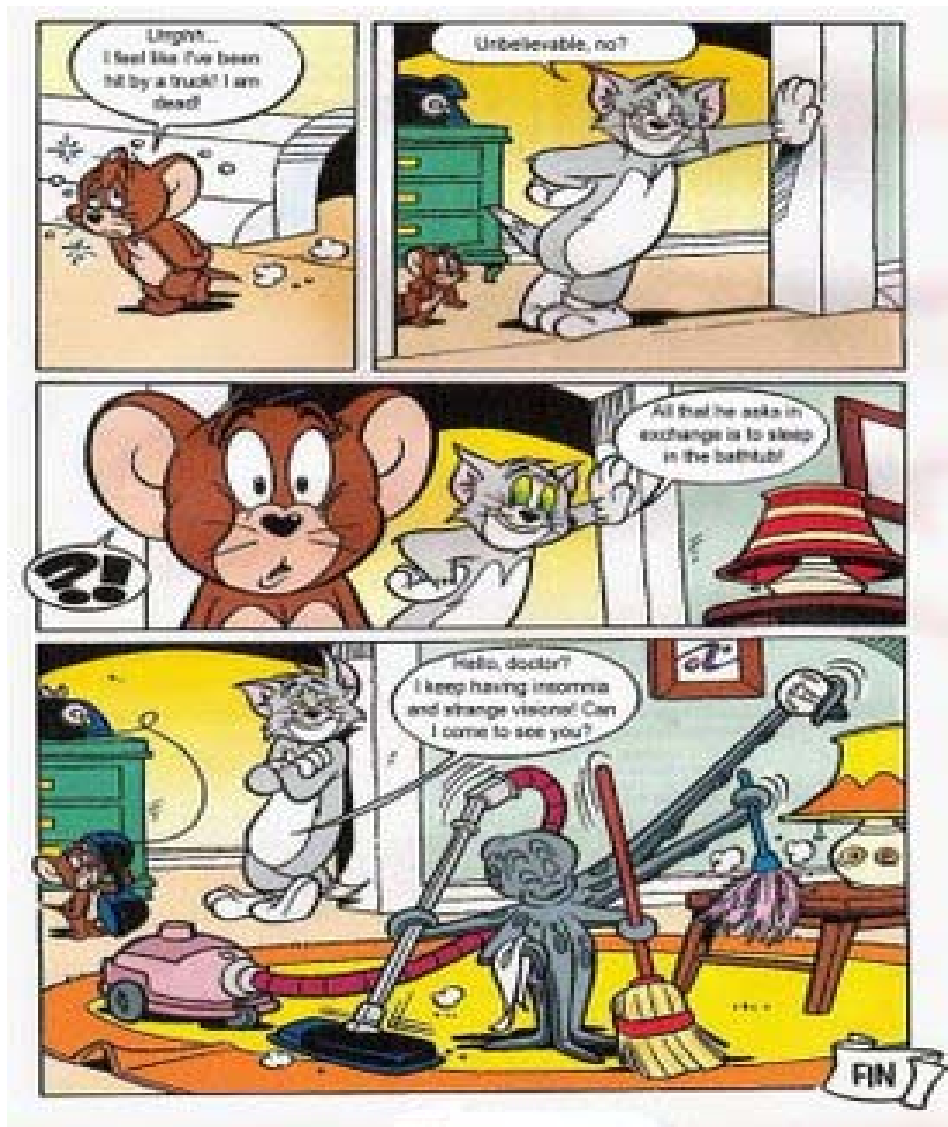


Fig.15. "cartoonblog-kepet.blogspot.com." Martin Oscar. Tom and Jerry. November 2011: 1.



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STORYTELLING

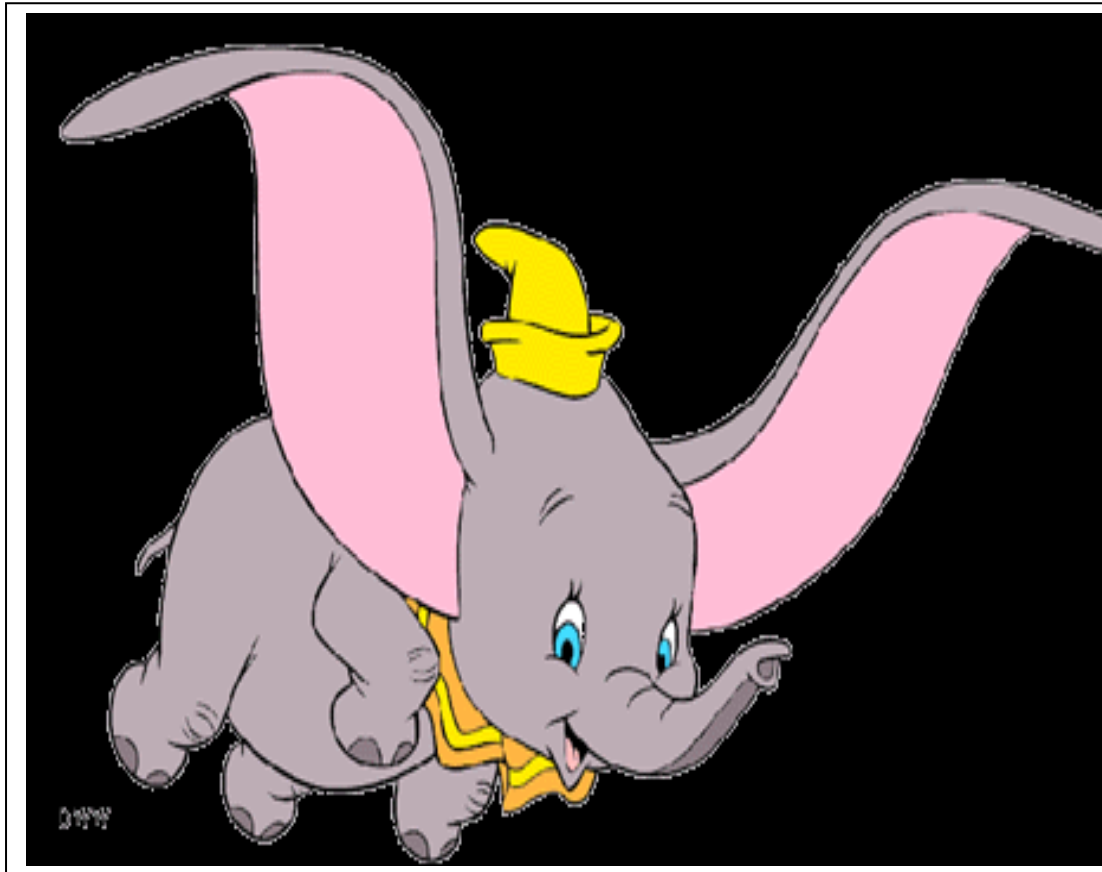


Fig.17. Disney clips. "Dumbo". cartoon. Dumbo clipart. Aug. 2009. Web. October 15, 2011.



Appendix 5

STORYTELLING

DUMBO

The last activity of this booklet is storytelling which was created by Josie we found out in my baby monsters storytelling. This source has very good storytelling which is helpful in our teaching.

Grades: kids from 5 to 7 years old.

English level: New beginners (and up)

Objectives: To develop listening in the kids.

Presentation: The narrator of the story has to make voices according to the story. Moreover, the teller can show some flash cards or pictures to help students to understand the story. This story is about Dumbo.

My ear... my ears... have you seen them?

It's what's on my face. I mean, what was on my face.

They're not here or hear... beep, beep.

It was the horned eagle.



Fig.18. Disney clips."Dumbo".cartoon. Dumbo clipart.Aug.2009. Web. October15,2011.

Did you see it, or did he steal your eyes?

Watch out... beep, beep.

It's not a fish, 'cause it flies.

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No, not French fries. No, not frog flies. Just bird flies.

Bird flies... Birds fly... Bird... beep, beep.

But the horned eagle cannot fly.

Its wings are too pointy to catch the air, and that's why it took my ears.

It put them on its horns... beep, beep. And then it flew. Flew up.

Up, up, up, and away, way, way with my ears.

With my ears wide open... beep, beep



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