



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: "The application of the total physical response method within a first grade english as a foreign language class in secondary school"

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**“THE APPLICATION OF THE TOTAL PHYSICAL RESPONSE METHOD WITHIN
A FIRST GRADE ENGLISH AS A FOREIGN LANGUAGE CLASS IN
SECONDARY SCHOOL”**

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**QUE PARA OBTENER EL TITULO DE LICENCIADO EN SECUNDARIA CON
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SAN LUIS POTOSÍ, S.L.P.

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“Working hard is important, but there is something that matters even more: Believing in yourself”

J.K. Rowling

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INTRODUCTION

INTRODUCTION

This Pedagogical Essay was created with the purpose of demonstrating how useful a methodology applied in a specific group of students can be. In the particular case of my topic: "The application of the Total Physical Response Method within a first grade English as a foreign language Class in secondary school". This topic was chosen because the Total Physical Response is a method used with beginners, in this case, the first grade students.

The TPR method helps in the development of the communicative skills, involving physical movement to create a link between the mind and the body. It is useful in teaching new vocabulary, and also in the techniques proposed with this method: like drama and role play. These are useful for students to apply the new vocabulary by the recreation of different situations and to make students capable to interact in their everyday life. Asher. J. (1972)

At the beginning of the school year 2013-2014, I started the teaching practice in the Secondary school "Antonio Diaz Soto y Gama"; I had the responsibility of several groups: 2nd grade group C, 3rd grade A and the groups A and B of first grade. I decided to work with a first grade, because the students started a new stage and had the first contact with the foreign Language.

During the Observation period, I noticed that the groups of first grade had different characteristics, one of them rather in positive interest from the other. After two weeks I decided to work with the first grade group B, because they demonstrated, since the first class I observed, they were participative and they had a good attitude towards. They felt kind of nervous during the English class, and were not

comfortable to express ideas using new information. On the other hand, I wanted to use something that made students trust in themselves and be part of the class of English. This is the reason why I decided apply the Total Physical Response method and the techniques this method proposes.

The purpose of this Pedagogical Essay is that: **“Students being able to use the communicative skills to write their own conversation scripts and perform real situations, using body language and oral communication in order to apply them in real life”**. In order to achieve this purpose, the TPR method would be applied within the study group and to analyze if the method is useful or not in a first grade secondary group.

As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides and word charts. Asher has developed TPR student’s kits that focus in specific situations such as the home, the supermarket, the beach. Students may use the kits to construct scenes. Richards, J. and Rodgers, T. (1986: pp.77)

This means that students need enough material to create scenes, as real as possible, so they can play roles in the different situations they will face in real life. At the same time they are developing the social practice in classroom and being conscious that they are capable of using the language in their everyday life.

When I started to read about the Total Physical Response method (TPR) and the techniques proposed, I realized that I could incorporate exercises and activities used in theater. Surprisingly some authors, involved in theater, had similar ideas to

the once of James J. Asher in the TPR method. Meyerhold, V. who proposed physical training to link mind and body to help students gain confidence to express themselves in their mother tongue and in the foreign language.

The TPR method proposes drama and role play activities as techniques to develop students' learning. Theater could be used as a technique to develop learning in any subject, because it helps students to have a different perspective of the situation, and at the same time, learn and put in practice new information. Actors are unconventional learners they are hands-on, practical people, focused on performing what they learn; that is why students can be actors too and put in practice new information they learn. Eggers, K. and Eggers, W. (2010)

During the entire, teaching practice I applied different activities. These activities are used in theater, I implemented them to motivate and awake students' self-confidence to put in practice new information, through dialogues they could modify and perform in pairs or trios.

This document includes several sections, in order to facilitate the comprehension of the process carried out through the elaboration of such. The first chapter "Study Topic" refers to the information about the school and its characteristics, the first perceptions of students, considering their behavior, their needs and their interests. This essay is located in the nucleus "The Didactic Competence in Teaching the Specialty" and the topic line "The Analysis of the Teaching Practice". It also includes the questions this document intends to answer through the application of the techniques, previously mentioned.

The second chapter “Topic Development” includes a detailed description of the Total Physical Response method, the techniques this method proposes and how they were used during the teaching practice. I will detail the specific sequences applied during the school year, the problems that I face during the application and the answers to the questions created in the first section. These are based on the results of the sequences applied and the bibliographic devices checked, during the writing process of this pedagogical essay.

The lesson plans, used for the sequences, were based on the unit 4 “Daily Life” and unit 5 “Places and buildings” included in the first grade section from the SEP Study Program 2006. The entire teaching practice was based on the main characteristics of the Graduating Profile, in order to achieve the personal objectives and the Plans and Programs purposes.

I will finalize this essay providing conclusions that include general results from the sequences applied. They will show if the objectives were achieved or not. It also gives a perspective about how useful the activities like drama and role play were for me and my study group. New concerns were emerged based on the results obtained.

The Appendix section will provide evidence of my work in the “Antonio Diaz Soto y Gama” secondary school, students’ productions, and material applied in class. This material was gathered as evidence of the learning taking place in my weeks of practice.

Finally, in the Bibliography, consulted books are mentioned as the electronic references used to support theoretically this document. Throughout this essay you

will find different quotes and references from the books included in the bibliography.

This pedagogical Essay was not only for my benefit, because during the coexistence with the students I notice their capacity and the reason why some of them take advantage of this capacities and some reasons that the rest act like they are not capable of anything. That means that the student's emotions affect their learning process. The elaboration of this document also helps students to brake their insecurity and make them more participative during the English class.

During the school year students' productions, participations and their creations led to the development of this Pedagogical Essay. It opened my mind to other possibilities to apply with students in order to favor the foreign language learning. The formation as an English Teacher, received during this last four years and the experiences that my study group gave me, improved my opinion of teaching, and even if I faced several difficulties, teaching is the most satisfying career for me.

CHAPTER I

“Topic of Study”

1.1 Nucleus and Topic Line

During this semester, my teaching practice was being held in the secondary school “Antonio Diaz Soto y Gama”; this educative Essay is based on the teaching practice within a 1st grade secondary English Class, group “B”. This group has 28 students between 12 – 14 years of age and has been observed since August 19th until June 13th. Throughout the observation period, I noticed through the low results, obtained in the diagnostic test, that the English Class is the students’ first contact with the English Language. It is also a new experience for them and as well as an opportunity to acquire the language through one of the teaching methods employed with beginners in order to develop students’ communicative skills.

During the first teaching practice month, I was able to observe that students really enjoyed role play activities. When I taught Personal Identification, from the first unit, they had an activity where they had to perform different occupations. They were motivated and had an excellent performance, for this reason I decided to use Theater as a technique for English learning and at the same time to develop the communicative skills because theater stimulates free expression and respects students’ diversity.

Therefore in the educative structure there is an exercise that can make students interact in the class with their classmates and with themselves. These exercises involve the body and oral creativity to develop their interpretation ability and at the same time it helps students to learn and remember dialogues, because the body has its own memory. Students could do the same to acquire language with exercises that involve body-oral practices. They will follow some scripts created by them to practice the oral language; nonetheless this expectation was not justified as a methodology of language teaching.

The book “Make it happen” was checked and the method that involves the same kind of exercises is the Total Physical Response; which includes body language, role play and drama activities. This method is used with beginners. This will be used with a 1st secondary group who had low results in their Diagnostic English Test.

There are 3 possible Nucleus where the educative essay could be located, it refers to “The Adolescents”, this topic is about them, and how their stage could affect their class performance, what is going to apply to take advantage of their adolescence.

The second one is “The School and the adolescent’s context” it is about how the school context affects the educative life of students and how their context helps or affects their school performance, how to take advantage or how to help students to improve their behavior and performance.

And the last one “The Didactic Competence in Teaching the Specialty” which is about how a didactic competence could improve student’s performance in class, what kind of strategies could be implemented in the classroom to develop communicative skills to improve their grades and improve student’s performance.

The topic **“The application of the total physical response method within a first grade English as a Foreign Language Class in secondary school”** is located in the **“The Didactic Competence in Teaching the Specialty”** nucleus, because the TPR method will be applied in this classroom, through activities that involve role play and drama to develop the communicative skill in these students..

This Educative Essay is located in the topic line “**The Analysis of Teaching Practice**”, it is about how functional a method is with students during a class, what you work with and how successful it is because during the monthly teaching practice, some activities that involve TPR method, drama and role play techniques will be used to develop communicative skills and these will be analyzed through the evaluation of experiences, of journals and direct observation.

1.2 Description of the case being studied

During the entire English major, I have thought on an alternative to use theater as a strategy to learn English, because I have loved theater since I was 11 years old. In 2nd semester, in the Preschool Workshop II, we learned the acquisition theories and some methods of English Teaching but I did not find one to be applied with teenagers. In 3rd semester, during the first practice period, I noticed that students are not confident enough to interact in English but when they followed a script, in this case, when they performed the conversations of their textbooks, this motivated them to participate, even if it was only read.

At that moment I realized that this could be a good opportunity to implement the Theater as a technique to learn English. Techniques are specific classroom activities consistent with a method and in harmony with an approach (Anthony, 1963). Students would develop the oral practice through role play and drama activities.

We can practice with conversations so at the end they could add, delete or change some sentences from the conversations and also create a new script in order to perform the conversation and practice the structures and vocabulary of each Unit.

However, I did not consider any other aspect, only conversations. I tried to focus on this aspect in all my lesson plans but I faced many disfavoring results. For that reason I thought of a way to implement theater in something else than a conversation.

During the 5th semester I practiced in a different junior high school and I implemented conversation's scripts with students, it really worked even if some of them felt unsure with this kind of activities. I understand that students need to practice pronunciation to trust themselves, perform the conversations and provide them the correct vocabulary so they could construct their own dialogues.

In the 6th semester I practiced in a different school but this time I did not use conversation scripts. I worked with free communicative activities, but they didn't respond because they needed to acquire the vocabulary and practice it first. I had a wrong perception about repetition and my students did not practice the vocabulary in a correct way.

At that moment I thought about finding a way for them to learn vocabulary, understand conversation scripts, perform them using their bodies and also produce their own scripts. At the same time permitting students to use their creativity and locate the situations to real life.

Then when this semester began it was observed that the English class was the student's first contact with English language, according to the results from the Diagnostic Test. For that reason they presented difficulties when they wrote or shared their answers during an exercise and their excuse was "Es que no se inglés". I thought in theater as strategy to learn English, because it tries to feed the

cognitive, psychomotor and affective areas in students, teachers and their context and it also helps their oral expression.

1.3 School and geographical information

The Junior High School “Antonio Diaz Soto y Gama” is located in San Luis Potosí; San Luis Potosí. Its address is Padre Eusebio Kino number 4, in Fovissste. It is a school with fourteen groups, five groups of first grade, five groups of second grade and four groups of third grade; each classroom has at least thirty-one students. The School has a didactic classroom, a library, three courts and four workshops: Drawing, Electricity, Designing clothes and secretarial workshop.

I had the opportunity to work in this school, during 5th semester. In that time, all the teachers had serious problems with the student’s behavior and the environment was tense. At the beginning of this school year 2013- 2014, the principal was changed and the environment felt different, students started being more respectful than before.

The group of 1st grade Group “B” has 28 students, two of them with Special Educative Needs. Some students need more attention than others because they are restless and rude. It is a group with diverse students, each one of them with their specific characteristics. They have good behavior, it only changes on Friday, when they have the last class of the day, and their behavior is influenced by the time, their tiredness and the anxiousness to go home.

One of the most relevant characteristic of this 1st grade class is their capacity to understand some instructions, how they participate and work in class, even if sometimes they are out of control. For that reason I choose to work with them, and it was a good experience, they taught me how to work with a group and they really enjoyed the activities.

1.4 Relevant social characteristics

A survey (Appendix II) was applied in the first grade; group “B”, to know how students interact with the English language and to know their opinion about the subject. It conducted me the following results (Appendix III):

Students like the English subject, I was able to notice this through their attitude to participate and work during class. They are very enthusiastic during the class activities. Even if sometimes they were loud, they had a good time during class and at the same time they learned something new.

Students have not taken an English course. That is why students could be interested in the class, maybe because it is something new or they want to learn it for personal reasons. That means that they are not able to maintain a conversation in English but a few students affirm they are able to understand a conversation.

On the other hand, the 53% of students go on vacation around San Luis Potosi, 25% go on vacation around Mexico, 15% stay home on vacation and 7% go to The United States. Regarding, people, who have family in United States, they communicate with them in their mother tongue. This means that the majority of the

students are not in touch with the foreign culture, and the rest could visit another country but they don't have communication with their families in the foreign language.

In addition, the 80% of my students like listening to music in English, and they say that they understand the lyrics. The rest of them don't like music in English. That means that some of them are in touch with the English Language through music. This gives me the idea to use music in at least in one class.

Finally all the boys like playing videogames, they prefer violent games and they affirm they understand what to do in the missions even if they are in English. This the students probably are used to playing lots of videogames, this is why they know the meaning of some words used, and therefore, this indicates that they are in touch with the foreign language through diverse games. (Appendix III)

1.5 What is known about the topic?

An effective communication involves the four communicative skills Listening refers to how to make sense of the meaningful sounds of the language. Speaking refers to how we use speech to convey meaning. Reading refers to how to derive meaning from texts. Finally, writing is about how to communicate message by signs on a piece of paper or by computer. All of these communicative skills allow language to be communicated.

The purpose of the elementary school is developed in students the communicative skills in their mother tongue. It supposes that students arrive to secondary school

with these communicative skills developed but the reality is that they still have deficiencies with listening, speaking, reading and writing in their native.

In the acquisition of a second language it is important to develop these communicative skills so the language could be used to communicate. The mother tongue's acquisition occurs in an unconscious way. Children acquire their mother tongue following commands, for example "Look at your Uncle Johnny", "Point to the window", in this way, children develop the listening comprehension and acquire the limited vocabulary according to their age. When they are ready, they start verbalizing simple sentences until they can produce a complete speech. Then they develop reading and writing skills. Asher, J. (1972)

The Total Physical Response is a teaching method as an alternative of the audio-lingual approach. It involves giving commands to students, reacting with their bodies as well as with their brains throughout these imperatives. In this way, Students develop the listening comprehension and soon the student is ready to speak. Asher, J. (1972)

Students are gradually aware of language according to the environment or the situation. When they develop the oral comprehension, they will produce orally, and writing and reading abilities will be acquired easily. Asher, J. (1972).

The TPR method could be used in combination with role play and drama activities, these kinds of activities allow students to be creative and put themselves in another person's place for a moment. Students have a different perception of the activities, they think they are playing, and that help students to locate the situations in real life. For example when children play with dolls, they create a situation,

according to the personal situations, to follow and they also practice good manners and discussions.

These kinds of activities also develop the creativity of students so they can play out different scripts from the textbook's conversations, to perform them in the classroom, and while they are playing, they are practicing the language.

Not only TPR but also Theater helps students to express themselves and develop their speaking skills. At the same time, it permits them to be creative and spontaneous. Students enjoy the dramatic expression because while they are presenting a play, they are using their imagination and represent different situations using their own words and perspective simulating a game.

The Total Physical Response (TPR method) supposed that students learn English the same way they learn their mother tongue. For that reason, I will base my class activities on the TPR method, giving students the opportunity to develop their listening comprehension and consequently they improve their speaking skills by making oral productions in class.

Therefore, the Purpose of this pedagogical Essay is for: **“Students to be able to use the communicative skills to write their own conversation’s scripts and perform real situations, using body language and oral communication, in order to apply them in real life”**. So the activities that would be applied in class are in favor to facilitate the use of the communicative skills.

1.6 Questions this case will be attending

At the beginning of the current semester, during the observation period, the first three weeks, were only focused to observe the groups, the relationship between students, their likes and dislikes, and their way to work in class. After those weeks, I decide to work with the first grade group “B”, because they showed interest in class, they were engaged and participated in class.

When I decided to apply the total physical response method within Drama and Role-play techniques, the following questions emerged;

- How can storytelling develop the listening comprehension?
- How can role plays help students' learning in a foreign language class?
- How can drama and role plays help students to use English?
- How can students develop guided dialogues?
- How can Physical activity help students to gain confidence to participate in role play and drama activities?

- How can you evaluate students' performance?

All of these questions will be answer in the chapter "Development of the topic" throughout the sequences applied, the problems faced during the application and the new experiences gained during the entire teaching practice.

CHAPTER 2

“Development of the Topic”

During the school year 2013-2014 I have been working in the “Antonio Diaz Soto y Gama” Secondary School with the first grade, group “B”. I applied the Total Physical Response method as a strategy to learn English, using commands, role play and drama activities to develop students’ communicative skills.

The purpose of this Pedagogical Essay is for students to be able to use the communicative skills to write their own conversations’ scripts, further they will write their own scripts based in real situations and perform them, using oral communication and body language. This chapter will demonstrate how I used the TPR method in order for students to start their Foreign Language learning.

In the following lines I will present the results obtained from my weeks of practice. From the first time I met the students in the Observation Period, on August 19th to 30th to my practice sessions in these 5 periods. This has permitted me to notice that my students were loud and spontaneous because they always found the way to make the class fun. They were constantly taking part of the class. They liked to participate, even if some of them were nervous at the time to share their ideas. That is why I tried to find a method which involved them with the Foreign Language Class. This led me to the exploration and the implementation of the Total Physical response method. I will begin by giving a short description of TPR method and its characteristics, in order to have a better perception about the contents in this document.

The Total Physical Response method was created by James J. Asher as an alternative of the audio-lingual method; it is used with preschoolers or beginners. The TPR method proposes that students learn through following commands, developing at the same time the listening comprehension and the physical response, as a result of students unconsciously learn as silent comprehenders.

Overall, the listening comprehension was intended to be developed through commands, this would not consist only by saying the command and magically the students would respond. The teacher needs to give an example so the students can respond in the same way. If students can internalize listening comprehension of a second language, they can make the transition to oral production, reading, and writing with fair amount of ease. Asher, J. (1972) cit. by Richard- Amato, P. Pp. 117

I tried to give clear instructions to work in class, making emphasis in the words they already know, such as write read, repeat, match, etc. This was done to make students familiarized with the vocabulary and help to develop their capacity to follow commands.

Therefore, the classes, specifically the sequences, started with a physical activation. The direction was given and the students had to follow the commands, to perform each one of the exercises. Thus breaking the Language barrier and helping the students to start entering in and English mode.

Do not attempt to force the speaking from students. As the students internalize a cognitive map of the target language though understanding what is heard, there will be a point of readiness to speak. The individual will spontaneously begin to produce utterances. Asher, J. (1972) Cit. by Richard-Amato, P. (1996: pp. 116)

This tells us that students should be given time to process the information presented and then when students are ready, they should be the ones to give the commands, having their classmates and the teacher perform the indication given.

They should be allowed to make mistakes when they first begin to speak as to not intimidate or create walls that may impede further exploration of the language. Their speech will be gradually improving as they gain the confidence with the new language.

Total Physical Response method is a strategy that really helps in learning because the TPR method makes a lesson easier, because an action is meaningful and memorable to the progressing learner. When the vocabulary was given to students they received it in an excellent way, the visual aids helped them to understand the meaning of the words, but when they performed the word throughout an action it had a better effect in them because they could use the new vocabulary, because they remembered it and applied it. Richard-Amato, P. (1996)

There are different techniques based on the Total Physical Response Method, some of them are the Storytelling, a useful technique in the vocabulary's learning. The roles play technique; taking the role of different people or animals; Finally Drama; exploring and expressing behavior through quotidian situations.

The use of Theater in classroom is not about to add a new subject or workshop; it is about to add the dramatic expression into the classes. So, when Theater is used in class, students are free, improve their oral and writing expression, they are in touch with other arts and be able to express themselves through different expression mains such as mimics and body expression.

Theater involves different techniques that help student feels comfortable with himself and others, one of them is the relaxation, it implicates breathing exercises,

or physical training, and its purpose is to help students to be concentrated and to gain the confidence to express their ideas.

Different techniques will be explored within the development of my classes not forgetting the specific question that the sequence is intended to answer in order to explain the results obtained.

2.1 How can storytelling develop listening comprehension?

Listening comprehension could be the easiest skill to develop, because the listening skill is the first receptor of language. According to the Total Physical Response method, first, students listen to the command, then through body language and mimics they begin to relate what is heard with what other people do. Next, they imitate the action, and understand what the commands are about. They create a mind map with the target language and after that they are ready to speak.

The storytelling technique was used in this sequence applied in the first grade. The development of listening comprehension in students was the main objective because this technique helped to learn new vocabulary by performing specific actions related to the new information.

Sandra's routine:

This class was based on the topic Daily Activities, from the Unit 4. The purpose of this unit is to enable students to describe actions, that happen daily or periodically

in their lives or in the life of people and animals they are interested in. It was applied on March 5th, at 9:10 am, before the break.

The class started with the checklist. Then, the physical activation was guided by telling them: “You have to jump for one minute, and then you have to shake your hands and legs”. I finished the activity in the following way: “well, please take seat”.

Then I started the class, I pasted on the board a poster about a daily routine, I explained the order of the routine, then I showed images to students and they matched them with the actions of the daily routine. After that, students repeated the sentences. Then I read Sandra’s routine (Appendix IV), while the story was read, the students performed the activities.

The first time, this was applied, just the half of the students participated. I stopped the activity and I said to the entire class: “All of you have to perform the actions, the person who does not work, will present it on their own”. I read the story again, and the entire group performed the actions.

The class finished with the question: How did you feel with this activity? They answered that it was complicated for them to do the action because they felt kind of nervous, and the action happened so fast and for that reason they had problems to follow the story.

This activity made me feel comfortable at the warm up stage, because the students had a good response to the physical activation, and they also enjoyed it. During the presentation stage, they participated by matching the flashcard with the written

activities, they had some difficulties with at least three images, but as a group they discovered the meaning of those ones.

During the practice stage, I thought they wouldn't repeat after me, but they surprised me because, while I said the activity, they repeated the sentence and they did it out loud.

In the production stage, I felt concerned because some of the students were not participating, for that reason I gave an ultimatum and finally they worked better.

At the end of the class, I asked them: How did you feel with this activity? When I knew their answers I understood the difficulties that students face in a Foreign Language Class. They felt concerned about understanding, speaking and writing in a language they did not know, for that reason some of them showed apathy towards the class because they felt they were not able to express their ideas in English.

Krashen and Terrel (1992), use the term affective filter to refer to the emotional factors that allow or block access to language. The affective filter is thought to be influenced by a learner's motivation, self-confidence, and anxiety. The higher the level of positive motivation and self- confidence and the lower the level of anxiety, the less the affective filter is activated. According to Krashen, an activated affective filter diminishes the English Language Learner's abilities to process English input and produce English output. Cit. by Colombo, M. and Furbush, D. (2009: pp 38)

Therefore, considering this we can see that student's feelings affect English learning, for example when the physical activation begins everybody participated. They felt comfortable because they were able to do it; but when the storytelling activity began some of them felt insecure because they did not understand which action to perform and the actions that happened were too fast, but when they got lost, they looked at their partners and they did not went back to the story. When students felt anxious or insecure, they did not process the information and then they did not produce.

The storytelling developed listening comprehension through the repetition of the new vocabulary. In this case, the daily activities, if they paid attention to the pronunciation, and repeated the new vocabulary, it could be easy for them to identify the new vocabulary during the storytelling.

Using storytelling I exposed students to the use of the English language in context. They saw a concrete example of how to express specific ideas. I will definitely continue use this technique because it is a controlled activity, guided by teacher, it can be develop through listening or reading. Storytelling also helps to introduce new vocabulary and at the same time students practiced the language.

2.2 How can Role-Plays help students learn of Foreign Language?

The Role-Play technique was chosen for this sequence because students could assume the role of different people or animals. When students assume roles, they stop being themselves, they adopt a different point of view and according to the role they adopt, their actions, moods and behavior change.

I'm an animal:

The following sequence was based on the topic Daily Activities, from the Unit 4. The purpose of this unit is to enable students to describe actions that happen daily or periodically in their lives or in the life of people and animals they are interested in. It was applied on March 19th, at 9:10 am, before the break.

The class started with a physical activation, I said: "Everybody stand up, you will have to jump during 1 minute", after that I said: "Now you have to shake your legs, then lift your hands and shake them. Ok, thank you, sit down, please". During the presentation stage, I wrote on the board the title of the day "Animals", after that I pasted on the board a set of flashcards according to the topic and asked them: "What do you think this topic is about?". Then, students matched the name of the animals with the pictures, and then we corrected the mistakes.

In the Practice stage, I module the name of each animal, and then the students repeated after me. One student was repeating the name of the animals in a wrong way. He was doing that to make their classmates, I pronounced again the word and I said: "Everybody repeat after me as a group", but he still pronounced them incorrectly. I asked him directly, to pronounce the name of the animal after me, and finally he pronounced them right.

The production stage started when I showed them a plastic bag with small sheets of paper, it included the name of one animal and I gave the instruction: "By rows, one of you will take one paper, read it and act like the animal, the rest will try to guess the name of the animal, if one of you guessed the name of the animal, by

the participant's movements or mimics, please, raise your hand and say the name of the animal".

Denise was the first one, she performed a tiger, but she was a little bit nervous, even though, she moves their hands like tiger's paws; their classmates guessed the animal; The next one was Fabian, he took the role of a rabbit, he showed security and he did his performance, their classmates guessed the name of the animal, easily. Daniela performed a dolphin, but when their classmates guessed she looked at the sheet of paper, to be sure about she had the right one. After her, Brandon passed, he performed a mouse. He did a good presentation, he was on kneel on the floor and move his hands close his nose, their classmates guessed it. He denied it but he finally confirmed he was performing a mouse. After that, I asked Brandon to choose a volunteer from the next row, because they didn't want to participate, Claudia was chosen but she needed help to perform a crow, then Ximena passed to help her, they did not how to perform it, finally Fabian helped them. He moves his arms like a bird flying, then the girls imitate him and they together made noises like a crow, their classmates guessed the animal. The last volunteer was Osvaldo, he performed a hen, he did a movement with his arms like a chicken's feathers, and immediately the students guessed it.

Some of the students were totally comfortable doing these kinds of activities, but the other part of the group still felt ridiculous in front of the group. We finished this activity, then I said: "Choose one of the animals", they chose the dolphin, after that I asked them: "What do you know about the dolphin?" They started to share the information they already know, but their answers were in Spanish. I wrote the information in English. They copied the information and we changed dolphin to mouse.

After that they repeated after me, all the sentences about the mouse, like: It is a mouse. It is small and very fast. It eats cheese; I elicited students to look at the sentences and tell me, which characteristics, they identified. They told me: “That we used IT, and the verb ending with “s”. I asked them why we used IT. But I added that we use IT, only with animals and things. I assigned the homework for them to bring facts about an animal they preferred, following the same format.

At first time, I felt nervous, because I had a short amount of time to elaborate the topic. At the beginning of the class, students were bored but when I gave the instruction to the physical activation they woke up. After that during the presentation and practice stage, when I showed the flashcards and they repeated the names of the animals, I felt proud of them, because they really participated in these activities, with the exception of few students. I really liked their enthusiasm.

During the production stage, they showed their abilities to act but when some of them felt nervous, I felt concerned because I tried to combine two classes: animals and their characteristic. I should show them, the facts about animals as a presentation and the role-play about animals at the end. This class could be better because they did not produce anything, I combined two classes and they produce sentences about their favorite animal. I assigned it as a homework but even though I noticed that my students really enjoyed the class, and even if the purpose was not totally accomplished, they learned to be more self confident. It broke the routine, and when they have a fun time and they are able to understand the most important elements of the class.

Where is the school?

The following sequence was based on the Unit 5, Places and Buildings. The purpose of this unit is to enable students to describe the place where they or other people live, and to ask for and give directions. It was applied on April 9th, at 9:10 am.

The class started with a physical activation, I showed them a ball and I said: “you have to pass the ball to your classmates, if the ball falls, we have to jump alternating our arms and shaking each one eight times, four times, two times and one time” and I showed the example. They threw the ball one by one, and the ball fell, I said: “Stand up, please. Let’s start”. The entire class and I, did the exercise. Then they sat and throw the ball again, the ball fell two more times and they were enthusiastic with the activity.

Then I pasted on the board a poster about a City map, I asked them: “What is the use of a City map? They answered: “To find places”, “To arrive to different places” and “To not get lost”. But their answers were in Spanish.

After that, during the presentation stage I showed them, a bag with small sheets of paper and I said: “Today we are going to have an oral practice. In pairs, you have to take one sheet of paper and you have to act like these people, wearing one the following elements: A tie, a Nurse’s hat, a scarf, glasses, a ribbon, and mustaches” and I showed the elements. Then I asked them for the name of the places on the map, I corrected the pronunciation mistakes.

During the practice stage, they choose a place, then I wrote the question: Where is the Restaurant? The entire group created sentences about the location of the places in the map, they said their ideas and I wrote them on the board, they

created 5 sentences. Then, they repeated the questions and the answers about the locations.

During the production stage (Appendix VI), the first instructions were repeated. I asked for volunteers to participate. The first pair was Daniela and Fabian, They took the small sheets of paper and they were characterized as a nurse and a lawyer, respectively. Fabian asked Daniela: "Where is the Cinema?" Daniela answered: "The Cinema is ON Madison Avenue". Then, Daniela asked him: "Where is the Hospital?" and Fabian answered her: "The Hospital in ON 14th street". I guided them but they gave the answer on their own.

The next pair was Arleth and Flor; they characterized them as an athlete and as an actress respectively. Before they started the interaction, I reminded them the correct pronunciation about the question: Where is...?. Before they started, they spent at least 3 minutes, because they were a little bit nervous. They really had difficulties to interact in English. But they did it.

The next pair was Cesar and Juan Carlos. They were the best performance, because they really played the role of the old man and the sexy boy, respectively. And even if they interacted in Spanish and English, they achieved a good performance by asking and giving the location of the places.

The next ones were Esmeralda and Denise, they took the small sheet of paper and had to characterize themselves as an old lady and a waitress, Denise had no problems to wear an apron, but Esmeralda didn't want to wear the glasses. They had a good performance. Denise asked for the location of the restaurant and

Esmeralda for the supermarket. They answered to the respective questions in a soft voice.

One student asked me to participated with her, the roles we assumed were a chef and a dad, respectively, Kasandra wore the nurse's hat without the Red Cross, as a chef's hat. She asked me for the restaurant and I answered. Then I asked her about the school, she checked her notes and she told me the location of the building.

After that, some of the boys were totally engaged by the accesories, and they participated again, wearing more than one element. After that, Claudia and Mariana decided to participate. The roles they played were a singer and a student, respectively; they were helped by Esmeralda, because they felt that they were not able to speak in English.

The last pair to perform the conversation was formed by Daniela and Christian, they took the accessories to be other person and just when they started the conversation, the bell rang and then, the students put their stuff away and stopped paying attention, but Daniela and Christian continued their performance and I was the only person who listened to the conversation.

I changed the mechanics of the physical activation, students showed a good response to the activity. When I saw them doing the exercises, that made me feel proud of them because they participated in the training and at the same time they had fun during the class. I think that the success of this activity lies mainly in the fact that I participated actively in the activity.

During the presentation and the practice stage, I recognized the students who really pay attention to the class and the people who always participated, and I took advantage of that. I tried to give them enough examples, so that they could notice the difference and create their own new sentences.

In the production stage, all the participants made good presentations, because they characterize themselves, some of them acted like their character and also they also used the new vocabulary, correctly. I had to write a guided dialogue, past it on the board. It included the question “Where is the _____?” and the answer “The _____ is _____ the _____ street/avenue/cinema” It was useful for the students who had problems to interact in English, during this class.

I noticed that students were totally comfortable with the activity, but some of them did not participate. I should have put their names in small sheets of paper and regulated the participations, for everybody to participate without excuses. Because they could have helped each other to have better understanding and all the class could have participate in the activity.

Children involved in role-play are often more deeply immersed in what they are doing than at any time. It is difficult to stop role-play once it gets going. Whether there is a complicated sequence of activities, a plot, which has to be followed through, a simple routine to be repeated, or a character who has ‘taken over’, adults know how difficult is to announce bedtime, break time, home time or any interruption to flow out the play. Featherstone, S. and Cummings, A. (2004: pp. 8)

It means that students who play a role are able to create new situations, based on their real experiences and the new information. For example: If you ask students to act like a nurse, or like an old man, they adopt some phrases, postures or attitudes of those people because they are immersed in a world where they are in touch with people from different social levels and occupations, and they know how this people behave. The same occurs when they adopt the role of animals, because they moved their arms or legs, or imitate the sound of the animal they have seen before in television, in the zoo, in their neighborhood or at home, if they have pets.

So the role-plays help students to perceive the world from another perspective, and at the same time, they use English, performing dialogues, and that could make them feel capable to interact in similar conversations, or use the new information in real life. In the specific case of the Unit 5 Places and Buildings, from the SEP Study Program 2006, students are capable to ask for the location of specific buildings and help someone to arrive to a specific place.

Of the three techniques applied, my favorite one has to be role-play. This is due develop to the fact of my personal preference as a free activity because they could improvise and be as creative as they can and students really enjoyed being another person. I identified most with this technique because I enjoyed acting and playing roles, because you can see the world from a different perspective and the process of create a character is so fun. As teacher, I had a good time by watching the student's creations and their interaction with others.

My student demonstrated a more active participation and disposition towards this technique therefore their learning of the Language increased by the motivation they had throughout the items they wore in order to play different roles and the physical training that helped them to gain the confidence to interact in English.

2.3 How can Drama and Role-Play help students use English?

The Role-Play and Drama activities were implemented in classroom by the recreation of situations and performance of dialogues according to the topic of the class. It is intended to help students feel part of the situation, and they give them the opportunity to interact with others in the Foreign Language.

Asking and giving the time

This class was based on the topic Daily Activities, from the Unit 4. The purpose of this unit is to enable students to describe actions that happen daily or periodically in their lives or in the life of people and animals they are interested in. It was applied on February 20th, at 8:20 am, the second class of the day.

The classes carried out in the following manner:

The first class started with physical activation, I said: "Stand up, please, Listen you have to jump for around 1 minute" After that they started jumping, one minute later, I gave the following direction: "Sit down, please". They responded in a good way.

During the presentation stage, I gave a short description about the use of the clock, I counted with them the hours and minutes in the clock and which hand indicates each one of these. Then I showed how to tell the time using the expressions like: "It's 7 o' clock", "It's ten past one", "It's half past three" and "It's fifteen to two". A main part of the class reacted as expected to this and they participated.

During the practice stage, students repeated sentences, like in the previous paragraph, and I changed the hour to they could give different sentences. For example: they repeated “It’s half past seven”, I moved the short hand to the 2 and the new sentence was: “It’s half pas two”.

In the Production stage, I gave them a worksheet to ask for the time. While they were answering the handout, I noticed that some of them had problems to express the time, because they used o’ clock in all the expression. When I detected these kinds of mistakes, I solved them immediately. Before the class finished I picked up all the worksheets but few students were still trying to complete the worksheet, so I decided to continue the next day with the explanation. The reason I did this was because the majority of the class still having problems expressing the time. (Appendix VIII)

Second Session:

The next class, started with a physical activation, I said: “Stand up, let’s start jumping” After one minute I said: “Thank you guys, you could take a seat”. They really showed enthusiasm during the physical activation.

During the presentation stage, I gave a review from the last class asking about telling the time. They had some difficulties to express the time, for that reason, I explained again and they practiced with some of the sentences. They presented problems with phrases like: “It’s fifteen to eleven”. We practiced with the easier sentences.

In the practice stage, they repeated the sentences on the board, created in the last stage, and I asked them: "If we changed the hour, what time is it?" Half of the class answered correctly but the rest was still quiet, until I asked them directly, it helped me to know who didn't understand. Then, I explained again, and they gave me some examples.

During the production stage; I was able to finish the class from the last day. I pasted on the board a conversation script to ask and tell the time. I gave the instructions: "In pairs, you have to perform the following conversation, but before starting, you have to adopt an unusual position and froze in that position. After that you can start the scene". I showed them an example about the unusual position, and I freeze that position. Then I said the first sentence of the conversation, parting from that posture.

The first pair, started with an unusual position, then they performed the dialogue, making emphasis in the questions and using mimics to give the time. It was the best presentation, because these students really enjoyed participated. The next 3 pairs did not start with an unusual position, they stayed standing as always, and then, they read the conversation without the correct intonation for questions and mimics.

Finally, during the Wrap-up stage, I asked for the time again, and the half of the class, responded but the rest did not say anything. Then, I gave them some examples to tell the time in an easier way: "It's ten forty", "It's one twenty five". They gave some examples successfully.

I had some trouble with this sequence; students really had problems to express the time using that kind of sentences. So I tried to correct mistakes, but at the end just a few students employed them. At that moment I released that if I wanted students to interact in the foreign language I needed to explain it in this way they could really interact in English.

At the time, the students performed the conversation, the unusual position there were problems because they felt concerned about their actions resulting ridiculous. They stood like they usually do and finally, they started the scene. When they substituted the time in the conversation, I noticed they felt comfortable with sentences such as: "It's seven o' clock" or "It's half past two", because they used them frequently and also because they had some examples on the board. I obtained good productions from some students but the rest still felt embarrassed about these kinds of activities.

If I sit you in the posture of sad person, and sad phrases come out...
this is the external conception the "idea" part of the acting link. The
idea forces the actor to sit in a sad posture itself helps to make him
sad. Ilynsky, I. (cit. by Leach, Robert) (1976: pp 54)

It means that the recreation of real situations in classroom, will help students to internalize the idea and even if they perceived the activities as games, their body language will help them to remember the dialogues and they will be able to interact in English but in their everyday life.

So drama and role-plays activities develop student's creativity and make students explore themselves and the world around them every day in a free way, Eggers, K

and Eggers, W. (2010), these kind of activities permit students to learn and apply the knowledge through the dialogues they performed.

Drama enabled my students to lose fear of using a foreign language in front of others. They were asked to perform different guided dialogues, in semi-controlled activities, that enabled them to use active new vocabulary. This means that students have to follow the dialogues and act in them. This technique was useful for my students because used English in classroom throughout specific situations according to the topics seen in class. I am inclined to using this technique to put in practice new vocabulary in classroom and at the same time for students to gain confidence to use the language in their everyday life.

2.4 How can students develop guided dialogues?

When students are able to develop guided dialogues, they can create new scripts based on the examples, by substituting specific words, such as moods, activities, the time, etc., in this way, students are creating a totally different conversation script. It is easier for them because they only change the information with their own ideas. Students could be part of the situation and feel they are really expressing ideas in English.

Talking about my day

The following sequence was applied on March 7th, at 8:20 am. This class was based on the unit 4 Daily Activities, the purpose of this unit is to enable students to

describe actions that happen daily or periodically in their lives or in the life of people and animals they are interested in.

The class started with a physical activation, I said: "Today we are going to change the activity, you have to jump but at the same time you will alternate your arms and you will shake each one eight times, four times and two times, while you count the movements". I showed them an example. As always they participated in the physical activation.

During the presentation stage, I used a poster about my daily activities, in that poster they identified the time, and then I started to present my routine and its sequence. Then they matched the images with the daily activities.

In the practice stage, students repeated each daily activity and we substituted some activities in different hours. They were very enthusiastic, during this activity, the entire group repeat the new vocabulary.

During the production stage, they created their daily routine, they only had to substitute the actions in the poster by the actions they do every day. They had some trouble with the activity, even if they had flashcards of different activities pasted on the board, they asked me for the translation of their activities. Another concern was that they told me things like: "Teacher if I eat breakfast at 7 o'clock, but on the poster it says go to school, what could I do?" And I told them: "You can change the routine, because it is about you".

During the Wrap-up stage, they presented their routines in pairs. One of them read the routine and the other performed the actions with mimics. Just three pairs participated presenting their routines.

The class was good, until the students had to create their daily routines because they were not used to creating anything; they were used to working in a mechanical way, only copied and not processing the information. so when I asked to think, they got stuck. They didn't know what to do. For that reason, when they asked me if they could change the activities, I reminded them that the assignment was only about them.

Dialogues have been found to be effective forms for language practice and confidence building. Students who have practiced within the relatively, nonthreatening environment of the classroom will be more likely to actually use the language outside of school. Ferlazzo, L. and Hull-Sypniewski, K. (2011: pp 66)

Students develop their own dialogues, from the dialogues prepared by the teacher, even if they asked to create just one line, they are creating a different conversation and at the same time students acquire more confidence. For that reason guided dialogues are a good technique for students to develop their own dialogues.

2.5 How can Physical activity help students gain confidence to participate in Role-Play and Drama activities?

I combined Drama and Role-Plays to develop the student's connection between their minds and their bodies. I used physical training before starting the class,

mainly in the classes totally related to this pedagogical essay. The physical training consisted on jumping. The level of the exercises was increasing until they listen to the command (jumping or shaking) creating a rate between them.

This physical training is based on the Biomechanics, created by Vsevolod Meyerhold. Biomechanics is an approach for actors training. A course of biomechanics begins with physical training, but the purpose of the physical training is to forge the connection between the mind and the body, to teach the body to think. Baum, K. (2002).

The exercises applied in class were too simple but working in classroom means to reduce the time, and only take the first five minutes, to work with that. When the sequences were applied, I started the class with the physical activation, the students responded in a positive way to the exercises and all of them participated. The activity is more successful when the teacher also participates; it makes the difference because everybody is working.

This is my pet

This sequence was based on Unit 4, Daily activities and the purpose of this unit is to enable students to describe actions that happen daily or periodically in their lives or in the life of people and animals they are interested in. It was applied on March 20th, at 8:20 am.

This class was outside the classroom. The students presented a puppet of their pets. I started the class with a physical activation, the students formed a circle. I

gave the instruction: I will give you this ball, we have to pass the ball each other and if the ball falls we have to jump alternating our arms and shaking each one eight times, four times, two times and one time” and I showed the example. The ball fell one time but they were so out of control. I got stuck because I did not expect the reaction from them. I stopped the activity and I told them: Please, sit down on the floor, we are going to start to present our pets”. I showed a puppet of a cat and I presented it as my pet.

All the students brought their puppets, even Joel who doesn't usually participate in class. The presentations started, just a few students presented their pet in English, but the rest, even if they had the written information, they preferred to do it in Spanish, because they were not comfortable with the activity. Joel really surprised me, because when he had the opportunity to present his puppet, I was waiting for a negative response because he never participates, he participated this time but his presentation was in Spanish: “El es mi conejo. Se llama Roberto. Le gusta que lo saque a pasear al parque y también le gusta comer zanahorias. Y en Inglés se dice ‘rabbit’”. And when I heard that, I really felt proud of him, because he at least remembered the name of the animal.

When the last student finished his presentation, we went back to the classroom. When students and I arrived to the classroom, I asked them: Did you like the class? They told me that they liked the class. Then, I asked: “Which was the most difficult part of the class? Some of them answered: “The most difficult part of the class was to present our pet in English”. “When nobody pays attention to the presentation” “Reading in English”. After that I asked them: What was your favorite part of the English class?” One girl said: I liked when we interacted with each other because I never imagined expressing my ideas in English and I was able to do it”. Another student said: “My favorite part of the class was when we created sentences on the board, because I was able to write in English”.

Then I asked: How did you feel during the physical activation?" Two students answered that question, one of them said: "I felt good, because the physical exercises made me wake up". And the other one said: "When the class started with the physical activation, we felt more comfortable to participate. In my case, those exercises helped me to gain confidence to participate". When I listened to that, I felt so proud because they already noticed the difference between starting the class with physical activation.

Before starting the class, I was nervous because I asked students for a puppet, representing their pets. I was concerned about what I would do if they didn't bring it. When I arrived to the classroom and saw all my students with their puppets, they really surprised me, because they had brought the material needed.

During the physical activation, the students got out of control and I stopped the activity, I felt concerned because, those exercises helped them to gain confidence to participate in class, and in this case to have a better performance during the presentations and I changed the activity. When the presentations started I confirmed my theory because the majority of the students did not want to go to the front of the class and they ended up presenting in Spanish. They felt nervous to receive the attention of their classmates and read the information about their pets. I think they also felt intimidated because the students of other group were watching them from the window. They presented me their puppets.

When we went back to the classroom, I asked them about how they felt during the class, their favorite part of the class and their opinion about the physical activation. I felt proud of my work, because they unconsciously know the reason to use the physical activation, and they perceive it too. I supposed they participated in an

enthusiastic way into the physical exercises because this made them feel comfortable to be part of the English Class.

The aim of training is now to prepare the actor by creating in him a state of 'excitability' which can provoke the correct reflex action; 'the point of excitability' is the period of receptivity and rest. An actor at a 'point of excitability' is like a car whose engine is idling: press the accelerator and the car realizes the action, it moves forward. If the actor is without this 'excitability' he is like a car whose ignition is switched off: press its accelerator and nothing happens. So biomechanics comes to include the creation of 'states of excitability'. Most obviously this is seen in the creation of plastic stasis, which evokes the desired 'reflex excitability. Leach, R. (1999: pp. 39)

This means that students who have a physical activation before starting a class are more alert and participative. It is like the physical training prepares students to work better, so the physical training helps students to be motivated, acquire confidence and have a better performance during class.

2.6 How can you evaluate the students' performance?

There are different kinds of evaluation, all of them according to the students and teacher's needs. One of the evaluations that could be the most coherent is the formative evaluation because it has the purpose to modify in order to have better understanding. That means that the teacher modifies their evaluation assignment according to the students' needs and to favor students' performance.

When the subject, in this case English as a foreign language, includes social practice, the teacher has to evaluate the attitude contents, because the students put in practice the oral practice of the language, the interaction between pairs and the location to the real situations to apply them in their daily life.

During this school year 2013-2014, the Total Physical Response method was applied with the first grade group "B" and according to the purpose of this Pedagogical Essay: **"The students will be able to use the communicative skills to write their own conversation's scripts and perform real situation, using body language and oral communication in order to apply them in real life"**; it is important to evaluate attitude contents. Unfortunately, in the Mexican Educative System, the students are still like numbers and the grade they obtained is their quality as students. It means that the teacher is the only person who really knows the student's capacities because the grades don't reflect the attitude contents. Students could have the worst grades but if they have a good attitude in class, a good pronunciation or perform the best role-play, is not necessarily a reflection of the grade.

In order to have a better perspective about the capacities of my students I elaborated a checklist (Appendix X) to evaluate the student's capacities. The aspects that I consider were: Attitude, it refers to how motivated they stayed during the role-play or drama performance; Use of the new vocabulary, how they introduce the new vocabulary during the interaction; pronunciation, to evaluate how useful was the repetition activity to improve the students' pronunciation; and finally the characterization, only if it was possible, to know how useful is the use of costumes or accessories, to pretend be another person.

This checklist was not officially used because my tutor told me that she needed an everyday evaluation, and recommended me to assign participations and extra points to students, who participated in the role-play or drama activities. As I previously mentioned in the last paragraph, I already know what my students were capable to do and what they needed to improve, because I consider those aspect only to know what I needed to improve during the activities.

The students' performance during the application of the total physical response method was evaluated but it was not represented it in the list as a good performer because if they participated they had a participation point that help them if they need it at the end of the unit, to improve their grades.

CONCLUSION

The Total Physical Response method is a useful strategy to teach and learn vocabulary. It also proposed a set of techniques to work with, where the students could perform situations and at the same time they are part of social practices. These techniques were applied in the 1st grade group “B”, in secondary school. These ones helped me to analyze and evaluate the students’ performance during the English class.

During these five periods of Teaching Practice, I perceived the students’ growth, and now I could say that the students had a good performance in the last eight months. Students responded in an excellent way to the exercises seen in class and they participated in the sequences. Moreover, they experimented the effect of the physical activation in class.

The development of the sequences was partially successful because even if some of them were postponed at the end they were done. And the main students of first grade were participative during the class, but a few students were still shy to be part of the English class. They did not repeat the vocabulary or the sentences, even if the repetition was choral. When they had to repeat as a row, their voices were low. But the rest of them responded in an excellent way to practice the oral language.

However, during the physical activation, the entire group participated and at the same time, it helped them to gain confidence and also participated during the performances. The students discovered the purpose of the training; they know that the physical training before class made them feel comfortable with drama and role-play activities.

Storytelling activity was used to develop the listening comprehension in the students, the main part of the group identified the daily activities by listening and repeating. The result of this sequence was successful, but the students expressed they had difficulties to understand the words, others said they got lost in the story.

I think they need more listening practices. I could use technology such as videos and audios, so the students develop their listening comprehension, if such could happen, this activity could be improved and the students would have a better performance.

Role-playing and drama activities were useful to make them pretending being another person, when they assumed the roles, their attitude changed completely, because they stopped being themselves. I noticed that when students wore accessories to pretend to be another person they had a better attitude towards the activity. And they felt they were playing. The students really enjoyed what they did and at the same time, they practiced asking and giving the directions, and maybe if they did not know the meaning when they practiced it they discovered the use of the lessons in class.

A Role-Play or Drama activity helped students to live situations where they put in practice the elements taught in class, when the students lived those kinds of activities, automatically, the students felt they were able to face a similar real situation. Some of the students really know they are able to do it.

During these kind of activities, students had a fun time in the class, they enjoyed participate and the participation of their classmates. When the students did not want to participate in the examples, the other students helped them to be part of

the class, because they were living the situation in the same classroom than the performers.

In the main part of the sequences, students read during their participation in the performances, but when they needed to create a dialogue, they got lost, because they were so used to work in a mechanically way. They could not create a script of a conversation even if they only had to substitute some key words. The result of the creation of guided dialogues was not achieved, because the students did not want to think about it, they want everything easy and a production for them is to copy everything written on the board.

On the other hand, the students and I had to have the evidence of each day because, the directions from the principal were evaluated every day to have a continuous evaluation, it was not a problem. The problem was that not all the students participated for two different reasons the time and the anxiety to interact with others. The evaluation of the activities totally related with this pedagogical essay was about extra points and participation, but it was not take in account as I expected.

The application of the Total Physical Response method was useful in the teaching of vocabulary; the techniques proposed by the method were useful to make the students feel part of the quotidian situations.

The purpose of this topic was for: **“Students to be able to use the communicative skills to write their own conversation’s scripts and perform real situations, using body language and oral communication in order to apply them in the real life”**. The purpose was partially achieved, because some

of the students were still feeling uncomfortable with the activities, but the main part of the group, demonstrated they are able to create, to act a scene and also they enjoyed it. I think it is the most important part of the teaching practice, if the class is relaxing for them and it is made to have a good time and they learned it is enough for me.

The activities implemented in these practice's periods allowed me to see how necessary it is for students to enjoy what they are learning. I have learned different ways to motivate students and to facilitate their learning process. As previously stated I experimented with different techniques that left me with the following ideas:

Storytelling

- Teacher guided (Controlled activity)
- Exposes students to use language in context
- Can be develop through listening or reading
- Present students new vocabulary

Drama

- Semi-controlled activity
- Guided dialogues
- Ss' follow a script
- Social practice

Role-Play

- Free activity
- Students are as creative as they can
- Students are free to be whoever they want to be

- Improvisation

The techniques that I implemented by no means mark a rule but they do mark a personal standard that I will be challenged to improve day by day.

Finally, after the entire teaching practice, the results obtained throughout the sequences, the main problems I faced and what I learned from them; and the experience I gained during this school year, I could say that teaching is my passion.

At the same time, all this love, let me see the following concerns that emerge from how I applied the TPR method, drama and role-play techniques, with the first grade group "B":

- How useful is the application of the TPR method throughout a complete school year?
- Which methods could combine with TPR to obtained better results?
- How useful is the increment the difficulty of the physical training?
- What is the student's response to the application of plays?
- What kind of activities did you apply to reduce the affective filter?

These questions will be explored in my future teaching career. This pedagogical essay represents only the beginning of many inquiries that may be answered with my future experience.

My graduating profile has been favored through the process of investigating, applying and analyzing the topic presented in this document in the following ways:

- The lesson plan's designing and strategies applied in order to achieve the objectives of the Secondary education. All of them, according to the interests and needs of the students.
- The creation of a teaching environment fostering the relationship among teacher and students.
- The understanding of the processes that students go through, and take advantage of such in order to create and apply appropriate strategies to handle students' needs.
- The ability to analyze and solve problems, during and after class with the purpose of helping students to be capable of analyzing and solving problems.

This graduating profile only represents the beginning of my aptitudes that would be strengthened throughout my career as a teacher.

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APPENDIX

APPENDIX I

Students from the First Grade Group B



APPENDIX II

Survey applied in the first grade group B

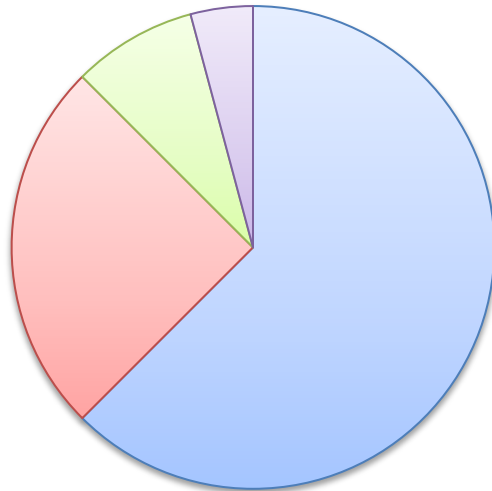
SURVEY

Name: _____

1. Do you like the English subject? _____ What would you like to learn? _____
2. Are you taking an English course? _____
3. Can you speak English with others? _____
4. Where do you usually go on vacation? _____
5. Have you ever visited United States? _____
6. Do you have family in the United States? _____ Do you talk with them in English? _____
7. Do you like listening to music in English? _____ Do you understand the lyrics? _____
8. Do you like playing video games? _____ If the game is in English, do you understand what to do in the missions? _____
9. Do you like to read? _____ Have you ever read a book in English? _____
10. If you buy a product, are you able to understand the directions in English? _____

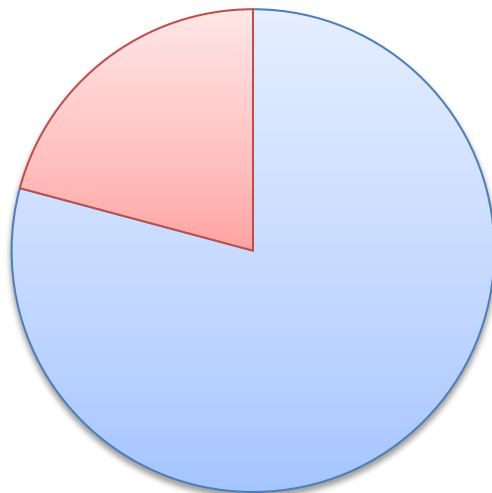
APPENDIX III

Where do you usually go on vacation?



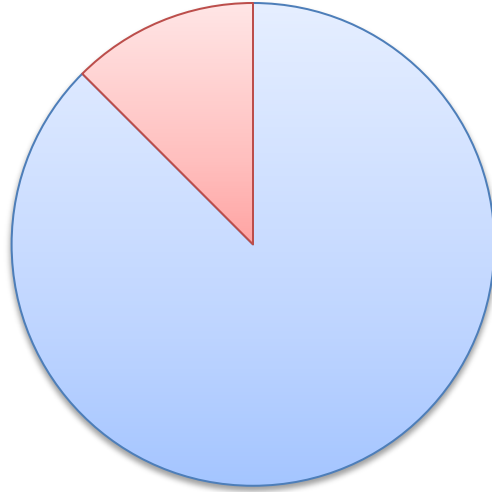
■ Around the state of S.L.P ■ Around Mexico ■ Visit The United States ■ Stay home

Do you like listening to music in English?



■ Yes ■ No

Do you like playing videogames?



■ Yes ■ No

Appendix IV

EFL LESSON PLAN

Lesson Number 3rd

February 21st, 2014

Topic: Unit 4 Daily Life

Objective: Ss' will be able to express the time and talk about their daily activities.

Level and group characteristics: Ss' already know how to use Simple present And Progressive present.

Stage& Timing	Procedure	Skill	Material /Equipment/ Aids	Interactio n paterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Ss' will have a physical activation, they will jump during a whole minute. Then they will shake their hands	Motor	_____	Whole group	Ss' participation	Participate in the activity, Ss' will feel comfortable
Presentation 15 min	Paste on the board a poster about your daily routine, Ss' will identify the time and match images with the activities in the poster.	Reading	Poster	Whole group	Ss' participation	Ask students about the daily activities
Practice 5-7 Minutes	Ss' will repeat the daily activities, then, mention the activity and they will express it using their body.	Repetition	Poster	Whole group	Ss' participation	_____
Production 15 min	Read the Sandra's routine aloud and while you read, Ss' will act the actions mention in the reading.	Listening	Reading	Whole group	Ss' have to participate actively	If students don't respond, read it and perform the actions, then read again.
Wrap- up 5-7 min	Show Ss' flashcards of the daily activities and by rows they will mention them.	Speaking	Flashcards	Whole group	Ss' will have a review, by saying the activities seen in class.	_____

APPENDIX V

Reading employed in the Storytelling activity

Sandra's Routine

Sandra wakes up, every day at 7 o' clock.

She takes her breakfast at 7:30.

She goes to school at 8 am.

She leaves school at 1:30. She arrives home at 2 o'clock.

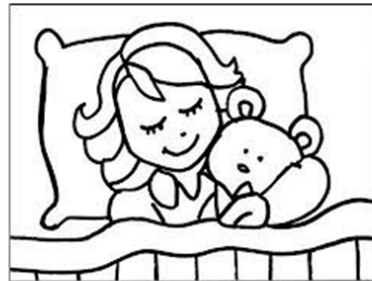
Sandra has lunch with her parents at 2:45.

At 4 o' clock, Sandra does her homework.

She goes run at 6:20.

Then, she takes a shower at 7:30.

She goes to bed at 10. O' clock



Appendix VI

EFL LESSON PLAN

Lesson Number 10

February 21st - March 14th 2014
Life

Topic: Unit 4 Daily

Objective: Ss' will be able to talk about facts.

Stage & Timing	Procedure	Skill	Material /Equipment/ Aids	Interaction patterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Paste on the board written information about bald eagles, koalas and Nile crocodiles? Ask What you think this information has in common.	Speaking	Poster	Whole group	Ss' participation	Participate in the activity, Ss' will feel comfortable
Presentation 15 min	Ss' have to read the text and identify the most important information. Give Ss' a worksheet, where Ss' have to complete fact files about the animals.	Writing	Worksheet	Individually	Ss' have to complete worksheet and paste it on the board	If Ss' don't understand each category
Practice 5-7 Minutes	Ss' will complete text about animals adding the personal pronoun IT	Reading	Poster	Whole group	Ss' participation	_____
Production 15 min	Ss' have to think in their favorite animal and then they will create a fact file about it, including the main characteristics of the animal. They could help themselves with a dictionary.	Listening	Reading	Whole group	Ss' have to participate actively	If students don't want to participate, participate with them.
Wrap-up 5-7 min	By rows, students will share their favorite animal.	Speaking	Flashcards	Whole group	Ss' will have a review, by saying the activities seen in class.	_____

EFL LESSON PLAN

Lesson Number 10

February 21st-March 14th 2014

Topic: Unit 4 Daily Life

Objective: Ss' will to talk about facts.

Stage& Timing	Procedure	Skill	Material /Equipment/ Aids	Interaction patterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Ss' will have a physical activation, they will jump during a whole minute. Then they will shake their hands	Motor	_____	Whole group	Ss' participation	Participate in the activity, Ss' will feel comfortable
Presentation 15 min	Paste on the board a poster about your daily routine, Ss' will identify the time and match images with the activities in the poster.	Reading	Poster	Whole group	Ss' participation	Ask students about the daily activities
Practice 5-7 Minutes	Ss' will repeat the sentences about the daily routine,	Repetition	Poster	Whole group	Ss' participation	_____
Production 15 min	Read the Sandra's routine aloud and while you read, Ss' will act the actions mention in the reading.	Listening	Reading	Whole group	Ss' have to participate actively	If students don't respond, read it and perform the actions, then read again.
Wrap-up 5-7 min	Show Ss' flashcards of the daily activities and by rows they will mention them.	Speaking	Flashcards	Whole group	Ss' will have a review, by saying the activities seen in class.	_____

Appendix VII

Students during the role play activity included in the sequence “Animals”.



APPENDIX VIII

Students during the sequence “Where is the school?”



APPENDIX IX

EFL LESSON PLAN

Lesson Number 1st

February 21st, 2014

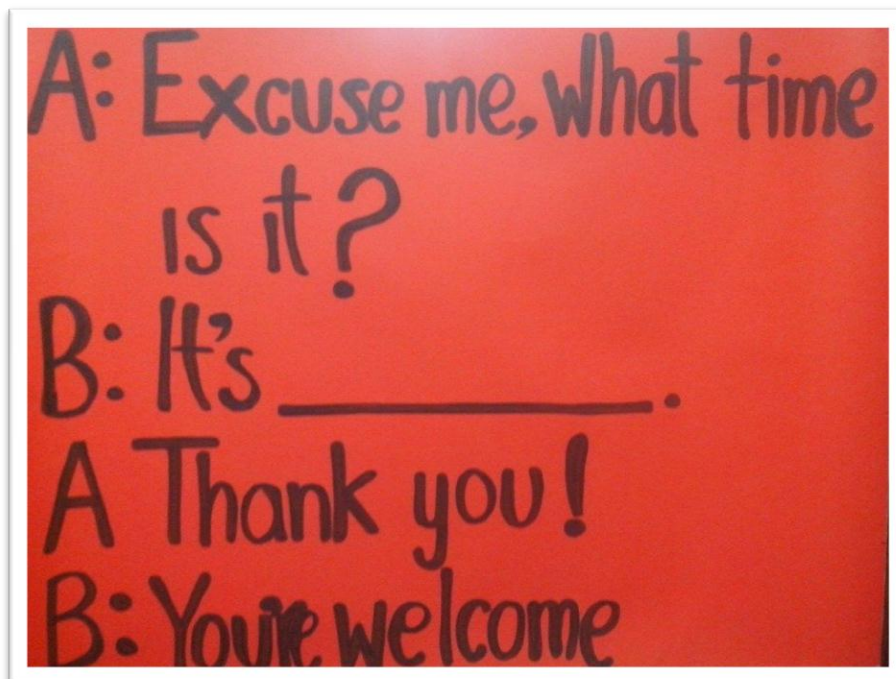
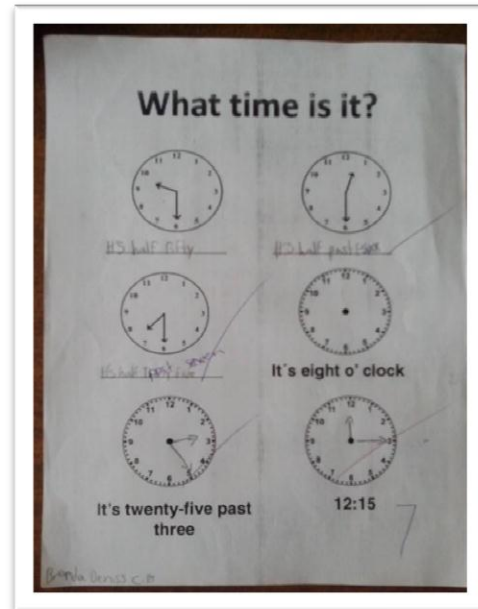
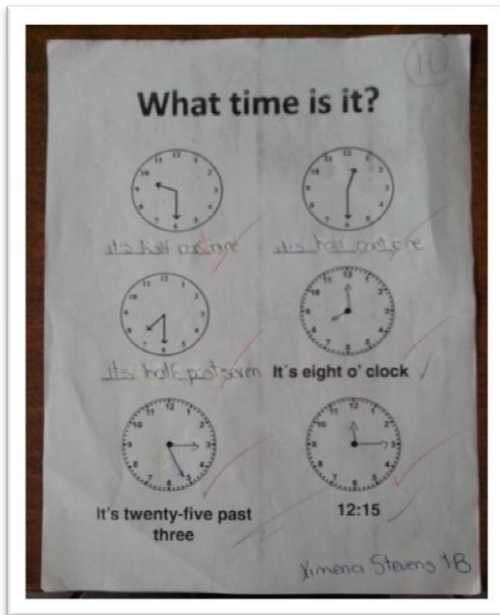
Topic: Unit 4 Daily Life

Objective: Ss' will be able to express the time and talk about their daily activities.

Stage & Timing	Procedure	Skill	Material /Equipment/ Aids	Interaction patterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Show Ss' a clock, Next; ask them What this object is? What is its function?	Speaking	Oral language	Whole group	Ss' participation	If Ss' don't answer the questions, throw a ball to specific Ss' to elicit their answer
Presentation 15 min	Write on the board What time is it? Explain how to use a clock. Change the time thrice in the clock, making emphasis in the half past, quarter and O'clock. Change the time again and asked them what time is it,?	Listening Visual	Clock	Whole group	Ss' have to be ready to ask and tell the time	If Ss' don't understand ask them to participate and have a better perception of the clock
Practice 5-7 Minutes	Give to each student a worksheet, they will write the time in that. Then check the answers with the clock,	Visual Listening	Worksheet Clock	Individually	Ss' have to complete the worksheet and paste it in their notebook.	Monitor to check if the students really understand
Production 15 min	Ask for volunteer to ask and tell the time. They will follow a conversation written on the board.	Speaking	Dialogue on the board	Pair work	Ss' have to perform a conversation	If students don't interact, show a previous example
Wrap-up 5-7 min	Ss' will chose the best Acting.	Speaking	Board	Whole group	Ss' have to chose the winner	_____

Appendix X

Material applied in the sequence “Asking and giving the time”



APPENDIX XI

EFL LESSON PLAN

Lesson Number 12th

February 21st March, 14th, 2014

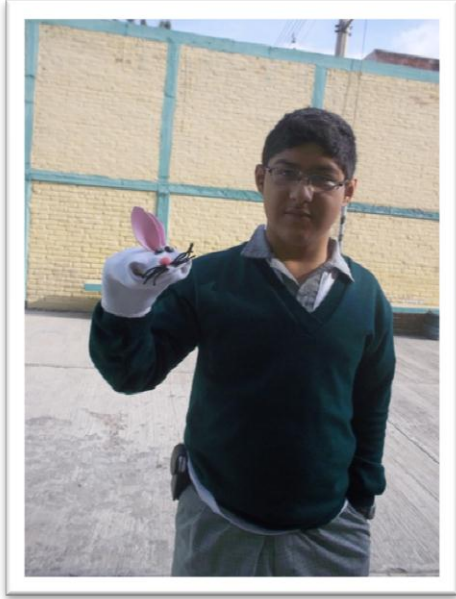
Topic: Unit 4 Daily Life

Objective: Ss' will be able to talk about facts.

Stage & Timing	Procedure	Skill	Material /Equipment/ Aids	Interaction patterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Ss' will have a physical activation, they will form a circle and throw a ball each other, when the ball hits they will jump and shake hands and legs eight, six, four and 2 times.	Motor	_____	Whole group	Ss' participation	Participate in the activity, Ss' will feel comfortable
Presentation 5 min	Show students a puppet and present him, It is the example about how they will present their puppet.	Listening	Puppet	Whole group	Ss' participation	_____
Production 20-25 min	Ss' will present their puppets, 3 minutes, per person.	Speaking	Ss' puppets	Individually	Ss' have to present their puppet in English	If students did not bring their puppets they will stay in the classroom.
Wrap-up 5-7 min	Talk with students and ask them what your favorite part of the class was?	Speaking	Oral language	Whole group	Ss' participation	_____

Appendix XII

Students during the puppets presentation included in the sequence “Animals”.



APPENDIX XIII

Students' response to the physical activation.



APPENDIX XIV

EFL LESSON PLAN

Lesson Number 3rd

February 21st, 2014

Topic: Unit 4 Daily Life

Objective: Ss' will be able to express the time and talk about their daily activities.

Stage & Timing	Procedure	Skill	Material /Equipment/ Aids	Interaction patterns	Evidence /Competence	Possible problems and Solutions
Warm-up 5-7 minutes	Ask Ss' what do you do every day in the morning? Write down their answers on the board	Speaking	Oral language	Whole group	Ss' participation	Participate in the activity, Ss' will feel comfortable
Presentation 15 min	Paste on the board a poster about your daily routine, Ss' will match images with the activities in the poster.	Reading	Text on the board Clock	Whole group	Ss' participation	Ask students about the daily activities
Practice 5-7 Minutes	Ss' will repeat the sentences about the daily routine,	Repetition	Poster	Whole group	Ss' participation	_____
Production 15 min	In pairs, students will create their own daily routine, including the time.	Listening	Reading	Whole group	Ss' have to participate actively	If students don't respond, read it and perform the actions, then read again.
Wrap-up 5-7 min	Ask for volunteers to read and perform their pair daily activities	Speaking	Ss' productions	Pair work	SS' have to perform the sentences.	_____

Appendix XV

Evaluation checklist

Students:					
ASSIGNMENTS	%	YES	NO	N/A	COMMENTS
Attitude					
Use of the new vocabulary					
Pronunciation					
Characterization					