

✓ SECOND LANGUAGE ACQUISITION THROUGH ACTIONS:
A CASE STUDY OF A SPANISH I CLASS

by

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B.A., Benedictine College, 1976

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1984

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Introduction

Foreign language instruction is in a transitional period from audio-lingual training to an emphasis on acquisition and communication. This transition must begin with level one courses because students develop their language learning style during their first exposure to the second language.

The basis for learning a foreign language is listening comprehension, and that is where level one training should begin. Several people have developed methods for initially training students in listening comprehension. In this paper I will familiarize the readers with the theory behind listening comprehension as a means of beginning language acquisition and some of the methods used to train foreign language students.

I will then present how I applied the theories and methods in my high school Spanish I class. This paper is meant to be a resource for the practitioner.

Review of the Literature

How Do Children Learn Their First Language?

When teaching a foreign language a teacher might contemplate how an infant learns his first language. When a child is born he begins with a "tabla rasa" as far as language is concerned. The infant discovers meaning through

decoding noise which he hears into information, and the process involves "synchronizing language with the infant's body movements."¹

Piaget's theory of conceptualizations places the infant ages 0-2 years in the sensorimotor stage. During this stage, what Piaget calls "motor recognition" demonstrates the child's perception of reality. He doesn't learn by having reality explained to him, instead he experiences it. Actions are externalizations of internal representations.² In other words, language (because language demonstrates everyone's perception of reality) is his actions. By teaching a foreign language through actions a teacher allows a student to demonstrate knowledge of the language without speaking.

The language that babies most readily understand and thus respond to is very clear speaking that they hear during one-to-one encounters while bathing, dressing, playing, or eating. Most of the communication uttered by the caretaker during these times includes a high proportion of imperatives and questions.³ The caretaker tells the child to perform physical activities such as "Open your mouth," "Pick up your ball," or "Where is your nose?" The child soon decodes the spoken words through the meaningfulness of a certain physical activity. Because of the high degree of one-to-one clear speaking, James Asher believes that the home is an "acquisition enriched" environment and that generally the school is "acquisition impoverished."⁴ Asher has used this means of

language acquisition in his Total Physical Response method which will be discussed in detail later.

Ervin found that young children showed no difficulty understanding adults' speech, but when they were asked to imitate the spoken word, they could not do so accurately.⁵ Language production must follow comprehension. No one expects an infant to speak, and when he gets a little older no one expects a young child to speak with perfect pronunciation or grammar. Asher states the process as follows:

Talking cannot be directly taught to an infant. Neither coaching nor coaxing by parents will make the infant talk. The infant must first internalize a working understanding of the target language. The infant must experience thousands of hours of 'natural' comprehension training before it is ready for its feeble attempt to speak.⁶

Once a child achieves fluency in the native language, the biological pattern for acquiring a language does not disappear.⁷ We should pattern our teaching of foreign languages to fit this biological pattern. Students should not be asked to speak the language from the first day. We should allow them to speak when they are ready, and at that time not expect flawless language production. Students do not acquire a language by being told about it, so teachers should give students the opportunity to

experience language to enhance acquisition. For acquisition to take place three elements must be present: "1) the focus of the interchange should be on the message; 2) the acquirer must understand the message; and 3) the acquirer must be in a low anxiety situation."⁸

Right Hemispheric Learning

When students are asked to pronounce alien utterances, it causes stress, and having to speak before they are ready retards listening fluency.⁷ Both of these factors lead to frustration with second language learning. Some of this stress could be alleviated if learning were processed through the right hemisphere of the brain.

"The right hemisphere is mute--unable to talk--but it is processing information and can express itself if you provide a 'voice box' such as touching objects, pointing to a choice from alternatives, or even spelling."¹⁰

The left hemisphere becomes more and more aware that through talk it has the power to cause events to happen. Going back to the discussion of infants, some believe that babies begin their learning during the sensorimotor stage using the right hemisphere, and as they begin to produce language there is a gradual transition from right to left.

In one of many experiments done by Roger Sperry at California Institute of Technology studying brain lateralization, the command "laugh" was flashed on a screen and processed only by the subject's left hemisphere. When

this occurred he responded to the stimulus by saying the word "laugh," but when the command was flashed to the right hemisphere, the subject laughed.¹¹ The right hemisphere responds by doing while the left hemisphere responds verbally.

Left hemispheric functions include listening, repeating, memorizing, pronouncing, reading, and possibly writing. As Asher states, "The left brain has a vested interest in maintaining the status quo."¹² If the teacher points to a book and says, "libro," the left hemisphere will know that it is a book and not want to process it as "libro." Now, if the teacher says, "Abra el libro," and the student is made to open the book, the processing is through the right hemisphere since it expresses actions. Asher states, "Evidence suggests that implicit learning [which includes learning through actions] bypasses a dependency on one's native language [which is stored in the left hemisphere] to decode the target language."¹³

Asher hypothesized that input to and output from the right hemisphere of the brain would be the ideal way to learn a foreign language and retain it. In one study of students of Russian, Asher found that when input was to and output was from the right brain, the students retained about 95% of the material. This right brain input and output meant either acting or observing an action. When the input was to the right brain and the output was from the left brain or visa versa, the retention rate was approximately

75%. The left brain input or output was in the form of written or oral translations. When both the input and output were left brain, the retention rate only averaged about 50%.¹⁴

Comprehension Training

Comprehension training and Asher's Total Physical Response both rely on input from the teacher to the right brain and output from the student from the right hemisphere. Foreign language teachers should find higher retention rates in their classroom if they use teaching methods directed at the right hemisphere of the brain.

If a child learns his native language or if a student learns a foreign language by first listening, then foreign language instruction should first train students to listen. It is said that it takes 300-500 hours of attention to speak and understand a language at the level of a four year old.¹⁵ The teacher needs to dedicate the first portion of the foreign language course solely to listening comprehension. How much time should be spent? The amount varies with the opinion of the teacher, but James Asher believes that one semester in a college course or six months in a high school course should be devoted to comprehension training.¹⁶ Harris Winitz, who has also developed an extensive program for comprehension training, also believes that the first course should be devoted mainly to listening activities.¹⁷

The reason these men and others believe so strongly in initial emphasis on comprehension is because studies have shown that translation in training and/or in retention checks will decrease listening comprehension.¹⁸ Other studies have shown that an emphasis on speaking or asking the student to both speak and listen to new input impedes listening comprehension.¹⁹ But, another study by Asher has shown that a high level of listening comprehension has a high positive transfer to speaking skills.²⁰ It is essential that students receive a large quantity of input first, and after they do they will be more effective at producing output.

Newmark's formula for successful language acquisition involves three components: student attention, meaningfulness, and a quantity of input for success.²¹ It is important that a student is attending to the input while trying to attach meaning. It is possible for a teacher to provide abundant opportunities for listening, but if the student doesn't listen he will not acquire the language. If a student is overanxious or unmotivated, he will not acquire the language. The learning atmosphere should be motivating and produce a low anxiety level so the other two parts of the formula can take effect.

A teacher can provide meaningfulness to the language without telling the meaning. Mainly through the visual sense the teacher should make the meaning of an utterance clear. Nord goes as far as to say, "Excessive exposure to a

second language without meaningfulness may even be detrimental to learning the language."²²

The last component of Newmark's formula is quantity. Students must be exposed to a large quantity of meaningful input. Krashen explains this by saying, "We acquire in only one way: by understanding messages in the second language that utilize structures we have not yet acquired," and he calls this "comprehensible input."²³ Teachers need to use new structures, and test students' comprehension of them. Asher states, "It is not enough for input to equal output,"²⁴ but when a student can physically respond to a novel command, he has comprehended more than just the input. The reason comprehension training should precede oral production is so the student can develop a large language base, because "whatever a student's speaking skill the student is sorely limited if he or she cannot comprehend a much broader range of utterances."²⁵ When a student does get ready to speak, he will tap the data bank of language he has heard to formulate the oral utterance. With a larger data bank a student will more easily produce language orally.

Harris Winitz has developed an extensive program for comprehension training. He bases his program on the belief that students must receive a large amount of comprehensible input before production.

Working with Winitz, Paul Garcia used the comprehension program with his high school German classes, and explained the preparation and procedure for such a

program in the high school.²⁶ To prepare he developed lists of vocabulary of about twelve new words per day, which amounts to 1700-2000 words per year. He accumulated realia and pictures to aid in making the vocabulary meaningful. From his level one textbook, he inventoried the grammatical structures to be covered. To begin the comprehension training with his students, he showed them pictures and uttered the corresponding term; the next step was for him to repeat the term and have the students point to the picture that matched. Later he used Asher's Total Physical Response. The students were asked to respond during the next phase when he asked a question about a picture; they answered "yes" or "no." Garcia's work with high school students in comprehension training has produced learners who internalize the language before having to produce it.

Total Physical Response

James Asher, who developed the Total Physical Response (TPR) method of teaching a second language, conducted a large number of studies on its effectiveness. His book, Learning Another Language Through Actions: The Complete Teacher's Guidebook, is an excellent resource for teachers planning to use the approach. In this paper I will briefly summarize the approach and Asher's results.

TPR is based on the presuppositions about language learning that I discussed above: a second language is

acquired much the same way that a child learns his native language; initial learning through the right hemisphere of the brain is less stressful and more effective; and a large quantity of input in the form of listening comprehension is necessary before the student can produce language orally.

To teach a language using the TPR approach, a teacher begins with a student on each side of him and these two students imitate what the teacher does. The teacher begins with a simple one word command such as, "Stand!," and as he says it, he stands and the two students imitate while the rest of the class observes. He continues with the next command, for example, "Walk!" After giving several commands, he gives the same commands in a different order. The next step is for the teacher to give commands and not model the actions so the students perform. If they are unsure, the teacher can again model, and often the unsure students model their classmates. Next each student should perform alone because studies have shown that for long term memory the students' action-response is more important than observation. The commands are then expanded to, "Walk to the door! Walk to the table! Walk to the window!," then, "Point to the door!," and so on. The same process is followed with student observation then action. The utterances are constantly recombined to create novel commands which are easily understood by students much to their surprise and delight.

After about ten hours of training in this type of listening comprehension, students are invited to reverse

roles with the instructor. The students who feel ready can command the teacher to perform an action. From that time on in the TPR training about 20% of class time is spent by students speaking in the form of commands to their peers and the teacher. Asher has found that after about 16 hours of training most students want to speak. At the midpoint of the course (45 hours) 70% of class time should be spent listening, 20% speaking, and 10% reading and writing, and there should be no homework. Asher has found that about 80% of foreign language students can internalize the language through Total Physical Response.

There are some fundamentals to keep in mind while using TPR. The commands should be kept clean and distinct because the students have to know exactly what the teacher is doing. For example, if the teacher scratches his chin as he points to the door, the students won't know which was intended or they may think that the command includes both. The students need instant feedback which could be in the form of a compliment if correct or re-modeling if incorrect. If the commands take them to different locations in the room it is a good idea to have the students return to a neutral position to minimize the possibility of guessing the next command. For example, if the first command is, "Go to the door!," and the next one is, "Open the door!," the student might easily guess that if he is standing beside the door and it is closed the next command would be to open it. Another caution is to resist the temptation to speed through several lessons because the students seem to be learning so

rapidly. They still need the repetition to assimilate the input. Teachers should always have the commands carefully planned. The learning is so rapid that the lessons move quickly, and it is not easy to improvise the commands. They have to be planned in a sequence which is easy for comprehension.

Action is the key to Asher's approach. Studies have shown that it doesn't matter in training if the student acts with the model or observes the model acting, but during retention tests the student must perform the action for long term memory.²⁷ In one study one group imagined an action as the teacher said it, and they had 47% recall. A second group watched the action being performed as they heard it, and they had 53% recall. The third group performed the action as they heard it, and their recall was the best at 62%.²⁸

Of course when students begin to speak, their speech patterns will not be perfect. They have internalized groups of words in chunks, and as Asher states, "language can be internalized in chunks, but alternate strategies must be developed for fine tuning."²⁹ This fine tuning comes after the students have gained confidence in speaking. When they speak the initial emphasis is on producing any language at all. When an adult listens to a child speak, there is a high tolerance for production errors at first. Therefore, the same should hold true for teachers of a second language.

Asher has conducted several classroom studies to verify

that TPR is effective. The groups being taught with TPR had half as many hours of training as the groups being taught in traditional German or Spanish college classes. In Asher's studies the TPR groups showed a much higher level of listening comprehension. In comparison to a control group of German I students their reading comprehension was the same even though the TPR group had no formal training in reading.³⁰ In comparison to the Spanish groups, the TPR students ranked in the 75th percentile with level I students and in the 65th percentile with level II.³¹ Although the students were not formally taught to read the language, there was a transfer from the listening skills to the reading skills.

What makes the Total Physical Response approach effective? If the output can exceed the input, the program is effective. The way to achieve this is through the use of novel commands. When a student hears a command that he hasn't heard before and can understand it, it motivates him to learn more. A novel command is made up of elements of other commands the student has heard which are recombined. When a student is competent at novel utterances he is demonstrating true comprehension.

The more difficult the commands become, the bigger the difference is in learning.³² When students are challenged by more difficult commands, they feel the motivation to learn more. Nord has found that the optimum level of achievement is between 70% and 90% because students who understand over 90% exhibit boredom while those at a

level less than 70% feel frustrated. "The range of foreign language aptitude is not nearly so divergent in listening as it is in speaking."³³ More students will be successful, falling in the 70%-90% range, during comprehension training than in language production. This is why TPR is recommended for the initial training in a language; more students can feel successful.

Wolfe and Jones integrated Total Physical Response into a high school Spanish I class while teaching the control class audio-lingually.³⁴ There were 20 minutes each day of TPR training, and the chapter grammar and vocabulary were introduced using this method. Because the class size was about 25, they used props, flashcards, posters, and pantomiming at their seats to get everyone involved physically. Using tests provided by the textbook publisher, the experimental group significantly outscored the control group. They also found that the TPR group became more homogenous as the course progressed.

As another indicator of the effectiveness of TPR, Wolfe and Jones had the students rate the course and the teacher. Both the course and teacher ratings went up in the TPR group and down in the control group. Wolfe and Jones explain it as follows, "In one class the teacher feels her efforts are not being rewarded and she could be tempted to give up on the class. In the other, however, she is rewarded by students who are performing at a high rate of achievement and who give her positive feedback." TPR not only motivated students, but it also motivated teachers.

After having used the Total Physical Response method, these high school teachers concluded that a continued use of the method throughout the course can be effective. It does not have to be used exclusively, and a textbook can still serve as a guide. Asher, Kusudo, and de la Torre state that teachers need to use considerable variety to maintain students' attention and interest.³⁵ This variety might include the use of TPR, the textbook, and other approaches.

This author has integrated the TPR method into a high school Spanish I class. It is an exciting way to teach. The following pages include suggestions for high school teachers who would like to try to motivate students through TPR and to then judge the results.

Application

The group

The Spanish I class which I teach in a small high school in rural Kansas participated in this method of learning. The enrollment was seven students. Three of the seven transferred into the class four and five days into the training. The class met daily for 55 minutes. The small class size worked ideally for using Total Physical Response. Some of the methods explained in this paper will have to be changed and adapted for larger classes.

First Unit

In preparation for using TPR, I sketched out the plan for the unit as a whole and then planned a few individual lessons in detail. Later I had to revise all of my individual lessons because I found that students learned at a faster rate than I had anticipated. James Asher's Learning Another Language Through Actions: The Complete Teacher's Guidebook and "Teaching English Through Actions" by Bertha Segal contain lesson plans that I adapted to fit my own goals. I first chose commands that would be easy to demonstrate such as, "Stand up!," "Sit down!," "Walk!," etc.. I then made a list of classroom objects that I wanted the students to learn. After that I inventoried grammatical structures which I wanted the students to hear. My other goals were to present some prepositions, the numbers 1-20, some possessive adjectives, colors, big/small, right/left, class names, and people and places at school.

In preparing a daily lesson I made a list of items to review, and I kept a record of students' progress in a grid form (see Appendix A). The new commands to be introduced were listed, not just the new items. The teacher needs to prepare the commands well, because the manner in which new and old vocabulary are combined is important for rapid learning. A maximum of three new items should be introduced at one time. They should then be brought through the sequence discussed above before adding more items. Usually the prepared list served only as a skeleton. I repeated and

recombined commands with already mastered vocabulary until the students demonstrated mastery of the three new items. It is a good idea to have lessons planned for several days in advance in case the students learn more rapidly than anticipated.

The first day of class began with a brief introduction of myself and the course. I also explained how the TPR method would work so that the students might not feel so inhibited when it was time to begin acting out commands. I told the students that I would say something and I was telling myself what to do. I would then act out what I had told myself to do. They should listen carefully. After I had demonstrated three commands, I told them to do the action with me after I said the command. The entire class then performed the actions. Sometimes half the class would perform with me and the other half observe. When I felt they were not hesitating or waiting to see what I did, I gave the command and I waited to act. If they performed the correct command, I reinforced the action with a smile or a verbal reinforcement. If they were unsure, I quickly performed the command myself. The same sequence was used to teach all of the commands. Sometimes I introduced more or less than three new items before moving on. A teacher can carefully observe her class' success in order to know how fast to move.

After several items had been presented and mastered by the class, I called on individual students to perform a command. Again, if they performed correctly, they received

reinforcement and if not, I performed the action. The students need to feel comfortable and not feel threatened. Asking another student to perform the same command which the first student couldn't would discourage the unsure student.

A novel command is one that the student has not yet heard as phrased, but he has heard all of the elements. For example, if the students have heard and performed, "Throw the chalk!," and, "Touch the book!," a novel command would involve recombining the two to produce, "Throw the book!" The teacher needs to ask students to perform novel commands as a group and individually to test true comprehension. When students understand novel constructions (and they usually do), they are pleased with themselves. Novel commands can also add humor to class. It's a wonderful feeling to ask a student to stand on the table and hear him laugh at the absurdity as he does it. Humor and the unusual in the form of novel commands motivate students.

During the first days the students say nothing. They listen carefully and perform. As stated earlier, it is stressful to students and retards learning if they are asked to speak from the beginning. Asher believes that students will begin to speak when they are ready. It usually occurs after 10-20 hours of training.

On the first day of class I had asked the students to let me know if they ever "heard" the words we were learning at sometime when they were not in class. Krashen calls this the "din in the head" and explains that it is set off by

door to tell me she had heard the commands as she was lying in bed, and another girl reported the same phenomenon. They were both excited because they realized they were learning. This was an indication to me that all the input they were receiving in my class was being stored.

After the sixth day I wanted to see if the students were ready to speak. I wondered if I were going to teach the entire course without them speaking because they had shown no sign of any desire to speak. Looking back on it, I may have just been impatient or perhaps doubtful. After the sixth day the students had had experience with candy, numbers, and colors. Modeling, I asked myself, "Do you want candy?" After answering, "Yes," I asked, "What color?" I said, "Green," and gave myself a piece of green candy. Then I asked the students the same questions, but no one responded. When I started to put the candy away, one student said "Yes," so I asked him what color. In his own way he told me "red," so I gave him the candy much to his delight. A few other students then tried but were reluctant, and two students still didn't want to attempt vocalizing the language. The time hadn't come for language production.

It was the eighth day when I decided that they were ready to speak. When one student didn't understand me, quite often another would whisper or tell him the command IN SPANISH. One time a student was sitting on the floor. When I looked at her in a questioning way, she looked up at me and said, "You told us to 'síéntese.'" With these two clues

I decided it was time for oral production.

I first asked them questions that could be answered with "yes" or "no," and continued by asking questions that could be answered with a simple number. I also asked questions that could be answered with a student's name. Some examples follow:

Are there pencils on the desk?

Is there a magazine on the floor?

How many pens are on the shelf?

Who is that girl?

What is that boy's name?

By beginning with these questions, the students can speak using only one word as a response. The questions can be directed to the entire group and later to individuals.

The next step in production is role reversal. I told the students that I had been telling them what to do, and now they were going to have the chance to tell me what to do. They were delighted and did not hesitate. The first command was, "Jump!," and they laughed to think I would actually do it. The next student said, "Go to the office!," and they all watched to make sure I went. All of the students participated in giving commands. One student in particular was very active, but at times he didn't remember the word. He would ask another student so he had the opportunity to tell me what to do. It took a lot of giggling for them to muster the courage, but one student finally produced a novel command, "Jump to the gym!" What a

surprise it was for them that I did it willingly. Next they came up with another novel command, "Run to the office and hit the principal!," and that's where I had to draw the line.

The energy and motivation on that first day of role reversal was extremely encouraging to both myself and the students. They realized they really were learning and so did I.

At the end of the second week just as I had done the week before, I asked the students if they wanted candy and what color. They responded much more readily, and much to my surprise they asked for the color that they genuinely wanted, not just the one easiest to say. Students want to learn the language to communicate not just to repeat meaningless phrases.

After the eighth day, I began giving the students lists of what they had learned. I would say the command from the list and perform it. I asked students to read the word as I said it so they could associate a written word with the action and the verbal command.

Each day after a review in which the entire class performed the actions, I administered a retention check. On a grid, I indicated if the student could perform the command with a "+". If they could partially perform the command or if he could perform it with prompting, I indicated a "v". And, if he could not perform the command, I wrote a "o". This retention check grid proved a helpful indicator of progress.

While reviewing for a test three weeks later, I checked the students' comprehension of the same items they had been checked on before. There was a considerable increase in retention (see Table 1). Two days later they were each tested on six different commands, and each command was not one that had been checked two days earlier. At the end of the first semester, three and a half months later, I gave each student commands using 50 items presented in the first unit of TPR. The retention rate ranged from 80%-100%.

TABLE 1
TPR RETENTION

Student	Daily Retention (Next day)	Test Review (3 weeks)	Test (3 weeks)	Long term (3 months)
Anita	72%	100%	83%	98%
Carmen	75%	96%	100%	98%
Marta	95%	91%	100%	94%
Concha	71%	83%	92%	92%
Lupe	55%	79%	100%	92%
Luz	45%	54%	42%	80%
Jaime	36%	67%	100%	100%
Average	64%	81%	88%	93%

On the whole the students' retention through TPR was very good. Three of the students (Lupe, Luz, and Jaime) began the course four and five days into the training,

therefore their daily retention was not very high, but as time passed they improved. On the daily retention checks, the students who began the training on the first day were comprehending over 70% of the commands. After three weeks all but Luz were over the 70% comprehension level, but all but Anita were also over the 90% level which theoretically indicates boredom. All of the students received higher scores on the TPR section of their semester final than they did on the written portion. Throughout the training the students who performed the commands with greatest ease were Carmen, Marta, and Lupe. Anita was extremely self-conscious about the method, which caused her stress and inhibited her comprehension. Luz always was the most unsure, and one wonders how she might have been different if she would have begun on the first day.

The greatest benefit of using TPR as the first unit of the course is not reflected in scores but appears everyday in class. This class listens more carefully than any class I have had. They easily hear slight differences in my questions. When I use unfamiliar vocabulary to challenge them, they still listen and don't turn me off out of frustration. These students are not ones who want to see every new item written down before they "learn" it. They accept the method, that they learn first by hearing and later they read and write. When we can get students to attentively listen to the input we give them, they should assimilate the language much better.

Other units

After the initial unit, which was strictly TPR, I began to use my Spanish I textbook as a guide for the course. Several times I supplemented, introduced, or reinforced a concept using a variation of the Total Physical Response method. Since the students were well versed in the method, it was easy to use it again later. In the following pages I will share my use of teaching vocabulary and grammar by physical actions.

Animals

In an early unit in the textbook, students learn some vocabulary for animals, which I supplemented. I decided to teach some of the supplemental animal vocabulary using TPR and some using repetition and memorization to see if there were any advantages.

Ten animal words were presented by TPR and having students manipulate pictures. Ten others were presented by showing them a picture and having them repeat after me. The test which was given a week later asked the students to identify verbally ten animal pictures, five of which were taught using TPR and five using repetition. There was not much difference in the students' scores: however, a difference did show up on another section of the test. They were to choose any five pictures and produce one sentence about each of them. Three of the students did not choose

any of the pictures that had been taught through repetition. The other four students only chose one each. They felt more comfortable communicating with the TPR vocabulary.

Geography

Another early unit introduces Latin American geography, which I find my students have not learned. The students enjoyed using TPR to reinforce the names and locations of countries. Using masking tape, I made an outline of Latin America on the floor, which filled most of the center of the classroom. I left it there for a week. Each day when we were ready to use it the students moved their desks to the side. I told a student "Go to Peru!" and a second student, "Go to Costa Rica!," and then I would ask the class, "Where is Ana?" Next the student would hear the command, "Go north three countries!," or, "Go east one country!" After they had arrived at the new country, I would ask, "Where are you?" or I might ask the class, "Where is Ana?" I usually kept three students moving on the map at once and alternated students who participated physically.

The activity had three major goals: country location, directions, and the verb "estar" (to be). Some of the students preferred to reinforce the geography by studying a printed map, but others only used the physical experience in class to learn. On a pre-test no one could label more than three countries. On a post-test the scores ranged from 11 to 21 out of a possible 21, with a class average of 17.6.

All of the students showed an increase in knowledge. The experience of learning geography through physical response to commands proved to be an excellent teaching method.

Regular Present Tense Verbs and Subject Pronouns

Teaching verb conjugations has usually been a matter of memorizing subject pronouns and verb endings in a traditional order. In the past I have found that the students often fail to understand the meaning of the pronouns even when they use them correctly. In teaching this unit via physical actions it was anticipated that by acting out the meaning of the pronouns the students would be able to subsequently use them more naturally.

Only verbs that the students had become familiar with during the first unit of Total Physical Response were used. The first two days only "-ar" verbs and the various subject pronouns became the focus of attention (for sample lessons see Appendix B). Initially I didn't tell the students that we were conjugating verbs or using subject pronouns, nor did I tell them that verbs had different endings to match different subjects. This would have been talking about the language rather than learning through experience, emphasizing metalanguage rather than communicative skills.

I began by asking a student to jump. I asked the class, "Who is jumping?," and they said her name. So I said, "Yes, she is jumping," substituting the subject pronoun. Again I asked the class, "Who is jumping?," and

they usually used the subject pronoun. I told the jumper to stop and asked another student to perform another action, and we used the same type of dialogue until the students spoke without hesitation. After individual girls had acted, a boy was chosen, and the students easily heard and distinguished the difference in the pronouns. Using different actions and different students keeps the students from becoming bored too quickly with the activity. After the third person singular pronouns, I introduced third person plural in the same way.

To introduce the first person singular, I began jumping and I told the class, "I am jumping." I then asked each student to perform an action. I asked the first few, "What are you doing?," and even though they hadn't been introduced to that question previously, they understood and answered, "I am jumping." If they didn't say both the pronoun and verb ending correctly, I jumped and told them again, "I am jumping," and asked, "What are you doing?" After two or three students, subsequent students were telling me, "I am jumping," before I had to ask the question.

It is very important to use gestures, such as pointing during this training so the students can see who is being talked about or to whom the teacher is speaking. This helps the student attach meaningfulness to an abstract concept such as a pronoun.

The second day began with a review and a retention check on a grid (see Appendix B). The first and second person plural were introduced in the same manner but with

more verbs. The retention checks were conducted just like the training: action and questions about the action (see Table 2).

TABLE 2
SUBJECT PRONOUNS AND "-AR" VERB ENDINGS
ORAL RETENTION

Student	DAYS 2 AND 3		DAYS 8 AND 9	
	Pronouns	Verbs	Pronouns	Verbs
Anita	67%	50%	100%	100%
Carmen	0%	25%	100%	100%
Marta	86%	71%	88%	63%
Concha	33%	83%	86%	71%
Lupe	83%	67%	100%	60%
Luz	13%	13%	63%	50%
Jaime	50%	50%	78%	56%
Average	47%	51%	86%	63%

The scores are low in the beginning; however this is after only two hours of training and includes all pronouns and "-ar" verb endings. Marta had already performed above the 70% level in both areas. Luz and Carmen were having the most difficulty.

The next two days were spent practicing "-er" and "-ir" verbs in the same manner. On the fifth day I gave the students a handout (see Appendix B) that listed three verbs

(one of each type) and presented a question using each pronoun with each verb. Paired with the verb/pronoun question was a verb/noun form of the same question. This was the first written contact with verb conjugations. I asked them to answer all of the questions. The scores were not high, but this was anticipated (see Table 3). Only one student performed above the 70% level, Anita on pronouns. Since the worksheet was difficult for them, the students voluntarily told me that speaking was much easier than writing.

TABLE 3
SUBJECT PRONOUNS AND REGULAR VERB ENDINGS
WRITTEN PERFORMANCE

	Pronouns	Verbs
Anita	71%	56%
Carmen	69%	47%
Marta	40%	40%
Concha	67%	56%
Lupe	--	--
Luz	40%	22%
Jaime	53%	37%
Average	56.7%	43%

The next day I handed back the worksheets and we acted out each question. When we were acting and the questions were asked orally, they almost always used the correct pronoun and could use the correct verb ending most of the time. They wrote the correct answers on the worksheet to

use as a study guide. The next two days they practiced in pairs asking each other questions.

On days 8 and 9 I again administered an oral retention check (see Table 2). The questions for the check were taken from the worksheet. Of all the answers given, 86% of the subject pronouns and 63% of the verb endings were correct. After aural input with actions, written practice, and review, the students all improved (except Marta who was absent for several days) in their oral use of pronouns and verbs. The method seems to work very well as evidenced by the increase in Carmen's retention from 0% to 100% or Anita's from 50% to 100%. The mean score increased 39% in pronouns and 12% in verbs. The subject pronouns are more easily mastered than the verb endings for most students.

After seeing the results of the oral quiz, I felt most of the students had internalized the conjugation of regular verbs and the use of subject pronouns. Another indication of understanding came from a comment made by Lupe. While they were working in pairs, she asked for my help in understanding a question and answer. I asked her to perform the action, and I asked her the appropriate question ("Lupe, jump! Are you jumping?"). She answered correctly with no hesitation. After I assured her that she knew the answer, she said, "How did I know that?" She assimilated the concept without learning rules.

To see if they could verbalize their understanding, I asked them to tell me what they had learned. Some of the dialogue follows.

Teacher: Laura asked me a question a while ago, "How do I know that? How did I know to say 'Yo brinco?'" What can you tell me? How did you know how to answer these questions? What about sentence structure?

Student: The verbs and the nouns are switched.

T: OK. How is the sentence ordered?

S: In a question there is a verb then a noun.

T: And when you answer it?

S: A noun then a verb.

T: What else can you tell me? How do you know how to answer those questions? You've done a good job.

S: Most of the words in the answer were in the question.

T: Like what?

S: Like "¿Brincan ellos?"

T: Yes, that's an example. If the question is "Brincan ellos?", your answer is. . .

All: Si, ellos brincan.

T: Yes, they are the same words just in a different order. But, how did you know to answer with this word [ellos]?

S: Because they are talking about more than just you.

S: "Ellos" is two or more people and at least one is a boy.

T: Yes, good. So that's how you knew, because we were asking about someone else and that someone else was in your answer. What else can you tell me?

S: When we ask a question with a name in it, you answer with "el" or "ella."

T: Why?

S: It's a pronoun.

T: Yes, that's a pronoun instead of a noun. And, how did you know to use "ella" in place of Ana.

S: It's a girl and there's just one.

T: Yes, so there are two of the pronouns [ellos, ella]. Now, what else can you tell me. How about if I ask the question, "¿Corre Jorge?"

S: Sí, Jorge corre.

T: I could answer in that way, but what if I wanted to answer it a different way.

S: Él

T: How do I know to use "él."

S: Singular pronoun.

T: What else?

S: "¿Corres tu? Sí, yo corro." When you ask "you", then I answer "I."

T: Yes, if I ask you a question with "tú" in it, it is because I am talking to you as a friend, how do you answer it?

All: Yo.

S: Then you have "usted."

T: Who is that?

S: Yourself.

T: You. If I ask this in a question, you answer for yourself, "yo." But, what if I'm talking to the whole class?

S: Ustedes?

T: Right, "ustedes" is more than one.

S: Nosotros.

T: If I asked you, "¿Cantan ustedes?", what would your answer be?

S: Nosotros. . .

T: Nosotros cantamos. And, there is another way to say "we."

S: Nosotras.

T: What would the difference be between those two?

S: Girls.

The discovery continued for some time. By using the grammatical structures, they had demonstrated understanding, but having taught with grammatical explanations in the past made me want to verbalize the grammar. It can serve as a tool for tying up a few loose ends of understanding, but the explanation should not take place before the internalization.

After two and a half weeks of this instruction and instruction from the text in other areas, the students were given their unit test. Included in the exam were an oral and a written section using subject pronouns and regular present tense verbs. The students were asked a question either orally or written which used a pronoun and a verb. On the oral section the mean score for verbs was 70% (ranging from 40%-100%) and for pronouns was 81% (ranging from 60%-100%). The results of the written section were quite different with a mean score of 37% (ranging from 0%-80%) on verbs and 60% (ranging from 20%-100%) on pronouns. The students felt much more comfortable with listening and speaking rather than reading and writing, and their test scores demonstrated that.

It is necessary to include an oral section on unit tests because oral communication and listening comprehension are goals of foreign language education. This can be

implemented easily. While the students are completing the written sections, call one person at a time to a corner of the room and administer the oral section. The students learn to accept it as a part of the exam and aren't too anxious.

Possessive Adjectives

The next unit included physical actions using the verb "to have" and possessive adjectives. This unit did not make direct application of Asher's TPR. By this time the students' comprehension had increased, and they could think on a slightly more abstract level. Therefore, I used physical involvement but did not always use commands.

In order to use the verb "to have," I included something which easily motivates students: food, in this case, peanuts. I held up a peanut and told them, "I have a peanut." As I gave one to a student, I said, "You have a peanut", and I gave one to someone else saying the same. Then I asked the class, "Who has a peanut?," and of course they responded with a name. At first they don't have to be forced to use the exact structure that the teacher desires, in this case, "Ana has a peanut." They need a large amount of input at first, and they need to feel successful with their answers if they are going to feel comfortable speaking. I asked each student, "Do you have a peanut?" This process continued varying the person and the number of peanuts (see Appendix C for a detailed dialogue).

During the same unit, I presented the possessive adjectives by asking each student to give me his pencil. Using our pencils I presented the possessive adjectives asking the students, "Whose pencil do I have?" Initially they answered with a name. From that name I formed the possessive adjective form. For example, if they said "Conchita," I would say, "Yes, it is her pencil," (see dialogue in Appendix D). At first they used the student's name, but with time they were using the possessive adjectives.

TABLE 4		
POSSESSIVE ADJECTIVES AND "TO HAVE" RETENTION CHECKS - DAYS 2 AND 3		
Student	Possessives	To have
Anita	70%	70%
Jaime	80%	75%
Carmen	60%	75%
Marta	80%	67%
Lupe	90%	88%
Luz	60%	40%
Concha	80%	64%
Average	74.2%	68.4%

Again I checked each student's retention each day using a grid. The daily retention checks all involved the objects, questions from me and an oral response (see Table

4). Most of the students were between the 70%-90% range which means they were comfortably learning.

To compare written and oral performance on two different occasions, I gave the students a worksheet using possessive adjectives. After two days of practice they were asked to complete the worksheet, and once again after one week (see Table 5). All of the students performed much better on the oral-aural check than on this reading-writing check. After two days there was an average of 35 percentage points difference between speaking and writing. In the week between the two checks the students experienced comprehension through actions, verbal rehearsal, and written practice.

TABLE 5
POSSESSIVE ADJECTIVES
WRITTEN PERFORMANCE

Student	2 Days
Anita	62%
Jaime	44%
Carmen	9%
Marta	38%
Lupe	76%
Luz	12%
Concha	32%
Average	39%

The test which was given one week after the initial presentation also provided a comparison between written and spoken performance. During the same time the students were learning "to have" through actions, the verb "to go" was also presented but through repetition and memorization. Time was spent on both verbs each day. On the test students had to answer five questions orally using "to have" and five written questions using "to go." The average score on the oral section section was 65.7% (ranging from 20%-100%), and on the written section it was 46% (ranging from 0%-80%). On the average there was a 20% difference between the students' written and oral scores. Anita and Lupe both orally responded to the questions with 100% accuracy, but on the written performance they both answered 60% correctly. Marta was the only one to perform in the 70%-90% range on both sections.

Two evaluations of possessive adjectives were given on the test, one oral and one written. Most of the students performed better on the oral evaluation (see Table 6). All but Concha performed at the 70% level or better on the oral evaluation. Anita and Carmen showed better performance on the written section than on the oral section. This is typical for Anita because she feels much more comfortable and there is less stress for her in writing.

TABLE 6

POSSESSIVE ADJECTIVE PERFORMANCE

Student	Written	Oral
Anita	100%	80%
Jaime	91%	100%
Carmen	91%	80%
Marta	71%	80%
Lupe	65%	70%
Luz	62%	80%
Concha	29%	60%
Average	72.7%	78.6%

My observations show that if an idea is practiced in class through actions, aurally and orally, that the students can demonstrate competence better if they are tested using the same medium. The transfer of right brain learning to left brain evaluation that has been discussed earlier inhibits a student's demonstration of his ability to use the language. Repetition and memorization do the same thing. They force the students to think too much about the language rather than about communication. Students seem to assimilate concepts better when they use them rather than when they are told about them, and for the same reason they perform better in an evaluation based on communication rather than on one based on manipulation of grammar forms.

Assessment

To analyze the students' attitude toward my teaching technique and their perception of the class, I conducted an informal discussion, and, later, a written survey. Both provided insights which might not have been discovered without asking for the input.

In a discussion about two months into the course, I asked about their opinion of learning through actions. I had prepared myself mentally for all sorts of responses, but I was pleased with students' reactions. They said they thought it was better than a book, and by this time they had been using the text. They appreciated hearing all Spanish from the beginning because they thought they were learning a great deal when they could demonstrate that they understood. Using a typical adolescent word, they thought it was "fun." The consensus of the class was that TPR was an enjoyable experience. As some teachers might fear, the students don't think it is stupid or immature. They learn to accept action as part of learning a foreign language.

The second way I elicited their opinions and perceptions was through a written assessment given about four months into the course. This is a survey that is easy to write, tabulate, and analyze, and it is something all foreign language educators can administer. It is an enlightening way to discover students' perceptions, and the results can be used to revise the curriculum. The survey

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questions follow, with the average results for my Spanish I class.

1. Which would you like to be able to do best in Spanish? (Rank from 4=best to 1=weakest)

4.0 speaking
2.8 listening
1.6 writing
2.0 reading

2. Which is easiest? (Rank from 4=easiest to 1=hardest)

2.6 speaking
3.0 listening
2.3 writing
2.1 reading

3. Which do we spend most time on in class? (Rank from 5=most to 1=least)

4.6 speaking
4.1 listening
2.1 writing
3.0 reading
1.1 other

4. Which do you do best? (Rank from 4=best to 1=weakest)

3.0 speaking
3.1 listening
1.9 writing
2.0 reading

What can be learned from this assessment and how can the findings be used? My students perceive speaking and listening as their strengths, and they feel we spend most of our time on these two skills. This perception agrees with my goals for the course at the time. When students' perceptions don't agree with the teacher's, the teacher should reevaluate her curriculum. My goal for the course, speaking, agrees with the students' goal for themselves.

All of my students ranked speaking as their primary goal. Most students studying a foreign language will want to speak the language more than anything else.³⁷ If that is why students take the course, shouldn't we make that a priority in our curriculum? The results of this survey were one more indication to me that the program of listening comprehension and oral communication through the use of actions is effective.

Conclusion

Students acquire a second language in the same manner that they learn their native language. The foreign language teacher needs to be aware of this process and implement methods which will assist in the process.

This report has reviewed some of the writing concerning language acquisition. Babies develop language through right brain learning which involves actions. Actions are the vehicle to meaningfulness. Children don't speak from the beginning, but they do understand spoken language. James Asher's Total Physical Response approach to second language teaching is based on those assumptions.

TPR can be used in a high school foreign language class to develop comprehension skills, which are the basis for all other second language learning. This report has described ways in which TPR can be integrated into a standard foreign language class without completely giving up the established curriculum.

TPR and other comprehension based methods were used to teach a Spanish I class. The data gathered in this case study demonstrate the effectiveness of these particular strategies. Students in the case study group performed much better on tests of listening and speaking than they did on reading and writing evaluations. They were more attentive listeners than previous groups of students.

Students enjoyed learning through involvement in actions. This particular group as well as most foreign language students wanted to speak the language more than any other skill. The TPR prepared them for oral production through the preliminary step of listening. Teachers need to keep the learners' needs in mind when developing their foreign language curriculum and begin with an emphasis on listening which will later develop into speaking skills. After all, oral communication prepares students for language use in the real world after they leave the classroom.

APPENDIX A

TOTAL PHYSICAL RESPONSE UNIT ONE

DAY 1 LESSON

Levántese/Stand up

Siéntese/Sit down

Camine/Walk

Pare/Stop

Brinque/Jump

Doble/Turn

Corra/Run

Doble a la derecha./Turn right.

Doble a la izquierda./Turn left.

Camine a la puerta./Walk to the door.

Brinque a la ventana./Jump to the window.

Corra a la mesa./Run to the table.

Camine a la silla./Walk to the chair.

Corra al asiento./Run to the desk.

Siéntese en la silla./Sit in the chair.

Siéntese en su asiento./Sit in your desk.

Toque el lapiz./Touch the pencil.

Toque la pluma./Touch the pen.

Toque el papel./Touch the paper.

Toque el cuaderno./Touch the notebook.

Toque el libro./Touch the book.

Toque el libro de Ana./Touch Ana's book

Abra la puerta./Open the door.

Cierre el libro./Close the book.

DAY 2 LESSON

Coja la pluma./Pick up the pen.

Ponga el libro en el asiento./Put the book on the desk.

Vaya a la mesa./Go to the table.

Vaya a la pizarra./Go to the chalkboard.

Coja la tiza./Pick up the chalk.

Escriba su nombre./Write your name.

Escriba su dirección./Write your address.

Escriba la dirección de Margarita./Write Margarita's address.

Escriba la dirección de la profesora./Write the teacher's address.

Escriba mi nombre./Write my name.

Coja un dulce./Pick up a candy.

Ponga dos dulces en el libro./Put 2 candies on the book.

Coja tres dulces y ponga tres dulces en el asiento./Pick up three candies and put three candies on the desk.

Ponga cuatro dulces en el cuaderno./Put 4 candies on the notebook.

Coja cinco dulces./Pick up 5 candies.

Ponga seis dulces en la bolsa./Put 6 candies in the bag.

Coja siete dulces de Carlota./Pick up 7 candies from Carlota.

Ponga ocho dulces en la mesa./Put 8 candies on the table.

Coja nueve dulces y ponga los dulces en el asiento./Pick up 9 candies and put the candies on the desk.

Ponga diez dulces en la silla./Put 10 candies on the chair.

DAY 3 REVIEW

Vaya a la pizarra./Go the chalkboard.

Camine a la puerta y abra la puerta./Walk to the door and open the door.

Brinque a la mesa y abra el libro./Jump to the table and open the book.

Corra a la mesa y cierre el cuaderno./Run to the table and close the notebook.

Camine a la ventana y doble a la derecha./Walk to the window and turn right.

Corra a la silla y siéntese./Run to the chair and sit down.

Brinque al asiento y doble a la izquierda./Jump to the desk and turn left.

Vaya a la pizarra y coja la tiza./Go the chalkboard and pick up the chalk.

Vaya a la mesa y coja una pluma./Go to the table and pick up a pen.

Coja su lápiz y escriba su nombre./Pick up your pencil and write your name.

Coja su lápiz y ponga su lápiz en la silla./Pick up your pencil and put your pencil on the chair.

Vaya a la pizarra y escriba su dirección./Go to the chalkboard and write your address.

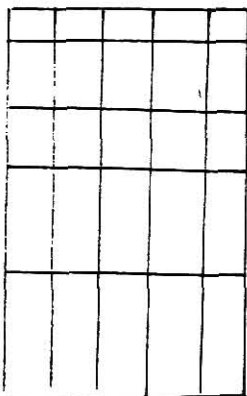
Escriba el nombre de la profesora en el papel./Write the name of the teacher on the paper.

Escriba el nombre de la muchacha en la pizarra./Write the girl's name on the chalkboard.

Escriba mi dirección en la pizarra./Write my address on the chalkboard.

Ponga el libro en la silla./Put the book on the chair.

Ponga tres libros en su asiento./Put three books on your desk.



Ponga ocho dulces en la mesa./Put eight candies on the table.

Coja seis dulces./Pick up 6 candies.

Ponga cinco dulces en el cuaderno./Put 5 candies on the notebook.

Ponga nueve dulces en la silla./Put 9 candies on the chair.

DAY 3 LESSON

Deme cinco dulces./Give me 5 candies.

Dé ocho dulces a Conchita./Give 8 candies to Conchita.

Ponga cuatro dulces en el estante./Put 4 candies on the shelf.

Tire dos dulces al suelo./Throw 2 candies on the floor.

Coja todos los dulces del suelo./Pick up all the candies from the floor.

Ponga los libros en el suelo./Put the books on the floor.

Escriba su nombre con un lápiz./Write your name with a pencil.

En el papel escriba mi nombre con una pluma./On the paper write my name with a pen.

Escriba la dirección de la muchacha en la pizarra./Write the girl's address on the chalkboard.

DAY 4 LESSON

Toque el techo./Touch the ceiling.

Toque la alfombra./Touch the carpet.

Toque la pared./Touch the wall.

Pegue la pared./Hit the wall.

Toque la revista./Touch the magazine.

Abra el periódico./Open the newspaper.

Muestre el periódico a la clase./Show the newspaper to the class.

Ponga la revista en la alfombra./Put the magazine on the carpet.

DAY 5 REVIEW

Levántese. /Stand up.

Brinque./Jump.

Camine. /Walk.

Corra./Run.

Levántese y doble a la derecha./Stand up and turn right./

Escriba su nombre en la pizarra./Write your name on the chalkboard.

Escriba su número de teléfono con una pluma./Write your telephone number with a pen.

Ponga la tiza en su asiento./Put the chalk on your desk.

Vaya a la mesa y toque la revista./Go to the table and touch the magazine.

Corra a la puerta y abra la puerta./Run to the door and open the door.

Brinque al estante y coja tres libros./Jump to the shelf and pick up three books.

Camine a la pizarra y toque el borrador./Walk to the chalkboard and touch the eraser.

Corra a la mesa y ponga el periódico en un libro./Run to the table and put the newspaper on the book.

Ponga la revista en el suelo./Put the magazine on the floor.

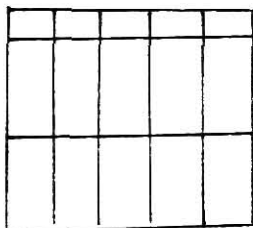
Vaya a la mesa y toque el techo./Go to the table and touch the cieling.

Brinque a la pared./Jump to the wall.

Pegue la pared./Hit the wall.

Muestre su lápiz a la clase./Show your pencil to the class.

Tire una pluma en el cesto./Throw a pen en
the trash can.



Muestre un libro a la clase./Show a book to the class.

Ponga un periódico en la silla./Put a newspaper on the chair.

DAY 5 LESSON

Muestre la regla a la clase./Show the ruler to the class.

Muestre la goma a la clase./Show the eraser to the class.

Tire la goma./Throw the eraser.

Ponga la regla en el escritorio./Put the ruler on the desk.

Ponga la goma en el escritorio./Put the eraser on the desk.

Abra el armario./Open the closet.

Ponga su lápiz en el armario./Put your pencil in the closet.

Camine al fichero./Walk to the file cabinet.

Brinque al sacapuntas./Jump to the pencil sharpener.

Vaya a la pizarra. Coja la tiza pequeña./Go to the chalkboard. Pick up the small chalk.

Vaya a la pizarra. Coja la tiza grande./Go to the chalkboard. Pick up the big chalk.

Muestre la tiza pequeña. Muestre la tiza grande./Show the little chalk. Show the big chalk.

Escriba su nombre con la tiza grande./Write your name with the big chalk.

DAY 6 REVIEW

Toque el techo./Touch the ceiling.

Toque la alfombra./Touch the carpet.

Toque la pared./Touch the wall.

Pegue la pared./Hit the wall.

Toque la revista./Touch the magazine.

Abra el periódico./Open the newspaper.

Muestre el periódico a la clase./Show the newspaper to the class.

Ponga la revista en la alfombra./Put the magazine on the carpet.

Ponga la regla en el estante./Put the ruler on the shelf.

Ponga su cuaderno en el armario./Put your notebook in the closet.

Corra al sacapuntas./Run to the pencil sharpener.

Toque el fichero./Touch the file cabinet.

Tire la goma./Throw the eraser.

Ponga la goma en el escritorio./Put the eraser on the desk.

Muestre una tiza pequeña a la clase./Show the class a small chalk.

Escriba su dirección con una tiza grande./Write your address with a big chalk.

Ponga un libro grande en el escritorio./Put a big book on the desk.

Tire dos libros pequeños./Throw two small books.

Ponga tres libros grandes en la mesa./Put three big books on the table.

Siéntese en el suelo./Sit on the floor.

DAY 6 LESSON

Toque un cuaderno rojo./Touch a red notebook.

Toque un cuaderno verde./Touch a green notebook.

Toque un cuaderno violeta./Touch a purple notebook.

Toque una pluma azul./Touch a blue pen.

Toque una pluma negra./Touch a black pen.

Coja una regla amarilla./Pick up a yellow ruler.

Coja un libro anaranjado./Pick up an orange book.

Coja un libro blanco./Pick up a white book.

DAY 7 REVIEW

Coja un lápiz verde./Pick up a green pencil.

Tire un lápiz rojo./Throw a red pencil.

Ponga un cuaderno azul en el suelo./Put a red notebook on the floor.

Ponga un libro violeta en el fichero./Put a purple book on the file cabinet.

Ponga un lápiz amarillo en el sacapuntas./Put a yellow pencil in the pencil sharpener.

Tire un libro anaranjado./Throw an orange book.

Coja una pluma negra y ponga la pluma en el escritorio./Pick up a black pen and put the pen on the desk.

Ponga un papel blanco en el estante./Put a white paper on the shelf.

DAY 7 LESSON

Toque la profesora de español./Touch the Spanish teacher.

Toque la profesora de arte./Touch the art teacher.

Toque el profesor de biología./Touch the biology teacher.

Toque el profesor de educación física./Touch the P.E. teacher.

Toque la profesora de educación física./Touch the P.E. teacher.

Toque la profesora de historia./Touch the history teacher.

Toque el profesor de historia./Touch the history teacher.

Toque los profesores de matemáticas./Touch the math teachers.

Toque las profesoras de inglés./Touch the English teachers.

Toque el profesor de química./Touch the chemistry teacher.

Toque la profesora de banda./Touch the band teacher.

Toque la profesora de música./Touch the music teacher.

Pegue la secretaria./Hit the secretary.

Vaya a la clase de matemáticas./Go to the math class.

Vaya a la biblioteca. Regrese a la clase./Go to the library. Return to class.

Vaya al gimnasio. Regrese a la clase./Go to the gym. Return to the class.

¿Quién es el profesor de biología?/Who is the biology teacher?

¿Cómo se llama la profesora de arte?/What is the art teacher's name?

¿Quién es la profesora de música?/Who is the music teacher?

¿Hay plumas en la mesa?/Are there pens on the table?

¿Hay revistas en el suelo?/Are there magazines on the floor?

¿Cuántos cuadernos hay en la mesa?/How many notebooks are there on the table?

¿Cuántos libros hay en el estante?/How many books are there on the shelf?

Note: On this day the students had their yearbooks, and they touched the pictures of the various teachers. When they went to various classes, we actually moved around the building as a group then individually.

This was the first day of any oral response.

APPENDIX B

REGULAR VERBS AND SUBJECT PRONOUNS

SAMPLE DIALOGUES WITH ACTION

SPANISH

Teacher: Brinque, Conchita.

T: Clase, ¿quién brinca?

Students: Conchita brinca.

T: Sí, ella brinca.

T: ¿Quién brinca?

S: Ella brinca.

T: Brinque, Jorge.

T: ¿Quién brinca?

S: Jorge brinca.

T: Sí, él brinca.

T: ¿Quién brinca?

S: Él brinca.

T: Carlota y Ana, brinquen.

T: Clase, ¿quiénes brincan?

S: Carlota y Ana brincan.

T: Sí, ellas brincan.

T: ¿Quiénes brincan?

S: Ellas brincan.

T: Jorge y Carlota, brinquen.

T: Clase, ¿quiénes brincan?

S: Jorge y Carlota brincan.

T: Sí, ellos brincan.

T: ¿Quiénes brincan?

S: Ellos brincan.

T: Yo brinco. (Demonstrate)

T: Catalina, brinque.

T: ¿Qué haces tú?

S: Yo brinco.

T: Yo brinco. (Demonstrate)

T: ¿Qué hago yo?

T: Vd. brinca, Señorita Yadon. (I move to act as an observer.)

T: Yo brinco.

T: Jorge, ¿qué hago yo?

S: Vd. brinca, Señorita Yadon.

T: Sí, yo brinco.

T: Catalina, brinque.

T: ¿Qué haces?

S: Yo brinco.

T: Sí, tú brincas.

T: Laura, brinque. (I jump also)

T: Laura y yo brincamos.

T: Nosotras brincamos

T: Catalina, brinque.

T: Catalina y yo brincamos.

T: Ella y yo brincamos.

T: Carlota y Margarita, brinquen.

T: ¿Qué hacen Vds.?

S: Carlota y yo brincamos.

T: Sí, Vds. brincan.

Note: These dialogues are just the beginnings of series. After continuing with several examples similar to the first, some of the lines are omitted because the students don't need as much prompting.

When saying and acting these dialogues, the teacher needs to use gestures constantly.

SAMPLE DIALOGUES WITH ACTION
ENGLISH

T: Jump, Conchita.
T: Class, who jumps?
S: Conchita jumps.
T: Yes, she jumps.
T: Who jumps?
S: She jumps.

T: Jump, Jorge.
T: Who jumps?
S: Jorge jumps.
T: Yes, he jumps.
T: Who jumps?
S: He jumps.

T: Carlota and Ana, jump.
T: Class, who jumps?
S: Carlota and Ana jump.
T: Yes, they jump.
T: Who jumps?
S: They jump.

T: Jorge and Carlota, jump.
T: Class, who jumps?
S: Jorge and Carlota jump.
T: Yes, they jump.
T: Who jumps?
S: They jump.

T: I jump. (Demonstrate)

T: Catalina, jump.
T: What are you doing?
S: I jump.

T: I jump. (Demonstrate)
T: What am I doing?
T: You jump, Miss Yadon. (Change positions looking like an observer)

T: I jump.
T: What am I doing?
S: You jump.
T: Yes, I jump.

T: Catalina, jump.
T: What are you doing?
S: I jump.
T: Yes, you jump.

T: Catalina, jump. (I jump also)
T: Catalina and I jump.

T: Laura, jump. (I jump also)

T: Laura and I jump.

T: She and I jump.

T: Carlota and Margarita, jump.

T: What are you doing?

S: Carlota and I jump.

T: Yes, you jump.

**REGULAR "-AR" VERBS AND SUBJECT PRONOUNS
GRID FOR RETENTION CHECK**

él								
-a								
ella								
-a								
ellos								
-an								
ellas								
-an								
nosotros								
-amos								
nosotros								
-amos								
nosotras								
-amos								
yo								
-o								
tú								
-as								
usted								
-a								
ustedes								
-an								

Note: At the top of each column write each student's name. After asking the student a question, mark a "+" the student uses the correct form of the verb and the correct pronoun. Mark a "-" if the response is incorrect. A similar grid can be made for "-ir" and "-er" verbs.

REGULAR PRESENT TENSE VERBS AND SUBJECT PRONOUNS WORKSHEET

¿Brinca usted?	¿Corre usted?	¿Escribe usted?
¿Brincas tú?	¿Corres tú?	¿Escribes tú?
¿Brinca María?	¿Corre Carlota?	¿Escribe Carlota?
¿Brinca ella?	¿Corre ella?	¿Escribe ella?
¿Brinca Jorge?	¿Corre Jorge?	¿Escribe Jorge?
¿Brinca él?	¿Corre él?	¿Escribe él?
¿Brinco yo?	¿Corro yo?	¿Escribo yo?
¿Brincan Ana y tú?	¿Corren Ana y tú?	¿Escriben Ana y tú?
¿Brincan Vds.?	¿Corren Vds.?	¿Escriben Vds.?
¿Brincan Catalina y Conchita?	¿Corren Catalina y Conchita?	¿Escriben Catalina y Conchita?
¿Brincan ellas?	¿Corren ellas?	¿Escriben ellas?
¿Brincan Jorge y Margarita?	¿Corren Jorge y Margarita?	¿Escriben Jorge y Margarita?
¿Brincan ellos?	¿Corren ellos?	¿Escriben ellos?
¿Brincamos Laura y yo?	¿Corremos Laura y yo?	¿Escribimos Laura y yo?
¿Brincamos nosotros?	¿Corremos nosotros?	¿Escribimos nosotros?

APPENDIX C
TENER/TO HAVE
ACTION DIALOGUE

Yo tengo un cacahuete.
Margarita tiene un cacahuete.
Conchita tiene un cacahuete.
Margarita, tú tienes un cacahuete.
Conchita, tú tienes un cacahuete.
¿Quién tiene un cacahuete?
¿Tienes tú un cacahuete?

Ana tiene un cacahuete.
Carlota tiene un cacahuete.
Ana y Carlota tienen cacahuetes.
¿Quiénes tienen cacahuetes?

Yo tengo un cacahuete.
Laura tiene un cacahuete.
Laura y yo tenemos cacahuetes.
Nosotras tenemos cacahuetes.
Laura, ¿quiénes tienen cacahuetes?
Clase, ¿quiénes tienen cacahuetes?

Yo tengo un cacahuete.
Jorge tiene cacahuetes.
Nosotros tenemos cacahuetes.
Jorge, ¿quiénes tienen cacahuetes?

Note: These are the teacher's part of dialogues. The teacher should try to elicit a student response with a subject and a verb. They are only the beginnings of dialogues because the concept should be repeated with other students until they show verbal mastery of the verb.

TENER/TO HAVE
ACTION DIALOGUE
ENGLISH

I have a peanut.
Margarita has a peanut.
Conchita has a peanut.
Margarita, you have a peanut.
Conchita, you have a peanut.
Who has a peanut?
Do you have a peanut?

Ana has a peanut.
Carlota has a peanut.
Ana and Carlota have peanuts.
Who has peanuts?

I have a peanut.
Laura has a peanut.
Laura and I have peanuts.
We have peanuts.
Laura, who has peanuts?
Class, who has peanuts?

I have a peanut.
Jorge has peanuts.
We have peanuts.
Jorge, who has peanuts?

TENER/TO HAVE
RETENTION CHECK GRID

¿Cuántos cacahuets tiene Vd.?
How many peanuts do you have?

¿Cuántos cacahuates tiene Ana?
How many peanuts does Ana have?

¿Cuántos cacahuates tiene Jorge?
How many peanuts does Jorge have?

¿Cuántos cacahuates tienes tú?
How many peanuts do you have?

¿Cuántos cacahuets tengo yo?
How many peanuts do I have?

¿Cuántos cacahuets tienen Marta y Concha?
How many peanuts do Marta and Concha have?

¿Cuántos cacahuets tienen ellas?
How many peanuts do they have?

¿Cuántos cacahuates tienen Vds.?
How many peanuts do you (pl) have?

¿Cuántos cacahuets tienen Jorge y usted?
How many peanuts do Jorge and you have?

¿Cuántos cacahuets tenemos Laura y yo?
How many peanuts do Laura and I have?

¿Cuántos cacahuates tenemos usted y yo?
How many peanuts do you and I have?

[illegible]

Note: Write the students' names at the top of the columns. Each student should have a number of peanuts on his/her desk. Ask the questions. If the student answers the question using the correct form of "tender", mark a "+". If the answer is incorrect, mark a "-".

APPENDIX D

POSSESSIVE ADJECTIVES

ACTION DIALOGUE SPANISH

Teacher: Denme sus lápices.

Teacher: ¿De quién es este lápiz?

Student: Es de Catalina.

T: Sí, es su lápiz.

T: Yo tengo su lápiz.

T: ¿De quién es este lápiz?

S: Es de usted.

T: Sí, tengo mi lapiz.

T: ¿Es tu lápiz, Margarita?

S: No, es de Conchita.

O

No, es su lápiz.

T: ¿Es tu lápiz, Conchita?

S: Sí, es mi lápiz.

T: ¿Es tu lpaiz, Ana?

S: No, es de usted.

O

No, es su lapiz.

T: Verdad, es mi lápiz.

T: Aqui yo tengo sus lápices.

T: Toma, Jorge. ¿Qué tiene Vd.?

S: Tengo sus lápices.

T: Aquí yo tengo nuestros lápices, mi lápiz y sus lápices.

T: Toma. ¿Qué tiene usted?

S: Sus lápices.

T: Pero, tu lápiz también.

T: ¿Ahora que tiene Vd.?

S: Mi lápiz.

T: ¿Y ahora?

S: Tu lápiz.

T: ¿Y ahora?

S: Sus lápices.

T: ¿Qué tiene usted?

S: Nuestros lápices.

Note: These are just the beginnings of dialogues to be used in class to practice possessive adjectives. Many gestures must accompany the dialogues. The students will not initially give the desired responses. Model for them until they comprehend the concept.

POSSESSIVE ADJECTIVES

ACTION DIALOGUE
ENGLISH

T: Give me your pencils.

T: Whose pencil is this?

S: It is Catalina's.

T: Yes, it is her pencil.

T: I have her pencil.

T: Whose pencil is this?

S: It is your's.

T: Yes, I have my pencil.

T: Is this your pencil, Margarita?

S: No, it is Conchita's.

or

No, it is her pencil.

T: Conchita, is it your pencil?

S: Yes, it is my pencil.

T: Is this your pencil, Ana?

S: No, it is your's.

or

No, it is your pencil.

T: Right, it is my pencil.

T: Here I have your (pl) pencils.

T: Take them, Jorge. What do you have?

S: I have their pencils.

T: Here I have our pencils, my pencil and your pencils.

T: Take them. What do you have?

S: Your pencils.

T: But, your pencil also.

T: Now what do you have?

S: My pencil.

T: And now?

S: Your pencil.

T: And now?

S: Your pencils.

T: What do you have?

S: Our pencils.

POSSESSIVE ADJECTIVES

RETENTION CHECK GRID

Hold up a pencil or pencils. Ask the question, "¿De quién es el lápiz?/Whose pencil is this?"

Es mi lápiz.
It is my pencil

Es tu lápiz.
It is your pencil.

Es su lápiz.
It is his/her pencil.

Es su lápiz.
It is your pencil.

Son nuestros lápices.
They are our pencils.

Son sus lápices.
They are their pencils.

Son sus lápices.
They are your (pl) pencils.

Son nuestras plumas.
They are our pens.

Note: Any object may be used. One masculine object and one feminine should be used. Write the students' names at the top of the grid. If the student uses the correct possessive adjective, mark a "+". If the answer is incorrect, mark a "-".

NOTES

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⁵ James Asher, "Children's First Language as a Model for Second Language Learning," MLJ, 56, No. 3 (1972), 133.

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²⁰ Asher, "The TPR Approach to Second Language Learning," p. 12.

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²² Nord, p. 73.

²³ Stephen D. Krashen, "The Din in the Head, Input, and the Language Acquisition Device," Foreign Language Annals, 13, No. 1, p. 43.

²⁴ Asher, "The Extinction of Second Language Learning," p. 66.

²⁵ Nord, p. 70.

²⁶ Paul A. Garcia, "Comprehension Training in a High School Setting," in The Comprehension Approach to Foreign Language Instruction, ed. Harris Winitz (Rowley MS: Newbury House, 1981), p. 219.

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²⁹ Asher, et al, p. 31.

³⁰ Asher, "Children's First Language," p. 134.

³¹ Asher, et al, p. 27.

³² Asher, "Children's First Language," p. 138.

³³ Nord, p. 75-78.

³⁴ David E. Wolfe and Gwendolyn Jones,
"Integrating Total Physical Response Strategy in a Level I
Spanish Class," Foreign Language Annals, 14, no. 4
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LANGUAGE ACQUISITION THROUGH ACTIONS:
A CASE STUDY OF A SPANISH I CLASS

by

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1984

SECOND LANGUAGE ACQUISITION THROUGH ACTIONS: A CASE STUDY OF A SPANISH I CLASS

This author is a high school Spanish teacher who used James Asher's Total Physical Response and other forms of comprehension training in a Spanish I class. The paper presents a case study approach to the methods and their effectiveness with this class. As background information the author reviews the literature concerning language acquisition, right brain learning, comprehension training, and Asher's Total Physical Response. The initial two week unit using TPR is carefully outlined and daily lesson plans and retention check grids are included in the appendices. There are also explanations, materials used, and detailed action-dialogues which were used to teach animal vocabulary, Latin American geography, regular present verbs, subject pronouns, possessive adjectives, and the verb "to have" through comprehension and action. The results of students' retention are reported in each section. This report is meant to be used as a guide for teachers to adapt learning through actions to their classroom situation.