

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



**Name of Graduation work:**

The Total Physical Response and the Direct Method, categorized under the Communicative Approach, are the most effective methods for teaching English to children between 6 and 12 years old.

**Presented by:**

Flores Ruano, Laura Cristina	FR00016
Juárez García, Claudia Victoria Catalina	JG97007
Pacas Torres, Tania Lisseth	PT00001

**To obtain the degree of:**

B.A. in English Language: Emphasis on Teaching

**Advisor:**

Mti. Edgar Nicolás Ayala

San Salvador, El Salvador, Central America, Friday, November 20<sup>th</sup>, 2009.

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

ING. RUFINO ANTONIO QUEZADA  
**RECTOR**

ARQ. MIGUEL ANGEL PEREZ RAMOS  
**ACADEMIC VICE-RECTOR**

MTRO. OSCAR NOE NAVARRETE ROMERO  
**ADMINISTRATIVE VICE-RECTOR**

LIC. DOUGLAS VLADIMIR ALFARO CHAVEZ  
**GENERAL SECRETARY**

**AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES**

LIC. JOSE RAYMUNDO CALDERON MORAN  
**DEAN**

DR. CARLOS ROBEERTO PAZ MANZANO  
**VICE-DEAN**

MTRO. JULIO CESAR GRANDE RIVERA  
**SCHOOL SECRETARY**

**AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT**

MTI. EDGAR NICOLAS AYALA  
**DEPARTMENT CHAIR**

MAT. RHINA FRANCO RAMOS  
**GENERAL COORDINATOR OF DRADUATION PROCESS**

MTI. EDGAR NICOLAS AYALA  
**ADVISOR**

## Table of contents

<u>Introduction</u>	1
<u>Objectives</u>	2
<u>Justification</u>	3
<u>Section one: TPR and DM (theory and history)</u>	4-10
<u>Section two: TPR and DM (principles and techniques)</u>	10-19
<u>Section three: last considerations (similarities and benefits)</u>	20-21
<u>Conclusions</u>	22
<u>Recommendations</u>	23
<u>Bibliography</u>	24
<u>Appendix 1: Sample TPR lesson plan</u>	25
<u>Appendix 2: Sample of scripts used in TPR</u>	26
<u>Appendix 3: Sample DM lesson plan</u>	27
<u>Appendix 4: Teaching material used in The Berlitz Academies</u>	28
<u>Appendix 5: Information about Sesame English</u>	29-30
<u>Appendix 6: Photos of some defenders of the theories</u>	31

## Introduction

The rapid development of a demanding society needs systems that offer an education of better quality, in which the learner is considered the most important, where there is participation, motivation and above all an education that assure a good future to the students. It means that students require important transformations in the process of teaching - learning. The English language has been and seems that will continue being, for the moment, the fundamental means for the international communication in all the spheres. The limited capacity of using the language will impede the access to all the volume of information that is generated everywhere to a great velocity. The knowledge of the English language acquires a crucial importance for the future professional life.

The present essay contains: a) Objectives that delimit the advantages and principles of Total Physical Response and The Direct Method in order to get children to learn English unconsciously. b) The justification that presents the importance of making teachers to use the appropriate methodology to teach English to children. c) The methodology applied. This argues about the methods that are considered the most appropriate in teaching English to children. It describes the advantages and positive experiences on the part of the teachers, which will serve of great support. It contains important information about the learning theories which are the foundation for each method discussed. Besides, it presents some of the most representative proponents and principles as well as some of the techniques used in both methods.

Through the following essay teachers in charge of this research will know more in depth the strategies that are used in each method, which will contribute to enrich the current pedagogical practice with the purpose of helping students to achieve the objective to acquire the English language. d) Conclusion: It shows advantages and ideas in order to have a successful learning and teaching process. e) Recommendations: It recommends teachers to be updated with appropriate techniques and strategies in order to get children involved in the process of learning a second language in a natural way. f) Bibliography: This presents the different books and internet sites used for investigating on the topic. g) Appendices: It contains documents such as lesson plans, a class progress record, pictures and information about the method used nowadays in the Berlitz Academies, photos of some defenders of the theories and some photos with the teachers applying both methods.

# Objectives

## General Objective

- To know the advantages which make the Total Physical Response and the Direct Method the most effective methods in order to get children to learn English as a foreign language in a natural way.

## Specific objective

- Analyze the principles and techniques of each method in order to contribute to the teaching practice by applying them in the class.
- Know about the learning theories that support each method in order to know why they are effective.
- Enrich knowledge of teachers in charge of the research in order to improve the teaching performance and therefore the learning quality of students.

## **Justification**

Helping others in their learning process is a great challenge for teachers. It is a satisfaction to work with children because they are the greatest learners a teacher could have. Teaching children is not hard when the correct techniques and the appropriate methods are applied. As a matter of fact, the research group decided to find out and write about children and their education because of some important reasons. First, teachers must have a great ability in language teaching management in order to guarantee excellent learning results to our students as well as to facilitate and enjoy the work.

The interest for this topic came from the necessity Salvadorian students have on being taught with a high quality education. Besides, the necessity teachers have to develop new skills in order to do a better job inside the classroom. Teachers might have excellent lesson plans and all type of resources but if they do not know how to teach, efforts might be in vain.

This work is going to be beneficial mainly for the group of teachers in charge of this research since they are going to read about other people experiences and principles as well as write about their own experiences in the class. After that, they can be persons who can propose changes or modifications in the teaching process at the university or at the schools. Indirectly, their students will benefit from this too because every time teachers improve and increase their knowledge about teaching methodologies, then they apply that knowledge with the students and as a result they can have a better learning.

There is an increasing need for skills to communicate in English which has created a great demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Furthermore, English has become a prerequisite in many fields of employment. Therefore, the demand for an appropriate teaching methodology is nowadays stronger.

The following paragraphs will explain about the advantages that make the Total Physical Response Method (TPR) and the Direct Method (DM) the most effective in order to get children learn English as a foreign language in a natural way.

The first method, developed by James Asher, a professor in psychology, is Total Physical Response. It relies basically on the idea that language can be taught by having children respond to commands that require physical movement. TPR is based on some facts about the way children learn their first language:

“1) Listening skill precedes speaking, with children often able to comprehend many complex utterances before they produce any intelligible speech.

2) Many of the utterances that are directed at an infant relate to actions, and more than 50% are in the form of commands such as: "Come here!" "Hold onto my finger!" "Look at Daddy!"

Through action and observation, the child's whole body is involved in decoding the "noise" of speech into language.

3) Listening seems to produce a "readiness" for speaking, but it appears that the process cannot be rushed. When the child has internalized an adequate cognitive map of the language through listening, s/he will spontaneously begin to produce utterances”.

With the help of these clues, Asher developed and tested an approach to language teaching that definitely students find it fun, accelerates acquisition of the target language as well as it helps students to get a long retention of the language. This method is based on the learning theory that the human possess

an innate bio program which defines the path for first and second language development: First, children develop listening competence before they develop the ability to speak, second, children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands and the last, once a foundation in listening comprehension has been established, speech comes naturally and without effort. This theory claims that the foreign language acquisition is similar to the first language acquisition and that there is a bio program in the human brain, which defines an optimal order for first and second language learning.

"A reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language... in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body" (Asher 1977: 4, approaches and methods in language teaching).

Asher also supports the TPR method on some studies on brain lateralization. He found important implications for learning languages through a study which was done with a 15 year old boy who had the connecting bundle of nerves between the two hemispheres cut to prevent severe epileptic attack.

After the operation, he went through many tests in order to demonstrate and support the theory. He was seated in front of a screen and instructed to fix his gaze on a dot in the center of the screen. Then a projector flashed words or pictures on either the right or left side of the screen and the boy was asked to tell what he saw. Here's what happened.

When a picture of an ordinary object such as a pencil was flashed to the left side of the brain (right screen), he immediately said, "I saw a pencil." But if the object on the next trial was an orange which appeared for an instant to the right brain, he would report, "I didn't see anything." Curiously, the boy named all objects projected into the left brain correctly but reported seeing nothing that was flashed to the right brain. It was as if the right hemisphere was blind.

But this "blindness" was an illusion. The individual *did* see the pictures and words flashed to the right brain but he was not conscious of it - that is, he could not express the experience verbally. How do we know that? Even though P.S. reported seeing nothing, if the researcher said, "Please pick up a pencil with your left hand (controlled by the right brain) and write the word that just appeared on the screen," P.S. scribbled the word "orange." The researchers were surprised to discover that even though he reported seeing nothing for an item flashed to his right brain, he could *write, spell, point to* or *pick up* the appropriate item with almost perfect accuracy. As long as the right brain could respond nonverbally, it could also accurately give opposites (select "white" if you see "black"), associations ("time" to go with "clock"), and rhymes ("new" to go with "canoe").

Clearly, the right hemisphere is mute, in other words, unable to talk. But it is processing information and can express if you provide a "voice box" such as touching, pointing or even spelling. Because of the importance of commands in TPR, Asher was most interested in how the boy would process these.

Here's what happened. The instructions for the boy were "When you see a word such as laugh, please laugh. If you see cry, then cry."

When the command "rub" was flashed to the right brain, he rubbed the back of his head with his left hand. When asked, "What was the command?", he said, "Itch." It appeared that the left brain was not directly aware of the command, but only attempted to interpret the action after it had happened.

This process was also demonstrated as follows: "assume the position of a ...." and the word "boxer" was flashed to the right hemisphere. Immediately, he shifted his body into a pugilistic posture. "What word did you see?" he was asked. Without hesitation, he said, "Boxer."

Later this procedure was repeated, but just after "boxer" was projected to the right brain, the boy was restrained from moving. Asked, "What word did you see?", and he said, "I didn't see a word." Moments later, when he was released, he assumed the position and said, "O.K., it was boxer."

Is the left hemisphere able to understand commands? When a command such as "laugh" was flashed to the left brain, P.S. often uttered the word aloud. The right brain then heard the direction and executed the command. Both hemispheres can recognize the correct response to a command when the individual is only required to point to a picture in a set of pictures, but only the right hemisphere seems able to express appropriate behavior in response to commands.

"How does this apply to language acquisition? Clearly, both hemispheres are able to interpret language, but Asher believes that the infant first deciphers the meaning of language in the right hemisphere in association with observed actions. The left brain observes this association between language and action for hundreds of hours before it is ready for its weak attempt to talk. Throughout the child's development, the left shadows the right, with the child's understanding as demonstrated in body expressions far in advance of its speaking. Therefore, it seems clear that a logical starting point for any instructional program that intends to teach another language is to structure the content especially for the right hemisphere.

This left hemispheric entrance is slow-motion learning. Each detail of production which the student is *not ready* to make - is practiced before the student has internalized a holistic pattern of how the language works. By practicing surface features of production prematurely, the learning process is slowed down to a tedious, monotonous pace that extinguishes attention and retention. The consequence is stress and a high drop-out rate.

Finally, Asher considers that an important condition for successful language acquisition is the absence of stress. According to Asher, first language is acquired in a free stress environment and the key to stress free learning is to use the natural bio program of language development and in that way recall the relaxed and pleasurable experiences that accompany first language learning. By focusing on meaning interpreted by movements, rather than on language forms studied in the abstract, the learner is released from self-conscious and stressful situations and is able to devote full energy to learning.

Regarding to the second method to be discussed which is the Direct Method, “Gouin has been one of the first of the nineteenth century reformers to attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a “natural” method. In fact, at various times throughout the history of language teaching, attempt have been made to make second language learning more like first language learning. Among those who tried to apply natural principles to language classes in the nineteenth century was L.Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the natural method.

Sauveur and other believers in the natural method argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between form and meaning in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstrations and pictures.

These natural language learning principles provided the foundation for what came to be known as the Direct Method which refers to the most widely known of the natural methods. Enthusiastic supporters of the direct method introduced it in France and Germany (it was officially approved in both countries at the turn of the century) and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language

schools.(Berlitz, in fact, never used the term; he referred to the method used in his schools as the Berlitz Method.)” Approaches and methods in language teaching.

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving their mother tongue in the language learning process. The methodology was based essentially on the way children learn their native language: language is learned through the direct association of words and phrases with objects and actions, using the target language.

“The Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language” (Diller 1978).

The most important point in this method is to learn the target language directly, in which the teacher takes an important role as a model and monitor. He or she needs to use any kind of visual aids to involve the students to understand the meaning in the second language. Objectives include teaching the students how to use the language spontaneously and orally, relating meaning with the target language through the use of realia, pictures or pantomime. There must be a direct connection between concepts and the language to be learned.

Here is a summary of the principles and procedures to follow in a class taught with the Direct Method.

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.

8. Correct pronunciation and grammar were emphasized.

On the other hand, the foundation of TPR is based on the process children have to go through to learn their first language. Total physical Response has been named "The comprehension Approach", it is called like that because this method is based on understanding the language through listening.

At home parents teach children the first words and commands: Mom, Dad, sit down, pick up the toys. This is done by progressing from words to expressions or sentences. Also a key to teach a language is by using the body. For instance, parents say to children "Eat your food" as they mime the action with gestures and movements. In a similar way happens in the classroom when the teacher says to his students "Sit down, open your books, raise your hand, erase the board, etc." It is done by showing the action as students imitate. There is a period of silent in which students just listen and get familiar with the vocabulary. Later on, they start saying words, expressions and sentences progressively.

Children are taught better by TPR since the interaction that occurs at home is similar to the interaction they have in the classroom". It means that a second language class has to be taught in a natural interaction, using objects, visual aids, things which can be touched by the students in order to have a better understanding of the new words that they are being taught . According to Asher, "human can learn any language and students can learn easily by visual aids, having interaction with others in a natural way. Second language teaching and learning should imitate the natural process of first language learning.

In a traditional class taught using TPR, a teacher would have to introduce the method at the beginning and explain students the way they will be studying the new language. A common class starts with the teacher asking for some volunteers to help with the lesson. They go to the front as she asks the rest of the class just listen and watch. She says, Stand up as she indicates the volunteers to do the action. Then she says, Sit down, and they sit. They do those actions together several times but students do not say anything. While they are standing, the teacher gives a new command two times, turn around once she does it together with them and the second time just give the order as students follow it. The teacher starts adding new commands and combining them with the ones already understood: sit down, stand up, walk, stop, jump, sit

down, and turn around. The commands are said very quickly. Next time, the teacher sits and gives the same commands to the volunteer students. After that, the teacher comes near some of the students who are sitting just watching her and the volunteers and gives them the commands studied. Even though they were not doing the actions before, they respond perfectly to the commands. Now that the class has learned the previous commands, the teacher introduces some new ones. Touch your head, as she does it student do it too. Then she says, sit down, touch your head; shake your hands; stand up: She keeps performing the actions with students but changing the order of the commands. After a period of practicing, the teacher sits and let students to carry out the commands by themselves. If students seem to be confused, she acts out the action again. Then she practices those commands with the students in the back. When students have completely understood the actions, the teacher gives funny novel commands, in other words, commands they have not practice before but also they have to be funny, like, jump on the desk or sit on the desk. After that, gives two commands in the form of a compound sentence, stand up and touch your toes. Finally, she writes the commands on the board and acts them out. Students copy the sentences in their notebooks. After some weeks later the teacher hears a student speaking, giving directions to other students. This is an example of a class taught with TPR in which all the principles have been accomplished.

1. Meaning in the target language can often be conveyed through actions. Memory is activated through learner response.
2. Students' understanding is developed before speaking. Students say nothing.
3. At the beginning students learn on part of the language quite quickly.
4. The teacher sits down and gives instructions. Imperative is a powerful linguistic device through which the teacher can direct students' behaviour.
5. The teacher directs students who were just observing. Students can learn through observing actions as well as performing them.

6. The teacher introduces new commands after students have completely understood the previous ones. It is very important that students feel successful since an environment with no stress makes learning easier.
7. The teacher changes the order of commands. They should not memorize fixed routines.
8. When students make a mistake, the teacher repeats the command and acts it out. Correction should be made carefully.
9. The teacher gives commands students have not heard before. They must develop flexibility in understanding novel combination of target language chunk.
10. The teacher gives funny instructions and all students laugh. Language learning is more effective when it is fun.
11. The teacher writes the commands on the board. Spoken language should be emphasized over written language.  
"Students can internalize listening comprehension of a second language; they can make the transition to oral production with fair amount of ease."  
(Asher 1972)
12. A few weeks later, a student who has not spoken before gives commands. Students will begin to speak when they are ready.
13. Students are expected to make mistakes when they begin to speak but teachers should be tolerant. Work on details should be postponed until students have become somewhat proficient.

Another important reason why TPR is appropriate for teaching children is because they learn better if they are in a free stress environment. Students have a better retention of the language they are acquiring if they are in a motivating environment. It means that the classroom has to be decorated and equipped with charts, pictures cards, posters, CD player, real objects, kits (toys), didactic resources like play dough, crayons, pencils, wood shapes, blocks, suitable desks, lighting and ventilation in the room. Besides that, the attitude of the teacher toward students is a key point since he or she transmits to students the happiness and courage they need.

"By focusing on meaning interpreted through movements rather than on language forms studied in the abstract, the learner is said to be liberated from

self conscious stressful situation and is able to devote full energy to learning".  
(Approaches and methods in language teaching p91)

Furthermore, in order to avoid stress, children do not have to worry about vocabulary; they do not have to be asking at every time how to say this and that in the target language. They neither have to focus on the form nor on the meaning of language. For example: if the topic is shapes and the teacher gives a command to students (e.g.) draw a rectangle on the board, put the triangle on the table, he does not have to explain if the verb is in past or present tense or ask them what are the prepositions that are being used. They learn the meaning of words unconsciously. Besides, their self esteem can be built by giving them rewards and not forcing them to say the words. Something that might help to feel students happy and relaxed is to make them realize that they are making progress. It is very important to make them feel successful and not just to make them feel successful but to make sure that they really are by constantly checking if they have understood. For instance, if the teacher notices that a student hesitates when a command is given, he must see if what the student has not understood is either the sound object or the command, then, go over the action by modeling several times and encourage the student to act out the demonstration too. It is necessary to do this correction quickly so that the teacher does not lose the attention of the other students. Otherwise the rest of students might get distracted and start to get bored. It is important to remember that the class has to be always fun. Teachers can make the class funny by bringing interesting material, by transmitting enthusiasm and happiness to students, always smile and be loving. When giving commands in the class, the teacher can make up funny instructions and surely children will laugh.

Most children are visual, auditory or kinesthetic learners, particular ways of teaching with TPR. Every child is different in many aspects, and everyone has his own learning style. Visual learners learn best from visual displays including: diagrams, transparencies, videos, picture cards, watching movies, looking at interesting charts and posters. These learners need to see the teacher's body language and facial expressions to understand the content of a lesson. For instance, the teacher can start a class by introducing vocabulary of school things with picture cards or

even miming school action so that students can understand and enjoy the class at the same time.

Auditory students remember by listening. They follow oral instructions given by the teacher easily. Written information has little meaning until it has also been heard; they enjoy listening and singing songs, repetition, etc. These learners often benefit from reading text aloud and using a tape recorder. Another technique that can be used to teach auditory learners is story telling. Children love to listen to stories while they look at the pictures. After that, teachers can ask comprehension questions and students answer by pointing at pictures. Giving commands is the most important technique in TPR that is why students do better in listening and increasing the knowledge in children, besides that it is an enjoyable and stress-free way to focus on pronunciation, intonation, stress and rhyming of words.

Kinesthetic learners learn best by moving their bodies, they touch and feel everything; they enjoy doing things with his hands and use concrete objects as learning aids. Kinesthetic students learn best when they explore the physical world around them. They may find it hard to sit for long periods and may get distracted easily. They learn by doing actions such as cutting, pasting, drawing, painting, dancing and jumping.

“At beginning levels, music can be used to teach basic vocabulary. Colors, body parts, simple actions, clothes, and names of people are only a few of the concepts that can be taught through music”.

(Richard Amato p116)

Songs can be shown with gestures while they are being played and have students repeat the lines of the song. Singing a song is highly motivating for children because when they are taught in a fun and creative way, they love coming to class. Using music in the classroom is a great way for teachers to achieve success with students.

“Music is to the soul what water is to the body”. Oliver Holmes.

There are a variety of different ways to use music in the classroom. Some teachers prefer to use background music and others use music lyrics as the basis of a lesson. Music can be used like background music such as classical or natural sounds to inspire creativity, to teach listening for details, teach and

build vocabulary and idioms, introduce a new topic, break the ice in a class, change the mood, teach pronunciation and intonation, to review, etc.

Teachers can use simple songs that indicate transitions from one activity to another, such as "clean up" songs and "hello or goodbye" songs. Besides, simple action songs that require kids to stand up, move around and make specific actions. Music Time can also be a reward for hard working kids.

Furthermore, Asher's theory of learning is based on the work of Piaget whose studies on children indicated that they learn through motor activity. "Piaget expressed that learning is produced from inside to outside", it means that first, learning is internalized and then it is produced; in other words, when children are learning something, the first stage is to acquire knowledge, and later they are going to develop that knowledge". "According to Piaget, the purpose of education is to encourage the intellectual, emotional and social growths of the child but taking into account that these growths are the result of some natural evolutionary processes. He believed that children learn by themselves, also Piaget said that students have to share their knowledge with their classmates in order to high their self steam for learning a second language. The teacher has to provide a variety of group work activities in which they can involve motor activity since students increase their knowledge".

Secondly, the basic principle of the Direct Method is that children learn to communicate in the target language by thinking in that language. In other words, students never have to use the mother tongue; teachers have to use any resources to make children think in English. According to the experience as English teachers with children, it can be guaranteed that students do speak in English, if teachers speak to them just in English and use the resources to help them to understand without having to translate. Children are ready to acquire the concepts of numbers, colors and shapes; that is why children learn by listening and observing. Then, when a long period of time has passed they produce the language. Some children are outgoing and sociable, they have the ability to learn a language easily. At beginner levels students are good imitators, they are no worrying about making mistakes, because their purpose is to communicate with other classmates.

“Advocates of the DM believed that students learn to speak by speaking, especially if the speech is associated simultaneously with appropriate action” (Berlitz. 1981, p108)

The quotation above can be understood by saying that the Direct Method is focused on oral production, ability naturally performed by children. At the beginning of a lesson the teacher gives explanations and instructions in the target language and the students are just listeners but in a short period of time they start producing the language. This methodology helps children to learn the language by utilizing classroom objects and simple actions. For a child learning a language needs to be fun. That is why the teacher plays an important role. He or she has to encourage them to follow their own interests and personal likes. For example if a child likes football the teacher must bring listening activities such as songs and readings about football. Also, in order to make them speak the teacher must use picture cards, posters or magazines about famous players in that field and ask questions or make students create dialogues; with those activities teachers help children to get a meaningful learning because children imitate everything. They are good “Imitators” children enjoy listening, singing and dancing songs. According to experience in the class this is an important strategy to make children acquire the language in a natural way by doing the things they enjoy doing. In the Direct Method, the oral communication skills are built in a carefully graded progression.

An important principle in the Direct Method is that grammar is taught inductively. As it is known, grammar is essential to teach and learn a language. It is also one of the most difficult aspects of language to teach well. It is very difficult to explain grammar rules to children because if the teacher explains the forms and rules of grammatical structures children can get bored. This method encourages teachers to present the grammar by different activities such as dialogues, songs, games, role- plays etc. Believing that children acquire the first language without grammar instruction, the same happens when they want to learn a foreign language. In addition, children absorb the grammar rules as they hear, read and use the language in communication activities. For example the class is learning about prepositions. The teacher starts using realia: books, pencils, backpacks and a desk to introduce: in, on, between and in front of. Then, after a

period of oral practice students are asked to go to the board and fill in the blanks of the sentences and read them aloud. Grammar never should be explained deductively in other words giving explicit grammar rules.

“Never tell the children anything they can find out for themselves.” (Jesperin 1904)”. In other words teachers have to let children to figure out grammar through different activities that they enjoy doing. Children prefer to sing, act, dance, play, and do different activities in which the grammar can be involved without they notice.

As teachers of English for children the professionals in this field have been witnesses of some of the benefits storytelling has for them. For instance, the relaxation and feeling of well being it makes them feel, the teacher captures their attention with the pictures and the plot of the story as he encourages active participation from students; listening and speaking skills are increased. Storytelling is important since it helps students to have a good pronunciation and to know a lot of vocabulary. Besides, telling stories to students is really motivating for them. The teacher encourages them to have a good attitude toward English learning. Children love stories, they love acting them out and we as teachers have to take advantage of it. By telling stories, he can make students think in English because we do not use the mother tongue. Telling a story will not take us too long, but ten minutes is enough. We can create a reading corner and decorate it with pictures on the walls. To make it comfortable, there can be a rug and some pillows if possible; as well as a shelf with different types of books.

With the lower grades the teacher can start with picture books or short readings. Then, right before starting to read the story we have to think of a way to introduce it. It might be by asking a question like: do you like rabbits? Here is a story about a rabbit that lives in the forest... At this moment, he can use puppets. Children can also predict the story by looking at the cover and reading the title.

Another important thing is not rushing the reading, but slow down when students do not understand. Besides, it is important not to forget about the

intonation, for example in the story the teacher is reading: "we might wake the giant...!" While reading that he has to sound frightened. He also has to vary the volume of his voice, use his face, body and gestures as well as use different voices when there are dialogues in the story, so that children can differentiate characters. For example: for a lion or a giant the voice has to be deepened and for a fairy or princess it has to be raised. It is recommended to use questions at the end so that the emotion of the story is not interrupted. Another activities that can be used after finishing reading the story is having them act it out by using costumes, or they can make up a similar book with their own drawings and handwriting, they can also draw what they liked the most from the reading and say a sentence about it.

It can be added that they learn to share experiences and ideas, they learn to participate, express their opinions as well as different cultures and facts. Children do not have to understand every single word we are saying, but enjoy it as they mysteriously learn.

There is an important detail in the Direct Method which is self correction. Students are encouraged to speak and produce the target language. At this stage, classroom is focussed on conversation and self-responsibility; students should correct their English quite frequently. As they practice it, they increasingly notice and correct their mistakes. When students realize and correct their own mistakes, their confidence increases. For example when teaching a class about the simple past, students may correct themselves in the middle of a conversation, such as, "I goed to... I mean, I went to the beach yesterday." The teacher could raise an eyebrow, for example, or say, "Excuse me?" These signals mean that a mistake was made, and the speaker should review and correct what he just said. We as teachers have not to embarrass students, instead we should motivate them to participate and learn at the same time. Another activity that teachers should do is to make students to participate and help each other. Students do not always catch their own mistakes, though, no matter how skilled they may be.

"A way to have children correct their mistakes is by asking them to make a choice between what they said and an alternative answer the teacher gives.

Another way might be repeating what the child has just said, using a question in voice to let him know that something was wrong. The last way might be repeating what the child has just said, stopping just before the error. In this way the child notices that the next word was wrong". This method is emphasised on speaking ability. It is important that teachers give students the opportunity to practice the language inside the classroom, making different activities where self correction occurs individually or by group work.

Finally, here there are some common techniques associated with the Direct Method provided by Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:26-27)

- (1) Reading Aloud  
(Reading sections of passages, plays or dialogs out loud)
- (2) Question and Answer Exercise  
(Asking questions in the target language and having students answer in full sentences)
- (3) Student Self-Correction  
(Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc)
- (4) Conversation Practice  
(Teacher asks students and students ask students questions using the target language)
- (5) Fill-in-the-blank Exercise  
(Items use target language only and inductive rather than explicit grammar rules)
- (6) Dictation  
(Teacher reads passage aloud various amount of times at various tempos, students writing down what they hear)
- (7) Paragraph Writing (Students write paragraphs in their own words using the target language and various models)

Children learn languages faster and easier than grown-ups. They pronounce foreign sounds perfectly and they remember more. The world of a child is a linguistic world. At this stage they have a constant need to name things and express ideas. Children function by instinct. They react naturally and spontaneously to stimulus. There is no fear, doubt and prejudice. They respond immediately, they do not want to know why "Buenos dias" is not translated "Good days" but Good morning. Children love learning and even

more when learning is fun. Learning a foreign language must be fun for them that is why we as teachers must look for the most suitable methods for them, we not only have to look for, read about it or make research but we have to apply it in the class.

In TPR method the teacher is the director of a stage play in which students are the actors, also listening and physical skills are emphasized over oral production, and whenever possible, humour is injected into the lessons to make them more enjoyable for learners. Apart from that, students are not required to speak until they feel naturally ready or confident enough to do so.

“In the case of Direct Method, classroom instruction is conducted exclusively in the target language, oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small intensive classes. New lessons are taught through modelling and practice, concrete vocabulary is taught through demonstration, objects, and pictures”. Also it has some typical techniques: “Dictation”, students write down what they hear. “Reading Aloud”, reading sections of passages, plays or dialogs out loud. “Conversation practice”, asking questions in the target language and having students answer in full sentences. “Student Self-Correction”, teacher facilitates opportunities for students to self correct using different techniques.

Using these methods in a correct way, students can develop the four macro skills and produce the language in a natural way, responding when a sufficient basis in the language has been internalized.

In summary, these teaching methods: Total Physical response and Direct Method are the best ways to teach a foreign language to children because these methods make emphasis on activities which are interesting to kids and help the teacher with techniques and ideas to get children learn without using their native language. The best way to teach the target language is to use a direct way with visual aids, games, stories, roles plays, songs, poetry, etc.

The Direct Method is as effective as the Total Physical Response method, both have a variety of resources to use in order to increase students' proficiency and encourage them to improve everyday, but also these methods involve the students in a more personal and more creative way. These are great methods for young learners because children learn unconsciously and faster. And for we

as teachers it is gratifying to know that we have been part of a meaningful learning and that we are proud of being teachers.

Some principles both methods have in common are to make students learn a foreign language in a natural environment in which students feel comfortable doing and participating in different activities using the target language. Another important principle is not to turn to translation at all. On the contrary, make children think in the target language.

Some of the benefits of the two methods are: students are quick at understanding spoken English, long-term retention, free stress classes, children acquire fluency in speech; they do not translate but think in English, they know a great amount of vocabulary, they enjoy while they learn grammar inductively. Finally, because of the experience, observation and researches we have come to a conclusion: Teaching a foreign language to children is not a difficult task if we use the appropriate methodologies, techniques and resources. Even though, it is important to think about the necessities of the children and institution and take it into consideration to make modifications to the methodologies. Teachers can combine both methods in order to get the best from them. Because of the reality of most private and public schools in our country, we have to be creative and skillful if we want students to learn despite the limitations.

## Conclusions

Teaching English to children is a big challenge to teachers because despite the lack of all kind of resources, teachers have to manage to achieve the goals. To know how the methods are used is very important to succeed in this field. In this case TPR and DM were the subjects to discuss in this essay. It can be concluded that both provide many advantages and ideas to get a successful learning and teaching process. Both have as main principle to teach a second or foreign language as the first language was acquired.

What is important is not just reading and doing research about the methods, but applying them in the class with the students. That is the only way that knowledge will remain in our minds. Only by putting things into practice teachers can manage to see the results and get many meaningful experiences to share with other professionals in the field. In that way we can also contribute to the teaching practice proving how these methods really have worked.

It has been really satisfying to carry out this work since only by doing research by oneself and being self-taught persons teachers can be better in their field. Teachers never have to stop getting updated since nothing is static, everything changes. Now is the time to improve the work that is being done in the class with those little kids who are expecting to have a good teacher.

## Recommendations

- i. Use novel commands when they are ready to perform the actions more easily .This is important since learning is more effective when it is fun.
- ii. Change the order of commands so that students do not memorize fixed routines.
- iii. Give the students the opportunity to assume the teacher's role by letting them give commands to other students. This might help to keep the classroom focused on the student. Remember this can be done after ten or twenty hours of instruction.
- iv. Every class should begin with a review of the language already studied. This helps students remember previous knowledge to understand the new one.
- v. Make sure to have all the necessary resources like: kits, realia, picture cards, picture books for storytelling and a board, in order to make the class successful.
- vi. Motivate students constantly and make them feel happy so that they do not feel stress at all.
- vii. Recall students about the methodology and discipline rules so that the class can flow normally and results can be achieved.
- viii. Begin with reading and writing just after students practiced role reversal. Look for text books which provide lessons or activities in Speaking, Reading, Writing, all related to vocabulary acquired in Listening lessons and based on comprehension.
- ix. Start a second language program before puberty since children have a high probability of achieving a near-native or even native accent.

## Bibliography

1. Brown, H Douglas (1987) Principles of language learning and teaching. New Jersey: Prentice-Hall, Inc.
2. Campbell, Russell N. and Rutherford, William E. (2000). Techniques and principles in language teaching. New York: Oxford University Press.
3. Omaggio Hadley, Alice (2001). Teaching language in context. Boston: Heinle & Heinle Publishers.
4. Patricia A. ETAL (1998) Making It Happen. New York: Longman
5. Richards, Jack C. ETAL (2001) Approaches and methods in language teaching. New York: Cambridge University Press.
6. Stone, Richard /2004) The Healing Art of Storytelling. Lincoln: Authors Choice Press an imprint of Universe, Inc.
7. [www.berlitzedu.net](http://www.berlitzedu.net)

## Sample TPR Lesson Plan

<b>Date:</b> Mon, august 23 <sup>rd</sup> , 2009	<b>Level:</b> Child 2	<b>Time:</b> 60 minutes	<b>Topic:</b> Parts of the body
<b>Goal:</b> Students will be able to: Identify 6 parts of the body: nose, chin, ears, face, teeth, mouth + Touch your...			
<b>Materials:</b> Picture cards			
<b>Warm up:</b> Review previous vocabulary for 10 minutes: shoulders, chest, arms, leg, foot and back.			
<b>Activities:</b> <ul style="list-style-type: none"><li>• Students listen and respond to: touch your... (new parts of the body)</li><li>• Students listen and point to: (new vocabulary picture cards)</li></ul>			
<b>Wrap up:</b> Teacher will evaluate students' proficiency by: Individually demonstrate competence by correctly identifying a minimum of 4 of the six words.			

In this case, all activities including the warm up and wrap up are carried out by using the body as main resource. Picture cards are also used to call their attention and motivate them. Even though teachers might also use other activities like songs, stories, games, etc to warm up, after that, new vocabulary and actions can be taught by the use of commands

### Script 1: Jobs and occupations

verbs	nouns		
Point to the	auto mechanic	baker	bricklayer
	butcher	carpenter	housekeeper
	cashier	gardener	hairdresser
	housekeeper	cook	dentist
	nurse	painter	Pólice officer
	secretary	Truck driver	welder

### Script 2: Parts of the body

verbs	nouns		
Touch your	head	shoulder	Arm
	Elbow	back	chest
	hand	neck	Leg
	Calf	wrist	knee
	ankle	foot	Feet

	buttons	fingers	toes
--	---------	---------	------

These scripts are used by the teacher to plan and keep a record of the vocabulary and verbs that will be taught to students through a course.

### Sample DM Lesson Plan

<b>Date:</b> Fry, Sep 31 <sup>st</sup> , 2009	<b>Level:</b> Child 3	<b>Time:</b> 60 minutes	<b>Topic:</b> Clothes
<b>Goal:</b> Students will be able to: identify cloth vocabulary. Blouse, t-shirt, skirt, shorts, socks, sneakers, sandals, dress, necklace, bracelet, jacket and shirt.			
<b>Materials:</b> picture cards, sheets of paper			
<b>Warm up:</b> Identify cloth items in the picture cards by saying which are used by girls, boys or both.			

**Activities:**

- Play bingo: give a grid with nine cloth pictures.
- Practice asking each others. What are you wearing?  
I'm wearing...
- Describe what others are wearing: She's/he's wearing...

**Wrap up:**

Teacher will evaluate students' proficiency by: having them ask in pairs about the cloth they are wearing and report to the class.

In the Direct Method visual aids are often used to introduce a new topic. In the development the teacher emphasizes on speaking by having students practice a short conversation and giving a short speech. Finally, students speaking ability is evaluated.

The objective in this class is to develop oral proficiency by using exclusively the mother tongue

**Material used in the Berlitz Academies to teach English to Children**



## Sesame English

### An Inspired Early Introduction to Conversational English



The multimedia Sesame English initiative seeks to introduce non-English-

speaking children to conversational English in a fun, exciting and interesting context. The partnership with Berlitz International launched in 1999, and is composed of 52 15-minute episodes, each using comedy, physical action, and music to appeal to four to seven-year-olds while introducing basic English expressions, vocabulary, and structures. Sesame English stresses communicative English, presenting the language as it is spoken throughout the world. Each episode weaves four different language categories together. These include practical phrases used in everyday conversation, such as “What time is it?”; useful, frequently used words, such as “mother” and “water”; phrases that elicit a physical response, such as “look at me,” or “put on your coat”; and grammar and other language conventions, such as “I’m” and an adjective (“I’m scared,” “I’m hungry”).

Sesame English also presents all of the letters of the alphabet and makes direct comparisons between letters whose similar sounds may be confusing to some viewers (e.g., P and B; L and R). The series also presents the numbers one through 20. Throughout the series, the curriculum is broken down into seven thematic topics: family and home; animals and pets; food and eating; weather, seasons, and time; friends; toys, games, and sports; and looking back (past-tense verbs).

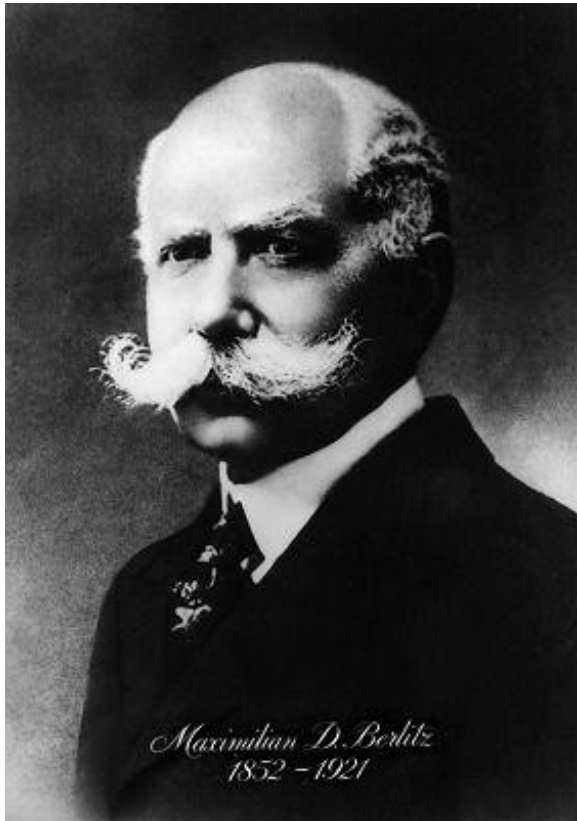
Each Sesame English episode introduces a comical storyline embedded in an upbeat magazine format that also features Sesame Street’s Muppets, as well as animation and live-action

inserts. Much of the programming illustrates communicative English as Americans actually use it.

The program features Tingo, a new Muppet character created especially for Sesame English who shares key concepts and themes in the audience's native language. His energy and language abilities speak to children, and he and his sidekick, Niki, introduce many basic English concepts in stories and songs. Niki is a typical American teenager who loves music, sports, movies, and books, and is the singer in a rock band called Children at Play. Niki introduces Tingo to American culture, and he then speaks to the camera in the child's first language to explain the points Niki has made.

The series is available on DVD and offers bilingual instruction in five languages: Spanish, Hmong, Mandarin Chinese, Vietnamese, and Korean. The DVD also includes an English-only track that all students can use. Other Sesame English components include "View-and-Dos," worksheets that reinforce concepts from the episodes, as well as full-color activity books based on episodes. A picture dictionary and flashcards are also available.

**Defenders of the theories and principles of TPR and DM**



**Maximilian [Delphinus](#), Berlitz**

**Gouin**



**Francois**



### **James Asher**

In a common class taught with TPR, the teacher starts the class by warming up; in this case she is reviewing the commands studied in the previous class. After that, she starts modeling some commands. This is based on the principle that students' understanding of the target language should be developed before speaking.

At this stage, the teacher remains standing aside for a moment while she gives instructions to students. They are performing the actions by themselves. Then she asks one of them to direct the activity by giving some commands to the rest of students.

In this picture the teacher is starting the class by presenting the topic and some vocabulary on a poster. She talks about it and elicit some answers.

In this photo, they are cross legged holding some picture cards and taking turns to ask and answer questions each others. This group is small since in this way we can have more personal assistance to students and therefore guarantee their learning.

