

**MASARYK UNIVERSITY**

**FACULTY OF EDUCATION**

Department of English Language and Literature

**Use of Movement in English Language Teaching  
to Very Young Learners**

*Diploma Thesis*

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Author: Barbora Vichtová

Supervisor: Mgr. Dagmar Trávníková, Ph.D.

## **Declaration**

*I hereby declare that I worked on this diploma thesis on my own and that I used only the sources listed in the works cited page.*

*I also agree with storing my work in the library of the Faculty of Education of Masaryk University in Brno in order to be available for educational purposes.*

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**Barbora Vichtová**

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## The list of abbreviations

AIM	Accelerative Integrated Method
EFP	European Forum of Psychomotricity
ELT	English language teaching
FEP(s)	Framework Educational Programme(s)
FEP BE	Framework Educational Programme for Basic Education
L1	First language
L2	Second language
RP(s)	Research participant(s)
SEP(s)	School Educational Programme(s)
TPR	Total Physical Response
TPRS	Total Physical Response Storytelling
WHO	World Health Organization

## Introduction

Motto:

*“Language is a golden key...*

*...and learning is like searching for treasure on a desert island.*

*There is a vast island in the middle of nowhere. It stretches from the Listening Ocean in the north to the Speaking Ocean in the south, and from the Reading Ocean in the west to the Writing Ocean in the east. You can swim or dive in the Bay of Grammar or in the region of great lakes A, An and The. There are the Confusion Falls between lakes A and The. It has large mountain areas - the Error Mountains, the Adjective Hills with the highest mountain Superlative, and the Phrasal Verbs Highlands. The longest river, the Mississippi, flows through the Spelling Valley. In the middle of the island, there is an active volcano called Exam. The climate on the island varies according to learner’s mood. Inhabitants of the island, the Learners, usually keep walking to and fro for a long time. **The teacher is a compass**, which helps them to find a right direction:*

- **N** stands for ‘*Nobody knows everything; however, anything is possible!*’
- **E** stands for ‘*Every question will be answered if possible, and if you ask!*’
- **S** stands for ‘*Sometimes, you can dig on the wrong place, but don't give up!*’
- **W** stands for ‘*Wait for the exciting moment of being able to communicate with the rest of the world (maybe the whole universe).*’

*If the learners persevere in their attempt to use their golden key ‘language’, they will open the treasure chest full of amazing experiences” (Vichtová My beliefs).*

I opened the introduction with presenting my beliefs about language learning, in which the teacher plays an important role. In my diploma thesis, I deal with advanced technology for teaching – *GPS navigation*:

- **G** = “*Good teacher is enthusiastic, creative, fair, encouraging and patient.*”
- **P** = “*Provide your learners with suitable approaches catering for their different intelligences, learning styles, and needs.*”
- **S** = “*Stress? I do not know this word – either in my classes or my life.*”

I have already had this device for the past few years. I have not learnt to fully exploit all its features yet, but I will try hard to manage it as soon as possible, as best as I can.

## Theoretical part

### 1 Very young learners

*“If a child can't learn the way we teach, maybe we should teach the way they learn.”*

– Ignacio Estrada –

In my diploma thesis, I decided to follow up on the same issue that I concerned myself with in my bachelor thesis - English language teaching to children. In my bachelor thesis, I adopted the classification of developmental milestones according to National Network for Child Care and I dealt with early school aged children at the age of 6 to 8, and I described their physical, psychological, and sociological characteristics. Although I worked with very similar group as the last time, I tried to see it from different point of view. I decided to employ the term ‘very young learners’, which is closely related to language teaching. This time I focused on the characteristics of children as foreign language learners.

Reilly and Vard say in the introduction of their book *Very young learners* that usage of the term ‘very young learners’ “varies according to the country.” According to them, it can refer to both “children who have not yet started compulsory schooling and have not yet started to read,” and “children up to the age of seven.” Taking into account Piaget’s theory of cognitive development, I am inclined towards the latter view. Slattery and Willis also “make a distinction between very young learners (VYLs) aged under 7 years, and young learners (YLs) aged 7 to 12” (4).

Slattery and Willis list some characteristics of VYLs as English learners. According to them VYLs:

- acquire English “in much the same way as they acquire their first language” – “through hearing and experiencing” it;
- do not “organize their learning”, do not “consciously ... learn new words or phrases”, they do not often “even realize that they are learning a foreign language,” quite the reverse, learning new words, phrases and grammar is “incidental” because VYLs “learn through doing things and playing,” they “simply see it as having fun!”;
- “love playing with language sounds, imitating and making funny noises”;

- “may not be able to read or write in their mother tongue, so it is important to recycle new words and expressions through talk and play” (7).

Berman adds that VYLs “have difficulty in differentiating between fact and fiction.” He also agrees that children’s “understanding comes through hands, eyes, and ears.” Children have “natural ability to store memories by associating them with their senses,” and “natural ability to cross-sense,” which means they are “are able to hear colour, see sound, taste time, and touch aroma.” According to him, the ability “expands the memory.” However, he remarks that children often lose it because of teachers and parents who discourage them from doing it because they regard it as silly (191).

Furthermore, both VYLs and YLs:

- “learn in variety of ways, e.g. by watching, listening, imitating, doing things,”
- “are not able to understand grammatical rules and explanations about language,”
- “talk in their mother tongue about what they understand and do,” which “helps them learn,”
- “can generally imitate the sounds they hear quite accurately and copy the way how adults speak,”
- “are naturally curious,”
- “love to play and use their imagination,”
- “are comfortable with routines and enjoy repetition,”
- “have quite a short attention span and so need variety” (Slattery and Willis 4),
- “are willing to try to use the language – even when their proficiency is quite limited,” however they also “differ in their willingness to speak” – “some children happily chatter away in their new language,” but “others prefer to listen and participate silently in social interaction with their peers” (Lightbown and Spada 31).

Teachers of VYLS should “introduce English slowly with enjoyable activities,” and “support what [they] say with gestures, actions, movements, and facial expressions. They should also often repeat “familiar activities, e.g. songs and rhymes” (Slattery and Willis 18), they should “have fun playing with words and phrases”, sing them or exaggerate (4).

## 2 Approaches and methods involving movement

*“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given”* – Bertrand Russel –

The search for effective and efficient ways of teaching language has been engaging educators, scholars and researchers for centuries. Many contemporary language methods are based on implicit learning, which involves “physical or creative activity, through indirect attention or unconscious assimilation,” which is preferred to explicit learning comprising presentation, drills and rules (Bancroft 1).

According to Bancroft modern methods:

- emphasize ‘low-anxiety’ and non-threatening classroom atmosphere, the personality of the teacher, the student/teacher rapport and constant positive feedback regarding student achievement,
- follow “the way in which children learn their” first language,
- utilize “memory-enhancing and linguistic structuring devices as games, songs, play activity”, role-playing and role reversal (i.e. students play the teacher),
- highlight the importance of communicative competence,
- initially use language materials including realistic utterances such as commands and dialogues, and discuss everyday life topics,
- perceive language “globally or in chunks or blocks”,
- “are based on wholes and gestalts, patterns and simultaneous processing” (1-2),
- “play to the right hemisphere of the brain” (Asher qtd. in Bancroft 2).

Bancroft divides methods effective for language learning, “which play to the right hemisphere of the brain”, into three categories:

- **physical:** TPR
- **creative:** a) **directive** – Natural Approach; b) **non-directive** – Counseling-Learning
- **assimilative** – Suggestopedia and its derivatives (Suggestive Accelerative Learning and Teaching (SALT) and Acquisition Through Creative Teaching (ACT) (2).

Regarding my topic, I deal with only physical approaches and methods in detail.

## **2.1 History of movement-based approaches and methods**

According to Richards and Rodgers, there is a long tradition of using physical actions in foreign language teaching (88). The development of action-based methods is related to the reform movement that rejected Grammar-Translation Method and was spread across several European countries through the second half of the nineteenth century (5).

One of the well-known reformers of the time was Francois Gouin, who observed the way children used language and proceeded from the assumption that “language learning was facilitated through using language to accomplish events consisting of a sequence of related actions” (5). On that account, Gouin based his foreign language teaching on creating a context for learning on the basis of ordinary and routine situations (e. g. opening the door) and presented new language items with the help of elements of nonverbal communication such as facial expressions, gestures and different forms of physical actions and movements, which facilitated comprehension of an uttered chain of action verbs also known as a ‘series’ (6; Kollárová et al. 109). The following series can serve as an example: “I walk toward the door. / I draw near to the door. / I draw nearer to the door. / I get to the door. / I stop at the door. / I stretch out my arm. / I take hold of the handle. / I turn the handle. / I open the door... (Titone qtd. in Richards and Rodgers 6).

In the first half of the twentieth century, other experiments with the use of actions were presented by Harold Palmer in his book *English Through Actions*. Palmer strongly believed in his teaching strategy and claimed that no method can be successful without class work consisting of issuing orders by teachers and their carrying out by pupils in the first phase of teaching the language (Richards and Rodgers 88). He divided his teaching strategy into three phases, of which the first one had to include learners’ physical activity. Learners responded to the teacher nonverbally with gestures, facial expressions and following his or her instructions (Kollárová et al. 109).

## **2.2 TPR (Total Physical Response)**

As the name suggests, Total Physical Response “teaches language through physical (motor) activity” (Richards and Rodgers 87). TPR was developed in 1960s

by James J. Asher, a professor at San Jose State University in San Jose, California. Some authors see the TPR as a method (Kollárová et al. 109; Richards and Rodgers 87; Bancroft 2), some authors see it as an approach (Sillver 1; Garcia I-1; Lightbown and Spada 146; Pinter 50), and the originator himself pleads the readers in the foreword of the 7th edition of his book *Learning Another Language Through Actions* not to call TPR a method but a tool. Asher explains that the word method implies a science and is convinced that teaching is not a science but the highest form of art. However, later in the book Asher uses the word approach when speaks about TPR.

Asher claims that TPR enables both “children and adults to enjoy rapid, stress-free assimilation of any language (including the sign language of the deaf) followed by long-term retention” (2-17). He drew on Harolds’ teaching procedure, developmental psychology, learning theory and humanistic pedagogy (Riachards and Rodgers 87) and over the years has developed several own theories why the approach works.

According to Richards and Rodgers, TPR belongs to “natural” methods which attempt to “make second language learning more like first language learning” (9, 90). Asher, as well as many other psychologists before him, observed how infants acquire their first language. He ascertained that before infants express their first meaningful words, they are exposed to thousands of hours of listening to their parents, other family members and parents’ friends, who utter commands for the most parts, e.g. “Look at Mommy,” “Hold my hand,” and “Smile at me.” At first infants communicate with the world and show their understanding of commands, directions and requests just through the performing appropriate physical actions such as looking, smiling, touching and so on. As we can see, children’s first experience with language is directly connected with their own body. Jean Piaget described this process as constructing reality, when children are not able to discover the reality through explanation or translation but through first-hand experience. Later, when children are able to say one or two-word phrases, they understand complex sentences such as “Go into your room and get your ball,” which shows that infants develop a high level of listening competency before they start speaking. The ability to speak cannot be speeded up and does not come until the listening comprehension is extended enough. Once it happens, the speech is developed naturally and effortlessly out of it (Asher 2-17-19; Garcia I-1-16; Riachards and Rodgers 87-90; Silvers 1).

Asher draws a parallel between first language acquisition and second language learning and believes that “the brain and nervous system are biologically programmed to acquire language ... in a particular sequence and in a particular mode.” The optimal order for learning both first and second languages is “listening before speaking and the mode is to synchronize language with the individual’s body” with the use of imperative (2-4). Garcia agrees that comprehension comes first and advises that it should be reinforced until learners feel confident in their understanding. Then the readiness for production appears and learners are able to start with speaking, reading and writing (I-16-18). Contrary to the first language acquisition, the process of the second language acquisition through the imperative is much faster and the training can be condensed from thousands of hours into a few hundred hours. The reason is that L2 learners already know a wide range of complex behaviours unlike infants who are limited to looking, reaching, grasping, pointing, touching, eating and eliminating (Asher 2-19).

Another Asher’s assumption forming his approach is based on brain lateralization research, in which it was found out that the left and right hemispheres of the brain are two independent neurological entities with different functions and responsibilities. The left hemisphere is described as “verbal, critical, bossy, intransigent, reluctant to accept new ideas and to cooperate,” and the right one as “tolerant, receptive, willing to cooperate, not verbally expressive, but favoring physical ways to communicate” (Garcia I-1-2). Focusing on language learning, on the one hand, there is the verbal left hemisphere, which “can express itself by talking”, and on the other hand, there is the mute non-verbal right hemisphere, which “can express itself by listening to a command in the target language, and then performing the appropriate action” such as touching, drawing, singing, gesturing, pantomime, pointing to a choice from alternatives, or even spelling (Asher 2-22-24). TPR is obviously directed to right-brain learning, and the right hemisphere, which communicates through physical behaviour, play an important role in learning a second language by actions.

As it was pointed out above, Asher assumes that infants acquire the language through language-body communication with their caretakers, which is a right hemisphere activity. It implies that initially infants can decode the language only in the right hemisphere through movement while the left hemisphere cannot speak yet. Before the left hemisphere is ready to process language for production,

it watches and learns for hundreds of hours – it must observe changes in behaviour of the infant or other people that the infant observes. In the end, after sufficient amount of learning through the right hemisphere, the left hemisphere starts to produce language. Asher believes that the exactly same process works also for learning a second or third language and for that reason highly recommends to begin acquiring another language through the right hemisphere (Asher 2-19-25; Richards and Rodgers 91).

Nevertheless, Asher presumes that most contemporary second language teaching methods are directed to left-brain learning. Taking TPR theories into account, the methods are not efficient because they do not follow the natural sequence for learning languages and start with production before comprehension. Learners are often forced to speak from the first lesson of their language program. Asher explains that while the learners practise “features of production prematurely, the learning process is slow down to a tedious, monotonous pace that extinguishes attention and retention”, which causes stress (2-25). The reduction of stress during the language learning is the third key feature of TPR approach. The keys to stress free-learning are already mentioned natural bio-program for language development and gamelike movement involvement (Richard and Rodgers 87-91).

In other words, TPR is an instructional strategy, which according to Richard and Rodgers involves “action-based drills in the imperative form” (91). The basis for classroom activities is teacher’s voice, actions and gestures but also collection of miscellaneous realia, pictures, slides and word charts. Furthermore, so called TPR student kits are developed for presenting other than classroom situations, e.g. the supermarket, the hospital, the farm, or the restaurant (95). Recommended seating arrangement is a class divided into two parts facing each other as there is enough space for performing learners in the space in the middle of the class. Besides, there are at least three chairs called “home base chairs” in the back of the class, from which teacher and learners start performing commands (Garcia I-6).

From the first lesson, some students are seated on either sides of the teacher on the home base chairs while the rest of the class observes them. Then the teacher models for students simple one-word commands, i.e. the teacher gives commands in the target language and performs the appropriate behaviors immediately. Students respond by acting out the commands silently without attempting to pronounce the words. Initial commands such as “stand up, sit down, walk, stop, jump, and turn”

are expanded into longer sentences, which are often given in a sequence, e.g. “Stand up; walk to the table; touch the table; turn; point to the window; and open the window!” With each passing lesson, the commands are longer and more complex: “When Andrew touches Barbara’s hair and gives her a red flower, Mark will walk to David’s desk and pick up the bottle of water.” (Asher 2-25; Silvers 2-5; Garcia I-2-6). When teachers want to teach abstract concepts, it is possible to make flash cards with L1 words on one side and L2 on the other, and let students interact with the cards, e.g. “James, give ‘love’ to Greta;” “Greta put ‘love’ on the table” (Asher 3-24).

From the beginning of the instructional process, so called novel commands should be integrated into the lessons. It means that the teacher combines and recombines words that have been already used and practised into new commands that students have not heard yet, e.g. these familiar commands “Sit on the chair,” and “Touch the table” are combined to the new command “Sit on the table.” There is an excellent probability that students will understand the new command. Novelty is a very important feature of this approach because the understanding of novel commands shows that students have gained linguistic flexibility and are able to reorder elements in the sentences, which is a key factor for achieving listening fluency (Asher 3-46; 4-8-11).

According to Silver, following the commands facilitates learners to “build up a cognitive map of the language,” and readiness to speak comes after internalizing “a sufficient part of the language code” (2). Experienced TPR instructors agree on the fact that learners start spontaneously speaking after ten to twenty hours of absorbing a language through physical responses. They recommend tolerating initial frequent errors, since the speech gradually shapes “itself in the direction of the native speaker” (Asher 2-25; 3-45; Cabello III; Garcia I-2). When the teacher notices learners’ attempts to speak, it is the right time for the role reversal, when the learners “are invited to give the commands to their teacher and classmates” (Silver 2).

Reading and writing derive from listening and they are introduced in the lessons after the learners achieve comprehension of spoken language. During the introduction of these skills, the words ‘read’ and ‘write’ should not be mentioned in instructions and it is suggested to use the direction “Look at the paper and do what it says to do” instead. Most of the learners usually understand and perform the written commands correctly, although they have never seen them before.

This phenomenon is described as “positive transfer-of-learning” from listening comprehension to reading and writing (Asher 3-42; Garcia I-4; Cabello III). Cabello explains that internalization of the target language through body movements enables to comprehend not only what the teacher says but also what the learners see in print (III). The rate of positive transfer-of-learning depends on a “fit between the phonology and orthography of the target language”. Although the transfer in English is not as big as in Spanish or Arabic, which sound the way they are written, considering the differences between the sound and the printed symbolization, it is still notable (Asher 3-42-43).

To sum it up, TPR imitates the processes of the first language acquisition, focuses on playing to the right hemisphere, and attempts to provide learning without stress. The essential feature to accomplish these tasks is giving commands to learners and their responding to them through physical response. Asher “has stressed that Total Physical Response should be used in association with other methods and techniques” (Richards and Rodgers 97; Choděra et al. 70).

However, many critics believe that “TPR is only useful at the beginning level of acquisition” (Asher 3-24), and thinks that it relies on commands too heavily. They are afraid that students can learn only giving commands and no other grammatical structures (Language Learning 5<sup>th</sup> par). Problem also is “that only a small percentage of the words in a language are truly TPRable.” Using “TPR to teach words that [are not] TPRable” can cause confusion which can lead to “guessing games and charades.” Besides, it is odd to let one student hand *government* to another (Ray and Seely Chapter 1).

Besides, TPR lays great demands on the teacher. The teacher must be highly skilled because he or she “decides what to teach,” and “selects supporting materials for classroom use”, which they usually make or collect themselves (e.g. pictures, realia or word chart). In class, the teacher “models and presents the new materials.” Teachers should be well prepared, well organized, creative, and also in good shape, because they must be very active in class and react to all learners’ responses immediately (Richards and Rodgers 93-95, Kollárová et al. 111; Choděra et al. 70).

Some people also mention disadvantages such as too much noise in the classroom, shyness of some students (Language Learning 5<sup>th</sup> par), and lack of space in the classroom.

## 2.3 TPRS (TPR Storytelling)

TPR Storytelling, now also known as Teaching Proficiency Through Reading and Storytelling, is a method developed by Blaine Ray in the 1990s (Blaine Ray History of TPRS).

In 1980, Ray acquainted himself with TPR and started using it in his Spanish classes. He says that he “experienced the power of this technique” when his students acquired hundreds of words after three months. Then he continued with this and other classes. However, after some time, he realized that his students were not always eager to follow commands and got bored. He used TPR for five years and admits: “Over a period of five years, I tried using various ... TPR books available at that time. ... No matter what I did, if I stuck to just using commands followed by actions ... my students would lose interest.” After a few years, Ray read Krashen and Terrel’s *The Natural Approach* and some other articles, which helped him to evolve a new methodology - TPR Storytelling. Ray claims that “TPR Storytelling combines the best of TPR and the Natural Approach and adds to them” (Introduction).

The Natural Approach, created by Stephen Krashen and Tracy Terell, “states that languages are acquired through comprehensible input.” Ray added to this theory that “the input needs to be not only comprehensible, but also repetitive and compelling”. In TPRS, the comprehensible input is listening and reading. To make the input repetitive Ray uses the “process of storytelling and story asking using limited vocabulary and structures.” The compelling input is “given through the personalization of the materials used in the classroom” (Gutierrez 2<sup>nd</sup>- 4<sup>th</sup> par).

Although Ray originally based TPRS on TPR, it developed in a quite complex method involving lots of different special techniques. For that reason, I do not describe the method and all the techniques in detail here, and I provide only basic information and focus on the use of movement.

At the beginning of using TPRS, about 15 to 30 classes, new vocabulary is introduced to students. According to Ray and Seely, teachers should “teach vocabulary so that students experience it as something real or very realistic,” and advice that “the most effective way to do it is to teach words through actions – TPR” (Chapter 1).

Then there are three essential steps in TPRS to follow: vocabulary, Mini- story, and literacy. The goal of the first step is that “by the end of the class the students are able to understand and use” three new words or structures that should be taught by conveying their meaning (Gutierrez Step 1 par 1). “In teaching vocabulary,” Ray and Seely “distinguish four groups of items,” and “teach each group differently.” They differentiate “TPR words”, “TPRS words”, “cognates”, and “special word lists.” TPR words “are taught with commands and the students respond with total physical responses.” TPRS words are “high frequency” words and “must be translated. Then “they are learned (or acquired) in the context of questioning about stories,” in which students hear each new item numerous times.” Cognates are words that are “similar to a word of the same meaning in the learners’ first language” (e.g. *robot, zebra*). Some necessary words (e.g. question words) can be put up “on posters in the front of the class with the equivalent first language words” (Chapter 1). According to Gutierrez, “the goal of this step is to provide EVERY student with ALL the new vocabulary... After the three new words or structures have been taught and the teacher considers the students understand their meaning, the teacher creates a Personalized Mini Story” (Step 1 par 8), which is the task of step 2.

Students are ready for a Mini-story “after four days of working on three words/structures per day.” The teacher “provides the skeleton for the story” and then uses so called “circling technique” for all three learnt items one by one. First, the teacher makes a statement. Second, he or she makes “questions about the same statement” – “the first two questions call for a ‘yes’ and ‘no’ answers and the third question calls for an ‘either or’ answer. Last, “the teacher repeats the statement.” “Then the teacher starts *fishing* for details” and asks other questions. Here is an example of the circling:

**Statement:** Joseph is going to school.

**Question 1:** Is Joseph going to school?

- **Answer:** Yes.

**Question 2:** Is Joseph going to the hospital?

- **Answer:** No.

**Question 3:** Is Joseph going to school or to the hospital? - **Answer:** To school.

**Statement:** Joseph is going to school.

**Additional questions:** Who is Joseph going to school with?- **Personalized answer**

Why is Joseph going to school? - **Personalized answer**

This link <http://benslavic.com/tprs-video-one-word-image.html> provides a training video “One Word Image”, which is useful to watch for practising the technique.

After doing the same process with all three words/structures, “the teacher gets actors from the class to dramatize the story,” which develops in three set locations in the classroom. “The student-actor performs after each statement,” i.e. “when the teacher introduces the second structure, the teacher moves to the next location and asks the student-actor to move.” This is important because “the students are transferred to the next part of the story” both physically and mentally. Then “the teacher retells the story” and “adds more details” – without using actors but with the use of the *circling technique*. After that, the students “tell the story” in many different ways: “as a whole class, in small groups or pairs, to the wall, to their hands,” which provides them “a low-risk environment” (Gutierrez Personalized Mini Situation; Step 2 Mini-story-retells).

Step 3 is focused on reading. At the beginning the students read printed version of stories used in step 1 and 2, then they move on reading special TPRS novels, and finally they read real texts. Teachers also use other techniques such as “Kindergarten day,” “Reading along,” and “Free Voluntary Reading” (FVR) (Gutierrez Step 3).

As for writing, “at least once per lesson, the teacher and the students should have a collective writing activity,” in which they create “an original story” or “a parallel story to a mini story”. Later students do also “free writing exercises” for fluency, and “editing writing” exercises for accuracy (Gutierrez Writing).

Although Ray and Seely consider TPRS to be “the best way yet devised to teach and learn a second or foreign language in classrooms” (Preface 3<sup>rd</sup> ed.), Brune claims that “like all other methods developed thus far, TPRS is not without flaws” (3). Speaking from his experience with applying TPRS in practice, he concedes that “more advanced students may become bored with ... a slow pace and monotony of the repetitions,” then they may “stop paying attention and start distracting other students” (50). Brune adds that using TPRS was demanding for him because he had to “make sure that everyone was paying attention, while still telling the story, managing the student actors and questioning students on the story.” As the method was new for him, and he felt inexperienced, he “was also nervous about giving students too much control over the story, because [he] thought it could

take the story in a direction that did not focus on the target words as much (51). Brune also compares himself to experienced TPRS teachers he had seen, and thinks that “their lessons moved much quicker than [his]. They included more questioning, more student participation and more interesting stories” (52). Last but not least, Bruno was surprised with the amount of energy that TPRS required. He “had to write [his] stories that had to be creative and entertaining enough to maintain the students’ interest ..., had to be constantly active” in class. Brune point out: “Luckily for me, I only had to teach one class per day. Had I taught many more, I may not have been able to keep up the same pace throughout the day” (53). Taking Brune’s experience into account, it can be recommended that the teachers who want to use TPRS in their classes should take part in a training course or demonstration, watch videos, and discuss TPRS with more experienced colleagues. According to Bruno, “there are numerous web pages to support TPRS teachers, as well as the Yahoo! Group “More TPRS” (52-53).

Reddleman, a Dutch ESL teacher and a user of ‘goodreads’ web sites, comments on both Ray and Seely’s book *Fluency Through TPR Storytelling* and TPRS itself quite negatively in his review on the mentioned book. As for TPRS, he does not like:

...the way the teacher is in control. The pupils are like sheep bleating words in class. The ‘acting’ by the students’ is reduced to following up orders by the teacher and even the input from pupils is controlled. Pupils are puppets. I’m quite sure if I have to teach my 4<sup>th</sup> graders (15-16 years old) with TPR(S) they will find it much too childish, much too controlled and boring. My pupils want to have their own voice in a story. TPR also treats the class too much as a group rather than individuals with different problems and fluency levels. (5 par)

I am aware this might not be a reliable source, but I wanted to balance different points of view on this method. I do not want to take part with anybody, but Reddleman is not right about pupils’ lack of “own voice in a story.” On the contrary, Ray and Seely stress in their book that “the most important part of the entire process of TPR Storytelling is the teaching of personalized mini-situations (PMSs).” They add that PMSs “are more interesting if they center around the lives of ... students” (Chapter 3).

However, I must agree with Reddleman in one thing, which he describes in his review:

I often got the feeling I was reading a commercial. Not only are you advised to buy more books of TPR, a whole chapter is devoted to users of TPRS who threw out old methods, saved their lives, made their tedious pupils enthusiastic again and fought successfully against old-fashioned grammarians in adapting TPRS. (par 9)

Anyway, to find the truth, everyone has to experience the method for themselves.

## **2.4 AIM (Accelerative Integrated Method)**

Accelerative Integrated Method (AIM) was developed by Canadian French teacher Wendy Maxwell, who claims that AIM helps “children to learn to speak a second language rapidly”, and to “gain a lot of confidence and competence in the language at the very early stage of their language acquisition” (AIM simply works). At present, it is “being used in 4,000 schools across Canada, and is rapidly being implemented in schools worldwide” (AIM simply works) – e.g. in Australia and about other 20 countries (AIM). Carkin is convinced that AIM “is the most comprehensive and effective approach to language teaching and learning ... in the world today ... because it integrates all of the recent brain research” related to language acquisition (AIM Simply Works) and Multiple Intelligences Theory (AIM).

Maxwell’s approach is grounded on new findings in research on language and brain. Elman et al. have brought findings that “brain systems interact together as a whole brain with the external world” (qtd. in Genesee 1), which changes the view on the left and right hemisphere teaching based on the former understanding that “different regions of the brain have specialized functions” (Genesee 1). It is now known that the areas important for learning change during the life. According to Genesee, there is much more “right hemisphere involvement in early language learning but less in later learning.” suggests that “effective teaching should include a focus on both parts and wholes”. Furthermore, he recommends real-world complex contexts and considering learning styles (2).

Wendy Maxwell identifies with these research findings and explains that AIM includes both “right hemisphere oriented teaching and learning activities” such as gestures, story, drama, and dance activities and “left hemisphere oriented teaching and learning activities where [teachers] focus on grammar and language analysis, which happens later in the AIM program” (Drama, Movement and Dance). Thus Maxwell believes that “the AIM provides systematize way to learn words, syntax and grammar simultaneously through the... approach which offers students of all learning styles to acquire language visually, auditorily as well as kinesthetically” (Gesture).

According to Maxwell, AIM is an “inductive” teaching method with very “carefully selected high-frequency functional vocabulary”, and focus on “verbs from the very beginning.” AIM is based on the assumption that “students learn and remember better when they do something that goes along with the word they are saying” (Lawless 2<sup>nd</sup> par). One of the crucial innovating features is the use of hand-signaled gestures which students associate with a word or phrase they learn (AIM). The gestures are used to accelerate L2 learning so that students can understand and speak the target language as soon as possible (Carroll 21). According to Maxwell, “the gestures themselves are easy to learn as they are concrete and visual” (Gesture). An example of a defined gesture can be the word ‘to look’ – while students say it “they hold their hands in front of their eyes in the shape of binoculars (Lawless 2<sup>nd</sup> par).

In spite of the growing popularity and favorable reception of the program by teachers, there is very little research examining its effectiveness in the classroom (Carroll 21).

## **2.5 Psychomotricity**

I dealt with the concept of psychomotricity in my bachelor thesis:

According to Blahutková, psychomotricity is a well-developed scientific discipline that belongs to the system of kinanthropology, which is a social science discipline dealing with human movement and its individual and social functions, development, and humanization ... Adamírová says that psychomotricity is a system of physical and movement education that fully exploits opportunities of movement as educational means. Psychomotricity is focused on physical, psychical, and social personal

development. It helps us to achieve physiological, cognitive, and emotional awareness and experiences through movement and to be able to utilize them for self-knowledge, self-improvement, and behaviour. Physiological awareness contains e.g. awareness of body, its measurements and body parts, balance-stability and lability, space, coordination in space, emotion and feelings. Further, people get to know environment and things such as natural materials, everyday objects, sports equipment and special psychomotor equipment. Last but not least, psychomotricity help us to improve our social perception, relations with other people, communication, and responsibility. It respects all individuals' needs and considers courage, shyness, self-confidence, self-depreciation, sociability, and unsociability. It supports initiative, self-reliance, creativity, empathy, and teamwork. To sum it up, psychomotricity emphasizes unintended enjoyment of movement, games, and physical exercises. It strives for achieving a bio – psycho – socio – spiritual balance of personality, which affects general state of health (Blahutková 5), and does so in compliance with WHO definition of health, that says it is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (Preamble).

According to Adamírová, psychomotricity was formed in France in 1920s. It was developed from rhythmic gymnastics, various dance styles and pantomime by doctors, therapists, psychologists, and sociologists. (10). Ten years later, it was spread into Germany, Switzerland, and Luxembourg and then all over Europe. It was originally used in medical physical education (Mužík and Krejčí 122). Nowadays psychomotricity embrace two significant branches – medical and pedagogical. The latter one includes using psychomotricity at nursery and basic schools, schools for children with special needs, and both youth and adult clubs (Adamírová 10). The European Forum of Psychomotricity, including 15 European countries was founded in 1996. The EFP has been accepted by the EU as hearing partner since 2007 (History). (Vichtová 17-18)

## 2.6 Educational Kinesiology – Brain Gym

Educational Kinesiology – enhanced learning through movement – was developed by Paul E. Dennison and his wife Gail E. Dennison in the 1980s. Current name of the program is Brain Gym. Brain Gym exploits 26 activities also called just “the 26”, and they are said to “enhance ... visual, auditory, and kinesthetic skills for easier and more pleasurable learning“ (Meet the Dennisons 2<sup>nd</sup> par). Besides “Brain Gym® 26 cultivates multisensory learning,“ it is believed that it also improves memory and attention (about Edu-K 2nd par).

In the program, „students experience three primary kinds of movement and the associated skills“: sensorimotor coordination, stability, and locomotion (about Edu-K 2nd par). Among activities we can find cross crawls movements, i.e. “movements that use the opposite arm and leg,” marching on the spot, and drawing shapes in the air. These exercises activate the brain, improve co-ordination, stimulate the flow of lymph, help memory and concentration, improve performance and increase general well-being. It was proved that doing these exercises before reading or writing tasks helps to improve performance greatly (Berman 24).

There have been many scientific debates about the concept of Brain Gym so far. The program used to be considered as “pseudoscientific” for a long time, however, some recent studies have also proved some positive effects.

### **3 Use of movement in ELT to VYLs (and YLs)**

*Tell me and I will forget, teach me and I will remember, involve me and I will learn.*

– Chinese proverb –

#### **3.1 Reasons for using movement in ELT**

Harmer notes that in any one classroom “there is a number of different individuals with different learning styles and preferences.” He stresses that teachers should “cater for individual differences and needs” (16). Berman agrees that “the awareness of learning styles ... has important implications for” teachers and suggest that they should try “to teach multimodally and reach everyone in the group” (17). Besides, “not only kinesthetic learners benefit from movement in the classroom. Research indicates that after sitting in one place for about twenty minutes, the brain starts getting starved of oxygen and attention starts to wander” (Berman 19).

##### **3.1.1 Multiple Intelligences Theory**

The theory of Multiple Intelligences was formulated by Howard Gardner, who suggested that all people have 7 different intelligences: linguistic, spatial, musical, logical-mathematical, bodily-kinesthetic, intrapersonal, and interpersonal. Later Gardner added naturalist intelligence to his concept (Harmer 16; Scrivener 64; businessballs.com howard gardener’s; Berman 187).

Scrivener believes that people have all “these ... intelligences but in different proportions.” He criticizes that traditional education systems focuses especially on language and logical intelligences (64).

##### **3.1.2 Neuro-Linguistic Programming model (NLP)**

It is assumed that while people learn they “tend to have different sensory preferences” (Scrivener 64). NLP takes account of “various stimuli (such as pictures, sounds, music, movement, ...)” that enable students “to learn and remember what they have learnt” (Harmer 16). NLP distinguishes three kinds of stimuli: visual, auditory, and kinaesthetic, often referred to as VAK or VARK.

Visual learners “remember things better if they see them,” auditory learners learn through hearing, and kinesthetic learners “learn best when they are involved in some kind of physical activity” (Harmer 16). R in VARK stands for reading/writing, which is sometimes included as well (VARK). According to Jensen, 40% of learners in any group are predominantly visual, 40% auditory and 20 % kinesthetic (qtd. in Berman 9). In practice, it means that there are at least four learners in the class of twenty students who learn through movement.

Knowledge of VARK preferences can help both teachers and students to develop effective strategies for learning and improving communication skills (VARK).

## **3.2 Types of activities**

There is not a uniform classification of activities involving movement. In fact, it is not easy to create it since the choice of these activities is really wide. Different publications use various classification systems. Some of activities are named and categorized differently, even if the activities are the same. For that reason, I came up with my own classification. While reading over some books focused on ELT to (V)YLS, I put together a list of activities involving movement, which you can find in Appendix A.

### **3.2.1 TPR activities**

According to Vale and Feunteun, TPR activities are based on simple instructions or descriptions which are often arranged in a sequence, of which content can be related to all manner of language topics that teachers need to cover in the lessons (52). As learners listen to these sequences of instructions and do what their teacher say (Slattery and Willis 23), these activities are also often called “**Listen and do**” activities. Personally, I understand a TPR activity as an activity, in which correct learner’s respond to an instruction or command is not a linguistic response but a physical action. A great advantage of actions as a response is that you can immediately check if learners understand or not (Slattery and Willis 30).

TPR activities involve pupils in ‘learning by doing’. Pupils develop their listening skills and comprehension of words and phrases. They also “acquire meaning and sound together” (21).

TPR activities primarily refer to spoken instructions; however, these activities can be easily adopted for working with written texts in the way that the word read is substituted for the word listen, e.g. ‘Read and draw’ (Vale and Feunteun).

### **3.2.1.1 Classroom instructions**

Giving and following classroom instructions is a component of communication between teacher and students which is naturally present in any lesson. For that reason, giving real instructions is the most obvious ‘listen and do activity’. At first, the teacher can use gestures and demonstrate what he or she wants pupils to do. Pupils will learn the instructions soon, and will understand the message without using the gestures. I agree with Slattery and Willis and find it very useful for managing the classroom, because commands can be used easily in a many classroom situations such as rearranging furniture in the classroom, and “moving pupils around in preparation for another activity” (20).

Pupils can learn to understand, for example, these instructions:

- Stand up. / Sit down. / “Sit down over there.” / “Sit down together at your tables.”
- Come here. / “Come out here to the front of the class.” / “Come up to the front.”
- “Get into a line.” / “Stand in a line.” / “Make a circle.”
- “Go back to your places.” (Slattery and Willis 20).
- Open your book at/to page 22. / Turn to page 23. / Look at page 24. / Close your book.
- Pick up your pen. / Put down your pencil. / Put everything away.
- Listen. / Circle. / Match. / Tick. / Underline.
- Work in pairs. / Work in groups of three.

### **3.2.1.2 Listen and identify**

For ‘listen and identify’ activity can be used almost everything as a teaching aid. Slattery and Willis name all the following objects that teachers can find in their

classroom or office: “the classroom [itself] and all the things the children can see such as wall, charts, pictures and picture cards,” also “Cuisenaire rods or coloured bricks or blocks for colour words or size words.” The teacher can also ask pupils to bring miscellaneous realia to the classroom they can work with (e.g. things to eat, or toys). It is also clever to use “objects that children draw or make from paper, plasticine, or other craft materials.” Pupils can do these objects in Art and Craft classes, but they can also make them in English classes during ‘Listen and make’ activities (see below) (21).

In my view, ‘listen and identify’ activity is suitable for introducing new vocabulary. It is usually done in two stages. First, the teacher describes and talks about some objects or pictures. In the second stage, pupils point to or show the things (21). It is also useful when pupils manipulate with the objects because they associate “what they have in their hands with the phrases the teacher” says (22).

In this type of activity, children can learn verbs such as *point to, show, touch, hold, raise, drop, pick up, put down, cover, and uncover*. Pupils will also comprehend a large number of nouns and adjectives in whatever area that teacher can think up.

### **3.2.1.3 Listen and draw/colour**

According to Slattery and Willis, “colouring is a very simple activity for language work with VYLs and YLs” (32). In a lesson plan, this activity can be preceded by a ‘listen and identify activity’, in which the teacher and learners “revise the colours” and “names of what they are about to colour” or draw (33). It is important to “make sure that all children have colours, crayons, markers, coloured pencils” and so on. Then children simply draw, colour or paint what the teacher instructs (32).

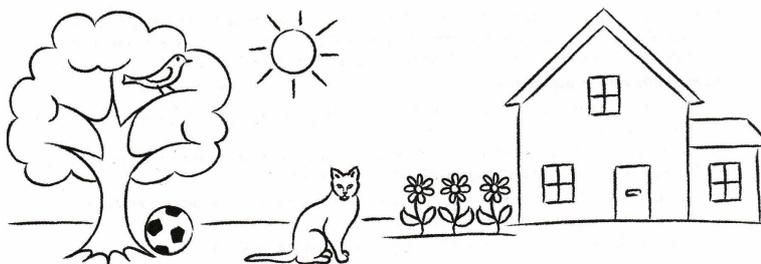
However, the activity can be made more demanding in several ways, e.g. teachers “divide the class in two and give different instructions to each group” (33). The level of difficulty also depends on the complexity of instructions. Teachers can “give out two pictures ... and give two instructions at a time, e.g. *Colour his hair brown and her hair black,*” or “give children alternatives, e.g. *Colour his hair either red or yellow.*” (33). When pupils are older, teachers may give instructions

“in various verb forms/tenses.” The imperative can be substituted for the present simple (e.g. “*This animal has a large head. It has a large body.*”), the present continuous (e.g. “*The tiger is standing under a tree.*”) or even the past simple (e.g. “*The tiger stood under a tree.*”), which “offers pupils the opportunity to consolidate the language *form* through doing a practical task” (Vale and Feunteun 244).

During the activity, teachers can go around the class and comment on pupils’ pictures as they colour or draw. After pupils finish working, they can compare their pictures among themselves (Slattery and Willis 36). Teachers also can “display all the children’s work” somewhere in the classroom, e.g. on notice boards, walls or windows. They can do so immediately in the lesson and in that case they should “comment positively on each child’s work as [they] take it and put it up on the wall, e.g. *That’s lovely! I like his black nose!*” (33).

It is also possible to let pupils “use plain flashcards for colouring” or drawing various objects such as “animals, food, clothes,” and things around us, and store these sets “of cards later for word games” (33).

A ‘listen and draw/colour’ activity can also serve for testing listening skills. A suitable activity appears to be a ‘Picture dictation,’ which is a kind of prewriting activity. It can test listening comprehension, development of spatial awareness and linguistic accuracy (Vale and Feunteun 179).



*Picture 1. Colour dictation (Read 23)*

Through this activity, pupils can learn, verbs *draw*, *colour* and *paint*, nouns depending on planned pictures (e.g. words related to a house and rooms), and adjectives such as colours (of course), or adjectives describing size, length, height, and width, e.g. *big*, *long*, *tall* and *narrow*. They can also learn “phrases describing position” e.g. *on the left/right*, *in the middle*, *in the corner*, *at the front/back*, *at the top*, *under*, *next to*, *in the background*, *behind*, *in front of* and so on (Slattery and Willis 36).

### 3.2.1.4 Listen and act

Using drama activities “provides opportunities for multi-sensory, kinaesthetic responses. Children use mime, sounds, gestures, and imitation to show their understanding” (Read 115). Unlike other ‘Listen and do’ activities, this type “is more complex ... and gives the children more freedom to be creative.” Slattery and Willis advise that pupils should be already “familiar with the vocabulary” that the teacher is going to describe in drama activities (27). Read adds that teachers should “introduce drama gradually, in activities which are short.” Moreover, teachers should also “participate in classroom drama and ... model the kinds of responses [they] expect from the children“ (116).

A suitable drama technique for VYLs is mime, because it does not involve speaking, and children only “move and act”. However, pupils “have to listen carefully ... what they have to mime.” As they “have to decide how to perform what [the teacher] describes,” they may need some thinking time first.” At first, only one instruction should be given at a time, and then when pupils make progress the teacher can start instructing in sequence. Later, children can mime actions while listening to stories. Actions can be mimed by individuals, pairs, groups, or the whole class. When individuals or groups mime, “the rest of the class [can] guess what they are doing” (27).

A simple but highly enjoyable activity is the game ‘Abracadabra!’, in which the teacher changes the children into animals by a spell: “*Abracadabra! Listen to me! You’re a (frog/ cat/ duck)! One! Two! Three!*” Read suggests that teachers can use a magic wand (e.g. a ruler) and witch puppet or hat in this activity (154).

As an example of a more complex ‘listen and act’ activity can serve following task, in which children listen to the teacher and act out what they hear:

*Dig a big hole. Take a potato. Plant it. Water it. The sun shines. Then the rain pours down. Pours down. The potato starts to grow. It grows higher and higher and higher. The leaves start to grow. They grow wider and wider and wider. The wind starts to blow. It blows harder and harder and harder and ... stops. Relax.* (Vale and Feunteun 163).

### 3.2.1.5 Listen and make

In 'listen and make' activities, children are involved in a more creative process since they "have to make decisions" what to do while they follow the instructions. Although the primary aim of a 'listen and make activity' is the language not the product, it is nice that "children have something to take home at the end of the class" (Slattery and Willis 32).

In English class, children can make many things such as posters on walls or models out of modeling clay, plasticine, play-dough, paper, or card (38). Teachers can also ask pupils to cut out sets of vocabulary such as animals, or food and drinks, and "keep them in envelopes." These sets can be later used for other activities (e.g. guessing and matching games) (40). Slattery and Willis add that "children love celebrations and festivals," so they can also make things for special occasions. Pupils can create greetings cards for "Christmas, Valentine's Day, Mother's Day, Father's Day, Easter and on someone's birthday" (38). They can also make typical Christmas, Easter or Halloween decorations. Making things related to special days can help us to increase children cultural awareness both of our country and English-speaking countries.

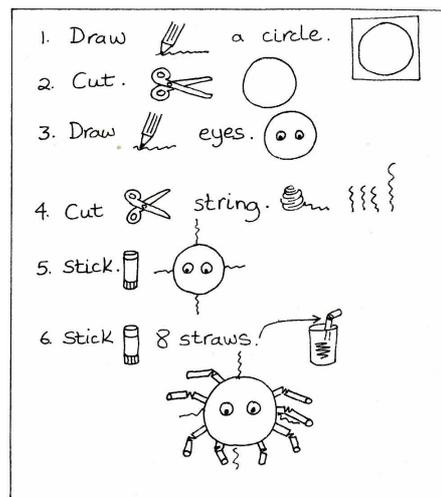
Before introducing the activity in the lesson, the teacher should prepare information about the topic or theme, simple explanation of what pupils are going to make, instructions how to make it, and phrases that will be used in the process of making it. To provide a clear demonstration, it is good to collect all the things needed for creating the product. Instructions should be in the form of gestures and actions (Slattery and Willis 32).

In class, after introducing the topic and explaining what the pupils are going to do (32), Slattery and Willis advise teachers to "let children become familiar with all the" words that are necessary for the activity (e.g. scissors, a string, a glue). Then the teachers should let pupils "take charge of materials such as the paper, colours, scissors", and let them "find [the] materials in the place where the [teachers] keep them" (on the top of a cupboard, in the painting corner, ...) (40). After that, teachers can begin to give step-by-step instructions on how to make the product. Instructions should be simple and clear and accompanied with a gesture or an action. According to Slattery and Willis, teachers should "repeat [their] instructions to the whole class and then later to small groups or to individual

children.” It is also useful to “go around and comment in English on what [pupils] are doing”. Moreover, in this type of activity, “there are opportunities for cooperation for learners,” who “have more time to think and comment” (32). For that reason, teachers should “let children talk to small groups [or] individual while they work” (40).

Older learners can also read “a text that requires [pupils] to follow instructions while making or constructing a model” (Vale and Feunteun 244).

To make the instructions comprehensible, the text should include key words and pictures. In the picture 1 (?), you can see an example of such instructions, in which you can see how to make a spider mobile (139). It is also possible to watch a video *Spider mobile* to view how the activity can work in practice (*Spider mobile*). When pupils are ready later, they can “describe their models, or give similar ‘making’ instructions to a partner” (Vale and Feunteun



Picture 2. Making a spider mobile

Due to these activities pupils can learn “the actions such as cut, stick, colour, draw,” pick up, and put down, colours, and nouns including “pencil, ruler, rubber, glue, scissors” pen, paper, glue and words related to a topic (e.g. parts of the body, animals, fruit and vegetables) (140).

### 3.2.2 Action rhymes, chants and songs

According to Read, “children love rhythm, music and movement” (182) and that is probably a reason why they also love nursery rhymes, chants, action rhymes and finger plays (Cole and Calmenson 5; Slattery and Willis 28). It is believed that their use “contribute to young children’s overall social, linguistics, physical, cognitive and emotional development” (Read 182).

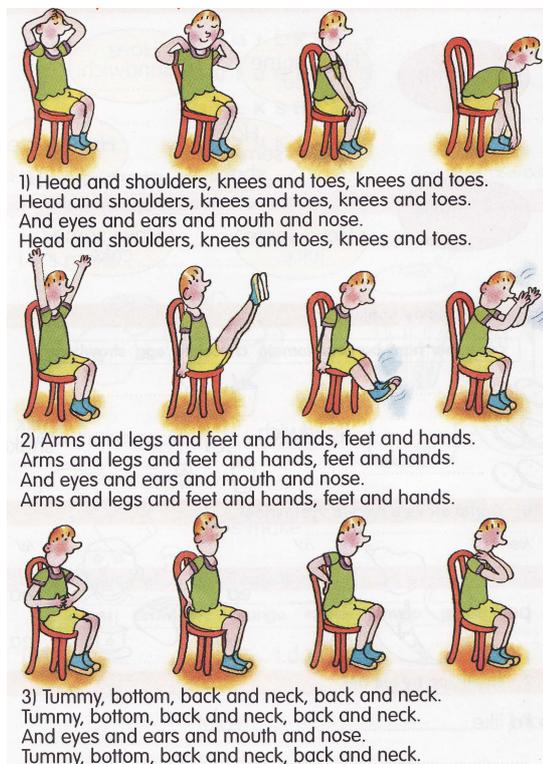
Rhymes are easy to say and remember due to their musical language (Cole and Calmenson 5). However, Slattery and Willis recommend that children should not start saying the words in rhymes or chants until they understand what they mean

(28). For that reason, children can participate in rhymes and songs “through physical movement, actions, drama and play” (Read 182).

It is useful to transform traditional rhymes and songs to their action variants, in which pupils have to “make appropriate actions in response to the words” (Vale and Feunteun 245). However, Vale and Feunteun warn that “many language teachers view songs and rhymes mainly for their EFL value in terms of presentation or practice material, and use specific phrases within the rhyme to form the basis for choral and substitution drills,” which can “demotivate children”. For that reason, the main reason for using songs and rhymes should not be the language content but the enjoyment that “children get from acting out or singing a rhyme.” (48)

A typical example of an action song is “Head, shoulders, knees and toes”, and I am certain that every English teacher knows this song. However, Zahálková added extra two verses, which can help to extend vocabulary related to body parts easily (58). To do this activity differently, it is also possible to use balloons. Children sing the song, and bounce the balloon with the particular body part up into the air (Vichtová Use 37).

Teachers can also take advantage of a “physical break chant,” in which children “work off some of their energy”. The teacher should “use movements” and “big gestures.” At first, they should also “put pictures of the items named in the chant on the board,” which “help the children remember the meaning of the words.” When the children “understand some of the words,” the pictures can be gradually removed. Here is an example of a physical break chant: “*You’re a tree, grow tall. / You’re a very bouncy ball. / You’re a lady, in the rain. / You’re a bird, you’re a plane. / You’re a lion, you’re a frog. / You’re a monkey, you’re a log*” (Slattery and Willis 27-28).



Picture 3. Head, shoulders, knees and toes

### 3.2.3 Games

*“You can learn more about a person in one hour of play than one week of interviews.” –Plato-*

“Playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact with their environment” (Gordon and Bedson 5). However, there have been many discussions whether to use play in language classroom or not. Unfortunately, many teachers still consider play as a waste of time because they cannot see the importance of using it in ELT. I agree with Vale and Feunteun who believe that play is “an essential part of a curriculum.” According to them, play has a crucial “role in the learning process for children” as it has a positive influence on “the emotional, social, intellectual and language development of children.” Furthermore, play “provides an excellent source of motivation, interest and enjoyment,” which helps to create a positive classroom atmosphere (222-223).

“Games add variation to a lesson” (Gordon and Bedson 5). If children have to learn lots of new words and complex grammar, they will stop looking forward to foreign language learning. However, through playing, children learn a lot of foreign words and basic grammar joyfully, naturally, often unintentionally, and without stress (Hanšpachová a Řandová, qtd. in Vichtová 21). Initially, pupils “recognize and respond to language non-verbally,” then they “also produce chunks of language” (Read 151).

There are many different games, and they can be very similar to other primary classroom activities (e.g. they can be multi-sensory and involve movement). The most suitable games for VYLs are “ones which the whole class play together,” e.g. name games, picture card games, and guessing games (Read 150-167). According to Vale and Feunteun, it is easy to adapt games to use in class and link them to a particular lesson, so there is no reason why they should function just as fillers or rewards for learners (Vale and Feunteun 223).

One of the games suitable for VYLS is, for example, “Clap the names.” Children sit in a circle on the floor, clap strong and even rhythm, and say “I’m’ + name” (Read 153), or “My name’s + name” one by one. Teachers can think up different rhythms, but it is important to keep the rhythm all the time, when

children continue round the circle. When I play this game with children, I sometimes use rhythm from the song “We will Rock You” by Queen.

### **3.2.4 Psychomotor activities**

Firstly, psychomotor games differ from common ones in using various primarily less-traditional and unconventional aids and tools. ... In the list, there are foam balls, plastic cups, yogurt cups, newspapers, parachutes, clothes pegs, inflatable balloons, juggling balls, Frisbee, exercise balls, blankets, blocks, curtain rings, plastic caps for PET bottles, hoses (one-meter long flexible tubes with a three-centimetre diameter), tunnels, cyber wheels, plastic or wooden bricks, plastic cones, wooden or plastic sticks, balance equipment: balance beams, stilts, wooden boards on wheels, balancing wheels, i.e. single-pedalo and double-pedalo, rola bolas, spinning-tops, and spiky balls or coasters for massages. According to Blahutková, aids and tools encourage children’s activity and fantasy, and impact development of aesthetic perception, which leads to feelings of bliss and experiences from beauty. Children are interested in the aids and tools because they are colourful and uncommon, and have attractive shapes and sizes.

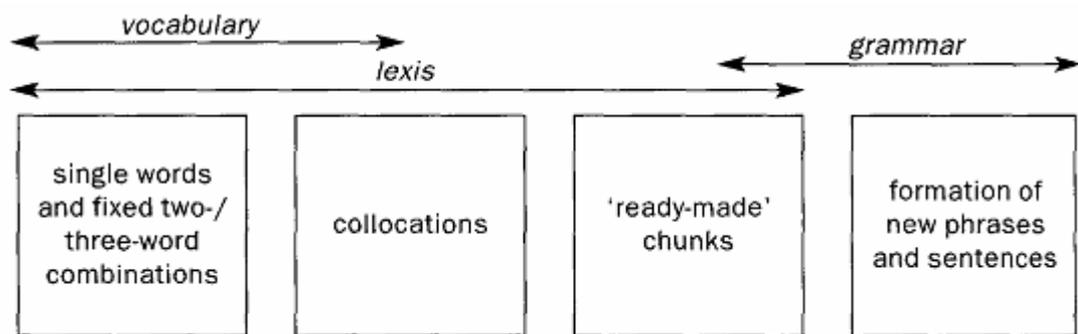
Secondly, there are specific game principles in psychomotricity, e.g. integrating educator to games and activities, addressing children by first name, explaining how to play a game until all participants understand, using music whenever possible, assessing the game, letting children modify game rules, or taking turns in pairs and groups (Blahutková 12). (qtd. in Vichtová 20)

One of less traditional teaching aids used in psychomotricity is also a parachute. It is a big circle made, for example, of nylon. It has regularly repeated sections of different colours. According to Blahutková, it is useful for development of spatial orientation and group communication (46). In my bachelor thesis, I adjusted some activities with the parachute to be suitable for ELT. One of them is ‘Walking on the Sea,’ in which pupils kneel around the parachute, grab the edge of it with both hands, and shake it at ground level. Then individual pupils walk

across the parachute one by one. When they step on the parachute, they must shout the color they walk on, and then when they change the direction in the middle of the parachute, they have to shout the right colour again.

## 4 Lexis

This chapter deals with the concept of lexis. Contrary to the term vocabulary, which predominantly refers to single words (e.g. fish, red, jump) and sometimes to fixed two-word and three-word combinations (e.g. stand up, sit down), the term lexis is broader. Besides traditional single-word vocabulary items, lexis also include combinations of words that are considered to be a single item of vocabulary (Scrivener 226-227, 423). Lexical items are described by Scrivener also as “typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar” (227). These word combinations can be classified as idioms, collocations, or chunks.



*Fig. 1. Vocabulary x lexis*

In everyday situation, “we all understand many more lexical items than we actually use.” For that reason, when we speak about lexis, we should distinct between receptive and productive lexical items. The former “is the set of lexical items that we recognize and understand, but tend not to use ourselves in everyday speech“ (Scrivener 229); the second is the set of lexical items that we use actively both in speaking and writing.

## Practical part

### 5 Educational research

Chráska defines educational research as an intentional and systematic activity in which hypotheses for educational phenomena are investigated by empirical methods (12). The purposes of the educational research are to collect and analyze empirical data in order to develop valid and generalizable knowledge such as descriptions of educational phenomena, predictions about future events or performance, evidence about the effects of experimental interventions, and explanations (Gall et al. 10).

For the purpose of my thesis, I attempted to carry out experimental research, in which I aimed to find out whether introducing movement into English lessons influences learning of VYLs and helps to build and increase their lexis. I also tried to point out some obstacles in the contemporary Czech educational system.

#### 5.1 Research goals

Maxwell claims that goals are an important part of the research because they prevent a researcher from losing his or her “way or spending time and effort doing things that do not advance these goals.” His notion of ‘goal’ includes motives, desires and purposes for doing a study. He distinguishes personal, practical and intellectual (or scholarly) goals, although he is aware that they can sometimes overlap. Personal goals motivate researchers to do the study and often relate to “desire to change or improve some situation that” the researcher is “involved in, curiosity about a specific topic or event, a preference for conducting a particular type of research, or simply the need to advance” his or her career. Practical goals are centered on “*accomplishing something*,” i.e. “meeting some need, changing some situation, or achieving some objective.” Intellectual goals help researchers to *understand* something, e.g. they can gain “insight into what is going on and why this is happening,” or answer “some question that previous research has not adequately addressed” (15-21).

I set myself several goals to achieve in accordance with Maxwell’s classification.

**Personal goals:**

- deepen my knowledge of teaching approaches and methods involving movement, apply these approaches and methods in practice, and examine their effects
- develop teaching skills and strategies for working with VYLs, e.g. discover an effective way for teaching vocabulary to VYLs

**Practical goals:**

- point out the problem regarding the inefficiency and discontinuity in English teaching and learning process during the transition from kindergarten to primary school

**Intellectual goals:**

- draw conclusions from the research and consider implications for future practice

## **5.2 Constructs and operational definitions**

After setting goals, Chráska suggests defining constructs and formulating their operational definitions (16). “Constructs are structures and processes that are believed to underlie observed events and behavior” (Gall et al. 32), and “determine how researchers view reality, the phenomena they study, their procedures for measuring these phenomena, and their interpretations of their empirical findings” (126). They can be defined “by describing specific qualities which” are taken together (What is a construct), and “inferred from commonalities among observed phenomena that can be used to explain those phenomena” (Gall et al. 95). “Constructs are not directly measurable, but instead manifest themselves in forms of behavior – such as students’ performance on tests and essays – that are measurable.” Particular constructs are then measured by tests and other instruments (152).

To define constructs in a measurable way, the researcher must formulate operational definitions. An operational definition describes “how a term is used in a study” (Common Research), and it is “a set of directions or procedures that designates precisely how to observe, measure and record the phenomenon to be observed” (Uys and Basson 28).

Gall also claims that when we are interested in “how individuals vary with respect to a construct, it is useful to think of the construct as a variable” (127). I followed his advice and considered the constructs to be identical with variables. The description of how I understood the terms in my research follows.

### **Very young learners**

In my view, VYLs are learners aged under 7 years, for more details look to the first chapter.

### **Traditional approach**

In my thesis, I used the term “traditional approach” without any negative connotations. It referred to the school’s regular program and the group of research participants taught in this way received no intervention.

As I see it, in the traditional approach, lessons are primarily based on the content of the textbook and workbook used in the class. Teachers usually plan their lessons with the help of the teacher’s book, in which lesson plans are already prepared for the whole course. In class, the teacher follows the lesson plan, and instructs pupils, often in Czech, what to do. Pupils then do activities mainly in the textbook or workbook to learn new vocabulary, grammar or language skills. Speaking about VYLs, they learn these through common activities such as listening and repeating, listening and pointing, listening to stories, singing songs, saying chants, drawing, colouring, and matching. However, I am aware that this approach can have many different forms in practice and varies from teacher to teacher, and from school to school.

### **Movement-based approach**

As in the case of the traditional approach, there is not a uniform definition for the term “movement-based approach”. In fact, the term relates to different issues throughout the research fields.

For the purpose of my thesis, I define the content of the term as follows. The movement-based approach can be based on approaches such as TPR, TPRS, AIM, or psychomotricity which stress the use of movement and fun in the lessons. Depending on the learning environment, the teacher either creates his or her own lessons, or prepares lessons in accord with the curriculum. Lessons include various TPR activities, action games, action songs, action rhymes, and drama activities. Taking advantage of using physical exercises and activities in the lessons enables learners of a foreign language to be actively involved in the stress-free learning process. The approach also stresses the use of the target language in class.

Both approaches, the traditional and movement-based, were in this research operationally defined by scores on the oral achievement test in the form of the structured interview. All the scores then served for discussing the effects of approaches on the **school learning**, which Suter simplifies by the term **achievement** and understands it as “an important, and complex outcome of education” (107).

### 5.3 Variables

Each “educational research involves the description or explanation of variables,” which Suter defines as “changing qualities or characteristics of learners, teachers, environment, teaching methods, instructional materials” and divides into the following categories: independent (true independent and quasi-independent), dependent, attribute, and extraneous (111-112).

The *independent* variable “is manipulated by the researcher” and reflects a presumed “**cause** of some resultant effect”, that is, the conditions or categories that define the variable are determined and actively created by the researcher for comparison. The *independent* variable is defined as a *true* one when it meets two following criteria. First, the variable “is manipulated by the researcher“, and second, it “involves the random assignment of research participants to any one of the categories.” In other words, the independent variable is true when the manipulation is coupled with random assignment. The *quasi-independent* variable and its created conditions are also manipulated, but in comparison to the true independent variable researchers seem to have less control over them. Furthermore, the random assignment of research participants to groups is not permitted (112-114). The *dependent* variable reflects “the presumed **effect** of the manipulation”, i.e. “of the causal variation induced by the independent variable.” It is “the measured outcome” and its values are “dependent on the particular condition of the independent variable” (115).

The *attribute variable* is an attribute, in other words a characteristic, of research participants such as age, sex, intelligence, learning style, creativity, prior knowledge, motivation, and so on. However, these variables refer not only to student characteristics but also to characteristics of teachers, classrooms, schools, and families. Attributes are measured, relate to a dependent variable, and cannot

function as an independent variable because they cannot be manipulated. Suter warns that “failure to consider attribute variables in the design of educational research may render the research meaningless” (117-118).

“All sources of influence on the dependent variable other than true independent, quasi-independent, and attribute variables” are variables called *extraneous* (119). Extraneous variables affect the internal validity and cause difficulty in determining “the extent to which an observed difference between the experimental and control groups on the dependent variable is caused by the intervention or by one or more extraneous variables” (Gall et al. 305). There can be hundreds extraneous variables in any particular research, e.g. a history effect, a maturation effect, a testing effect, an instrumentation effect, a statistical regression, a differential selection, a selection-maturation interaction, experiment mortality (306-307), motivation level of the students, prior knowledge of students, learning styles of the students, charisma of the teacher, noise level in the room, and many others. Such variables impacting the research require control so that their influences are neutralized. Extraneous variables related to students can be controlled by random assignment of students to conditions (Suter 119).

As the intervention of the intended approach was restricted due to circumstances beyond my control and as I was not free to assign students to conditions randomly the intended true independent variable became **quasi-independent**. The manipulated **quasi-independent variable** was the **teaching approach**, with categories such as movement-based approach, traditional approach, and traditional approach combined with movement-based approach. The **dependent variable** was the **score on the achievement test** in the form of a structured interview. Although I identified several possible **attributive variables**, considering given conditions I could not influence them much. I knew **participants’ age** and **sex**, but I was not able to concentrate also on their intelligence, learning style or motivation.

Gall warns that in quasi-experiments, in which participants were selected by other than random assignment, the experimental and control groups might have different initial characteristics that can affect the posttest variable. Such an effect is called a **differential-selection effect** (307). This effect occurred to be present after analysing the pretest because I found out that in the control and experimental groups there were different proportions of participants with **previous experience**

**in learning English.** As the research participants were also at different developmental levels, which was not planned at the beginning, there was the need to take the **selection-maturation interaction effect** into account in analysing the results of research. There were differences not only among the groups, but also in groups (two groups were **age-homogeneous** and one **age-heterogeneous**). Moreover, the research was influenced by an **experimental mortality**, which is “the loss of research participants over the course of the experimental treatment” (307). For further details, see the chapter on research participants. Other present variables, which could have impact on the experiment, were two different teachers and three different learning environments (two school classes and a mother centre).

## **5.4 Hypotheses**

Generally speaking, “a hypothesis in a research study is a prediction about expected findings” (Gall et al. 32). There are slight differences in the classification of hypotheses in different sources. In my thesis, I work with terms *research* and *null hypotheses*. The former is a prediction derived from theories or reasoned speculations and specifies “how two or more variables will be related to each other” (554), the latter is an assumption “that there is no relationship between the independent and dependent variables” (Suter 129). In this part, I state three research hypotheses for my experiment.

### **Hypothesis 1**

Very young learners who are taught by means of the movement-based approach will score better on the achievement test in comparison with young learners who are taught by the traditional approach.

### **Hypothesis 2**

TPR and other approaches and techniques involving movement in EFL teaching allow teachers to omit mother tongue in a lot of situations and it also focuses on teaching lexis in chunks or clauses rather than as separate words. Therefore, very young learners who are taught by means of the movement-based approach will be able to follow more commands than learners taught by means of traditional approach at the end of the experiment.

### **Hypothesis 3**

As I suppose there is a problem regarding the inefficiency and discontinuity in English teaching and learning process during the transition from kindergarten to primary school, very young learners who attended English in the kindergarten will score less on the achievement test in the area of the vocabulary which was learnt earlier but will not be revised during the experiment.

## **5.5 Research methodology**

### **5.5.1 Research setting**

I conducted my research in two different settings, in which I implemented the intervention and collected the data over a period of the school year 2010/11. The experiment took place at the primary school in Kunštát and the mother center Hastrmánek in Olešnice.

In the Kunštát primary school, research participants were taught in classic classrooms with desks, a teacher table, a blackboard, and notice boards. Both classrooms were almost identical – they were old, but clean, and decorated with pictures and posters. They were also quite big so all the pupils could sit on plastic pieces on the floor at the back of the classroom. However, the space did not enable running, jumping and similar dynamic movements.

The mother center Hastrmánek in Olešnice differs from school classrooms a lot. During the lessons, we could use two rooms. The first room was a really big room without any furniture just with a carpet, gymnastic balls, and posters, pictures and notice boards on the walls. This room was suitable for all kinds of movement activities. In the second room, which was smaller than the first one, there was a small table and small chairs for children, a pool filled with colourful plastic balls, and a climbing frame. Besides, art gear, and many various soft toys, puppets, cars, trains, puzzles, games, and building sets were stored here. We used this room primarily for drawing and colouring pictures, but also for searching for some hidden objects.

## 5.5.2 Research participants

At the beginning of the experiment, the sample for my study consisted of 54 research participants at the age of 4 to 7. Chráska describes that a testing sample is sometimes organized in groups such as school classes (20), and the same was true for my study. 36 research participants were first graders attending two first classes 1A (18 pupils) and 1B (18 pupils) at the primary school in Kunštát. The rest of the sample were children who participated in my course “English in Movement” in the mother center Hastrmánek in their free time on Saturdays. In the last mentioned group, only 12 of the original 18 participants remained at the end of the experiment.

Group 1 (1A) – control				Group 2 (1B) – experimental 1				Group 3 (mix) – experimental 2			
n	Sex	Age	Previous experience	n	Sex	Age	Previous experience	n	Sex	Age	Previous experience
1	m	6	K	19	m	7	K	39	m	4	NPE
2	f	6	K	20	m	6	K	40	m	6	NPE
3	m	6	NPE	21	f	6	K	41	f	4	NPE
4	m	6	NPE	22	m	7	K	42	f	6	K
5	f	6	K	23	f	6	K	44	m	5	TV/PC, B
6	m	6	NPE	24	f	6	K	45	m	7	TV/PC, M, PCS, PS
7	m	6	K	25	m	6	K	49	m	5	NPE
8	f	6	NPE	26	m	6	K	50	f	7	K
9	m	6	NPE	27	m	6	K	51	m	5	NPE
10	f	6	NPE	28	m	6	NPE	52	m	7	K
11	m	6	NPE	29	m	6	NPE	53	m	4	NPE
12	m	6	K	30	m	6	NPE	54	f	5	NPE
13	m	6	NPE	31	f	6	K, M, S, PCS	37	f	5	NPE
14	f	6	K, PL	32	m	6	K	38	m	5	NPE
15	f	6	K	33	m	6	K	43	m	6	NPE
16	f	6	NPE	34	m	6	K	46	m	4	NPE
17	m	7	NPE	35	m	6	K, PL	47	f	5	NPE
18	m	6	NPE	36	f	6	K	48	m	6	NPE

Fig. 2. Research participants

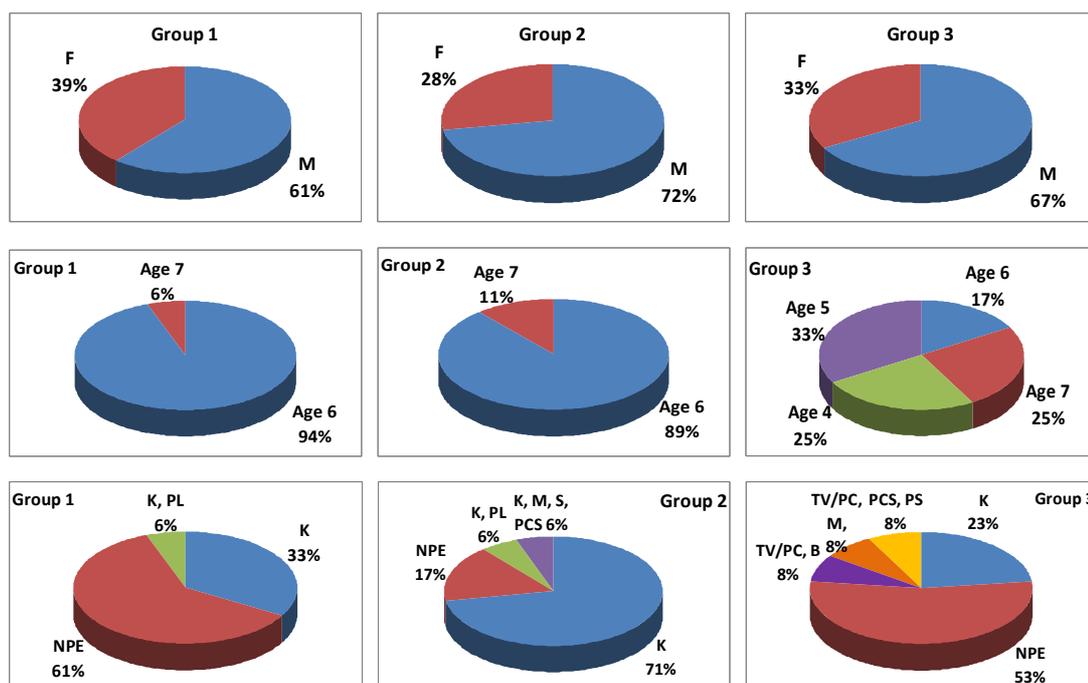


Fig. 3. Research participants 2

Table 1 and its graphical visualization present research participants (n), their sex (m – male, f – female), and age at the beginning of the experiment. The average ages of research participants were 6 in groups 1 and 2, and 5 in group 3.

Besides, it shows participants' previous experience in learning English before the experiment started. Some participants had no previous experience (NPE), some learnt English in the kindergarten (K), a few of them took private lessons (PL) and one had already learnt English at primary school (PS). A few participants were also taught English by their parents (M – mother, F – father), who also let their children watch English programmes on TV or PC (TV/PC), or who let them learn English through PC software (PCS). Two participants also learnt with their older brother or sister (B/S).

### 5.5.3 Research design

I decided to employ an experimental design for my study. First, let me briefly introduce experimental research in general. Experimental research, sometimes called true experimental research, is one of quantitative research designs suitable for testing a cause-and-effect relationship between variables in a natural or laboratory setting. In the experiment, researchers introduce an intervention into an existing situation and

manipulate it to determine its effect or effects. The intervention (e.g. an educational programme or teaching technique) is a manipulated independent variable and the effects are dependent variables. The second important characteristic of the true experiment is random assignment, in which research participants have an equal chance to be assigned either to an experimental or a control group (Gall et al. 11, 241, 295, 553; Suter 47).

As the research groups could not be randomly assigned to the experimental conditions in my experiment, I employed **pretest-posttest control-group design without randomization** also called a **quasi-experiment**. In the quasi-experiment, the use of a manipulated independent variable is involved, but “research participants for the experimental and control groups are selected by a procedure other than random selection” (Suter 49; Gall et al. 560). This experimental design is moderately strong since “it can be difficult to determine whether differences in pretest-posttest change are due to the experimental condition or to initial differences between the groups” (Gall et al. 304).

#### **5.5.4 Methods of data collection**

Gall claims that “the collection of empirical data to answer ... hypothesis is the very essence of research” (34). There are several types of measures that are used in research studies.

As I did not find a standardized test suitable for the purpose of collecting data in the target group of VYLs learning English, I designed my own way of testing. Since the learners participating in the research could not read even in their mother tongue at the beginning of testing, I decided to employ a structured interview as a main method of data collection.

I also obtained some data from teachers in the primary school in Kunštát, and from questionnaires that I gave to parents in Olešnice. The questionnaires can be found in Appendix B.

#### 5.5.4.1 Structured interview

“Interviews involve the collection of verbal – and sometimes nonverbal – data through direct interaction between the researcher and the individuals being studied” (Gall et al. 134). Although the interviews are time-consuming, a well-prepared structured interview is similar to a questionnaire, so gained information can be easily processed statistically. In the structured interview, all respondents are asked the same questions in the same order. Interviewers ask questions according to their prepared schedule, and enter the responses into their summary sheets, in which they can tick or circle responses and make notes. The interviewer should write down the responses without any comments (Chráska 182; Bell 157-160). The schedule of questions for the interview that I created for my research can be found in the Appendix C.

Now let me describe the process of creating the interview and its components. Firstly, I acquainted myself with the content of the educational field of Foreign language comprising expected outcomes and the subject matter for this area within the *Framework Educational Programme for Basic Education*. In this document, the educational content is divided into two stages, which are both subdivided into two periods. For this research, only the stage 1 is relevant and it includes grades 1 to 3 in the period 1 and grades 4 and 5 in the period 2 (16).

Although the foreign language, English in most cases, is not mandatory until grade 3 (112), and the first expected outcomes are not binding to the end of the second period of the first stage (i.e. the end of grade five), I consider it useful to take notice of the required outcomes and the subject matter from the very beginning of teaching. Expected outcomes “define the expected competency in applying acquired knowledge in“ common everyday life situations, and the subject matter “is supposed to be a means to achieve the expected outcomes” (16-17).

In my opinion, while working with VYLs, it is possible to start working on following language skills identified as expected outcomes in the FEP BE:

- **pronounce (...)** correctly in terms of phonetics an appropriate vocabulary range,
- **understand simple instructions** and sentences and **respond appropriately**,
- **understand familiar words and simple sentences** related to the topics being covered,
- **greet and say goodbye** both and adult and a friend (25-26).

The expected outcomes are supposed to be “attained through the subject matter” (133) which must be selected and adjusted “with respect to the pupils’ needs, interests, inclination and talents” (17). As I see it, the selection of thematic areas of the subject matter is largely influenced by individual teacher’s approach to language teaching but also the choice of textbook that is used in lessons. To work on determined outcomes above, it is possible to exploit these areas of subject matter of the educational field:

- **rules of communication in common everyday situations** – greetings, thanking, introductions;
- **simple messages** – address, congratulations, holiday greeting and letter, apology, request;
- **theme areas** – home, family, school, free time and leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data;
- **vocabulary and word formation** – synonyms, antonyms, meaning of words within context;
- **basic grammatical patterns and types of sentences** – simple sentences, forming questions and negations, word order in a sentence (26).

Secondly, I read over the School Educational Programme (SEP) of the Kunštát primary school. At the end of period 1, pupils are expected to:

- **greet and say goodbye**
- **introduce themselves**
- **say the names of favourite animals, some things around them, colours**
- **count to ten**
- **say and sing several simple poems and songs**
- **respond simple instructions**
- **say what something is and where they are**
- **read and write simple words**

Pupils can achieve these expected outcomes through learning this subject matter:

- greetings
- introduction
- identifying animals, family members, drinks and food, things around us, school
- counting to ten
- verbs to be and to have: first-person singular forms

- reading with the focus on pronunciation
- rewriting block letter words in cursive (Kuchyňová 51).

Thirdly, I took into account research participants and their previous experience with English learning. Most of learners with previous experience had attended English classes in kindergartens in Kunštát or Olešnice. In both kindergartens, teachers used the textbooks *Cookie and Friends A*. In brief, *Cookie and Friends* edition is “a three-level, story-based course” for 3 – 6 year olds. It brings stories of “three friends who live in a tree” – “Cookie the cat, Densel the duck and Lulu the kangaroo” (Cookie). Ema, who taught the children in the kindergarten in Kunštát, told me that they went partly through volumes A and B, and showed me the topics they learnt in the lessons. She also mentioned that some of pupils attended the English classes regularly for two years, some of them one year and some even less.

The textbook *Cookie and Friends A* covers following theme areas and vocabulary: **main characters** (Cookie the Cat, Densel the Duck, Lulu the Kangaroo), **phrases** (Hello. I’m ...), **numbers** (1 – 6), **colours** (red, pink, yellow, purple, green, blue, purple), **toys** (ball, dolly, car, train, teddy, scooter), **body** (head, fingers, arms, legs, tummy, feet), **clothes** (T-shirt, shoes, trousers, jacket, socks, hat), **animals** (bird, turtle, spider, fish, rabbit, elephant), and **food** (chocolate, apples, ice cream, cake, fish, bananas) (Harper and Reilly A). *Cookie and Friends B* includes these theme areas and vocabulary: **family** (sister, brother, mummy, daddy), **toys** (drum, phone, boat, robot, trumpet, boat), **body** (hair, nose, ears, eyes, mouth, face), **weather** (hot, sunny, cold, windy, rainy + umbrella), **jungle animals** (snake, tiger, parrot, monkey, crocodile, lion), and **food** (melon, sandwiches, cherries, chicken, yoghurt, milkshake) (Harper and Reilly B).

Fourthly, I studied the school year plan for English classes (Appendix D), and read over key language in *Happy House 1* class book. According to Roberts, *Happy House* “is a story-based course for young children with very little or no previous experience of English”, which “introduces English through listening and speaking.” Stories in books take learners to two worlds – to the world of a family and their cat living in a house and the fantasy world of mice living in the house as well (8). In the class book *Happy House 1*, I found this key lexis in first four planned units to learn during the first grade:

- Unit 1: **main characters** (Dad, Daisy, Jack, Mum, Otto, Polly, Ruby, Spike), **phrases** (Hello!; I'm (+ name); What's your name?; Who's this?; It's (sb)/me!; It's a (happy) house; Here's a ...), **house** (door, roof, floor)
- Unit 2: **school objects** (bag, book, pen, pencil, pencil-case, ruler), **phrases** (There's a ...; What's this? It's a ...; Yes; No; (three) and one more is (four); How many ...?), **numbers** (1-10), verb (dance)
- Unit 3: **toys** (car, doll, drum, guitar, plane, train), **phrases** (Here's a ...; two/three/four dolls/planes; a (red) (pen)), colours (blue, green, orange, pink, red, yellow), **shapes** (circle, square, triangle), **verbs** (beat, play, fly, drive)
- Unit 4: **clothes** (a hat, a jumper, a shoe, a skirt, a sock, a T-shirt), **phrases** (one red sock – two red socks; My favourite ...; one (blue) T-shirt and one (yellow) T-shirt; to green T-shirts); **colours** (black, grey, purple, white), **verbs** (put on your (T-shirt); take off your (trousers)) (4-5).

As Ema covered more lexis than had originally planned, I also had to add one more unit here:

- Unit 5: birthday (badge, balloon, cake, candle, card, present), phrases (I've got a...; Is it a ...?; How old are you? I'm (seven); What's that?; Is that a...?; Happy birthday (to you)) (5).

Fifthly, I studied first few lesson plans in book *Learning Another Language Through Actions* and chose some verbs to be tested. I also added some verbs from the list of instructions that Ema usually uses in their classes. I had already obtained these information for my bachelor thesis.

Lastly, on the basis of all the knowledge mentioned above, I designed the schedule of questions for the interview. I prepared two versions – one for the pretest and one for the posttest. According to Gall, “pretests ... are administered to determine the participant's status prior to initiation of the experimental and control conditions” (299), and posttests “at the conclusion of the intervention” (295). The latter one, I changed a little bit at the end of the school year according to what was done in the course of the experiment.

I counted an answer as the right one if a learner said correct word and his or her pronunciation matched one of the pronunciation variants in the Oxford Advanced Learner's Dictionary. However, taking into account that research participants are VYLs, I set some exceptions for accepting some answers as right

and you can also find them with the whole list of vocabulary on the attached CD. Research participants got one point for each correct answer.

Tables 3 and 4 present structures of both schedules and summarize tested language skills, teaching aids used for testing and expected responses. You can find both schedules and all tested language items, in the Appendix C.

Part	Tested language skills	Skill focus	Input	Expected response	Number of items
1	Interactive language skills	Understanding and responding to greetings	No visual prompt	Greet appropriately	2
		Understanding and responding to a personal question	No visual prompt	Answer the question	1
2	Productive language skills	Counting to ten	Fingers	Count from one to ten	10+
		Identifying numbers	Fingers	Say numbers	3
		Identifying colours	11 flashcards	Say colours	11
		Identifying toys	7 real objects, 5 flashcards	Say toys	12
		Identifying animals	7 real objects, 10 flashcards	Say animals	17 +
3	Receptive language skills	Understanding and following spoken instructions	Situational context	Follow the instruction	6

*Fig 4. Structure of the pretest*

Table 4 also reflects my later realization that I also needed to test the passive knowledge of learnt vocabulary on account of the approach that I used for teaching. At this point let me explain why this was important. As I based my teaching mainly on Asher's TPR approach, learners in experimental groups were supposed to develop listening skill first. Children followed my instructions, did actions, manipulated with objects, but I did not force them to speak. And so if I had tested only the active knowledge, it could have influenced the interpretation of final results.

Part	Tested language skills	Skill focus	Input	Expected response	Number of items
1	Interactive language skills	Understanding and responding to greetings	No visual prompt	Greet appropriately	2
		Understanding and responding to a personal question	No visual prompt	Answer the question	1
2	Productive language skills	Counting to ten	Fingers	Count from one to ten	10+
		Identifying numbers	Fingers	Say numbers	3
		Identifying colours	PPP	Say colours	12
		Identifying toys	PPP	Say toys	12
		Identifying animals	PPP	Say animals	26 +
		Identifying house objects	PPP	Say house objects	7
		Identifying school objects	PPP	Say school objects	6
		Identifying clothing items	PPP	Say clothing items	7
		Identifying birthday objects	PPP	Say birthday objects	6
		Identifying body parts	PPP	Say body parts	15
3	Receptive language skills	Understanding numbers	Fingers	Point to numbers	10
		Understanding colours	PPP	Point to colours	12
		Understanding toys	PPP	Point to toys	12
		Understanding animals	PPP	Point to animals	26 +
		Understanding house objects	PPP	Point to house objects	7
		Understanding school objects	PPP	Point to school objects	6
		Understanding clothing items	PPP	Point to clothing items	7
		Understanding birthday objects	PPP	point to birthday objects	6
		Understanding body parts	PPP	Point to body parts	15
		Understanding and following spoken instructions	Situational context	Follow the instruction	19

Fig. 5. Structure of the posttest

## 5.5.5 Research procedure

### 5.5.5.1 Experimental and control groups formation

Unfortunately, my research was attended by many complications, which you can read below. Figure 6 shows how research conditions were gradually changing before the experimental research started. Obviously, the final conditions were not ideal for a meaningful investigation but I had to adapt to the changing conditions to finish my thesis.

	<b>Group</b>	<b>Approach</b>	<b>Number</b>	<b>Age</b>	<b>Teacher</b>	<b>Learning environment</b>
<b>Original conditions</b>	Group 1 (1A) – control	traditional	18	6-7	Bára	primary school class 1A
	Group 2 (1B) – experimental	movement-based	18	6-7	Bára	primary school class 1B
<b>Changed conditions</b>	Group 1 (1A) – control	traditional	18	6-7	Bára	primary school class 1A
	Group 2 (1B) – experimental 1	movement-based	18	6-7	Bára	primary school class 1B
	Group 3 (mix) – experimental 2	movement-based	18	5-8	Bára	mother center
<b>Final conditions</b>	Group 1 (1A) – control	traditional	18	6-7	Ema	primary school class 1A
	Group 2 (1B) – experimental 1	movement-based + traditional	18	6-7	Bára + Ema	primary school class 1B
	Group 3 (mix) – experimental 2	movement-based	12 (out of 18)	4-7	Bára	mother center

*Fig. 6. Development of research conditions*

At first, I planned to conduct a true experiment (a pretest-posttest control-group experiment with randomization). In May 2010, I met the headmaster of the primary school in Kunštát, explained to him my intention, and was surprisingly offered to teach English in both first classes in the school year 2010/11. There was the same number of pupils in both classes and I intended teaching those groups in different ways. In one of the class, I wanted to use the textbook *Happy*

*House* and follow lesson plans in teacher's book. In the second class, I planned to follow Asher's book *Learning Another Language through Actions*.

Meanwhile, I was offered to teach English to VYLs in the mother center Hastrmánek. I accepted the offer, created a poster (Appendix E), met with parents interested in the course later, and accepted all children aged 4 to 7 years. I wished to divide the children into two groups (children aged 4 to 5 and 6 to 7), but it showed to be inconvenient for mothers whose children would have belonged to both groups. On that account, I formed only one group in the end. I informed parents about my experiment for the diploma thesis, and since all the parents agreed with conditions, I included this group in the sample. I intended using Asher's book *Learning Another Language through Actions* in this group as well.

In July 2010, I met the headmaster of the primary school in Kunštát again to arrange details of our verbal agreement, but he notified me that I would not be able to teach on my own in the end. I attempted to find another primary school for my research, but this task proved to be very difficult and impossible to accomplish. All of a sudden, my plans seemed lost. Luckily, a thought came to my mind. I knew that my first class teacher Ema, who had still been teaching at the primary school in Kunštát, and who helped me with my intervention programme for the bachelor thesis two years ago, would teach English in those first classes that I was originally supposed to teach. I visited her, explained to her my complicated situation, and she was so kind that she allowed me to teach in my way in her classes. After that I met the headmaster, who also permitted me to come to the school and teach there during the year.

However, another complication appeared soon. The headmaster promised me that when they would put together the timetable for the following school year they would put both English lessons in the first classes on Fridays. Unfortunately, he forgot to arrange it and one class had English on Tuesdays and the other on Wednesdays. As I was supposed to attend my courses at university on Tuesdays and Wednesdays, it was a big problem for me. It was too late to reschedule the timetable in the primary school, so I finally decided not to attend some of my enrolled courses on Wednesdays. For that reason, I had to change research conditions again. I had to attend my courses on Tuesdays, so the Tuesday group – class 1A – was taught by Ema and functioned as the control group. The class 1B was assigned to the experimental group. The second assigned experimental group was

a mix of children taking my course in Hastrmánek, which was created at the end of August. So at the very end of August all research conditions were finally determined.

### **5.5.5.2 Data collection: Pretest**

Before I administrated the pretest described above to all research groups, I needed to find out whether my instructions and the pretest itself were comprehensible. For that reason, I conducted a pilot testing of it in August with a six-year-old girl who attended English in kindergarten, which really helped me to clarify some instructions and make last revisions to the testing instrument.

I carried out the pretests in two first weeks in September 2010. I tested group 3 on Saturday, 4 September, and groups 1 and 2 on Monday and Tuesday, 6 and 7 September. I tested learners in free rooms in the mother center Hastrmánek and in the primary school Kunštát, in which I placed all the flashcards, and realia needed for the pretest on tables. Children were tested one by one. I introduced myself and explained to children what they would. I used a puppet to talk to children during testing. I wrote down their answers into schedules of answers.

### **5.5.5.3 Exposure to interventions**

In an experiment, it is usual that “the experimental group is exposed to an intervention, whereas the control group either receives an alternative intervention or no intervention” (Gall et al. 295). Originally, I intended to implement the intervention in all groups over the period of ten months. However, I must mention here that further complications arose in the course of the experiment. As I had to attend a course at university in the spring term, I had to stop teaching group 2 at the end of February, so Ema taught the class instead of me until the end of the school year. Last but not least, to the end of the school year, I had to cancel several lessons on a number of counts in Hastrmánek. In other words, only control group stayed in its assigned conditions during the whole experiment, and conditions in experimental groups were affected by force of circumstances during the research.

The control group was taught by Ema, who followed *Happy House 1*, and did activities in their lessons as she was used to.

Initially, I thought that I would teach experimental group 1 only on my terms. Nevertheless, after my first lesson, in which I introduced some games and several

commands as it was described in Asher's book *Learning Another Language Through Actions*, Ema asked me to combine my intended method with the textbook *Happy House 1*. For that reason, I had to find another way of planning my lessons. Finally, I also followed the textbook but I skipped some activities and did only activities involving movement. Besides, I chose some activities in the textbook and transformed them to 'listen and do' form. I also did some extra activities from time to time.

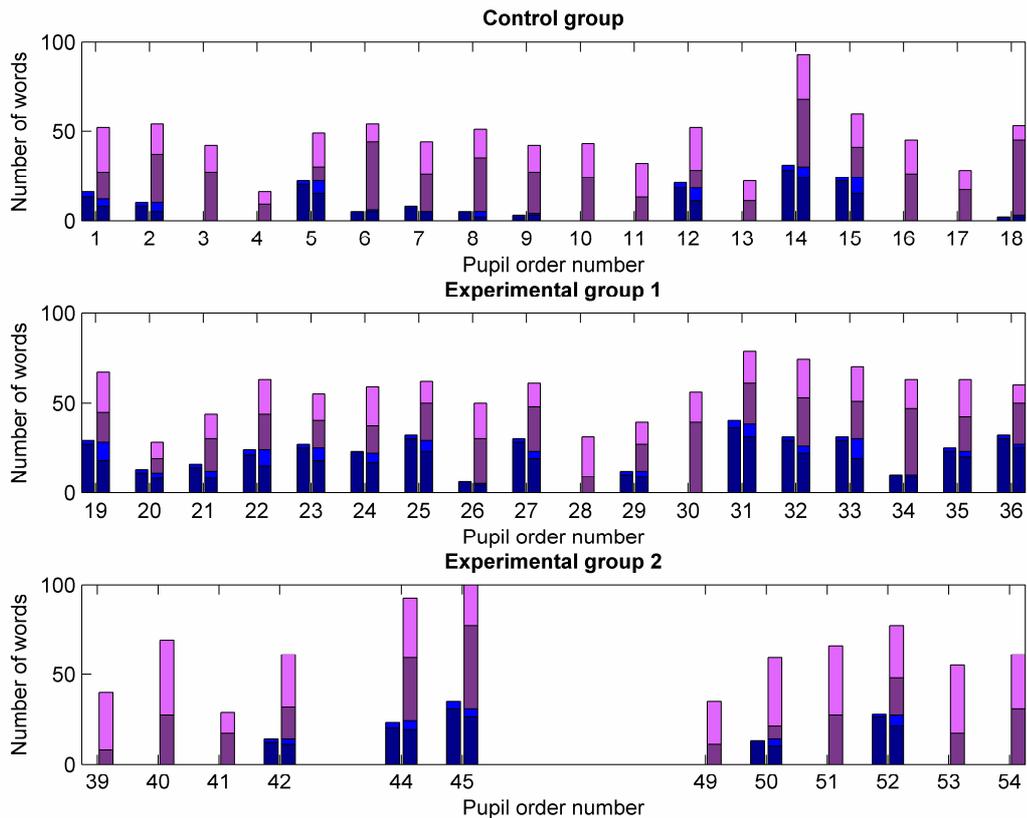
In experimental group 2, I just wanted to follow lessons in Asher's book (see above). In the first lesson, I demonstrated several verbs and children followed them. I was very pleased when children could perform them in the second lesson. However, when I started to introduce new commands and combine them with the old ones, children got bored soon. Then I realized that I would have to add other types of activities to the following lessons. In addition to instructing and following commands, we also sang action songs, and played action and psychomotor games. Furthermore, I established some classroom rituals and routines. At the beginning of each lesson, we sang the song 'Hello everyone', then we did a few warm-up exercises, and sang "Head, shoulders, knees and toes." I made stickers, and before the end of the lesson, I gave them to children who behaved well and cooperated with me. When children took the stickers from me I taught children to pronounce *thank you* correctly. At the very end of the lesson, we sang the song 'Goodbye everyone.'

#### **5.5.5.4 Data collection: Posttest**

I administrated the posttest in June at the end of the school year 2011. As there were much more objects to identify, I prepared a PowerPoint presentation with pictures instead of using realia and flashcards. You can see it in Appendix F.

## 6 Data analysis

In this chapter, I analysed collected data. Although, I attempted to deduce as much as I could from the data I gained from the structured interviews, I intended to describe only important and interesting facts not all tested items word by word. Nevertheless, it is interesting to see all research participants' answers. As it was not possible to print the data in a convenient format, it is stored on the attached CD.



*Fig. 7. Collected data: overall survey*

All collected data relevant to the analysis of the experiment is shown in Figure 6. Figure 6 contains three graphs, one for each group. The graphs present research participants' lexis at the beginning and the end of the experiment. The x axis indicates a research participant's number that I assigned to him or her at the beginning of the experiment, and the y axis shows the number of learnt words or phrases before and after the experiment. Research participants' results are represented by either one or two bars. The first bar presents data collected in the pretest (T1), the second one in the posttest (T2). Only one bar indicates that a research participant had no experience in learning English at the beginning of the experiment. The colours stand for collected data as follows:

- 1<sup>st</sup> bar
  - RPs could use this **active** lexis in T1; (known, T1 (a))
  - RPs knew this **passive** lexis in T1 (only commands); (known, T1 (p))
- 2<sup>nd</sup> bar
  - RPs could still use this **active** lexis in T2 as in T1; (known, T2 (a))
  - RPs could use this lexis **actively** in T1, but knew it only **passively** in T2 + RPs still knew some **passive** lexis as in T2 (commands); (known T2 (p))
  - RPs learnt this **active** lexis during the experiment; (learnt, T2 (a))
  - RPs learnt this lexis **passively** during the experiment; (learnt, T2 (p))

In all analyses, I worked on the assumption that if a learner knew a word actively, he knew it passively as well. When I say that research participants could use lexis actively, in fact it means they could pronounce particular words, or greet appropriately. To see if research participants knew the lexis passively, they pointed to objects I said.

All following graphs present individual areas of tested language items.

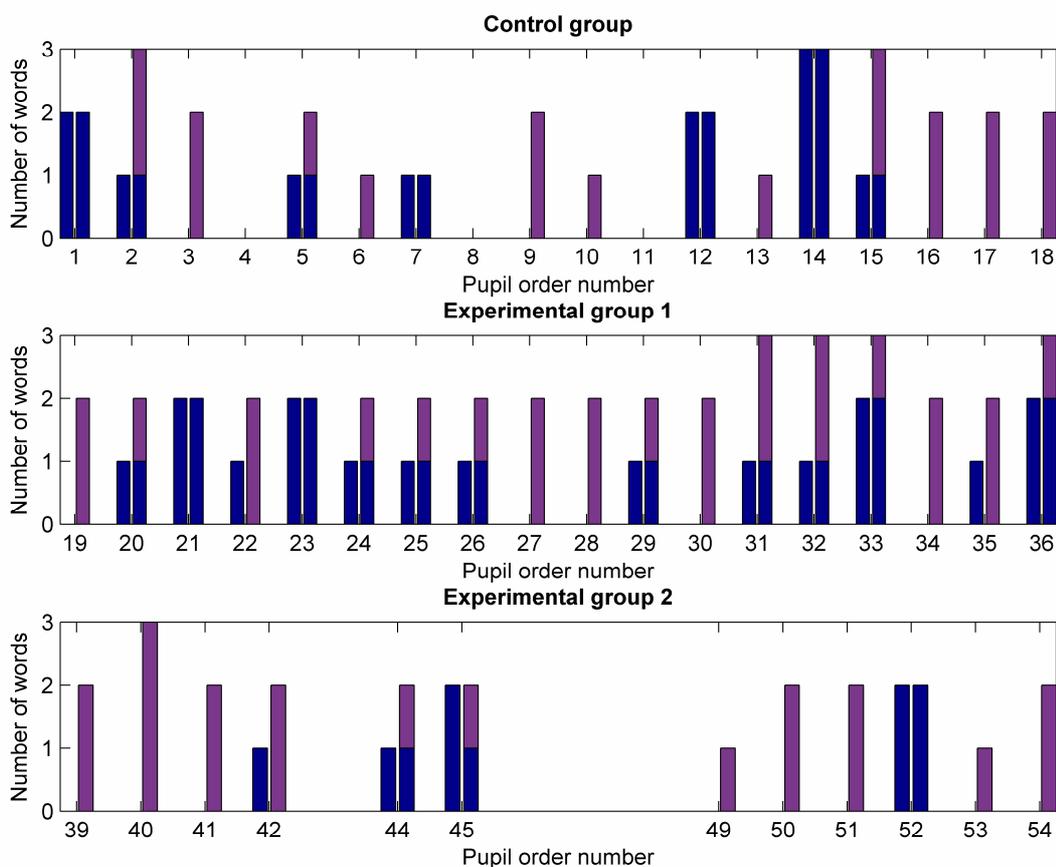


Fig. 8. Social interaction

Figure 8 presents the part of the test focusing on interactive language skills. At the beginning and the end of the interview, I greeted RPs who were required to respond appropriately. In the pretest only 26% of all RPs could say hello and 34% could say goodbye. In the posttest, the numbers increased and 83% of RPs could say hello and 70% could say goodbye.

Each RP was also asked what his or her name was. Before the experiment, only 3 children (6%) could reply. This number improved to 18 RPs (38%), out of which only 4 children belonged to the control group, 7 to experimental group 1 and also 7 to experimental group 2.

Only 8 RPs (17%) managed to gain full marks in this part, out of which RP 14 already knew everything before the pretest. 3 RPs in the control group did not answer anything. As a lot of RPs in experimental group 1 knew some phrases in the pretest, it is hard to pinpoint which of groups performed best in the posttest.

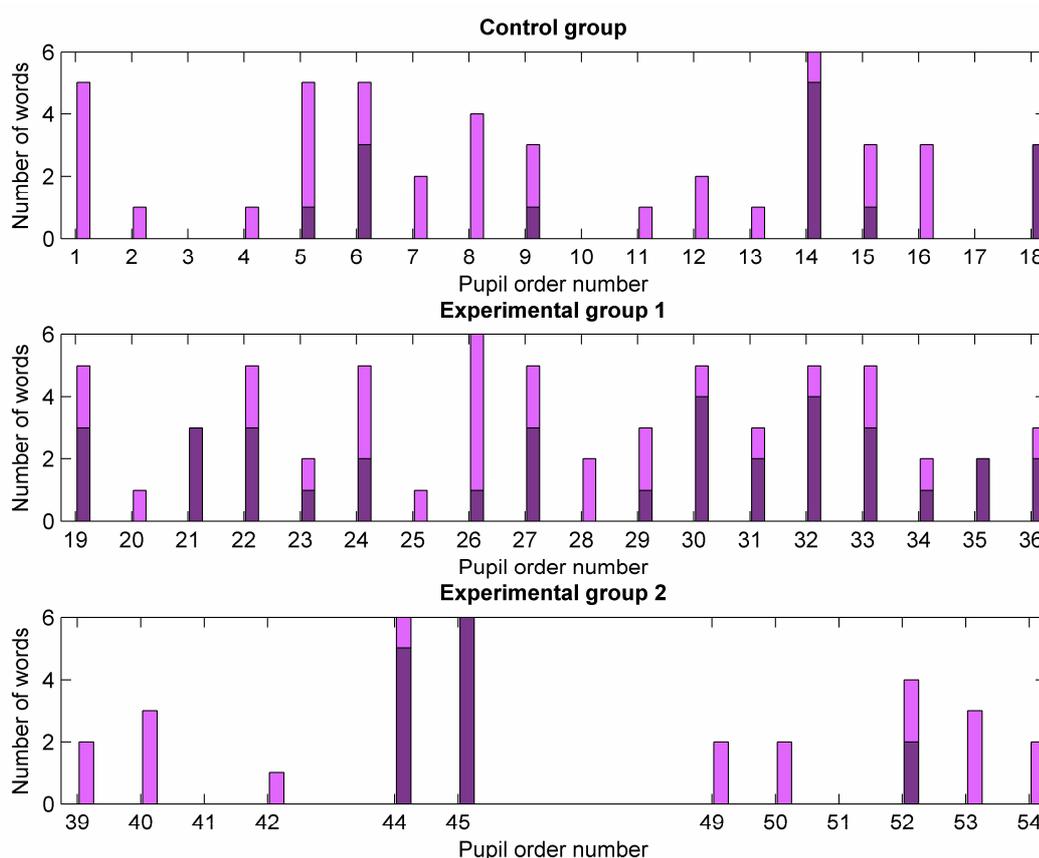


Figure 9. Lexis: house

The theme area 'house', which is presented in Figure 9, was new for all RPs. The list of key language in *Happy House* included words *house*, *window*, *door*, *roof* and *floor*, and I added two extra words *chair* and *table*.

The best score in active lexis gained RP 45 (6 words). Only 17% of RPs in control group (3RPs), 17% of RPs in experimental group 2 (2RPs), and 39% in experimental group 1 (7RPs) could say at least 3 words out of 5 key ones. Adding active and passive lexis together, at least 3 points out of key language were gained by 44 % of RPs in the control group (8 RPs), 67% in experimental group 1 (12 RPs), and only 25% in experimental group 2 (3RPs). Finally, 15 RPs (83%) in experimental group 1 learnt at least one word in comparison to 6 RPs (33%) in control group and 25% in experimental group 2. All RPs in experimental group 1, and 83% of RPs both in the control group and experimental group 2 understood at least one word. The most successful group was obviously experimental group 1.

The RPs remembered most the words *door* and *window*. They had problems with the words *roof* and *house*, which surprised me a lot because 36 first graders used the textbook *Happy House* at school during the year. Of those 36 pupils, only 4 (11%) could say the word *house*, and 7 (19%) gave the answer ‘happy house’. Of those 36, 22 (61%) could point to the picture of a house in the part testing receptive skills.

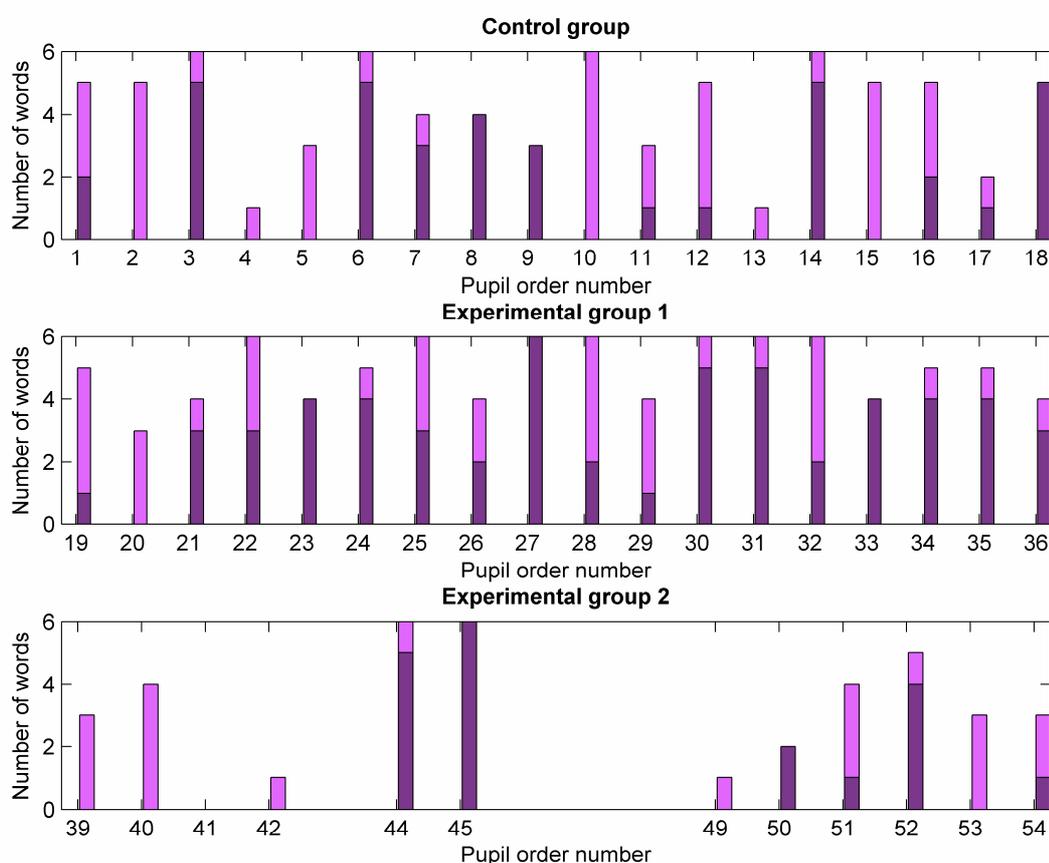


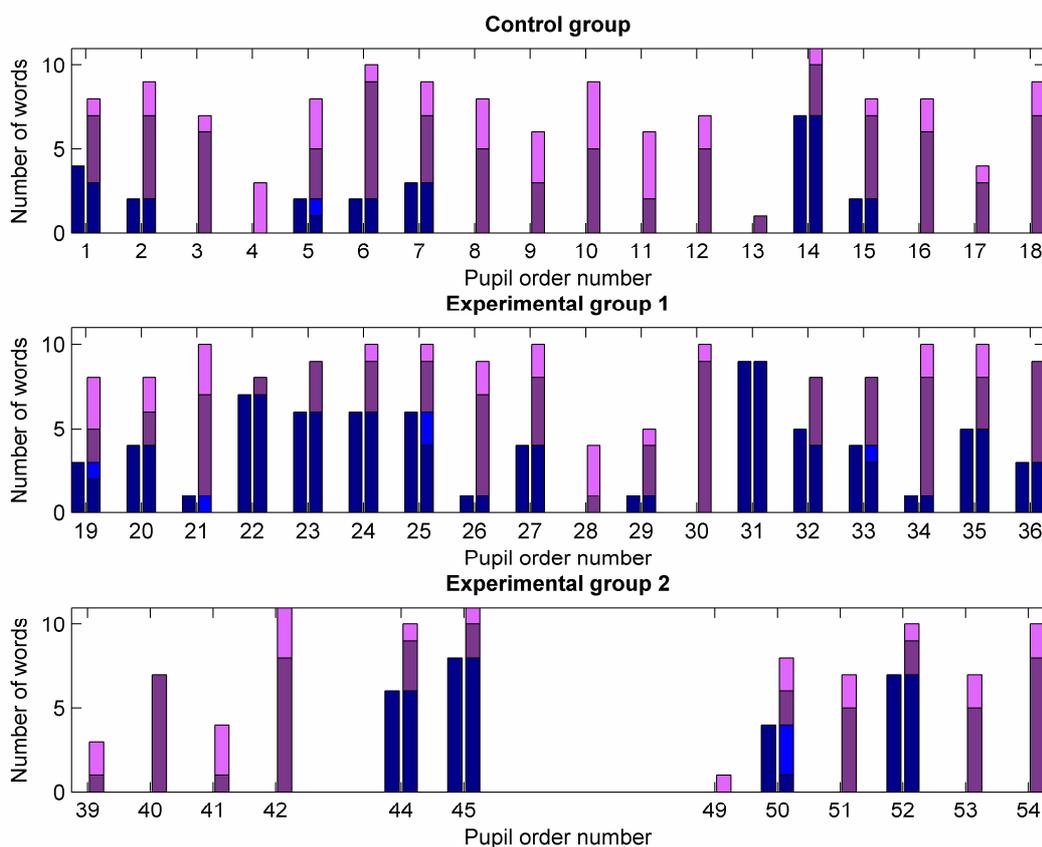
Fig 10. Lexis: school

Figure 10 shows how RPs performed in the topic ‘school’, which was new for everyone as well. I tested all 6 key words from the list in the *Happy House: bag, book, pen, pencil, pencil-case* and *ruler*.

Only 2 RPs gained full marks and could say all 6 words. However, when I put together active and passive lexis, 13 RPs (27%) could at least understand all the words – 4 RPs from the control group, 7 from experimental group 1, and 2 from experimental group 2. 5 RPs in the control group (28%), 8 RPs in experimental group 1 (44%), and 3 RPs in experimental group 2 (25%) managed to say at least 4 out of 6 words. These numbers rose after adding passive scores in this way – at least 4 out of 6 words were said or understood by 12 RPs in the control group (67%), 17 RP(s) in experimental group 1 (94%), and only 5 RPs in experimental group 2 (42%). All research participants could say or at least understand 1 word except RP 41. All in all, experimental group 1 was the most successful group in this area.

The most common correct answers were words *book* and *pencil case*. On the other hand, some RPs had difficulty in distinguishing between *pen* and *pencil* or *beg* and *badge*. Some RPs had also problems with pronunciation of some words. Everyone pronounced *bag* as /beg/, and *ruler* was often pronounced as /ru:l/, /ru:və(r)/, /lu:vər/, or /luvər/.

Fig. 11. Lexis colour.



This task shown in Figure 11 – identifying colours – was well done by many RPs. In the pretest, I tested 10 colours including *blue, green, pink, purple, red, yellow, orange, black, white, brown*, and in the posttest I added also *grey*.

In this range of lexis, it is again very hard to decide which group succeeded in learning most because there were many learners who learnt colours before the experiment. Just as a matter of interest, out of 48 RPs, 33 (69%) were able to say or understand 8 to 11 colours correctly in the posttest. Taking into account only active lexis, I calculated that the average number of correct answers rose from 1 to 5 in the control group, from 4 to 7 in experimental group 1 and from 2 to 6 in experimental group 2. After adding also passive knowledge, the averages of identified colours rose from 5 to 7 in the control group, from 7 to almost 9 in experimental group 1, and from 6 to 7 in experimental group 2.

The easiest colours for RPs appeared to be colours *orange, red, and blue*. The most difficult colour that was identified only by 3 RPs was *grey*. Nobody could pronounce *black* correctly, and pronounced it /blek/ instead of /blæk/. *Purple* also caused some problems and was pronounced /'pe:rpəl/, /'pɜ:rpəl/, or /'pɜ:pəl/.

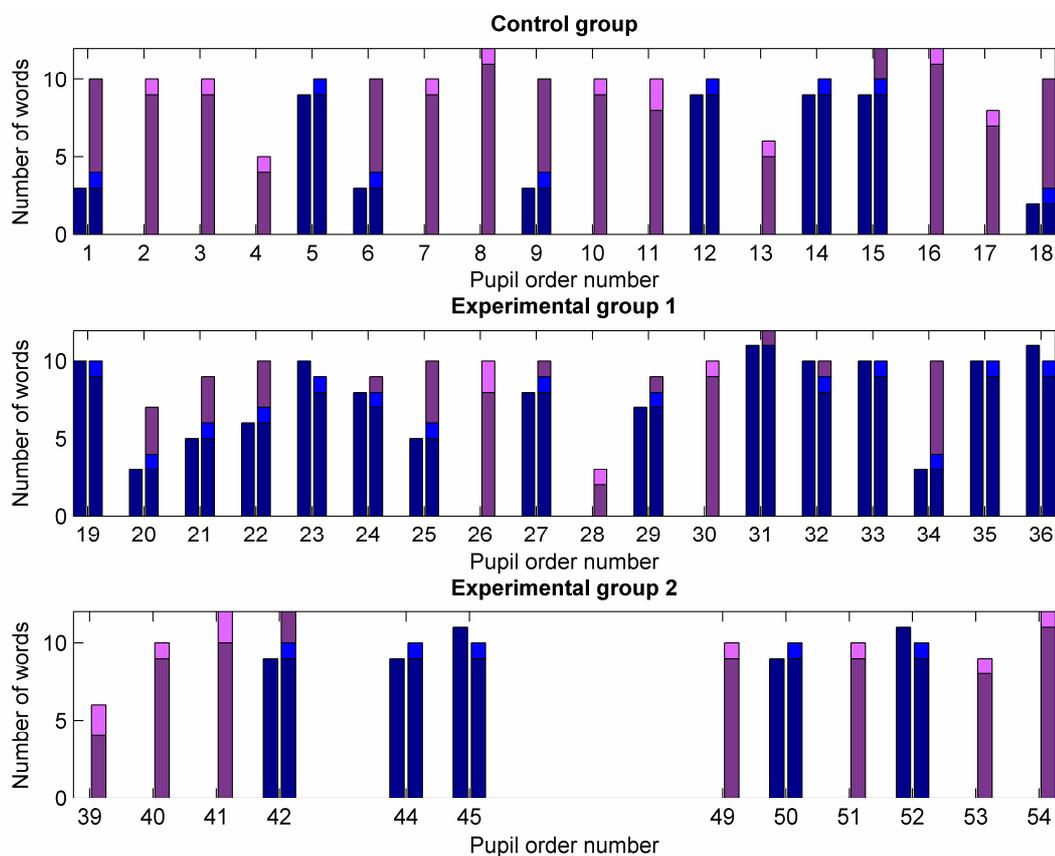


Figure 12. Lexis: numbers

In this part, RPs were required to count from one to ten, and they could count on if they wanted. As in cases above, this part of the test is not easily comparable among groups at first sight. As Figure 12 shows it was very well done on the whole, with 35 RPs (73%) achieving 9 and more points for saying this numerical series. However, only RP 31 could count from one to ten without a mistake. All the rest of RPs could not pronounce number *three* correctly, and pronounce it as /fri:/ and in one case also /tri:/. The second most problematic number to pronounce was *nine*, and was pronounced as /nait/ or /nɒn/.

When I saw some VYLs count to ten before doing my research, I often felt that they could only recite the numbers without their understanding. For that reason, I tried to find out whether children could identify numbers when they heard them in different order. After counting one to ten, children who could count at least to five were required to say the right number of fingers I showed them (i.e. numbers 5, 1, and 3). In the pretest, 21 RPs could count from one to five, and it emerged that the third of them could not say all three numbers correctly – 5 RPs could not identify one number, and 2 RPs did not know two numbers. In the posttest, the results improved because 45 RPs could count to five, and only 6 RPs could not identify all three numbers (5 RPs did not know one word and 1 RP could not say anything).

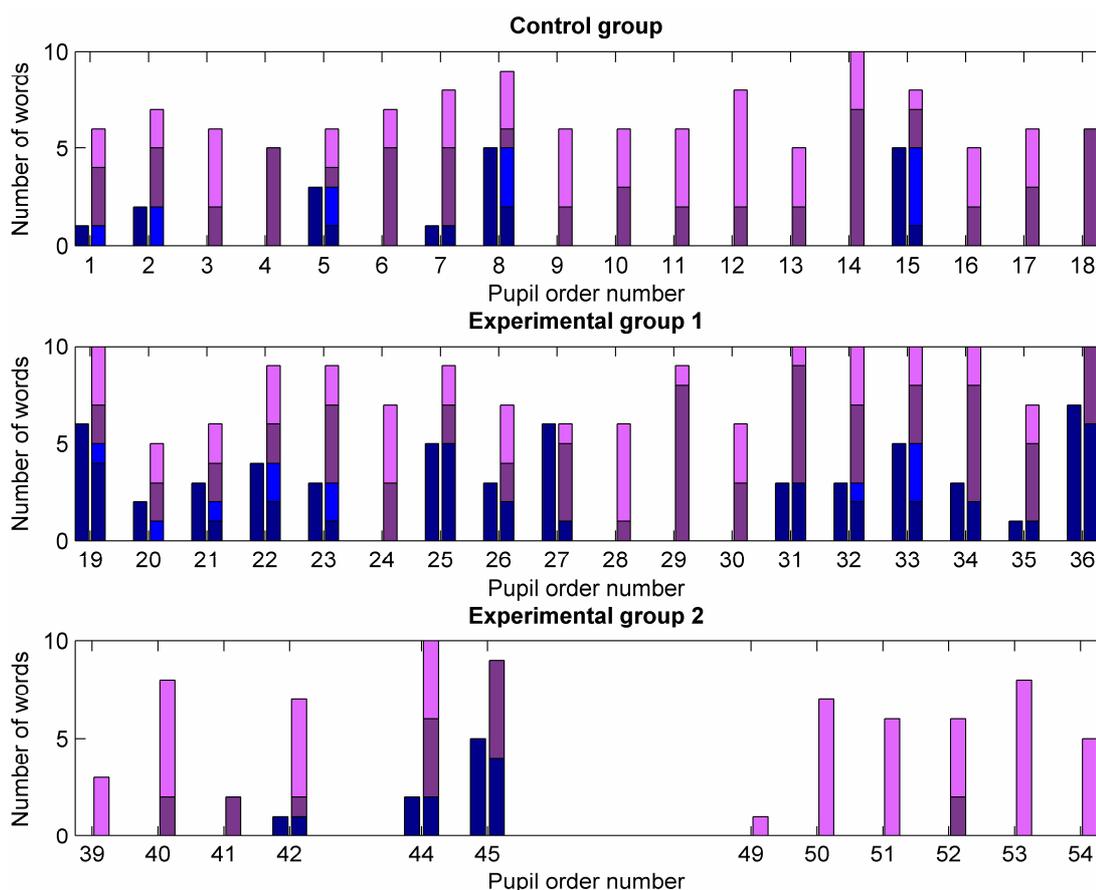


Fig. 13. Lexis: toys

This part of the test covered all ‘toys’ (except *phone*) from textbooks *Cookie and Friends A and B*, and *Happy House 1*. Key words to learn during the experiment were *car*, *dolly/doll*, *train*, *drum*, *plain* and *guitar*. I used words *ball*, *scooter*, *teddy (bear)*, *boat*, *robot*, and *trumpet* for testing hypothesis 3.

As we can see in Figure 13, the weakest results were obviously in experimental group 2. However, results in the control group and experimental group 1 were too close to decide who performed better. I can only provide information that after the experiment, RPs in the control group and experimental group 1 could say three new words on average in comparison to RPs in experimental group 2 who could say only 1 new word. It was interesting to find out that after counting up active and passive lexis, both the control and experimental group 1 reached exactly the same average 5,72, i.e. about 6 words. The average score of experimental group 2 increased from 1 to 5 words – which prove their development of listening skills.

The easiest word showed to be *car*. Some RPs mistook *dolly/doll* for *baby* or even *Daisy* (i.e. baby’s name in the “Happy House family”), and some RPs did not

differentiate *ball* and *balloon*. Some of mispronounced words were, for example, *guitar* /gɪ'tɑ:(r)/ pronounced as /dɪ'kɑ:(r)/, /kɪ'tɑ:(r)/, or /gɪtɑʊ/, *plane* /pleɪn/ as /pleɪ/, and *drum* /drʌm/ as /trʌm/ or /brʌn/.

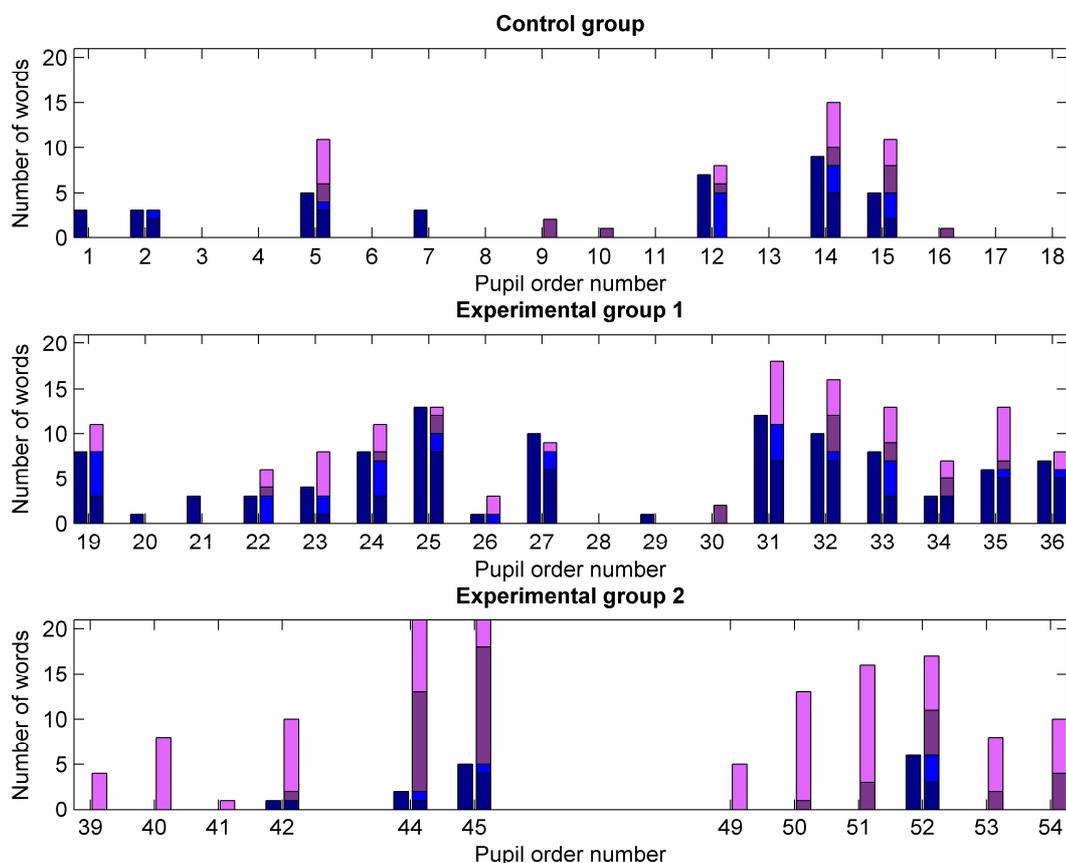


Fig. 14. Lexis: Animals

In the pretest, I used key nouns from textbooks *Cookie and Friends A* and *B*. This set of words included *bird*, *elephant*, *fish*, *rabbit*, *spider*, *parrot*, *snake*, and *tiger*. As the central characters Cookie, Densel, and Lulu are animals, I added words *cat*, *duck* and *kangaroo* to the list, too. I also tried to include the noun *owl*, because family members are pictured as owls in *Cookie and Friends* book. Lastly, I added *dog*, since it is one of the most common animals that children know.

The primary reason for including the theme area 'animals' to the interview was that I needed some data for proving my third hypothesis, in which I assumed the drop in scores of RPs who attended kindergarten and did not have the opportunity to review old vocabulary. In Figure 14, we can notice that all participants' correct responses in the pretest decreased in the posttests. Some words belonging to active vocabulary became the part of passive vocabulary, and some were forgotten. Thus, my assumption based on my knowledge of memory processes was proved.

In the posttest, I also included animals that children in experimental group 2 could see and play with in the mother center Hastrmánek. I knew it would not influence testing hypothesis 3 and I could also test how much RPs in experimental group 2 acquired due to TPR activities. The additional words were *snail*, *giraffe*, *frog*, *pig*, *cow*, *horse*, *donkey*, and *butterfly*. The last word that I included was *mouse* because there were many mice characters in *Happy House*. In the pretest, RPs in experimental group 2 understood 3 animals at most, in the posttest they could understand from 1 to 13 words.

What I found interesting was the fact that some RPs had problems in distinguishing the 'real' animals and animal characters from their textbooks. In the pretest, there were answers such as *Cookie*, *Cookie the cat*, *Densel the Duck*, *Lulu*, *Lulu kangaroo*, *Mickey monkey* and *Spike* (i.e. spider). Children did not understand meanings of these words or chunks, because they really thought that these were right words for naming animal species. Besides, one RP called *owl* as *father*.

On the other hand, it was surprising how little children learnt words *cat* and *mouse* although they were central characters in *Happy House* book. Out of 36 RPs in the control group and experimental group 1, 11 (31%) RPs could say the word *cat* in the pretest. In the posttest, only 12 (33%) RPs could say it, because some RPs forgot it during the experiment, and only 6 RPs learnt it. The word *mouse* was said only by 4 RPs in the control group and experimental group 1 at the end of the experiment.

As in other sections, there were problems with the pronunciation of the English sound *ash*. Children pronounced *cat* /kæt/ as /ket/, *rabbit* /'ræbɪt/ as /rebɪt/ (also /rʌbɪt/), and *parrot* /'pærət/ as /'perə/, or /perət/ (and also /pʌrət/). Other words difficult to pronounce were *kangaroo* /kæŋgə'ru:/ which was pronounced as /'kengru/, /ken'geru/, /ken'gru:/ or /gredenglu:/, and *elephant* /'elɪfənt/ pronounced as /elefənt/, or /leɪfnt/.

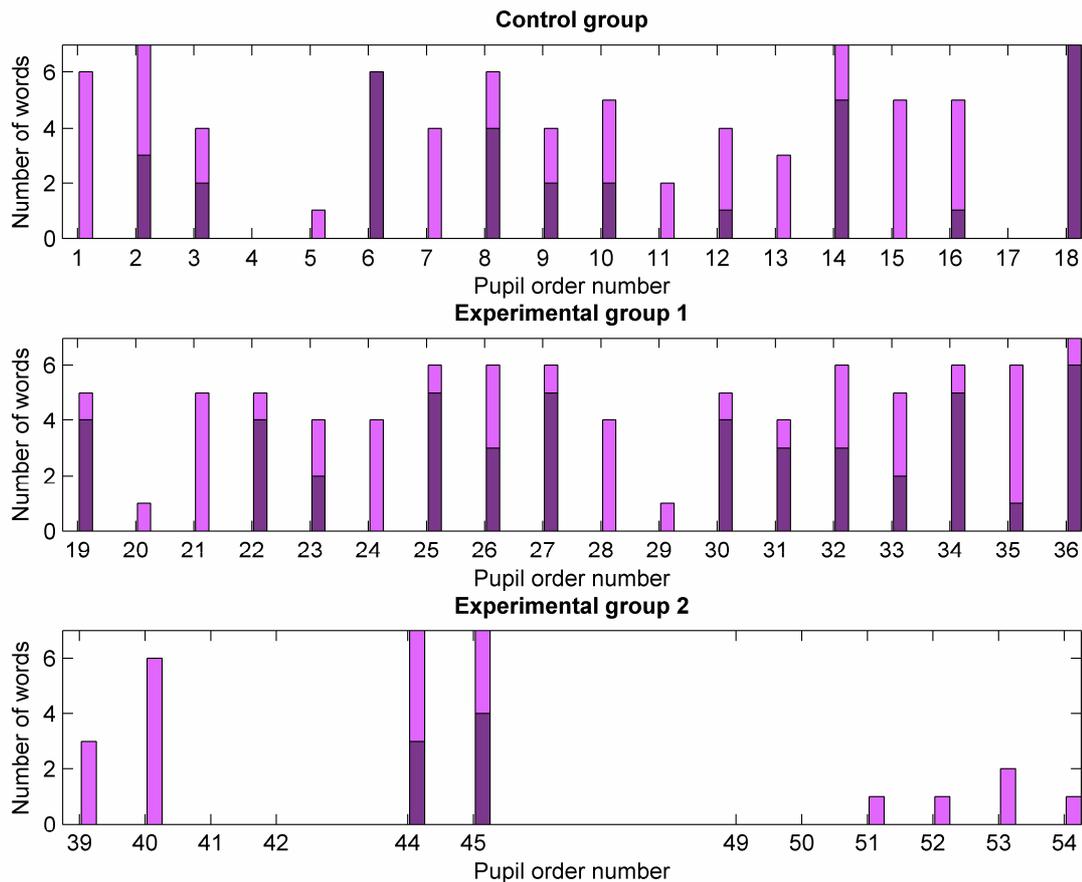


Fig. 15. Vocabulary: clothes

The theme area ‘clothes’ covered key language in *Happy House 1* and contained these following items: *hat, jumper, shoe, skirt, sock, T-shirt,* and *trousers*. Although this area was new for all RPs, it is suitable for the comparison of groups just partly. Unfortunately, as I described above I had to attend a course at university from the end of February. I stopped teaching experimental group 1 immediately before they started learning clothes. In experimental group 2, we started to learn this topic at the end of April. In May, I had to cancel some lessons because I attended the experiential course in Fryšták, and then I was in conference in Germany. In June, some lessons were cancelled for organizational reasons in Hastrmánek (first aid course). All these circumstances influenced results of research participants in experimental group 2, as you can see in Figure 15.

As a matter of interest, there are some data describing research participants’ results. Only RP 18 gained full marks and was able to say all 7 words. Besides, 6 RPs (13%) managed to say or understand all words when I added together active and passive vocabulary. Out of these 6 RPs, 3 belonged to the control group, 1 to experimental group 1, and 2 to experimental group 2. 12 pupils could say at least

4 words – 4 RPs were from the control group (22%), 7 RPs were from experimental group 1, and only one RP from experimental group 2. The scores increased again when I counted up both active and passive vocabulary. Then 32 (67%) RPs said or understood at least 4 words. Out of these 32 RPs, 13 RPs were in the control group (72%), 16 RPs in experimental group 1 (89%), and only 3 in experimental group 2 (25%). There were 6 RPs who did not get a point (1 RP from the control group, and 4 RPs from experimental group 2). The worst results achieved experimental group 2. The control group and experimental group 1 have very similar results again.

The most common correct answers were words *T-shirt* and *hat*. However, *hat* /hæt/ was always mispronounced as /het/. Some research used synonym *sweater* instead of *jumper*. Children also used plural forms of words *sock* – *socks* and *shoe* – *shoes*. A few RPs confused *shoe* with *sock*.

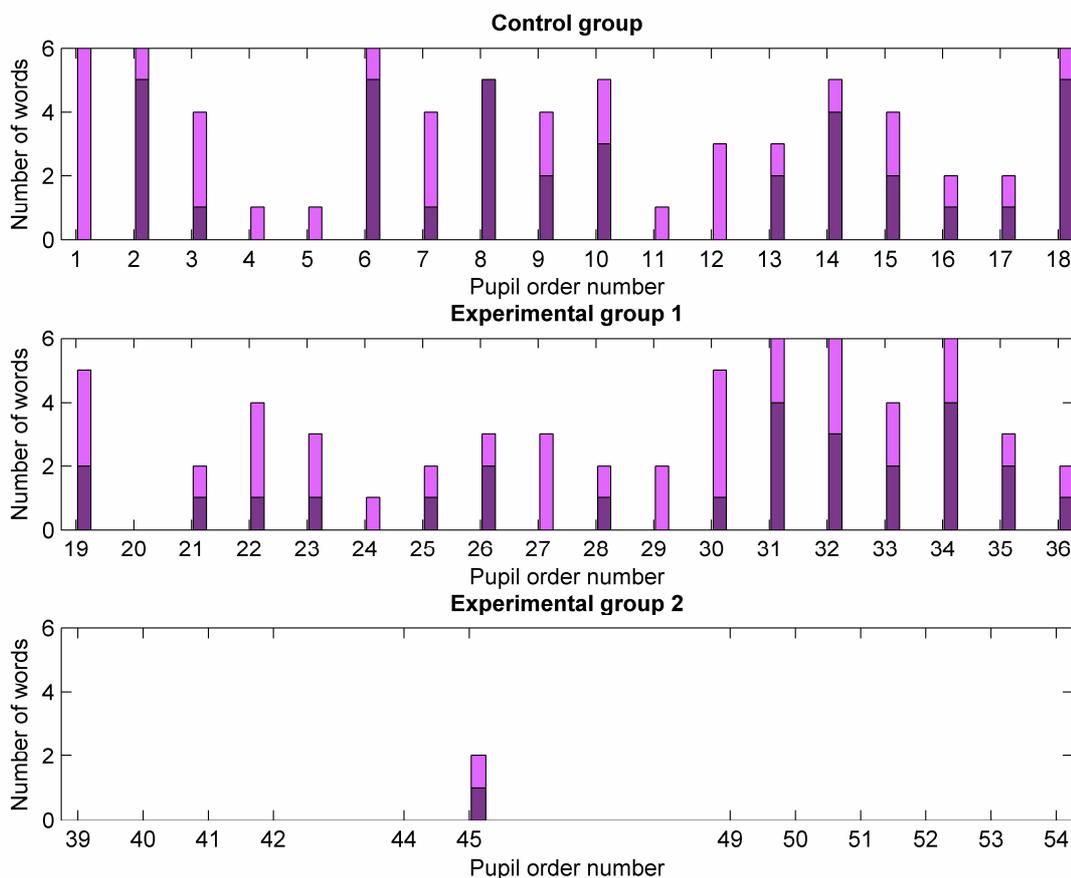


Fig. 16. Vocabulary: birthday

The topic ‘birthday’ was not in the plan for school year 2010/11 at first. However, the control group and experimental group 1 covered these six key words in *Happy House: badge, balloon, cake, candle, card* and *present*. As it is obvious in Figure 16, I did not manage to cover this topic with experimental group 2.

Putting active and passive lexis together, 3 RPs both in the control group and experimental group said or understood all six words in the posttest. 5 RPs (28%) in the control group and 2 RPs (11%) in experimental group 1 could say at least 4 words. When I added the passive knowledge, 11 RPs (61%) in the control group and 7 RPs (39%) in experimental group 1 could say or understand four and more key words. Apparently, the control group performed better in this part.

Regarding pronunciation, RPs could not pronounce words *badge*, *balloon*, and *card*. They pronounced /bedʒ/ instead of /bædʒ/, /'blu:/, /'blu:n/, /'balu:n/, /'belu:n/, /b'lu:/ instead of /bə'lu:n/, and /kɑ:rt/, /kɑ:kd/ and /tɑ:rt/ instead of /kɑ:rd/.

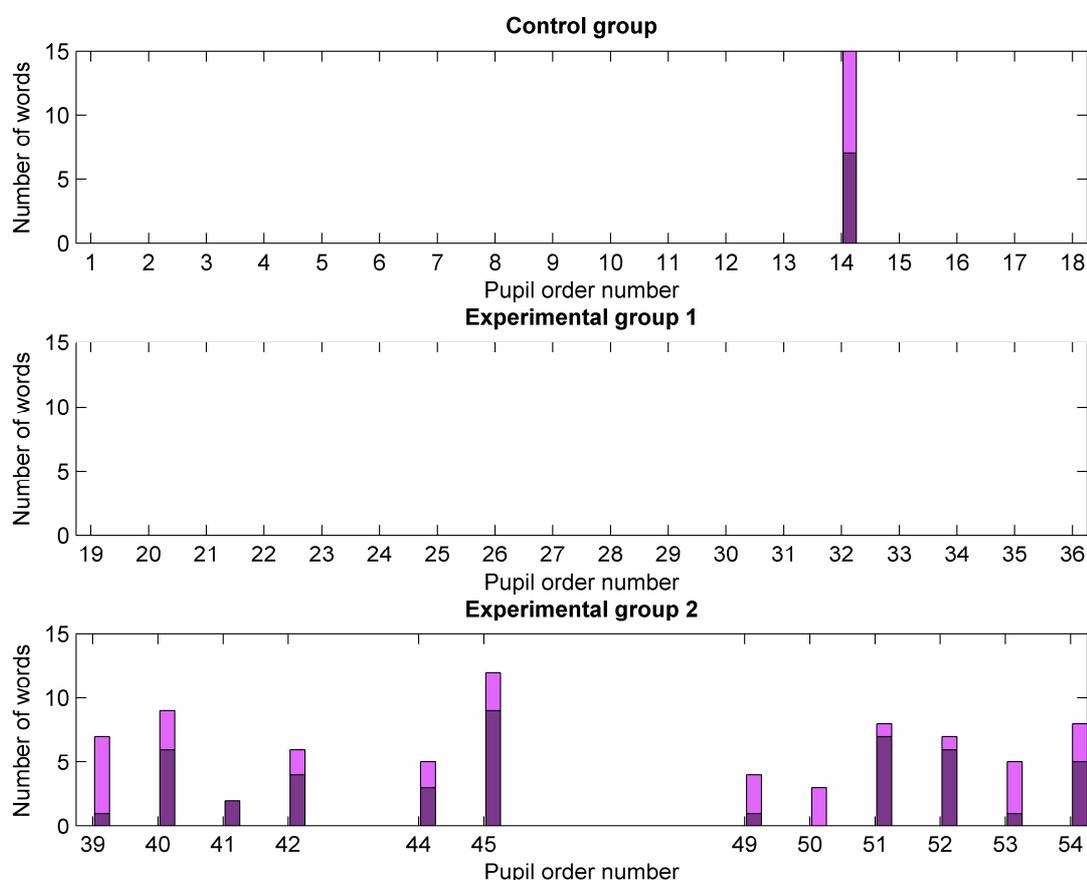
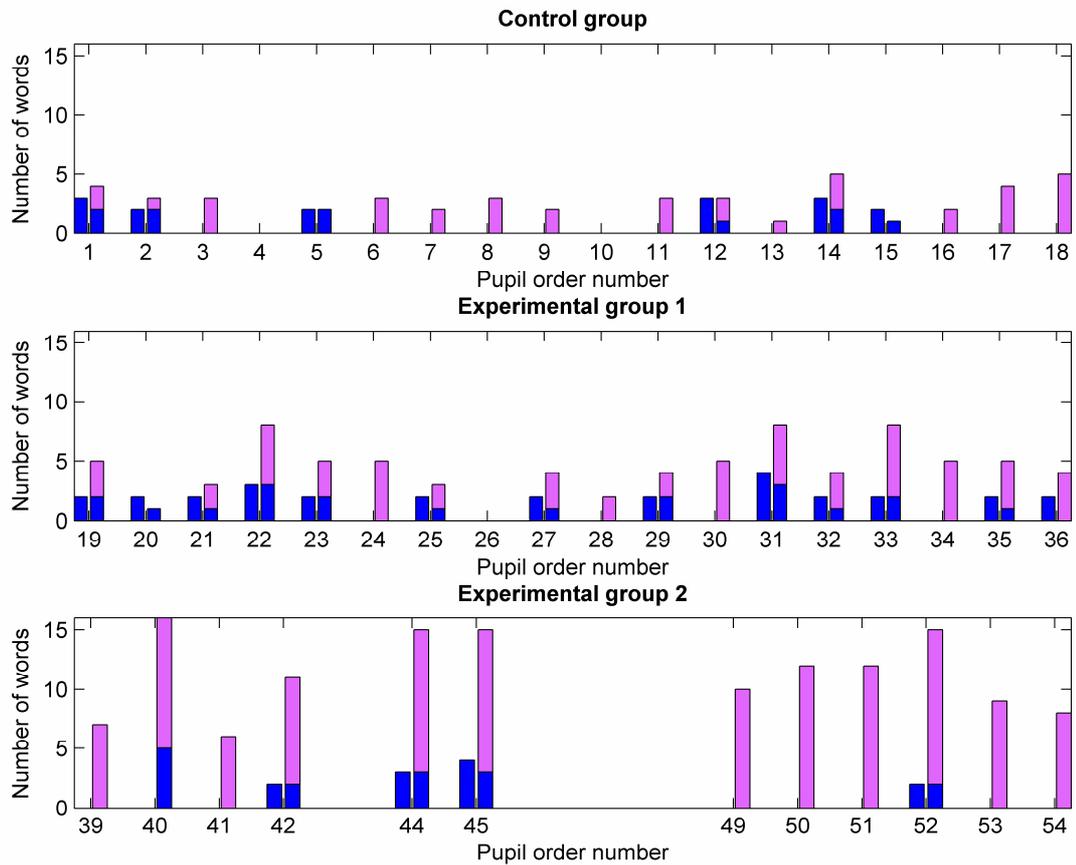


Fig. 17. Vocabulary: body

In experimental group 2, warming-up was one of the classroom rituals, which helped children to expand their vocabulary relating to ‘body’. Figure 17 presents how many words RPs could say or understand from this theme area in the posttest. RPs were required to identify some of these words: *arms*, *back*, *belly*, *bottom*, *ears*, *eyes*, *feet*, *hands*, *head*, *knees*, *mouth*, *neck*, *nose*, *shoulders*, and *toes*.

The easiest words were *nose* and *head*. The most often mistake was the pronunciation of the word *mouth* /maʊθ/, which was pronounced as /maʊs/.

The most successful RPs were RP 14 and RP 45. This is a good example of how difficult it is to do an experiment because at the time of experiment, RP 14 also took private English lessons, and RP 45 was one of the oldest, attended English at primary school simultaneously with the course, learnt English with his mother at home, and played vocabulary games on the computer.



*Fig. 18. Commands*

RPs were required to follow simple commands in this part. I instructed five commands in the pretest and seventeen commands in the posttest. You can find the list of all commands in Appendix C. Fig. 18 shows how many commands RPs could follow.

The most successful group was experimental group 2, in which RPs could follow 11 commands on average (65% of all commands). The control group and experimental group had similar results. On average, RPs in the control group could follow 3 commands (18%), and RPs in experimental group 1 could follow 4 commands (24%). The most successful RPs were RPs 44, 45 and 52 who could follow 15 commands.

Among most difficult commands belonged: “*Colour the picture,*” and “*Draw a house.*” These command caused problems also for RPs in experimental group 2, although we practiced both colouring and drawing a lot and RPs could do it successfully. When I saw these results, I realized that the former command was probably difficult because of the word *picture*, since I usually commanded children to colour a particular object. It is also reasonable to assume that the problems could be caused by different situational context, i.e. there was not a table with pencils, coloured pencils and paper as usual.

Researchers collect data from their sample, and want to prove that their research hypothesis is true. However, “raw data do not speak for themselves,” claims Gall, and adds that “they need to be analyzed and interpreted” (34). I must agree with him, because I was not able to say whether my hypotheses were true or not even after these analyses. To find out the results, I employed a mathematical procedure called the **test of the null hypothesis**.

## 6.1 Testing of hypotheses

There is a common process for accepting or rejecting a research hypothesis. First, the research hypothesis is stated in the null form (Suter 129). The null hypothesis is “a prediction that there is no difference between the populations that the two samples are designed to represent; stated another way, it is a prediction that the two samples come from the same population”. The test of the null hypothesis is also called a **test of statistical significance** and it determines the probability ( $p$ ) that the null hypothesis is true. A  $p$  value is “the percentage of occasions that a chance difference between mean scores of a certain magnitude will occur when the population means are identical.” As a sufficient  $p$  value to reject the null hypothesis in educational research is considered the value of .05. Second, if the “statistical test finds that the null hypothesis is unlikely to be true,” it is inferred “that the two samples come from different populations having different means” (Gall et al. 197), and the research hypothesis can be accepted.

For testing the null hypothesis I used MATLAB, which is „a programming environment for algorithm development, data analysis, visualization, and numerical computation“ (MATLAB). I applied the **two-sample  $t$ -test** which is used

to determine whether to accept or reject the null hypothesis (Gall et al. 200), and “tests if two independent samples come from normal distributions with unknown but equal ... variances and the same mean, against the alternative that the means are unequal“ (Available hypothesis tests). As the variance equality is an essential condition for the correctness of the  $t$ -test, I verified it also in MATLAB with the use of a statistical procedure called **two-sample  $F$ -test for equal variances**, which “tests if two independent samples come from normal distribution with the same variance, against the alternative that they come from normal distribution with different variances” (Available hypothesis tests).

I did several  $t$ -tests, in which I compared research participants' (RP) gain scores. A gain score is “a measure of an individual's score on a posttest minus that individual's score on a pretest” (Gall et al. 554). As I wanted to control some of extraneous variables, I compared learners with no previous experience in learning language (NPE) and then learners who had some previous experience (PE). I carried out all the tests twice. First, I tested gain scores of active vocabulary knowledge (a). Second, I tested total gain scores - the sum of active and passive lexical knowledge (ap). Results of these tests were returned in the value  $h$ . If  $h$  equals 1, it “indicates a rejection of the null hypothesis at the 5% significance level“; if  $h$  equals 0, it „indicates a failure to reject the null hypothesis at the 5% significance level“ (ttest2).

### 6.1.1 Hypothesis 1

Before the test of the null hypothesis, I stated my research hypothesis 1

*Very young learners who are taught by means of movement-based approach will score better on the achievement test in comparison with young learners who are taught by means of the traditional approach.*

into its null form:

*In a population of very young learners, there is no difference in the scores on the achievement test of those who are taught by means of movement-based approach and those who are taught by means of the traditional approach.*

- Test 1:  $h = 0$   
RPs (NPE) from experimental group 1 X RPs (NPE) from control group; a
- Test 2:  $h = 0$   
RPs (NPE) from experimental group 2 X RPs (NPE) from control group; a
- Test 3:  $h = 0$   
RPs (PE) from experimental group 1 X RPs (PE) from control group; a
- Test 4:  $h = 0$   
RPs (PE) from experimental group 2 X RPs (PE) from control group; a
- Test 5:  $h = 0$   
RPs (NPE) from experimental group 1 X RPs (NPE) from control group; ap
- Test 6:  $h = 1$   
RPs (NPE) from experimental group 2 X RPs (NPE) from control group; ap
- Test 7:  $h = 0$   
RPs (PE) from experimental group 1 X RPs (PE) from control group; ap
- Test 8:  $h = 1$   
RPs (PE) from experimental group 2 X RPs (PE) from control group; ap

As we can see, the null hypothesis is rejected only in tests 6 and 8.

### 6.1.2 Hypothesis 2

Research hypothesis 2

*Very young learners who are taught by means of the movement-based approach will be able to follow more commands than learners taught by means of traditional approach at the end of the experiment.*

was also transformed into its null form:

*In a population of very young learners, learners taught by the movement-based approach will learn to follow the same number of commands as the learners who are taught by the traditional approach.*

- Test 1 :  $h = 0$

RPs (NPE) from experimental group 1    X    RPs (NPE) from control group; com

- Test 2:  $h = 1$

RPs (NPE) from experimental group 2    X    RPs (NPE) from control group; com

- Test 3:  $h = 1$

RPs (PE) from experimental group 1    X    RPs (PE) from control group; com

- Test 4:  $h = 1$

RPs (PE) from experimental group 2    X    RPs (PE) from control group; com

The null hypothesis I rejected in test 2, 3, and 4.

### 6.1.3 Hypothesis 3

The same process as above for the last time - research hypothesis:

*Very young learners who attended English in the kindergarten will score less on the achievement test in the area of the vocabulary which was learnt earlier but will not be revised during the experiment.*

is changed into its null form:

*In a population of very young learners who attended English in the kindergarten, there is no difference in the scores on the achievement test in the area of the vocabulary which was learnt earlier but will not be revised during the experiment.*

- Test:  $h = 1$

RPs (PE) from control group 1 and experimental 2; not revised vocabulary score in pretest    X    score in posttest

The null hypothesis was rejected. Thus, I can accept the research hypothesis 3.

## 7 Discussion

In my diploma thesis, I dealt with the use of movement in ELT to very young learners. I studied movement-based methods and approaches theoretically, and tried to use some techniques and activities in practice, which has given me a lot of valuable experience in teaching children. I also attempted to carry out educational research, in which I wanted to show usefulness of movement-based methods and approaches.

Before the beginning of the experiment, I wanted to extend my knowledge of some teaching approaches and methods involving movement. I managed to learn a lot of new information about TPR, TPRS, and also AIM, which I had not known before. I believe that involving movement-based activities in English lessons is useful, but I tried to consider both advantages and disadvantages. However, it was sometimes difficult as I could not find many reliable sources dealing with drawbacks.

I find beneficial that I had a chance to apply TPR and other movement-based activities in practice, which helped me to develop my ideas about using them in my future teaching career. Moreover, I could also use my theoretical knowledge of VYLs' characteristics in real classrooms.

I could see for myself that VYLs:

- unlike adults, children are not really afraid of answering nonsenses and try to say at least something. I like it when children play with language. Would you guess that /gredɛŋglu:/ is *kangaroo*, /tʌpr'kɒʊpər/ *parrot*, /laɪvɪn/ *lion*, /laɪɪmɪn/ *elephant*, and /mi:sn/ *knees*?
- enjoy drama activities, and if there is a magic element in them even better. They like miming animals and doing animal sounds. In fact, VYLs love making all kind of noises – loud noises, and imitate their teacher, especially when he or she does funny things. As Read advises, when the teacher wants to stop the activity, it is useful to use a tambourine or a phrase *Freeze!* (136). I used the word *Tiger!* and the gesture of 'fierce tiger.'
- do not mind repetition of activities and like rituals. I was surprised how many times we sang "Hello, everyone" and "Goodbye, everyone" songs, as well as "Head, shoulders, knees and toes," and children still enjoyed it and wanted

to sing it again and again, faster and faster. They also enjoyed when they could choose which body part we would omit and not sing it aloud.

- talk in their mother tongue in lessons; and there is really no use telling them: “Speak in English, please!”, because they cannot speak English yet.
- love to play movement games. In fact, they like moving in general, especially running. However, some children are not used to moving much nowadays, and they can be really, really(!) slow when you go for a walk with them.
- have a short attention span, and cannot concentrate for a long time.
- are curious. Sometimes, when somebody came earlier to the mother center Hastrmánek, and saw that I was preparing stickers for them, they always wanted to see the new picture.

As for the use of TPR, Asher believes that learners should not be forced to speak before they readiness for production appears. Then the children are supposed to start speaking spontaneously. For that reason, I would have loved to continue working with the group in Hastrmánek and see if it is true or not. Unlike pupils in groups in the primary school in Kunštát, children in Hastrmánek shouted out or repeated some commands after me now and then. Some children repeated after me parts of commands spontaneously. I said, for instance, “*Bring me the blue ball,*” and they repeated “*blue ball.*” Sometimes, they repeated the whole commands, e.g. *Make a circle*. When I said *Come here!*, one boy always ran to me and shouted out *Kamzík!*, *Kamzík!* (i.e. the Czech equivalent to the word *chamois*), or he said: “*Už je tady zase ten kamzík!*” (i.e. “*The chamois is here again.*”).

What I found very useful and pleasant was direct communication with children’s parents in Olešnice. We met before or after the lesson, had a short talk from time to time. We communicated by email when they needed to tell me something, or when I sent children some videos or songs. Not only did they inform me how their children uttered English words while they were playing in the room or garden with their friends, they also gave me support, encouragement and the feeling that my work was meaningful.

The most difficult task that I set myself was examining the effects of approaches and methods involving movement, which was in fact the whole research I conducted. Unstable research conditions had a great impact on the final results of this educational research. However, in my opinion, the biggest limitation

in the experiment was occurrence of the differential-selection effect. Let me remind you that after the posttest I found out big differences between pupils with and without previous experience in English language learning. According to Gall, “the presence of this effect makes it difficult to determine the extent to which observed differences between the experimental and control groups on the posttest are caused by the experimental intervention or by differences in the groups’ initial characteristics” (Gall et. al 307). As I wanted to control this effect during the test of null hypotheses, I did not only compare the control group with experimental group 1 and then with experimental group 2, but I subdivided these three groups, and compared separately groups of learners with no previous experience and learners who had some previous experience. Although I weighted pros and cons of this procedure, and the benefits outweighed the drawbacks, there was the problem in the number of RPs in particular groups, e.g. in experimental group 1, there were only three RPs with no previous experience. That could be one of the reasons why so many hypotheses were rejected. However, I did some other tests in MATLAB, and they at least proved that the tested movement-based approach was not worse than the control conditions, which is a kind of good news in the end.

In my diploma thesis, I did not deal with the Czech educational system much, however, in one of my hypotheses I touched upon the problem regarding ELT and the transition from kindergarten to primary school in the Czech Republic at present. On the one hand, there is a growing trend to start teaching children English as soon as possible, so children start attending English classes in kindergartens, but on the other hand, teaching English is not mandatory until grade 3 in accordance of the FEP BE. In the Kunštát primary school, children start learning English already in the first grade, yet all pupils who attended English in the kindergarten forgot an amount of their previously learned lexis that was not revised. Thus I am asking now: “What is the use of teaching English to VYLs in such a system?”

Now, I would like to consider implications of my finding for my future professional practice. During the work on my diploma thesis, I realized several things. First, in class books *Cookie and Friends* and *Happy House*, primarily nouns are considered as key language to be taught. However, as I see it, verbs are as important as nouns, and I will focus on them as well. I found out that it can be

easy with the use of TPR. Secondly, I gained valuable experience whilst working with the age-heterogeneous group (4 to 7 years). Although the group usually worked well together, it could be also better. It was sometimes difficult for the youngest to participate in a task properly, but they enjoyed themselves because they still lived in their world of imagination. The problem arose when the oldest got bored. However, when I re-run the situations in my mind, I do not see the problem in different age but in different previous knowledge of English. When I teach children in the mother center Hastrmánek next time, and we create the groups of children, I will prefer to teach children with the same or at least similar knowledge of English. Last but not least, when I analysed the collected data, and saw the wrong pronunciation of some words, I realized that I did not know much about this issue. For that reason, I would like to find some teaching tips how to teach sounds /θ/ and /æ/, read something about the development of pronunciation, and about teaching pronunciation to children in general.

In conclusion, although I did not have ideal conditions for the research, I could not accept some of my hypotheses, and my research has yielded no statistically significant results, I would like to evaluate work on my diploma thesis positively, because I learnt a lot.

## 8 Conclusion

In my diploma thesis, I dealt with the use of movement in English language teaching. In the theoretical part, I discussed important terms relating to the topic. Firstly, I described characteristics of very young learners as English learners. Secondly, I studied methods and approaches involving movement. At the beginning of the chapter, I concerned myself with their history and then I covered approaches, methods, and programmes such as Total Physical Response, Total Physical Response Storytelling (also known as Teaching Proficiency Through Reading and Storytelling), Accelerative Integrated Method, psychomotricity, and Brain Gym (originally known as Educational Kinesiology). Thirdly, I presented reasons for using movement-based activities and classified them. Fourthly, I dealt with the concept of lexis.

In the practical part, I described the educational experiment I carried out in the primary school Kunštát and the mother center Hastrmánek in Olešnice during the school year 2010/2011. The main aim of the research was to find out whether the use of movement-based approach influences learning of very young learners. At the beginning of the practical part, I set myself some research goals, stated constructs, variables and hypotheses. In following parts, I dealt with methodology of the research. First, I described the setting of the experiment, and the sample of research participants. Secondly, I presented the employed research design, which was pretest-posttest control-group design without randomization. Fourthly, in the part about the methods of data collection, I depicted the process of creating the structured interview for the purpose of my research. Fifthly, I presented the research procedure, in which I commented experimental and control group formation, and described the pretest, the exposure to intervention, and the posttest. In the following part, I analysed collected data, mentioned some important and interesting facts, and tested all stated hypotheses. In the last part, I discussed my professional development and limitations of the research. I also reflected on the current system of English language teaching to young children. Last of all, I stated some implications for my future career.

Appendix contains the list of activities involving movement, application forms for my course 'English in Movement,' English lesson plan for the first classes in the primary school in Kunštát, the schedule of questions for the structured

interviews, the poster advertising my course 'English in Movement,' and PowerPoint presentations used for testing vocabulary in the posttest.

When I worked on my bachelor thesis, in which I dealt with the use of Psychomotricity in English language teaching, I discovered TPR approach. While writing my diploma thesis, I came across TPRS, AIM and other movement-based programmes and activities. I am thinking, what will come next...

Although, I have been teaching English for seven years, I still do not have a feeling that I have mastered all teaching skills I need for performing my job at the highest level. I will have to read the manual of my *GPS navigation* again, and learn how to use some new functions.

## Summary

The theoretical part of my diploma thesis deals with the use of movement in English language teaching to very young learners. First, I characterize very young learners as L2 learners. Second, I describe approaches and methods such as Total Physical Response, Total Physical Response Storytelling, Accelerative Integrated Method, Psychomotricity, and Brain Gym. Third, I present reasons for using movement-based activities and classified them. Fourth, I deal with the concept of lexis.

The practical part presents the educational experiment that was carried out in the primary school Kunštát and the mother center Hastrmánek in Olešnice during the school year 2010/2011. The experiment was primarily aimed to find out whether introducing movement into English lessons influences learning of VYLs and helps to build and increase their lexis.

## Resumé

Teoretická část diplomové práce se zabývá využitím pohybu ve výuce angličtiny u předškoláků a dětí raného školního ve věku do 7 let. Nejprve byly popsány charakteristické vlastnosti žáků učící se druhý cizí jazyk. Dále byly prezentovány tyto metody a přístupy, které využívají pohyb ve výuce: TPR (metoda celkové fyzické reakce), TPRS (metoda celkové fyzické reakce s využitím vyprávění příběhů), AIM (Accelerative Integrated Method), psychomotorika, a Brain Gym. Následovalo udání důvodů proč pohybové aktivity využívat a byla navrženo, jak tyto aktivity třídit. Poslední část se stručně zabývala slovní zásobou.

Praktická část prezentuje pedagogický experiment, který byl prováděn na základní škole Kunštát a v mateřském centru Hastrmánek v Olešnici v období školního roku 2010/2011. Pokus měl za cíl zjistit, zda bude mít užívání pohybových aktivit ve výuce anglického jazyka vliv na slovní zásobu a celkový učební proces předškoláků a mladších školních žáků do 7 let.

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## **Appendix**

### **A. Sources of activities involving movement**

#### **Listen and identify**

Teaching children English, p. 38-39 + 48-50

500 Activities for the Primary Classroom, p. 20: Listen and respond

Use of Psychomotor Approaches in ELT..., p. 28: Washing Day

#### **Listen and draw/colour**

English for Primary Teachers, p. 37: Draw the monster

Teaching Children English, p. 226: Draw my face

500 Activities for the Primary Classroom, p. 30: Describe and draw

500 Activities for the Primary Classroom, p. 51: Letters in the air

#### **Listen and act**

Teaching Children English, p. 24: In a circus

Teaching Children English, p. 173: Treasure Island

Teaching Children English, p. 192: Mirror

Teaching Children English, p. 103: The Bear Hunt

500 Activities for the Primary Classroom, p. 22: Mime what happens

500 Activities for the Primary Classroom, p. 136: Freeze!

500 Activities for the Primary Classroom, p. 136: Sound collage

500 Activities for the Primary Classroom, p. 137: Follow my leader

500 Activities for the Primary Classroom, p. 140: Number story

500 Activities for the Primary Classroom, p. 141: Act out a story with puppets

#### **Listen and move/play**

500 Activities for the Primary Classroom, p. 160: Big, brown bears.

500 Activities for the Primary Classroom, p. 20: Gym sequence

Use of Psychomotor Approaches in ELT..., p. 27: English Warm-up

Use of Psychomotor Approaches in ELT..., p. 25: Catch it if you Can

500 Activities for the Primary Classroom, p. 158: Get into groups.

500 Activities for the Primary Classroom, p. 160: Musical instructions

### **Action rhymes, chants and songs**

Use of Psychomotor Approaches in ELT..., p. 38: Balloon Poem

Book: Eentsy, Weentsy Spider: Fingerplays and Action Rhymes.

English for Primary Teachers, p. 261, 263: This is the Way

Teaching Children English, p. 47: Five Fat Sausages

Teaching Children English, p. 59: We're All Going on a Treasure Hunt

Teaching Children English, p. 72: Ten Green Bottles

Teaching Children English, p. 91: Round and Round

Teaching Children English, p. 91: This Little Bear

Teaching Children English, p. 91-92: The Bear is in his Den

Teaching Children English, p. 113: Sing a Song of Sixpence

Teaching Children English, p. 125: The Hockey Cockey

Teaching Children English, p. 137, 244: Incy Wincy Spider

Teaching Children English, p. 219: The house that Jack built

### **Listen and play**

Games for children, p. 130: Simon says

### **Action games**

Teaching Children English, p. 71, 193: Growing from a seed to a plant

Teaching Children English, p. 136, 247: Alphabet / Letter Codes

### **Movement games**

Teaching children English p. 137, 161: Vegetable soup

Games for children (for 4-7 year-olds):

-p. 21: Hello game (language aims: names; basic introductions and greetings)

-p. 23: Zip-zap! (language aims: What's your name? His/Her name is...; other aims: group dynamics; memory training; left/right co-ordination; quick reactions)

-p.29 Uniting families (language aims: Who are you? I'm father/ mother/ brother...; other: understanding family relationships)

-p. 34: Bean toss (LA: revising numbers; other: recognition of number symbols; throwing accurately)

- p. 35: Big foot (LA: Counting; other: balance; co-ordination)
- p. 37: Coconut shy (LA: Revising numbers; simple addition; others: throwing accurately)
- p. 39: Clock race (LA: Telling the time; careful listening; other: understanding clocks)
- p.43: Body clocks (LA: What time is it? It's...; other: spatial awareness; ability to tell time)
- p.50: Feed the mouse (LA: Calling out colours. Others: catching)
- p.51: Target balloon game (LA: Revising colours. Other: recognizing colours)
- p.53: Colour doge (LA: I'm on + colours; questions and answers; other: quick recognition and reactions)
- p. 54: Colour blindfold (LA: What colour is...?; colours; clothing; simple possessives; other: memory)
- p.56: Body fishing (LA: Learning body parts, other: drawing)
- p. 61: Dressing-up relay (LA: I'm wearing... He's/ She's wearing; other: coordination)
- p. 76: Fruit and prepositions relay (LA: Prepositions in, on, under, over)
- p. 86: Rock the boat (LA: directions, imperatives; other: imagination)
- p. 90: Bandits and sheriffs (LA: I've got...I've caught; classroom objects)
- p. 91: Directions game (LA: Giving directions; listening; other: coordination)
- p. 100: True/False chairs (LA: any; other: quick reactions)
- p. 101: Vocabulary scramble (LA: I'm a...; vocabulary revision)
- p. 102: Robot action game (LA: Imperatives + any phrases which need practice; other: performing actions simultaneously)
- p. 103: Cheerleaders (LA: Spelling; careful listening; Give me a ...What does it spell?)
- p. 123: Fruit salad (LA: Vocabulary revision; listening; greetings and introductions; other quick reactions)
- p. 124: Blind man's bluff (LA: Are you...? Yes, I am/ No, I'm not. My name is...)
- p. 129: What's the time, Mr Wolf? (LA: Telling the time; quick reactions)
- p. 131: Cat and mouse (Can I...? No, you can't)

### **Psychomotor activities**

Use of Psychomotor Approaches in ELT..., p. 25: Fairy Forest

Use of Psychomotor Approaches in ELT..., p. 29: Clothes Peg Tag

Use of Psychomotor Approaches in ELT..., p. 30: Blindfolded

Use of Psychomotor Approaches in ELT..., p. 32: Triangle Dream

Use of Psychomotor Approaches in ELT..., p. 34: Magic Garden

Use of Psychomotor Approaches in ELT..., p. 35: Balloon Party

Use of Psychomotor Approaches in ELT..., p. 36: Save the Flower

Use of Psychomotor Approaches in ELT..., p. 38: Yellow, Pink, Blue, Rainbow

Use of Psychomotor Approaches in ELT..., p. 40: Jellyfish

Use of Psychomotor Approaches in ELT..., p. 40: Walking on the Sea

Use of Psychomotor Approaches in ELT..., p. 41: Shark Infested Waters

## B. Application forms + questionnaires

### Přihláška do vzdělávacího kurzu Angličtina v pohybu

Přihlašuji svoji dceru ..... do kurzu Angličtina v pohybu.  
Kurz je pořádán mateřským centrem Hastrmánek ve spolupráci se studentkou pedagogické fakulty Masarykovy univerzity Barborou Vichtovou, pro niž je práce v centru dobrovolnickou činností. Částka 20 Kč za lekci bude použita na vybavení nebo provoz MC Hastrmánek.

V ....., dne .....

Podpis

Zatrhňte prosím všechna pravdivá tvrzení:

- a) Moje dcera se angličtinu ještě nikdy neučila.
- b) Moje dcera se učila / učí angličtinu v mateřské škole.
- c) Dceru učí soukromý učitel.
- d) Učím svou dceru angličtinu sama.
- e) Dceru učí angličtinu manžel/ka či partner/ka.
- f) Dcera se učí angličtinu na počítači pomocí výukového softwaru.
- g) Dcera v televizi či na počítači sleduje nedabované pořady v původním znění.
- h) Dcera poslouchá hudbu s anglickými texty.

Vaše komentáře, poznámky nebo otázky pište prosím zde:

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### Přihláška do vzdělávacího kurzu Angličtina v pohybu

Přihlašuji svého syna ..... do kurzu Angličtina v pohybu.  
Kurz je pořádán mateřským centrem Hastrmánek ve spolupráci se studentkou pedagogické fakulty Masarykovy univerzity Barborou Vichtovou, pro niž je práce v centru dobrovolnickou činností. Částka 20 Kč za lekci bude použita na vybavení nebo provoz MC Hastrmánek.

V ....., dne .....

Podpis

Zatrhňte prosím všechna pravdivá tvrzení:

- a) Můj syn se angličtinu ještě nikdy neučil.
- b) Můj syn se učil / učí angličtinu v mateřské škole.
- c) Syna učí soukromý učitel.
- d) Učím svého syna angličtinu sama.
- e) Syna učí angličtinu manžel/ka či partner/ka.
- f) Syn se učí angličtinu na počítači pomocí výukového softwaru.
- g) Syn v televizi či na počítači sleduje nedabované pořady v původním znění.
- h) Syn poslouchá hudbu s anglickými texty.

Vaše komentáře, poznámky nebo otázky pište prosím zde:

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## C. Structured interviews

### TEST 1

ID number: \_\_\_\_\_ Previous knowledge of English  
Name: \_\_\_\_\_ -kindergarten  
Age: \_\_\_\_\_ -parents  
Institution: \_\_\_\_\_ -private teachers  
\_\_\_\_\_ -other

#### I. Interactive language skills

1. Hello. response: yes: \_\_\_\_\_ no  
2. What's your name? response: yes: \_\_\_\_\_ no  
3. Bye-bye. (at the end) response: yes: \_\_\_\_\_ no

#### II. Receptive language skills

Listen and do:

1. Stand up. response: yes no note:  
2. Jump response: yes no note:  
3. Sit down. response: yes no note:  
4. Close your eyes. response: yes no note:  
5. Colour the picture. response: yes no note:  
6. Draw a house. response: yes no note:

#### III. Productive language skills

1. Numbers a) 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ other \_\_\_\_\_  
b) 5 \_\_\_\_\_ 1 \_\_\_\_\_ 3 \_\_\_\_\_
2. Colours blue \_\_\_\_\_ green \_\_\_\_\_ pink \_\_\_\_\_ purple \_\_\_\_\_  
red \_\_\_\_\_ yellow \_\_\_\_\_ orange \_\_\_\_\_ black \_\_\_\_\_  
white \_\_\_\_\_
3. Toys ball \_\_\_\_\_ car \_\_\_\_\_ dolly \_\_\_\_\_ scooter \_\_\_\_\_  
teddy \_\_\_\_\_ train \_\_\_\_\_ boat \_\_\_\_\_ drum \_\_\_\_\_  
plane \_\_\_\_\_ robot \_\_\_\_\_ trumpet \_\_\_\_\_
4. Animals cat \_\_\_\_\_ duck \_\_\_\_\_ kangaroo \_\_\_\_\_ bird \_\_\_\_\_  
elephant \_\_\_\_\_ fish \_\_\_\_\_ rabbit \_\_\_\_\_ spider \_\_\_\_\_  
turtle \_\_\_\_\_ crocodile \_\_\_\_\_ lion \_\_\_\_\_ monkey \_\_\_\_\_  
parrot \_\_\_\_\_ snake \_\_\_\_\_ tiger \_\_\_\_\_ owl \_\_\_\_\_  
dog \_\_\_\_\_ other \_\_\_\_\_

## TEST 2

**ID number:**

### I. Interactive language skills

1. Hello. response: yes: \_\_\_\_\_ no  
2. What's your name? response: yes: \_\_\_\_\_ no  
3. Bye-bye. (at the end) response: yes: \_\_\_\_\_ no

### II. Receptive language skills: Listen and do - sequence:

1. Stand up. yes no note:  
2. Jump. yes no note:  
3. Walk. yes no note:  
4. Bring me the red ball. yes no note:  
5. Run. yes no note:  
6. Stop. yes no note:  
7. Turn. yes no note:  
8. Point to a window. yes no note:  
9. Come here. yes no note:  
10. Sit down. yes no note:  
11. Open the book. yes no note:  
12. Close your eyes. yes no note:  
13. Touch your nose. yes no note:  
14. Open your eyes. yes no note:  
15. Colour the picture. yes no note:  
16. Draw a house. yes no note:  
17. Close the book. yes no note:

### III. Productive (+ receptive) language skills

1. Numbers a) 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ other \_\_\_\_\_  
b) 5 \_\_\_\_\_ 1 \_\_\_\_\_ 3 \_\_\_\_\_
2. Colours blue \_\_\_\_\_ green \_\_\_\_\_ pink \_\_\_\_\_ purple \_\_\_\_\_  
red \_\_\_\_\_ yellow \_\_\_\_\_ orange \_\_\_\_\_ black \_\_\_\_\_  
white \_\_\_\_\_ brown \_\_\_\_\_ grey \_\_\_\_\_
3. Toys ball \_\_\_\_\_ car \_\_\_\_\_ dolly \_\_\_\_\_ scooter \_\_\_\_\_  
teddy \_\_\_\_\_ train \_\_\_\_\_ boat \_\_\_\_\_ drum \_\_\_\_\_  
plane \_\_\_\_\_ robot \_\_\_\_\_ trumpet \_\_\_\_\_ guitar \_\_\_\_\_

4. Animals      cat      \_\_\_\_\_      duck      \_\_\_\_\_      kangaroo\_\_\_\_\_      bird      \_\_\_\_\_  
elephant \_\_\_\_\_      fish      \_\_\_\_\_      rabbit      \_\_\_\_\_      spider      \_\_\_\_\_  
turtle      \_\_\_\_\_      crocodile\_\_\_\_\_      lion      \_\_\_\_\_      monkey \_\_\_\_\_  
parrot      \_\_\_\_\_      snake      \_\_\_\_\_      tiger      \_\_\_\_\_      owl      \_\_\_\_\_  
dog      \_\_\_\_\_      mouse      \_\_\_\_\_      snail      \_\_\_\_\_      giraffe      \_\_\_\_\_  
frog      \_\_\_\_\_      pig      \_\_\_\_\_      cow      \_\_\_\_\_      horse      \_\_\_\_\_  
donkey \_\_\_\_\_      butterfly \_\_\_\_\_
5. House      chair      \_\_\_\_\_      door      \_\_\_\_\_      house      \_\_\_\_\_      floor      \_\_\_\_\_  
roof      \_\_\_\_\_      table      \_\_\_\_\_      window \_\_\_\_\_
6. School      bag      \_\_\_\_\_      book      \_\_\_\_\_      pen      \_\_\_\_\_      pencil case \_\_\_\_\_  
pencil      \_\_\_\_\_      ruler      \_\_\_\_\_
7. Clothes      hat      \_\_\_\_\_      jumper      \_\_\_\_\_      shoe      \_\_\_\_\_      skirt      \_\_\_\_\_  
sock      \_\_\_\_\_      trousers \_\_\_\_\_      T-shirt      \_\_\_\_\_
8. Birthday      badge      \_\_\_\_\_      balloon \_\_\_\_\_      cake      \_\_\_\_\_      candle      \_\_\_\_\_  
card      \_\_\_\_\_      present      \_\_\_\_\_
9. Body      arms      \_\_\_\_\_      back      \_\_\_\_\_      belly      \_\_\_\_\_      bottom      \_\_\_\_\_  
ears      \_\_\_\_\_      eyes      \_\_\_\_\_      feet      \_\_\_\_\_      hands      \_\_\_\_\_  
head      \_\_\_\_\_      knees      \_\_\_\_\_      mouth      \_\_\_\_\_      neck      \_\_\_\_\_  
nose      \_\_\_\_\_      shoulders\_\_\_\_\_      toes      \_\_\_\_\_

## D. Kunštát Primary School: English lesson plan

<b>Class:</b>	1A, 1B
<b>School Year:</b>	2010 - 2011
<b>Teacher:</b>	Ema Tandlerová
<b>Course Books:</b>	Stella Maidment and Lorena Roberts: Happy House 1, Class Book, and Activity Book

<b>Month</b>	<b>Plan</b>
September	UNIT 1 – Hello! I am ..., What´s your name?
October	UNIT 1 – Goodbye! Who´s this? It´s .....
November	UNIT 2 – Pens and pencils, What´s in my bag?
December	Merry Christmas!
January	UNIT 2 – Numbers 1-10, How many?
February	UNIT 3 – Come and play – toys
March	UNIT 3 – Colours
April	UNIT 4 – Dressing up
May	UNIT 4 – My favourite.....is....., put on/ take off
June	Revision and practice, games

E. Poster

## Angličtina v pohybu

### aneb Angličtina pro nejmenší

**KDE:** MC Hastrmánek

**KDO:** děti ve věku 5 – 8 let (max. ale druhácci)

**KDY:** od 11. září každou sobotu v 9:30

**KOLIK:** 20 Kč/lekce

Jednotlivé lekce obsahují prvky **TPR** (Úplná fyzická reakce) a **psychomotoriky**. Zjednodušeně řečeno, výuka je založena především na **pohybu**. Kromě pohybových aktivit a her se v lekcích objeví hry smyslové, dramatické, relaxační, ale také jednoduché rytmické písničky a říkadla.



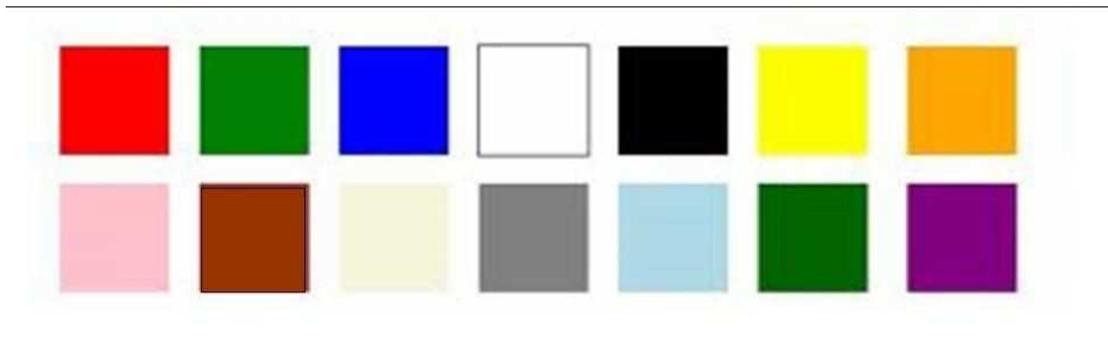
Pohyb při výuce je využíván nejen k osvojování anglického jazyka, ale také k rozvoji hrubé i jemné motoriky, prostorové orientace a sociálních dovedností, což je u dětí této věkové skupiny velice důležité pro jejich další fyzický i psychický rozvoj.

Vedle pohybu je v jednotlivých lekcích kladen důraz na zapojení co nejvíce **smyslů**, což souvisí s aktuálním vývojem rozumových schopností dítěte. Pokud děti mají možnost vše si osahat, prohlédnout, ochutnat, poslechnout a především zažít, usnadní jim to zapamatování a pozdější vybavení probírané látky. K tomuto účelu se při výuce používají skutečné věci, které děti běžně obklopují – např. hračky, oblečení, ovoce a zelenina. K ještě většímu upoutání pozornosti slouží barevně a tvarově rozmanité tradiční a netradiční pomůcky jako jsou např. padák, kolíčky na prádlo, nafukovací balónky, ale třeba i pивní tácky.

**Chcete-li se o kurzu či jednotlivých principech dozvědět více, rádi vás uvidíme na informační schůzce pro rodiče, která se bude konat v neděli 29. 8. 2010 od 16:30 v MC Hastrmánek. Také mi své dotazy, na které ráda odpovím, můžete poslat na moji emailovou adresu [bara.vichtova@gmail.com](mailto:bara.vichtova@gmail.com).**



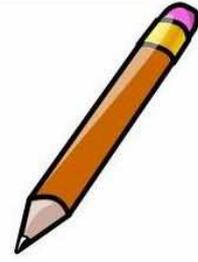
## F. Posttest: PowerPoint presentations for testing



*Picture 4. Colours*



*Picture 5. Furniture*



Picture 6. School objects



Picture 7. Toys



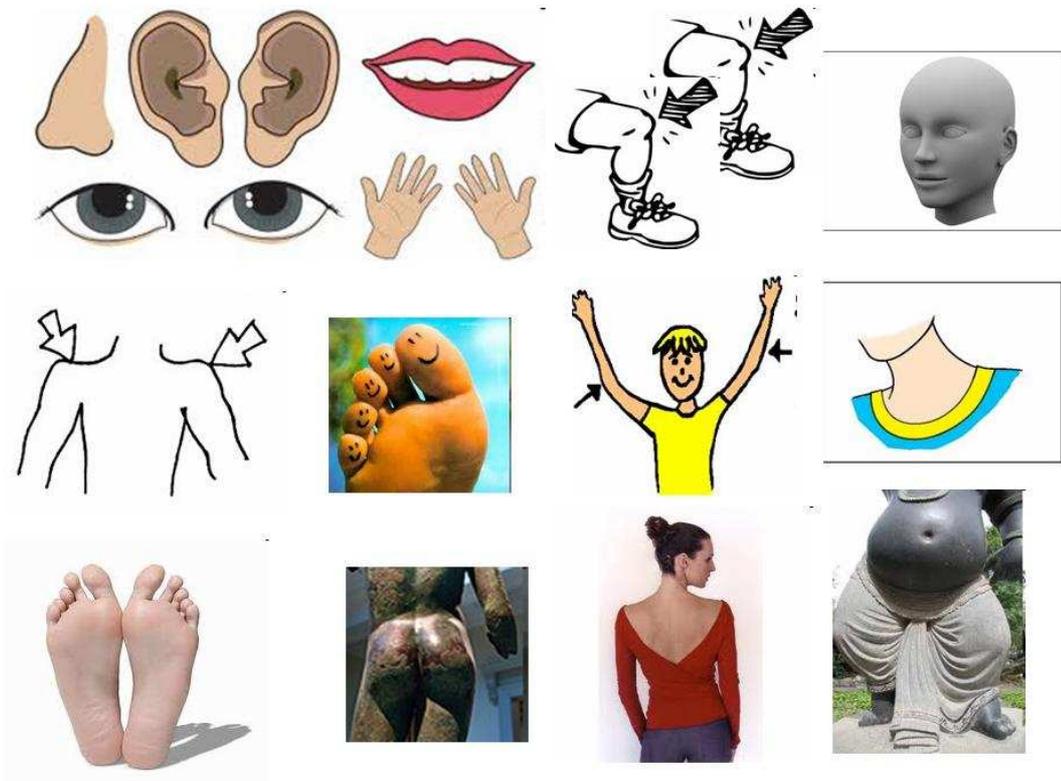
*Picture 8. Clothes*



*Picture 9. Birthday*



Picture 10. Animals



Picture 11. Body parts

