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TRABAJO FIN DE MÁSTER

**THE TPR METHOD IN SECONDARY EFL CLASSROOMS.
AN ANALYSIS FROM THE TEACHING PRACTICE**

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ABSTRACT

The present paper includes the main characteristics of the different language teaching methods, including the traditional and the communicative methods. Among all of them, the one that has been considered as the main focus of this paper is the Total Physical Response (TPR). The main features of this teaching method, as well as its relation to linguistic input, listening skills, kinaesthetic learning styles and strategies for the EFL classroom, are addressed. Taking this into account, the second part of this paper presents an analysis of a set of TPR activities that were part of a lesson sequence implemented in a Year 1 EFL classroom of a Secondary Education school. The purpose is to analyse if TPR results effectively in the acquisition of English as a Foreign Language (EFL). Notwithstanding the different areas of improvement and variants of some of the activities, the results indicate that TPR is more effective than other teaching methods for first graders of Secondary Education.

Keywords: Total Physical Response (TPR), Secondary Education, proposal, English as Foreign Language (EFL).

RESUMEN

El presente trabajo recoge las características principales de los diferentes métodos de enseñanza de idiomas, incluyendo los tradicionales y los comunicativos. De todos ellos, el que se ha considerado como foco principal es el de la Respuesta Física Total (RFT), destacando sus principales características, su relación con el input, la comprensión oral y los estilos de aprendizaje kinestésico, y las estrategias didácticas que favorecen su aplicación en el aula de Inglés Lengua Extranjera. Teniendo en cuenta lo anterior, en la segunda parte del trabajo se presenta el análisis de un conjunto de actividades de RFT que forman parte de una secuencia didáctica implementada en un aula de primer curso de Educación Secundaria Obligatoria. El objetivo es analizar si la RFT resulta efectiva en la adquisición del Inglés como Lengua Extranjera (ILE). A pesar de las diferentes áreas de mejora y variantes de algunas de las actividades, los resultados indican que el RFT es más eficaz que otros métodos de enseñanza del inglés a alumnos de primer curso de Educación Secundaria.

Palabras clave: Respuesta Física Total (RFT), Educación Secundaria Obligatoria, propuesta, Inglés como Lengua Extranjera (ILE).

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1. Introduction

This present paper arises from the need to test the effectiveness of the use of Total Physical Response (TPR) in the teaching of English as a Foreign Language (EFL) in a group of students of Year 1 of Secondary Education. To test if TPR results effectively, a series of TPR activities has been proposed to analyse the effectiveness of TPR in second language learning throughout the results of these activities.

For reasons of expository order and clarity, the present paper will be divided into three sections.

In the pages that follow, the different language teaching methods and their main characteristics will be developed. First, the traditional methods including the Grammar-Translation Method, the Direct Method and the Audiolingual Method. Then, the communicative methods including Communicative Language Teaching, Task-based approach, Project-based approach and the main focus of this paper, the TPR method.

Therefore, the main characteristics of this method will be developed in detail including the role of the linguistic input and how the input and the teacher's commands contribute to the development of learners' oral skills. Moreover, the paper will examine the relationship between TPR and kinaesthetic learning styles, analysing the educational potential of body movements as a learning method.

Finally, the last part of this second section will consist of a description of different teaching methods strategies to state examples of the most effective activities to implement TPR.

The third section will consist of the context of the implemented proposal as well as of its methodological, didactic and curricular justifications. Finally, the last part of this paper consists of an analysis of the teaching proposal and its activities taking into account their aims, results and possible areas of improvement or variants.

The conclusions reached after this analysis provide a brief summary and main benefits of the implementation of TPR activities in Secondary Education and the aspects that must be taken into account for future implementation of TPR in higher levels of secondary education.

1.1. Justification

One of the main reasons why TPR is the main focus of this paper is that according to Krashen's Affective Filter Hypothesis, this method creates a comfortable learning environment for the students of a foreign language. Therefore, this allows them to learn from their mistakes as there is no pressure or stress during the development of the learning process. Moreover, another reason why TPR is approached is that it fastens language acquisition through the physical responses to the different teacher's commands. This aspect has been taken into account for the development of the proposed TPR activities for this paper.

In fact, one of the main elements of these TPR activities is the linguistic 'input'. According to Krashen (1982), the meaning of the given input is more important than the form in which it is taught. Therefore, providing comprehensible input is essential to develop learners' communication skills. In addition, according to Asher (1969) the development of listening skills has a high positive transfer to speaking skills in foreign language learning.

It should be also stressed that, my formation as a student of the Master's Degree in Teaching in Secondary Education and Upper Secondary, Vocational Training and Language Teaching, as well as the development of this paper and the corresponding analysis of the implemented activities, have allowed me to develop the main competences of this Master as established by *Resolución de 17 de diciembre de 2007*. Some of these competences are:

- Knowing the curricular contents of the subjects related to the different teaching specializations, as well as the body of didactic knowledge about the processes of teaching and learning.
- Being able to plan, develop and evaluate the teaching and learning processes by the promotion of processes that ease the acquisition of the competences of the respective teaching specialities.
- Being able to seek, obtain, process and communicate information in its different ways.
- Knowing the processes of interaction and communication between the members of the teaching and learning processes, by mastering the social skills that promote learning and a safe learning environment.
- Designing and developing safe learning spaces paying particular attention to equity, emotional and values education.

1.2. Aims

The main aim of this paper was to test the effectiveness of TPR in a group of 20 students of Year 1 of Secondary Education throughout the implementation of a series of activities.

Moreover, another aim was to study and identify the main characteristics and benefits of TPR in second language learning by focusing on its main elements and on how it enables the development of all skills in language learning with the development of listening skills as a starting point.

This paper also aimed to analyse a series of TPR activities highlighting their strengths and weaknesses as well as their possible areas of improvement. On top of that, the implementation of these activities aimed to demonstrate that TPR favours a comfortable learning environment for learners of English as a Foreign Language.

Finally, this paper was also developed with the aim of providing reflections and conclusions as well as suggestions for future implementation of TPR activities in different levels of secondary education.

2. THEORETICAL FRAMEWORK

2.1. EFL teaching methods

This first section will consist of a development and classification of the different EFL (English as a Foreign Language) teaching methods and approaches.

Before we go any further with this section, it is important to know the difference between the concepts of ‘approach’ and ‘method’. To do so, we will focus on the scheme proposed by Edward Anthony in 1963 (Richards and Rodgers, 2014, p.20).

This scheme comprises three levels of organization: *approach, method, and technique*. However, for this dissertation, we will be just focusing on the first two, approach and method:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

(Anthony, 1963, as cited in Richards and Rodgers, 2014)

In general terms, it could be said that an approach is ‘theory’ whereas a method is ‘practice’. In language teaching, every approach is composed of different beliefs about language teaching and learning. However, a method is a way of implementing the language material that is based on the approach.

This chapter will classify EFL teaching methods into two distinct categories: traditional and communicative methods.

The category of traditional methods encompasses three different methods: Grammar-Translation Method, Direct Method and Audiolingual Method.

The category of communicative methods includes the methods of Communicative Language Teaching (CLT), two kinds of approaches (task-based approach and project-based approach) and Total Physical Response (TPR).

2.1.1. Traditional Methods

Traditional teaching methods are those methods in which the teacher is seen as the maximum authority in the learning environment. Therefore, the instructor sets up the structure of the lesson and the division of time (Saeheng, 2017, p.8). In other words, it could be said that these methods are teacher centred.

To explain these methods, we will focus on their three main examples as mentioned earlier: Grammar-Translation Method, Direct Method, and Audiolingual Method.

On top of that, we will develop each method following this structure: Its principal characteristics; Teacher's role; Learner's role; Instructional materials, and Types of learning and teaching practices.

Grammar-Translation Method

The Grammar-Translation Method has its origins in the nineteenth century when an approach based on the study of Latin became the standard way of studying foreign languages in schools. This method ruled over Europe and foreign language teaching for over 100 years (1840s-1940s) and its modified version continues to be used in some parts of the world nowadays (Richards and Rodgers, 2014).

According to Richards and Rodgers (2014), the main characteristics of this method are:

- Grammar-Translation Method sees language learning as something more than memorizing rules to understand the use of the foreign language in terms of grammar.
- It is mainly focused on reading and writing.
- The vocabulary is selected by the reading texts used and taught through bilingual word lists, dictionary study, and memorization. In addition, translation exercises are included.
- In this teaching method, the sentence is considered the basic unit of teaching and learning. Most of the time in the lesson is spent on translating sentences from the source language to the target language and vice versa.

- Significant importance is given to accuracy, one of the major features of any translation.
- Grammar is taught in a deductive way so that language is presented and studied through grammar rules which are later practiced through translation exercises.
- L1 of the students is used to explain the main differences between the foreign language and the students' first language and to explain new items.

When it comes to the teacher's and learner's role in the Grammar-Translation Method, the teacher is the main authority. On one hand, when it comes to the teacher's role, it consists of supplying the translation of new grammatical items, answering questions about the meaning of these items, guiding students' work to achieve grammatical accuracy, and developing translation activities. On the other hand, as for the learner's role, it consists of learning and practicing grammar rules taught by the teacher, using and trying out new grammar items both in spoken and written texts.

In the Grammar-Translation method, the main instructional materials are textbooks and dictionaries as previously mentioned. In addition, these materials also include reading texts.

Finally, in this method, according to Mambrol (2020) the common teaching and learning practices refers to: Read and translate a literary passage; Reading comprehension questions; Deductive grammar practice; Fill in the blanks exercises; Memorization practice and Composition.

Direct method

The Direct Method is also known as the Natural Method, because language is taught and learnt like mother tongue or L1 (Patel and Jain, 2008). In fact, the Direct Method arises as a reaction against the grammar-translation method. This is because Grammar-Translation Method focuses on reading comprehension, grammar, and vocabulary. In contrast, the Direct Method focuses on communication and spoken language (Anderson, 2011, as cited in Djauhar, 2021).

The Direct Method was originally implemented in private language schools (Patel and Jain, 2008, p.78). Further on, supporters and followers of this method introduced it in both,

France, and Germany. Resulting in the Direct Method becoming universally known in the United States after being used in these countries in commercial language schools (Patel and Jain, 2008, p.79).

According to the abovementioned authors, the main characteristics of this method are:

- Mother tongue does not interfere in the learning process. This means that the foreign language is taught as learners learn their mother tongue.
- As the name itself suggests, this method directly links the target language. Learners express thoughts and ideas in the target language.
- The sentence is the basic unit of teaching. Therefore, teachers carry out activities to teach the meaning of the sentence in a context. In other words, the teacher represents the sentence in a way in which the meaning of the sentence is shown to the learner.
- This method is characterized by its many activities where the teachers use objects or actions to clarify their concept.
- Direct Method is seen as a natural process for learners.
- The learning process takes place in an EFL environment.
- Grammar is taught in a non-deductive way.

When it comes to the teacher's and learner's role in the Direct Method, teachers and students are seen as equals in the learning process. On one hand, when it comes to the teacher's role, it consists of directing the activities. On the other hand, the learner's role is active and as mentioned above, teachers and learners are at the same level in the learning and teaching processes.

In the Direct Method, the main instructional materials are realia and other visual elements.

Finally, in this method, according to Handha (2014) the common teaching and learning practices are: Questions and answers; Dictation; Reading aloud; Self-correction; Conversation practice; Map drawing; Paragraph writing.

Audiolingual Method

The Audiolingual Method appears because of an increment in the attention given to FLT (Foreign Language Teaching) in the United States at the end of the 1950s (Richards and Rodgers, 2014, p.61).

As a result of this combination of linguistic theory, analysis, aural-oral procedures and behaviourist psychology, the Audiolingual Method was created.

According to Richards and Rodgers (2014), the main features of this method are:

- In the Audiolingual Method, language learning is seen as a process in which language is learned through mechanical habit formation.
- The Audiolingual Method prioritizes oral skills above all others.
- In this method, grammar is taught in an inductive way.
- The Audiolingual Method promotes the development of intercultural competence as it sees language teaching as a process in which cultural aspects of the language and the people who speak it, are taught.

When it comes to the teacher's and learner's role in the Audiolingual Method, the teacher is the main figure of the language teaching process. So, as in the Grammar-Translation Method, the Audiolingual Method is a teacher-centred method. On one hand, when it comes to the teacher's role, the teacher is responsible for monitoring the learner's performance and correcting the possible mistakes. In addition, it is also the teacher's duty to keep learners motivated and attentive through different tasks and situations to practice the structures (Richards and Rodgers, 2014). On the other hand, when it comes to the learner's role, it is reactive as learners must respond to the different stimuli and situations (Richards and Rodgers, 2014, p.69). In fact, learners are not allowed to start the interactions and they must continue them. By doing so, teachers prevent learners from making mistakes.

In the Audiolingual Method, the main instructional materials are teacher-oriented and consist of a guide to the sequence to be followed in each session. Also, worksheets and drill patterns take place in this language teaching method.

Finally, in this method, according to Djauhar (2021, p.87) the common teaching and learning practices refers to: Memorizing dialog; Backward Build-up (Expansion) Drill; Repetition Drill; Chain Drill; Transformation Drill; Single-slot Substitution Drill; Multiple-slot Substitution Drill.

2.1.2. Communicative Methods

Communicative teaching methods are those methods whose main aim is to develop a learner's communicative competence.

This category includes the methods of Communicative Language Teaching (CLT) as the most representative example. In addition, it also includes two kinds of approaches (task-based approach and project-based approach) and the Total Physical Response (TPR).

Communicative Language Teaching (CLT)

Communicative Language Teaching, as its name indicates, is an approach whose aim is to teach second languages by emphasizing communication or interaction as a way of teaching any language (Desai, 2015). In fact, in Communicative Language teaching, any target language is seen as a vehicle or a way of learning instead of an object of study (Desai, 2015). This is mainly because, in CLT, communication plays a major role since learning any language allows the speakers to be communicatively competent. However, CLT considers the specific needs of each learner. As a result, learners can easily acquire the required skills to develop communicative competence by taking language outside of the classroom. According to the Council of Europe (2001, 2020), developing these skills means developing the four skills of any language: listening, speaking, reading, and writing. Thus, for learners to be communicatively competent, they must know the relationships between all these skills and their impossible separation. Moreover, in CLT, learning a language means learning the general language properties of any language: cohesion and coherence.

- Cohesion gives the meaning, and it is the grammatical and lexical linking of any language.
- Coherence focuses on logical connection.

As regards the main characteristics of this method, according to Berns (1990) the main principles of CLT are:

- Diversity is required for the use and development of a language.
- Competence is seen as something relative. This means that every learner's competence will be different from other learners' competence.
- In language teaching, language is seen as communication. Therefore, language learners create meaning and communicate for different specific purposes.
- When it comes to variety in languages, these varieties can work as models for learning and teaching languages.
- About the above principle, varieties of language imply varieties of culture. In CTL, culture is seen as a way of shaping any learner's communicative competence, both in the learner's first and subsequent languages.
- In CLT, there is space for different techniques and methodologies. Which means that there is not any universal technique or methodology.
- Throughout the use of a language, learners can express their ideas, and opinions, establish interactions with other learners, and comprehend and elaborate texts.
- Learners are required to use language when performing tasks as there are different purposes within the learning process.

Even though it is essential to learn the previously mentioned different language properties and skills when learning a language, in Communicative Language Teaching, errors are allowed and seen as something natural when learners develop communication skills. Therefore, this enables them to learn from their own mistakes and the mistakes of their partners.

The picture below shows how communicative competence is the centre of CLT and how other competencies or communicative areas contribute to it, as a result of a combination of all of them.

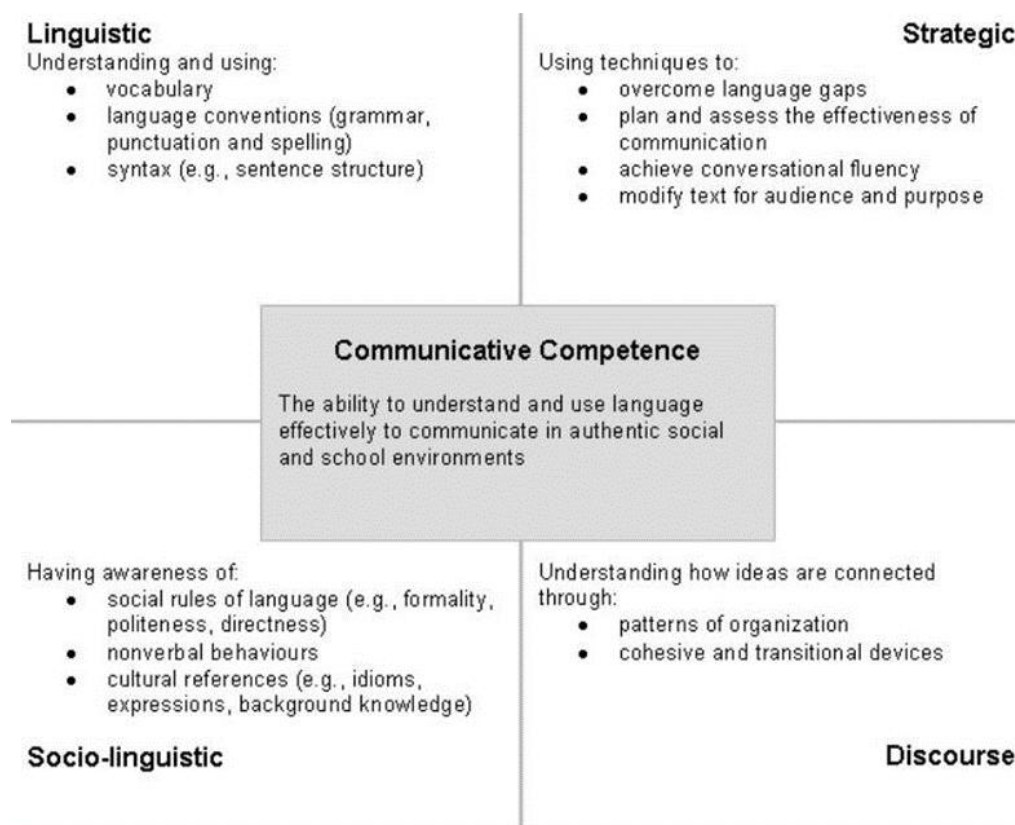


Image 1. Communicative areas and their contribution to communicative competence. Council of Europe (2001, 2020).

Regarding the teacher's and learner's role in CLT, this approach is learner-centred because active participation is strictly required. On the one hand, regarding the teacher's role, teachers have the responsibility of creating situations that stimulate communication among the students while controlling their learning process. Thus, teachers are considered as facilitators. On the other hand, regarding the learner's role, it basically consists of actively participate in the communication process.

In CLT, the instructional materials are mainly realia and text-based and task-based materials. These materials are usually linked to the most frequent communicative activities, such as jigsaw, task-completion, information-transfer, and so on.

Apart from these types of activities, there are other teaching and learning practices to approach CLT. According to the Council of Europe (2001, 2020), the most used practices are: Role-play; Interviews; Group work; Information gap; Opinion sharing; and Scavenger hunt.

Task-Based approach

Task-Based Language Teaching (TBLT) approach is ‘a learner-centred approach to teaching’ (Bhandari, 2020). This is mainly because learners must actively participate and use language to complete different tasks. On top of that, interaction and communication between them are needed so they can help each other in the learning process. As can be inferred from its name, in TBLT the task is the basic unit of the teaching and learning processes.

Moreover, the ‘task’ is considered the core of the activities. To complete the different tasks, the students are grouped in pairs or in small groups. Therefore, their communication skills are developed and improved. Nevertheless, some tasks are conducted individually, which also enhances learner’s communication skills.

When it comes to the role of the teacher and the role of the learner in the task-based approach, the student’s role is above the teacher’s, as it is a learner-centred approach. On the one hand, in regards of the teacher’s role, it basically consists of analysing the needs of his/her students to select the appropriate tasks for them (Bhandari, 2020, p.3).

Moreover, teachers must also ease the process of learning of their students by motivating them and engaging them throughout different tasks. On the other hand, regarding the learner’s role, it is of great importance in TBLT as their main role is to complete each task successfully.

In TBLT, the instructional materials are mainly realia.

Finally, in TBLT as cited in Bhandari (2020, p.2), Prabhu (1987) states three different types of tasks: Information-gap activity; Reasoning-gap activity; and Opinion-gap activity.

In addition to these activities, Bhandari (2020) considers that other activities such as debates or discussions about different aspects (society, culture, environment...) can also be considered as tasks because to complete them, learners must provide information to support their different opinions, which can result engaging and motivating for them.

Project-based approach

Project-Based Learning (PBL) approach as well as TBLT, is also a learner-centred approach. However, in contrast to TBLT, PBL “makes a task the focus of a whole term or academic year.” (Bilsborough, 2013, p.3). PBL emerges as an innovative teaching method whose origins are due to French teachers of the Ecole Nouvelle and Dewey’s and Kilpatrick’s methods based on problem solving (Sanz Trigueros and Sánchez Liendo, 2021).

As mentioned earlier, this teaching method is learner-centred since the students must carry out different research projects to acquire different knowledge to either solve a problem or develop a project in accordance with the teacher’s request

Regarding the teacher’s and learner’s roles in PBL, both roles are of great importance even though PBL is a learner-centred method. On the one hand, regarding the teacher’s role, it consists of motivating the learners at the same time the teacher stimulates students’ reflection, the progress of their learning and their own assessment. On the other hand, regarding the learner’s role, this role consists of working autonomously as well as working in groups, developing communication and problem-solving skills.

In PBL, the instructional materials are created according to the project concerned. Because depending on the project, the sequence of “linguistic and communicative tasks and sub-tasks” (Sanz Trigueros and Sánchez Liendo, 2021, p.109) that allows learners to work on the project to present it later to the rest of the learners, will be different.

Finally, in PBL, the learners must solve different tasks or problems that promote the development of their different skills such as “research skills, negotiation and teamwork, reading, writing, and oral communication” (Allen et al., 2011, p.23).

Total Physical Response (TPR)

This method will be developed in detail in the following section, as it is the focus of this paper, and it will be the teaching method analysed in the proposal of activities.

2.2. Total Physical Response

2.2.1. Fundamentals and Characteristics

Total Physical Response (TPR) is a teaching method developed by Dr James J. Asher that was introduced in the late 1960s. This teaching method “is built around the coordination of speech and action” (Shi, 2018, p.1088).

This teaching method is learner-centred because it teaches a foreign language in a way that helps learners to deal with stress when acquiring a new language. In fact, this is strictly related to Krashen’s Affective Filter Hypothesis.

According to Shi (2018), the main characteristics of the TPR method are:

1. All activities focus on listening skill.
2. TPR increases students’ motivation as they play an important role in the activities.
3. The body movements as response to the different teacher’s commands, allows students to improve their comprehension and listening abilities.
4. This teaching method requires that teachers put meaning above form to reduce the tension and stress that the students may feel during the learning process.
5. TPR enhances learners’ communicative competence, allowing them to improve it because of its use in different situations.
6. This teaching method is effective in learners’ long-term memory, as it allows students to maintain long-time memory after using TPR for a period of time.
7. TPR allows learners to retain and remember after acquiring the knowledge.

In relation to the development of listening skills, the following subsection consists of an explanation of the importance of the input in foreign language teaching and in the TPR method as well as its main characteristics.

2.2.2. The Role of linguistic input

This second subsection consists of two points of view. First, a more general point of view which is the role of linguistic input in foreign language teaching. Second, a more specific point of view is the use of commands as a specific kind of input characteristic of the TPR method.

The Role of linguistic input in foreign language teaching

First, 'input' refers to "what is available to be utilized by language learners for Second Language Acquisition which should be differentiated from intake which is that part of the input which is comprehended by the language learners" (Corder, 1967, as cited in Bahrani and Nekoueizadeh, 2014).

In fact, 'input' can be perceived by the learners from the different elements of foreign language teaching: the teacher, other learners and the context in which both the teaching and learning situations take place.

Nevertheless, if we want to develop 'input' in foreign language teaching in greater detail, we must consider the work of several authors whose study of input in foreign language teaching is relevant. On the one hand, the input hypothesis from Stephen D. Krashen that is part of his work *Principles and Practice in Second Language Acquisition* published in 1982. On the other hand, *Input and Second Language Acquisition: The Roles of Frequency, Form, and Function. Introduction to the Special Issue* published by Nick Ellis and Laura Collins in 2009.

If we consider Krashen's input hypothesis (Krashen, 1982), this hypothesis' aim is to investigate how we acquire a foreign language through input. This hypothesis also explains how learners are able to move from one stage to the next. Thus, as Krashen (1982, p.21) states:

A necessary (but not sufficient) condition to move from stage i to stage $i + 1$ is that the acquirer understand input that contains $i + 1$, where "understand" means that the acquirer is focussed on the meaning and not the form of the message.

It could be said that for Krashen, the meaning of the input in foreign language teaching is more important than the form in which it is taught. Moreover, Krashen (1982) also argues that to acquire a foreign language, we must understand language structures which

are further away from the level of competence (i) that we have at that moment. To do so, we must understand the language also considering other elements, such as the place where the learning process takes place.

Finally, in the last part of the input hypothesis, Krashen (1982) advocates that even though fluency develops as time progresses, providing comprehensible input is essential to teach speaking. On top of that, “accuracy develops over time as the acquirer hears and understands more input” (Krashen,1982, p.22).

According to Ellis and Collins (2009, p.330), the input in foreign language teaching, can be analysed according to:

- Frequency
- Form
- Function
- Interactions Between Contingency of Form–Function Mapping

The following part of this subsection will consist of a development of the input in TPR and more specifically, the characteristics and use of commands in TPR.

The Role of linguistic input in TPR

According to Asher (1969), the use of commands as linguistic input in TPR is a strategy to develop and improve learners’ listening fluency. In general terms, this strategy consists of giving commands in a foreign language to the learners. The term ‘commands’ refers to the imperative sentences orally given by the teacher in courtly style to indicate to learners the actions they have to perform. Learners must answer these linguistic utterances by performing the asked actions physically.

In TPR, a foreign language is acquired by increasing the complexity of the commands given by the teacher to the learners. First, they are given simple actions. Then, the teacher combines these simple actions with others to create more complex commands.

Input in TPR can be used to teach different aspects of language such as vocabulary and grammar. On top of that, according to Singh (2011), TPR is motivating and amusing for the learners as they have to follow the teacher’s instructions to perform the activities. Moreover, taking into account the Affective Filter, by giving commands to the students,

teachers create a comfortable learning environment for them as they are allowed to fail and can learn from their mistakes without pressure. In addition, TPR also promotes good relationships between learners as they can learn from each other.

In TPR activities, commands are given by the teacher to the learners in three different phases:

1. In the first phase, the teacher introduces the commands and performs the actions by himself/herself.
2. In the second phase, the teacher practises the previously introduced commands with the students, performing the different actions together.
3. In the third and last phase, the teacher remains seated or still and gives the commands that only the students must perform.

It is important to highlight that if the students do not understand the commands or make the wrong actions, the teacher can repeat the commands as often as needed. In fact, listening to these commands is strictly related to the development of oral skills, an aspect that will be developed in the following subsection.

2.2.3. The Development of oral skills

As Asher (1969) advocates, “the skill of listening comprehension has high positive transfer specially to speaking a foreign language” (p.4). As previously mentioned, TPR is mainly focused on listening skills, whose development and improvement results at the same time as the development and improvement of the rest of skills in foreign language learning. Therefore, we, as teachers, must provide a comprehensible input so that learners can understand it and develop their listening skills as well as other skills.

Listening skill has also a positive impact on reading and writing skills as there is always a “fit between phonology and orthography” (Asher, 1969, p.4). Moreover, in TPR the linguistic input is given in a context. Thus, learners understand its meaning in a context and through the different actions that they are asked to perform (Tetsuyu, 1987). This means that they do not need to use translation to understand the meaning and the language in which the input is given.

Therefore, “the students learn in a meaningful context, which they never fail to interpret correctly” (Tetsuyu, 1987, p.76). As learners understand and assimilate language through comprehensible input, they acquire the language. On top of that, they do not feel pressure to start speaking immediately. This results in learners being comfortable to start speaking once they have acquired the language, developing their oral skills and being able to develop their communication skills.

To sum up, in TPR listening skills and oral skills are strictly related and one cannot be developed or put into practice without the other. Therefore, learners need to focus first on their listening skills before developing their oral and communication skills.

2.2.4. Relationship with Kinaesthetic learning styles

As mentioned earlier, TPR is a method that is mainly related to body movement. This subsection consists of an analysis of how body movement or kinaesthetic learning styles have a positive impact on second language acquisition.

In general terms, learning styles refer to the ways in which learners prefer or can learn.

For example, kinaesthetic learners are those learners who prefer to “develop their knowledge through doing and need physical interaction with the reality through touch, taste, etc” (Arias, 2016, p.15).

Through kinaesthetic learning styles, learners are able to understand meaning in a context through body movements which allows them to internalise and assimilate the meaning of the taught commands and allows them to learn new ones (Tetsuyu, 1987).

According to the Teaching Agency Engage (2023), the main benefits and advantages of kinaesthetic learning styles are:

- The improvement of cognitive development, due to the connection between thinking and movement in the development of the activities.
- The ease of the retention of information, as movement helps kinaesthetic learners to easily retain information.

- The enhancement of communication skills as well as social skills. This is mainly because in TPR, learners are continuously interacting with others, which promotes communication.
- The promotion of imagination and creativity in learners to accomplish the different activities and follow the asked commands.
- The development of problem-solving skills. TPR requires active participation from learners, which allows them to find different solutions to the problems they may encounter.

To develop these benefits and achieve second language acquisition through kinaesthetic learning styles in TPR, we can use and carry out certain activities such as: Storytelling, Roleplay, Dances, Demonstrations, Charades, Songs, Scavenger hunts and Circle games.

These activities as well as others, will be developed and classified in the following subsection.

2.2.5. Teaching Strategies

In TPR, the main strategy basically consists of giving commands in a foreign language to the students, to whom they must listen and respond with actions.

However, when we talk about teaching strategies in TPR, we refer to different teaching ‘patterns’ (Shi, 2018, p.1088). This classification of patterns was created by Asher to classify the activities according to the materials and dynamics used in them. These patterns are (Shi, 2018, p.1089):

- Cardboard Pattern
- Game Pattern
- Competition Pattern

First, in cardboard patterns, as the name properly indicates, the instructional materials are cards. In this teaching pattern, the learners must identify themselves to the element that they have on their card and when the teacher asks about their card, they must answer as representatives of the card that they own. Then, they exchange cards with their classmates.

The second teaching pattern is the game pattern, as the name indicates this teaching pattern follows the pattern of gamification, which consists of teaching through games. This pattern creates a good and interactive atmosphere in the classroom, as learners interact with both other learners and the teacher. Throughout this pattern, learners acquire language in a more comfortable and entertaining way, an aspect that motivates learners and makes them more participative. In this pattern, we can classify the activities mentioned above:

- Storytelling.
- Roleplay.
- Dances.
- Circle games.
- Demonstrations.
- Songs.

Finally, the last teaching pattern is the competition pattern. This pattern is one of the most used patterns in TPR. This is since by participating in competitions, learners are motivated and more participative as they want to be better than others. Moreover, “any competitive activities can arouse their enthusiasm for learning English” (Shi, 2018, p.1089). To follow this pattern, the teacher must divide the classroom into two big groups or different small groups. On top of that, each group must have its own name. This creates a sense of belonging to a group as well as being unique. These competitive activities promote the development of communication and social skills. Finally, the activities that can be classified according to this pattern are:

- Charades.
- Scavenger hunts.
- Roleplays.

To finish with this subsection, it is important to highlight that to follow these different patterns and apply them to second language acquisition, teachers must adapt the different activities to the context of their classrooms. This context encompasses the distribution of the classroom, the installations and the personalities and characteristics of the learners.

3. Methodological Framework

3.1. Context

This proposal of activities was implemented during my practicum in a bilingual classroom of Year 1 of Compulsory Secondary Education composed of 20 students in a public high school located in the neighbourhood of Parquesol, in Valladolid. This public high school was a bilingual centre in which the following languages are taught: Spanish, French, English and German.

Moreover, this educational centre provides a wide range of educational programs, including Secondary Education and Upper Secondary, as well as a diverse range of middle and higher levels of Vocational Training and some Formative Courses. The choice of this high school was based on its education in values.

Furthermore, the chosen centre offers the possibility of learning several subjects of the Compulsory Secondary Education curriculum in the English language. Thus, these are the reasons why I have considered this high school particularly interesting for me to choose.

3.2. Justification

3.2.1. Didactic and Methodological Justification

The proposed activities were based on emotions, feelings and personal adjectives. I considered these topics of great relevance as mental health and the ability and total freedom of expressing feelings and emotions are important. On top of that, this proposal of activities revolves around the characters of the film *Inside Out*, who represent different emotions: Anger, Fear, Joy, Sadness and Disgust.

My main aim was to increase the learners' respect for other people's feelings and to teach them that everybody is different. Through the proposal, students were supposed to learn about topics such as good deeds, future and phrasal verbs, and vocabulary related to feelings, emotions and personality adjectives. The proposed lesson plan requires learner autonomy as well as conflict resolution when it comes to group work in those activities in which it is necessary to work in groups. To make this lesson plan more interesting and entertaining, I

decided to use TPR in some sessions, as I believe that it might be a good idea to keep students engaged in English sessions with the ultimate motivation of being the fastest learners and making themselves understood. Moreover, the use of TPR in Year 1 of Secondary Education would be justified as it is the lowest level of Secondary Education.

I aimed this proposal at the bilingual group of Year 1 of Compulsory Secondary Education, as they need a certain English level for the proposed activities, so I considered that their age is appropriate for learning and comprehending the main topics of this lesson plan. There are 20 students in the classroom, and one of them has attention deficit disorder (ADD). I have focused on this student since he presents problems such as maintaining attention and underachievement. I am aware of the differences and difficulties that this student may present concerning his learning. Therefore, I have organized the activities to enable him to participate with the support of the teacher and his classmates.

As for the timing and evaluation of this proposal, I conducted it in the second term of the course. I opted for this term because it was when my practicum took place. Also, I have decided that this unit should be the last of the units to avoid making it coincide with the final exams and cause anxiety for the students. This lesson plan was 10% of their final mark for the second term.

To achieve the maximum mark, I focused on the development of the activities, their participation and progress in class, their written production in the formal email to the headmaster and their oral presentation. These aspects were evaluated through observation of the activities and rubrics and assessment grids.

This lesson plan is based on the task-based learning model. In each session, the students would receive information and would solve sequences of tasks that involve an authentic use of language. The aim of this learning model is to get students engaged at the same time they use English.

I also considered two of the five hypotheses developed by Stephen Krashen, directly related to second language acquisition and learning: the Input Hypothesis and the Affective Filter Hypothesis. I have designed the unit bearing in mind that for the natural acquisition of linguistic competence, we will always have to go one step beyond the learner's level when it comes to oral productions. Not all students will be at the same level, but the idea is to provide comprehensible input so that progress and improvement will come naturally to all of them.

Secondly, I will maintain the students' motivation as much as possible, trusting them and not penalizing mistakes (even though they will be indirectly corrected to learn from them), as my aim is to achieve their maximum oral participation.

3.2.2. Curricular justification

As previously mentioned, this proposed lesson plan was task-based and was aimed at students in Year 1 of Compulsory Secondary Education. According to the current law applied in the Spanish educational system, the educational legislation applicable to this course is the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOMLOE), on which I have focused on conducting this proposal.

Regarding the national context, the legislation considered is *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*. This legislation has been kept in mind to have an overall context of Spanish education, as well as to have an overview of the general and pedagogical principles, the objectives, and the organization of the courses.

At the regional context, the current *Decreto 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad de Castilla y León* has been considered. Through this legislation, I have focused on the specific competencies and assessment criteria stipulated for the first year of the subject 'Lengua Extranjera', along with the contents that students must acquire.

The application of this regional law to develop this lesson plan has been valuable, not only because of the aspects mentioned above but also because I could have an overview of all the contents (syntactic-discursive structures) that must be covered and achieved by the students in this course.

Finally, I have also considered again the *Decreto 39/2022* in the weekly timetable, which establishes that students of Year 1 of Secondary Education must have 4 hours of 'Lengua Extranjera' per week. However, the group chosen for the implementation of this lesson plan has 5 hours of 'Lengua Extranjera' per week as it is a bilingual group.

This group has two hours on Mondays, the first one before the break and the second from two to three o'clock. Then, on Wednesday at first period. On Thursday, this group has one hour of 'Lengua Extranjera' after the break. Finally, the last hour is on Friday during the

second period. Accordingly, I planned to develop the lesson plan in two weeks. To do so, I developed five sessions in the first week and another five sessions in the second week.

In the following section, I focus on some of these activities, more specifically on the TPR activities, to carry out a detailed analysis of each one.

4. Analysis of a teaching proposal

4.1. General table for the lesson plan

Stage: Secondary Education		Level/Course: Year 1		Timing: 10 sessions	
Stage aims: B, C, E, G, I					
Key competences 1, 2, 3, 5, 6			Specific competences 1, 2, 3, 4		
Contents Section A): 1, 3, 6 Section B): 1			Assessment criteria 1.1 - 1.2 / 2.1 - 2.3 / 3.3 - 3.4 / 4.2		
Activities					
Session 1	Session 2	Session 3	Session 4	Session 5	
A helping hand Good deeds Personality adjectives	Reviewing personality adjectives <i>Inside Out</i> Jumping emotions	This or that If how will you feel?	Will vs be going to Let's practice!	Learning phrasal verbs Let's play! Guess the story	
Session 6	Session 7	Session 8	Session 9	Session 10	
Our feminine role model	International Women's Day Our feminine role model	Reading Writing to the headmaster	Musical phrasal verbs Colourful emotions	Gymkhana	
<p>Attention to diversity: In the class chosen to develop this lesson plan, there is a person with Attention Deficit Disorder (ADD). This student needs methodological adaptations in all subjects. This is one of the main reasons I will adapt my methodology for this person. On top of that, I want all students to be included and participative in every activity as well as to feel comfortable working with their classmates.</p> <p>All through the different sessions and activities created for this lesson plan, I will carry out a series of methodological adaptations, such as sitting this student in the first row and close to the teacher, avoiding the distraction of the window. In addition, I will avoid any source of stimulation other than the learning material itself as much as possible. Another methodological adaptation will be giving him more time in the activities and avoiding long and difficult questions.</p> <p>In addition, I will help to develop his organizational and planning skills through task organization and step-by-step explanation.</p> <p>When it comes to group work, this student will be placed in the group that is closest to the teacher. By doing so, there will be a good climate in the classroom that helps this student develop self-esteem and encourage respect for differences and his classmates.</p> <p>Finally, in all TPR activities, this student will be the one to start giving commands to his classmates.</p>					

As can be seen in the general table for this lesson plan, this lesson plan was aimed to Year 1 of Secondary Education. Moreover, this lesson plan was composed by 10 sessions which were composed at the same time by 21 different activities. As mentioned earlier, the activities of this lesson plan were based on feelings, emotions and personal adjectives. On top of that, the main aim of this lesson plan was that students learned good deeds, future and phrasal verbs, and vocabulary related to feelings, emotions and personality adjectives throughout the development of the different activities. In addition, another aim of this lesson plan was the student's achievement of the different key and specific competencies stated by the current *Decreto 39/2022*. However, as the main focus of this lesson plan was the use of the TPR method, this analysis of the teaching proposal is going to be focused only on the 8 TPR activities of the 21 component activities of the lesson plan. These TPR activities can be seen marked in bold to be differentiated from the rest of the activities. These TPR activities will be analysed in detail in the following subsection.

3.3. Analysis of TPR Activities

As previously mentioned, this subsection consists of the analysis of the different TPR activities that were part of the lesson plan aimed at a group of 20 students in Year 1 of Secondary Education. A total of 8 activities are analysed, ordered according to the sequence they follow in the general table of the lesson plan.

The analysis of each one of these activities is divided into three parts following this structure:

- A) The corresponding table for each activity. This table includes the different aspects:
- The name of the activity.
 - The type of activity: warm-up or reinforcement.
 - The number of the session to which the activity belongs.
 - The timing of the activity.
 - The different resources that were used in the activity.
 - Classroom management. This refers to the distribution of the students, either in small groups or the whole classroom.
 - The linguistic input containing the different commands and utterances given by the teacher.

B) The strengths of each activity, explaining its aims and main reasons why the use of TPR was effective.

C) A critical analysis of each activity after being implemented. To carry out this criticism, I have focused on the reactions of the students, their response to the activity and the results of the activity. Moreover, I have also included possible areas for improvement including suggested variants if each activity were to be re-implemented.

After conducting this analysis, the last part of this paper shall consist of the final conclusions that have been reached after considering the whole paper and the implementation of the proposed lesson plan.

ACTIVITY 6

A) Table for the activity

TPR Activity: Jumping emotions	Type: Reinforcement	Session: 2
Timing: 15 minutes		Classroom management: Whole class
Resources: None. Just the commands orally given by the teacher.		
Attention to diversity: At the end of the 2 nd and 3 rd phases, the student with ADD will be the one to start giving commands to his classmates.		
<p>Linguistic input:</p> <p>For this activity, we are going to play a game. Similar to Simon Says. Do you know that game? Good. It is going to have three phases. In the first one, you don't have to repeat anything. In the second phase, we will do the actions together. Finally, in the last phase, you will do the actions on your own. Got it? Okay, let's start.</p> <p>[1st phase]</p> <p>I want Joy to jump. [The teacher jumps]</p> <p>I want Anger to stomp on the floor. [The teacher stomps on the floor]</p> <p>I want Disgust to make a face of disgust. [The teacher makes a face of disgust]</p> <p>I want Fear to tremble. [The teacher trembles]</p> <p>I want Sadness to cry. [The teacher pretends to cry]</p>		

[2nd phase]

I want Joy to move her hands. [The teacher and the students jump and move their hands]

I want Anger to cross his arms. [The teacher and the students cross their arms while stomping on the floor with an angry face]

I want Disgust to cover her mouth. [The teacher and the students cover their mouths while making a face of disgust]

I want Sadness to look down. [The teacher and the students look down and pretend to cry]

I want Fear to look around. [The teacher and the students look around while trembling]

I want Joy to touch her nose. [The teacher and the students jump and touch their noses]

I want Anger to sit down. [The teacher and the students stomp on the floor and then sit down]

I want Disgust to blow a kiss in the air. [The teacher and the students make a face of disgust and then blow a kiss in the air]

I want Sadness to touch the table in front of you. [The teacher and the students pretend to cry and then touch the tables in front of them]

I want Fear to push the chair next to the desk. [The teacher and the students tremble and then push the chairs next to the desks]

[3rd phase]

I want Joy to jump. [The students jump]

I want Anger to stomp on the floor. [The students stomp on the floor]

I want Disgust to make a face of disgust. [The students make a face of disgust]

I want Sadness to cry. [The students pretend to cry]

I want Fear to tremble. [The students tremble]

I want Joy to draw a heart in the air. [The students jump and then draw a heart in the air]

I want Anger to scratch his head. [The students stomp on the floor and then scratch their heads]

I want Disgust to pick up a pencil case. [The students pick up their pencil cases while making a face of disgust]

I want Sadness to touch her right elbow. [The students pretend to cry and then touch their right elbows]

I want Fear to knock on the table. [The students tremble and then knock on the tables]

Did you like this activity?

Great. See you tomorrow guys!

B) Strengths of the activity

As can be seen from the input, the aim of this activity was to introduce the TPR method to the students. To do so, the teacher introduced the characters of the film *Inside Out* in previous activities: Fear, Joy, Sadness, Anger and Disgust. In this activity, the teacher gave specific commands related to each one of these emotions. For example, jumping is related to Joy and stomping on the floor is related to Anger. Therefore, by doing so, students learned to relate actions and feelings.

TPR results effective in this activity because by performing the different actions, the students acquire the vocabulary related to both emotions and verbs of movement. By doing so, students also work on their second language acquisition. Moreover, in the 3rd phase, the teacher introduces new commands. Thus, students need to observe each other to perform the required actions asked by the teacher through the different commands. This allows the students to make mistakes and learn from them by correcting themselves without any pressure. This enables the students to develop their self-confidence, their social skills and their communication skills.

C) Critical analysis

In general terms, the results of this activity were positive. To reach this conclusion, I analysed the students' reactions, their performance, their motivation for doing the activity and their interaction with both the teacher and each other.

It could be said that at first, students were curious and hesitant as they had not done a similar activity before. However, as the activity progressed, the students were more comfortable and more participative. Moreover, relating the commands to the characters, made it easier for them to understand the required actions. By taking into account the attitude and comfort of the students as well as their motivation and active participation, it could be said that this activity was a complete success.

However, if we consider some aspects for improvement, one of them would be to increase the timing of the activity in order to be able to work more commands.

ACTIVITY 7

A) Table for the activity

TPR Activity: This or that	Type: Warm-up	Session: 3
Timing: 25 minutes		Classroom management: Whole class
Resources: A presentation created by the teacher. This presentation is included in the annexes		
Attention to diversity: The teacher allows the student with ADD to ask some options and decide which side of the classroom corresponds to each option.		
<p>Linguistic input:</p> <p>Hello guys! How are you today?</p> <p>Great! I hope you are ready for today's session as I have prepared a funny activity. I hope you are energized today.</p> <p>Are you ready? Perfect! So, do you know the game this or that? I can see some of you don't know it. Let me explain. So, this game consists of choosing between two different options. These options can be on any theme. For example, you can choose between two seasons, two pets, rural or urban areas... etc. Is it clear? Perfect! So, this side of the class is going to be option 1 and this other side is going to be option 2. The middle of the class will be neutral, meaning that if you can't choose or prefer something different, you have to move there. Got it? Great! Remember that you must give me reasons for choosing that option using complete answers. Are you ready? Good. Let's start.</p> <p>The first choice is what you prefer to watch. Tv series or movies. This side is movies and this side is tv series. Go to the place that corresponds to your choice.</p> <p>[The students move to one side of the class or the other depending on what they prefer] Good job guys! Now I want you to tell me why did you choose one option or the other. Remember to raise your hand and respect your turn.</p> <p>Next choice! Are you ready? Great! Remember to be careful. Ok, what do you do in your free time? Play video games or read books. This side of the class is playing video games and the other side is reading books. Ready...steady...go! Good job! I can see some of you went to the middle of the class, why did you go there? Great! Next choice! [The teacher keeps saying different pairs of options and allowing the students to choose and give reasons to support their choice] That's the end! Great job guys! Did you like this activity? Brilliant. Let's move to the next activity.</p>		

B) Strengths of the activity

As can be perceived from the input, this seventh activity according to the lesson plan aimed to develop students' decision-making skills and speed of decision-making. On top of that, this activity also aimed to develop the students' ability to argue in support of their chosen options.

The use of TPR in this activity results effectively since students have to move either to the right side of the class or to the left side of the class, depending on the option they choose. In addition, they can also move to the middle of the class if they do not choose any of the given options and prefer a different option. Therefore, TPR is useful here because students have to remember which side of the class corresponds to each option and then make their choice as fast as they can and move to the chosen side. By doing so, students work on their decision-making skills, memory, reflexes and responsiveness. Moreover, they have to explain why they have chosen that option and give arguments to support their choice. Thus, they also work on grammar and vocabulary, which are two important aspects of second language acquisition.

C) Critical analysis

The results of this activity were mostly positive since students improved their decision-making skills and their argumentation skills. However, several areas of improvement can be considered to make this activity more effective. First, the place where the activity takes place. This activity took place in the same classroom where the students of Year 1 of Secondary Education usually have class. Even though there was enough space for the students to move from one side of the classroom to the other without any possibility of hurting themselves, it would have been more effective to develop this activity in a different space such as the playground or the gym. Another area for improvement would be the timing of the activity. In contrast to the previous activity, this activity would have had better results if it had been carried out in less than its original 25 minutes. Finally, one last area for improvement would be classroom management. As could be verified from the development of the activity, the age of the students (11-12 years old) is a highly influential factor since the students are influenced by what the majority decides. Therefore, I suggest a variant of this activity in which the students work individually and do the activity one by one. To do so, the teacher will choose the students one by one and will give two options to each student. Thus, only one student will

move either to the right side of the classroom or to the middle depending on his/her choice while the rest of the students observe. By removing the central part of the class, the students will have to choose between the given option and not different ones. Moreover, by doing the activity individually, students are not influenced by what others choose.

ACTIVITY 8

A) Table for the activity

TPR Activity: If...how will you feel?	Type: Reinforcement	Session: 3
Timing: 25 minutes		Classroom management: Whole class
<p>Resources:</p> <p>Coloured cardboards on the walls around the classroom, one colour related to each character from Inside Out:</p> <ul style="list-style-type: none"> • Yellow: Joy • Purple: Fear • Blue: Sadness • Green: Disgust • Red: Anger 		
Attention to diversity: Any type of adaptation in this activity is not necessary.		
<p>Linguistic input:</p> <p>Let's start this second activity. But before we start, I want you to tell me what the different coloured cardboards that you can see on the walls remind you of.</p> <p>That's correct! Each one of them is related to one character in Disney's film Inside Out. Yellow represents Joy, purple represents Fear, blue represents Sadness, green represents Disgust and red represents Anger. In this second activity, we will work with the first conditional, do you remember it? Ok. Let me explain to you what we are going to do. So, I am going to ask you questions using this structure: If... how will you feel? To ask you how would you feel in different situations. Is it clear? Ok. The funny part of this activity is that you have to move to the coloured cardboard that represents your feelings in that situation. Do you understand it? Let's see. If someone is rude to you, how will you feel? <i>[The students run to the different cardboards depending on their feelings]</i></p>		

in that situation] Good job! This one doesn't count. Now, If someone is mean to you, How will you feel? [The students move to the different cardboards depending on their feelings in that situation] Good job! Remember that you have to answer to my questions following this structure: If, I will feel... because... Ok? Great! Let's continue [The teacher keeps asking the students different questions and the students keep moving to the different coloured cardboards depending on their feelings in those situations]

If someone is unhelpful to you, how will you feel? [The students move and answer the question]

If someone is polite to you, how will you feel? [The students move and answer the question]

If someone is patient with you, how will you feel? [The students move and answer the question]

If someone is impolite to you, how will you feel? [The students move and answer the question]

If someone is generous to you, how will you feel? [The students move and answer the question]

If someone is kind to you, how will you feel? [The students move and answer the question]

If someone is unkind to you, how will you feel? [The students move and answer the question]

If you fail an exam, how will you feel? [The students move and answer the question]

If you eat broccoli, how will you feel? [The students move and answer the question]

If you lose a game, how will you feel? [The students move and answer the question]

If your neighbours are noisy, how will you feel? [The students move and answer the question]

If you hear a weird noise at night, how will you feel? [The students move and answer the question]

If social networks disappear, how will you feel? [The students move and answer the question]

If something is boring, how will you feel? [The students move and answer the question]

That's the end! Good job guys! See you tomorrow!

B) Strengths of the activity

As can be inferred from the input, the aim of this activity was to allow students to express their feelings and emotions in different hypothetical situations at the same time they aimed to learn to relate each colour to each one of the characters of the film. This is in fact one of the main characteristics of the film that I used to make this activity more visual and interactive. Moreover, students also aimed to share their thoughts at the same time they learned to relate colours with emotions.

The use of TPR in this activity results effectively since as in the previous activity, they have to move around the class and place themselves in the colour corresponding to the emotion they would feel in that situation. Thus, as mentioned in the previous activity, students have to remember which side of the class and which colour corresponds to each emotion. In fact, this also enables them to develop their decision-making skills, memory,

reflexes and responsiveness. Moreover, they also work on their empathy by listening to the explanations of their classmates when choosing the corresponding emotion. This is in fact one of the main aspects in which I intended to work with the development of the proposed lesson plan.

C) Critical analysis

The results of this activity were positive as the students managed to learn what they were supposed to learn through the activity. However, there were some inconveniences during the development of the activity. First, some students found it difficult to choose one colour as they felt mixed emotions in some of the hypothetical situations. Therefore, these students were slower and took more time to decide. Another inconvenience was that even though one of the main aims of this activity was to work on the students' empathy, some students found funny or undervalued the decisions of their classmates. Finally, one area of improvement would be the space where this activity took place. This activity would have had better results if it had taken place in a bigger space and the coloured cardboards would have been more separated from each other.

ACTIVITY 12

A) Table for the activity

TPR Activity: Let's play!	Type: Reinforcement	Session: 5
Timing: 15 minutes		Classroom management: Whole class
Resources: Magnifying glasses, red buttons (OFF buttons), green buttons (ON buttons), and dolls.		
Attention to diversity: At the end of the 2 nd and 3 rd phases, the student with ADD will be the one to start giving commands to his classmates.		
<p>Linguistic input:</p> <p>Do you remember the activity that we did last week?</p> <p>That's right, the one in which you have to follow my commands.</p> <p>Let's check if you remember everything.</p> <p>[The teacher proceeds to tell a short story including all the emotions and the students have to</p>		

perform the action associated with each emotion as they were taught in session 2].

Joy **gets in** the room and turns on the lights. She **finds out** that one light bulb is not working.

She finds Anger, Fear, Disgust, and Sadness arguing about who has to go to buy a new one.

Anger is **talking over** the rest of them because he is so angry. When Joy tells him to calm down,

he **gets out** and goes to his bedroom. Joy asks Disgust to go with her to the shop to buy a new light bulb while Fear **looks after** Sadness because she is sick.

Disgust and Joy go to the shop and come back half an hour later. Joy asks Disgust to **turn off** all the lights so she can replace the old light bulb with the new one.

And now, let's start.

[1st phase]

The teacher says **Find out**. [The teacher looks through a magnifying glass]

The teacher says **Get in**. [The teacher makes the gesture of opening a door]

The teacher says **Get out**. [The teacher imitates the act of getting out of a room]

The teacher says **Turn on**. [The teacher presses the green button]

The teacher says **Turn off**. [The teacher presses the red button]

The teacher says **Talk over**. [The teacher makes the gesture of screaming]

The teacher says **Look after**. [The teacher cradles a doll in her arms]

[2nd phase]

The teacher says **Find out**. [The teacher and the students look through magnifying glasses]

The teacher says **Get in**. [The teacher and the students make the gesture of opening a door]

The teacher says **Get out**. [The teacher and the students imitate the act of getting out of a room]

The teacher says **Turn on**. [The teacher and the students press green buttons]

The teacher says **Turn off**. [The teacher and the students press red buttons]

The teacher says **Talk over**. [The teacher and the students make the gesture of screaming]

The teacher says **Look after**. [The teacher and the students cradle dolls in their arms]

[3rd phase]

The teacher says **Find out**. [The students look through magnifying glasses]

The teacher says **Get in**. [The students make the gesture of opening a door]

The teacher says **Get out**. [The students imitate the act of getting out of a room]

The teacher says **Turn on**. [The students press green buttons]

The teacher says **Turn off**. [The students press red buttons]

The teacher says **Talk over**. [The students make the gesture of screaming]

The teacher says **Look after**. [The students cradle a doll in their arms]

And that's the end! Good job guys! Let's move to the last activity.

B) Strengths of the activity

As can be deduced from the input, the purpose of this activity was to work with the list of phrasal verbs that the students had previously learned in other activities. In these previous activities they had learned the structure and the meaning of these phrasal verbs and how to use them.

However, in this activity they had to learn the implementation of these verbs by learning the corresponding actions related to each one of them. As this is a reinforcement activity, the students had to work only with the phrasal verbs that they had already learned and not with new or different phrasal verbs.

Moreover, these phrasal verbs are the ones that correspond to the unit of their students books that they were working on at that time. It must be clarified that the activity started with a short story to introduce the phrasal verbs that were going to be worked and also to put these phrasal verbs in context.

The use of TPR in this activity results effectively since the best way to learn and acquire both verbs of movement and phrasal verbs as in this activity, is to perform the actions corresponding to them. By doing so, the students put meaning in a context and work on their acquisition of a second language by learning meaning, vocabulary and grammar at the same time.

On top of that, students work on their self-confidence and have fun at the same time they are working and acquiring the second language. Therefore, this would had not been possible if a different method or way of teaching had been used. Finally, by performing daily actions such as turning on the lights or getting out of a place, the students learned the equivalents of those actions in the foreign language.

C) Critical analysis

In general terms, the results of this activity were positive and the students carried out the activity satisfactorily. As mentioned earlier, the students had fun in this activity and gained more self-confidence. Moreover, they also learned these phrasal verbs in context, which allowed them to learn the actions involved in each phrasal verb instead of just focusing on the meaning of the verbs.

ACTIVITY 13

A) Table for the activity

TPR Activity: Guess the story	Type: Reinforcement	Session: 5
Timing: 20 minutes		Classroom management: 4 small groups of 5 people
Resources: Cards created by the teacher containing different stories and a button.		
Attention to diversity: The student with ADD will be in charge of distributing the characters among the members of his group.		
<p>Linguistic input:</p> <p>For this activity, you will work in groups. So as you are 20, I need you to make 4 groups of 5 people. Ok? [The students make groups]</p> <p>Is everyone in a group? Let me see how many groups there are...okay.</p> <p>For this activity, we are going to play mimics.</p> <p>You need to tell a story without saying anything and use the phrasal verbs that you learned in the previous activity. To earn points, if another group knows the story they have told with their gestures, they have to get up and come to my table to press the button. If the story that you tell is close to the one told by the group, you win a point.</p> <p>Is it clear?</p> <p>Great. So, first group [The teacher gives the group a card with a story including the phrasal verbs that have been taught in the previous activity and with the emotions as the different characters]</p> <p>Ready?</p> <p>[The first group acts to tell a story] Now I want the rest of you to guess what this story was about.</p> <p>Perfect. Next group, please. [Another group acts to tell a story]</p> <p>[All groups tell a story]</p> <p>Good job guys! You have a great imagination. Group X wins!</p> <p>That's all for this session.</p> <p>See you at two o'clock for the second session. Goodbye.</p>		

B) Strengths of the activity

As can be seen from the input, this activity combines aspects of both mimics and story-telling activities. The purpose of this activity was to allow students to develop their imagination at the same time they reinforced what they had already learned. In this activity, the 20 students were divided into 4 groups of 5 people. Then, each group was given a card

containing different phrasal verbs that were taught in the previous activity. Moreover, these cards also contained the names of the 5 emotions, so each member of the group could be part of the story. Therefore, each group had to perform the phrasal verbs included in their card and the actions related to each emotion. These actions were taught in the sixth activity. The most complicated part of this activity and therefore its main aspect, is that the students could not make any noise. Thus, students were only allowed to perform the different actions corresponding to the given phrasal verbs and to the emotions mentioned in their cards. One at a time, each group performed their story while the other groups had to guess the story that was being told by that group. If one group guessed the story, all members of the group had to get up and press the button that was on the teacher's table. If their interpretation of the story that had just been told by the other group was correct, they earned points.

The use of TPR results effectively in this activity as it allowed the students to gain confidence and overcome their fear of public exposure by performing their stories in front of the rest of their classmates. Moreover, TPR helped them to remember the phrasal verbs that they learned in previous activities. In fact, this is one of the main benefits of TPR as mentioned in this paper. Body movement and therefore kinaesthetic learning styles, allow learners to internalise and assimilate the meaning of the taught commands and allows them to learn new ones (Testsuyu, 1987). Thus, through the use of TPR in this activity, students were able to remember the phrasal verbs and actions that they had assimilated and internalised also as a result of the use of TPR in previous activities.

C) Critical analysis

By taking into account the reactions of the students, their participation and their performance, it could be said that the results of this activity were mostly positive. However, some negative aspects could also be noted during the development of the activity. For instance, at the beginning of the activity, some students were uncomfortable and hesitant to perform in front of their classmates as they were timid and less confident than others. Nevertheless, by performing in groups, these students found support in their colleagues and little by little they became more comfortable.

If some areas of improvement were to be considered, one of them would be the stories the students had to perform. Each group was given a card containing a list of phrasal verbs and names of different emotions. Therefore, some students found it difficult to create a story

adapted to the time they were given and wasted a lot of time. Therefore, they had to perform their stories so fast so they were on time. Thus, a solution to prevent this situation would be to give the students cards containing complete stories, highlighting the phrasal verbs and the names of the emotions in bold so that they would just perform the stories and did not waste time.

ACTIVITY 19

A) Table for the activity

TPR Activity: Musical phrasal verbs	Type: Reinforcement	Session: 9
Timing: 20 minutes (1 st phase 10 minutes, 2 nd phase 5 minutes and 3 rd phase 5 minutes)		Classroom management: Whole class
Resources: Computer, speakers, Internet, and <i>Bing Bong's song</i> (See references).		
Attention to diversity: Any type of adaptation in this activity is not necessary.		
<p>Linguistic input:</p> <p>Good morning guys! How are you today?</p> <p>I hope you are energetic today because you will have to move a lot for this activity.</p> <p>Have you ever played musical chairs? Well, this game is similar. You will move around the class in a single file while the song plays. If I stop the music, you stand still in place and perform the action I tell you to do. Are you ready?</p> <p>Let's start!</p> <p>[1st phase]</p> <p>[The music is playing; the teacher stops it]</p> <p>[The music is playing again; the teacher stops it again] The teacher says Pick up. [The teacher bends down and pretends to pick something up]</p> <p>[The music is playing again; the teacher stops it again]The teacher says Look at. [The teacher makes the gesture of "I see you", pointing at her eyes and then at the students]</p> <p>[The music is playing again; the teacher stops it again] The teacher says Go away. [The teacher makes a dismissive gesture with her hand]</p> <p>[The music is playing again; the teacher stops it again] The teacher says Take part in. [The teacher puts one hand on top of the other, mimicking the hands of a group]</p> <p>[The music is playing again; the teacher stops it again] The teacher says Work out. [The teacher imitates the act of training with dumbbells]</p> <p>[2nd phase]</p>		

[The music is playing again; the teacher stops it again] The teacher says **Pick up**. [The teacher and the students bend down and pretend to pick something up]

[The music is playing again; the teacher stops it again] The teacher says **Look at**. [The teacher and the students make the gesture of “I see you”, pointing at their eyes and then at the rest of the students]

[The music is playing again; the teacher stops it again] The teacher says **Go away**. [The teacher and the students make a dismissive gesture with their hands]

[The music is playing again; the teacher stops it again] The teacher says **Take part in**. [The teacher and the students put one hand on top of the other, mimicking the hands of a group]

[The music is playing again; the teacher stops it again] The teacher says **Work out**. [The teacher and the students imitate the act of training with dumbbells]

[3rd phase]

[The music is playing again; the teacher stops it again] The teacher says **Pick up**. [The students bend down and pretend to pick something up]

[The music is playing again; the teacher stops it again] The teacher says **Look at**. [The students make the gesture of “I see you”, pointing at their eyes and then at the rest of the students]

[The music is playing again; the teacher stops it again] The teacher says **Go away**. [The students make a dismissive gesture with their hands]

[The music is playing again; the teacher stops it again] The teacher says **Take part in**. [The students put one hand on top of the other, mimicking the hands of a group]

[The music is playing again; the teacher stops it again] The teacher says **Work out**. [The students imitate the act of training with dumbbells]

Well done! Let's move to the next activity.

B) Strengths of the activity

As can be inferred from the input, in this activity there is an extra element which was not part of the previous activities. This element is music. In fact, music was included in this activity with the aim of interfering with students' attention. Thus, students had to be more attentive to complete the activity correctly. In this activity, students needed to be focused and coordinated at the same time because even though they performed the given commands individually, the whole class had to perform the different actions at the same time, working as a team. Moreover, the phrasal verbs that were worked on with this activity, were phrasal verbs that they already knew and which were part of the unit of their students books that was being taught at that time.

The use of TPR results effectively in this activity since it enhances students' understanding of these phrasal verbs in a context and improves students' coordination and concentration capacity. Moreover, the students are continuously moving around the classroom. This makes the activity quite dynamic and as a result the students actively participate in it.

C) Critical analysis

In general terms, the results of this activity were positive. The students had fun, which resulted in their active participation. Nevertheless, some areas or aspects of improvement must be taken into account. First, as in other activities that required a big space, this activity would have had better results if it had taken place in a bigger space such as the playground or the gym. In addition, a variant of this activity would include some alterations such as increasing the speed at which students have to move, changing the speed of the song or including some changes of direction. These alterations would increase the level of difficulty of this activity.

ACTIVITY 20

A) Table for the activity

TPR Activity: Colourful emotions	Type: Reinforcement	Session: 9
Timing: 30 minutes (10 minutes for group organization and distribution around the classroom, 20 minutes for the activity)		Classroom management: 4 groups of 5 people.
Resources: Balloons, flashcards and small balls.		
Attention to diversity: The student with ADD will be placed in the group that is closest to the teacher.		
<p>Linguistic input:</p> <p>First of all, I need you to organize into groups of 5 people. [The students organize themselves into groups] All right. Now I am going to give one card to each one of you, these cards are different characters from the movie. Nobody can see it, only you so please keep it for yourself. Does everybody have a card? Perfect.</p> <p>So, for this game, I will give one member of your group a ball. That person will throw the ball to another person and ask "What colour is your emotion?" And the other person has to answer "Its colour is..." Got it? Okay. And then, once everyone has answered, everybody has to go to that corner and pick up a balloon that is the colour of your emotion. Is it clear? Okay.</p>		

Let's start!

[The students play in groups]

Okay, now I want you to move and pick up your balloon. [The students pick up different balloons according to their emotions] Does everybody have a balloon? Great! Now, organize yourselves by colours.

[The students move around the class to group by colour]

I can see that you are all grouped by colour. Now I want each group to do something.

I want Yellow to jump.

I want Purple to tremble.

I want Green to make a face of disgust.

I want Red to stomp on the floor.

I want Blue to Cry.

And that's the end. The last session is going to be a gymkhana! Are you excited? Great.

See you tomorrow then. Bye, guys.

B) Strengths of the activity

As can be deduced from the input, this twentieth activity implies movement, coordination and team-work. Therefore, the aim of this activity was to improve students' communication and social skills. Moreover, another aim was to work with the vocabulary that the students acquired in previous activities. Finally, at the end of the activity, students had to demonstrate that they remembered the action related to each emotion. That is why the teacher gave them the commands that they learned in the sixth activity. By doing this so, they were able to demonstrate if they had interiorised and therefore acquired these commands.

The use of TPR results effectively in this activity since it requires coordination and cooperation between all members of the different groups to pass the balls to each other in such a way that everyone participates and takes part in the activity. In addition, to catch the balls, students need to be fast, which enhances their reflexes.

C) Critical analysis

In general terms, it could be said that the results of this activity were positive. However, some problems arose during the course of the activity. These problems were mostly related to student's behaviour.

Generally speaking, it could be said that the students were overly excited during the development of the activity. Thus, some of them threw the balls aggressively at others while others screamed to answer when it was their turn. Therefore, in a suggested variant of this activity, students would have to pass the balls from hand to hand in a circular direction instead of throwing them randomly to others. Moreover, as in previous activities, the last part of the activity in which the students had to pick a balloon according to the colour of their character and then group themselves by colours, would have had better results if it had taken place in a bigger space.

ACTIVITY 21

A) Table for the activity

TPR Activity: Gymkhana	Type: Reinforcement	Session: 10
Timing: 50 minutes (25 minutes Drama Session and 25 minutes Treasure Hunt)		Classroom management: Class divided into 5 groups of 4 people. To monitor each group on a one-to-one basis, the teacher will take into account different aspects of each activity. First, in Drama Session , the teacher will take into account the participation of all members, their speed of response and the correct execution of the requested commands. Then, in Treasure Hunt , the teacher will check that each group has completed the different tasks correctly and also their speed. To do so, the teacher will check the correct execution of the different challenges as well as the cooperation of all the members of the group.
Resources: Audio recordings with the teacher's voice, audio players, headphones, different stamps and cardboard as a point system for counting the points of the groups.		
Attention to diversity: The student with ADD will be placed in the group that is closest to the teacher.		
Linguistic input: Hi guys! As I told you, today we have a gymkhana Okay, I want you to make 5 groups of four people. [The students make groups]		

Do you all have a group? Great! Each group will be named after each one of the emotions. So, tell me the names of your groups to write them down on the board. [The teacher notes the names of the groups on the blackboard]

So let's start!

Drama Session

This first game is called Drama Session. I will be the narrator of the story and you will be the characters. I will tell a story and you have to follow my commands and act according to the actions I say. As you are in 5 groups, I will tell a story to each group. You will have 5 minutes to represent the story. To win points, all the members of your group have to participate and do the action correctly. If you do it perfectly, you win 10 points. Is it clear? Great! So, let's start.

Joy

Joy was walking when she found out [The students are supposed to make the gesture of looking through a magnifying glass] that she had dropped her wallet. After 1 hour of looking for her wallet, she found it on the floor and picked it up [The students are supposed to bend down and pretend to pick something up].

Fear

Fear woke up, turned on [The students are supposed to imitate the act of turning on the lights] the lights and got out of bed. He had breakfast, got ready and went to the gym to work out [The students are supposed to work out with imaginary dumbbells]. After 2 hours of training, he got out [The students are supposed to imitate the act of getting out of a room] of the gym and went back home.

Anger

Anger wanted to take part in [The students are supposed to put one hand on top of the other, mimicking the hands of a group] an art exhibition after looking at [The students are supposed to make the gesture of "I see you", pointing at their eyes and then at the rest of students] the paintings of other artists. He got in [The students are supposed to make the gesture of opening a door] and pick up [The students are supposed to bend down and pretend to pick something up] an application to participate.

Disgust

Disgust had to look after [The students are supposed to cradle a baby in their arms] her little sister so she stayed at home. She turned on the TV [The students are supposed to imitate the act of turning on the lights] and they watched it together. They were watching the TV when an annoying mosquito appeared, Disgust screamed: Go away! [The students are supposed to make a dismissive gesture with their hand]

Sadness

Sadness was crying because her mom had talked over [The students are supposed to make the gesture of screaming] her. Her mom felt so bad, she went to Sadness' bedroom and got in [The

students are supposed to make the gesture of opening a door]. She told her to go out [The students are supposed to imitate the act of getting out of a room] and pick up her favourite ice cream.

Treasure Hunt

This second activity consists of treasure hunting. Are you familiar with it? Great!

Well, instead of giving you printed clues, I have recorded myself giving you the instructions, so you have to listen to them carefully and act according to my instructions.

To win points, you have to be very coordinated with the members of your group because all the members have to participate and carry out my instructions correctly.

[The students listen to the different audios hidden around the class and complete the activity]

Good job guys! Did you enjoy it? Great! Now I want team X to come here and take their treasure!

In contrast to previous activities, this last activity lasted a full session. On top of that, this activity was equally divided into two activities of 25 minutes each. Therefore, the analysis of this last TPR activity is divided into two analyses. First, the analysis of the first activity called Drama Session. Then, the second analysis of the second activity called Treasure Hunt.

Drama Session

B) Strengths of the activity

As can be seen from the input, this first activity of the gymkhana consisted of different theatrical performances depending on the group and the character assigned to it. Therefore, the different groups had to perform different actions. The aim of this activity was for the students to place these actions in context as well as to be able to identify the different commands given by the teacher even if they were not told in an imperative way. In fact, these commands were given as part of the different stories that were told to the groups.

Therefore, this allowed students to demonstrate their understanding and assimilation of the commands and their corresponding actions. Moreover, this also allowed students to review everything that they learned in this lesson plan by their performance and by the performances of their classmates.

The use of TPR results effectively in this activity due to the fact that once again, it allows students to enhance their listening skills, their communication skills and their acquisition of a second language. Moreover, its use is also effective in this activity as it helps students to work on and improve their self-confidence and to lose their fear of performing in front of the rest of their classmates. Finally, by using TPR in this activity, competitiveness among the different teams is promoted, which in turn results in motivation and active participation of the students.

C) Critical analysis

By taking into account the reactions of the students, their performance and their understanding of both the stories and their corresponding commands, it could be said that the results of this activity were highly positive. Therefore, no improvements or variant of this activity are considered.

Treasure Hunt

B) Strengths of the activity

As can be inferred from the input, this second and last activity of the gymkhana, consisted of a treasure hunt in which students had to overcome the different challenges to win the final treasure. To do so, as this is a TPR activity, the students had to listen to the different clues that consisted of voice recordings in which the teacher gave them instructions to follow. Therefore, students had to work on their listening skills to understand and comprehend the given instructions in order to accomplish the different challenges to reach the final treasure. By doing so, they also improved their oral skills since communication between all group members and their corresponding coordination was essential to successfully overcome each challenge.

In fact, some of these challenges included:

- A choreography including given actions such as spinning, jumping or waving their hands.

- Simulate a cooking programme in which they had to explain a cooking recipe given by the teacher in the audio as well as the necessary ingredients by gestures alone.
- Imitate a scene from the film *Inside Out*. This scene was described by the teacher in the audio that corresponded to that challenge.

The use of TPR was effective in this activity since it promoted competitiveness among the different teams and this resulted in active participation of all the students. Moreover, as previously mentioned, this TPR activity enhanced their listening and communication skills, which are essential in this method. Finally, TPR also promoted teamwork and cooperation.

C) Critical analysis

In general terms, the results of this activity were positive. The students keep motivated till the end of the activity and successfully accomplished all the challenges. To win, they had to complete the challenges in the shortest possible time.

If some aspects of improvement had to be considered, one of them would be, as in this kind of activities, the space where the activity took place. It would have been better to develop this activity in a bigger space, so the clues could be more separated from each other.

5. Conclusions

The present paper has shown that, although there are different language teaching methods, the most beneficial and efficient ones are the communicative methods. On top of that, the most suitable method for different languages, levels and students is Total Physical Response (TPR).

In fact, as it was mentioned earlier in this paper, Asher (1969) states that by developing the skill of listening comprehension through TPR, students improve and develop the rest of skills in foreign language learning.

Therefore, as teachers, it is our responsibility to provide a comprehensible input that can be understood and assimilated by learners to allow them to develop their listening skills as well as the rest of skills.

This paper has also argued that TPR is the most suitable teaching method for kinaesthetic learners since one of the main features of this method is that it takes advantage from body movements. Thus, through the understanding of the second language through the teacher's commands and their implementation through his/her movements and gestures, by imitating these gestures and responding physically to the different commands, learners are able to develop and improve their second language acquisition.

Besides, TPR allows learners to understand different aspects of the foreign language such as vocabulary and grammar without requiring translation or explanations in entirely theoretical lessons.

Moreover, through the implementation of the TPR activities and their subsequent analyses as part of this paper, it has been possible to conclude that TPR enables learners to accelerate their internalization and acquisition of the second language throughout the use of meaningful input and activities.

It can also be concluded that according to the results of the implemented activities and most importantly to Krashen's Affective Filter Hypothesis, the use of TPR in classrooms

contributes to foster a comfortable classroom environment, which favours the acquisition and learning of a foreign language.

Moreover, by feeling comfortable, learners can make mistakes without feeling stressed or under pressure. Therefore, they can improve their self-esteem and their social skills to interact with others at the same time they develop their communication skills.

Finally, after demonstrating the effectiveness of the use of TPR in Year 1 of Secondary Education, it can be concluded that it would be possible to implement TPR activities in higher levels of secondary education. However, we should not forget to adapt the activities, input and commands to the age and level of language of the students.

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