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Teaching English to Very Young Learners With the Use of Movement

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Prohlášení:

Prohlašuji, že jsem diplomovou práci na téma, Teaching English to Very Young Learners With the Use of Movement, vypracovala samostatně a užila jsem pouze uvedených pramenů a literatury.

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## **Abstract**

The thesis *Teaching English to Very Young Learners With the Use of Movement* is primarily focused on the ways movement can be incorporated in the English lessons. The emphasis is put on the preschool children, their development and the way they learn. Very important part is also focused on various activities involving movement and their description.

## **List of Abbreviations**

FLL – foreign language learning

LAD – language acquisition device

MI- multiple intelligences

SLA – second language acquisition

TPR – total physical response

TPRS – TPR Storytelling

UG – universal Grammar

VYL – very young learners

ZPD – zone of proximal development

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# 1 Introduction

*“If a child cannot learn in the way we teach, we must teach in the way they learn.”*

Author Unknown

*“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”*

Fred Rogers

*“Words represent your intellect. The sound, gesture and movement represent your feelings.”*

Patricia Fripp

The three opening quotes are the representatives of the principal thoughts of this diploma thesis. For this work is primarily focused on teaching English to very young learners with the help of activities which involve movement. It is beyond any doubt that preschool children enjoy playing and game-like activities immensely. That is also why such activities have the primary position in educating very young children. Also action songs, chants, rhymes and stories are very popular with young children. Since children learn the most through these activities in their first language, the same applies for learning a foreign language. Actually, play belongs among one of the most important activities used during the learning process. Nevertheless it is important to include stories and art and craft activities which provide a natural source of the target language too.

Teaching English at preschool level has become very popular in the recent years and its popularity in the Czech Republic is still increasingly expanding. Even though there are not enough qualified pre-primary teachers who could also teach English, there is a growing demand for English lessons in the nurseries. In such nursery schools the lessons are organized by an external lecturer from a language company. As the opposite of these nursery schools, there are also bilingual institutions where English is an incorporated part of everyday life. However, these nursery schools are usually private and parents have to pay for their children to attend.

The reason why I chose this topic is that during my teaching practices I realized that a lot of work and research has already been done in the field of primary and secondary foreign language learning, while, the pre-primary level has not been deeply studied enough yet. I became interested in this problematics and decided to devote my final work to very young learners and their foreign language learning.

In the first part of the thesis, the main concern is on very young learners and their development. It covers physical, mental, social and emotional development as well as language development. Concerning the latest, different theories of language acquisition are discussed. The chapter also covers the theory of the way very young children learn foreign language and how it differs from older learners. At the end of this part is a chapter devoted to Howard Gardner's theory of Multiple Intelligences.

The second section of my work deals with the use of movement when learning foreign language. It's main focus is on James Asher's Total Physical Response approach which forms the basis for using movement when teaching foreign language. A part of this section is also focused on different means of using movement in the lesson. These cover action songs, chants, rhymes games and storytelling as a part of learning process.

The final part of the thesis is based on four case studies. The studies were carried out in the form of interviews with language teachers or lecturers and with their learners in different nursery schools in Olomouc. It focuses on what types of activities based on movement do the teachers use. As a reflection of that, children were asked about what physical activities do they like the most.

## **Theoretical Part**

### **2 Very Young Learners**

In various sources we can find many different theories and definitions of a very young learner (henceforth VYL). There is no universal answer to the question of describing VYL. Even though, all the descriptions vary only a little, slight differences can be found in each author's point of view. Basically, we could say that a very young learner is a preschool child. However, such definition does not give us any information about the child's development and other important aspects of the personality. When stating who a very young learner is we have to take into consideration also other aspects of development. As Dunn claims in his book *Beginning English With Young Children* (1983, p. v), we should have a look at children not only from the chronological viewpoint but also from other perspectives such as cultural background or personal development. It is all these factors that determine a person as a whole.

One of the most significant definitions of VYLs was written by Vanessa Reilly and Sheila M. Ward. Their description is the one upon which this thesis is based. "*Very young learners refers to children who have not yet started compulsory schooling and have not yet started to read. This varies according to the country and can mean children up to the age of seven, so we have taken three to six years as a realistic average*" (Reilly and Ward, 1997, p. 3).

#### **2.1 The Preschool Child Development**

In this section the preschool child development is looked into from the developmental psychology's angle. It is essential when working with children of this age to know at what stage is their cognitive, social, emotional, motor as well as physical development. For all the mentioned characteristics play one of the critical parts in early learning.

### **2.1.1 Physical Growth**

According to Faw and Belkin (1989) between the ages of two and six arrive many changes in the child's body proportion. The head is not the dominant part of the body unlike the legs which become a more important factor in the overall body length. Concerning the height, during this period the child will grow approximately 30 centimetres. As well as other parts of the body, the brain develops and at the age of five, the brain is 90 percent of its adult weight (Faw and Belkin, 1989, p. 234).

### **2.1.2 Motor Development**

Development of motor skills is one of the most visible and also the most prominent one during the preschool years. The following section demonstrates how children become increasingly aware of their movement concerning both, gross and fine motor development.

#### **Gross Motor Development**

At the beginning of this period as Seefeldt and Wasik (2010) point out, the children are still a bit unstable on their feet, usual is frequent falling down and getting up again. However, they acquire the coordination quickly from everyday activities such as jumping, running and climbing which later become more automatic (Seefeldt and Wasik, 2010). Faw and Belkin (1989) add that:

child at the age of three can:

- *walk up and down stairs with alternate footing*
- *stand on one foot and hop 2 – 3 steps*
- *throw a small ball*
- *more than a half of children can ride a tricycle*

child at the age of four can:

- *jump skillfully*
- *ride a tricycle*
- *skip on one foot*

child at the age of five can:

- *skip on alternate feet*
- *throw a ball overhand*
- *broad jump skilfully*
- *catch a bounced ball*

child at the age of six can:

- *ride a bicycle*
- *climb proficiently*
- *throw a ball overhand proficiently* (Faw and Belkin, 1989, p. 237)

### **Fine Motor Development**

As well as gross motor development, there are significant changes in fine motor development. According to Faw and Belkin (1989, p. 237-240), crucial changes appear in drawings which progress from drawing a face composed of a round circle and randomly placed spots reflecting facial features to a human figure where a lot of details is being marked. Seefeldt and Wasik (2010) add that three years old children are not able to play with small objects because their fingers do not have the ability to manipulate such objects yet. In comparison with 4 -5 year-old children whose fine motor skills are better developed. They can play with smaller Lego pieces, colouring and painting is at higher level due to better control over their fine muscles. Also hand dominance is already established by this age (Seefeldt and Wasik, 2010).

#### **2.1.3 Cognitive Development**

*“Cognition refers to inner processes and products of the mind that lead to ‘knowing’.* It includes all mental activity... (Berk, 1997, p. 211). When talking about cognitive development there are two major psychologists related to the phenomenon of children and language learning. They are Jean Piaget and Lev Semjonovič Vygotsky. Their theories will be discussed individually in chapter 1.2. This section focuses mainly on other aspects of cognitive growth.

As Faw and Belkin (1989) claim, children at this stage of development see the world “*only through their own eyes*” which means that they are incapable of seeing a situation from any other point of view except for theirs. This aspect of thinking is called egocentrism and it affects child’s thinking and acting profoundly. Nevertheless, it becomes less dominant as the child grows older (Faw and Belkin, 1989, p. 244).

### **Attention**

As van de Weijer-Bergsma et.al. (van de Weijer-Bergsma et. al., 2008) says, attention is a skill to orient to, to shift between and to keep focus on events, objects, tasks. According to Hoffman et.al. (1988), young children do not have conscious control over their attention. They choose some stimulus depending on its prominence. It is when children become older that their attention becomes more systematic and goal-oriented (Hoffman et.al., 1988, p. 132). Children of this age, as Reilly and Ward (1997, p. 7) point out, change activities very often and it is incredibly demanding to hold their attention for a longer period of time.

### **Memory**

According to Laura Berk (1997), as well as attention improves highly during this period so does memory. Preschool children start to use a memory strategy known as rehearsal (repeating information) which is related to short-term memory (Berk, 1997). When concerning long-term memory, Faw and Belkin (1989) believe that children from age 2 – 4 use hardly any organizational strategies, however, at the age of 4, children use physical properties of objects to categorize information. Despite the fact that children of the age 5 – 6 do not organize objects on the basis of conceptual categories, they can use organizational strategies to improve memory if they are trained to do so (Faw and Belkin, 1989, p. 256-261).

### **Perception**

Although the perceptual capacities of children are at a good level by the age of 2, as Faw and Belkin (1989) state, the usage of those capacities is formed by some of the same factors that form other cognitive processes. When talking about depth perception, there is no obvious difference in perception between adults and children as long as there is no obstacle in viewing. In case that there is some obstacle, children have difficulties to perceive correctly. Assessing distance perception, on the contrary, increases with age. However, identifying

nearobjects from far objects without any obstacle is equivalent for young and older children (Faw and Belkin, 1989, p. 261-269).

### **Concepts of Time, Space and Number**

As claimed by Faw and Belkin (1989), these are only some of many properties of universe that child has to understand to proceed toward adult level of cognitive operating. Even though children by the age of 6 usually have certain knowledge about each of these concepts, it is still very limited. Especially their way of thinking, strongly related to egocentrism, plays an important part of these limitations (Faw and Belkin, 1989, p. 269-274).

#### **2.1.4 Social Development**

In connection with social development, Berk (1997) states that early preschool children have slight awareness of an inner self of private thoughts and imaginings which rises as the children grow older. Children understand that self and other people can have different thoughts and feelings, but they often confound the two. Also the ability to deduce other people's intentions from the way they behave develops in the preschool years. She also uses a term social cognition which she describes as "*thinking about the self, other people, and social relationships*" (Berk, 1997, p. 423).

Another aspect of social development according to Faw and Belkin (1989) is dependency. As they say, preschool children are at the beginning of this stage very dependent, especially to their mother. However, as the children are getting older, they are also becoming less dependent. This phenomenon has a lot in common with children attending a preschool institution. Before going to a nursery children usually associate with few other children. But this changes considerably from the age of 4 when children shift from parallel playing to group play and cooperative play (Faw and Belkin, 1989, p. 328-329).

#### **2.1.5 Emotional Development**

The development of emotions and emotional expression, as Berk (1991) points out, is during the preschool years on the level at which children can understand the emotions



of others and this understanding is growing fast. As well as understanding of feelings, grows the understanding of causes, consequences and emphatic responding (Berk, 1991, p.384-387).

## **2.2 Language Acquisition**

In order to understand the way children learn a foreign language, it is essential to know how they learn the first language – their mother tongue. Although there has been conducted many theories of cognitive development and language learning through the years, the most influential ones were made by Swiss psychologist Jean Piaget, Russian psychologist Lev Vygotsky and American linguist Noam Chomsky whose theories are discussed in this chapter.

### **2.2.1 Noam Chomsky**

The first theory proposed in this thesis, is Chomsky's Innatism which was created as opposition to the behaviourist theory. Chomsky in Lightbown and Spada (2003, p. 15) claims that "*children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop*". Lightbown and Spada (2003) explain the theory on an example of children learning to walk. They state that most children learn to walk at approximately the same age and that walking is basically the same in every normal person. The same applies to language acquisition – the environment makes the fundamental contribution, in this case it is the availability of people speaking to the child. The child's biological aptitude will do the rest (Lightbown and Spada, 2003, p. 15).

According to Chomsky in Lightbown and Spada (2003), children are born with certain ability to find the basic rules of language system for themselves. This special ability is known as language acquisition device (henceforth LAD) which is usually characterized as an imaginary black box where we can find only the principles that are universal to all human languages (Chomsky in Lightbown and Spada, 2003, p. 16). Later was the term LAD replaced by the term Universal Grammar (henceforth UG) and as Chomsky in Lenneberg (1967, p.393)

explains, it could be defined as the study of conditions that must be met by the grammars of every human language.

As Brewster et. al. (2002) concludes, UG helps to develop grammatical competence in child's first language learning and it has also been carried over to the second language learning. However, it has never been proven precisely how UG works when acquiring the second language (Brewster et. al., 2002, p. 17).

### **2.2.2 Jean Piaget**

As Cameron (2002, p. 4) states, for Piaget the child is an active learner alone in a world of objects. According to Berk (1997), Piagetian theory does not consider language as important in developing child's thinking as when children react directly to the physical world. Cameron (2002) agrees that learning in Piagetian viewpoint takes place through actions and problem solving. She also points out, that there are two ways in which development can take place as a result of activity. These are assimilation and accommodation. Assimilation occurs when action happens without any change to the child. Accommodation, on the other hand, engages the child's adaptation to features of the environment in some way. Accommodation has been also taken into second language learning known as restructuring (Cameron, 2002, p. 2-3).

Sprinthall (1990) claims that throughout intensive study and observations of children for long periods of time, Piaget started to create a map of stages in cognitive development. After examining children long enough, from birth through adolescence, Piaget was able to present 4 main stages of cognitive growth (Sprinthall, 1990, p. 102) As Faw and Belkin (1989) state, each of the stages is unique in the sense of acquired cognitive processes. The stages are: sensorimotor (age 0-2), in which the child's understanding of the world comes primarily from his or her sensory and motor interactions with it. The preoperational stage (age 2-7) is characterized by child's ability to symbolize sensorimotor schemata and the ability to think about them without actually engaging in the activity (Faw and Belkin, 1989, p. 18-21). As Sprinthall (1990) writes, during this stage children go through many significant changes. Quality of thinking is transformed, vocabulary expands greatly, including the ability to understand and use words. What is noteworthy is the use of language. For children are being

read stories, taught songs and talked to, it all meets with huge children language development (Sprinthall, 1990, p. 105-108).

As Faw and Belkin (1989) continues, during the concrete operational stage (age 7-11) the child's cognitive operations are developed to allow logical thinking about experiences that are happening right here and now. The last stage is the formal operational stage (age 11-16) in which the child is able to think about abstract problems (Faw and Belkin, 1989, p. 21).

In experimental studies Margaret Donaldson (2006) shown that even VYL are capable of ways of thinking, that Piaget considered too advanced for them, when they are presented with appropriate tasks, for example logical thinking (Donaldson, 2006, p. 17-31).

### **2.2.3 Lev Vygotsky**

In comparison to Piagetian theory, Vygotsky in Berk (1997, p. 211) believes that *"human mental activity is the result of social, not independent, learning"*. As Berk (1991) claims, language is seen as crucial for cognitive change in Vygotsky's theory and so language acquisition is the most important achievement in child's development (Berk, 1991, p. 246). Cameron (2002) adds that as to language development, the theory gives the same importance to other people in the child's environment. The child is an active learner surrounded by other people. Through language children start to know the world around them. As they grow older their speech is less loud and they are able to make a distinction between social speech for others and inner speech (Cameron, 2002, p. 5). Lightbown and Spada (1999, p. 23) conclude that Vygotsky saw the importance of conversations with both adults and other children as the origin of language and thought.

An important role in Vygotsky's theory, as Berk (1991, p.247-248) points out, is played by term zone of proximal development (henceforth ZPD) which refers to tasks that child is not able to yet handle alone but can do it with someone's help. According to Cameron (2002), ZPD is viewed as a kind of intelligence. Instead of measuring intelligence by what a child is able to do alone, Vygotsky argued that intelligence was better measured by what a child is able to do with skilled help (Cameron, 2002, p. 6-7).

## 2.3 Learning a Foreign Language at an Early Age – Advantage or Not?

The first point to be clarified before we proceed to the main problem of this chapter is the difference between foreign language learning (henceforth FLL) and second language acquisition (henceforth SLA). As Punchihetti (2013) writes in her paper *The European Conference on Language Learning 2013: Official Conference proceedings* second language is for the most part another local language of the country (for example French for Canadians who speak English) or an international language which is in the country regarded as highly important (for example French in Morocco). Unlike second language, foreign language usually has no connection to the country and the choice of the target language is completely dependent on the person who wants to learn, except for compulsory FLL at schools (Punchihetti, 2013). In this thesis the main concern is focused on the FLL at preschool age. Despite the fact that teaching foreign language at preschool level is a very popular and fast growing trend, according to Gabriela Lojová (2006, p. 43), there have not been conducted many researches in this field yet compared to the SLA.

Many discussions have already taken place on whether or not children should be introduced to the FLL at preschool level. It had been long believed, as Nunan in Brewster et. al. (2002, p. 20-21) states, that learning second language at an early age automatically mean better because of the Critical Period Hypothesis (henceforth CPH) presented by Eric Lenneberg. This theory claims, according to Lightbown and Spada (2003), that “*there is a limited time period for language acquisition*”. As well as Chomsky’s LAD has to be stimulated at the right time to work profitably, so does CPH (Lightbown and Spada, 2003, p. 19). The right time, as stated by Abello-Contesse (2009), ends before puberty because after this period the child’s brain is not able to use the same mechanisms that he or she used for acquiring the first language anymore. Nevertheless, according to Brewster et. al. (2002, p.18), this theory in its genuine version is no longer valid due to the studies which proved that older learners were more successful at vocabulary and grammar than children.

Brewster et. al. (2002, p. 21) and Cameron (2002, p. 16-17) agree that there has not been proven any significant advantage of exposing preschool children to the foreign language so far, except for a better and more native-like pronunciation and well developed listening

comprehension. Based on this statement, we can presume that a person of any age can learn a foreign language and that earlier does not necessarily mean better. As Lightbown and Spada (1999, p.3) claim, younger learners often have more opportunities to hear and use language in informal environment which allows them to learn the language fluently and accurately without feeling any pressure.

There are many factors that highly influence the learning process, as Brewster et. al. (2002, p. 21) claims, such as “*levels of motivation and confidence, differences in language aptitude and personality*”. Ellis in Brews et. al (2002, p. 21) believes that the best age for learning good pronunciation is 6 years, however, the best time for learning grammar is around puberty and later.

Nevertheless, the learning process is not formed by the learners only. An extremely important part is also played by the teachers. According to Cameron (2002), the methodology of teaching at primary level is completely different from the one at secondary level. Primary language teachers should be aware of this fact and adjust their methods to the needs of VYLs (Cameron, 2002, p. xi). These differences have to also be taken into account when teaching children at nursery schools. For preschool methodology differs a lot even from the primary level methodology, it requires a completely specific approaches and strategies of the teaching process.

Reilly and Ward (1997) point to another issue concerning preschool stage and English teaching. The problem is that there is growing number of teachers who are trained to teach English but they are not trained to teach at preschool level. On the other hand, there are teachers working in nurseries whose mother tongue is not English but they are expected to teach it (Reilly and Ward, 1997, p. 3).

## **2.4 Foreign Language Learning**

When it comes to teaching adults we use methods and procedures that are suitable for them to reach the goals we established. When it comes to teaching children at secondary school, the methods are not that different from the ones the teachers use when working with adults. However when it comes to teaching at preschool level it is of a great importance that

the methods and tools the teacher uses are completely different from the ones used for teaching older pupils. Being a nursery teacher is a very demanding profession in terms of preparation of the program for the whole day, selecting the right materials and activities for children to do. Brewster et.al. (2002) says that young learners are different from older ones because they:

- *have a lot of physical energy and often need to be physically active*
- *have a wide range of emotional needs*
- *are emotionally excitable*
- *are developing conceptually and are at an early stage of their schooling*
- *are still developing literacy in their first language*
- *learn more slowly and forget things quickly*
- *tend to be self-oriented and preoccupied with their own world*
- *get bored easily*
- *are excellent mimics*
- *can concentrate for a surprisingly long time if they are interested*
- *can be easily distracted but also very enthusiastic* (Brewster et.al., 2002, p. 27-28)

Based on these characteristics, Reilly and Ward (1997) state that when teaching foreign language to VYLs the main emphasis should be on type of activities. The activities should be the same ones children usually do at nursery but transformed for language learning. Most appropriate activities particularly involve songs, chants, stories, movement, tasks including drawing, colouring, puzzles, games, acting and many others (Reilly and Ward, 1997, p. 9).

Cameron (2002) points out that children appear to be less ashamed of using the new language which helps them to achieve more native-like pronunciation. Instead of older students who are often embarrassed and afraid of making mistakes. She also says that there is a difference in the young learners' approach to learning, meaning that they want to please their teacher which helps them to use the target language more spontaneously. In addition, teachers of foreign languages to VYLs have to bear in mind that children coming into foreign language classroom will have differently developed skills and learning abilities in their first language (Cameron, 2002, p. 13-17).

### **2.4.1 Objectives**

According to Brewster et. al. (2002), when early foreign language learning (henceforth FLL) became worldwide popular, one of the reasons for doing so was simply to raise the number of years spent on learning the language. Another reason was the CPH and the young children's ability to imitate what they hear (Brewster et. al., 2002, p. ).

When teaching a foreign language to VYLs, there are certain objectives which, according to Brewster et. al. (2002), should be attractive enough for parents and teachers and most importantly they should be manageable for the children. For example, in France was created a document for early language learning which stated that the goal was not to create bilingual children but "*to prepare children linguistically, psychologically and culturally for language learning*". In general, the aim of foreign language programmes is not only the language itself but also evolving sensitivity to awareness of foreign languages and cultures (Brewster et. al., 2002, p. 5).

As Brewster et. al. (2002) says, when concerning the psychological preparation, the primary goal of foreign language teacher is to motivate the children in as many ways as possible. A long-term study of the motivation of young learners in Croatia has shown that even after 8 years of learning English, the learners were still high-motivated because of the usage of proper methodology and activities. Another aspect of psychological preparation is developing language awareness which aims to develop natural interest in language and how it functions. Speaking about linguistic preparation, the aim is to develop basic communicative competence in a systematic way. Cultural preparation focuses on developing of intercultural awareness. In Spain, for example, one of the educational framework's goals is to 'show a respectful attitude towards other languages, their speakers and culture' (Brewster et. al, 2002, p. 5-9).

### **2.4.2 Factors Influencing FLL**

It has already been mentioned in the chapter 1.3 that there are some specific factors affecting young children's learning. In this section we will examine these factors into more details, for it is believed they are the millstones of learning process. All the factors that are going to be mentioned below are taken from Lightbown and Spada (2003, p. 51-58).

The first and highly significant factor to be discussed is motivation. It can be divided into two factors: learner's communicative needs and their attitudes towards the second language. Although motivation is clearly related to success in language learning as proven by researches, "*we do not know whether it is the motivation that produces successful learning or successful learning that enhances motivation or whether both are affected by other factors*". Graham Crookes and Richard Schmidt in Lightbown and Spada (2003, p. 57) point to several areas which increased motivation during the educational process: motivating students into the lesson, varying the activities, materials, using co-operative rather than competitive goals.

The second factor that influences foreign language learning is aptitude. As Lightbown and Spada state, there is evidence in the research literature that some people have an extremely good aptitude for learning languages. There are specific types of abilities from which aptitude is composed of. These abilities are the basis of aptitude tests. We speak about: "*(1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) memory for new words*". A successful learner does not have to be good at all the parts, though, he or she should excel in 1 of the components.

The third factor is intelligence that has traditionally, been referred to as a performance on certain sort of tests. It has been found that these tests can predict well how good learner a person who took them will be in case of analytic and rule learning. It is essential to keep in mind that intelligence is a complex of abilities and that there are different kinds of intelligences which will be explained later.

Another aspect that influences language learning is personality. Many studies have already proposed some personal characteristic that are likely to stimulate language learning, such as inhibition, empathy, talkativeness or self-esteem. However, none of the studies shows a clearly defined relationship between personality and second language learning.

The last factor which Lightbown and Spada mention is learner preferences and learner beliefs. Nevertheless, these factors relate more to older learners for they cover learning style and preferences how learners go about new learning material and their beliefs are based on previous learning experiences.



### **2.4.3 Features of Early Foreign Language Classroom**

Teaching a foreign language to VYLs, as it has already been mentioned before, has many specific features. One of them is, in Cameron's (2002) point of view, routines. They are actions happening every day in the classroom and they give many opportunities for language growth. Example may be giving out paper and scissors. As a routine, it would usually take the same form – the teacher talking to the class, organizing distribution and using language at pupil's level. For example: *George, please give out the scissors. Margaret, please give out the paper.* The familiarity of the event and the concept give pupils an opportunity to predict meaning. However, routines also engage in variation and novelty that can involve more advanced language: *Sam, please ask everybody if they want white paper or black paper.* Routines provide many opportunities for language growth and using language in meaningful situations (Cameron, 2002, p. 10-11).

Another very important aspect presented by Gerngross and Puchta (1998) is recycling. They explain that any FLL can not be done without revision. Recycling should be done for a long period of time regularly. For that reason it is advantageous to revise with children in short sections several times during the lesson what they have already learnt. Revising also enables teacher to praise children a lot which results in children's higher motivation and self-confidence (Gerngross and Puchta, 1998, p. 24).

Among other features of early foreign language classroom, as suggested by Brewster et. al. (2002), can be incorporated getting used to the sounds, rhythm and intonation of English. As well as creating such atmosphere where every child feels involved in the activities and feels confident at speaking with foreign language. Undoubtedly, it is highly motivated for both, children and their parents, to be able to say something in the target language. That is why FLL takes place mainly through playing games, singing songs and chants, reciting an action rhymes. Also the frequency of foreign language lessons is important. For VYLs it is recommended to teach in regular short slots during the week (Brewster et. al. 2002, p. 8).

### **2.4.4 Management of the Classroom**

Together with type of activities used for language learning and teacher's abilities to work with VYLs, class management holds one of the most prominent positions in the learning

process. According to Reilly and Ward (1997), children of this age are not capable of working well in pairs or groups. Due to this fact, most of the activities takes place as a whole-class work led by the teacher. Nevertheless, it is essential that children start learning cooperation (Reilly and Ward, 1997, p. 15).

To organize a class of small children into a homogenous group is, as Reilly and Ward (1997) point out, rather a difficult task. In many nursery classes most of the time children play individually or next to each other. Controlled activities, on the other hand, are usually based on whole-group work. However, during the language learning activities the organization of the class might involve individual work, whole-class work as well as group work. For dividing the class into groups the teacher can use the corners as special area, if possible. Each corner could then have different task to do (Reilly and Ward, 1997, p. 15-16).

## **2.5 Language Learning as a Holistic Process**

Holistic learning is characterized by Scott H Young (2016, n.d.) as the opposite of memorization. The holistic process means that the learner is able to use the knowledge s/he is learning with everything s/he has already understood. As suggested by Gerngross and Puchta (1998) when learning a language, adults think a lot about the language itself and how it works. In comparison with the children's language learning, adults want to understand the language structures and its principles. Children, on the other hand, grasp the language as a whole. As highly important aids when teaching children a foreign language function pictures, real objects, mime and gestures because the children use these aids to understand the meaning of what they hear. As an example, the authors use the phrase "Stand up". When the teacher says it for the first time, children imitate the movement. After some time when the teacher uses the expression repeatedly children will understand its meaning even without any help (Gerngross and Puchta, 1998, p. 21).

According to Pinter (2006) one of the best resources of holistic approach are stories and songs. They are brilliant tools for enriching vocabulary and teaching grammar as well. While reading stories children absorb the grammatical structures and they learn them unconsciously (Pinter, 2006, p. 86).

What Gerngross and Puchta (1998) refer to as the most significant feature of the holistic process which should be thought of during the entire learning process is pleasant learning atmosphere. Such environment is created mostly by praising children for correct understanding and helping those children, who did not understand correctly, with patience (Gerngross and Puchta, 1998, p. 21).

*“The content of what the children are offered in the new language is of crucial importance in motivating them to work out the meaning of what they hear”* (Gerngross and Puchta, 1998, p. 21). As the authors suggest, the motivation is higher when the content of the lesson is meaningful, interesting and funny (Gerngross and Puchta, 1998, p. 21).

## **2.6 Teacher Talk**

As Amanda Pinter (2006) writes in her book *Teaching Young Language Learners*, in the classroom teachers use mainly the target language. The reason for doing so is that they provide the language input and also in helps children to get used to the language, its intonation and patterns. Teacher does a lot of mime and uses a lot of pictures which s/he comments and points to them at the same time. This helps children with understanding of the situation even without knowledge of the language (Pinter, 2006, p. 47). Reilly and Ward (1997, p. 4) add that mother tongue should be used only in the early stages of language learning and for specific purposes such as making sure that children understand the task correctly.

## **2.7 Multiple Intelligence Theory**

The concern of this section is the Theory of multiple intelligences (henceforth MI) first presented by Howard Gardner in his book *Frames of mind: Theory of Multiple Intelligences* in 1983. The book introduces 7 different intelligences that each person possesses in some degree. Since the interest of this thesis is use of movement when teaching English to

preschool children, it is essential to understand the basis of this theory since it operates with nearly each of the intelligences.

Armstrong (2009) writes that MI theory has changed significantly the previous perspective of intelligence according to which it was possible to measure it with standardized tests only. An example of such test can be provided Stanford-Binet test. Gardner doubted the validity of determining intelligence through doing isolated tasks the people may have not done before. So he created his own theory of intelligence (Armstrong, 2009, p. 6). As Howard Gardner (1993) in his book *Multiple Intelligences: The Theory in Practice* says, even though MI theory was rejected by many people in the beginning, it has become one of the most influential psychological theories that should be taken into account when teaching at school. Intelligence in the Gardner's point of view is seen as the skill to deal with problems or to create products (Gardner, 1993, p. xii-7). Later, as Çelik (2014) says, Gardner provided a new definition of intelligence as "*bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*" (Gardner in Çelik, 2014, p. 301).

Gardner (1993, p. xi-xii) explains what is meant by the term MI as follows: "*multiple*" to stress an unknown number of separate human capacities, ranging from musical intelligence to the intelligence involved in understanding oneself; "*intelligences*" to underscore that these capacities were as fundamental as those historically captured within the IQ test." In connection to the MI, Gardner (1993, p. xv) established a term *individual-centred education* which uses all the kinds of intelligences during the learning process so that each student has the possibility to learn well.

In his research, Gardner (1993, p. 8) located seven basic intelligences which, as the author is convinced, have comparable priority. However, Armstrong (2009, p. 6) points out that based on later researches, eight kind of intelligence, called naturalist intelligence, was added to the theory and ninth discussed.

Michael Berman (2002) writes about three main learning styles in connection to MI theory – visual, auditory and kinesthetic. In connection to the styles he adds that the teacher can never be sure that all the learners reached the goals if those 3 learning styles are not incorporated in the classroom (Berman, 2002, p. 9).

As Annamaria Pinter (2006) says, different children have different interests and ways of learning new abilities. That is why teachers should provide a wide range of various activities through which children can learn (Pinter, 2006, p. 14-15). The most significant type of intelligence for the purpose of this thesis is bodily-kinesthetic, nevertheless the other types are more or less important as well. Therefore the following paragraphs define the individual types of intelligences.

### **Bodily-kinesthetic Intelligence**

As Gardner (1993) points out, the control of bodily movements is centred in the motor cortex, with each hemisphere controlling bodily movements on the contra-lateral side. The development of the specialized bodily movements is, in humans, extended through using tools. Bodily movements go through defined developmental stages which are universal across cultures. This explains the criteria of “knowledge” which each of the intelligences is said to have (Gardner, 1993, p. 18-19).

According to Gardner (1993), the use of this knowledge as “problem-solving” may be less obvious. Nevertheless, the ability to use one’s body to express an emotion, play a game or make a new product proves the cognitive features of body usage (Gardner, 1993, p. 19). As Armstrong (2009, p. 7) adds, this intelligence involves specific physical skills such as coordination, balance, dexterity, speed or tactile and haptic capacities.

Berman (2002) states that the bodily-kinesthetic learners will never learn much in the lesson until the teacher gives them the opportunity to learn through movement. The activities which involve movement can be incorporated in the lesson at any time (at the beginning, in the middle or at the end). As an example of such activities are provided games, action songs, role-plays or organizing the class according to some criteria (how many siblings does each learner have, what is their size of shoes...) (Berman, 2002, p. 9-23). Brewster et. al. (2002, p. 36) presents also activities such as craftwork, dancing or TPR to be useful and suitable for these learners.

### **Musical Intelligence**

As Berman (2002) points out, musical intelligence is closely connected to using song in the classroom. Music can be used for different purposes, for example to teach vocabulary, to work on phonology or to set the scene. In addition, the purpose of using music in the lessons is not only to teach something. Teachers can play songs in order to calm the learners

or to make stress-free environment. A great advantage of incorporating song into the lessons is that it caters also for bodily-kinesthetic learners because very often songs are connected to movement (Berman, 2002, p. 27-32). Gardner (1993, p. 18) says that despite the fact that musical talent is not usually considered to be an intellectual skill it meets the criteria stated in his MI theory.

### **Interpersonal Intelligence**

*“Interpersonal intelligence builds on a core capacity to notice distinctions among others; in particular, contrasts in their moods, temperaments, motivations and intentions”* (Gardner, 1993, p. 23). Another point Gardner (1993) makes is that in more advanced forms the person is able to predict other people’s intentions and desires, even though they have not been shown. It has been proved that this kind of intelligence is not in relation to the language (Gardner, 1993, p. 23).

According to Berman (2002) the interpersonal intelligence is catered for every time the teacher uses pair or group work in the classroom. The forms of interaction have to differ, though, so that the learners are not always in the same group or pair (Berman, 2002, p. 33). As Brewster et. al. (2002, 36) states, very helpful and enjoyable activities for these learners are also peer teaching, dialogues, interviews or surveys.

### **Logical-mathematical Intelligence**

As Gardner (1993) writes, logical-mathematical intelligence together with language skill makes the basis for the traditional IQ tests. It has been examined well by traditional psychologists and *“it is the archetype of ‘raw intelligence’ or the problem-solving faculty...”* (Gardner, 1993, p. 20).

We can assume, in Berman’s (2002) point of view, that these learners who like science subject or working with computers are more likely to have a high level of logical-mathematical intelligence. These learners enjoy crosswords, activities based on categorizing and ordering. What model of activities appeals to be suitable for these learners is the OHE Model – observe, hypothesis, experiment (Berman, 2002, p. 79-97). Other activities that these learners enjoy, according to Brewster et. al. (2002, p. 36), are computer games, number puzzles, logical problem solving or word puzzles.

## **Linguistic Intelligence**

According to Gardner (1993, p. 21), linguistic intelligence is the other kind of intelligence that is considered to be traditional. *“Students who seem to mirror the learning styles of teachers, who display a fascination for words and their manipulation, who enjoy expressing themselves orally and in writing as well as listening to stories are likely to have well-developed linguistic intelligence”* (Berman, 2002, p. 113).

Among the main activities that cater for such learners, as Berman (2002) states, is storytelling. The story can be read, cut up into pieces, without having ending or the learners can be asked to make questions about the story after reading it (Berman, 2002, p. 113-114). A long list of activities for learners with higher linguistic intelligence is introduced by Brewster et. al. (2002). Such activities as reading games, writing games, show and tell, role play or tongue twisters and crosswords are very enjoyable for learners with high developed linguistic intelligence (Brewster et. al., 2002, p. 36).

## **Spatial Intelligence**

The spatial problem solving, as Gardner (1993) writes, is required for navigating and for the usage of the notional system of maps. Also people with well-developed spatial intelligence are good at visualizing objects from different angles and in playing chess (Gardner, 1993, p. 21-22). Berman (2002, p. 133) adds that a huge effect on these learners have *“visual problem solving devices like spider diagrams, memory maps, and the use of peripherals placed at or higher than eye-level”*.

A very useful activity for learners with well-developed spatial intelligence, as Berman (2002) says, is guided relaxation. It helps learners *“to keep the brain wide-open, unfocused state and to facilitate learning”*. Teachers can use this activity to energize classroom or to calm the learners down (Berman, 2002, p. 133). Brewster et. al. (2002) presents other activities suitable for developing spatial intelligence. Among these activities can be found shape puzzles, drawing or constructing models (Brewster et.al., 2002, p. 36).

## **Intrapersonal Intelligence**

Gardner (1993, p. 24-25) describes intrapersonal intelligence as *“knowledge of the internal aspects of a person: access to one’s own feeling life, one’s range of emotions, the*

*capacity to effect discriminations among these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one's own behavior."*

According to Çelik (2014, p. 305) the activities teacher can incorporate in the lesson for learners with well-developed interpersonal intelligence can be reflective using journals, working on a project independently or writing letters. Brewster et. al. (2002, p. 36) adds that also activities such as personal goal-setting or learning diaries help to develop this kind of intelligence.



### **3 Using Movement When Teaching English**

In the previous chapters we were discussing VYLs, their characteristics, how they acquire native language and specific features of learning foreign language. This part of the thesis focuses on the usage of movement when teaching foreign language to VYLs. As it has been already said, preschool children learn differently from any other foreign language learners. The basic priority in the learning process belongs to the movement because VYLs learn primarily through doing things. Therefore this section describes reasons why should teachers use movement during teaching process and the ways it can be incorporated in the lesson. The main focus is on the theory, principles and use one of the best-known approaches related to children and movement during the process of FLL – Total Physical Response.

Before proceeding to the Total Physical Response (henceforth TRP) itself, the distinction between an approach and a method needs to be clarified.

#### **An Approach**

According to Richards and Rodgers (1986), the term was established in 1963 by the American applied linguist Edward Anthony. He recognized three stages of conceptualization and organization. Among these belong an approach, a method and a technique. According to his model, an approach is the level at which believes and hypothesises about the nature of language and its learning are determined (Richards and Rodgers, 1986, p. 15).

As Richards and Rodgers (1986) continue, there exist at least three theoretical views of language. Firstly, it is *the structural view* which says that the language is a system of parts that are structurally connected in order to code the meaning. Secondly, *the functional view* regards the language as a vehicle for expressing the functional meanings. Lastly, the authors recognize *the interactional view*, which perceive the language as tool for the realization of interpersonal relations and for the creating and keeping them (Richards and Rodgers, 1986, p. 16-17).

#### **A Method**

In Anthony's point of view, as Richards and Rodgers (1986) write, a method is seen as a level at which theory meets with practise. At this stage are usually made choices about

what will be taught and in what way. The methods commonly differ in the view of the perception of the relevant language and the matter of subject around which the teaching is to be organized (Richards and Rodgers, 1986, p. 17-21).

### **3.1 The History of TPR**

In his book *Learning Another Language Through Actions* James J. Asher (2003) explains how he created TPR, today's well-known approach to language teaching. The author studied psychology in San Jose, California but also he was interested in television journalism. While working on his doctorate in psychology he became very interested in skill learning. What seemed ideal to him to explore the issue was FLL. As Asher says, he has tried several foreign language courses but has not been a successful student even though he managed other subjects well (Asher, 2003, p. 1-1,2).

As Asher (2003) explains, he became interested in the secret of FLL which led to the thought of inventing a teaching machine, however, the construction was abandoned. Later Asher then carried out several researches based on guessing the right translation of words but without much success. The crucial point had come in 1964 when he enlisted graduate Japanese student for a demonstration of cause-effect relationship of the incoming data. The original plan did not work out but Asher came up with a better idea. He asked the student to say a simple one-word direction in Japanese and do the action himself, while Asher silently followed him. Later he asked to use more complex and longer commands. Their experience went successfully, to their amazement. Asher realized he was learning the target language in chunks rather than word-by-word. He also realized that the memory was long-term (Asher, 2003, p. 1-3 - 1-20).

It was becoming obvious, according to Asher (2003), that the *language-body strategy* worked with people of different ages. The research carried out by Garcia even showed that adults were better at understanding the language, although children did better at pronunciation. After several attempts to get a grant which were all rejected, Asher did a short film entitled "*Demonstration of a New Strategy in Language Learning*" and for the first time he used term "*The Total Physical Response*" (Asher, 2003, p. 1-22 - 1-25).

### 3.2 What is different about TPR?

*“TPR links learning to physical actions and ensures that learners will hear a lot of natural English in meaningful contexts without having to respond verbally”* (Pinter, 2006, p. 50).

There are several aspects of this approach, as Garcia (2001) states, that make it highly different from any other approach. Among the aspects, the most significant is comprehension. Before introducing TPR, the most frequently used approach was the audio-lingual approach which was in contrast of the natural and optimal language acquisition. In principle, the audio-lingual approach starts with production of the language without much understanding. The primary goal is to speak. As a reaction to that Asher says that comprehension should always come first. Moreover, it should continue until the learners feel comfortable and sure in their understanding so that the production of the language can start (Garcia, 2001, p. I-16).

According to Asher in Çelik (2014), it is impossible to concentrate on several skills at the same time because of restricted classroom hours devoted to language learning. That is the reason why learning should aim attention at one skill only *“that has positive transfer to the other language skills”*. In Asher’s point of view the right skill is listening (Asher in Çelik, 2014, p. 112). Pinter (2006, p. 46) adds that there are several ways to support listening comprehension among which the most important ones are gestures and visual aid.

In spite of Asher’s conviction of the main role of comprehension in language learning, as Richards and Rodgers (1991) claim, he has not elaborated on the connection between comprehension, production, and communication. Even though in advanced TPR lessons commands are used to introduce different speech acts, for instance requests or apologies (Richards and Rodgers, 1991, p. 89). Asher’s view of comprehension, as Garcia (2001) continues, is based on a feature that will make a long-term retention. The feature is called believability. The way of achieving believability is through body movements which Asher calls language-body dialogues. The teacher communicates with the learners when s/he says a command and the learner response with an action (Garcia, 2001, p. I-17).

Asher, as Garcia (2001) claims, also makes distinction between memory and internalization. For this approach he uses the term internalization which is according to him a long-term memory that person can not only retrieve but also manipulate. Due to

internalization teachers can expect an immense growth in comprehension because learners internalize the foreign language in chunks (Garcia, 2001, p. I-18,19).

Very frequently asked question about TPR is, according to Garcia (2001), at what point the teacher starts asking questions and expects answers from the learners. The answer is a philosophy Asher calls “brainswitching”. The main idea of this concept is a shift from one side of the brain to the other and back again. As it will be explained in chapter 2.3, TPR is a right-brain approach and so brainswitching in practise means that when the learner wants to speak, s/he uses the left hemisphere and when s/he wants to perform, s/he switches back to the right hemisphere (Garcia, 2001, p. I-21,22).

### **3.3 The Characteristics of TPR**

As James Asher (2003) claims, TPR is an approach with probably the most carefully researched idea in the entire field of language acquisition. Although there is 25 years of research to support this approach, there is still a lot of work to be done (Asher, 2003, p. 3-3,4). Despite this fact the mystery of TPR, as Asher (2003, p. 1-30) puts it, is this: *“When noises coming from someone’s mouth are followed by a body movement, the learner is able immediately to decipher the meaning of the noise at many levels of awareness including phonology, morphology, syntax, and semantics.”*

#### **Basic Concepts**

As Ramiro Garcia (2001) states, this approach has got two main concepts. The first is the notion of total physical response involvement which is derived from the way children learn their mother tongue. For we already know that children first listen and respond by acting out or doing things in response to the commands or requests. It is only when they have internalized certain amount of information that they start speaking the language (Gracia, 2001, p. I-1).

The second concept, as Garcia (2001) continues, is concerned with the role of the brain and its hemispheres in learning a language by actions. Since it has been discovered by Nobel prize winner Roger Sperry that each hemisphere of the brain works independently, TPR is said to be right brain approach. Right brain due to the fact that the right hemisphere

has been described as tolerant, receptive, willing to cooperate, not verbally expressive, however, favouring physical ways of communication. The left brain, on the other hand, has been labelled as verbal, critical, bossy, intransigent, reluctant to accept new ideas and to cooperate (Garcia, 2001, p. I-1,2). According to Richards and Rodgers (1991, p. 91) this makes a great distinction from the other foreign language teaching approaches, because most of them are directed to be left brain.

### **Instructional Strategy Producing Higher Motivation**

Asher in Asher (2003) also presents an instructional strategy that produces high motivation. The strategy not only makes a foreign language learnable for most people, but more importantly it makes it enjoyable. It is based on the way of how children acquire their first language. There are 3 crucial elements of the acquisition of the mother tongue. The elements are:

- understanding the spoken language should precede speaking
- understanding should be developed through body movement
- do not force the learner into speaking (Asher, 2003, p. 2-3,4)

### **Commands**

According to Garcia (2001), the most important method in the TPR approach are commands. The new language is introduced through them. In the beginning the teacher acts out the commands for the learners. The idea is to synchronize the body movement of the learners with the listening of the command. When the learners' comprehension is on a sufficient level, the more complicated commands are presented to them. An example of such command can be something like: "*Andy, when Pete writes his name on the chalkboard, you go to the closet and take the book that Mary placed on top of the dictionary*" in this type of commands are embedded complex grammatical features that the learners become familiar with via a stress-free approach (Garcia, 2001, p I-2,3).

### **Role Reversal**

As Garcia (2001) writes, after reaching a certain stage of mastery, the language and when the learners are ready, the role reversal part of TPR is being presented. It means that the teacher and the learners change roles. Learners give commands either to the teacher or other

learners. We know that learners are ready when they start spontaneously repeat the commands that the teacher directs to students (Garcia, 2001, p. I-2; IV-1).

## **Goals**

According to Asher (2003), setting goals is absolutely critical for the TPR approach. Having no goal is the cause of the restlessness of the learners or lack of their attention. Learners need goals to direct their attention and energy, and also persist with a task to completion. The most essential characteristic of the goals is that they have to be meaningful to the learners. If the learners do not see the reason why they should learn something, they will not be motivated and also their attention will decrease. As well as the learners' understanding of the language develops, so do the teacher's goals. The main shift is from gross to fine details. At the beginning the learners respond to the commands without focusing on details, however, the more advanced the learners are the more fine turning to smaller details (Asher, 2003, p. 3-10).

## **The Environment**

Garcia (2001) states, that the environment is one of the most significant features of TPR. It is the teacher's task to create an atmosphere of joy and general euphoria. It is of great importance to ease the tension of performing the commands in front of the other learners as much as possible. The point is to create a stress free environment where even the shyest person would feel comfortable to perform. From the very beginning should collective participation be encouraged. For example, applause should become a spontaneous reaction of satisfaction with the performance of the learner acting the command (Garcia, 2001, p. I-4 – 6). Richards and Rodgers (1991) add that the way of making the stress-free environment is to tap into natural bio-program for language development. It is especially important because it helps to recapture the relaxed and enjoyable experiences that accompany the learning of the mother tongue (Richards and Rodgers, 1991, p. 91).

## **Seating Arrangement**

Another important aspect is, according to Garcia (2001), seating arrangement. The reason is that during the TPR based lessons the teacher and the learners need a lot of space for acting out the commands. The best seating plan Garcia has experimented is the one where the class is split into 2 parts facing each other. This way there is enough room for the person performing the commands.

## **Learner roles**

Richards and Rodgers (1991) point out that the main learners role are the role listener and performer. The learners are not only physically active but also mentally. They are expected to respond individually as well as collectively. Learners are also expected to respond to new combinations of already taught items. On the other hand, they should produce new combinations of the items on their own. An important role for the learners is also to monitor and evaluate their own progress (Richards and Rodgers, 1991, p. 93).

## **Teacher roles**

In TPR teacher, according to Richards and Rodgers (1991), plays the role of director and actor. Everything that is happening during the lesson is the teacher's decision. S/he says what to teach, selects the supporting materials for the classroom. The teacher has to be well prepared for the lesson and also well-organized so that the lesson goes smoothly according to the plan (Richards and Rogers, 1991, p.93). Gürsoy (2014, p. 117) adds that the teacher supports the learners with enough opportunities to learn instead of teaching the language.

## **3.4 Total Physical Response and Very Young Learners**

Amanda Pinter (2006) in her book states that when teaching children foreign language the most important rule is that children have the opportunity to hear and absorb the language before they start producing it. Such principle is the main characteristic of the TPR approach. The new language is introduced with the help of teacher's gestures, mimics, movements and pictures. These are the tools that support children's understanding of the meaning (Pinter, 2006, p. 50). As Brewster et. al. (2002) claim, TPR is very popular with young learners for the fact that it does not make any pressure on children to speak. They have the pleasure from the lessons just by listening and miming which are activities children naturally do and enjoy a lot (Brewster et. al., 2002, p. 44).

In her book, Pinter (2006) claims that there are two basic concepts of nonverbal responses to teacher's commands. The first is that the children join in with the actions, the later that they point to the pictures. Despite the fact that the children are at the stage of oral production, it is recommended that producing the language is optional. Sooner or later

most children will probably want to join in and say the rhyme or sing the song (Pinter, 2006, p. 50).

Pinter in Sühendan (2013) points out, that TPR can be easily used in everyday classroom routines. The teacher uses simple imperatives and encourages children to recognize and respond to them. As an example are provided the following commands: stand up, sit down, hands up etc. (Pinter in Sühendan, 2013, p. 1767).

### **3.4.1 Rhymes, Song and Chants**

When teaching preschool children, songs, chants and rhymes are one of the basic and most important activities of the teaching process. Children enjoy them because of their repetition and simple language which is used in meaningful context. However, the most significant role of these activities is that they are fun and they teach something at the same time. Using songs, chants and rhymes has a lot of advantages as Brewster et. al. (2002) points out. These can be divided into linguistic, psychological, cognitive, cultural and social resources. The authors present a list of benefits such as:

- *providing lots of natural and enjoyable repetition*
- *helping to develop positive attitudes towards the foreign language*
- *helping to develop concentration, memory and coordination*
- *they can be used to develop all skills in an integrated way*
- *they present familiar language in new and exciting forms and in a rich, imaginative context*
- *they can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or members of the family*
- *songs, rhymes and chants are particularly useful for practising pronunciation* (Brewster et. al., 2002, p. 162-163).

According to Brewster et. al. (2002), using songs, rhymes and chants is also a part of the TPR approach which is extremely important when teaching foreign language to young children. There are numerous different songs and rhymes that can be easily acted out without speaking or singing and children will understand their meaning without difficulty. As the



authors say, the songs and rhymes are good resource of new vocabulary, warming-up activities or they can be used for revising the vocabulary. Physical movement develops memory, concentration and coordination as well as social skills (Brewster et. al., 2002, p. 162-169). Reilly and Ward (1997, p. 23) stress the fact that when using rhymes children also have the ability to recognize the sounds of words, “*and the use of imaginary enriches their perception of the world and their ability to express what they feel*”.

As Brewster et. al. (2002, p. 168) states, many kinds of chants, songs and rhymes can be used in many ways and for different purposes. As far as this thesis is concentrated on the use of movement, those kinds of songs, chants or rhymes will be presented. Brewster et.al. (2002) introduces a group of song, chants and rhymes which main feature is physical action. All of these develop:

- *memory*
- *concentration*
- *social skills*
- *vocabulary*
- *structures*

The action songs and chants can be divided into 3 different groups. The first group represents actions where the main principle is physical action. As examples of such songs, chants are provided *Hokey, Cokey* and *If you're happy and you know it*. The second group stands for such activities which are concentrated on hand action. For example the rhyme *Two fat gentlemen, met in a lane* (Brewster et. al., 2002, p. 169):

<i>Two fat gentlemen met in a lane,</i>	<i>(Hold up both thumbs)</i>
<i>Bowed most politely, bowed once again.</i>	<i>(Bend thumbs twice)</i>
<i>How do you do!</i>	<i>(Bend right Thumb)</i>
<i>How do you do!</i>	<i>(Bend left thumb)</i>
<i>And how do you do again?</i>	<i>(Bend both thumbs)</i>

(Brewster et. al., 2002, p. 165-166)

The third group, according to Brewster et. al. (2002), is being referred to as ring games. An example of such game is *Here we go round the mulberry bush* (Brewster et. al., 2002, p. 169). As Brewster et. al. (2002) continues, most of the rhymes are usually used by children for performing group activities, clapping together in pairs or when skipping. As an example is provided a skipping rhyme where children make a circle, say the rhyme and jump into the circle when they hear the month of their birthday.

*All in together*

*First by the weather*

*When you call your birthday*

*You must jump in/out*

*January, February, March ...* (Brewster et. al., 2002, p. 165)

### **3.4.2 Games**

At first, it should be clarified what a game is. Martin in Brewster et. al. (2002, p. 172) states that a game is any activity which should be fun and at the same time it should provide opportunities for the learners to practise the target language in a pleasant way.

*“Games help children to acquire language in the natural way that natives speakers do. The language is used as a means to an end rather than an end itself, and the children are motivated to learn because they are enjoying themselves”* (Reilly and Ward, 1997, p. 27).

Except for being only fun, Brewster et. al. (2002) points out, that playing games also serves as a perfect practise of all the language skills and pronunciation, vocabulary and grammar. In order to use game effectively two facts have to be considered. The first is what language profit it may bring. The second is any further educational or conceptual benefit (Brewster et. al., 2002, p. 172).

Brewster et. al. (2002, p. 173-174) presents a list of the advantages when using games for the purpose of language learning:

- *they encourage the memorization of chunks of language which can be slotted into various contexts*

- *chunking of language provides useful practise (as long as a good model has been provided)*
- *the language need for games may be used as a part of an activity where the focus is on getting something done, rather than practising language for its own sake*
- *the language in a game may encourage more creative use of language in addition to simple repetition*
- *games help to make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use of colour and patterns, or personalization*

As Brewster et. al. (2002) states, games can be divided into several groups according to the sort of learning or language focus or according to the organization:

### **Accuracy-focused Games**

The aim in these kinds of games usually is to score the most points. The games can be concentrated on listening, reading comprehension or production of the language. Also games for training learner's memories are included. These help to improve pronunciation and vocabulary through continuous repetition.

### **Fluency-focused Games**

With these kinds of games learners improve their communication. In principle, the main concern of these games is practising fluency together with cooperation. Collaboration is achieved through the pair or group work which constructs the basis for this type of activities. The main point then is to fulfil a task together.

### **Games Concentrated on Competition or Cooperation**

Competitive games are organized into groups, pairs or even individuals but the main point here is that the game has to have a winner. Cooperation games, on the other hand, make the learners to work together towards the common goal (Brewster et. al.,2002, p. 175-176).

As a reaction to such division of games we present Annamaria Pinter's viewpoint of games which is primarily concentrated on listening skill. Pinter (2006) writes that a lot of listening practise in the early years is provided in playing games. For instance, so called "listen and respond" game-like activities can serve as a very good source of listening

comprehension. Similarly, games like *Simon says* or these which are based on the principle of *listen and clap your hands* children have to listen and understand the message, decide if the message is right or wrong and perform accordingly. Many of activities based on listen and do principle are focused on its final product as for instance a picture. “*These activities not only give excellent listening practise but also offer opportunities for incorporating into the English class multiple intelligences though sticking, colouring and making simple objects*” (Pinter, 2006, p. 51).

Many different and enjoyable games can be played with VYLs, however, as Reilly and Ward (1997) argue, teacher’s should still bear in mind two important facts when preparing a game for their learners. In the first place, they should avoid competitive games because young children always want to win and they do not take loss well. In the second place, games which require some coordinated movement like throwing or catching a ball should be carefully avoided too. Since children at this stage are not yet coordinated well enough to be able to manage all the tasks. On the basis of their failure in fulfilling the task they might consider the game too difficult for them and they might get bored easily (Reilly and Ward, 1997, p. 27).

An important role when playing games has also the teacher. As Brewster et. al. (2002, p. 185) points out, the teacher’s main role is in observing the children, monitoring how well they understand the task and how they are managing to complete it, giving hints when someone is not sure what to do and helping when needed.

### **3.4.3 Stories**

When speaking of stories, as Andrew Wright (1995, p. 6) state, the teacher should always remember that they provide an excellent and lasting source of the target language. Concerning the preschool children, as Reilly and Ward (1997) point out, it should be carefully thought about of the way to incorporate storytelling into the learning process. For most children are not able to read yet, teacher needs to use aids to help children’s understanding. The best technique is to use “*visual aids, dramatic tone of voice, mimicry, gesture and mime to bring the story alive*” (Reilly and Ward, 1997, p. 18). Listening to the stories is according to Pinter (2006) the most authentic activity for nearly all children. Teacher can use storytelling for various purposes, such as learning new vocabulary or listening practise.

Stories for VYLs are written in a very simple language and contain a lot of repetition that makes language input more noticeable (Pinter, 2006, p. 51-53).

As Reilly and Ward (1997) state, rather than reading a story from a book, teacher should tell the story so that s/he can interact with the children and does not lose the eye contact with them. At first, children should be invited to join in wherever there is repetition, after telling the story for several times, teacher can omit some parts or change bits of the story. Such technique will be even more profitable in terms of listening comprehension and making the children to say something in the target language (Reilly and Ward, 1997, p. 18).

Brewster et. al.(2002, p. 186-187) presents a list of reasons why teachers should use storytelling in the language learning classroom:

- *stories are motivating, challenging and fun and can help develop positive attitudes*
- *children can become personally involved in a story as they identify with the characters and try to interpret the narrative*
- *listening to stories in class is a social experience, it provokes a shared response of laughter, sadness, excitement and anticipation*
- *listening to stories allows the teacher to introduce or revise vocabulary and structures*
- *listening to stories helps children become aware of the rhythm, intonation and pronunciation of language*
- *storybooks cater for different learning types of 'intelligences' that contribute to language learning, including emotional intelligence*
- *storybooks develop children's learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesising*

In addition, Brewster et. al. (2002) writes that there is a wide range of books that teachers can choose from. The stories vary from those children already now in their first language to simple books which children may refuse in their first language. However, these books are a perfect choice due to their simple language and grammatical structures. For example the storybook *The Very Hungry Caterpillar* is a favourite book of both, teachers and children. Since it is clear, according to the pictures, what is happening in the story, it's simple

version can be used with VYLs and the more advanced version can be used even with the second graders (Brewster, et. al., 2002, p. 188).

Cameron (2001) adds that stories represent a holistic approach to learning, about which we were talking in chapter 1.5, to language learning and it arranges for the children a perfect way of working with authentic foreign language texts. “*Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go*” (Cameron, 2001, p. 159).

### **TPR Storytelling**

A very specific type of storytelling is represented by TPR Storytelling (henceforth TPRS). On the web page TPRStories (tprstories.com, 2014) is described TPRS as a method for foreign language teaching developed by Spanish teacher Blaine Ray in 1990’s. He came with idea because of his students who were bored during learning the language from the course books (tprstories.com, 2014). According to Cubukcu (2014), Ray started to use Asher’s TPR approach and Krashen’s Comprehensible Input hypotheses to learn a foreign language through intensive reading, mainly short stories. Later on, this methodology became known as Total Physical Response Storytelling (Cubukcu in Celik, 2014, p. 133).

Cubukcu in Celik (2014) mentions the basic principles on which TPRS is based:

- *the focus of learning must be on meaning*
- *language teaching must be accompanied by skilful use of body language, in particular mimes and gestures*
- *vocabulary must be introduced first,, followed by the grammar focus*
- *personalization is necessary, as people enjoy talking about themselves; hence personalized questions should take up approximately half of the entire class time*
- *when learning is meaningful, interesting and personal, students learn more effectively*
- *the goal of the teacher is to develop learner’s ability to retain knowledge through use of spoken repetitions, which are enhanced by mimes and gestures*
- *the three stages of a lesson plan comprise a) establishing meaning; b) spoken class story; and c)reading, which is divided into two types – in-class reading and extensive reading assignments*

- *circling, or asking a series of questions about a single sentence or statement, is employed to help students retain the newly acquired information*
- *learning must be playful, and students must enjoy the activities*
- *voluntary free reading activities enhance language acquisition and give students more exposure outside the class* (Cubukcu in Celik, 2014, p. 134-135)

TPRS has been proved to be highly useful, according to Cubukru in Celik (2014), especially in learning vocabulary. It appeals particularly to bodily-kinesthetic learners and as the researches showed that it has a significant influence on advancing learners' speaking skills.

As Blaine Ray (Ray, 2015) states, TPRS method learns the language in a holistic way where no grammar rules are taught separately. At the beginning, before teaching the story or saying something in the foreign language, learners have to understand the meaning of one to three target structures. Then the learners are supposed to use the structures to ask about the story. Finally, they read the story which contains the same structures (Ray, 2015).

#### **3.4.4 Art and Craft**

*“Craft activities are a very valuable way of giving the children ‘comprehensible language input’ as they have to listen to instructions in order to complete an activity. Instruction should be given in the target language and supported by a lot of demonstration”* (Reilly and Ward, 2002, p. 26).

As Reilly and Ward (1997) state, activities that involve art and creating things are a significant part of preschool curriculum. It is important to give children enough guided as well as free art activities. These activities should vary so that the children are not colouring with the use of crayons only. In the nursery there is plenty of different materials and enough equipment to do and make various products (Reilly and Ward, 2002, p. 25-26).

## Practical Part

### 4 Qualitative Studies

The theoretical preparation was the basis for the realization of qualitative studies carried out in four different nursery schools. The main objective of the case studies was to analyse the use of the TPR based activities from two different angles (teacher's and children's) and to discover which activities are the most popular with children.

The findings of the research should be of contribution to the nursery English teachers or the external lecturers in terms of what kinds of activities children enjoy the most when learning a foreign language. It should also show what activities the teachers commonly use and which do not have much recognition among them. These findings might the teachers when preparing the lesson plans or when deciding what activity might their learners appreciate. Since at the forefront of the teachers is that the children learn and remember as much of the English language as possible, the lessons have to be very interesting and enjoyable. With the knowledge of what activities are the most popular with the children, the teacher can easily construct the lesson plan.

Due to the fact that the research was established on qualitative studies, the main research question was laid as follows: **What TPR based activities do the children enjoy the most?**

The data gained through the research are gathered in the form of written notes of the author and they serve only for the purpose of this diploma thesis.

#### 4.1 The Choice of the Research Sample

In every nursery school which took part in the research was realized an interview with English nursery teacher or an external lecturer and their learners. The research was carried out



in four different nursery schools located in Olomouc or in its near proximity. The maximum of the interviewed children was sixteen (case study number two), the minimum was six (case study number three). The difference is caused by the fact that the nursery school in the study number two is a private school where English is a part of everyday life there so all the children present in the nursery were questioned. On the contrary, in the other three nursery schools English lessons are voluntary which means that the number of questioned children is limited to those children who attend the English lessons regularly. The specific identification of the nursery schools is given at the individual case studies.

The choice of the nursery schools was done intentionally in order to study the system of English lessons in both, state nursery schools and private nursery schools. The examined sample consists of one nursery teacher, three lecturers and forty-six learners.

## **4.2 Methods Used to Carry Out the Qualitative Study**

The method used in the research was a case study which basis constructs depicting of the complexity of a particular case. As Hendl (1999, p. 159) states, case studies are based on finding the relevant factors and on interpretation of relations. Specifically, the case studies presented in this diploma thesis, aim to describe the usage of TPR based activities from two different points of view – teacher's/ lecturer's and children's.

The information was collected in the form of individual interviews and observation of the lessons. Every case study was based on two main pillars. Firstly, an interview with a teacher of English or an external lecturer was carried out. The aim of the interview was to find out what types of TPR based activities do the teacher or lecturer use and when or for what purpose does s/he use them. Secondly, interviews with the learners of English were realized. The goal there was to determine what activities mentioned by the teacher or lecturer does each child like the most.

The materials gained during the research, which was carried out mainly by individual interviews, are recorded in the written notes of the author. These hand written materials were used for the processing and evaluation of the four case studies.

Below are written the questions for the interviews. The answers, however, are presented in the list of appendices.

The interview questions for the teachers:

1. How often do the English lessons take place? What time is devoted to the English lessons? How many children are in a group? What is the age of the learners? How much are parents interested in the foreign language learning of their children?
2. Do you follow any syllabus during the course? What course book or teaching materials do you use during the English course? Do you work for a language agency or are you a teacher from the nursery school?
3. Do you use activities or games based on instructions of the teacher that children have to follow (TPR)?
4. During what activities do you use movement in the lesson?
5. What elements of the non-verbal communication do you usually use?
6. Do you play action games (Simon says, I spy with my little eye, etc.)?
7. Do you use action rhymes and songs in the lessons?
8. Do you read English stories or fairy-tales to your learners?
9. Do you use activities developing children's fine motor skills during the English lessons (colouring, cutting with the scissors, creating some product)?

The interview questions for children:

1. Why do you go to English lessons?
2. What activities do you like?
3. What action-based activities do you enjoy the most?

In the case of question 2 and 3, if the children did not know exactly how to answer they were helped with several ideas of activities. Based on these ideas they chose the one they prefer doing.

In each of the case study the interviews with the teacher/ lecturer and the interviews with the children are described separately. Then follows the analysis of the interviews where the primary focus is on the most enjoyable TPR based activity. At the end of every case study is a summary which presents the overall outcomes.

## **5 Case Studies**

### **5.1 Case Study No. 1**

The study was carried out in Mateřská škola Lužická in Olomouc. The nursery school is a state institution. The total number of interviewed children from this nursery school is fourteen, consisting of six girls and eight boys.

#### **5.1.1 The Use of TPR activities from the Teacher's/ Lecturer's Perspective**

In the nursery school English lessons take place once a week. The lesson always lasts 45 minutes. There are three groups of children attending the course and each group has maximum of eight learners whose age ranges from the age of four to the age of six. There is prevalence of boys attending the English course.

Despite the fact that it is usually parents who want their children to learn English, their interest in revising and learning with them is not high enough. According to the teacher, the interested parents make not more than 50% of the total number.

The teacher of the English course is an external lecturer from a language agency due to the fact that in the nursery school is not employed any teacher who could teach English lessons. Although the lecturer has some materials for the language lessons from the agency, she does not strictly stick to them. She chooses only what she likes, needs or prefer according to the current topic and the situation in the class.

During the lessons the teacher sometimes uses activities which are based on the principle of the TPR approach, especially in the form of listen and do activities for the revision of vocabulary. Nevertheless, the movement is very often used during singing songs and when playing games..

The elements of TPR are also used when playing games. These activities, according to the teacher, children like a lot. She plays with them especially Simon says and from time to time a game where children go round their chairs which are placed in a line while singing

a song. On the arranged sign children have to hurry to sit on some chair. Then they go around again. However, playing such games in this nursery school has one big disadvantage which is the size of the classroom. It is quite small for doing too much action. For that reason such games are not played more frequently.

What the lecturer uses very often are action songs and chants. The learners already know a lot of such songs, for example *Head and Shoulders*, *Rain, Rain Go Away* or *Wheels on the Bus*. As the teacher said, the children already know a lot of different songs because they used to learn a new song every lesson. Nowadays the situation is that they revise the majority of songs at the end of each month. According to the lecturer, the children enjoy these songs very much because they are having fun as they can pretend or mime something.

Among other activities that are regularly done in the English lessons the lecturer ranks activities which support the children's development of fine motor skills. Children are nearly in every lesson encouraged to colour or cut out some pictures. Each of them has his or her own file with worksheets where they put every material used during the lessons. On the other hand, there are activities which the lecturer does not use at all during the lessons. These cover reading stories or fairly-tales.

Considering how small children the lecturer teaches, her non-verbal communication was quite poor. She mostly used clapping hands when singing to support the rhythm of the songs.

### **5.1.2 The Use of TPR based activities from the Children's Perspective**

During the interviews with the children, it was apparent that some were highly self-confident and in answering the questions was not difficult for them. On the other hand, some children proved to be very shy and uncertain about what to answer. To these children I always helped with the answers by giving them some ideas of activities.

In the nursery school were interviewed fourteen children. Eight of them were boys and six of them were girls. It is very clear from the interviews with the learners that the most typical activities in the English lessons are singing, colouring and playing board games. Since at least one of these categories was mentioned in each of the interviews.

When speaking of singing songs, every child remembered the song *Head and Shoulders*, which they seem to enjoy very much, some of them even started to sing and

perform it. As I watched the lesson, the children were highly motivated in singing and doing the moves connected to the songs. They remembered well all the words and all the moves relating to the individual songs.

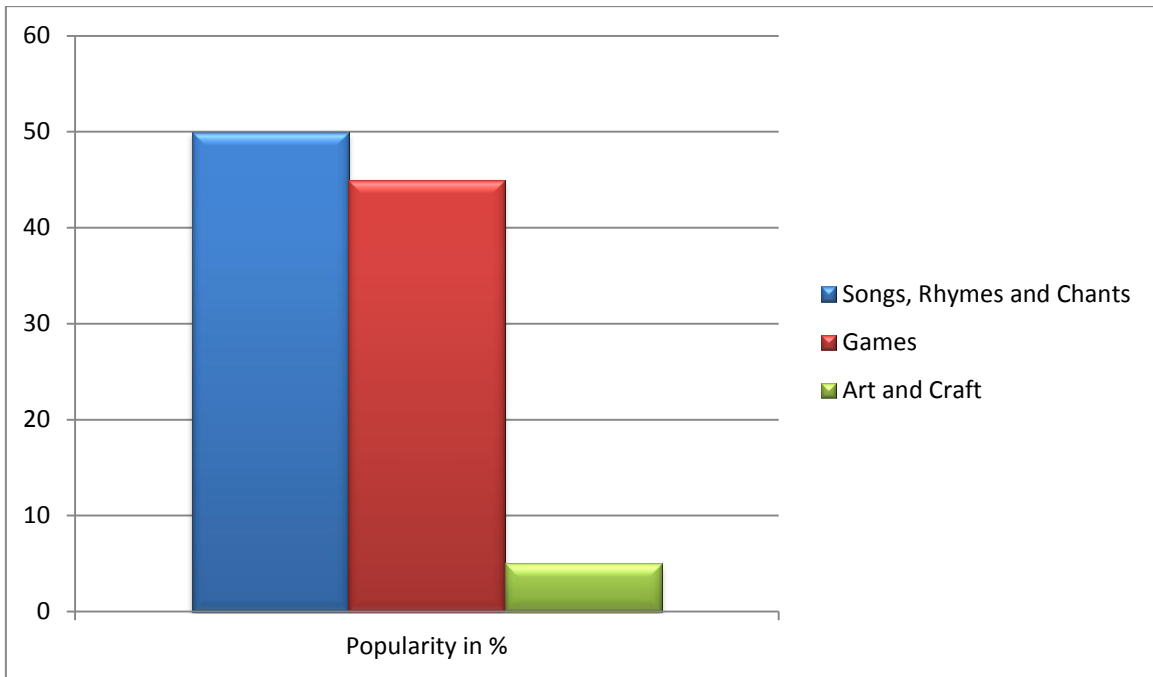
Another TPR based activity mentioned by the children was playing games. Even though they do not play action games very often, they remembered them well. Judging from this fact, it is evident that they enjoy playing them a lot. The game marked the most times was the one with the chairs (it is described in chapter 5.1.1). To the second and third question some children also answered that they like colouring and cutting out pictures. However, these activities were not mentioned very often.

Quite an interesting fact was discovered considering questions two and three. Even though the answer to the question two was activity involving movement, the response to the third question was mostly some other TPR based activity.

When considering the motivation of the children for learning languages, the motives are very different. On one hand, there are children who attend the English course because their parents want them to go there. On the other hand, there are also children who are already thinking of going to school and they want to know some English before they start the compulsory schooling. A very interesting answer to this question was that the child is learning English because he wants to know how to talk to the people in the United States. It might be an interesting topic for a study to find out why children think of the United States only in connection to English.

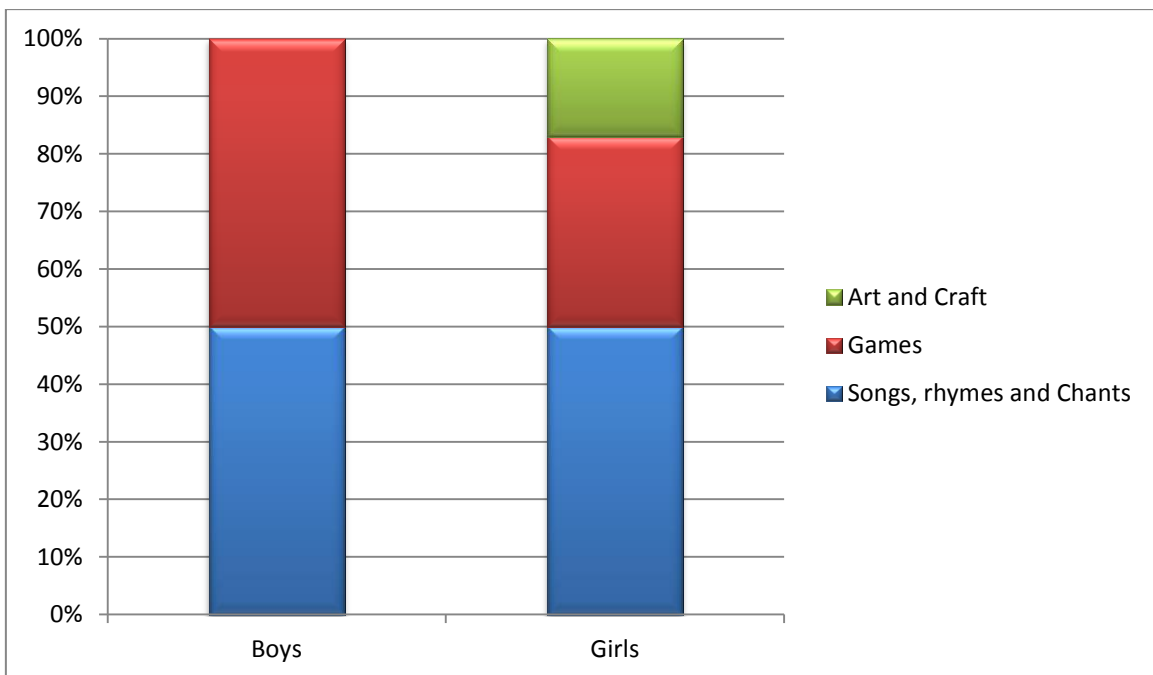
### **5.1.3 Analysis of the Collected Data**

The interview with the lecturer showed that she uses different activities based on movement. The most frequently used are songs, colouring and cutting out pictures. From time to time she also plays action games with the children, which turned out to be of nearly the same popularity as action songs and chants as the graph shows. Even though colouring is a common part of almost every lesson, it does not provide too much enjoyment for the children. As it is obvious from the graph, only 5% of the children marked art and craft as their favourite activity.



Graph No.1, source: personal

When it comes to the question what activities do the boys prefer and what activities do the girls prefer, the graph No. 2 shows the results. The group of songs and games are even in popularity among the boys, however, art and craft is not popular at all. The same can not be applied for the girls. Their preferences are songs in 50%, games in 33% and art and craft in 17%.



Graph No. 2, source: personal

#### **5.1.4 Summary**

Judged from the individual interviews and the analysis of the collected data, we may say that the most enjoyable activities for children are action songs, rhymes and chants. However, the next most favourite activity is playing games, which gained only 5% less in popularity. It can be presumed that games might have the same or even higher recognition if the lecturer used them more frequently. When thinking of these two categories, it is evident that they include activities which are the most energetic. That might be why the learners marked them, for they remind more of playing and having fun rather than learning.

According to the interview with the lecturer, the most commonly used activities which involve some movement are songs and art and craft. As the category of songs and chants have the highest popularity, it is obvious the lecturer uses them in every lesson and that the children enjoy them a lot. Nevertheless, the category of art and craft which is also used regularly, gained only 5% of popularity. As we can see in the graph No. 2, the boys did not mark the activity once. They much more prefer activities which require producing some active movement like going round the class, jumping or performing. It is, though, arguable if it is a good decision to continue with doing these activities every lesson.

Since the learners answers were based on their personal experience with the individual activities, there was no answer connected to storytelling or reading fairy-tales. It would be advisable for the lecturer to also incorporate some of those activities, as they provide natural input of the foreign language. They might be sometimes used instead of art and craft. Storytelling activities can be also done in an active and enjoyable way and they do not require a very spacious room. These might be easily done even in the classroom which is in disposal to the lecturer.

## **5.2 Case Study No. 2**

The study was carried out in Zdravá anglická školka in Olomouc-Nedvězí. The nursery school is a private institution where parents have to pay for their children's stay. Its main focus is on bilingual education, specifically on the Czech language and English language. The total number of interviewed children in this nursery school is 16, constructing of five boys and eleven girls.

### 5.2.1 The Use of TPR based activities from the Teacher's/ Lecturer's Perspective

In the nursery school English is a natural part of everyday life. Directed activities in order to learn English take place every morning and every afternoon when children learn new vocabulary and phrases. However, during the rest of the day the teachers talk in English as well but they change it for Czech when the children do not understand. The groups during the directed activities have about 10 children whose age ranges from the age of three to the age of six. Since the concept of the nursery school is to teach children to communicate in English, some parents want the teachers to use English only. Yet, it is not always possible. Particularly, if a child is not attending the nursery for a longer period of time which causes that s/he does not know the new vocabulary and phrases. In such cases, the nursery teachers use more Czech language until the children know the new vocabulary well enough.

All the teachers in the nursery school must have a good knowledge of English for they are all teaching English there. It is of great importance that the teachers can speak perfect English, especially pronunciation, because the children learn easily what they hear.

When the nursery school was opened for the first year, the teachers were teaching according to a given syllabus and a course book *Cookie and Friends*. Nowadays the teachers use only what they need from the course book. Specifically, they still use the puppet of the cat called Cookie, the songs and flashcards connected to different topics. Very popular with the children is *Hello, Hello* and *Bye, Bye* song which they sing every day. Other source where the teachers gain inspiration from is mainly the internet.

When it comes to TPR based activities, they are used quite often in the lessons. They are used in a form of listen and do activities and also some kind of exercising where the children repeat the same movement after the teacher is used. The role of the action and learning through moving is very important there, which means that also a lot of songs and chants are used basically every day. As the teacher says, the most favourite ones are the already mentioned *Hello, Hello* and *Bye, Bye* songs. For they are a part of everyday routine in the nursery school, children know them very well.

When speaking English, the teachers also use the components non-verbal communication, usually gestures and body movements. These are highly important aids which help the learners to understand the meaning of the sentences, situations. Due to the fact



that the nursery school is bilingual, the teachers use the non-verbal communication a lot so that they do not have to change Czech for English.

Concerning playing games, they are usually based on the relation to the current topic. The teachers often adjust some games to their needs and the theme they are working on with the learners. Such games represent, for example *I roll my dice*, *I spy with my little eye* or *Mr. Stork lost his cap*. Playing games the teachers regard as one of the most essential parts of the whole learning process. That is why they still look for and also invent some new and innovative ones.

As for the usage of storytelling or reading fairy-tales in the classroom, these activities are a common part of English lessons as well. At the beginning the teachers usually tell the story to the children several times, show them pictures or flashcards and later are children also encouraged to perform the story themselves.

In addition to already mentioned activities, very typical part of the English lessons is also art and craft. The learners do different activities supporting the development of their fine motor skills. In connection to the fine motor development, also songs like *Finger Family* are typically learned. Additionally, the teachers have and work with Montessori tools which they regularly use during the days.

### **5.2.2 The Use of TPR based Activities from the Children's Perspective**

The interviews with the children showed that in the nursery school the teachers use a wide range of TPR based activities. These differ from the usual ones like singing songs or colouring the pictures to such activities like storytelling followed by its performing. It was evident that the children know how to speak in English quite well at their level because some of them, as they knew the interviews were going to be about English lessons, started to answer in English to my questions.

To the question 2 the children's answers were very individual and different. Interestingly, very often children marked art and craft as the activity they like doing in English lessons. However, in two cases only, this was also the answer to the question 3. Despite the fact that I gave them the choice of several activities and art was one of them, their response to the last question was usually different. Based on this recognition it can be said

that the children enjoy colouring and making products a lot but they do not consider it an activity where they have to produce some movement.

Other activity which was, quite surprisingly, mentioned was learning the new vocabulary. They learn the words usually from the flashcards, pictures or the real objects. Then they revise it in the form of playing games, singing songs or saying rhymes.

When speaking of playing games, often was mentioned game *Freeze*, which was described as running around the classroom while a song is playing. When the song stops, they also have to stop moving and they are always given a task to do. When the task is finished, the music starts playing and the children start running again. Such activities were preferred especially by boys. Among other popular games we can rank *I spy with my little eye*.

Singing songs, however, was the most frequent answer of both, boys and girls. It follows that this activity is universal and it appeal to nearly everyone. Similarly, games can be considered to be a universal activity. As the most popular song we can provide *Head and Shoulders*.

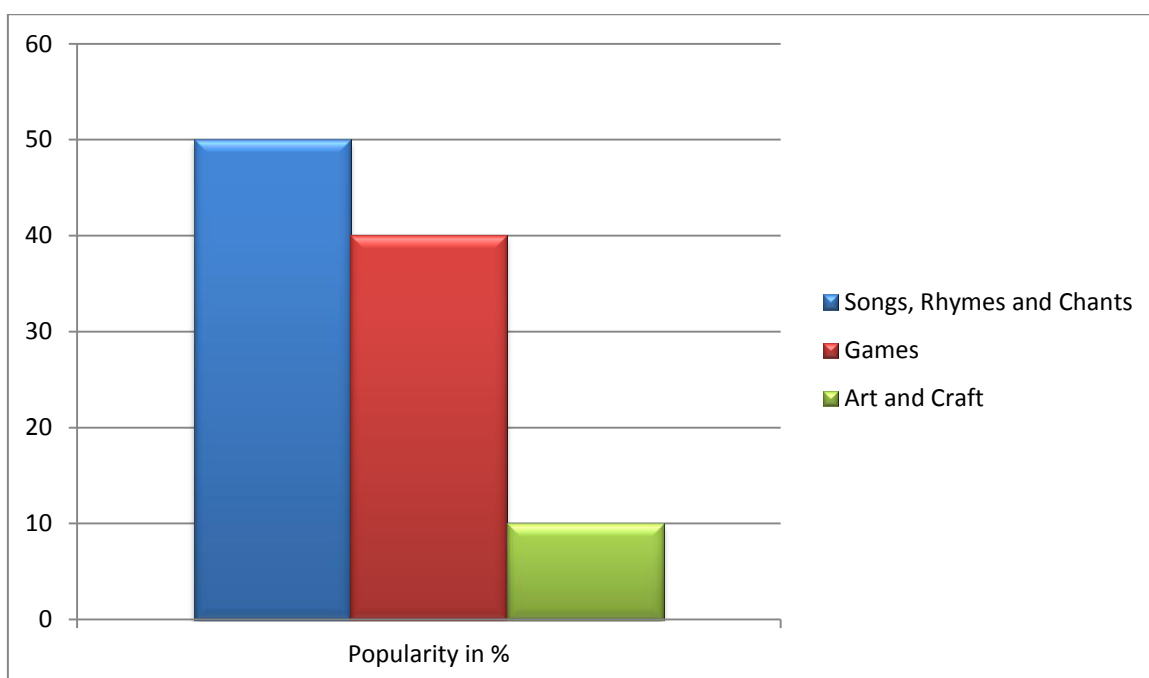
In relation to the children's motivation of learning the English language, can be given three main groups of reasons. The first and the biggest is that the children learn English because it is a part of the nursery school program and they take it as a natural part of their life there. The second group is that they learn it because they want to know the English words. The reasons there were different. They want to know it because they will learn it at school later, or they are simply interested in it. As a matter of fact, these children looked confidently about themselves and courageously. The last group represents those children who want to learn English because they want to be able to talk to the people in or from the United States. It is a curious finding that all the children mentioned the United States without hesitation. It is the only country which came to their mind when talking about English language. Regarding this fact, it would be interesting to study into more details why the children thought of the United States only in relation to the English speaking countries.

### **5.2.3 Analysis of the Collected Data**

The interview with the teacher from the nursery school proved that all the activities that are in the centre interest of this research are regularly used during the English lessons.

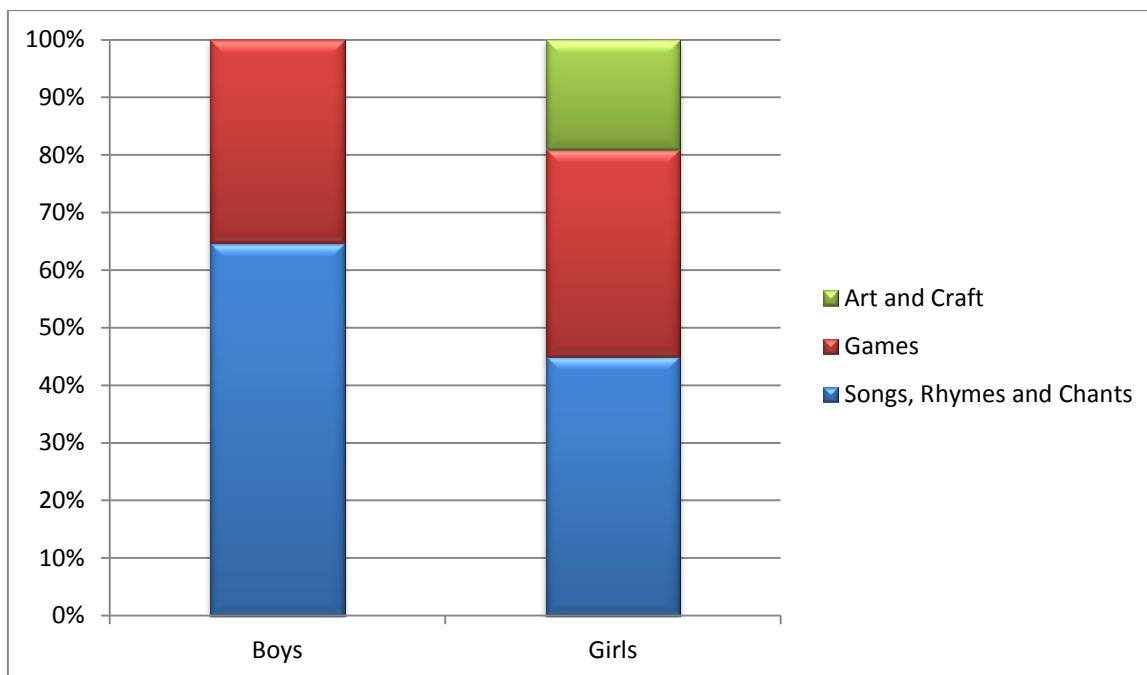
Some are a part of everyday life in the nursery, some, on the other hand, are not used as often. Among these we can put especially reading and storytelling. Despite this fact, when asking the children about the activities involving movement, they enjoy the most there are repeatedly mentioned activities which may be divided into three categories: songs and chants, games and art and craft.

As the graph shows, the highest popularity of TPR based activities, had songs and chants, however, games gained high recognition as well. Art and craft, even though these are commonly used activities, gained only 10% of the popularity.



Graph No. 3, source: personal

As we can see in the graph No. 4, songs and chants are the most popular activity among both, boys and girls. However, it is more popular with boys. The reason is that the girls marked wider range of categories, including games and art and craft unlike boys who voted only for games or songs.



Graph No. 4, source: personal

#### 5.2.4 Summary

The present situation in the nursery is very good when we are concerning the usage of activities involving movement. A great part is played by the fact that the nursery is bilingual which gives the teachers more opportunities and more time to do various activities. It is undoubtedly highly beneficial for the children to attend such institution, especially when thinking of the time devoted to the foreign language learning.

Based on the individual interviews, a lot of children learn English just because it is an incorporated part of the life in the nursery school. It follows that it is mostly parents who want their children to learn English not the children themselves. This statement is supported by the teacher's comment that the parents want the teachers to speak particularly in English during the whole day.

Since the children hear and speak English every day in the nursery, the teachers also provide a lot of different activities to support their learning of English there. Judging from the interview with the teacher, various activities involving movement are used during the day. Apparently, the most enjoyable ones are action songs, rhymes and chants. This group gained 50% of popularity. Nevertheless, the number is not that high in comparison with group of games which had 40% of recognition. Quite a startling discovery is that only 10% of the children marked art and craft as the most enjoyable activity. These ten percent make only

girls, who seem to enjoy the creative activities much more than the boys. Speaking of which, they prefer the lively and energetic activities.

### **5.3 Case Study No. 3**

The case study was carried out in MATEŘSKÁ ŠKOLA ČAPKA CHODA in Olomouc. The nursery school is state institution. The total number of interviewed children in this nursery school is 6, consisting of one boy and five girls.

#### **5.3.1 The Use of TPR Based Activities from the Teacher's/ Lecturer's Perspective**

In the nursery school English lessons take place once in a week in duration of forty minutes. Because there is no teacher working in the nursery who could teach also English lessons, they are organized by an external lecturer from a language agency. Each child has its own English work book designed by the agency. Following the work book, the lecturer has clearly given the syllabus of the course.

There are seven children in the group with the age ranging from four to six years. It is the smallest group the lecturer has in charge. The other ones are usually bigger, about ten to fifteen children. Comparing the size of the groups, the smaller one feels to be more close and natural as the teacher says.

Speaking of the interest of parents in English lessons, it is getting higher every year in terms of growing number of children who attend the lessons. Nevertheless, as the lecturer point out, once the children are attending the English club the parents do not practise much with them at home.

When asking about using games and activities based on the TPR approach, the lecturer said that she uses them from time to time. However, she more often plays games, where there is incorporated movement. As the examples were provided games called *Bombs*, *Simon says*, *I spy with my little eye*, *Mr. Stork lost his cap* or *I am in the ZOO*. In particular, these games are used for revising old or new vocabulary. During the English lessons she also uses the

elements of non-verbal communication for she tries to talk as much in English language as possible. Mostly the non-verbal components include gestures, mimicry and facial expression.

Also action songs are a frequently used activity when teaching or revising some vocabulary. They are a part of every lesson. At the beginning the children sing a *Hello Song* and at the end of the lesson they sing a *Bye, Bye* song. Then there usually is some song sang during the English class. Children already know a lot of such songs and they enjoy singing and performing them, as the lecturer points out. Quite surprisingly, the lecturer does not use any rhymes or chants in the lessons, only songs. Regarding the activities which are never used during the English classes, reading and storytelling belong among them.

Since the learners have their own work book, in every lesson are done some exercises in the book. These include primarily such activities which are based on the development of fine motor skills. Namely drawing, colouring and cutting are the most common activities.

### **5.3.2 The Use of TPR based activities from the Children's Perspective**

The individual interviews with the learners of English showed that the TPR based activities are very popular with them. They reacted very well to the question 3 and in half of the interviews the answer was playing games, namely *One, Two, Three, Stop*. As the classroom where the English lessons take place is pretty big, they can play a lot of different lively games. Based on the highest recognition of such games, the lecturer takes advantage of the spacious room and creates a lot of possibilities for the children to play.

Another activity frequently mentioned as the most enjoyable one was singing songs. They are, as well as playing games, a common part of the lessons. At least at the beginning and at the end of each of the lessons the children sing to say hello and good bye to each other. Children like the routines in English lessons which are created by singing these songs. Especially because they already know the songs very well and they have a great feeling from knowing something perfectly in English.

As the answer to the question 2 was also once mentioned colouring the pictures. Obviously it is not very popular with the children but, despite this fact, the lecturer does the activity regularly in every English lesson.

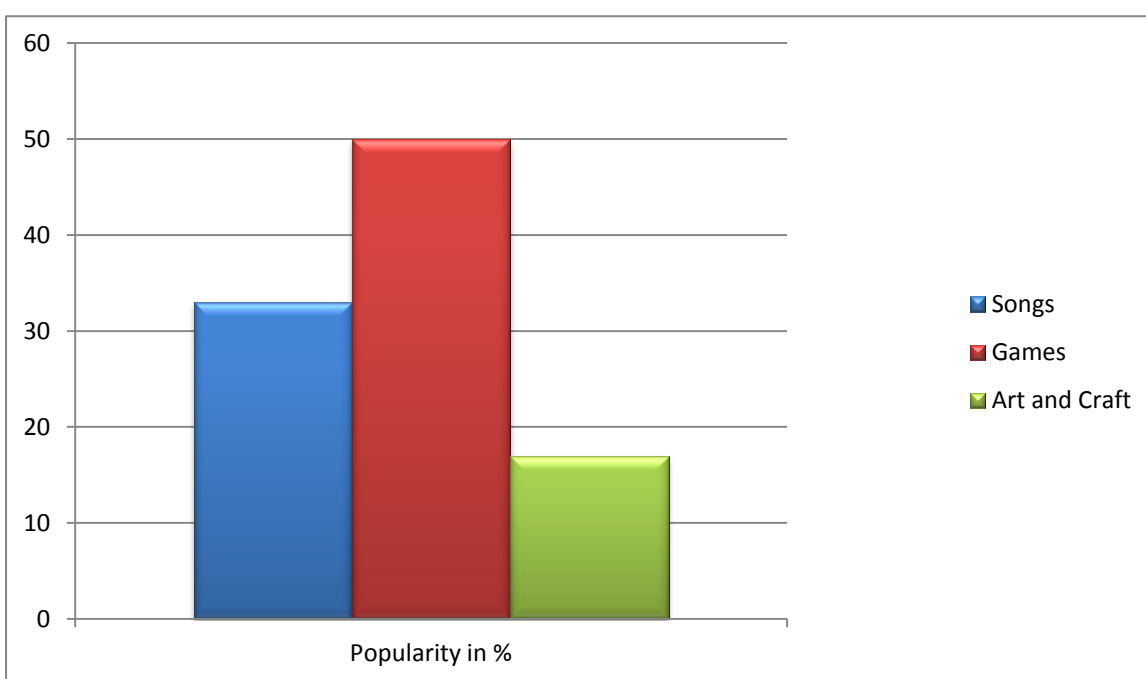
When considering the motivation of the children to learn English, in 66% it is the parents who want them to attend the classes. More specifically, each of the child said that it was the mother who made the decision. Despite the fact that the parents in the most cases determine about whether or not their child will go to English classes, the children enjoy the time spent there.

### 5.3.3 Analysis of the Collected Data

Despite the fact that the English classes last for forty minutes, which is quite a long time, the classes seem to be very similar every week. The lecturer usually does only activities which are familiar with the children, no novelty, in terms of activities, occurs in the particular lessons.

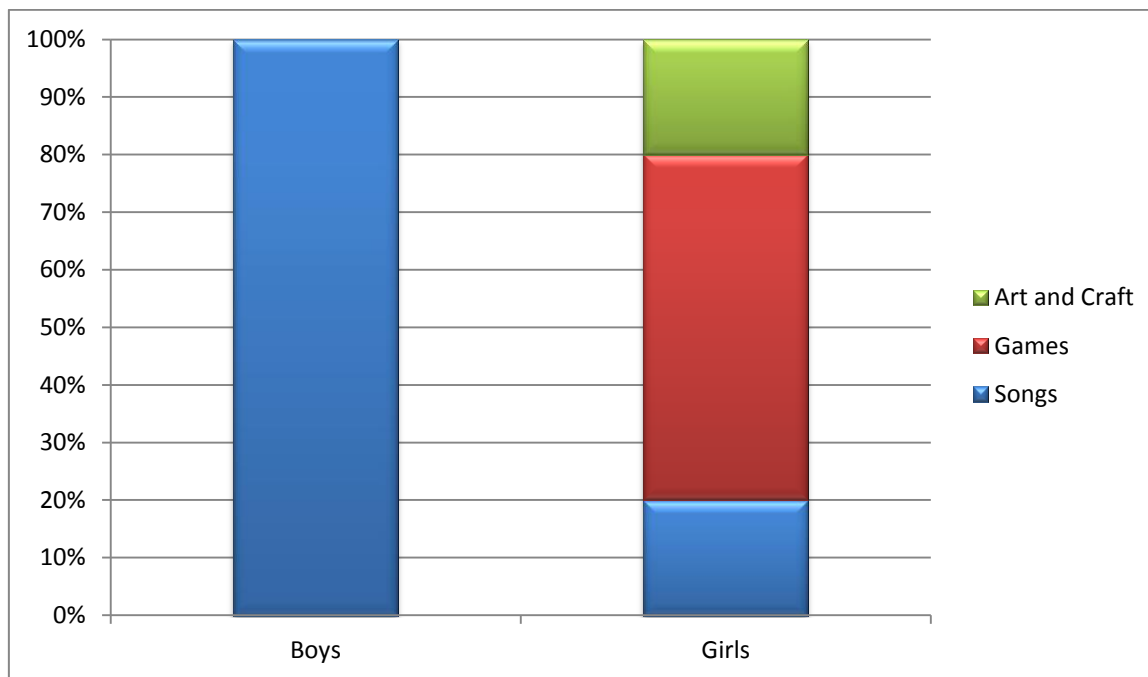
Based on the interview with the lecturer and individual interviews with the learners of English, the most frequently used activities are singing songs, colouring pictures and playing games. These are also activities which were marked as the most enjoyable ones. For they are the only movement based activities the children know from their English lessons, it is evident that no storytelling or chanting was mentioned by them.

As the graph shows, the most popular activity in this nursery school is playing games which gained 50% of the popularity. In the second place are action songs with 33% of the recognition. The third place belongs to art and craft which were marked in 17%.



Graph No. 5, source: personal

According to the graph No. 6, the boys enjoy the most singing songs unlike girls who said that, in 50%, playing games was their favourite activity. The girls then gave 20% to each of the category of songs and art and craft.



Graph No. 6, source: personal

### 5.3.4 Summary

In the nursery school are the English lessons voluntary and they are organized once in a week. The interviews with the children showed that it is mostly parents, in 100% the children marked their mother, who want their children to attend the English course. These statements also meet with the lecturer's point of view. According to her, the number of children attending the English classes rises with every year which is caused primarily by the interest of the individual parents.

An interesting point makes also the difference in the individual child's answers to questions 2 and 3. Even though when a child in question 2 answered some activity based on movement, in question 3, s/he in half of the cases answered some other activity. As it was mentioned at the beginning of the practical part, if the children in questions 2 and 3 did not know how to answer, I gave them hints and they could choose the one activity they prefer. As



an example can be provided the interview with Ch No. 5. The response to Q 1 was singing and the answer to Q 3 was playing games. Although singing in the most cases involves movement too, the response to the question about the most enjoyable activity involving movement was completely different. The same applies for the interview with the child No. 2 and the child No. 3.

As for the activities based on movement, in the present situation, the lecturer uses three main types of activities all over again. These represent colouring in the work book, action songs and playing games. The highest recognition in popularity gained playing games. In the nursery school the English lessons are realized in a spacious room so there can be easily played different games during which the children might jump or run around. As the teacher says, she tries to make use of it as often as possible. The statement support the answers of the children who in a half of the cases established a game *One, Two, Three, Stop* as the most enjoyable one. That could serve as one of the reasons why the learners enjoy the games the most.

Speaking of action songs, they gained quite high popularity as well, in comparison to playing games. It is obvious that the lecturer include these activities regularly in the lesson plans because the children already know many different songs concerning different topics. However, when it comes to art and craft, the overall popularity is not very high. Only Ch No. 3 mentioned colouring in the second question. The results show that this activity is not very popular among the children. It would be advisable for the lecturer to change it sometimes for something else. For example, she could try storytelling with the children. Regarding the size of the group and the time devoted to the English lessons, it would be manageable to do some short activities based on a story which might end up with a short role play or performance.

## **5.4 Case Study No. 4**

The study was carried out in Mateřská škola Olomouc, Žižkovo náměstí in Olomouc. The nursery school is a state institution. The total number of interviewed children is 10, construction of six boys and four girls.

#### **5.4.1 The Use of TPR Based Activities from the Teacher's/ Lecturer's Perspective**

In the nursery school English lessons take place once in a week and they last for forty minutes. There are two groups of children attending the course and each has maximum of ten learners. Their age ranges from the age of four to the age of six. According to the lecturer, the interest of parents in their child's language is very high. Every year there are more children who are attending the courses. On the other hand, when the children are in the course the parents do not pay much attention to their child's learning.

The English courses are organized by an external lecturer from a language agency. She follows a syllabus given by a course book which was designed by the language agency. Every lesson she has to do on page from the course book. It is based mostly on pictures and matching exercises. When giving instructions she uses only English, when doing some other activities she says the information in English first and if the children do not understand she translates it into Czech.

As for TPR based activities, she uses games which focus on the principle of making movement according to the teacher's instruction. Such activities are used basically for revising the vocabulary and phrases and for the practise of listening comprehension. With these activities is closely connected using of non-verbal communication. The lecturer most often does very expressive gestures and mimics. For example for better understanding of feelings (sad face, happy face) or flavours (sour).

When speaking of using songs, every lesson begins with hello song and end with bye, bye song. During the lesson are often used songs relating to the topic of the lesson. A typical part of the classes create playing games, as well. As the lecturer says, she tries to think of a new game for each lesson for she does not want to play the same games with the children all over again. A very specific kind of games is the Kim's game which she also plays with the learners. Usually the first half of the lesson is more active, as the lecturer states. During the other half the children work from their course books.

What the lecturer does never use in her lessons is reading and storytelling. As she claims the children do not understand much. Instead she uses a lot of pictures and flashcards and tries to talk about them and describe them with the children.

#### **5.4.2 The Use of TPR Based Activities from the Children's Perspective**

The interviews with the learners proved the lecturer statement about using different types of games and having songs as a common part of the English lessons. The children like the most action songs. More specifically *Hello song* was the most frequent answer to the question.

When asking the question 2, the children often said that they like working in the course book because it is full of pictures and other interesting exercises. As the lecturer said, the children do one page of the course book every lesson and it takes nearly half of the lesson to finish the page. Among other answers were also mentioned songs and playing games.

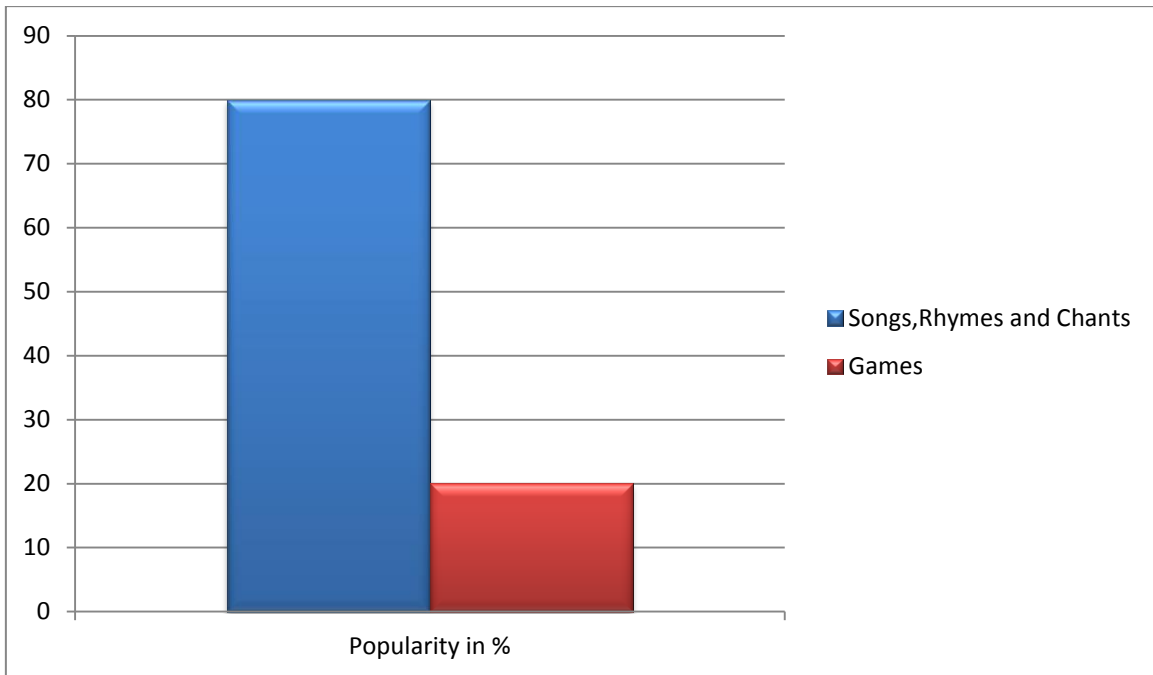
When it comes to the third question, the answer there was quite clear. The songs and rhymes gained the most of the popularity. However, an interesting finding was that no one mentioned colouring or craft as the answer to this question. The same applies for reading and storytelling. Nevertheless, it was evident that the children can not mark something they do not know as their favourite activity.

Speaking of the motivation of the learners, it showed to be mostly them who want to learn English language. There were two primary reasons. Firstly, they learn English because they want to know the words in this language and they like spending time there. Secondly, they learn the language because they either want to go to the United States or they want to be able to talk to the people in England. The two countries were mentioned equal times.

#### **5.4.3 Analysis of the Collected Data**

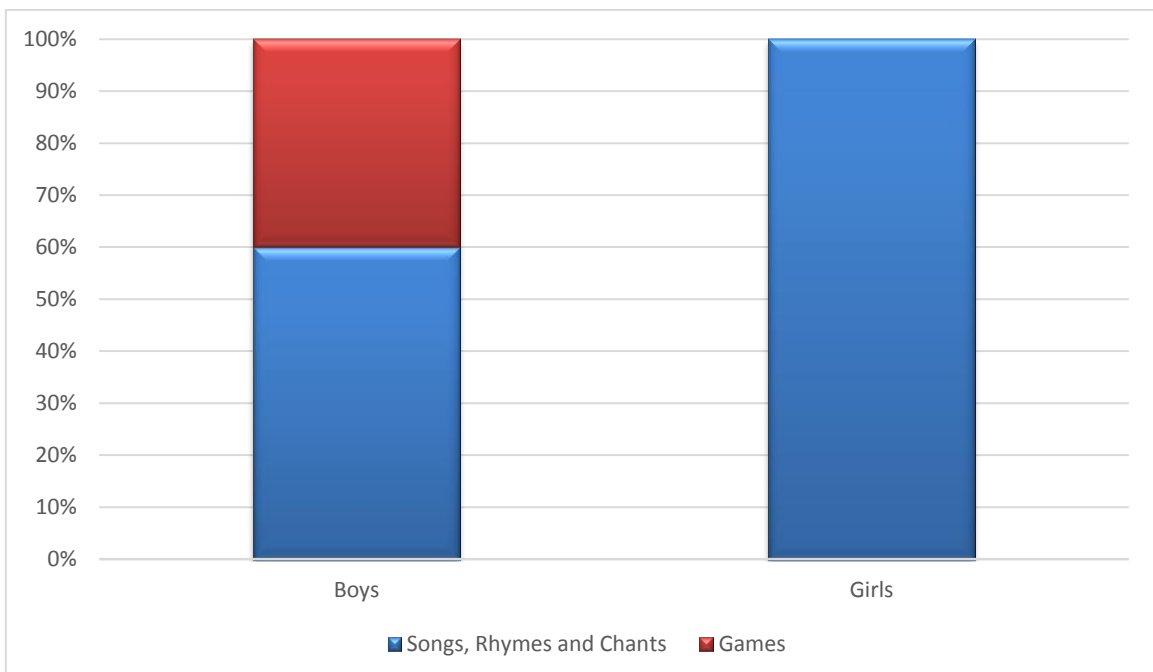
Judging from the interviews, the English lessons are very similar to one another. Mainly because of the fact that the children have to do one page each lesson from a course book. Otherwise the lecturer tries to make the lessons interesting and appealing for the learners by playing different games every week.

However, during the interviews only two TPR based activities were mentioned as the most enjoyable ones. The first and the most popular activity in the nursery school are action songs and chants. It had 80% of recognition. The other is playing games which gained 20% of the overall popularity. The results are shown in the graph No.7.



Graph No. 7, source: personal

Concerning the boys' and girls' preferences, all of the girls marked songs and rhymes as their favourite activity. The boys' favoured activities were divided into category of games and song and chants as well.



Graph No. 8, source: personal

#### **5.4.4 Summary**

The English lessons in the nursery school take place once in a week for forty minutes. It gives the lecturer a lot of time to do different activities. Nevertheless, nearly half of the time is devoted to working from a course book which might be seen as a disadvantage since it takes at least fifteen minutes. Because children do a lot of colouring and craft during their stay in the nursery school doing the same activity might get boring for them.

The lecturer uses the most typical TPR based activities to support learning of English, including mainly playing games and singing songs. When talking about the activities, she does never do any reading or storytelling with the children. According to her, they do not understand enough English to be able to understand the story. As a reaction to this statement, it is good to mention that with the perfect preparation and organization of the activity the children would understand at least the main points of the story.

On the other hand the lecturer thinks of a new game or a game-like activity for each lesson which is a good decision. Since the learners are used to routines at the beginning and at the end of the lesson, it is nice to also have something new for them. For it could easily happen that the learners became bored with the lessons.

## 6 Conclusion of the Qualitative Research

The research shows that in connection to English language learning at the preschool level, the typically used TPR based activities are action songs, rhymes and chants and playing English games. These are used in every of the examined institutions. However, the most enjoyable of them all are, according to the learners, action songs, rhymes and chants. From these activities the teachers mostly use songs in the lessons. Rhymes and chants gained less popularity among the teachers and sometimes they are omitted by them. We can presume the reasons why children like singing connected to the movement so much. The songs are very playful and lively. There are many possibilities how to incorporate movement in them which the preschool children appreciate a lot. It is particularly the combination of the two, singing a song and moving around or performing that makes the songs so popular with the very young learners. Very often they are a regular part of the English lessons, for example when the lessons start and end with a song.

Since the songs are based on repetition, the children learn the language very easily and they can show other people what they have learnt in the English lessons. As for they do not need any equipment in order to perform the songs, it makes it possible to sing and dance or perform them in nearly every place. The only thing they need is the knowledge of the words and moves which seems to be a highly motivating factor for them.

The other group of activities which were highly recognized by the learners as the activity they like the most is playing different games. Commonly mentioned games were these which are based on lively physical activities such as running, skipping or going round the class. For the games are a part of the preschool children's lives, it is essential that they are incorporated in their learning. Due to the fact that playing games seems to be more fun rather than the direct learning activity, the children truly enjoy these activities. Playing games also makes English learning more attractive for the learners which results in even higher motivation of the children to learn the foreign language.

Among the mentioned activities was also art and craft, nevertheless, its popularity is far lower in comparison to action songs and playing games. The reason may be that the children do not consider it as an activity which requires movement. It is understandable because when colouring or making some craft, the children are sitting by the tables. With

regard to this group of activities, it was interesting to find out that any of the boys named this category as the favourite one. It might be for the reason that it is usually a calm and quiet activity. Since the boys are commonly said to be more active and lively than the girls activities such as colouring of pictures and cutting the pictures out can be boring for them.

The research also showed a surprising fact about reading and using storytelling in the English lessons. In one case only (case study No. 2) the teachers use these activities to support the language learning. Since storytelling and reading fairy-tales provide the most authentic way to acquire the foreign language, it is questionable, though, why the teachers do not take advantage of it. We may presume that for the nursery school in the case study No. 2 is a private bilingual institution there is more time devoted to the English education. Storytelling requires very careful preparation and more time is needed in order to manage the activity. It might be one of the reasons the other teachers do not use it. Nevertheless, it would be advisable to sometimes incorporate these activities in the learning process.

When thinking of the learner's motivation for attending the English course, we could say that there are three main reasons. Firstly, it is the parents' decision that their child attends the language course. Despite this fact, the children like the time spent there. Secondly, the children want to learn it usually because they will have to learn English at primary school when they are old enough. Judging from these responses, the children are confident and they want to be successful. The last reason, frequently mentioned, was that they learn English in order to be able to speak with the people from the United States. Due to the fact that nearly all of them mentioned the one particular state, it would be very interesting to find out why. How do the children come to the conclusion that it is mainly in the United States where people speak in English. More naturally, I would expect them saying England since it is closely related to the word English.

To conclude, the research showed that the teachers use divergent activities, described in the theoretical part, when learning English. They try to make the lessons attractive and appealing to their learners. Only one of the activities the research was focused on is not a part of the lessons.

## 7 Conclusion

The aim of this diploma thesis was to present the activities how a foreign language can be learnt to very young learners with the use of movement. Since the learning process of the preschool children is very much dependent on action and the real life situations. Because the popularity of English lessons in the nursery schools rises every year, the thesis focuses on particular activities used to support the foreign language learning and their popularity among the children.

In the introductory part was presented the term very young learners and its definition upon which the whole thesis was based. In this section was described the development of the preschool children from the cognitive, physical, social and emotional viewpoint. Also the language acquisition theories of Jean Piaget, Lev Vygotsky and Noam Chomsky were introduced. The chapter, too, concentrates on the foreign language learning itself and its differences when teaching very young learners and any other language learners. There was also a section devoted to Howard Gardner's Multiple Intelligences theory.

Other part of the thesis closely described the various activities involving movement which can be used when teaching the preschool children. However, the primary focus was aimed on James Asher's Total Physical Response approach. Since this approach is highly influential in terms of using movement instead of making the learners talk immediately, its history, principles and characteristics were presented. Another section of this part was concentrated on TPR based activities which can be easily used in the nursery school's language classrooms. These include especially action songs, rhymes and chants as well as using games. Also a chapter on the use of storytelling and reading fairy-tales as a part of the learning process was presented. What should not be omitted from the language learning are also art and craft activities which are mentioned in this part as well.

The practical part aimed to determine what TPR based activities do the children enjoy the most. The research was carried out as a series of four case studies. These studies were realized in four different nursery schools in Olomouc or its near proximity. Every of the case study was based on the interview with the nursery teacher or the lecturer and on individual interviews with the learners of English. The study showed that even though many activities are used during the English lessons, the most popular ones with the children are action songs.



The contribution of this research is seen mainly in its clear identification of the most popular TPR based activities when considering teaching foreign language to very young learners. It also provides the specific songs the children enjoy the most. Also playing different games showed to be a favourite activity of many children. The language teachers can benefit from these findings, for example when planning the English lessons.

On the other hand, the study also shows which activities are the least popular. Those are the art and craft activities. Such information may serve well, too. Especially, when we take into account how often they are used. In every English lesson children do some colouring or other similar activities. It would be advisable for the teachers to sometimes change these activities for some completely different ones. Storytelling, for example, might be a nice change for the learners. Since most of the teachers do not use this activity at all, they are not able to determine whether or not it would be appealing to their learners. Based on the interviews with the teachers, it seemed that they were not familiar enough with the ways of working with such texts.

The findings of the research also raised several questions. Why do not the teachers incorporate storytelling in their lessons even though they provide a natural source of the target language? When speaking of English language speaking countries, why the children always think of the United States first? Why the boys do not like art and craft activities in the English lesson? To study these topics into more details might also provide some interesting findings for the teacher of languages.

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## **9 Appendices**

### **Appendix 1: Interviews with the Children**

## **Appendix 1: Interviews with the Children**

### **Case Study No. 1**

Ch No. 1

Q 1: Učím se anglicky, protože to chce maminka.

Q 2: Nejradši hraju pexeso.

Q 3: Nejvíc mě baví Head and Shoulders.

Ch No. 2

Q 1: Abych byl chytrý.

Q 2: Když se učíme slovíčka z kartiček.

Q 3: Nejradši mám Head and Shoulders jak to zrychluje.

Ch. No. 3

Q 1: Protože se chci učit anglicky.

Q 2: Nejvíc mě baví stříhat, vymalovávat a jak si to potom dáváme do deníčku.

Q 3: Baví mě židličkovaná.

Ch No. 4

Q 1: Protože se učím anglicky.

Q 2: Malování mě baví nejvíc.

Q 3: Baví mě, když hrajeme hry.

Ch No. 5

Q 1: Protože jsem velkej.

Q 2: Když malujeme a zpíváme.

Q 3: Nejvíc mě baví židličkovaná.

Ch No. 6

Q 1: Protože táta řekl, ať chodím.

Q 2: Baví mě soutěže, třeba pexeso.

Q 3: Nejradši mám hry.

Ch No. 7

Q 1: A bych se mohl dorozumět v Americe nebo jinde, kde se mluví anglicky.

Q 2: Nejradši mám židličkovanou.

Q 3: Když zpíváme Head and Shoulders.

Ch No. 8

Q 1: Ani nevím.

Q 2: Baví mě pexeso.

Q 3: Mám nejradši když zpíváme a tancujeme.

Ch No. 9

Q 1: Maminka mi to řekla, protože pojedu do jiné země.

Q 2: Ráda hraju pexeso.

Q 3: Nejvíc mě baví židličkovaná.

Ch No. 10

Q 1: Protože se budu angličtinu učit ve škole.

Q 2: Baví mě když stříháme.

Q 3: Když zpíváme a tancujeme.

Ch No. 11

Q 1: Maminka říkala, že musím.

Q 2: Když malujeme a zpíváme.

Q 3: Baví mě písničky.

Ch No. 12

Q 1: A bych to uměla líp do školy.

Q 2: Židličkovaná.

Q 3: Nejradši mám když hrajeme Simon says.

Ch No. 13

Q 1: A bych znala všechno, co se jmenuje anglicky do školy.

Q 2: Když opakujeme slovíčka.

Q 3: Nejvíc mě baví malování.

Ch No. 14

Q 1: Maminka říkala, že musím.

Q 2: Když zpíváme.

Q 3: Nejradši mám zpívání a tancování.

## **Case Study No. 2**

Ch No. 1

Q 1: Chci umět mluvit s lidma v Americe.

Q 2: Malování.

Q 3: Nejvíc mě baví, když zpíváme a tancujeme.

Ch No. 2

Q 1: Protože chci vědět, jak se řeknou anglicky slova.

Q 2: Baví mě, když malujeme.

Q 3: Nejradši mám, když hrajeme hry.

Ch No. 3

Q 1: Protože chodím do anglické školky.

Q 2: Baví mě písničky a zpívání.

Q 3: Úplně nejradši mám písničky s tancováním.

Ch No. 4

Q 1: Já chci umět anglicky, protože to neumím.

Q 2: Baví mě hry.

Q 3: Nejradši mám zpívání a tancování. Třeba Head and Shoulders.

Ch No. 5

Q 1: Protože angličtinu máme ve školce.

Q 2: Nejvíc mě baví hrát hry.

Q 3: Nejradši mám, když hrajeme anglické hry.



Ch No. 6

Q 1: Protože ji mám ve školce.

Q 2: Baví mě zpívání.

Q 3: Nejradši mám písničky.

Ch No. 7

Q 1: Chci se učit anglicky.

Q 2: Nejvíc mě baví učit se slovíčka.

Q 3: Nejradši mám malování.

Ch No. 8

Q 1: Abych uměla mluvit anglicky.

Q 2: Malování.

Q 3: Baví mě když hrajeme hry.

Ch No. 9

Q 1: Abych se naučila nějaké věci anglicky.

Q 2: Nejradši mám když se učíme nová slovíčka z kartiček.

Q 3: Nejvíc mě baví písničky.

Ch No. 10

Q 1: Protože angličtinu máme ve školce.

Q 2: Mám ráda malování.

Q 3: Nejradši mám písničky s tancováním.

Ch No. 11

Q 1: Abych mohla rozumět někomu, kdo mluví anglicky.

Q 2: Nejvíc mě baví učit se slovíčka a kreslení.

Q 3: Nejradši mám hru I spy with my little eye.

Ch No 12

Q 1: Protože někdy jezdím do Ameriky.

Q 2: Ráda kreslím.

Q 3: Nejvíc mě baví když zpíváme Head and Shoulders.

Ch No. 13

Q 1: Protože naše školka se jmenuje anglická a všichni se tady učíme angličtinu.

Q 2: Mám ráda vyrábění.

Q 3: Nejradši mám hry s paní učitelkou.

Ch No. 14

Q 1: Protože abych pak mohla letět do Ameriky nebo jiné země, kde se mluví anglicky.

Q 2: Mám ráda když malujeme.

Q 3: Nejvíc mě baví vítací kolečko s písničkou.

Ch No. 15

Q 1: Maminka chce, abych to uměla.

Q 2: Baví mě hry.

Q 3: Nejradši mám, když hrajeme Freeze.

Ch No. 16

Q 1: Protože ji máme každý den ve školce.

Q 2: Mám ráda, když nám paní učitelka čte pohádky.

Q 3: Nejvíc mě baví vymalovávání.

### **Case Study No. 3**

Ch No. 1

Q 1: Protože se mi to líbí.

Q 2: Nejvíc mě baví, když hrajeme hry.

Q 3: Nejradši mám hru One, Two, Three, Stop.

Ch No. 2

Q 1: Protože maminka to chce. Chodí ještě na jinou angličtinu se mnou.

Q 2: Baví mě když nám paní učitelka řekne ať něco hledáme a musíme to najít.

Q 3: Nejradši mám, když si malujeme do sešitu.

Ch No. 3

Q 1: Maminka chce, abych chodila.

Q 2: Mám ráda vymalovávání.

Q 3: Nejvíc mě baví zpívání, protože tam i tancujeme.

Ch No. 4

Q 1: Chce to maminka.

Q 2: Mám ráda hry.

Q 3: Nejvíc mě baví One, Two, Three, Stop.

Ch No. 5

Q 1: Chci umět mluvit anglicky.

Q 2: Baví mě zpívání.

Q 3: Mám ráda když hrajeme hry, třeba One, Two, Three, Stop.

Ch No. 6

Q 1: Abych věděl, jak se mluví anglicky.

Q 2: Nejvíc mě baví písničky.

Q 3: Nejradši mám písničku Head and Shoulders.

#### **Case Study No. 4**

Ch No. 1

Q 1: Abych se učil anglicky.

Q 2: Baví mě tancování na písničky.

Q 3: Nejradši mám zpívání a tancování.

Ch No. 2

Q 1: Abych uměl anglicky.

Q 2: Rád kreslím do sešitu.

Q 3: Nejradši mám když hrajeme hry, kde se běhá.

Ch No. 3

Q 1: Protože chci umět anglicky a baví mě to.

Q 2: Ráda dělám úkoly z učebnice.

Q 3: Nejradši zpívám a tancuju.

Ch No. 4

Q 1: Protože mě to baví.

Q 2: Baví mě, když se učíme anglická slovíčka.

Q 3: Nejvíc mě baví Vítací kolečko.

Ch No. 5

Q 1: Abych uměl anglicky a mohl tak mluvit Anglii.

Q 2: Vybarvování ze sešitu.

Q 3: Baví mě různé hry.

Ch No. 6

Q 1: Abych se naučila anglicky.

Q 2: Ráda maluju.

Q 3: Nejradši zpívám Vítací kolečko.

Ch No. 7

Q 1: Protože mě to baví.

Q 2: Mám ráda kreslení.

Q 3: Když zpíváme a do toho tancujeme.

Ch No. 8

Q 1: Protože chci jet do Ameriky.

Q 2: Baví mě zpívání písniček.

Q 3: Nejradši zpívám Vítací kolečko.

Ch No. 9

Q 1: Protože chci umět mluvit s lidma v Americe.

Q 2: Mám rád zpívání.

Q 3: Nejvíc mě baví písničky.

Ch No. 10

Q 1: Chci někdy jet do Anglie a dát si tam zmrzlinu.

Q 2: Nejvíc mě baví, když se učíme slovíčka z kartiček.

Q 3: Když zpíváme třeba Head and Shoulders.

## **Resume**

The diploma thesis titled Teaching English to Very Young Learners With the Use of Movement is aimed to determine what activities do the children in nursery schools enjoy the most. The emphasis is put on the use of various TPR based activities during the English lessons and their popularity among children.

## Annotation

<b>Jméno a příjmení:</b>	Veronika Symonová
<b>Katedra:</b>	Ústav cizích jazyků
<b>Vedoucí práce:</b>	Mgr. Zuzana Bartsch Veselá, Ph. D.
<b>Rok obhajoby:</b>	2016

<b>Název práce:</b>	Využití pohybu při výuce angličtiny u předškolních dětí
<b>Název v angličtině:</b>	Teaching English to Very Young Learners With the Use of Movement
<b>Anotace práce:</b>	Diplomová práce na téma Využití pohybu při výuce angličtiny u předškolních dětí má za cíl určit, které pohybové aktivity mají děti v mateřských školách při výuce anglického jazyka nejraději. Hlavní důraz je kladen na využívání odlišných pohybových aktivit při výuce anglického jazyka a na jejich oblíbenost u dětí.
<b>Klíčová slova:</b>	Děti předškolního věku, Total Physical Response (TPR), výuka cizích jazyků, teorie mnohočetné inteligence, písně, hry, TPRS, Jean Piaget, Lev Vygotsky, Noam Chomsky
<b>Anotace v angličtině:</b>	The diploma thesis titled Teaching English to Very Young Learners With the Use of Movement is aimed to determine what activities do the children in nursery schools enjoy the most. The emphasis is put on the use of various TPR based activities during the English lessons and their popularity among children.
<b>Klíčová slova v angličtině:</b>	Very young learners, Total Physical Response (TPR), foreign language learning, English, multiple intelligences, songs, games, Total Physical Response Storytelling (TPRS), Jean Piaget, Lev Vygotsky, Noam Chomsky

<b>Přílohy vázané v práci:</b>	Appendix 1: Interviews with the Children
<b>Rozsah práce:</b>	76 s. ( 108 041 znaků)
<b>Jazyk práce:</b>	anglický