



- A 基础理论
- B 应用研究
- C 实际应用
- D 其他

岭南师范学院

本科生毕业论文

全身反应法在小学英语词汇教学中的应用研究

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A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School

A Thesis

Submitted in Partial Fulfillment of the Requirements

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To the School of Foreign Studies of

Lingnan Normal University

By

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嶺南師範學院

本科生畢業論文

全身反應法在小學英語詞匯 教學中的應用研究

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嶺南師範學院

本科生畢業論文開題報告

論文題目	全身反應法在小學英語詞彙教學中的應用研究 A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School				
學生姓名	黃英	二級學院	外國語學院	開題日期	2019年7月20日
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1 本課題研究意義及國內外發展狀況

1.1 本課題研究意義

詞彙被認為是英語教學的基礎，然而在目前的詞彙教學中仍存在着很多問題，如詞彙記憶困難、遺忘率高等。傳統教學法已經不能跟上學生對學習需求，因而老師們試圖使用各種不同的教學方法來解決目前普遍存在的問題，而全身反應法（TPR）是其中一種。本研究旨在探討全身反應法（TPR）與學生詞彙學習興趣和學習效果之間的相关性，從而使人們認識到 TPR 教學法對小學英語詞彙教學的重要性。

1.2 本課題國內外發展狀況

美國心理學教授 James Asher 通過精密研究，於 20 世紀 60 年代提出了全身反應法教學，它力圖通過身體的活動來進行語言教學，是一種建立在行動和言語和諧一致基礎上的言語快速教學法。它適應學生活潑好動的特點，讓孩子在身臨其境的環境中樂起來、動起來，讓他們親身體驗、學與玩有機結合。隨後很多學者對全身反應法進行了深入研究，並且取得卓越的成果。

20 世紀 90 年代全身反應法被引進我國後，因其自身特點引起我國教育研究者和廣大英語教師的廣泛興趣。最初，學者對這一教學法採取謹慎的態度，隨着對 TPR 的理論基礎、教學活動形式和教學步驟，結合我國小學生學習英語的特點在課堂上應用全身反應法取得顯著效果後，我國外語教學理論界基於這個教學法進行了更深入的研究。但是對於英語教學的具體方面的研究較少，如 TPR 在英語詞彙教學中的運用。

2 研究內容

調查兩個實驗群體的學生（實驗班採用 TPR 教學法對學生進行詞彙教學，而對照班則採用傳統的教學方式）對英語詞彙學習的興趣以及詞彙掌握程度在實驗前後是否發生明顯變化，探討全身反應法對小學生英語詞彙學習的影響，從而使人們認識到全身反應法對小學生學習英語的重要性。具體的研究問題是：

- （1）與傳統教學法相比，全身反應法是否可以促進學生學習英語詞彙的興趣？
- （2）傳統教學法和全身反應法，哪一種方法可以幫助學生更好地掌握英語詞彙？

3 研究方法、手段和研究進度

3.1 研究方法

文獻研究法、調查法、對比分析法

3.2 研究手段

本研究以湛江市第八小學三年級 120 名學生為研究對象，分成 A 和 B 兩個實驗群體，各 60 人。使用 Gu and Johnson 的問卷檢測學生在實驗前後對英語詞彙學習興趣的情況；其次，通過兩份試卷成績來衡量學生詞彙學習程度，所獲得數據使用統計軟件 SPSS22.0 進行處理，分析數據得出結論。

3.3 研究进度

- (1) 开题报告在 2019 年 07 月 20 日前按照学院论文体例要求完成。
- (2) 初稿 2019 年 11 月 20 日前完成并交打印稿给指导教师提修改意见。
- (3) 第二稿 2020 年 01 月 20 日完成并交给指导教师提修改意见。
- (4) 第三稿 2020 年 04 月 20 日前完成并交给指导教师提修改意见。
- (5) 学院形式审查 年 月 日。
- (6) 答辩稿 2020 年 05 月 10 日前交指导教师。
- (7) 答辩工作在 2020 年 05 月 16 日左右完成。

学生（签名）：

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指导教师意见

指导教师（签名）：

2019 年 07 月 20 日

二级学院意见

二级学院（盖章）

2019 年 07 月 26 日

说明：开题报告应在教师指导下由学生独立撰写。在毕业论文（设计）开始二周内完成，交指导教师审阅，并接受二级学院和学校检查。

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A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School

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Abstract: Vocabulary is deemed the basis of English learning. However, traditional teaching approaches, to some extent, can't help students grasp and memorize vocabulary well. In order to tackle these existing problems, various teaching approaches are adopted and TPR is one of them. James Asher (1966) proposed TPR (Total Physical Response) which puts particular emphasis on teaching language via body movements under a stress-free environment. This study aims at testifying the effects of TPR in comparison to the traditional teaching approach in teaching English vocabulary in primary school. The experiment lasted 4 months from September to December in 2019 in Zhanjiang NO.8 Primary School of Guangdong Province. And in total 120 pupils from Grade Three are divided into two groups: the control class (CC) opting for the traditional teaching approach and the experimental class adopting TPR. The collected data from pre-test, post-test and two identical sets of questionnaires were analyzed by SPSS22.0. The data analysis yielded that students taught by TPR have more interest in English vocabulary and a good command of using words, compared with the traditional teaching approach. Finally, from pedagogical perspective, this study proposes some suggestions to apply TPR in English class to improve vocabulary learning amongst pupils.

Key words: Total Physical Response (TPR); teaching English vocabulary; primary school; learning interest; learning effect

全身反应法在小学英语词汇教学中的应用研究

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摘 要：词汇是英语学习的基础。然而，传统的教学方法在一定程度上不能很好地帮助学生掌握和记忆词汇。因此老师们使用各种教学方法来解决这些问题，而全身反应法（TPR）是其中一种。TPR是James Asher提出的，指在轻松环境下用肢体动作教授语言。探讨TPR在小学英语词汇教学中与传统教学法的对比效果。在湛江市第八小学进行四个月（2019年9月至12月）的实验，将120名三年级学生分为实验班（EC）和对照班（CC）。实验班采用TPR教学模式，而对照班则采用传统的教学模式。所获数据（问卷和两份试卷）使用统计软件SPSS22.0进行处理，分析发现与传统教学方法相比，TPR提高了学生在英语词汇学习的兴趣以及运用词汇的能力。最后，提出英语课堂中运用TPR的建议，以促进小学生词汇学习。

关键词：全身反应法（TPR）；英语词汇教学；小学；学习兴趣；学习效果

1 Introduction

1.1 Research Background

It is acknowledged that English has become more and more important under the economic globalization so that English teaching in primary school has received increasing attention from the education department in recent years. Curriculum Standards (2001) stated that students begin to study English from Grade Three in primary school instead of Grade Seven in middle school^[1]. Many a linguist such as Chomsky (1986) and Krashen (1989) supported that it is the critical period of language learning for youngsters to learn a second language, on account of neurobiological and psychological factors^{[2][3]}. Penfield and Roberts (1959), Lenneberg (1967) have raised a notion “Critical Period Hypothesis”, namely, it is relatively easy to learn a language at the age of 2-15, and usually with great success^{[4][5]}. Therefore, the emergence of learning English from childhood has become the hot trend in China.

As regards English teaching, vocabulary is crucial to success of teaching. Both Wilkins (1972) and Nie (2001) held the view that vocabulary is a key to learning language well^[6].

Reciting English words letter by letter seems the most prevalent way in China, which may be beneficial for intermediate or advanced students, but it is so hard for primary students to memorize words through this way as pupils are adept at image thinking and less strong in abstract thinking. What’s more, even though pupils spare no efforts to remember English words, the result is not satisfactory, which results in a gradual decrease in pupils’ interest in learning English. Hence, it is crucial that a good teaching approach of English vocabulary carried out in primary school is efficient and appropriate for pupils.

Total Physical Response approach (TPR) put forward by James Asher (1966) is based on the effective combination of language and behavior^[7]. TPR attaches great importance to comprehending as well as using physical actions to teach a foreign language at an introductory level. Recently, TPR is known to many educators and researchers (Yu 1999, Hu 2000, Gong 2000)^{[18][19][20]}, but the application of TPR approach is fairly limited in primary school to teach English vocabulary. Thus, this paper attempts to explore whether TPR can increase students’ interest in vocabulary learning and improve their ability to use words.

1.2 Significance of Research

Under the rapid development of children’s English education, exploring effective strategies is crucial to ensure quality in primary school English teaching in China. TPR, which is very well-known in the world, adapts to pupils’ physical and mental features, such as the short attention span, hyperactivity and high self-esteem. And as such, TPR might not only lay a good foundation for students’ further English study, but also train high-level foreign language talents for China.

1.3 Aims of Research

The focus of this study is to find out whether TPR can stimulate students’ interest in vocabulary learning and whether TPR enables students to master words well, by comparing with the traditional teaching approach.

2 Literature Review

2.1 Definition of Total Physical Response

TPR stands for “Total Physical Response” which was proposed by James Asher in the 1960s at San Jose State University. It gives priority to the coordination of language and physical actions. Ellis (1994) said that TPR, a teaching approach, means that people master a second language via conscious learning with guidance or natural absorption, which is in line with the law of Second Language Acquisition^[8]. Guo (2009) believed that TPR combines speech and physical movements^[9].

As a matter of fact, TPR is an approach coming out of Asher’s observation about how children attain their mother language. Asher found out that there was an interaction between children and parents when parents taught kids to speak. More often than not, youngsters would do the action to respond to their parents’ speech, which means that physical movements exert a significant part in learning a language. Additionally, he considered that the process of human’s second language acquisition resembles that of infant’s acquisition on their mother tongue, being divided into three phases: “listening, speaking, reading and writing”. That is to say, at the beginning, language beginners should listen to the teacher repeatedly so as to gradually develop their language intuition to understand the teacher’s instructions. After a period of listening teaching, students have possessed the capacity to speak the target language easily and freely. And this teaching approach combining sound and language meets well with the law of “listening first, speaking later” in language learning.

In TPR lessons, instructors speak the target language to students with body actions, and beginners aren’t obliged to speak until they prepare well, which means that the students must have enough input so that they can produce the target language. This follows the teaching rule “listen before speak”. In other words, TPR presents a stress-free atmosphere to make students more involved in class so that they can learn quickly and easily with confidence.

2.2 The Related Theories of Total Physical Response

2.2.1 Second Language Acquisition Theory

Krashen’s Second Language Acquisition theory (often abbreviated as SLA) highlights that when learning a target language, students have to understand before they speak out the target language.

Based on SLA, Asher (1996) put forward three principles of learning language in TPR as follows^[12]:

First of all, listen before you speak. Students must have enough chances to understand what they hear before they speak in the target language.

Secondly, provide a stress-free environment for students, such as a real-life situation, for the sake of provoking students’ interest in learning language and raising efficiency.

In the end, make use of imperative sentence as much as possible to increase the input information and give a hand to students’ comprehension.

In TPR lessons, students aren’t required to speak first that is because it follows “listening comes before speaking”. Learners were asked to speak the target language only if they had received enough input. Meanwhile, Asher (2009) deemed that learners’ comprehension about the target language is supposed to be

achieved in terms of physical movements, which is essential to develop learners' understanding^[10]. To put it like this, teachers give commands accompanied by physical movements for students to mimic, which is beneficial for students to understand the target language.

2.2.2 Left and Right Hemisphere Theory

Roger Wolcott Sperry (1961) stated that two hemispheres of the brain act out diverse roles——The right brain bears responsibility for non-verbal factors, while the left brain primarily works for verbal factors^[11]. In other words, the former can perform by actions while the latter by speaking. Although these two hemispheres of the brain execute different tasks, to some extent, they are related in some way.

On this basis, Asher (1996) proposed a hypothesis that babies internalize language in the right brain^[12]. To put it differently, babies mainly depend on the right hemisphere of the brain to understand language. It constantly observes language contributing to physical actions and when it is ready, some verbal response is produced. Consequently, babies start to speak. Asher also thought that as children get older, this theory still takes effect when they begin to take in a second or even a third language.

Asher (2000) commented that the best bet to learn a second language is to understand the language input via the right hemisphere of the brain^[13]. In TPR lessons, when teaching a second language, the instructor should supply children with sufficient non-linguistic resources before they speak. In this way, children can learn it efficiently.

2.2.3 Memory Trace Theory

Gestalt psychology introduces the concept of Memory Trace Theory, which stresses that stimulation affects one's ability to recall information (Chou, 2017)^[11]. Zhao Tao (2007) held that the greater the tracing frequency of the memory connection is; the stronger the memory association will be and much easier to recall what you've learned^[14].

In TPR lessons, complex sentences are based on simple sentences. With the development of comprehension and the amassing of the target language, learners can easily bring to mind what they have learned. On top of that, the major characteristic of TPR is "listening and acting", which can do students a favor to improve the quality of memory keeping, just as Brown (2001) noted that the more the target language combines with physical actions, the stronger the recollection is in the memory^[15].

2.3 Related Research on Total Physical Response

2.3.1 Foreign Studies

In accordance with unique features of children's acquisition of their mother language, many a scholars have conducted studies to investigate how children acquire their language and explore whether TPR approach affects teaching efficiently.

Asher (1969) claimed that TPR attaches great importance to the combination of physical actions and language learning^[16]. Also in 2009, Asher found that, through TPR, adults exhibit a second language learning ability comparable to that of children^[10].

Palmer (1959) argued that instructors are supposed to use more imperative sentences and movements in the actual teaching in his book *English through Actions*^[17].

Wolfe and Jones (1982) indicated that TPR creates a relaxing and pleasant environment to study,

which is similar to a child's language acquisition environment^[6].

Krashen (1989) thought well of TPR. He stated that when students take part in realistic and meaningful activities, they could attain the language input^[3].

Ellis (1994) proposed that it is indispensable to teach language beginners in TPR. He said students respond to the educator's instruction with actions, which is a good form of classroom activity^[8].

Brown (2001) pointed out that TPR is an exceedingly good teaching approach for language beginners^[15].

In conclusion, many foreign researchers have found out that TPR is a good teaching approach which is beneficial to learners in the early stage of language learning.

2.3.2 Domestic Studies

In China, the studies on TPR relatively lag behind. Here are several works about TPR in teaching.

Yu Zhenyou (1999) discussed the characteristics and advantages of TPR and he drew a conclusion that in traditional language learning, learners put the language into a fixed model while in TPR approach, learners summarize language rules through the use of the target language^[18].

Hu Tiejie (2000) introduced the advantages of TPR as well as eight differences between TPR and some traditional language teaching approaches in China. He considered it a way to learn a language quickly which is the combination of language and physical actions. Also, he stated that there are some limitations on TPR to a certain extent. He said when students taught by TPR, it is very difficult to balance language skills and academic achievements, which doesn't fit in current examination system^[19].

Gong Yafu (2000) published a book named *TPR English* which was established on Asher's approach and put a learning environment in China and children's psychological features into account. It consists of three aspects, including songs, rhymed verses, and students learn English by touching, drawing, painting, and handcrafting^[20].

Shao Qi (2010) stated that TPR goes well with psychological and physical features of youngsters, so it should be promoted. Besides, he deemed that it can create a stress-free environment and promote students' interest in language learning^[21].

From the above studies, it is found that the majority of the literatures focus on theoretical system of TPR, whether it is foreign or domestic, and there are a few empirical studies on TPR. In China, TPR is chiefly studied in the entire English teaching, while there are few studies on the application of TPR in specific aspects of English teaching, such as teaching vocabulary.

3 Research Methodology

3.1 Research Questions

This thesis is chiefly used to reply to these two questions:

(1) In comparison with the traditional teaching approach, does TPR approach arouse students' interest in learning English vocabulary?

(2) Which approach can contribute to students' good command of using English vocabulary, traditional approach or TPR?

3.2 Subjects

In this study, the subjects are composed of one hundred and twenty students of Grade Three in Zhanjiang NO.8 Primary School of Guangdong Province. Class A stands for the experimental class (EC) and Class B acts as the control class (CC). There are 60 students in each class. The reason of choosing these two classes is that all of them start to learn English from Grade One and have some basic English knowledge. The teacher, teaching materials and other teaching conditions are all the same. The only difference is the teaching approach, namely EC is given lessons in English with TPR, whereas CC is educated in the traditional teaching approach.

3.3 Instruments

The instruments involve two identical sets of questionnaires, tests including pre-test and post-test, classroom observation and the SPSS22.0 software for statistical analysis.

3.3.1 Questionnaires

In total, there are two identical sets of questionnaires (Appendix I) having 10 questions in this paper, which are used to check whether TPR approach can spur students on to learn English vocabulary. The questionnaire is designed by Gu and Johnson (1996)^[6], thereby having relatively high reliability. Its form is multiple choices inclusive of “wholly disagree”, “disagree”, “not sure”, “agree”, and “wholly agree”, which is a Likert’s five-point scale adopted to convey student’s acceptance with objectivity. Before the experiment, all students in EC and CC classes have to fill out the questionnaire to investigate students’ interest in learning English vocabulary. After the experiment, the same questionnaire is handed out to students in EC and CC classes to check for any change of interest in learning words.

3.3.2 Tests

There are two tests in this paper whose types are the same, including recognizing letters and words as well as understanding and translating words or sentences. The contents of tests are taken from the textbook knowledge. But the post-test paper is more complex than the pre-test paper. First of all, with regard to identifying letters, from two to three letters, there is also the recognition of capital letters. There is one more point, vocabulary covers more categories, adding animals, numbers, food and colors. Third, about sentence types, the scope of sentence examination is magnified, especially the sixth question, which requires students to choose the right answers in a discourse context rather than answer independently. Fourth, in regard to translation, its scope is from words to sentences. By comparing the results of these two tests, it can be seen that which teaching approach is more beneficial in improving students’ ability to use English vocabulary.

3.3.3 Classroom Observation

During the whole teaching experiment, the situation of teaching in two classes was observed for ten times respectively. Using classroom observation is to make a comparison from performance of students and the teacher recorded in two classes and to investigate which teaching approach is preferred by students.

3.4 Data Collection and Analysis

The first set of questionnaire and the pre-test were conducted during class time in September, 2019 and the second set of questionnaire and the post-test in December, 2019, providing the same conditions for

all the students. The questionnaires within 15 minutes and the tests within 25 minutes were required to accomplish by the subjects. Additionally, they were asked to accomplish in a serious way, even if the questionnaires and tests were not relevant to the final score. In order to let students have a clear understanding of the questionnaire, each question was interpreted in detail, which can avoid the error of results.

All the data collected were put into the computer for statistical analysis via SPSS22.0.

4 Results and Analysis

4.1 Analysis of the Questionnaires

This part is mainly to work out whether TPR can motivate students' interest in learning English vocabulary. The same questionnaire was implemented twice to CC and EC before and after experiment. The questions are divided into three categories: emotional tendency (from NO.1 to NO.4), attention in class (from NO.5 to NO.7) and out-of-class learning (from NO.8 to NO.10). Each answer represents a number, including "fully agree" means "five points", "agree" means "four points", "not sure" means "three points", "disagree" means "two points" and "fully disagree" means "one point". The higher the score is, the more interested the students are in vocabulary learning. All the data was analyzed by SPSS22.0 and the results were shown as below.

4.1.1 Analysis of the First Set of Questionnaire in CC and EC

The first set of questionnaire is used to find out whether there is an important difference between CC and EC or not in students' interest in learning English words before the experiment. The results are as followings.

Table 4.1 Group statistics of the first set of questionnaire

	Class	N	Mean	Std. Deviation	Std. Error Mean
emotional tendency	CC	60	13.25	5.370	.693
	EC	60	13.25	5.348	.690
attention in class	CC	60	9.25	4.257	.550
	EC	60	9.42	4.196	.542
out-of-class learning	CC	60	8.90	4.078	.527
	EC	60	8.93	4.021	.519

Table 4.2 Independent-samples T-test of the first set of questionnaire

		Levene's Test for Equality of Variance				T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
emotional tendency	Equal variances assumed	.000	.986	.000	118	1.000	.000	.978	-1.937	1.937
	Equal variances not assumed			.000	117.998	1.000	.000	.978	-1.937	1.937
attention in class	Equal variances assumed	.089	.766	-.216	118	.829	-.167	.772	-1.695	1.361
	Equal variances not assumed			-.216	117.975	.829	-.167	.772	-1.695	1.361
out-of-class learning	Equal variances assumed	.149	.701	-.045	118	.964	-.033	.739	-1.497	1.431
	Equal variances not assumed			-.045	117.976	.964	-.033	.739	-1.497	1.431

From Table 4.1 and Table 4.2, relating to emotional tendency, the mean score is 13.25. Namely, two classes have the same average score. The standard deviation of CC and EC is 5.370 and 5.348 respectively. It can be inferred that students in these two classes have nearly the same emotional attitude towards English vocabulary. What's more, the sig.(2-tailed) is 1.000 ($p>0.05$), disclosing that there is no striking distinction between CC and EC.

As for attention in class, the difference in average scores between these two classes is not much, only 0.17 points. Also the standard deviation is 4.257 and 4.196. The evidence illustrates that students in these two classes almost perform the same in class. Besides, the sig.(2-tailed) is 0.829 ($p>0.05$) and the mean difference is -1.67, to wit, there exists no considerable difference between these two classes.

About out-of-class learning, the mean score of CC and EC is 8.90 and 8.93. The standard deviation is 4.078 and 4.021. It can be seen that students in EC and CC have similar out-of-class learning. Additionally, with a mean difference only -0.33, the sig.(2-tailed) is 0.964 ($p>0.05$), which reflects a scarcely little comparability between CC and EC.

From the analysis above, it can be concluded that there is no significant distinction between CC and EC in vocabulary interest before the experiment.

4.1.2 Analysis of the Second Set of Questionnaire in CC and EC

The same questionnaire is conducted to students in CC and EC, aiming to find out if there is an important difference between CC and EC in the interest of vocabulary learning with different teaching approaches after the experiment. The results are as followings.

Table 4.3 Group statistics of the second set of questionnaire

	Class	N	Mean	Std. Deviation	Std. Error Mean
emotional tendency	CC	60	13.27	5.440	.702
	EC	60	15.23	4.641	.599
attention in class	CC	60	9.23	4.323	.558
	EC	60	10.90	3.865	.499
out-of-class learning	CC	60	8.92	4.064	.525
	EC	60	10.35	3.817	.493

Table 4.4 Independent-samples T-test of the second set of questionnaire

		Levene's Test for Equality of Variance				T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
emotional tendency	Equal variances assumed	5.662	.019	-2.131	118	.035	-1.967	.923	-3.795	-.139
	Equal variances not assumed			-2.131	115.145	.035	-1.967	.923	-3.795	-.138
attention in class	Equal variances assumed	2.705	.103	-2.226	118	.028	-1.667	.749	-3.149	-.184
	Equal variances not assumed			-2.226	116.550	.028	-1.667	.749	-3.149	-.184
out-of-class learning	Equal variances assumed	1.383	.242	-1.991	118	.049	-1.433	.720	-2.859	-.008
	Equal variances not assumed			-1.991	117.539	.049	-1.433	.720	-2.859	-.008

In accordance with Table 4.3 and Table 4.4, as for emotional tendency, the mean score of CC and EC is 13.27 and 15.23. The standard deviation of CC and EC is 5.440 and 4.641 respectively. It can be inferred that compared with CC, students in EC express more love for English vocabulary learning. And the sig.(2-tailed) and the mean difference is 0.035 ($p < 0.005$) and -1.967 respectively, which indicates that there

is a major difference between CC and EC.

With respect to attention in class, about average score, CC is 9.23 and EC is 10.90. Moreover, the standard deviation is 4.323 and 3.865. It seems that students in EC do better in class. In addition, the sig.(2-tailed) is 0.028 ($p < 0.005$) and the mean difference is -1.667. It makes clear that there is a great difference between CC and EC.

Regarding out-of-class learning, the mean score of CC and EC is 8.92 and 10.35. The standard deviation is 4.064 and 3.817. It can be inferred that students in EC also spend more time learning English vocabulary after class. Beyond that, the sig.(2-tailed) is 0.049 ($p < 0.005$), pointing out a certain distinction between CC and EC.

From the analysis above, it makes a difference between CC and EC in vocabulary interest after the experiment.

4.2 Analysis of the Tests

This part is mainly to demonstrate, by comparing the traditional approach, whether TPR approach is more beneficial to enhance students' ability to use English vocabulary. In order to explain this question, pre-test and post-test were carried out. The analysis is listed as below.

4.2.1 Analysis of the Pre-test in CC and EC

Before the experiment, the pre-test whose total score is 70 aims to test if the students in CC and EC have a similar level of ability to grasp vocabulary. The analysis is below.

Table 4.5 Group statistics of the pre-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
score	CC	60	47.77	14.133	1.825
	EC	60	48.30	14.294	1.845

Table 4.6 Independent-samples T-test of the pre-test

		Levene's Test for Equality of Variance				T-test for Equality of Means				
score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
		Equal variances assumed	.003	.959	-.206	118	.838	-.533	2.595	-5.672
Equal variances not assumed			-.206	117.985	.838	-.533	2.595	-5.672	4.606	

As shown in Table 4.5, the mean score of CC is 47.77, while EC is 48.30. The standard deviation of these two classes is 14.133 and 14.294 respectively. Since the students of these two classes are at a similar level of English proficiency, this teaching experiment is feasible.

It can be seen from Table 4.6 that the sig.(2-tailed) is 0.838 ($p > 0.005$) and the mean difference is -0.533. From the side, it demonstrates that, before the experiment, there is not much difference between

these two classes.

4.2.2 Analysis of the Post-test in CC and EC

The purpose of the 70-point post-test is to testify whether TPR approach can shed some light on improvement of students' vocabulary ability and if there significantly exists a difference between CC and EC. The analysis is as follow.

Table 4.7 Group statistics of the post-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
score	CC	60	48.00	13.856	1.789
	EC	60	52.87	11.189	1.445

Table 4.8 Independent-samples T-test of the post-test

		Levene's Test for Equality of Variance				T-test for Equality of Means				
score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
									Equal variances assumed	2.481
Equal variances not assumed			-2.117	112.989	.036	-4.867	2.299	-9.422	-3.11	

According to Table 4.7, the mean score of CC is 48, while EC is 52.87. That is to say, the mean score of EC is 4.87 points higher than that of CC. Also the standard deviation of CC is 13.856, while it is 11.189 for EC. Based on the data, students in EC with four months' training of TPR achieve better results than those in CC under the traditional teaching approach. What's more, from Table 4.8, the sig.(2-tailed) is 0.036 ($p < 0.005$) and the mean difference is -4.867. There exists a great difference between CC and EC in vocabulary learning effect after the experiment.

4.2.3 Analysis of the Pre-test and the Post-test between CC and EC

In order to further investigate that compared to the traditional teaching approach, whether TPR has a more positive effect on the academic achievement, the paired samples t-test is used to address this question.

Table 4.9 Group statistics of the pre-test and the post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Scores of CC	47.767	60	14.1330	1.8246
	Post-test Scores of CC	48.000	60	13.8564	1.7889
Pair 2	Pre-test Scores of EC	48.300	60	14.2939	1.8453
	Post-test Scores of EC	52.867	60	11.1894	1.4445

Table 4.10 Paired-samples T-test of the pre-test and the post-test

		Paired Difference					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
P a i r 1	Pre-test Scores of CC-	-.2333	1.3832	.1785	-.5904	.1238	-1.308	59	.196
	Post-test Scores of CC								
P a i r 2	Pre-test Scores of EC-	-4.5667	10.7362	1.3860	-7.3401	-1.7932	-3.295	59	.002
	Post-test Scores of EC								

From Table 4.9 and Table 4.10, it can be seen that in CC, there is only a difference of 0.233 points in the average scores between the two tests. Obviously, there is no momentous difference between them. It can be inferred that students under the traditional teaching approach haven't made big progress. Beyond that, the sig.(2-tailed) is 0.196 ($p>0.05$), which testifies to no conspicuous difference between the two tests.

By contrast, in EC, the post-test averages 4.567 points more than the pre-test. Students taught by TPR get better grades. At the same time, the standard deviation of the post-test decreases by about 3.1045, indicating that students' scores are more focused on a certain score and quite a few students make good progress in the post-test. Additionally, the sig.(2-tailed) is 0.002 ($p<0.05$), demonstrating that there is a distinct gap between these two tests. It signifies that TPR is suitable for young children to learn a second language, which will produce a good teaching result.

5 Discussion

5.1 Major Findings

The data analysis above, it can be found that TPR has made a great impact on students' vocabulary learning, compared with the traditional teaching approach.

First of all, TPR is conducive to making an increase in students' interest in learning vocabulary. Before the experiment, students in both classes have a similar attitude towards the study of English vocabulary. While after the experiment, the attitude of EC is obviously different from that of CC, which can be seen from the data of emotional tendency, attention in class and out-of-class learning as 0.035, 0.028 and 0.049 respectively in Table 4.4. To some extent, TPR has changed students' attitude toward learning words in English, from passive learning to active learning.

There is one more point, TPR avails making students have a good command of using English

vocabulary. At the beginning, students in EC and CC are at a similar level. Nevertheless, after four months' teaching of TPR, EC has outperformed CC. The average score of EC is 52.87, while CC is 48. That is to say, the way learning a second language through body actions is much easier for pupils to internalize the target language.

Finally, through classroom observation, it can be known that TPR enlivens the class atmosphere and has a better teaching result. In EC, the class atmosphere was very lively and the students showed their great motivation in teaching activities. The teacher used body actions, pictures, or video clips to introduce new words instead of translating them into Chinese. The students had enough time to understand the target words, hence when speaking, they were more confident and less afraid of making mistakes. Furthermore, the teacher almost spoke English in class communication and students were able to acquire more input of the target language. Conversely, in CC, the class atmosphere is a little quiet and the students were unwilling to speak English. The teacher usually translated words into Chinese and asked students to repeat the words after her over and over again. Besides, the students were required to do some drills such as translating exercises or reciting words letter by letter. As time goes on, students might have little interest in English class.

5.2 Suggestions on Teaching

Based on the experiment in this paper, a few suggestions to apply TPR in English class of primary school will be provided as followings.

First, using paintings or pictures. The teacher can draw a simple painting on the blackboard to ignite students' interest about new knowledge, thus improving the teaching efficiency. The teacher can also carry out the drawing activity that displays words or language points in pictures, which will stimulate students' learning motivation.

Second, combining songs and actions. When teaching new words, the teacher can play music while doing the corresponding actions, such as teaching "head", "foot", and so on.

Third, playing games. Owing to students' love to games, the teacher can design some games related to TPR in teaching process, such as "Simon says" which can practice students' oral English and their reaction capacity.

Last but not the least, when using TPR, teachers are supposed to combine TPR and other teaching approaches reasonably so as to serve English teaching better rather than blindly carry out all activities and games.

In short, TPR approach plays an extremely crucial role in teaching a second language. What's more, the application of TPR to teaching vocabulary in primary school is worthy of a further study.

6 Conclusion

6.1 Summary

This study, a comparative experiment between a control class and an experimental class, is mainly to address two research questions that compared with the traditional teaching approach, whether TPR can promote students' interest and learning effect in English vocabulary learning. Before the experiment, a set

of questionnaire and the pre-test were used to test whether two classes have similar learning situation of vocabulary. Then, during the four-month experiment, Class A was taught by Total Physical Response approach and Class B was taught by the traditional teaching approach. At last, the identical questionnaire and the post-test were carried out to get the feedback. All the data collected were analyzed by SPSS22.0. From the study, some findings can be drawn. Firstly, TPR is helpful to stimulate students' learning interest in vocabulary. Secondly, TPR helps students have a good command of mastering words. In general, TPR is an effective teaching approach for pupils to learn a second language, since it fits mental and physical features of pupils.

6.2 Limitations of the Study

Although some significant findings can be drawn from the research, the present study is far from perfect. Here are still several restrictions.

In the first place, the subjects taking part in the experiment are merely representative. Due to restriction of time and scope for research, only 120 participants are included in the research. Moreover, all of them are from the same grade as the same school. To put it from another way, the results can only serve as pilot as to extend further studies on other grades of the pupils and even more primary schools.

Secondly, the experimental time is relatively short. In total, the lasting time of the experiment is merely four months. Obviously, it is difficult to ascertain the experiment's accuracy and reliability.

Last but not the least, the design of the two tests is based on the textbook and the exercise book. There are limited words in the textbook in Grade Three which only has six units, thus the design of these two tests lack comprehensiveness.

6.3 Suggestions for Further Research

In view of the preceding limitations, a few preliminary recommendations are tendered to further researchers:

To start with, the number and scope of research participants should be much larger and wider. The research participants can be chosen from different Grades and different schools so as to make the results be more valid.

Second, the experimental time should be longer such as a whole school year or more. The longer it lasts, the more convincing and scientific it will be and more conspicuous effects could be located.

Third, the contents of the test paper should involve five aspects to test students, including listening, speaking, reading, writing and viewing. The scope of vocabulary should be expanded from the vocabulary in the textbook in one semester to the words students have learned as well as the words related to the unit topic which has been taught in class.

Besides, further research can explore TPR approach on how to improve others aspects in English teaching, such as grammar, sentence structures and so on.

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Appendixes

Appendix I: Questionnaire on students' interest

(Adopted from Gu and Johnson 1996)

亲爱的同学们：

你们好！这是一份有关小学生英语学习兴趣的调查问卷。请你们按照自己的真实情况选择，在1—10题ABCDE中任选一项，每题只能选一个选项。此问卷不记姓名，调查结果仅供学术研究使用，你可以轻松作答。感谢同学们的合作！

1. 我现在喜欢学英语。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
2. 我觉得学习英语单词很有趣。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
3. 我认为记单词的过程很有趣。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
4. 我喜欢老师讲单词的方法。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
5. 老师在课堂上教授单词课时我不会感到紧张。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
6. 我对参与课堂活动感兴趣。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
7. 英语课堂上，我会主动的回答老师的问题。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
8. 我每天都会拿出一些时间来记忆新学的单词。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
9. 每隔一段时间，我会主动复习学过的单词。()
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意
10. 我会留心生活中的新单词，会主动记一些生活中常见的单词。
A. 非常同意 B. 同意 C. 不确定 D. 不同意 E. 非常不同意

Appendix II: The pre-test Paper (满分 70 分)

一、听录音，选出你所听到的一组字母。每小题听两遍。(10分)

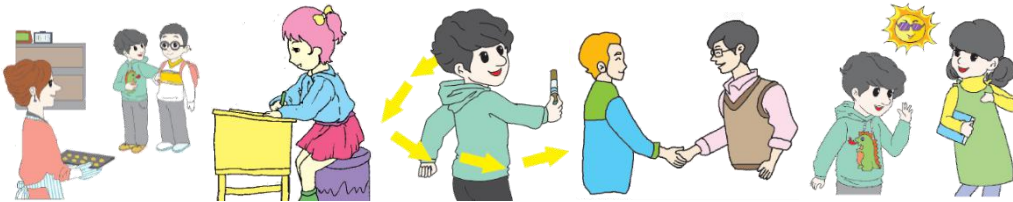
- () 1. A. ef B. ed C. ec
() 2. A. ai B. au C. ea
() 3. A. bd B. bk C. dg
() 4. A. il B. mn C. ml
() 5. A. wt B. tb C. dt

二、听录音，选出你所听到的单词。每小题听两遍。(10分)

- () 1. A. nose B. blue C. pencil box

- () 2. A. hello B. book C. bye
 () 3. A. apple B. eraser C. Hi
 () 4. A. ruler B. bag C. crayon
 () 5. A. my B. I C. your

三、听录音，给下列图片标序号。每小题听两遍。(10分)



- () () () () ()

四、从下列每组单词中选出与其他两个不同类的一项。(10分)

- () 1. A. yellow B. blue C. pencil
 () 2. A. Sarah B. book C. Chen Jie
 () 3. A. apple B. banana C. Hi
 () 4. A. mouth B. bag C. crayon
 () 5. A. my B. bye C. your

五、单项选择。(10分)

- () 1. --Good morning, boys and girls. -- _____ Miss Green.
 A. Good morning B. Good afternoon C. Good evening
 () 2. _____ your name?
 A. What B. What's C. How's
 () 3. Show _____ blue.
 A. I B. me C. my
 () 4. I _____ a book.
 A. have B. had C. has
 () 5. Nice to _____ you.
 A. met B. to meet C. meet

六、选择答句。(10分)

- | | | |
|-------------------------|------------------|-----------|
| A. I am John. | B. Good morning! | C. Hello! |
| D. I'm fine, thank you! | E. That's OK! | |

- () 1. Hello! _____
 () 2. Thank you! _____
 () 3. Good morning! _____
 () 4. How are you? _____
 () 5. What's your name? _____

七、小小翻译家。(10分)

1. dad _____ 2. apple _____ 3. afternoon _____
4. name _____ 5. banana _____

Appendix III: The Post-test Paper (满分 70 分)

一、听录音，选出你所听到的一组字母。每小题听两遍。(10分)

- () 1. A. EUA B. EUQ C. EEP
() 2. A. QPI B. QRP C. QRB
() 3. A. MNB B. MVE C. MMN
() 4. A. cue B. cwq C. czt
() 5. A. jti B. jje C. jja

二、听录音，选出你所听到的单词。每小题听两遍。(10分)

- () 1. A. bag B. bear C. crayon
() 2. A. cake B. cat C. foot
() 3. A. five B. fish C. foot
() 4. A. monkey B. milk C. mouth
() 5. A. ruler B. rice C. red

三、听录音，给下列图片标序号。每小题听两遍。(10分)



()



()

()



()



()

四、从下列每组单词中选出与其他两个不同类的一项。(10分)

- () 1. A. two B. red C. nine
() 2. A. blue B. brown C. pen
() 3. A. cake B. juice C. water
() 4. A. seven B. duck C. elephant
() 5. A. there B. hi C. goodbye

五、单项选择。(10分)

- () 1. -- _____ this? --It's a bear.
A. What's B. What C. what's
() 2. --How _____ balloons? --Five.
A. old B. much C. many
() 3. --Look _____ the pig. --It is pig.
A. at B. in C. on
() 4. My name _____ Amy.
A. are B. is C. am

() 5.--Mum, I'm hungry. -- _____

A. Have some bread. B. Drink some water. C. Thank you.

六、选择合适的句子完成对话。(10分)

A. Here you are.	B. this is my brother, John.
C. You're welcome.	D. No, thanks. E. Nice to meet you, too

Amy: Sarah, 1. _____

Sarah: Nice to meet you.

John: 2. _____

Amy: Have some juice, Sarah.

Sarah: 3. _____ Can I have some water, please?

John: 4. _____

Sarah: Thank you.

John: 5. _____

七、小小翻译家。(10分)

1. Open your mouth. _____

2. Happy birthday to you! _____

3. Here you are. _____

4. Look at the big dog! _____

5. Colour the clown red and brown! _____

Acknowledgements

First and foremost, I would like to express my sincere gratitude to my supervisor, Mr. GU Yonghui, for his constant encouragement and patient guidance all the time. He has provided insightful suggestions and enormous help through every stage of my thesis writing, which have made it much easier and smoother for the whole process. Most importantly, I have been greatly influenced by his dedication to researching and teaching.

I also own my deepest gratitude to all the teachers for their great lectures and enlightening guidance during the four years.

In the end, my gratitude also goes to the school in which I carried out my teaching experiment. Without the help and cooperation of the teachers and students, I wouldn't have collected the data for my thesis.

DECLARATION

I hereby declare that this submission “A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School” is my own work and that, except where due acknowledgment has been made, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree of the university or other institute of higher learning. I fully understand the consequences of this declaration.

论文原创性声明

本人郑重声明：所提交的学位论文“全身反应法在小学英语词汇教学中的应用研究”是本人在导师指导下，独立工作取得的成果，除文中已注明引用的内容，本文不包含任何其他人或集体撰写的研究成果或本人申请其他学位所用成果。本人完全意识到，本声明的法律结果由本人承担。

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日期： 年 月 日



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作者: 黄英

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論文題目	全身反應法在小学英语詞彙教學中的應用研究 A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School				
學生姓名	黃英	學號	2016154314	答辯時間	2020.5.16
二級學院	外國語學院		專業	英語	
答辯記錄					

		记录人：
答辩小组评审意见		
小组答辩成绩		
答辩小组组长签名	年 月 日	
答辩委员会审核意见		
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	思路	10	条理清晰，结构严谨，逻辑性强。	条理清晰，结构完整，有一定逻辑性。	有条理，思路清晰。	有基本思路。	
	表达	10	语言流畅、术语使用准确，简明扼要。	语言简明扼要，表达正确。	语言较流利，表达基本正确。	表达基本正确。	
回答问题	回答	50	能准确流利地回答各种问题，回答问题沉着冷静，言简意赅，重点突出，准确无误。	能准确、流利地回答问题。	能基本准确、流利地回答问题。	答辩无大错，经提示后能正确回答问题。	

嶺南師範學院

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学号	2016154314	学生姓名	黄英	指导教师姓名职称	古永辉 讲师
论文题目	全身反应法在小学英语词汇教学中的应用研究 A Study on the Application of Total Physical Response in Teaching English Vocabulary in Primary School				
1.封面		12. 论文原创性申明			
2.封面反面 “装订顺序”		13. 指导教师评阅表			
3.成绩扉页		14. 交叉评阅表			
4.开题报告是否		15. 答辩记录表			
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