



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA
DE PUEBLA**

**“RAISING A NOVICE TEACHER’S BODY LANGUAGE
THROUGH THE RASSIAS METHOD”**

**A THESIS SUBMITTED TO
THE FACULTY OF LANGUAGES
FOR THE DEGREE OF
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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PUEBLA, PUE.

SEPTEMBER 2016

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PUEBLA, PUE. SEPTEMBER 2016



Acknowledges

I am thankful for their aspiring guidance, invaluable constructive criticism and advices during the research process.

I would like to express my deepest gratitude to my thesis supervisor M.A. Marisol Guzmán Cova for providing me her support, patient, time, advice, motivation and her willingness to provide the tools and materials to carry out this research.

I express my sincere gratitude to one of the greatest teachers I ever meet M.A. Leonor Juárez García. It was a pleasure having classes with her. Her experience, her dedication, her support on classes and the feedback she provided; made me to think and decided that she should be one of my thesis readers.

An especial thank to M.A. María Teresa Fátima Encinas I will always be thankful with her to accept to read this work. I am grateful with her to dedicated time, patient and guidance on this research. Thank you for all your comments and all the experience you have to enrich this project.



Dedications

I have fought a good fight, I have finished my course, I have kept the faith (2 Timothy 4:7) My entire dedication and gratitude is for my Lord, trust on Him let me go further than I could imagined. Since the beginning, I put on his hands this research and I see that He is always by my side. He rewarded me, I truly confess.

Family is an important part of my life and I dedicate this research to every single of you. The effort I made was because of them. I want to make them feel pride of me. Mommy, all of this is for you, thanks for your support and love. Also, I want to thank to the craziest brothers and sisters I have, you four made me to work with effort to demonstrate you I could done things here. Thank you for all *chatos*! Another support that I had was from you my love, this is dedicated for you, too. Thanks for all your words and motivation to courage me.

Finally, also dedicated to my lovely friends. Especially to Julier, Charito, Raquel and Analí. There were witness how I went through this journey. Always asking for my work that made them be part of this. I will be always grateful with you.

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CHAPTER I: INTRODUCTION

1. Introduction

Teaching English as a second language encompasses aspects that may help to maximize students' engagement and their potential to learn. In order to meet students' needs it may be necessary to incorporate considerations such as techniques, lesson organization, supporting materials and classroom management. But what the language teacher transmits with his /her body is fundamental; especially when students are indeed profoundly affected by what they see, hear and feel (Brown, 1994). Thus, it is important to consider nonverbal communication when teaching a second language. Body language is a fundamental skill for teachers because it plays an important role in a second language communicative competence (Gregersen, 2007). The use of body language transmits a message that is absolutely necessary in a classroom. To communicate a complete message, it is necessary to incorporate body movements and expressions. Teacher and students have to live the essences of the class; the key is the stage presence (Rassias, 2000) which is not difficult to explain, teacher and students should feel the class as physically and emotionally as possible because as Rassias said "language is reality, and reality means engagement" (2000). Teacher's body language in a classroom is crucial to engage students to learn a second language. Body language helps teachers to make a closer connection with students.

When a novice teacher is not aware about the importance of body language during teaching or body language, there is no supporting communication, it might cause

problems of interaction that may affect students' learning. Inappropriate communication is a common problem among pre-service students.

During my practicum as a novice English Language Teacher, I faced non-verbal communication problems. The problem was detected through the observations from the practicum courses that are part of the curricula of the *Facultad de Lenguas* from the *Benemérita Universidad Autónoma de Puebla*. As a novice teacher, I did some inappropriate body movements during the practicum, for example my teaching style was static; just stood in front of the classroom without any closer contact with my students. Novice teachers are not generally told how to work with their body language before they face a classroom full of students to teach English as a second language. Pre-service teachers' unsuitable body language on is a problem that affects the teaching practices and students' learning.

This research explores a way to improve body language in teaching English as a second language with young learners. Body language as part of a teaching style is the main subject to investigate. So, the participants of this research were a novice teacher and students from the 5th grade of a public elementary school, where the pre-service teacher was developing her professional practices. The research was divided into two stages. During the first stage, the novice teacher taught with traditional methods and then the implementation came on the second stage; teaching with the Rassias Method®. Action Research is the methodology of this investigation to illustrate and describe the changes before and after the non-verbal communication problems in teaching (Creswell, 2005). The Rassias Method was chosen because it sees body language as a vital part of teaching. The method recommends the use of body

movements through drama techniques. As the Rassias Method includes drama, the use of appropriate body language may improve non-verbal communication problems of a novice teacher. The Rassias Method goes with the hand of a closer and human interaction where body language plays an important role. The Method helps to connect teacher and students' lives to the class (Beall, 2000). Drama helps teacher's body language to transmit students the purpose of the class and students' engagement to learning. (Dartmouth College Rassias Center, 2011.) *"We should not only research on how to teach well, but also should research on how the students can learn well"* (Jingna, 2012 p. 34). As Humanism is an integral component of the Rassias Method, it allows learners to become independent, learn with freedom and improve their engagement to learn.

It is important to mention that the Rassias Method has had successful results in previous research and it has been demonstrated that the teaching – learning process has improved with the application of this dynamic Method. In 2011, a novice teacher applied this Method with young learners in a kinder garden (Guzmán & Méndez, 2011). The novice teacher compared different teaching Methods with the Rassias Method. Results, were found to be positive. The class was dynamic; young children were more confident and they constructed their own knowledge using the Method (Guzmán & Méndez, 2011). In 2013, another research was developed; oral production was improved by using the Rassias Method with young adults between 15 to 30 years old (Guzmán & López, 2013). The novice teachers detected a problem in oral production with their students. Students were afraid to talk in English, as described by the researcher. The novice teachers implemented the Rassias Method with the objective to promote students oral production, and the results were positive. The Rassias techniques

were accepted by the students. The most important results were that students started talking spontaneously. The Rassias Method has had great results on both studies because of its dynamic techniques to engage students in their learning (Beall, 2000).

1.2 Justification

The aim of this research is to illustrate the form the Rassias Method may improve a novice teacher's body language while teaching in a children's class from a public elementary school. The study focuses on the Method's techniques to engage students to learn their second language, in this case, English. Body language is a key to open doors and develop other skills (Maley & Duff, 1982). The implementation of the Rassias Method on the teaching methodology gives an appropriate management of non-verbal communication when teaching English as a result. Teacher's body language communicates complete messages.

1.3 Research Questions

The following questions are addressed for this research.

- a) What are the effects on body language when a teacher applies the Rassias Method with young learners?
- b) What are the effects of the Rassias Method on the process of teaching – learning English?

1.4 Significance of the Study

Teaching a second language involves non-verbal communication as expressions and interactions to transmit a complete message (Segal, Smith, Boose & Jaffe, 2014). Body Language does not only include movements; motivation and communication are also important. Ros & Alins (2010) explained that teachers who express themselves have the ability to organize, lead, and transmit motivation and illusions to students of all types of levels. When a teacher transmits confidence, motivation, interaction and enjoying the class with students increase the teaching-learning process in a natural way.

1.5 Definition of Key Terms

Drama: It is a performance where the teacher is in the shoes of a character (Rassias, 2006).

Body Language: A set of gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others (Gregersen, 2007).

Entertainment: For this area is too keep students attention and engage them to learn (Rassias, 2006).

Kinesis: The word kinesics comes from the Greek kinesis “movement” is the study of body movements which includes gestures and mimics that are used to communicate (Guiraud, 1980).

Leverage: It is a strategy use in the classroom to improve body language (Linsin, 2009).

Nonverbal communication: It works as interplay for body language and communication (Gregersen, 2007).

Affective: according to the oxford dictionary “The personal feelings, attitudes, or values of an author or speaker inferred from their words and/or nonverbal behavior.” (Krashen, 1995, p. 31)

CHAPTER II: LITERATURE REVIEW

2.1 Teaching and Learning Theories

This research is an intervention in the teaching process, specifically on the teaching style. Hence, it is necessary to identify the needed theories of this research and describe how cognitive and affective factors affects children's learning process. Also, the physical environment it part of this process. Teaching theories are related on the NEPBE characteristics and the approaches related how teaching tread students as individuals for their good learning.

2.1.1 Primary School Teaching

Teaching young learners in a primary school in transition to become teenagers require a particular treatment. Teachers play an important role on being conscious of the benefits and limitations of working with children of this age to achieve an effective learning. According to the National English Program in Basic Education (2011) young learners that belong to the third cycle must develop specific competencies, through interaction with particular social practices to produce language. In general, students from the third cycle are expected to participate in transactions using verbal and nonverbal communication, recognize similarities and differences between their mother tongue and second language use strategies to make presentations, express opinions and provide descriptions. It is relevant to integrate other aspects to complement young

learners' learning. The programs of teaching English in primary school include aims and objectives as the following. *“Develop children’s basic communication abilities in English, encourage enjoyment and motivation, promote learning about other cultures, develop children’s cognitive skills, develop children’s metalinguistic awareness and encourage learning to learn”* (Pinter, 2006, p. 38). The NEPBE includes those aims and objectives that are important to take into account to develop this research.

House (1997) mentioned an effective communication is essential in a primary classroom to have a closer interaction to students. So, this communication needs to be realistic by making the use of students' physical movements as facial expressions, use of hands and gestures. House (1997) mentioned that children need encouragement and motivation through humanism treating them as individual learners. The last factor the author remarked is to take advantage of this age because all situations of meaningful learning are ways to experiencing real situations. Brown (1994) described children learning may be through authentic language. To make this authenticity, it is necessary to be aware of the here and now. Also, the sensory and affective factors are crucial because young learners attend to be sensitive to use their senses to have meaningful learning.

2.1.1 Cognitive and Affective Principles

The system of second language learning is a cognitive process that a language teacher needs to understand. Then, the language teacher has to know who the learners are. This research is going to specify and explain the cognitive and affective principles

on children's second language learning because they are an essential part of this research purpose.

First of all, it is necessary to distinguish the stage where the children from this study belong. According to Piaget's theory of cognitive development (Carretero, 2011) children from ten to eleven years old are part of the third period named the period of the concrete operations. Piaget's hypothesis evolves a cognitive system of organizing. Children dominate classification and other similarities.

Philp, Oliver & Mackey (2008) suggest a way of recognition of second language acquisition in young learners to identify how language acquisition involves cognitive, social and physical engagement. Children acquire a language by all the factors previously mentioned. The cognitive development works on the here and now as Piaget postulated, where the acquisition has to be symbolic and meaningful for children. The social development works with interaction, children have to interact with what surrounds them to presence the here and now. The physical engagement is to explore students' body movements. Young learners use their sense of touch and manual exploration as part of the concrete operations.

There is another principle of the learning process. The affective domain is part of the learning process of children. The word affectivity in a classroom is crucial between the relation of the teacher and students. The affective definition according to the oxford dictionary "The personal feelings, attitudes, or values of an author or speaker infer from their words and/or nonverbal behavior." When teacher demonstrates affect to students, learning occurs. Brown describes "The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side" (2007, p.153).

According to Krashen's hypothesis of the affective filter (Van Patten & Williams, 2007) the hypothesis is related on the aspect of education. It describes that it is important to create an environment and engage students to learning and produce the language. Learners need to be able to feel they can express themselves even if they are not correct.

The affective filter hypothesis creates an atmosphere of positive environment. The teacher is the one who has to create such atmosphere; taking into account the affective filter influenced by variables as emotional, attitudes, expressions and all that a teacher can convey with nonverbal communication. Krashen (1995) hypothesized the affective filter as different factors integrated. Those factors are motivation, self-confidence and anxiety. The language teacher has to include the input affective filter to make students acquire a language.

2.1.2 Humanism

The British Council (2005) explains there are two sides in humanism: the humanistic teacher and students' behavior. Teacher should be aware that students are individual learners (cited Piaget, 1970). Also that teacher should combine his own experience with different teaching methodologies to make students produce the language. Zho defined in her own words the humanistic approach as "it is the only learning theory that emphasizes the reciprocal relationship between learning and the learner and the reciprocal relationship between individual actualization and social transformation that make learning a unique human experience" (cited in Carter, 2015).

Carl Rogers and Abraham Maslow are considered the pioneers of humanism according to Brady-Amoon (2011). On one hand, Rogers' theory explained people should be connected with environmental conditions to create a reaction of their own sense of themselves by the counselor's genuineness, empathy understanding, and unconditional positive regard (cited in Brady-Amoon, 2011). On the other hand, Maslow's theory included a different perspective of people in this case students are individual with own needs; "These needs range from basic physiological survival needs to safety, love and belonging, esteem needs, and finally to the need for self-actualization" (cited in Brady-Amoon, 2011, p. 136). "Self-actualization is people's instinct need and it is the most important inner motility, even the power to promote the society" (Jingna, 2012 p. 33).

Applying Humanism in second language teaching is focused on making students learn in a simple way treating them as individual learners according to their needs (Carter, 2015). Cognitive and affective processes on learning must be together; teacher should support learners to feel confidence while learning a second language. It is essential to take into account what Brown (2007) mentioned increase self-esteem is to make students belief in their capabilities to perform the different skills in the classroom. In other words, significant learning is to make students remember situations, words, sounds or even senses and make them relate automatically those factors to the life outside school.

In addition, the role of the teacher is to provide all the necessary elements to satisfy students' needs. The idea is to encourage learners to become independent and volunteers by respecting students to make them feel confidence (Jingna, 2012). As

humanistic language teaching approach says; teachers must see the learner as a whole person who has physical, emotional, social and cognitive features. Thus, the language teacher should take into account the five emphases Stevick mentioned: First: feelings, where emotions and esthetic appreciation have to be included. Second: social relations means, friendship and cooperation. Third: responsibility. Fourth: intellect that includes knowledge and reasoning. Fifth: self-actualization by covering the needs of learners (cited in Mehrgan, 2012).

2.1.3 Constructivism

According to Kretchmar (2015) the word constructivism derives from construction that refers to knowledge, which is constructed by individuals through experiences. As von Glasersfeld (1989) postulated cognition is involved in constructivism “knowledge is not passively received but actively built up by the cognizing subject; the function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality” (p.144). According to Kretchmar (2015) the principal pioneer of constructivism is Jean Piaget; who provided the cognitive constructivism that means how knowledge is build up from a starting point. This starting point is the interaction with environment. von Glasersfeld (1982) interpreted one of Piaget’s contributions. This contribution analyzed knowledge that cannot be transferred. So, every individual built it up for himself. Also von Glasersfeld mentioned how Piaget explained the relation knowledge and environment:

On the level of cognition, that interpretation inevitably confirms the notion that interaction provides the intelligent organism with “knowledge” and that this “knowledge”, through further interaction, becomes better in that it comes to reflect the environment more accurately. Thus there seems to be no difficulty in maintaining the traditional conception of “knowledge” as a more or less adequate representation of the environment (von Glasersfeld, 1982, p. 2)

von Glasersfeld (1982) explained Piaget’s two contributions; action scheme and the other are assimilation and accommodation. Hence, action scheme refers to stimulus-response mechanisms; that each of them reacts in different manners depending on the situation. Assimilation and accommodation refer to how new elements are integrated on the schemes; it does not mean that learners had a modification; they just receive new information.

In addition, constructivism in education helps students build up their own knowledge. There are not several rules that a teacher should do but provide a framework that can be applied to students (Kretchmar, 2015). Therefore students cannot only receive knowledge by linguistic communication, but language is more like a tool to guide learners' construction (von Glasersfeld 1989). It is not necessary to give plenty of explanations and elaboration of the information provided, which would only cause perturbations. *As Prouix explained "constructivism is not saying that teachers should not explain, it only renders problematic the assumption that by 'telling' or explaining the learners will automatically understand"* (cited in Kretchmar, 2015). It does not

necessarily implies that students will learn without guidance, because they are not always correct.

2.1.4 Social Constructivism

Lev Vygotsky, the pioneer of Social Constructivism, centered the role of culture, language and social interaction in the construction of knowledge. “*Social constructivism is a highly effective method of teaching that all students can benefit from, since collaboration and social interaction are incorporated.*” (Powell & Kalina, 2009, p. 3) according to Vygotsky, “*all learning happens with social interactions with others*” (Pinter, 2006, p.12). This means that social environment plays an important role because learning occurs with conversation and interaction with others. Vygotsky totally believed that social interaction was crucial part to learn.

All Vygotsky’s theories are involved in social constructivism. This means, his theories are based on social interactions; including Zone of Proximal Development (ZPD) and the use of scaffolding. According to Dixon-Krauss (1996) Vygotsky’s perspective on a child’s learning might not be by its own. Vygotsky called ZPD to the guidance that a child has during the learning process. Bodrova & Leong (2007) defined ZPD a way to conceptualize the interaction between learning and development. Bodrova & Leong explained the reason why Vygotsky used the word zone “conceived development not as a point on a scale, but as a distance between the actual level as determined by independent problem solving... under adult guidance or in collaboration with more capable peers” (Vygotsky cited in Bodrova & Leong, 2007). Powell & Kalina

(2009) explained that this theory students act first on what they can do by their own and then with assistance. This carry out to learn new concepts on what they can do without the assistant

The term of scaffolding is a support of the ZPD process (Powell & Kalina, 2009) to go to the next step of learning. According to Vygotsky (Mooney, 2000) scaffolding means the child receives support to reach new concepts or skills. That support may come from adults or other children that have developed superior skills. To scaffold children, teachers have to observe and figure out the students' learning process. In order to provide the necessary support from teachers that must scaffold to help students able to go to the next step of their learning (Dixon-Krauss, 1996). The benefit is that the child will be aware of his capabilities and will achieve goals.

2.1.5 Communicative Competence

According to Vance (2015) communicative competence is a theory with four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence includes linguistic forms as rules, sentences formation, vocabulary, and phonetic and phonology. Socio linguistic competence consists on how learners produce and comprehend the language in specific context. Discourse competence is the ability to change the grammatical forms or meanings, for example, change the context written on first person to third person. Finally, strategic competence refers to cover the need when students do not know or

lack of linguistic knowledge. All the components are essential to communicate on a second language because supply students' needs in order to use the language.

Communication must be in real social context to make it meaningful. Combining social interaction and language acquisition (Hudson, 1996). To develop this competence it is necessary to include the knowledge of the language functions, such as grammar and context. Learners must understand the language to produce it and being communicatively competent. Students' learning process follow its natural course through combining with their social context it is the goal of this competence (Hudson, 1996).

Furthermore, this competence has a teaching methodology that emerges from the idea to communicate. As Communicative Approach, its purpose is to make students communicate in a real and meaningful context to develop their natural process of language acquisition (British Council, 2006). Larsen-Freeman (1986) mentioned the goal of this method is to make students being communicatively competent through providing them linguistic forms and meanings. The role of the teacher is to be a facilitator; the person who promotes communication, and monitors students' performance. Students' role is negotiation meaning. Vance defines negotiation meaning as "The process that individuals go through when they must use language with others to construct an understanding of the language" (2015).

2.2 Body Language

Body language plays an important role on the teaching process; teachers incorporate this essential element into their language classroom Rassias (2006)

mentioned to keep learners attention and engaged them in their language learning it is necessary to incorporate body language as an aid inside the classroom to give learners a meaningful learning and a better interpretation of teachers' activities. Teacher communicates much information nonverbally as Brown (2000) explained. It is important to remark how the message is transmitted, because students' attention is drawn to nonverbal communication.

2.2.1 Concepts and Implications of Body Language

This research includes the definition of kinesics. This term is relate to understand the meaning of body language. According to Guiraud (1980) the word kinesics comes from the Greek *kinesis* "movement". It is the study of body movements, which includes gestures and mimics that are used to communicate. In other words, kinesics has a connection with body language because body language includes facial expressions, and gaze behavior, that are used to transmit a message (Gregersen, 2007, p.52). Body language on teachers helps them to support their classes and convey a message to learners that promote an engagement to learn.

The definition of body language according to Enguinados (2012) is that body language does not have a principal definition because it appears in different areas such as dance, physics and education, theater or drama. This last area is our base to involve body language and teaching a foreign language using drama. This research adopts pedagogy and drama. Both have a connection that is necessary to teach a second language. Body language is the expressions of thoughts that are transmitted to

communicate a significant meaning to others. Other authors mentioned the same idea or definition; body language is used to transmit a message. The idea is totally appropriate for a language teacher when he/she has to be in front of a classroom. Teachers communicate knowledge of a variety of topics. The message cannot be conveyed alone, it has to be attached with body language to have a better understanding. Learners will remember more if they hear and see what the teacher is communicating in the class.

In addition, body language creates an atmosphere of communication inside the classroom, between the language teacher and learners; teacher communicates a message using body language and students receive the information provided. Body language also implicates nonverbal communication because it improves and opens on their expressions. Most of the authors related both topics body language and nonverbal communication. Gregersen (2007) introduced on his article the role of nonverbal communication and body language. He considers the interplay between both terms because they are part of a process, the process of communication.

2.2.1.1 Body Parts Functions

The body parts are essential because they are part of body language. The physical movements have a specific purpose; which is to encourage learners to have responses in their language learning and for teachers is to amplify communication (Tauber & Mester, 2007).

Tauber & Mester (2007) mentioned that facial expression exemplifies good communication. The face communicates a message between teachers and learners. "As teachers, we would do well to sensitize ourselves to our own expressions. So, our

faces can be assisting the teaching process, not hindering it” (p.37). The idea to integrate facial expression to body language is essential because one cannot be without the other; both have to be together to accomplish a teaching process and transmit the message.

Eye contact or gaze behavior is another element of body language. Tauber and Mester (2007) in their work remark the use this body part in the classroom to have connection with learners. The authors said “eye contact provides encouragement to our students, maintain their attention, show interest and concern, signal to the students, and portray our own confidence” (p.38). Gregersen (2007) collects data from other authors about gaze behavior and concluded that “eye behavior and facial expression work together with words to create a meaning” (p.61). Body language on teachers and words are used to create a meaningful class where a message is transmitted to have a good result on the learning process.

Use of hands is an element that compounds body language; having folded arms are communicating a negative or inappropriate message in the classroom (Hicks, 2012). Teacher’s hands to have wide space and demonstrate they can go beyond and have the confidence that teachers control all that area and students can be part of that place.

2.2.1.2 Problems of Body Language

One of the problems why teachers do not use body language is because of the forbidden territory as Maley & Duff (1982) mentioned in their work; it is a problem that still happens on teaching, especially on novice teachers. The forbidden territory is created when there is lack of contact. Teachers do not go beyond and do not have any

contact. If a language teacher starts to overcome this imaginary barrier, there will be effects on students' learning. As a result there will not be any type of communication.

Another problem that is caused when teachers do not use body language properly is what Hicks (2012) mentions "Body language can give a teacher leverage in the classroom or may send signals that the teacher is weak and has no control." Lose the control of learners in classroom is the worst thing that can happen to teachers. The use of body language is a synonym of control because learners will focus their attention on the teacher. Hicks explains about the closed body signals or movements for example teacher with folded arms or sitting behind a desk are problems that do not demonstrate signals of body language and it causes problems because teachers are close to explore their body and do not demonstrate entertainment and totally lose the focus of learners. The problems that affect body language, impact on the teachers' class and students' learning.

2.2.2 Benefits of Body Language

The benefit on teachers when they use body language is a highly effective tool in a classroom. One of the benefits when teachers use body language properly is to keep learners attentive (Hicks, 2012). Classroom management is other benefit of the use of proper body language. Linsin (2009) mentions how to manage through body language. To manage this kind of aspects that the teacher deals every class, they will find out that body language is the solution to solve this aspect in the classroom. Linsin (2009) came with the idea to integrate leverage in a classroom because it is a great influence with learners; the leverage is teacher's body language. The author also mentioned an

important fact that makes a teacher has a reflection about how they feel using body language.

Benefits for body language involve teacher and learners because both discover the good use of it. They not only have a good communication in the classroom where they have to interchange messages; they create an engagement on learning and have a good time in the classroom. Danby states that *“gestures, movements, laughter, and even silences are considered important features in understanding how the children themselves make sense of their play”* (2002, p. 2).

2.2.3 Body Language on Teaching

The importance of the use body language in a classroom is to contribute to effective communication. Body language is non-verbal communication, which creates a successful relationship between learners and the teacher (Segal et al, 2014). Considering human interaction on teaching goes with the hand with non-verbal communication. Teacher uses body movements as eye contact to interact with learners closer.

Subsequently, body language becomes visual performance for learners. Body language is an indispensable tool to reinforce the meaning of the classes. According to Gregersen, (2007) specific activities include visual and auditory channels. Both stimulate teachers' creativity and produce their own activities. That includes body movements, as facial expression, eye contact and a good posture in classroom. All these keep the auditory to exchange communication and engage learning (Rassias, 2006).

Teachers' body language creates channels of communication (Senegal et al, 2014). The key to have an effective class is to experiment and use the body to retain the learners' attention and have a human interaction. Body language has a huge influence on communication and its use is essential in the classroom.

2.3 Teaching Methodology

Teaching methodology is a base inside a classroom where instruction is applied. According to Nunan, (1991) methodology has the set of principles that guide activities and skills inside of a class. The methodology used in the classroom includes the activities and what achieves to obtain. The effectiveness of methodology incorporates students' interest on drama and games (Oller, 1993, p.120). The methodology development inside the classroom as Curtain (1993) mentioned integrates not only the class, has communication that is the main importance to obtain learning.

Harmer (2007) defines a method as "the practical realization of an approach" (p. 62). Teaching methodology brings the integration of activities, teacher and students' roles, type of material. It includes specific techniques and procedures that must be developed in the classroom.

2.3.1 Traditional Method

Nunan (1991) described the traditional language classroom "*where learners receive systematic instruction*" (p.143) Teachers provide all the communication inside

the classroom maintain students passive during class. Teachers are the main authority in the classroom as Nunan emphasized the systematic instruction, which has a communication to make learners codify what the teacher says. Feedback consists on repetition. The traditional method is a daily routine for every class. The teacher gives the class and students take notes and have to make a reflection about the class, which involves the systematic instruction.

2.3.2 Grammar –Translation Method

Grammar - Translation Method also known as the Classical Method. This teaching methodology was used to teach classical languages, Latin and Greek. Then its purpose changed. It was used to read and appreciate foreign literature at the beginning of the 20th century. Grammar become familiar to learners as they could speak and write better the target language (Larsen-Freeman & Anderson, 2011).

According to Larsen-Freeman & Anderson (2011) the purpose to use Grammar – Translation is to help students read literature and write in a second language. Instead, learners would learn grammar structures and new vocabulary. The principal skills to develop are reading and writing, it means vocabulary and grammar are involved all the time. Speaking and listening skills are in secondary place because the priority is to comprehend the readings and linguistic structure.

The mainly applied technique on this teaching methodology is translation; it consists on translate from one language to another, reading comprehension questions and students answer what they have understood from the passage, find similarities or

opposites, recognize cognates, words that have similarities in both languages and words that may look the same but have different meaning, transformation of sentences, providing a different example from the model and memorize vocabulary, which is one of the principal characteristic of this method.

Larsen-Freeman (1986) explained the role that the teacher and students have; teacher is the main authority and students follow instructions. Where the interaction is minimum, the only interaction is teacher to student. It is important to mention; when a student commit an error, the teacher provides the correct answer. Feelings are not involved. The teaching – learning process is to translate from the target language to the native language and vice versa. The characteristics of this method are specific: read literature especially with content of cultural aspects, translation, and the study of grammar deductively. First, grammar rules are provided. Then, students memorize them. Finally, learners have to apply the rules in different examples.

2.3.3 Audio – Lingual Method

The historical background of this method came as a new alternative of language learning. Audio – lingual or Army Method was developed in United States during World War II. At the beginning, it had a military purpose; the need to learn languages in a faster way. Audio – lingual has disciplines based on other two methods: Grammar – Translation and Direct method (Larsen-Freeman, 1986). After World War II, the United States Army created a program to facilitate the language learning conditions needed on those years. The army incorporated a program with specialized language training, which

was introduced in American Universities in 1943. By the 50's audio-lingual became a standardized way to teach languages.

Larsen-Freeman & Anderson (2011) state the objective of this method; “the way to acquire the sentences patterns of the target language was through conditional – helping learners to respond correctly to stimuli through shaping and reinforcement” (p. 35). Another objective according to Richards & Rogers (2001) this method is to accurate pronunciation through repetitions to speak as a native speaker.

Richards & Rodgers (2001) explained the main activities of this approach; where situations are illustrated and structured related to cultural aspects of the target language. Repetition and memorization are the principal characteristics of this method. Primordially focus on pronunciation, stress, rhythm and intonation. Dialogue forms are presented with repetitions. Patters are presented into structural dialogues and drills are presented in five different ways: backward build-up substitution, chain, substitution, transformation and question-and-answer (Larsen-Freeman & Anderson, 2011). Brown (2001) provided more characteristics of the Army Method. One of them is memorization the dependence to sets of short phrases and the limitation of vocabulary this Method provides. The positive characteristic provided was the successful feedback, which is immediately provided during and after the drills (Larsen-Freeman, 1986).

There are two important roles in this Method: learners and teacher (Richards & Rodgers, 2001). Learners' role is to listen to the teacher, produce correct responses, imitate, and have responses to control tasks. Learners are imitators to the model teacher provides to them, follow directions and respond as rapidly as they can (Larsen-

Freeman & Anderson, 2011). They are not encouraged to initiate a conversation, caused to the structure of the dialogues or the situations.

The first Teacher's role is to model the target language, then control the structure of the dialogues, monitor learners' speaking skills and correct students performing and language production. Larsen-Freeman (1986) provided a comparison the teacher as an orchestra leader for the same responsibility both have; conducting, guiding and controlling.

Audio-lingual seems as control verbal interaction, because it follows a particular structure. Larsen-Freeman (1986) provides principles of the audio-lingual method. Some of those principles are: students learn the language in order to communicate, students should learn to respond, the learning should be the same as the native language, and it is not necessary to teach rules directly.

Additionally, Abdel-Rahman (2009) states "Perhaps the most important feature of the Audio-lingual Method is that of sequencing language skills: listening, speaking, reading and writing." (p. 42). As it was mentioned before, the first characteristic of the learners' roll is to focus learners on what they are hearing in the moment, then, production of the language. After developing these two skills, the third skill to be developed by this sequence is reading. Finally, writing became as a support of the oral production. By last audio – lingual provides the natural sequence of language learning through following a model to start with oral skills in order to communicate in particular circumstances.

2.3.4 Dynamic Method

In the late 1960s, Dr. John Rassias, a language professor from Dartmouth College had this idea to change language classes because he noticed that the traditional methods were not enough to teach foreign languages. Wolkomir described “his wild teaching style”... “His classroom style is unique” (cited in Oller, 1983, p.90). His method involves teaching procedures and drama techniques to create an atmosphere to express with freedom. Wolkomir tested his method at Dartmouth and other schools and showed superior results than the traditional Methods had (cited in Oller, 1983). This is how the Rassias Method started and being to be a method to teach foreign languages. It started from a College and then spread out to other countries.

In the interview the Future of Language Instruction with Dr. Rassias, he mentioned something about the importance of languages. He said “languages are able to communicate, to understand other people, to be part of the human race, to be able to talk to them, to be able to negotiate, to be able to learn from them...” (2013). This is how he was aware of doing something to contribute on foreign classes. He knew that class is not only to teach grammar or certain ability all what he mentioned is being done in the Method he developed.

The purpose of the Method according to Dartmouth College Rassias Center is to emphasize a class with comfort including teachers and students to make them feel free to speak natural on a short period of time and engage them immediately. This happens because the method associates pedagogy and drama developed by the Dr. John Rassias (Guzmán & López, 2013.) The classes must follow specific series of teaching procedures and dramatic techniques. “The method of language instruction places the

participant at center stage and seeks to replicate the relevant, life-like situations encountered in the target language” (2011).

The Rassias Method makes empathy between the teacher and student (Guzmán & Méndez, 2011.) The method techniques make teacher and students to act, narrate, dramatize, and change the atmosphere of the class.

The benefits of the method are inductive that each one has to discover by their own. One of the benefits will be presented on this research. Dr. Rassias mentioned, students will be able to write, read and listen as well a foreign Languages (2011). The benefits are for students that are going to be languages teachers to develop their body language because emphasizes “The classroom techniques involved are rapid-paced, theatrical, highly creative, imaginative, and necessitate great quantities of enthusiasm; positive reinforcement is immediate” (Dartmouth College Rassias Center, 2011.) The method uses skills that involve students’ body expressions. Dr. Rassias explained that he believes on drama and he explained if someone’s movement is static literally he or she is dead (Interview, John Rassias on Language and Learning, 2006). In other words, movements absorb students’ attention. It refers to body language on teaching is essential to have an alive class.

The purpose of the method is to work with dramatic techniques when foreign language is taught. “Language is a ritual performance, where rhythm and music in motion indeed induce people to remember. “ (Interview, John Rassias on Language and Learning, 2006). In other words, the class becomes as a performance which different parts of it, gives a result that engaged learners to the reinforcement of the language learning. Maley & Duff (1982) mentioned “Drama helps us to keep people active all the time by making the use of the dormant potential in the room” (p.12). What they tried

to say if drama is in the classroom, that room is highly useful, not only taking into account the physical room. It means students and teachers will cover the entire space by using drama activities and have a good reinforcement of the language learning. Drama activities on the classroom make the teacher the edge for students and stay in the center of the students' attention (Maley & Duff, 1982).

First of all, the role of the teacher is to be emphatic to students at the time to teach. (Interview, John Rassias on Language and Learning, 2006) Because empathy creates a relationship between teachers and students, both have an aim. The aim is to learn a foreign language with a Method that has a specific purpose. When the teacher takes the role of a character in front of a classroom, students do not feel the frustration of learning a language, they enjoy the class. The role of drama seems to be the role of fun. Rassias made it clear; if you do not get the idea of expression, which has to be with entertainment for students that is the key to keep their attention (2006). Entertainment purpose on teaching is to students engage the language learning.

“Drama is motivation,” (Maley & Duff, 1982, p.13). Because it becomes part of the students live into a classroom that makes them feel excited to learn more about a foreign language.

The book “Methods that Work” mention what John Rassias said “acting is not a zero-risk enterprise, but the fictionalizing of scenarios can reduce the stakes a great deal and, as Stern points out, enable the students to build “specific self-esteem and self-confidence” sufficient to enable them to perform real tasks in the target language that they would, otherwise, never have dared to attempt.” (John, p.70, cited by Stern 1993)

It means, if ELT's use this Method, they are going to produce second language with confidence because the Rassias Method techniques are proper to express themselves using communicative language using body expressions (2011). Body language is essential to achieve goals for this particular method because performance in a classroom is not possible without expressions. Teachers have to take the risk to express themselves in front of the classroom because is better for students can see how the language is working in front of them.

CHAPTER III: METHODOLOGY

This chapter presents information about the research method, the participants, the instruments and the procedure used for this research. Action Research methodology was applied for the investigation purpose. The method involves a journal, audio-recordings and rubrics to collect data.

3.1 Participants

The participants of this research were a pre-service teacher from the *Facultad de Lenguas* from the *Benemerita Universidad Autonoma de Puebla* and twenty-nine children, specifically sixteen boys and thirteen girls. The students were from 5th grade between ten to eleven years old from the Public Elementary School “*Jesús González Ortega*”. The elementary school was the place where the pre-service teacher realized her Professional Practices as compulsory subject of the *Facultad de Lenguas* program.

The school does not have any English program but the school only required to follow the National English Program in Basic Education (NEPBE) syllabus from the third cycle according to the grade. It was required to follow the structure of the presentation, practice and production (PPP) for the class organization. This group was selected for the research purpose because it was convenient for the researcher. The classes were four days per week, one hour per day. The permissions were provided by the teacher of the group.

3.2 Method

The purpose of Action Research as Creswell (2005) explains to solve an educational issue that a teacher or any other individual related to education have the aim to implement or improve in a special situation by studying the issues. The educational problem was detected on the teaching style of the novice teacher as a consequence that affects teacher-students interaction and the learning process. Adelman (1993) investigated in his article about the pioneer of Action Research; Kurt Lewin. Lewin and his co-workers classified four types of action research. One of them is diagnostic action research; that was applied on this investigation. Lewin describes “Diagnostic action research designed to produce a needed plan of action. The change agents would intervene in an already existing situation” (as cited Adelman, 1993.)

3.3 Instruments

The instruments were previously selected according to the classroom and school conditions. The rubric was used to corroborate the use of body language of the novice teacher during the class. An invited teacher applied the same rubric to corroborate the categories needed for the research. The journal was written after each class to describe the activities occurred in the classroom and the novice teacher reflections. Audio recordings were taped to analyze the class procedure.

3.3.1 Rubric

Rubrics were used to help the researcher evaluate her body language and how students were engaged with learning and how students were involved in the class sessions. Four rubrics were applied, one per each class observed. The Rubric was an adaptation from the authors Tauber, R. T. & Sargent C.M. (2007). This rubric has seven categories to evaluate the novice teacher's body language. The rubric applied for this research is found in Appendix A.

3.3.2 Journal

The journal was another instrument applied for this research, the use of the journal was to register every single reaction among the participants; how students reacted when teacher used body language through the Rassias Method. The journal was primordial considered because it was part of the Professional Practices a compulsory requirement to write the issues of the lessons. Four journals were applied, one after each class observed. The journals were written by the novice teacher to demonstrate the changes of her body language and how she felt before and after using the Rassias Method.

3.3.3 Audio Recording

Audio recording was another important instrument for this research because it was a good help for data collection. The instruments were useful to record the class procedures; essential to distinguish the students' reaction with the teacher's body language through the implementation of the Rassias Method in class. Two audio

recordings were applied. One of them was applied using the Traditional method. The second audio recording was applied when the novice teacher changed her teaching methodology. The audio recordings were applied to find the differences between both methodologies and hear students' reactions. Audio recordings are found on Appendix B and Appendix C.

3.4 Procedures

The instruments were applied in the four sessions. The rubrics were completed in every class. The journal was written after every session. During The first two classes, the researcher, as novice teacher, used the traditional method on teaching English to fifth grade students, to see pre-service and students' reactions. Then, in the other two classes the researcher integrated the Rassias Method to the classes to improve teacher's body language and the use of the rubric to see how students reacted with the change of the teaching method. The thesis supervisor was invited to observe the classes and apply a rubric to evaluate the body language performed by the pre-service teacher. The rubric was applied once by the thesis supervisor. Two audio recordings were applied, one of them on the second class observed during the traditional methodology. The second audio recording was applied in the last class, the class when the Rassias Method was applied.

CHAPTER IV: RESULTS

This chapter describes the obtained results during the applications of the instruments in order to achieve the objectives of this research. This research presents qualitative data because this methodology is Action Research. The purpose was to identify the problem and make a diagnosis. After the diagnosis, the action appears; which means the implementation of the plan. Observations were made to evaluate the action and finally elaborate a reflection about the results of the evaluation – observation. It is important to mention that the purpose of the class was to observe how the novice's teacher teaching style was influenced by the Rassias Method.

To analyze and interpret the data, a description of the class organization was required to follow the class: starting the class with a warm up, then presentation, practice and production (PPP). The classes had their own goal established on the third cycle of the National English Program in Basic Education (PNIEB). Four journals were necessary to evaluate the observations. Four rubrics were applied (Appendix A) to evaluate teacher's body language and two audio-recordings (Appendix C and D) to have a physical evidence of the class and make an evaluation of both classes and Journals to describe the novice teacher reaction with both teaching methodologies. Those instruments were helpful to make a reflection of the plan in action. The rubrics were represented in four graphics to illustrate the results obtained from the observation-evaluation of each class. The data was collected at the end of each class to gather information, except for class 2 which will be explained further in the section Class II.

4.1 Class I – Traditional Method

This was the first class observed teaching with the Traditional Method. The class topic was “What do you like to do?” that was the last session with this topic. In the warm up activity, teacher gave the first impression to students. Even though, the warm up was a small activity took an important place because teacher started expressing herself through the use of body language. The warm up of the class began with the hot potato game.

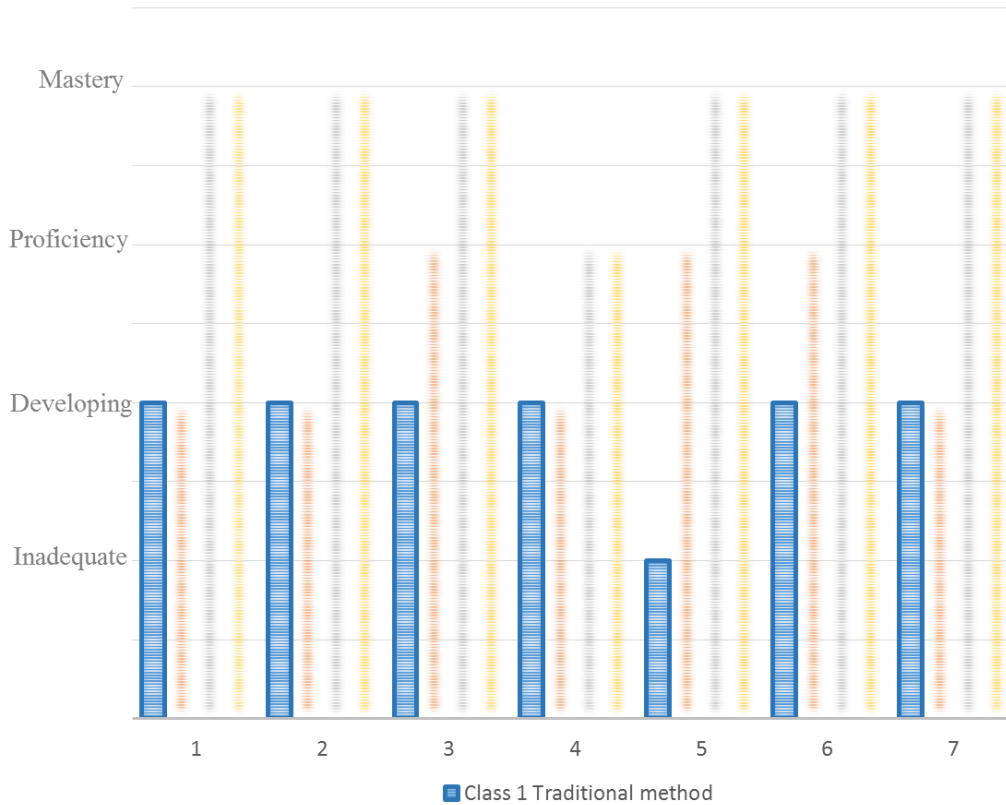
The presentation for this class the teacher presented the topic of “what do you like to do?” in a traditional manner. The teacher was in front of the classroom all the time. She was writing the structure on the blackboard, which students should follow to elaborate their own sentences about what students liked to do.

The practical part of the class was the development of the writing skill. The teacher presented a table on the blackboard about the activities students liked to do. The teacher explained to students how they had to fill the table; the teacher gave examples on the blackboard and students followed the example.

During the production part of the class, students had to complete a physical product, which was a worksheet. The teacher gave students the worksheet and then the instructions. After the instructions, the teacher helped students who had questions.

The class’ organization helped to evaluate the teacher’s body language through the warm up and the PPP because each step involved the presence and the attention of the teacher. Then, the rubric was used for the evaluation-observation. To describe the data from the first rubric was necessary to use a graphic to distinguish the level of each category of the rubric.

Graphic 1



Graphic 1. Represents the level of teacher's body language in teaching for the first class observed.

General communication is represented as 1 in the graphic. The teacher verbal's and non-verbal communication the table demonstrates on was developing because the communication during the class failed when the teacher address to students. The transmitted message on class was not clear and consisted.

Facial expressions are represented as 2 in the graphic. The teacher sometimes transmitted confidence in this category. Her facial expressions did not completely demonstrated a relation between what she was addressing and expressing and caused confusion about how students had to engage with the class.

Eye contact is represented as 3 in the graphic. Teacher's gaze and behavior was developing because when she talked she sometimes made eye contact with some students but totally lost students attention when she faced the blackboard for long periods of time to write examples and could not see what happened behind her back.

Voice Intonation is represented as 4 in the graphic. As it is visible teacher's voice was inadequate when. Teacher's voice was soft all the time that made it inappropriate for the class because it was not clear and the students could not hear well, students started making noise and the teacher could not increase her voice intonation and students lost the teacher's attention for some moments.

Body movement is represented as 5 in the graphic. Teacher's movement were clear even though she was only standing in front of the classroom but sometimes she made use of them to complement her verbal communication, when it affected students' attention about what the teacher was communicating.

Gestures are represented as 6 in the graphic. When the teacher was talking, her gestures sometimes were present or sometimes were appropriate with the message she gave to the class. The message and her gestures had not a relation that caused students confusion.

Interaction and students' engagement are represented as 7 in the graphic. All the previous mentioned categories affected the interaction between teacher and students. The students' engagement was impartial because only the students seating in front row

paid attention, they could hear and visualized the teacher well but those students seating on the back lost the attention and the teacher could not interact with them. The teacher stood in front of the class during all the class.

According to the journal of the first observed class, the teacher felt with low confidence because was in front of the classroom all the time; since the beginning of the class until the end. There is described in the journal that the novice teacher was in her comfort zone. This situation made her to feel with low confidence while she was teaching. Another factor was the low volume of her voice, which was not helping her. Only students who were sitting in front of each road could clearly hear her. But those students who were sitting on the back, lost all the attention and did other things or talked among them, the teacher could not manage the group from her position. The rest of her body language was just static, moving from left to right close to the blackboard. The only interaction between the novice teacher and the students was a brief explanation from her and they just follow instructions.

4.2 Class II – Traditional Method

This was the second class observed and taught with the Traditional Method. This class was audio recorded. During the class, the thesis supervisor observed and filled the rubric.

The class topic was “Locations.” Students had to follow directions and use prepositions of place to realize locations on a map. The activity for the warm up began with the hot potato game. The teacher reviewed the prepositions of place which includes

body language that help students visualized and identify them. After the review, teacher and students started with the game that integrated the use of body language from students.

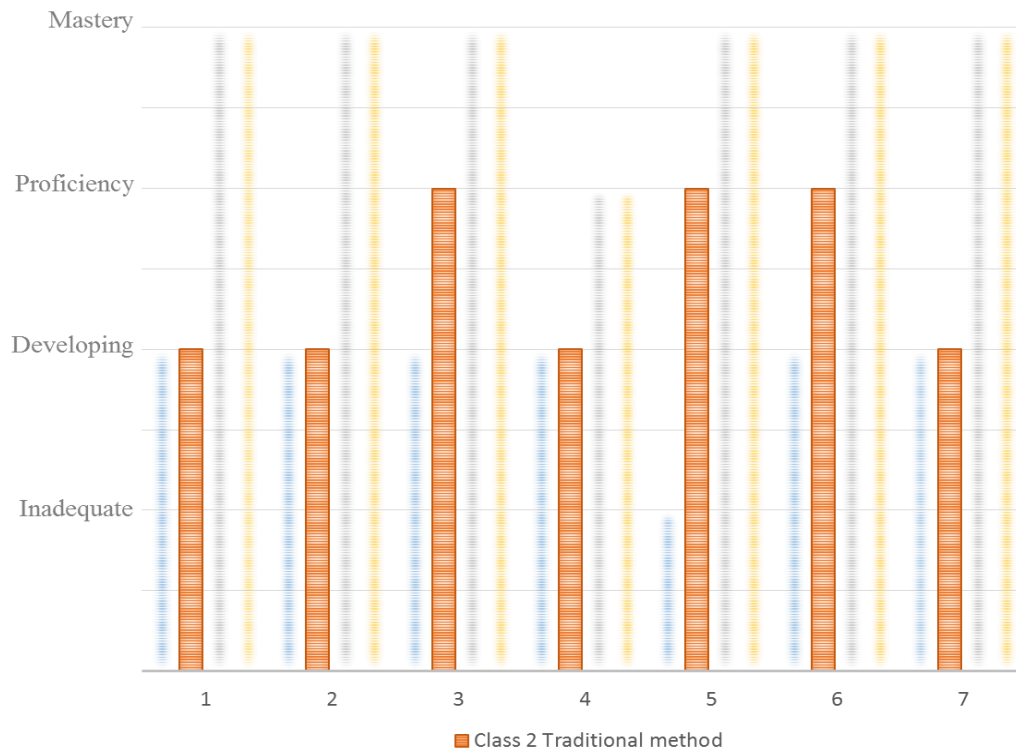
The presentation of the topic consisted on observing and identifying the places of a map from a worksheet. The teacher was in front of the classroom all the time. The teacher and students described the locations of places at the same time using the prepositions of place. The teacher also presented the directions using body language. It was indispensable to demonstrate expressions; the context of the topic requested the use of body movements.

In the practice part, the class students started to answer the first part of the worksheet. The teacher explained how students had to answer this part of the worksheet. After the instructions, the teacher permitted students to work by their own. The teacher walked around the classroom to help students' doubts.

The production of the class was to answer the second part of the worksheet. The teacher gave instructions about how to answer this part. The indications were impartial because half of the students paid attention to what the teacher had said the other half did not pay attention.

The class organization helped to evaluate the teacher's body language through the warm up and the PPP. Each step involved the presence and the attention of the teacher. The rubric was applied during the class by the thesis supervisor to make the evaluation-observation. To describe the first rubric it was necessary to use a graphic to distinguish the level of each category of the rubric.

Graphic 2



Graphic 2. Represents the level of teacher's body language in teaching for the second class observed.

General communication is represented as 1 in the graphic. As the graphic shows teacher verbal and non-verbal communication indicate developing because it failed when she addressed to students; teacher made mistakes when she spoke in English. The message that the teacher communicated was not the adequate or appropriate because verbal communications sometimes did not transmit with the non-verbal communication.

Facial expressions are represented as 2 in the graphic. Teacher's facial expression, as is visual on the graphic is developing. Teacher sometimes transmitted confidence because teacher had mistaken during the session and she transmitted insecurity to students when she spoke.

Eye contact is represented as 3 in the graphic. The eye contact increased as the graphic shows. For this class, the teacher eye contact was proficient; the teacher usually made gaze behavior to students.

Voice Intonation is represented as 4 in the graphic. As the graphic represents teacher's voice reached developing. The voice sometimes was appropriate. Teacher's voice level was low that made some students heard unclear.

Body movement is represented as 5 in the graphic. For the second class the body movements increased and reached proficiency as it is shown on the table. The topic requested the use of body movements on the presentation part of the class. It was a factor that made the teacher presented body language even though she did not attract at all students' attention during the presentation part.

Gestures are represented as 6 in the graphic. The graphic shows the increased teacher's gesture from the first class. Now, as it is visible gestures reach proficiency because teacher's gestures were usually appropriate with the message.

Interaction and students' engagement are represented as 7 in the graphic. The graphic represents the same level of developing. Even though there was a difference on body language, the teacher involved some students to the class. Teacher avoided passive students and did not involve them in the class.

It was described in the second journal that the novice teacher continued with a static style on her teaching. During the presentation and practice parts of the class, the novice teacher remained just in front of the classroom with low body expressions, for example, raising her hands to show directions, her facial expressions were unclear. The voice intonation was very low all the time without intonation changes. The novice teacher noticed that some students were paying attention. The rest of the class remained passive and that made the teacher to feel unsecure about how she was teaching. Then, she decided to walk among them to help how students were working with the worksheet. She had a closer interaction with students but helping only two students at the time, and the rest had distractions.

The audio recording analyzed the class procedure. First, the teacher started with a short review of prepositions, as it noticed that students were repeating what the teacher was saying. Then the hot potato game started, student followed directions about the games and made some commands according to the topic. After the game, teacher started with the presentation of the topic. The teacher presented and explained a small map where students identify locations. Then, the novice teacher give short instructions about what students were supposed to do. In the last activity, the teacher walked around the classroom to help students to answer the worksheet. The students were speaking in Spanish Most of the time. There were lots of vocabulary repetitions, there was not any language production. Students were so depended, waiting for the teacher could provide the answers. The teacher was lost on her teaching; she was trying to catch students' attention at the same time without a positive result.

4.3 Class III – Rassias Method

This was the third class observed. The class was taught with the Rassias Method. A rubric was applied after the class to gather information. The class topic was “directions”, for time issues, the warm up activity was omitted.

For the presentation of the class, the teacher chose the ball game to make the ludic beginning of the class. The teacher brought a ball to review of previous vocabulary. The teacher moved around the classroom helping the students with the game and control the activity.

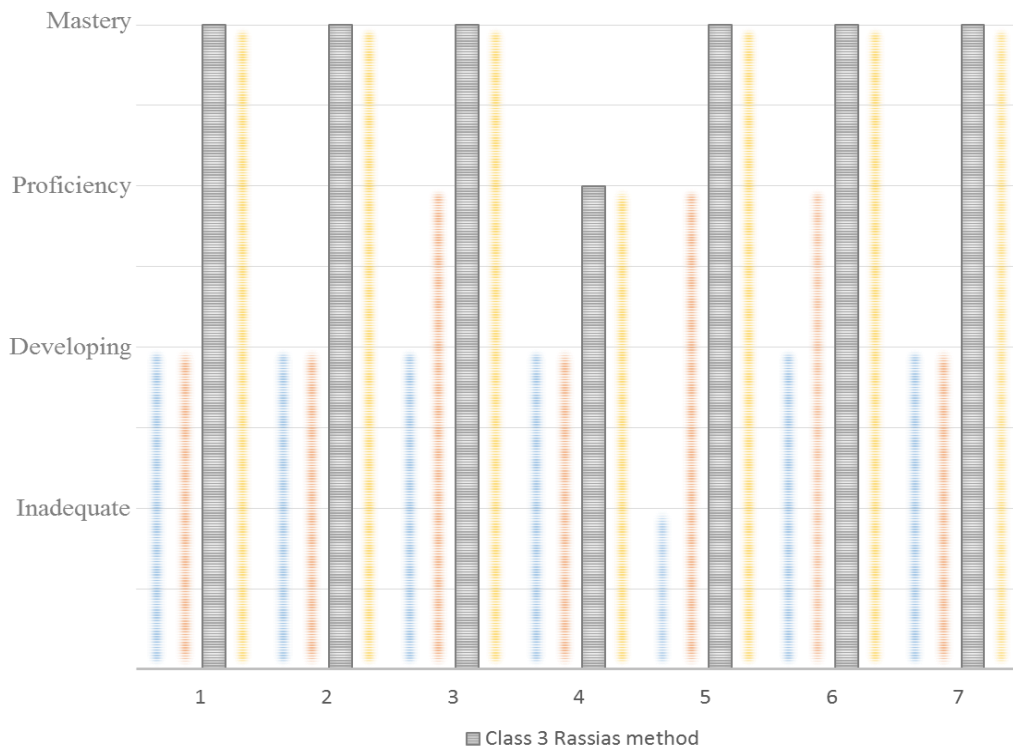
The practice of the class was the first activity; teacher used the Animation of dialogues to present the topic. The teacher wrote sentences that were part of a short dialogue asking for directions on the blackboard. The teacher acted the sentences using body language and integrated students’ participation to make them produce the language. The activity involved teacher’s body movements because the activity requests to move around the classroom and produce gestures and eye contact.

For the production part of the class, the teacher chose the Rassias technique, commands, where students had to act the name of places from a city, then, students had to simulate a city inside the classroom. The teacher guided the activity and gave control all the time. This activity helped teachers and students use their body language

The class organization helped to evaluate the teacher’s body language through the PPP because each step involved the presence and engaged students. The rubric was applied after the class to make the evaluation-observation. To describe the first

rubric is was necessary to use a graphic to distinguish the level of each statement of the rubric.

Graphic 3



Graphic 3. Represents the level of teacher's body language in teaching for the third class observed.

General communication is represented as 1 in the graphic. As presented above, the teacher verbal and non-verbal communication reached mastery because it was consistent during the class and had intertwined the message and what the teacher transmitted. The teacher attracted students' attention with her communication.

Facial expressions are represented as 2 in the graphic. The teacher transmitted confidence with her facial expression improved significantly. The Rassias activities were a factor that helped the teacher to transmit positive and confidence expressions to students.

Eye contact is represented as 3 in the graphic. Teacher made eye contact with students during the class. The animation of dialogues helped the teacher increase her body language to get the highest part of the rubric; there is a significant difference between both Methods.

Voice Intonation is represented as 4 in the graphic. Voice intonation increased a bit as it is visible on the graphic. The teacher's voice was not a limitation to attract students' attention because the teacher made use of body language to support her soft voice.

Body movement is represented as 5 in the graphic. The teacher's movements had also increased. The teacher's body movements were clear with the message and complemented what the teacher transmitted during the class.

Gestures are represented as 6 in the graphic; this category is appropriate with the message during the class. The Method helped the teacher increase her gestures and they were appropriate with the message; when she was interacting with students.

Interaction and students' engagement are represented as 7 in the graphic. As it is represented on the graphic the interaction between teacher and students, it made to engage students and participate in class.

In the third journal, the teacher showed more confidence because the Rassias techniques helped her to organize the activities for the class. Since the dynamic method was part of the teaching methodology, the novice teacher had a concrete activity for the warm up and a define activity to end the class with a significant learning; where students could practice the language. All the activities chose for the class were totally ludic according to students' needs. The novice teacher felt capable to manage all the techniques. She was playing with the students, which made her feel part of the class. The animation of dialogues helped her to express without inhibitions, made her feel free to walk around the classroom having a good interaction with students and a good eye contact. In the journal was remarked that the novice teacher made students repeat to produce the language and she felt delighted to see all students paying attention and waiting their turn to produce the language. The teacher was helping them if a mistake was made. Students noticed the new way of error corrections and that made students feel confident to speak. The commands activity was an unexpected reaction from the teacher and students. The essence of a living class was present. Finally, the teacher was part of the class, she was on students' shoes playing with them and students started to produce the language by their own. The journal described that the novice teacher had a meaningful experience that she will remember how empathy was part of the class.

4.4 Class IV – Rassias Method

This was the four and last observation. The class was taught with the Rassias Method, the rubric was applied after the class to gather information. The class topic was

“directions.” The warm up activity was *tic tac toe* to make a review of the topic. There was students’ participation and engagement with the class.

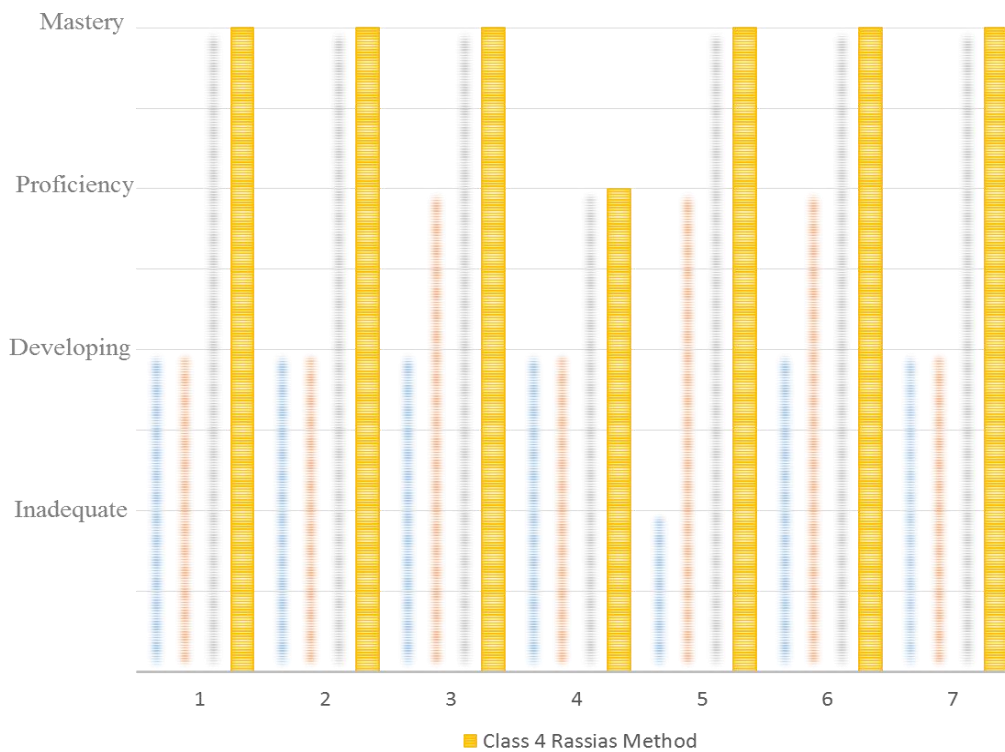
For The presentation of the class, the teacher chose the animation of dialogues to present the topic. Teacher wrote sentences on the blackboard. The activity helped the teacher represented the sentences using body language and integrated students’ participation to make them produce the language. The activity involved teacher’s body movements because the activity requests to move around the classroom and produce gestures and body language.

In the practice part, the teacher continued using the animation of dialogues to make oral practice. She made this decision because this was the last class with the directions topic.

For the production part, the teacher chose to have oral production to make clear the topic to students. For the last part of the class, the teacher used the ball game activity where students had to follow the order of the dialogue. Students retained information of the previous presented dialogue on the blackboard.

The class organization helped to evaluate the teacher’s body language through the PPP because each step involved the presence and the attention of the teacher. The rubric was applied after the class to make the evaluation-observation. To describe the first rubric is necessary to use a graphic to distinguish the level of each statement of the rubric.

Graphic 4



Graphic 4. Represents the level of teacher's body language in teaching for the fourth class observed.

General communication is represented as 1 in the graphic. The graphic shows an increase of the verbal and non-verbal communication of the teacher when she addressed the students because she was consistent and clear with the message during the class.

Facial expressions are represented as 2 in the graphic. The teacher's facial expression went straight up to mastery as is visual on the graphic. Teacher transmitted confidence and expressions when she interacted with students during the class.

Eye contact is represented as 3 in the graphic. As it is visual on the graphic the eye contact of the teacher increased using the Rassias Method because the activities help to master the gaze behavior and take turns and see the students direct on the eyes and showed authority.

Voice Intonation is represented as 4 in the graphic. The graphic represents the voice intonation on the level of proficiency. The teacher's voice level was not high enough to be a mastery. Even though, teacher could not increase the voice intonation, she chose to increase the body language to attract students' attention. The low voice the teacher had did not affect students' attention.

Body movement is represented as 5 in the graphic. The graphic represents the level of the body movements of the teacher during the class, as it is notice that the teacher had mastery on body movement, the activities of the Rassias Method are a factor that made the teacher increased her body movements.

Gestures are represented as 6 in the graphic. Teacher's gestures as is represented on the graphic got mastery because the teacher during the class her gestures were appropriate with the message that the teacher transmitted.

Interaction and students' engagement are represented as 7 in the graphic. The graphic represents that the interaction between the teacher and students increased. The engagement and students participation during the class went straight up to mastery.

In the fourth journal, the novice teacher described how she felt with the new methodology her attitude was more confident to teach. All the activities were planned according to the class needs. Teacher could completely expressed her body and have

an interaction with students. The warm up helped her to break the layers that inhibit her to totally communicate with the class. She could have a closer interaction with learners. Students felt joyful to play the tic tac toe in a new way; they enjoyed the activity. The animation of dialogues helped her to express without inhibitions, the way she used the technique was full of harmony because she acted the sentences and students could notice the changes the teacher had on the way to teach. The novice teacher was enjoying the techniques and students, too. Finally, the closure of the class was with another Rassias technique, the ball game. This activity made all the class be only one. All the students were paying attention to the activity and participation. The Rassias method made students participate and feel free to express themselves.

Within The data collated from the last audio recording, there was a notorious result; students were producing the language. The novice teacher started the class asking them how they felt, then the game of the warm up started. Students participate and produce the language. There was much production of the language than the other audio recording. After that, teacher applied the animation of dialogues, where students were repeating drills. Students were practicing their pronunciation and had error correction in a different way. The Teacher let other students pronounce words correctly, then students could hear the correct pronunciation. There was less Spanish speaking from the teacher. There was noticed that students continued translation but in less proportion from the other audio recording. Students were following the model of the animation of dialogues and produce the language more often.

CHAPTER V: CONCLUSION

5.1 Conclusions

The purpose of the research is to involve body language or body expression in teaching English. Body Language is an important ability for teachers to express themselves when they are in front of a classroom.

This research presented a problem detected on teaching English; the not effective body language on a pre-service teacher, which needed a plan of action as an intervention. The procedure of this research was according to Lewin (cited in Adelman, 1993) a problem was diagnosed and the plan of action was implemented in a classroom with a novice teacher. The novice teacher used different techniques of the Rassias Method to improve her body language on her practicum. Reflections were written down to obtained data from the classes observed. Rubrics were applied to observe the teaching's differences between the traditional methodology and the Rassias method.

According to the results, the teacher's body movements were influenced by the Rassias Method; movements became natural. The Rassias Method offers dynamic techniques combining pedagogy and drama, which allowed the teacher used appropriate body language during her practicum. Teacher's movements were impacted by the animation of dialogues; one technique from the Method, which made a natural fluency of movements, eye contact, facial expressions, gestures, voice intonation and a closer interaction with students.

Another result, the transmission of complete messages was a notorious change. The Messages had a relation with what the teacher was saying; all the communication changed with this dynamic method. Every applied technique helped to convey emotions and positive affections to students.

One of the most significant results was a living class when the Rassias Method was integrated into the teaching methodology. The teacher's presence was there, being part of the class involving students into the class with dynamic techniques. Novice teacher was on the same level of students, in other words, she was on students' shoes and all the participants acted out different roles in the classroom.

The teacher felt motivated to teach while applying the Method. According to the reflections of this research, it is demonstrated a higher enthusiasm when teaching. One of the supports was the humanistic process to carry out this result. The human part was present because it let learners express with freedom; students participated on their own and corrected each other without exhibit mistakes and without quarrelling among themselves.

As for the first Research Question, findings in this investigation suggest that the effects of the Rassias Method techniques on the novice teacher's body language became natural with appropriate expressions that helped the teacher how to use her body movements with a significant purpose. The appropriate body language attracted young learners' attention with the adequate facial expression and gestures. Because they had a relation with what the teacher said and expressed. The most important finding the novice teacher complement her communication. Regarding the second Research Question, results indicate the effects of the use of the Rassias Method over

learning may be much more positive than expected; the techniques applied made students an improved; they were integrated to the class and felt the atmosphere of specific situation using the techniques. Students by their own made a real and significant context using their imagination and the oral production of the language. These leads to positive results about applying a dynamic methodology into the practicum.

The relationship between the teacher and students became closer. With a traditional methodology, the teacher felt there was a barrier in the middle of both; that novice teacher did not dare to cross. The interaction increased when the techniques were applied. Empathy created an atmosphere of confidence to participate and produce the language. The Rassias Method mainly helped to increase the novice teacher's body language in the classroom but students were affected with positive results because they were involved and engaged in their learning.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

5.2 Implications

The Rassias Method was applied as a plan of action on a body language teaching problem. The applied activities for the research purposes were satisfactorily achieved. Each planned activity was conducted by the novice teacher changing her teaching style and had a living class through dramatic techniques (Beall, 2000).

5.3 Limitations of the Study

Two main limitations were found in this study. The first limitation was one of the instruments; the class could not be videotape to observe the implementation of the Rassias Method. So, according to the elementary conditions it was impossible to video record the classes. Therefore, it was necessary to change it to audio recordings to have a proof of the reactions presented for the research.

The second limitation was on the class procedure using the Rassias Method techniques. Even though this Method had notorious changes on teacher's body language, there was a limitation on classroom conditions. The classroom size was small according to the number of students it had. The space was narrow and it did not allowed the teacher to move around fast.

5.4 Directions for Further Research

The intention of this research project to is to demonstrate the influence that a Method had to improve body language on teaching English, the presence of a living class through the language (Beall, 2000). The research purpose is to focus specifically on teaching. On the field of research where the Rassias Method had being involved, this Faculty had cases with positive results. One of them improved oral production on students (Guzmán & López, 2013) and the other one compared the classes between the Rassias Method and different teaching methodologies (Guzmán & Méndez, 2011). This

research added one more case, where positive results were found. With these previous studies it was present the impact that this dynamic method has had. So, it opens plenty of possibilities for further research, including, the other side of this research, how students felt with the changes of applying the method. Integrating quantitative data. And one important aspect, is how students from the major of the *Facultad de Lenguas* who took the class during their major and how they applied this method into their real teaching life.

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APPENDIX A

RUBRIC



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
ELEMENTARY SCHOOL JESÚS GONZÁLEZ ORTEGA
SPRING 2015
RUBRIC



Grade: Group:
 Pre-service teacher name:
 Teaching method:

Category	Mastery	Proficiency	Developing	Inadequate
1 General Communication	Teacher verbal and non-verbal communication is consistence and clear.	Teacher verbal and non-verbal communication usually is consistence.	Teacher verbal and non-verbal communication fails when address to students	Teacher verbal and non-verbal communication is limit and inappropriate.
2 Facial Expressions	Teacher transmits positive and confident expression when is interacting with students.	Teacher usually transmits confidence when is interacting with students.	Teacher sometimes transmits confidence when is interacting with students.	Teacher transmits negative expression when is interacting with students.
3 Eye Contact	The teacher makes eye contact with students	Teacher usually makes eye contact with students.	Teacher sometimes makes eye contact with students.	Teacher never or rarely makes eye contact with students.
4 Voice Intonation	Teacher's voice intonation is appropriate and all students hear clearly.	Teacher's voice intonation is usually appropriate and most students hear clearly.	Teacher's voice intonation is sometimes appropriate and some students hear clearly.	Teacher's voice intonation is inappropriate and students do not hear clearly.
5 Body Movement	Teacher body movements are clear with the message and are present during the class.	Teacher body movements are clear with the message but are usually present during the class.	Teacher body movements are clear with the message and are sometimes present during the class.	Teacher body movements are unclear with the message and are passive during the class.
6 Gestures	Teacher's gestures are appropriate with the message.	Teacher's gestures are usually appropriate with the message.	Teacher's gestures are sometimes appropriate with the message.	Teacher's gestures are inappropriate with the message.
7 Interaction and Students' Engagement	All the students are engage and participate during the class.	Most students are engage and participate in the class.	Some students are uninvolved and/or passive during the class.	All the students are uninvolved and/or passive during the class.

Adapted from: Tauber, R. T. & Sargent C.M. (2007). *Acting lesson for Teachers. Using Performance Skills in the Classroom. Second Edition.* Praeger Publishers. USA.

APPENDIX B
CLASS 2: TRADITIONAL METHOD – AUDIO SCRIPT

T: At the end of the class, homework. At the end of the class, okay. Today we are going to play the hot potato.

Students: Si, yes.

(Claps)

T: Remember the prepositions of yesterday, yesterday's prepositions.

Ss: Abajo.

T: Under.

Ss: Under.

T: Next to.

Ss: A lado de.

T: Next to.

Ss: Next to.

T: On.

S: On.

T: Behind.

Ss: Behind.

T: Under.

Ss: Under.

T: Between.

Ss: Between.

T: In front of.

Ss: In front of.

T: Okay, ready.

Ss: Yes, yes.

T: We are going to play the hot potato.

Ss: Sí.

T: When the potato...

S: ¿Cuándo nos toque tenemos que decir una de esas?

T: I'm going to say put the ball under the chair, okay. Yes?

Ss: Yes.

T: No questions?

Ss: No

(Students speaking in Spanish)

T: On.

Ss: On, on, on.

T: Ready!

Ss: Yes, yes.

T: We are going to start with Zahira. You are going to sing. Remember, this is the game...

T and ss: This is the game of the hot potato, hot potato, 1, 2, 1, 2, 3.

(Students' expressions)

T: Put the ball in front of your face. In front of. In front.

T and ss: This is the game of the hot potato, hot potato is burning, is burning.

1, 2, 1, 2, 3.

Ss: Itzayana.

(Students talking)

T: Put the ball between Fer and Sandra.

S: En medio de Sandra y Fer.

T: Between.

Ss: Between. Entre. Entre Sandra y Fer.

T: Between.

Ss: Entre, Dentro.

T: This is the game of the hot potato, hot potato is burning, is burning. 1, 2, 1, 2, 3.

T: Put the ball under Victor's chair.

T: This is the game of the hot potato, hot potato is burning, is burning. 1, 2, 1, 2, 3.

Ss: ///Paty///

T: Put the ball next to Joana ... Now 1 - 10

T and ss: This is the game of the hot potato, hot potato is burning, is burning.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Ss: //Hugo!//

T: Hugo, put the ball next to you.

T: Are you ready for the exam?

Ss: Examen, noooo.

(Ss talking)

Ss: ¿Recortamos maestra?

T: You are not going to cut

Ss: Pencil o pen

T: with pencil, remember the date

Ss: Friday, March

T: Friday, March 6th 2015
 S: con lápiz
 (Ss talking)
 T: //wait//
 S: ¿lo tenemos que contestar? Lo contestamos.
 T: Not, yet. Ready with the name and date.
 (Ss talking)
 T: You are not going to answer.
 S: todavía no contestamos.
 T: Okay, now //look at the picture//
 S: observamos el mapa
 T: look at the picture
 Ss: z
 T: This is a zoo
 S: un zoológico
 T: a zoo
 Ss: a zoo
 T: a zoo like a Zebra //z// //zzzebra//
 Then you have the bank
 Ss: banco, banco de la ciudad
 T: Next to the bank //next to// what is it?
 (Ss talking)
 Ss: market
 T: //market// like Mercado Morelos
 (Ss talking)
 T: In front of John's house in the top //John's house//
 Ss: la casa de Kim
 T: in front of John's house is Kim's house
 Ss: a un lado esta la casa de John
 T: Look at the picture, now
 S: vamos a responder
 T: you are going to answer True or False. True – verdadero. False - falso
 (Ss talking)
 Ss: Teacher ¿donde esta ?
 (Ss talking)
 T: You are going to answer 1, 2, 3
 S: True es falso, verdadero
 T: True is verdadero, false is falso.
 Okay, number 1
 (Ss talking)
 T: number 1
 T: number 2

Ss: false
 T: number 3
 Ss: true
 T: Okay now look at the table in the top //directions// no One Direction. Turn right, right and left
 T: right
 Ss:right
 T:left
 Ss: left
 T:left
 Ss:left
 T:right
 Ss: right
 T:left
 Ss:left
 T:right
 Ss: left
 T:right
 Ss:right
 (Ss talking)
 T: Okay
 S: derecha en inglés es right
 T: Right and Left. To remember left, raise your hand like this. You find the "L" of left
 (Ss talking)
 T: only left you find the "L"
 (Ss talking)
 T: no, like this. You have the "L" tienen la "L"
 Ss: right, left, right, left
 (T talking)
 Ss: right, left
 T: okay, 1, 2, 3, number 3
 Ss: después del número
 T: go straight
 Ss: derecho
 T: go straight
 S: gira a la derecha, no derecho, vuelta a
 (Ss talking)
 T: go down
 Ss: abajo
 T: go down
 (Ss talking)
 T: go down hacia abajo

Ss:
T: go down, then we have go up, //up//
Ss: arriba
/////T: go up
Ss: go up/////

Ss: vuelta
T: go back, go back
S: ¡aah! Así cuando vamos saliendo...
T: When you go outside the classroom, cuando regresamos
Ss: go back
T: go back the classroom
Ss: derecho
T: straight ahead
(Ss talking)
T: derecho, de reversa, regresar
T: go back ok.
T: you are in this position
S: no esta
T: hagan una Estrella //make a star//
Ss: nosotros
T: //make a star//
(Ss talking)
T: you can remember, que estan ahí, remember!
(T talk to a s)
T: then you have directions, vamos a tener direcciones
T: listen you are going to use the sign and prepositions. For example, "I" remember "I" recuerden. I want to go to the //market//
T: market
Ss: market
T: I want to go to the market, yo quiero ir al Mercado. I want to go to the supermarket. I want to go
Ss: I want to go
T: to the supermarket
Ss: to the supermarket
S: you quiero ir al mercado
T: // the market//
(Ss talking)
T: market color blue //blue// colorear
(Ss talking)
T: a like, draw a line //una línea//
Ss: ¿una línea, así teacher?

T: a line
S: así teacher ¿así?
(Ss talking)
T: draw a line
(Ss talking)
T: go left
Ss: hacia abajo
Ss: derecho, das vuelta
T: go left
Ss: go left
T: left or right
Ss: ///right///
T: and
Ss: right
T: turn right
Ss: yes
T: go left
Ss: go left
(Ss talking)
T: okay, primero you are going to say a sign
S: va a llegar
T: and then the preposition, next to a lado de
S: next to si esta a lado del banco, esta a lado del banco
S: the market is next to the bank
T: yes
Ss: yes
(Ss talking)
T: go straight
Ss: go straight
T: and go ahead
(Ss talking)
T: okay, then you have four, four questions
S: cuatro preguntas
T: four questions, you are going to answer in pairs
S: teacher
T: Excuse, me. How I get to John's house?
(Ss talking)
T: you are going to answer in pairs
(Ss talking)
T: you two
Ss: no podemos escoger maestra

(Ss talking)
T: Joana, Zahira
(Ss talking)
T: you are going to answer the questions
on // your notebook// solo
S: solo las respuestas en la libreta
S: yo no traje la libreta
T: atrás
T: you are going to answer
(Ss talking)
T: okay //listen// you are going to draw
(Ss talking)
T: 1 red, 2 is yellow, 3 is green and 4 is
purple
S: green es verde
T: number four la number four es la que
ya contestaron
S: teacher que significa ahead
(Ss and teacher talking)
(Ss asking for help)
S: teacher
(Ss asking questions)
T: okay, raise your hand if you need help
y paso a su lugar
Ss: donde tiene su pelotita
T: remember in your notebook the
//answers//

S: //teacher//
(Ss talking)
S: primero rojo y luego
S: teacheeer
(Ss talking)
T: //go to//
(Ss talking)
S: teacher, ya termine yo.
T: here
S: Diego
(Ss talking)
S: //teacher// aquí esta
T: Give it to me, time to go!
Ss: ¡aah! los que ya acabaron
T: all
Ss: todos
T: thank you!

APPENDIX C

CLASS 4: RASSIAS METHOD – AUDIO SCRIPT

T: okay, how are you today?
Ss: fine, teacher
T: Happy?
Ss: yes
T: or are you angry?
Ss: no //happy/
(Ss talking)
T: Okay we are going to play “tic tac toe”
S: vamos a jugar tic tac toe, vamos a jugar reloj
T: Tic tac toe
S: aaah //gato// yo juego
Ss: //////
T: wait for the instructions
S: esperen las instrucciones
T: two teams
S: dos equipos
T: wait
Ss: 1, 2, 1, 2, 1 ... 2 margarita 1, 2 ... ok team 1
Ss: Teacher falto Rey
(Ss talking)
T: Team 1 sit down here, yes
S: el 1
T: yes, team 1, team 2 sit down here. 1 and 2. I said /// sit down/// This 2 roads are for number 1, this road, this road, yes team two //sit down//
S: ¿nos sentamos?
(Ss talking)
T: okay, listen. You need your map, sorry! Your map, necesitan su mapa, your map
Ss: ¿cuál mapa, este?
T: that one, your map you need your map, if you are going to participate you need your map
S: para participar necesitan su mapa
T: yes
(Ss talking)
T: okay team 1
S: teacher ¿y la black list?
T: black list, okay!

Ss: nooo (callate Gabriel)
T: you need to remember me, always remember me!
(Ss talking)
T: okay, now one volunteer from the number 1 and one
S: //yo//
T: //okay// I’m going to ask questions
S: van a contestar las preguntas
T: I’m going to ask questions
(Ss talking)
T: yes, according to the map
Ss: al mapa
T: for example //where is the bank//
Ss: you are going to say “the bank is ... on”
(Ss talking)
S: It is on Pig St, next to the bank
Ss: bravo!
(Claps)
T: aah!
(Laughs)
T: next one
T: Erick go
T: Okay, where is the market? The market is
(Ss talking)
T: Where is the market?
(Ss talking)
S: It is on Pig St, between the bank and the restaurant
T: Remember ///up and down/// Uriel next
(Ss talking)
T: hurry up!
(Ss talking)
T: remember use the prepositions, on, behind, in front of, next to, remember in front of next to, between. ¿Se acuerdan de eso? Yes? You remember okay!
(Ss talking)
T: Where is the restaurant?
S: the restaurant is ...

(Ss talking)
 T: use another one
 S: on Pig St. ...
 T: The restaurant is in front of the school, no?
 Ss: next to the bank
 T: next to the bank, yes!
 Ss: //abajo// ahí
 T: ///Paty///
 Ss: me
 T: Hurry up, Lobato you want to pass and Itzayana, Lobato and Itazaya
 (Ss talking)
 T: okay, listen
 (Ss talking)
 T: silence, thank you. Where is // John's house//? Where is John's house?
 S: on Cow St. ...
 T: Yes, but
 S: next to Kim's house
 (Claps)
 T: algo más
 S: le estan diciendo maestra
 S: John's house is on Cow St, next to Kim's house
 T: yes
 (Ss celebrating)
 T: yes, first point
 T: //again// otra vez
 T: yes
 Ss: yes
 T: hurry up!
 (Ss talking)
 T: Where is the //zoo//?
 Ss: In front of Pig St, next to...
 T: and
 S: and
 T: next to what?
 S: teacher on
 T: Daniela!
 Ss: ///on///
 T: nooo!
 S: on Pig st, in front of the school
 T: yes
 Ss: Erick! Lalo!
 T: silence or you go to the black list
 T: where is Kim's house?

S: On
 (Ss talking)
 S: on Cow st...
 T: yes, and?
 S: on Cow st, next to the bark
 Ss: no, teacher le dijo la respuesta
 T: ///park/// bark is //woof// Sandra
 (Ss talking)
 T: and Hugo, okay Rey, hurry up! Where is the school?
 Ss: On Pig st, and between
 T: between what?
 Ss: between
 T: give the answer //your answer// the answer
 (Ss talking)
 T: Remember between is in the middle
 S: between Cow st and Pig st
 T: okay, next
 Ss: //Paty//
 T: Paty
 Ss: yes
 T: Paty //and Kevin//
 (Ss talking)
 T: silence, //listen// okay, where is the bank?
 Ss: the bank is on Pig st, between the restaurant and the market.
 T: okay!
 (Ss celebrating)
 T: Zahira //and Margarita// okay //where is// //what is// que esta next to the park?
 T: next to the park is Kim's house
 T: okay! Silence
 Ss: hizo trampa
 T: okay
 Ss: Zyanya and Angel
 (Ss talking)
 T: Silence, listen what is? ///what/// is que esta //what is// between John's house and the Zoo? What is between John's house and the Zoo?
 S: Kim's house
 T: Zahira and Hugo pass, Hugo and Joana
 (Ss talking)
 T: Ok, listen what is in front of the Zoo?

S: the market
T: what! Daniela
Ss: no han pasado Zahira //ya paso//
Zyanya!
T: ///Ana/// Ana no, here, no!
S: yo no traje la libreta
S: él traje la libreta
T: what is next to the market ///the
market/// next to the market?
S: the bank
(Ss talking)
T: I was here, Itza and America
Ss: Maestra les dijeron
T: I know I was here. What, where is the
park? Easy one, where is the park?
S: The park is on Cow st,
T: next
(Ss talking)
T: okay, Lalo and
Ss: Zahira, Zyanya
T: What is between the park and John's
house?
(S talking)
T: What?
T: //What?// is between the park and
John's house?
S: Kim's house
T: Yes, Paty
Ss: teacher no
T: Paty and Ana, Kevin, Uriel
(Ss talking)
T: What is behind the school?
Ss: ///no///
T: okay
(Ss talking)
T: Sandra and Margarita
(Ss talking)
T: ///What/// is in front of the Zoo?
Ss: School
(Ss talking)
Ss: nooo!
T: ok it is optional, okay!
(Ss talking)
T: Okay //you need your go map//
S: saquen su mapa
T: yes, you need to go back to your sits
S: regresemos a sus lugares

T: yes, you have a piece of paper
(Ss talking)
T: Hugo is this yours? Yes? Sorry I kept
it, and go back to your sits
Ss: ///teacher///
T: I need the homework. Rememeber
the eight sentences //you have the
homework//
T: remember the 8 sentences //you have
the homework
T: remember the 8 sentences of the
mice
(Ss talking)
T: You are going to paste
Ss: lo tenemos que pegar, lo
contestamos
T: not yet
(Ss talking)
T: Silence, March, date, remember date,
fecha
Ss: Friday
T: Friday, today is Friday 13th
Ss: ¿matar?
T: have you watch the movie, Friday
13th?
T: Viernes 13
T: día de la mala suerte
(Ss talking)
T: Margarita
Ss: película de terror, Viernes 13, día de
la mala suerte
(Ss talking)
T: Hugo move here, you are too far
(Ss talking)
T: Zahira and you too move, move
behind Ana

T: Okay,
Ss: Maestra nos va a cambiar
T: they are far they have to move
(Ss talking)
(Teacher moving ss)
S: teacher ¿cómo se dice?
T: how do you say?
(Ss talking)
T: don't worry, no se preocupen, don't
worry

(Ss talking)
 T: have your papers
 Ss: yes
 (Ss and t talking)
 T: as yesterday, como hicimos ayer
 (Ss talking)
 T: //where?//
 Ss: here?
 S: where is the zoo?
 S: ¿dónde esta el zoológico?
 T: where?
 Ss: where?
 T: where?
 Ss: where?
 T: where?
 S: where?
 T: whe..
 Ss: where?
 S: where is the zoo?
 T: whe ...
 Ss: whe ..
 (Ss talking)
 T: where is?
 Ss: where is?
 T: where is?
 Ss: where is?
 T: where is?
 Ss: where is?
 (Ss practicing)
 T: where is the Zoo?
 Ss: where is the Zoo?
 T: the zoo?
 Ss: the zoo?
 (Ss practicing)
 T: where?
 S: where?
 T: where
 S: where?
 S: where?
 S: where?
 T: the zoo is
 Ss: the zoo is
 T: the zoo is in front of the school
 T: in front of
 Ss: in front of
 T: the school
 Ss: the school

T: the zoo is in front of the school
 Ss: the zoo is in front of the school
 T: in front
 S: in front of
 S: in front of
 T: where is the zoo?
 Ss: where is the zoo?
 T: the zoo is
 Ss: the zoo is
 T: in front
 Ss: in front
 T: of
 Ss: of
 S: the school
 T: in front of the school
 Ss: in front of the school
 (T and ss practicing)
 Ss: the school
 T: the school
 Ss: the school
 (Ss talking)
 T: the
 S: the
 T: the
 S: the
 T: the
 S: the
 T: in front of
 Ss: in front of
 T: in front of
 Ss: in front of
 T: in front of the school
 Ss: in front of the school
 T: in front of the school
 (Ss and t practicing)
 T: the zoo is in front of the school
 Ss: the zoo is in front of the school
 T: the zoo is in front of the school
 Ss: the zoo is in front of the school
 T: the zoo
 S: ///yo///
 S: the zoo is in front of the school
 S: teacher ¿qué es where?
 T: WHERE?
 S: ¿donde?
 T: where is the zoo?
 Ss: where is the zoo?

T: where is the restaurant?
 Ss: where is the restaurant?
 T: where is the restaurant?
 (Ss and t practicing)
 (Ss working)
 T: the restaurant is next to the bank
 Ss: next to the bank
 S: a lado del banco
 S: esta a lado del banco
 S: right or left
 S: a lado
 T: right or left, you have your "L" here
 S: you have right or left
 T: right
 Ss: right
 T: the restaurant is next to the bank
 Ss: the restaurant is next to the bank
 T: the restaurant is next to the bank
 Ss: the restaurant is next to the bank
 (Ss practicing)
 S: the restaurant is next to the bank
 T: aah! (happy face)
 T: okay, now you are going to answer,
 answer in pairs, pairs
 Ss: juntos?
 T: pairs
 ()
 T: trabajen en parejas to answer in
 questions, you need your map to
 answer. You have a partner or you want
 to work alone. Solo or with a partner?
 T: Solo or with a partner?
 S: solo
 T: ok work alone
 T: work with Rey, work you two, work
 with Julian
 S: ¿yo con quién maestra?
 T: Ana work with Hugo, work with Lalo,
 work with Sandra, work with, alone ok,
 Lalo work with Joana //you two//
 (S talking)
 T: no, you two
 T: you two, and you two
 (Ss talking and working)
 T: Remember to use, listen

(Ss talking)
 T: hey listen, listen you are going to use
 in front of and between
 (Ss talking and working)
 (T helping around)
 S: //teacher//
 T: where is my ?
 S: no notebook
 T: the notebook, or look for a new one or
 recycle one
 (Ss talking)
 T: if I ask you where is the park? What
 will you say? Behind the market, the
 park is behind the market
 S:
 T: si fuera el parquet estaria bien
 S: ooh!
 T: okay, we are going to check //all
 together//
 T: ///the bank///
 S: ya teacher
 T: the market, next to the market is the
 bank
 S: teacher
 T: ooh!
 (T and ss talking)
 (T helping)
 T: are you happy
 S: yes
 (Teacher checking)
 T: time to go
 T: Hey, nobody in the black list!
 (Ss celebrating)
 (Claps)
 S: ¿teacher cuándo va a venir? ¿el
 lunes?
 T: no
 S: ¿el martes?
 T: no
 S: ¿el jueves? Aah el miércoles
 T: yes