

The effectiveness of the total physical response technique in motivating students to learn vocabulary. A case study of a year 3 Latin class.

Research in MFL has shown that kinaesthetic methods of learning are successful in motivating students and may improve vocabulary retention. This research explores whether similar methods can be used to aid vocabulary acquisition in Latin. It uses Asher's total physical response technique and attempts to assess whether this motivated year 3 students to learn vocabulary. It focuses on a small selection of imperatives and assesses whether associating an action with each of these imperatives helps both to motivate students and to aid vocabulary acquisition. It uses posttests to evaluate how effective this method of learning vocabulary was. It considers the overall retention of vocabulary as well as the response of students to each word individually. It considers both individual and group motivation. It also takes into account additional factors which may have affected the results including derivatives and exposure.