

English Oral Language

By ALLAN D. PATTERSON

There is little reason why Physical Education, along with other types of physical activity such as rhythms, should not be used in teaching English as a second language. Some work has been done in this area, but certainly not enough. There are certain concepts and words which lend themselves to rapid learning through physical participation. The suggestions below are an attempt to classify and organize these concepts and words into appropriate activities.

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Have all the pupils active and doing—not standing or waiting. For instructional purpose it is best to limit the size of the area the pupils will be working in.

1. **Teach skills first in native language.**
2. **Then teach skills in English.**
Have pupils "do" as you say!!
As the pupils do as you say, have them say what you said.
3. **The teacher should have each idea or concept demonstrated:**
4. **Motion**
walk
run
jump
hop
crawl
skip etc.
5. **Commands**
start
go
stop
return
6. **Direction**
left
right
forward
back up
sideways
toward
etc.
7. **Position**
between
beside
front
back
up
down
under
lower

8. **Combination of the above**

walk left hop under
jump down run sideways
crawl forward run left-return

9. **Add the following:** (When the pupils are ready to use the following: Make sure your pupils understand the words you use.)

run toward the gym (fence, etc.)
skip to the chair (pole, etc.)
back up to me (chair, tree, etc.)
hop under the trees (chairs, etc.)
crawl between the trees (chairs, etc.)

10. **Other concepts may be taught at the proper maturity level:**

Arithmetic: set up signs (signs must be large enough to be seen) Space them far enough apart so pupils may move from one to another.

Numbers: start with 1 to 10

Fractions: $1/4 - 1/2 - 3/4 - 1$ whole
 $1/3 - 2/3 - 1$ whole ($3/3$)

Measurements: feet, yard, rods

Percent: 10% to 100%

Relative Distance: near, close,
 far, distant

Relative Speed: slow, fast, quickly

Games and races may be used for teaching the above concepts.

Geometric Shapes: Outline a large geometric form on the floor with chalk. Have the pupils march around the shape saying:

"We are marching around a triangle."

"We are marching around a square."

"We are marching around a circle,"

etc.

11. **Compass Directions**

Compass Directions are not taught until the pupils know left and right hands. Compass directions may be taught by pointing the right hand to where the sun comes up (east) and the left hand to where the sun sets (west). The front of the body will be facing north. The back of the body will be facing south.

north, south, east, west
Add northwest, northeast,
 southeast, southwest
 run north, walk south, etc.
 hop northeast, jump southwest.
 etc.

12. How many of you can do the following:

- Run until I whistle
- Fall like leaves
- Balance on your right leg
- Make your arms go like windmills
- Etc.

13. Make up and add to the above materials as you feel will benefit the pupils.

Examples: Physical exercises, rules for games, name of equipment, etc.

14. Success:

If your pupils can do the following, you will have done well as a teacher.

- a. Quickly understand and follow your directions in English.
- b. Quickly follow signals given by whistle or hand.
- c. Follow your directions while moving close together, but not touching each other. (This last part is important for developing visual-motor co-ordination and figure-ground discrimination.)

FOCUS
 FOLD
 FOOT
 FOREHEAD
 FORM
 FORWARD
 FREE
 FROM
 FRONT
 GAIN
 GALLOP
 GET
 GIVE
 GOING
 GRASP
 GRIP
 GROAN
 GROW
 GRUNT
 HAIR
 HAMMER
 HAND
 HANG
 HARD
 HEAD
 HEAR
 HERE
 HIGH
 HIP
 HIT
 HOLD
 HOOP
 HOP
 HOW
 HURDLE
 HUG
 HEART
 HEELS
 HEIGHT
 IN
 INSIDE
 INTO
 IT
 JOG
 JOIN
 JOINED
 JUMP
 KICK
 KNEE
 KNEEL
 LAND
 LARGE
 LAY
 LEADER
 LEAN
 LEAP
 LEFT
 LEGS
 LIE
 LIGHT
 LINE
 LIKE
 LISTEN
 LITTLE
 LOOK
 LOOSE
 LOW
 LOWER
 LUNGS
 LYING
 MAKE
 MIDDLE
 MOMENTUM
 MOUTH
 MOVE
 MUSCLE
 NARROW
 NEAR
 NECK
 NEXT
 NEXT TO
 NOD
 NORTH
 NOSE
 OF
 OFF
 ON
 ONTO
 OOZE
 OPEN
 OPPOSITE
 OUT
 OUTSIDE
 OUTSTRETCHED
 OVER
 OVERHEAD
 PAIR
 PACE
 PASS
 PEDDLE
 PICK
 PINCH
 PITCH
 PLACE
 POINT
 POSITION
 PRACTICE
 PRANCE
 PRETEND
 PULL
 PUMP
 PUSH
 PUSHUP
 PUT
 QUICK
 RACE
 RAISE
 RAP
 REACH
 READY
 REAR
 RELAX
 RELAY
 RELEASE
 RETRIEVE
 RETURN
 REVERSE
 RHYTHM
 RIBS
 RIDE
 RIGHT
 ROCK
 ROLL
 ROTATE
 ROW
 RULE
 RUN
 SEE
 SHIFT
 SHIN
 SHOULDERS
 SHUFFLE
 SICK
 SIDE
 SINCE
 SING
 SINGLE
 SIT
 SKILL
 SKIN
 SKIP
 SLAP
 SLIDE
 SLIP
 SLITHER
 SLOW
 SMELL
 SNAP
 SOUTH
 SPEAK
 SPEED
 SPIN
 SPIN
 SPOT

ABOVE
 ABOUT
 ACROSS
 ACTING
 AFTER
 AGAINST
 AHEAD
 ALONE
 ALONG
 ALONGSIDE
 AMID
 AMONG
 ANKLE
 ARM
 AROUND
 ARRANGE
 AS
 ASTRIDE
 AT
 ATTACK
 AWAY
 BALL
 BATTING
 BEFORE
 BEHIND
 BEGIN
 BELOW
 BEND
 BENEATH
 BENT
 BESIDE
 BESIDES
 BETWEEN
 BEYOND
 BIG
 BLINK
 BLOW
 BODY
 BOTTOM
 BOUNCE
 BREATH
 BRISK
 BRUSH
 BY
 CALISTHENICS
 CAST
 CATCH
 CENTER
 CHANGE
 CHASE
 CHEST
 CHEW
 CHIN
 CHOP
 CIRCLE
 CLAP
 CLIMB
 CLOCKWISE
 CLOSE
 COLLAPSE
 CONDITION
 CONTROL
 COUNT
 COUNTER-CLOCKWISE
 CRAWL
 CREEP
 CROSS
 CROSS-LEGGED
 CROUCH
 CRUSH
 CRY
 CURL
 CURVE
 DANCING
 DASH
 DEFEND
 DIP
 DIRECTION
 DISTANCE
 DIVE
 DODGE
 DOWN
 DRAW
 DRIBBLE
 DRINK
 DURING
 EASE
 EAST
 EDGE
 EFFORT
 ELBOW
 ENDURANCE
 EXERCISE
 EXTEND
 EYES
 EYE BROWS
 EYE LASHES
 EYE LIDS
 FACE
 FALL
 FAST
 FAT
 FEEL
 FEET
 FINGER
 FINGERNAILS
 FLEX
 FLOW

SPREAD
SPRING
SPRINT
SQUAT
STAMP
STAND
START
STAY
STEP
STOMACH
STOP
STRAIGHT
STRENGTH
STRETCH
STRONG
STRIDES
STRIKE
SUPPORT
SWING
TAKE
TALK
TALL
TAP
TARGET
TASTE
TEETH
TENSE
THERE
THESE
THIN
THINK
THIS
THROUGH
THROUGHOUT
THROW
THUMB
TIGHTEN
TILL
TIP TOES
TO
TOES
TOGETHER
TOOK
TOOTH
TOP
TOSS
TOUCH
TOWARD(S)
TRACK
TRAIN
TRANSFER
TROT
TRY
TUG
TURN
TWIRLING
TWIST

UNDER
UNTIL
UNTO
UP
UPON
UPWARD
VIA
WALK
WARM
WASH
WEAK
WEIGHTS
WEIGHT-LIFTING
WENT
WEST
WHAT
WHEN
WHERE
WHICH
WHO
WHY
WIGGLE
WIND
WINK
WITH
