

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT**



**“THE IMPLEMENTATION OF THE TOTAL PHYSICAL RESPONSE (TPR)  
APPROACH TO DETERMINE ITS EFFECTIVENESS IN THE DEVELOPMENT  
OF K-6 CHILDREN’S SPEAKING AND LISTENING SKILLS DURING TWO  
INTEGRATING THEMES “WHO I AM, I AM LIKE THIS, I AM” AND “ONCE  
UPON A TIME” AT ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA  
MISTRAL, CHALCHUAPA”**

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LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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## **ABSTRACT**

The study “The Implementation of the Total Physical Response (TPR) Approach to Determine Its Effectiveness in the Development of K-6 Children’s Speaking and Listening Skills During Two Integrating Themes “who I am, I am like this, I am” and “once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa” had the purpose of describing how the Total Physical Response (TPR) approach contributes to improve children’s listening and speaking skills at Escuela de Educación Parvularia “Gabriela Mistral.”

Since the Total Physical Response is an appealing and special language teaching method for kids which is built around the coordination of speech and action, researchers carefully observed and studied how useful and convenient the implementation of this teaching method was, and also they assessed the effectiveness of the implementation of this teaching method. In the same way, researchers examined how children’s oral and speaking skills improved through TPR based classes. Finally, researchers analyzed the advantages and disadvantages of the use of this method at Escuela de Educación Parvularia “Gabriela Mistral,” and they provided a detailed description of the implementation of this teaching method.

## INTRODUCTION

Teaching and learning English as a second language has become the core of the English Curriculum proposed by MINED in El Salvador. Recent studies indicate that the best time for a child to learn a foreign language is in the first years of life. That is why this research study was intended to propose the implementation of the Total Physical Response (TPR) Approach to develop the speaking and listening skills to k-6 children during the development of two integrating themes “Who I am, I am like this, I am” and “Once upon a time” at Escuela de Educación Parvularia “Gabriela Mistral,” Chalchuapa.

This document was divided into 3 main sections. In “Chapter I: Statement of the problem” it was necessary to decide in which subject the researchers wanted to focus on the study; therefore, they established to study K-6 children from Escuela de Educación Parvularia “Gabriela Mistral,” Chalchuapa. A diagnosis study was carried out to see whether the problematic situation was affecting enormously K-6 children learning process. This diagnosis was administered in order to propose the implementation of the TPR as a new English teaching strategy to help teachers improve students’ listening and speaking skills through the development of the target content included in the National Curriculum given by MINED (Ministerio de Educación) in El Salvador through the use of the TPR Approach. This chapter also contains the objectives the research team stated to carry out this work.

Moreover, “Chapter II: Theoretical framework” provides a deep description of the main variables taken into account for this investigation. Also, it provides the

background of this phenomenon and discusses key topics that support the reasons why the TPR approach is considered appropriate for teaching kindergarten students.

“Chapter III: Methodological Design” describes the environment in which the investigation was carried out as well as the methodology that the research team used to carry out this project. The type of study was stated to know more about the steps that were carried out during the investigation. The size of the sample was stated in the preliminary phase of the investigation. In the preliminary phase, the researchers approached the field of study by the use of a questionnaire and an observation guide that served to have a clear view of the problematic situation that was going to be studied.

The data collection instruments were included along with the validation sheets of the tools to gather the necessary information to find out the core of the problem. The collected data was taken from the target population and served as a great source of information to understand the exact points to work on during the investigation. The researchers collected the data step by step so that the research would be meaningful and valid.

The different instruments that were designed were observation guides addressed to K-6 children and to the teachers implementing the method proposed, diaries, observation checklist addressed to students, and interview addressed to teachers. The results helped enormously researchers verify if the objectives stated at the beginning of the investigation would be reached or not. The timetable and the resources used to achieve the goals of this investigation were also stated.

“Chapter IV: Analysis and Interpretation of Data” contains the detailed analysis of the information gathered through the eight TPR classes developed by the research team. The analysis was done per each specific objective to show whether each of them was reached or not. Each objective contains a table with the most significant aspects of the information collected with the different tools in each class. Through these tables, the research team demonstrates and cites the information analyzed in each objective to bring out scientific and reliable evidence of each analysis.

Finally, “Chapter V: Conclusions and Recommendations” contains the information that show whether the “The implementation of the total physical response (TPR) approach to determine its effectiveness in the development of k-6 children’s speaking and listening skills during two integrating themes “who I am, I am like this, I am” and “once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa” was an effective approach to teach a second language to K-6 students. Also, it contains recommendations to different people to carry out this approach in a more efficient manner to get better results with K-6 students.

# CHAPTER I

## STATEMENT OF THE PROBLEM

### 1.1 Description of the problem

The research study “The Implementation of the Total Physical Response (TPR) Approach to Determine Its Effectiveness in the Development of K-6 Children’s Speaking and Listening Skills During Two Integrating Themes “who I am, I am like this, I am” and “once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa” suggested the implementation of the before mentioned English teaching method to help students develop their listening and speaking skills through the development of the target content included in the national curriculum.

According to the national curriculum, teachers should teach English since k-4 up to high school making use of the Education and Development Curriculum designed by MINED (Velis & Labrador, 2013). Based on the Education and Development Curriculum, it is of vital importance to introduce English at an early age.

Important information was obtained through recent studies. This information suggested that the best time for a child to learn a second language is during the first three or four years of life. In the words of (Martínez Mendoza, 2010), children at this age have a stronger ability and potential to acquire almost an infinite number



of new information, including a second language. Children who learn a second language at a very early age have a more active brain sphere, and later have fewer difficulties in school subjects. Moreover, it is easier for them to learn a second language if they are exposed to it through playing and exploring. Children learn a second language quickly and easily when the teacher maximizes the children's willingness and ability to learn by using sensory stimulation, and when she or he develops games combined with language learning.

Based on an observation (Appendix "B") made by the research team at Escuela de Educación Parvularia "Gabriela Mistral," the research team could observe that the learning atmosphere in which children were exposed to had to be improved. The research team had perceived that children showed unwillingness to receive their English classes. Furthermore, it could be observed that children needed to receive classes focused on their needs and interests. This would be of vital importance for teachers to take into account the methodological suggestions given by the Educational Development Curriculum with the purpose of enhancing children's learning.

In addition, teachers prepared an adequate environment and appealing material to be used in the development of their classes in order to boost children's interest to express their significant experiences, to explore the world of the second language through the use of didactic material, and to enjoy their English learning process. Teachers could make use of different approaches such as Children's rights approach that is suggested in the Educational and development curriculum which focuses on the rights of diverse learners or the Total Physical Response

(TPR) approach which had proved to be very successful, especially at low levels. In this approach, learners were not required to use the language themselves until they wanted to and felt ready.

## **1.2 Scope of the work**

This research study was based on the implementation of the total physical response (TPR) approach to determine its effectiveness in the development of k-6 children's speaking and listening skills during two integrating themes "who I am, I am like this, I am" and "once upon a time" at Escuela de Educación Parvularia Gabriela mistral, Chalchuapa.

This Escuela de Educación Parvularia brings a nursing, K-4, K-5, and K-6 education to approximately 542 children divided into 23 sections. Nevertheless, the population to be studied was two groups of approximately 25 students each; specifically, K-6 grade in which researchers would incorporate Total Physical Response (TPR) approach to help students develop their listening and speaking skills.

## **1.3 Research Question**

Thus after observing this problematic situation faced by K-6 children at Escuela de Educación Parvularia "Gabriela Mistral," Chalchuapa the following question arose, How could the implementation of the Total Physical Response (TPR) Approach during the development of two integrating themes "Who I am, I am like this, I am..." and "Once upon a time" at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa develop k-6 students' listening and speaking skills?

## **1.4 Justification**

The study was worth carrying since it would provide important information on how to implement the Total Physical Response (TPR) Approach to better the methodology to teach K-6 children at Escuela de Educación Parvularia “Gabriela Mistral,” Chalchuapa. English teachers had experienced difficulties in teaching children since they did not have the proper competences, especially in implementing appropriate teaching materials and methods. Thus, the selection of the two elements was going to be on the basis of learners’ age. In the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty (McLaughlin, 1978).

## **1.5 Research Objectives**

### **1.5.1 General Objective**

- To determine the effectiveness of TPR as an alternative teaching method in the development of the oral and listening skills in K-6 students at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”

### **1.5.2 Specific Objectives**

- To identify how the implementation of the TPR approach contributes in the development of K-6 children’s listening and speaking skills

- To describe how K-6 children's oral and listening skills evolve through TPR based classes
- To define the advantages of implementing the TPR approach at "Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa"
- To define the disadvantages of implementing the TPR approach at "Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa"

## 1.6 Operationalization of Variables

General Objective	Specific Objectives	Units of Observation	Variables	Definition of the variable	Indicators	Instruments
To determine the effectiveness of TPR as an alternative teaching method in the development of the oral and listening skills in K-6 students at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	To identify how the implementation of the TPR approach contributes in the development of K-6 children’s listening and speaking skills	K-6 children	Listening and speaking skills development	Contribution of the TPR approach in the K-6 students’ listening and speaking skills development	<ul style="list-style-type: none"> <li>➤ Students’ competence when listening</li> <li>➤ Students’ rate of vocabulary</li> </ul>	Observation guide
	To describe how K-6 children’s oral and listening skills evolve through TPR based classes	K-6 children	Listening and speaking skills progress	Evolution of the K-6 pupils speaking and listening skills through TPR based classes	<ul style="list-style-type: none"> <li>➤ Students’ ways of learning</li> <li>➤ Teacher-students’ interaction</li> </ul>	Diary Checklist
	To define the advantages of implementing the TPR approach at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	K-6 children Teacher	Advantages of the implementation of the TPR	Advantages of the TPR approach	<ul style="list-style-type: none"> <li>➤ Teachers’ strategies applied to develop TPR classes</li> <li>➤ Students’ response to TPR activities</li> </ul>	Diary
	To define the disadvantages of implementing the TPR approach at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	K-6 children Teacher	Disadvantages of the implementation of the TPR approach	Challenges while developing TPR based classes	<ul style="list-style-type: none"> <li>➤ Teachers’ strategies applied to develop TPR classes</li> <li>➤ Students’ response to TPR activities</li> </ul>	Diary

## CHAPTER II

### THEORETICAL FRAMEWORK

Nowadays English is extremely important around the world since it is spoken almost everywhere. As a result, it is of vital importance in the educational field, especially for students who study English as a second language. In El Salvador, students' mother tongue is Spanish, so these pupils learn English as their second language. In order to teach English to Salvadoran students, the Ministry of Education of El Salvador has decided to incorporate an Education and Development Curriculum in English which presents methodological suggestions for teaching English at an early age. In other words, the Education and Development Curriculum gives contents, objectives, and achievement indicators. However, it does not suggest any specific approach or methodology to teach kindergarten students.

According to (Mur, 1998), children learn in a most successful way if they are exposed to the second language as much as possible due to the fact that, «... in the spontaneous learning of a second language, sociability has been found to be a major influence on rate of learning.» (Wong-Fillmore, 1979.) In addition, Mur mentions that children's learning is more significant if the teacher takes into consideration the children's needs and interests. In the words of (Rodríguez López

& Varela Méndez, 2004), the Total Physical Response (TPR) approach is considered appropriate for teaching kindergarten students.

## **2.1 Background**

According to (Rodríguez López & Varela Méndez, 2004), some well-known authors like Stern and Weinrib (1977), Dunn (1983, 1985), Halliwell (1993), and Aschwordy and Wakefield (1994) who have studied deeply the peculiarities of teaching a second language at an early age, have analyzed the difficulties English teachers face while teaching English at pre-school levels, especially when they are dealing with methodological resources, the adaptation of children's narrative resources, and the planning of those aspects which have been taken into account in the development of English classes. To overcome the problems English teachers have, they suggest a variety of activities depending on the age and maturity level of the child.

Kraus-Srebric (1979, in Barberá 1995: 82) indicates «younger students are motivated in a different manner than adults; lessons are not developed in an intensive way.» Therefore, he states that language should be taught from a communicative perspective. The student should be encouraged to do as many things as possible in the language. Poems and rhymes must be incorporated into the process in a way that they develop the learners' communicative skills.

Mur (1998: 5) states that a child arrives to school full of instincts and skills which he uses and he will continue to use them for learning his own language as

well as a foreign language. Also she mentioned some of the children characteristics:

- Children have the ability for indirect learning.
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the gist of a message.
- Children love speaking.

## **2.2 First Language Acquisition**

Experts commonly refer to the emergence of language in children as language acquisition; that is why, children use grammar that is the mental system that allows them to speak and understand a language. Moreover, there are at least two reasons for believing that the development of the linguistic skills must involve the acquisition of a grammar. First, mature language users are able to produce and understand a lot of words. Also they can memorize them easily. Second, children acquire grammatical rules from their speech errors which often provide valuable clues about how the acquisition process works because those children have the capacity to acquire grammar rules. For example, children think that all the verbs in past have to finish in “-ed” such as doed, runned, goed, and so on.

Some linguists and psychologists studying languages acquisition must often look to the study of phonology, morphology, and syntax for helping in identifying and describing the grammatical system that children acquire during the first years



of life. On the other hand, children seem to be born with a perceptual system that is especially designed for listening to speech because they respond differently to human voices than to other sounds; they show a preference for a language of their parents rather than other languages (Diessel, 2014).

### 2.2.1 Vocabulary development

By age eighteen months or so, the average child has a vocabulary of fifty words or more. As the researchers can see in the following table:

#### Common items in the first fifty words

Entities	Properties	Actions	Personal- Social
<b>People: daddy, mommy</b> <b>Food/Drink: juice, milk, cookie, water, toast</b> <b>Animals: dog, cat, duck,</b> <b>Clothes: shoes, hat</b> <b>Toys: ball, blocks</b> <b>Vehicles: Car, boat, truck</b> <b>Other: bottle, key, book</b>	hot, more, dirty, cold, here, there	up, sit, see, eat, go, down	hi, bye, no, yes, please, thank you

This table presents nouns like words that make up the single largest class in the child's early vocabulary like verbs, adjectives, nouns, expressions for displeasure or rejection (no) and various types of social interactions (please and

bye). Children's capacity to acquire new vocabulary has increased over the next months. Children have mastered about thirteen or fourteen thousand words.

They seem to differ somewhat in the types of words that they focus on, especially in the early stages of language acquisition. One of these differences is reflected in the number of nouns in early vocabulary. Whereas some children have a relatively high proportion of such words (75 percent or more) by age two, other learners exhibit a much lower percentage of nouns (50 percent or less). Making up for the smaller number of nouns is a larger vocabulary of socially useful expressions such as *bye*, *go-away*, *stop-it*, *thank-you*, *I-want-it*, and so on (Diessel, 2014, para4).

### **2.2.2 Strategies for acquiring word meaning**

Children seem to draw on certain strategies when trying to determine the meaning of a new word. This is perhaps the easiest to illustrate in the case of noun-type meanings, for which the following strategies appear to be employed.

- ✓ *The Whole Object Assumption*: A new word refers to a whole object
- ✓ *The Type Assumption*: A new word refers to a type of thing, not just to a particular thing
- ✓ *The Basic Level Assumption*

How could the researchers see if these strategies work? Well, imagine that a mother and her eighteen-month-old daughter are driving through the countryside and they encounter a sheep munching on the grass. The mother points to the animal and says "sheep." What does the child think the word means? Does it mean

'white'? Or does it mean 'woolly'? Does it refer to the animal? Or to parts of the animal? Or does it refer to the fact that a particular animal is munching on grass?

The Whole Object Assumption allows the child to infer that the word *sheep* refers to the animal itself, not to its parts, not to its whiteness, and not to its wooliness. The Type Assumption allows her to infer that *sheep* refers to a type of animal, not to just one particular sheep. And the Basic Level Assumption leads her to guess that *sheep* is used to refer to white, four-legged, woolly animals, and not animals in general (Diessel, 2014, para6).

### **2.3 Second Language Acquisition**

Second language acquisition is the act of learning any language in addition to a person's first language. Second language acquisition does not mind just to learn a second language but also a third one, fourth one, and so on. There are two independent systems of second language performance: "the acquired system" and "the learned system." The "acquired system" or "acquisition" is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example, knowledge of grammar rules. "Learning" is less important than "acquisition." Acquisition requires meaningful interactions in the target language - natural communication - in which

speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen, 1981).

Second language acquisition can be a very hard process for some students; nevertheless, for some others can be an easy process. It depends on student's circumstances. There are some factors that may help or interfere with the process. Some of these factors are age, personality, motivation, experiences, cognition, native language, and access with a native speaker. According to Krashen (1981), "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready' recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." There are certain stages that the learner may face when acquiring a second language.

### **2.3.1 Stage I: Pre-production**

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything the teacher said. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to

show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary (Haynes, 2005).

### **2.3.2 Stage II: Early production**

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- ✓ Ask yes/no and either/or questions.
- ✓ Accept one or two word responses.
- ✓ Give students the opportunity to participate in some of the whole class activities.
- ✓ Use pictures and realia to support questions.
- ✓ Modify content information to the language level they have.
- ✓ Build vocabulary using pictures.
- ✓ Provide listening activities.
- ✓ Simplify the content materials to be used. Focus on key vocabulary and concepts.
- ✓ When teaching elementary age ELLs, use simple books with predictable text.

- ✓ Support learning with graphic organizers, charts and graphs.

Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing (Haynes, 2005, para2).

### **2.3.3 Stage III: Speech emergence**

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?” Learners will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- ✓ Sound out stories phonetically.
- ✓ Short, modified texts in content area subjects.
- ✓ Complete graphic organizers with word banks.
- ✓ Understand and answer questions about charts and graphs.
- ✓ Match vocabulary words to definitions.
- ✓ Study flashcards with content area vocabulary.
- ✓ Participate in duet, pair and choral reading activities.
- ✓ Write and illustrate riddles.
- ✓ Understand teacher explanations and two-step directions.
- ✓ Compose brief stories based on personal experience.
- ✓ Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas (Haynes, 2005, para3).

#### **2.3.4 Stage IV: Intermediate fluency**

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Students' writing at this stage will have many errors as EFLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts (Haynes, 2005, para4).

### **2.3.5 Stage V: Advanced Fluency**

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Students at this stage will be near-native in their ability to perform in content area learning. Most learners at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing (Haynes, 2005, para5).

### **2.4 Total Physical Response (TPR)**

TPR is one of the English teaching approaches and methods developed by Dr. James J. Asher. This term was coined at San Jose State University in 1965. He showed how students can learn a language by listening to it and carrying out instructions. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity (Asher, 1966).

Asher's theory is that languages can be more easily learnt if we look at how infants learn their first language. Before being able to speak, a baby reacts physically to language and then moves to verbal expression. During the pre-speech period, the baby internalizes the language. Asher's Total Physical Response is a "natural method" since Asher views first and second language teaching and learning as parallel processes. He



argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, he suggests three central processes:

1. Before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into account that a learner may be making mental blueprint of the language that will make it possible to produce spoken language later during this period of listening.
2. Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands.
3. When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasped what he hears (Larsen-Freeman, 1986), (Haynes J. , 2004), and (Linse C. , 2005).

The Total Physical Response is, in fact, a whole methodology and has proved to be a very successful, especially at low levels. Initially, learners are given

restricted exposure to a large number of instructions (*eg Walk to the door, pick up Yolanda's pen*). Gestures demonstrations quickly help learners to understand the meaning, and learners then do what they are asked to do. Lessons continue in this manner for a long time, with increasingly complex instructions and, later, other sentences. Learners are not required to use the language themselves until they want to and feel ready. Many teachers, while not necessarily adopting the whole methodology, retrieve many teaching techniques from it. (Scrivener, 2011)

#### **2.4.1 Characteristics of TPR**

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical actions and activity in the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. They listen attentively and respond physically to commands by the teacher.

Learners need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher. At the beginning of learning, learners are also expected to recognize and respond to novel combinations of previously taught items. Such novel utterances are re-combinations of constituents the teacher has used directly in training. For example, the teacher directs learners with 'Walk to the table!' and 'Sit on the chair!' These are familiar to learners since they have practiced responding to them. Furthermore, learners are also to produce novel combinations of their own. Learners monitor and evaluate their own

progress. They are encouraged to speak when they feel ready to speak (e.g. when a sufficient basis in the language has been internalized).

In TPR, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors. "It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably. It is highly recommended to write down the exact utterances the teacher will be using, especially the novel commands because the action is so fast-moving; there is usually no time for the teacher to create spontaneously." In this regard, classroom interaction and turn taking is teacher rather than learner directed.

In giving feedback to learners, the teacher is required to follow the example of parents giving feedback to their children. Similarly, the teacher needs to tolerate fewer mistakes in speech; he has to avoid too much correction in the early stages and is not required to interrupt to correct errors in that this may inhibit learners to take an action or speak out.

To sum up, in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher's verbal and non-verbal models. In the teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone; the

teacher monitors the learners' actions. Above all, the interaction between a teacher and learners is signified by the teacher speaking and the learners responding nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally (Larsen-Freeman, 1986) , (Rodgers, 2003).

#### **2.4.2 The Application of TPR in the Classroom**

TPR can be used to teach and practice such many things as: vocabulary connected with actions (smile, chop, headache, wriggle); grammatical items, including tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast); classroom language (Open your books); imperatives/Instructions (Stand up, close your eyes); and Story-telling.

There is generally no basic text in a Total Physical Response course. Materials and realia have a demanding role, yet in forthcoming learning stages. In this case, the teacher's voice, actions, gestures, and common classroom objects, such as books, pens, cups, and so on are very important in the learning-teaching process using TPR. The teacher may be required to use pictures, realia, slides, and word charts to set an interactive activity.

According to Muhren (2003), the basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down) but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a

compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear ...) or even contain a story-line.

Most importantly, a teacher helps learners to be totally involved in TPR activities so that they can act out what they have heard. There is no pressure on them to speak the foreign language. Before any learner can commence to speak out a foreign language spontaneously as well as creatively, she must feel the inner readiness to do so. When learners are ready, they feel that the words of the language, sound and meaning integrated and combined into larger utterances, spring from within themselves. This inner readiness will develop gradually but inevitably with prolonged exposure to the sound of understood language and an active involvement in its meaning.

#### **2.4.2.1 Advantages and Disadvantages of Total Physical Response (TPR) Approach**

According to (Widodo, 2005), TPR has some advantages and disadvantages. Its advantages include: 1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood; 2) It is very memorable. It does assist students to recognize phrases or words; 3) It is good for kinesthetic learners who are required to be active in the class; 4) It can be used both in large or small classes. In this case, it does not matter how many students you have as long as you are prepared to take the lead, the learners will follow; 5) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language; 6) It is no need to have a lot of preparation or materials using

the TPR. In this regard, as long as the teacher is competent of what he or she wants to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready; 7) It is very effective with teenagers and young learners; and 8) It involves both left and right-brained learning.

In addition to such advantages, Widodo states that TPR has disadvantages. Among them are: Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher; it is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at Intermediate and Advanced levels. In this respect, it is essential to adapt the language, accordingly. For example, when teaching 'ways of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, and grate), TPR can be employed; it is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language; and although the use of TPR in the classroom has often been effective, it does have its flaws. One of this methods' flaw is that when a teacher uses TPR in his/her lesson, the educator will have trouble teaching abstract vocabulary or

expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is mainly made up of commands, it tends to neglect narrative, descriptions, and conversation forms of language.

#### **2.4.2.2 Teacher's features**

In the work of (Wright, Mannathoko, & Pasic, 2009), it is stated that during their early and formative years, children spend half their waking hours in school. As a result, it is reasonable to expect that schools and teachers will help forge students' development and destinies. Much is expected of schools and teachers, especially in terms of enabling children to achieve their potential through mastery of the learning prescribed in the curriculum. Teachers' main contribution rests on the total learning experience they provide for children. In order to provide the total learning experience, teachers make use of a wide range of planned and unplanned activities, usually defined as the formal curriculum and the 'hidden' curriculum.

#### **2.4.2.3 Child-friendly school's teachers**

Furthermore, Wright, Mannathoko, and Pasic suggest teachers take into consideration different teaching and learning methods based on the learners needs with the purpose of bringing out the best in each learner as he or she strives to master the prescribed knowledge, skills and attitudes in the curriculum. This promotes multiple paths to knowledge and skills acquisition. To facilitate multiple learning pathways, teachers will need to be reflective practitioners who:

- Strive to understand why some children do not do as well as others.
- Use different techniques and strategies to get children to learn and succeed.
- Operate on the basis that children can follow different learning paths to achieve success.

Teachers need training and support to accomplish this. Teachers as reflective practitioners are troubled when only half the class gets test questions right after a lesson, so they explore alternative teaching methods to help the failing half of the class raise their scores. As such, pedagogy in a child-friendly school will be based on such facts as:

- Children learn by exploring and expressing opinions just as much as they do by memorizing facts and following set rules.
- Children need to challenge other opinions in the process of learning just as much as they need to take certain facts on trust from those who know better.
- Children need the freedom to use their inner resources to solve problems just as much as they need guidance in making the best use of their natural talents as learners.

Such principles will guide the range of teaching and learning styles employed by the teacher as a reflective practitioner operating in a child-friendly classroom. The broad focus is on the interests of the child and how to bring out the



best in every child. The nature of this process will vary with the age and developmental stage of the child, among other factors. For instance, in the early years of school young children do not have the same 'readiness' in terms of skills, knowledge and ability to learn complex concepts as older children or adults.

Teachers from kindergarten should be conscious that children learn differently at this stage, and research indicates that, for the most part, learning occurs through structured play. Besides, kindergarten's teachers should take into consideration that the research literature shows that children learn better when they are motivated and encouraged to participate in classroom activities. Motivation can come from the physical environment in which learning takes place, the facilitating efforts of the teacher and the activities and processes among the learners in the classroom. In addition, teachers provide opportunities for girls and boys alike, regardless of their background, enabling all to participate equitably in the learning process, promote the 'joy of learning' that comes from self-discovery, and apply professional skills and reflective methods to help all children achieve in the learning process. The teacher's role is the key to achieving results in child-friendly schools and learning spaces. Therefore, the required training and support to prepare teachers for this important role must be a priority.

#### **2.4.2.4 Intentional Teachers**

According to (Queensland Curriculum & Assessment, 2014), intentional teachers have a learning focus in mind, use strategies to support children's learning, monitor children's activities inside the classroom, and adjust their interactions with children based on the information they get through the

observation of the learning that is taking place. Moreover, intentional teachers take into consideration talking to parents, colleagues, and partners about the importance of the observation they make of the children's learning, well-practiced strategies, and some new strategies they are planning to use in order to enhance children's learning.

In addition, teachers make decisions and plan every activity they are going to make in the classroom in order to improve children's learning, as well as when creating short-term plans and through long-term planning. These plans may be performed in response to a spontaneous event that occurs, or be retrospectively based on children's responses during the day or over longer periods of time. Teachers are intentional about planning and making decisions concerning the:

- **Emotional climate of the room**, deliberately making choices that help children to feel safe, secure and feel identified with the atmosphere of the classroom, with attention given to the use of space and location of materials to support children's developing independence.
- **Temporal rhythms of the day**, ensuring that children are unhurried and that there is a calm flow about the routines and transitions over the day.
- **Planned experiences**, ensuring that they are inviting and excite children's interests.

- **Interactions that they share with children**, creating opportunities to challenge, scaffold and extend children's thinking, skills and dispositions towards learning.

#### **2.4.2.4.1 Intentional teaching practices are characterized by Epstein as 3**

- **High expectations** — When teachers expect that children will experience success in learning, they create the conditions that support the development of children's knowledge and skills. When children recognize that teachers hold high expectations of them, they feel valued and capable, in turn encouraging the development of positive dispositions towards learning.
- **Planning and management** — Teachers balance plans to introduce particular content with related topics and interests that arise from children. In addition, they manage both individual behavior and whole-group dynamics.
- **Learning-oriented kindergarten setting** — Teachers model respect for the learning environment, encouraging children to value the kindergarten setting as a place where learning occurs for children and adults.
- **Engaging experiences** — Teachers recognize that learning opportunities connected to children's ideas and experiences are more likely to capture children's interest and attention. Teachers

understand that learning should be supported in ways that match and extend individual children's current capabilities.

- **Thoughtful questioning** — Teachers understand the importance of challenging and stimulating thinking through interesting provocations. Skilful questioning enables teachers to gather insights into children's interests, knowledge and ways of thinking.
- **Feedback** — Teachers present information, make comments, ask questions and identify contradictions in children's thinking. They pose 'What if' challenges to provide effective feedback. Such feedback focuses on learning rather than judgment, e.g. 'I really like the way you found some paper towel to wipe up the water, now the floor isn't slippery'.

#### **2.4.2.5 Teacher's time management**

In the words of (Steve, N/D), it is stated that organization is one of the keys to time management that is why many teachers find it very challenging. It has to be part of the profile of an English teacher since great time managers are organized and effective, and they use their time well without getting carried away and becoming obsessive compulsive. It is considered that in order to be able to handle the time effectively the teacher has to maximize the instructional time engaging all the students in productive and meaningful learning time. Based on his words, the more productive learning time the teacher has, the more the students will learn.

According to Steve, time management for teachers is complicated because teachers face unique challenges:

- The day is already scheduled. There is very limited freedom in moving a class schedule, so teachers must work very efficiently with the very limited time that is flexible.
- An important component of a teacher's role is to be available for students and parents beyond the actual classroom teaching time.
- There are many other competing demands on teacher's time including demands from administrators, requests from the wider community, contributing to the school's on-going development and the need to continually professionally develop and update.
- Good teaching requires students to be engaged and suitably challenged. This requires high levels of both energy and skill.

## **2.5 Integrating themes**

Globalization, as a didactic component, consists of organizing the knowledge from children's potentialities, interests and levels of development, for them to solve future problems and situations. It is all about students acquiring abilities, attitudes, and capacities from the perception of the whole reality, without fragments, and attending to the existing diversity. According to (Zabalza, 2001) a meaningful learning is a globalized learning that makes possible the formation of a meaningful number of relations between the new things that are learned and the learners' cognitive structure. Globalization assumes an attitude towards the

teaching learning process that is related to the “didactic technique” as well as the attitude in which the educational process is carried out.

Decroly (2006) creator of the interest centers, promoter of the educational game and scholar of the globalization function in childhood, suggests the following:

Globalization is closely related to the interest. Without interest, learning does not take place and no human activity is produced. Decroly also claims that children’s profound interests start from their needs and they are the direct manifestation of the instincts. To be able to take advantage of students’ effective and real interests, it is necessary to take into consideration that students need to be provided with two types of knowledge: first, the one that is about oneself, his/her needs, possibilities and aspirations, and second, the knowledge about the natural and social environment where they live and where these needs, possibilities and aspirations are to be fulfilled. (Trilla & others, 2007)

The proposals of integrating themes in the curriculum of the early childhood have an integrator and articulate purpose. They start from elements of the environment to be related to the other areas of experience and development or curricular areas, as always they are present in an integrated manner in children’s learning process. These integrating themes of the curriculum are benchmarks at didactic level and relational climate, for the teacher’s and other adult meaningful people’s work with children from zero to six years and eleven months.

The playful activity is fundamental in the curriculum and the pedagogical action since it brings children’s imagination and creativity, and it is better if these

things are developed in an effective and trusting environment that fosters the potentiality, struggle and dedication. The mediator agent will guide the didactic strategies that promote the pleasure to play and learn in a playful way through the interaction between girls and boys and the creative expression of these children's interests, emotions and feelings.

The articulation of the integrating themes of the curriculum is produced coherently in the insight of the globalized strategies developed sequentially. These learning and developing situations promote the knowledge of other people. Also, they promote the communication and the resolution of the daily life problems to the achievement of the integral development of children.

Based on the globalized strategies, the Ministry of Education from El Salvador (MINED) has designed the Educational and Development Curriculum for preschool. The program is divided into four integrating themes "Who I am, I am like this. I am," "Once upon a time," "Discover, feel, learn, and have fun," and "Traveling around the world."

## **2.6 Listening in the classroom**

Based on a research study consulted (Arias Calle, 2016), listening is an important skill to learn a new language because through the development of the listening skill, learners acquire important linguistic input. In fact, the listening skill represents an important tool for learning a new language due to the fact that listening is significant not only to understand the language but also to learn the language (Rost, 2002). In addition, Arias Calle states listening is included during

most of the stages of the Total Physical Response (TPR) approach by means of the presentation of vocabulary, in students' aural recognition of said vocabulary and finally in the practice stage where the teacher gives commands or information students need to respond to in different ways.

According to Rahmawati (2013), teaching listening to young learners does not mean just giving them listening activities. Harmer, (2008) states that there are some aspects involved, such as being familiar with social interaction, objects surrounding the child, the structures of stories and games, real life situations involving the outside world, physical actions, and the child's relationship to nature. Based on Harmer statement teachers should create a meaningful learning process which influences in kindergarten students' desire for learning the second language. Moreover, teachers should interact with the children in English to improve their comprehension of language and use English as much as possible to put into practice the lessons already taught.

Rahmawati states that games can create movement, concentration, and interaction in the classroom Hadfield (2000); therefore, through interactive games, an interactive teaching listening will occur without ignoring the children's characteristics. Furthermore, Paul, (2003) proposes some techniques to teach listening. They are dictation, stories, comprehension and communication, and Total Physical Response (TPR) approach. Paul mentions that Total Physical Response (TPR) approach is the technique more suitable to teach English to young learners. The approach establishes its principles on the way children learn the first



language, the process of the first language acquisition, the child listens to many language sounds before attempting to speak.

During the development of this process, children follow commands and listen to the language in the form of parental commands. TPR approach has several benefits. For example, it utilizes the auditory, visual, and tactile learning channel, helps to teach children to follow directions and listen attentively—two important skills for academic success. This method can easily be adapted in many different ways for young learners, and children are allowed to listen and then choose when they feel comfortable to start speaking. In the Total Physical Response approach, listening is the basis of the course (Linse T. , 2005).

## **2.7 Oral work in the classroom**

Undoubtedly the speaking skill is one of the most important abilities that a second language learner has to develop. Besides that, it is one of the major issues that a teacher has to teach especially when dealing with children. In their first language, kids are able to express all their ideas, feelings, and emotions in a very natural way, and that is what teachers expect the kids to do in their second language. By the application of the Total Physical Response (TPR), L2 learners can acquire the second language by doing what the educator asks them to do. The general objective of Total Physical Response is to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form (Total Physical Response).

When applying this method in the teaching classroom, Asher resembles the teaching techniques with the way children get their first language with their parents. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before children actually start to speak by themselves. Even though they can't speak during this time, children are taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom (Frost, 2004).

So according to Asher, in the classroom the teacher plays the role of parent. She/he starts by saying a word or a phrase and demonstrating the action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase the teacher can ask the students to direct each other or the whole class. Beginners enjoy this method since they put into practice all what they are taught, but this is not the only

advantage when applying this great system. Learners learn by doing and at the same time, they have fun.

Different activities to teach a second language are very important, and they are tremendous fun for children since we all know they like to move around. Besides that, activities help professors teach a very entertaining class because children do not have to be in one place all the time.

## **2.8 Material and Activities to develop classes using TPR approach**

These are some activities that educators can take into consideration to teach children to learn a second language:

### **Simon Says (with a spin!)**

Clearly, it's a classic among TPR activities, one that is more commonly used to teach the parts of the body. But why not go beyond the simple, "*Simon says touch your nose*" and try more complex commands? For example: the teacher is teaching his or her students how to give directions. The teacher clears up a space in the classroom, his or her students can easily maneuver around. Your commands could be directions: "*Simon says turn right, Simon says go straight ahead.*" Create a mini neighborhood! Place a flashcard or picture on each of your students' desks: a bank, a pharmacy, a shopping center, etc. Arrange the desks so they create "streets." Students take turns giving each other directions to and from locations in their neighborhood.

## **Charades**

This game is best suited to action verbs and sports. For example, to teach sports the teacher must first introduce each with flashcards, act out each of the sports himself or herself, and have students say each out loud with him or her. Then the teacher divides the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and pantomime the movements involved in playing the sport so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: *you are playing basketball.*

## **Songs**

Young ESL learners love to sing songs, but if the teacher adds movements or mimics, they'll enjoy them so much more. It is, in fact, difficult for most children to sing songs while sitting absolutely still. Singing and moving comes naturally to them. So, why not take advantage of this and incorporate lots of songs with movement?

## **A Stroll around the Classroom**

This activity is great for kids and adult students. The teacher will need several objects or props/realia - as many as the teacher would like to use. First, the teacher pantomimes a series of actions while he or she says the phrases. Then the teacher says the phrases and asks a student to pantomime the actions. The teacher can try this with several students and use different objects. Finally,

students should do it on their own and walk around the classroom interacting with objects. The teacher should try something like this:

- You open your bag.
- You look inside.
- You take out a pencil case.
- You open it.
- You close it.
- You put it in the bag.

### **Mime Role Plays**

These are also a lot of fun for adult students! Give each student a role to act out but tell one of them that they have lost their voice. Tell this student what situation he or she has to act out, but don't tell the other student what it is. For example, student A – You need to find a pharmacy and you ask someone for directions. You have lost your voice, and you can't say a word. Student B – You will be stopped in the street by someone who needs directions, but this person can't speak, so you must interpret their gestures to find out where they need to go.

### **2.9 Defining Approach, Method and Technique in the field of Language Teaching**

Edward Anthony (1963) gave some definitions about approach, method, and techniques that are applied to the field of language teaching. According to Anthony, an approach is understood as a set of assumptions that deals with the nature of language, learning, and teaching. Furthermore, a method is a plan for systematic

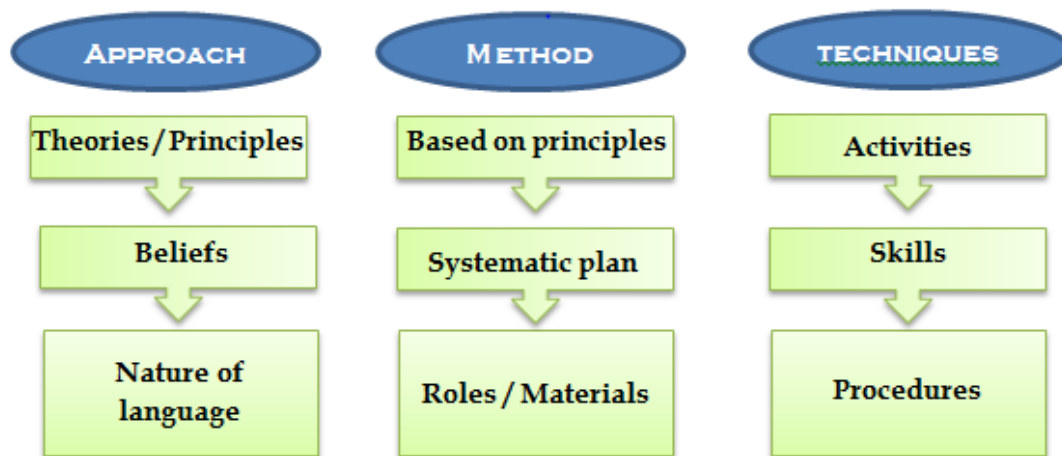
presentation of language based on the approach that has been selected to teach language learners. In addition, Anthony said that techniques are the specific activities performed in the classroom. Those are part of a method and therefore are in harmony with an approach as well (as cited in Brown 2001).

On the other hand, some decades later, Jack Richards and Theodore Rodgers (1982, 1986) restated the concepts of approach, method, and technique and renamed respectively approach, design, and procedure. In the words of Richards and Rodgers, a method has to maintain the interrelation of theory and practice, an approach is the one that defines assumptions, beliefs, and theories about the nature of the language and language learning. Richards and Rodgers stated that designs specify the relationship of the theories to classroom materials and activities; moreover, procedures are the techniques and practices that are derived from the approach and design (as cited in Brown 2001).

Brown defines approach as theoretically well-formed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Additionally, Brown stated method as a generalized set of classroom specifications to accomplish linguistic objectives. According to Brown, a technique is a wide variety of exercises, activities, or tasks used in the language classroom in order to reach the lesson objectives.

## TERMINOLOGY

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### 1 Defining Approach, Method and Technique

#### 2.10 Implementing the Total Physical Response Approach in the development of two integrating themes “who I am, I am like this, I am” and “once upon a time” in the National Curriculum proposed by MINED (Ministerio de Educación) in El Salvador

As it is intended, the Total Physical Response is an approach that demonstrates that second language learners acquire the language in a way they learn their first Language. Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasped what he hears (Larsen-Freeman, 1986), (Haynes J. , 2004), and (Linse C. , 2005). This set of assumptions are dealing with the nature of language, learning and teaching

Asher also estimates that this approach is very successful, especially for low level learners taking into consideration main aspects as students' needs and the environment where they are involved, and it was going to be gained by implementing meaningful activities that promoted the second language acquisition. Therefore, this Approach was conducted with K-6 children at Escuela de Educación Parvularia "Gabriela Mistral" Chalchuapa.

Since this approach was implemented with six-year-old children, two of the integrating themes in the curriculum proposed by MINED (Ministerio de Educación) in El Salvador was taken into consideration to get better results with the children's learning. The proposals of integrating themes in the curriculum of the early childhood have an integrator and articulate purpose. They start from elements of the environment to be related to the other areas of experience and development or curricular areas, as always they are present in an integrated manner in children's learning process (for further information see page 32). As it is stated, the integrating themes help the educator contextualize the language so that the students acquire it better and with the help of the TPR approach, these integrating themes may have better results in the students learning process. In addition to that; the TPR Approach has been proposed with several activities that can enhance students' second language acquisition. These activities were focused on students comprehensible output that were the utterances in context that they were going to produce and the effort they made along with the interaction among the integrating themes applied in TPR based classes at Escuela de Educación Parvularia "Gabriela Mistral" Chalchuapa.



## CHAPTER III

### METHODOLOGICAL DESIGN

This chapter presents a very well detailed description of the materials, methods, procedures and instruments that were used in this undergraduate work in order to achieve the objectives already set.

#### 3.1 Paradigm and design

To conduct the research study “The Implementation of the Total Physical Response (TPR) Approach to Determine Its Effectiveness in the Development of k-6 Children’s Speaking and Listening skills During Two Integrating Themes “Who I am, I am like this, I am” and “Once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa” the researchers made use of the qualitative paradigm. The qualitative paradigm can be identified by the use of words, descriptions, and stories. In other cases, it is identified as qualitative paradigm to all the ways of getting information. Also, this paradigm is considered a primary level source to approach to the reality to carry a true and reliable investigation (Olabuenaga & Ispizua, 1989).

The design of the study was an action research that would be used to carefully analyze all the variables involved in the problem already identified. Through this qualitative paradigm, the research team identified the challenges that K-6 pupils at Escuela de Educación Parvularia “Gabriela Mistral” Chalchuapa had. Besides that, the researchers determined the impact that the Total Physical

Response (TPR) approach had for the students to develop their speaking and listening abilities for the target language.

The researchers gathered the information through the Observation Guide 1 addressed to k-6 children during the development of TPR based classes, Personal Diary addressed to k-6 children during the development of TPR based classes, Checklist addressed to K-6 children during the development of TPR based classes. As soon as the researchers collected all the data, they developed the analysis of the data collected to realize the students' development with the implementation of the TPR.

To recognize the factors that hindered the development of the K-6 students' speaking and listening skills, the researchers conducted a qualitative action research study. This study incorporated a variety of activities related to TPR to help students develop the abilities already mentioned.

### **3.2 Sampling Procedure**

Researchers used the simple random sampling technique for this qualitative research study. Since this was a qualitative study, and this type of study required selecting an illustrative sample, the researchers selected a target population of ten K-6 students from the two levels K-6G and K-6H out of one hundred eighty eight K-6 students, at Escuela de Educación Parvularia "Gabriela Mistral" Chalchuapa during 2017. The research team worked with ten students of the whole population of fifty afternoon K-6 students, students from K-6G and K-6H because the population of K-6 students at this school was too broad, and the target population chosen was enough to answer the research question of this research study.

### **3.3 Preliminary phase**

In the preliminary phase, the research team presented an explanation of how the researchers approached to the field of study in order to perform a diagnostic study that enabled them to define and describe the problem. Through the execution of the diagnostic study, researchers were able to find the suitable topic for this qualitative action research study. In consequence, researchers decided to work with the implementation of the total physical response (TPR) approach to determine its effectiveness in the development of k-6 children's speaking and listening skills during two integrating themes "who I am, I am like this, I am" and "once upon a time" at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa.

#### **3.3.1 Approaching the Field of Study**

During January 2017, the researchers went to talk to the principal and the English teacher of Escuela de Educación Parvularia "Gabriela Mistral" about the desire researchers had to work in their institution. Moreover, the researchers made a request for permission to observe some of K-6 English classes in order to collect information in regards to the main problems that prevented the K-6 English students from learning English more effectively.

In order to carry out the diagnostic study, the researchers chose the simple random sampling technique because in that way they evaluated the students to be studied in this research study. After the observation and interview, the researchers were able to obtain the information that enabled them to describe the problematic situation K-6 English students at this public school were facing; as a result, the

research team concluded that K-6 students from Escuela de Educación Parvularia “Gabriela Mistral” needed some help in order to develop their listening and speaking skills by applying a meaningful methodology, and decided to carry out a qualitative action research study to propose a new methodology to develop students’ listening and speaking skills.

### **3.3.2 Diagnostic Study**

On January 2017, the researchers prepared a schedule and elaborated an observation guide (Appendix “B”) and an interview addressed to the English teacher of the Escuela de Educación Parvularia Gabriela Mistral (Appendix “C”) that were of vital importance to perform the diagnostic study that enabled them to identify the problem. First of all, the researchers applied the observation guide to determine whether the problem was affecting K-6 students at Escuela de Educación Parvularia “Gabriela Mistral.” The observation guide was designed on January 2016 and carried out on February 2017 in two weeks to collect information in regards to how motivated the students at this school were, how their learning environment was like, how their English teacher helped them develop their two macro skills (listening and speaking) in English, and some other relevant information to find out whether students at such public school were facing a problem or not.

After carrying out the observation, the researchers carried out an interview which included a set of questions to evaluate the possibility of incorporating the Total Physical Response (TPR) approach at Escuela de Educación Parvularia “Gabriela Mistral.” All the results of this observation and interview were discussed

and analyzed with the members of the research team. Those tools were of great importance for realizing that K-6 students at Escuela de Educación Parvularia “Gabriela Mistral” were not so motivated to learn English and did not find their learning process meaningful, and that their English teacher did not incorporate activities that stimulated their active participation in the English class.

As a result, the research team concluded that these K-6 students needed the Implementation of Total Physical Response (TPR) approach since they needed classes that made their English learning process enjoyable and meaningful based on the needs they had according to their age.

### **3.3.3 Definition of the Problem**

Through the results of the application of the tools designed to carry out the diagnostic study, the research team was able to identify and define the problem and its scope. At a very early stage by means of the observation guide, the researchers could identify that K-6 students at Escuela de Educación Parvularia “Gabriela Mistral” showed unwillingness in their English learning process. Basically, they never used English in their classes and real life situation activities. Moreover, they did not understand commands or directions in English, they were not motivated to learn English, they were just repeating words that were not meaningful to their interests, and they did not participate actively in their English class among others.

After, the research team administered an interview to the English teacher. The results of the interview provided more information in order to deepen the

information obtained through the observation guide. Taking into account the data obtained, the research team was able to state the problematic situation that K-6 students had at the Escuela de Educación Parvularia “Gabriela Mistral.” Then, after defining the problem the researchers formulated the research question, and the objectives, focusing on the implementation of the Total Physical Response at Escuela de Educación Parvularia “Gabriela Mistral.”

### **3.4 Planning phase**

Once the research team defined this problem, they started a planning phase in which they took into account all the factors that this problem presented. The investigators looked for relevant and reliable information to support the objectives stated in this study, and to help construct a significant theoretical framework that helped the researchers define the variables and indicators needed for this study. After that, the research team designed the plan of intervention to state the schedule they were going to have when getting involved with the target population studied. Also they built all the data collection instruments to gather the information to be analyzed. Later, the examiners looked for an expert in the topic to validate the instruments so that they could be used to get reliable data.

#### **3.4.1 Literature Review**

Having identified the phenomenon and defined the objectives of the study, the research team started acquiring knowledge from books, e-books, internet and all the suitable information about the Total Physical Response (TPR) approach to construct the theoretical framework. The data gathered was of vital importance for the investigators to get to know how to implement the TPR approach and how to

identify the pros and cons this method has. Besides that, the researchers could get reliable information to apply this method in a very efficient manner to help K-6 students develop their speaking and listening talents.

After the researchers got all the necessary information of the problem, they questioned if this approach would have success when being implemented at Escuela de Educación Parvularia “Gabriela Mistral.” After all the information was gathered and analyzed, the researchers could conclude this approach could be efficiently implemented at this school. Finally, the research team took into account different aspects of the Total Physical Response (TPR) approach like first language acquisition, second language acquisition, listening in the classroom, characteristics of the method, oral work, advantages and disadvantages of the TPR, and some activities to help K-6 students develop their listening and speaking skills.

### **3.4.2 Data Collection Instruments**

To gather the necessary data of this research study, the investigators made use of five instruments which were two observation guides (Appendix D and G), two different diaries (Appendix E and Appendix I), and a checklist (Appendix F). So these tools were of great importance to collect reliable information from the stated problematic situation.

First, the research team used two different observation guides: the first one consisted of six open questions which helped the investigators describe the improvement of the K-6 students’ listening and speaking skills. The questions of

this tool were the following: 1- How often do students practice the new words, phrases or sentences they learn in TPR classes? 2- How much do students enthusiastically participate in the listening and speaking activities? 3- How suitable are the TPR speaking practices the teacher carries out in classes? 4- How suitable are the TPR listening practices the educator conducts in classes? 5- How do students react to the TPR activities? 6- How do students behave in TPR classes? The second observation guide contained six questions as well (1- How important are the TPR activities carried out in the classroom to develop K-6 children's speaking and listening skills? 2- How much do students get involved in the activities carried out by the coach? 3- How important is the teachers' role in the classroom? 4- How much vocabulary do K-6 children acquire from the TPR classes? 5- How well do K-6 children manage the structures studied in the classes? 6- How important is realia to teach K-6 children with the TPR method?). The described tools were very important for the researchers to assess the effectiveness that the TPR method has to teach a second language to K-6 children.

Then, the team used two diaries to describe the environment and all the surroundings where the K-6 students acquired their knowledge, and to identify the advantages and disadvantages of the Total Physical Response (TPR) approach. The first helped the researchers observe the K-6 students' oral and listening skills improvement through TPR classes (Appendix E).

In spite of that, the examiners used the other diary to collect data in order to obtain information about the advantages and disadvantages that the TPR approach had when applying it in the classroom to teach K-6 learners (Appendix I).



Finally, the researchers used a checklist (Appendix F) in order to analyze K-6 pupils' development of their speaking and listening skills through TPR classes. Through this tool, the investigators accumulated essential data taking into account the different statements proposed. The items already mentioned are stated as these: 1- Students pay attention and perform the commands given by the teacher. 2- The teacher interacts in English with the students to foster their listening. 3- The teacher uses games when teaching listening tasks. 4- The teacher takes into account the K-6 learners' characteristics to develop these students' listening skill. 5- The teacher applies different techniques to enhance the students' listening skill. 6- Teacher and students interact using the target language. 7- Students practice the target language with their classmates. 8- Teacher and students use body language to communicate using the target language. 9- Teacher demonstrates the action to get students catch the message. 10- Students do the action when communicating in the target language. Through these items, the research team took into consideration both the teachers and K-6 students to get the necessary information to be analyzed.

### **3.4.3 Validation of Data Collection Instruments**

After the research created instruments to conduct the study that were based on the indicators which are in the operationalization of the variables, the research tools were validated by three experts in research in the Foreign Language Department, Western Multidisciplinary Campus of the University of El Salvador.

Also, researchers provided a validation sheet composed of the criteria helpful to facilitate the assessment of the tools. The validation sheet had some

lines so that the facilitator could write down comments and the pieces of advice he or she considered appropriate for improving the tools. After getting the instruments with the observations, the researchers improved all instruments by taking into account the suggestions given by the experts in didactics.

The last step of the validation of the tools was to see if the instruments were measuring what they were supposed to measure. Also, all suggestions given by the experts were incorporated or added to improve investigation. After having the instruments validated, the researchers proceeded to administer the tools to the population in study.

#### **3.4.4 Validity and Reliability**

To make the instruments valid, the researchers took into account three major characteristics to elaborate the tools. First, they used “construct validity,” which deals with inferences that could legitimately be made from the operationalization of the variables. Then, “content validity,” was the second characteristic. The purpose of this characteristic was to see if the tool really measured the objective intended with the instrument. The last characteristic that was taken into consideration to validate the tools was “criterion-related validity” which helped the researchers to identify how well the instruments worked to obtain the data.

To make results reliable, the researchers used the test-retest reliability which is determined by administering a test at two different points in time to the same individuals and determining the correlation or strength of association of the two sets of scores. The researchers made sure that the conditions for carrying out

each activity were suitable not only for just one student but for the whole population that took part of this research study.

### **3.4.5 Ethical Aspects**

The research team aimed to conduct this study to determine its effectiveness in the development of k-6 children's speaking and listening skills during two integrating themes "Who I am, I am like this, I am" and "Once upon a time" at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa." To include the ethical aspects in the research study, the researchers respected, throughout the whole study, the basic ethics principles of a research study. For example, they respected the "sensitivity" because they did not damage anybody's integrity during the process. They respected the "expectations of confidentiality" to keep participants' personal information anonymous and did not reveal information that the participants might not want to be revealed. They also respected the participants' free willing to make choices at any time of the process even if they did not agree with any of the steps of the experiment. Moreover, the research team did not force students to attend every intervention but persuaded them to keep coming to enhance their English learning process.

## **3.5 Execution phase**

### **3.5.1 Data collection procedures**

In this step, researchers gathered the information using the different tools made by them. Since they took into consideration two K-6 sections at Escuela de Educación Parvularia "Gabriela Mistral" Chalchuapa, the members of the research team were divided into pairs so that each pair had to teach a sector. One colleague

of the research team went to a section to develop a class and the other associate got the data through the different tools made by them. So the other pair went to the other section to do the same. Then, the researchers reflected upon the information gathered and took into consideration all the pros and cons to better for the next class. Then, the researchers changed roles to obtain data so that they could have different points of view when getting the evidence.

### **3.5.2 Data Processing**

To process the data obtained from the four different instruments, the researchers used the program Microsoft Word to create some charts to classify the information and get it organized to deeply interpret and compare the data obtained at the beginning without implementing the TPR approach in the two integrating themes “Who I am, I am like this, I am” and “Once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa and the results gathered through the intervention applying TPR. Moreover, it helped researchers to process the assessments the students went through during the intervention process in the before mentioned integrating themes.

### **3.5.3 Data Analysis and Interpretation**

To analyze the data collected by the researchers, the team separated and classified the information so that they could analyze it in an objective and organized manner. The research team made use of the qualitative paradigm to evaluate and interpret the material gathered through the different instruments like observation guides, diaries, and a checklist. All this evidence was collected at

Escuela de Educación Parvularia “Gabriela Mistral,” Chalchuapa, where the research team conducted the investigation.

### 3.6 Timetable

Activity	Responsibles	Month															
		Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
<b>Preliminary Phase</b>																	
Research team formation	Research team	■															
Choosing the topic	Research team	■															
Approaching the field of study	Research team	■															
Diagnostic study	Research team	■															
Definition of the problem	Research team	■	■														
Meeting with advisor	Research team and advisor		■														
Topic Enrollment	Research team		■														
<b>Planning Phase</b>																	
Theoretical framework	Research team			■													
Methodology	Research team			■													
Elaboration of the complete research project	Research team			■	■												
Revision of the research project	Advisor				■	■											
Incorporation of the suggestions made by the thesis advisor	Research team					■											
Field notes	Research team					■											
<b>Execution Phase</b>																	
Collection of data	Research team					■	■	■									
Treatment of data	Research team					■	■	■									
Analysis of data	Research team							■	■	■	■						
Writing the final report	Research team								■	■	■	■					
Meeting with advisor	Research team and advisor												■	■			
Incorporation of the suggestions made by the thesis advisor	Research team													■	■		
Thesis oral presentation	Research team																■

### 3.7 Budget

#### Supplies

ITEM	NUMBER OF ITEMS	COST PER ITEM	TOTAL
Pencils	10	\$0.15	\$1.50
Sharpeners	5	\$0.25	\$1.25
Erasers	5	\$0.25	\$1.25
Pens	10	\$0.25	\$2.50
Liquid Papers	5	\$1.50	\$7.50
Clips	1 pkg	\$1.00	\$1.00
Paper	1pkg	\$5.00	\$5.00
Staplers	5	\$1.00	\$5.00
Staples	1pkg	\$1.00	\$1.00
Printer Ink	3	\$10.00 black ink and \$25 color ink	\$45.00
Printer cartridges	2	\$20.00 black cartridge and \$25 color cartridge	\$45.00
Printer Paper	1pkg	\$5.00	\$5.00
Cyber Café Expenses			\$20.00
<b>TOTAL</b>			<b>\$141.00</b>

#### Services

SERVICE	COST	TOTAL
Photocopies	\$0.025/ page *200 copies	\$5.00
Internet	\$40 a month	\$160.00
Other expenses (food, transportation, and electricity)	\$120 a month	\$480.00
<b>TOTAL</b>		<b>\$645.00</b>

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

Researchers studied “The implementation of the total physical response (TPR) approach to determine its effectiveness in the development of k-6 children’s speaking and listening skills during two integrating themes “who I am, I am like this, I am” and “once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”. They did work out the two integrating themes during eight interventions and the results of those interventions are presented in this chapter.

The objectives, variables and indicators of this investigation were taken into account to analyze the data collected. This information is stated as follow.

General Objective	Specific Objectives	Units of Observation	Variables	Definition of the variable	Indicators	Instruments
To determine the effectiveness of TPR as an alternative teaching method in the development of the oral and listening skills in K-6 students at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	To identify how the implementation of the TPR approach contributes in the development of K-6 children’s listening and speaking skills	K-6 children	Listening and speaking skills development	Contribution of the TPR approach in the K-6 students’ listening and speaking skills development	<ul style="list-style-type: none"> <li>➤ Students’ competence when listening</li> <li>➤ Students’ rate of vocabulary</li> </ul>	Observation guide
	To describe how K-6 children’s oral and listening skills evolve through TPR based classes	K-6 children	Listening and speaking skills progress	Evolution of the K-6 pupils speaking and listening skills through TPR based classes	<ul style="list-style-type: none"> <li>➤ Students’ ways of learning</li> <li>➤ Teacher-students’ interaction</li> </ul>	Diary Checklist
	To define the advantages of implementing the TPR approach at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	K-6 children Teacher	Advantages of the implementation of the TPR	Advantages of the TPR approach	<ul style="list-style-type: none"> <li>➤ Teachers’ strategies applied to develop TPR classes</li> <li>➤ Students’ response to TPR activities</li> </ul>	Diary
	To define the disadvantages of implementing the TPR approach at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	K-6 children Teacher	Disadvantages of the implementation of the TPR approach	Challenges while developing TPR based classes	<ul style="list-style-type: none"> <li>➤ Teachers’ strategies applied to develop TPR classes</li> <li>➤ Students’ response to TPR activities</li> </ul>	Diary



## 4.1. Listening and speaking skills development

### 4.1.1 Students' competence when listening

appendix/page/question	Significant aspects (segments) observed	Indicator
D.1/124/2	students were sort of lost when they listened	Students' competence when listening
D.1/125/4	the educator faced some issues when applying them since the students felt lost when they listened and did not understand anything	Students' competence when listening
D.2 / 137 / 4	it was a meaningful song whose the purpose was having students learning new words by having fun	Students' competence when listening
D.3 / 150 / 2	During listening and speaking activities students are actively repeating words along with gestures	Students' competence when listening
D.3 /151 / 4	the teacher played the song and made the gestures so that students were going to get what the song said and in that way, they would be able to get the main words they needed to practice	Students' competence when listening
D.4 / 159 / 1	students had to repeat some words about body parts, and also they had to perform some movements (touch specific parts of the body) that the teacher asked them to do	Students' competence when listening
D.5 / 173 / 4	The teacher carried out the "sharks are coming" activity and the students were very enthusiastically participating.	Students' competence when listening
D.7 / 194 / 4	it was noticeable that for students it is easy to understand the instructions and commands given by the teacher	Students' competence when listening
D.8 / 203 - 204 / 2	the teacher put different pieces of paper around the classroom and students had to listen to the color that the teacher said in order for them to run towards those different pieces of paper according to their color	Students' competence when listening

As it is shown in the previous table, at first, the students had a lot of problems when listening to the English words and they did not understand anything (Appendix D.1), but throughout the interventions, the K-6 children's competence when listening was fostered. As Morley (1991) points out, all of the listening activities have a 'listen-and-do' format which becomes almost a prototype for designing listening activities in the classroom. "Listen-and-do" is just what TPR emphasizes. Therefore TPR activities can be turned into listening tasks. At the

beginning, the students seemed to be nervous when they listened to an audio because after they listened to it, they were asked to perform what the listening required to do. Pupils were encouraged for them not to feel uncomfortable since this is normal for all the learners. As Asher (2000), states students listen to commands in a target language and then immediately respond with an appropriate physical action. When those commands become familiar, the teacher remains seated and only the students will continue to respond to the teacher's commands. From time to time, some novel utterances will be given by recombining familiar elements together. The students do not have to respond verbally until they are ready.

As it is demonstrated in the table, when the teacher performed an action related to a word, the students could understand the meaning of it without translating those words. The K-6 students' listening was forged through a lot of practices and mimics conducted by the researchers. In different classes, students had to repeat some words about body parts, and also they had to perform some movements (touch specific parts of the body) that the teacher asked them to do. By listening and practicing, students understood what they had to do so that the mistakes students could make was minimized. The traditional listening tasks, such as answering questions, True or False and so on, often include measurement errors; factors other than listening comprehension are checked and tested (Thompson 1995). This approach establishes its principles on the way children learn the first language, the process of the first language acquisition and the child listens to many language sounds before attempting to speak. So students were led

to raise their listening competence in the same way they learned their mother tongue and at the end, it was demonstrated that the students could interpret the meaning of any word the teacher mentioned as well as they practiced the vocabulary studied in the interventions.

#### 4.1.2 Students' rate of Vocabulary

appendix/page/ question	The significant aspects (segments) observed	Indicator
D.1 / 124 / 1	the researchers could notice that the students did not say any word in English	Students' rate of vocabulary
D.2 / 136 / 1	During the second class, students kept on using the words studied in the previous class and new words throughout the whole class whenever they had the opportunity to practice them	Students' rate of vocabulary
D.2 / 136 / 2	the teacher opened up the opportunity for students to use new vocabulary in context	Students' rate of vocabulary
D.3 / 150 / 2	During listening and speaking activities students are actively repeating words along with gestures	Students' rate of vocabulary
D.4 / 160 / 3	using the puppet to make students produce the new vocabulary was really meaningful	Students' rate of vocabulary
D.5 / 172 / 1	They used lots of words studied in the previous classes	Students' rate of vocabulary
D.6 / 183 / 1	they acquire the new vocabulary related to number and colors and began practicing the vocabulary combined with the previous vocabulary	Students' rate of vocabulary
D.7 / 193 / 1	they keep on practicing the vocabulary related to numbers and colors	Students' rate of vocabulary
D.8 / 203 / 2	Since the teacher carried out different activities to keep students practicing the target language, students frequently practiced the new vocabulary in the class.	Students' rate of vocabulary

Once the students were exposed to a lot of listening activities and asked them to do what the listening activities were about, the students started to acquire lots of vocabulary regarding to the different target contents. According to Asher (1970) TPR considers comprehension as the highway to language acquisition. So the first goal of TPR is making the students understand what the word, phrase, command or expression is all about. There's no push to produce the correct

sounds, but there's an invitation for students to listen and observe. Mouths are not opened, but eyes and ears are—just like how it happens with children.

During the whole intervention, the K-6 children acquired lots of vocabulary when being immersed in the Total Physical Response (TPR) Approach. It was amazing to see how K-6 learners were getting the vocabulary taught by the research team since they always were exposed to different funny activities and listening tasks. This method advises that the activities have to be catchy and according to the students' needs and ways of learning to teach a second language. Rahmawati states that games can create movement, concentration, and interaction in the classroom Hadfield (2000). So, all the students were taken into account to rate their vocabulary by playing, practicing, repeating and seeing different pictures that related the words being studied.

At first, the students did not say any word in English. So during the first classes, the k-6 students never said any word they previously studied with the teacher in charge of them. Through practice, repetition and games, and listening activities, the students started to get lots of vocabulary. Some students always remembered the English words when they were showed a movement or a picture or listened to any word the educator wanted them to say. The listening skill represents an important tool for learning a new language due to the fact that listening is significant not only to understand the language but also to learn the language Rost (2002). This method mentions that the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher's verbal and non-verbal models. In the

teaching-learning process, the first phase is modeling. By doing this, students very often practiced the new words, phrases or sentences they learned in classes since they were in constant repetition with the new vocabulary that they learned in each class. Arías Calle states listening is included during most of the stages of the Total Physical Response (TPR) approach by means of the presentation of vocabulary, in students' aural recognition of said vocabulary and finally in the practice stage where the teacher gives commands or information students need to respond to in different ways.

In a nutshell, students acquired lots of vocabulary and participated in every single class developed by the canvassers. The students learned a lot and they got enchanted by the way the English classes were conducted.

#### **4.2 Checklist Addressed To K-6 Children**

On the checklist addressed to k-6 children during the development of TPR based classes which objective was to assess how K-6 children's oral and listening skills evolve through TPR based classes there were ten items that were taken into account to grasp the vital data to support the indicators for the objective that was set up in order to see if students skills (oral and listening) were being developed through TPR based classes. Objective, indicators and items are stated in the following chart

General Objective	Specific Objective	Indicators	Items to observe
To determine the effectiveness of TPR as an alternative teaching method in the development of the oral and listening skills in K-6 students at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa”	To describe how K-6 children’s oral and listening skills evolve through TPR based classes	Students’ ways of learning	<ul style="list-style-type: none"> <li>• Students pay attention and perform the commands given by the teacher.</li> <li>• Students do the action when communicating in the target language.</li> <li>• The teacher uses games when teaching listening tasks.</li> <li>• The teacher takes into account the K-6 learners’ characteristics to develop these students’ listening skill.</li> <li>• The teacher applies different techniques to enhance the students’ listening skill.</li> </ul>
		Teacher-students’ interaction	<ul style="list-style-type: none"> <li>• The teacher interacts with the students in English to foster their listening.</li> <li>• Students practice the target language with their classmates.</li> <li>• Teacher and K-6 students use body language to communicate using the target language.</li> <li>• The teacher demonstrates the action to get students catch the message.</li> <li>• Teacher and K-6 students interact using the target language.</li> </ul>

#### 4.2.1 Students’ ways of learning

The results from the eight interventions developed in TRP based classes where students’ ways of learning were observed; it was clearly seen that students paid attention to clear directions and commands given by the teacher. As we all know, attention can be seen as science as psychologist Saga Briggs stated in her article called “The Science of Attention: How To Capture And Hold The Attention of Easily Distracted Students” that establishes that the typical student’s attention span

is about 10 to 15 minutes long and it will vary according to motivation, mood, perceived relevance of the material, and other factors.

Researchers found out that k-6 children were participating whenever the teacher gave them commands and also modeled the activities to be carried out since they were motivated to develop different activities proposed by the National Curriculum by MINED including TPR activities proposed by the research team. That was how teachers could get their attention during TPR based classes. Children do not learn by memorizing, they learn by reacting to verbal input order as it is intended in this approach proposed by Dr James Asher.

This approach is focused on learning by doing and the research team affirms that it also takes into consideration students' ways of learning or learning styles which are basically the way students take, remember, express and understand information by performing commands in TPR activities. In order to describe the evolution of the K-6 children's speaking and listening skills through TPR based classes, three out of the four predominant learning styles were considered which were visual, auditory and kinesthetic since those fulfill k-6 children characteristics in this level.

It can be confirmed that during the development of TPR based classes, students did make use of English by doing movements and gestures to grasp the meaning of words. Performing the action to recall words was an effective strategy the teachers used in order to contextualize the language in k-6 children so that they acquired new vocabulary through being exposed to the target content.

According to the results, the research team found out that using games during the interventions encouraged students to learn a new language at early ages. It was very fruitful and meaningful for k-6 children since their nature is learning by doing and they do love to play. Every game required students to have fun while acquiring new vocabulary. The purpose of it was to enhance students' listening skill. Moreover, the teacher took into account students' ways of learning and needs when designing English activities. The researchers made use of warm ups, flash cards, songs, puppets, toys, memory games, and commands to have students actively participating in the class.

The TPR approach was first developed in a completely different reality K-6 children were exposed to. This method and its effectiveness will depend on using enough resources based on Salvadorian students and also on well trained teachers to teach students at this age. Students' ways of learning is of vital importance because the teacher takes into account the best learning strategies for students to learn a second language as they learned their mother tongue. However, it seems most of the students get stressed out whenever they do not feel comfortable acquiring a second language because teachers present a brand new language to students the way they want to, not the way the students learn the best.

Teaching TPR based classes centered in students' ways of learning has become of great importance since it involves the students' second language acquisition more appealing way than regular classes do. For example, for visual learners the teachers used visual displays like flowcharts, diagrams and pictures, spatial arrangements and colored icons that made them picture the image in their



brains while recalling it, far more difficult when trying to recall the word itself. For auditory learners in this level the activities that worked were reading texts out loud, paying attention to tone speaker, discussing concepts with others helped them increase understanding. Finally, for kinesthetic learners there were activities which led them to learn through their senses: sight, touch, smell, hearing and taste.

Students' characteristics (hyperactivity, shyness, enthusiasm, willingness to learn, students' pace of learning, and so forth) were also considered throughout all interventions to see how their listening skill to a new language improved. They were completely exposed to the language even though for some of them it was difficult to learn, the teacher looked for the best way not only for this student to learn but for all of them to learn and relearn what they had acquired in previous classes.

As Dr. James Asher called this method in a colloquial manner "stress-free approach" where learning a second language that uses many strategies can be learned as the first language learning experience, the research team realized how effective it is with young learners. TPR Approach made K-6 children learning process evolve effectively by taking into consideration students ways of learning including learning strategies to catch students attention through commands to develop their listening and speaking skills by using the target content to acquire a second language. Basically what Dr Asher intends with the TPR Approach is that this is right-brain learning that has to do with motor movement which encompasses the acquisition process.

#### **4.2.2 Teacher-students' interaction**

Student-teacher interaction takes place in all classes. Teachers set up activities where students' language acquisition is the main focus in the class. It is essential to consider some aspects listed below to get teacher-students' interaction in a well prepared TPR Approach based class according to Dr Asher

**Ultimate Aim:** To teach basic speaking and listening skills

**Major Classroom Activity:** Imperative drills applied

**Syllabus:** Sentence-based

**Primary Roles:** Listener- Performer

**Feedback:** Teacher- Student

**Plan:** No basic text. Concrete materials and realia is used instead

The research team can affirm that during the eight interventions in the development of TRP classes the teachers interacted with the students in English to foster their listening skill by giving clear directions and being a model in the activities so that students could respond to the listening activities chosen. The researchers were the model in every listening activity. Since the students needed to comprehend what the audio was about, the teacher made gestures while students were listening to the audio. That is why all the aspects previously mentioned proposed by Dr. Asher were considered to prepare and develop TPR based classes.

It was also observed that students practiced English learned through TPR based classes during the 8 interventions that were carried out with k-6 children. The teacher's role during all the interventions was to encourage students to use the

target content during classes as much as possible. Also, the teacher encouraged them to convey their ideas using the vocabulary studied. It means that teacher-student interaction to develop k-6 children's autonomy, understanding autonomy as the ability to make own decisions without being controlled by anyone else in second language acquisition, is learning by doing and getting used to it.

As Reinders and Balcikanli (2011) established in their article "Learning to Foster Autonomy: The Role of Teacher Education Materials" one obvious impact on learners' autonomy is their teachers' understanding of what autonomy means, and their ability to implement it in the classroom. Especially for beginning teachers, knowledge of learner autonomy is likely to be shaped in large part by the professional training they receive and the amount of attention given to the topic during their teacher education.

Through this research study it can be confirmed that as it is in the nature of TPR activities, teachers encouraged K6 children to practice the target content using body language. During the activities developed, students practiced by doing movements, gestures and mimics. Body language was one of the main techniques that were used by the teacher to have students practice during the class. Moreover, this type of interaction was used whenever students did not get the meaning of words so that they could recall previous words learned and new words that were to be learned.

The teacher performed the action in order to help students learn new vocabulary during TRP based classes. By modeling the activities with body

language and verbal use of words the teacher encouraged enormously students to use the language. Students were learning by doing. At this age, it is fundamental for students to acquire the language this way so that their learning process takes place.

After having intervened in eight TPR classes, the research team found out that whenever the teacher promoted students' interaction when practicing the vocabulary learned they were able to use English with accuracy since it helped a lot the learning evolution students were getting. Interaction took place throughout all the classes. It was most likely teacher-student centered classes where the intervention the teacher had was just to make gestures or body language for students to recall vocabulary and to practice. It could be seen through observation that students reacted to any hint the teacher gave to use the target content and it was when TPR approach took place.

### **4.3 Personal diary addressed to K-6 children during the development of TPR based classes**

#### **4.3.1 Students' ways of learning**

<b>Appendix/ page</b>	<b>Significant aspect observed</b>	<b>Indicator</b>
E.1 / 127 - E.2 / 138	Demonstration	Students' ways of learning
E.2 / 139 - E.8 / 205	Physical activities	Students' ways of learning
E.5 / 175	Games	Students' ways of learning
E.6 / 184	Interactive activities	Students' ways of learning
E.2 / 139	Listening	Students' ways of learning
E.8 / 205	Repeating	Students' ways of learning
E.4 / 162	Doing	Students' ways of learning

The previous table shows the most important ways in which K-6 students learn. K-6 students at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa, evolved their receptive (listening) and productive (oral or speaking) skills by being immersed in different activities. Games can create movement, concentration, and interaction in the classroom (Hadfield, 2000). Asher (2000) believes that the comprehension of the spoken language should be developed before speech, through the movements of the student's body. Through the implementation of physical, interactive activities and games, learning occurred in K-6 students in a meaningful manner. Demonstrations is really important as well. Asher (2000) believes in making language learning experiences for students intimate and personal. He used the analogy of an actor in a play. If an actor just reads the lines, he or she is not believable. However, through movements, gestures and facial expressions the actor becomes believable and a reality for the audience.

Listening is an important skill to learn a new language because through the development of the listening skill, learners acquire important linguistic input, and it is significant not only to understand the language but also to learn the language Arias Calle (2016). It is not possible to have the productive skill (speaking) without having the listening skill before. K-6 students at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa, improved their listening skill by means of the appropriate development of certain activities. Repetition, demonstration and learning by doing were really important to achieve the expected results from the students.

### 4.3.2 Teacher-students' interaction

Appendix/ page	Significant aspect observed	Indicator
E.1 / 127	Making mimics	teacher-students' interaction
E.5 / 175	Modeling	teacher-students' interaction
E.5 / 175	Methodology	teacher-students' interaction
E.6 / 185	Imitation	teacher-students' interaction
E.6 / 184	Comfort	teacher-students' interaction

As it is shown in the table above, there were present certain aspects so that good teacher-students' interaction could occur at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa, and could help students evolve their listening and speaking skills. One learns best when he is actively involved and grasped what he hears (Haynes, 2004). For instance, making mimics and modeling created a good environment to establish good teacher-students' interaction. According to Muhren (2003), the basic technique of TPR is simple. Learners act out commands given by the teacher. By means of modeling, making mimics, using body language, the teacher is the first promoter of the development of the target language. In all the classes, the teacher became the model that showed the students how to perform the different TPR activities. Being expressive and energetic at the moment of developing the class was really good to obtain good rapport between teacher and students. Also, the methodology implemented by the researchers made students feel comfortable in every single class, and this really helped students not to be afraid of participating in different ways like running, repeating, imitating the teacher and so on.

#### **4.4 Personal Diary addressed to k-6 children and English teacher during the development of TPR based classes to define the advantages and disadvantages of the implementation of the TPR approach**

##### **4.4.1 Advantages of the implementation of the TPR approach at Escuela de Educación Parvularia Gabriela Mistral**

###### **4.4.1.1 Teacher's strategies applied to develop TPR classes**

According to the information gathered through the deep observation during the interventions, the majority of the TPR activities planned by the teachers were successful because teachers provided opportunities for girls and boys alike, regardless of their background, enabling all to participate equitably in the learning process and promote the 'joy of learning'. The research team always planned every single activity to develop in the classes so that K-6 students could enjoy and learn the vocabulary taught by the researchers. Also, the teachers had the freedom to choose any activity when preparing the lessons and this made the educators feel at ease since they did not have to follow any directions or lessons to adapt them to the students' needs. "It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use" (characteristics of TPR, page 21)

In addition, According to Widodo (2005) the implementation of TPR approach provides a lot of fun to students, and it was noticed that during the interventions the research team carried out K-6 students enjoyed every TPR activity performed since changes in attitude and mood were observed in K-6

students. Besides, TPR based classes provided K-6 students memorable classes which helped them remember and recognize phrases and words taught by the researchers during the intervention period. The implementation of the TPR approach created an active classroom environment for all the learners, especially for kinesthetic learners who are required to be active in the class as Widodo states.

<b>Appendix/Page</b>	<b>Indicator</b>	<b>Significant Aspect (Segment) Observed</b>
H.1/133	Teacher's strategies applied to develop TPR classes	Students were participating enthusiastically.
H.4/169	Teacher's strategies applied to develop TPR classes	Students got involved in the activity.
H.2/147	Teacher's strategies applied to develop TPR classes	Students were able to remember some words and phrases.
H.6/190	Teacher's strategies applied to develop TPR classes	Students showed active participation.
H.8/212	Teacher's strategies applied to develop TPR classes	Students were interested in the content developed in class.
H.6/190	Teacher's strategies applied to develop TPR classes	Students were willing to participate in the activities performed by the teacher.
H.6/190	Teacher's strategies applied to develop TPR classes	In order to teach the content of the class, the teacher took into account the number of students and also the desire of some students to participate playing the role of a teacher.

So as it was studied by the researchers, teachers made decisions and planned every activity they were going to develop in the classroom in order to foster children's learning. These plans were performed in response to a spontaneous event that occurred, or was retrospectively based on children's responses during the day or over longer periods of time as it is stated on Queensland Curriculum and Assessment (2014). As it was observed during the interventions, the implementation of the TPR approach had a great advantage related to time management since it provided teachers the opportunity to balance plans to introduce the target content with related topics and interests that arise



from children. Moreover, the research team found out that by the implementation of the TPR approach there was no need to hurry K-6 students to assimilate, memorize, or produce the target language since they would do it as soon as they felt free to externalize what they had learned. Based on the findings the researchers had, it was possible to prove Muhren's (2003) theory that there is no pressure on them to speak the foreign language. Before any learner can commence to speak out a foreign language spontaneously as well as creatively, she must feel the inner readiness to do so. When learners are ready, they feel that the words of the language, sound and meaning integrated and combined into larger utterances, spring from within themselves. This inner readiness will develop gradually but inevitably with prolonged exposure to the sound of understood language and an active involvement in its meaning.

<b>Appendix/Page</b>	<b>Indicator</b>	<b>Significant Aspect Observed</b>
H.5/181	Teacher's strategies applied to develop TPR classes	Students took too much time to develop an activity
H.5/181		Not all of the students were performing the activities in the time it was expected.
H.6/191		Students were performing the activities in the time it was expected.
H.7/201		The majority of the students did the activities in less time that the one was assigned.
H.6/190		All the students were performing the activities in less time that the one assigned, and the majority of them were ready to produce what they have learned during the interventions.

#### **4.4.1.2 Students' response to TPR activities**

Taking into consideration the guidelines obtained from Queensland Curriculum & Assessment (2014) teachers made sure they created an emotional climate of the classroom making choices that helped children to feel safe, secure and identified with the atmosphere of the classroom. The researchers provided a good atmosphere to the students by giving special attention to the space and location of the material to support the development of students' independence. Furthermore, teachers made sure they invited and excited children's interest by providing opportunities to challenge and extend students' listening and speaking skills. Moreover, researchers recognized that learning opportunities connected to children's ideas and experiences are more likely to capture children's interest and attention. Researchers understood that learning should be supported in ways that match and extend individual children's current capabilities.

As a result, K-6 students showed a high participation and improvement in every TPR based class. They changed completely their first reaction toward TPR based classes because during the first intervention K-6 students were sort of lost in the class. Through the students' response the research team could observe the classroom atmosphere they were providing was appropriate to the age and interest of K-6 students. Furthermore, K-6 students showed their interest for interacting with the teacher and their classmates using the vocabulary taught in classes. Based on their response to the TPR activities developed, the researchers confirmed that they were providing an efficient environment for K-6 students. Some of the most important findings are stated in the table below.

Appendix/Page	Indicator	Significant Aspect (Segment) Observed
H.1/133	Students' response to TPR classes	Students were participating enthusiastically.
H.4/169		Students were very interested in the different activities the teacher developed.
H.6/190		There were some students that were interested in role playing the role of the English teacher.
H.6/190		They were willing to participate and practice the target language

#### **4.4.2 Disadvantages of the implementation of the TPR approach at Escuela de Educación Parvularia Gabriela Mistral**

##### **4.4.2.1 Teacher's strategies applied to develop TPR classes**

On the other hand, based on Wright, Mannathoko, and Pasic work (2009), kindergarten's teachers should take into consideration that children learn better when they are motivated and encouraged to participate in classroom activities and motivation can come from the physical environment in which learning takes place. However, the research team could observe that some activities which involved movements were not successful because those activities raised the motivation and hyperactivity of K-6 students. For instance, it was difficult to have the control of the class while developing the TPR activities because some students became more hyperactive while carrying out the TPR activities that involved body movements. As a result, teachers' classroom management was affected by the development of these specific activities.

Based on Queensland Curriculum & Assessment (2014) teachers implement strategies to support children's learning, monitored children's activities inside the classroom, overcome the students behavior by the adjustment of their interactions

with children. The researchers took into consideration the important information provided by (Queensland Curriculum & Assessment, 2014), in order to improve the management of the classroom. Some of the most important items that were observed are listed on table below.

Appendix/Page	Indicator	Significant Aspect (Segment) Observed
H.2/147	Teacher's strategies applied to develop TPR classes	The teacher tried hard to get all students engaged in every single activity planned.
H.3 /157		During the development of an activity, some of the students were shoving one another and some students fell down and hurt.

#### 4.4.2.2 Students' response to TPR activities

In contrast, based on the gathered data by means of the observation of the TPR classes given at Escuela de Educación Parvularia "Gabriela Mistral" the research team observed that there were some students that were extremely shy, and they did not want to get involved in the class activities. In addition, some students started to feel sort of uncomfortable in the English classes because students who are not used to such things might find it embarrassing. Basically this occurred because as Widodo states TPR approach has disadvantages; one of them is students who are not used to the TPR approach or TPR activities might find it embarrassing, do not feel comfortable about copying what the teachers is doing, show impulsive behaviors such hyperactivity, or unwillingness to participate in classes. Mostly this occurred during the first and second interventions.

Appendix/Page	Indicator	Significant Aspect (Segment) Observed
H.1/133	Students' response to TPR activities	Some students felt uncomfortable.
H.3/157		Some students were extremely shy.
H.3/157		Students turned to be greatly hyperactive.
H.8/212		In some activities developed students were asked to run but some of them got hit by their classmates and then they started fighting.
H.1/133		Some of the students were not willing to participate.
H.8/213		Some students were misbehaving during the class.

However, the research team took into consideration that the broad focus is on the interests of the child and how to bring out the best in every child, and based on the reaction students had on the first and second classes researchers decided to make some modifications of the activities designed for the following classes in order to create the conditions that support the development of children's knowledge and skills. Besides, when children recognize that teachers hold high expectations of them, they feel valued and capable, in turn encouraging the development of positive dispositions towards learning. The results were observed in the following interventions because the research team could observe that the students changed their attitude toward the English class.

#### **4.5 General Analysis on how K-6 children's oral and listening skills improved through TPR-based classes**

"The Implementation of the Total Physical Response (TPR) Approach to Determine Its Effectiveness in the Development of k-6 Children's Speaking and Listening Skills During Two Integrating Themes "Who I am, I am like this, I am" and

“Once upon a time” at Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa” was of great importance since it helped enormously their language acquisition at an early age of a second language.

Students performed every single action they were requested to do during TPR activities, and its purpose was always to gain maturity in students understanding of a second language. Moreover, the researchers made sure that the directions were clear since the very beginning for all the students so that students could grasp the essence of the activity and learned what it was expected.

The fact that students have a perceptual system that is especially designed for listening to speech is because they respond differently to human voices than to other sounds, but they get in touch with the language when they listen to it and then, they are able to produce it whenever they are exposed to meaningful activities as it was during the integrating themes proposed by MINED in El Salvador which were developed through the use of the TPR approach.

Teacher’s interaction with the students during English classes to foster their listening and speaking skills was essential during TPR classes because it helped enormously to increase students rate of new vocabulary (nouns, adjectives, numbers) and also the use of socially useful expressions such as *bye*, *go-away*, *stop-it*, *thank-you*, *I-want-it*, and so on by using assumptions and inferences through the realia and some other strategies used for acquiring word meaning (the whole object assumption by showing new word (picture) that refers to a whole object. The type assumption that is a new word that refers to a type of thing, not

just to a particular thing or just as simple as the basic level assumption which basically is inferences on things).

Throughout the whole process, the researchers used games when teaching listening tasks. By means of several TPR activities, the students got involved in the target content and they had the opportunity to practice their listening and speaking skills. The teacher always used warm ups to teach the lessons. This was one of the main activities performed when teaching the lessons. Also, different games were carried out during the class to catch students' attention when teaching the lesson. This way, students acquired the target structure (ex. greetings).

Students' listening and speaking skills improved in the process of incorporating TPR activities in the curriculum proposed by MINED (Ministerio de Educación in El Salvador). The integrating themes are appropriate for K-6 children though the strategies used in the past were not suitable for learning to take place since it required children to learn something quite different from what they were learning in their mother tongue.

Researchers took into account students' needs and ways of learning, and that helped them improve students learning process. In addition to this, the skills developed were significant since listening and speaking lead people to contextualize the language and enable them to understand and learn a new language.

Arías Calle stated that listening is included during most of the stages of the Total Physical Response (TPR) approach by means of the presentation of vocabulary, in students' aural recognition of said vocabulary and finally in the practice stage where the teacher gives commands or information students need to

respond to in different ways. It was clearly seen during k-6 children learning process in the way they performed the activities. Listening and speaking were present in the whole process and the utterances students made were improving once they had the opportunity to produce the language.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Based on the information obtained through the analysis and interpretation of data on the study “the implementation of the total physical response (TPR) approach to determine its effectiveness in the development of k-6 children’s speaking and listening skills during two integrating themes “who I am, I am like this, I am” and “once upon a time” at Escuela de Educación Parvularia Gabriela mistral, Chalchuapa” the research team concludes:

1. The Total Physical Response (TPR) Approach helped K-6 students develop their listening and speaking skills through a lot of practice, repetition, movements and materials used to contextualize the language. By taking into account all these things, students’ attention was caught and they were always eager to participate in the classes, and their participation was fundamental to mature their listening and speaking skills and to acquire almost all the vocabulary taught by the researchers.
2. Since all students learn differently, the researchers took into consideration the k-6 learners’ needs to develop each class to get their attention. Besides that, the team found out that it was necessary to have a lot of teacher-student and student-student interaction to get them practice and participate in the classes. Through this interaction, the k-6 students developed enormously their listening and speaking skills.

3. At the beginning of the interventions with the K-6 students, it was noticed that these pupils did not know much about the English language. By putting into practice the Total Physical Response (TPR) Approach, the learners started to acquire lots of vocabulary developed by the research team. The teachers exposed the students to the language by getting them to practice all the vocabulary studied, and they loved being exposed to it because they liked the realia, activities, and games developed by the researchers. This way, it was demonstrated that this method is very effective to teach a second language to children since they learn by doing as the same way they acquire their mother tongue.
4. It was demonstrated that this method worked well to teach children to acquire a second language, but not everything is perfect since some disadvantages were identified when putting it into practice. The strategies carried out by the teachers have to be very well thought to carry out a good and successful lesson. If the teachers' strategies are not well prepared and conducted, the students may become bored or hyperactive in the classes, and the shy students may not be willing to get involved in those lessons. Timing the activities appropriately is essential since students tend to enjoy them the first minute, but if this takes too long, the students might lose attention and the activities carried out would not be meaningful. So this method is sort of complicated since it requires a lot of preparation on teachers' sides to succeed in every single lesson taught to the children.

## **Recommendations to k-6 students' teacher**

### **The teacher should...**

1. Take into consideration the English Development Curriculum designed by MINED and apply the TPR approach to provide students with the bases to develop their listening and speaking skills since the core of this method is learning by doing. In other words, TPR is a language teaching method built around the coordination of speech and action that attempts to teach language through physical (motor) activity (Asher, 1966) .
2. Teach English at least twice a week since students need to be exposed to the language. It has been proven that children learn in a more successful way if they are exposed to the second language as much as possible. (Mur, 1998).
3. Consider students' ways of learning and students' needs. According to (Mur, 1998), children's learning is more significant if the teacher takes into consideration the children's needs and interests.
4. Have a TPR teacher profile which is based on being a model that integrates students in the learning field by developing different techniques like including games, songs, movements, gestures, and appealing realia.

## **Recommendations to MINED**

### **MINED should...**

1. Give enough material (CD players, CD's, flashcards, toys, prompts) to develop the Integrating themes stated in the curriculum proposed by the research team.
2. Train not only English teachers but all teachers to use basic vocabulary in English so that there can be more time assigned in the classroom for students to be exposed to English environment.
3. Train teachers on how to implement effectively the proposed English curriculum by using TPR activities to enhance K-6 children's listening and speaking skills during their learning process.
4. Encourage and support all Public Institutions in El Salvador to start using the proposed curriculum provided by MINED applying the TPR approach to teach preschool children since it is easier to learn a foreign language at an early age.
5. Monitor the implementation of the proposal provided by MINED in all Public Institutions in El Salvador by sending randomly specialist to schools and evaluate how the English learning process is being developed.

### **To future researchers**

#### **Researchers should...**

1. Since this study was developed in K-6 level, future researches should implement it in lower levels (K-4 or K-5 children) so that students can get familiar in an earlier age with the learning of a different language, and so in

the future students do not have problems regarding to the process of learning English.

2. Train the teachers of the school by giving workshops where they can learn how to implement the TPR approach.
3. Take into consideration the location where they plan to develop the study since they might face some difficulties such as time, transportation or insecurity problems.
4. Have good communication with the authorities of the institution so that they can get all the support to work without any inconvenience while carrying out the research study.

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## GLOSSARY

### **\*Integrating theme:**

From Latin <<integratus>>, past participle of integrare "make whole," and from Latin <<tema>> "a subject, thesis," integrating theme is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life

### **\*K-6 children:**

K-6 is defined as an abbreviation for the grades in school from kindergarten through sixth grade. K-6 stands for primary, or elementary school. It would refer to the first six years of a child's formal education.

### **\*Lesson plan:**

From Old French leçon, from Latin lectionem (nominative lectio) "something to be learned by a student," and from Latin planum "level or flat surface," meaning "scheme of action, design"; lesson plan is a plan, used by teachers in a school, detailing the structure and format of lessons

### **\*Listening:**

It is a complex and active process of interpretation in which listeners match what they hear and what they already know and it is the key to achieving proficiency in speaking

\*MINED (Ministerio de Educación en El Salvador):

Ministry of Education in El Salvador

**\*Productive skills:**

Productive skills are speaking and writing. It means to use the language that has been acquired and to produce a message through speech or written text that makes others understand meanings

**\*Receptive skills:**

It includes understanding when you listen and when you read. It is basically to receive the language and decode the meaning to understand the message

**\*Skill:**

From Old Norse skil "distinction, ability to make out, discernment, adjustment." It means a skill is a type of work or activity which requires special training and knowledge

**\*Speaking:**

It is the process of building and sharing the meaning through the use of verbal and non-verbal symbols, in a variety of contexts

**\*TPR:**

Total physical response (TPR) is a language-teaching method developed by James Asher that is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students

## APPENDICES

### APPENDIX “A”

#### *Expert Validation Sheet*

#### EXPERT VALIDATION SHEET

Date of Validation: \_\_\_\_\_

Direction: Please indicate the rating of the items found by checking the line of each corresponding items. The questionnaire’s rating will be based on the following scale:

- 5- Excellent (E)
- 4- Very Good (VG)
- 3- Good (G)
- 2- Needs Improvement (NI)
- 1- Poor (P)

Items	Scale				
I. Clarity of Instructions and Items	5	4	3	2	1
a. The instructions given were written in a simple, specific, clear and comprehensible manner.					
b. Questions in each item were written in a brief, concise and unambiguous way.					
c. The words and concepts utilized in the questionnaire can be well understood by the respondents.					
d. Questions were written in an affirmative approach.					
e. Each item has avoided sentences with “double negatives” as well as “double-barrels.”					

<b>II. Accuracy and Suitability of Items</b>	5	4	3	2	1
a. The range of information to be provided included all significant aspects of the study.					
b. The number of items per area category is suitable and has represented enough questions.					
c. The questions were designed to measure what is supposed to be measured.					
d. Informed consent for the respondents/ proper authority was adequately provided.					
e. The researchers strictly follow the ethical standards of research such as respondent's right to anonymity or confidentiality, right to data disclosure and protection from harm is guaranteed.					
<b>III. Objectivity and Evaluation Rating System</b>	5	4	3	2	1
a. Each item questions require specific and measurable answer.					
b. Possible biases on the part of data collectors have been adequately controlled.					
c. Scoring and coding adapted for the questionnaire is appropriate and objective for the items.					
d. Responses options covered all significant alternatives					
<b>IV. Over-all Presentation and Organization</b>	5	4	3	2	1
a. The questionnaire is neat and organized.					
b. Questionnaire's layout and format appeared to be in well-made draft.					
c. Words and other items are free from clerical and grammatical errors.					
<b>V. Attainment of Purpose</b>	5	4	3	2	1
a. The objectives of the study are congruent with the information needs of the intended respondents.					
b. The instrument as a whole fulfills the objectives for which it was constructed.					



**APPENDIX "B"**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**

N°: \_\_\_\_\_



DATE: \_\_\_\_\_ WEEK: \_\_\_\_\_

Observer (s):

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**Diagnostic Study Observation Guide**

**Objective:** to observe kindergarten students, teacher, and classroom atmosphere to collect information that will serve as the bases of a diagnostic study oriented to diagnose a possible problematic situation being faced by kindergarten students.

1. Describe the kindergarten classroom atmosphere:

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2. Give a brief description of the class you are observing:

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3. Which is the methodology the teacher uses to give English classes?

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4. Which is the teacher's attitude towards kindergarten students?

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5. Describe the material the teacher uses to give the English class:

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6. Do you consider the material being used by the teacher is appropriate for the content being taught? Explain

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7. Do you consider the class you observe is suitable for the level kindergarten students have?

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8. Does the teacher take into account the Educational Development Curriculum to teach kindergarten students?

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9. Does the English teacher implement a lesson plan to give the class?

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10. Do you consider the class you are observing is meaningful for kindergarten students?

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11. How do children react to the activities developed by the teacher?

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12. Do kindergarten students feel motivated to participate freely in the activities performed by the teacher?

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13. Do kindergarten students show willingness to learn English?

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14. Do Kindergarten students enjoy their English classes?

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**COMMENTS:**

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**APPENDIX “C”**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**

**N°:** \_\_\_\_\_



**DATE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_

**Interviewer(s):**

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**Diagnostic Interview addressed to the English teacher of Escuela de Educación Parvularia “Gabriela Mistral”**

**Objective:** to investigate kindergarten students, teacher, and classroom atmosphere to collect information that will serve as the bases of a diagnostic study oriented to diagnose a possible problematic situation being faced by kindergarten students.

**1.** Which is the methodology or approach you use to give English classes?

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**2.** Which is the students’ attitude towards English classes?

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3. Describe the material you use to give the English class:

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4. Do you consider the material being used is appropriate for the content being taught? Explain

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5. Do you consider the level kindergarten students have for planning your classes?

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6. Do you take into account the Educational Development Curriculum to teach kindergarten students?

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7. Do you elaborate and implement a lesson plan to give the class? Yes/No Why?

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8. Do you consider your classes are meaningful for kindergarten students?

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9. How do children react to the activities you develop?

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10. Do kindergarten students feel motivated to participate freely in the activities you make?

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11. Do kindergarten students show willingness to learn English?

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12. Do Kindergarten students enjoy their English classes?

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**COMMENTS:**

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**APPENDIX “D”  
UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**

**N°:** \_\_\_\_\_



**DATE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_

**Observer (s):**

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**Observation guide 1 addressed to k-6 children and teacher during the development of TPR based classes**

**Objective:** To describe how the implementation of the TRP approach contributes in the development of K-6 children’s listening and speaking skills

**Directions:** Observe the students’ and the teacher’s performance during class and choose the best option that answers each question.

1. How often do students practice the new words, phrases or sentences they learn in TPR classes?

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2. How much do students enthusiastically participate in the listening and speaking activities?

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3. How suitable are the TPR speaking practices the teacher carries out in classes?

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4. How suitable are the TPR listening practices the educator conducts in classes?

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5. How do students react to the TPR activities?

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6. How do students behave in TPR classes?

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**APPENDIX “E”**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**

**N°:** \_\_\_\_\_



**Universidad de El Salvador**  
*Hacia la libertad por la cultura*

**DATE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_

**Name(s):**

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**Personal Diary addressed to k-6 children during the development of TPR based classes**

**Objective:** To assess how K-6 children’s oral and listening skills evolve through TPR based classes

**Direction:** Observe students’ needs and their atmosphere during the development of TPR based classes and write specific details about improvements students have. All the information of diaries will serve as the bases to establish the parameters of students’ improvement.

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## APPENDIX “F”

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT

N°: \_\_\_\_\_



DATE: \_\_\_\_\_ WEEK: \_\_\_\_\_

Interviewer(s):

\_\_\_\_\_  
\_\_\_\_\_

**Checklist addressed to K-6 children during the development of TPR based classes**

**Objective:** To describe how K-6 children’s oral and listening skills evolve through TPR based classes

**Directions:** Check “yes” or “no” in the following chart according to K-6 children behavior observed during the class.

N°	CRITERIA	YES	NO
1	Students pay attention and perform the commands given by the teacher.		
2	The teacher interacts in English with the students to foster their listening.		
3	The teacher uses games when teaching listening tasks.		
4	The teacher takes into account the K-6 learners’ characteristics to develop these students’ listening skill.		
5	The teacher applies different techniques to enhance the students’ listening skill.		
6	Teacher and students interact using the target language.		
7	Students practice the target language with their classmates.		
8	Teacher and students use body language to communicate using the target language.		
9	Teacher demonstrates the action to get students catch the message.		
10	Students do the action when communicating in the target language.		



**APPENDIX “G”  
UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT      N°: \_\_\_\_\_**



**DATE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_

**Observer (s):**

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**Observation guide 2 addressed to k-6 children**

**Objective:** To evaluate the effectiveness of TPR as an alternative teaching method of teaching English at “Escuela de Educación Parvularia Gabriela Mistral, Chalchuapa.

**Directions:** Observe the students’ and the teacher’s performance during class and answer each question below.

1. How important are the TPR activities carried out in the classroom to develop K-6 children’s speaking and listening skills?

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2. How much do students get involved in the activities carried out by the teacher?

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3. How important is the teachers' role in the classroom?

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4. How much vocabulary do K-6 children acquire from the TPR classes?

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5. How well do K-6 children manage the structures studied in the classes?

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6. How important is realia to teach K-6 children with the TPR method?

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**APPENDIX “H”**

**UNIVERSITY OF EL SALVADOR**

**WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**

**N°:** \_\_\_\_\_



**DATE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_

**Name(s):**

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**Personal Diary addressed to k-6 children and English teacher during the development of TPR based classes to define the advantages and disadvantages of the implementation of the TPR approach**

**Objectives:**

- To define the advantages of the implementation of the TPR approach at Escuela de Educación Parvularia “Gabriela Mistral”, Chalchuapa
- To define the disadvantages of the implementation of the TPR approach

**Direction:** Observe students’ attitude toward (TPR) based classes, the atmosphere, and the resources provided by the school in order to implement the Total Physical Response (TPR) approach and write specific details about the attitude students show during the development of (TPR) based classes. All the information of diaries will serve as the bases to establish the withdrawals the



## APPENDIX “I”

### PLAN OF INTERVENTION

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering activity	Research Tool	Responsible Person	Timeline Beginning/Ending
- To have students practice English through TPR based classes	Teaching greetings	Lesson Plan CD CD Player Flash cards	Claudia Torres	Observing teacher's performance	Observation guide 2 Diary	Amanda Lemus Walter Zepeda Santos Aguilar	1 <sup>st</sup> and 2 <sup>nd</sup> class May (2 <sup>nd</sup> week)
- To have students practice English through TPR based classes	Teaching the body and its movements	Lesson Plan CD CD Player Flash cards	Walter Zepeda	Observing students' behavior	Checklist Diary Observation guide	Claudia Torres Santos Aguilar Amanda Lemus	3 <sup>rd</sup> and 4 <sup>th</sup> class May (3 <sup>rd</sup> week)
- To have students practice English through TPR based classes	Teaching the body and its movements	Lesson Plan CD CD Player Flash cards	Santos Aguilar	Observing the students' behavior	Checklist Diary Observation guide	Walter Zepeda Amanda Lemus Claudia Torres	5 <sup>th</sup> and 6 <sup>th</sup> class May (4 <sup>th</sup> week)



<b>-To have students practice English through TPR based classes</b>	Teaching the body and its movements	Lesson Plan CD CD Player Flash cards	Amanda Lemus	Observing the students' behavior	Checklist Diary Observation guide	Santos Aguilar Claudia Torres Walter Zepeda	7 <sup>th</sup> and 8 <sup>th</sup> class May (5 <sup>th</sup> week) and June (1 <sup>st</sup> week)
<b>-To have students practice English through TPR based classes</b>	Teaching colors	Lesson Plan CD CD Player Flash cards	Claudia Torres	Observing the students' behavior	Checklist Diary Observation guide	Amanda Lemus Walter Zepeda Santos Aguilar	9 <sup>th</sup> and 10 <sup>th</sup> class June (2 <sup>nd</sup> week)
<b>-To have students practice English through TPR based classes</b>	Teaching numbers	Lesson Plan CD CD Player Flash cards	Walter Zepeda	Observing the students' behavior	Checklist Diary Observation guide	Claudia Torres Santos Aguilar Amanda Lemus	11 <sup>th</sup> and 12 <sup>th</sup> class June (3 <sup>rd</sup> week)
<b>-To have students practice English through TPR based classes</b>	Teaching family members	Lesson Plan CD CD Player Flash cards	Santos Aguilar	Observing the students' behavior	Checklist Diary Observation guide	Walter Zepeda Amanda Lemus Claudia Torres	13 <sup>th</sup> and 14 <sup>th</sup> class June (4 <sup>th</sup> week)

<b>-To have students practice English through TPR based classes</b>	Teaching Family members	Lesson Plan CD CD Player Flash cards	Amanda Lemus	Observing the students' behavior	Checklist Diary Observation guide	Santos Aguilar Claudia Torres Walter Zepeda	15ht and 16 <sup>th</sup> class July (1 <sup>st</sup> week)
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## APPENDIX “J”

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ENGLISH LANGUAGE DEPARTMENT








#### LESSON PLAN “ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL”

TEACHER’S NAME: \_\_\_\_\_ K-6 Date: \_\_\_\_\_

Integrating Theme: Who I am, I am like this, I am... SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: Express and communicate with body language

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Interact with the social and cultural environment, practicing values and social harmony norms.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Practicing social norms and values such as: love, peace, solidarity, cooperation, responsibility, respect, courtesy, equity, honesty, order, tolerance, and respect for diversity, etc.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Singing songs individually or collectively with rhythm followed by</li> </ul>	<p><b>Motivation:</b> To introduce the topic, the teacher will introduce herself or himself to the students and the teacher will ask the students to sit on the floor. He/she will demonstrate how to introduce to others. Then the teacher will get the students to introduce themselves to others by doing the same the teacher did.</p> <p><b>Development:</b> The teacher will teach her students to say “hola” and “adios” in English. The teacher will ask students to pronounce the words and move their hands because it will be easy for them to memorize the words if they remember the movement. Then students and teacher will sing a song called “Saying Hello and Bye”. At the end of the class, the teacher will make the appropriate movement to each word and students will say the word corresponding to the movement the teacher makes.</p> <p><b>Motivation:</b> The teacher will begin the class greeting students making use of body language, and students will be supposed to answer to the movement the teacher makes. Then the teacher will develop a game called “Hot Ball” the game consists as follows: the teacher will begin clapping, and students will have to pass the ball.</p>	<ul style="list-style-type: none"> <li>❖ Song</li> <li>❖ Commands</li> <li>❖ Flashcards</li> </ul>	 <p>6</p>  <p>7</p>  <p>5, 6</p>

		<p>movements.</p>	<p>As soon as the teacher stops clapping, the student who gets the ball will have to make the movement and say the word that belongs to the movement.</p> <p><b>Development:</b> The teacher will use a set of flashcards which contains some images that make references to greetings. The teacher will explain to the students the content of each flashcard taking into consideration body language in order to help students get the meaning of the new words. Later on, the teacher will ask the students to stand up and interact with their classmates putting into practice the new words introduced by the teacher. At the end of the class, the teacher with the help of the flashcards will mimic each greeting.</p>		
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LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"

TEACHER'S NAME: \_\_\_\_\_ K- 6 Date: \_\_\_\_\_

Integrating Theme: Who I am, I am like this, I am...

SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: The body and its movements

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Interact with peers, practicing social harmony norms.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Enjoying body movements and displacement in space by playing left hand- right hand games.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Increasing vocabulary by identifying and using new words in games and songs.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Identifying external parts of the body.</li> </ul>	<p><b>Motivation:</b> The teacher will ask his students to go outside in order to form a circle. Then he will ask them to greet each other.</p> <p><b>Development:</b> The teacher will introduce a new topic through a song containing words related to parts of the body. Then students and teacher will sing the song together. Then he will encourage his students to touch each part of the body mentioned in the song. At the end of the class, he will ask for volunteers to make body language and words combinations.</p> <p><b>Motivation:</b> The teacher will ask his students to draw the parts of the body he touches. At the end of the activity, the student who draws correctly each parts of the body wins.</p> <p><b>Development:</b> The teacher will ask his students to go to backyard of the school. Later, he will ask them to form a circle because he will develop an activity called "Simon Says". During the activity, he will introduce commands and words related to the body. At the end of the class, he will ask her students to perform the activity by themselves.</p>	<ul style="list-style-type: none"> <li>❖ Song</li> <li>❖ Chart</li> <li>❖ Markers</li> <li>❖ Sheets of paper</li> </ul>	 <p>6, 9</p>  <p>6, 7, 9</p>  <p>4, 5, 6</p>

LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"

TEACHER'S NAME: \_\_\_\_\_







K-6

Date: \_\_\_\_\_

Integrating Theme: Who I am, I am like this, I am...

SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: The body and its movement

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Experience with their bodies, sensory and movement possibilities in different times and spaces.</li> <li>❖ Pronounce correctly words in English modeled by the teacher.</li> <li>❖ Practice habits related to healthy eating, personal hygiene, order, rest, and recreation</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Expressing feelings and perceptions through the senses. </li> <li>❖ Increasing vocabulary according to the needs. </li> <li>❖ Discovering their senses, organs and functions, hygiene and care.</li> </ul>	<p><b>Motivation:</b> The teacher will ask his students to make a circle. Then he will say a part of the body and the students have to touch that part. When the students get the procedure, the teacher will say a part of the body but he will touch another part to try to confuse the students. The pupil that makes a mistake will have to ask a question regarding to the topic studied in the previous class</p> <p><b>Development:</b> The teacher will say to his students that they will watch a video about the parts of the body, and he will say the name of each part of the body that appears on the video. Then he will ask them to repeat after him. Besides, he will ask them to touch the part of the body that is mentioned, and he will play the video two more times.</p> <p><b>Motivation:</b> The teacher will ask his students to sit on the floor and form a semicircle. After that, the teacher will pass a ball and count until 10. The student that gets the ball will stand up and touch the part of the body the classmates say.</p> <p><b>Development:</b> The teacher will say to his students that they will hear a story called "This is my body" the story talks about a little bear that was learning the parts of the body in English. The teacher will use the puppet in order to tell the story. At the end of the class the teacher will ask his students some questions related to the story.</p>	<ul style="list-style-type: none"> <li>❖ Laptop</li> <li>❖ Classroom</li> <li>❖ Video</li> <li>❖ Speakers</li> <li>❖ Story</li> <li>❖ Puppet</li> </ul>	 <p>5, 6, 9</p>  <p>4, 6</p>  <p>4, 5, 6</p>

LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"

TEACHER'S NAME: \_\_\_\_\_






K-6

Date: \_\_\_\_\_

Integrating Theme: Who I am, I am like this, I am...

SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: The body and its movements

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Experience with their bodies, sensory and movement possibilities in different times and spaces.</li> <li>❖ Pronounce correctly words in English modeled by the teacher.</li> <li>❖ Practice habits related to healthy eating, personal hygiene, order, rest, and recreation</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Expressing feelings and perceptions through the senses.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Increasing vocabulary according to the needs.</li> </ul>	<p><b>Motivation:</b> The teacher will ask her students to form two lines, and they will have to form the two lines in order to play a game called "Face to Face"</p> <p><b>Development:</b> The teacher will perform an activity called "Simon Says", but this time the teacher will make the activity more complex. She will add more commands and make the classroom resemble a neighborhood. Students will be able to move around the classroom following Simon's commands.</p> <p><b>Motivation:</b> The teacher will be dressed as a soccer player, and she will ask her students to go outside the classroom.</p> <p><b>Development:</b> The teacher will show real objects to her students, and she will explain the different names and the use of each object. The teacher will have to make use of the objects she brings into the classroom through the dramatization. At the end of the class, the teacher will ask for volunteers, and the volunteers will express their own opinion about what is shown in the classroom.</p>	<ul style="list-style-type: none"> <li>❖ Classroom</li> <li>❖ Objects of the classroom</li> <li>❖ Sports Implements</li> </ul>	 <p>5, 6, 9</p>  <p>4, 6</p>  <p>4, 5, 6</p>





LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"

TEACHER'S NAME: \_\_\_\_\_ K-6 Date: \_\_\_\_\_

Integrating Theme: Who I am, I am like this, I am...

SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: "A surprise"

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
TUESDAY and WEDNESDAY	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Develop competencies for interpreting images, codes, and symbols through different language forms.</li> <li>❖ Compare, order, count, and arrange serially by size, color, and shape, objects in meaningful experiences which develop thought and logical-mathematical expressions.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Increasing vocabulary by identifying and using new words in games and songs.</li> <li>❖ Speaking with correct intonation, gestures and facial expressions.</li> <li>❖ Singing songs individually or collectively with rhythm followed by movements.</li> <li>❖ Producing orally characteristics of objects from sensory stimuli such as shapes, sizes, textures, colors, odors, etc.</li> <li>❖ Exploring media and technological resources such as audiovisual programs and educational games in the foreign language.</li> </ul>	<p><b>Motivation:</b> The teacher will ask her students to stand up and form two lines. The teacher will bring some pieces of paper with different colors. Then she will throw the pieces of paper on the floor. Next the teacher will say a color and the first two students will run to step the piece of paper said by the teacher. The pupil that steps that piece of paper first is going to get a point.</p> <p><b>Development:</b> The teacher will ask her students to name the colors in Spanish. Then she will name each color that was mentioned in English. After that the teacher will ask her students to give a walk inside the classroom and identify the color of each object of the classroom. At the end, she will ask her students the name of each color in English.</p> <p><b>Motivation:</b> The teacher will ask her students to form two groups. The teacher will explain that students will make a line. The teacher will be at the back of the room. The two last students at the back will get a color from a piece of paper that the teacher will show them but nobody else will see it. Students will whisper to their classmates what color was the piece of paper one by</p>	<ul style="list-style-type: none"> <li>❖ Objects of the classroom</li> <li>❖ Classroom</li> <li>❖ Paintings</li> <li>❖ Crayons</li> <li>❖ Laptop</li> <li>❖ Speakers</li> <li>❖ Video</li> </ul>	 <p>9</p>  <p>9</p>  <p>4, 6</p>



			<p>one until the first student in the line raises his/her hand and tell the correct color. The group that has more colors correctly whispered will be the winner.</p> <p><b>Development:</b> The teacher will introduce to her students a video about colors, and she will say the name of each color that appears on the video. Then she will encourage them to sing the song they listen in the video. At the end of the class, students will be asked to sign the song by themselves.</p> <p><b>Homework Assignment:</b> Paint the drawing following the numbers.</p>		
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LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"






TEACHER'S NAME: \_\_\_\_\_ K-6 Date: \_\_\_\_\_

Integrating Theme: Once upon a time...

SPACE: Classrooms

TIME: 2 hours

Strategy or Integrating Theme: "Once upon a time... There was a special family"

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Compare, order, count, and arrange serially by size, color, and shape, objects in meaningful experiences which develop thought and logical-mathematical expressions.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Increasing the vocabulary by identifying and using new words in games and songs</li> <li>❖ Enjoying and learning with media and technology: audiovisual programs and games that promote development in the English language during class.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Constructing number series: numbers 1 to 20.</li> <li>❖ Writing number associations with graphical representation.</li> <li>❖ Grouping, sorting, and counting numbers from 1 to 20.</li> </ul>	<p><b>Motivation:</b> The teacher will ask her students to form two groups. The teacher will ask them to look for the person that has the adjectives that will be mentioned in order to see what person in each group has the characteristic (ex. The wider arm span, the taller student, the one who has the biggest eyes, long hair, tallest person in each group, etc.) so they will interact one another to compare from the two groups and the person who has the strongest characteristic asked will get the point in his/her group.</p> <p><b>Development:</b> The teacher will say to his students that they will watch a video about numbers, and he will say the name of each number that appears on the video. Besides, he will ask them to count with their fingers, and he will play the video two more times. At the end of the class the teacher will ask his students to interact with their classmates using the vocabulary studied in classes. Then he will select some students to perform a mini role</p>	<ul style="list-style-type: none"> <li>❖ Laptop</li> <li>❖ Video</li> <li>❖ Speakers</li> <li>❖ Blocks</li> <li>❖ Tables</li> </ul>	 <p style="text-align: center;">9</p>  <p style="text-align: center;">3, 6</p>  <p style="text-align: center;">2</p>

			<p>play.</p> <p><b>Motivation:</b> The teacher will ask students to stand up. The teacher will say “sharks are coming” and students will say “how many” and the teacher will say any number from the ones students have studied in the class so they form groups from the number the teacher has mentioned. The students that do not get in any group or does not match to the number mentioned will be asked some run around the court</p> <p><b>Development:</b> The teacher will say to his students that they will play with didactic material, but they have to count the material from 1 to 20 and classify it in colors. At the end of the class the teacher will repeat the name of each number, and he will ask them some questions.</p>		
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LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"







TEACHER'S NAME: \_\_\_\_\_ K-6 Date: \_\_\_\_\_

Integrating Theme: Once upon a time...

SPACE: Classrooms

TIME: 2 hours

Strategy or Integrating Theme: "Once upon a time... There was a special family"

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Identify and say the names of the family members and other relatives.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Identifying themselves and family members by their full name and the place where they live.</li> <li>❖ Sharing personal and family history through family trees, toys, hobbies, pets, and anecdotes.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Increasing vocabulary by identifying and using new words in games and songs.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Identifying the family, the relationship among its members and their roles.</li> </ul>	<p><b>Motivation:</b> The teacher will ask his students to sit on the floor and form a semicircle. The teacher will show some flashcards and tell them the name of his family members. Then students will be asked to identify the family members that they have according to the pictures and say some of the members in their family.</p> <p><b>Development:</b> The teacher will say to his students that they will listen to a story about a family. They will hear 10 names of the family in context. Besides they will have to pay attention in order to understand the meaning in context of all the names of the family members. At the end of the class, the teacher will mimic the characters of the members of the family, and students will have to say the name of each character performed.</p> <p><b>Motivation:</b> The teacher will ask his students to stand up. The teacher will play a song and place some chairs but there will be missing a chair so that when the students are dancing around</p>	<ul style="list-style-type: none"> <li>❖ Story</li> <li>❖ Teddy bear</li> <li>❖ Flashcards</li> <li>❖ Markers</li> </ul>	 <p style="text-align: center;">5,6</p>  <p style="text-align: center;">6,9</p>  <p style="text-align: center;">6</p>







			<p>the chairs and the teacher stops the music one student will remain standing up. The student that does not get any chair will have to say something about him/her.</p> <p><b>Development:</b> He will explain to his students the following activity: all students have to form groups of 5; furthermore, each group has to choose two flashcards. After, they have to describe the member of the family that appears on the flashcard. At the end of the class, all of the students have to choose a winner.</p>		
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LESSON PLAN "ESCUELA DE EDUCACIÓN PARVULARIA GABRIELA MISTRAL"

TEACHER'S NAME: \_\_\_\_\_ K-6 Date: \_\_\_\_\_

Integrating Theme: Once upon a time... SPACE: Classrooms TIME: 2 hours

Strategy or Integrating Theme: "Once upon a time... There was a special family"

DAY OF THE WEEK	OBJECTIVES	CONTENTS OF THE THREE AREAS	METHODOLOGY AND DEVELOPMENT	MATERIALS	ACHIEVEMENT INDICATORS
	<p>Boys and girls with the help of the teacher and their family will be able to:</p> <ul style="list-style-type: none"> <li>❖ Identify and say the names of the family members and other relatives.</li> </ul>	 <ul style="list-style-type: none"> <li>❖ Identifying themselves and family members by their full name and the place where they live.</li> <li>❖ Sharing personal and family history through family trees, toys, hobbies, pets, and anecdotes.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Increasing vocabulary by identifying and using new words in games and songs.</li> </ul>  <ul style="list-style-type: none"> <li>❖ Identifying the family, the relationship among its members and their roles.</li> </ul>	<p><b>Motivation:</b> The teacher will ask her students to go outside the classroom and form a semi circle. The teacher will have some pictures for each student to have them all participating actively. Students will get a picture and they will have to mimic the picture they have gotten and the rest of students will have to make guesses until they get the correct word related to the picture.</p> <p><b>Development:</b> the teacher will tell her students they are going to play a game called "Hot Potato". She will use a CD player in order to play some music, and when the music stops, the student who has the ball has to say the name of the member of the family that appears on the flashcard. The student who says the majority of the names wins the game. With the same flashcards, the teacher will motivate her students to pass at the front, choose a flashcard, and mimic the character that appears in the flashcards. In this activity, the other students have to guess the name of the character.</p> <p><b>Motivation:</b> The teacher will ask her students to sit on the floor. The teacher will have a ball of wool. This activity is called 'the spider web'</p>	<ul style="list-style-type: none"> <li>❖ Flashcards</li> <li>❖ CD player</li> <li>❖ Music</li> <li>❖ Ball</li> <li>❖ Laptop</li> <li>❖ Video</li> <li>❖ Speakers</li> </ul>	 <p>5,6</p>  <p>6,9</p>  <p>6</p>

			<p>the teacher will start a story and will throw the ball to one of her students to continue the story and this student will have to use at least 3 words studied in class. They will follow up this activity until the teacher closes the story. At the end, teacher will review the words used by students to repeat them all.</p> <p><b>Development:</b> The teacher will say to her students that they will watch a video about Tingo's Family, and she will say the name of each member of the family that appears on the video. Besides, she will ask them to count each member of the family with their fingers, and she will play the video two more times. Moreover, the teacher will ask her students to answer questions about some specific details from the video, and she will choose some students to share one meaningful story related to their family with their classmates.</p>		
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