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“EXPLORATION OF THE USE OF TOTAL PHYSICAL RESPONSE FOR DEVELOPING LISTENING SKILLS IN STUDENTS OF TERCER AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “A” AT UNIDAD EDUCATIVA “NUESTRO MUNDO ECO-RÍO” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017”.

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Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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CERTIFICO

Que el presente trabajo de graduación titulado "Exploration of the use of Total Physical Response for developing Listening Skills in students of Tercer Año De Educación General Básica Class "A" at Unidad Educativa "Nuestro Mundo Eco-Río" of Riobamba City, Chimborazo Province, during the academic year 2016-2017", de autoría del señor **Holger Patricio Castillo Mazón** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación de proyecto, trabajo de campo, análisis de resultados y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos requerimientos esenciales exigidos por las normas generales de graduación, en tal autorizo la presentación del mismo, para su calificación correspondiente.



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AUTHORSHIP

I, Holger Patricio Castillo Mazón student of language career, declare that I am the only author of the research named. **“EXPLORATION OF THE USE OF TOTAL BODY RESPONSE FOR DEVELOPING LISTENING SKILLS IN STUDENTS OF TERCER AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “A”, AT UNIDAD EDUCATIVA “NUESTRO MUNDO ECO-RÍO” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017”.**

Ideas and commentaries specified in this document are responsibility of the author.

Riobamba, August 13th, 2018



Patricio Castillo

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I am so thankful with God who permits me to accomplish all my dreams. Also I give thanks to the college and my teachers which day to day gave me good advices, the best methodology for improving my knowledge and being a great professional. My Tutor who was my guide during this process, with her advices and patience she became my advisor and mentor for developing in a good way my work. How to forget my wife and children which are my reason for becoming a good professional, my parents and sister which supported all my process of my academic studies, thanks to all of them, finally, I accomplished my last dream, becoming a new professional.

Grateful,

Patricio Castillo

DEDICATORY

I want to dedicate this work first of all to God who gives me life and health every day. To my wife and children which are my reason to achieve my dreams and have helped me to overcome many difficulties in my life. To my parents and sister which are my angels that guided my walk since I was a child. To my teachers and friends that have been a support of me during this stage of my career.

A LOT OF THANKS FOR ALL OF YOU

Sincerely,

Patricio Castillo

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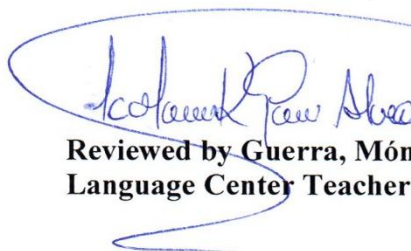
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RESUMEN

Existen nuevos métodos para enseñar inglés y los profesores los usan en clase para desarrollar destrezas, pero aún existen profesores que siguen usando los métodos tradicionales en clase. Por esta razón la presente investigación pretende explorar cómo el método de la Respuesta Física Total ayuda a desarrollar la destreza de escuchar en los estudiantes de Tercer Año de Educación General Básica en la Unidad Educativa “Nuestro Mundo Eco-Río”, de la ciudad de Riobamba, provincia de Chimborazo; estos estudiantes muestran un bajo nivel de inglés y no han desarrollado la destreza de escuchar. Para este estudio el investigador propone los siguientes objetivos: Observar cómo el profesor usa actividades orales para prácticas de escuchar. Analizar cómo el método de Respuesta Física Total influye en el proceso de aprendizaje del segundo idioma en los estudiantes. Explicar el comportamiento de los estudiantes cuando practican el método de la Respuesta Física Total. Dicha investigación fue desarrollada en la Unidad Educativa Nuestro Mundo. La población estaba constituida por 25 estudiantes y un profesor de tercer año. El enfoque es cualitativo con las características de exploratorio y descriptivo en el que se utilizó el método etnográfico para describir las cosas que estaban sucediendo en este entorno. La técnica e instrumento usado para reunir información fue una guía de observación. Los principales resultados mostraron que la falta de desarrollo de la destreza de escuchar es porque el profesor no tenía un claro conocimiento del método de respuesta física total. La conclusión principal establecida es que actividades como role plays y listening comprehension son adecuadas para desarrollar la destreza de escuchar, pero el proceso como son aplicados no es el correcto, los objetivos de aprendizaje no se logran.

ABSTRACT

There are new methods for teaching English and teachers use them in class for developing skills, but there are still teachers that continue using the traditional methods in class. For this reason, the present research aims to explore how the Total Physical Response method helps to develop the listening skills in students of Third Year of Basic General Education at “Nuestro Mundo Eco-Río” Educational Unit, in Riobamba city, Chimborazo Province; these students show a low level of English and they have not developed listening skills. For this study the researcher proposes the following objectives: To observe how the teacher uses oral activities for listening practices. To analyze how the TPR method influences in the learning process of the second Language in these students. To explain the behavior of students when practicing TPR method. The investigation was developed at Nuestro Mundo Educational Unit. The population was constituted by 25 students and 1 teacher of Third Year. The approach is qualitative with the characteristics of exploratory and descriptive in which it was used the Ethnographic method to describe the things that were happening in this environment. In addition, the technique and instrument used for gathering the data was an observation guide. The main results showed that the lack of development in listening skills is because the teacher did not have a clear knowledge about the use of TPR method. The main established conclusion is that activities like role plays and listening comprehension are good for developing listening skills, but the process how they are applied is not the correct one, so the learning goals are not achieved.


Reviewed by Guerra, Mónica
Language Center Teacher



INTRODUCTION

For teaching English language is important to know about different methods and strategies that help students in the development of the four language skills, this research is oriented to listening skill development because the TPR method is effective for developing listening in students, due to they can improve their language in different ways.

This research is characterized by the use of qualitative data, which arise from the empirical confrontation between the subject and the object of research. Its starting point is a general analysis of the problem; the theoretical and framework and the methodology to be used emerge, as progress is made in the development research.

People who are going to be the beneficiaries of this research are the students of the third level of Basic Education of the Educational Unit Nuestro Mundo Eco-Río, this will also allow teachers to benefit, as thanks to the application of Total Physical Response with movement strategies, the application of these activities will motivate Students for learning to practice with their teacher.

This work was done in order to find a solution that helps to develop the listening skills to a second language through the use of Total Physical Response in students of the third level of Basic Education of the Educational Unit "Nuestro Mundo Eco-Río ". Being beneficiaries all the students and teachers of the English area, and with it, the whole Institution.

The problem is that the teacher uses the same strategies and methods, for listening practices, he does not apply other methods that are useful for teaching listening, it is a problem, because in consequent of it, the students had a low level of listening skill. This research observed and collected information about how the TPR method could be useful for teaching listening.

Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. In TPR instructors give commands to students in the target language, and students respond with whole body actions. TPR is often used alongside other methods and techniques. It is popular with beginners and young learners, although it can be used with students of all levels and all age groups

For a better understanding the researcher has been systematized in five chapters:

Chapter I. - This chapter presents referential framework, problem statement. Also it includes the general and specifics objectives which lead the readers to understand its administrative characteristics.

Chapter II. - This chapter presents the theoretical aspects of Total Physical Response for developing listening skill.

Chapter III. - This chapter presents the methodological framework which presents the design and type of the research, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.

Chapter IV. - This chapter presents the analysis and interpretation of results.

Chapter V. - This chapter presents the conclusions and recommendations of the research.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 THE PROBLEM RESEARCH

Problem: The teacher uses the same activity all of the time for developing listening skill.

1.2 PROBLEM DEFINITION

The reason for this research is to get students to have a more positive and active attitude towards learning English, and facilitate their learning experience. This institution was founded in the 4th of July 2007 making it one of the youngest institutions in the city. The institution has around 310 students, where 21 teachers are all the different courses. Having only three English teachers in charge of all the students from Nursery to 2nd year of High School, it is a problem of the school. It is located in Av. Circunvalación and Jerusalén behind the Gas Station Bonanza.

Education in the teaching of English has become a primary need. That is why in the Unidad Educativa “Nuestro Mundo Eco-Río” students have learned English through traditional methods, with one of the newest methods called Total Physical Response, a goal to develop the listening skills in students of Third Year of school is that they are going to acquire knowledge using or listening to commands as the teacher says.

The students of Tercer Año de Educacion General Basica at Unidad Educativa “Nuestro Mundo” have shown a low level in their listening skill and show almost no true improvement in learning English, creating a number of barriers on their learning. Since students like and prefer to learn English when they act it out, that it is why the TPR method is considered as a necessary method for learning English. This method should motivate students into learning English always keeping in mind the social reality of students from third grade.

Based on the observation classes it was noticed that the teacher uses the same activity all of the time for developing listening skill. The students feel frustrated because

they do not understand the target language and they start to play and get distracted easily. For this reason, they get bad scores and become to hate the English language. Students do not know how to express in English because they do not improve listening skills due to the teacher says and uses the traditional method, as for example, for making some activities, the teacher plays songs that they do not understand although they put their greatest effort, but the students in this level are able to improve using the TPR.

1.3 PROBLEM FORMULATION

How does the teacher present activities for developing listening skills in students of Tercer Año de Educación General Básica class “A” at Unidad Educativa Nuestro Mundo Eco-Río, Riobamba city, Chimborazo province during the academic year 20176-2017?

1.4 GUIDING QUESTIONS

- How does the TPR method influence the learning process of the second language?
- How the activity helped students develop their listening skill properly?
- Do students feel comfortable when they practice English through this method?

1.5 OBJETIVES:

1.5.1 GENERAL OBJECTIVE

- To explore how the Total Physical Response method helps to develop the listening skills in students of Tercer Año de Educación General Básica at Unidad Educativa “Nuestro Mundo Eco-Río”.

1.5.2 SPECIFIC OBJECTIVES

- To observe how the teacher uses oral activities for listening practices.
- To analyze how the TPR method influences in the learning process of the second Language in these students.
- To explain the behavior of students when practicing TPR method.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After checking up at libraries of Universidad Nacional de Chimborazo, and particularly at Ciencias de la Educación, Humanas y Tecnologías Faculty; a previous research about the use of Total Physical Response to develop Listening Skills has been found in: According to VARGAS, Amparo and SHIGUANGO, Bexy (2014). In the work: “Application of teaching techniques to develop the oral skill in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno”, Guano Canton, Chimborazo province; during the school year 2013-2014.” Concluded that: It is important to use different strategies or techniques for teaching English, especially if working with children. It is extremely necessary to use English for teaching; in order to let our students to develop all the English macro-skills meaningfully.

2.2 THEORETICAL FOUNDATION

2.2.1 WHAT IS TOTAL PHYSICAL RESPONSE?

Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. In TPR instructors give commands to students in the target language, and students respond with whole body actions. TPR is often used alongside other methods and techniques. It is popular with beginners and young learners, although it can be used with students of all levels and all age groups

2.2.2 TOTAL PHYSICAL RESPONSE

Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as

an approach for teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. (Tim, 2017)

2.2.3 TEACHER'S ROLE

Teacher's role is to command the students through various imperative sentences. The teachers can use storytelling to make students interest during studying in the class by using Total Physical Response. Have you ever seen students who can't respond to English when it is spoken at normal speed? TPR trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson. Most often, TPR is used with basic commands. The teacher tells the students to stand up, put their hands in the air, pick up something and give it to another student, sit down, etc. The teacher should say these naturally to see how students respond. By modeling the action and repeating as many times as necessary, the students learn the meaning of the commands. To make this basic TPR more interesting, Teacher uses some rather funny commands. For example, after telling students to put their left hand in the air, he has them put both hands in the air, and then follows up by asking students to put both FEET in the air. (Tarigan, 2011)

2.2.4 STUDENTS' ROLE

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative - based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items. Learners monitor and evaluate their own progress. (Patricia, 2011)

2.2.5 ADVANTAGES AND DISADVANTAGES OF TOTAL PHYSICAL RESPONSE

ADVANTAGES

- TPR is fun and easy
- The teacher does not need a great preparation for developing it

- It is the best option for learning vocabulary
- There is not limitation of age for learning

DISADVANTAGES

- It is not an enough creative method
- Sometimes we can overuse the TPR
- It could be limited

2.2.6 TPR AND LANGUAGE SKILLS

- **Listening:** Main Skill trained
- **Writing:** Some writing is not concluded without noticing
- **Speaking:** Spontaneous way

2.2.7 ACTIVITIES TO PROMOTE LISTENING SKILLS:

Role Play: Inside the class, the teacher can use role play activities for developing listening skills, the students pretend to be other people, while demonstrating and practicing important lessons. The teacher can place students in roles which highlight specific listening elements. While passive listening is a natural skill people learn as they develop, active listening requires practice and focus to master.

In role play activities, the assignation of roles to students and put situations that they could encounter outside the classroom. As a result, role plays imitate real life; the use of the language can be extensive according to the play. Also, the relation between the role and students as they practice and develop their sociolinguistic competence. As they use the language appropriately in the situation and the characters.

Simulations: Simulations are like role-plays but what makes simulations different than role plays is that they are more elaborated. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students, they increase the self-confidence of hesitant students, because in role play and simulation activities,

they will have a different role and do not have to speak and listening for themselves, which means they do not have to take the same responsibility. (Hayriye, 2006)

2.2.8 PRINCIPLES

The teacher has to take in mind the next principles inside the Total Physical Response Method.

- Lessons in TPR are organized around grammar, and in particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson. However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar-based methods such as grammar-translation.
- Grammar is not explicitly taught, but is learned by induction. Students are expected to subconsciously acquire the grammatical structure of the language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning. This approach to listening is called code breaking.
- Total physical response is both a teaching technique and a philosophy of language teaching. Teachers do not have to limit themselves to TPR techniques to teach according to the principles of the total physical response method.
- Because the students are only expected to listen and not to speak, the teacher has the sole responsibility for deciding what input students hear.

2.2.9 LISTENING COMPREHENSION

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and relates to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators. (Rippel, 2017)

Speaking out loud is the most common form of communicating, and learning to fully understand what is being said is paramount if children are to thrive. Tone of voice, pauses between words, where the emphasis is placed in a sentence, and the rhythm and pattern of speech all have an impact on the meaning of the words being spoken and the

message they are meant to convey. Learning to listen carefully and comprehend those subtleties is not only an important prerequisite to listening comprehension, but also provides a rich resource for your children to draw upon when they want to convey their own thoughts and feelings. (Rippel, 2017)

2.2.9.1 LISTENING

- Listening is just listening; no verbal response has to be involved.
- Listening is the first task for child learners, not grammar.

2.2.9.2 TWO TASKS FOR LISTENING:

Development of ear training skills, the mechanics of listening

Discrimination of isolated sounds, discrimination of sounds in connected speech, discrimination of stress patterns and identification and understanding intonation patterns
Listening for perception: ear-training activities

Word and sentence level: discrimination of sounds and noises, identification of stress patterns, clapping rhythms, discriminations of phonemes, words, clauses, identification and pointing to pictures or objects, moving along with rhythms or stress patterns and moving or stopping following the music. (Rippel, 2017)

2.2.9.3 Development of comprehension

Understanding general and specific meanings, making inferences, predictions, making connections within the text, summarizing, rejecting redundant information, turning input into intake and relating information to own experience

Listen and do activities (do: paint; choose; pick; guess; say; put; find; identify; mime; draw)

- Listen and find mistakes
- Listen and fill in gaps, grids, maps, charts, trees, graphs,
- Listen and read pictures or texts
- Listen for true/false visual or textual answers
- Listen to familiar texts
- Picture dictations

Listening and pronunciation/speaking activities: songs and chants. Traditional children's songs: choosing rhymes, circle and singing games, jump rope rhymes, ball bouncing rhymes, clapping rhymes, bedtime songs, songs about animals.

Listening procedure: listening does not involve examination, thus, teachers are expected to carry out a series of tasks in order to prepare children for listening:

1. Introduce the listening: tell children what is what they are going to listen to
2. Talk about the topic of the listening before it
3. Be very clear about the task they will have to do while listening (paint, point, color, fill in a chart...etc.) before it
4. Listen to the text without its transcription several times, to do several different tasks. Leave time to the children to check in pairs their answers
5. Listen again to correct those answers
6. Do something AFTER the listening (complete the story, sing the song, etc) (Rippel, 2017)

2.2.10 LISTENING TECHNIQUES: Total physical Response

1. Procedure

- Teacher says and exemplifies action
- Teacher says and exemplifies action // students do the action
- Teacher says // students do the action
- Volunteer students say actions// other students do the action
- Introduce 'paper and pen' tasks
- Introduce more complex TPR activities (combine with songs, stories, etc)

2. Do

- Use verbs in the infinitive
- Use simple sentences, make them complex little by little
- Say name of student once you have said the order
- Use taped material from time to time
- Use mime, gestures or visual material whenever you can

3. Don't do

- Do not translate

- Do not ask your students to translate
- Do not use written language
- Do not explain grammar

4. Examples of activities

- Listen and do
- Listen and match
- Listen and draw
- Listen, do and sing
- Listen and cut

2.3 DEFINITION OF BASIC TERMS.

Intelligence:

Described as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context.

Behavior:

It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

Trace Theory:

It is a theory of cognition that draws upon dual-trace conceptions to predict and explain cognitive phenomena, particularly in the memory and reasoning domains.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

This research is **descriptive** with a **qualitative** approach because it explores Total Physical Response that the teacher uses in a listening class with students of Tercer Año de Educación General Básica class “A” in the Unidad Educativa “Nuestro Mundo Eco-Río”.

It was used the ethnographic method which helped to describe what is happening in this educational context. And the instrument applied was an observation guide which permitted to gather information in the exactly place where the problem occurs.

3.2 RESEARCH TYPE

It is a qualitative research because it will be characterized by the use of data that arise from the empirical confrontation between the subject and the object of research, with emphasis on interpretation of results. The theory was contrasted with the information gathered in the observation process, therefore it was analyzed, how Total Physical Response was used and how it helps to the teacher and students in listening skill development.

3.3 RESEARCH LEVEL

This research had an exploratory level, due to it consisted in observing the development of Total Physical Response in order to recognize how the teacher uses this method when practicing listening with students at Tercer Año de Educación Básica, “A” at Unidad Educativa “Nuestro Mundo Eco-Río”.

This information was interpreted to define the problem and possible solutions that would help the teacher and students in the process of language learning. The ethnographic method was used to analyze the problem directly in the context it occurs, based on observable items established in the observation guide.

This project was developed at Unidad Educativa “Nuestro Mundo Eco-Río” because in this school it was identified that the English teacher uses the same methods

and oral activities for developing listening skill in his students, making of the class a boring environment. The present research was developed in the academic period 2016 – 2017, in which the information was collected through observation.

The topic of this research was chosen because at Nuestro Mundo High School there is a phenomenon, where the teacher does not use in a correct way or in other cases he does not use good methods and the students of Tercer Año Class “A” have a low level of listening. The present research was developed during the academic year 2016 – 2017 in which the researcher collected the information through a previous observation developed during the preprofessional practices.

The study had been developed along six months divided in these phases: field work, analytical, and informative phases.

3.4. POPULATION AND SAMPLE

This research was developed at Unidad Educativa “Nuestro Mundo Eco-Río,” Riobamba City, with 25 students and 1 teacher. In consequence the research was done with all of them because the population was small, it was not necessary to take a sample.

3.5 PROCEDURE

The activities of this investigation has been divided in: preparatory, field work, analytical and informative.

At the beginning, the requests of permissions were developed to the authorities of “Nuestro Mundo” High school, for data collection the researcher elaborated the observation guide in order to observe how the teacher uses oral activities for listening practices, to analyze how the TPR method influences in the learning process of the second language in the students and to explain how is the behavior of students when practicing TPR method.

Then, the researcher considered the area for this research, which was the METHODOLOGY area because it talks about strategies and methods for development listening skills. The researcher chose this area, because during the pre-professional

practices he noticed that the teacher had some problems at the moment to apply methods or in other cases he did not use other kind of oral activities for listening

The researcher was interested in this research because, as a future teacher he needed to know effective methods that help in the process of teaching English, especially in listening development, due to it is essential for learning English. Also this research could help to teacher and students of the institution to improve the listening learning strategies.

The specific problem that was researched are the monotonous activities and traditional methods that the teacher uses at the moment to practice listening with the students. In the informative phase the principal results were processed to be presented. Also it was set some conclusion about the study, and then it was established some suggestions which seeks to be useful for the teacher when practicing listening.

3.6. WORK FIELD

To the preparatory phase of the research, the researched determined in his pre-professional practices that the teacher used the same methods in listening practices, and students had a low level of English, for developing this research, the researcher developed the respective documents to the Rector of the Institution Dra. Laura Erazo to inform about the problem and how it was detected, the teacher of Tercer Año de Educación Básica and Director facilitated information and the results of the instrument which was applied to determine which factors affects to the listening development of the students there was no problem to apply the instrument, and the investigator had access to the necessary documents, because he developed his pre-professional training in this institution.

The contact with the students in the research was done face to face, the researcher talked with the teacher and he explained that the researcher was going to observe to the teacher during two weeks in his English classes, to collect in the observation guide about the TPR method is used by the teacher to teach listening, how he uses the method and how he helps to students in listening practices.

After that, the researcher explained to the student the purpose of the researcher's presence, in their classes. The students knew to the researcher, because he did his pre-professional practices in their class, all of them knew the necessary information about this research. The researcher was involved into the class as an observer, he took a passive role because the researcher did not participate in activities, his purpose was to observe and collect information that was useful for the research, the teacher and students had an active role because the teacher proposed activities and students had to take part in the activities, but the problem was that the teacher always used similar oral activities and the class became very monotonous.

The specific aspects that were observed in the class, if the teacher used oral activities, also if the activities used by the teacher promotes students listening skill, and if teacher helps students develop listening skill properly. The students were going to show more positive attitude toward the activities, as they will cooperate, interact freely in the class at the moment of making oral speech. For this research was necessary to research information about the oral activities and method that promote listening, this information was useful to create an information guide and to develop the analysis of this research, this investigation was developed through an observation technique, based in theoretical foundation, for data collect was done an observation guide which was based in a theory that was investigated for this research.

For this research was used an observation technique in order to explore TPR method that helps to improve listening skills. The information was obtained through observations that where applied on June first, second, fifth and sixth for 2 hours every day, this process helped to determine how total physical response would benefit to teacher and students in listening activities. The information was collected by the teacher, participants for this investigation had been authorities, teacher and students of the institution, they had given the opening for development this investigation, the observation technique was used for this research in which information had collected through an observation guide which concluded, despite the teacher can change the activities, the students prefer taking an active role into the classes.

Inside the analytical phase it was detailed that the data was taken through the not participatory observation and was applied from the observation sheet the data was

registered through checklist by the researcher. Finally, the researcher with the complete information collected in the analytical phase he finishes with data collection the first week of June, the second week of June, and he finished the final report the third week of June, and with this he concluded the investigation.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The information was developed with students at Tercer Año de Educación General Básica at Unidad Educativa Nuestro Mundo Eco-Río in order to analyze the use of Total Physical Response. The information was obtained through observations that were applied on June first, second, fifth and sixth for 2 hours every day, this process helped to determine how total physical response would benefit to teacher and students in listening activities.

All aspects were observed in classes; an observation sheet was used to evaluate the criteria. In the first day, the essential details in TPR method were observed in classes where the investigator did not participate. The observation guides were used to provide good insights into how the different participants are behaving and interacting in the learning and teaching context with the use of this method which was prepared.

Theoretical foundation and the real observation were taken to contrast and evaluated to know if the method helps students to improve listening skills and if the teachers knows how to use the TPR method. The method was analyzed using observation sheet. In the second and third day, the results were the same. In fact, it was observed the same aspects for 3 days in a row. Finally, observation results and theoretical foundation are presented in the following table to continue.

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE

SPECIFIC OBJECTIVES	ITEMS	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To observe how the teacher uses listening activities for listening practices.</p>	<p>The teacher uses role play activities in listening practices.</p> <p>The role play activity is based on real life situation.</p>	<p>The teacher used role play activities inside the classroom, he organized the groups, but the groups were usually the same in all the activities. The role plays were not based in real situations where students just had competition</p>	<p>For developing listening skill in students, the first class that the teacher developed was Simon says activity, where the students listened to the commands of the teacher and developed the activity. Example: Simon says: Bring some water. The teacher organized the class in groups of four students in which students sometimes did not understand some words that the teacher said. Some words were in advanced level and students just imitate the actions of the others. At the beginning it was a good activity but in the process of applying the activity there was a problem, students did not listen to the teacher, they just stayed playing</p>	<p>Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teach a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. (Tim, 2017)</p> <p>Students react immediately when they listen a command and this is a good point because they are improving listening skills, they use their body to move according what the teacher says in class.</p>

	<p>Listening comprehension The teacher uses listening comprehension activities.</p>	<p>The teacher used listening comprehension in class because he wanted that students understand the meaning of the words they hear.</p>	<p>due to the teacher repeated several times the commands. It affects their listening because they cannot hear what the teacher said. The teacher has to take in mind that the activities for this kind of students must be in an easy level because students are beginning to listen acknowledge words. Nevertheless, the teacher must mix abilities when he develops an activity if he wants to accomplish his goals.</p> <p>In the second class the teacher used listening comprehension in an activity called Telephone where the teacher divided the class into two groups and gave one phrase to each group, students should have pass the message to the others behind them, they had to continue saying the message</p>	<p>Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some ways. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to develop</p>
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			<p>without help at the end of the line, the last student of each group had to write the phrase according that he or she heard. If the message was good written, the group won. Unfortunately, in the fourth class the teacher developed a similar activity called the Gossip with the same content as the last one, students were in the same groups, but in a point of view, the classes were monotonous and the students were losing interest for developing activities.</p>	<p>even at an early age, because good listeners grow up to become good communicators. (Rippel, 2017)</p> <p>Kids are able to learn easier than adult people, for this reason they can memorize and learn everything that they look or hear, they drill every time the new knowledge and they interpret with their own words and they are able to express with accuracy and fluency</p>
<p>To analyze how the TPR method influences in the learning process of the second Language in these students.</p>	<p>Principles of TPR The teacher uses principles based on the TPR</p>	<p>The students are only expected to speak and not to listen</p>	<p>The teacher did not take in mind the organization of the activity due to the good development that he had at the moment of showing the content of the class, he wanted to teach them some of grammar but he used Grammar Translation; TPR method says that teachers</p>	<p>The success of TPR is built upon these foundational principles of second language acquisition theory: -Languages are best learned when the learner receives lots of comprehensible (understandable) input. In other words, for a true beginner, listening to a radio broadcast in the language is not nearly as effective as</p>

	<p>Listening techniques in TPR</p> <p>The teacher says and exemplify the actions</p>	<p>Listening was not clear when the teacher gave commands</p>	<p>have to have clear idea about what he is going to teach.</p> <p>In the third class the researcher observed that teacher just used the same method for teaching and it was noticed that students have a low level of listening because in a long time of the class they misunderstood words and developed other actions because they just listened that the others said.</p> <p>When teacher developed the class he had not have in mind the techniques for listening, although he said the words in a clean way but the teacher used translation</p>	<p>listening to simple "hear and now" talk directed at the learner.</p> <p>-Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and respond to parts of the language without attempting to speak it. This is also referred to as "delayed production," and of course reflects that path that children follow when learning their first language. (James, 1970)</p> <p>Students can improve listening all the time if the teacher interacts with them, students can acquire new vocabulary if the teacher reproduces sounds, songs, oral tales; students will pay attention and understand English.</p> <p>When learning English, language is internalized through a process of code-breaking similar to first language development, and that teachers should allow for a long period of listening and developing</p>
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			<p>due to this is not accepted in the TPR. Therefore, the students understood the idea</p>	<p>comprehension prior to speech production. Students respond to commands that require physical movement. TPR is primarily utilized for teaching English as a second language, but can be implemented for other languages as well. (TESOL, 2011)</p> <p>In my view, students are learning all the time and the advantage is that they are kids and they learn easily, they understand the two languages and can develop the activities. With TPR students will understand commands</p>
<p>To explain the behavior of students when practicing TPR method.</p>	<p>Student's role Learners in Total Physical Response have the primary roles of listener and performer.</p>	<p>Students were active during the class, the students reacted what the said</p>	<p>During the class, the teacher said some commands for practicing listening in students, at the beginning they had had no clear what the teacher said, therefore, the teacher continued giving commands. But, in my view, the commands were complex for the kids because they had difficult words that was not easy to understand. However, at the end</p>	<p>Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative based format for lessons. Learners are also expected to recognize and respond to novel</p>

	<p>Teacher's role Teacher's role is to command the students through various imperative sentences.</p>	<p>Teacher is the person who keeps active the class.</p>	<p>of the class, students started to developed the commands easily.</p> <p>In the class, the teacher started to monitor the class and students were quiet, but, few minutes later students started to make noise, it is believed that students felt restless, the teacher should have to make a dynamic for keeping discipline in the class</p>	<p>combinations of previously taught items. Learners monitor and evaluate their own progress. (Patricia, 2011)</p> <p>According to the author, student learn by themselves and this is a good point because they realize about their mistakes and can improve them.</p> <p>To make this basic TPR more interesting, Teacher uses some rather funny commands. For example, after telling students to put their left hand in the air, he has them put both hands in the air, and then follows up by asking students to put both FEET in the air. (Tarigan, 2011)</p> <p>In my view, the class would be more interesting if the teacher were more dynamic and active, students would feel comfortable and keep a good environment inside the class</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Activities like role plays and listening comprehension are good for developing listening skills, but the process how they are applied is not well, the learning goals are not accomplished.
- The use of the Total Physical Response method helps to students to improve their listening skills, because they act as they listen, so, it is a good method for applying in these kind of students.
- The behavior of students was good in class due to they are kids, they had a good behavior, the goal is accomplished in class.

5.2 Recommendations

- It is recommendable to learn more about the application of oral activities and integrate other activities where the practice of listening will be based in real life situations.
- It is recommendable to learn and read more about the techniques and principles inside the Total Physical Response, because the TPR helps the learning process of the students.
- Students should continue having good behavior in class because the learning process would be good if they are active and keep discipline.

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7. ATTACHMENTS

7.1 Observation sheet.



Universidad Nacional De Chimborazo
Facultad De Ciencias de La Educación Humanas y Tecnologías
Languages Career
Teacher's Observation Sheet

The present observation guide was developed based on the most important aspects of Total Physical Response; which are derived from the theoretical framework. It will be applied to students of Tercer Año de Educación General Básica, at Unidad Educativa “Nuestro Mundo Eco-Río”.

Objectives:

- To observe how the teacher uses oral activities for listening practices.
- To analyze how the TPR method influences in the learning process of the second Language in these students.
- To explain the behavior of students when practicing TPR method.

Instructions: Check the statements and tick yes/no according the development of the teacher's class.

Grade: Tercer Año de Educación Básica "A"		
Area: Methodology		
STATEMENTS	Yes	No
1. The teacher uses role play activities to promote listening.		
2. Are the role plays appropriately for students of the level?		
3. The teacher properly assigns student's role.		
4. The teacher organize groups before starting role play.		
5. Role plays are based on real life situation.		
6. The teacher uses simulation in listening practices.		
7. The simulation proposed recreate a situation		
8. It is provided materials for preparation		
9. The teacher has clear objectives for the activity.		
10. The teacher's role changes in the classroom		

11. The teacher has closer control of time		
12. The teacher uses listening comprehension for listening practices.		
13. The teacher helps to improve Listening Comprehension		
14. The students understand the activities in listening comprehension		
15. The students become good listeners.		
16. The students become good communicators.		
17. The teacher takes in mind the principles of the TPR.		
18. The teacher uses the TPR method in a good way.		
19. The teacher controls the students behave in class.		
20. The teacher provides feedback after activities.		
21. In the student's presentation the teacher is	Guide	
	Resource Keeper	
	Monitor	

Done by: Patricio Castillo