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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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Theme:

TOTAL PHYSICAL RESPONSE (TPR) METHOD AND THE LISTENING SKILLS.

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2022

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I, Lcda. Mg. Lorena Fernanda Parra Gavilánez, holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: “**TOTAL PHYSICAL RESPONSE (TPR) METHOD AND THE LISTENING SKILLS.**” investigated by María José Lalaleo Pazmiño with I.D No. 1850115732 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

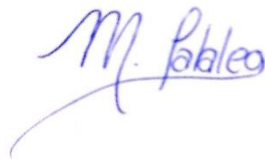
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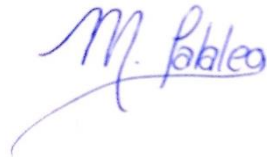
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DEDICATION

TO:

God for guiding me and giving me wisdom throughout my life and my academic process. God has never abandoned me in the most difficult battles. To my parents, Silvia and Ramiro, who have been my guides throughout my life, my mother, who has taught me the values of respect and perseverance, and my father, who has motivated me every day to achieve my goals.

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TITLE: TOTAL PHYSICAL RESPONSE (TPR) METHOD AND THE LISTENING SKILLS.

AUTHOR: María José Lalaleo Pazmiño

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ABSTRACT

The aim of this study was to know the influence of the Total Physical Response (TPR) method on the listening skills achievement. The researcher investigated the relationship between the two variables through a pre-experimental design. A quantitative approach was employed to obtain the statistical information about this work. This research was conducted at Unidad Educativa “Glenn Doman”, in Ambato-Ecuador. The sample of this work consisted of 23 young learners of 7 and 8 years old, 14 were male and 9 were female. The participants’ listening skills and sub-skills, were assessed through a suitable instrument and it was the (A1 Movers listening test of Cambridge). Both tests were conducted at the beginning and at the end of the treatment. The results show that learners performed better in the post-test. This was possible to evidence by the pre-test and post-test means, which were evaluated on two criteria. First, the mean of listening for specific information was 4,97 points, while the post-test mean was 7,02 points. On the other hand, the second criterion evaluated was listening for detail, whose means were 4,43 in the pre-test and 6,52 in the post-test. In addition, the application of the TPR method in the students created a greater impact and improved receptivity through TPR strategies. The findings reveal that the TPR method significantly enhances listening skills and the listening sub-skills of listening for specific information and listening for detail, through the use of strategies comprising “listen and do” activities, imperative drills, and realia demonstration commands.

Keywords: Teaching methods, Total Physical Response, listening skills, listening sub-skills.

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TITULO: RESPUESTA FÍSICA TOTAL (RFT) EN LAS HABILIDADES AUDITIVAS.

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RESUMEN

El objetivo de este estudio fue conocer la influencia del método de Respuesta Física Total (RFT) en el desarrollo de las destrezas auditivas. El investigador indagó la relación entre ambas variables a través de un diseño pre-experimental. Se empleó un enfoque cuantitativo para obtener la información estadística de este trabajo. Esta investigación se realizó en la Unidad Educativa "Glenn Doman", en Ambato-Ecuador. La muestra de este trabajo fueron 23 niños de 7 y 8 años de edad, 14 eran varones y 9 mujeres. Las habilidades y sub-habilidades auditivas de los participantes, fueron evaluadas a través de un instrumento adecuado, y fue la prueba de comprensión auditiva (A1 Movers de Cambridge). Ambas pruebas se realizaron al principio y al final del tratamiento. Los resultados muestran que los alumnos intervinieron mejor en el post-test. Esto se pudo evidenciar por los promedios del pre-test y post-test, que fueron evaluadas en dos criterios. Primero, el promedio de la escucha por información específica del pre-test fue de 4,97 puntos, mientras que el promedio del post-test fue de 7,02 puntos. Por otro lado, el segundo criterio evaluado fue la escucha de detalles, cuyos promedios fueron 4,43 en el pre-test y 6,52 en el post-test. Además, la aplicación del método RFT en los alumnos crea un mayor impacto y mejora la receptividad a través del RFT. Los hallazgos revelan que el método mejora significativamente las habilidades auditivas y las sub-habilidades auditivas, mediante el uso de estrategias que comprenden actividades de "escuchar y hacer", ejercicios imperativos y comandos de demostración de objetos reales.

Palabras clave: Métodos educativos, Respuesta Física Total, habilidades de escucha, sub-habilidades de escucha

B. CONTENT

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Research Background

Currently, English is a global language that allows the exchange of information with people from other cultures and speakers of different languages. In Latin America, interest in learning and teaching English has been positively influenced by the development of educational guidelines. Although, the results of standardized tests applied to students in the region confirm the poor domain of English, especially in listening skills, because private and public schools are not educating their students to acceptable levels of English (Hernandez & Rojas , 2018). Similarly, the English subject has been submitted by the government since 2000 as a subject integrated into the educational curriculum in Ecuador. Nevertheless, statistical data showed in 2021 that this country has been ranked as one of the countries with a low rate of English proficiency. According to the English Proficiency Index (2021), Ecuador has obtained a score of 440 out of 1000 points, which indicates that population has an A1 level according to the (CEFR) and its knowledge is basic. On the other hand, Professor James Asher disseminated in 1960 a method called TPR that become one of the most important methods in English instruction. The TPR involves the listening skills because students were intended to respond to a series of commands in a physical way. J. Asher developed this method on the basis that understanding of the target language should be developed through body movements, physical responses of the learners, such as gestures or actions, and then move on to the ability to speak (Asher, 1968). Similarly, Krashen developed an “input hypothesis” based on the TPR method where he asserted that young learners accept listening activities when they acquire comprehensible input (Krashen , 1985).

Moreover, it is important to define the current situation of the students in the third level of E.G.B. between the ages of 7 and 8 years old at Unidad Educativa"Glenn Doman" who present a low development of listening skills. There are several factors that have a negative influence on the development of this skill, which are lack of motivation of children due to the low teacher preparation or poor teachers' knowledge. Similarly, the inefficiency of strategies, methods, techniques and didactic resources used to develop this skill (Yavuz & Celik, 2017). The teaching of listening is difficult for learners because

they present a lack of effort to understand each L2 word while listening (Alderson et al., 2015). This research aimed to analyze the influence that the TPR method had on the development of children's listening skills. This method enabled learners to improve their listening skills through the use of imperative drills, realia demonstration, listen and do activities and TPR activities. In addition, this research filled the gaps in previous studies and analyzed the effectiveness of the method in developing listening sub-skills, such as listening for detail and for specific information. By using this method, young learners felt more enthusiasm, increased students' motivation and reduced their stress level when they were exposed to listening comprehension activities (Talib, 2014).

For the development of this research, information is compiled from bibliographic sources from previous years whose topics of study show a close relationship with the present research theme. This study analyzes the use of Total Physical Response (TPR) as a teaching method capable of improving listening skills with young learners. In this section, for a better understanding, some inquiries are taken into account, as well as some documents found whose bases allow the establishment of objectives and the theoretical formation of the two research variables. In addition, some opinions, beliefs and ideas of several experts in the field are considered.

First, Werdiningsih and Mardiyah (2019) remarked the problems related to the students' lack of interest in listening activities and the low level of understanding of listening in class. The aim of this study was to evidence how the TPR method can improve students' abilities when listening to spoken speech in a foreign language through the use of specific commands. This study used a quantitative approach in a quasi-experimental design. The participants were divided into two groups, thirty students from class A and thirty students from class B. For the development of this research a pre-test and post-test were applied, and participants were asked to complete a 40 multiple-choice questions test and the data analysis were performed using (SPSS) program. As a result, in the post-test the students in the experimental group scored better with a maximum of 70 points, compared to the students in the control group, who scored 65 points out of 100. The application of the TPR activities improved the development of this skill with the experimental group. In addition, it was concluded that students were able to solve their obstacles in the listening activities during treatment with the support of the TPR method.

In a recent study, Asmilasti et al. (2019) argued that the main issue was the existence of problems in learning English, specifically in the listening comprehension

activities developed in the classroom. Furthermore, the aim was to describe how the foreign language teaching procedure combined with the TPR method was used to improve listening skills and the learning of new vocabulary. A qualitative-descriptive method and the quantitative approach were chosen to obtain further information about the pre-test and post-test data. Of the initial sample of 25 students, 13 were male and 11 female. In addition, this study used a Classroom Action Research (CAR) approach based on two cycles, in the first cycle only 44% of students responded correctly to TPR commands, while in the second cycle 55.5% of students assimilated the correct use of this method. As a result, students showed a higher performance on the post-test with an average improvement of 74.07% on their listening ability compared to the pre-test where the average was 37.07%. In conclusion, this method had a positive influence on the students' learning, not only in the improvement of listening skills, but also in the remarkable increase of vocabulary.

Another significant contribution elaborated by Kumar and Sandaran (2018) mentioned that the main problem identified was the complexity of the children's listening comprehension activities. Furthermore, the aim of this research was to investigate how the use of the TPR method promoted the development of listening skills and what were the teachers' perceptions of using this method and songs to teach this skill. A quantitative approach was adopted to conduct this experimental design due to its limited population that involved seven students from the fourth-grade of primary school. Additionally, a semi-structured interview was conducted for five English teachers. The development of the experiment took six sessions lasting about one hour. In addition, a pre-test and post-test were used to demonstrate the effectiveness of the treatment. Quantitative data, such as SPSS 21 software program and Paired T-test techniques were used to evidence the differences. Finally, the results obtained in the pre-test and post-test had a relative difference margin of 27.29% of their totality which leads to the effectiveness of the method. In the same way, teachers concluded in the interview that thanks to the treatment listening skills improved considerably.

Englishtina (2019) reflected that the main problem was that listening skills were considered to be one of the main language skills for young learners English language acquisition. The aim of this research was to investigate the importance of the TPR method to develop listening skills with children and how it helps to develop other skills. For the development of this research, a study design called case study was taken within a

qualitative approach. Only two English speakers from the university were considered as a sample for this study. An experiment was developed to collect research data. The process was carried out through fourteen observations, the use of interviews and some questionnaires to collect information. Data were analyzed by the Miles and Huberman analysis model or the flow model. As a result of the study, it is shown that the two lecturers used authentic strategies linked to TPR, however these did not have greater authenticity. In conclusion, the efficacy of the TPR method as a technique in the development of listening ability and subsequent speaking ability was extended.

Another contribution by Marentek et al. (2019) analyzed that the main problem was the deficiency of learners in developing their listening skills. The main aim of this study was to find out if students' listening comprehension skills could be improved after a thorough treatment with the TPR method. The sample for this study was fifth grade students. A Classroom Action Research (CAR) method was implemented in this research. This process was divided into four stages, which were planning, action, observation and reflection. For data collection this study used a quantitative design based on three steps, which were pre-test, treatment and post-test. As a result, the post-test data were higher to the pre-test data in the first cycle. The pre-test mean was 60,95 and the post-test mean was 90,55 respectively. Furthermore, the mean of the post-test was higher than that of the pre-test with a margin of difference of 48,56%. The findings showed that the TPR method improved the skills of fifth grade students. Finally, the data showed a significant improvement in relation to the pre-test and post-test. In conclusion, the TPR method is effective for teaching and developing this skill.

Rotua et al. (2021) commented that the main problem within special education was that students with autism feel stressed when they must develop their listening skills to learn new vocabulary and memorize it. The study aimed to investigate how the listening comprehension of students with autism could be improved through TPR commands and other strategies. This research employed a qualitative approach for the description of the use of the method. The sample was representative with respect to the special needs of 4 autistic students who were recruited for this study. The data collection was characterized by the observation and documentation of the process of teaching listening comprehension in the English class using the TPR method. After a deep analysis, the results showed that the TPR method was effective in teaching students with autism because the teacher encouraged his students to imitate the actions they heard verbally and could memorize

them. Finally, this method allowed the active participation of the students, reducing their anxiety and stress levels.

Ratminingsih et al. (2019) remarked that the problem was the difficulties of the students in learning, listening and speaking skills, and the problem presented by the teachers in the implementation of the TPR method in their classes. This research aimed to find out the implementation of the TPR method for teaching listening and speaking. A descriptive qualitative method was used for the development of this research within a form case study. The sample of this study was 32 fifth grade students and one English teacher. For the data collection process, four instruments were used: an interview, a checklist, recorders and a test to know the level of improvement of the students in both skills. The data analysis was performed in a descriptive manner through three steps which were data reduction, data display and verification. Based on the teacher's statement and the test result, it was obtained that the students improved these two sub-skills through the application of the TPR method combined with songs. Finally, it is concluded that the TPR method was effective and easy to apply in the classroom because the students enjoyed the TPR classes and their learning was more meaningful.

Another similar study developed by Shi (2018) emphasized the deficiency of suitable methods for teaching English to elementary school students. Furthermore, this research aimed to know the effectiveness of the TPR method within teaching in elementary schools. This research used a quantitative approach within an experimental design. The sample of this study consisted of 20 students divided into two groups: a control group and an experimental group. The experimental group was taught using the TPR method where students were motivated to work with realia, sounds and music, while the control group did not work with visual aids or special preparation. For data collection a test was applied and the mean average of the experimental group was higher than the mean of the control group. The results evidenced the effectiveness of the TPR method in teaching English through listening skills. On the whole, the TPR method was an effective technique that adapts to the needs of the youngest students and increased motivation in the development of English skills.

Hounhanou (2020) pointed out that children were not exposed to a method that helps them acquire information and memorize it in the long term. Furthermore, the present study aimed to promote the TPR method as a technique capable of improving English learning with ELF beginners. This research work used a mixed approach: qualitative

approach to describe the TPR process and a quantitative approach to collect reliable data. A total of 150 students and 26 (EFL) teachers were recruited for this study. Several instruments, such as the class observation, where students' attitudes towards the implementation of the TPR were used to collect information. In the same way, six classes were developed with TPR and two questionnaires were applied to teachers and students with 10 questions. The findings revealed that students improved their listening and speaking skills because through listening they retained more vocabulary to later develop speech production. Finally, the TPR method was productive in vocabulary acquisition and teachers considered that this is a positive technique in teaching EFL beginners.

Mariyam and Musfiroh (2019) identified that vocabulary acquisition within English language learning has been affected by the lack of appropriate methods for early ages. The aim of this study was to describe how the TPR method stimulates foreign language learning. This research used a qualitative approach. All participants were aged between 5 and 6 years old and the total sample represented 15 kindergarten students. For data collection students were asked to answer a questionnaire with 3 questions. In addition, descriptive statistics were the appropriate method of analysis of the data collected for this research. Based on the results after the interviews applied to the teachers, it was shown that the TPR method improved vocabulary retention in noun by 99.26%, in verbs by 93,33% and in adjectives by 79,26%. Furthermore, it can be concluded that the TPR method allowed for vocabulary achievement in the children and through this method they improved their enthusiasm for the development of classroom activities.

To sum up, these previous investigations showed that the effective use of teaching strategies and methods such as the TPR method used with young language learners is effective in enhancing the development of listening skills and sub-skills. In addition, the use of various strategies, techniques combined with the TPR method, such as songs, imperative drills, real objects, listen and do activities and movements progressively improved the attention and concentration of the students through the oral inputs received during the class. In the same way, these studies demonstrated how the method reduced the levels of stress and anxiety in students during the listening activities.

1.2 Theoretical framework

Independent variable framework

Didactics

Didactic is a word whose root comes from the Greek "didaskhein", and its meaning recognizes the ability of teachers to educate. In this way, didactics refers in the educational field as a set of principles, forms, and theoretical bases of what makes up a subject (Ingerman et al., 2018). In the same way, didactic is the science and theory that studies the learning of people and teaching by the knower under the ideal that, through it, the construction of knowledge of an individual subsequently becomes a reality (Bernad & Llevot, 2018). In addition, didactics have different principles and some of these are linked to the concept that this word shares with art and science. Teaching and learning include a process of speed and efficiency where images and language should be given priority. As any other discipline, didactics have characteristics. For instance, didactics is directly related to practice, because through it, a triangle of knowledge is formed that includes the process of three fundamental bases such as teaching-study-learning (Sarré & Whyte, 2016).

The subject of didactics has a long history, however, within the educational field, it is considered a newcomer. In accordance with Chevallard (2019), didactics is the scientific study of numerous actions that generate or impede the total diffusion of knowledge, or even relate to the body of numerous institutions. This theory arose in the 17th century when education became the privilege of the people, in other words, everyone had free access to access knowledge. Similarly, the word didactics is defined as the art of teaching everything the world has to offer to man. Moreover, the basis of didactics comprises the process of intervention between teaching and learning, as well as the laws necessary to build methods whose focus is the dissemination of knowledge to learners through three main ways, which are speed, pleasure and solidity (Maviglia, 2016). Finally, didactics in terms of practices establish the correct way to relate the curriculum with knowledge, manuals, and teaching discourse by creating the so-called theories of practice that lie in the production and transmission of knowledge (Hudson & Meyer, 2011).

Language teaching and learning

Language teaching and learning offers an introduction to second language acquisition (SLA), where language is considered the center of human life, not only do people express themselves through it, but it allows to achieve their goals and satisfy (Cook, 2016). To support this idea, Moeller and Catalano (2015), learning and teaching of a foreign language require a 'mimetic' process, which through the observation and repetition of signs, gestures and way of speaking creates the necessary conditions to acquire a language. In addition, the practice of teaching encompasses different ways in which a second language is learned, such as differing learning processes, ideas in language skills, and the fact that learner uses it as if he had acquired it from birth (Johnson, 2017). Similarly, understanding others becomes a rational and practical education process that demands the integration of the knowledge of one or more cultures. However, teaching a language requires more than the teaching of a linguistic code because it needs to teach the meaning of concepts, such as language, culture and learning through a meaningful relationship (Thohir, 2017).

For a long time, language teaching and learning were linked to the archetype that it should be taught as the mother tongue is normally taught to children. Furthermore, the child and parents begin to establish relationships between the combination of words, objects or even imitations that they believe the child wants to express or speak such as the use of the word "da" which normally in the English language refers to (doll), allowing the passage to the stage known as "single words" whose characteristics are affective-volitional and imperative (Dunkel, 1948). Moreover, the learning of a language is a vigorous process that belongs to the branch of psychology and involves complicated arrays between personality and thought (Bryram & Grundy, 2010). Despite these problems, some teachers have considered as a possible solution the adoption of theories and procedures to deal with it. Brown (2000) highlighted that the second language learning develops in the initial period between the ages of 5 and 10 because it is considered more useful and develops later in children (children's words, one-word phrases and other complex phrases).

Teaching methods and approaches

Methods and approaches arise through the need initiated by linguists and social scientists, who from the 19th century seek to innovate the way language is acquired and learned by students. Thus, emerging principles and theories were related to how language can be learned and channeled into memory (Richards & Rodgers , 2014). Accordingly, some well-known linguists of the time, such as Henry Sweet (1845-1912), Otto Jespersen (1860-1943) and Harold Parmer (1877-1949) elaborated some principles and approaches for developing language teaching programs which involved courses and materials (Intarapanich, 2013). In accordance with Anthony (1963), methods and approaches are organized in a hierarchical way, however, both complement each other. Therefore, an approach is a set of assumptions whose relationship is directly with the nature of the learning-teaching process, in other words, it is axiomatic because the origin or nature of a specific topic. On the other hand, the method is a general plan that guides the presentation of the linguistic material, which means that within the approach different methods can be included (Ahmed, 2010).

As is well known in the educational field, teaching methods and approaches share the characteristic of belonging to a certain set of principles, ideas or beliefs on the original basis of teaching (Hoque, 2016). It is an overview of language learning and teaching and how it can be learned. Therefore, an approach gives rise to a method which focuses on how to teach something new to another individual. In the same way, this theme is associated with activities and techniques implemented in the classroom to support the students' learning (Renau, 2016). In contrast, in a modern classroom, teaching methods and approaches are methodologies that are related to "Educational Psychology" because each teacher needs to use a variety of methods rooted to different learning styles. Furthermore, students will reach their potential, and they will be motivated and engaged in their classes (Nasr et al., 2016).

Total Physical Response (TPR) method

Total Physical Response is a method implemented in language instruction, it was developed by Dr. James J. Asher in the 1960s and 1970s. According to Roda'I (2022), this method uses a comprehensive approach at an early age because this method involves the coordination of speech with movements. This method focuses on the idea that each

human brain contains a natural program whose goal is to enable the individual to acquire a new language, and this relates to how children acquire their mother tongue (Gulsanam & Farangiz, 2021). Moreover, communication between parents and children is a visual representation of this method because this process combines the verbal and physical aspects through the physical response. In addition, by teaching English with the support of the TPR, the teacher establishes two phases which are purely modeling by the instructor and demonstration performed by the learner (Gusmuliana, 2018).

Ummah (2016) pointed out that children acquire language quickly when they work their body and brain together and that is why the use of a well-known “mnemonic strategy” (TPR) is introduced. When the teacher uses this method in class, he introduces different commands typical of the target language, such as walk, clap, sit down, etc., while the students respond with body movements. The learning process based on the TPR, enables not only the linguistic development of those who practice it, but also promotes the physical development of the body (Savic, 2014). In the same way, TPR involves active movements performed by the students in the classroom. For instance, the teacher can implement songs, storytelling or even role plays, where commands are used and these allow students to develop actions through their bodies. A feature of TPR is that actions can be done repeatedly and this improves listening skills. In addition, students who are exposed to classes with TPR reduce their stress levels and have fun learning the target language (Sariyati, 2013).

Characteristics of Total Physical Response (TPR)

The TPR method concentrates principally on commands and tracking of actions performed by learners as a response to an input. Therefore, each of these strategies relates to the language skills and game teaching techniques because these are implemented to reinforce learning (Husanovic, 2020). Students in the TPR process, are characterized by becoming imitators of verbal and non-verbal models of the teacher (Rambe'sLab, 2019). In the same way, this method is sustained in three phases; one of them is modeling, which focuses on commands and actions, the second phase recognizes an individual response by the learner and finally the learner becomes verbal and the teacher a non-verbal agent. Finally, Jayati (2015) suggested that there are some strategies that are based on the TPR

method, such as pointing, guessing, performing physical actions, demonstrating realia and modeling gestures.

Total Physical Response (TPR) strategies

Imperative drills: The most common activities developed with TPR involve teacher's imperative drills/commands, where students respond physically and demonstrate their understanding. Moreover, the teacher develops some activities using imperative drills and the teacher introduces the vocabulary of a lesson by manipulating real objects or doing body movements (Nuraeni, 2019). In addition, the teacher can conduct lessons outside of the classroom and implement TPR-based commands, such as run to the goal, jump up and down, throw the ball or wash hands.

Another strategy in TPR is “**listen and do**”, these activities are related to action-based drills of the class, such as listen and point out, listen and touch, listen and write, listen and draw, listen and pick up instructions accompanied by simple or complex phrases or vocabulary. Through new commands the teacher can introduce more complex commands involving grammatical structures that contain nouns, adjectives, verbs, and adverbs, such as point to the door, point to the desk and point to the chair (Sulaiman & Harrasi, 2013). According to Larsen-Freeman (2000), TPR-based language lessons range from a series of requirements introduced gradually and repeated until internalized in learners' memory. Subsequently, the next stage of TPR requires students to hear an order and without the need for the teacher to model the action they respond physically. For example, the teacher mentions the phrase (listen and stand up, listen and sit down or listen and turn around) and the learners execute the actions.

Realia in teaching with TPR

According to Bawa and Iman (2020), “realia” or real items are objects intrinsically interesting and meaningful to the learning and teaching process. Furthermore, realia is a term used for a real and concrete objects used in the classroom whose purposes are to create connections with the new vocabulary presented by the teacher, stimulate students to respond and construct their own knowledge. On the other hand, Patau (2017)

emphasized that realia is a visual aid in English language teaching because the teacher uses it to introduce concepts, ideas, even grammar and vocabulary. Additionally, realia is characterized by referring to tangible objects, such as plants, animals, things, water, sand, school supplies, and others materials. The use of realia fulfills different functions in the classroom, some of these are (1) the instructions issued by the teacher are more interesting, (2) learning becomes a dynamic process and (3) the quality of learning is completely improved (Harmer, 2007).

Gestures and actions with TPR

With the birth of the TPR methodology in 1970's as a tool in education, the concepts of actions and gestures emerged with a close relationship in the teaching process. For instance, when a teacher wants to teach the word (to drink), he can demonstrate the action directly by doing it, even simulating it without using a glass or, instead, he can use his hands and form a letter "c" (Macedonia & von Kriegstein, 2012). On the other hand, in the 1980s and 1990s, gestures played an important role in foreign language teaching because they were combined with lessons involving drama. Similarly, Macedonia and Knosche (2011), gestures support the teaching of vocabulary in another language because it allows the learner to acquire these significantly and delays forgetting the word, which does not happen with purely verbal learning. Finally, Carels (2008) proposed the idea of the use of gestures developed by learners and not by teachers as a memory support strategy. In the same way, a two-step procedure is described, where the teacher narrates, reads or gives difficult-to-understand instructions, while the learners repeat the text and pantomime the words to build new vocabulary.

Advantages and disadvantages of TPR

As a method used by EFL students, there are several advantages and disadvantages. The TPR method is authentic and allows the enjoyment of those who use it for the educational process because it helps students to recognize phrases or words and memorize them in the long term (Adnan, 2019). Furthermore, it is effective, for students whose learning style is kinesthetic where responses are performed through muscle,

movements and hands. Additionally, this method does not require a single-skill class because several skills and both hemispheres of the brain, right and left can be mixed in the TPR learning (Nurfalah & Musfiroh, 2019). On the other hand, some of the shortcomings of using this method are teachers will not be able to teach abstract expressions, however the teacher can replace them by using other resources that strengthen the method instead of eradicating it. In addition, sometimes the method can become a repetitive process and it will need to be used in a class alternately (Permana, 2017).

Moreover, the author Rokhayani (2017) mentioned that TPR has effectively contributed in teaching and learning English because it has some advantages that benefit those who work with this method. For instance, (1) TPR is a fun method and allows children to enjoy learning the target language, (2) TPR can help students to remember useful expressions and simple or complex phrases, (3) TPR method accommodates both large and small classes, (4) TPR is beneficial for young learners and adult learners, and (5) TPR is a suitable method for teaching active learners in class.

Theories that support the Total Physical Response method

The TPR method is based on the psychological theory of the “footprint” where information must be internalized by memory as it is taught (Englishtina, 2019). Additionally, this method had great relevance in education because it focused on several studies, such as “humanism and constructivist pedagogy” proposed by Piaget and the study of language teaching procedure developed by Harold and Dorothy Palmer in 1925 (Sjamsir's Lab, 2018). To this idea is added the process of brain lateralization and each part has a specific function, for instance the left hemisphere controls the speech, while the right hemisphere develops the motor parts. Thus, J. Asher recognized the idea that for information to be assimilated by the left hemisphere and have an informational force, it must first cross through the right hemisphere (Jayati, 2015).

Shi (2018) introduced two theories related to TPR, the first Linguistic and the second the Psychological theories. The first theory focuses on the fact that understanding listening is the most important skill before speaking. Likewise, Arnold and Thompson (1940) held the idea that children begin to speak when they are able to understand the

complex speech of adults. In a TPR assisted class, students are not required to repeat what the teacher mentions, nor are they expected to speak soon, because this method is based on listening and understanding and then the speaking stage begins. On the other hand, the TPR method focuses on the psychological ideal known as “memory trace”, this theory emphasizes that the higher the frequency of the memory trace and the more intense the contact becomes, the memory connection prevails. Additionally, difficult instructions presented with the TPR teaching method become easier instructions for learners, because it encompasses the "listen-act model" and is represented in body movements (Wang, 2008).

According to Duan (2021), the TPR method also known as "complete repercussion" had its heyday in the 1960s, when it was suggested by J. Asher. During this study, Asher put forward a hypothesis focused on the theory developed by Thompson and Gesell in the 1930's whose objective was to analyze how children acquire their first language. Thus, a hypothesis emerged in which the idea prevailed that there is a physiological mechanism in the human brain to acquire a language and that children, unlike adults, acquire language through body movements. For this reason, Asher launched the development of 40 treatments in 1969 and after the findings, he concluded that the TPR activities always give fast and effective results in the learning of young learners regardless of the time and the number of activities that they develop (Asher, 1969).

Total Physical Response and the development of listening skills with children

There is a relationship between both variables where the TPR itself emphasizes the process of listening comprehension. Listening, as is known, is the ability of an individual to understand the speaker through a series of elements that involve this process, such as accent, interpretation, pronunciation, grammatical processes, etc. Furthermore, children's listening skills are related to comprehension through physical language. For example, during language learning, it is possible to show how children respond to parental commands and this increases the level of listening comprehension (López & Villafuerte, 2021). According to Adnan (2019), listening comprehension is a process that is based on actions and awareness where individuals construct the meaning of new verbal input through contextual cues. Similarly, the L1/mother tongue children as a model for L2

acquisition is based on the fact that learners develop a language blueprint and subsequently produce it, during the listening period (Khorasgani & Mansour, 2017).

Moreover, the educational methods lead the teacher to find adequate ways to internalize the listening process in the minds of learners (Husanovic, 2020). Furthermore, there are three aspects that enhance TPR and listening skills, which are the understanding of spoken language, the understanding demonstrated through body movements and the subsequent period of listening that creates the necessary conditions for the preparation of individual responses (Kumar & Sandaran, 2018). The development of listening comprehension implies that young learners are exposed to spoken activities, therefore the TPR suggests the use of linguistic materials focused on real-life events that progressively increase the interaction between students (Wahidatul, 2015).

In accordance with Campos (2020), the second language acquisition enters first through the auditory area and then people naturally develop other language skills. Furthermore, the TPR method suggests that this activity must become a dynamic, progressive and practical process. In addition, learners prefer to internalize information through learning styles, such as kinesthetic or tactile because these include body movement and the construction of models or experimentation with objects (Ho & Anh, 2018). Finally, TPR is characterized by the development of listening activities between physical commands and actions in the daily context. For instance, the teacher commonly uses phrases that are retained in long-term memory, such as listen and point out, listen and touch, listen and do, and others (Sariyati et al., 2017).

In addition, teachers need age-appropriate methodologies for learning and one suitable method is TPR. In a TPR class, students gain confidence and feel comfortable when performing their listening activities (Gulsanam & Farangiz, 2021). Teaching English to young learners is directly related to this method, because it introduces some language skills such as listening, whose procedure is described based on the adoption of the teacher's role; the first is an order taker, second the well-known model provider and finally as an active monitor, where students through movements provides a response to the input received (Putri, 2016). TPR attempts to focus learners' attention on listening attentively and responding to their teachers' oral commands in the target language. In accordance with Palmer (1925), "no form of learning for beginning stages is as advantageous as that which is carried out under the heading of imperative drill".

Furthermore, listening comprehension focuses on the idea that listening skills understanding is developed primarily through students' body movements.

Moreover, there is a connection between TPR and students' ability to listen and perform commands. The major benefit of using this methodology is the positive development of listening skills through both hemispheres of the brain. On the one hand, the left hemisphere is in charge of receiving the information or commands, while the right hemisphere develops the students' pantomime as they listen and do it (Rotua et al., 2021). For example, teachers make use of TPR to develop their students' listening skills through a series of commands that focus on a single word, such as stand, sit, walk, stop or run. Similarly, teachers, provide command such as "stand" and model it, in order to create a clear message for students and when they listen "come to the front" or "open the door" they understand the meaning in context and perform the action (Englishtina, 2019). It is important to highlight when learners hear the target language and understand the meaning they demonstrate it by "acting". Thus, teachers give verbal instructions to the pupil and he executes them without the need to translate the words into the native language (Lichtman, 2015).

Generally, TPR strategies related to this skill, seek to make students feel attracted to work on listening activities. Therefore, the teacher can introduce in classes the so-called realia using physical objects to demonstrate the instructions (Prananti et al., 2019). In addition, through the use of "listen and do" activities, students are required to develop certain listening sub-skills, such as listening for detail or for specific information because they need to identify the key word in each command that will later be demonstrated (Majidova & Yuldasheva, 2017). Based on this assumption, the TPR method revolutionizes listening skills when the instructor mentions comprehensible inputs or dictations and children develop the capacity to assimilate these. Finally, TPR is a natural method in the development of listening skills because it improves this competence when children are exposed to language (Nuraeningsih, 2016).

Dependent variable framework

English language

Nowadays, English is considered one of the most spoken languages in the world and a foremost requirement of man, which plays a fundamental role in the development of society. However, as a result of globalization, the English language must be a tool that adapts positively to the environment of speakers (Fanego et al., 2022). In accordance with Mansfield (2021), language has an important function because it acts as the so-called lingua-franca to facilitate the communication process. Today, the population lives in a cultural mix because this language has been adapted to different regions and has resulted in a variety of accents, dialects, phonemes, and others. In addition, the evidence of the use of this language is presented in the classroom, where teachers develop a pragmatic process based on the practice and the combination of skills (Barrot, 2016).

English as an additional language (EAL), requires various standards focused on American and British English, whose educational approach requires language learners to adequately manage dialect forms, linguistic tools to extend communication internationally and the development of competencies and sub-skills (Benjamins, 2014). English language plays a role in the educational system of many countries around the world and has positively helped the growth of the nationalism of many foreign fighters in different English-speaking countries (Patel & Praveen, 2008). Moreover, this subject within the educational field of many countries is not taught as a compulsory subject at low primary level, but is only taught at lower levels in private schools. English is an international language and becomes a global means of communication that requires numerous dialects due to the fact that there are millions of speakers (MCArthur, 2008).

English language skills

Language skills are actions that a person can easily perform, some of these can be shown physically as a result of a reaction or cognitively as part of an intellectually acquired process. In addition, the English language is a complex skill that involves four sub-skills or so-called macro skills between learning and teaching (Saleem, 2021). Hence, macro skills are divided into writing, speaking, listening and reading, and they fall into two different categories, which are receptive and productive skills. The first English sub-

skills have a passive character because learners are exposed to receive information and must process it in a silent period, while the second has an active character because the learners are required to produce a response through sounds or symbolic representations (Banditvilai, 2016). In addition, English language skills are natural abilities that are present from birth, but are enhanced by each individual through psychomotor domain and differ from subject-based content (Husain, 2015).

The teaching of the four language skills is not considered an isolated process because each of the skills improves learners' ability to produce language. Thus, people develop four skills that involve in the process of listening, reading, speaking and writing (Kurniasih, 2011). In the same way, reading encompasses the students' ability to communicate through writing. Likewise, the use of reading has an incidental effect because it allows the learning of grammar rules and increases the level of knowledge regarding the structure of language, grammar and vocabulary. Finally, writing develops phonic knowledge and improves the ability to read fluently, because young learners always associate two forms of language written and oral (Johnson, 2008). The ability to listen to others and use the language in a variety of ways allows the development of speaking skills in children, because they are exposed to language (Smith, 1973).

Receptive skills

Receptive skills, such as reading and listening, play an important role in language learning, as it is possible to set clearer and more discernible goals during practice activities for these skills. On the other hand, a good listener and careful reader can improve their receptivity through the practice of these two skills (Sreena & Iankumaran, 2018). Furthermore, absorption and concentration are essential to promote listening, whereas reading requires in-depth study to improve it gradually. Consequently, the improvement of receptivity to listening activities basically comprises four factors, which are developing concentration, using language skills, practicing social and playful skills and implementing creative activities (Lee & Lyster, 2016). Finally, receptivity is a common trait that every person possesses from birth, and this is due to the moment in which the child begins to receive impressions through his senses, therefore, this receptivity must be accompanied by other skills for its improvement (Sheth, 2015).

In general, receptive skills comprise processes where learners are not required to produce the language, they simply receive and process it in detail, because these are passive. During the process of learning a new language, children learn to differentiate elements through receptive skills, and then develop their productive skills (Hall & Reidies, 2021). According to Fadwa and Al-Jawi (2010), receptive skills are characterized by learners extracting meaning through auditory or visualized information and speech. Receptive skills involve listening and reading, however, there are significant differences between the two processes during classroom instruction. There is a complexity between receptive and productive skills, as they may contribute homogeneously to each other. For instance, a learner can develop writing skills by developing reading skills. Similarly, Masduqi (2016) emphasized that receptive skills are recognized for creating inductive learning, which is more natural and generates interest than "deductive learning" or learning presented to students because it allows for long-term learning.

Listening skills

In accordance with Solak (2016), listening is a consensual activity developed by people and the ability to recognize what the speakers of other languages express. On the other hand, listening skill is one of the most neglected skill in teaching English and one of the most challenging. In the phenomenon of listening, it is fundamental that teachers use sources that have a positive impact on the listening student's comprehension (Sheth, 2015). For instance, in the language class it is important to find the following elements, which are speech of the teacher and students, guest lectures, recording, songs, videos, etc. Moreover, there are three steps during the metacognitive listening process; the first is the pre-listening or the step where activation is generated, the second is while-listening or activities to develop and finally the post-listening or process of feedback (Guan, 2015).

Listening is characterized by being the first step in the acquisition of a first and second language. From the schematic point of view, the role of listening skill is to work as a connector between previous knowledge and currently acquired knowledge (Khan et al., 2009). Similarly, listening is a complex interactive process where listeners actively interpret what they already know and the new information they are about to hear (Vandergrift, 2002). Also, at this skill is fundamental for young learners to develop other language skills, it is necessary for listening comprehension is properly guided and that

objectives are clear in a class focused on this skill. According to Sharpe (2001), fostering the ability to learn needs a primary curriculum. Therefore, ESL/EFL teaching of young learners focused on teachers, because they must employ improved strategies and organized classes to create an effective listening process.

As Dillon et al. (2006) emphasized that listening is pertaining to the receptive use of language and the objective is to create the listener's attention on the meaning rather than on the language. For learners, listening is the way in which spoken language becomes an input, in other words, it is the first step in learning a new language (Brown, 2000). For instance, in the classroom, this process takes place when young learners listen to new inputs and interpret messages coming from the teacher, an audio and other speakers. In accordance with Crystal (1997), there are two theories related to speech perception, where listeners take passive and active roles. For example, listeners take the passive role where their activity is to recognize and decode sounds, and listeners have an active role where they perceive sounds in detail through articulation rules.

Moreover, listening is an invisible mental process, therefore describing its nature as such is difficult. Within the listening process, listeners must develop the following items, such as the ability to discriminate sounds, the capacity to understand new vocabulary as well as grammatical structures, the facility to interpret accent, and finally the ability to retain information and associate it with the sociocultural context (Liubinienė, 2009). Similarly, as cited by Rost (2007), the ability to listen is a process of receptive character against the information transmitted by the speaker and the different orientation of the information. For example, constructive orientation or construction, where the representation of meaning is given, collaborative orientation or the process of negotiation of meaning between the speaker and the response to the input received, and transformative orientation or the adaptation of meaning whose process involves imagination and empathy. Furthermore, listening is a basic or complex process of interpretation and requires listeners to relate what they hear to their prior knowledge (Vandergrift, 2002).

Listening skills allow an individual to accurately receive information, process it and provides a response, thus creating a meaningful process within the communication. In the same way, this skill requires a great capacity of the listener to recognize different verbal and non-verbal signals, as well as the processing of the content (Bengehya, 2021). Additionally, listening is related to the logical and reasoning process, because people

must use their own experiences and prior knowledge to process a message and provide a response. Furthermore, if the information retention process is satisfactory, listeners can gain new vocabulary and simple-complex expressions (Mayora, 2016). Finally, listening skills are built through listening practices that are based on five phases, ranging from the process of listening attentively, analyzing the message and meaning, remembering important facts, judging the meaning of the message, and producing feedback (Gökhan, 2015).

Listening Strategies

Generally, listening strategies are related to the discovery of the unknown, states and traits that are necessary for the development of L2 listening competence (Zúñiga & Gutiérrez, 2018). According to Siegel (2015), these strategies are processes whose purpose is to direct personal, intellectual and visible behaviors to achieve effective listening. Similarly, listening strategies have an automatic character similar to those implemented in language acquisition, where the listening comprehension process includes mental operation. The use of these strategies is based on the investigation of the L2 strategy, which was characterized by the attentive listening to people to a series of local repertoires and the efficiency to process information. Furthermore, listening strategies recognize how listeners should listen and what information they should retain (Cross, 2015).

Listening strategies recognize the listener's ability to determine different particularities of spoken speech (Bengehya, 2021). Similarly, these strategies, when combined by the teacher, will increase EFL learners' listening proficiency (Heredia, 2018). Therefore, these strategies should be established based on the listening process that involves listening comprehension activities, because each stage requires a different activity. However, these strategies are generally categorized into six domains, which are recalling, examining, probing, reflecting, delaying, and recording. Recalling groups have individual strategies, such as paraphrasing, reviewing and word linking. While, examining requires strategies, such as connecting and anticipating ideas. On the other hand, probing includes strategies, such as problem analysis and the language conference. Finally, reflecting involves repetition and the recording emphasizes notetaking where the responses are written not oral (Michael & Nix, 2016).

On the other hand, Gilakjani and Sabouri (2016) mentioned that listening strategies are based on three areas, cognitive, metacognitive and socio-affective. Therefore, the first has a cognitive character that includes the collection of information that will be processed by the students. Subsequently, the metacognitive area recognizes the ability of listeners to interpret the idea or the main objective of the message transmitted to create a greater understanding. Finally, the socio-affective area emphasizes the association of specific techniques used by listeners or students to create a better recognition of information (Benjamins, 2014).

Listening sub-skills

As is well known, the first element in the language instruction is that English teachers must insist on developing communicative competence while developing the sub-skills of listening (Egamnazarova & Mukhamedova, 2021). Listening sub-skills allow students to recognize questions from an English speaker and respond accurately using the target language. According to Bengehya (2021), there are different listening sub-skills, such as **listening for gist** or the so-called listening for global understanding or skimming, where the information is presented sequentially based on the content words. Likewise, it implies general knowledge, where the individual does not take into account specific details or minute information. This sub-skill aims that listeners respond to the central theme of an auditory text. Furthermore, this sub-skill requires a mental performance where students will have the ability to develop assignments, for example, some of these activities can be multiple choice or true and false answers (Yuanyuan, 2019).

Another sub-skill is **listening for specific information**. According to Tsang (2022), this sub-skill emphasizes the recognition of important data, such as a place, profession, purpose, thing, number, color, which helps listeners to identify the main idea. In this sub-skill, listeners use the information provided to reach the specific information, in other words, the sub-skill target is the listener's ability to interpret minute or particular data (Listiyarningsih, 2017). Furthermore, when this process happens, those who receive the information completely ignore the rest of the fact that does not provide them with interest. On the other hand, **listening to infer** is characterized because it is used when the listener focuses his attention on the distinction of the person's attitude. Listeners through this sub-skill would reveal if the speaker had positive or negative feelings. Therefore,

students must listen carefully and recognize clues of the target language that involve aspects, such as intonation, accent and hesitations (Hassan, 2015).

Listening for detail aims to identify the meaning of each word emitted by the speaker. In the same way, this is recognized by the listener's ability to scan the information accurately and identify the required details (Kalyuga et al., 2018). Similarly, this sub-skill requires intensive listening from the individual because it emphasizes deep analysis when a listener interprets the facts in detail (Galindo, 2015). This process involves the listener's ability to hear as much information as possible at a specific time. On the other hand, when a person is required to listen in detail, he is interested in the most relevant information and omits what is not requested. For a better performance in this sub-skill, it is first required that listeners carefully navigate the information to be completed and identify the key words that will be heard in the auditory text (Cahyono & Widiati, 2015).

Stages of listening

Generally, teachers must take into account that the first step in teaching the target language is that the input of the language (listening) must be more frequent than the production of the language (speaking). The ability of young learners to listen to sounds in another language becomes a difficult activity and is even aggravated because teachers develop listening comprehension activities less frequently and this makes it a weak skill (Field, 1998). According to Smith (1975), "good listeners always tend to act more accurately and carefully than poor listeners, because they have more vocabulary to communicate ". Thus, listening constitutes half of the communication process, where children obtain a great deal of information during their learning process at school, which is divided into three stages, which are pre listening, while listening and post listening.

Pre-listening stage

The determined method that is used in the development of the listening comprehension activities basically starts from the previous instruction in the context or the listening understanding material. At this stage, the teacher presents the vocabulary that involves the text, then the activity that follows is simply listening to the text usually

twice and answering some form of comprehension questions (Chalak et al., 2019). Pre-listening comprises the preparation and warm-up stage for the listener and is recognized as the introduction to the general process of listening comprehension. In accordance with Bonk (2012), this first stage recognizes the "preparatory work" where the teacher encourages students to face the challenges of the following listening text in a strategic way. Therefore, this pre-listening activity is very important because it motivates students to improve their comprehension of the listening text in L2 (Chang & Read, 2012).

While-listening stage

This stage is called as listening comprehension of the whole process and it is developed mostly by the students. As Saraswaty (2018) pointed out this stage requires students to increase the level of challenge and motivation to identify the most important information in the listening text. At this stage, the teacher acts as a class monitor who supervises the students' comprehension and uses two strategies, which are "top-down" to guide students to understand the general idea of the text and "bottom-up" to develop an intensive listening (Bao, 2016). During this listening stage, the teacher first pre-listens the content and then jointly analyzes the activity carried out by the students in the post-listening stage. However, these activities developed at this stage need to be interesting and motivating in order that students feel curious to develop them (Gökhan, 2015).

Post-listening stage

The post-listening stage is the understanding and knowledge stage where the student's learning is consolidated. It is also recognized as the summary stage, because students reactivate their listening skills to remember and summarize what they have done during the while-listening stage (Hue, 2019). Generally, teachers, during this stage can take up some measures to motivate students to remember the listening text presented previously and discussions can also be organized to strengthen knowledge and learning. According to Underwood (1989), teachers during the post-listening activity can highlight some specific data from the text and consolidate knowledge, such as accentuation, grammatical forms, punctuation, intonation, vocabulary and other particularities of the

language that have created problems during the activity. Finally, the summary stands out at this stage because through it the linguistic knowledge acquired from the listening text is assimilated by the students for its consolidation in schemes of subsequent listening activities (Jiang, 2009).

1.3 Objectives

General Objective

- To analyze the impact of Total Physical Respond (TPR) method in the students' listening skills achievement.

Specific Objectives

- To identify the main TPR strategies to improve the children's listening skills.
- To evaluate the students' level of listening understanding with TPR realia demonstration.
- To determine the listening sub-skills that were improved with the use of TPR class activities.

Fulfillment of the objectives

In order to fulfill the general objective of analyzing the influence of Total Physical Respond (TPR) method in the students' listening skills achievement. Ten treatments were applied during four weeks, 3 interventions per week and a total of 45 minutes per class. In addition, different activities focused on TPR strategies and reinforcement activities were implemented to practice listening comprehension and develop listening skills and other listening sub-skills.

The first specific objective was to identify the main TPR strategies to improve children's listening skills, which was successfully achieved by using previous research studies focused on the TPR method and its main strategies in education. Many resources were supportive, such as the use of journal with similar themes, books based on TPR theories and educational method, theses, scientific articles related to the incidence of the TPR method on listening skills, etc.

The second specific objective focused on to evaluate the students' level of listening understanding with TPR realia demonstration, which was properly fulfilled through the implementation of different activities based on the TPR demonstration. These activities comprised the number of interventions performed through TPR strategies, such as “listen and do” that involved listen and draw, listen and touch, listen and point out, listen and write activities, imperative drills, commands and realia.

The third specific objective was to determine the listening sub-skills that were improved with the use of TPR class activities. In order to meet this objective, the (YLE) Cambridge Test A1-Movers post-test was applied. This test was requested to 23 students at the end of the treatment where it was fully evaluated to determine if the sub-skills of listening for specific information and listening for detail improved. It can be added, that these sub-skills were supported by the use of listening comprehension activities implemented after each TPR class, such as the use of listen and match, listen and circle, listen and choose, true/false activities, and others.

CHAPTER II.- METHODOLOGY

2.1 Materials

For the current study, the use of two main types of resources were necessary. First, the human resources were the students from the 3rd level of E.G.B at Unidad Educativa “Glenn Doman” of Ambato. Second, the material and technological resources were essential for the development of the interventions. For instance, some of the physical resources required were school supplies, such as boards, markers and worksheets. In addition, some technological devices implemented were laptop, television, radio, internet, speakers and YouTube platform.

2.2 Methods

Research Approach

The quantitative approach emphasizes the application of an experiment and requires the compilation of statistical data to identify what are the findings of a research project (Rahman, 2020). This approach comprises a deductive investigation that starts from an objective reality, has method superiority, establishes variables and measures their relationship. In a recent article, Mehrad and Zangeneh (2019) argued that the purpose of the researcher in this approach is to identify the coexistent relationship between the independent and dependent variables, likewise, the impact that both variables have on the population. This approach is practical in studies whose designs are descriptive and experimental. The quantitative research design has an adverse character in relation to ideas and features because the researcher complements his knowledge with post-positivist statements. For instance, the researcher can analyze the factors of cause and effect, variables are reduced into specific fields, hypotheses or research questions are formulated, and finally the hypothesis is determined through data collection (Baker et al., 2013).

Moreover, within the quantitative approach the reality or problem can be divided into small pieces to be studied, variables can be observed, approved and reproduced. This approach covered the data collected after the application of a pre-test and post-test, whose

objective was to analyze the effectiveness of the TPR method in the development of listening skills. Furthermore, a quantitative approach was employed in this work, because it involved the use of different instruments, such as the pre-test and post-test from (YLE) A1-Movers test and the application of treatments focused on the use of the Total Physical Response (TPR) method for the improvement of listening skills. In addition, this work established the causes and effects between both variables.

In addition, the quantitative approach contributed to this work because the research phenomenon was determined in numerical terms. Therefore, data were collected through experimentations before and after the treatment, where the TPR method was applied to a specific group in 10 sessions. Additionally, the students' listening skills level was measured by similar standardized tests, and the researcher was able to examine numerical measures at the beginning and end of this research work.

Experimental research

According to Ledyard (2020), experimental research is a study that adheres to the field of scientific research, where hypotheses prevail as a source of work, the researcher uses two variables and the data is evaluated or tested. Experimental research has a strong track record in the area of psychology and education with renowned authors Thorndike and Woodworth who linked to their scientific studies a series of treatments that would result in positive or negative changes at work, and these procedures had a regulatory and standardized character (Jonassen & Driscoll, 2004). On the other hand, experimental research relates to the control of the researcher against the increase or decrease of the variables within a study, as well as how the variables are correlated with each other and impacts of the independent variable are generated in the dependent variable (Ross & Morrison, 2003).

Pre-experimental design

This type of design is the basis for a real experiment, because the researcher can first select the sample required for the study, analyze the problem, establish costs of the intervention, and determine the feasibility of the study (Johansson & Schultzberg, 2020). According to Rogers and Revesz (2019), pre-experimental designs in the research field

are considered to be the simplest processes. Therefore, such a design allows the researcher to work with a single group or sample, treat them based on their needs, and test the effectiveness of the treatment. Within the experimental field, pre-experiment is the most advantageous way for the researcher to carry out a deeper and detailed study.

The pre-experimental design was adjusted to this study because only one group of students was selected, with a sample of 23 students from 3rd level. Additionally, a pre and post-test were implemented at the beginning of the treatment and at the end of it, to evidence the progress. Also, it was necessary to give a standardized Cambridge test appropriate to the level and age of the students. The evaluation had a total of five parts and 25 questions, and the audio was taken from the same evaluation. In addition, 10 interventions were developed for approximately 1 month, each session lasted 45 minutes, where the students collaborated effectively with the activities developed. The researcher used a rubric to assess the students' listening sub-skills developed in both tests.

Research Modality

Field based

Field research is a study whose objective is the acquisition of new and relevant data from primary sources. In the same way, the data obtained are understood by their basic nature, it means the research involves new topics or topics that have not been deeply analyzed in previous studies (Mallete & Duke, 2020). Field research is structured through the application of the scientific method and this allows the relationship between the so-called pure and social sciences. According to the authors 'deVen and Poole (2017), field research is conducted in a natural setting, where the researcher has the ability to observe, inspect, and analyze the relevant details, attitudes, and behaviors of the sample or participants in the research process. In addition, data in this modality are collected from the source, observation and ethnographic analysis. Finally, data cannot be altered or changed because the researcher must be responsible and honest with his research (Burgess, 1984).

In addition, the present investigation was adapted to a field research because the researcher had the possibility to face the problem during the research process carried out

in the institution and the ability to interact directly with the participants of this study. In this case, the problem of young learners' listening skills at the institution selected.

Bibliographic and documentary

According to Ahmed (2010), documentary research is a study that requires personal and unofficial documents to form the investigative bases. Furthermore, some of the resources implemented in this modality are theses, magazines, newspapers, maps, publications, statistical data, photographs and other files or publications by recognized authors in each area. Bibliographic research includes any research whose base information is acquired from previous sources that have been previously published, in such a way that the understanding for the reader or researcher is easy (Khotari, 2004). Therefore, a study will have the bibliographic-documentary nature when the information presented in the research is taken from primary sources on the web, or from physical documents. Generally, this type of research is carried out by social scientists who assess documents for their historical or social value, or simply to create a larger narrative through the use of multiple resources or documents (Mcculloch, 2004).

This current research used as a bibliographical research, which was specifically taken from books, scientific articles, journals and others. In this way, the information was obtained from similar studies and the topic was supported by different opinions and points of view of expert authors in the area. In addition, this type of investigative modality contributed to the formation of both variables focused on the Total Physical Response Method (TPR) and listening skills.

Level or type of research

Descriptive research

This research was descriptive because its objective was to know the influence and effectiveness of the TPR method on listening skills. According to Nassaji (2015), the purpose of descriptive research is to identify individual events, to determine the conditions under which an investigation is carried out, the variables are presented and the results generated cannot be manipulated. Descriptive research is one that describes a phenomenon in depth and analyzes its characteristics in detail (Khotari, 2004). Therefore,

the process of a descriptive investigation directly addresses the questions of how and why a phenomenon occurs. When a researcher develops a descriptive study, he has two alternatives for data collection, which are qualitative and quantitative approaches. For instance, collecting data under the qualitative approach requires surveys, observation, and the use of participant opinions, while collecting data under the quantitative approach requires statistical analyzes of frequencies or percentages (Lans & van der Voordt, 2002).

Moreover, this research was descriptive because it analyzed the relationship between both variables in the study and identified the direct impact that the TPR method has on the development of listening skills and sub-skills.

Exploratory Research

Exploratory research is the soul of an effective investigation whose objective is to discover new facts or interesting data that have not been analyzed (Gerring et al., 2020). Similarly, the process to develop this type of research focuses on two steps; the first involves the researcher posing a new topic or topic of interest, while the second step involves the researcher analyzing a topic that is already known and adapting it to the researcher's needs through the development of new hypotheses (Waters, 2007). In other studies, exploratory research includes processes related to the researcher, because he is the only one who can guide his study, knows how to generate hypotheses, and analyzes his results in depth in order that these have scientific validity (Stebbins, 2001).

Therefore, this research was exploratory because the real information obtained from various sources and from the current study, contributed significantly to the development of both investigative variables (TPR and listening skills) and the determination of relevant features that make up the topic.

Techniques

In order to develop this research, two standardized tests were used for data collection, the objectives of these tests were to assess listening skills and sub-skills of young learners. The tests were taken from the A1-Movers YLE (Young learner's English test) of the Cambridge. In the same way, these instruments were used as the pre-test before the TPR treatment and as post-test in order to identify the results after the application of the method.

These tests consisted of five parts with a total of 25 questions. Part 1 or matching task had 5 matching questions focused on a large picture of people doing different activities, where students listened to a conversation. In this activity, students related the names of people to each of their representations. Part 2 or note-taking had 5 gap-fill spaces, where students listened to a conversation between two people in order to complete the information missing. Part 3 or matching had 5 questions and students listened to a conversation between two people and matched the information with images from the right and left. Part 4 or multiple-choice option had 5 questions where students listened to five conversations and selected the correct answer to a question from 3 possible options. Part 5 or coloring and writing, in which students listened to a conversation and colored the objects described in the audio. Also, this part tested the students' ability to write a specific word mentioned. It is worth mentioning that all parts of the test were used to evaluate the students' listening skills during the pre-test and post-test. Finally, for data collection it was necessary to use the rubric developed by the researcher to evaluate two sub-skills of listening for detail and for specific information, which used a Likert scale of 1 to 5 points as the maximum score (see annex 3).

According to Cambridge Assessment English (2022), the sub-skills that students developed during the A1- Movers (YLE) listening test from part 1 to part 5 were listening for specific information and listening for detail. These two categories were taken into account to evaluate the students' pre-test and post-test and to analyze how effective the (TPR) method was on the young learners' listening skills (see annex 5).

Data collection procedure

During the data collection procedure, the young learners from Unidad Educativa "Glenn Doman" were taken into account as the sample-population of this research work. The first step in this process, was to present a general overview of the topic and explain to students, the reason for the pre-test requirement. In order to identify the level of listening skills, participants were asked to complete an A1-Movers YLE listening test from Cambridge based on five parts of the listening section. The test was applied in face-to-face classes with a total time of 30 minutes approximately.

A series of lesson plans sessions, a total of 45 minutes per class for four weeks, were performed to understand how the Total Physical Response (TPR) method regulated

listening skills. Furthermore, 12 lesson plans were applied, 10 for the interventions and 2 for the assessments of the pre-test and post-test. The lesson plans were organized in three stages according to the listening procedure. First, the pre-listening, where the vocabulary was presented, and learners were familiarized with the topic. Second, the while-listening, where the listening skills and sub-skills were developed through different listening comprehension activities, such as multiple-choice, true/false, circle the correct answer, fill-in the blanks, matching activities, and others. Finally, the post-listening, where the topic was reinforced, and the answers of the activities were verified. Additionally, the TPR activities were implemented alternately in the three stages of the lesson plan. The time employed to develop the activities based on TPR was around 30 minutes and students developed the TPR activities effectively. The final stage of the study comprised a post-test to demonstrate the effectiveness of the method used during the 10 sessions.

First session: In the first intervention, the researcher prepared a class focused on the topic of "farm animals". The objectives of the class were determined to improve the sub-skills of listening for detail and for specific information. One of the TPR strategies implemented was the realia demonstration using puppets. The first step was to familiarize the students with the topic of the class with puppets and animal sounds and students identified the type of animal and responded to the input received. In the second stage of the procedure, two true/false activities and an information gap activity were applied to develop the sub-skills raised in the lesson. In the last stage of the lesson, another TPR strategy was implemented to reinforce the listening called "listen and point out" where the participants were asked to identify the puppets of a specific animal dictated by the teacher.

Second session: The next intervention was focused on the theme "there is/there are". The objectives of this class were focused on completing listening comprehension activities with the support of TPR strategies. The TPR technique implemented to familiarize students with the vocabulary of the class was realia of school objects. In the same way, basic commands were introduced as part of the TPR strategy and students were exposed to phrases to activate their receptivity. In addition, students were asked to participate in a TPR "listen and draw" activity, where they were required to go to the board to listen to commands and draw the school supplies, they heard. Finally, students were required to complete an information gap listening comprehension activity.

Third session: The next class focused on the topic of "greetings". The objectives of this class focused on students being able to perform listening comprehension activities with the support of TPR strategies. In the first stage, TPR strategies were implemented such as imperative drills, where students had to listen to phrases mentioned about greetings by the teacher and they had to represent them through movements or gestures. In the same way, the "circles activity" was used, where the participants were asked to form a circle, were numbered and through a number they had to stand up and represent or act out a greeting. In the second stage, students were asked to complete a fill in the blanks activity and finally students reinforced the knowledge through a song focused on the topic.

Fourth session: This intervention focused on the topic of "school supplies". The objectives of this class focused on developing listening skills and sub-skills with the support of TPR strategies. The first step of this session was to familiarize the students with the use of the realia TPR strategy where they were shown real objects from the classroom. In the same way, they listened to language inputs related to the topic and they demonstrated the specific objects they heard. In the second stage, students were asked to complete two activities called listen and circle and a matching activity to demonstrate the sub-skills developed during the process. Finally, in the post-listening stage, students developed an activity called "listen and point out" where they listened for commands and had to identify school objects they found in the classroom.

Fifth session: This class focused on the topic of "places in the city". The objectives of this class focused on the development of listening comprehension activities and the sub-skills of listening for detail and specific information with the support of TPR strategies. The first step in this process was to introduce the topic by modeling and singing a song. In the same way, movements and gestures were performed, after the students listened to the vocabulary and acted out what they understood. In the second stage, students were asked to complete a matching activity by listening to an audio related to the topic to develop their sub-skills of listening for detail and for specific information. In the last stage, the teacher used images of places in the city and placed them on the board, where through imperative drills she asked the students to develop the activity of "listen and touch" the picture of the place that the teacher dictated.

Sixth session: This intervention focused on the topic of "personal pronouns". The objectives of the class were to develop the sub-skills of listening through TPR strategies,

such as realia demonstration and act out. In the first part of the lesson, students listened to a song about the topic, sang it and modeled it with the teacher. It also included the TPR “act out” strategy where the teacher gave commands and the students listened and acted them out. Another TPR strategy applied was demonstrated through “realia”, in which students listened to language inputs related to the topic and showed them to their classmates or to themselves the personal pronouns. In the next stage, students were asked to complete a fill in the blanks activity and finally students reviewed the answers together with the teacher.

Seventh session: This class was developed based on the theme of “prepositions of place”. The objectives of the class focused on the development of listening skills and sub-skills through realia demonstration and imperative drills. In the first stage of the lesson, students were exposed to the “realia demonstration” with the use of students and objects, which were placed based on the prepositions. In addition, the teacher used imperative drills and asked students to come to the front, then the teacher dictated sentences and students were positioned based on what they heard. In the next stage, students were asked to complete a multiple-choice activity and finally the answers were corrected together.

Eighth session: This intervention was developed with the theme of “where is ?”, where students reinforced the vocabulary of places in the city. The objectives of the class focused on the development of listening sub-skills for detail and specific information with the support of TPR strategies. In the same way, the TPR “listen and point out” strategy was used, where students listened to a series of phrases and commands, and they had to point to the place they heard. In the second stage, students were asked to complete a multiple-choice activity. Finally, students checked their responses together.

Ninth session: This class was developed with the theme of “traditional games”. The objectives of the class focused on the development of listening sub-skills for detail and specific information with the support of TPR strategies, such as “imperative drills and dictation”. In the first part of the lesson, students used the TPR to demonstrate with movements the games or language inputs dictated by the teacher. In the second stage, students were asked to complete a dictation activity, where the teacher mentioned a series of sentences and learners selected the correct answer. Finally, students and teacher checked the answers together.

Last session: The last class focused on the topic of “numbers”. The objectives of the class focused on the development of listening sub-skills for detail and specific information with the support of TPR strategies such as dictation and “listen and do”. In the first stage, students watched a video to reinforce vocabulary related to numbers. The teacher and students sang the song and demonstrated the numbers using their hands. In the second stage, the teacher developed a listening activity, where students were asked to complete a completion activity. Additionally, a TPR strategy called “listen and write” was implemented, where the students, through commands, went to the front of the class and wrote the numbers on the blackboard dictated by the teacher.

Statistical package for the social sciences (SPSS) is one of the most widely-used program used for measuring statistical data. SPSS is a program based on the Windows format that is generally implemented in the research process, because the researcher can use it to perform a statistical analysis of his data, generate tables with the results, and even obtain graphs that support the study. This software is intended to handle large amounts of data within any type or design of research (Nagaiah & Ayyanar, 2016). There are some features of SPSS, some of them are the data are simplified and understandable, the information and data can be renamed as many times as required and the data can be easily exported after processing in the program. This refers to the number of study participants, the scores obtained in both tests which were entered manually, and the analysis of the data in the program. In addition, the data were represented through the use of tables and the hypothesis reached by the researcher is tested.

Population and sample

The use of human resources was fundamental to the progress of the following research. The human resources were made of young students of the 3rd level of E.G.B at Unidad Educativa "Glenn Doman". This was made up of 23 participants, 14 males and 9 females, corresponding to the academic period September 2022 to July 2023. The students were between 7 and 8 years old. In addition, the educational institution was selected for its easy access and for the openness provided by the director of the institution, the collaboration with the teacher and students.

Table 1*Population*

Population	Sample	Percentage
Male	14	60,85%
Female	9	39,13%
Total	23	100%

Note: This table shows the total population of 3rd level of E.G.B students at Unidad Educativa “Glenn Doman”

The selection of a research sample comprises the sampling design of a given population. According to Kothari (2004), within this selection there are two types of sampling, which are non-probability sampling and probability sampling incorporated in the determination of a population for a research work. The present study used non-probability sampling, recognized by other authors as deliberate sampling, where the researcher identified the population that best fit the proposed study. Also, in this type of design the researcher can select a sample that favors his research and makes data collection simpler. Finally, this sample selection is more easily adapted to small inquiries, because the researcher can work with the population and resources he needs (Mmary, 2020).

Non-probability sampling was adapted to this research study, because the researcher selected the population that best fit the proposed research topic. In addition, the sample selected to work within the experimental process was the young learners, because the independent variable which was the Total Physical Response (TPR) method was effectively adapted to the needs of the students in terms of their listening skills. Finally, the selection was linked to the facilities that the researcher found in the institution, the necessary resources and the collaboration of the authorities.

Hypothesis

Null hypothesis

- HO: The use of Total Physical Response (TPR) method does not influence the development of listening skills in students of Third grade of E.G.B at Unidad Educativa “Glenn Doman”.

Alternative hypothesis

- HI: The use of Total Physical Response (TPR) method influences the development of listening skills in students of Third grade of E.G.B at Unidad Educativa “Glenn Doman”.

Signaling hypothesis variables

Independent Variable: Total Physical Response (TPR) method

Dependent Variable: Listening skills.

CHAPTER III.- RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter deals with the research data collected and their statistical analysis during the treatment, first with the application of the pre-test and then by the application of the post-test. The data were collected from the selected group of students through non-sampling procedure. The evaluation was carried out through a rubric with two categories: a) listening for specific information and b) listening for detail, according to what the Cambridge A1 Movers test developed. A Likert scale with 5 parameters to be evaluated was used, because the evaluation used for the pre-test and post-test was standardized and was valued at a total of 5 points each part, this value being the maximum on the Likert scale. Therefore, the rubric centered on this scale made it possible to identify which values were obtained in the treatment with variations from 1 to 5 points (see annex 5).

Reliability and validity of an instrument

The instrument that was used as a rubric to evaluate the students was validated by the “expert judgment input”. In the field of research, there is the so-called expert judgment, which is a formal validation method to identify the validity of an instrument through observation, analysis and finally the opinion of people or experts in a given area (Prieto & Delgado, 2019). In addition, after submitting an instrument to the expert judgment input, it must meet two criteria, which are validity and reliability. Therefore, the instrument, when subjected to this critical analysis, can be improved by the modification required by the experts (Robles & del Carmen, 2015). According to Knapp and Mueller (2010), rater-to-rater reliability recognizes the consistency and efficacy of an instrument during an investigation. The reliability of an instrument comprises the relationship to the research objective and to what it is intended to measure. Similarly, the validity of the instrument is the relevance that it demonstrates before being used in a study and after its use.

Inferential Statistics method

The analysis of the results was carried out using an inferential statistics method, where a series of tables and graphs are presented. The information was detailed to its minimum expression for a better understanding. According to Tawfik (2019), inferential statistics methods are mainly characterized by the comparison of research data and the potential difference established between the analyzed samples. Also, it demonstrates the relationship between the two variables and infers the results in relation to the research design. Similarly, this method includes parametric and non-parametric tests to analyze the distribution of the data and its normality. Moreover, this statistic is applied in pre-experimental research design, where a study is done with a single sample, an appropriate treatment is applied to a phenomenon, and findings are analyzed (Farren, 2014). Finally, Marshall and Jonker (2010) pointed out that this method is the process implemented in experimental research for the analysis of quantitative data. With the support of this statistical method, the significance, the difference between two samples, or the result of a study can be measured.

The Wilcoxon rank, a non-parametric test is used to measure the means between independent data sets (Durango & Craig, 2018). Also, this was used to verify the hypothesis because it was the most appropriate statistic to measure the relationship between the interventions carried out in the pre-experimental design. In accordance with Oyeka and Ebuh (2012), the Wilcoxon signed rank sum test is an alternative rank used in the pre-experimental research design when the data presents a difference in its distribution. Therefore, this test analyzes the differences between the pre-test and post-test means.

Pre-experimental design is part of this analysis because it follows different guidelines during the process, it starts with the problem, ranges are derived, categorical variables are created and the experiment is developed. Moreover, Farooq et al. (2016), pre-experimental designs are equivalent to ex-post facto designs because pre-test and post-test values are demonstrated which cannot be manipulated and must maintain their own nature. Therefore, a pre-experimental design is completed with statistical analysis groups, as it examines the quality and direct control of the experiment (Salas, 2013). To support this idea, Thyer (2010), pre-experimental design is referred to as one-group post-treatment design. This occurs because a single group is exposed to the treatment, program or intervention and then statistical measures are used to verify the reliability of results.

Analysis and interpretation of results

Table 2

Listening skills pre-test results

Criteria:	Unsatisfactory 1	Fair 2	Good 3	Very Good 4	Excellent 5	Percentage	Average /10	Expected average
Listening for specific information	6,96%	43,48%	44,35%	5,22%	0%	100%	4,97	10
Listening for detail	13,04%	54,78%	32,17%	0%	0%	100%	4,43	10
Total							4,70	10

Note: This table shows the most representative percentages and averages of both categories evaluated.

Analysis and interpretation

Table 2 shows the percentages of the data collected in the pre-test. The pre-treatment percentage rate based on the two sub-skills assessed, which were listening for specific information and listening for detail reached a variety of fair and good on the rubric used. Furthermore, the table illustrates the following percentages regarding the first category evaluated, of the total 100% of the population, 43,48% of students reached the fair level, and 44,35% achieved a good level. On the other hand, the second category evaluated, illustrates the following scores achieved in the listening for detail, whose values were 54,78% of the students achieved a fair level and 32,17% achieved a good level. The overall mean in the first category of listening for specific information is 4,97, while the mean in the second category of listening for detail is 4,43. This shows that there was a relationship between the two categories. Finally, the mean score obtained in the two sub-skills assessed in the pre-test is 4,70 points out of an expected average of 10 points.

Based on the research data collected, it is possible to identify that both categories assessed were difficult for learners and this is demonstrated by the pre-test mean score. However, listening for detail proved to be the most challenging, because this skill required students to listen accurately for detailed information, such as names, adjectives, spelling words, and other data. Similarly, listening for specific information was another sub-skill in which they demonstrated difficulty because through this category they had to identify

the context of the information they heard. One of the main causes of this deficiency in listening skills lies is the fact that teachers have not effectively used age-related methods to develop this skill and have not implemented listening comprehension activities as reinforcement outside of the common activities found in students' books.

Table 3

Listening skills post-test results

Criteria:	Unsatisfactory 1	Fair 2	Good 3	Very Good 4	Excellent 5	Percentage	Average /10	Expected Average
Listening for specific information	0 %	2,61%	46,09%	47,83%	3,48%	100%	7,03	10
Listening for detail	0 %	1,74 %	69,57 %	28,70 %	0%	100%	6,52	10
Total							6,77	10

Note: This table shows the most representative percentages and averages of both categories evaluated.

Analysis and interpretation

Table 3 shows that there was a net increase in the results obtained in the post-test. The percentage of post-treatment based on the two sub-skills assessed, which were listening for specific information and listening for detail reached a variety of fair to good and very good on the rubric used. Furthermore, the table illustrates the following percentages regarding the first category evaluated, of the total 100% of the population, 46,09% of students reached the good level, and 47,83% achieved a very good level. On the other hand, the second category evaluated illustrates the following scores achieved in the listening for detail whose values were 69,57% of the students achieved a good level and 28,70% achieved a very good level. The overall mean in the first category of listening for specific information is 7,03, while the mean in the second category of listening for detail is 6,52. This shows that there was a relationship between the two categories. Finally, the mean score obtained in the two sub-skills assessed in the post-test is 6,77 points out of an expected average of 10 points.

Based on the data collected from the post-test, it is possible to recognize a significant increase in listening skills and in the two sub-skills assessed. Furthermore, the use of the Total Physical Response (TPR) method effectively contributed to the listening skills achievement. It can be found that the implementation of the TPR strategies and the

main “listen and do” activities developed during the treatment allowed to considerably improve this skill in learners. Basically, the use of commands, realia, imperative drills and listening comprehension activities decreased the lack of receptivity in the students and allowed them to obtain a higher mean score than in the pre-test.

Table 4

Comparison of the results between pre-test and post-test

Criteria	Initial average /10	Percentage	Final average /10	Percentage
Listening for specific information	4,97	52,87%	7,03	51,88%
Listening for detail	4,43	47,13%	6,52	48,12%
Test scores	4,70	100%	6,77	100%

Note: This table shows a positive difference between the initial and final means obtained during the treatment.

Analysis and interpretation

Table 4 represents the mean score obtained in the pre-test and the post-test, which are 4,70 and 6,77 respectively. For the pre-test, the scores obtained in the two sub-skills evaluated listening for specific information and listening for detail are 4,97 and 4,43. On the other hand, for the post-test, the scores obtained are 7,03 and 6,52. Nevertheless, while the treatment was conducted, the range for margin of difference corresponded to 2,0 points. Therefore, listening for detail showed the most improvement by having an increase of 2,09 points in relation to the pre-test.

As a whole, from the data obtained in the post-test showed that there is a positive correlation between the interventions students underwent and the students’ role that played during this process. This shows that the students improve their receptivity of the listening skills with the incorporation of the TPR as they show an improvement in the mean scores obtained in both tests. In addition, it is possible to probe how the sub-skill of listening for detail improved positively, because students demonstrated a greater capacity to recognize detailed information provided in the post-test. The interventions were more effective with the support of the TPR strategies, because it motivated the students to listen to commands, drills and participate in each of the "listen and do"

activities. Finally, the effectiveness of the TPR is discussed as the students show greater confidence to develop the listening comprehension activities in each session and the post-test carried out at the end of the treatment.

3.2 Verification of hypotheses

The inferential statistical method is implemented for hypothesis testing and statistical analysis of SPSS where it is essential to analyze the time and the number of interventions taken in the treatment to measure the variance of means obtained between the pre-test and post-test. Additionally, both categories evaluated with the instrument are analyzed, which are listening for specific information and listening for detail. Finally, the Wilcoxon statistic is used for testing hypotheses and normality of data.

Table 5

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Pre-test scores	,196	23	,022	,933	23	,126
Post-test scores	,151	23	,191	,908	23	,037

a. Lilliefors Significance Correction

Note: This table shows that the level of significance values do not follow a normal distribution in the data obtained.

Analysis and interpretation

In accordance with Aslam (2020), Kolmogorov-Smirnov tests are applied in an investigation to determine if a variable follows a normal distribution of data within the established population. This test is important for hypothesis testing because the researcher must first perform a (K-S) test based on the assumptions and then analyze if the data contain a normal frequency in order to apply the given parametric or non-parametric hypothesis verification test (Park, 2006).

Furthermore, table 5 shows the normality test of the data, where the use of the Shapiro Wilk test is considered because this statistic is appropriate for working with a sample of 23 students. In addition, it illustrates that the significance of the pre-test and post-test are 0,126 and 0,037. This means that both tests data are not normally distributed because the significance is not greater than ($>0,05$). For that reason, the non-parametric test of the Wilcoxon statistics is used to investigate if there is a positive difference between the means of the pre-test and post-test scores.

Table 6

Descriptive statistics between pre-test and post-test

	N	Mean	Std. deviation	Minimum	Maximum
Pre-test- listening for specific information	23	4,97	,44845	4,00	5,60
Post-test- listening for specific information	23	7,02	,46438	6,40	7,60
Pre-test- listening for detail	23	4,43	,41627	3,60	5,20
Post-test- listening for detail	23	6,52	,48893	5,60	7,20

Note: This table shows the most representative maximum and minimum scores obtained in both categories evaluated.

Analysis and interpretation

Descriptive statistics are used to summarize data in a clear and organized way. By using this statistic, the researcher can describe the relationship between both variables of a study, such as pre-test and post-test. This calculation represents the reliability of the research because it measures the frequencies, mean of the data, deviation and variation. In addition, this statistic condenses the information obtained into simple units to make it more manageable (Stoltzfue et al., 2018). Therefore, table 6 shows the descriptive statistics of both tests. There was a sample of 23 students. The pre-test gave a mean score in both listening sub-skills evaluated of 4,97 and 4,43. On the other hand, the post-test gave a mean score of 7,02 and 6,52. In addition, this table shows the minimum and maximum values of the research data. The pre-test and post-test scores have a difference

margin range of 3,60 to 6,40 points. While the maximum marks of the pre-test and post-test have a range of margin of difference from 5,20 to 7,60.

The mean for the post-test is higher than the mean of the pre-test. Furthermore, the use of the TPR in the development of listening skills and listening sub-skills for specific information and for detail demonstrate an effective result, due to the range of difference between the minimum and maximum scores of both categories. There is a significant increase between both sub-skills due to the number of interventions carried out as treatment, the time spent on each activity, and even better students' performance in the listening activities that were carried out in each session. Finally, the effectiveness of realia is evident as a strategy to motivate students to develop their receptivity through the use of real objects in the classroom.

Table 7

Wilcoxon ranks of pre-test and post-test

		N	Mean rank	Sum of ranks
Post-test -	Negative ranks	0 ^a	,00	,00
Pre-test	Positive ranks	23 ^b	12,00	276,00
	Ties	0 ^c		
	Total	23		
A. Post-test < Pre-test				
B. Post-test > Pre-test				
C. Post-test = Pre-test				

Note: This table shows the number of positive ranks of students who improved their interventions in the post-test.

Analysis and interpretation

Table 7 shows the Wilcoxon ranks of the pre-test and post-test. This statistic measures positive, negative ranks and ties. There were 0 negative ranks, 23 positive ranks and 0 ties in a determined sample of 23 students. The sum of the negative ranks gave a total of 00 while the sum of the positive ranks gave a total of 276,00.

Based on the ranges obtained in the pre-test and post-test, the existence of 23 positive ranges is demonstrated, this means that none of the students in the sample who underwent the treatment lowered their scores obtained in the post-test. Therefore, there was improvement in the entire sample and each of the scores had a different variation, it means that some students improved more than others in the two listening sub-skills evaluated.

Hypothesis Test

Table 8

Wilcoxon test statistics listening for specific information.

Pre-test /Post-test listening for specific information	
Z	-4,241 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Note: This table shows the statistical method to validate the hypothesis in the first category evaluated where the significance value is lower than the asymptotic number.

Analysis and interpretation

Table 8 shows the Wilcoxon hypothesis test in relation to the first evaluated criterion of listening for specific information. The significant value, 0,000, is lower than the constant value (<0,05). Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It means that the use of the Total Physical Response (TPR) method influences the development of listening skills in terms of listening for specific information.

Table 9

Wilcoxon test statistics listening for detail.

Pre-test/Post-test listening for detail	
Z	-4,243 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Note: This table shows the statistical method to validate the hypothesis in the second category evaluated where the significance value is lower than the asymptotic number.

Analysis and interpretation

Table 9 shows the Wilcoxon hypothesis test in relation to the second evaluated criterion of listening for detail. The significant value, 0,000, is lower than the constant value (<0,05). Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It means that the use of the Total Physical Response (TPR) method influences the development of listening skills in terms of listening for detail.

Final decision

The Wilcoxon hypothesis test showed that the two listening sub-skills have a significant value of 0,000. Both values are less than the asymptotic or constant value of (<0.05). Furthermore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It means that (The use of Total Physical Response (TPR) method influences the development of listening skills in students of Third grade of E.G.B at Unidad Educativa "Glenn Doman"). These results suggest that there was a significant improvement in the students' post-test scores and the treatment was adequate for children to improve their listening skills and their assessed listening sub-skills. Finally, the verification of hypotheses leads to the effectiveness of the TPR method and the use of its strategies during treatment.

3.3 Discussion

The current research work aimed at demonstrating the efficacy of the Total Physical Response (TPR) method in the development of listening skills. From the findings of this research the TPR was confirmed to be a method totally appropriate for the development of listening skill in young learners whose ages range from 7 to 8 years old. Kumar and Sandaran (2018) indicated by their findings that the activities involving TPR or physical movement, such as "listen and do" stimulate students to improve their receptivity to activities involving this skill. Furthermore, the listening comprehension activities used during the treatment focused on a series of actions whose objectives were for students to listen attentively and represent the meaning through actions, such as listen and pointing out, touching, writing, drawing, picking up and other actions. Therefore, this idea goes in line with the theory proposed by the authors, despite the fact that their study had a quasi-experimental design different from the design of this work.

The present study is supported by the opinions of Werdiningsih and Mardiyah (2019) who noted that the use of realia within their study created connections between the utterances implemented with the TPR drills and the students' listening understanding because they physically responded to inputs through the use of real objects. As a result of the current research, the process of listening comprehension was linked to the use of real objects such as school objects, which were progressively combined in some lessons performed during the treatment. In addition, students in the TPR classes had to listen to specific words or detailed information and represent them by using these real elements found in the classroom, such as books, colors, figures, puppets and others. Therefore, a TPR class is effective when not only drills are implemented but also physical representations are used to internalize learning in a more dynamic way.

The influence of TPR on young learners' listening skills and listening sub-skills can be seen from the significant increase in the mean scores on the post-test. Asmilasti et al. (2019) concluded in their study the effectiveness of the method in improving listening skills through the use of imperative drills or commands and evidenced that this method not only improved this skill, but also allowed learners to acquire more vocabulary. In the same way, this study made use of TPR drills or commands through body response and were essential for the improvement of listening comprehension skills and sub-skills. For instance, the teacher implemented during the 10 session's simple sentences like "sit

down" or more complex ones like "close your books" and students improved their receptivity capacity with the support of these drills. It can be analyzed that young learners were able to listen attentively to each word of the command established by the teacher and then developed it through a body response, or body expressions.

Finally, it is evident how previous studies that supported this research concluded that the TPR method was a fun technique within learning, allowed active listening to short and complex sentences and positively benefited those who were exposed to treatments with TPR class' sessions. In addition, the TPR method was more advantageous for children, because they felt motivated and it was possible to observe how students' stress levels for completing listening comprehension lessons were reduced with the support of these strategies.

CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research study was conducted with the aim of analyze the impact of the Total Physical Response (TPR) method on the listening skills achievement in young learners. After a thorough study in which different results were obtained, it is possible to conclude:

- The theoretical framework discussed the most important strategies of the TPR method for the improvement of listening skills, which were the use of listening activities focused on a strategy called "listen and do", as well as the use of imperative drills and realia. Furthermore, these strategies demonstrated the great influence on the young learners to develop listening comprehension activities, where levels of difficulty were introduced through the use of simple phrases or expressions such as "sit down" or "stand up", to the use of complex sentences, such as "stand up and come to the front". In addition, the use of real resources or school objects known as (realia), allowed the students to be more engaged with the class and keep their attention most of the time.
- From this result of the study, the effectiveness of the use of (realia) or real resources, such as the school objects, students, puppets, figures, and others, was determined. Therefore, the application of these resources in the classroom created a pleasant environment, in which students had the opportunity to practice their listening skills dynamically that were not usually developed by the teacher in classes. These resources motivated students to have more meaningful lessons where physical movements were required to perform listening activities, and they have to listen to drills and demonstrate their understanding by combining their corporal movement with realia.
- It was evident that the use of the TPR method improved the listening sub-skills for specific information and listening for detail evaluated in the rubric. Furthermore, there was a notable and significant change in the young learners at this level who showed greater confidence in the development of listening activities used during the 10 sessions. For instance, matching, true/false, listen and circle, gap-fill activities, note taking and other tasks were implemented to support the sub-skills.

4.2 Recommendations

After the study previously conducted to determine the influence of the Total Physical Response (TPR) method for the development of listening skills, the following recommendations are made:

- It is important that teachers use different methods according to the age of the students in order to improve their listening skills. The use of Total Physical Response (TRP) strategies is strongly suggested for teachers to work with young learners aged 7 to 8 years in listening classes. Through these TPR strategies implemented in listening comprehension activities, students will improve their receptivity in a positive way because young learners will be able to identify simple sentences and complex sentences and their understanding will be greater.
- It is only emphasized in beginners' levels, that it is important for teachers to use TPR strategies such as "realia" or the use of real objects in listening lessons to better reach younger learners, who will be attracted by the use of real resources found in the classroom or outside of this. In addition, the use of this strategy will allow learners to become more engaged to the development of listening comprehension activities.
- Based on the research data collected in the pre-test showed that the students present low listening comprehension in relation to the sub-skills of listening for specific information and listening for detail. Furthermore, it is advisable to expose young learners more frequently to listening comprehension activities in the classroom. Similarly, it can be added that the TPR strategies should be implemented progressively in these activities because through them better results will be evidenced.

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Annexes

Annex 1: Approval



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIDAD DE INTEGRACIÓN CURRICULAR

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 30 de septiembre 2022

FCHE-UIC-793-2022 Acuer.

Doctor Mg.

Víctor Hernández Del Salto

PRESIDENTE

CONSEJO DIRECTIVO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **LALALEO PAZMIÑO MARÍA JOSÉ** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN)** LA SEÑORITA **LALALEO PAZMIÑO MARÍA JOSÉ**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **“TOTAL PHYSICAL RESPONSE (TPR) METHOD AND THE LISTENING SKILLS”** Y SE DESIGNE COMO TUTOR SUGERIDO A LA **MG. LORENA PARRA**, DEL PERÍODO ACADÉMICO **OCTUBRE 2022– MARZO 2023**.

Atentamente,



Firmado electrónicamente por:
**MARCELO
WILFRIDO NUNEZ
ESPINOZA**



Firmado electrónicamente por:
**LORENA FERNANDA
PARRA GAVILANEZ**

DR. MG. MARCELO NÚÑEZ ESPINOZA

Presidente

anexo: lo indicado (1 hoja)

Annex 2: Institution Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 14 de Octubre del 2022


Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. María Gabriela Camino Cepeda en mi calidad de Rectora de la Unidad Educativa "Glenn Doman" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Total Physical Response (TPR) method and the listening skills " propuesto por la estudiante María José Lalaleo Pazmiño, portadora de la Cédula de Ciudadanía 1850115732, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.


Particular que comunico a usted para los fines pertinentes.

Atentamente.


Mg. María Gabriela Camino
C.I. 2252581-4
secretaria@glenndoman.edu.ec



Annex 3: Pre-test and Post-test

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	October 25th, 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	40 minutes
Area:	Foreign Language	Hour:	8:40-9:20
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year –EGB	Class:	A
Number of students:	23 students	Methodology:	Competency assessment test-Listening skills
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • YLE (Young Learners English Test) printed worksheets • Speakers. • Pencil and colors-students materials • YLE Test: Link: https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf • YLE Test audio recording: Link: https://www.cambridgeenglish.org/images/153149-movers-sample-listening-test-vol2.mp3 		
General objective:	By the end of the lesson students will be assessed on their listening skills with the YLE (Young Learners English) listening test from part 1 to 5.		
Specific objectives:	<ul style="list-style-type: none"> • To identify the students' listening comprehension level. • To evaluate students’ listening sub-skills such as listening for detail and listening for specific information. 		
Anticipated Problems	Students may not be able to spell the words correctly.		
Solution	The teacher will prompt the students to remember the words.		
BEGINNING:			
(Warm up)	"If you are happy and you know" Song	Link:	https://www.youtube.com/watch?v=l4WNrvVjiTw
DEVELOPMENT:			
Stage	Teacher Activities	Aims	
Step 1: (Lead-in)	<ul style="list-style-type: none"> • The teacher introduces the test by showing students the YLE test sheets. 	<ul style="list-style-type: none"> • To activate students’ prior knowledge about the content of the test. 	

	<ul style="list-style-type: none"> • The teacher presents the five parts of the YLE test and explains each activity that the students will develop. • The teacher will ask questions to clarify doubts about the test. • The teacher hands out the worksheets and plays the audio twice for students to complete the activities. • The teacher collects the sheets after the designated evaluation time. 	<ul style="list-style-type: none"> • To motivate students to complete the test in the designated time.
Stage	Students Activities	Aims
Step 2: (While-listening)	<ul style="list-style-type: none"> • Ss will work in the YLE Listening Test. • Ss will listen the audio twice and complete the five parts of the test. • In Part 1, students will complete a Matching activity relating names and actions. • In Part 2, students will complete a Gap-activity by writing the answers of 5 questions. • In Part 3, students will complete a Matching activity relating the days of the week to different pictures. • In part 4, students will complete 5 Multiple-choice questions by selecting the correct answer • In part 5, students will color a picture and write a specific word according to the information provided. 	<ul style="list-style-type: none"> • To practice listening for detail such as (names, spelling, colors and detailed descriptions) • To practice listening for specific information such as (descriptions of events and actions)

Cambridge Young Learners English

Movers

Listening

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 25 questions.

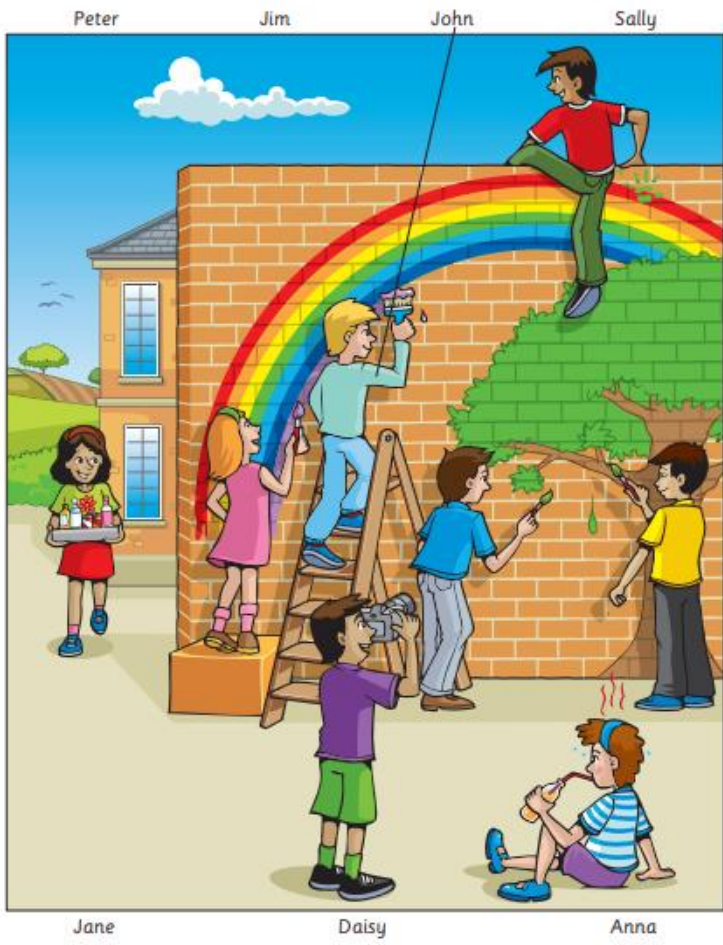
You will need coloured pens and pencils.

My name is:

Part 1

- 5 questions -

Listen and draw lines. There is one example.



Part 2

- 5 questions -

Listen and write. There is one example.

THE ZOO

When? Tuesday

1 How many kinds of animals:

2 Biggest animal:

3 Favourite animal:

4 Favourite animal's food:

5 Name of zoo: Zoo

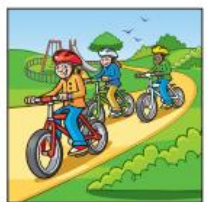
Part 3

- 5 questions -

What did Sally do last week?

Listen and draw a line from the day to the correct picture.

There is one example.



Monday



Tuesday

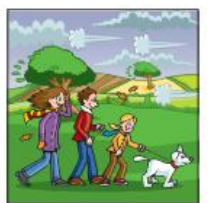
Wednesday



Thursday



Friday



Saturday



Sunday

Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

Where did Jim see the film?



A

B

C

1 Where did the rabbits in the film go?



A

B

C

2 Where did the children have their lunch?

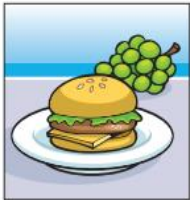


A

B

C

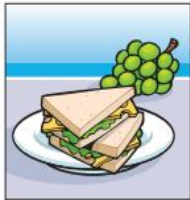
3 What did the children eat?



A



B



C

4 What did the children do after lunch?



A



B



C

5 What did Jim's friends give him?



A



B



C

Part 5

- 5 questions -

Listen and colour and write. There is one example.



ANSWER SHEET- MOVERS LISTENING TEST



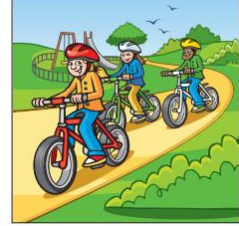
PART 1- (5 Questions)

Activity	Listen and draw lines.
1	Sally and girl painting rainbow.
2	Peter and boy in blue T-shirt and jeans, painting leaves.
3	Daisy and girl carrying box of drinks.
4	Jim and boy taking photos.
5	Jane and girl sitting down and drinking.

PART 2 -(5 Questions)

Activity	Listen and write.	Answers
1	How many kinds of animals?	30/thirty (kinds of animals)
2	Biggest animal	(the) elephant(s)
3	Favourite animal	(the) parrot(s)
4	Favourite animal's food	(all kinds of)/(some) fruit
5	Name of zoo	W-I-L-D

PART 3- (5 Questions)

Activity	What did Sally do last week? Listen and draw a line from the day to the correct picture.	Pictures
1	Saturday	
2	Monday	
3	Thursday	

4	Wednesday	
5	Friday	

PART 4- (5 Questions)

Activity	Listen and tick (✓) the box.	Answers
1	Where did the rabbits in the film go?	B
2	Where did the children have their lunch?	B
3	What did the children eat?	A
4	What did the children do after lunch?	C
5	What did Jim's friends give him?	C

PART 5- (5 Questions)

Activity	Listen and colour and write. There is one example
1	Colour clock – blue
2	Write 'MAP' below map on wall
3	Colour star on boy's sweater – green
4	Colour comic on desk – red
5	Colour eraser on desk – brown

MARK SHEET MOVERS LISTENING TEST

Student's name:

PART 1 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 5 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 2 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

TOTAL TEST (25 Marks)

Activity	Points
1	
2	
3	
4	
5	
Total:	/25

PART 3 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 4 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		



Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 16 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	40 minutes
Area:	Foreing Language	Hour:	8:40-9:20
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	Competency assessment test-Listening skills
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • YLE (Young Learners English Test) printed worksheets • Speakers. • Pencil and colors-students materials • YLE Test: <p>Link: https://www.britishcouncil.hk/sites/default/files/movers-sample-papers-2018-vol1.pdf</p> <ul style="list-style-type: none"> • YLE Test audio recording: <p>Link: https://www.cambridgeenglish.org/images/movers-sample-listening-2018.mp3</p>		
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Solution	The teacher will prompt the students to remember the words.		
BEGINNING:			
(Warm up)	"If you are happy and you know" Song	Link:	https://www.youtube.com/watch?v=l4WNrvVjiTw
DEVELOPMENT:			
Stage	Teacher Activities	Aims	
Step 1: (Lead-in)	<ul style="list-style-type: none"> • The teacher introduces the test by showing students the YLE test sheets. • The teacher presents the five parts of the YLE test and explains each activity that the students will develop. 	<ul style="list-style-type: none"> • To activate students’ prior knowledge about the content of the test. • To motivate students to complete the test in the designated time. 	

	<ul style="list-style-type: none"> • The teacher will ask questions to clarify doubts about the test. • The teacher hands out the worksheets and plays the audio twice for students to complete the activities. • The teacher collects the sheets after the designated evaluation time. 	
Stage	Students Activities	Aims
Step 2: (While-listening)	<ul style="list-style-type: none"> • Ss will work in the YLE Listening Test. • Ss will listen the audio twice and complete the five parts of the test. • In Part 1, students will complete a Matching activity relating names and actions. • In Part 2, students will complete a Gap-activity by writing the answers of 5 questions. • In Part 3, students will complete a Matching activity relating the hobbies to different pictures. • In part 4, students will complete 5 Multiple-choice questions by selecting the correct answer • In part 5, students will color a picture and write a specific word according to the information provided. 	<ul style="list-style-type: none"> • To practice listening for detail such as (names, spelling, colors and detailed descriptions) • To practice listening for specific information such as (descriptions of events and actions)
CLOSURE:		
Step 3:	Synthesis	Mission for home:
	<ul style="list-style-type: none"> • Remember the objective of the class session. 	<ul style="list-style-type: none"> • This session there won't be homework sent.

Cambridge Young Learners English

Movers

Listening

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 25 questions.

You will need coloured pens and pencils.

My name is:

Part 1
- 5 questions -

Listen and draw lines. There is one example.



Part 2
- 5 questions -

Listen and write. There is one example.



Going to the zoo

- Going to zoo today by: train
- 1 Name of zoo: Jungle
- 2 Number of different kinds of animals:
- 3 Can give food to:
- 4 Animal food in store next to:
- 5 Food on train: and lemonade

Part 3
- 5 questions -

Mrs Castle is telling Sally, about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.

	her parents	<input type="text" value="H"/>
	her uncle	<input type="text"/>
	her son	<input type="text"/>
	her cousin	<input type="text"/>
	her brother	<input type="text"/>
	her daughter	<input type="text"/>



A



B



C



D



E



F



G



H

Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

What is the DVD about?



A

B

C

1 Who is Vicky's piano teacher?



A

B

C

2 What clothes does Nick want to wear at school today?



A

B

C

3 Where did Peter find the shell?



A

B

C

4 What is Daisy doing now?



A

B

C

5 What sport did Anna get a cup for?



A

B

C

Part 5

- 5 questions -

Listen and colour and write. There is one example.



ANSWER SHEET- MOVERS LISTENING TEST

PART 1- (5 Questions)

Activity	Listen and draw lines.
1 Nick	boy carrying birthday cake, not walking carefully
2 Ben	boy sitting on mat, playing with toy truck
3 Paul	man carrying sandwiches
4 Mary	woman cleaning table
5 Jane	woman climbing tree, putting lamps on it

PART 2 -(5 Questions)

Activity	Listen and write.	Answers
1	Name of the zoo:	H-I-L-L
2	Number of different kinds of animals	89
3	Can give food to:	parrots
4	Animal foo in store next to:	café
5	Food on train	burguers

PART 3- (5 Questions)

1)	Mrs Castle is telling Sally, about the people in her family and about their different hobbies. Which is each person's favourite hobby? Listen and write a letter in each box.	
	Family members	Letters
1	Her uncle	G
2	Her son	F
3	Her cousin	D
4	Her brother	B
5	Her daughter	A

PART 4- (5 Questions)

Activity	Listen and tick (✓) the box.	Answers
1	Who is Vicky's piano teacher?	B
2	What clothes does Nick want to wear at school today?	C
3	Where did Peter find the shell?	A
4	What is Daisy doing now?	B
5	What sport did Anna get a cup for?	C

PART 5- (5 Questions)

Activity	Listen and colour and write. There is one example
1	Colour rock on ground – blue
2	Colour cloud with sun behind it – pink
3	Colour leaf at top of tree – red
4	Write 'WINDY' on kite
5	Colour boy's sweater – brown

MARK SHEET MOVERS LISTENING TEST

Student's name:

PART 1 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 5 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 2 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

TOTAL TEST (25 Marks)

Activity	Points
1	
2	
3	
4	
5	
Total:	/25

PART 3 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

PART 4 (5 Marks)

Activity	(✓)	(X)
1		
2		
3		
4		
5		
Total:		

Annex 4: Variable Operationalization

OPERACIONALIZACIÓN DE VARIABLE

Table 1- Variable system

Variable	Dimensions	Categories	Technique	Instruments	Criteria
Dependent In accordance with Sheth (2015), listening is a consensual activity, whose objective is to understand what other speakers are saying. Listening skill is known as Cinderella's ability because it is one of the most neglected skills in teaching English and one of the most challenging. According to Bengehya (2021), there are different listening sub-skills such as: listening for specific information, listening for detail, listening for gist and others. Therefore, in the phenomenon of listening, it is fundamental that teachers use sources that have a positive impact on the listening comprehension of students (Solak, 2016).	Listening sub-skills	Listening for specific information	Rubric	Rubric items	1
		Listening for detail			2

Note: Operationalization of variables about Listening-sub-skills.

Annex 5: Rubric Pre-test and Post-test

Listening Sub-skills rubric

Parts	Sub-skills	Unsatisfactory 1	Fair 2	Good 3	Very Good 4	Excellent 5	Total
Part 1 (Matching)	Listening for specific information: Understanding specific information of what students hear about people in the picture.						
	Listening for detail: Understanding the content in depth, especially names and physical descriptions such as: hair color, clothing and actions developed by them.						
Part 2 (Note-taking)	Listening for specific information: Understanding specific information of what students hear about different descriptions of events.						
	Listening for detail: Understanding the content in depth, especially names of places, numbers, kind of food, spellings and other information.						
Part 3 (Matching)	Listening for specific information: Understanding specific information of what students hear about actions and events.						
	Listening for detail: Understanding the content in depth, especially words, alphabet letters, days of the week, actions, names and other details.						
Part 4 (3 Option multiple-choice)	Listening for specific information: Understanding specific information of various kinds, descriptions of places, activities or events.						
	Listening for detail: Understanding the content in depth, especially words, actions, sports, places, and physical descriptions.						
Part 5 (Coloring and writing)	Listening for specific information: Understanding specific words of what students hear about the dialogue between an adult and a child.						
	Listening for detail: Understanding the content in depth, especially names of colors and name of things such as: school supplies, places, animals, and clothing.						

Note: Listening sub-skills of Cambridge Assessment English adapted by Lalaleo, M. (2022)

Source: <https://exam-seekers.com/2021/05/31/ee-027b-yle-a1-movers-listening-exam/>

Total:

Annex 6: Rubric Instrument Validation



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	X		X			X	X		X			
2	X		X			X	X		X			
3	X		X			X	X		X			
4	X		X			X	X		X			
5	X		X			X	X		X			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										X		
The items allow to accomplish the objective of the research.										X		
The items are distributed in a logical and sequential way										X		
The number of items is enough to collect data. If not, suggest the items to be included.										X		
APPLICABLE					X	NOT APPLICABLE						
Validated by: Mg. Doris Cumbe					ID: 1803694569			Date: 25/11/2022				
Signature:					Email: dm.cumbe@uta.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree; Magister en Ciencias de la Educación							
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												



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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓	✓	✓		✓			
2	✓		✓		✓	✓	✓		✓			
3	✓		✓		✓	✓	✓		✓			
4	✓		✓		✓	✓	✓		✓			
5	✓		✓		✓	✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: <i>Ing. Xavier Sulca</i>							ID: 1802447548		Date: 25-11-2022			
Signature: <i>[Signature]</i>							Email: xsulca@gmail.com					
Place of work: <i>Universidad Técnica Ambato</i>							Academic degree; <i>Magister</i>					
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												




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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					<input checked="" type="checkbox"/>	NOT APPLICABLE						
Validated by: <i>mg. Edgar Encalada T.</i>					ID: <i>050182417-1</i>			Date: <i>25/M/2022</i>				
Signature: <i>[Signature]</i>					Email: <i>eg.encalada@uta.edu.ec</i>							
Place of work: <i>UTA</i>					Academic degree: <i>Magister</i>							
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												

Annex 7 : Lesson Plans

Lesson Plan #1

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	October 26th, 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	10:00-10:45
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	FARM- ANIMALS		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Puppets about farm animals • Speakers. • Pencil and colors-students materials • Worksheet about animals Link: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Farm_animals/Listening_Activity_Farm_animals_jj238904ex <ul style="list-style-type: none"> • Old MacDonald had a farm song Link: https://www.youtube.com/watch?v=5oYKonYBujg		
General objective:	To analyze the effect of using TPR strategies to complete listening activities focused on the Farm Animals topic.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to recognize specific vocabulary about farm animals by listening to a song and imperative drills. • Students will be able to develop their sub-skill of listening for detail to complete a matching and true/false activity. • Students will be able to develop their sub-skill of listening for specific information to complete an information gap-activity. 		
Anticipated Problems	Students do not feel motivated to sing the song.		
Solution	Teacher will motivate the student by asking him/her to come to the front of the class.		
BEGINNING:			
(Warm up)	“Simon Says”	Link:	https://www.youtube.com/watch?v=OkO8DaPIyXo
DEVELOPMENT:			

(PRE-LISTENING STAGE)		
Time	Teacher Activities	Aims
(20 minutes)	<ul style="list-style-type: none"> • Teacher shows puppets to students about the different types of farm animals. • Teacher models the sounds of farm animals and asks the students to repeat the sounds and the name of animals. • The teacher plays the “Old MacDonald had a farm” song and asks the students to sing it together. 	<ul style="list-style-type: none"> • To engage students with the topic of the lesson. • To motivate students to model the sounds of animals.
(WHILE-LISTENING STAGE)		
Time	Students Activities	Aims
(20 minutes)	<p>The teacher sets the first task:</p> <ul style="list-style-type: none"> • Teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Matching Activity</p> <ul style="list-style-type: none"> • In part 1, students will match the numbers with the correct pictures of animals. <p>True/False Activity</p> <ul style="list-style-type: none"> • In part 2 students will listen for detail and select true or false under each picture. <p>Information Gap-Activity</p> <ul style="list-style-type: none"> • In part 3, students will listen to specific information dictated by the teacher and complete an information gap-activity. 	<ul style="list-style-type: none"> • To practice listening for detail such as (names of farm animals and true/false information) • To practice listening for specific information such as (descriptions about farm animals)
(POST-LISTENING STAGE)		
Time	Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> • Teacher sets up a discussion about the farm animals and then conducts a reinforcement activity called “Listen and Point”. • The teacher will place puppets around the classroom and randomly ask students to listen and point to the selected animal. 	<ul style="list-style-type: none"> • To reinforce listening sub-skills by using imperative drills.

	Example: Stand up (student's name) and point to the cow.	
--	--	--

Listening Activity #1

Student's name:.....

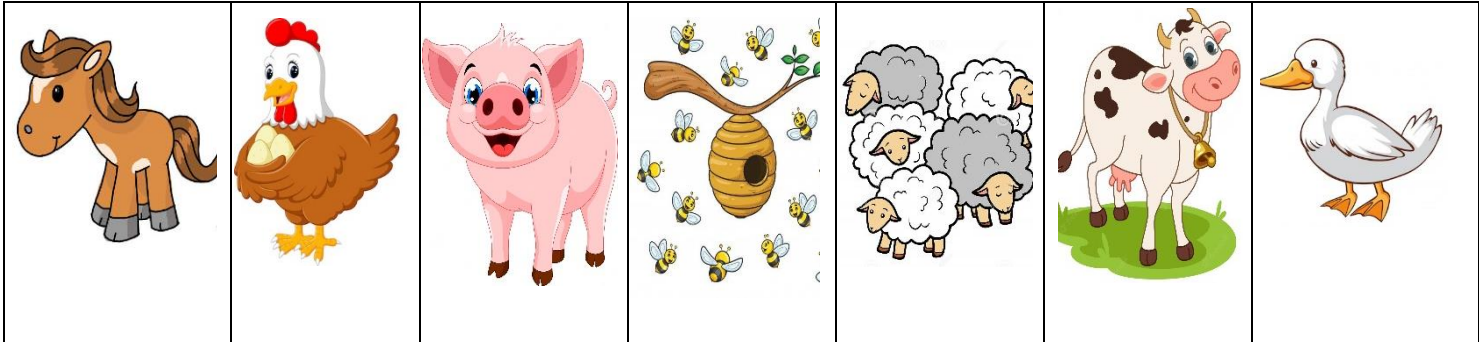
Theme: Farm Animals

Instructions:

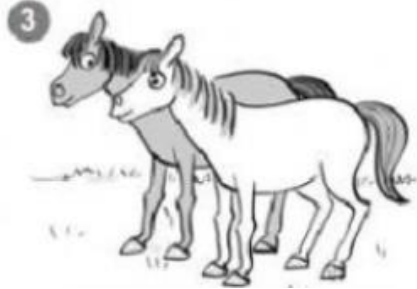
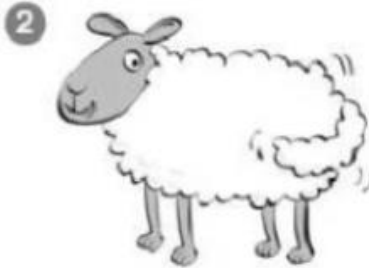
- Use a pencil
- Listen to the audio carefully
- Do not copy

Activity 1

*Listen and match the number with the correct picture.



1	2	3	4	5	6	7
---	---	---	---	---	---	---



Activity 2

*Listen and select true or false.

4



True / false

True / false

5



True / false

True / false

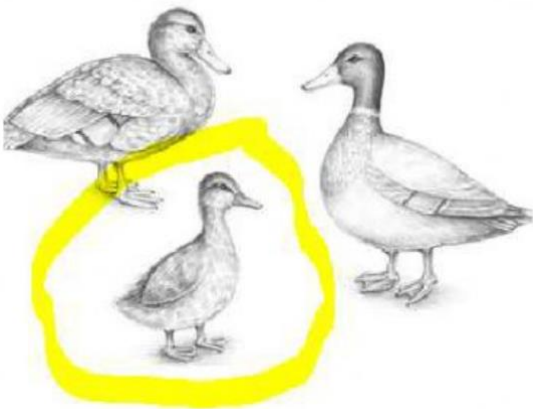
6



True / false

True / false

Activity 3



*Complete

My favourite animal is a

It's got 

and a 

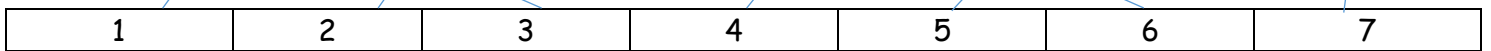
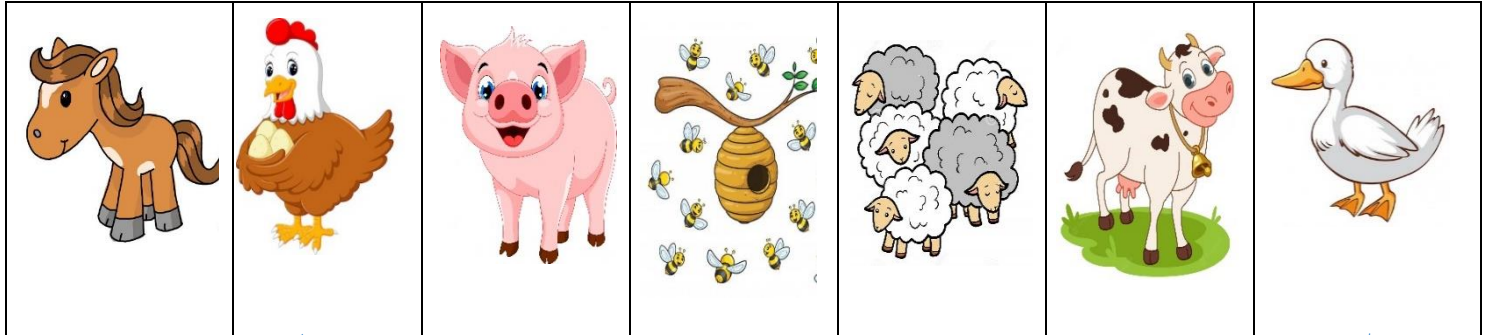
There are on the



ANSWER SHEET

Activity 1

*Listen and match the number with the correct picture.

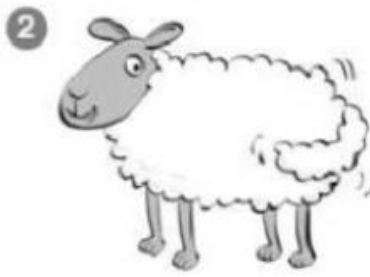


Activity 2

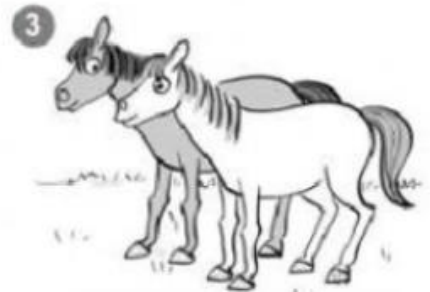
*Listen and select true or false.



True / false



True / false



True / false



True / false



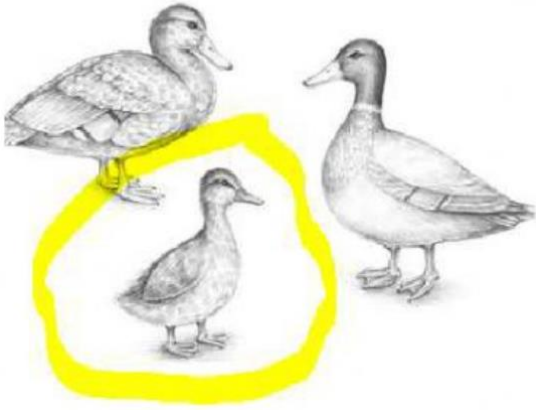
True / false




True / false


Activity 3

*Complete




My favourite animal is a

It's got 

and a 


There are on the



DICTATION-TYPESCRIPT

Of all the farm animals my favorite animal is a duck. Not only is the duck friendly, but it flies. It's amazing. It is got feathers of different colors like white, black and green and the ducks have a beak. In this beautiful picture there are three ducks one is the father, one is the mother and one is the little duck on the farm.

Lesson Plan #2

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	October 28th, 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	10:00-10:45
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year –EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	THERE IS/ THERE ARE		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Realia- classroom supplies • Speakers and Tv • Pencil and colors-students materials • Conversations-worksheet Activity <p>Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/There_is_-_There_are_Listening_activity_jf517562mq</p> <ul style="list-style-type: none"> • In the classroom there is... Activity <p>Link: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/In_the_classroom_there_is_..._-_listening_mu20442me</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of There is/There are.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to draw on the board vocabulary about classroom supplies by using listen and draw TPR technique. • Students will be able to develop their sub-skill of listening for detail to complete an Information Gap-activity. • Students will be able to develop their sub-skill of listening for specific information about classroom materials by answering to language inputs trough gestures. 		
Anticipated Problems	Students do not remember the use of there is/there are.		
Solution	The teacher asks for someone who remembers to make a sentence using there is or there are.		
BEGINNING:			

(Warm up)	“The Dance Freeze Song”	Link: https://www.youtube.com/watch?v=A1vdKfXlB_g&t=2s
DEVELOPMENT:		
(PRE-LISTENING STAGE)		
Time	Teacher Activities	Aims
(20 minutes)	<ul style="list-style-type: none"> The teacher uses “realia” to show students different school materials inside the classroom. The teacher selects several school objects and asks the students the following questions. Example: Is there a ruler? or Are there any rulers? Teacher uses the TPR technique of “Listen and draw” and asks the students to come to the front and draw on the board a school material. Example: Stand up! (student's name) there is a book on the board. Come here (student's name) please! there are two books on the board. 	<ul style="list-style-type: none"> To engage students with the topic of the lesson. To motivate students to participate in the class.
(WHILE-LISTENING STAGE)		
Time	Students Activities	Aims
(20 minutes)	<p>The teacher sets the first task:</p> <ul style="list-style-type: none"> Teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Information Gap Activity</p> <ul style="list-style-type: none"> Students will listen to four conversations and fill in the blanks with the specific information mentioned in the audio. 	<ul style="list-style-type: none"> To practice listening for detail such as (There is, there are, is there, there isn’t, and are there) To practice listening for specific information such as (important descriptions or data about 4 conversations)
(POST-LISTENING STAGE)		
Time	Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> Teacher sets up an activity called “In the classroom there is” and plays twelve audios. Teacher asks for twelve volunteers to come to the front of the class and participate in the activity. 	<ul style="list-style-type: none"> To reinforce listening for specific information about classroom supplies by using gestures.

	<p>Example: The audio says in the classroom there is a map. Then, the student looks for the map in the picture and says Yes or No using “gestures” (thumbs up or down).</p>	
--	--	--

Listening Activity #2

Student's name:.....

Theme: THERE IS/ THERE ARE

Instructions:

- Use a pencil
- Listen to the audio carefully
- Do not copy

Activity 1

Listen to the audio and complete the following conversations using:

Is there/ there's/ there isn't/ there are/ are there

Conversation 1

Man: Excuse me, a gym in the hotel?

Woman: Yes, one on the first floor.

Man: Great! And a pool?

Woman: Yes, a pool on the roof.

Man: a changing room up there?

Woman: No, , but a restroom.

Man: OK, thanks.

Conversation 2

Man: So, what to do in your town?

Woman: Well, a mall, a cinema, and a few parks.

Man: Oh, parks, nice. I love nature. Which one do you recommend?

Woman: I think Central City park is the best. a huge garden there.

Man: parking nearby?

Woman: Yeah, a huge parking lot across the street.

Conversation 3

Man: What to eat?

Woman: Ah, some pasta in the fridge.

Man: Mm, I just had pasta for lunch. What else ?

Woman: Well, some stuff to make sandwiches.

Man: That will do. Where is the bread?

Woman: some in the cupboard I think.

Conversation 4

Man: exchange students are your school?

Woman: Yes, a few.

Man: Really. What countries are they from?

Woman: Ah, let's see. one student from Italy, and a few students from France.

Man: Oh, cool. anyone from Paris?

Woman: No, they are all from Leon!

Answer Key

Activity 1: Listen to the audio and complete the following conversations using: **Is there/ there's/ there isn't/ there are/ are there**

Conversation 3

Man: What to eat?

Woman: Ah, some pasta in the fridge.

Man: Mm, I just had pasta for lunch. What else ?

Woman: Well, some stuff to make sandwiches.

Man: That will do. Where is the bread?

Woman: some in the cupboard I think.

Conversation 4

Man: exchange students are your school?

Woman: Yes, a few.

Man: Really. What countries are they from?

Woman: Ah, let's see. one student from Italy, and a few students from France.

Man: Oh, cool. anyone from Paris?

Woman: No, they are all from Leon!

Conversation 1

Man: Excuse me, is there a gym in the hotel?

Woman: Yes, there's one on the first floor.

Man: Great! And is there a pool?

Woman: Yes, there's a pool on the roof.

Man: Is there a changing room up there?

Woman: No, there isn't, but there's a restroom.

Man: OK, thanks.

Conversation 2

Man: So, what is there to do in your town?

Woman: Well, there is a mall, a cinema, and there are a few parks.

Man: Oh, parks, nice. I love nature. Which one do you recommend?

Woman: I think Central City park is the best. There's a huge garden there.

Man: Is there parking nearby?

Woman: Yeah, there's a huge parking lot across the street.


Activity 2: Post-listening activity

Theme: "In the classroom there is"

In the classroom there is ...



Lesson Plan #3

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	October 31 st , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year –EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	GREETINGS		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation Link: https://www.canva.com/design/DAFPxibqeBA/-41zQt_O-oafazfWh9_Fwg/view?utm_content=DAFPxibqeBA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • Greetings- worksheet activity Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings/Greetings_Listening_activity_dq2475336zt • Greetings- song Link: https://www.youtube.com/watch?v=ghDRJVxFxU&feature=emb_imp_woyt 		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of Greetings.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to greetings through the use of imperative drills. • Students will be able to develop their sub-skill of listening for detail to complete a Fill in the blanks activity. • Students will be able to act out words through the use of the Circles TPR strategy. 		
Anticipated Problems	Students do not feel motivated to participate in class.		
Solution	The teacher uses imperative drills to motivate students.		
BEGINNING:			
(Warm up)	“Floor is Lava song”	Link: https://www.youtube.com/watch?v=wbNAiN8FTfc	

DEVELOPMENT:**(PRE-LISTENING STAGE)**

Time	Teacher Activities	Aims
(25 minutes)	<ul style="list-style-type: none"> The teacher presents the vocabulary about greetings using a canva presentation. The teacher uses imperative drills and asks different students to stand up and greet the students to their right using the vocabulary learned. <p>Example: Ok (student's name), stand up please and say hello to your partner on the right.</p> <ul style="list-style-type: none"> The teacher asks the students to use phrases such as: <ul style="list-style-type: none"> Good (morning, afternoon, evening) Hello! Hi there It's nice to meet you. Teacher uses the TPR strategy called "Circles" and asks students to make a circle around the teacher. The teacher says a word about greetings and students "act out" the word and the last student to respond is "out". 	<ul style="list-style-type: none"> To engage students with the topic of the lesson. To motivate students to participate in the class.

(WHILE-LISTENING STAGE)

Time	Students Activities	Aims
(15 minutes)	<p>The teacher sets the first task:</p> <ul style="list-style-type: none"> The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Fill in the blanks</p> <ul style="list-style-type: none"> Students will listen to a song about greetings and fill in the blanks with the words in the box. 	<ul style="list-style-type: none"> To practice listening for detail about different types of greetings.

(POST-LISTENING STAGE)

Time	Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> Teacher and students checks the answers together and plays the song again. 	<ul style="list-style-type: none"> To check the answers of the previous activity. To reinforce the topic by singing the song about greetings.

Listening Activity #3

Student's name:

Theme: GREETINGS

Instructions:

- Use a pencil
- Listen to the song carefully
- Do not copy

Activity 1

Listen to the song and put the words into the correct places.

great	How are you	Nice to meet you
What's your name	friends	Hello



Every day
I go to school
I meet my friends
And we all say
Hello! Hello!

_____?

I'm good! I'm great!

How about you?

Hello! _____!

How are you?

I'm good! I'm _____!

How about you?

na na na na na na na na na na
na na na na na na na na hey

Every day
I go and play
I meet new _____
And we all say
Hello! Hello!

_____?

Nice to meet you!

Do you want to play?

Hello! Hello!

What's your name?

_____!

Do you want to play?

na na na na na na na na na na
na na na na na na na na hey

ANSWER KEY

Activity 1

Listen to the song and put the words into the correct places.


great	How are you	Nice to meet you
What's your name	friends	Hello



Every day
I go to school
I meet my friends
And we all say
Hello! Hello!
How are you ?
I'm good! I'm great!
How about you?
Hello! Hello !
How are you?
I'm good! I'm great !
How about you?
na na na na na na na na na na
na na na na na na na na hey

Every day
I go and play
I meet new friends
And we all say
Hello! Hello!
What's your name ?
Nice to meet you!
Do you want to play?
Hello! Hello!
What's your name?
Nice to meet you !
Do you want to play?
na na na na na na na na na na
na na na na na na na na hey

Lesson Plan #4

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November ^{1st} , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	08:40-09:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year –EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	SCHOOL SUPPLIES		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation <p>Link: https://www.canva.com/design/DAEwXLDpVxE/U8IlcTanNjS_zxusmq6sxA/view?utm_content=DAEwXLDpVxE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <ul style="list-style-type: none"> • School supplies- audios <p>Link:https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_supplies/School_supplies_Listening_ib647432qh</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of school supplies.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to school supplies through the use of imperative drills. • Students will be able to develop their sub-skill of listening for detail to complete a Listen and circle activity. • Students will be able to develop their sub-skill of listening for specific information to complete a Matching activity. 		
Anticipated Problems	Students do not feel motivated to participate in class.		
Solution	The teacher plays a song.		
BEGINNING:			
(Warm up)	“5 Little Monkeys”	Link: https://www.youtube.com/watch?v=CkGrKW7D29c	

DEVELOPMENT:**(PRE-LISTENING STAGE)**

Time	Teacher Activities	Aims
(10 minutes)	<ul style="list-style-type: none"> The teacher presents different types of school supplies by using a Canva presentation. The teacher asks students questions about the different school materials they can observe in the classroom. Example: What objects can you observe inside the classroom? 	<ul style="list-style-type: none"> To introduce the new vocabulary. To engage students with the topic of the lesson.

(WHILE-LISTENING STAGE)

Time	Students Activities	Aims
(15 minutes)	<p>The teacher sets the first task:</p> <ul style="list-style-type: none"> Teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Listen and circle activity</p> <ul style="list-style-type: none"> Students will listen to an audio about school supplies and circle the classroom objects that are mentioned in the audio. <p>Matching activity</p> <ul style="list-style-type: none"> Students will listen to an audio about two backpacks and the objects contained in each. Students will match the objects mentioned in the audio with backpack number 1 or number 2. 	<ul style="list-style-type: none"> To practice listening for detail about different types of school supplies. To practice listening for specific information about descriptions of school supplies.

(POST-LISTENING STAGE)

Time	Students Activities	Aims
(20 minutes)	<ul style="list-style-type: none"> Teacher and students checks the answers together. The teacher reinforces the vocabulary learned through the “Listen and Point” TPR strategy. Students should listen to phrases and point to where the objects mentioned are located. Example: Teacher says listen and point the (book, ruler, notebooks, speakers, etc). 	<ul style="list-style-type: none"> To check the answers of the previous activity. To reinforce the topic through a dynamic strategy “Listen and Point”

Listening Activity #4

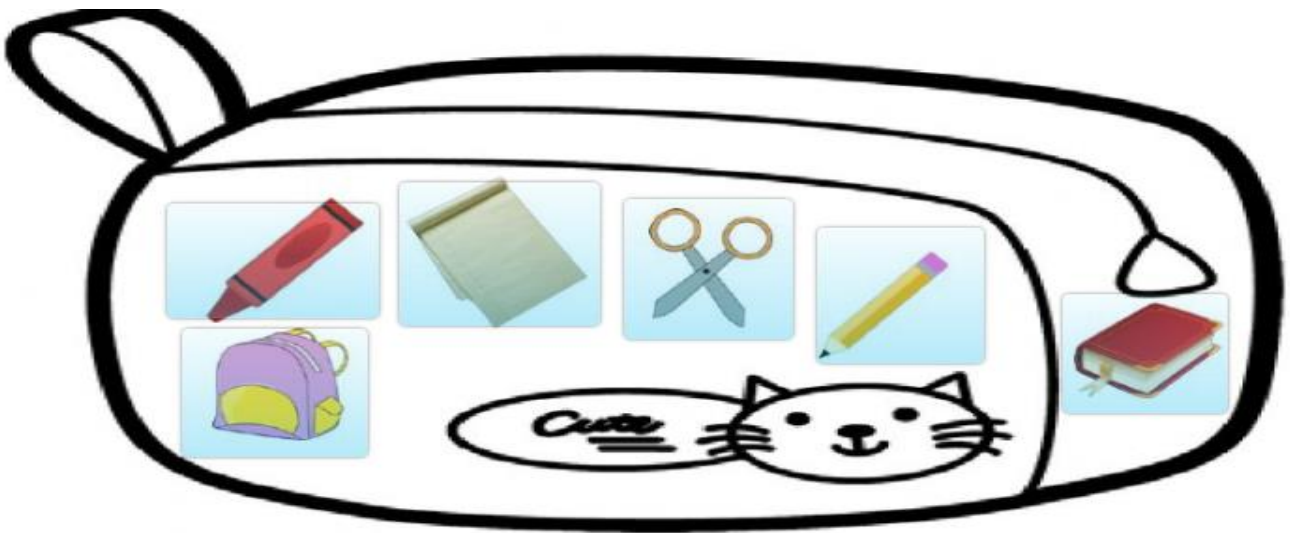
Student's name: Theme: SCHOOL SUPPLIES

Instructions:

- Use a pencil
- Listen to the audios carefully.

Activity 1:

Listen and circle the school supplies that are mentioned in the audio.



Activity 2:

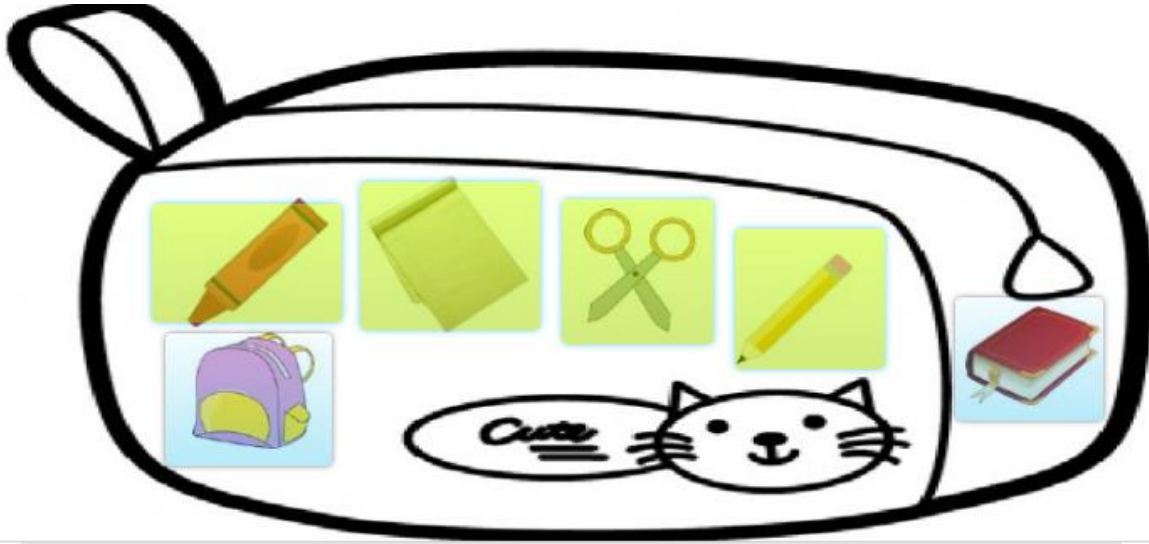
Listen and match the school supplies mentioned in the audio with the correct backpack number 1 or number 2.



Answer Key

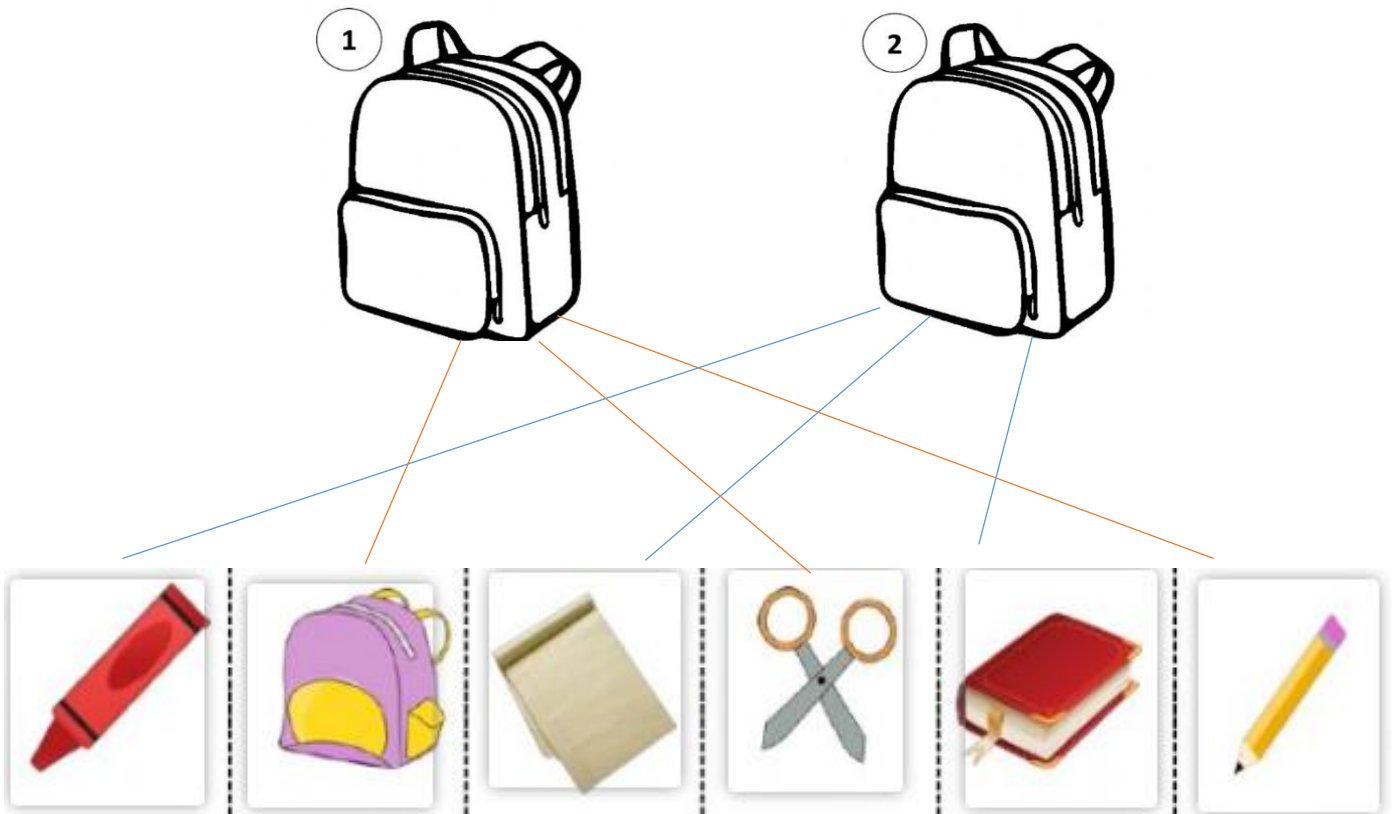
Activity 1:

Listen and circle the school supplies that are mentioned in the audio.




Activity 2:

Listen and match the school supplies mentioned in the audio with the correct backpack number 1 or number 2.



Lesson Plan #5

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 2 nd , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	PLACES IN THE CITY		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation <p>Link: https://www.canva.com/design/DAEwXQuLVbk/248RSccttNePrO_Z5DG2JwQ/view?utm_content=DAEwXQuLVbk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <ul style="list-style-type: none"> • In the city: The song <p>Link: https://www.youtube.com/watch?v=bR2m6whQv88</p> <ul style="list-style-type: none"> • Places in the city- worksheet activity <p>Link:https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Places/Places in the city - listening_gy739468au</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of Places in the City.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to “Places in the city” by listening to a song. • Students will be able to develop their sub-skill of listening for detail to complete a Matching activity. • Students will be able to develop their sub-skill of listening for specific information by using a TPR “listen and touch” strategy. 		
Anticipated Problems	Students do not feel motivated to participate in class.		
Solution	The teacher plays a dynamic game to motivate the students		
BEGINNING:			
(Warmup)	“Tic-Tac-Toe”		

DEVELOPMENT:**(PRE-LISTENING STAGE)**

Time	Teacher Activities	Aims
(10 minutes)	<ul style="list-style-type: none"> • The teacher presents the vocabulary about places in the city by using a Canva presentation. • The teacher reinforces the vocabulary by using a video and a song. • The teacher explains different activities that can be done in each of these places through movements and gestures. 	<ul style="list-style-type: none"> • To introduce new vocabulary words. • To engage students with the topic of the lesson.

(WHILE-LISTENING STAGE)

Time	Students Activities	Aims
(15 minutes)	<p>Teachers sets the first interactive activity</p> <ul style="list-style-type: none"> • The teacher tells the students a vocabulary word of places in the city. <p>Example:</p> <ul style="list-style-type: none"> • The teacher says “cinema” and asks the students to “act out” and perform movements of activities that people can do in this place. • Students listen the word and act out the meaning of this word. <p>The teacher sets the second task:</p> <ul style="list-style-type: none"> • The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Matching activity</p> <ul style="list-style-type: none"> • Students listen to 9 audios that talk about places in the city and must match the number of the speaker with the correct image. 	<ul style="list-style-type: none"> • To motivate students to act out the vocabulary words learned through movements and gestures. • To practice listening for detail such as (school, shop, banks, etc).

(POST-LISTENING STAGE)

Time	Teacher- Students Activities	Aims
(20 minutes)	<ul style="list-style-type: none"> • The teacher and students check the answers together. • The teacher uses vocabulary pictures of places in the city and places them on the board. 	<ul style="list-style-type: none"> • To check the answers of the previous activity. • To practice listening for specific information by using TPR “Listen and Touch” strategy.

	<ul style="list-style-type: none">• The teacher uses the TPR “Listen and Touch” technique and asks students to come to the front of the class and listen carefully to the words. Example: Teacher says Please, (student’s name) come to the front “listen and touch the cinema”.• Students should listen and touch the picture that represents this word.	
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Listening Activity #5

Student's name:

Theme: PLACES IN THE CITY

Instructions:

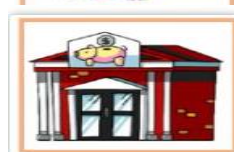
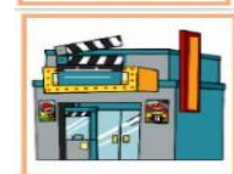
- Use a pencil.
- Listen to the audios carefully.

Activity 1:

Listen and match the number of the speaker with the correct image.



Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5
Speaker 6
Speaker 7
Speaker 8
Speaker 9



Answer Key

Activity 1:


Listen and match the number of the speaker with the correct image.



Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5
Speaker 6
Speaker 7
Speaker 8
Speaker 9



Lesson Plan #6

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 7 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	PERSONAL PRONOUNS		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation Link: https://www.canva.com/design/DAEuoklefk0/g40Y1e40BAAb-R_29imuRYA/view?utm_content=DAEuoklefk0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • Subject Pronouns song Link: https://www.youtube.com/watch?v=wWvSw9iW3m8 • Activity 1 audio Link: https://www.aprenderinglesrapidoefacil.com/wp-content/uploads/2016/02/listeningpronombrespersonales.mp3 • Activity 2 audio Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Personal_pronouns/Subject_pronouns-Listening_rb1017946ix 		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of Personal pronouns.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to “Personal Pronouns” by listening to a song. • Students will be able to develop their sub-skill of listening for specific information using the TPR act out strategy. • Students will be able to develop their sub-skill of listening for detail to complete a Fill in the blanks activity. 		
Anticipated Problems	Students do not remember common actions of daily life.		
Solution	Teacher uses imperative drills to reinforce students’ knowledge.		
BEGINNING:			

(Warm up)	“Simon says”	
DEVELOPMENT:		
(PRE-LISTENING STAGE)		
Time	Teacher Activities	Aims
(20 minutes)	<ul style="list-style-type: none"> The teacher presents the vocabulary about personal pronouns by using a Canva presentation. The teacher reinforce the vocabulary by using a video. The teacher uses realia to demonstrate the personal pronouns in the classroom and asks students to come to the front in turn to demonstrate. Example: The teacher calls herself with the personal pronoun “I”. Next, the teacher asks for two students to come to the front and calls them with the personal pronoun He or She, and so forth. Then, the teacher gathers more students to form the personal pronouns (You, We and They) 	<ul style="list-style-type: none"> To introduce new vocabulary words. To engage students with the topic using realia demonstration.
(WHILE-LISTENING STAGE)		
Time	Students Activities	Aims
(20 minutes)	<p>Teachers sets the first interactive activity</p> <ul style="list-style-type: none"> The teacher divides the class into two groups and the teacher uses the personal pronouns combined with common actions. Example: I brush my teeth/ We are jumping. Students should use mime and act out the action. <p>The teacher sets the second task:</p> <ul style="list-style-type: none"> The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Fill in the blanks 1</p> <ul style="list-style-type: none"> Students will listen to the speaker talk about two neighbors named Ruben and 	<ul style="list-style-type: none"> To practice listening for specific information by using physical response. To practice listening for detail such as (he, she, it, they, etc).

	<p>Kathy and complete the text with the correct personal pronouns.</p> <p>Fill in the blanks 2</p> <ul style="list-style-type: none"> • Students will listen to the speaker talk about Samuel and should complete the information with the correct personal pronoun. 	
(POST-LISTENING STAGE)		
Time	Teacher- Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> • The teacher and students check the answers together. • The teacher reinforces the theme of personal pronouns and asks students to repeat the song. • The teacher encourages students to sing the song together. 	<ul style="list-style-type: none"> • To check the answers of the previous activity. • To reinforce learning by singing a song.

Listening Activity #6

Student's name: Theme: PERSONAL PRONOUNS

Instructions:

- Use a pencil.
- Listen to the audios carefully.

Activity 1:

Listen to the audio and complete the text with the personal pronouns.

Kathy and Ruben are my neighbors. are from Lisbon. is 57 years old and is 60. They have a hamster as a pet. is white and brown. don't like hamsters, know, they look like big rats. usually have coffee together on Wednesdays. really like them; are nice.



Activity 2:

Fill in the blanks with the correct personal pronoun.

Samuel is a student in first grade at secondary school. plays soccer with his brothers. play on Sundays in the park. His mother carries the lunch. prepares some sandwiches and carries sodas for drink. His father goes with them too. is the coach of the team.



Answer Key

Activity 1:

Listen to the audio and complete the text with the personal pronouns.

Kathy and Ruben are my neighbors. are from Lisbon. is 57 years old and is 60. They have a hamster as a pet. is white and brown. don't like hamsters, know, they look like big rats. usually have coffee together on Wednesdays. really like them; are nice.




Activity 2:

Fill in the blanks with the correct personal pronoun.

Samuel is a student in first grade at secondary school. plays soccer with his brothers. play on Sundays in the park. His mother carries the lunch. prepares some sandwiches and carries sodas for drink. His father goes with them too. is the coach of the team.



Lesson Plan#7

		UNIDAD EDUCATIVA “GLENN DOMAN”	
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 8 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	PREPOSITIONS OF PLACE		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation Link: https://www.canva.com/design/DAEwXP0DV0Q/UvLuvd2U9Q89V2mUhNiUWA/view?utm_content=DAEwXP0DV0Q&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • Prepositions of place: Song Link: https://www.youtube.com/watch?v=J2xDF5TPT7g • Prepositions of place audio Link: https://www.123listening.com/freeaudio/prepositions1-1.mp3 		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of Places in the City.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to “Prepositions of place” by watching a video. • Students will be able to develop their sub-skill of listening for detail to complete a Multiple choice activity. • Students will be able to develop their sub-skill of listening for specific information by using TPR “imperative drills”. 		
Anticipated Problems	Students do not feel motivated to participate in class.		
Solution	The teacher uses a song to motivate students.		
BEGINNING:			
(Warm up)	Alphabet Freeze Dance Link: https://www.youtube.com/watch?v=rcHgaF9kCZY		
DEVELOPMENT:			

(PRE-LISTENING STAGE)		
Time	Teacher Activities	Aims
(15 minutes)	<ul style="list-style-type: none"> • Teacher presents the vocabulary about prepositions of place using a Canva presentation. • The teacher reinforce the vocabulary by using a video and a song. • The teacher uses TPR realia school supplies and arranges them in different ways to show the prepositions of place. <p>Example: The teacher places a ruler next to a book and says the phrase: The ruler is next to the book.</p>	<ul style="list-style-type: none"> • To introduce new vocabulary words. • To engage students with the topic of the lesson.
(WHILE-LISTENING STAGE)		
Time	Students Activities	Aims
(25 minutes)	<p>Teachers sets the first interactive activity</p> <ul style="list-style-type: none"> • The teacher asks students to come to the front of the class. • The teacher uses TPR imperative drills. <p>Example:</p> <ul style="list-style-type: none"> • Please (student's name) stand up or come to the front, please. • Teacher says some commands such as: • You are next to the chair. • You are in front of the students. • You are between two tables. <ul style="list-style-type: none"> • Students should perform the commands that the teacher says and position themselves in the correct places. <p>The teacher sets the second task:</p> <ul style="list-style-type: none"> • The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Multiple choice activity</p> <ul style="list-style-type: none"> • Students listen to 10 audios that talk about a ball and a rabbit and different prepositions of place. • Students must select the correct image from three possible options. 	<ul style="list-style-type: none"> • To motivate students to follow commands and perform actions. • To practice listening for detail such as (next to, in, under, over, etc).

(POST-LISTENING STAGE)

Time	Teacher-Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none">• The teacher and students check the answers together.• The teacher reinforces the vocabulary with the song and encourages the students to sing the song together.	<ul style="list-style-type: none">• To check the answers of the previous activity.• To reinforce vocabulary of prepositions of place.

Listening Activity #7

Student's name:.....


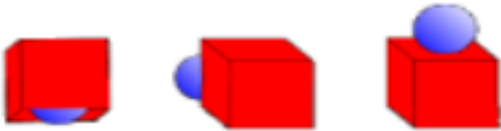

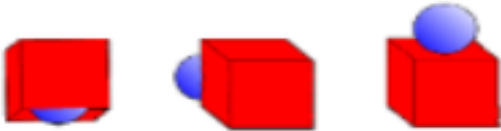
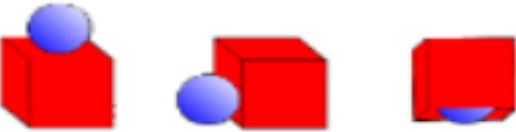





Theme: PREPOSITIONS OF PLACE

Instructions:

- Use a pencil.
- Listen to the audios carefully.

Activity 1:

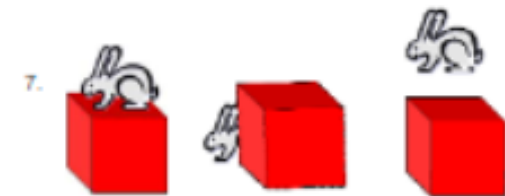
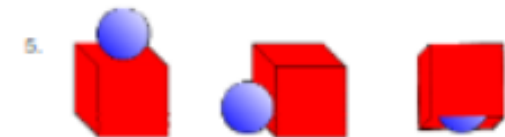
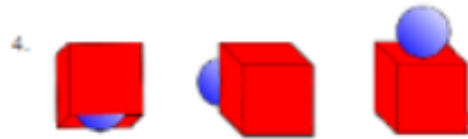
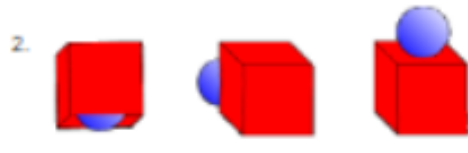
Listen and circle the correct picture.

1. 	2. 
<hr/>	
3. 	4. 
<hr/>	
5. 	6. 
<hr/>	
7. 	8. 
<hr/>	
9. 	10. 

Answer Key

Activity 1:


Listen and circle the correct picture.



1. Ball-in
2. Ball-on
3. Ball-behind
4. Ball-under
5. Ball-by
6. Rabbit-in front

7. Rabbit-on
8. Rabbit-in
9. Rabbit-on
10. Rabbit-behind

Lesson Plan #8

 Glenn Doman <small>UNIDAD EDUCATIVA</small>			
UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 9 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	WHERE IS...?		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation <p>Link: https://www.canva.com/design/DAEwU-QyXKc/VhyUxdtccP3GIBVW_RDA3Q/view?utm_content=DAEwU-QyXKc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Places in town and prepositions of place: video</p> <p>Link: https://www.youtube.com/watch?v=0luU6iw-1hs</p> <ul style="list-style-type: none"> • Where is? Activity- audio <p>Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Places_in_the_city/Listening_places_of_the_city_zq1490847it</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of questions and answers to Where is...?		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to recognize vocabulary related to “Prepositions of place and places in the city” by watching a video. • Students will be able to develop their sub-skill of listening for detail to complete a multiple choice activity. • Students will be able to develop their sub-skill of listening for specific information about places by using TPR “Listen and point” strategy. 		
Anticipated Problems	Students do not remember the places in the town.		
Solution	Teacher asks the students to recall information to the rest of the class.		
BEGINNING:			
(Warm up)	“One little finger” Link: https://www.youtube.com/watch?v=eBVqcTEC3zQ		

DEVELOPMENT:**(PRE-LISTENING STAGE)**

Time	Teacher Activities	Aims
(10 minutes)	<ul style="list-style-type: none"> The teacher presents the previously learned vocabulary about places in the city and prepositions of place using a Canva presentation. The teacher reinforces the theme by using a video that describes the correct way to answer to questions of Where is?. 	<ul style="list-style-type: none"> To reinforce vocabulary words about places in the city and prepositions of place. To engage students with the topic of the lesson.

(WHILE-LISTENING STAGE)


Time	Students Activities	Aims
(30 minutes)	<p>Teachers sets the first interactive activity</p> <ul style="list-style-type: none"> The teacher projects a map of the city on television The teacher asks students to come to the front of the class. The teacher uses the TPR technique "Listen and point". <p>Example:</p> <ul style="list-style-type: none"> Please (student's name) come to the front, please. The teacher says some phrases such as: Listen and point the place between the bakery and the park. Listen and point the place in front of the school. Students should point the correct place they listen. <p>The teacher sets the second task:</p> <ul style="list-style-type: none"> The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Multiple choice activity</p> <ul style="list-style-type: none"> Students listen to a story that talk about a prepositions of place and places in the city. Students must answer Where is? questions by selecting the correct answer from three possible choices. 	<ul style="list-style-type: none"> To motivate students to practice listening for specific information. To practice listening for detail such as (next to, in front of, behind, over, etc).

(POST-LISTENING STAGE)


Time	Teacher- Students Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> Teacher and students check the answers together. 	<ul style="list-style-type: none"> To correct possible mistakes.

ACTIVITY 1-MAP ABOUT PLACES IN THE CITY


Tulip Street




stadium




petrol station




greengrocer




car park




amusement park




hospital




post office



restaurant




airport




hotel


Rose Street




park




train station




book shop




zoo




cafe




supermarket




internet cafe



bus station



cinema




bank

Lily Street

Violet Street

Daisy Street



Listening Activity #8

Student's name:..... Theme: WHERE IS...?

Instructions:

- Use a pencil.
- Listen to the audios carefully.

Activity 1:

Listen to the story and choose the correct option.

1. Where is the bus station?



Next to the sports center	In front of the sports center	Behind the sports center
---------------------------	-------------------------------	--------------------------

2. Where is the swimming pool?



Next to the sports center	In front of the sports center	Behind the sports center
---------------------------	-------------------------------	--------------------------

3. How is the library?



Medium	Big	Small
--------	-----	-------

4. Where is the bank?



It's behind the library	It's on the library	It's next to the library
-------------------------	---------------------	--------------------------

5. What is next to the cinema?



It's the library.	It's the market.	It's the swimming pool.
-------------------	------------------	-------------------------

6. Where are they going?



Oh, we go to the
to get our food.

Swimming pool	Supermarket	Market
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7. Where is Meera's flat?



It's behind the library and next to the park.	It's under the park and next to the library.	It's behind the park and next to the library.
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Answer Key

Activity 1:

Listen to the story and choose the correct option.

1. Where is the bus station?



Next to the sports center	In front of the sports center	Behind the sports center
---------------------------	-------------------------------	--------------------------

2. Where is the swimming pool?



Next to the sports center	In front of the sports center	Behind the sports center
---------------------------	-------------------------------	--------------------------

3. How is the library?



Medium	Big	Small
--------	-----	-------

4. Where is the bank?



It's behind the library	It's on the library	It's next to the library
-------------------------	---------------------	--------------------------

5. What is next to the cinema?



It's the library.	It's the market.	It's the swimming pool.
-------------------	------------------	-------------------------

6. Where are they going?



Oh, we go to the
to get our food.


Swimming pool	Supermarket	Market
---------------	-------------	--------

7. Where is Meera's flat?



It's behind the library and next to the park.	It's under the park and next to the library.	It's behind the park and next to the library.
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Lesson Plan #9

 UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 14 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	10:00-10:45
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	TRADITIONAL GAMES		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation <p>Link: https://www.canva.com/design/DAEuolpOzWU/sK7QK3xMVrglxOKht63dFA/view?utm_content=DAEuolpOzWU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <ul style="list-style-type: none"> • Jump rope-song <p>Link: https://www.youtube.com/watch?v=tgUDYOlgx1M</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of traditional games.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to identify vocabulary related to traditional games through the use of realia demonstration. • Students will be able to develop their sub-skill of listening for detail to complete a dictation activity. • Students will be able to develop their sub-skill of listening for specific information through the use of imperative drills. 		
Anticipated Problems	Students do not remember common games.		
Solution	Teacher uses mime to represent games and reinforce students’ knowledge.		
BEGINNING:			
(Warm up)	“Emotions song”	Link:	https://www.youtube.com/watch?v=WHQ1MMqXTw4
DEVELOPMENT:			
(PRE-LISTENING STAGE)			

Time	Teacher Activities	Aims
(25 minutes)	<ul style="list-style-type: none"> The teacher presents the different types of traditional games by using a Canva presentation. <p>Teacher sets up a dynamic activity.</p> <ul style="list-style-type: none"> The teacher uses imperative drills through sentences combined with traditional games. <p>Example: Teacher says phrases such as:</p> <ul style="list-style-type: none"> Everyone stand up! and jump rope. Jump rope on one foot! Everyone hides under the tables All the boys head the ball. Everybody play hopscotch. 	<ul style="list-style-type: none"> To introduce the new vocabulary. To engage students with the topic of the lesson through imperative drills.
(WHILE-LISTENING STAGE)		
Time	Students Activities	Aims
(15 minutes)	<p>The teacher sets the first task:</p> <ul style="list-style-type: none"> The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Dictation activity</p> <ul style="list-style-type: none"> Students will listen to the teacher dictate different sentences about ten children and the games they prefer to do. <p>Example: (Jump rope, hopscotch and hide and seek)</p> <ul style="list-style-type: none"> Students should listen to the information and select the correct answer from three possible choices. 	<ul style="list-style-type: none"> To practice listening for detail about different games such as (jump rope, hide and seek and hopscotch). To practice listening for specific information about descriptions of people preferences.
(POST-LISTENING STAGE)		
Time	Students-Activities	Aims
(5 minutes)	<ul style="list-style-type: none"> Teacher and students checks the answers together. 	<ul style="list-style-type: none"> To correct possible mistakes.

Listening Activity #9

Student's name:







Theme: TRADITIONAL GAMES

Instructions:

- Use a pencil
- Listen to the teacher carefully.

Activity 1:

Listen to your teacher and put a tick (✓) on the correct answer.

			
Peter 			
Susy 			
Emma 			
Oliver 			
Liam 			
William 			
Michael 			
Sophia 			
Noah 			
Daniel 			

Answer Key

Activity 1:

Listen to your teacher and put a tick (✓) on the correct answer.

			
Peter 			✓
Susy 	✓		
Emma 		✓	
Oliver 		✓	
Liam 			✓
William 	✓		
Michael 		✓	
Sophia 			✓
Noah 	✓		
Daniel 		✓	

Dictation-Tapescript

There are different traditional games that ten children prefer to play in their free time.

-The first boy is Peter, he always likes to play hide and seek.

-The second girl is Susy, she prefers to play jump rope with her friends.

-Then there is Emma, she likes to play hopscotch in the park.

-Oliver prefers to play hopscotch with his friends.

-Liam likes to play hide and seek with his cousins.

-William plays jump rope at home every Tuesday.


-Michael plays hopscotch twice a week.

-Sophia prefers to play hide and seek on weekends.

-Noah always plays jump rope in his backyard.

-And Daniel, he plays hopscotch every Sunday with his parents.

Lesson Plan #10

 Glenn Doman UNIDAD EDUCATIVA “GLENN DOMAN”			
Name of the Institution:	Unidad Educativa “Glenn Doman”	Date:	November 15 th , 2022
Teacher’s name:	Lic. Jiasi Li Gavilanez	Time:	45 minutes
Area:	Foreing Language	Hour:	8:40-9:25
Subject:	English	Elaborated by:	María José Lalaleo Pazmiño
Year/Grade:	Third year -EGB	Class:	A
Number of students:	23 students	Methodology:	TPR
Theme	NUMBERS		
Materials:	<ul style="list-style-type: none"> • Teacher’s guide • Canva presentation • Speakers and Tv • Pencil and students materials • Canva Presentation <p>Link: https://www.canva.com/design/DAEvq3MXVK4/S1yntBQtdA21yF2kSlx02w/view?utm_content=DAEvq3MXVK4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Numbers: video</p> <p>Link: https://www.youtube.com/watch?v=W-GSgCD0luI</p> <ul style="list-style-type: none"> • Numbers Activity- audio <p>Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Numbers/Telephone_Numbers_-_Listening_oj1093546mz</p>		
General objective:	To analyze the use of TPR strategies to complete listening activities focused on the topic of numbers.		
Specific objectives:	<ul style="list-style-type: none"> • Students will be able to recognize vocabulary related to “numbers” by watching a video. • Students will be able to develop their sub-skill of listening for detail to complete a dictation phone numbers activity. • Students will be able to develop their sub-skill of listening for specific information about numbers by using TPR “Listen and write” strategy. 		
Anticipated Problems	Students do not remember the numbers from 1 to 20.		
Solution	Teacher asks the students to mention the numbers they can remember.		
BEGINNING:			
(Warm up)	The wheels on the bus Link: https://www.youtube.com/watch?v=yWirdnSDsV4		

DEVELOPMENT:**(PRE-LISTENING STAGE)**

Time	Teacher Activities	Aims
(10 minutes)	<ul style="list-style-type: none"> • The teacher presents the previously learned vocabulary about numbers using a Canva presentation. • The teacher sings a song about numbers and makes movements to reinforce learning. • The teacher asks and motivates the students to sing the song. 	<ul style="list-style-type: none"> • To introduce vocabulary words about numbers. • To engage students with the topic of the lesson through a song.

(WHILE-LISTENING STAGE)

Time	Students Activities	Aims
(25 minutes)	<p>Teachers sets the first interactive activity</p> <ul style="list-style-type: none"> • The teacher divides the class into three equal groups and each student must come to the front of the class with a marker. • The teacher develops an activity using the TPR “Listen and write” strategy. • Students must listen carefully to numbers from 1 to 20 that the teacher says and write them on the board. <p>Example:</p> <ul style="list-style-type: none"> • Please (three students’ name) come to the front. • Teacher says some phrases such as: <ul style="list-style-type: none"> • Listen and write number 18. • Listen and write number 12. • Students who write the number correctly score points for each group. <p>The teacher sets the second task:</p> <ul style="list-style-type: none"> • The teacher explains the instructions for the task, distributes the worksheet activities and plays the audio twice. <p>Dictation</p> <ul style="list-style-type: none"> • Students listen to a speaker who will dictate 4 different phone numbers and students must write down the numbers. 	<ul style="list-style-type: none"> • To motivate students to practice listening for specific information through TPR listen and write. • To practice listening for detail such as (phone numbers).

(POST-LISTENING STAGE)

Time	Teacher-Students Activities	Aims
(10 minutes)	<ul style="list-style-type: none">• The teacher and students check the answers together.• The teacher reinforces the topic using imperative drills and asks students to listen carefully.• The teacher asks students to form groups or use realia demonstrations to perform the actions. Example: Teacher says• Stand up students, please make a group of 5 people.• Ok students show me 2 pencils.• Now put 3 colors on your tables.	<ul style="list-style-type: none">• To check the answers of the previous activity.• To reinforce learning through imperative drills.

Listening Activity #10

Student's name:

Theme: NUMBERS

Instructions:

- Use a pencil.
- Listen to the audios carefully.

Activity 1

Listen to the audio and type the numbers.

- The number "ZERO" 0 is said as "OH"
- When the same number appears TWICE, it is said DOUBLE (number). Example: Double three = 3, 3



Number 1	
Number 2	
Number 3	
Number 4	

Answer key

Activity 1

Listen to the audio and type the numbers.

- The number "ZERO" 0 is said as "OH"
- When the same number appears TWICE, it is said DOUBLE (number). Example: Double three = 3, 3



Number 1	48461329
Number 2	01219510687
Number 3	5698301247
Number 4	04121590743

Annex 8: Urkund Report








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