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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: Total Physical Response and Communicative Skills

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**Author:** Punina Escobar Ana Belen

**Tutor:** Doctora, Chicaiza Redin Veronica Elizabeth PhD

Ambato – Ecuador

2021

**SUPERVISOR APPROVAL**

**CERTIFY:**

I, Doctor Veronica Elizabeth Chicaiza Redin holder of the I.D No. 1715106322 in my capacity as supervisor of the Research dissertation on the topic: “**Total Physical Response and Communicative Skills**” investigated by Miss Ana Belen Punina Escobar with I.D No. 1805225719, 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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I.D 1715106322

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled "**Total Physical Response and Communicative Skills**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Ana Belen Punina Escobar', written over a horizontal line.

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I.D 1805225719

**AUTHOR**

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AUTHOR

## **DEDICATION**

### **TO:**

My parents who have been my inspiration and my strength. To my sister Damaris for her affection and her laughter. To my sister Paola, even though she is far away, her advice was never lacking. To my pets for giving me so much love. To Ronaldo for being an unconditional support and motivating me to keep going. To Miguel for being a great friend and accompanying me in each process. Finally, to my angel who is in heaven, to my mom Vicky who always wanted me to be a great professional.

Ani.

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To my group of scouts' friends called family who have made me happy and have made me believe and trust myself when I have felt insufficient. Dear friends, I love you with all my heart. Also, to my group of friends who filled me with laughter each semester and in each class, see you soon and I admire you, colleagues. In addition, to Ronaldo, my partner in goals and dreams, thank you for being my support and for inspiring me that dreams become goals and that goals are achieved with a lot of effort.

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**THEME:** Total Physical Response and Communicative skills

**AUTHOR:** Ana Belen Punina Escobar

**TUTOR:** Mg. Veronica Elizabeth Chicaiza Redin, PhD.

**ABSTRACT**

The purpose of this research was to analyze how Total Physical Response influences in communicative skills. The research applied a quantitative approach, that is, focused on quantifying and examining the results obtained. The population considered for this study was 41 students (age range between 9 and 10 years old) in the sixth grade at Unidad Educativa “Rodríguez Albornoza”. The investigation lasted five weeks and eight classes were intervened. At the end of the interventions, quantitative data was obtained and analyzed using the Statistical Package for the Social Sciences (SPSS) software to compare the averages. The results demonstrated that a difference of 1.69 points was obtained between the pre-test and the post-test. Finally, it is concluded that the use of the Total Physical Response was very influential in the communicative skills of the students since they improved their oral production at their level, language appropriacy, fluency, and confidence when speaking in English. Currently, students could speak without fear, trust their knowledge and a lot of motivation to continue learning English.

**Keywords:** Total Physical Response, communicative skills, oral production, students, English.

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**RESUMEN**

El propósito de esta investigación fue analizar cómo la Respuesta Física Total influye en las habilidades comunicativas. La investigación aplicó un enfoque cuantitativo, es decir, se centró en cuantificar y examinar los resultados obtenidos. La población considerada para este estudio fue de 41 estudiantes (rango de edad entre 9 y 10 años) del sexto grado de la Unidad Educativa “Rodríguez Albornoz”. La investigación duró cinco semanas y se intervinieron ocho clases. Al final de las intervenciones, los datos cuantitativos fueron obtenidos y analizados utilizando el software Statistical Package for the Social Sciences (SPSS) para comparar los promedios. Los resultados demostraron que se obtuvo una diferencia de 1,69 puntos entre el pretest y el posttest. Finalmente se concluye que el uso de la Respuesta Física Total fue muy influyente en las habilidades comunicativas de los estudiantes ya que mejoraron su producción oral a su nivel, adecuación del lenguaje, fluidez y confianza al hablar en inglés. Actualmente, los estudiantes pueden hablar sin miedo, confían en sus conocimientos y mucha motivación para seguir aprendiendo inglés.

**Keywords:** Respuesta física total, habilidades comunicativas, producción oral, estudiantes, inglés.

## **CHAPTER I**

### **1.1 Research Background**

To carry out this research, the relevant information has been researched in different reliable sites such as Google Scholar, Scielo, repositories of different universities, and Research Gate, which have theses, articles, and journals that are very relevant for the realization of this project focused on the Total Physical Response and Communicative Skills. In addition, research work was carried out in countries such as India, Costa Rica, the United States, and the Czech Republic, among others. This information has been very enriching for the analysis and development of this research work.

Nuraeni (2019) conducted research and it was focused on the description and use of the TPR method on young learners. Also, the author mentions that TPR involves movements that the students can actively do in the classroom. In this study, a descriptive qualitative approach was applied because the data was collected by observation in learning activities, and to have this data the class consisted of 30 students between 5 to 11 years old. This study has a positive contribution in the present research because it teaches how TPR can be used with adolescents for English language teaching and emphasizes the advantages of this method.

The journal was investigated by Viviane (2020) whose principal aim was to utilize the Total Physical Response method as a technique to introduce English language vocabulary to EFL beginners. The class observation was used as an instrument to gain insight into learners' attitudes and questionnaires as well. The population was 150 students and 26 EFL teachers. Besides, it concluded that teaching English through Physical Response allows students to learn faster and easier. Finally, the results showed support from the physical representation of their teacher or peers. Considering these results, this study has a positive contribution to this research because it is focused on Total Physical Response as a method, and the outcomes demonstrated the usefulness of using it to introduce English language.

The research carried out by Safitri (2017) demonstrated that the study aimed was to find out if there was a difference in students' vocabulary after the implementation of TPR. This research work was a quantitative and qualitative design. Also, the subjects of

this research were 15 students in the fifth grade of SDN 3 Mulya Ari. Finally, the result showed that there was an incredible difference in students' vocabulary after the implementation of TPR. This study is essential for this research work because the implementation of Total Physical Response the implementation of TPR demonstrates that there is an improvement in English language learning.

Additionally, Astutik (2019) conducted a study to find out the implementation of the TPR method used in English Vocabulary to young learners. The researcher used qualitative descriptive methodology to understand the way teachers employed TPR in their classrooms. Also, the population was three teachers who applied different principles and how to use TPR. This study concluded that teachers do not use all the principles of the TPR method based on Larsen dan Freeman's framework and, some teachers who teach English at the school do not have an English teaching field. The result of the study was to report challenges in implementing TPR, the teachers hope additional preparation related to teaching English to young learners especially related to the TPR method so that they can implement it well and have more practice with the principles of the TPR method in teaching English to young learners. This research makes a relevant contribution to the study because it deals with teachers and how they apply TPR. Many of the teachers do not know this method and they teach English without their field being education. However, they worked out some principles to guide them in applying Total Physical Responsibility.

Darussalam (2019) conducted another research work in which the aim was to obtain empirical evidence about the influence of using the Total Physical Response method on students' reading ability. The method applied in this study was quantitative that is dealing with a quasi-experimental design. The data was collected through pre-test and post-test in both classes. In addition, the sample of this study was students of ninth grade around 25 students as the end experimental class, and another ninth group consisting of 25 students as a control class. Thus, it can be concluded that the TPR method has a modest effect on students' reading ability. Also, the results showed that the null hypothesis is rejected, and the alternative hypothesis is accepted which means there is a significant effect of the TPR method on teaching procedure text to ninth-grade students. The article detailed above is important as it serves as a guide for the development of this new research

work because it mentions the difference between the pre-test and post-test and how it gave an effective result using the TPR methodology.

Guevara (2015) made research work in which the principal aim was to determine the influence of the Total Physical Response Method in the teaching-learning vocabulary process of the English language. The instruments used were observation and surveys to develop vocabulary skills for the English language. The type of study was quantitative and qualitative. The sample of this investigation was a group of 42 students from the ninth and tenth grades of EGB. To conclude with the research, the author considered the results of the surveys and created a didactic manual to develop listening and speaking skills in the English language. The results were incredible because the students were interested in these activities and increased their desire to study the English language in the educational unit. The previous research is indispensable for this study because including the TPR method and different didactic materials can increase the desire and motivation to study the English language.

Gayanti and Satriani (2020) led study research whose main aim was to find the vocabulary improvement of Total Physical Response. This research employed a qualitative method. Also, interview and test were used as an instrument and the sample of the study involved thirty-five students from eighth grade in an Islamic elementary school. This research concluded that students can improved their vocabularies well through TPR, and the result showed that students more understand and truly remember of recent vocabularies when using Total Physical Response as a way. This research contributes to the current study because shows how TPR helps to improve the level of English and even more so when it comes to vocabulary. In addition, much more student participation in the learning activities was observed.

Furthermore, Nuraeni (2019) developed a study in which the principal aim was to describe the use of the Total Physical Response method in early childhood English Language Teaching. This research has a descriptive qualitative method and the instruments used were observation, interviews, and pre-test and post-test. The population consisted of 6 pupils between 5 to 11 years old. The results showed that there was any improvement in vocabulary score and comprehension scores, but the results showed that the TPR method was able to apply to children because they enjoyed and had active



learning. Taking into account what the author mentioned previously, it is extremely important for this new research work since the TPR method is used and the students enjoyed the teaching and in the same way, it contributes to the teaching and learning activities in English.

Gborsong et al. (2015) pointed out that the main aim was to identify the views of communicative skills lectures concerning the need for students' communicative skills. The researcher used a mixed method, which means, quantitative and qualitative methods. Two sets of questionnaires were administered to the population of two hundred and forty students. To conclude, the study indicated that teachers of Communicative skills preferred a variationist approach. The major results showed a great need for grammar and writing skills among students. This study has a great impact on the present study because it provides a strong perception of the importance of the development of students' communicative skills and how they developed it.

Hamadameen (2017) led a study whose main research objective was to find out the extent to which English Club influences students' competence. The study was conducted using a questionnaire to elicit information on students' attitudes. The study took place at the English Department, College of Basic Education- Salahaddin University, where a sample of 63 students (18 boys and 45 girls) was selected. In conclusion, the English club enables students to practice English and there was an incredible effect on the students' communicative skills, attitudes, and motivation to learn English. An analysis of the results, students' attitudes were greatly enhanced and have become more positive toward the effects of English club activities, and they were interested in improving their communicative skills. This study contributes to the present investigation because teachers see a positive impact on the communicative skills of the students through the English clubs where they are motivated, improve and want to continue learning a new language.

An article directed by Luszcz (2016) sought to investigate how students would react when the method of teaching L2 was changed. Also, the type of the study was quantitative and qualitative, which means mixed method. Pre-test and post-test were used, and students were randomly divided into two groups (control and experimental). Also, the researcher uses a Mann-Whitney test whose aim was to establish the difference between

the traditional and experimental groups. The participants were two classes in third grade from a Polish secondary school and they consisted of 60 students altogether. The author concluded that a second language is sometimes very hard to acquire which is why teachers must enhance the development of communicative skills in English. Finally, the results showed that there is a difference between the pre-test and post-test of 27% in the experimental group. In other words, communicative skills improve using collocations in productive skills such as speaking and writing. The article described above is outstanding for the current study as it makes a big positive difference in the communicative skills of the students. This depends a lot on what the teacher wants to teach and the way he/she does it.

Identically, the research conducted by Dembe (2021) sought to use games to promote communicative skills in EFL. The qualitative method was applied in this research and questionnaires and classroom observation were used in order to collect data. The sample of this study was made of 5 teachers and 45 pupils from tenth grade at Padre Builu Secondary School in Cabinda. In conclusion, there is an effectiveness to promote and integrating games as a foreign language to improve communicative skills. The results proved that students unconsciously learn grammar and new words with games. Also, the researcher recommends the use of games for all teachers. The article mentioned above is a great contribution to this new study as it shows how communication skills can be improved, in this case, through games. Moreover, since students can learn unconsciously, the key is to do what they enjoy doing and learning will be easier.

Khadka (2018) established another study whose main aim was to identify the strategies adopted by the students for improving communicative skills. The type of the study was qualitative, and a closed and open-ended questionnaire was the main tool for data collection. The sampling of the study consisted of thirty students from public and private colleges in Kathmandu valley. In conclusion, watching English movies with subtitles was the best and easiest strategy to improve communicative skills. As a result, students love watching movies with subtitles and using dictionaries. On the other hand, the majority of the students stated that lack of vocabulary was also a problem. This study is essential for the current research work because suggests how different activities such as watching English movies and their subtitles, using dictionaries, and trying to speak

English with your teacher or among peers help to improve communication skills and that is the focus of the current research work.

Moreover, Eryansyah (2017) established another research project whose objective was to examine how learning English as a foreign language can be transformed into something more meaningful using CBI so that EFL students improve their communicative skills. The researcher used a quasi-experimental design where the participants were divided into two groups, an intervention class, and a non-intervention class. The data were collected through questionnaires, reflective journals, video recordings, observations, and pre-test and post-test. The universe of this study was 37 first-year students of the History Education Study Program in the Social Science Education Department. In conclusion, students could improve their English proficiency appeared to increase their communicative skills. As a result of the study, EFL teaching with a theme-based instructional approach seemed to be conducive to student enjoyment and enhancing communicative skills. Also, motivation and engagement seemed to increase because of the intervention. The thesis described is incredibly significant for the development of the present study project because the results revealed that the students had developed a cheerful outlook towards the current EFL teaching program and at the same time, they improved their communicative skills which are the most important for communication.

Moreover, Campos (2019) developed another research whose principal aim was to determine the influence of scaffolding teaching strategies to develop communicative skills. The type of the study was qualitative, quantitative, deductive, and inductive and the instruments used were observation, interviews, survey, pre-test, and post-test. The population of this research was 40 students from ninth grade at Unidad Educativa “Padre Daniel Diez Garcia”. In conclusion, during the process of teaching the English language, oral skills were considered by applying scaffolding strategies as a pedagogical resource to achieve autonomous learning in students in communicative skills. The results were favorable, and the students were able to reach the desired level and increase their communicative skills, which is why teachers have the responsibility to change the methodologies. Campos' article is substantial for the study that is being developed because the oral production of students has increased and has had a positive effect after using

various tools where it is observed how the students' communication skills have improved along with the interaction between student and teacher.

The research works seen previously are important for supporting this study because the authors concluded that Total Physical Response is a particularly important and dynamic method that all people can include in their classes which is why communicative skills go hand in hand. Also, combining these two variables results in an interesting topic where students can improve their level of English and motivate them to study this second language which is important for daily life.

### **1.1.1 Theoretical Framework**

#### **1.1.2 Independent Variable**

##### **Education**

The word education is very broad and depends on the area in which we are speaking. However, a person's education defines what they are like. Education is an obligation for all children, youth, and adults. Also, the government of each country is responsible for the education of each person. It is necessary to give focus on the pandemic caused by COVID-19 and how it has affected education around the world. On the other hand, education as a study is an obligation and a privilege. Nowadays, education is the conjunction of values and knowledge that all people can develop in society (Bowen, 2022).

On the other hand, education means to take advantage of opportunities to be productive in the future where a main role is played in a person's learning to be a better citizen, responsible and active for society where they can nurture children and youth (Muhammad, 2016). Also, the author mention that education is the most valuable thing that a human being can have, it is the basis for forming leaders and active citizens in our society. Also, education is the basis for personal and professional growth. That is why education is very important. Finally, there are aspects to improve in education and that has to do with how the ministry of education is handling it.

## **Didactics**

The didactic is presented in all areas and more in the teaching of the English language. In addition, this gives a deeper teaching in the foreign language and perhaps can become innovative and leave traditionalist education aside. In addition, it is good to mention that the didactic has good and bad aspects and it all depends on the place it is used. For example, if a person talks about didactics in North America, they will understand that it is a traditional education. On the other hand, in other countries such as Latin America, Ecuador, refers to a lot of interactivity and good learning of the second language. Didactics within the English language is common in education and due to teacher training where today, teachers have more tools when teaching their class and thus see the relevance that exists when teaching a second language (Rindal & Brevik, 2019).

Furthermore, nowadays the didactics could be different in primary school, lower secondary school, upper secondary, and university which is why teachers can use an innovative methodology and it must be suitable to generate significant learning. The didactics vary for the age of the people who may be learning a new language or for any other subject. In addition, it should be analyzed how to use it and what activities can be done for each level (Osbeck et al.,2021).

## **Teaching methods and approaches**

On the other hand, People comment that the method is not important for learning a new language, in this case, English, and that the most important thing is the student's willingness to learn and its quality, while the method is a tool for the process (Panggabean, 2018). Today many methods and approaches have evolved, in the same way, procedures and techniques that go hand in hand with theories of language and learning, all this to increase the teaching of languages, in this case, English (Lišková, 2017).

The teaching method has many meanings but in this case it refers to the general principles such as methods, approaches, pedagogy and to choose the appropriate method it is necessary to observe how the classroom is designed, and the instructions that are handled within the classroom and also the level of the students in order to determine whether the class would be teacher-centered or student-centered. It is also good to argue

that it is designed to improve student teaching and learning. This is key since with that you can perform various activities for learning different skills such as reading, speaking, writing, and listening. Each method and approach are different for each skill, and it is good to take advantage of and put aside outdated education (Renau, 2016).

### **Total Physical Response**

It is a method that usually cannot be differentiated by the naked eye because not many people know about this method. In addition, it is a method that should continue to be used in the teaching of a new language. It can be more useful when used with children since it is easier to relate to the language. The acronym TPR refers to Total Physical Response and it mentions that the new language can be taught using verbal communication and physical movement of the body (Varano, 2021).

The second language being learned and the relationship with the movement of the body is very important for better learning or, in turn, reinforcing it. TPR is based on the idea that learning is best done through physical activity since the brain relates it. That is why when students perform a task, they come to relate movement to sound and in this way they understand the language better and can remember what they have learned (Byrne, 2022).

TPR is usually used for children, but can it work for adults? This method can be used in various situations and with adults as well where commands such as “sit down”, “stand up” and “pick up your pencil” can be said to connect what has been learned with physical movement (Kawasaki, 2020). Adults can lose emotion when doing these types of activities. However, if it is done in a didactic and new way, good interactivity and good learning can be achieved. Adults also have the soul of children; the question is how the activities are presented. The first person to convey confidence and joy is the teacher.

Furthermore, the TPR can arouse students' interest and engage them early in learning as it is most appropriate for foreign language learners in primary schools (Shan-shan, 2017). This method should be used more in teaching a new language. To learn, it is excellent to have a good work environment, good interaction, a suitable classroom, etc.

TPR is very pleasant to use as students can learn quickly and with zero stress. That is why it is beneficial for students as they learn English through physical activities (Byrne, 2022).

According to Estremera (2020) Total Physical Response method is the most appropriate for primary school students, not only because it is more expressive, or because it has psychomotor characteristics, but also because it facilitates the interaction between all the components of the classroom.

Moreover, Brito (2022) stated for the Total Physical Response to be successful, it is better to increase the difficulty a little each time the students feel more comfortable with the current level and thus a scaffolding is created that will help the students increase the skills over time for the exhibition to language.

Also, Hounhanou (2020) mentioned that Total Physical Response emphasizes listening skills and physical response over oral production and this does not require students to speak until they decide because they feel ready or safe to do so but it is notable that oral production and the physical movement of the human body enhance learning where children have more fun and learn faster since they relate what they do to what they hear and thus come to repeat words unconsciously.

Similarly, Oflaz (2019) pointed out that the common characteristics of the aforementioned method are: the teacher's voice as the main material, mimes, and activities instead of books, notebooks and notes, without forgetting that what was learned in the previous lesson is repeated, remembered and activated Because in this way students begin to remember and try to speak and produce what they have learned, leaving aside fear, anxiety or shame when speaking due to making mistakes and hearing laughter from other people.

### **1.1.3 DEPENDENT VARIABLE**

#### **English Language**

To start with this topic, it is good to remember a little about its origin of it. “English belongs to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India” (Potter, 2022, p. 1).

In the world, people are surrounded by many languages, some more widely spoken than others. However, English is a universal language, and it is a language that everybody can communicate with today. The English language is a subject that is in great demand in the different educational units throughout the country. In addition, children who are from other countries continue to migrate and enroll in these schools where English is of the utmost importance (Arevalo, 2021).

English is currently a widely used language in several countries and is necessary. For example, among Hispanic people, Spanish is different depending on the country and if it is not known to explain what one thing is, English is used since it is easier so that everyone can understand better. The English language, in addition to being a help, is a great source of work today since people can get a better job or, many doors open to you in their working life.

#### **English Language Skills**

In English language skills, there are 4 that are extremely important, and perhaps one may be easier than another since it depends a lot on the person who is learning English. The English language has four skills that are: writing, speaking, reading, and listening.

Productive skills are speaking and writing because the person is not only attentive, but also produces sounds, symbols or letters (Husain, 2015). It is important to know how to differentiate since it is different, and we usually do unconsciously as learners. Over time, one learns to differentiate each type of skill and the strategies for them.

On the other hand, listening and reading are considered receptive skills because the student is passive and receives information by reading or listening. (Husain, 2015). Each of these abilities has a goal. However, both theoretical and practical knowledge is



important to have a good level of the English language. Receptive and productive skills are worth a lot when people want to communicate with a native person or also to take an exam at an international level.

### **Productive Skills**

Within English, the productive skills are speaking and writing since it is something that we do with our mouths or hands, and we generate that communication or knowledge. Productive language skills are of the utmost importance because in this way it is observed how people acquire the new language (Rhalmi, 2020).

In turn, it is important to teach productive skills because it is what we do in our daily lives. In real life, people need to be informed, share ideas, or convince (Rhalmi, 2020). A great example can be when they ask us to write something or write a request. Also, speak with authority or with our peers. They are everyday things and skills and to achieve them you must always learn and practice.

### **Communicative Skills**

Communicative skills are essential to developing ties with other human beings and of course, taking advantage of us or the whole world. In our personal life, communication can facilitate interpersonal relationships. A common question is: is communication important? In turn, it is important to teach productive skills because it is what we do in our daily lives. In real life, people need to be informed, share ideas, or convince (World, 2020). Humans are surrounded by communication. However, they oversee making good communication or effective communication and this is more important within the teaching of a new language.

However, Communicative skills are very relevant where it is important to strengthen because it helps in personal, professional life and everything in between since communication is everything in life (World, 2020). If communication did not exist, there would be no education. It is essential and necessary to start fostering good communication among peers, between teacher and student, and among all human beings. Communication is the key to progress in professional and personal life.

Furthermore, everyone has problems communicating even the same native speakers and that happens when the connection between the speaker and the listener is lost since at some point the information is mixed or lost (Geikhman , 2022). The most common is when many slangs are used in the way we communicate or also plays a very important role in the attention you are paying at the time of listening and speaking. That is why communication should always be clear and consistent.

In the English education field, To develop communication skills in English it is very important to practice and study it in order to have a good vocabulary. In the same way, this is improved through reviewing the learned content regularly and thus knowledge can be accelerated. (British Council, n.d). In other words, to improve our communication skills we need to practice and review what we have learned. This requires will and perseverance for better development in the area of English when learning a second language.

According to Saleh (2018) there is a communicative competence where it can be oral, written, or even non-verbal and it refers to the fact that it is a term of ability to use the language in real life to satisfy the communicative needs since it is necessary for the daily life of each person since the communication occurs through a receiver, sender, channel and the message of what is wanted or desired.

Likewise, Norhayu (2017) described some important characteristics for communicative skills:

- a) Understanding of grammar and vocabulary
- b) Knowledge of how to start and end conversations.
- c) Identify the different types of speech topics.
- d) Know how to respond as an apology, request, thank you, among others.
- e) Use language appropriately.

## **1.2 Objectives**

### **General Objective**

- To analyze how Total Physical Response influences in communication skills.

### **Specific Objectives**

- To identify Total Physical Response activities used in communicative skills.
- To determine the communicative skill of students.
- To explain how Total Physical Response influences in communicative skills.

#### **1.2.1 Fulfillment of the Objectives**

The present research intended to analyze how the Total Physical Response influenced in communicative skills. In order to fulfill the main objective, three additional objectives were the basis to accomplish what was sought.

In order to carry out the first specific objective, research was made to find the appropriate activities for the level of the students. The activities carried out were Simon Says, mime activities, circle games and action songs for the whole class.

On the other hand, to accomplish the second objective, rubrics and evaluations were used to determine the students' level and how they managed their communication skills.

Finally, to fulfill the last objective, studies were carried out with the results obtained by the students to explain how the Total Physical Response has a positive impact and how it influences their communicative skills. Now students can describe pictures, create a story, identify action verbs and use them in simple sentences.

## CHAPTER II

### METHODOLOGY

#### 2.1 Materials

To carry out the research work, human, institutional, and technological resources were taken. First of all, forty-one students from sixth grade of the Unidad Educativa “Rodríguez Albornoz” made up the human component. Also, the institutional ones were the Universidad Técnica de Ambato and the Unidad Educativa “Rodríguez Albornoz” as well as the teachers and authorities. In addition, the Flyers A2 Speaking part test was used which has four different parts. The technological resources were computer, a printer, worksheets, basic school supplies as well as internet to research the different activities like in YouTube and then to gather data. Additionally, the use of classroom teaching aids for instance laptop, spreadsheets, markers, and blackboard were required in each treatment. Finally, the IBM Statistical Package for the Social Science (SPSS) software was used to analyze the results of the research.

#### 2.1.1 Population

The population in this research were forty-one students, 18 male and 23 female (an age range of 9 to 10 years old) from sixth grade A of the Unidad Educativa “Rodríguez Albornoz”.

**Table 1. Population**

<b>Population</b>	<b>Experimental Group</b>	<b>Percentage</b>
<b>Female</b>	23	56.10%
<b>Male</b>	18	43.90
<b>Total</b>	41	100%

Note: These data were taken from students of sixth grade at Unidad Educativa “Rodríguez Albornoz”.

#### 2.1.2 Instruments

The instrument used in this research work was A2 Flyers and the four parts of the speaking section was used. The main objective of this exam is to analyze the level of

English that learners have in the speaking part and improve little by little and that they can learn from it. In addition, it is important to note that this exam is not passed, nor is it lost, only a certificate is given to the children with the shields they have achieved.

### **2.1.3 Procedure**

In the research process, nine interventions were applied in face-to-face classes for four weeks. The interventions applied to students were three times a week and each lesson lasted 45 minutes.

#### **Session 1**

In the first intervention, the author introduced herself to the students and the researcher developed the class rules and proceeded to explain what they were going to do. The pre-test was applied to collect data on oral skills. In addition, the researcher had an induction course before the interventions. Finally, an agreement was maintained whereby if the researcher had any questions about the activities to be carried out, the researcher could use WhatsApp as a means of communication with the tutor in charge.

#### **Session 2**

The teacher starts the class with a video where the students had to do the actions they observe in the video. The general objective of the class was to explain about there is/are and the teacher exemplified through several examples on the whiteboard and the students took notes to remember the new topic. For this, various materials were used such as worksheets, computers, a projector, and the YouTube platform.

#### **Session 3**

To start the third intervention, the teacher projected a video about action verbs where the students had to repeat the action they observed. The main objective was to explain about there is/are. Then, students found words in the word search and formed sentences using there is/are. Finally, worksheets were used to demonstrate what the students learned through the previous activities.

#### **Session 4**

In the development of the fourth intervention, the researcher began the class by presenting flashcards about action verbs. For this reason, the main aim was to discuss about present continuous. To culminate, student filled up a worksheet with the correct verb to be.

### **Session 5**

In this intervention, the YouTube platform was used where the teacher presented a video and then the students repeated what the video taught them. Next, the activity used was "Simon says" to check that the students have understood. Later, two images were helpful to continue with the class since the students had to compare the images and describe using there is/are. Finally, students described some images they found on the worksheet.

### **Session 6**

The objective of the class was to compare images using there is/are and present continuous. A video was used to start the class. Following that, five related images were projected on the board and students had to create a story using there is/are and the present continuous. In addition, a list of vocabulary that were in the images was created. Finally, worksheets were used for students to create their stories.

### **Session 7**

The main aim of the intervention was to design a story. A video was used to start the class. The children had to listen and do what the lyrics of the song say. In this class, activities such as mimicry and circle games were implemented in which the focus is to remember what was previously learned so that students can take the oral test without any difficulty.

### **Session 8**

It was the last intervention where it began with a greeting and explaining the instructions of what is going to be done. Then the post-test was taken to the students in which it was completed with great success.

## **2.2 Methods**

### **2.2.1 Quantitative approach**

The current research work had a quantitative approach. According to Aspers and Corte (2019) quantitative research refers to numbers and counts. Similarly, quantitative research is responsible for quantifying and examining the results obtained. In addition, it is required to interpret the numerical data obtained using statistical techniques where questions such as who, how much, what, where, when, how many and how are answered (Apuke, 2017). Furthermore, it is necessary to understand that with this approach you do not obtain why people think that way, feel or act, that is, behaviors are not analyzed, a data set of the base group is obtained (Goertzen, 2017).

### **2.2.2 Research Modality**

#### **Field research**

According to Bailey (2015) field research refers to the observation that the researcher makes towards his population and the five senses are used, such as sight, taste, touch, smell, and sound. On the other hand, the field study also mentions the interactions of the mass that is being analyzed. It should not be neglected that interventions are also part of this type of research and can be carried out between the researcher and students, student-students, or teacher-researcher. Finally, all this depends on the main objective and the questions that are asked in the investigation

#### **Bibliographic research**

This research work was bibliographic research. According to Pant and Sharma (2018), bibliographic research is understood as the investigation and description of research previously done, or discussed by authors and this can be found in various sources such as google scholar, research gate, SpringerLink, etc.

### **2.2.3 Design**

This research work had a quasi-experimental design. Siedlecki (2020) stated that the purpose of this design is to evaluate the interventions, but it is not random, since there is knowledge and the group to work with and the process to be used are chosen. Also, this

design is driven in the real world with very few controls but great effectiveness is established.

#### **2.2.4 Types of research**

This research work is exploratory. According to Singh (2021) exploratory research is when the answer to a question or a phenomenon is sought and the purpose of this is to investigate something specific and that the two variables go hand in hand and learn from each other. In addition, this type of design was used because there is not much previous research on the Total Physical Response is a methodology that is didactic and innovative.

#### **2.2.5 Hypothesis**

##### **Alternative hypothesis**

Total Physical Response has a positive impact in communicative skills of sixth grade students at Unidad Educativa “Rodríguez Albornoz”.

##### **Null Hypothesis**

Total Physical Response does not have a positive impact in communicative skills of sixth grade students at Unidad Educativa “Rodríguez Albornoz”.

##### **Variable Identification**

Independent Variable: Total Physical Response

Dependent Variable: Communicative skills



## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter shows the statistical results, analysis, and interpretation of the data collected in the pre-test and post-test applied to 41 sixth-grade students from Unidad Educativa "Rodriguez Albornoz". Also, the information was collected to determine that the Total Physical Response has a positive impact on communication skills.

Furthermore, tables were used to demonstrate the results of the pre-test and post-test. For this reason, the A2 flyers rubric was used to evaluate students' speaking. The rubric evaluated four criteria: listening and interaction, language appropriacy extend promptness, language (grammar and vocabulary), and pronunciation on a scale of 0 to 3. The speaking rubric is out of 18 points. Finally, all the data were necessary to carry out the respective analysis and interpretation and have a better understanding of the research.

Lastly, the IBM SPSS statistical program was used to evaluated on the hypothesis. Also, a normality test was performed to determine if the results are normal. Following that, a non-parametric test was developed to know if the two related samples have significance and to verify if the null hypothesis is accepted or rejected.

#### 3.1.1 Pre-test results

In this section, the results of the application of the pre-test are presented. It is important to mention that the test used was Flyers A2 and it was applied before the class interventions with the students. The speaking part was used, which consists of 4 parts (find differences, information exchange, picture story, personal questions) and lasts from 7 to 9 minutes. In addition, the test was evaluated on 18 points (listening and interaction, language appropriacy, language and pronunciation) and each criterion was evaluated from 0 to 3 points. Finally, the table below will reveal the results obtained.

**Table 2. Pre-test scores**

*Pre-test scores*

<b>Grades over 10 points</b>	<b>Frequency</b>	<b>Percentage</b>
3,30	12	29,3
5,00	7	17,1
9,40	1	2,4
Total	41	100,0

Note: Number of students who obtained a high, average, and low score.

**Table 3. Pre-test results**

*Pre-test results*

Pre-test results		
	Speaking Part	Pre-test score
Average	4,93	4,931

Note: Average scores obtained in the pre-test in speaking section.

### **Analysis and Interpretation**

The table shows the average of the speaking part of the test, which gave a result of 4.93 out of 10. The final average of the pre-test shows us that there is a great shortcoming in the oral part of the students. Also, the table shows that 12 students obtained a grade of 3.30, which represents the majority of the students. Following that, 7 students had a grade of 5.00 and finally one student had a good grade that is 9.40.

According to the results, the researcher was able to identify that the students have weaknesses in the speaking part, such as the lack of basic vocabulary, and pupils could not express what they thought and what they saw. In addition, shortcomings were found in the pronunciation of the words and language appropriation. In addition, the students would take a long time to say a word and would start to falter the few words they knew

and then unconsciously start speaking in Spanish. Finally, the interaction was good, and they did not refuse to take the test, but they did comment that they did not know English and that they were going to make an effort.

### 3.1.2 Post-test

The results of the post-test were obtained after 8 class interventions. The post-test used was the same as the pre-test, which is the Flyers A2 exam. The students had a time of 7 to 9 minutes.

**Table 4. Post-test scores**

*Post-test scores*

Grades over 10 points	Frequency	Percentage
6,60	14	34,1
7,20	9	22,0
9,40	2	4,9
Total	41	100,0

Note: Number of students who obtained a high, average, and low score.

**Table 5. Post-test results**

*Post-test results*

Post-test results	Part 1	Part 4	Pre-test score
Average		6,62	6,624

Note: Average scores obtained in the post-test in speaking section.

### Analysis and Interpretation

The table shows that the average of the post-test in the speaking part is 6,62 out of 10. The final average of the post-test shows that the Total Physical Response is helpful in

communicative skills. The table shows that 14 students obtained a grade of 6.60, which represents the majority of the students. Following that, 9 students had a grade of 7.20 and finally two students obtained a good grade of 9.40. It is observed that students have improved their English through the Total Physical Response where several students increased their grade.

The results obtained help to interpret that the application of the Total Physical Response has had a great impact on the communication skills of the students. In addition, it is important to mention that the interaction and confidence of the students increased moderately when the researcher provided the necessary time and space to develop that self-confidence and remember that English is necessary for daily living. That is why, the students presented a relaxed speaking where they hesitated little but were sure of what they learned and how they could describe what was requested.

### 3.1.3 Comparative results pre-test and post-test

**Table 6. Comparative results**

*Comparative results pre-test and post-test*

<b>Criteria</b>	<b>Pre-test average</b>	<b>Post-test average</b>	<b>Difference</b>
Part 4	4,93	6,62	1,69
Total	4,93	6,62	1,69

Note: General average between the pre-test and post-test and difference.

### **Analysis and interpretation**

The table above shows the comparison of the pre-test and post-test for the Speaking part of the Flyers A2 exam. First of all, the pre-test average is 4.93 and the post-test is 6.62. It is evident that there is a big difference in the results of the pre-test and the post-test with a score of 1.69.

Additionally, the implementation of the Total Physical Response in the classes was of great help since the students improved their communication skills when speaking in English. In addition, it was noted that if the class is set with words in English, it helps

students to record key and basic words for daily use. On the other hand, language appropriation has improved because they have learned how to say the words correctly. Finally, the interaction between students and between student and teacher has improved as a great bond has been created where trust must prevail and the motivation to learn the English language has been reflected in the attitude of the students.

### 3.2 Verification of the hypothesis

In the current research, according to the data obtained, the analysis was carried out through the Statistical Package for the Social Sciences (IBM SPSS) program, where the Wilcoxon comparison test was carried out due to the non-parametric tests.

#### Hypothesis statement

##### Null hypothesis (H0)

Total Physical Response does not have a positive impact in communicative skills of sixth-grade students at Unidad Educativa “Rodríguez Albornoz”.

##### Alternative hypothesis (H1)

Total Physical Response has a positive impact in communicative skills of sixth-grade students at Unidad Educativa “Rodríguez Albornoz”.

#### 3.2.1 Test of normality

**Table 7. Test of normality**

*Test of normality*

Test of normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistical	gl	Sig.	Statistical	gl	Sig.
Pre-test	,160	41	,010	,916	41	,005
Post-test	,200	41	,000	,926	41	,010

a. Lilliefors significance correction.

Note: Shapiro-Wilk normality test values the level of significance.

### Analysis and Interpretation

The table demonstrates the results of the normality test according to the hypothesis. In the table, there are two statistics which are Kolmogorov-Smirnov and Shapiro-Wilk. However, the main difference is that Kolmogorov-Smirnov works with a population of more than 50, and Shapiro-Wilk works with a population of up to 50 people.

Furthermore, the pre-test had a significance level of 0,005. On the other hand, in the post-test, the level of significance was 0,010. It is observed that the results do not have a normal distribution. Therefore, a non-parametric test called Wilcoxon was applied.

#### 3.2.2 Wilcoxon signed ranks test

**Table 8. Wilcoxon signed ranks test**

*Wilcoxon signed ranks test*

Ranks		N	Mean Rank	Sum of Ranks
Pre-test	– Negative ranks	0 <sup>a</sup>	,00	,00
Post-test	Positive ranks	40 <sup>b</sup>	20,50	820,00
	Ties	1 <sup>c</sup>		
Total		41		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values.

#### 3.2.3 Test statistics

**Table 9. Test statistics**

*Test statistics*

Test Statistics	Post-test / Pre-test
-----------------	----------------------

Z	-5,527
Sig. Asintot (2-tailed)	,000
a. Wilcoxon signed ranks test.	
b. Based on Negative Rank.	

Note: Test statistics values with asymptotic Significance.

### **Analysis and Interpretation**

The test carried out by the researcher was based on Wilcoxon ranges. For this reason, it is shown that the number of students who increased or decreased their score in the post-test, or if there was a tie. It was observed that negative ranks gave a value of 0, which means that no student had a lower score on the post-test. Also, there were 40 positive ranks, which means that that number of students had a higher grade in the post-test compared to the pre-test. In addition, there is a tie, which means a student had the same grade on the pre-test and the post-test. The sum of everything gives a total of 41 people who have been part of the experiment. The total sum of negative ranks provides a value of 0,00. On the other hand, the sum of positive ranks provides a value of 820,00.

After analyzing the range test, the following table was related to the verification of the hypothesis which is why a significance test was used. The table shows a significance level of 0,000, which is less than 0,05. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted. It means that Total Physical Response has a positive impact in communicative skills of sixth-grade students at Unidad Educativa “Rodríguez Albornoz”.

### **3.2.4 Discussion of results**

In the ongoing research, it was determined that Total Physical Response has a positive impact in communicative skills after comparing the results obtained in the pre-test and post-test. Remarkably, students displayed an improvement after 8 treatments. In addition, a favorable advance has been evidenced when the first result gave a total of 4.93 and which can be defined that it is a low value. However, the latest results showed an average of 6.62 where it is assumed that there was an increase of 1.69 points. The progress of speaking as one of the communicative skills was fruitful because it is evident that using

the Total Physical Response helps students speak in English and learn new words or vocabulary for a long time.

Varano (2021) stated that a new language can be taught using verbal communication and physical movement of the body. Therefore, teachers have to use Total Physical Response in their classes to catch the attention of the students. Also, TPR is an innovative methodology since most of the time the students learn the vocabulary or keywords that the class will develop and relate it to the movements of their bodies. Furthermore, what the author mentioned was evidenced because the students learned and improved verbal communication because they related it to body movements and it was easy for them to remember the words.

Byrne (2022) pointed out that there is a relationship between body movement and learning or, in turn, reinforcing a topic. Also, the author mentioned that learning is best done through physical activity. Therefore, it has been proven that learning and body movement go hand in hand as many people learn or memorize words that way. That is why the author's idea is accepted because it was verified that a good performance of the students can be obtained with activities based on the TPR because the students will not be sitting all the time and that they will be playing and learning at the same time.

In conclusion, the results obtained were favorable for improving communicative skills. After applying the treatments based on Total Physical Response. It is notorious that the students have had an improvement in their speech. In addition, the interaction and confidence in themselves have been reflected since their tone of voice changes and they can remember what they have learned. Finally, TPR had a great positive impact on communicative skills in sixth-grade students at Unidad Educativa “Rodríguez Albornoz”.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After analyzing and interpreting the results obtained through the application of Total Physical Response in communication skills, the following conclusions have been drawn:

- The identification and application of Total Physical Response activities such as Simon says mime activities, circle games, and action songs for the whole class were a great contribution for improving the educational skills of students. Also, students can describe pictures, create a story, identify action verbs and use them in simple sentences.
- It was important to know the level of English of the students and for that, a pre-test (A2 Flyers) was carried out where it was identified that the students have a low level of English that only completed one or two shields maximum. It was determined that the application of the test was of great help to determine the communicative skills and how these increased in a good way. For example, they developed a basic vocabulary to be able to speak and express what they think.
- After the application of different activities related to the Total Physical Response, it was possible to observe a great influence on the communication skills of the students since there was better oral development, oral production, interaction, and self-confidence. In Addition, students increased their self-confidence to continue speaking even if they made mistakes. It was also observed that there was code-switching if they forgot something, but the students were happy and excited when trying to speak or decipher words in English, and above all, their grades had better scores.

## 4.2 Recommendations

The current research work has contributed to the student's communicative skills using Total Physical Response. That is why the following recommendations should be considered:

- To use Total Physical Response activities in the classes to break the class tension and students are prevented from being sedentary and easily bored since later it can be annoying to learn a new language. Due to that, the use of the TPR can improve the classroom environment, such as being more dynamic.
- To analyze the students' English level of English and their advancements in the English language through games, sheets, conversations between students and teacher, homework, and tests. In this way, it will be possible to improve the teaching of the English language and leave traditional education aside.
- To work and look for activities that improve the communicative skills of students to increase their motivation when studying the English language and help them learn many words, vocabulary, and grammar so that they can communicate without any problem.

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## ANNEXES

Annex 1. Approval

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

## CARTA DE COMPROMISO

Ambato, 18 de noviembre de 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, **Sor Laura Violeta Caicedo Ramos** en mi calidad de Rectora de la Unidad Educativa "Rodríguez Albornoz", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Total Physical Response and Communicative Skills" propuesto por el/la estudiante Ana Belén Punina Escobar, portador/a de la Cédula de Ciudadanía 1805225719, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la 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.



Sor Laura Violeta Caicedo Ramos  
Rectora de la Unidad Educativa "Rodríguez Albornoz"  
1703315992  
032840952  
0984051930  
[uera\\_ambato@hotmail.com](mailto:uera_ambato@hotmail.com)





## **INSTRUMENT**

Name:

A2 FLYERS

Speaking part

### **INSTRUCTIONS**

1. The examiner asks the child what his/her name and surname is and how old he/she is
2. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'
3. The examiner shows the child the copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favorite restaurant?' and the child answers.
4. The examiner tells the child the name of the story and It's called "The Brave Teacher". Just look at the pictures first. The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
5. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's your favorite food?'
6. The test lasts 7-9 minutes.

Part 1: Find the differences.



## Part 2: Information Exchange



**Robert's favourite restaurant**

<b>Name</b>	The Black Cat
<b>Like eating</b>	pasta
<b>Where</b>	North Street
<b>Time / open</b>	12 o'clock
<b>Cheap / expensive</b>	expensive



**Sarah's favourite restaurant**

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?



**Robert's favourite restaurant**

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?

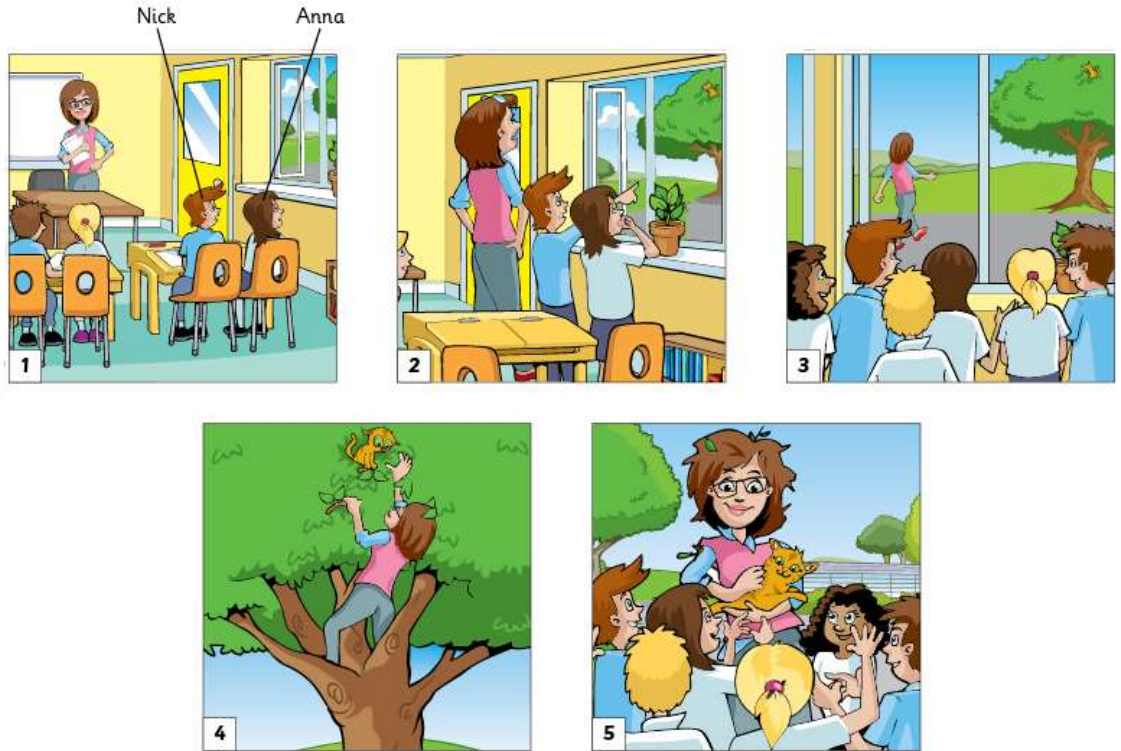


**Sarah's favourite restaurant**

<b>Name</b>	Rainbows
<b>Like eating</b>	pizza
<b>Where</b>	Hill Street
<b>Time / open</b>	12.30
<b>Cheap / expensive</b>	cheap

### Part 3: Picture Story

#### The Brave Teacher



#### Part 4: Personal Questions

- What is your father's / mother's name?
- What is your favorite food?
- What is your favorite color?
- Where are you from?
- What are your hobbies?
- Do you have any pets?
- Do you like to learn English?

Annex 3. Rubric

<b>Flyers Speaking Test - Suggested Assessment Scales</b>
<i>To be used only for training purposes</i>

		0	1	2	3
Reception	Listening & Interaction	No attempt to respond	Understands some of the instructions with a lot of support	Understands most of the instructions	Understands all the instructions
Production	Language Appropriacy		Most utterances are inappropriate	Many utterances are appropriate	Most utterances are appropriate
	Extent		No extended utterances	Many responses are minimal (i.e. one -word)	Responses are longer than one-word, short sentences
	Promptness		Hesitations cause strain	Responses are delayed	Responds promptly
	Language (grammar & vocabulary)		Grammar and vocabulary are not sufficient to complete the tasks	Grammar and Vocabulary are sufficient to complete the tasks some of the time	Grammar and Vocabulary are nearly always sufficient to complete the tasks
	Pronunciation		Speech is difficult to understand	Speech sometimes difficult to understand	Speech is generally understood



## Annex 4. Urkund Report



Firmado electrónicamente por:  
VERONICA  
ELIZABETH  
CHICAIZA REDIN

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### Sources included in the report

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