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CARRERA DE LENGUA Y LITERATURA INGLESA
USE OF THE TOTAL PHYSICAL RESPONSE METHOD AS AN EFL TEACHING
TOOL TO IMPROVE THE LISTENING COMPREHENSION SKILL OF TENTH
GRADERS

Trabajo de titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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RESUMEN

Esta monografía propone enseñar el idioma inglés utilizando el método de Respuesta Física Total (RFT) como una herramienta para mejorar la habilidad de la comprensión auditiva de los estudiantes de décimo en la Unidad Educativa Latinoamericana.

El estudio analiza el procedimiento cognitivo en la habilidad auditiva con el fin de conocer de qué manera el input se procesa en la mente del oyente. Además, revisa los factores que hacen que la comprensión auditiva sea más eficiente en los estudiantes jóvenes.

También se estudia información bibliográfica sobre comportamientos comunes que la mayoría de los adolescentes muestran en esta etapa, la cual es apoyada en la aplicación de técnicas cualitativas y cuantitativas realizadas en esta investigación.

Adicionalmente, evalúa las características, ventajas y funcionamiento del método RFT, permitiendo a los autores de este estudio determinar que este método ayudaría a los adolescentes a mejorar su comprensión auditiva, aumentar su confianza y motivación en clase.

Por último, este estudio propone varias lecciones RFT con el fin de sugerir a los profesores cómo estas podrían ser implementadas en la clase con los adolescentes.

Palabras Claves: Habilidades auditivas, memoria a largo plazo, memoria a corto plazo, control y procesamiento automático, percepción, análisis sintáctico, utilización, Respuesta Física Total, y adolescentes.



ABSTRACT

This monograph proposes to teach the English language using the Total Physical Response (TPR) method as a tool to enhance the listening comprehension skill of Tenth Graders at Unidad Educativa Latinoamericano.

The study analyzes the cognitive procedure in the listening ability in order to know in which way the input is processed in the mind of the listener. As well, it reviews factors that make listening comprehension more efficient in young learners.

It also studies bibliographic information about common behaviors that most adolescents show during this stage, which is supported by the application of qualitative and quantitative techniques carried out in this research.

Additionally, it evaluates the features, advantages, operation of the TPR method, allowing both authors of this study to determine that this method would help teenage students improve their listening comprehension, increase their self-confidence and motivation in class.

Finally, this study proposes several TPR lessons in order to suggest teachers how these could be implemented in class with teenage students.

Key Words: Listening skills, long-term memory, short-term memory, control and automatic processing, perception, parsing, utilization, Total Physical Response, and teenagers.

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DEDICATION

I am grateful to my family for standing beside me at all times and also with my friends who have supported me through this process. I will always keep their advices in mind. It is also dedicated to the friendship and memory of Diana Guillén.

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This research work is dedicated to my sweet daughter who has been my inspiration and my incentive for everything.

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INTRODUCTION

Communication is part of our daily life. Both the listener and the speaker need each other to communicate and comprehend through messages, otherwise communication will not take place and will be impossible.

Regarding the learning process, the student needs to understand the teacher's message or the aural material to develop a task. Therefore, the teacher as the guide in the learning process should be familiar with the process of the development of the listening comprehension skill. Thus, the teacher should select and apply the most appropriate strategies to develop that skill.

Studies regarding the Total Physical Response (TPR) method have been carried out by English teachers and researchers (Widodo, 2005; Gardner, 2011) who stated the positive results achieved by learners with the application of the TPR method as a strategy to learn a foreign language at different ages.

Some studies that were carried out at the State University of Cuenca researching the TPR method were done involving young children (Ortega & Peña, 2011; Seminario & Villavicencio, 2012); however, studies of this method using teenagers as participants of a research have not yet been accomplished.

In conclusion, this monograph aims to emphasize on the use of the TPR method in English classes through lessons as proposal for applying them in class in order to help teenage students develop their listening comprehension skills. The analysis and interpretation of data collection as much as the surveys and interviews are described in the following chapters.



CHAPTER 1

1.1 Topic

Use of the Total Physical Response Method as an EFL Teaching Tool to Improve Listening Comprehension Skill of Tenth Graders.

1.2 Problem Statement

In general, the curriculum design currently used by the teacher mostly focuses on teaching English grammar rather than developing other language skills, such as listening, reading and speaking. In an ordinary class at Unidad Educativa Latinoamericano High School, students often have problems understanding basic information and instructions in the target language, being necessary to apply extra strategies to develop listening comprehension in class.

Also, during the observation of English classes in the Tenth Grades' classrooms of this High school, the researchers noticed that students have problems comprehending the additional material such as songs, conversations, and dialogues.

1.3 Justification

From the very first time students start learning English, the main concern for both teachers and students is to be able to comprehend what the other person is saying in English. However, the low level listening comprehension of the language it is a common problem among some students who have not yet developed enough listening ability due to the lack of methods or strategies applied in class.



It is a fact that there is not an only one successful method to learn/teach a foreign language. Furthermore, it is necessary to study in detail about how methods could work in the EFL teaching, as the case of TPR method analyzed in this study.

According to Asher's (2009) TPR author, this method replicates the natural process that a person goes through to acquire his/her native language. So that the language teaching would be centered on developing the students' listening ability first and guided by an ordered sequence of instructions and activities that will facilitate the understanding of the language to the young students.

This method is also focused on changing the environment of the classroom into a more comfortable place in order to help students get low stress. Indeed, students are encouraged to move around in the classroom avoiding boredom during class (Gardner, 2011).

This method creates an environment of cooperation since students are asked to work in groups or pairs, helping each other. Also, common behaviors among teenage students, such as anxiety, shyness, and fear of making mistakes in class could be overcome by applying this method.

In summary, paying more attention on TPR activities would help young learners to enhance their listening skills, target language proficiency, and increase their self-confidence in English classes.

1.4 Research Question

How can the TPR method be applied to Tenth Graders in order to improve their listening comprehension skills?



1.5 Objectives

1.5.1 General Objective

- To design a proposal to be applied in class using the Total Physical Response method to improve listening comprehension skills of Tenth Graders.

1.5.2 Specific Objectives

- To design and administer a questionnaire on aural activities in Tenth Grade.
- To analyze TPR method as a tool for teaching the English language with teenage students.
- To propose two lesson plans as models to enhance students' listening skills.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Listening Comprehension

According to Rost (2001) in the nineteenth century the teaching of a foreign language was mainly focused on writing practices, such as the use of translation, bilingual educational sources, and grammar description. Furthermore, during the late of this century listening was obtaining importance in learning of new languages (Rost, 2001, p.7).

During the Reform Movement, in the early 1880's, linguists based their research on the acquisition process of the first language (L1) to explain in order to explain how the teaching of foreign languages could be carried out. This way perception and auditory memory were important views considered to develop the learning/teaching abilities of a target language. In the 1930s and 1940s, Leonard Bloomfield, an outstanding American linguist, affirmed that "one learns to understand and speak a language primarily by hearing and imitating native speakers" (Rost, 2001, p. 7).

In the course of the Second International Association of Applied Linguistics held in Cambridge (England), in 1969, some important viewpoints on language learning were proclaimed during the conference; for example, (1) the importance of individual learners and the individuality of learning, (2) listening and reading were considered as active and complex receptive processes, (3) listening comprehension was recognized as a fundamental skill, and (4) real language used for real communication was concluded as a viable classroom model (Morley, 2001, p. 69).



By the 1970's listening drew more attention and was progressively incorporated as a "pragmatic skill", such as reading, writing, and speaking on developing foreign language (FL) or second language (SL) programs. Twenty years later the importance of listening skills increased enormously during this stage. However, Brown (1987) stated that "a significant number of published courses on listening comprehension and classroom practices in many schools in many countries continues to demonstrate that listening is still regarded as the least important skill" (as cited in Morley, 2001, p. 69).

Additionally, Vandergrift and Goh (2012) agree that listening has been the "weakest skill" for language learners due to the minimal support in the L2 and FL class. Nevertheless, listening has gradually turned out to be more vital in the language learning programs, and teachers have assigned time and attention to this skill so as to evaluate how listening is taught.

Listening comprehension has become an essential element in foreign language teaching, it is therefore necessary to evaluate evaluate aspects, such as the teaching process involved in listening skill, how appropriate strategies can be used to manage comprehension efforts, the learning capacity of the learners, and the mastery of the target language in general (Vandegrift & Goh, 2012 p. 4).

2.1.1 Definition and Importance

Listening is defined as a complicated process that is related to the listener's prior knowledge. For instance, O'Malley, Chamot, and Kupper (1989) define that "listening comprehension is an active and conscious process in which the individuals construct



meaning by using cues from contextual passages and relate what they hear to existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (as cited in Moreno, 2015, p. 18).

In the Serri et al.’s (2012) research, comprehending a target language is as an intensive process to identify oral messages. Listeners have to recognize phonemes, word stress, grammar patterns, and vocabulary and then decode and interpret the message in their minds (p. 843). As Vandergrift and Goh (2012) states ” [listening] enables language learners to receive and interact with language input and facilitates the emergence of other language skills” (p. 4).

Likewise, Behiels (2010) points out that most adult learners learn a new language in order to communicate; in other words, to be capable of speaking in the target language. Nevertheless, during a conversation, speaking is not the most skill practiced by people neither in FL learning nor their native language, instead it is listening.

In previous researches (Behiels, 2010; Malkawi, 2010; Serri et al., 2012; Moreno, 2015) analyze which language skill is more involved in an interactive communication. In this way, it was estimated by researchers that adults spend 40-50% of their communication time in listening, 25-30% in speaking, 10-15% in reading, and about 10% in writing. In terms of listening, it is what people spend most of the time doing during communication: comprehending accent, pronunciation, grammar, and the meaning of the speech what a speaker is saying (Malkawi, 2010, p. 771). By this reason listening becomes necessary in teaching a new language as well.



Additionally, in the teaching-learning a foreign language, the development of listening ability should be marked by the active participation of learners. Rost (1994) emphasizes on three issues in listening proficiency:

1. - Learning a new language should be interactive to get input language.
2. - Students learn using the authentic spoken language.
3. – The attention of learners could be drawn through listening activities in order to encourage students the learning of the target language (pp. 141-142).

After analyzing the role of listening in communication, the comprehension of spoken interaction comes to be the result of a comprehensible input that needs a certain time for listening and processing the information. It is a starting point for the appropriate design of classroom activities and evaluation of the listening materials in the study of a foreign language (Behiels, 2010, p. 179).

Regarding the process of listening, several linguistic and psychological conceptions have arisen during history, which have been the base for designing different methods in the learning-teaching of a new language. Thus, cognitive theories were conceived as a way to explain how people learn. Although it is not a teaching technique, it might lead teachers to find out how people process listening in their minds (Molina, Cañado, & Agullón, 2013).

2.2 Listening Process

This section attempts to explain how the listening process occurs through the cognitive procedures cited in the Vandergrift and Goh's (2012) book *Teaching and Learning Second Language Listening* and Anderson's (2015) book *Cognitive Psychology*



and Its Implications. The cognitive processes are: (1) top – down and bottom – up processing; (2) controlled and automatic processing; (3) perception, parsing, and utilization.

2.2.1 Top-down and Bottom-up Processing

According to Vandergrift and Goh (2012) listening comprehension is an interaction between two processes: bottom-up processing and top-down processing.

During the stage of bottom-up processing, the listener tries to identify the elements of input, such as grammar, and vocabulary so as to find the message’s meaning (Malkawi, 2010) as well as the units of the “sound stream,” such as phonemes, stress, tone, and rhythm of the foreign language (Vandergrift & Goh, 2012, p. 18). At this stage, listener’s prior knowledge is minimal and knowledge about “sound stream” is required.

On the other hand, the top-down processing is the interpretation phase that involves a lot of support from prior knowledge and context, also known as “schemata”. Listeners focus on aural experiences that are related to what they have heard for constructing the meaning. In this stage, listeners use the information that is stored in their long-term memories.

Both processes bottom-up and top-down do not work independently. They interact in a parallel manner to achieve an effective comprehension of the spoken message (Barekat & Nobakhti, 2014, p. 1059).

2.2.2 Controlled and Automatic Processing

Vandergrift and Goh (2012) explain that listeners, in their first language (L1), are able to process input rapidly since they have interacted for a long time in their L1;



therefore, they can handle an effective mental coordination between both the background knowledge (top-down process) and the “sound stream” knowledge (bottom-up process) that it is known as automatic processing.

The limited language knowledge affects the comprehension of this. For instance, when L2 or FL listeners have any difficulties automatically processing every incoming input and they need to put more “conscious attention” on elements, such as words, phonemes, stress, vocabulary, or grammar. In this way, listeners try to comprehend the message which means a controlled process.

Listening is a skill that could be trained and enhanced with practice to comprehend input automatically as the way a person learned to drive a car or a bicycle from scratch, for instance. Intensive attention is paid for every action at the beginning, but eventually all steps occur automatically (Vandergrift and Goh (2012) p. 19).

2.2.2.1 Long-term Memory and Short-term Memory

There are two components of the memory: long-term memory and short-term memory.

Long-term memory is like a “bank of information” where, prior knowledge and experiences are orderly stored for a long time. So that the associated information to a listening topic comes to listener’s mind to deduce input. On the other side, short-term memory has a limited capacity to hold information; chunks of input are held in mind for a short period of time and disappear when new information is processed (Anderson, 2015, p. 127).

For instance, at the time L1 listener tries to learn a phone number and a sentence; the meaning of the sentence can be kept in long-term memory due to that each grammar



element of the sentence links automatically with the linguistic knowledge stored in the memory, being for the listener easier to learn it.

On the other hand, most individuals probably have some troubles to learn a phone number if they are not involved most of their time with situations like this. The new information that comes into the brain needs to be previously processed by the listener and once it has been practiced enough, it will be stored in long-term memory. Thus, the listener will be able to remember it later (Anderson, 2015, p. 127).

In general terms, long-term memory and short-term memory interact in the mind to help the listener construct the meaning. In addition, the ability to comprehend input can be better by exposing to new listening contents; in this manner, more information will be added to long-term memory decoding input more efficiently.

2.3 Perception, Parsing, and Utilization

The following phases reflect the way how bottom-up and top-down processing takes place in the teaching-learning of the target language.

2.3.1 Perception or Perceptual Phase

At this phase, the listener hears and tries to understand linguistic sounds. These sounds, such as intonation (raising or falling), pauses, stress, emphasized words, and so on are identified and selected by the listener. Not all the sounds are easily remembered but only those meaningful sounds. Then, these selected sounds are separated into smaller units known as morphemes (Liu, 2009, p. 17).

Moreover, in bottom-up process, listeners attempt to recognize the sound signals and hold them in memory. However, as the memory has limited capacity to maintain



information, only selective information is kept in mind (Serri et al., 2012, p. 844). The amount of stored sounds in the listener's mind will depend on his/her language proficiency.

For most FL beginners, it could be problematic to differentiate words between; for instance, *van* and *ban* or *sink* and *zinc*, and so on. However, the phase of perception could be automatically developed through constant auditory exposure and better phonological knowledge of the target language (Vandergrift & Goh, 2012 p. 41).

As noted by Vandergrift and Goh (2012) listeners interpret input from:

1. Attending to the text, to the exclusion of other sounds in the environment
2. Noting similarities, pauses, and acoustic emphases relevant to a particular language
3. Grouping these according to the segmentation process (Vandergrift & Goh, 2012, p. 21).

Some difficulties are reported during this phase:

1. Not recognizing words.
2. Neglecting parts of speech that follow.
3. Not chunking the stream of speech.
4. Missing the beginning of a sentence or message.
5. Concentration problems (Vandergrift & Goh, 2012, pp. 21-22).

2.3.2 Parsing Phase

Once the listener divides the speech sound in units, these are analyzed by the listener through the knowledge of the language (phonological, syntactic, semantic, or morphological) kept in the long-term memory. In this manner, the listener forms a mental representation of the retained words regarding the context in which the listener is involving. During this phase, three difficulties could be identified. For instance,



1. Quickly forgetting what has been heard.
2. Being unable to form a mental representation of words heard.
3. Not understanding subsequent parts because of what missed earlier (Vandergrift & Goh, 2012, p. 22).

2.3.3 Utilization Phase

Listeners use their relevant knowledge accumulated in their minds (long-term memory) so as to find the meaning and the response to the speaker's request. The knowledge source could come from: cultural, personal, experimental, or practical situations. After the listener has achieved the message's meaning, it is represented mentally and then, the listener will be able to respond to any command, to a question (positive or negative) or series of commands carried out previously by a speaker (Anderson, 2015, p. 329).

Although advanced listeners may have fewer problems in understanding the meaning, there are two difficulties that less experienced listeners could show in this phase:

1. Some words are understood, but not the main message.
2. Apparently because of some "incoherencies", the messages are unclear (Vandergrift & Goh, 2012, pp. 22-25).

In conclusion, the listening process is apparently a passive process; however, there is a mental work that the listener makes to comprehend spoken messages in the foreign language, suggesting educators to think about better strategies in the teaching of a language or to reflect on those ones applied in the classroom.



Class activities should be supported by meaningful activities that help learners retain information for more time than they usually do because most learners are often concerned to understand every target language conversation, not only for listening activities involving gap filling but also to interact in real situations more successfully.

2.4 Foreign Language Teaching at Teenage Stage

At the teenage stage, teaching the target language could often be complicated because of the psychological and physical changes that teens go through at this phase.

Some of the behavioral changes in teens can be evidenced in the classroom. For instance, it can be common for some language teachers to have students with lack of enthusiasm in the class, but with high energy to talk with their peers or to have students who are ready to assist in collaborating in class just to prevent falling asleep.

However, as Lauria and Leiguarda (2012) suggest these situations can be managed in young learners by “making pedagogical choices designed to deal with their physical and emotional state” (p. 17). There are four common characteristics during the teenage stage.

2.4.1 Play and Social Interaction

Interaction between learners supports the optimal mental development of adolescents; in contrary, what isolation produces at their stage. As teens enjoy most of their time along with peers, some strategies are appropriate to apply with teens, such as group tasks and games. Concerning the group tasks, it is advised to increase real communicative activities and to assume the importance of working in groups in the classroom (Lauria & Leiguarda 2012, p. 17).



Also, the games take an important role in adolescence; therefore, language teachers have to consider that teens are good at participating in meaningful practices since “[games] stimulate interaction, provide competition and are fun as long as the rules are clear and clearly followed by all participants” (Anderson, 2011, par. 3).

Furthermore, teens can gain good experiences or bad ones in foreign language classes. Some adolescents can feel pressure from their classmates during class exercises which can affect their behavior positively or negatively. In the case of speaking activities, when these are carried out inappropriately, these could make students feel unable to perform them. However, it can be overcome by creating a friendly atmosphere, inviting learners to take risks in class activities, and checking the effectiveness of each lesson (Lauria & Leiguarda, 2012, p17).

2.4.2 Fatigue and Indifference

The next situation could be familiar for some EFL teachers. Teaching to adolescents for two hours in a warm atmosphere or ineffective lessons do affect their class performance. Most adolescents can feel fatigued and sleepy because of the weather or an inadequate class lesson, but in more cases their behavior changes once they are asked for carrying out active exercises.

Although external factors can affect the students’ performance, there are also other characteristics of this stage can be evidenced in the room. For instance, adolescence is commonly characterized by lack of interest and motivation. Also, at this age, not too many students are responsible in doing their school’s tasks. These aspects during adolescence make difficult the teachers’ work in the classroom (Mora, 2006, p. 148).



Mora (2006) suggests that language teaching must be dynamic, progressive, and practical. Teachers have to consider that students' attention at this stage lasts a short period of time and then they feel exhausted. Thereby, teachers should find new strategies or techniques that generate an interesting classroom environment. Teachers should also plan their classes offering “options for mental stimulation and physical activity” in order to reduce tiredness in class (Lauria and Leiguarda, 2012, p. 18; Mora, 2006, pp. 150-151).

2.4.3 Physical Activities

The results of a study carried out by Reid (1987) at the State University of Colorado reveals so far that most ESL learners prefer to learn through kinesthetic and tactile learning styles (Reid, 1987, p.92). Describing each one, kinesthetic style includes “total physical involvement with a learning situation and tactile style contains activities, such as building models or doing laboratory experiments” (Reid, 1987, p. 89).

As a result, uncomplicated actions; for instance, standing up, changing the seats, or walking during the classes can wake adolescents' attention in the room (Lauria & Leiguarda, 2012, p. 18).

2.4.4 Stress-Reduced Environment

Although stress¹ can apparently be associated mostly with adults, high levels of stress could affect negatively the teenagers' brain, causing serious consequences in the optimal mental development of teenagers (Laurian & Leiguarda, 2012, p. 18).

¹ Stress: “A state of mental or emotional strain or tension resulting from adverse or demanding circumstances” (Oxford, 2016). <http://www.oxforddictionaries.com/definition/english/stress>



Stress comes from different sources, such as “doing well in school, making and sustaining friendships, or managing perceived expectations from their parents, teachers, or coaches” (Alvord & Palmiter, 2011, par. 1). Thus, some stress can be positive because it provides the energy to solve a test, presentation, or sports event. In contrast, too much stress can create unnecessary hardship and challenge in teenagers.

2.5 Total Physical Response (TPR) Method

Two main reasons to emphasize on listening skill. First, listening is the primary language skill worked during the childhood, even before a child is able to produce a word. Second, listening is the skill more used by most people at any given time and in any oral message.

The teaching of the target language could be difficult. In the case of teenagers, developing their listening skill can be problematic for some teachers, but can be a challenge for others, having to select the most appropriate listening activities for the group.

In this context, one of the methods focused on listening skills is Total Physical Response. In general terms, the principles of this method are related to the Cognitive Constructivism of Jean Piaget (Asher, 2009, p. 3-90). It refers that the knowledge is constructed by experiences which involve the real situations, original material, and active participation of learners and educator.

In terms of the TPR method, it was created by James Asher, a professor of psychology at San Jose State University in California. This method is based on the connection that exists between commands and actions, meaning that the process of learning a language is associated with physical activities.



As stated in the Asher's book, *Learning Another Language Through Actions*, students, using the TPR method, could develop receptive language before producing speech which comes to be as a result of preparation and understanding of the target language, making this method effective for the next reasons.

First, TPR is effective because learners with high or low academic ability are able to learn a foreign language in this way. Next, this method works both with children and adults, so there is no age limit to learn a new language in this manner. Additionally, TPR is a “stress-free” method because it applies neither memorization nor direct explanation of grammar since these tools often prove to be stressful for students (Asher, 2009, p. 6-1).

In addition, Asher (2009) emphasizes that “TPR is a tool, not a method” because a method implies directly a formula and the foreign language teaching is determined by the art of teaching mainly, but not by science. Therefore, this method could be combined with active exercises as the author refers “language and body movements seem to be a beneficial combination for the internalizing information” (Asher, 2009, p. 1-31). As when a person speaks, the noise is followed by body movements and the levels of awareness can be noticed like phonology, morphology, syntax and semantics without the necessity to speak (Asher, 2009, p. 1-30).

2.5.1 Features of TPR Method

2.5.1.1 Input Before Output

Krashen (2013) highlights that the best way to teach “speaking fluency” is providing learners comprehensible input since it is assimilated mainly by listening and reading rather than by speaking and writing (Krashen, 2013, p. 4).



Similarly, in previous research by Ingram et al. (1975) pointed out that giving too much importance in producing speech could reduce the development of listening comprehension because of anxiety and stress demanded by FL classes. It can be noticed during a conversation in target language, the student attempts to use his/her L1 knowledge (grammar or vocabulary) to produce speech, being this a common conduct of learners when they are requested to speak about a topic (p. 2).

2.5.1.2 Input Hypothesis

“The ability to produce language fluently and easily comes from what we have acquired” (Krashen, 2013, p. 2). Every grammar rule learned is kept in our mind and acts internally as an informant (monitor) to guide or correct the output correctly. But, it is not easy to store enough grammar rules since concentrating on these can be difficult even for the best learners having to remember them and use them in normal conversations.

Additionally, according to the Krashen’s natural order, an individual can move from “I” (the last rule already acquired) to “+ 1” (the next structure to be acquired) through the prior knowledge already stored in memory. For instance, the construction of experiences, contexts, knowledge of the world with the cooperation of teacher and classmates, are necessary for increasing information in the long-term memory. In the case of beginners, “pictures are a great help in making input comprehensible, as are the body movements that are at the core of Asher’s Total Physical Response method”(Krashen, 2013, p. 3).

2.5.1.3 Anxiety Reduction

For less experienced students in the listening practice, TPR becomes an effective teaching tool because TPR does not force students to produce the language until they are



ready (Krashen, 2009, pp. 136-137). Learners have to go through a period of time named “silent period” that is a period of preparation with listening and observing activities until they are able to produce oral messages, avoiding students to learn incoming knowledge with pressure or stressful practices.

TPR is also characterized by performing the listening activities through interaction between physical commands and daily contexts. For instance, listen and point, listen and touch, listen and do, and so on. These are listening exercises that help students keep information longer in their memories (Sulaiman, 2014, pp. 39-40).

A research carried out by Al-Issa (2005) confirms that the affective factors, the common listening exercises, making questions in class, and lack of an effective performance in class activities could cause nervousness or anxiety in students, affecting their concentration and comprehension in the class.

In the case of interviews and conversations especially, these usually help teachers identify the level of understanding that learners have reached throughout the class. However, in certain cases it may affect negatively the performance of students when these actions are intensively carried out by educators in language classes.

Listening activities can be matched with other language strategies. Al-Issa has experienced that “songs, rhymes, and chants that are included in the curriculum and taught through actions which are another valuable listening input of the TPR method” (Sulaiman, 2014, p. 39). The TPR method gives the opportunity for a common activity to become more dynamic.

2.6 TPR at All Ages



Although the TPR method has mainly been applied with children in the language classes, it has been well-matched with adults as well.

Currethers (2008) reviews a research carried out by Asher and Price (1987) which found out that adult learners achieved high scores in listening comprehension performing actions only by observing without having practiced previously (Asher & Price, 1987, p. 5).

Likewise, Gardner's (2011) research details the application of the TPR with male learners between nineteen and sixty years old who increased their vocabulary and enhanced their language comprehension in different topics. As well, Pastor's (2007) research concludes that the TPR method had helped the majority of high school seniors to enhance their language skills and language knowledge at the end of the scholar year.

2.7 TPR Procedure and Practices

Asher (2009) states that people can learn a second language like a baby acquires the first language. This theory is accepted by the behaviorists who have stated that everybody learns through a process of stimulus, response and positive or negative reinforcement. Also, he considers that an infant cannot speak, but he/she is able to decode the language by observing the body movements. The adult directs the infant's behavior with commands such as "look at Daddy" or "look at grand at Grandpa", etc. (Asher, 2009, p. 2-18).

According to research done by Sulaiman (2014), the Total Physical Response method intends to simulate the acquisition of the first language as children learned their mother tongue. From this process, the recognition and association that forms in the student's mind about a concept can be automatic when it is linked to a physical action. Mühren (2003) describes the basic technique of TPR as follows:



The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands or series of commands, are simple at the beginning (stand up, sit down), but after some time they may become more complex (I want the boys to stand in a circle, please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear. . .) or even contain a story-line (Mühren, 2003 p. 1).

The creativity of the teacher plays an essential role at the time to teach a language using applying TPR. Thus, different strategies can be used and combined with most topics of interest of learners. For instance, a language teacher can teach using resources, such as pictures, stories, writing, listening discrimination (Silver et al., 2003), or with other known activities like “drama, games, puppets, and songs” (Currethers, 2008, p. 4).

Moreover, Gardner (2011) describes how the TPR method was used with male learners aged 19-56 in an ESL program. At the beginning, the ESL instructor noted the students’ enthusiasm for an American football game that they watched on TV. However, they did not understand the rules of the game and they wanted to know more about it.

The instructor consulted experienced people and books on the rules of American football in order to create a lesson plan of the game. It started with the necessary vocabulary for the purposes of comprehension (huddle, snap, line of scrimmage, throw, kick, punt, quarterback, and so on) and illustrations helped to understand what goes on in the game. Some football elements were performed by the learners.



The field was illustrated with chalk on the table, folded paper triangles were used for footballs. Also, learners previously studied American football and its rules with images, movies, and diagrams that were explained on the board.

Afterwards, Gardner's research details that participants needed to practice the game physically to truly comprehend it. Chairs were moved to one side of the room, positions and numbers were taped to the backs of the students' shirts, and a football was made by the same participants. The line of scrimmage was marked on the floor. The language was reinforced by repeating the actions and the language several times (Gardner, 2011, p. 50).

At the end of this study, the students after having listened to the information were able to learn new vocabulary words, phrases and the basic rules of American football. Besides, they could write short sentences and were able to utter them during a simple oral task. At the end of the ESL program, participants learned about different topics (American football, fruits and vegetables, health and diet) by performing physical actions as well.

As stated in Gardner (2011) the TPR method is a good tool to be associated with other strategies like miming, guessing, role-play, real situations, and so forth. Additionally, Gardner mentions that "the great strength of TPR is that it can be used successfully in multilevel classes where students listen and follow the commands, internalize the language, understand the activity, and eventually participate in the spontaneous language construction that involves during the physical movement" (p. 51).

Commands are part of the common activities in multiple activities of the people; for instance, at work, at school, at home, at a particular course, and so forth. It is therefore needed to reflect on some contexts that would encourage students to learn as TPR recommends. Krashen (2015) suggests that it is necessary to extend the application of this



method in other contexts, such as yoga instruction, simple self-defense techniques, simple magic tricks, cooking class, and teaching how to perform simple juggles.

Conclusion

Learners could improve their comprehension of input, depending on the amount of the target language's information assimilated, which should seek to be stored in the long-term memory. For preventing that the incoming information is lost absolutely in the short-term phase, it is necessary to work this previously with original material or situations that allow learners to keep enough information in memory by longer.

Features of the teenage stage, such as lack of interest, low self-confidence or self-identification may affect the study of the new language in young students. However, practical activities could be used by the teacher to get more attention of the students in the classroom and also help them assimilate and work in their prior knowledge to comprehend input.

TPR method basically refers to teaching the target language without pressuring students to speak before they are ready, avoiding stressed young learners. This method emphasizes learning through actions; in other words, learning by doing.

Additionally, the development of the listening comprehension implicates to expose young learners to linguistic activities in order to facilitate the comprehension of spoken exercises. In this way, the TPR method suggests the presence of linguistic materials according to real-life events, encouraging the interaction of learners in the target language.

CHAPTER III



METHODOLOGY

3.1 Basic Methodology

This monograph included mainly bibliographic research. Data were collected from books, articles, journals, magazines, and academic researches regarding the TPR method and the related activities. The information was critically analyzed and synthesized quantitatively.

Additionally, the descriptive method was managed in this study. As Cohen et al. (2007) refer the descriptive method in detail describes and interprets any situation, for instance, beliefs, points of view and attitudes that could be influenced or could affect to a current event (Cohen et al., 2007, p. 205).

Population Sample

Tenth graders of “Unidad Educativa Latinoamericano High School” took place in this study.

Data Collection Techniques

The research techniques used in this study were the survey and the interview applied to tenth graders and two English teachers respectively.

Instruments

Surveys elaborated with open questions and closed-ended questions, and a voice recorder.



CHAPTER IV

STUDY DEVELOPMENT

4.1 Process and Analysis of Surveys

4.1.1 Process

This research was approved and authorized by the Principal and the School Board of “Unidad Educativa Latinoamericano High School” on April 29, 2016. The survey was designed with nine opened and closed-ended questions to explore, such as teenage learners’ perception in the field of the listening comprehension, learners’ conducts in English classes and to find out their learning preferences in English classes.

To accomplish this study, data collection was realized at the aforementioned High School. This was a private educational institution located in the city of Cuenca, Ecuador. The people who took part in the study were male and female students of Tenth Grade Year of Basic Education whose ages ranged from thirteen and sixteen years old.

The total amount of regular students was fifty-four; however, by the time of this study, fifty-two learners (twenty-one female students and thirty-one male students) participated since two students did not attend to school that date (May 4th, 2016).

During the application of the survey, it was applied to students of two tenth grade classrooms, A and B. In each class, students were explained in Spanish that their answers and personal information were strictly confidential. This was in order to avoid influencing negatively in their answers.



Then, the surveys were given out to students and were explained in detail how to fill it. The survey was completed in twenty-five minutes in each class.

During the data analysis, it was needed to categorize the students' answers of the question number eight. These answers were classified into six categories referred by Bertoni and Mantero (1998).

1. Physical interests. It involves physical exercises.
2. Practical interest. It is the delight of making or producing an object.
3. Artistic interest. Activities related to the creation and enjoyment of performing activities by an individual.
4. Intellectual interest. It involves the knowledge of the world, the human being, and the society.
5. Social interest. In this part, individuals are seeking the inclusion and social integration through interpersonal relationships.
6. Media interest. It refers the enjoyment of a person by using appliances in the technological information and communication (Bertoni & Mantero, 1998, p. 98).

4.1.2 Results and Analysis

The results of the surveys are presented below.

- 1. Which language skills should have more importance in the English language learning? Please, number from 1 to 4. To consider the number 1 as the most important.**

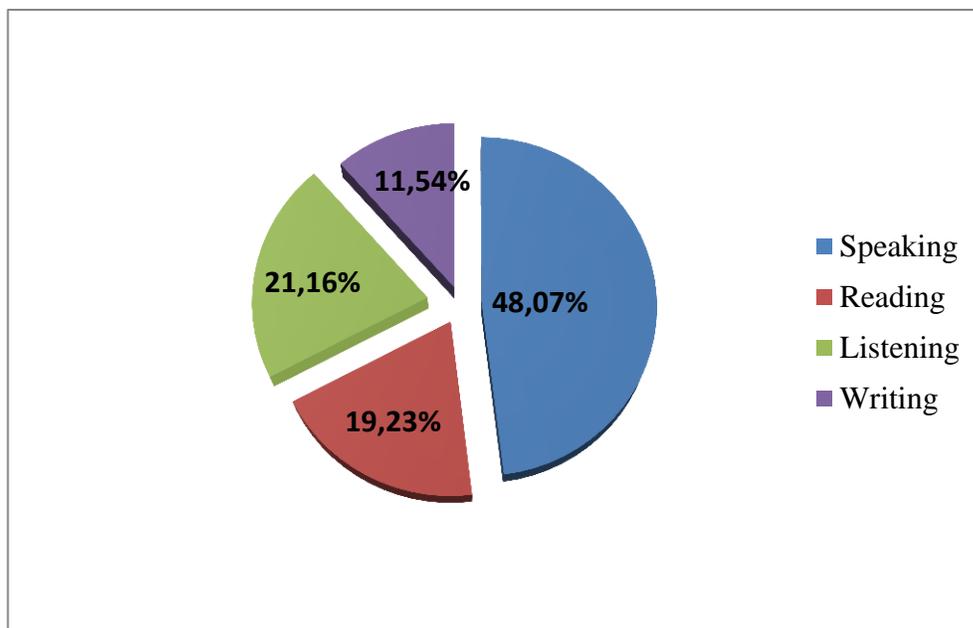


Figure 1

The first question was formulated to identify the young students' perception in terms of selecting which one of the four language skills was more important for them. The graph 1 shows that 48.07% (25) of the students chose the number 1 to refer that the speaking as the most important language ability. The listening skill was placed in second place with 21.16 % (11) of the learners.

Then, 19.23 % (10) of the students marked, the reading ability in the third place and finally 11.54% (6) of the learners numbered the writing skill with the number four that corresponds to the less important language skill.

As the results show, the most common ability that a learner would like to manage effectively is speaking; however, it is worth mentioning that most of the teenagers' time is covered by daily activities, such as listening to music, parents' commands, performing class instructions, watching movies, music videos, TV programs, and so on.

Thereby, English classes could be involved in listening activities according to the learners' interest in order to prepare them in what they already know and then produce speech. As Asher pointed out, the oral production is the result of preparation and understanding the foreign language (Asher, 2009, p. 6-1).

2. Do you think to practice listening activities in the class could help you improve your English language level? Mark with an X

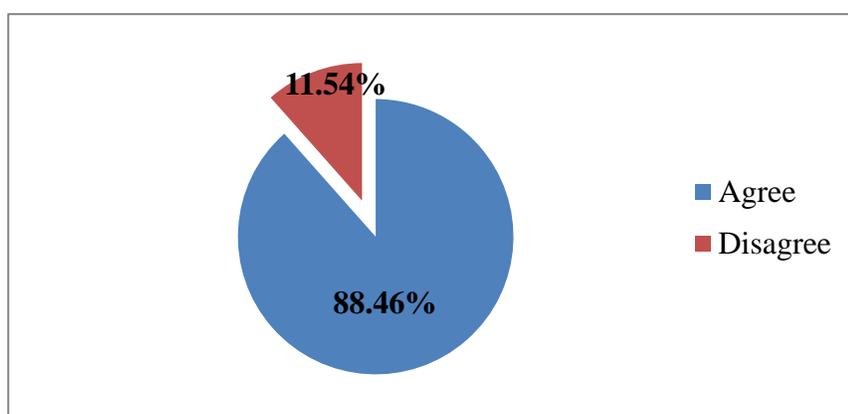


Figure 2

This question tries to analyze what learners think of listening activities. The graphic 2 illustrates that 88.46% (46) of students agreed with practicing aural activities in the classroom to improve their target language and only 11.54% (6) of them disagreed with that. In contrast with the results from the first question, in this case, the listening skill apparently begins having more significance than speaking.

3. In the class. Is it easier for you to understand a conversation in English when you know about the topic? Mark with an X.

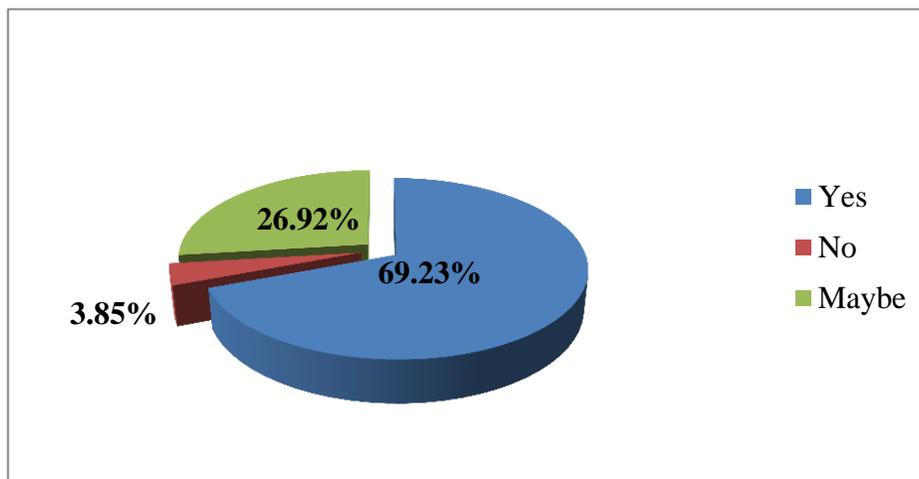


Figure 3

The figure 3 shows that 69.23% (36) of the tenth graders marked “YES.” Next, 26.92% (14) of the participants chose “MAYBE” and 3.85% (2) of them marked the option “NO.” In this way, these results evidence that teenagers need to have prior knowledge on the subject to comprehend it during the listening practice. Consequently, the level of comprehension of the students would depend on the kind of material or strategies that the teacher uses in class, which would be very important at the moment to present new information to students.

4. In the class. At the time the teacher make questions about the listening material. How do you feel when the teacher begins asking questions about it?

Mark only one option.

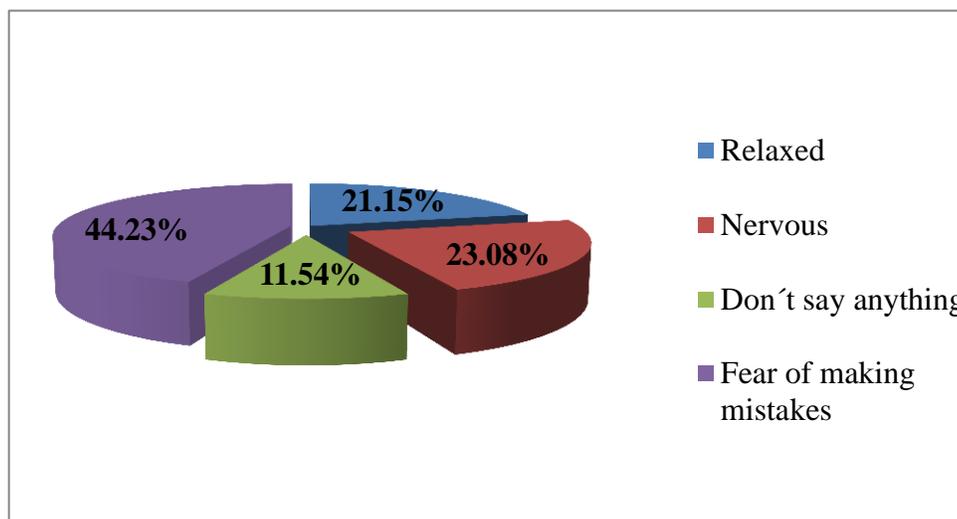


Figure 4

As it can be seen in the figure 4, there are 23 participants (44.23%) who pointed that they felt afraid of making mistakes in class, trying to reply questions. 23.08% (12) of students felt nerves when the teacher started making questions to students about the aural exercise. Furthermore, only 21.15% (11) of the students pointed they felt relaxed when they had to answer questions related to the listening material. Additionally, 6 students (11.54%) indicated that they did not say anything when they were asked by the teacher to answer questions. The researchers realized that asking teenage students about the listening materials presented in class could influence in a negative way on the behavior of the adolescents if they are not planned to make students participate orally most of the time in class. In some cases, the poor understanding of the students about the topic cause insecure

at time to answer teacher's questions, leading students in certain cases to say nothing because definitely anyone wants to reply to a question wrongly.

5. How often you have felt the next senses moods in class.

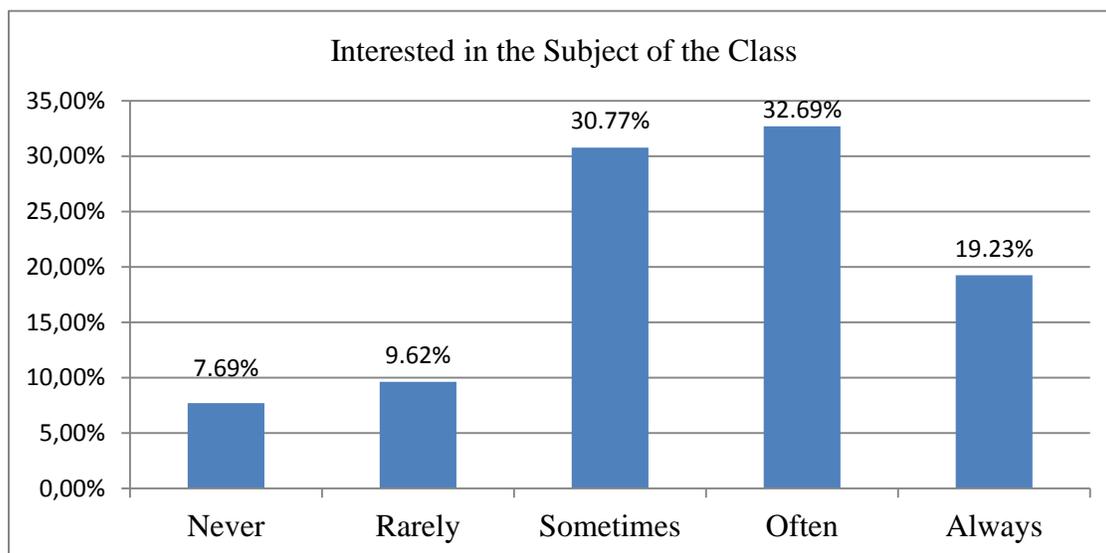


Figure 5

The figure 5 evidences that 32.69% (17) of the students have often been interested in the class topic. 16 students (30.77%) pointed they have sometimes been interested, 19.23% (10) of the students chose the option Always, the 9.62 percent (5) of the students marked the option Rarely, and 4 students (7.69%) confirmed they have never felt interest in certain class issues. In this case, the results show that some class issues are of the interest of students, affecting their attention during class.

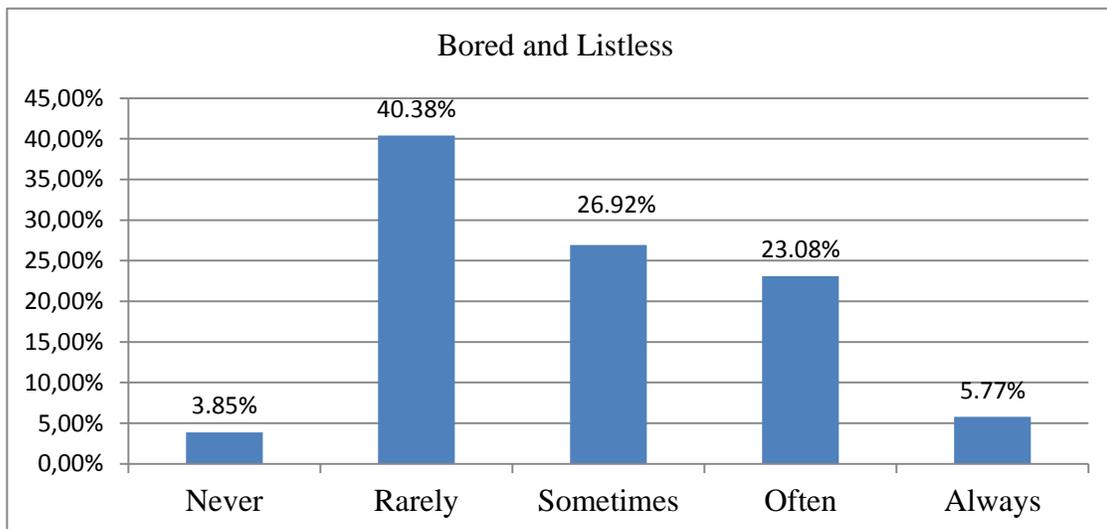


Figure 5.1

The figure 5.1 indicates that 40.38% (21) of the participants mentioned have felt bored during English classes. Next, 26.92% (14) of the students marked that they have sometimes been in that way. 23.08% (12) of them chose the option Often. 3 students (5.77%) indicated always to feel like this, and finally only 2 students (3.85%) pointed that they have never felt bored in class. According to the results, most students have felt boredom in classes, which is not associated directly with inadequate practices of the teacher in class even though the effectiveness of these practices should be reflected as well.

As stated in Mora (2006), it is necessary to understand that, in this stage, most teenage learners manifest to have lack of interest in class needing some active exercises to catch learners' attention. Therefore, these results led researchers to trust in the TPR method firmly as the accurate teaching tool to reduce the percent of boredom in the classroom.

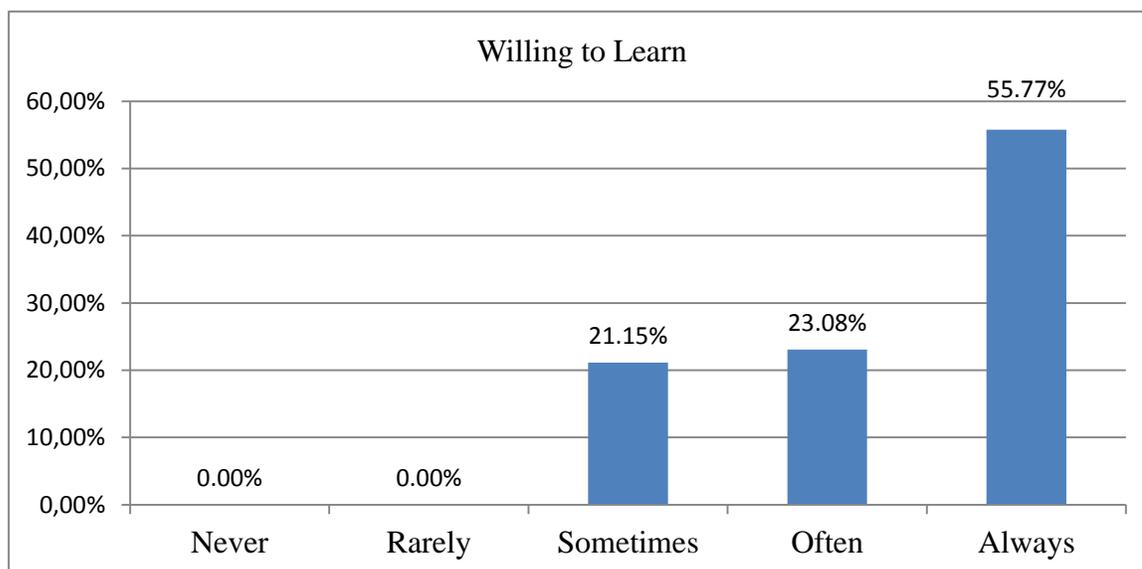


Figure 5.2

The figure 5.2 shows the next results: 55.77% (29) of the students indicated they were always disposed to learn in class. 23.08% (12) of the participants chose the option Often. 21.15 % (11) of the learners chose the option Sometimes.

It could be explained that both options “interested in the class topic” and “willing to learn” in this question were formulated by the researchers as a vague question to concentrate the learners’ opinion with critical choices only. However, in this case, the results showed that not all learners have always been eager to learn in class.

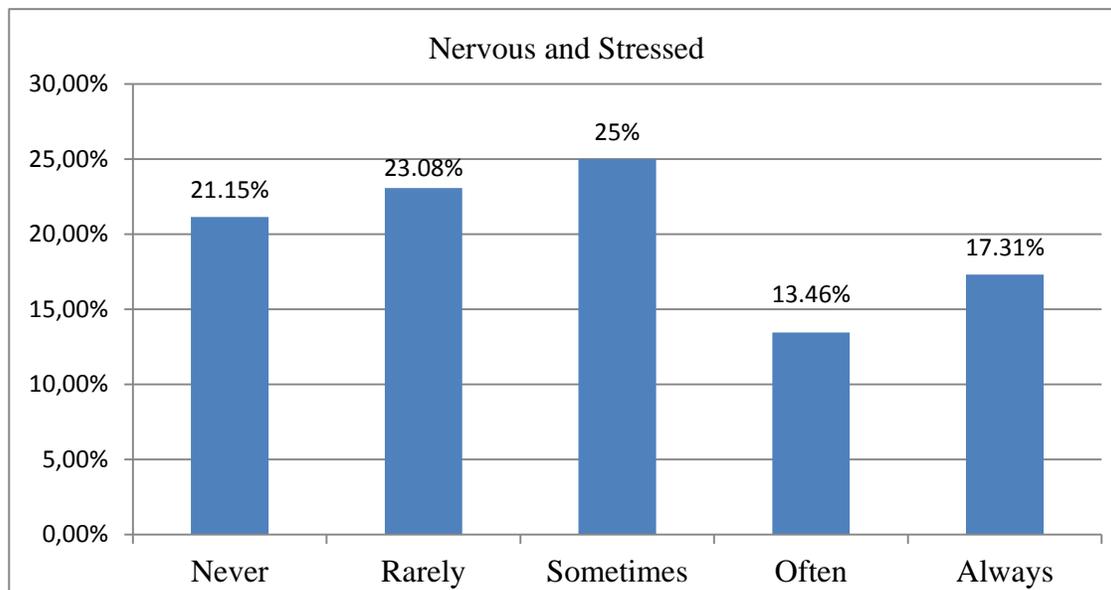


Figure 5.3

The graphic 5.3 demonstrates that 13 students (25%) have sometimes felt the nerves because of class activities, which are generally linked by the individual class participation. 23.08% (12) of the learners selected the option Rarely. 21.15% (11) of the students pointed the option Never while 9 students (17.31%) marked Always, and finally 7 learners, corresponding to 13.46%, have indicated they have often felt nerves or stress in class.

These results evidence that during English classes most students have been nervous or stressed. According to data in the figures 4 and 5.3, only 11 of 52 students surveyed, answered twice not have felt stress in class. It suggests reflecting on the kind of activities that young students are being exposed and seek the most appropriate ones to reduce their level of anxiety in class.

6. Do you think that doing activities that involved body movement (Example: acting, playing, singing, etc.) Could make English language more interesting and meaningful in the classroom? Mark with an X

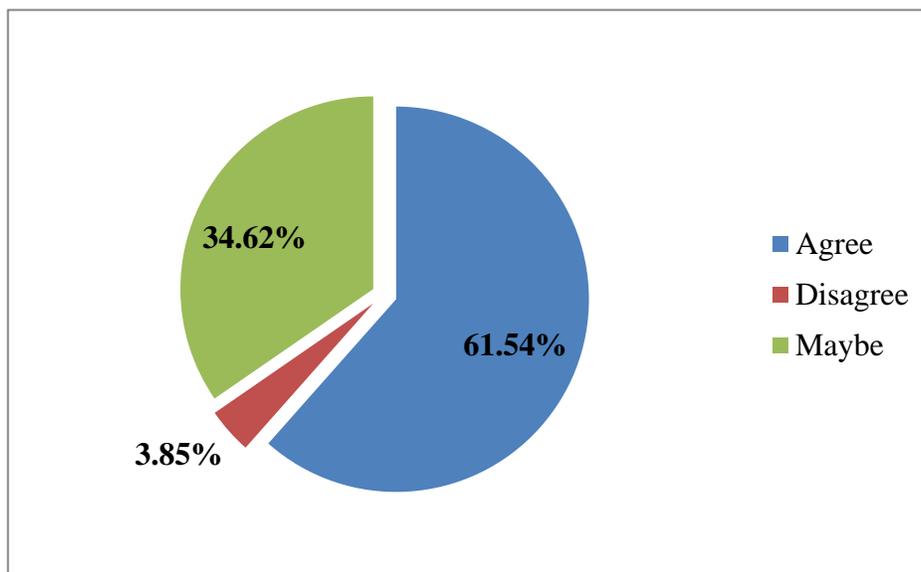


Figure 6

The graphic 6 shows that 32 students (61.54%) agreed to have class exercises involving body movements. Next, 34.62% (18) of the students marked Maybe and 3.85% (2) of the participants mentioned they disagreed.

In accordance with the results, most teenage students preferred being involved with movement exercises instead of sitting on the seats most of the class time. This conduct in these learners revealed that their learning style correspond to the kinesthetic and tactile styles, according to Reid (1987), which involve activities, such as laboratory experiments, model construction or the learning of a particular situation like cooking, suggested by Krashen (2015) who gives much value to the learning of a foreign language through TPR method.

7. In your opinion. Should the English classes involve topics related to your interest and need?

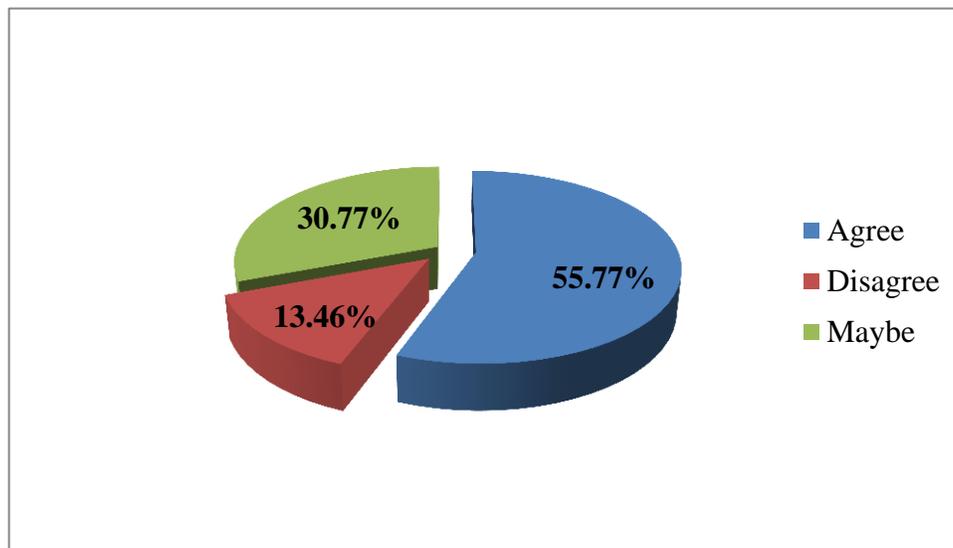


Figure 7

As it can be appreciated in the figure 7, 55.77% (29) of the students agreed with considering their interest in the curriculum design, 16 students (30.77%) pointed the option Maybe and 13.46% (7) of the students marked disagree.

It is necessary to point out most learners believe that it is positive to reflect on their interest in the class lessons. The appreciation of the students could be related to the English book content. The subjects in it may not be of the interest of the students because it is possibly designed for students with level of language proficiency, or social and cultural environment different than tenth graders surveyed.

8. What are the activities or topics you would like to study in English classes?

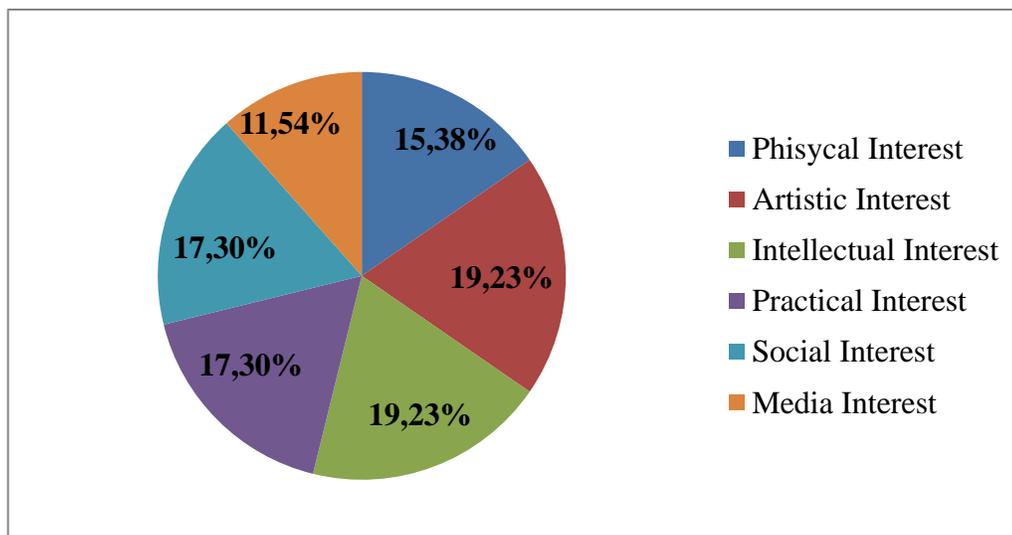


Figure 8

In this part, it is possible to know some of the hobbies that tenth graders are into; therefore, for getting data closer to the reality of them, it was necessary to analyze their answers and classify them into six categories; the results are described below.

The figure 8 shows that 15.38% (8) of the students mentioned activities or topics related to sports, such as swimming, traditional games, volleyball, classroom games, soccer, and basketball, which were classified in the group of “physical interest.” Next, 19.23% (10) of the students pointed activities associated with the “artistic interest”; for instance, karaoke, acting in plays, painting, theater show, typical dance, singing, and music.

Then, 19.23% (10) of the students were interested in themes of philosophy, daily life, North American culture, human values, and History, which were classified in the “intellectual interest” group. 17.30% (9) of the tenth graders evidenced activities of “practical interest.” For example, making crafts, learning how to play a guitar, how to swim, how to prepare cocktails, as well as develop science projects.

Additionally, 17.30% (9) of the students mentioned activities, such as work groups, personality test, youth issues, and vocabulary in English to communicate appropriately in the EE.UU or to use it in abroad travels, corresponding to “social interest.” 11.54% (6) of the students answered that their interesting topics were to know about computers, video-cameras technology in the future, and electronic devices, which were classified in the final category, “media interest.”

9. How do you think a new grammatical structure could be learned more easily?

Choose one option.

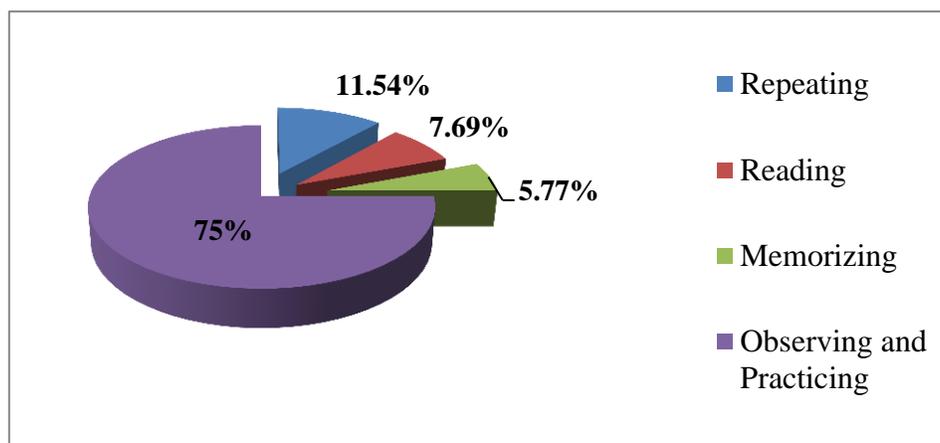


Figure 9

The figure 9 shows that 39 students (75%) believe that it is better to learn a grammar structure by observing and practicing. In terms of TPR, it invites students to learn a new language, linking this with actions or active exercises. In this way, students would increase their listening comprehension and retention of the material studied. 11.54% (6) of the teenagers concluded it was better repeating a grammatical structure, 7.69% (4) of them selected it was better reading, and three students that correspond to the 5.77% underlined, memorizing.



These results further support the positive effect of applying the TPR method with tenth grade students, considering that several class activities, such as acting, miming, playing, giving commands, building exercises, doing crafts, and so forth, are not teaching resources for toddlers only. Asher (2009) assumed that any person could learn a foreign language with TPR by expanding its usage with simple practices (Krashen, 2015) that could be implemented in the tenth grade's class.

4.2 Process and Analysis of Interviews

4.2.1 Process

Interviews were elaborated with seven questions and designed as standardized open-ended interviews referred by Cohen et al. (2007). In this way, respondents could answer the basic questions in the same order to facilitate the organization of data collection. The interview displayed information that allowed researchers to know some difficulties that most teachers must face in working with teenagers.

It also aimed at finding answers related to the following issues, such as the level of significance that listening comprehension takes place into the respondents' curriculum, the knowledge of the Total Physical Respond method, and their experience as teachers of young learners.

The teacher 1 mentioned that had been an English teacher for five years and had taught English language at different grades in the same high school where this research took place. On the other hand, the teacher 2 mentioned that had been an English teacher for about six years in another high school of the city of Cuenca, Ecuador, and had taught English to young learners especially. The questionnaire was evaluated by the respondents and then



preceded by the teachers before answering the questions; both interviews were held on different dates: May 20th, 2016 and July 2nd, 2016 respectively. The results of the interviews are presented below.

1. Which language skill (reading, writing, listening, speaking) do you think is most needed in teaching of the English language? Why?

Teacher 1: Well, about four language skills I think that all four are very important. However, if a person learns a new language, it is because he/she wants to communicate in the target language; therefore, speaking skill is most important.

Teacher 2: According to my experience as an EFL teacher, all four language skills are important in learning a foreign language due to with them, learners develop linguistic abilities. However, I think that speaking skill is most important because with it students have been able to provide tourist information to English speaking tourists, taking into account that the educational institution where I teach, it is located in a tourist zone.

2. According to your experience as an English teacher. Do you think that listening comprehension is an active or passive process?

Teacher 1: I think it is an active process because the listener's brain is working while he/she is listening to conversations or instructions; therefore, I think it is an active process.



Teacher 2: I think it is totally an active process because in the case of listening to music, learners are exposed to the language, so that they become familiar with new vocabulary and pronunciation.

3. Do you think that the listening comprehension should be practiced more in the class? Why?

Teacher 1: Yes, it should. In my opinion, this skill should be practiced more because this way, students can actually improve their pronunciation as well. Also listening skills can be applied in the spoken practice; and of course it is important.

Teacher 2: Totally agree, I think that listening ability is important in order for students can also learn by listening. Listening is even part of multiple intelligences. Therefore, English teachers should be constantly educated in knowing how to teach our students to understand listening exercises better.

4. What are the difficulties that you have identified when you teach English language to teenagers?

Teacher 1: Well, one of the main difficulties that I have had with some teenagers, it is the lack of motivation because they are not focused on the language and do not have a clear idea of the purpose of learning a foreign language; they do not consider it as a tool that can be applied in the short term. In my case, that is the main problem that I have found teaching English language to teenagers.

Teacher 2: Ok. I have realized that young learners have felt rejection and fear of the English language and these attitude toward the language come from they were



schoolers. Then, once they have gone to upper graders, they still feel this way; having teacher to motivate students using activities like drawings, games, and songs in order to encourage students to learn the language even though it means an extra work for the teacher.

5. What methods of teaching English language do you know? What method do you apply in class?

Teacher 1: Ok, about the different methods of teaching a language, there are several ones applied in class; and not only one. However, with one of the methods that I have worked in class, it is the TPR method. I have applied it to children and high school students.

Teacher 2: There are a lot of methods or strategies for teaching English language, but some that I usually apply in class are realia, role plays, songs, as well as group work, play work, crossword, puzzles, and matching.

6. What is your opinion about TRP method?

Teacher 1: This method gives good results to work with students. However, the teacher who uses TPR must have high knowledge of English language in order for this method works efficiently with students.

Teacher 2: I do not know exactly about it, but I think that this method is related to real objects to teach the language. Therefore, I can say that teaching in this way; for instance, using fruits; it is kind of interesting for young learners. It is also a way to learn by visualizing.



7. Do you think the TPR method can be an effective teaching tool to teach teenagers?

Teacher 1: Yes, in my opinion is a good strategy to be applied with teenagers, too. In my case, I have mostly applied this method with children, but I have also used it with teenagers and I have to say that I have found good results using this method with them.

Teacher 2: Teenagers feel enthusiastic every time they see original things, as well as images through devices, such as computers or projectors. However, I think that this technique mostly serves to teach vocabulary.

4.2.2 Analysis of the results

First, according to both teachers and students, speaking is considered as the most important skill in the learning-teaching of the English language. It would mean that lessons would be mainly focused on developing speech, without giving enough time and attention to the listening comprehension in English classes. Despite the teacher's opinion is that listening is important to improve the pronunciation and the learning of vocabulary in young students.

Second, students believe that knowing previously about the topic is necessary to comprehend input. In this part, prior knowledge of students needs to be increased in such a way they are able to comprehend most speech, linking sound stream with they already know.

Third, asking questions seems to be a listening exercise very used by English teachers, which allow them to identify students' comprehension. However, in the results



most young students feel nervous, as well as afraid to answer and unsecure to speak because of this practice. Even though it is necessary to identify the level of comprehension of students, it should be carried out in a certain stage of the lesson or in a dissimilar way.

Fourth, according to the data, some behaviors, such as lack of motivation, fear, boring, stress and sometimes rejection of the English language are usually evidenced in most teenage learners. These reactions in students could be caused by varying reasons, including themes or activities of slight interest to them, and lack of original materials in class.

Fifth, for young students it is easier to learn the target language if they observe and practice activities related to a topic. In this case, activities used in class have much significance. These should contain contexts according to students' interests and also should allow student to coexist using the target language in real context.

It is an important part in a class to show student elements, such as a flash card, realia, puzzles, songs, and so on. However, students should actively participate in the class as well. In that way, students would not only observe the material, but also they would practice or perform the activity; create a connection in students' mind to understand the language and remember it by long-term (Anderson, 2015).

After this analysis, there are some behaviors described that affect negatively students' interest in learning the English language and teacher's duty in the class, which could surely be overcome using TPR. Therefore, the next section proposes the TPR method as a teaching strategy that could be applied in English classes through two lessons as models.



CHAPTER V

PROPOSALS

5.1 Introduction

Teaching English language to teenage learners may not be an easy task for teachers since in some cases the topic and activities of the class would not be interesting for young learners; requiring teachers must be in a constant learning about methods or strategies that enable students to learn the target language in a meaningful way.

This section proposes the TPR method as a tool in the teaching English language for teenage students by the reason that it invites students to learn a foreign language by listening mainly, which avoids from students producing the language orally after having a period of preparation with listening activities.

Through Total Physical Response, anyone is able to learn a foreign language by practicing the listening activities firstly to then produce target language orally. Even though this method, or “tool” as Asher (2009) emphasizes, appeared more than forty years ago; its principle currently persists (Krashen, 2015), which consists in learning a foreign language as the way the mother tongue was learned by a child.

5.2 Justification

According to the previous experiences evidenced by the researchers of this study, most learners often remember certain information by connecting experiences that they have lived during the learning of this new information. Therefore, it is necessary to create an



appropriate environment that leads students to experience the language through their own participation in class.

TPR model allows learners to study the target language with practical experiences by linking commands and physical actions as the same way how children have learned their mother tongue. From this basic conception, activities can be designed to expose students to meaningful activities that help them learn a foreign language by doing, which would stimulate that the incoming information in young learners' mind remains longer.

5.3 TPR Lessons

The next lessons attempt to create a meaningful environment for young learners using TPR features. Each lesson suggests teacher how to lead a class with TPR, involving the active participation of teacher and students into a TV show context. These lessons also encourage students to participate in class by performing actions according to contexts known for them, giving them a time of preparation after they produce oral activities.

5.4 Description of Lesson 1

This lesson is titled *Crazy Fans TV Show*. It aims at teaching students to identify and apply the use of present progressive, which is reinforced by students' performance in a context of the TV show; inviting students to act as report, fans or celebrities.

5.5 Description of Lesson 2

It is titled *Daily Sports News*. It intends to explain the use of simple present through the context of a soccer game that is performed by students. In this lesson, students are invited to perform actions either as sport commentator, referee, or soccer players.



5.6 Development of the Lesson 1

Topic: Crazy Fans TV Show

Time: 135 min

Level: A2

Students: 27

Objectives:

- To review and practice verbs in context
- To listen to a short text in the *present progressive tense*
- To perform actions by listening commands

Warm-up

Game: Introducing your partners

- For this classroom activity is required wide-free space and one soft small ball.
- Teacher asks students to stand up and make a circle.
- The teacher stands in the middle of two students and introduces them to the rest of the class. The teacher starts:

Teacher:

Good morning (class replies, good morning)

My name is Miguel. I'm thirty-two years old and I want to introduce you to two friends. This is Lorena and this is Marco.

Class:



Nice to meet you, Lorena

Nice to meet you, Marco.

- Teacher throws carefully the ball to any student.
- After a student has caught it, the student introduces the partners to the rest of people as teacher performed before.
- Then, the last participant tosses the ball to another partner who will go on with the game.
- It is recommended to form two groups to allow all students to participate in this activity.

Presentation:

- Teacher presents the vocabulary of this lesson to the class by miming, showing pictures, posters, real elements, or gifts.
- Teacher writes a verb on the board, emphasizing on its pronunciation
- Teacher performs the verb and writes it in a sentence; using the present progressive.

Vocabulary:		
<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
reporter	wait for	great
fan	make	amazing
appointment	see	
idol	show off	

For instance,

Clap (Teacher starts clapping

in front of the class)

I am clapping.

(Teacher shows a fans' picture or, gift clapping)

Fans are clapping.

Come in (Teacher gives a real or handcrafted microphone to one student and then he/she goes out of the classroom



and then comes in again)

The reporter **is coming** into the classroom.

Whistle

(Teacher starts whistling)

I am whistling.

(Teacher asks two students to whistle)

Marco and David **are whistling**, etc.

- Teacher can explain the negative form of opposing actions by performing those whilst writing the sentences on the board. Also, teacher guides students to respond to the questions appropriately. For instance,

Teacher asks two volunteers for clapping in front of the class.

Teacher: *Are they walking?*

Students: *No, they are not.*

Teacher: *You are right! They **are not** walking. Then, what are they doing?*

Students: *They are clapping.*

Teacher asks again: *Are they clapping?*

Students: *Yes, they are*

Practice:

- Teacher gives out the incomplete text of “Crazy Fans TV Show” to each student (see section 2).
- Teacher requests students to work in pairs for the next activity.



- Teacher reads the text clearly. Teacher performs the actions that Juan is reporting about the arrival of two reggae singers at high school, paying enough attention on pronunciation.
- Students complete the text by listening to the teacher.
- Teacher repeats the activity if it is necessary.
- Teacher and students check the answers.

Production:

- Teacher encourages each group to create an environment according to “Crazy Fans TV Show” (section 1). Students can get real elements or elaborate them for their performance.
- Teacher guides each group during their preparation.
- Teacher explains to each group that needs to choose the characters: the reporter who describes the events, and fans and singers who listen to and perform what the reporter is saying.
- Teacher performs the actions of the text (see in section 1) with one group as a model. For instance,

Teacher acts as a reporter:

Hi, dear viewers. This morning is very special for us and for all reggae lovers of this high school. Many of them are already waiting for the arrival of the reggae singers.



After reading this passage, teacher mimes this action by watching to the clock every moment as a sign he is waiting for the arrival of the singers. Then, teacher selects the fans of a group who have to perform the same action for the rest of the class after listening to the teacher. Then, teacher allows the group to act on their own.

- Once groups are ready. Teacher could become an anchorman who introduces the reporter of each group. For instance,

Teacher (anchorman)

Good morning and welcome to everybody to Youth in Action TV Show. This morning, Roberto, one of our reporters, has amazing news. So, Roberto, please. Could you tell us what is happening around school?

- Each group presents its performance.
- Teacher evaluates the student's participation in each group.
- Teacher congratulates and claps the groups' performance.

Class Activity:

- Discuss about crazy things that fans usually do for their idols.



Section 1: Text

Crazy Fans TV Show

Introduction:

Juan is the reporter of Crazy fans TV show. He is describing what is happening during the arrival of Pam and Sam (reggae singers) to the high school. In the classroom Fans and singers have to perform actions that Juan is describing.

Juan (reporter)

Hi, dear viewers. This morning is very special for us and for all reggae lovers of this high school. Many of them are already waiting for the arrival of the reggae singers.

As you all can see behind me, fans are preparing some details to welcome those two great musicians. Ok, let's see what fans are making to surprise them.

I'm seeing that some guys are decorating a big banner and writing their idols' names with a legend that says: *you will be eternally loved. Don't forget us.* Also, there are two guys who are showing off their tattoos of Pam and Sam all over their bodies. Well, undoubtedly they are really crazy about Pam and Sam. They are true fans.

(Pam and Sam are coming into the high school)

Juan (reporter)

It is really exciting to look at how the fans welcome to these great singers.



Fans are whistling, clapping and raising their hands.

Hey! Look at my right. There are some girls who are screaming and waving their banners all over the place.

Now, Pam and Sam stop and are saying hello their fans.

They are signing autographs on fans' T-shirts.

Now, fans are taking photos with Sam and Pam.

Well, as you are viewing the images, we are experiencing many emotions of happiness with the arrival of Sam and Pam.

That is all for now, but I will keep you informed about everything is happening during this amazing event. See you then.



Section 2

Listen and complete the text using the vocabulary of the box.

Vocabulary:

reporter	wait for	great
fan/follower	make	amazing
appointment	see	
idol	show off	

Crazy Fans TV Show

Juan (reporter)

Hi, dear viewers. This morning is very special for us and for all reggae lovers of this high school. Many of them _____ already _____ the arrival of the reggae singers. As you all can see behind me, fans _____ some details to welcome those two great musicians. Ok, let's see what fans _____ to surprise them.

I _____ that some guys _____ a big banner and writing their idols' names with a legend that says: *you will be eternally loved. Don't forget us.* Also, there are two guys who _____ their tattoos of Pam and Sam all over their bodies. Well, undoubtedly they are really crazy about Pam and Sam. They are true _____.

(Pam and Sam _____ the high school)

Juan (reporter)

It ___ really _____ to look at how the fans welcome to these great singers.

Fans are _____, _____ and _____ their hands.



Hey! Look at my right. There are some girls who _____and _____ their banners all over the place.

Now, Pam and Sam stop and _____hello their fans.

They _____ autographs on fans' T-shirts.

Now, fans _____with Sam and Pam.

Well, as you _____the images, we _____ many emotions of happiness with the arrival of Sam and Pam.

That is all for now, but I will keep you informed about everything _____ during this amazing event. See you then.



5.7 Development of lesson 2

Topic:

Daily Sports News

Time: 45 min

Level: A2

Students: 27

Objectives:

- To identify the soccer vocabulary
- To use the soccer vocabulary
- To apply the soccer vocabulary

Warm-up:

- Teacher asks the students to act as they are tired or bored
- Teacher asks them to stand up and move their body
- Teacher has a song in her cellphone and play it to the students
- Students listen to the song and did what the song says.
- Students sing the song and perform the commands.

Vocabulary:

- Teacher presents the new vocabulary
- She says the word
- Students repeat the word
- Teacher indicates pictures to explain the vocabulary



- Students identify the vocabulary

Vocabulary:		
score a goal/shoot	goal scorer	referee
draw/tie	goalkeeper	whistle
yellow / red card	soccer field	kick
corner kick	foul	header
pass	forward	sport commentator
players	substitute	defender
shoot off	injured/hurt	supporters
ball	the bench	

Presentation

- Teacher draws a soccer field, a ball, and some players on the board and writes the name of each drawing.
- Teacher shows twelve pictures and tapes the picture on the correct place according to the drawing.
- Teacher explains the action that each soccer character can perform and writes the verb that they can do on the board.

Practice

- Teacher divides the class into groups of 13 students.
- Teacher gives students a 13 sheet of paper with a word (example goalkeeper), so the students practice the verb that they can do according to the character (catch the ball, do a header) and a student has to read a short text with a command for the performers, he is the sport commentator.
- Next each group has to pass in front, and then the sport commentator presents the team and all the characters.



- Then sport commentator begins to read the text that has to be performed by each student.

Sport Commentator:

Goalkeeper:

Referee: Emily is the referee

Supporters (3):

Forward: Nicolas is the forward

Players/ teammates (2)

Substitute:

Defenders (2)

Goal scorer:

- Each group has a name, for instance, *Portugal team* and a commentator
- The sport commentator reads a sentence (see Soccer Game) and each character performs what commentator narrates.

Text: Soccer Game

The commentator narrates:

The referee whistles

The forward has the ball and passes to Anthony

Anthony scores a goal. Goooooooooooooal! He is the goal scorer of the Portugal

Now, Felipe has the ball and passes to his teammate, Gustavo.

Gustavo kicks the ball

But the goalkeeper catches the ball and shoots it off.

The referee signals a corner kick.

Felipe takes the corner kick.



Nicolas appears and he does a header.

Anthony has the ball, but the defender hurts Anthony.

The defender is given a yellow card

Anthony is injured by a foul. And he is carried to take a rest.

The sun starts to warm on the bench.

The game continues

So the other defender kicks the ball and scores a goal

The defender scores a goal. This is a draw.

The game finishes. And all the supporters stand up and whistle.

Production

- Teacher chooses nine students
- Students take a word and perform some movements to the rest of the class
- The rest of the class has to guess which character he/she is.
- Students have to raise their hand and say to the class.
- Students have to guess the character according to the movements.
- Students recognize the vocabulary and speak to the class

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

- The listening comprehension involves a complex cognitive process that takes a significant place in the English language curriculum.



- Although the listening ability seems to be a passive process, it includes mental work to comprehend input through the recognition of phonemes, rhythms, words, and so forth.
- Teaching English language has been evidenced to be problematic during the teenage stage due to physical and psychological changes that adolescents experience through this phase affecting their academic performance.
- The Total Physical Response method proposes a positive less-stressed environment at any age in order to increase the learners' self-confidence and reducing the level of stress and lack of motivation in class.
- To design lessons with TPR could require too much time and materials; however, it could be used as an extra-technique in class and avoid monotonous classes.

6.2 Recommendations

- Non-native teachers should expand their knowledge and practice regarding English phonology; for instance, the consonantal feature, voicing and place of articulation (Anderson, 2015, pp. 43-45)
- It is suggested that teenage learners are exposed to original speech most of the time class engaging activities that connect actions and commands.
- The Total Physical Response method should take place in English lessons as a tool to motivate teenagers in class, to help them retain information, and to enhance their listening comprehension ability.
- Teenagers in this study showed to be interested in different activities which could be part of English lessons by applying TPR.



- The lessons presented in the proposal section could be performed in school projects in order for students are able to prepare or elaborate materials in a timely manner.

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Appendix 1:

INTERVIEW

The next interview aims at knowing teacher's opinions TPR method and its importance in developing listening skills. Data will only be used by the authors in their final-degree project, in any way your information will be published. Please, any question you have, contact to:

jauca.sa@hotmail.com or march_op@hotmail.es

1. Which language skill (reading, writing, listening, speaking) do you think is most needed in learning of the English language? Why?
2. According to your experience as an English teacher. Do you think that listening comprehension is an active or passive process?
3. Do you think that the listening comprehension should be practiced more in the class? Why?
4. What are the difficulties that you have identified when you teach English language to teenagers?
5. What methods of teaching English language do you know? What method do you apply in class?
6. What is your opinion about TRP method?
7. Do you think the TPR method can be an effective teaching tool to teach teenagers?

THANKS FOR YOUR COOPERATION



Appendix 2:

SURVEY

The next survey aims at identifying the necessities in listening comprehension of Tenth Graders of Basic Education, and also to know their learning preferences at the moment to learn English as a foreign language. Data will only be used by the authors in their final-degree project; in any way your information will be published. Please, any question you have, contact to:

jauca.sa@hotmail.com or march_op@hotmail.es

Full Name: _____ **Date:** _____

Age: _____ **Gender:** M ___ F ___

1. Which language skills should have more importance in the English language learning? Please, number from 1 to 4. To consider the number 1 as the most important.

Reading _____ Listening _____ Writing _____ Speaking _____

2. Do you think to practice listening activities in the class could help you improve your English language level? Mark with an X

- Agree ___
- Disagree ___

3. In the class. Is it easier for you to understand a conversation in English when you know the topic? Mark with an X.

- Yes ___
- No ___
- Maybe ___

4. In the class. At the time the teacher make questions about the listening material. How do you feel when the teacher begins asking questions about it? Mark only one option.



Relaxed___ Nervous___ Don't say anything___ Fear of making mistakes ___
Another _____.

5. How often you have felt the next senses moods in class.

	Never	Rarely	Sometimes	Often	Always
Interested in the subject of the class					
Bored and Listless					
Willing to learn					
Nervous and Stressed					

6. Do you think that doing activities that involved body movement (Example: acting, playing, singing, etc.) Could make English language more interesting and meaningful in the classroom? Mark with an X

- Agree___
- Maybe _____
- Disagree___

7. In your opinion. Should the English classes involve topics related to your interest and need?

- Agree___
- Disagree___

8. What are the activities or topics you would like to study in English classes?

1. _____
2. _____
3. _____
4. _____

9. How do you think a new grammatical structure could be learnt more easily?

Choose one option.

Repeating__ Reading __ Memorizing __ Observing and practicing __



THANKS FOR YOUR COOPERATION

APPENDIX 3:

Authorization of the Latinoamericano High School's Principal



UNIVERSIDAD
DE CUENCA

Nº 006045

CUARENTA
CENTAVOS

Cuenca, 29 de Abril de 2016

Licenciada

Lorena Guerrero

RECTORA DE LA UNIDAD EDUCATIVA LATINOAMERICANO

Su despacho

De nuestras consideraciones:

Reciba un cordial saludo y al mismo tiempo permítanos darle a conocer la siguiente petición. Debido a la importancia de mejorar continuamente la enseñanza del idioma Inglés; solicitamos su autorización para la aplicación de una encuesta dirigida a los estudiantes de Décimo de Educación Básica de su prestigiosa institución. Esto con el objetivo de conocer algunas de las preferencias que los estudiantes tienen al momento de aprender el idioma inglés.

La información recolectada será de vital importancia para la culminación del proyecto de tesis que se titula: *The Use of the Total Physical Response Method as an EFL Teaching Tool to Improve Listening Comprehension Skill of Tenth Graders*. La misma que ira dirigida en beneficio de la institución y en el trabajo diario del docente.

Finalmente, es necesario indicar que el tiempo que tomará responder la encuesta será de 15 minutos.

De manera anticipada, agradecemos por su valiosa colaboración.

Atentamente,

Johnny Aucapiña

Marcia Orellana

