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ABSTRACT

The main goal of the present research Project was to analyze the effectiveness of Total Physical Response Storytelling (TPRS) as a methodology for teaching English as a foreign language to Pre-school children. After investigating the different language teaching approaches and the developmental features of children within the ages of 3 and 5, as well as the motivations to begin English teaching at an early age, the method was applied to a group of 13 children from Pre-school level, in 18 sessions over a period of three months. The method focused on developing children's oral skills through Total Physical Response (TPR) activities, Storytelling and other child-appropriate tasks, such as songs, chants, games, arts and crafts. The study focused on investigating the effectiveness of TPRS for oral skills acquisition and vocabulary development in English as a foreign language by providing sufficient comprehensible input through interesting and engaging activities. It is based on the idea that language is acquired in a natural way when the student understands the information and is interested in it. The results during the 18 sessions and in the final evaluation revealed the positive effects of TPRS, which is why this approach can be considered as an alternative tool to teach English as a foreign language, especially to young learners due to its dynamic and appealing activities.

KEY WORDS: Effectiveness, Total Physical Storytelling, teaching, children, songs, chants, games, arts, crafts.



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Total Physical Response (TPR) Storytelling as a strategy for teaching English as a Foreign Language to Pre-School Children (ages 4 to 5)

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Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Maestría en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

Diana Lee Rodas Reinbach

Cuenca, 30 de junio de 2011.



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CHAPTER 1 INTRODUCTION

1.1 Background

Learning English as a foreign language has become essential in order to stay ahead in this globalized world. More and more people feel the necessity to learn English in order to succeed in a world which is becoming competitive; English is developing into an indispensable tool for anyone who wants to have a role in the global economy. Moreover, we have entered an era in which almost every field requires some knowledge of this language, given its increasing role as an international means of communication.

For these reasons, teaching English as a foreign language is gaining popularity and it is beginning earlier every time. Psychologists and linguists (Penfield, Roberts, and Lenneberg, among others) have been trying to prove that the sooner you study a second language, the better it is (Ortega, 12). According to Lightbrown and Spada, in the pre-school years children develop their ability for language, and also develop metalinguistic awareness, which can be defined as the aptitude to reflect on the use of language and understand that language has a structure that can be manipulated (Lightbrown and Spada, 8). Other reasons for proposing teaching English to young learners are related to the intellectual improvements and cultural gains since, the experience of coming in contact with two languages gives a child greater mental flexibility and a broader view of the world (Freudenstein, 18-19). Moreover, some theories, such as the Critical Period Hypothesis (CPH), state that it is easier to learn a second language at an early stage and that it will become part of the natural speech of a person if it is acquired during the first years of life (Ortega, 13).

When teaching English to young learners, the choice of materials is important, as well as the methods and teaching strategies, which must be based



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on the children's age and developmental stage. For this reason, one proposed strategy is storytelling, since it makes learning interesting and meaningful for children as they are connected with things familiar to them. Additionally, there is another methodology that has been gaining strength in the past few years and is being currently used in English classes; it is known as *Total Physical Response* (TPR), which is a series of techniques developed by Dr James Asher linking language to physical movements. This methodology suggests that we learn a language most successfully when we associate it with physical movements. Furthermore, the concepts behind TPR are connected with our "natural body language" and the idea of a kinesthetic memory (Asher, 25), which is a natural part of the developmental stage of children in the pre-school level.

Connecting TPR and storytelling together has helped develop a new approach known as TPR Storytelling which is evolving and spreading in the United States, and has proven to be very effective. This methodology provides students with consistent and repetitive comprehensible input, making use of class time effectively and eliciting expressions at the learner's acquisition level. Therefore, using TPR Storytelling as a strategy for teaching English as a foreign language to young learners should be considered as an alternative approach to teach fluency in the classroom.

1.2 Justification

In Cuenca's educational system, teaching English as a foreign language has become an important part of the curriculum. More and more schools incorporate English as a subject in their study programs, including elementary schools, and even pre-schools, and start to teach this language at a very early age. In my practice as a pre-school English teacher for over 17 years, I have experienced that the instruction to children at this early age is normally based on the repetition of words, and not on listening and speaking a coherent language that would lead the children to produce it in daily situations. Therefore, it is my intention to try out TPR



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Storytelling with young learners, since this would be a completely innovative approach that hasn't been used before. The contribution of this research is not only to test the effectiveness of this methodology, but also to help understand our role as teachers, collaborating in the learning process. Therefore, it is important to create awareness in pre-school English teachers to seek for different and more effective approaches that will help young learners acquire a foreign language proficiently, filling an important gap that could help improve the quality of English teaching. Hence, the use of an appropriate methodology can make a difference and if we start at a very early age we will be able to set the foundation for the acquisition of a foreign language.

Throughout this Thesis, the importance of language learning in early childhood will be analyzed, as well as the main psychological features of young children, specifically those within the pre-K level. Also, a brief overview of the diverse approaches to language teaching is considered necessary in order to understand its different phases through time, emphasizing in TPR (Total Physical Response) and the Natural Approach which are one of the most recent researches and theories in second and foreign language acquisition, and they are also the basis for TPR Storytelling. A broader description of TPRS (Total Physical Response Storytelling), which is the methodology under study, is offered. Finally, the application of this methodology, carried out in Santana private School of the city of Cuenca is presented, followed by the results, the analysis and the consequent conclusions and recommendations.

This research is presented in the hopes of introducing an innovative methodology as an alternative to teach English as a foreign language in the Pre-schools of Cuenca. The main purpose is to improve language teaching and learning, helping students to accomplish fluency and accuracy in the target language.



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CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Language Learning in Early Childhood

Language acquisition is one of the most fascinating aspects for linguists, psychologists and educators (Lightbrown and Spada, 1). Age of acquisition is also an important issue that has been discussed for many years. How a child acquires a language and what is the best time for this acquisition to take place has constantly been an arguing point among the scientific community.

Critical Period Hypothesis (CPH), for example, states that it is easier to learn a second language at an early stage and that it will become part of the natural speech of a person if it is acquired during the first years of life. In *Biological Foundations of Language*, published in 1967, Lenneberg placed emphasis on the relationship between age and language acquisition. His theory is based on a biological and neurological basis, and states that there is a critical period for language learning. According to this hypothesis, after this critical period, which ends around age 12, a complete mastery of a second language is no longer possible. Lenneberg gives importance to the relationship between language acquisition and the progressive specialization of the cerebral hemispheres from birth to puberty. During this period, the dominant hemisphere becomes more and more specialized in language. This specialization and the loss of cerebral plasticity as the years go by are responsible for the idea that after puberty “languages have to be taught and learned through conscious and labored effort” (Lenneberg, 1967). This theory applies to both the acquisition of a first and second language.

Lightbrown and Spada mention that the evidence to sustain this theory is the documentation of children who have been deprived of contact with language in infancy or early childhood. Such is the case of a boy known as Victor, who in 1799, was found living in the wild in the woods of France. He had not had any



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contact with humans and could not speak. In spite of the efforts to teach him language, there was little progress and in the end he spoke only two words (Lightbrown and Spada, 17).

Another case they mention is that of Genie, thirteen years old, who was discovered in California in 1993. She had been tied to a chair for over eleven years and had never been spoken to. After a period of rehabilitation and five years of exposure to language, there was little progress in this area and there was a gap between comprehension and production (Lightbrown and Spada, 18). Unfortunately, the evidence to support the CPH is based on sad and tragic events and it has been questioned since other factors aside from the biological maturity, such as psychological and emotional causes, have contributed to the failure to learn language. Nevertheless, further evidence from late first language acquisition in the deaf population have also contributed to this theory, since these children show signs of incomplete acquisition of the language.

It is difficult to find a consensus regarding the CPH but, as Lourdes Ortega states “for L2 acquisition, as well, it seems plausible posit that there are sensitive periods for a number of language areas” (Ortega, 14). She adds:

The accumulated findings suggest that, by and large, learners who begin acquiring the L2 before a certain age, which these studies locate to be around puberty, will end to exhibit intuitions that are very close to those of native speakers of that language (Ortega, 19).

Professor Stephen Krashen also supports this idea and says that over the long run those who have acquired a second language as children have a higher competence than those who acquired it when they are older. (Krashen & Terrell, 45)



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An additional aspect to consider for early foreign language learning (EFL) is that nowadays there is a tendency to promote EFL in many countries of the world, especially European countries, since there is a general belief that children will benefit from learning more than one language and will be better prepared to interact in an integrated world. All around the globe there is an inclination to start teaching English as a foreign language at a very early age.

These thoughts have contributed to the idea of using TPRS as a new and different strategy to teach English as a foreign language, in the hopes of obtaining positive and encouraging results that will introduce the use of this methodology as a good alternative to improve the teaching of EFL in the schools of the city.

However, teaching a foreign language to young children needs to be done in a supportive, motivating, and friendly environment, considering their age and developmental stage. This experience should provide children the opportunities for developing language through activities that promote a pleasant learning experience which encourages oral communication and interactions, and leads children into using language in meaningful situations.

Development in teaching is closely tied to psychology and as a result, educational psychology has played an important role in formal instruction. It involves understanding how students learn, their individual differences and behaviors, as well as how culture and social factors affect learning. Educational psychology studies learning and teaching, and applies different methods and theories in the hopes to improve educational practice.

To make teaching effective, it is important to understand students in their thoughts, attitudes, actions, wants, and needs; therefore, it is necessary to take a brief look at the thoughts of Jean Piaget.



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According to Anita Woolfolk, Piaget's theory highlights what students learn and when they are ready to learn, as well as the significant role of teachers and parents in the cognitive development of children (Woolfolk, 21).

It is obvious that a child's thinking is different from an adult's thinking. What is simple for the later may not be so easy for the first. According to Piaget, our thinking process develops and changes gradually. He divides this process into four different stages: sensorimotor, preoperational, concrete operational, and formal operational. These stages happen in this exact order and are related to specific ages, although there is a certain flexibility regarding this aspect, since each individual is unique and can take longer to go from one stage to another. So they should only be taken as guidelines and not as exact timelines for all children. Table 1 illustrates Piaget's Stages of Cognitive Development.

Table 1 Piaget's developmental stages		
STAGE	APROXIMATE AGE	CHARACTERISTICS
Sensorimotor	0-2 years	Begins to make use of imitation, memory and thought. Begins to recognize that objects do not cease to exist when they are hidden.
Preoperational	2-7 years	Gradually develops use of language and ability to think in symbolic form. Able to think operations through logically in one direction. Has difficulty seeing another person's point of view.
Concrete Operational	7-11 years	Able to solve concrete (hands-on) problems in logical fashion. Understands laws of conservation and is able to classify and seriate. Understands reversibility.
Formal Operational	11-adult	Able to solve abstract problems in logical fashion. Becomes more scientific in thinking. Develops concerns about social issues, identity.

Source: Piaget's Developmental Theory cited by Anita Woolfolk (Woolfolk, 30)



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The first period is known as the Sensorimotor stage, because the infant's thinking involves seeing, touching, hearing, tasting, moving. It is during this period that the child develops object permanence, which is the mental ability to understand that an object still exists even if it is not in sight. This period is also the beginning of logical, goal-directed actions, which is the capacity to perform a series of actions that will eventually lead the child to achieve his goal. For example, to take a toy out of a container, a child has to follow several steps. At the end of this stage the child will be able to reverse this action, and as Anita Woolfolk says in her book:

Learning to reverse actions is a basic accomplishment of the sensorimotor stage; however, learning to reverse thinking – that is, learning to imagine the reverse of a sequence of actions – takes much longer. (Woolfolk, 30)

It is during this stage that a child recognizes names, imitates familiar sounds, and understands simple instructions and the meaning of “no”, and his first words are an imitation of the sounds he hears. Also, by the end of the second year their vocabulary expands and they begin to use two word sentences. Children like to hear nursery rhymes, chants, and songs repeatedly until they become familiar to them.

The second period is the Preoperational stage (2-7 years), and it is the phase of most concern for this research. During this stage the child develops his first type of thinking that is separate from action. They begin understanding and using symbols such as words, gestures and images. It is during this stage that an important development of language and enlargement of vocabulary occurs. Nevertheless, the ability to use symbolic thinking is limited. They still need many concrete and visual aids, and the teacher should acknowledge this in order to help students achieve goals. When giving instructions, the educator needs to use actions as well as words and give children a variety of hands-on (concrete)



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activities with the purpose of building a foundation for concept learning and language. Another important aspect is the role of “play”. Preschool children love to play and pretend by using symbols and language to interact with others. They begin playing simple games, and they follow simple rules. Play and language are tightly related. Children use verbal expressions to give organization to the game and take pleasure in narrating their actions. In this period, they also enjoy drawing and scribbling.

As for language, the important point is that children develop language as they build on other cognitive abilities and try to make sense of what they hear. Woolfolk states some relevant points in language development during the first years. Between the ages of 3 and 5 infants enjoy listening to the same story repeatedly, can tell a story, identify colors, shapes, and ask questions like where? why? and who?, memorize nursery rhymes, etc. Good teaching strategies to encourage language development include, among other things: Describing what the child is doing, feeling and hearing; listening to tapes, helping children follow simple instructions by playing games, repeating new words over and over, helping children to tell stories by using books and pictures, and asking questions to get the child to think and talk (Woolfolk, 53).

The next period is the concrete operational stage (7-11 years). The main characteristic of this stage is that children recognize that elements can change and be transformed and still conserve some of the original features, they understand that these changes are reversible, and learn to classify and seriate objects. Children begin to use a logical system of thinking, though it is still tied to the physical world.

The final period is the formal operations stage (11 to adult), which involves abstract thinking. This is the beginning of hypothetical and deductive reasoning which is the ability to consider abstract possibilities, to consider alternatives, identify possible combinations, and analyze consequences.



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2.2 Different Approaches to Language Teaching

The need to learn a second language has been part of human history since through time man has been confronted with the constant requirement to communicate with members of other cultures. Throughout the years there have been diverse approaches to the teaching of a second or foreign languages based on the different language theories. Some have been more successful than others.

There are different methods that have been used by English teachers through time in an attempt to successfully teach foreign languages. Among the various approaches that have been tried out in our country are:

2.2.1 Grammar-Translation Method

One of the methods that have been used by teachers for many years is known as the Classical Method or the Grammar-Translation method. The purpose of this method was to help students learn another language through conjugations, the memorizing of grammar rules, and sentence constructions. There is hardly any oral work while there is a vast amount of written exercises. This method became very popular in the 1700's and continues to be widely used in the present days (Larsen & Freedman, 14).

Nevertheless, since the Grammar-Translation method is based on memorizing rules and does not allow students to produce or use the target language, it is not effective for communication purposes. It becomes monotonous and boring, which results in unmotivated students who consequently are not interested in learning.



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2.2.2 Direct Method

As a reaction to the grammar based method the use of the Direct Method appears. This approach is based on the more traditional way of learning a language where no translation is allowed. The goal is to learn a foreign language to communicate with others (Larsen & Freedman, 23). This way the target language is presented directly through demonstrations or the use of visual aids, with no use of the student's native language. Grammar is studied inductively since rules are discovered through problem solving rather than by direct exposure and memorization. This approach leaves no room for individual differences, since the students receive the information in the target language and repeat what they listen. Reading and dictation are also part of this method, and there is a lot of emphasis in the phonological part of the language.

The results of using this method were not completely satisfactory since learners were not capable of communicating in the target language. The reason for this was that students were never exposed to real communication situations.

2.2.3 Audio-Lingual Method

In response to this problem the Audio-Lingual method emerges. Like the Direct Method it is an oral-based approach with the difference being that it uses grammatical sentences in pattern drills presented in the form of dialogues. This method does not allow the use of any type of printed materials based on the principle that children learn language without reference to written material, they learn to listen and speak before reading and writing. Audio-lingual practices were based on behavioral psychology. It states that the best way to learn sentence patterns in the target language was through conditioning and reinforcement which helped to form habits in the use of the new language.



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This method has been strongly criticized for several reasons. One of the most important objections to this methodology is that the language practices became extremely boring for students and teachers as well. Another problem audio-lingualism faced was that it took longer to teach the target language since students did not have access to written material and became easily frustrated. The most important criticism to the Audio-lingual approach came from cognitive psychologists such as Chomsky (Larsen & Freedman, 53). Language cannot be considered as the product of a habit formation but as a result of a cognitive and thinking process. This was the beginning of the cognitive movement that was based on the comprehension of language forms and conscious learning, although it did use similar exercises from the grammar translation and audio-lingual methods. Still, the student's performance did not show significant improvement in the communication skills.

2.2.4 Communicative Approaches

Communicative approaches and methodologies emerge as a response to this lack of ability to communicate. Dr. Stephen Krashen says that they are based on the premise that "to acquire the ability to communicate in another language, one must use that language in a communicative situation" (Krashen & Terrell, 16). The goal of communicative language teaching is precisely to acquire communicative competence in the target language. And while some of these methods include teaching formal grammar, they are mainly focused on developing communication skills. There have been some methodologies that use the communicate approach, such as Desuggestopedia, Community Language Learning, Total Physical Response (TPR), Content-based, Tasked-based and participatory Approaches, and the Natural Approach.



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2.2.5 The Natural Approach

One of the most recent communicative methodologies is the Natural Approach presented by Stephen Krashen. To understand Krashen's method it is important to make reference to the difference he makes between language learning and language acquisition:

The most important and useful theoretical point is the ***acquisition-learning*** distinction, the hypothesis that adult language students have two distinct ways of developing skills and knowledge in a second language. Simply, acquiring a language is "picking it up" .i.e., developing ability in a language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is "knowing the rules", having conscious knowledge about grammar (Krashen & Terrell, 18).

Language acquisition is seen as being more significant to develop communicative competence while formal language learning is not as important since conscious learning is limited to remembering rules and to error correction. When a person is speaking in another language and needs to communicate with others, he or she does not have to be consciously concerned about rules. At the beginning there will be mistakes just like a child when he acquires his first language but after using the language in communicative situations it should eventually improve. Nevertheless, rules are significant and useful in other situations and in further stages where formal learning is necessary as a support.

So how does acquisition take place? Acquisition is a natural and subconscious process. It happens when the learner is exposed to sufficient comprehensible, meaningful, and appealing input. The learner must be interested and focused on what is being said in order to understand, and later produce



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language. At first there is a silent period which varies depending on the age and the circumstances. During this period the learner builds up competence by listening and paying attention to the input. The student will start producing language when he feels confident enough. The initial production is not very accurate since speakers are concentrated not in the form of their utterances but in the communicative act itself. Language production will gradually improve over time.

Krashen emphasizes that The Natural Approach is based on four principles:

1. Comprehension precedes production: the prior step to speaking is to understand. The input must be meaningful for the student. In classroom environments the teacher has to use the target language with topics that are of interest to the student, and has to do whatever it takes to help the student understand.
2. Production emerges in stages: students are allowed to respond in a non verbal way at first, and then they can answer with one word (yes/no) and gradually use two and three word combinations until they can finally use phrases. Students are never forced to speak until they feel ready to do so.
3. The final goal is a communicative goal: the classroom activities must be organized by topic rather than by grammatical structure.
4. Lower the affective filter: by focusing on classroom activities that are appealing and interesting for the students, the teacher works in a friendly environment. The learners concentrate on the topic, and since they are not forced to speak until they feel confident enough, the anxiety levels are low. (Krashen & Terrell, 20).

Krashen's approach is based on the Input Hypothesis, which affirms that a language is best learned when the message is understood (Krashen & Terrell, 32). This method is focused more on the message itself than on the form, therefore the



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importance of providing comprehensible input. This implies that in order to make this possible in the classroom, the teacher should make use of as many visual aids as possible: pictures, photos, videos, stories, etc. Also, the use of music and chants can be of great help to provide comprehensible input. If the learner understands the message it is more likely that he will acquire the language. Another implication is that the vocabulary should be of interest to the learner, and that the teacher should provide as much vocabulary as possible, since with more vocabulary there will be more comprehension, hence, there will be more acquisition. In addition, the teacher must always be aware of whether the learner understands the message and makes sure that the input that is being provided is comprehensible to all students.

According to the Input Hypothesis, speaking is not essential in the early stages of language acquisition. The focus is on teaching through listening and reading (when children are in the first years of school and are capable of understanding letters and words), which will eventually lead to verbal communication. Young learners tend to show longer silent periods, but once the acquisition progresses, speech production appears. For that reason, the teacher or instructor can provide short language structures and encourage students to speak, by stimulating conversation and adding more comprehensible input.

In the class room most of the activities should be centered on providing comprehensible input and that is where the visual aids play an important role. These will vary according to the student's age, needs and interests, and should be based on familiar topics or situations. For beginners it is important to personalize the situation by using vocabulary related to themselves, their family, and friends, as well as their environment. Comprehension will develop and increase if the teacher uses repetition of the target language and maintains the student's attention by using appropriate gestures as well as different visual and aural aids.



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Once the students feel comfortable enough, they will begin to utter the words in the target language. It is important to keep in mind though, that initially the target language production will be limited to single words or short phrases, and will progress in time. The first utterances will be *yes-no* in response to simple questions. Next, students should be able to respond to comprehension questions, for example, if they are asked “Is this a cat or a dog?” They can answer using either one of the words used in the question. Finally, they can answer questions by identifying the items that have been introduced, for example: What is this? or What color is the cat?

These techniques of asking questions that require single word responses are still focused on giving comprehensible input rather than on language production. Even if the teacher encourages students to utter some words or phrases in the target language, the goal is still to provide the most amount of comprehensible input.

One important aspect is that vocabulary needs to be expanded gradually, and this is possible by introducing new words and re-using the previous ones many times. In this way the students will begin to produce words which have been used by the teacher so many times that they have been acquired. Regarding this aspect, Krashen states that “Comprehension, in this way, always outpaces production, not just in the pre-production stage, but throughout Natural Approach activities” (Krashen & Terrell, 80).

In the early stages of speech production students are permitted to respond chorally if that is what lowers the affective filter and makes them feel comfortable. Gradually they will begin to utter words individually in the target language. In these stages there is very little possibility for making errors since the oral production is limited to simple words and phrases.



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At the end, the most important goal in the early stages is that students unconsciously begin to acquire patterns in the target language by developing listening skills. Therefore the teacher needs to present meaningful input that is appealing and interesting to the students so that their attention is focused on the content instead of the form. During the classroom activities, the teacher introduces new vocabulary, making sure it is comprehensible for the learners, and creates opportunities for oral production.

The principals of the Natural Approach apply to all ages, and for that reason, the activities have to consider age and development. For younger learners the input has to be provided through games, physical response or stories, for example that will help them acquire the language. No learning tasks, such as homework or other formal exercises, are required. The classroom should become a place where the teacher uses these sources to provide meaningful input that will consequently lead to the acquisition of the target language and to develop basic communication skills.

For these reasons, Krashen's method, which is based on communicative competence, is a good approach to teach English as a foreign language and encourage the use of verbal communication

2.2.6 Total Physical Response

Total Physical Response (TPR) is a method that was developed by James Asher, Professor of Psychology at San Jose University, California. This language learning method is based on the coordination of speech and language and has proven to be effective for English Language Learners (ELL). Through TPR activities, students experience meaningful and fun interactions which can help them develop communication skills. Teachers can bring out whole body responses to introduce new words or phrases and students learn to talk sooner when they are learning by doing (Ray & Seely, 26).



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In his theory, Asher mentions three learning hypothesis:

- The Bio-program.
- Brain lateralization.
- Reduction of stress.

The Bio-program: Asher speaks of the existence of a bio-program for language in the human brain, which means that there is an innate natural process for language learning. This idea coincides with Chomsky's theory of Generative Grammar where he proposes the concepts of Language Acquisition Device (LAD) and Universal Grammar (UG), stating that the human brain has a genetic predisposition (LAD) to acquire language and that the basic grammatical structures are universal (UG) for all languages (Marquardt, 25). According to this "babies are born with the capability of learning language; they are equipped with basic universal structures that allow them to learn any language in the world" (Marquardt, 28).

During the first months of his life a child is not able to talk. Children develop listening competence before they develop the ability to speak. During this period the child internalizes and absorbs the language acquiring listening comprehension skills, because he/she is required to respond physically to spoken language in the form of parental commands. Children are not expected to speak until they are ready; however, they are constantly spoken to.

As cited in the webpage of word press, Asher believes second language learning occurs in the same way since the learner first needs to create a "cognitive map" of the language through listening activities and physical movements, just like babies do. Speaking and language production skills will develop later.

Brain lateralization: The human brain consists of two hemispheres connected by the corpus callosum. Each hemisphere is said to have its specific



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functions. The left hemisphere for example, specializes in abstraction, reasoning, knowledge, and consequently the language area has been localized in this hemisphere (Marquardt, 17). The right hemisphere's activities include Physical movement, spatial awareness, actions and gestures (motor skills).

The "speech center" has been localized in the left hemisphere since the discoveries of Paul Brocca and Carl Wernike, who through several studies revealed that certain language disorders were a consequence of cerebral lesions in specific areas of the left brain. Nevertheless, Penfield and Roberts mention a "third region" between both hemispheres, which continues into the right hemisphere, confirming the incorporation of the right hemisphere in the language process (Marquardt, 17).

Asher sustains that the child language learner acquires language through motor movement - a right-hemisphere activity, and therefore his method is oriented to acquire language through movement instead of memorizing lists of vocabulary items and grammatical rules. The left hemisphere of the brain watches and learns as the learner performs motor activities and once there has been sufficient input and the information is internalized, the child will begin to produce language which is a function of the left hemisphere.

Reduction of stress: Children learn their first language in a stress free environment, whereas learning a second language usually causes anxiety because the students are conscious of the process and are focused on the rules and forms of the language.

According to Asher, if we focus on meaning through movement the learners are no longer self-conscious since they are responding physically to the words of the teacher using fun and relaxed activities that act as an affective filter and help them learn the language by lowering the stress levels.



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TPR consists of giving commands to the students who act out what the teacher says. Since students do not have to utter any words in the target language, they can maintain their concentration in the input. Through constant repetition of these commands the student should be able to understand the expressions from the target language and when he or she feels confident enough, will be able to speak. According to Asher, by responding physically to commands, the learners will feel less stress since they are not forced to produce any verbal language before they are ready to.

Basically, TPR is founded on the understanding of the target language through movements of the student's body and speaking should be encouraged only when the learner is ready.

At first the commands are kept simple. The vocabulary includes parts of the body as well as body actions, such as, *stand up, sit down; touch your eyes, nose, ears, etc* (Krashen & Terrell, 76). However, TPR is not limited to imperatives or simple commands. The input can expand gradually and the use of visual aids, chants, songs, and other support elements that the teacher can find are of great help for this purpose. What is important is to keep the students attention and maintain a constant flow of comprehensible input, which is why the teacher needs to use a series of gestures and actions within the context that helps them stay focused and understand the new language. Students will begin to comprehend gradually when there is constant repetition. The final intention of the use of this technique is to teach comprehension with a minimal amount of production at first. When the learners are confident enough they should be able to respond in the target language without feeling forced to do so. At first the student's speech will not be perfect but this will change over time. Besides, an advantage of using TPR for foreign language teaching is that there will be limited error from the students, since they constantly check the actions of other classmates while executing the commands and self correct almost right away when necessary because there is always a correct model to imitate.



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TPR practice should include a variety of activities that encourage language acquisition and internalization of vocabulary. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling. The activities should involve a variety of age-appropriate activities, such as illustrations, gestures and actions that make the message comprehensible. Play command can also be used; these include any commands that are fun, which are a refreshing way to break the monotony of the class. Additionally, song and rhythm are excellent for TPR practice and are two of the most powerful tools used to promote language acquisition and internalization of vocabulary.

The problem with TPR is that the class can become monotonous if the commands and actions are not attractive and fun for the student, which can cause distraction and lack of interest. TPR has to be dynamic, entertaining and useful. The teacher needs to constantly monitor the class and know when to change the activities.

2.2.7 Storytelling

Storytelling has been used through different generations to pass on information and knowledge. Literature is an extraordinary tool that we, as teachers, should take advantage of in all its various facets. Storytelling involves many aspects: the person that creates the story that is going to be transmitted, the recipient who absorbs and gives meaning to what is said, the feelings and emotions of both the writer and the reader, the context in which they are involved, and their inner world, are some of the elements that take part in this multifaceted process. When we listen to a story we bring our own experience of the world to make sense of what we grasp. Furthermore, stories help us build knowledge and thought. They encourage us to think and reflect (Lazar, 3).

We give meaning to what we see; we make inferences and interpretations of these different types of expressions. Storytelling is also not limited to take in, to



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receive and to interpret what others are expressing. It implies also to create and to construct.

With this in mind, it is certain to say that using storytelling as a tool for teaching English as a foreign or second language can be very effective and has many advantages. The use of stories will open the door to a whole variety of activities, such as including literature in the classroom. By doing this, teachers can help students become active learners by promoting reading, thinking and writing as well. Therefore, young learners can greatly benefit from use of different literary genres. Stories, for example, can be very useful, since they can help students remember grammatical features and words. They are simple and actually difficult to forget. Students acquire the language in a fun way that enables them to speak. Besides, learning becomes interesting and entertaining since it is centered on the students.

Using storytelling as a teaching method, the teacher becomes a co-creator, who learns to 'listen' to his students, acknowledging them as protagonists of their own learning process. The teacher finds a way to challenge his students, without imposing himself and promoting encounters with the unknown. This incites children to be creative, to experiment and to think. This way, the learning experience becomes a dialogue where children and teachers participate together and negotiate to try and construct meaning out of a particular situation.

2.2.8 Total Physical Response Storytelling

According to Blaine Ray and Contee Seely, Total Physical Response Storytelling (TPRS) has been studied and documented in different classrooms around the world and is considered an effective method for teaching and learning languages (Ray & Seely, 21). This method is not constructed on new techniques, it is a hybrid, a combination of strategies and techniques that have been prioritized and organized in order to obtain effective L2 instruction.



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It was previously stated that a good method to help students “acquire” a language was the Total Physical Response (TPR) method, which has served as a starting point for TPR Story telling. Actually, TPRS is based on the pedagogy of Dr. James Asher (TPR) and Dr. Stephen Krashen (The Natural Approach) which support their theory on long term memory strategies, constant comprehensible and meaningful input, and personalization. Students are exposed to authentic and abundant language in short periods of time providing them with comprehensible messages that are immersed in context in a natural and useful way and interiorized through a great amount of repetition. Teachers direct their efforts toward their students rather than grammar, the textbook or the curriculum; they are facilitators who lead to language proficiency by using the target language in context and making it comprehensible and interesting to students.

With TPRS, students understand the story through the action and the repetition of the vocabulary within the story and acquire sentence structure, vocabulary, and grammar through the input provided by the teacher.

As Ray and Seely express “Proficiency in a new language is achieved through human learning and living, and the main factor in the development of proficiency is contextualized, repetitive, and varied comprehensible input that keeps learners interest” (Ray & Seely, 12). Therefore, the importance of providing the students with comprehensible, interesting, and fun activities that can help them succeed in a second or foreign language. That is why TPRS provides the student with a large amount of vocabulary in context through interesting and engaging stories. This way, students are focused on listening and reading entertaining stories rather than on trying to memorize vocabulary and grammar rules. But fun alone is not a good reason to use a certain activity. Planning and making efficient use of the time are crucial to obtain results.

At first, there is a silent period when learning a different language since students are listening and not producing. He or she must process the new



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language. Eventually, with practice and constant repetition they will be able to speak. In the beginning they will produce language without confidence, but after more practice, and by repeating over and over again, students receive enough comprehensible input and are able to speak.

The teacher must make the class interesting for the students and this cannot happen without comprehension. Students must understand what they hear in order to maintain their attention. To make the class completely comprehensible, it is important to limit the vocabulary by teaching high frequency words or structures that are commonly used in the target language. Also, it is necessary to get constant feedback from the students so as to check whether there are any comprehension problems.

It is central for the effectiveness of TPRS to make sure that comprehension is total and for this reason Ray and Seely suggest using TPR to demonstrate the meaning of a word or translation if needed (Ray & Seely, 170). They recommend the use of cognates (words in two different languages that look the same and have the same meaning, e.g. elephant-elefante, in the case of Spanish speaking students) as well.

To keep a high interest in the class, the teacher needs to personalize the story, using the student's name and adding details from his/her life to act them out later. The use of personalized questions and answers (PQA) will help to practice vocabulary. These PQA must be repetitive in order for the students to acquire a language in the limited time they have in a class and should begin with simple questions that demand "yes" or "no" answers followed by questions with who, what, where, when, etc. After personalizing the story and to continue with the repetition, students read the story. Consequently, the keys to TPRS are comprehension, interest, and repetitions.



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According to what has been stated, the class should begin with Total Physical Response and the introduction of the vocabulary word or structure with a gesture or action. Next, students participate in cooperative creative story-building process with the help of the teacher who asks personalized questions about the story using a high number of repetitions with the vocabulary contained in the story. Finally, the oral story is followed up with reading. Hence, TPRS is implemented through three main steps: show (establish the meaning), tell, and read. The complexity of this process will depend on the age and the level of the learners.

The three Steps of TPRS

Show: is the phase where the new vocabulary is presented through visual and verbal explanations making sure there is a 100% comprehension. In TPRS the vocabulary is limited to a few hundred words known as the *fluency circle*. These are high frequency words or structures that will expand as students understand more and more language.

In a mini-story two or three phrases are written on the board or in the case of small children this vocabulary can be presented through picture stories and TPR. During this step, there is not actually a pre-teaching of vocabulary but a direct introduction of the story.

There are specific words that can easily be taught with TPR like action words such as stand up, sit down, jump, dance, run, laugh, cry, sing, turn around, etc. To provide effective Contextualized Comprehensible Input (CCI), there are other sources like music, videos, and songs that can be used to reinforce the acquisition and memorization of vocabulary and language structures.

Before beginning, and to prepare the class the teacher must prepare the story by following some steps. First, establish a problem that can be solved. Then, review and write down the facts of the story and identify the variables. Next, add



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additional variables and details that can be added later in the story. Finally, add a parallel character which will be used in another story.

After these procedures have been followed it is time to begin the presentation of the vocabulary making sure all the students understand completely every word or structure. Once meaning is conveyed and there is no confusion, we can move on to step two.

Tell: (what TPRS refers to as “Asking a Story”) is focused on providing the student with as much Contextualized Comprehensible Input (CCI) as possible. This CCI must be directly related to the new vocabulary presented in step one, and it can be obtained through Personalized Questions and Answers (PQA) which engage the student in a cooperative building process of creating a short story known as Personalized Mini Stories (PMS). This way, target language structures are used repetitively to create an original story.

To start we should keep in mind that every story has three stages to be considered:

1. A problem is established. (Introduction)
2. There is an attempt to solve the problem. (Plot)
3. The problem is solved. (Conclusion)

These steps will help students to remember details and vocabulary through “circling”, which is making a statement repetitive by asking repetitive questions. Circling starts with one statement and then a question that requires a positive answer is asked, followed with either/or questions. Next, we ask a question that gets a negative answer. Then we state the negative answer and restate the positive continuing with who, what, where questions. Finally, we restate the positive again. In doing so, the circle is completed.



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The following example from Ray and Seely can help illustrate this step:

The boy wants to have a cat.

Does the boy want to have a cat? Yes

Does the boy want to have a cat or a dog? A cat.

Does the boy want to have a dog? No.

No, the boy doesn't want to have a dog. The boy wants to have a cat.

Who wants to have a cat? The boy.

What does the boy want to have? A cat.

Yes, the boy wants to have a cat. (Ray & Seely, 48)

That is how, by asking a story, it is possible to add details and information. We can only add one detail at a time and it must be circled before adding a new detail. In this manner the old information is recycled over and over again. Ray and Seely state that "to get repetition of the words, you have to ask questions" (Ray & Seely, 53) and that "the interaction that takes place in this questioning process is where most of the interest is generated in the mini-story" (Ray & Seely, 55), hence, the importance of this stage in TPRS. It is central to keep the questions at a level that students can handle.

The story continues like this until the problem is solved and it lasts as long as it continues to be engaging for the students. A story is always more interesting if it is centered on the life of the students. It is most effective if it is personalized. For this purpose, the teacher can choose a student actor to dramatize and hence, makes the story about him/her. Gestures and exaggerations should be used whenever possible.

The goal in TPRS is to teach structure very well. That is why a limited number of high frequency words are taught in contextualized situations through



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frequent practice. Students are constantly using language structures by focusing on the details of the story. Although they don't answer in complete sentences, it's significant for the teacher to always repeat in complete sentences since comprehensible input is a determining aspect to obtain fluency.

Teachers must be aware of the different learning styles of their students in order to give each one of them the opportunity to succeed. Hence, the importance of the role of TPR: students deal with real actions and concrete nouns. By seeing, feeling, and doing they can memorize the vocabulary more effectively. Another way to help students remember vocabulary is through word and picture association, the use of plenty of cognates and of course through personalized questions and answers.

Read: This is a very important aspect of TPRS; consequently, there are always activities of extensive reading following the stories. When the students are old enough they are asked to read easy novels available for TPRS and work through chapter stories. Also, they can write new stories using the vocabulary they have learned. With younger learners we can tell stories from pictures, which is very useful to help students think in the target language.

At first, the students read (tell) the story to the class or to a partner in their first language. Then, the teacher asks the facts of the story (the ones that cannot change). Next, the teacher asks about the facts that aren't in the story (details that can be changed or added) and that the students guess or make up. Finally, they develop a parallel story using a student from the class. At the end, students can read (tell) the story chorally.

During the first year with TPRS it is necessary to start with TPR teaching words which students can understand easily and directly: actions, classroom objects, colors, body parts, etc. memorizing the vocabulary through their kinesthetic sensory system. As we move on to next levels, students will learn more



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language by following the steps used in the first year focusing on repetitive comprehensible input through mini-stories. Circling is only used when new or more advanced structures are brought up. In the first level, the teacher uses simple details, and as the students advance in their levels, the stories become more elaborate and more explanations are needed to clarify why certain things happen in the stories. There are more discussions, questions, and repetitions, both of words and more complex grammatical structures, which are explained in order to promote accuracy and fluency. There are also more extension readings, such as short stories and novels as well as writings or essays of up to 200 words. Still, in all levels (beginners to advanced), the focus is on acquisition activities and not learning activities. Assessment is done through unannounced vocabulary tests and by constant monitoring of the students with questions and circle time.

The essential skill of TPRS is repetition and adding details gradually, keeping the class interesting and comprehensible at the same time. Repetition does not mean that the students are repeating words and phrases endless times, it means that the target language is presented in many different ways and as many times possible without making it tedious, therefore the teacher's challenge is to turn a boring activity, such as vocabulary learning, into an attractive one. This can be achieved by using the different techniques that TPRS offers. Mini stories can be engaging when they are presented with humor and when there is a problem that needs to be solved. Also, having students take direct action and keeping them involved in the story by acting them out and personalizing them help maintain their attention. And last but not least, the enthusiasm and excitement of the teacher are fundamental to keep students interest.

Another important skill of TPRS is reading, which can begin quite early. Reading will help the students reinforce vocabulary, but the material must be interesting to them so that they enjoy doing it in the target language, and have fun while they learn grammatical structures and improve their comprehension as well as their accuracy in speaking. It is important to note that the main focus is on the



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content of the reading rather than in the vocabulary, as long as the students can follow the story. Reading material can be in some extent beyond their level, this means containing a few words that are not familiar to them. This is based on what the Soviet Psychologist Vygotsky (1978) calls “Zone of Proximal Development”, abbreviated ZPD. Anita Woolfolk gives a clear and simple explanation stating that ZPD is the difference between what a learner can do without help and what he or she can do with help (Woolfolk, 44). This concept supports the principal of readiness (the need for a learner to be at a point of readiness for learning) and the idea that students must be challenged to use their whole potential, therefore the importance of choosing the appropriate material for each level. For younger learners the stories should be brief and concise, mainly with visual support, such as simple drawings and colorful pictures. As the level advances, the readings will become more elaborate.

Last, but not least, there is writing as an activity to reinforce the acquisition of the target language and to give students the opportunity to express themselves. In TPRS learners are required to do what is known as *time writing*. There are two types of *time writings*. The first one is called “speedwriting” and students are given five minutes to write as many words as they can without stopping to correct. The goal is not accuracy; it is to know the amount of words they can produce. Accuracy will come with practice. The second type of writing is known as “relaxed writing”: students have ten to twelve minutes to write a short story or essay and are allowed to ask questions about vocabulary and grammar. The topics assigned should be familiar and appealing to them. Writing activities can begin with the first-year students if they can already produce written language. This will not be possible to apply to very young learners who haven’t learned to read or write yet.

It is suggested by Ray and Seely that in order to make the TPRS system more effective, classes should be distributed in a five day lesson plan, since it is much easier to keep a story interesting during 20 to 30 minutes than making it last one or two hours. Besides, class time is used more effectively in shorter periods.



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TPRS is an alternative and effective method, and since it has shown positive effects in older children, teenagers and adults, it can also be applied in the pre-school years and result to be beneficial for the students when they are learning a foreign language, helping them achieve confidence and fluency in the target language. As it is stated in the introduction of the “Hello Kids” series:

TPR Storytelling goes beyond both TPR and The Natural Approach. Where TPR alone is almost exclusively limited to the imperative mode (commands), TPR Storytelling adds the narrative and descriptive modes of language which allow teachers and students to achieve significantly higher levels of language. After vocabulary has been internalized through TPR actions, the medium of storytelling provides the framework within which students contextualize the words they have learned. Inherent in TPR Storytelling is a balance between student comprehension and student production of meaningful language. (Gaab, 4)

Considering the different approaches that have been mentioned as well as Piaget’s developmental theory, which helps us understand that children between the ages of 4 and 5 are very active and curious, it is the intention of this research to prove that Total Physical Response (TPR) Storytelling, as a strategy for teaching English as a foreign language to pre-school children, is effective since it employs different approaches that are suitable for young learners. This methodology uses storytelling, repetition of words and structures, visual and audio aids, hands-on activities, total physical response, chants, rhymes and games, which are all part of the activities suggested for this developmental stage.

Summing up, TPRS is a method that has many advantages. It helps students develop fluency with accuracy in the target language in a way that is similar to first language acquisition. It is fun and entertaining, and helps students remember the



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words and grammatical features by exposing them to repetitive structures through stories and TPR (Total Physical Response), making it possible for them to understand and speak the target language while maintaining a positive attitude. TPR Storytelling is centered on the students' lives, which makes it an interesting way to provide meaningful input and encourages creativity. At the same time, it is a low stress technique that allows internalizing grammatical structures and language patterns without grammar instruction, building the students confidence in speaking.



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CHAPTER 3

METHODS

As an English teacher for over twenty years I have seen that young children tend to repeat isolated words in English and have a limited vocabulary. During my work as an English teacher I have used different methodologies and recently came across a technique known as TPR Storytelling, which I found interesting. I would like to research the effectiveness of this approach with children in one pre-school in Cuenca to see if it could be considered as an alternative to teach English as a foreign language, as well as to analyze the appropriateness of the materials employed for English instruction.

Taking this into consideration, the following research questions were presented:

- What is the impact of TPR Storytelling in the communication skills of pre-school children?
- Are the English class activities related to the learners' interests and developmental stage?

In order to answer these questions, this study will use a qualitative methodology based on observational techniques, and the use of a diary or journal to record the language learning experience of the learners, which are documentation techniques that are widely used for "Action Research" or classroom research.

This investigation will make use of what is known as Action Research, since it is a reflective process that allows for inquiry and is undertaken in a school setting. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve (Stringer, 188). This type of research takes place in a certain context and it can be helpful in another context,



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“findings are not generalized, but rather transferred from a sending context to a receiving context” (Herr & Anderson, 61). About transferability, Stringer says that:

Unlike traditional quantitative or experimental studies that enable the outcomes of research to be generalized to contexts and groups other than those involved in the research, action research outcomes apply only to the particular people and places that were part of the study. That does not mean, however, that nothing in the study is applicable to others. It presents the possibility that the outcomes of the action research may be relevant elsewhere (Stringer, 59).

Action research does not follow the procedures of the scientific method. Scientific methods seek to test theories that claim to explain why the world is as it is, while action research investigates the human behavior and the social world (Stringer, 192). Nevertheless, in action research, there is place for some of the methods, procedures and concepts associated with traditional science, such as the quantification of information like describing the number of people involved, the age, the gender, results, among other things, which can provide useful information (Stringer, 203). Therefore, in order to provide a concise description of the findings, they will be quantified to give numerical description of the results of the research.

The process of action research can take place in a class room and needs no control group. It aids educators in assessing needs, documenting the steps of inquiry, and analyzing data, looking for ways to improve instruction and increase student achievement (Stringer, 190).

It is necessary at this point to state that there have been some adaptations during the research process, since the age of the students varied as well as the period of time of the English classes. Nevertheless, Stringer explains that these aspects have been considered within action research, and states that:



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Multiple agendas come constantly into play, resulting in a continuous need to modify and adapt emerging plans. The research task becomes a social process in which people extend and reconstruct information emerging from their inquiry (data and analysis) through continuing cycles of exchange, negotiation, realignment, and repair (Stringer, 41).

The observation techniques and documentation through journals involve the researcher immersing him/herself in the setting in order to systematically observe the interactions, actions, and events that occur, providing the opportunity to collect a large amount of data on the participants' behavior and actions within a particular context. The target language observation scheme that will be used for the data gathering is rather simple and consists of a checklist of the participants real-time responses in the target language. Additionally, documentation by the school teacher and videotapes of the sessions will provide data from different sources to give support to this research.

3.1 Participants

The participants chosen for this study belong to the Pre-K level of Santana School which is a private institution located in Cuenca, about five minutes away from the city. The philosophy of this school is to provide their students with an educational experience where they are the stockholders of their own learning process. The participants belong to an upper middle class. The group was formed by 13 children whose ages ranged between 2 years 11 months and 4 years 7 months. There were 3 girls and 11 boys. It was a very heterogeneous group considering the age difference. Regular Pre-K classes usually work with children aged 4-5. However, in this particular case the group was formed of younger students as well. In order to maintain the principle of ethics, the methodology was applied to the group as a whole.



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The list of participants and their ages at the time school started is shown in table 2. With the purpose of respecting the confidentiality principle, the names have been replaced with the participant's initials.

#	Student	Gender	Age
1	F. P.	Male	2 years 11 months
2	K. C.	Male	3 years 1 month
3	N. T.	Male	3 years 4 months
4	N. B.	Male	3 years 8 months
5	A. M.	Male	3 years 8 months
6	N. M	Male	3 years 10 months
7	I. A.	Male	3 years 11 months
8	J. A.	Male	4 years old
9	S. T	Female	4 years 1 month
10	V.B.	Female	4 years 1 month
11	S. P.	Male	4 years 3 months
12	N. C.	Male	4 years 5 months
13	B. L.	Female	4 years 7 months

Figure 1 shows the thirteen students and their respective ages in months. The children's ages were between 35 and 55 months. This demonstrates that there is a diverse age range, which is a variable that will be later analyzed.



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Figure 1 Students according to their age

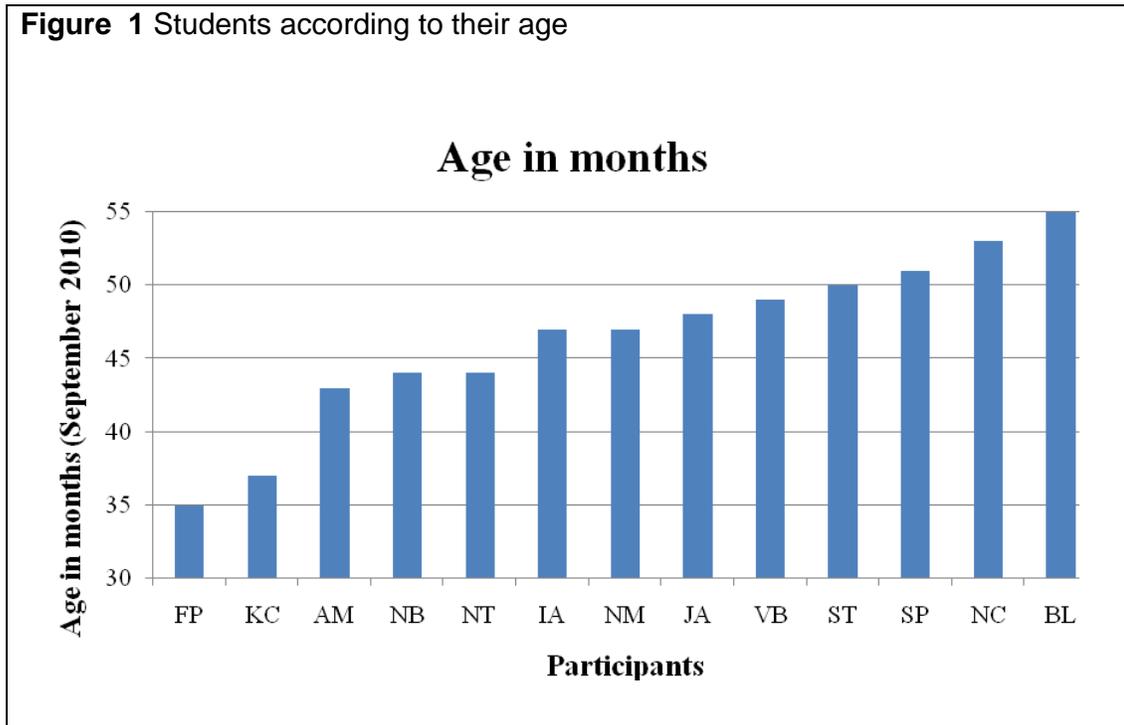


Table 3 shows the statistical minimum and maximum value parameters of the variable “age in months”. Additionally, an average age in months, 46.46 months, was obtained. This number is equivalent to 3 years and 10 months.

Table 3 Minimum and maximum value

Age in months (September 2010)	
Minimum	35
Maximum	55
Mean	46.46

3.2 Materials

Twenty seven target words were selected from the TPRS vocabulary dictionary (Hello Kids! A TPRS English Curriculum for grades K-3) to warrant that relevant and representative words and concepts would be selected according to the age and interest of the participants. The chosen target words were: *Good*



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morning, hello, good afternoon, good night, fine, not so good, boy, girl, fish, cat, fish, big, little, orange, yellow, one, two three, four, five, thin, fat, happy, eyes, nose, mouth and ears. Additionally, the participants learned a Christmas song in English with the TPRS method.

Small booklets with short stories containing simple graphics and drawings were presented to the participants to introduce new vocabulary. Besides the booklets, realia (actual objects) was used to reinforce the acquisition and repetition of the vocabulary, as well as chants and songs that included the target words.

Different materials such as beads, glitter, scrap paper, cardboard, paper plates, crayons, markers, and glue, were used to perform the hands on activities or crafts, which helped to maintain the participant's interest as well as to emphasize the acquisition of new vocabulary.

A videotape recorder was used to document every step of this process.

3.3 Procedures

According to the *Hello Kids* TPRS material, a typical week should include five days of language classes divided as follows:

Day One: Introduce new vocabulary – usually three words. TPR practice new vocabulary and Hands-on activity (time permitting).

Day two: Review vocabulary from previous day, more TPR practice, and introduce a mini-story (time permitting).

Day three: Review the vocabulary. Introduce and/or practice the mini-story with illustrations and puppets, have students act out the story and ask yes/no questions about the story. Have students do a Hands- on activity.



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Day four: Communicative activity or game centered on the mini-story. Introduce new vocabulary. TPR practice new vocabulary.

Day five: Review week's vocabulary. TPR practice all new vocabulary. Use all vocabulary in personalized mini-situations. Introduce mini-story (time permitting).

Although the lesson planning for the TPRS methodology is suggested for 30 minute classes divided in five different days, the lessons in Santana Pre-school were held on Tuesdays and Fridays and therefore, adaptations needed to be made. On Tuesdays the classes were divided into three periods of 20- 30 minutes each and on Fridays into two periods of 20-30 minutes each. Therefore, the five sessions suggested by the TPRS methodology were accomplished, but respecting the school's schedule.

It is important to note that TPRS varies from Asher's TPR, which is basically centered on commands. Total Physical Response Storytelling uses TPR and Storytelling as tools, and the final intention is to improve the communication skills and not only comprehension by following commands. During each session the purpose was that the students would not only be able to perform the commands but also to produce language when they were asked questions about the stories. Therefore, the silent period of TPR was considered only for the first part of the class, since as mentioned above, there were 2 and three consecutive periods, which required to make some adaptations.

The TPRS lessons took place during a total of 18 school days, from September 2010 to January 2011. A final individual evaluation was carried out during the second week of January 2011. Table 4 shows the days and months when the TPRS sessions took place.



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Month	Day
October	5 – 8 – 12 – 16 – 19 – 21 – 26
November	5 – 9 – 12 – 16 – 19 – 22 – 30
December	3 – 7 – 14
January	7

Each period using the TPRS method started with a warm up activity or circle time where participants were greeted with TPR, songs and chants. The activities were divided into five categories:

1. **TPR performance:** the words in the target language were presented accompanied with a demonstration of TPR; children were then asked to perform the actions, associating them to the pictures, using also chants and songs. Then, graphics or booklets with mini-stories were presented to the students supported with TPR.
2. **Follow directions:** In order to do the different activities during the class, which are: TPR, answer Yes/No and WH questions and “Hands On” tasks, the children had to follow the directions and instructions given to them throughout the sessions. For instance, after circle time they were told to stand up, put their cushions away and sit at their tables.
3. **Answer yes/no questions:** The participants were asked to repeat the target words and answer questions about the stories, following the sequence of TPRS: show, tell, and read, which are detailed in chapter 2. At first, students were asked to answer affirmatively or negatively to the questions, for example: is this a cat? Is it blue? Is his name Chubby? And so on.
4. **Answer WH questions (utter words or phrases in the target language):** after being exposed to constant repetition of the target words (TPR, pictures and mini stories) the children were requested to



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answer, using the words they learned. For instance: Is this a cat or a fish? What color is it? What is his name? etc.

5. **Perform “Hands on” activities (e.g. painting, pasting, coloring, etc.):** performing different types of arts and crafts served as a reinforcement of the vocabulary. Participants were given instructions and different types of materials that allowed the researcher to emphasize the target words. These type of activities are very appealing for children, since they usually enjoy performing different types of handcrafts, although this depends on the child’s skills and interests, therefore some children perform better in this activity than in the others.

Throughout the sessions, chants and games were used as an aid to assure more repetition of the target words.

Finally, a good bye song was sung after a final repetition of the vocabulary.

Assessment in TPRS is done through unannounced vocabulary tests and by constant monitoring of the students with questions and circle time. “It is important to check from time to time to be sure that comprehension is total. The main ways that we regularly check comprehension are when students chorally respond” (Ray & Seely, 23). Therefore, constant monitoring is necessary to evaluate the students. Additionally they state:

“We test by giving our students unannounced vocabulary tests, we are continually assessing as we teach, we also listen to students when they speak. And this tells us a large part of what we have managed to teach well, so that we can do some more work on it and help the students to get it into their long-term memory” (Ray & Seely, 164).



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The authors also suggest making your own tests by simply using the words that have been taught (Ray & Seely, 90). In the case of young learners, vocabulary tests should consist on asking the questions related to the story and observing the students oral and kinesthetic responses.

Since TPRS methodology suggests constant monitoring of the student's performance in order to add new words to the vocabulary, an individual record of the participant's performance after each class was kept. This is known as process performance-based assessment and considers the actual task performance rather than the output or product of the activity. It is important to focus on the processes which the students underwent in order to arrive at these products and outputs rather than to focus only on the actual products or outputs. Nevertheless, in order to have a broader perspective, a final evaluation was also completed, employing direct observation techniques to record the participants' responses.

During the documentation process of each session, the researcher and the English teacher kept a record of the positive responses. Since the words were used several times in each session, participants had more than one opportunity to respond positively. At the end of the class, if the participants used the words of the vocabulary at least one time in each of the five categories employed in the TPRS methodology these responses were recorded with a tick✓ as positive. If the percentage of positive results is 70% or higher, it is considered that the participants achieved a satisfactory performance. Tables to keep the records of each child's development during the 18 days of English classes were created (see appendix 2). The final evaluation consists of the 27 different target words so as to measure the following four categories: TPR, answers to yes/no questions, follows directions, and answers to WH questions in order to make an individual analysis. "Hands on" activities were not considered for the final evaluation, since they served the purpose of reinforcing the vocabulary that was acquired during the English lessons.



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The participants were individually evaluated during the second week of January. Students, in pairs, were taken out of their regular classroom in to a room next to theirs. Each child was given 2 or 3 opportunities to answer the questions, perform TPR or follow directions within a time period of 8 to 12 seconds. If the student did not respond the first time, the researcher restated the instruction or question in order to make sure it was understood.

The students were not evaluated at the beginning of this project, given the fact that they were not previously exposed to English and had no previous knowledge of the target words. Besides, they were starting their school year and were still in an adaptation period.

Table 5 shows the document that was used for the final evaluation of the participants. This table was created by the author considering the words that were presented to the children during the application of the method.



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Table 5 Final evaluation questionnaire

FINAL EVALUATION				
Name:				
✓ = Yes		DA = Doesn't Apply		
VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good				
Morning/Hello				
Good afternoon				
Good night				
Fine				
Not so good				
Name				
Boy				
Girl				
Fish				
Cat				
Yellow				
Orange				
Big				
Little				
Count 1 to 5				
Fat				
Thin				
Happy				
Eyes				
Nose				
Mouth				
Ears				



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A personal record of each student has been kept for the verification and validation of this thesis.

3.4 Variables

There have been some aspects during this research that are necessary to mention since they have influenced in the results. To begin with, there was a considerable age difference between the participants, which implies that the attention span is not the same for the younger and older children of the group, and their interest and motivations vary, as well as their comprehension levels.

An additional point was that the English classes were given in periods that exceeded the time recommended to work with children within this age group. The authors of TPRS suggest that the classes should be distributed in 30 minute periods in order to make the method more effective and maintain the students' interests.

Finally, TPRS was applied for a period of three months, which is a relatively short time. Besides, during the month of December there were several interruptions due to the rehearsals for the Christmas program.



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CHAPTER 4

RESULTS: APPLICATION OF TOTAL PHYSICAL RESPONSE STORYTELLING METHODOLOGY IN SANTANA SCHOOL

An actual TPRS class procedure will be presented to understand the relevance of the students performing commands to learn vocabulary. The procedure during the first class was the following:

Children enter the class room and sit on cushions in a circle on the floor. The researcher greets the children by waving the hand and saying “Hello”, encouraging the children to respond in the same way. Next, a song is presented: “Everybody say hello” and the teacher-researcher models by waving her hand. The children then repeat the song waving back. A series of three pictures is presented (rising sun, sun with sun glasses and a moon), and the next step is to pretend to be sleeping and then wake up, say “Good morning” and point at a picture with a rising sun. TPR response is to point the corresponding picture. For good afternoon the teacher points to the corresponding picture and for good night, the teacher yawns, puts her hands together, lays on her hands, closes her eyes, and says “good night”. To practice TPR, the children sing a song several times.

The teacher tells the mini-story by pointing out the first picture and says “in the morning we say “good morning”. In the afternoon we say “good afternoon”. In the evening we say “good night”. After showing some illustrations with different actions such as someone sleeping or eating breakfast, students repeat these expressions. The teacher says good morning and children perform the corresponding action, repeating the procedure with good afternoon and good night.

After children have responded with TPR the teacher puts different illustrations on the rug and posters representing good morning, good afternoon and good night on the wall. Then they are asked to take turns to match the



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illustrations with the poster. The teacher holds up the illustration corresponding to “good morning” and says “in the morning we say.....” Children complete by saying “good morning” and performing the action of waking up. The procedure is repeated with “good night”.

Finally, after repeating this activity several times and singing songs, children get up and put their cushions away, to go sit on their desks. They are given a sun and a moon and are asked to show the correct one when the teacher says good morning or good night. At the end of the class the children color according to the instructions and finish by singing a good bye song, waving their hands.

After applying this methodology, tables of the group’s daily performance are presented in order to give a perception of the impact of the methodology in the group as a whole. An explanation and analysis of the results are presented after each figure and table. The participant’s results of the last evaluation are displayed on tables 8 and 9 in order to compare them with their daily responses and have a better understanding of the final outcome.

The results of the daily activities can be appreciated in table 6. From a number of 18 different sessions, the positive responses of each participant were totalized, being 18 the maximum of positive responses. The data was organized according to the student’s age in months.



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Table 6 Table of positive results according to age

Participants	Age in Months	Follows TPR	Answers Yes-No questions	Follows directions	Answers Wh- Questions	Performs "Hands on" Activities
1	36	16	11	14	6	18
2	37	15	10	12	5	14
3	43	15	14	16	9	14
4	44	18	18	18	8	18
5	44	14	7	11	1	10
6	47	16	17	17	15	16
7	47	17	17	16	17	16
8	48	12	12	9	11	13
9	49	17	16	17	16	17
10	50	15	15	15	14	14
11	51	16	17	16	15	17
12	53	17	17	16	17	16
13	55	15	15	15	15	15

A percentage of the positive results of each student were calculated based on the total of all the possible positive responses (18). Table 7 shows these values:



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Table 7 Table of the percentage of positive results according to age

Participants	Age in Months	Follows TPR	Answers Yes-No questions	Follows Directions	Answers Wh-questions	Performs "Hands on" Activities
1	36	88,89%	61,11%	77,78%	33,33%	100,00%
2	37	83,33%	55,56%	66,67%	27,78%	77,78%
3	43	83,33%	77,78%	88,89%	50,00%	77,78%
4	44	100,00%	100,00%	100,00%	44,44%	100,00%
5	44	77,78%	38,89%	61,11%	5,56%	55,56%
6	47	88,89%	94,44%	94,44%	83,33%	88,89%
7	47	94,44%	94,44%	88,89%	94,44%	88,89%
8	48	66,67%	66,67%	50,00%	61,11%	72,22%
9	49	94,44%	88,89%	94,44%	88,89%	94,44%
10	50	83,33%	83,33%	83,33%	77,78%	77,78%
11	51	88,89%	94,44%	88,89%	83,33%	94,44%
12	53	94,44%	94,44%	88,89%	94,44%	88,89%
13	55	83,33%	83,33%	83,33%	83,33%	83,33%

Analyzing the percentage of positive responses and the participant's age, we can observe that there is some difference in the performance of **TPR**, but it is not directly dependant on the age, in view of the fact that most of the participants, eleven out of thirteen, have a performance that surpasses 80%, which is considered satisfactory. One child, participant 4, was very collaborative during the class and had 100% positive responses. Participants 5 and 8 have low percentage of positive responses due to specific circumstances. In the case of participant 5, he had a low performance not only in TPR but throughout the other activities and during the entire school period, which can be explained by the fact that he had a difficult time concentrating and focusing on the activities, not only during the



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English periods but in the other classes as well. As for participant 8 it is important to state that he was constantly absent from class or came in late, which made it virtually impossible to register the positive responses during all of the 18 sessions, and that is the reason for the low percentage in this particular case. Besides, when he came in late, it was difficult for him to get integrated and engaged in the activities.

Regarding the positive answers to the **Yes/No questions** and to the informative or **WH questions** (what, where, who), it is possible to observe the difference between the answers given by participants 1 and 2, who are the youngest students, and participants 11, 12 and 13, who are older students. The younger participants (1, 2 and 3) answer Yes/No questions between 10 and 14 times (55, 56% to 77, 78%) and Wh questions between 6 and 9 times (33, 33% to 50%), while the older participants (10, 11, 12 and 13) between 15 and 17 times (83, 33% to 94, 44%) to the first group of questions, and between 14 and 17 times (77, 78% to 94, 44%) to the second group. These results are consequent with the developmental stage of the children, and show that when they have to utter words, the older participants have better results. According to Piaget's developmental theory, children gradually develop the use of language and it is in the preoperational stage (2-7 years) that an important development of language and enlargement of vocabulary occurs, but there is a difference in the ability to produce language between a 3 year old and a 5 year old, since they are not in the same exact level of this developmental stage. The two youngest children in this study are at the beginning of the preoperational stage and more likely to be in the silent period regarding the foreign language, therefore need more time to assimilate in order to produce the language. Participants 5 and 8 show a very low performance as in the other areas.

When the children have to **follow directions** there is a variation regarding the two youngest participants, where it can be observed that they have a lower percentage of positive responses in relation to the older students. Due to their age,



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their attention span is shorter, which is why they do not always keep up with the group’s pace. Also, we can observe the low performance of participants 5 and 8 which are specific cases.

Table 8 shows the final results of the group. Although there were 13 participants during the application of TPRS, only 12 were evaluated, since participant 10 did not return to school after the Christmas break.

Table 8 Results of the application of the Final Evaluation. Number of students that respond positively out of 12 participants

FINAL EVALUATION				
VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	12	12	11	10
Good afternoon	0	0	1	0
Good night	9	10	10	8
Fine	11	10	10	10
Not so good	11	9	7	8
Name	Doesn't Apply	11	11	11
Boy	8	12	11	11
Girl	2	12	11	9
Fish	11	12	11	11
Cat	12	12	10	11
Yellow	Doesn't apply	11	11	9
Orange	Doesn't apply	8	10	7
Big	9	9	8	8



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Little	9	9	8	8
Count 1 to 5	11	11	11	11
Fat	6	6	6	6
Thin	6	6	6	6
Happy	10	11	8	8
Eyes	10	10	9	8
Nose	8	8	8	7
Mouth	9	9	8	7
Ears	10	10	8	7

Analyzing these results we can observe that it was not difficult for the children to assimilate the concept of good morning and good night, since they could associate it with the sun and the moon, as well as with TPR actions of waking up and sleeping. Besides, the words “good morning” and “hello”, were used every day to greet the students, and as we can see, practically all of the students respond positively in each of the 4 activities that were evaluated (TPR, directions, Yes/no questions, WH questions).

This was not the case of “Good afternoon” which was represented with a sun wearing sunglasses. This expression encloses a concept that children found hard to understand since it is related to the notion of “time”. It was too abstract for the children to completely comprehend its meaning. As a result, only 1 child was able to answer a yes/no question, however neither one of the participants responded positively in any of the other activities regarding this particular word. Hence, this question was eliminated because it affects the final results.

Words such as yellow and orange do not apply for TPR, due to the fact that the students have to represent words with movements or actions, and it is difficult to do this with colors, therefore there is no response of the participants in this particular area.



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For the words boy and girl, the participants were asked to perform TPR according to their own gender, and that is why the results show 8 (out of 10) positive responses for boy and 2 (out of 2) for girl.

In the words big and little, 8 and 9 participants respond positively, while in the words fat and thin, only 6 respond positively. These words are associated with concepts that can result to be too abstract for some of the children. They answered by saying big instead of fat and small instead of thin.

The final four words on the list were presented during the last two classes, in view of the fact that it took more time than planned to work with the abstract concepts, such as good afternoon and fat-thin. Nevertheless, a good number of participants responded positively, considering that the time for the acquisition of these words was short.

Table 9 contains the data of the final evaluation which are analyzed in percentage, considering only the positive response.

Table 9 Results of the application of the Final Evaluation. Number of students that respond positively out of 12 participants				
FINAL EVALUATION				
VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	100%	100%	92%	83%
Good afternoon	0%	0%	8%	0%
Good night	75%	83%	83%	67%
Fine	92%	83%	83%	83%
Not so good	92%	75%	58%	67%
Name	Doesn't Apply	92%	92%	92%



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Boy	80%	100%	92%	92%
Girl	100%	100%	92%	75%
Fish	92%	100%	92%	92%
Cat	100%	100%	83%	92%
Yellow	Doesn't apply	92%	92%	75%
Orange	Doesn't apply	67%	83%	58%
Big	75%	75%	67%	67%
Little	75%	75%	67%	67%
Count 1 to 5	92%	92%	92%	92%
Fat	50%	50%	50%	50%
Thin	50%	50%	50%	50%
Happy	83%	92%	67%	67%
Eyes	83%	83%	75%	67%
Nose	67%	67%	67%	58%
Mouth	75%	75%	67%	58%
Ears	83%	83%	67%	58%

In percentages we can observe once again that “good morning” and “good afternoon” have a high level of performance since 75% of the children responded positively. We can observe that most of the words achieve a performance of 70% and higher, which is considered satisfactory.

As for the expression “not so good”, only 65% of the children answered positively, since the older children are the ones who understood the concepts enclosed in these words.



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There is a significant low performance for the color orange, which was not as well acquired as yellow, 67% when they have to follow directions and 58% when they have to answer WH questions.

In the concepts “big” and “little” there is a lower performance (67%) when children have to produce the language. It is the older students who have a better response. And for fat and thin, the percentage of students that perform positively is only 50% since these are words enclosed abstract concepts; and it is the older students who understand them better.

The final words in the list were acquired last and the older children, which represent between 58% and 67% are the ones who say the words in the target language.

Table 10 compares the average of positive performances of the whole class during the 18 English classes to their average of positive performances in the final evaluation. A fall in the percentages of the performance in the final evaluation can be observed in comparison to the performance during the English classes.

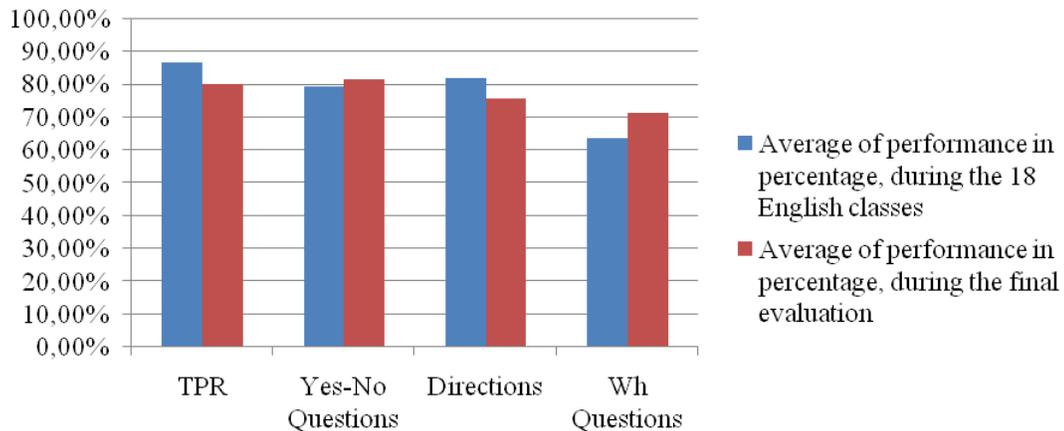
Table 10 Contrast of the average of positive performance during the 18 English classes and the final evaluation		
	Average of performance in percentage, during the 18 English classes	Average of performance in percentage, during the final evaluation
TPR	86,8%	80,39%
Yes-No Questions	79,5%	81,67%
Directions	82,1%	75,83%
Wh Questions	63,7%	71,25%

Figure 2 displays this information with bars in order to contrast the results during the process with the final results. The analysis of these results are presented following the figure.



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Figure 2 Contrast of the average of positive performance during the 18 English classes and the final evaluation



For the final evaluation the participants, in pairs, were taken out of their regular classroom into a room next to theirs, which influenced in their performance since they were used to being in a large group. Additionally, the students were aware of the video camera and at first, when they had to perform TPR and follow directions, were reluctant to participate.

The percentage of positive responses to the Yes/No questions is slightly better in the final evaluation. This was due to the fact that the participants were interested in looking at the pictures in the mini stories and got involved in the activity, which also contributed to an increase in the percentage of the positive answers to the WH questions. The final goal of TPRS is for students to understand and use the words they have learned in English, which is what they were able to do in the end with a percentage of 71,25%, considering that the younger children have a lower performance, and that the older children have a performance that surpasses 90 % of positive responses.

At any rate, TPRS methodology shows positive results, since the student's performance during the classes surpasses 70 %, which demonstrates that they



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are engaged in the activities; they participate and enjoy learning English with this approach.

The study reveals that Pre-school children in Santana School were successful in performing the majority of the activities during the process of application of the TPRS methodology, as well as during the final evaluation. Although most of them were able to obtain satisfactory results, some of them fail to do so due to individual aspects such as age, school absentee and concentration factors.

Next, each of the five categories: TPR, Follow directions, Answer yes/no questions, Answer WH questions and Perform “Hands On” activities, is analyzed in order to see the separate results for these activities. Table 11, shows the student’s chronological and daily performance in TPR and the total of positive responses, out of a total number of 18.

Table 11 TPR – Chronological performance. Total of Positive Responses

Participants	Age in Months	Oct - 5	Oct - 8	Oct - 12	Oct - 16	Oct - 19	Oct - 21	Oct - 26	Nov - 5	Nov - 9	Nov - 12	Nov - 16	Nov - 19	Nov - 22	Nov - 30	Dec - 3	Dec - 7	Dec - 14	Jan - 7	TOTAL		
	1	36																				16
2	37																					15
3	43																					15
4	44																					18
5	44																					14
6	47																					16
7	47																					17
8	48																					12
9	49																					17
10	50																					15
11	51																					16
12	53																					17
13	55																					15



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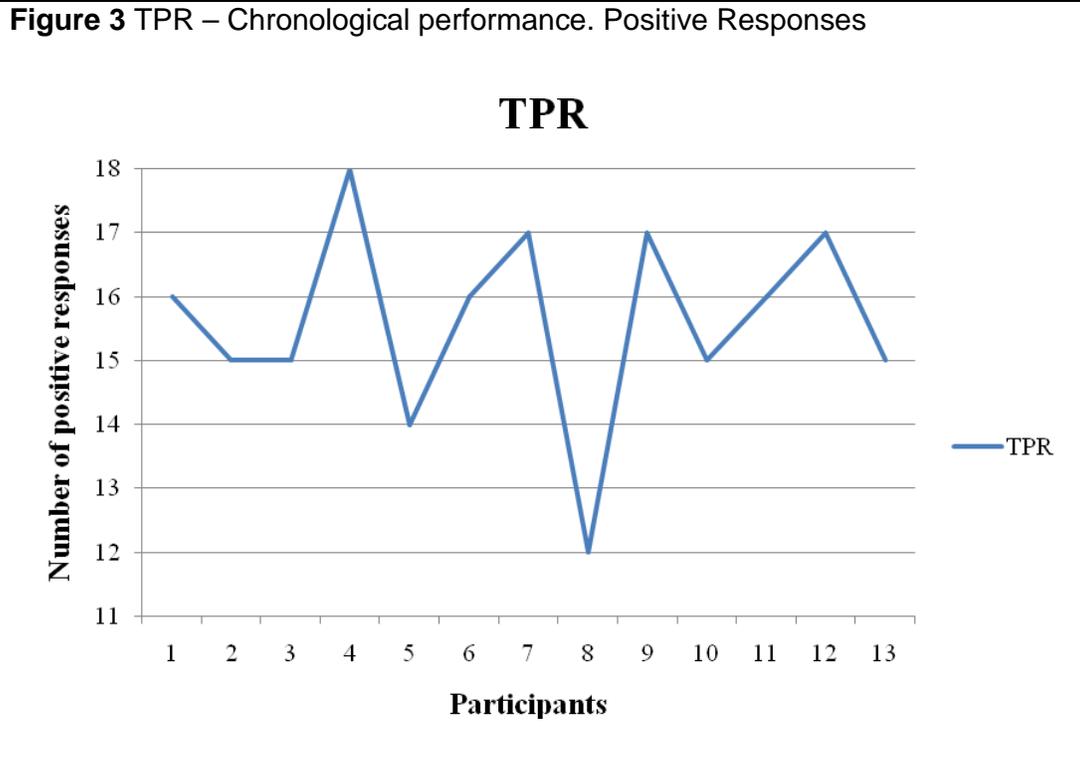
This graphic shows that on October 8, 10 out of the 13 participants did not respond positively to TPR. It is important to state that this day the children came from music classes and were very excited, active, impatient and disruptive, which made this a very difficult class, since it was hard to maintain their concentration.

Participant 1 does not respond 2 times. Participant 2, does not respond 2 times and is absent on December 7. Participant 3, is absent on October 19 and does not respond twice. Participant 4 is very collaborative and responds all of the times. Participant 5 does not respond 4 times, he does not collaborate in class and gets distracted easily. Participant 6 responds 16 times. Participant 7 responds 17 out of 18 times. Participant 8, arrives late to school on October 19, November 9 and December 10, and he is absent on November 16 and December 3, which explains why he has only 12 positive responses. Participant 9 responds 17 times. Participant 10, is absent on November 16 and January 6, she does not respond one time. Participant 11 does not respond two times. Participant 12, responds 17 times, and participant 13, is absent on November 30 and December 3, and does not respond positively one time.

Figure 3 shows the relation between the positive answers and the age.



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As it can be seen, the higher and lower peaks do not correspond to the higher and lower ages, they belong to the specific cases mentioned previously. Ten out of thirteen students respond positively between 15 and 17 times. The remaining three participants who have lower performances are those particular cases that have already been mentioned.

Table 12 shows the chronologic performance of the students during the 18 sessions, were the positive responses to Yes/No questions were registered. The date that stands out is October 8, when almost the whole class was not collaborative and disruptive. Besides participants 5 and 8, which are specific cases, the children who show the lowest performance are participants 1 and 2. They have a difficult time recognizing the words presented as graphics, also participant 2 is absent on December 7. Participant 3 is absent on October 19 and does not respond 3 times. As in the other activities, participant 4 is very



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collaborative and responsive, which is the opposite from participant 5 who has the lowest performance (he responds less than half of the questions). Participant 8 is late and absent on five occasions and does not respond only on October 8. As for participants 6, 7, 11 and 12, the only day they do not perform positively is on October 8 and the reasons were previously explained. Participant 9 responds positively 16 out of 18 times. Participants 10 and 13 are absent for two days and do not respond one time.



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Table 12 Yes-No Questions – Chronological performance. Positive Responses

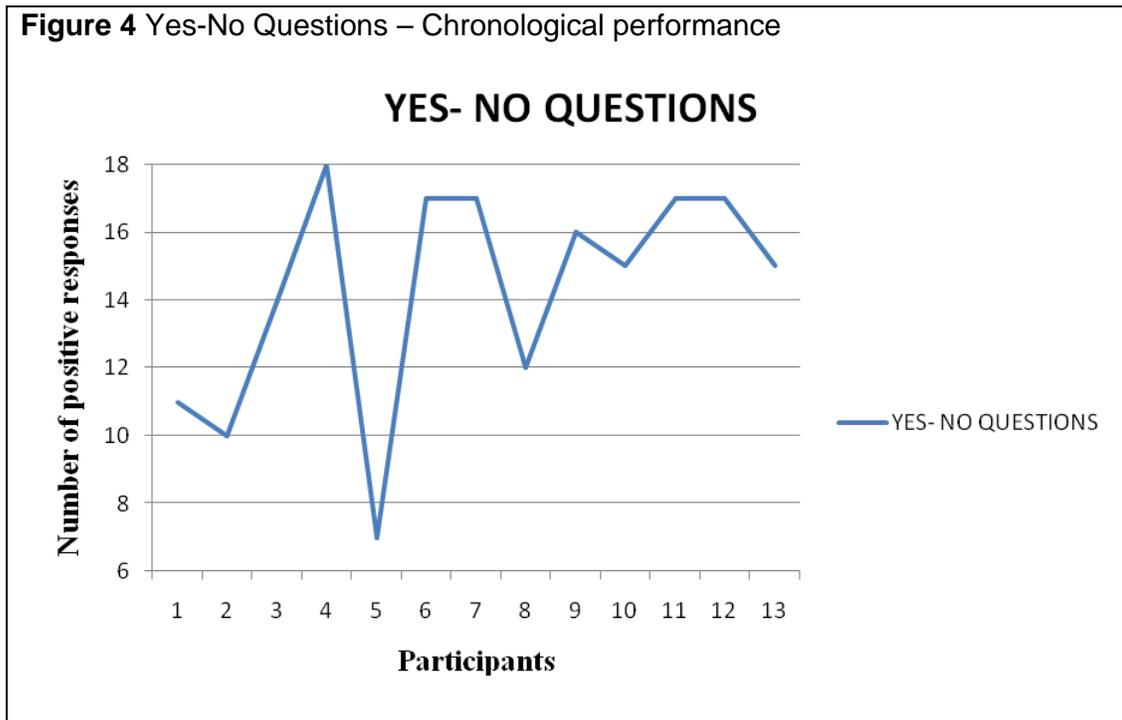
Participants	Age in Months	Oct – 5	Oct – 8	Oct – 12	Oct - 16	Oct - 19	Oct - 21	Oct - 26	Nov - 5	Nov - 9	Nov - 12	Nov - 16	Nov - 19	Nov – 22	Nov – 30	Dec - 3	Dec - 7	Dec – 14	Jan - 7	TOTAL
1	36																			11
2	37																			10
3	43																			14
4	44																			18
5	44																			7
6	47																			17
7	47																			17
8	48																			12
9	49																			16
10	50																			15
11	51																			17
12	53																			17
13	55																			15



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In figure 4 we can observe the relation between the positive answers and the age of the students.

Figure 4 Yes-No Questions – Chronological performance



The younger children, participants 1 and 2, have less positive responses. Also, we can emphasize the 18 positive responses (the total number of questions) of participant 4. The exceptional cases of participant 5 and participant 8, who have a very low performance, are also visible. The older children performed positively between 15 and 17 times out of a number of 18 possible positive responses.



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Table 13 shows the number of positive results obtained in the responses to instructions or commands. It demonstrates that most of the children have a positive reaction to the commands given by the instructor. In this activity, participant 1 and 2, the youngest in the group, show a lower performance than the other participants. It is the first time they are in school; they do not obey orders or follow instructions easily. This behavior was specially observed during the first classes.

As with the other activities, participant 5 was reluctant to follow directions.

Participant 8 responds positively only 50% of the time to the commands. As mentioned previously, this child does not assist regularly to school, and when he comes in late he does not show interest in the activities and has a difficult time joining the class in the tasks.



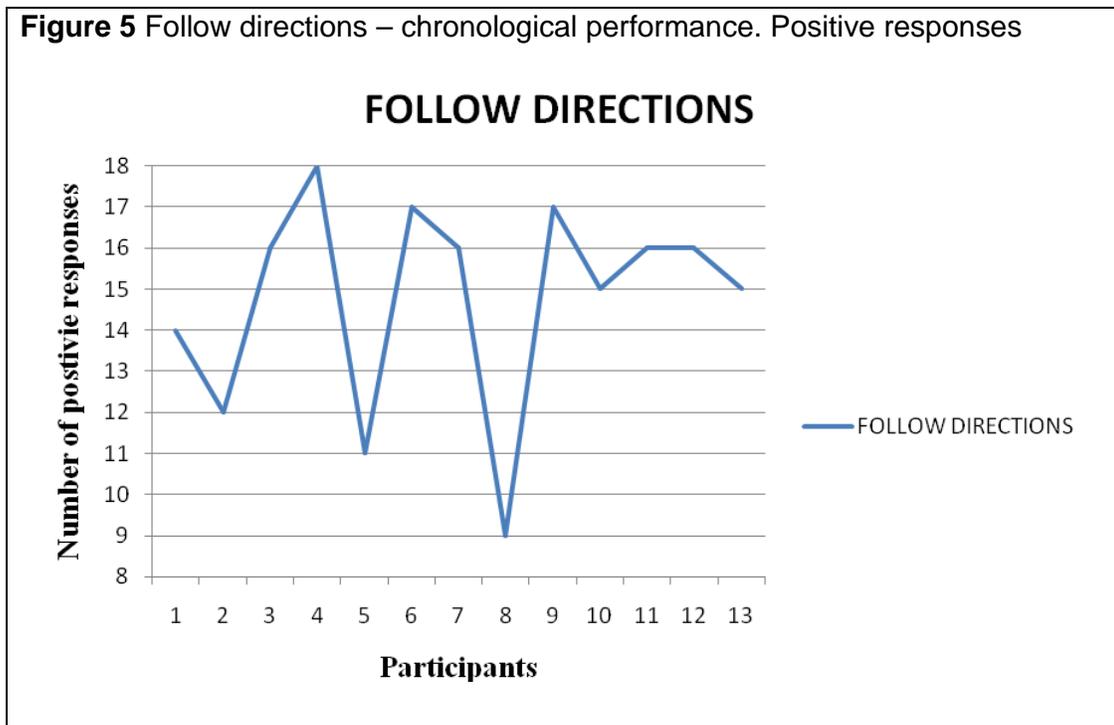
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Table 13 Follow directions – Chronological performance. Positive responses																				
Participants	Age in Months	Oct – 5	Oct – 8	Oct – 12	Oct - 16	Oct - 19	Oct - 21	Oct - 26	Nov - 5	Nov - 9	Nov - 12	Nov - 16	Nov - 19	Nov – 22	Nov - 30	Dec - 3	Dec - 7	Dec – 14	Jan - 7	TOTAL
1	36																			14
2	37																			12
3	43																			16
4	44																			18
5	44																			11
6	47																			17
7	47																			16
8	48																			9
9	49																			17
10	50																			15
11	51																			16
12	53																			16
13	55																			15



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Figure 5 shows the positive answers given by each student.



We can visualize how the two youngest participants respond positively 14 and 12 times respectively, participant 5 responds positively to only 11 of the commands and participant 8 responds positively to only 9 of the commands. The remaining participants show a normal variation in the number of positive responses (between 15 and 18 times).



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The results obtained in the responses to the interrogative or WH questions are shown in table 14. The younger children show a higher difficulty to respond correctly to the questions. Participants 1 and 2 respond less than 50% of the questions. Participants 3 and 4 respond about 50% of the total answers. It is important to mention that in this particular activity, participant 4 does not have the same level of performance than in the other activities. He does not say words too often and when he does, it is almost imperceptible, since he speaks very low. Participant 6 does not respond during the first 3 classes, but performs positively in the following classes. Participants 7, 9, 11, 12 and 13 respond between 15 and 17 times, which corresponds to 83% and 94% of the total answers. We must emphasize that participant 5 responds positively only one time. This case has been previously mentioned, as was the case of participant 8.

As for participant 10, in spite of the fact that this student recently moved from the United States, and English is her first language, she was very timid at first and did not respond during the first classes. She was also absent for two days (November 16 and January 7) and that is why the percentage of positive responses in this case was of 77% (14 positive responses).

The results obtained in the responses to the interrogative or WH questions, show that the younger students have a much lower number of positive responses.



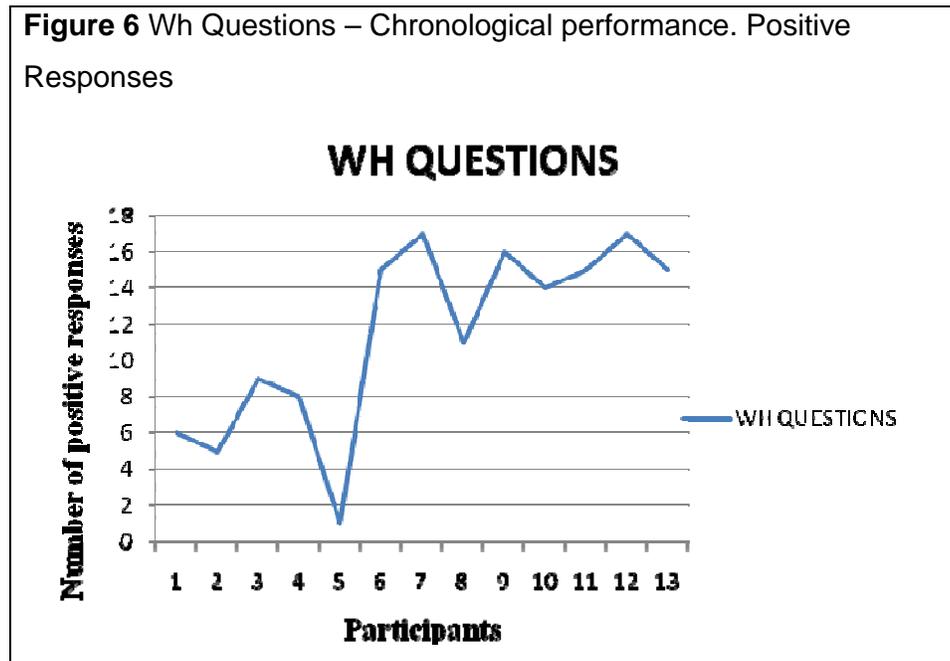
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Participants	Age in Months	Oct - 5	Oct - 8	Oct - 12	Oct - 16	Oct - 19	Oct - 21	Oct - 26	Nov - 5	Nov - 9	Nov - 12	Nov - 16	Nov - 19	Nov - 22	Nov - 30	Dec - 3	Dec - 7	Dec - 14	Jan - 7	TOTAL
1	36																			6
2	37																			5
3	43																			9
4	44																			8
5	44																			1
6	47																			15
7	47																			17
8	48																			11
9	49																			16
10	50																			14
11	51																			15
12	53																			17
13	55																			15



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Figure 6 shows the number of positive answers given by each participant to the WH questions.



We can observe that with participant 5 there is a drop in the line, which is an uncommon situation, while the rest of the children maintain the tendency, demonstrating that the older children have a better production of the target language.



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Table 15 shows the students positive responses to the “Hands On” activities. The results demonstrate that the participants respond positively at least in ten observations. These types of activities are appealing to the students, since they are mainly based on arts and crafts that children enjoy doing in most of the case. Even in the specific cases of participants 5 and 8, which have already been explained, there is an improvement in their performance when compared to the other activities.



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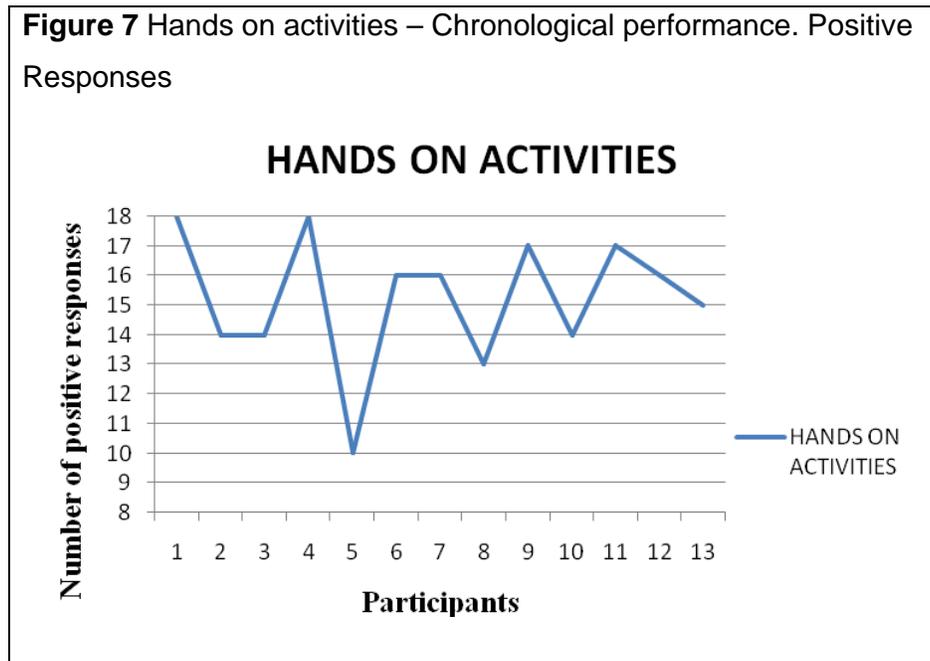
Table 15 Hands on activities – Chronological performance. Positive Responses

Participants	Age in Months	Oct - 5	Oct - 8	Oct – 12	Oct – 16	Oct – 19	Oct - 21	Oct – 26	Nov - 5	Nov - 9	Nov - 12	Nov - 16	Nov - 19	Nov - 22	Nov - 30	Dec – 3	Dec - 7	Dec – 14	Jan - 7	TOTAL	
1	36																				18
2	37																				14
3	43																				14
4	44																				18
5	44																				10
6	47																				16
7	47																				16
8	48																				13
9	49																				17
10	50																				14
11	51																				17
12	53																				16
13	55																				15



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Figure 7 shows the number of correct responses to the tasks assigned by the instructor.



There is no significant variation, except for participant 5, who presents the lowest level of performance.



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With the purpose of providing detailed information of the results of the TPRS methodology, an individual analysis between the performance of each student during the 18 English classes and the final evaluation is presented in next.

PARTICIPANT 1: Age 36 months

The student was very active and was usually unstill during the English lessons. He was easily distracted and it was very difficult for him to maintain concentration throughout the class. He became tired very quickly and moved around distracting his peers. On many occasions it was necessary to give him individual care and attention. He could not wait for his turn during the games or the questioning and frequently stood up during the activities. Most of the time he answered in Spanish or required help from his peers. Nevertheless, it is important to state that he participated and liked to be listened to. Also, he followed directions correctly when they were explained or given to him individually.

Figure 8 shows the participants performance during the English classes, while Figure 9 shows the results of the final evaluation. This demonstrates that the difference in percentages is: TPR 89% vs. 50%, Directions 78% vs. 68%, Yes/No questions 61% vs. 68%, WH questions 32% vs. 50%. It is important to state that during the final evaluation, the participant was constantly moving in his chair. At the beginning he participated more actively but as the questioning continued he did not want to collaborate. The final four words in the vocabulary list were not acquired.



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Figure 8 Performance in percentage, during the 18 English classes

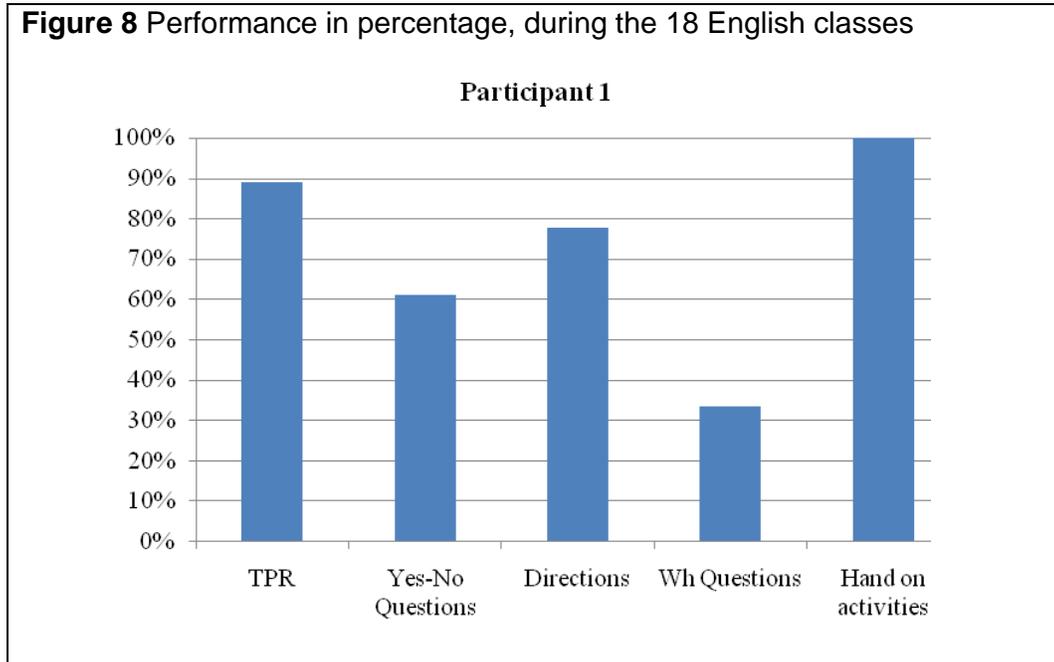
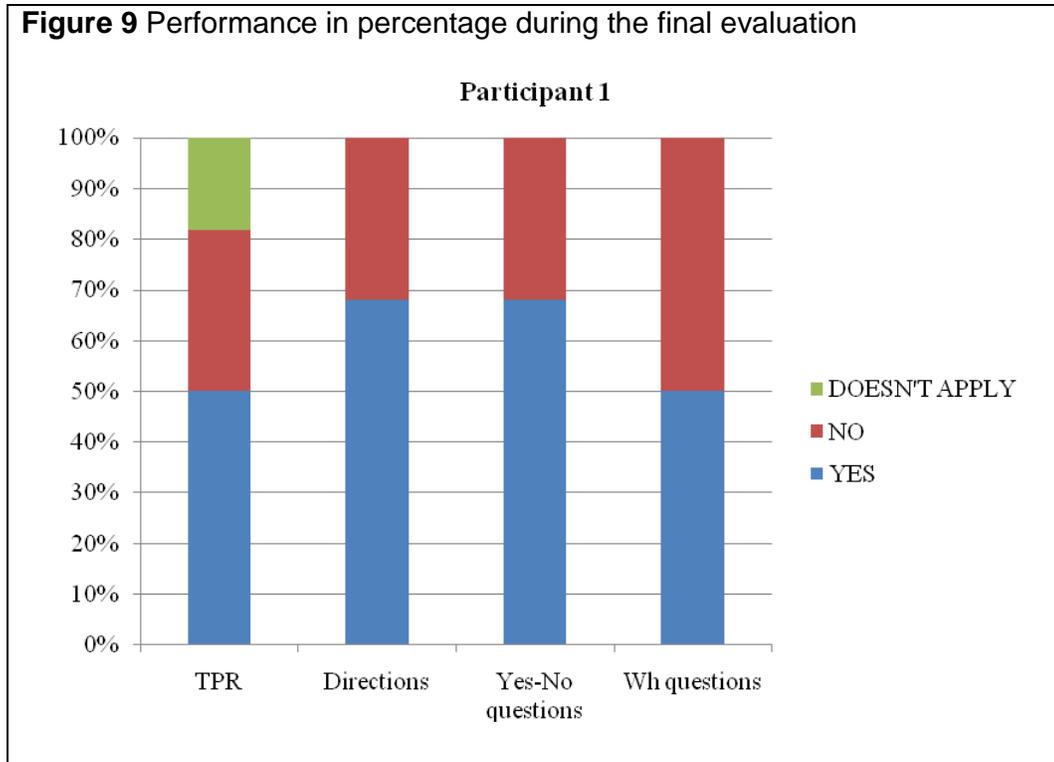


Figure 9 Performance in percentage during the final evaluation





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PARTICIPANT 2: Age 37 months

The participant has lack of concentration during the English lessons, especially during the presentation of the mini stories. He answered when asked about his name and recognized that he is a boy. He performed manual tasks but he needed constant supervision. He was very interested in the Christmas song and learned it well. By the end of the TPRS application he was collaborative.

Comparing the student's performance during the English classes (figures 10 and 11) with the performance during the final evaluation the results show that the difference in percentages is: TPR 82% vs. 55%, Directions 66% vs. 62%, Yes/No questions 55% vs. 62%, WH questions 29% vs. 50%. At first the student was distracted and it was not easy to get him involved but by the end of the evaluation he was more collaborative, which can explain the difference in the results.



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Figure 10 Performance in percentage, during the 18 English classes.

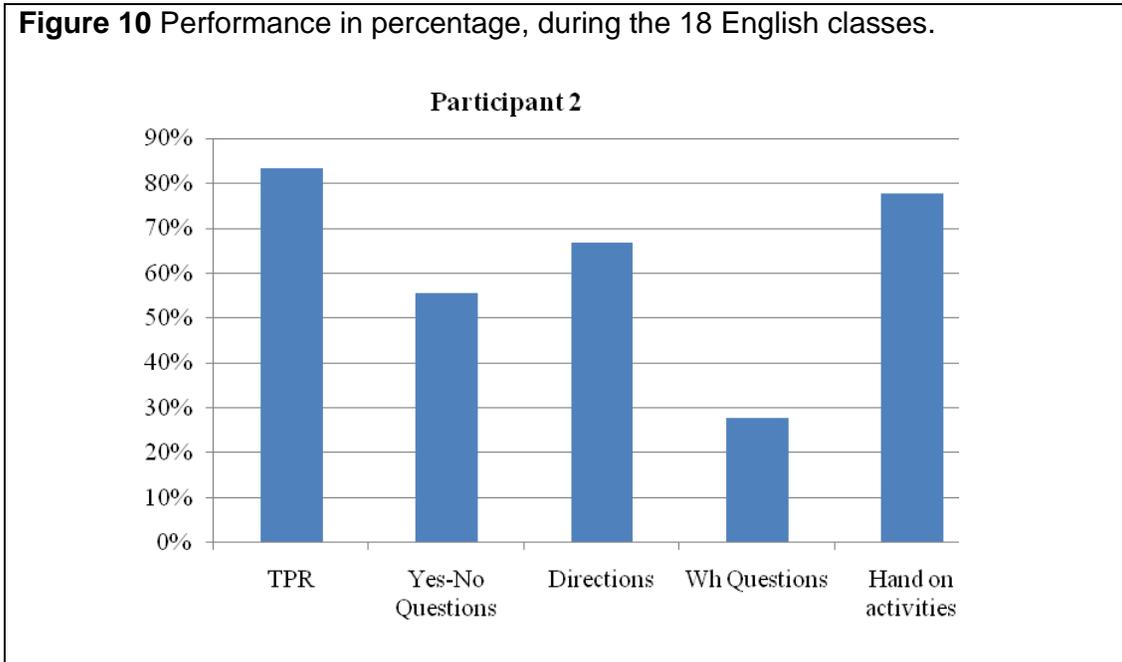
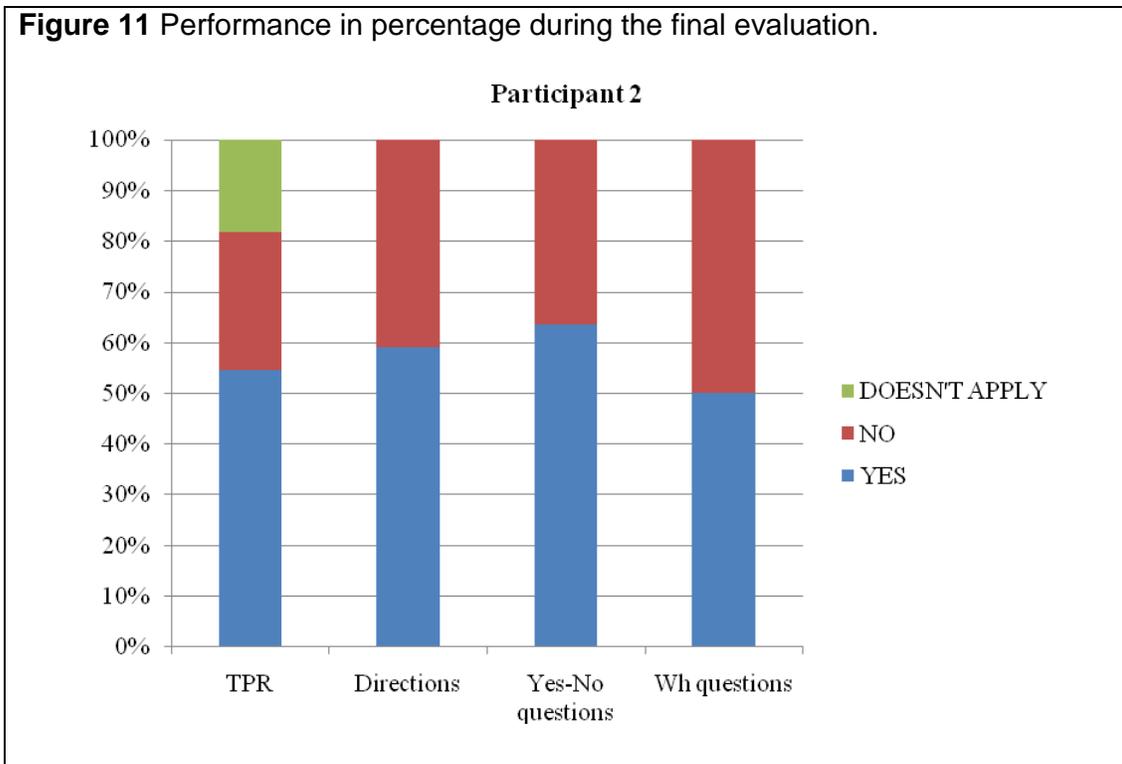


Figure 11 Performance in percentage during the final evaluation.





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PARTICIPANT 3: Age 43 months

The participant maintained his concentration during the first 5 to 10 minutes of the story. Sometimes he brought books or toys from his house, which distracted him and his classmates so it was necessary to give him some time to show his things to the class and then put them away. He answered to the questions when he had to respond in group or chorally but he sometimes refused to answer individually. The student had a hard time waiting for his turn.

He performed the Hands On activities, finishing the tasks with precision.

Figures 12 and 13 compare the student's performance during the English classes with the performance during the final evaluation. The results show that the difference in percentages is: TPR 82% vs. 82%, Directions 89% vs. 95%, Yes/No questions 78% vs. 91%, WH questions 50% vs. 95%. This demonstrates that there is a positive outcome for this participant at the end of the TPRS period.



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Figure 12 Performance in percentage, during the 18 English classes.

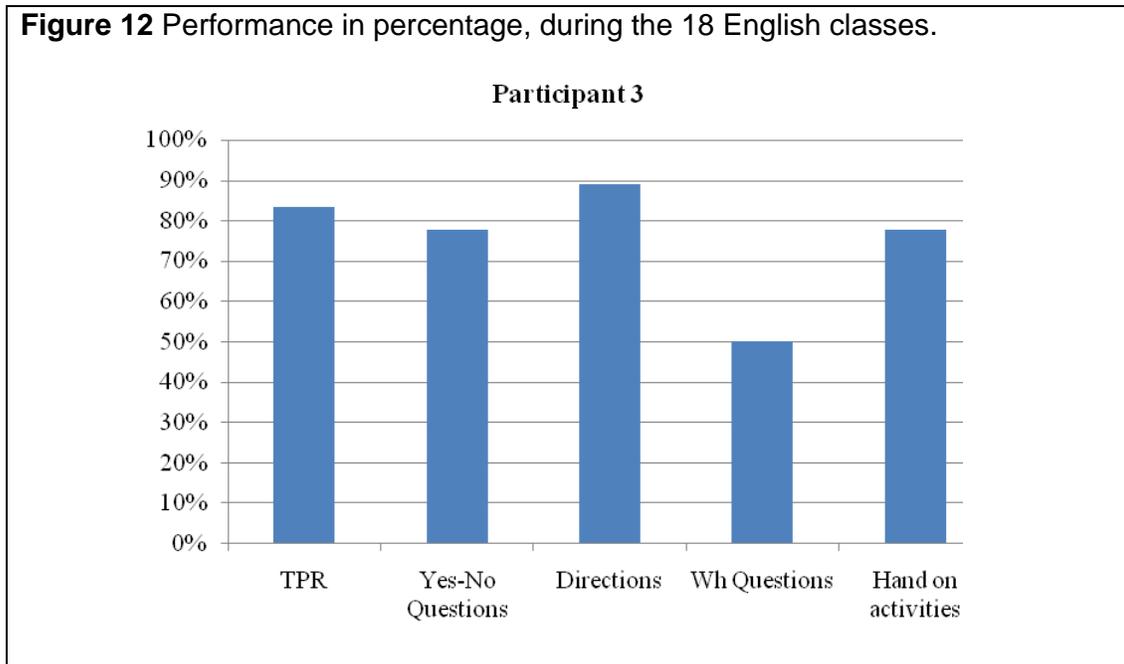
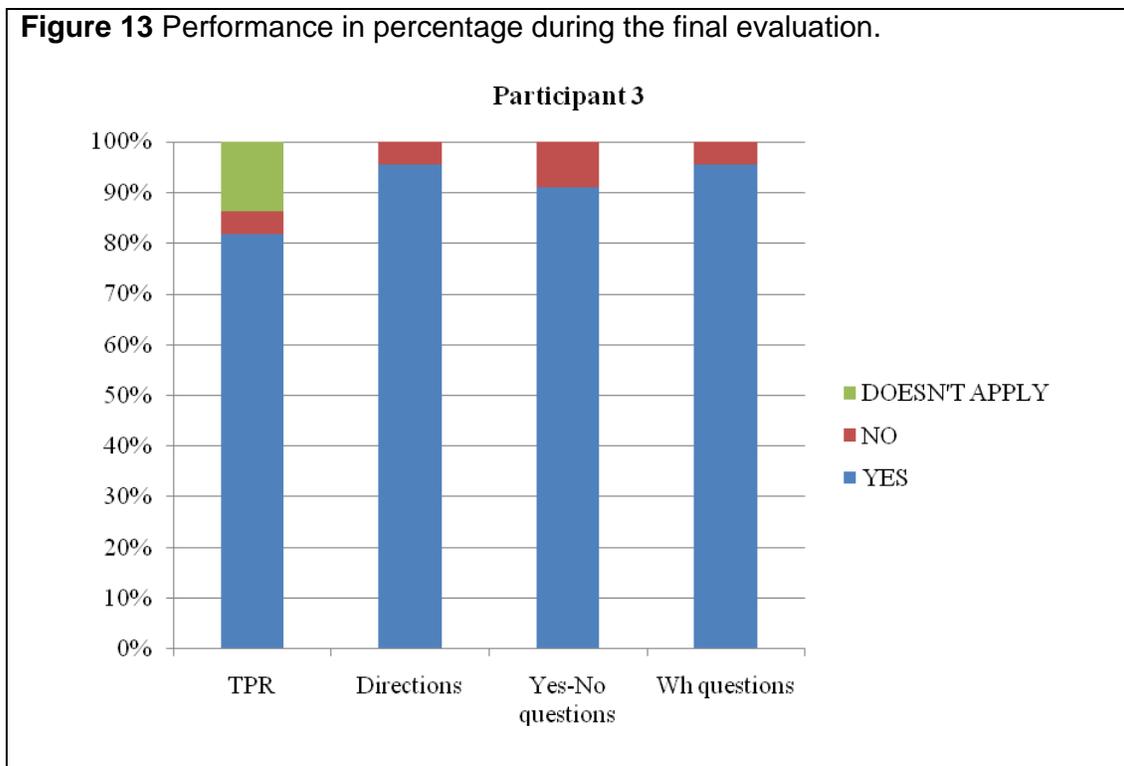


Figure 13 Performance in percentage during the final evaluation.





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PARTICIPANT 4: Age 44 months

The student is very collaborative. He followed directions and concentrated in the activities. During storytelling he demonstrated interest and participated actively. He usually waited for his turn when it was time to play games. He did not answer the questions that require uttering the words of the vocabulary but he answered correctly to the yes/no questions and occasionally said some words such as boy, girl and his name.

Tables 14 and 15 compare the student's performance during the English classes with the performance during the final evaluation. The results show that the difference in percentages is: TPR 100% vs. 68%, Directions 100% vs. 72%, Yes/No questions 100% vs. 60%, WH questions 44% vs. 50%. This is a particular case, since this child had a very high number of positive responses during the English classes while in the final evaluation there is a big drop. The participant respond better when he is in a group with other children, but when he is asked to do it individually he does not collaborate as well.



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Figure 14 Performance in percentage, during the 18 English classes.

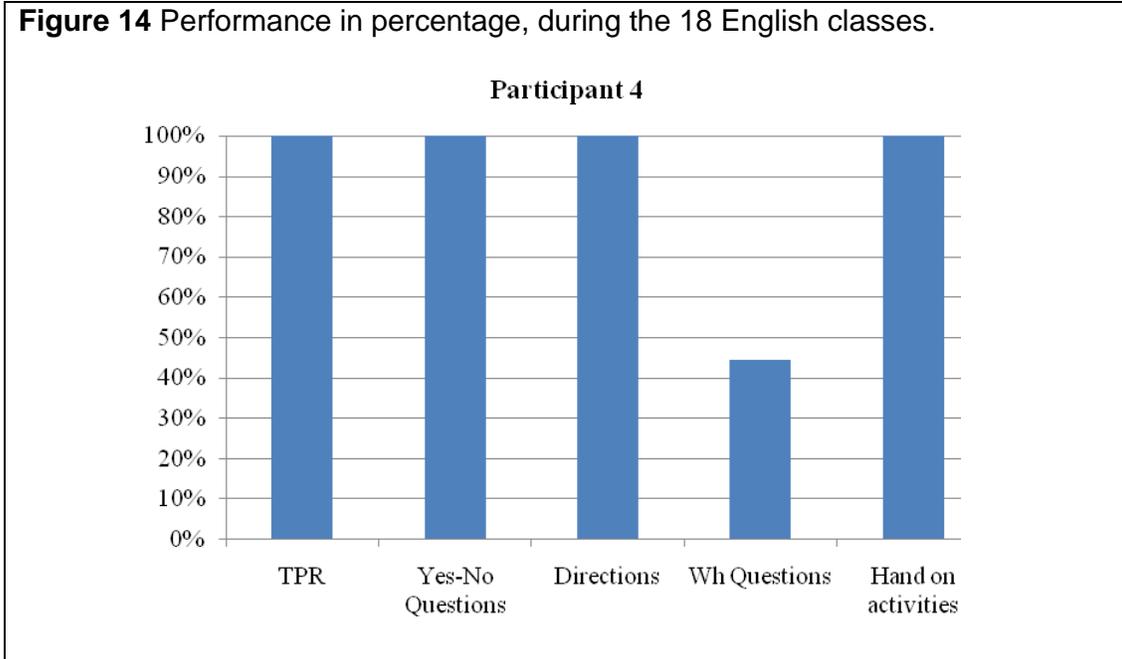
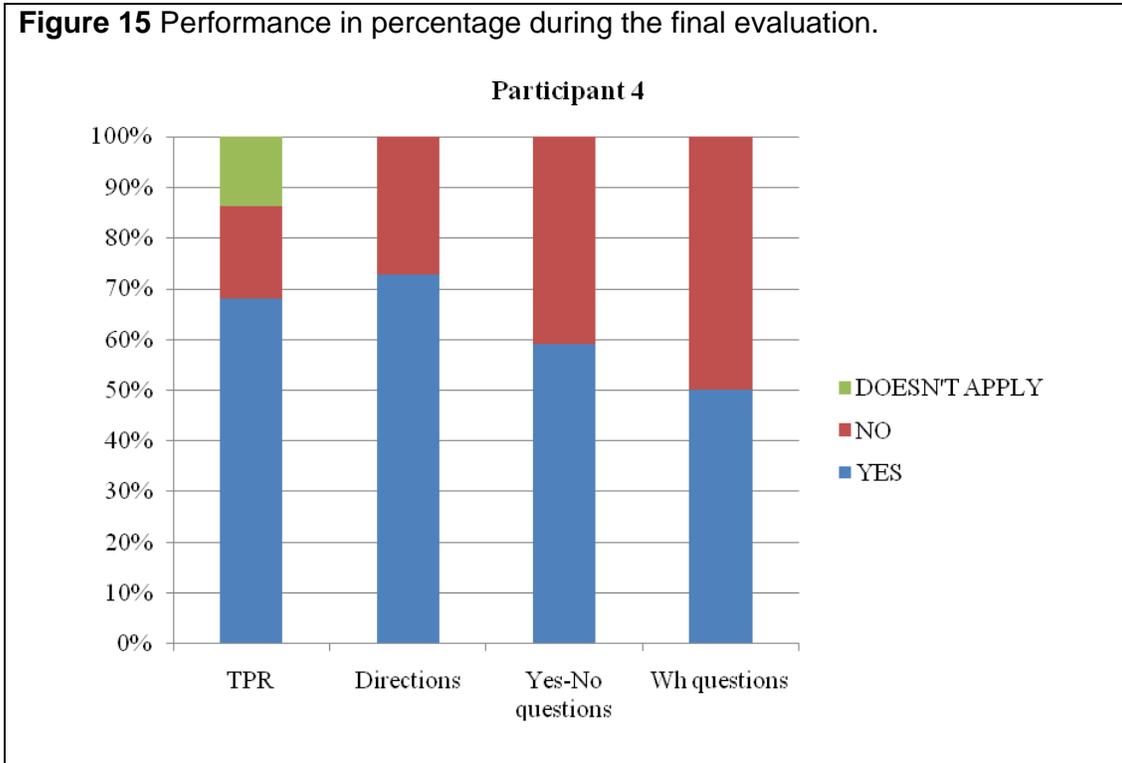


Figure 15 Performance in percentage during the final evaluation.





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PARTICIPANT 5: Age 44 months

The participant had a difficult time concentrating. He did not sit still too long and became distracted easily. At the beginning he was not too collaborative especially when he had to answer questions but as the lessons progressed his concentration improved some. He pointed to pictures and objects but did not respond verbally. His participation in class was more active when the activities were performed in groups, such as, when the children sang or repeated chants.

As for the Hands On activities, the child did not concentrate or focus on the activity. He needed individual supervision.

Tables 16 and 17 compare the student's performance during the English classes with the performance during the final evaluation the results show that the difference in percentages is: TPR 78% vs. 19%, Directions 61% vs. 22%, Yes/No questions 39% vs. 0%, WH questions 5% vs. 0%. The participant did not answer questions, only pointing out a few pictures that were showed to him. During the lessons he did not participate much.



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Figure 16 Performance in percentage, during the 18 English classes.

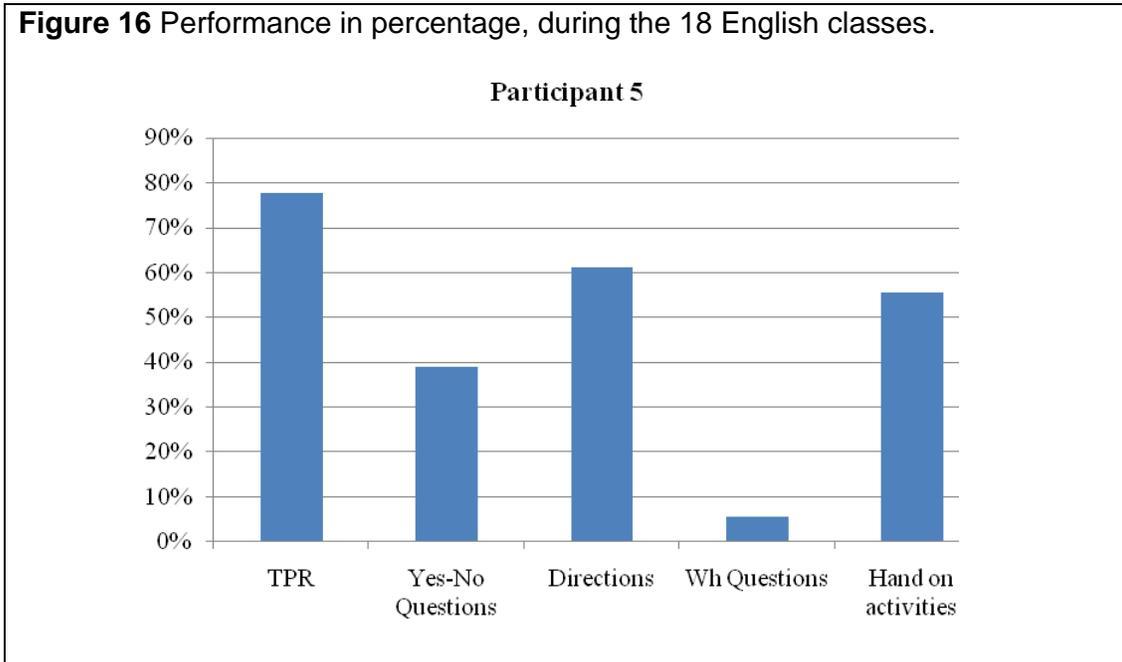
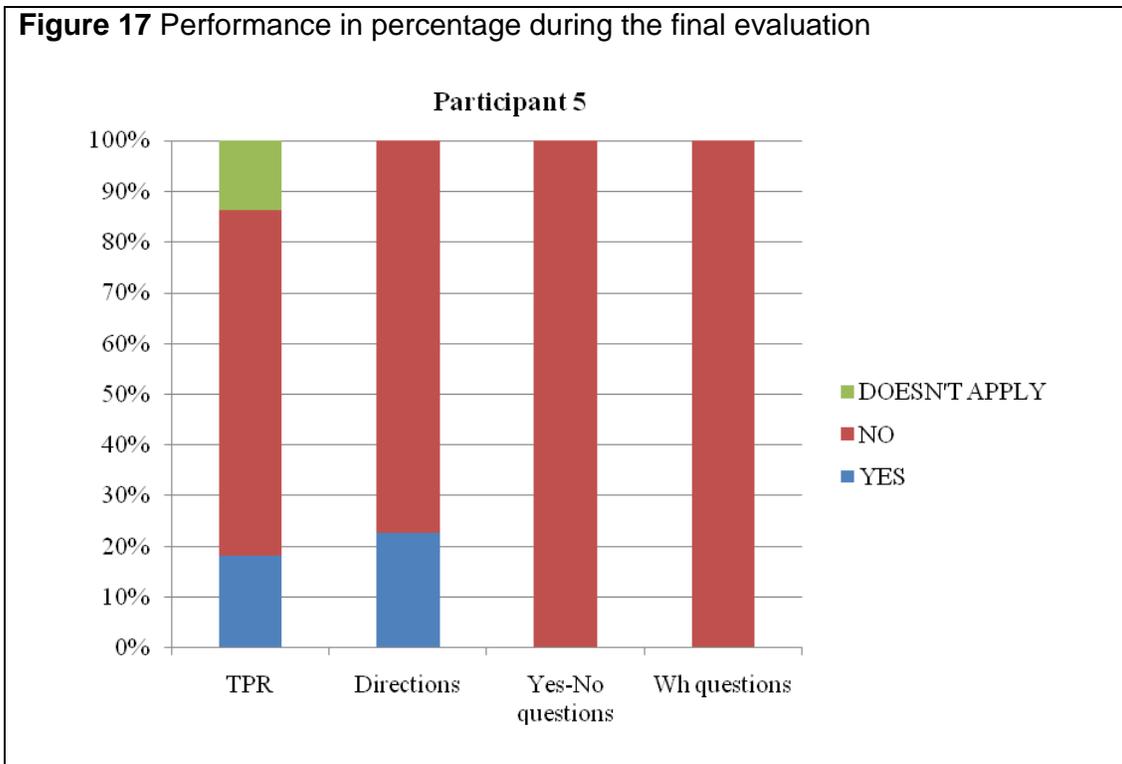


Figure 17 Performance in percentage during the final evaluation





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PARTICIPANT 6: Age 47 months.

During the first lessons the participant was very still and quiet but as the days went on he became more involved in the activities. He always raised his hand without interrupting. He followed directions, answered questions, pointed to objects and pictures and repeated chants, but he preferred to answer chorally or in group rather than individually. He maintained good concentration during the class.

Comparing the student's performance during the English classes with the performance during the final evaluation, the results in figures 18 and 19 show that the difference in percentages is TPR 89% vs. 45%, Directions 93% vs. 60%, Yes/No questions 93% vs. 45%, WH questions 82% vs. 41%. The student did not respond well when he was alone, contrary to what happened when he was in a group and participated actively. This case was similar to participant 4.



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Figure 18 Performance in percentage, during the 18 English classes.

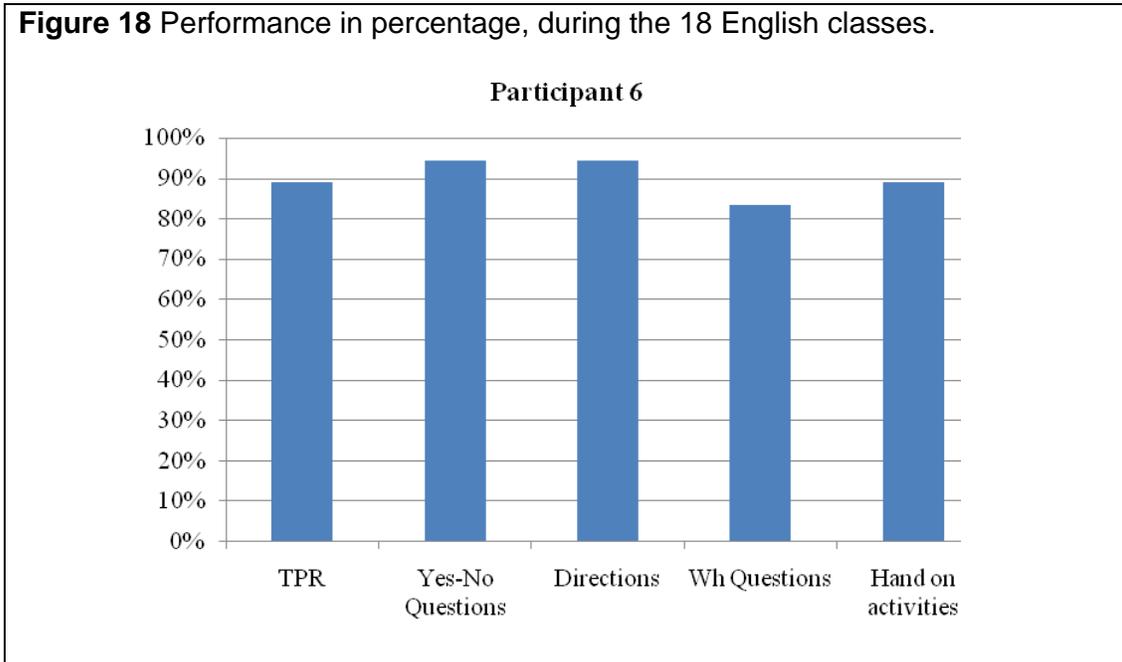
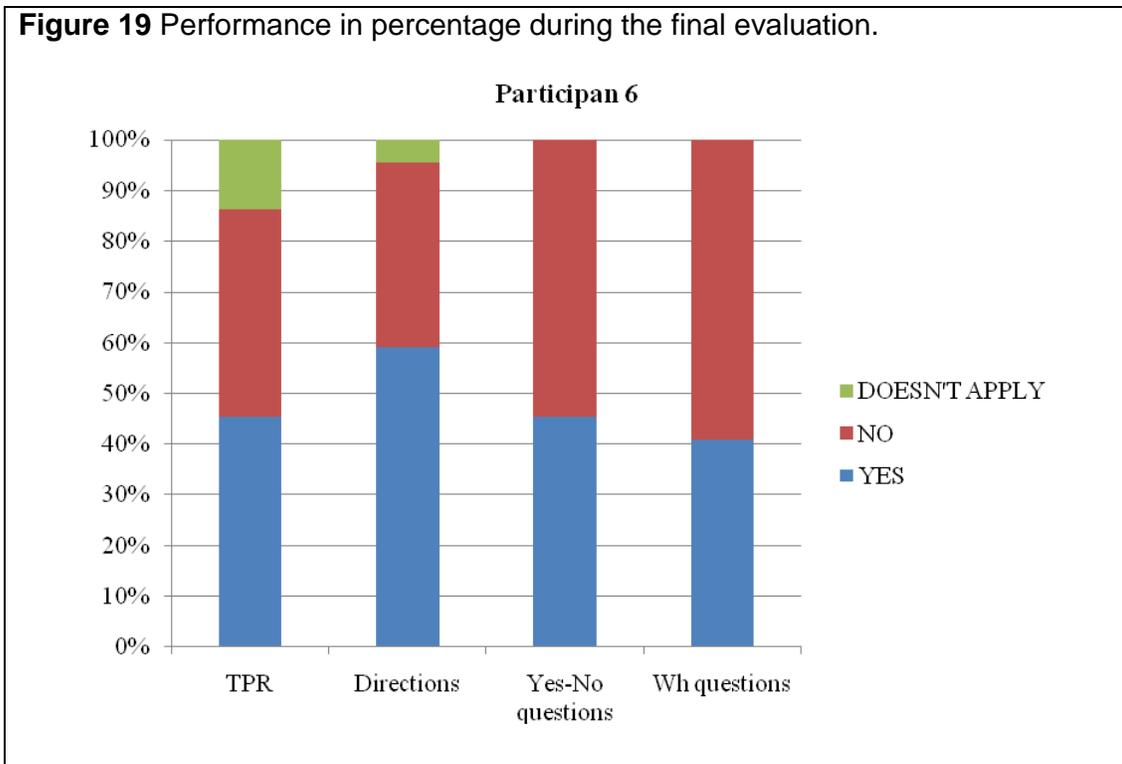


Figure 19 Performance in percentage during the final evaluation.





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PARTICIPANT 7: Age 47 months.

The student was usually very active in class. He answered questions about the stories and he knew the vocabulary very well. Sometimes he lost his concentration but he performed songs and chants, he participated actively in games, and he followed instructions with no difficulty.

Figures 20 and 21 compare the student's performance during the English classes with the performance during the final evaluation the results show that the difference in percentages is: TPR 94% vs. 82%, Directions 89% vs. 95%, Yes/No questions 94% vs. 95%, WH questions 94% vs. 95%. This shows that there is slight variation between the two results, showing a positive outcome in the end. The only exception is the TPR performance. Since the student was not collaborating at the beginning of the final evaluation session, but as time went by, he got engaged in the activities and participated actively.



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Figure 20 Performance in percentage, during the 18 English classes.

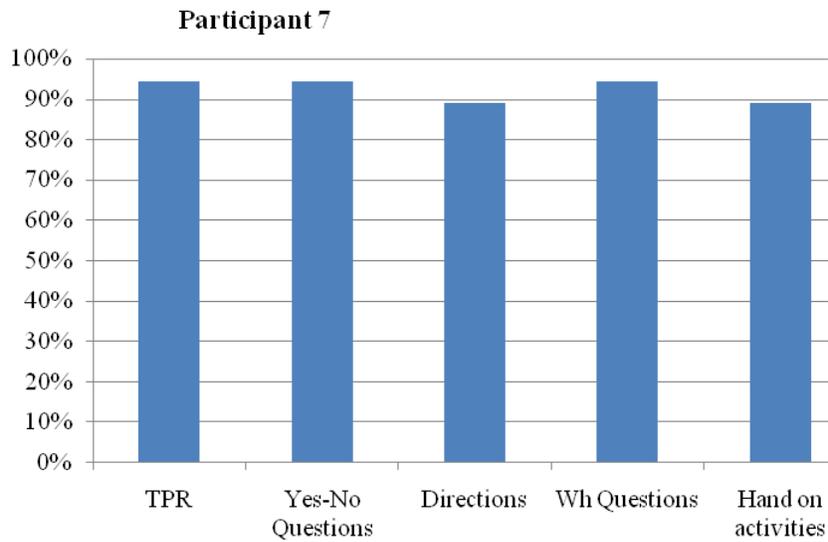
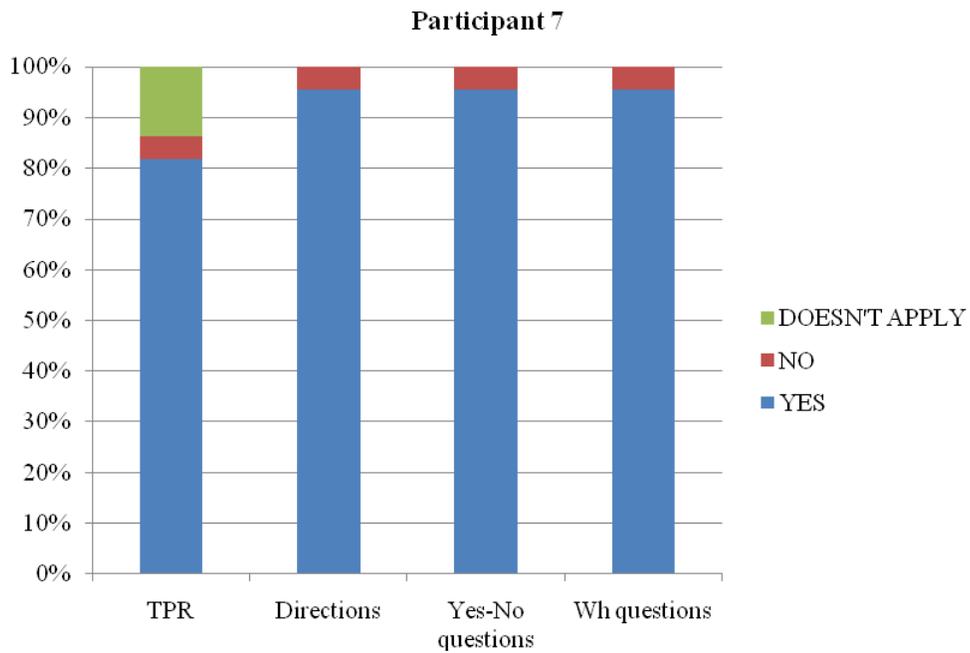


Figure 21 Performance in percentage during the final evaluation.





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PARTICIPANT 8: Age 48 months

The participant had a difficult time maintaining concentration and did not pay attention during the storytelling activity. He was late a few times and did not attend school regularly.

It was quite difficult to get him to participate. Nevertheless, it is important to state that he participated actively in games.

When he arrived late he had a difficult time getting involved in the activities and did not understand the instructions. He usually performed Hands On activities but his concentration lasted only a few minutes.

Figures 22 and 23 compare the student's performance during the English classes with the performance during the final evaluation the results show that the difference in percentages is: TPR 67% vs. 82%, Directions 50% vs. 95%, Yes/No questions 67% vs. 95%, WH questions 61% vs. 95%. It is important to state that the results in the student's evaluation were impressive considering his lack of attention during the classes and his frequent absentee. The outcome in this particular case is very positive.



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Figure 22 Performance in percentage, during the 18 English classes.

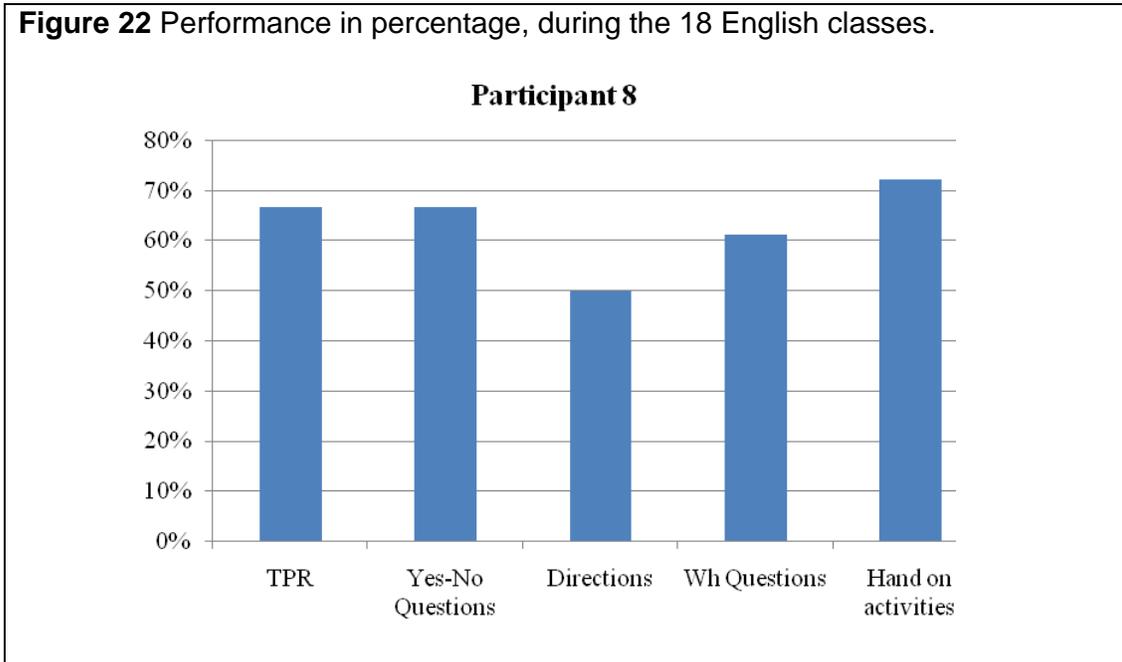
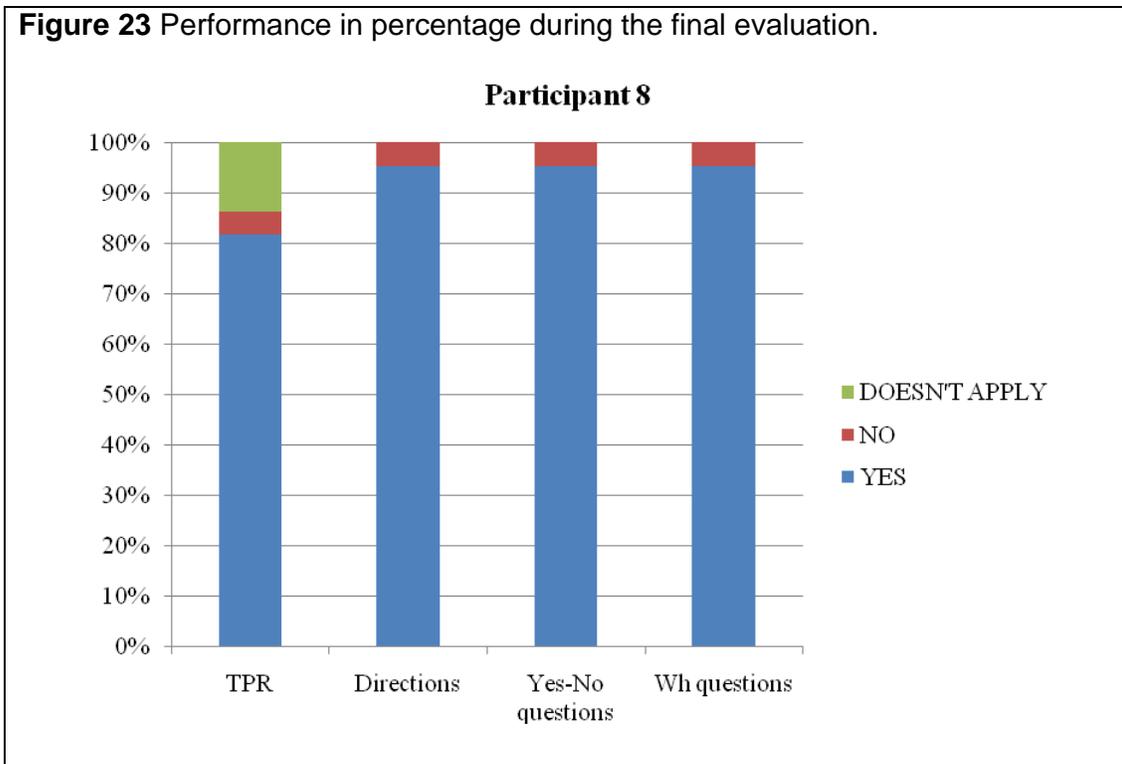


Figure 23 Performance in percentage during the final evaluation.





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PARTICIPANT 9: Age 49 months

The student participated actively in English class. She answered questions and used the vocabulary correctly. She followed directions and she usually paid attention. She understood and used the words from the vocabulary. She did the manual activities and she was very precise when she was drawing, coloring or painting.

Comparing the student's performance during the English classes, shown in Figure 24, with the performance during the final evaluation, shown in Figure 25, the results show that the difference in percentages is: TPR 94% vs. 81%, Directions 94% vs. 95%, Yes/No questions 89% vs. 95%, WH questions 89% vs. 95%. There is a lower performance in TPR as the student was distracted by the video camera. After she got used to it, she performed well in the other activities, showing a positive outcome at the end of the application of TPRS.



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Figure 24 Performance in percentage, during the 18 English classes.

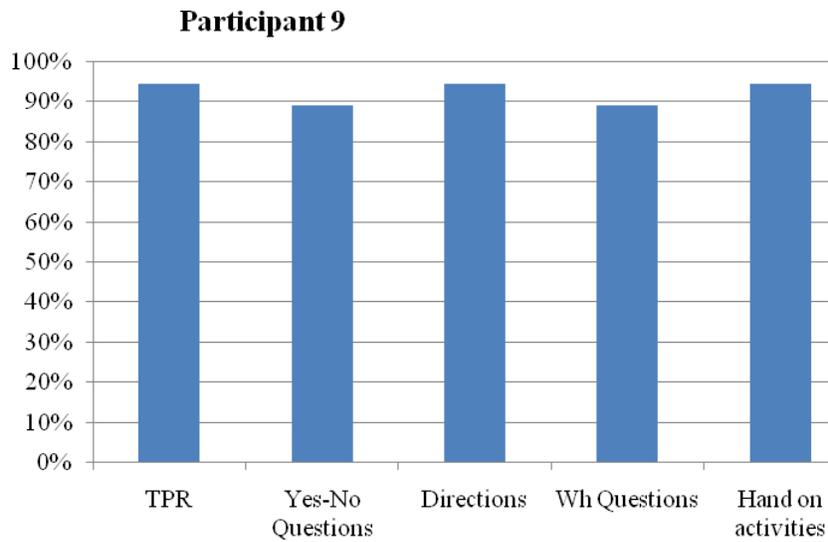
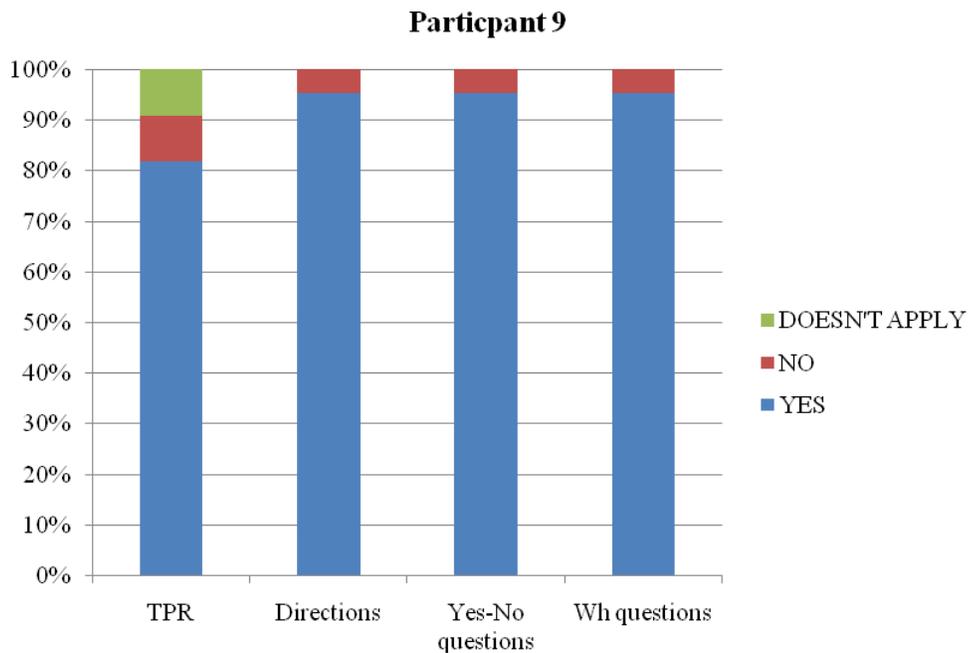


Figure 25 Performance in percentage during the final evaluation.





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PARTICIPANT 10: Age 50 months.

The student was still adapting to the new school given that she had recently moved from the United States. During the first classes it took some time for her to participate actively, but as the days passed she began to collaborate and was of great help during the lessons, and sometimes served as a model because she understands and speaks English very well. Her concentration during the stories was good, she answered the questions with no difficulty, and enjoyed the Hands On activities.

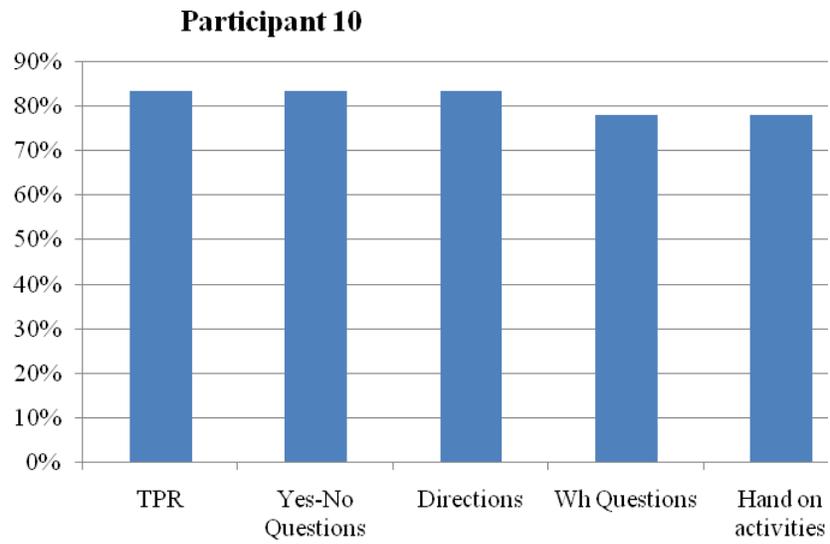
It was not possible to do the final evaluation because the child didn't come back to school after Christmas break. Her parents informed the school that they were going back to live in the United States.

Figure 26 shows that her performance in percentage during the English classes was: 83% in TPR, Directions and Yes/No questions, and 78% in WH questions, which shows that in spite of the fact that she is fluent in the target language, her level of participation was not as high as expected.



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Figure 26 Performance in percentage, during the 18 English classes.





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PARTICIPANT 11: Age 51 months.

The participant has a very good attention span. He listened to the chants and concentrated during the presentation of the mini stories. He participated actively, followed directions and answered questions about the stories. He was very cooperative; he participated in all of the tasks, and took part in different games.

Figures 27 and 28 compare the student's performance during the English classes with the performance during the final evaluation the results show that the difference in percentages is: TPR 89% vs. 82%, Directions 89% vs. 95%, Yes/No questions 94% vs. 95%, WH questions 83% vs. 95%. This participant was evaluated together with participant12. Both students were distracted at first. They were conscious of the video camera, but after a while they got engaged in the activities and participated well, which is why during the TPR evaluation they had a lower outcome, whereas the performance increases in the other activities.



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Figure 27 Performance in percentage, during the 18 English classes.

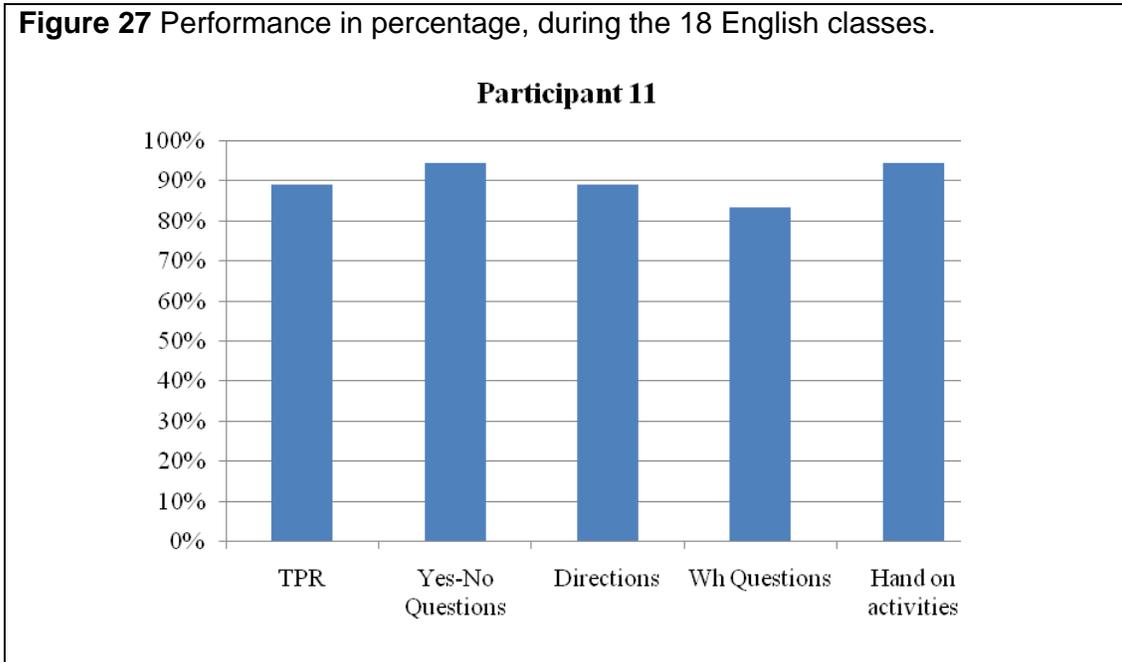
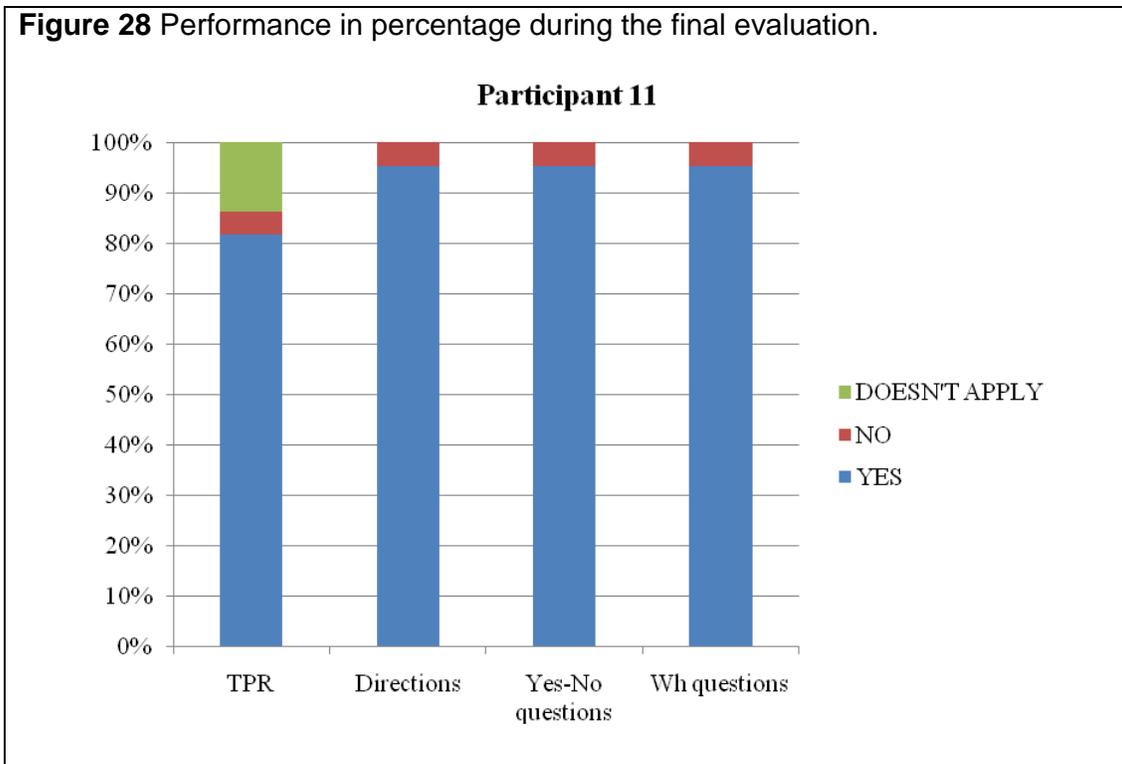


Figure 28 Performance in percentage during the final evaluation.





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PARTICIPANT 12: Age 53 months.

The participant responded correctly to the questions and used the vocabulary that was taught. He recognized and named the different items presented in the stories. His concentration span was intermittent and he seldom participated in games.

He worked well during the Hands On activities but sometimes it was necessary to give him individual directions and make sure he understood the instructions correctly.

NOTE: The participant had to leave the classroom on October 8 because he was feeling ill.

Comparing the student's performance during the English classes in Figure 29 with the performance during the final evaluation in Figure 30, the results show that the difference in percentages is: TPR 94% vs. 82%, Directions 89% vs. 95%, Yes/No questions 94% vs. 95%, WH questions 94% vs. 95%. As with Participant 11, the results in TPR were affected because at first he was distracted. The other results show a positive outcome.



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Figure 29 Performance in percentage, during the 18 English classes.

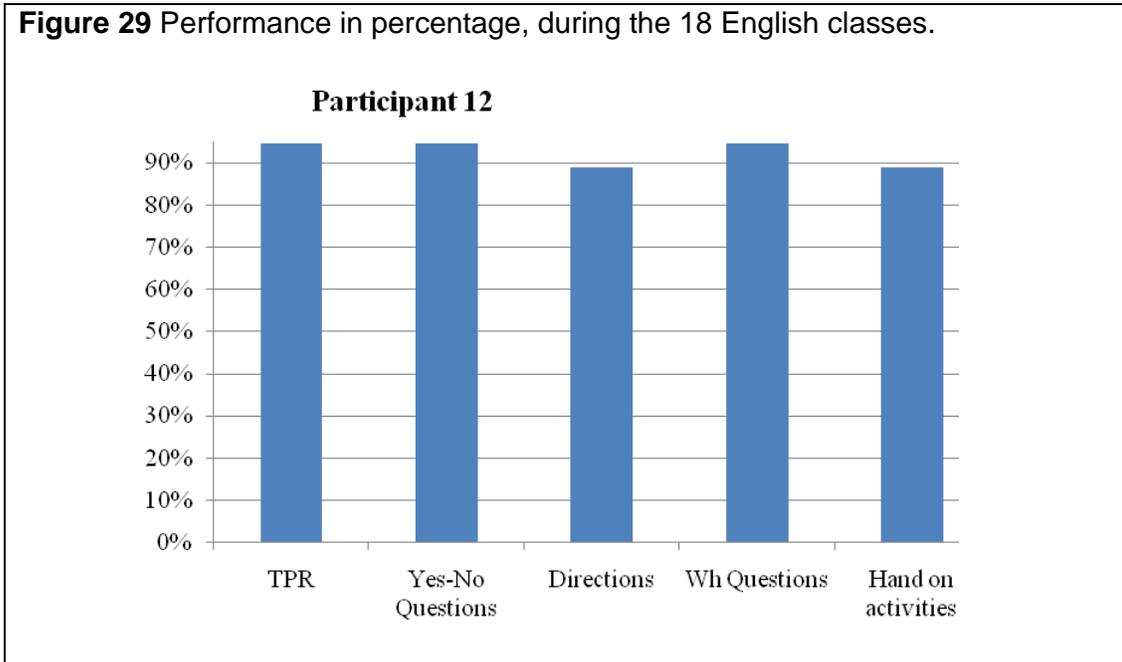
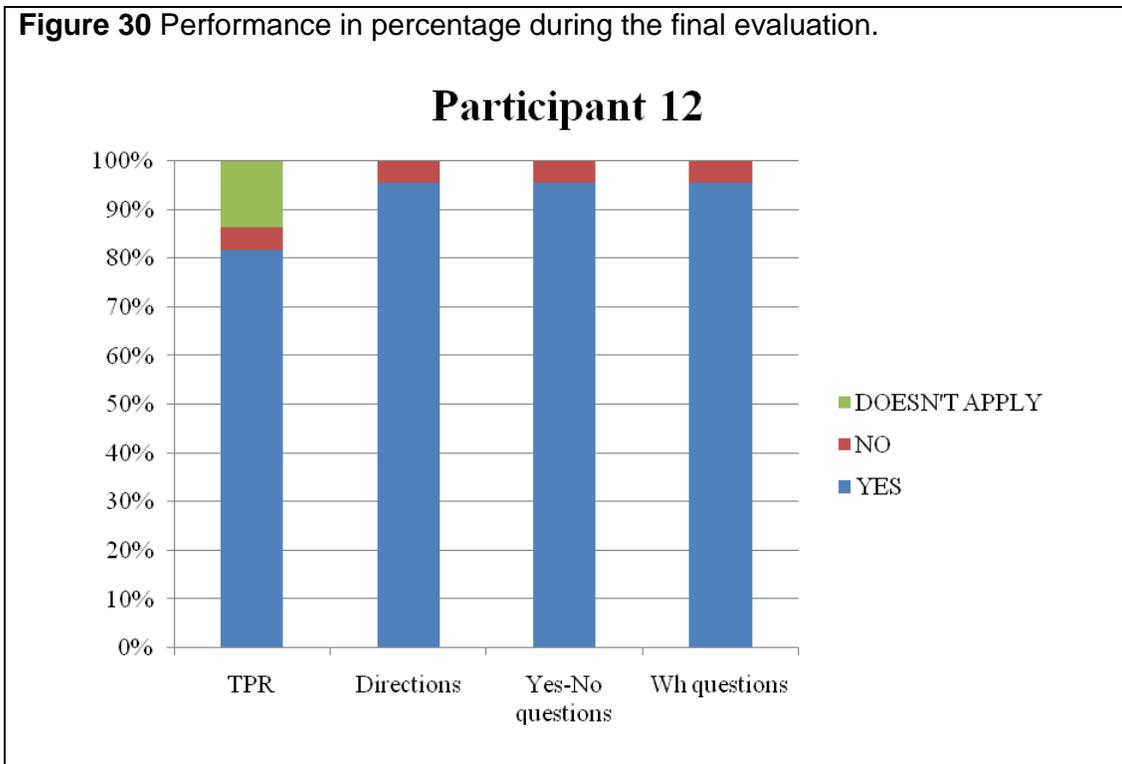


Figure 30 Performance in percentage during the final evaluation.





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PARTICIPANT 13: Age 55 months.

The participant cooperated actively in all of the activities. In general she understood the stories and answered questions with no difficulty. She acquired the vocabulary and learned new words easily. She did not participate in games to much, but she collaborated in other activities. She performed manual activities and was very precise when she drew or painted.

Figures 31 and 32 compare the student's performance during the English classes with the performance during the final evaluation; the results show that the difference in percentages is: TPR 82% vs. 72%, Directions 82% vs. 88%, Yes/No questions 82% vs. 78%, WH questions 82% vs. 60%. During the final evaluation, the participant was assessed alone, she was not very collaborative and did not answer the questions related to the stories.



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Figure 31 Performance in percentage, during the 18 English classes.

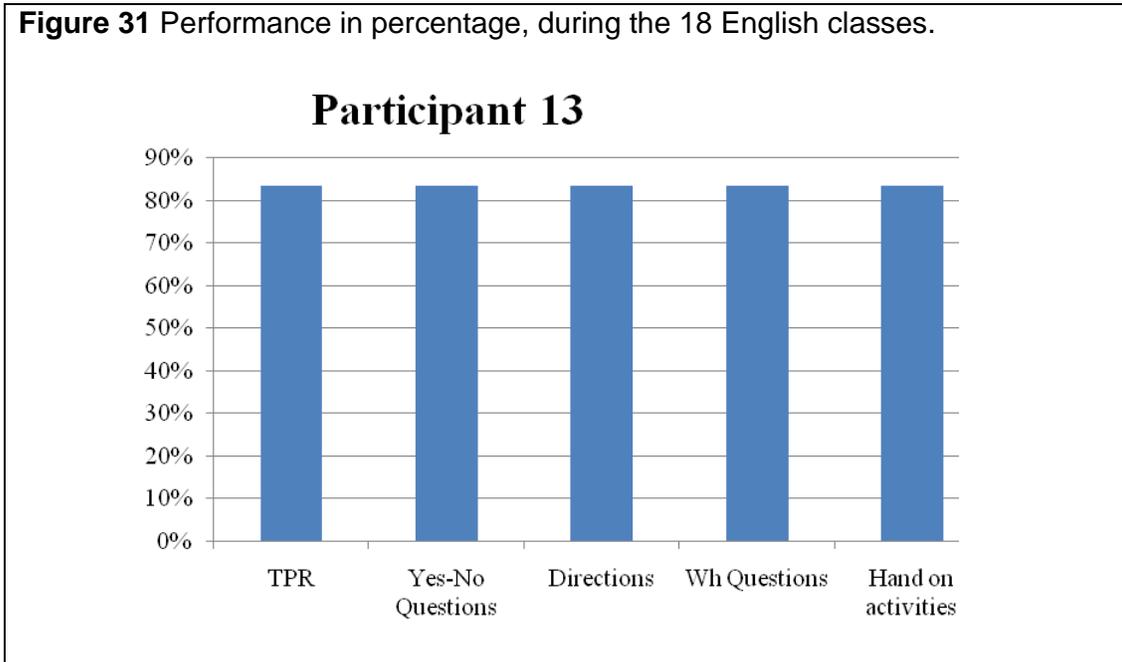
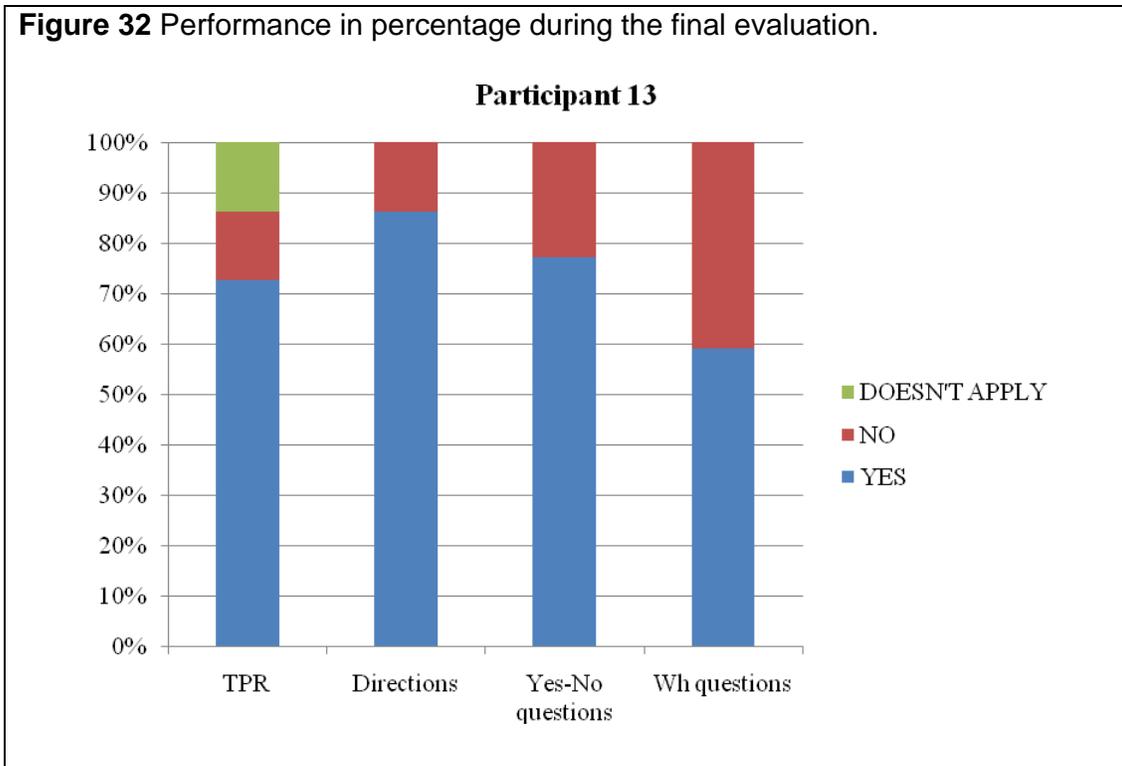


Figure 32 Performance in percentage during the final evaluation.





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CHAPTER 5

CONCLUSIONS

The development of the present paper has been a long yet exciting journey: Starting from the analysis of the problem, the self questioning of reality, the search, and investigation of an alternative methodology to teach English as foreign language to young learners. The motivation was primarily based on personal experience. The way in which English is taught in our schools has always been of personal concern.

It was possible to identify the positive and negative aspects of TPRS, and to determine if this methodology would help to promote fluency in the target language.

This study provides evidence that Total Physical Response Storytelling can have a positive impact in second language learners, since the children responded positively. The results show that TPR was highly accepted, and that students engaged in this type of activities and actively participated during the performance of Total Physical Response actions. This likely occurred because children at this age are very vigorous and enjoy moving around and playing, especially when they are in a group, which confirms that these types of activities are an excellent tool for teaching young learners. When it comes to following directions, children perform well and like to work as a group. Likewise, “Hands On” activities are fun and children enjoy doing creative crafts.

It is important to state that for the final evaluation the participants, in pairs, were taken out of their regular classroom in to a room next to theirs, which influenced in their performance since they were used to being in a large group. The results showed that when the participants were evaluated individually, there was an important drop in the positive responses regarding TPR and following directions. An additional reason could be that the children were aware that they



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were being videotaped and were also reluctant to participate individually, since they performed very well when they were in a group.

When children are asked to answer yes/no questions or when they are asked questions that induce them to produce or utter words in the target language, there is a significant difference between the younger and older children. Older children have more positive responses than the younger ones. If we consider the developmental stage, the results are consequent with the theory. Younger children are more likely still in the silent period, and as Krashen mentions, learners in this stage are more comfortable when they can respond chorally. Besides, if we consider that the younger children are at the beginning of the Preoperational stage, there will be a difference between their performance and the performance of the older students.

From the final outcomes and the performance during the English classes, we can establish that there is an increase in the production of language (answers to WH questions) in most of the participants, with a few exceptions. In consequence, it can be said that TPRS, as a methodology for teaching English as a Foreign Language to young children, can be considered as a good alternative and can give positive results.

There have been some limitations during this research. First of all, the group of students presented a considerable age difference, which was a significant factor that influenced in the students' performance as a group. Second, the English classes were given in periods that exceeded the time recommended to work with children within this age group – the ideal classes should last 30 minutes and should be distributed in five days- which did not allow maintaining the participant's attention during the whole time the class lasted (60 and 90 minutes). Finally, TPRS was applied for a period of three months, which is a relatively short time.



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For these reasons, it would be important to consider future trials and continue researching this issue as TPRS has proven to be a very didactic method for young learners, since infants enjoy listening to stories repeatedly and are at the age where they ask questions like where? why? and who?, they memorize nursery rhymes, chants and songs, as well. TPRS takes into consideration the learners needs and interests, providing a great amount of significant input that leads to production in the target language. It would also be interesting to continue working with this same group of students as a follow up and witness the future outcome in the next years.

The contribution of this investigation is to provide a different approach for foreign language learning by demonstrating the effectiveness of TPRS in the development of communication skills, filling an important gap that could help improve the quality of English teaching to young learners in our community. The intention is to open a path and search for alternative methodologies, such as TPRS, that can improve the process of teaching English as a foreign language.

It is our role as educators to face this challenge and to keep in mind that there is no final answer. If we truly believe in a new pedagogy we can learn to adjust and consider new approaches. Furthermore, teachers should remember that education is not static, but a continuous and changing process in which they are involved directly. It is up to us to choose what best suits our students and participate together in this continuous process where teachers and learners can share and discover new experiences that will help them develop their full potential.



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Appendix 1 Journal

Friday, September 17

During this meeting the following people were present: Yasmin Leon, Diana Chacon, Isabel Mora Pre-school coordinator and I. It was agreed that the English teacher Carolina Pena would participate as an observer documenting the process. This project will last until December, which corresponds to the first trimester of classes.

The following arrangements were established:

- 1.The classes will be documented on video tape and will be inspected by the school Principal.
- 2.There will be documentation through an individual booklet of each child's progress.
- 3.During the weeks of September there will be a period of familiarization with the students and the pre-school staff.
- 4.The school authorities will have a meeting with the parents to explain the project and obtain an informed consent.
- 5.At the end of the project there will be a workshop for the English teachers in Santana.

There was complete openness from the staff members and everyone was willing to take suggestions and to help in any possible way. I felt welcome and I'm eager to start working in the school.

Tuesday, September 21

The first day in school I met the English teacher, the classroom teacher and the students. The children are still adapting to school and some of them are having a difficult time staying. There are no structured activities and the children are given the opportunity to explore the classroom and play.



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The English teacher, Carolina Pena, and I step out and she explains how she works with the children. She stays in the classroom all day and aids the main teacher, Sofia Andrade. During the week she gives eight periods of English. Each period lasts between 20 and 30 minutes. The school is very flexible with the timing.

Carolina is willing to help in every possible way to contribute with this investigation.

Thursday, September 13

This day I had a meeting with Diana Chacon, English coordinator, to show her the material that will be used for the TPRS investigation. She reviewed the contents of the first unit and thought it looked interesting. Diana Chacon suggested using some of the children's songs they have been using for their classes, which will work perfectly well with TPRS since it is recommended to use as many additional aids like songs, videos or any type of input to reinforce the language acquisition.

There wasn't any time left to observe the English class.

Tuesday, September 28

The children seem to be adapting well to the school. They are following some rules now. The activities begin at 8:30 with circle time. Carolina sings a song to welcome the children and then they look at the weather chart. During this time, Sofia, who is the main teacher doesn't participate actively in the activities. It is the English teacher who is in charge.

The activities are very short and the children are not able to maintain their attention for too long. Something that is becoming a difficulty is the difference there is between the children in regard to their age. Some of them are very young and immature, and this is distracting for the older pupils. After circle time there was



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a “Hands on” activity where children did some coloring on a picture of a glue bottle in their book and again the teacher had to cut it short because of the younger children who didn’t want to color or simply scribbled on the picture.

I had the opportunity to tell them a story with a chant. The story was called “Five Little Monkeys” and it went very well since it had many TPR actions in it. The children paid attention during the story and after we finished, Carolina had them make a drawing about the story. The younger children were tired and participated briefly and needed a break.

It was time to wash hands and have their snack so that was the end of the English periods for the day.

I was supposed to come back on Thursday but there was a change in the schedule which is an inconvenience since I won’t be able to assist for two periods of English classes. I will have to adapt to the new schedule and make some adjustments.

Friday, October 1

There were no schools nationwide due to a strike of the police departments around the country.

Tuesday, October 5

The class begins with the greetings and different songs. At the beginning Carolina takes charge and then I continue with more songs and chants introducing the target vocabulary which consists of the following words and phrases: Hello, good morning, good afternoon and goodnight.

During the first period of the class, which lasts about 20 minutes, the children learn chants and songs with TPR. They also look at pictures and relate them to the new words and phrases. It is very difficult to maintain their attention, especially for



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the youngest children. They seem to get tired very and lose interest very quickly, for that reason, it is necessary to switch to a different activity. The children are asked to play a game and match the different pictures to a poster on the wall indicating the different times of the day. Following this activity, I started telling the mini story using finger puppets for the dialogues: "In the morning we say good morning, in the afternoon we say good afternoon, at night we say good night." Finally, the children are asked to do a "Hands On" activity pasting paper inside a sun and a moon. During this activity some children work very fast and some take longer.

It has not been an easy class, since it lasts 90 minutes and the children lose their interest very soon. I can't help to feel somehow frustrated, since it is difficult to work with a group of children that have different ages and different interests as well. I personally consider that working for such a long period of time is extremely complicated given that young children have a short attention span and that the group is so diverse. I will have to consider this as a bias and make an effort to not let it interfere with the research.

Friday, October 8

On Fridays children have English for a 60 minute period. I decided to divide the class in two 30 minute periods to make it more manageable. Before this English class the children usually have a period of music but on this particular day the teacher didn't come, so Sofia (the regular teacher) let them play for a while. We started with circle time and I began to explain the class rules in Spanish but the children were very active and unstill. It was very difficult to maintain their concentration and interest. I had to change activities constantly and use some games to try to capture and focus their attention but it was very hard because one of the students was feeling ill and Carolina had to leave the room to take him to the infirmary. It wasn't easy to control the class and at the end of the two periods there was very little accomplished. It was only possible to review some of the vocabulary through chants, TPR and songs.



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Tuesday, October 12

The activities for this class were divided in three periods of 30 minutes. The class began with an explanation of the rules again. I also used a small bell that, as I explained to the children, when they heard its sound they should pretend to sleep. This way, when there was too much noise or they lost their concentration they could take a break, play and return to the activity that was planned. It had a positive effect that allowed me to maintain a better control over the class.

For the mini story I used puppets and posters. I worked with the same mini story of the first class to repeat the target vocabulary and help the children interiorize meaning. Their attention was much better and the first period lasted about 20 minutes, then the children did a “Hands On” activity which helped them maintain their concentration. However, some of the younger children got a little tired and lost interest requiring individual attention. It is indispensable to have the collaboration of the English teacher during these activities as the age difference between the children is a barrier that obstructs the flow of the activities.

It was not possible to continue with the class as it was planned after the “Hands On” activity so we ended this lesson which lasted approximately 50 minutes. I'm feeling a little frustrated and can't help thinking that this methodology would have better results if the children were in the same age group. I will have to observe how they behave and how they perform in their regular classes.

Friday, October 16

This lesson started at 9 a.m. after their music class. The children are a little restless and it takes a while to get them to sit in a circle. After calming them down and singing some songs the class flows easily for about 15 minutes. Most of the children participate actively and answer to the yes no questions related to the mini story however, the younger children have a hard time concentrating and begin to play and distract their classmates. During the game it was possible to work well but not everyone wants to take part in the TPR or follow commands.



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Nevertheless, the lesson was good and the “Hands On” activities went as planned. It was possible to work two periods of 20 minutes each.

I feel today was productive and the children were more involved in the activities.

Tuesday, October 19

The children were calm and willing to participate. It was possible to do 20 minutes of circle time and introduce new vocabulary: fine thank you, not so good, so so through TPR and a new mini story. The children listen to the story and repeat some of the vocabulary. During the “Hands On” activity they work fine and then play a game with Carolina, which turned out to be a good way to get them back to circle time and work some more with the new vocabulary for about 10 more minutes, then it is snack time and they have to wash their hands. We worked during 75 to 80 minutes divided in three periods.

The students seem to be responding better and they are getting used to this methodology.

Participant 8 arrives late to class.

Friday, October 21

On this day it was possible to work in circle time for approximately 20 minutes and use a new mini story which included boy and girl in the vocabulary. Children participate actively answering to the yes no questions and also answering correctly to the question of who is a boy or a girl in the classroom. They are concentrated during the mini story but still have some difficulty in recognizing “good afternoon”. They repeat phrases such as fine thank you and so so.

This lesson was divided into 3 periods of 20 minutes which made it easier to work with the children without major interruptions.



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I have been able to note that it is always necessary to have a “Hands On” activity during every class since it is a good way to maintain the children actively involved and concentrated during longer periods of time. This way alternating TPR storytelling, games and handicrafts it has been possible to obtain better results in the students’ performance.

Tuesday, October 26

During this lesson it was possible to work in circle time for 30 minutes approximately. The children were very focused and participated actively during the story. They answered to the yes/no questions and listened carefully. Some of the younger children like participants 3 and 5 had a difficult time maintaining their attention and started to bicker with each other, so it was necessary to separate them and after that the class continued normally.

After presenting the new vocabulary “What’s your name?” and “My name is”, the students answered to the questions stating their own name with no difficulty at all. Participant 9 was a little timid and didn’t want to answer by saying her name but said yes or no to the statements made by the teacher. The “Hands On” activities went as planned and the children performed well finishing their activities. At the end we played a game and sang chants that included the new vocabulary. It was possible to work during 80 minutes.

Friday, October 29

There were no classes this day.

Tuesday, November 2

There were no classes because of the Independence of Cuenca.

Friday, November 5

This lesson started with the presentation of the mini stories and flash cards, repeating the vocabulary the children had learned until now and emphasizing on



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their names, the names of their classmates and the names of the characters of the different stories. Circle time worked perfectly well combining the stories and chants. The lesson lasted 50 minutes including the “Hands On” activities which the children enjoyed very much since they used different kinds of stickers.

Tuesday, November 9

After the greeting the children listened to the stories and participated answering the questions except for participants 1, 3 and 5. They have a hard time concentrating and are a little distracted. After the stories the children are asked to find different objects in the class that are yellow and orange. They were all interested and had fun participating in this activity. They answer yes/no questions regarding these two colors and during the “Hands ON” activity they pasted yellow and orange paper on a cat and a fish according to the directions. They made a fish out of a carton plate and played a game using the colors they learned. The children worked during the three periods for about 75 minutes.

Participant 8 arrives late and only participates in the “Hands On” activity.

Friday, November 12

This lesson lasted 60 minutes, divided in two periods of 30 minutes each. The children have been working with the same mini story during some classes and are very familiar with the vocabulary. The only phrases they are having some difficulty with are “Good afternoon” and “Good night” but they are answering to the yes/no questions and using the vocabulary we have been working with so far. They seem to be much more adapted to the methodology and are responding well to the dynamics TPRS.

Tuesday, November 16

This day there is a new student in class. His name is X and he is from the United States. At the beginning he is little timid and quiet. His mother stays during the first 30 minute period. I believe this is a positive factor since I will have to take



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advantage of the presence of an English native speaker to help during the class and encourage the other children to speak more.

During circle time all the children pay attention and are concentrated. They answer to the questions and say the words from the vocabulary. Participant 13 is especially collaborative. The children enjoy a fishing game with magnets which serves to introduce numbers and counting up to five. The “Hands On” activity is great and after that the children play a game of “Cat-fish” to reinforce the vocabulary. This lesson lasted approximately 75 to 80 minutes.

Participant 8 does not come to school.

Friday, November 19

After the usual greeting, this lesson started out with a chant about a cat that caught the 5 fish in the fishbowl. Then children revised the vocabulary through the different stories and answering to the questions asked about them. This class was very short, 30 minutes, since the children had a special activity programmed for this day.

Tuesday, November 22

The lesson begins with the chant of “Five little fish”. The children enjoy chanting and doing TPR. Then, the class continues with a short story about Patricia the fish and Chubby the cat. The questions for the story revolve around the two animals, colors, boy girl and their names. Not only did the children have to answer yes/no questions but also respond to informative questions, such as what color is the fish/cat? And what’s the fish’s/cat’s name? The children act in response to the questions and take part in the class actively. The next step was to present the new vocabulary using TPR: eats, thin, fat, big, small. The children act out the vocabulary but get tired quickly and it is necessary to move on to the presentation of the next mini story making use of the new words. The students answer back with yes/no questions. Finally, the class finishes with the “hands on”



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activity which consists of coloring the cat or fish following the instructions (e.g. color the big cat yellow, color the small fish orange).

Tuesday, November 30

This lesson lasted about 70 minutes. We started with the Fishing game and all the children were very interested. This class revolved around counting, colors and numbers. The children count very well up to five and some of them like participants 9, 11, 12 and 13 can count to ten. The mini story went well and it was possible to ask open questions. Only the older children responded to these questions. For the “hands on” activity they colored 1 fish yellow, two fish orange, and three fish blue. It was necessary to give individual assistance to participants 1, 2 and 5, but the rest of the class did good.

Friday, December 3

At the beginning the children collaborate and participate but after a while participants 5 and 7 are seated in a different place because they begin to argue, and participant 1 gets distracted. During the mini story, the children recognize the difference between small and big. They also count.

After the regular class, the children were taught a Christmas song. I used drawings and told them the story about “Baby Jesus”. They enjoyed it very much and learned the song very quickly. Also, the students responded to the yes/no questions related to the song.

After the children learned the song they were asked to pick up some stick and leaves from the garden and then they had the opportunity to make a manger and a baby Jesus. As soon as they finished with this activity they sang the song again using their manger.

Participant 8 is absent.



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Tuesday, December 7

After the children rehearsed the Christmas song, the new vocabulary was introduced: happy, sad, crying, sleeping. The children enjoy doing TPR for these new words and they listen to the story. It was possible to work 30 to 35 minutes with the mini story, perhaps because participants 3 and 8 did not attend school today and there wasn't much distraction.

Participant 1 gets tired but he answers to most of the questions. The rest of the children answer to all the questions and seem to know the vocabulary that we've been working with, especially the girls and some of the older boys (participants 7, 11 and 12). Participant 5 doesn't answer to the questions but he follows orders. The older children enjoy the class and participate actively. Participants 1 and 6 need individual attention during the "hands on" activity.

Participant 8 is late and only participates in the "Hands On" activity.

Tuesday, December 14

This class only lasted 50 minutes because the children had a rehearsal for the school's Christmas program. Nevertheless, it was possible to work with the mini story and the children responded very well. They were concentrated and participated responding to the questions. During the "hands on" activity it was necessary to separate participants 5 and 8 since they were fighting over the crayons. The children made a happy face and decorated it.

Friday, January 7

This class was a review of all of the vocabulary the children had learned so far. There was no "hands on activity" but the students responded well paying attention to the stories and answering the questions related to each one of the stories presented to them. They worked very well during the first 20 minutes and then it was necessary to play some games in order to get them interested again in the mini stories.



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Tuesday, January 11 and Friday, January 14

During these two days the students were evaluated individually. They had to answer to the questions of the mini stories and use the vocabulary they had learned. This way it was possible to have a better visualization of the language that each one had acquired during the application of the TPR Storytelling methodology. The results seem to be encouraging with the older children. The younger students follow some orders but it was difficult to get them to collaborate. Participant 5 only nods with his head and follows directions but hardly ever responds verbally to the questions, which makes assessment more complex.

At the end, I feel satisfied with the results; though I think the use of TPRS to teach a foreign language would have better results in a class with children that are within the same range of age.



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Appendix 2 Individual Record

PARTICIPANT 1

DATE OF BIRTH: Quito, September 30, 2007

AGE AT THE TIME OF ENROLLMENT: 2 years 11 months

He lives with both parents and has one older brother.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	X	✓	X	✓
October 8	✓	X	✓	X	✓
October 12	✓	X	✓	X	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	X	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	X	X	X	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	X	✓	✓	X	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	✓	✓	✓	X	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	X	X	X	✓
Dec. 3	X	X	✓	X	✓
Dec. 7	✓	X	X	X	✓
Dec. 14	✓	✓	X	X	✓
January 7	✓	✓	✓	X	✓

The participant is very active and is usually unstill during the English lessons. He gets easily distracted and it is very difficult for him to maintain concentration throughout the class. He gets tired very quickly and moves around distracting his peers. On many occasions it was necessary to call on him and give him individual care and attention. He is very impatient and cannot wait for his turn during the games or the questioning and usually stands up during the activities. Most of the



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times he answers in Spanish or requires help from his peers. Nevertheless, it is important to state that he enjoys participating and likes to be listened to. Also, he follows directions correctly when they are explained or given to him individually.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	X
Good afternoon	X	X	✓	X
Good night	X	✓	✓	X
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	DA	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	X	✓	X
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	X	X	X	X
Thin	X	X	X	X
Happy	✓	✓	X	X
Eyes	✓	✓	X	X
Nose	X	X	X	X
Mouth	X	X	X	X
Ears	X	X	X	X

During this evaluation, the participant is very uneasy and constantly moving in his chair. At the beginning he participates more actively but as the questioning continues he gets tired and by the end he doesn't want to collaborate. The final four words in the vocabulary list were not acquired. This vocabulary was presented only during the last two sessions and there wasn't much opportunity to review them.



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PARTICIPANT 2

DATE OF BIRTH: Cuenca, August 24, 2007

AGE AT THE TIME OF ENROLLMENT: 3years 1 month

He lives with both parents and is an only child.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	X	✓	X	✓
October 8	✓	X	X	X	✓
October 12	✓	X	X	X	✓
October 16	X	X	X	X	X
October 19	✓	X	✓	X	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	X	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16		✓	✓	✓	✓
Nov. 19	✓	X	✓	X	X
Nov. 22	✓	✓	✓	X	✓
Nov. 30	X	X	X	X	X
Dec. 3	✓	✓	X	X	✓
Dec. 7	Absent	Absent	Absent	Absent	Absent
Dec. 14	✓	✓	✓	X	✓
January 7	✓	✓	✓	X	✓

The participant is very immature and this contributes to his lack of concentration during the English lessons, especially during the presentation of the mini stories. He is uneasy most of the time and constantly disturbs his classmates. He does like to take part in some activities though. He answers when asked about his name and recognizes that he is a boy. He enjoys performing manual tasks but he needs constant supervision. He was very interested in the Christmas song and



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learned it well. By the end of the TPRS application he was collaborative and seemed more interested during the lesson.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	X	X	X	X
Fine	✓	X	X	X
Not so good	✓	X	X	X
Name	✓	✓	✓	✓
Boy	DA	✓	✓	✓
Girl	DA	✓	✓	X
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	X
Orange	DA	X	✓	X
Big	X	X	X	X
Little	X	X	X	X
Count 1 to 5	✓	✓	✓	✓
Fat	X	X	X	X
Thin	X	X	X	X
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓

At first the participant was timid and it was not easy to get him involved but by the end of the evaluation he was more collaborative.



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PARTICIPANT 3

DATE OF BIRTH: Guayaquil, January 8, 2007

AGE AT THE TIME OF ENROLLMENT: 3years 8 months

He lives with both parents and has an older sister and brother.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	✓	✓	✓	X	✓
October 12	✓	✓	✓	✓	✓
October 16	✓	✓	✓	X	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	X	✓
Nov. 5	✓	✓	✓	X	✓
Nov. 9	✓	✓	✓	X	✓
Nov. 12	✓	✓	✓	X	✓
Nov. 16	✓	✓	✓	X	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	✓	X	✓
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	X	✓

The participant is a very calm and collaborative child. He follows directions and concentrates in the activities. During storytelling he demonstrates interest and participates actively. He is also very patient and waits for his turn when it is time to play games. He is a timid child and doesn't like to answer to the questions that require uttering the words of the vocabulary but he answers correctly to the yes/no questions and occasionally says some words such as boy, girl and his name.



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FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	X	X	X
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	X
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	X
Orange	DA	X	X	X
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	X	X	X	X
Thin	X	X	X	X
Happy	✓	✓	X	X
Eyes	✓	✓	✓	✓
Nose	X	X	X	X
Mouth	✓	✓	X	X
Ears	✓	✓	X	X



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PARTICIPANT 4

DATE OF BIRTH: Cuenca, January 24, 2007

AGE AT THE TIME OF ENROLLMENT: 3years 4 months

He lives with both parents and is an only child.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	X	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	X	X	X	X
October 16	X	X	X	X	X
October 19	✓	X	X	X	X
October 21	✓	X	X	X	X
October 26	✓	✓	✓	X	✓
Nov. 5	✓	✓	✓	X	✓
Nov. 9	✓	X	✓	X	✓
Nov. 12	✓	X	✓	X	✓
Nov. 16		✓	✓	✓	✓
Nov. 19	✓	X	✓	X	X
Nov. 22	✓	✓	✓	X	✓
Nov. 30	X	X	X	X	X
Dec. 3	✓	✓	X	X	✓
Dec. 7	✓	X	✓	X	✓
Dec. 14	✓	✓	✓	X	X
January 7	✓	✓	✓	X	✓

The participant gets tired very quickly and has a difficult time concentrating. He doesn't sit still too long and gets distracted easily. As the lessons progressed his concentration improved some but at the beginning he is not too collaborative especially when he has to answer questions. He points out to pictures and objects but doesn't respond verbally. His participation in class is more active when the activities are performed in groups like when the children sing or repeat chants.



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As for the Hands On activities, the participant has a very hard time concentrating and focusing on the activity. He is constantly getting up, moving and playing, which is why he needs individual supervision.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	X	X
Good afternoon	X	X	X	X
Good night	X	X	X	X
Fine	X	X	X	X
Not so good	X	X	X	X
Name	✓	X	X	X
Boy	✓	✓	X	X
Girl	DA	✓	X	X
Fish	X	✓	X	X
Cat	✓	✓	X	X
Yellow	DA	X	X	X
Orange	DA	X	X	X
Big	X	X	X	X
Little	X	X	X	X
Count 1 to 5	X	X	X	X
Fat	X	X	X	X
Thin	X	X	X	X
Happy	X	X	X	X
Eyes	X	X	X	X
Nose	X	X	X	X
Mouth	X	X	X	X
Ears	X	X	X	X

The participant wasn't collaborative during the evaluation. He moved constantly and didn't answer to the questions, only pointing out a few pictures that were showed to him. He is very immature and even during the lessons he didn't participate much.



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PARTICIPANT 5

DATE OF BIRTH: Cuenca, February 11, 2007

AGE AT THE TIME OF ENROLLMENT: 3years 8 months

He lives with both parents and is an only child.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	✓	✓	X	✓
October 16	✓	✓	✓	✓	X
October 19	Absent	Absent	Absent	Absent	X
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	X	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	X	✓	X	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16		✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	X	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	X	✓	X	✓
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	X
January 7	✓	✓	✓	X	✓

The participant maintains his concentration during the first 5 to 10 minutes of the story. Sometimes he brings books or toys from his house, which distracts him and his classmates so it is necessary to give him some time to show his things to the class and then put them away. He answers to the questions when he has to respond in group or chorally but he sometimes refuses to answer individually. He likes to be the center of attention by making constant jokes. The child is impatient and has a hard time waiting for his turn.



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He enjoys performing the Hands On activities, showing interest and he likes to finish them with precision.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	X	✓
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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PARTICIPANT 6

DATE OF BIRTH: Cuenca, June 12, 2006

AGE AT THE TIME OF ENROLLMENT: 4years 3 months

Parents are divorced. He lives with his mother. He has one sister

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	✓	X	X	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16		✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	✓	✓	✓
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

The participant has a very good level of attention. He listens to the chants and is concentrated during the presentation of the mini stories. He participates actively, follows directions and answers to the questions about the stories. Sometimes he gets a little distracted but it is easy to get his attention and continue with the activities normally. He is very cooperative, he enjoys participating in all of the tasks and he takes pleasure in taking part of the different games.



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FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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PARTICIPANT 7

DATE OF BIRTH: Cuenca, October 4, 2006

AGE AT THE TIME OF ENROLLMENT: 3years 11 months

He lives with his parents and is an only child.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	✓	✓	X	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16		✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	✓	✓	✓
Dec. 7	✓	✓	✓	✓	X
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

The participant is a very quiet, introvert and timid child. During the first lessons he is very still and quiet but as the days go on he gets more involved in the activities, participating more actively. He raises his hand without interrupting. He follows directions, answers to the questions, point to objects and pictures and repeats chants, but he prefers to answer chorally or in group rather than individually. He maintains good concentration during the class.



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FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	X
Fine	✓	✓	✓	✓
Not so good	✓	✓	X	X
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	X	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	X
Big	X	X	X	X
Little	X	X	X	X
Count 1 to 5	✓	✓	✓	✓
Fat	X	X	X	X
Thin	X	X	X	X
Happy	X	✓	X	X
Eyes	X	X	X	X
Nose	X	X	X	X
Mouth	X	X	X	X
Ears	✓	✓	X	X

The child was very shy during the evaluation and insecure when he was asked to answer.



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PARTICIPANT 8

DATE OF BIRTH: Cuenca, September 5, 2006

AGE AT THE TIME OF ENROLLMENT: 4

Parents are separated. He lives with his mother and has an older sister.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	✓	X	X	✓
October 16	✓	✓	X	✓	✓
October 19	Absent	Absent	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	Absent	Absent	Absent	Absent	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	Absent	Absent	Absent	Absent	Absent
Nov. 19	✓	✓	X	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	X	✓	✓
Dec. 3	Absent	Absent	Absent	Absent	Absent
Dec. 7	Absent	Absent	Absent	Absent	X
Dec. 14	✓	✓	✓	✓	X
January 7	✓	✓	✓	✓	✓

The participant is very impatient. He has a difficult time maintaining concentration; he is constantly moving, playing and disturbing his classmates. He often fights with them and doesn't pay attention during the storytelling activity, for this reason it has been necessary to move him to different sitting areas. He has been late a few times and doesn't attend school regularly.



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It has been quite difficult to get him to participate since he is distracted most of the time. Nevertheless, it is important to state that he is very enthusiastic about participating in games.

When he arrives late he has a hard time getting involved in the activities, he doesn't understand the instructions very well and he is very impatient. He usually likes to perform Hands On activities but sometimes gets bored and tries to finish them quickly without paying attention to the instructions.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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It is important to state that the results in this participant's evaluation are impressive considering his lack of attention during the classes and his frequent absentee.



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PARTICIPANT 9

DATE OF BIRTH: New York, July 10, 2006

AGE AT THE TIME OF ENROLLMENT: 4 years 1 month

She lives with her parents and has an older sister.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	X	✓
October 8	X	X	X	X	X
October 12	✓	✓	✓	✓	X
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	Absent	Absent	Absent	Absent	Absent
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	✓	✓	✓
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	✓
January 7	Absent	Absent	Absent	Absent	Absent

It hasn't been easy for the participant to adapt to her new school given that she recently moved from the United States. During the first classes she was very timid and it took some time for her to participate actively, but as the days passed she began to collaborate and was of great help during the lessons and sometimes serves as a model because she understands and speaks English very well. She pays attention during the stories, answers the questions with no difficulty and



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enjoys the Hands On activities. She prefers to sit next to the other girls of the class.

It wasn't possible to do the final evaluation because the student didn't come back to school after Christmas break. Her parents informed the school that they were going back to live in the United States.



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PARTICIPANT 10

DATE OF BIRTH: Cuenca, October 6, 2006

AGE AT THE TIME OF ENROLLMENT: 3 years 10 months

He lives with his parents and is an only child..

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	✓	✓
October 8	X	X	X	X	X
October 12	✓	✓	X	✓	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	✓	✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	X	✓	✓
Dec. 7	✓	✓	✓	✓	X
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

The participant is usually very participative and active in class. He answers to the questions about the stories and he knows the vocabulary very well. Sometimes he gets a little distracted but he enjoys songs and chants and he participates actively in games. He is a very mature child and he follows instructions with no difficulty.



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FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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PARTICIPANT 11

DATE OF BIRTH: Cuenca, February 7, 2006

AGE AT THE TIME OF ENROLLMENT: 4 years 7 months

She lives with her parents and has one sister.

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	✓	✓
October 8	X	X	X	X	X
October 12	✓	✓	✓	✓	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	✓	✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	Absent	Absent	Absent	Absent	Absent
Dec. 3	Absent	Absent	Absent	Absent	Absent
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

The participant is a very mature child. She cooperates actively in all of the activities. When she is sitting next to participant 12 she gets very distracted as well as when she is next to participant 13, but in general she understands the stories and answers to the questions with no difficulty. She knows the vocabulary and learns new words easily. She doesn't participate in games as much, but she collaborates in other activities. She enjoys performing manual activities and is very precise when she draws or paints.



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FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	DA	✓	✓	✓
Girl	✓	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	X	X
Little	✓	✓	X	X
Count 1 to 5	✓	✓	✓	✓
Fat	X	X	X	X
Thin	X	X	X	X
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	X
Nose	✓	✓	✓	X
Mouth	✓	✓	✓	X
Ears	✓	✓	✓	X



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PARTICIPANT 12

DATE OF BIRTH: Cuenca, April 12, 2006

AGE AT THE TIME OF ENROLLMENT: 4 years 5 months

He lives with his parents. He has a younger sister

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	✓	✓
October 8	X	Absent	Absent	Absent	Absent
October 12	✓	✓	✓	✓	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	✓	✓	✓	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	✓	✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	X	✓	✓
Dec. 7	✓	✓	✓	✓	X
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

NOTE: The participant has to leave the classroom on October 8 because he is feeling ill.

The participant responds correctly to the questions and uses the vocabulary that has been taught. He recognizes and names the different items presented in the stories. He gets easily distracted and plays a lot when sitting next to participants 11 and 13. So it has been necessary to move him to a different place during the English lessons. He is a little reluctant to participate in games.



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He works well during the Hands On activities but sometimes it's necessary to give him individual directions to make sure he understood the instructions correctly.

When participant 11 is not in school he misses her very much and he is very quiet during class.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	✓	✓	✓	✓
Girl	DA	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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PARTICIPANT 13

DATE OF BIRTH: Cuenca, August 17, 2006

AGE AT THE TIME OF ENROLLMENT: 4 years 1 month

She lives with her parents. She has an older brother and sister

RECORD OF DAILY ACTIVITIES

DATE	Follows TPR	Answers yes/no questions	Follows directions	Answers who/what questions	Performs "hands on" activities
October 5	✓	✓	✓	✓	✓
October 8	X	X	X	X	X
October 12	✓	✓	✓	✓	✓
October 16	✓	✓	✓	✓	✓
October 19	✓	✓	✓	✓	✓
October 21	✓	✓	✓	✓	✓
October 26	✓	X	✓	X	✓
Nov. 5	✓	✓	✓	✓	✓
Nov. 9	✓	✓	✓	✓	✓
Nov. 12	✓	✓	✓	✓	✓
Nov. 16	✓	✓	✓	✓	✓
Nov. 19	✓	✓	✓	✓	✓
Nov. 22	✓	✓	✓	✓	✓
Nov. 30	✓	✓	✓	✓	✓
Dec. 3	✓	✓	✓	✓	✓
Dec. 7	✓	✓	✓	✓	✓
Dec. 14	✓	✓	✓	✓	✓
January 7	✓	✓	✓	✓	✓

The participant likes participating in English class. He answers to the questions and uses the vocabulary correctly. She follows directions and she usually pays attention. When she is sitting next to participants 11 and 12 she gets distracted. She understands and uses the words from the vocabulary. She enjoys doing the manual activities and she is very precise when she is drawing, coloring or painting.



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She liked the Christmas song very much and she learned it quickly.

FINAL EVALUATION

✓ = Yes

X = No

DA = Doesn't Apply

VOCABULARY	Follows TPR	Follows Directions	Answers Yes/No questions	Answers Who/what/how questions
Good Morning/Hello	✓	✓	✓	✓
Good afternoon	X	X	X	X
Good night	✓	✓	✓	✓
Fine	✓	✓	✓	✓
Not so good	✓	✓	✓	✓
Name	✓	✓	✓	✓
Boy	X	✓	✓	✓
Girl	✓	✓	✓	✓
Fish	✓	✓	✓	✓
Cat	✓	✓	✓	✓
Yellow	DA	✓	✓	✓
Orange	DA	✓	✓	✓
Big	✓	✓	✓	✓
Little	✓	✓	✓	✓
Count 1 to 5	✓	✓	✓	✓
Fat	✓	✓	✓	✓
Thin	✓	✓	✓	✓
Happy	✓	✓	✓	✓
Eyes	✓	✓	✓	✓
Nose	✓	✓	✓	✓
Mouth	✓	✓	✓	✓
Ears	✓	✓	✓	✓



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Appendix 3 Pre-School English Teacher's Documentation on TPRS

The English lessons using TPRS started in October 2010 after the adaptation stage and when the children were familiarized with the researcher (Diana Lee Rodas). The classes finished the first week of January followed by an individual evaluation of the participants during the second week of January 2011.

All the lessons were began with circle time and an initial greeting using different and fun songs, chants and games. Afterwards, the researcher presented the mini story through pictures and images. Finally, the children were asked to do a handcraft in order to reinforce the vocabulary of each lesson.

Although the applied methodology was completely different from the one used in Santana and in spite of the idea that this could work better with older children, it is essential to state that the results were satisfactory since there was a positive response of most of the children to this method. They interiorized the vocabulary that was presented to them. Nevertheless, it is important to point out that the researcher had to use many different techniques and games to capture the children's attention due to their young age and short concentration span.

The vocabulary that was presented to the class was the following: Good morning, good afternoon, good night, fine, not so good, so so, boy, girl, teacher, how are you?, what is your name?, cat, fish, big, little, orange, yellow, one, two three, four, five, six, seven eight, nine, ten, eat, thin, fat, happy, sad, crying.

Concepts like "good afternoon" and "good night" were not interiorized as well due to the participant's age and the difficulty to understand these abstract notions.

It was easy for the children to interiorize the vocabulary since the stories had attractive images and also because there was a lot of repetition, which allowed them to learn the sequence of the stories as well as the words.



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Besides the stories, other activities such as classifying, comparing and discriminating games were used to work with the vocabulary. The “Hands On” activities also served as reinforcement for each class and were accepted positively by the children who enjoyed these tasks.

To be able to participate in the application of this method has been an enriching experience since it has proved to be effective regardless of the students’ age and their different learning styles.

Carolina Peña Cedeño.

English Teacher.