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THESIS REPORT

THE USE OF THE TOTAL PHYSICAL RESPONSE METHOD TO ACTIVATE THE 4TH
LEVEL STUDENT'S ENGLISH LANGUAGE LEARNING IN "LA PROVIDENCIA"
SCHOOL, ESMERALDAS 2018

TESIS DE GRADO

EL USO DEL METODO DE RESPUESTA FISICA TOTAL PARA ACTIVAR EL
APRENDIZAJE DE ENSEÑANZA EN INGLES DEL 4° NIVEL EN LA ESCUELA "LA
PROVIDENCIA", ESMERALDAS 2018

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Valeria Dayana Sanchez Obando affirm that the investigation in the present thesis report is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and the PUCE in Esmeraldas.

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Abstract

The use of the correct methodology is fundamental in the teaching-learning process. It is important to apply different methods, between them, the Total physical response method that consists of a stimulus that requires a response, it is a useful method because children like to learn through gestures. During the teaching practice was observed that children were bored and discouraged because they only just did exercises in the book. The teacher played the radio and they were not able to catch the words and understand. Different methods can be applied in the English learning-teaching process. A descriptive, qualitative investigation was done with the use of the methods of analysis and synthesis and hermeneutics, and the techniques of observation and survey which were applied to 35 students and the teacher of the 4th level at “La Providencia” school from January to September 2018. The results revealed that the students showed interest in the use of the TPR method that was applied, and they were motivated in the English learning process. However, at the beginning of the classes, children were unhappy, demotivated and bored, they only listened to radio or indications by the teachers. This coincides with previous studies about the English learning process where students through gestures, movements, and mimics love to learn and they feel happy while they are learning. It concluded that teachers need to be trained in order to learn more methodologies and strategies to apply them in class and catch the children’s attention.

KEY WORDS: method, activation, English language process, children, gestures, movement, stimulus

Resumen

El uso de la metodología correcta es fundamental en el proceso de enseñanza-aprendizaje. Es importante aplicar diferentes métodos, entre ellos, el método de respuesta física total que consiste en un estímulo que requiere una respuesta, es un método útil porque a los niños les gusta aprender a través de los gestos. Durante la práctica docente se observó que los niños estaban aburridos y desanimados, porque solo hacían ejercicios en el libro. El maestro tocó la radio y no pudo captar las palabras y entender. Se pueden aplicar diferentes métodos en el proceso de enseñanza-aprendizaje de inglés. Se realizó una investigación cualitativa y descriptiva con el uso de los métodos de análisis, síntesis y hermenéutica, y las técnicas de observación y encuesta que se aplicaron a 35 estudiantes y al profesor de 4º nivel en la escuela “La Providencia” de enero a septiembre de 2018. Los resultados revelaron que los estudiantes mostraron interés en el uso del método TPR que se aplicó, y se sintieron motivados en el proceso de aprendizaje del inglés. Sin embargo, al inicio de las clases los estudiantes estaban infelices, desmotivados y aburridos y solo escuchaban la radio y las indicaciones de la maestra. Esto coincide con estudios previos sobre el proceso de aprendizaje de inglés donde los estudiantes a través de gestos, movimientos e imitan el amor para aprender y se sienten felices mientras aprenden. Llegó a la conclusión de que los maestros deben recibir capacitación para aprender más metodologías y estrategias para aplicarlos en clase y captar la atención de los niños.

PALABRAS CLAVES: método, activación, proceso de idioma inglés, niños, gestos, movimientos, estímulos

INTRODUCTION

THEME PRESENTATION

The English language is spoken around the world, learning English has made it easier for people to communicate and interact, giving new opportunities. English in the educational aspect is fundamental because nowadays is a very important subject despite the students who don't have too much interest to learn.

Simple expressions are always teaching to children at the beginning, and the grammar that corresponds to the topic, the problem starts when teachers focus just on grammar and vocabulary and do not include different strategies in the teaching-learning process. In Ecuador the teaching of English as a foreign language is into the study curriculum and to achieve that goal, teachers have to ensure the development of their students' skills using the appropriate method, children are very active and they are always in constant movement.

There are some methods which children can learn, between them, the total physical response is based on motivation, activation. The Total Physical Response method is taught through gestures, images and body movement. This method consists on stimulus that requires a response. Currently this method is not taught for many reasons: most teachers do not have knowledge about it, there are many students inside the classroom who have problems to learn or they do not fix the new knowledge, and they feel unsuccessful, it has many advantages such as agreement to different intelligences, skills, abilities to use different movements also this method can be used with people with disabilities. The TPR method consists of role play, that is to say, the teacher shows an activity and the students are able to do it, this strategy allows the students to connect the vocabulary with the actions, also this model helps the students to activate their imagination, there is no age, no barrier.

This method is useful especially with children because it activates their brains and opens their minds to think and to discover new things.

PROBLEM STATEMENT

Many years ago learning English as a foreign language was included in the curriculum of all schools by the government. Thus, learning English as a foreign language is today an obligation and it is an important subject which all students must pass and must finish their basic education with A1 level.

To achieve that goal, students have to develop all skills: listening, speaking, writing and reading, according to the goal, students must have a good level in English and be able to establish a conversation when being necessary. However, teaching children is a difficult issue, because students do not have an interest in the subject and it is necessary to apply different ways, in order to activate their motivation.

It has been noticed in the pre-professional teaching practice because the students do not have interest in learning English and the teacher does not use different methods, in order to activate the classroom and to achieve a quick and effective response.

That's why this project research present the following question to be resolved: How can the Total Physical Response Method activate the 4th level students' English Language Learning In "La Providencia" School in Esmeraldas?

JUSTIFICATION

Learning English as a foreign language has become a very important tool for society as it connects with other people and they exchange ideas and knowledge. All schools of Ecuador should have the obligation to integrate the subject of English and achieve that students

develop the skills concerning this subject. To achieve that goal, teachers have to ensure the development of their student's skills.

For this reason, the method is usable because children are very active and are always in constant movement, and this is a fun and active way to learn. The TPR method also helps children to remember learning as it is constantly repeating.

Children from "La Providencia School" need to be motivated and activate their knowledge, teach students the importance of learning a second language and the opportunities it can offer them.

OBJECTIVES:

General Objective:

To analyze how the Total Physical Response Method (TPR) can activate the English language learning process to 4th level students from “La Providencia” School in Esmeraldas, in the year 2018

Specific Objectives

- To identify if the 4th level teachers from “La Providencia” School in Esmeraldas use the TPR method in the English language learning process to activate learning.
- To determine how the 4th level students from “La Providencia” School in Esmeraldas are activated in the classroom by using the TPR method.
- To determine the 4th level students’ learning improvement by using the TPR method in “La Providencia” School in Esmeraldas.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1 Theoretical based

1.2 How children learn

The learning process with children is different, it is necessary to know how they learn and what ways teachers can help them to internalize their knowledge. Conforming to Vosniadoud (2001) there must exist unilateral relationship between psychology and cognitive development because those theories complement the student's teaching-learning process. In addition, she said that teachers must have a learning environment that encourages students to be active learners, as a result, students collaborate with others, use an interesting task and create new materials. Besides, she proposed the involvement of learners, that is to say, students have to learn in their own experiences, explorer environment, natural learning, to understand new things and master them. Also, Vosniadoud suggested to teachers different points of view which they are like guide to teach. For example:

Students should not only be listeners but also participate in activities, projects, experiments, etc. as well as, students must be active in classes, open debates in which everyone gives their point of view and collaborate with activities that help reinforce their learning. The author also proposes that students visit museums and technology parks in order to increase their knowledge

Furthermore, the author proposed that interaction and integration of the parents is inevitable to children because they interact since the morning and the children learn behavior that is taught by parents, so the author thought that it is necessary that parents know because they are their model to follow.

1.3 English teaching methods

There are several methods for teaching English to students. Depending on the situation, the teachers and students can get fix knowledge about English through different methods. According to Rodgers and Richard (1986) a language is learned when there are consistency and disposition, a person need to be willing to learn, to want to know more and more about a new language. There are many methods to teach English, thank that, the English teaching could be easier to learn and applied in class, there is the most relevant method that helps to facilitate the English learning; between them we have:

1.3.1 Audio lingual

This method is based on the visualization of things, presentation and the acquisition of vocabulary and the use of sentences, patters. Also, this method has emphasized the teaching of speaking and listening before reading and writing. It uses dialogues as the main form of language presentation and drills. The principles of this method are: intructions are given in the target language, language form occurs within a context and teaching is directed to provide students in native speaker like a model.

1.3.2 Grammar translation:

This is a method that the most traditional, it consists of learning grammar through the translation, that is to say, when the student reads a passage, in English he/she is able to translate in Spanish. The passages were translated through questions so the information was internalized and understood automatically. Also, this method is taught with extensive explanations in the native language. The principles of this method are: translating each language into each other is an important goal for learners, the authority in the classroom is the teacher, the primary skills to be improved are reading and writing and it focuses on accuracy not in fluency.

1.3.3 Direct method:

This is a different method from the grammar translation, it consists of translation is not allow. The target language is for students to translate the words directly. Also, this method establishes the direct bond between thought and expressions and between experience and language. The principles of this method says that: only the use of target language is allowed in classes, students are encourage to think in the target language, grammar should be taught inductively and this method is based on sound principles of education.

1.3.4 The Total physical response

This method was created by James Asher, this method is an approach to teaching a second language based on physical activity because people feel stress and frustrate. For that reason, according to Asher (2009) the TPR method active both sides of the brain allowing the easy comprehension of a second language.

The Total Physical Response method which is built around the coordination of speech and action. The TPR is based on several traditions, including developmental psychology, learning theory, and humanistic pedagogy. The Total physical response is linked to the “trace theory” in other words; as repetition is made the memory is tracking that information, the brain keeps the information and is able to reproduce it if it has been well anchored.

The creator of this method could verify that adults can also learn a second language through commands as well as learn children. Asher focused on the understanding of things before learning them by heart or by repetition since it is important to understand what is learned.

1.3.5 The theory of learning

The theories of learning Asher agree with the opinions of other psychologists, such as Athur Jensen (1925) proposed a seven-stage model to describe the development of verbal learning in children. The first stage he calls verbal phrase (Sv-R) type learning, which the educational psychologist John DeCecco interprets as follows:

Verbal phrase (Sv-R) refers to a verbal stimulus, a syllable, a word, a phrase. (R) it refers to physical movements that children reproduce when they see a word, a syllable or phrase. These observations were named to discover what the children were first looking at when they saw a sentence. In other words, when an order was written on the pizarra, the children just kept thinking, but when the action was taken, the children immediately executed the same action and therefore learned it.

Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses, for example: the learning is related to genetics, in others words, if the ancestors had problems to learn a second language: the descendant also have problems learning a second language. Besides, Asher suggested there should be good lateralization between both hemispheres to be able to acquire a second language. Finally, the author concluded that a learner with grater stress will not be learning a second language.

1.3.6 Bio-Program

Asher sees the TPR method as a natural method since the apprentice must feel free and comfortable when learning a second language. On the other hand, for Asher, it is essential that the apprentice first trains the ear and then be able to reproduce the information without any problem. Asher ensures that the children learn first by listening because they are directed through commands and this helps them make a brain map to then reproduce the information. As the learner goes practicing through the commads; he naturally reproduces the information and this is because the brain and the nervous system biologically programmed.

According to Asher (2009) children express understanding by physical response before they can speak themselves. In addition, they respond by action, then the teacher speaks and gives the instruction when the children are ready, they are able to speak. It is important for stress reduction, then students are able to repeat commands and they instruct the rest of the class.

In the traditional teaching, teachers focus mostly on grammar and vocabulary or review the task, thus the children lost interest to learn English. The learners receive the information and they are able to reproduce and understand, in other words, the environment is essential, the child needs not to be “forced” to speak immediately in the second language. First, the children listen to the commands and then they have a react, for that reason, the period of silence in the TPR method is so important. Children learn better through movement or gestures because it is funny for them. Children love to move and “moving” is more appealing for them. They can learn better and fix their new knowledge.

1.3.7 Total physical response Storytelling

Nowadays the world is very well communicated and especially in the institutions where the importance of the acquisition of a second language has been taken into account, for it has been implemented different methods that are very usual for the students.

According to Blane (2004) who was the creator of the TPRS, he developed this method to facilitate learning English through narration, mini histories and Spanish novels as Pobre Ana, everything was in Spanish because he was a Spanish teacher.

The TPRS is based on the theory and research about language acquisition and continues to develop according to student experiences and needs. This method is the combination between the narrative and the TPR method, that is to say, according to Asher the creator of the TPR when a human learns a language put in practice the left brain so according to Blane the narration is processed by right brain, therefore it becomes an effective method to acquire a new language.

Blaine stated that there are four elements: the basic structure and vocabulary acquisition thoroughly (comprehensible input), keeping classes interesting and effective by the use of questions and mini-stories and mini-situations, storytelling insertion, quick comprehensibility checking of “barometer” students (based on the slowest students’s achievement in the class).

These phases help to straight oral production and fluency development, the correct use of this method manages to internalize the vocabulary and the development of the new language directly. At the moment in which the student has acquired a new useful and meaningful vocabulary can produce his speech with ease on the other hand but to internalize the vocabulary or do not understand through the narrative means a frustrating moment and therefore problems in the long term memory.

Stories are a fundamental part of the TPRS method because they have a sequence and episodes, this means that children can tell stories easily and spontaneously. The TPRS is a combination between classic the TPR method and Krashen’s theories, also this method offers a possibility to represent dramatizing a story, this way students can feel comfortable and free. The key point of this method is the narration since the students are rote players but at the time of reproducing about the narration, they are left with the most relevant part about the narrated story.

1.3.8 Advantages of TPR-Storytelling

There are some advantages that this method has while other methods do not have such:

Students can remember given information because they can remember important events and can be able to reproduce without problems. Also, students can interpret stories about their daily life, so this way can be fun, the learning can be significant and important for them.

Another relevant part that we can find about this method is that it can be used on people or children with mild or moderate disabilities since everything is taught through stories and

this requires absolute attention and the description of the parts of the story as descriptions of places, descriptions of characters, the development of it, the outcome, the moral of the story, where the students subtract the message that the story wants to teach.

Cantoni (1999) said that the TPR method is an interactive learner centered process that keeps the student's performance through the TPRS because students are able to imagine and dramatize some topic. Besides, stories provide to student's illustrations that they can observe and understand, for instance, it is necessary to interiorize the word such as; walk, give me, go back, open the door. Also, it important to familiarize the words with actions.

Also, Gardner (2011) founded that the original formulation of the TPR method was realized by Asher because he wanted to know how children internalized and learned the first language, so they responded physically through commands. Besides, he noted it is too important to have perfect learning, to be good, physically, emotionally, relaxed and happy.

According to Tsai-ling (2004) suggested that teachers make interesting instructions and activate the student's attention, also the TPR o role play help to stimulate children's knowledge and impulse them to participate. The author indicated that student must be taught in order to needs and capacity, so they can learn of many ways but if the classroom some students that do not like to learn through this methods, the teacher has to change the strategies.

In agreement with Harmer (2001) student's knowledge should be activated, through role plays, draws, flashcards, etc. if student's knowledge do not are motivated so they have problems to learn and they may find transferring in the language acquisition and study into language use in the real world far more problematical.

According to Vera (2014) the TPR method requires physical-movements, also he said students first learn to listen and then to speaking, students learn by doing the actions/commands, he noticed that children learn quickly when they combine actions between brain and body. The TPR method in the learning process is possible to integrate

physical exercise and language teaching; those are the perfect join. In addition, he found that learning a language is similar to learn a native language because learn a native language implies first the comprehension come before speaking, in contrast to this theory, he noticed that children first respond to physically commands and then verbally. Moreover, it is important to avoid the “brain overload” for that reason children have to keep in silent because the brain is relaxed and the information is acquired more quickly.

1.3.9 Total Physical Response Principles

The relevant principles based on developmental psychology, theory of learning, brain research, and humanistic pedagogy Richard and Rogers (2006), they said that children must have a good mental condition to learn with difficulties, also children must have to interact naturally, they must be willing emotionally because it is an important tool to get optimums results.

On the other hand, Asher (2009) believed that learn a different language is as learning a native language, because children learn first to comprehend before to speak, he suggested that teachers must create a comfortable environment to children and the TPR method has been created a solid foundation that help children to interact without the need to speak.

Asher groped this principle in three phases: 1. There is an innate bio-programmer which is referred to that exists a structure into the brain; because children develop listening comprehension before they start to speak, 2. The TPR method is direct to the right brain which is easier to language comprehension, 3. The language acquisition is possible avoids the stress, for that reason, the TPR method to evade anxiety and combines listening comprehension and physical response.

Commands

In the classroom is important the commands because the teachers use to direct the students to start and stop activities. Its main tool to manage the classroom where the teachers can

control the classroom, for example: teachers give some instructions and students are able to understand and do it if the instructions are short, however, when teachers give many instruction the students can confuse and misunderstand the intructions. Besides, it is important the tone if the teachers say in lauder voice or angry voice students can feel nervous afraid act, this can create problems in the classroom.In other words, commands is the most important part because through them the teachers give instructions and active the class. Teachers give introduced and practiced commands and the student's response demonstrating their understanding and language comprehension. Teachers give easy instructions to the level and the topic, also is relevant that teacher give short instructions and they do not waste time, they should control the time.

Activities

Children are learners that need meaningful language for that reason it is important to apply activities in the classroom which cover the student's needs providing a rich context, songs, colorful materials, histories, games, etc.

One of them is when the teachers provide dictation to students and they are able to follow the sequences and they can imagine the situation, for instance: Sequence related to everyday activities, like giving instructions about writing a letter: Take out a pen. Take out a piece of paper. Write a letter (imaginary) Fold the letter. Put it in an envelope. Write the address on the envelope. Put a stamp on the envelope. Mail the letter. As a result the students corresponding correctly to the commands and internalize the new language, that is, the teacher explains the instructions and they are able to make the actions. The TPR activities provide to students funny, and enjoyable activities through humorous commands which ensures the effective learning of the children facilitating that they can express themselves and learn without barriers. For example: raise your hand, put your hand on your foot, turn around, put your hand on the floor, put your hand on your elbow, raise your knee and jump backward three times.

1.4 Games and teaching

Games are enjoyable and interactive to learners because they respond actively to this type of dynamic learning. Games have effect when they are done in pairs or groups so, children feel secure and motivated. Warz (2012) said that young learners love to play because they feel activated and they are enthusiasm to learn. However, there are teachers who think that the games are a waste of time and the students are distracted and do not learn anything. Children's games can be learned very well without difficulty, taking into account a good adaptation to acquire optimal learning. The more variety there is in the teaching it will be possible to cover the needs of the apprentices because they keep busy, activated and have fun while they learn. The games help to create a general context in which children inadvertently are learning and practicing a second language without it being boring. It is also important to take into account the needs and interests of the learners.

Ruben (1999) said that the games help to activate the learning, the comfortable competitiveness of games offer a motivating incentive for students. Games play a fundamental role because they foster to create a social learning environment.

Race (2007) confirmed that games satisfy the learning needs because students enjoy games while learning, the educators must be able to satisfy the students needs and the better ways is through the games where integrate methodologies to teach.

Also, games help to be relaxed and facilitates greater creativity and interest, the didactical games also help to evaluate the teacher so that the educator will see that if there is progress in the students. Shanahan (2006) suggested that games provide feedback to students because with the repetition and constant instructions they can interiorize the information.

According to Loukotková (2011) young learners are enthusiasm and they do not have barriers to learn new things, they love learning about the world. Also, they can understand some information although they don't have an idea about it. She also mentions that they

understand through intonation, gestures, facial expression, actions, and circumstances help young learners to tell what the unknown words or phrases mean. In addition, young learners have the capacity to interpret information and become it in a creative and meaningfully way.

1.5 English as a Foreign Language

The learning should be presented through songs, images, they learn language best when they use their sense Setiyadi (2016). Also, Krashen (1982) she said that the students really learn things that they want to hear, learning is rationed with the subconscious process, that is to say, it is possible with the interaction between them or their environment.

Numerous studies and research cite the cognitive-linguistic benefits of speaking two languages with easily. Experts have found that children who speak easily two languages perform better in metalinguistic knowledge tests than those who speak only one language. Learning English from a younger age has the advantages of entering the business world, interacting with others and opening new opportunities. Children acquire a new language sharing the language in a class where only they speaking English, and they do not understand anything of what they hear. It is therefore important that the child acquires a new language through a method, in this case the Total Physical Response method.

1.6 The Acquisition of the English Language

According to Chomsky (1950) the acquisition of a language in children is innate, rapidly learn and understand a language, in few words, in children's mind there is a grammar that keeps and reproduce the language. In addition, he said that children contain a grammatical order subject – verb –objective, although they cannot talk in their mind is structured.

On the other hand, there is a poverty of stimulus, for this reason, children need strategies to learn in activate way and can acquire a language. According to the article, the children are able to learn the superficial grammar of a particular language, so it is possible because each

language shares a universal grammar, children understand and repeat a word that they have heard.

Chomsky (1950) provided a distinction between competence and performance; linguistics competence rationed with children's grammar and construction of grammar structures. However, performance is referred to the child's rules, that is, children have the facility to relate things to each other, for instance, fly-air planes, birds, etc.

1.7 Communicative Approach

This approach was born in the 70s due to the concerns of some British linguists Candling and Widowson (1970), for demonstrating the development of communicative competence and combined with other competences such as pragmatics and linguistics and covering the needs of better interaction between speakers of other languages.

The communicative approach starts as a need to learn to use other languages appropriately in the social sphere. According to Hymes (1972) is necessary to know:” when to speak, when not, and what to talk about, with whom, when, where, in what way”, that is, it is about creating arguments that are not grammatically correct, if not socially appropriate. In another context, Hymes (1972) wanted to leave aside the Chomsky's theory and he focused on communicative competence, giving rise to knowledge and opportunities to express. For his part, Bachman (1999) divides the competences term in second terms; for example:Grammatical competence: refers to what Chomsky calls linguistic competence, sociolinguistic competence: refers to an understanding of the social context in which communication takes place, discourse competence: refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relation to the entire discourse or text, strategic competence: refers to the coping strategies that participants use to initiate, terminate, maintain, repair and redirect communication.

This approach leads to meaningful communication, allows that students interact between them, guided by the teachers. The students involve in order to the situation, thus, the interaction becomes in a method as the objective of the teaching-learning process.

In this approach the teacher is only the facilitator who explains and clear the doubts, however, the students who plays a great role in the learning process, because they build the knowledge, learners do the actions working in group or in pair.

1.8 Legal Foundation

The legal bases of this investigation are represented in the constitution of the Republic of Ecuador (2011), where the article N.28 stands out:

Education will correspond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation will be guaranteed without any discrimination and compulsory at the initial, basic, baccalaureate or equivalent level (p.5). This article enforces the right of all people to a quality education, it also indicates that education will be free and even more inclusive, where we all help each other and racism is not encouraged for any person. This education is a multicultural and inclusive education allowing the environment within the classroom to be not of competence but cooperation.

1.9 Previous studies

Muñoz (2011) developed this project research aims to observe the impact caused by the usage of the Total Physical Response method and combine with vocabulary. This investigations was carried out in Pereira (Colombia), it was applied to third grade children with difficulties in learning English. She found that when the children listened and understood the vocabulary they were more able to give an appropriate physical response to the song, and it permitted integration and participation from the students to the activity. The

results obtained show that teaching the vocabulary through of physical movement allows children to learn easier and faster, this is because students learn through the representations and through their classmates, neglecting stress and motivating to create a fun and dynamic environment.

Dettenrieder (2016) developed a research with determine if the Total Physical Response Storytelling combined with the teaching of grammar rules is an effective method to teach languages. This investigation was done in Colorado (USA), it was applied to fifth grade children. As a conclusion, obtained results showed that grammar is a fundamental part in order to learn another language, for this reason, the author combines the TPR method with grammar.

According to Rodas (2011) through the TPR activities, students experience meaningful and fun interactions which can help them develop communication skills. The investigation was applied in Cuenca (Ecuador). The method was applied to a group of 13 children from Pre-school level, in 18 sessions over a period of three months. As a result the TPR method is considered an effective method for teaching and learning languages, can be considered as a good alternative and can give positive results.

On the authority of Machova (2009) TPR method is a natural teaching method, enhances the importance of comprehension, body language and actions. This investigation was done in Masaryk (Republica Checa). The researcher confirmed the result of his research that the method was successful, it got optimum results because the facility the feedback explained by teachers, they would find interest to teach and be active all the time. Additionally, the TPR method allows that both parts of the brain are activated.

As Vera stated (2014) he tried to facilitate the work of teachers through the TPR method and the simple music, this consist of listening to music remember and the movements to do fun the learning process. This research was done in Jagodina (Serbia), it was applied to young learners. However, she recognized that there were shy students to do the actions, thus, teachers play an important role to motivate and activate the classroom, educators

should leave moments of spaces and freedom of movement, manipulate and express themselves through the body to their students. As a result, the students will express themselves naturally in the second language.

CHAPTER II: MATERIALS AND METHODS

2.1. Type of investigation

The investigation was carried out was a descriptive qualitative one. It analyzed the influence of the TPR method in the improvement of the English language in the fourth level Basic Education students from “La Providencia School” Educational Institution in Esmeraldas, in the academic year 2018.

2.2. Population and sample

The population of this research study was 35 students and 1 teacher at “la Providencia” school. Sample for this investigation was formed by 35 A1 English level students and 1 English teacher.

2.3. Operationalization of variables

As it is shown in Appendix A, there were used two variables for this investigation: the independent one: The tPR method will be applied in the students of active way in which the result will be through a response. On the other hand, when these is a correct response to English language teaching through participation, social interaction.

2.4. Methods of Investigation

Analysis and Synthesis: These method were used to analyze about the Total Physical Response and English Language Learning Activation and to synthesize the most important theories that may support this investigation. It was also used to analyze the results that obtained with the application of the techniques.

Hermeneutics: It was used for interpreting the most relevant information analyzed in the theoretical framework. Besides, it helped to interpret the results obtained with the application of the techniques.

2.5. Techniques of Investigation

An observation sheet was the first technique that was applied in the classroom. It is aimed at analyzing the influence of the TPR method in the English language. This observation was done for three weeks in the teaching-learning process of the fourth level Basic Education Students from “La Providencia” School in Esmeraldas.

A survey was applied to 35 students of the fourth level. The first one to students to know if they like learning with the TPR method and the teacher used this type of methodology.

Instruments

To collect the data, an observation sheet and survey were designed. For the technique of observation, a guide was used, for both teachers and students. For the technique of survey, a questionnaire, which contained close questions in relation to the indicators to be evaluated, was used.

Descriptive statistics: It was used to process the data obtained with the application of the techniques.

2.6. Data processing

The information that was obtained from the application of the different techniques, was tabulated manually. The data was taken to figures and tables using the Microsoft Excel program.

CHAPTER III

RESULTS

The observation sheet was applied to the students at La Providencia School, Appropriate observations were made for three weeks to the students of the 4th level and a teacher, this showed a before and after, for example at the beginning the students were very unmotivated with the subject or were in another activity, however as they were teaching the method, the students were progressing in their learning about English, demonstrated that students like English and that they feel comfortable when they learn with gestures and mimics. They were more active and participative when the teacher used images and gestures to teach them.

The teacher started with the warm-up in which the children were activated to receive the new class on feelings, as sad, angry, happy, tired, shy, and fearful. First, the teacher put the song using their speaker and they repeated the song with mimics. After the teacher showed them some images of the feelings and made them say several times, later she made gestures about the feelings and they had to guess, the next activity was that each participant in the row came out and mimicked the rest of the students guessed and in this way internalized the children the subject about the feelings.

The survey that was applied to the teacher revealed that the teacher does not apply methods in the classroom either because she did not have knowledge about them, or maybe she is charged many hours of work and does not have time to apply them. It was also shown that the teacher was interested in the application of this method, it calls their attention and that in future classes she should have an idea to apply it.

The results revealed that the appropriate use of a method that attracts attention and that meets the needs of students creates a more a more effective and favorable environment for learning a second language, therefore students like the teacher feels more comfortable and happy with the process.

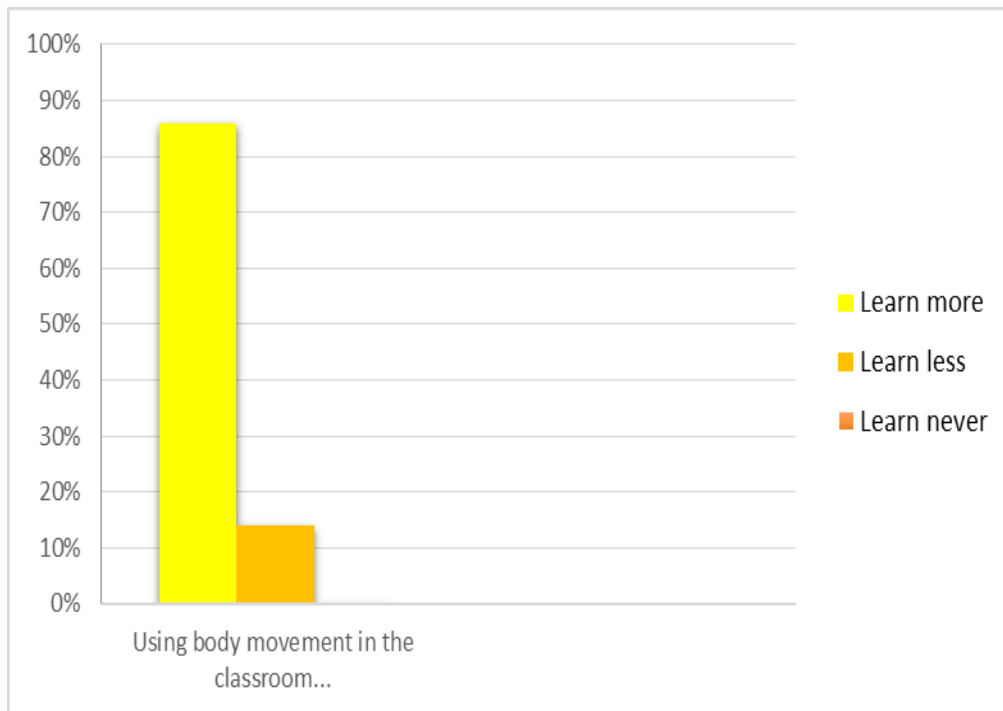


Figure 1 Learning/teaching English through body movement

Source: Students' survey

As indicated in figure 1, the results of this aspect the 86 % percent of students like English Classes and enjoy learning with the TPR method. This is a very important aspect and it gives a positive response. Therefore, students perceive English as something new for them, they encourage and participate in all activities, but there are a considerable number of students who do not like English classes and do not feel motivated through this method. Also, there are a few students who are distracted and do not pick up the instructions directed by the teacher. On the other hand, it was found that there are students who do not understand the indications that the teacher gives and for this reason they do not call attention to the English language. It was also evidenced through the observation sheet that the teacher does not apply different methods for the teaching of English because the teacher uses more traditional methods such as working in the activity book and from time to time some song.

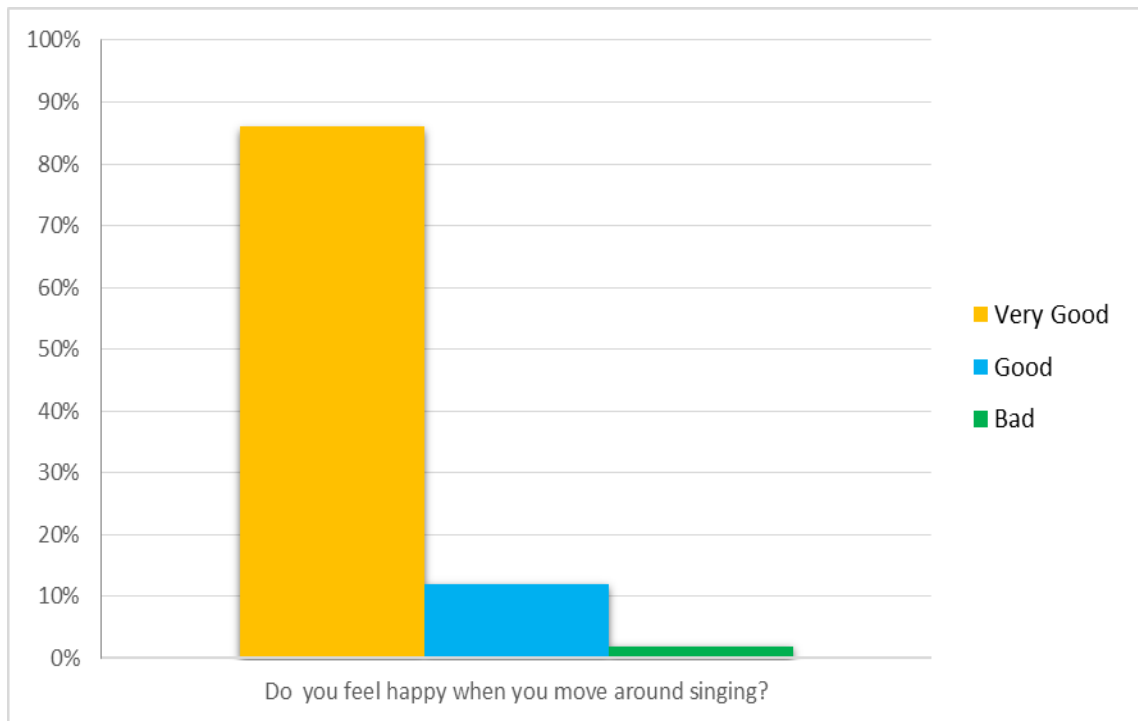


Figure 2 Teaching English through moving around and singing

Source: Student's survey

As it is visible in figure 2, the results of this aspect the 86% of students feel happy using this method, because it is a funny and usable method, when the method was applied to the children it was able to notice a lot of the difference when they started and how the method helped them to progress in their learning in a funny and entertaining way. It is a considerable result because as it can be seen and shown that children learn with the method. Whereas there are a considerable number of students who do not pay much attention learning through this method. On the other hand, there was a small percent who do not like to learn through the TPR method. It could also be demonstrated through the observation sheet that the students did not know before the TPR method. It is considered important to have enough imagination and disposition to apply this method.

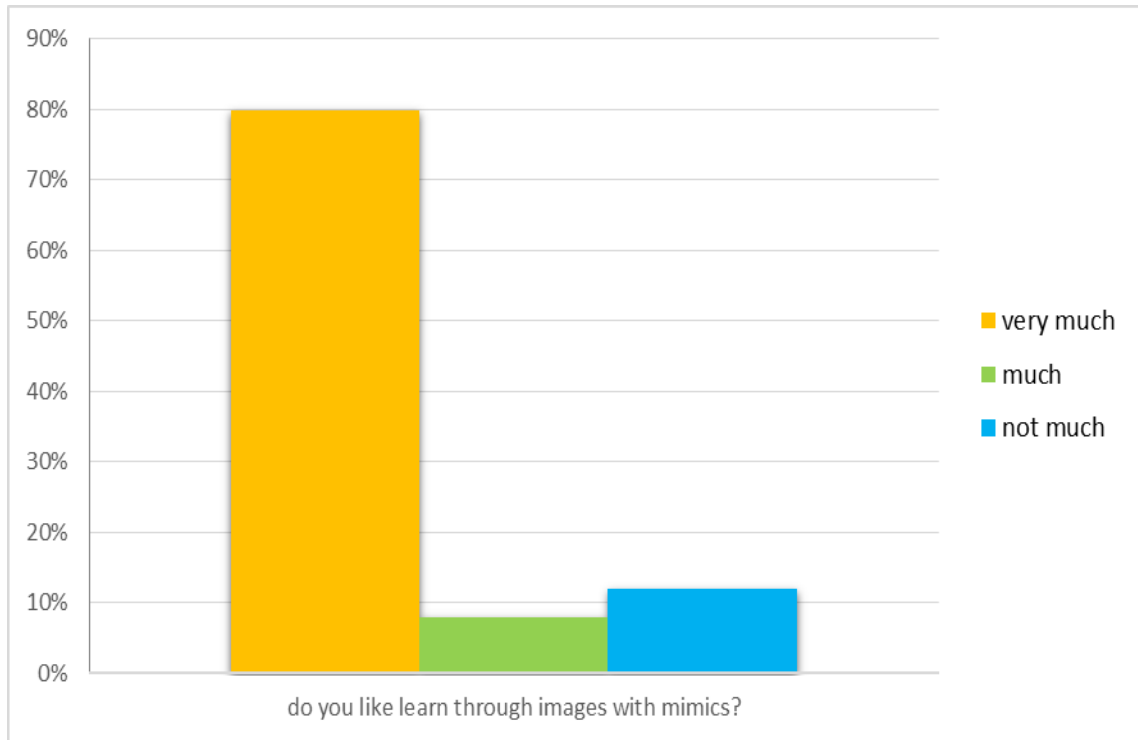


Figure 3 Learning through images and mimics

Source: Student's survey

As can appreciate in figure 3, the high result is 80 percent, it meant that students like learning through images, because they like colorful images and didactic materials. It is possible because they can image, they relate the images to the given lesson, for example: moods, an image of someone sad is presented to them, automatically with the mimics they can relate and remember the new thing taught. However, there is 12 percent where the children do not like to use materials because they like to write in their notebook or they are bored looking for images and mimics. On the other hand, 8 percent, it means that children more or less like work with images and mimics. This method is something new for these students so it does not attract much attention because they are used to traditional teaching, the typical: repetition and memorization of words, however, the teacher must motivate and encourage the student to get involved in the new teaching.

CHAPTER VI: DISCUSSION

The results claimed that they reached the same point of agreement with Muñoz (2011), this author developed a project based on the students learning the vocabulary better through the total physical response method, he discovered that the children listened and reacted to the stimulation of gestures. Also, the coincidence was found according to Dettenrieder (2016) he proposed the combination of the narrative with the physical response method and discovered that it is very important that children learn grammar very well and better if they learn it in a striking and gestural way.

On the other hand, the results of teacher's survey revealed that not coincide because the teacher does not different strategies in the classroom and neither the TPR method, according to Rodas (2011) through the TPR activities, students experience meaningful and fun interactions which can help them to develop communication skills. The TPR method is considered an effective method for teaching and learning languages, can be considered as a good alternative and can give positive results.

In agreement to Simihatul (2017) TPR method is effective because in his investigation he found that students were able to imitate than to memorize, it is possible because students are more relaxed and active to learn, remember the new vocabulary and they react to imperative mood.

In the same way, Machova (2009) coincided with this investigation because the TPR method is a natural teaching method, enhances the importance of comprehension in relation to students comprehension, the TPR method help students fix knowledge because keeping activates both hemispheres.

The investigations reflected that the TPR method also helps to learn other topics such as adjectives because the students respond in a good way to stimuli, the method reduces the stress and students enjoy their experiences in the learning process.

Similar to Cabrera (2015) TPR method combine with simple music help to remember words, this coincides with the investigation because movements is a fun way to learn. In contrast to this investigation, there are problems when the students are shy, so it is important to apply other strategies.

CHAPTER V

CONCLUSIONS

- The TPR method is not used in the classroom because there is little knowledge of this method.

- The method was very attractive for the students because they matured motivated, activated with much interest to learn and participate through this new teaching methodology.

- The 4th level students were activated to learn through this method using images, mimics, songs and movement achieving improve English language learning.

CHAPTER VI: RECOMMENDATIONS

- Teachers need to have more knowledge about enjoyable learning methodologies.

- The TPR method is very usual for the students, therefore, it is important to teach the children methodologies that strengthen their learning.

- Teachers should be in constant training about new methodologies that meet the needs of students and that are useful and affinity for them.

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Appendix

Appendix A: Operationalization of Variables

| Variable | Conceptual Definition | Operational Definition | Dimensions | Indicators |
|--|---|---|---|---|
| DV-the TPR method | A language teaching method in which mimics are used as stimulus to cause a response | A language teaching method by means of which contents are presented through stimulus and response | Stimulation Response | Mimics Student's repetition |
| IV-students' English learning activation | It is to awake learners' interest for learning | It occurs when there is a correct response to English language teaching through participation and interaction | Participation Interaction Improvement | Response frequency Interactivity Progress in learning |

Appendix B: OBSERVATION SHEET

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

Through of this observation, it will identify the use of the TPR method to activate the English language the teaching-learning process.

Date: _____ Teacher: _____

Grade: _____ School _____

| INDICATORS | Always | Sometimes | Never |
|--|---------------|------------------|--------------|
| Students are motivated during the class | | | |
| The teacher presents activities with didactic materials for the teaching-learning process. | | | |
| Students increase their knowledge using the TPR method. | | | |
| The teachers apply in a good way the TPR method | | | |
| Using the TPR method the students learn easily | | | |
| Through the mimics students activate the learning process | | | |
| Students respond physically to verbal commands (TPR) | | | |
| Students show good attitude and motivation toward the TPR method | | | |

Appendix C: Survey applied to students

Objective

- To acquire necessary information according to the result of the questions to locate where the flaws are located according to the English learning language.

This survey will be applied to children of fourth level in “La Providencia “School

- Match the correct answer

1. Do you like English language?

| | |
|-----|----|
| Yes | No |
| | |

2. How do you feel in your English classes?

| | | |
|-----------|------|-----|
| Very well | well | Bad |
| | | |

3. Do you feel happy when you move around singing?

| | | |
|--------|-----------|-------|
| Always | sometimes | Never |
| | | |

4. Do you like learning through images?

| | | |
|--------|-----------|-------|
| Always | sometimes | Never |
| | | |

5. Using body movement in the classroom ...

| | | |
|------------|------------|-------------|
| Learn more | Learn less | Never learn |
| | | |

Appendix D: Survey applied to teachers

Objective

- To acquire necessary information according to the result of the questions to locate where the flaws are located according to the English learning language.

1. Do you believe that teaching the English is easy?

| | |
|-----|----|
| Yes | No |
| | |

2. Do you use songs while you are teaching English?

| | | |
|--------|-----------|-------|
| Always | Sometimes | Never |
| | | |

3. When you are teaching using songs you also use body movements?

| | | |
|--------|-----------|-------|
| Always | sometimes | Never |
| | | |

4. Do you consider that your students learn in a better way using songs, body movements, flash cards, etc?

| | | |
|--------|-----------|-------|
| Always | sometimes | Never |
| | | |

4. Do you agree that movements in the classroom is ...

| | | | | |
|-----|--------------------|-----------------------------------|---------------|--|
| Fun | A great warm up | Creates a better atmosphere | Reduce stress | Helps to remember the language items |
| | | | | |