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

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA  
MODALIDAD: PROYECTO DE INVESTIGACIÓN**

**TEMA:**

Total Physical Response Method to Improve Speaking Fluency in  
Elementary Students of Otavalo High School, Academic Period 2022-2023

**Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de  
los Idiomas Nacionales y Extranjeros Especialización Inglés.**

**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e  
idiomas.

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## **DEDICATORY**

I am a firm believer in what some people say. Even the flutter of a butterfly's wings can change the destiny of a single person or the entire world, and they are right.

For this very reason, the following work is dedicated to all those individuals who influenced my life, providing encouragement and the necessary reasons to persevere.

To those people who were always there for me, making me laugh and consistently extending a hand with their friendship and unconditional love.

With heartfelt gratitude, I dedicate the following graduation project to my family and friends who have always supported me with their example and words.

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I want to express my gratitude to my family, who has always supported me both financially and morally to keep moving forward. Especially to my father, who has consistently shown me that, no matter how tough life may be, it is up to us to decide whether to persevere or take a step back.

I also want to thank all those people who influenced my life and were part of my experiences and social circle. Thank you for providing me with your unconditional support and advice to keep going.

"No one can escape their own story. Become an example for others, as you never know whose motivation your actions might be the last ray of hope for in their lives."

Thanks

## RESUMEN

El siguiente proyecto de investigación se centró en el uso del Método de Respuesta Física Total para mejorar la fluidez oral al momento de hablar en estudiantes de básica elemental de la Unidad Educativa "Otavalo", durante el periodo académico 2022-2023. Primero, se estableció un marco teórico para conocer la relación del método Respuesta Física Total, con el desarrollo y mejoramiento de la fluidez oral al momento de hablar y la fluidez oral, con demás métodos y acercamientos pedagógicos. De la misma forma, la siguiente investigación utilizó una metodología mixta basados en el uso de entrevistas para la obtención de información de docentes experimentados en la enseñanza de niños, y el uso de herramientas cualitativas y cuantitativas para la obtención de información de estudiantes a través de encuestas. Una vez recopilada la información, se analizó y sirvió como base para la construcción de una guía didáctica usando el método respuesta física total y el diseño de unidades de inglés, las cuales están comprendidas de cuatro unidades de aprendizaje, 4 lecciones por Unidad, que contienen una serie de actividades que fomentan la creación de un ambiente de clase creativo, interactivo y agradable, en donde los estudiantes se sientan libres de participar y equivocarse para que, estimulando indirectamente su motivación, desarrollen su fluidez al momento de expresarse. El uso del método Respuesta Física Total estimula la participación de los estudiantes, incluso más cuando se habla de niños. Con esto se espera establecer un nivel afectivo de los estudiantes de básica elemental, de tal manera interesarlos desde una edad temprana a aprender inglés.

**Palabras clave:** Respuesta Física Total, Motivación, Interactividad, Fluidez Oral, Guía Didáctica.

## **ABSTRACT**

The following research project focused on the use of the Total Physical Response (TPR) Method to enhance oral fluency in speaking among elementary school students at "Otavalo" Educational Unit during the academic period 2022-2023. Initially, a theoretical framework was established to understand the relationship between the TPR method with the development and improvement of oral fluency in elementary school students and speaking fluency with other pedagogical methods and approaches. Similarly, this research employed a mixed methodology, using interviews to gather information from experienced teachers in children's education and qualitative and quantitative tools for obtaining information from students through surveys. Once the information was collected, it was analyzed and served as the basis for constructing a didactic guide using the Total Physical Response method and designing English Units. This Guide consists of four learning units, each with four lessons, containing a series of activities that promote the creation of a creative, interactive, and pleasant classroom environment where students feel free to participate and make mistakes to develop speaking fluency and indirectly their motivation. The use of the TPR method encourages student participation, especially when dealing with children. The goal is to establish an affective level for elementary school students, thereby sparking their interest in learning English from an early age.

**Keywords:** Total Physical Response, Motivation, Interactive, Speaking Fluency, Didactic Guide.



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## INTRODUCTION

### **Problem Description.**

The main issue that prompted this research was the low level of learning exhibited by many students. To support this statement, the research conducted by (Auquilla y Fernández, *La Educación Ecuatoriana en Inglés: Nivel de Dominio y Competencias Lingüísticas de los Estudiantes Rurales*, 2017), tell us that: "*Despite the efforts made since the nineties, only a minimum number of students in the Unified General Baccalaureate (BGU) manage to achieve the desired levels of English language proficiency upon completing their secondary education*". Considering this, it is easy to see that students exhibit a low level of proficiency in the English language when they reach a more mature stage.

The language learning will depend on the student who shows more motivation, interaction with the teacher and peers, and their level of interest in the class. This is because the teacher, being the primary author of their classes, is the one who should bring didactic and engaging materials, have extensive knowledge in the subject, and possess a good level of active communication and pedagogical skills that directly influence the motivation and interest of students in learning this language.

Given that students at more advanced levels of education exhibit a low proficiency in the English language, as mentioned in (Auquilla y Fernández, *La Educación Ecuatoriana en Inglés: Nivel de Dominio y Competencias Lingüísticas de los Estudiantes Rurales*, 2017), it can be inferred that students at lower levels did not receive effective English language instruction or motivation to learn it either, considering that, a good education and motivation to learn a language are vital from, especially for children, who have much more energy for learning and playing, can learn in a more effective way or can be motivated to learn a language more effectively.

In summary, while the reason for the low learning levels may depend on the students, it can also be attributed to many teachers who lack prior knowledge of how to develop their activities in class. This can transform an interactive, interesting, and enjoyable class into one where students feel uncomfortable and bored, making it challenging for them to pay attention to their teacher or the content of the class.

## **MOTIVATIONS FOR THE INVESTIGATION**

Considering childhood as one of the most crucial stages for learning, the primary motivation for undertaking this research is the high learning capacity that children possess, particularly through repetition. This is why the Total Physical Response is applicable for teaching the English language. As a highly interactive and collaborative method, it aims to motivate students from a young age, fostering a sense of fluency in speaking and expressing themselves effectively to others.

## **JUSTIFICATION**

Education has changed in many ways, and in order to improve English skills of the students, educators have created a lot of method to do it. Many years ago, education had the teacher like the focus of attention, overshadowing the free thinking and the freedom that the student has to interact with his teacher in order to answer the thousands of doubts that are generated in his mind when too much information is retained in his mind.

Consequently, it is essential to point out that this research is focused on that kind of freedom where students are free to interact with their classmates, interact with the teacher, and have good and funny material to learn. Another point that this research takes into account is that the teacher develops material, content and methodologies based on student's skills, abilities and knowledge for creating a good teaching ambience, improving student-teacher relationship even.

This research beneficiates students of general basic education of Otavalo school, due to it provides essential information about what the most important aspects they have in a classroom, where their freedom, interaction, way of thinking and autonomy are free to walk around the classroom and even more important, get feedback in order to response to the great number of questions that they could have in that moment.

The second direct beneficiary is the teachers of Otavalo school, due to they have essential information about what they could do, when they are in front of a situation where students are exigent, and need an even more interactive classroom. An important point to take into account in that moment is attention percentage, where students feel bored, and

it is easy to realize that the teaching ambience that teacher is generating in his classroom is not good at all.

Total Physical Response Method (TPR) gives a feasible way where interaction is almost guaranteed proposing a teaching ambience with jokes, games, interaction and freedom of expression of the students, and like this way, giving to the teacher a great number of ideas to take into account when teaching, in order to be more communicative with them.

This research is also aimed at our readers, people who want to dedicate their lives to teaching and who feel interested in establishing greater communication with their students or who need a specific type of information and to expand their critical thinking, keeping in mind that there will be many future students who will need this type of information or who will focus their research topic on the same method. A useful resource for obtaining information, for individuals seeking to enhance their pedagogical activities or a different perspective to be added to another related research.

## **OBJECTIVES**

- **General objective**
  - Analyze the Total Physical Response Method (TPR) to improve Speaking Fluency in “Unidad Educativa Otavalo” students.
- **Specific objectives.**
  - Determine the theoretical bases of TPR method to improve Speaking Fluency.
  - Explain the TPR method to improve speaking fluency.
  - Develop a didactic guide focusing on the Total Physical Response Method to improve Speaking Fluency of the students

## CHAPTER I: THEORETICAL FRAMEWORK

### 1.1. Learning Theories

Currently, there are several learning theories that attempt to explain how humans, since ancient times, have learned to develop skills, knowledge, values, and abilities by being exposed to specific situations. With constant social, technological, and educational changes, this set of theories has evolved and adapted to explain the nature of the modern human, playing a fundamental role in language teaching and education in general, proposing a series of theories, approaches, and methods that are of great use to many teachers seeking to generate a change in the mindset of modern students.

But before carrying out pedagogical activities, it is necessary to explain the process that human beings use when learning a language, for which many scientists and philosophers have proposed a series of perspectives such as **Behaviorism, Constructivism, among others**. Knowledge of these perspectives is vital since the acquisition of a foreign language is a long and complex process that involves several factors, such as **student motivation, cognitive ability, exposure to the language, among others**, all of which are entirely dependent on the teacher. The teacher uses a series of pedagogical techniques and strategies to make language learning an interesting and enjoyable topic for the professional development of their students. Some of the most important theories include:

#### 1.1.1. Language Learning Theories

- **Behaviorism**

Considered by many as the father of psychology, this theory was proposed by American psychologist John B. Watson. Analyzing his study of human behavior, Watson (1913) asserts that *"They found that loud noise from the breaking of branches, thunder, and other phenomena that produced sounds would make the primitive individual, from birth, go into a state of panic, making him stop hunting, cry, hide, and the like, and that in this state he was easily trained, or more scientifically, conditioned."*

On the one hand, assuming the aforementioned, it is easy to determine that, since ancient times, human beings used a stimulus-response system, learning to respond to each external stimulus to ensure their survival. By keeping their senses alert to any situation, their learning was rapid and effective. The same applies to language learning. If attractive



pedagogical techniques and stimuli are used during the course of the class, the student's learning is considerably effective.

On the other hand, it should also be considered that human beings cannot learn a foreign language instantaneously, so for learning to be acquired, constant practice is necessary. The most effective way to achieve this objective is through repetition. However, repetition, for many students of the time, is very boring, so a disguised, innovative, and interesting repetition should also be considered.

In this way, the application of the stimulus-response system proposed by the great psychologist John B. Watson, presents itself as an effective system for teaching a foreign language, which can be adapted to create specific situations, putting the student's cognitive abilities to the test.

- **Constructivism**

To understand the meaning of this term, we can consider several perspectives. An example of this is the definition by Le Moigne, J. (Michel, 2001), where he defines that: "*reality, the knowable, can be constructed by its observers, who from that moment on are its constructors*". We can highlight 2 words from the previous definition: Constructors and Observers, being the 2 most important factors of this theory.

On the one hand, Observation is responsible for the acquisition of experience. In the acquisition of a language, the observer highlights characteristics such as voice modulation, posture and vocal movement, language used, generating in this way prior knowledge that can be used by the individual to respond to similar situations where they encounter similar situations, they have already experienced. On the other hand, Constructors refer to the same capacity of human beings to generate their own knowledge by relating it to others. In the acquisition of language, this capacity is responsible for generating new contexts or situations where this language or knowledge can be used.

In summary, these elements are fundamental in this theory, as they promote the interaction of human beings with their environment, not only in a social context but with their environment in general.

- **Socio-Constructivist Theory**

This theory, proposed by Lev Vygotsky in 1970, is one of the most influential theories in education. To understand the meaning of this term, we can highlight what Perez (2005) says: "...*constructivism proposes an alternative to the concept of knowledge and knowing, in which knowledge is not a finite object or goal (Heinrich, 1995), but an action or a process of situated and social construction.*". In this way, we can deduce that the socio-constructivist theory is solely focused on a social and interactive environment. The general objective of this theory, in language acquisition, is the practice of the language in a social environment that is focused solely on collaborative work, companionship, conversations, etc.

Similarly, to the constructivist theory, the stimulation of the student's four senses and their creativity promote significant and prolonged learning by being in contact with their peers in an environment where they feel safe and confident to express themselves freely, in a social approach that promotes interaction with people close to the student.

## **1.2. Language Teaching Approaches**

From a different perspective, Language Teaching Approaches were created with the aim of generating effective learning in students. The main characteristic of these approaches tells us that the student learns through the use of grammar being exposed to real situations in which the use and practice of language is fundamental. Some of the most influential approaches in current education are:

- **Audio-Lingual Approach**

This approach was created with the intention of developing the four basic English skills: listening, speaking, reading, and writing. It was created by Nelson Brooks in 1964 and is focused on intensive student practice through repetition and restructuring.

This theory, as cited in (Pinto, 2019): "*The audio-lingual method appeared in response to the need that soldiers and military personnel had to acquire proficiency in a foreign language, mainly developing oral and auditory skills...*" was created as a response to a linguistic need with the intention of generating effective, rapid, and direct learning where students acquire a new language by restructuring sentences in a specific context, developing the students' listening and speaking skills first through the use of audio, videos, etc., stimulating their senses, and then developing reading and writing skills through the restructuring of written sentences.

- **Structural Approach**

Created by Ferdinand de Saussure in 1950, the Structural Approach was developed as a response to other language teaching approaches and is based on Structuralism. This theory is focused on the analysis of grammatical and linguistic structures rather than the memorization of vocabulary or dialogues. These structures can be systematically taught, stimulating the development of the student's analytical ability for the acquisition of a foreign language.

One of the distinctive features of the Structural Approach is the use of language patterns, which are examples of the grammatical structures being taught. Students learn to recognize these patterns and use them to construct their own sentences. Additionally, the approach uses techniques such as contrastive analysis, in which different grammatical structures are compared and contrasted to help students understand the subtle differences between them. Furthermore, the approach focuses on teaching English as a functional language, teaching the language in the context of real communicative situations rather than focusing on vocabulary and dialogues memorization.

- **Natural Approach**

The Natural Approach is a foreign language teaching methodology that focuses on learning the language in a similar way to how we learn our native language. It was developed in the 1970s by linguists Stephen Krashen and Tracy Terrell.

This theory is based on acquisitionism, which holds that language is acquired naturally through exposure to the language in authentic communicative situations. As such, language teaching focuses on listening comprehension and oral production, with the aim of developing fluency and communicative ability, followed by the development of reading and writing skills.

Authentic situations such as talking with one's mother, watching TV, movies, or talking with native speakers are examples of authentic situations that are used as tools in the classroom. This way, students are constantly exposed to the language, and their four senses adapt to the use and practice of the language, leading to effective learning.

- **Situational Approach**

The Situational Approach is a foreign language teaching approach that focuses on teaching language in specific and concrete situations, rather than isolated grammar and

vocabulary. This approach emerged in the 1930s as a response to the need to teach English to people who needed to communicate in specific situations, such as business, tourism, or travel. This theory states that language is best learned when presented in authentic and relevant situations for the student. Instead of teaching language in isolation, teachers present language in situational contexts that mimic real-life situations. The aim of this approach is to enable students to develop communicative skills and abilities that can help them in their professional life.

In this way, the teacher modifies and adapts class material to the students' needs, rather than teaching grammar or vocabulary through a process of memorization.

### **1.3. Language Teaching Methods**

As a result of the World War II, the acquisition of a second language was a vital part of the twentieth century soldier. In order to create a fast way to acquire a language they started creating a great variety of method where the mental capacity of the learners was put to the test. In this way, a group of scholars developed a series of methods that have proven successful in teaching a foreign language. Among the most influential methods, we have the following:

#### **1.3.1. The Grammar – Translation Method**

For many, the beginning of Teaching Languages. The grammar translation – method is the most ancient method that many teachers used to teach a language. It consists in the study of the cohesion and coherence of phrases or sentences in order to make them have sense. This is the principle of the Grammar – Translation method, the use of an arduous set of principles that are based on a set of grammatical structures and rules about how a language must be used, or how a community commonly use their language.

However, as (Stern, 1983) point in his job: *“The first language is maintained as the reference system in the acquisition of the second language”*. Provided that, it's easy to point out that in the grammar – translation method, the learner is exposed to a foreign language, but the teacher uses an easy way of expressing him/herself, and in the learner's mother tongue, while learning the grammar of the language to be learned through readings and writing activities.

### **1.3.2. The Direct Method**

For many, one of the most successful methods for teaching languages. It is a language teaching method also known as the Berlitz method. It is considered one of the most effective methods for those seeking to speak a language fluently and naturally. In this method, the student is immersed in the language learning process through a series of everyday life situations and vocabulary practice.

In this method, the role of the teacher is one of the most important factors. The teacher must put aside the translation of grammar, very large explanations, less use of the whiteboard and construct the class to make students develop and practice their oral communication skills. Like this way, the teacher is destined to teach through mimes, demonstrations and pictures, a kind of interactive class where the students have the possibility to learn the real meaning of words.

### **1.3.3. Audio – Lingual Method**

It is a kind of method focused on two main skills: audio (Listening) and lingual (Speaking). This is another kind of method for teaching languages that put aside the traditional methods which are focused on the development of Reading and Writing. In the same way as the Direct Method, this is another method which implicates the use of interactive activities but, in addition of that, the use of: audios; videos; didactic material, and the practice or development of Speaking are the most important objectives.

This is a kind of method that is based on the Direct Method and, in order to prove the effectiveness of this method, we can point out the work of Stroik (1973), which says: “older teaching methods emphasized the written forms of language, largely ignoring speech, and the audio-lingual approach was a reaction to this book-centered orientation” (p.395). Provided that, it’s easy to see that the development of Speaking and Listening skills are more important for modern students, teaching them the use of language in specific and common real situations.

### **1.3.4. Suggestopedia Method**

It’s a famous method used for teaching languages and one of the most used methods around the world. This method was proposed by Georgi Lozanov in 1970 decade. This method is based on the learner’s need to be in a comfortable class. Based on that, the learners have all commodities to learn, in this case, a language. Provided that, the acquisition of a language is successful, because the learner feels in peace and

motivated to learn a language, in addition to the fact that the learner can interact actively with its classmates.

This is an interesting method that is based on the stimulation of the senses through background music and an active presentation of the class topic, thus achieving a successful acquisition of a language. In order to prove its effectiveness, we can consider the work of (Prihartini et al., 2019), where the application of suggestopedia method demonstrated that the students, when learn a language (qirā'ah), feels less stress in a comfortable class, where their mental and emotional states are stimulated (p. 40). A further proof of the effectiveness of the Suggestopedia Method application.

### **1.3.5. Silent Way Method**

As we can see, there is a big world of ways to teach a language, and this is another proof of that fact. The Silent Way Method was proposed by Caleb Gattegno in the 1960 decade for teaching languages.

In order to prove the Silent Way effectiveness, we can point out the work done by (Byram y Hu, 2017) where they studied Gattegno approach as a student and teacher, and they said that: *“His approach is therefore based on producing awarenesses rather than providing knowledge”*. Like this way, students could see by themselves that, the acquisition of a language is something difficult, but very useful in some cases where they can use phrases to communicate what they are thinking about. Considering that, we can deduct that the teacher's role is one of the most important factors when teaching, because the use of mimics, movements to communicate a phrase must be applied in a good for not generating doubts in students when the class is going on.

This is a method which is focused on the use of language to express phrases. Although the use of a language is more focused on the use of language in a fluent way, starting from the use of common phrases, in order to make students feels more confident when speaking, to large speeches and the use of more difficult structured sentences or phrases which requires a lot of vocabulary.

### **1.3.6. Total Physical Response Method**

The Total Physical Response (TPR) Method is a teaching strategy that focuses on the connection between language and physical action. It was developed by psychologist James J. Asher in the late 1960s.

The main goal of Total Physical Response (TPR) is to allow students to acquire language naturally and effectively, using movement and action to reinforce learning. The fundamental premise is that students respond intuitively and naturally to physical instructions, which facilitates the acquisition of language more quickly and solidly.

#### **1.4. Teaching strategies**

##### **1.4.1. Project – Based Learning**

Probably one of the most useful strategies for teacher when teaching a foreign language. We can consider the work done by (Krajcik y Blumenfeld, 2006) where they claim that: “*The Project – Based Learning is on overall approach to the design of learning environments.* “. This kind of approach can be applied forming work groups or alone, where students are destined to design a structure to development a project or a problem that must be solved. Forming groups or alone, can generate a kind of environment where makes the students feel motivated to accomplish a task.

##### **1.4.2. Active Learning**

Nowadays, Ecuadorian education has changed a lot, and most of the students during their classes, don't feel motivated or interested to acquire or learn a foreign language whereby the acquisition of the language is not effective. For that reason, is vital for students experiment a class where they can participate actively, interact with actively with the teacher, the material and classmates so that they can see what is the real objective of the objects they have in front of them (Orosz et al., 2018).

##### **1.4.3. Collaborative Learning**

As the same name says, this is a kind of Teaching strategy where students are destined to collaborate actively together in order to solve a problem or accomplish a pre – designed task. Also, the meaning of **Collaborative Learning** can be considered from different point of views. For Example, the **Instituto Tecnológico y de Estudios Superiores de Monterrey** ( TEC de Monterrey, 2012) cited in (Torres, 2018 ), the Collaborative Learning is defined as a didactic technique where the teacher makes use of short tasks which requires the students' active participation. (Page. 16).

## **1.5. Total Physical Response (TPR)**

### **1.5.1. What is Total Physical Response?**

The Total Physical Response (TPR) Method is a teaching strategy that focuses on the connection between language and physical action. It was developed by psychologist James J. Asher in the late 1960s.

### **1.5.2. Teacher's Role**

The teacher's role in the TPR method is crucial for facilitating the language acquisition process. Here are some key aspects of the teacher's role in TPR:

We can consider the work done by (Hernandez, 2004), where it says: *“One of the biggest challenges in teaching English to young children is the fact that they are unfamiliar with the formal structure of the language. For this reason, teaching must be adapted to the knowledge they already have (...)”* Like this way, the role of the teacher is one of the most important factors. Considering that, the teacher has to prepare good activities where students can interact the environment, making use of a good body language, good use of the language and expressions in order to make them feel motivated and consequently, generate a meaningful learning on students.

Overall, the teacher's role in TPR is to facilitate a dynamic and interactive learning environment where students can engage in meaningful language learning through physical responses, indirectly stimulating students' motivation. The teacher acts as a guide, model, and facilitator of grammatical structures of the language the teacher is using during the development of the class.

### **1.5.3. Students' Role**

To understand the role of the students, we can consider the work done by (González N. A., 2022 ) where it says: *“In general, the students carry out the actions together, that is, they learn by watching their partner”*. Considering that, it's easy to deduce that the students, during the class, act in an active way, in a comfortable ambience where they can interact with their classmates, learning by watching his/her partner actions: physical movements or lingual expressions. Also, they have to interact the teacher in active way, making use of body language and facial expressions, producing a meaningful and more expressive communication to others.



#### **1.5.4. Advantages**

Considering the diversity of activities and elements found in a classroom and the process that a TPR-based class should involve, capturing the students' attention may not prove to be a challenging task. It is very easy to capture a person's attention. Taking this into account, the TPR method can have a great impact on English language teaching since it relates interaction with the outside world to a student's attention. Like this way, the TPR method can generate an impact on their learning, leading to: long-term or meaningful learning, an interactive class, confidence and speaking fluency.

#### **1.5.5. Disadvantages**

One of the main disadvantages of implementing a TPR-based class focuses on the economic aspect and its planning. Despite mentioning that capturing students' attention may not be a complicated task, the variety of elements and activities required for a TPR class is extensive. Consequently, the cost of obtaining all the necessary elements and the time required for thorough planning can be somewhat inconvenient. However, the effectiveness of the class yields very satisfactory results.

It is worth mentioning as well that this method requires the students' support. In other words, this method requires that the students have a good behavior, it needs their participation and their motivation. Capturing students motivation is not a difficult task, but we must consider that some students do not have the same attitude to others and activities must be very precise.

Some students could feel bored when this method is applied because already know what is the objective of the class or they simply put attention to something that teachers don't have idea.

#### **1.5.6. Process**

To test the importance and validity of the process during a TPR class, we can consider the work done by (Asher, 2000) cited in (González P. A., 2015) where it states that Asher: *“made three hypotheses hypothesis on the basis of his observations: first, that language is learned mainly by listening; second, that language learning must be secondly, that language learning must engage the right hemisphere of the brain; and thirdly, that language learning engage the right hemisphere of the brain; and thirdly, that language learning should not involve language learning should not involve any kind of stress”*. Considering the last affirmation, it's easy to deduce that the acquisition of a

language is a very difficult and meticulous process where the child, or the learner must follow a series of steps in order to generate a base to be followed.

It is vital the teacher previously design the class before carry it out in the classroom because the learner, as an observer of the teacher's movements, will observe and follow all physical interaction and movements that the teacher display in front of the class. Consequently, the learner will learn observing the teacher and in order to avoid doubts and insufficient learning, the teacher must be prepared to respond and act in front of unexpected situation inside of the class.

## **1.6. Language skills**

### **1.6.1. Communicative competence**

According to (Xue, 2014), claims that: "*Many scholars agree that appropriateness and effectiveness are key words to define ICC competence*". Like this way, it's easy to deduce that people who try to acquire or learn a foreign language, generates some characteristics as overcome of the common exposition to the foreign language. As a result of that, the learner will have a better use of the language which can be used in some specific cases where the learner can communicate effectively and in a fluent way with other which speak the same foreign language.

That is what teachers say when they discuss about communicative competences, a kind of specific characteristic which demonstrates a high level of language proficiency of the students. Consequently, the students will demonstrate having much more characteristics which other will result in much more advanced fluency.

### **1.6.2. Listening**

The most important skill when a learner is acquiring a language. The listening skill supports the learner to get used to the use of a foreign language. When the learner is listening the language, he/she can recognize factor like modulation of the voice, what kind of vocabulary that native speakers are using whereby a direct interaction with the real language who native speakers commonly use in a cultural way (Saad y Zainudin, 2022), cited in (Cadena, 2023).

A student's first impression is one of the most important factors. When the teacher enters to the classroom, students always pay attention to what teacher is doing. Movements, Confidence, Use of Language, Behavior, etc. Students are active learners

even before the teacher teaches, but gradually lose this characteristic when the teacher fails to engage the students' interest. So, what teachers need to understand clearly is that students will always pay attention to what teachers say, what strategies the teacher uses so that the classroom environment be engaging, interesting and innovative.

An example of this, can be evidenced in the last said on the work done by (Weinstein y Mayer, 1983) cited by (Ocaña, 2014), where they say that learning strategies can be defined as "*Behaviors and thoughts that a learner employs during learning with the intention of influencing his or her encoding process.*" The use of teaching strategies plays an important role in the classroom, as they stimulate the student in what they see and hear from their teacher. It is a type of immersion in which the teacher can adapt their vocabulary and participation so that consequently, students can adjust their brains to the use of new words through listening, recognizing previously mentioned aspects that help them develop their own usage of the language they are learning.

### **1.6.3. Reading**

The Reading Skills is a not very perceptible skill. The Reading comprehension can be a bit difficult to understand and develop if there's no one pre – designed activity to carry out reading activities but it can be defined from many points of view. Considering what (Alyousef, 2006) cited in (Romero, 2023), we can define this skill which can be developed or improved with didactic and enjoyable activities where the learners could choose the type of reading they would like to read, preparing some adapted and interesting activities related to the lecture.

### **1.6.4. Writing**

The Writing skill is one of the most important for students who are looking for the meaning of a good use of the language. The study of the structuration of sentences and the study of the use the words are others ways for communicating. It implicates also a good knowledge of target vocabulary which can be used in some specific cases. Also, it implicates the use of grammatical structures in order to make sentences have cohesion and coherence, which are the most important factors when writing a: letter; thesis; essay; etc. for writers (Díaz, 2023 ).

### **1.6.5. Speaking**

Probably one of the most difficult skills for learners who look for having a good communication with others. This English skill consists in a good oral communication

demonstrating a good use of language, intonation, voice modulation, grammatical structures and basic and advanced vocabulary, demonstrating that the learners have a developed, unique and solid communicative capacity which can be useful in some specific cases (Díaz, 2023 ).

## **1.7. Speaking**

### **1.7.1. Fluency**

Once a learner has completed his or her training, achieving optimal fluency is the last step towards full language proficiency and probably one of the most difficult steps for any student learning to speak a foreign language.

According to Fillmore (1979), cited in (Muñoz, 2023) the Speaking Fluency can be reached in many different levels according to the learner. In that case, a learner can have more appropriateness of the language as the same to other, but there´s an only and unique way where they can show a good use of the language, demonstrating their knowledge on grammatical structures, vocabulary, modulation of the voice, body language and common structured expressions which native speakers commonly use to express a specific kind of oral communication need they have.

In this way, Speaking Fluency and TPR will always be associated, as is always related to the lingual expressions that the speaker uses to communicate something to others and how the speaker does this activity. The use of Physical movements, Facial expressions provide a different level of communication, making it more expressive through different type of actions or responses that the speaker displays when something happens in the environment.

### **1.7.2. Vocabulary**

Once the student has acquired a theoretical foundation regarding sentence structuring through the use of readings or audio materials that are subsequently applied to oral communication, the student begins to activate their attention and memory, which leads to an expansion of their vocabulary. Like this way, the use of the Vocabulary is important when the learner wants to generate more difficult sentences, linking some basic structures with more difficult structures which leads to a creation of his/her own utterances in a foreign language (Li y Kirby, 2014) cited in (Cadena, 2023).

### **1.7.3. Grammar**

According to (Savage et al., 2010), “...*grammar can also be regarded as a necessary “master” skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted...*”. Provided that, it’s easy to deduce that when students are learning a new language, they must understand that they need to follow a previous structure for constructing sentences, otherwise, speaking fluency will be disrupted or misunderstood by people who’s talking to.

### **1.7.4. Pronunciation**

Certainly, this is a word which not only includes the part of the speech. This term also includes both phonetics and phonemics, which are larger topics where they are directly related to each other. Firstly, the study of phonetics or the production and perception of the sounds (directly talking about a production and vocal movements), and secondly, the study of phonemes, or a much more advanced study where the sounds produced by man at the moment of speech are studied, whether they are single or paired sounds that give life to the words normally used by a living being when communicating.

When people talk about pronunciation, they have to consider that the act of communication is a complex and pre-structured activity where people use previously internationalized words and utterances, which have a context, a structure, prosody and a specific kind of process to be spoken.

Also, according to (Cruttenden, 2014), “...*, like other animals, man uses organs for speaking whose original physiological function developed vocal communication was acquired; in particular, organs situated in the respiratory tract.*”, which means that man, with the slightest change in his vocal position, can create a great variation in the sound that is produced, and because of the above, it is necessary to have full knowledge of man's sound production in order to generate a much more advanced understanding of foreign language acquisition and mastery.

## **1.8. Framework of Reference in Ecuador**

Since 1992, the Ministry of Education (MinEduc) has formed a significant partnership with the British Council to establish the mandatory learning and teaching of English in different public and fiscomisional educational institutions in Ecuador. This initiative aims to increase the number of English speakers, which would lead to an

improvement in English language education and Ecuadorian education in general. It also seeks to create a broader range of opportunities for students who complete their high school and university studies. (British Council, 2015).

Nevertheless, a number of studies have shown that, despite efforts to implement English language teaching in Ecuadorian education, they have not been very satisfactory. For Example, in the work done by (Calderón, 2015), cited in (Auquilla y Fernández, La Educación Ecuatoriana en Inglés: Nivel de Dominio y Competencias Lingüísticas de los Estudiantes Rurales, 2017), we can identify that only the 2,41% of the population have access to internet. Considering above mentioned, it's easy to deduce that population suffers the great major problems because they don't have the money, materials and technology that students need for having a good contact with the language and consequently, a meaningful and mastery learning of a foreign language.

### **1.9. Summary**

The English language has become a fundamental tool in the globalized world we live in. Having a good level of English is increasingly relevant both personally and professionally. However, the teaching and learning of a foreign language need to follow a procedure that helps teachers understand the main characteristics of an interesting and meaningful class, which is not always considered an important factor due to lack of awareness.

The use of methods such as Total Physical Response or approaches like the Natural Approach always gives the teacher a much broader idea of how they can adapt their classes to the different types of students they may encounter in a classroom. Also, rejecting the old methods of teaching the English language used years ago by various institutions adds a much more interesting touch to the class for those students who seek to have a remarkable characteristic that can be remembered.

However, the limitations of these types of methods and approaches for teaching English should also be taken into account. One of them is the willingness of students to engage with a class topic. Students are the most important characters in a classroom, and thus, it can be said that if the student does not make an effort in the class being taught by the teacher, meaningful learning will be very deficient, resulting in a complete failure when applying any of these methods.

The Total Physical Response method represents an interactive aid for a classroom. This method focuses on the use of movements, gestures, and physical imitations that stimulate and try to capture the attention and motivation of the student. Certainly, this method is entirely focused on being interactive, so our students will almost always show interest in what the teacher can teach.

## **CHAPTER II: METHODOLOGY.**

### **2.1. Study group**

My study area is focused on one of the essential English Skills “Speaking”. Being one of the most difficult skills when learning English, this research wants to provide essential information for future students who wants to know what are some essential aspects of TPR Method to improve speaking fluency of elementary students. This theory was designed by James Asher in the 60’s, and he argues that listening skills are the most influential in second language acquisition; children work on their active listening and at the same time develop their language production (Asher, 1969). Thus, in order to improve speaking fluency of the students, my study group focuses on elementary students who are leaning English as a Foreign Language.

### **2.2. Type of Research**

This research is focused on Speaking fluency and how to improve it, making use of one of the most feasible teaching methods – Total Physical Response (TPR) Method – to create a good teaching environment when teaching English as a Foreign Language on elementary students of “Otavalo” school. This research uses a mixed focus from which an approach to the scientific method will be made in order to know what is the impact of the TPR method on basic elementary students in Ecuador, providing objective ideas to know what are the different difficulties when learning English and how we can improve the English level of the students.

### **2.3. Methods, techniques and instruments**

#### **2.3.1. Methods / Inductive Method**

To understand what an inductive method is, the point of view, in the work done by (Newman, 2006) can be considered, where she says that in the inductive method: “*The researcher had to establish general conclusions based on facts collected through direct observation*”. For the application of this method, a series of questions based on specific cases were developed, where the application of the TPR method is evident. Once the required information was obtained by the teacher, the analysis and interpretation were carried out to form general hypotheses.



### **2.3.2. Techniques**

- **Interview**

Interviews are one of the most effective gathering information tools commonly employed in research projects, or on a case-by-case basis for almost any type of project. Through interviews, the goal is to acquire valuable oral information based on the experiences and insights of the interviewee throughout their career in carrying out their activities. (Bartomeu, 2016). This technique was applied to the teacher with the aim of understanding their most commonly used teaching methods and activities when conducting their classes, considering specific cases where the TPR method is evident.

### **2.3.3. Instruments**

- **Surveys**

To define a survey, one can adopt the perspective of (Marradi et al., 2007), as cited in (Katz y Abiuso, 2019). Considering both Archenti, and Katz point of views, a Survey can be defined as a: gathering data method where we have the possibility to design questions based on general assumptions, to gather data of people perspectives, experiences, knowledge, to support general conclusions which will work to prove a thesis. A survey, comprising a series of structured questions, was administered to elementary school students at Otavalo School, based on the TPR method, with the aim of understanding real situations and experiences of students where different characteristics of this method are evident, like: Gestures, Mimics, Body Language, etc.

## CHAPTER III: RESULTS AND DISCUSSION

In this chapter, a highly rigorous analysis and interpretation were conducted on all the data obtained from qualitative and quantitative instruments, including interviews with teachers and questionnaires administered to students. These instruments served as the foundation for achieving the objectives of this research. Initially, an interview was conducted with a teacher possessing extensive knowledge of the Total Physical Response (TPR) method and significant experience in teaching children. Subsequently, a questionnaire was administered at the 'Otavalo' Educational Unit to determine students' perspectives on their English classes, their interaction with the teacher, and the various activities employed to create a pleasant, interactive, and interesting classroom environment during instruction.

### 3.1. Interview with the Teacher

- **Q1.- How do you consider that the good use of a teaching strategy or method affects the improving of speaking skills?**

- **Answer.** - *"The use of a good strategy also depends greatly on the parents of the child (student). Employing a strategy is crucial because we must speak to our students with clear words. Encouraging them to associate colors with objects and avoiding incomplete phrases helps them develop clear speech, linking their speech to their surroundings, objects, and their characteristics. Using different directions that are related to the objects in their environment, for example:*

- - *Pass me the blue ball -*

- *These kinds of strategies are crucial because they help develop speech by utilizing their surroundings."*

- **Analysis.** – The first question relates to explore the influence that a teaching method can have on improving speaking skills. From a very young age, children can learn many things through observation and repetition of various activities and movements performed by their parents, as well as how their parents express themselves to their children. This implies that the instruction children receive in an educational institution is closely linked to the guidance they receive at home. They learn more quickly and effectively through the movements and spoken expressions exhibited by their parents towards them.

- **Q2.- What method or strategy do you frequently use to get the attention of your students?**

- **Answer.** - *"The strategies I predominantly employ involve movements and mimics. In a way, one needs to connect with the children. When you become one with the children, they pay more attention, and that's what they focus on the most in class. The use of games and interactive activities that involve visual tools such as:*

- *Puppets*
- *Colorful posters*
- *Movements*
- *These interactive activities are designed to capture the students' attention effectively."*

- **Analysis.** – The second question looks for identifying the most commonly used strategy by teachers when teaching children. According to this teacher, one of the most utilized strategies for teaching children involves movements, visually appealing elements in the classroom, and interactive activities such as the use of puppets or games. All these elements create a pleasant, interesting, and interactive environment for students, allowing them to learn effectively.

**Q3. - Have you heard about the Total Physical Response Method?**

- **Answer.** - *"Yes, I was aware of this method, and its application is very important because it is what children pay the most attention to when we teach. When we become one with the children, they pay attention to everything we do, and if we, as teachers, approach with a very negative attitude, they will also copy and learn from our behavior. That's why, as a teacher, you become one with the children, and we should always go to our class with a smile."*

- **Analysis.** - The third question determines the of experience that teachers have in the application of different teaching methods, indirectly establishing the importance of implementing the Total Physical Response Method in the classroom. The teacher responded affirmatively, acknowledging awareness of this method and highlighting its significance in teaching children. The teacher emphasized the need for educators to be careful not to express or teach negative attitudes or activities to students, particularly when teaching children, as they absorb everything presented in our classes.

**Q4. – Do you consider that the use of the Total Physical Response (TPR) method is a good tool to increase students' speaking fluency?**

- **Answer.** – *"It is extremely important. As I mentioned before, everything has to be engaging and interactive in our class. We can bring:*

- *Posters*
- *Puppets, etc.*
- *For example, if we are going to teach about plants, we can bring the actual plant to our class if possible. Anything within our reach as teachers, we can bring to our class because that's what children pay the most attention to in class."*

- **Analysis.** – In the fourth question, the goal is to establish how important the application of this method is in improving the fluency of our students. They interact with everything they see around them, and we, as teachers, having the responsibility to deliver a good class, have to promote that idea by making them interact with real things through an interactive class that has many engaging elements, motivating them to interact fluently with these objects.

**Q5. - Do you consider that the use of body language helps students increase their ability when speaking?**

- **Answer.** – *"Yes, with the use of movements, we are also communicating with them. Our students, when they are children, have a lot of energy and notice everything that happens around them and to us as teachers. That's why the use of body movements and self-motivation is important because they mimic everything from us to speak and express themselves. For this same reason, we must also go to our classes with energy and a positive attitude."*

- **Analysis.** – The fifth question aims to establish the importance of applying more than one teaching method to improve the speaking skills of our students. In response, the teacher emphasizes that communication is not limited to the use of words but also involves movements. Children, who display a considerable amount of energy in a classroom, can communicate with us in many ways. It is crucial to know how to respond to all these expressions our students might give, using engaging elements such as toys and body movements.

**Q6. - Do you believe that the implementation of a guide with (TPR) activities will help you and your students develop speaking skills?**

- **Answer.** – *Implementation of a guide is always important. Based on a guide, we as teachers build or complement what we want to teach. These guides should also consider the level of the children, allowing us to plan for our class based on the objectives we want to achieve, whether it's for a week or a single class day.*

- *For example, when we have a lesson plan, we must consider many things and adapt them to the needs and learning styles of the children or other characteristics such as their age, their learning challenges, etc.*

- *A guide is always vital, a tool that is based on all these things and related to the work plan one creates.*

- *Generally, I always specify my activities, and a guide would be very helpful.”*

- **Analysis.** – The last question in this interview seeks to determine the importance of implementing a teaching guide to enhance speech skills in children. As the teacher states during this interview, it is always important to implement a guide that serves as a roadmap and a tool to develop our activities in our classroom. Additionally, it is crucial to have a clear objective when implementing this guide, considering the types of activities that can be applied in our class. With this guide, we can adapt it to our needs, taking into account the various factors presented by the children.

### 3.2. Results and analysis of the questionnaire applied to students.

#### - Question 1

1. ¿ Do you enjoy doing interactive activities in your English classes?

Always	54
Sometimes	32
Never	4



**Analysis.** - The Pie chart above provides information related to how frequently students enjoy doing interactive activities. The biggest part of the Pie chart shows that students Always enjoy doing interactive activities during their English classes. In the meantime, the smallest part of the Pie chart shows that a few numbers of students Never enjoyed doing interactive activities when teachers apply it for English classes. It is important to say that the use of Interactive activities or movements represents an important part of teacher and students communicating, making it more interesting and realistic for people who's watching the other. Based on the information provided by this chart, it's easy to deduce that students enjoy the different teaching resources that their teacher uses, which is a resource is not often applied to English classes. In addition to that, these questions tell to us that students feel secure in this ambience because they feel comfortable for sharing or interacting with their classmates, teacher or environment.

**Interpretation.** - On the one hand, the pie chart shows that a large percentage of students always feel comfortable and enjoy the different types of activities their teacher conducts in the classroom. However, this cannot always be sustained, so it can be interpreted that some students selected that they sometimes like such activities and that others don't fully enjoy the activities their teacher carries out in the classroom. This implies that, while our students have the ability to choose whether to attend our classes.

- **Question 2**

2. ¿ Do you like to interact actively with your classmates during the class?

Always	55
Sometimes	27
Never	8



**Analysis.** - The next Pie chart provides information about how frequently students interact actively with their classmates, during English classes. The biggest part of the Chart shows that many students always enjoy interacting actively with their classmates. In the meantime, the smallest part of the Pie chart shows that for a small number of students have never enjoyed interacting actively with their classmates. Based on the information of the analysis, it's easy to deduce that all students have different preferences or perceptions for going to school. Many students prefer funnier ways for learning, interacting with their classmates, interacting with their environment and exchanging important information or just speaking freely with some friends regardless of the topic. In the meantime, few students preferred another type of ambience, where they could spend their time doing activities which needs their whole attention.

**Interpretation.** - Based on the responses obtained in this question, it can be interpreted that, in addition to students enjoying the different types of activities their teacher carries out in the classroom, a large percentage of them are motivated to actively participate with their classmates. It is also understood that this percentage of students considers the classroom environment perfect for interacting with each other and their surroundings. However, it is also necessary to determine specifically the activities to be carried out in the classroom, as many of these students are sometimes attracted to the idea of interacting with their peers, and some outright refuse to do so if they do not feel motivated enough in the classroom.

- **Question 3**

3. Of the following activities, which one would you like the most for your English classes? Check the options you would prefer

Mimics	26
Interactive Games	45
Body Language	33
Presentations	39
Gestures	21



**Analysis.** - The next Pie chart provides information related to Sixth-grade students preferences they would like for their English classes. It shows that, for students, they consider that Interactive Games is a good activity and the activity they would like their teacher uses more frequently. In the meantime, they consider that the use of **Gestures** is not eye – catching at all and they wouldn't like much their teacher uses more frequently for their English classes. Considering the last, it's easy to deduce that there are several types of interactive activities that the teacher must also master the correct use of the different interactive activities for their classes and information the teacher shares for those students who are looking for a different and much more eye – catching way to learn English. Considering Interactive Games as the most preferred activity, it's important to mention that students preferred a more involving activity, a place where interaction with classmates, teacher and environment is the most important.

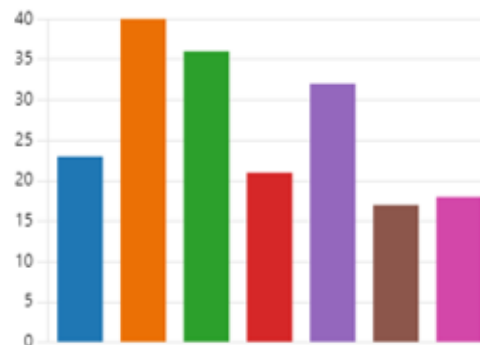
**Interpretation.** - The use of different techniques is a crucial factor in the teaching-learning process. Through the following bar chart, it is easy to interpret that the majority of students prefer Interactive Games where they can actively engage with their environment and classmates. However, as mentioned before, it is also vital to determine which activities or elements and tools will be used in the classroom, as many students have different preferences such as the use of Mime, Body Language, etc. In this way, not only is good communication achieved with our students, but it also helps us determine a specific teaching method or approach, thereby fostering significant development of their speaking skills and meaningful learning.



- **Question 4**

4. From the following options, which ones does your teacher use for oral expression classes? You can choose more than one option.

Mimics	23
Interactive Games	40
Body Language	36
Work Groups	21
Presentations	32
Gestures	17
Storytelling	18



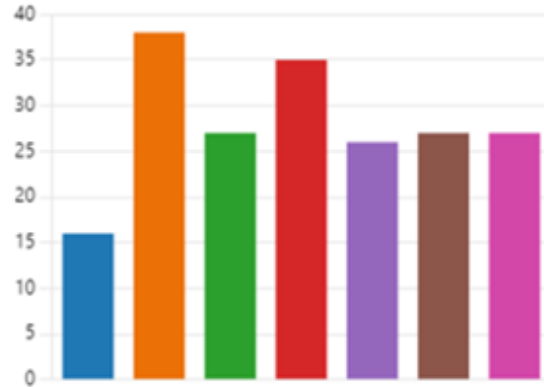
**Analysis.** - The following bar graph provides data about Sixth – grade students perceptions related to what teacher uses when teaching an English class. It shows us that the interactive activities preferred by teachers, when teaching an English class, the most are Interactive Games. Related to the other Interactive activities, the least Interactive Activities preferred by teachers, when teaching an English class are Gestures. Considering the last mentioned, it’s easy to deduce that the use of Interactive Activities represents an important part when teaching an English class, especially when teaching kids. During every class, students will always feel bored because of all that information they are receiving. What teacher must do in that case is thinking on an ice breaker, to maintain students focused on the class. Students, during the class, are waiting for something eye – catching, interesting or funny to see during their classes and that’s the reason about why teachers preferred interactive games as the most common interactive activity for their English classes.

**Interpretation.** - As mentioned earlier, the use of interactive games prevails in the preferences of our students for their English classes. However, teachers cannot rely on a single tool or teaching method, as seen in the other options on the bar chart. Students appreciate the use of other things such as gestures, mime, body language, etc. Based on these results, it can be interpreted that, as teachers, it is vital for us to determine what types of activities our students prefer. This allows us to plan our projects or lesson plans in a more effective and streamlined manner.

- **Question 5**

5. Of the following activities, which ones make you feel more confident when speaking? You can choose more than one option.

Mimics	16
Interactive Games	38
Body Language	27
Work Groups	35
Presentations	26
Gestures	27
Storytelling	27



**Analysis.** - On the one hand, the biggest part of the next Pie chart shows that students prefer work groups as a good interactive activity to be applied in their English classes. On the other hand, the smallest part of the next Pie chart shows that a small number of students prefer mimes as a good Interactive Activity to be applied for their English classes.

**Interpretation.** - A good teacher will always take into account these students' preferences to impart an English class focused on improving their English Fluency. Each student is a different world of possibilities where students learn in the way they like the most. A work group is a place where students are able to interact actively with their group mates, exchange a lot of information related to the class topic, an interactive activity can be applied in the same group. A place where they feel very secure to speak with other and exchange information, having that kind of meaningful communication where in addition to learning, they are capable to develop another kind of skills that are not focused in the class directly. Also, is important to consider the use of Mimes as an activity that students can use to feel more secure when speaking, since this is a kind of activity that makes the act of communication more meaningful and realistic than just speak in front of the students.

- **Questions 6**

6. Would you like your teacher to be more interactive in your English classes?"

Yes	58
No	10
A Little Bit	21



**Analysis.** - The biggest part of the Pie chart shows that the majority of students would like their teacher be more interactive or applies more interactive activities. In the meantime, a small number of students say that they would not their teacher to be more interactive when imparting and English class.

**Interpretation.** - This question tells us important information to be considered. First, based on the information based on the chart, it's easy to deduce that students are not satisfied with how teachers are teaching, they would like their teacher/s be more interactive because they feel the class as something interesting and as a place where they can. Second, they don't feel secure at all when speaking, because the teacher generates an ambience where silence, discipline and attention must be focused on the teacher and what he/she is teaching in that moment. They don't feel engaged at all to ask for a question to the teacher, or exchanging important information with classmates.

### **3.3. DISCUSSION**

Based on the information obtained from the interview and the survey applied to the students, in contrast with the theoretical framework outlined in this research project, it provides the opportunity to affirm that the Total Physical Response (TPR) method is entirely applicable to develop one of the most challenging speaking skills, Fluency.

On one hand, the TPR method involves the use of communicative skills and interactive activities, combined with the use of body language, gestures, and movements by the teacher. This leads to active participation from students and the activation of effective learning based on the teaching of the English language through the use or connection of their own real environment with which students constantly interact.

On the other hand, based on the results obtained from the surveys, it is possible to affirm that, in addition to being an effective method, it is one of the most preferred methods for elementary school students. The use of interactive activities, games, body language, mime, engaging elements, etc., has proven to be a crucial component in a class, as it is what they enjoy the most when learning.

In summary, based on all the gathered information, it can also be asserted that despite being an effective method, it is not among the most commonly used by teachers in many educational institutions, such as the Unidad Educativa “Otavalo”. Therefore, teachers, to strengthen their teaching skills, should receive more training and elevate their level of professionalism.

## **CHAPTER IV: RESEARCH PROPOSAL**

### **4.1. Title**

Improving your Speaking Fluency – Learn with the Total Physical Response Method.

### **4.2. Introduction**

As the days goes by, the changing of the generations has totally affected how teachers imparts their classes and Ecuadorian education in general. For that reason, the way how students learn has changed dramatically, causing teachers also to adapt to this new generations of students. Students´ motivation is one of the most important factors in an English class, for this reason, teachers must show a good knowledge and experience about how to deal with this new generation of students, generate a strong bond with them and motivate students to learn one of the most spoken languages around the world. Provided that, the application of a Didactic Guide results very effective in the major of cases, where teacher doesn´t know how to act in front of the class, or what activities could be applied to capture students´ attention.

When it comes to children, an interactive classroom is vital to achieve meaningful learning. While it is a fact that achieving an environment where students feel free to learn, the application of a didactic guide with activities can be of great help to the teacher since the design of an appropriate learning environment is of fundamental importance in the integral development of children. This environment provides the context in which discovery, creativity and meaningful learning are encouraged. A conducive environment is not only limited to the physical layout of educational resources, but also includes emotional and social aspects that influence children's motivation and active participation.

A well-structured and stimulating space promotes exploration, collaborative play and the acquisition of cognitive, motor and social-emotional skills. In addition, a safe, inclusive and diverse environment nurtures self-esteem and respect for others, laying the foundation for balanced development and a lasting love of learning. Ultimately, the proper configuration of the learning environment for children lays the foundation for their intellectual and emotional growth, influencing their success throughout their educational journey and future participation in society.

### **4.3. Objective**

- Develop the level of fluency in speaking of 2<sup>nd</sup> to 4<sup>th</sup> grade students at Unidad Educativa “Otavalo”.

### **4.4. Presentation of the Didactic Guide**

Based on the research conducted at "Unidad Educativa Otavalo," it can be identified that the new generation of students requires a much more active class environment with the use of new teaching strategies and methods, or alternatively, more updated teacher training. This way, students will feel much more motivated and engaged in learning one of the most widely spoken languages worldwide, and one of the most important in Ecuador.

For this reason, through this guide, the teacher will find a series of activities based on the use of the TPR method. With this, they will not only conduct interactive classes in their lesson plan but will also discover ways to motivate their students through the use of diverse activities that blend creativity, motivation, participation and interactivity.

#### **4.4.1. Application of the Total Physical Response Method in this guide.**

The Total Physical Response Method plays a fundamental role in this guide. The primary aim of the following didactic guide is to achieve holistic development in children, taking knowledge beyond the classroom.

The role of the teacher also plays a crucial part in the following didactic guide, as more than establishing a direct connection with students, a teacher must create a classroom environment where students feel interested and motivated to actively and continuously participate in the various activities the teacher has proposed for their classes.

On one hand, the way they communicate with their students is also pivotal. Having a linear and unexpressive attitude, as it doesn't show much expressiveness in their way of speaking and behaving towards their students.

On the other hand, students can also become very bored if their teacher fails to show interest in what they teach. Keeping this in mind, a teacher should display a lot of expressiveness and variability in their behavior and activities, as this is much more interesting and motivating for a group of students looking to learn while having fun and express themselves freely in an environment that feels comfortable to them.

#### **4.5. Advantages**

The main advantages of the following didactic guide are:

- To help teachers in their pedagogical tasks such as: designing lesson plans; creating fresh and interesting didactic activities; creating an appropriate classroom environment; etc.
- To provide a varied and interesting vocabulary that helps to expand the teacher's knowledge of the English language.
- Basic and understandable vocabulary for beginner teachers as well as for advanced teachers who like a didactic guide for any specific moment.
- Interactive activities that promote the creation of an appropriate classroom environment.
- It is applicable for children from 5 to 8 years old.

#### **4.7. CERF or Common European Reference Framework**

The Common European Framework of Reference is a model that allows measuring a student's level when acquiring a new language. By discovering the learner's level, it becomes easy to decipher the vocabulary and topics that the teacher should teach to help the student acquire and master the language.

This model also provides a universal pattern that dictates what knowledge is necessary for a student who is learning a new language.

Below is a table summarizing the different types of competencies that students who are learning a new language or any language speaker possess.

**Table 1 - General Language Proficiency**

<b>General Language Proficiency</b>			
<b>General Competences</b>	<b>Communicative competences of language</b>	<b>Communicative activities of language</b>	<b>Communicative strategies of language</b>
To know	Linguistic competence	Comprehension	Comprehension
To know how to do	Socio – Linguistic competence	Expression	Expression
To know how to be	Pragmatic competence	Interaction	Interaction
To know how to learn		Mediation	Mediation

Source: (Cervantes, 2021)

#### **4.8. Communicative Competences for this Guide.**

##### **4.8.1. Linguistic Competence**

It involves knowledge of vocabulary, phonetics, syntax and other facets of language as a system, without considering the social value of linguistic variants or pragmatic functions. These linguistic competencies relate to the quality and extent of knowledge, as well as how it is stored and accessed in the speaker's mind. The organization and accessibility of this knowledge may vary between and within individuals, especially in the case of multilingual individuals.



#### **4.8.2. Socio – Linguistic Competence.**

On the other hand, this competence is linked to the sociocultural conditions of language use. These competencies are manifested through respect for social conventions, such as the norms of politeness, the guidelines governing relations between different social groups, and the linguistic codification of important cultural rituals. Often, people are unaware of how these norms influence their communication with individuals from different cultures.

#### **4.8.3. Pragmatic Competence.**

Finally, it refers to the functional use of linguistic tools to carry out specific communicative functions and speech acts. This includes the ability to structure discourses in a coherent and cohesive manner, identify text types and forms, and understand elements such as irony and parody. The influence of interactions and cultural contexts on the development of these skills is even more pronounced than in the case of linguistic competencies.

#### 4.9. Levels of English covered by the CEFR

The levels considered by the CEFR are as follows:

**Table 2 – English Language Levels**

A1: Breakthrough or beginner	At this level of mastery, the student or speaker has a basic understanding of the English language. They can comprehend basic phrases and expressions, along with simple verbs. They are capable of introducing themselves and answering questions, providing basic information.
A2: Way stage or Elementary	At this level of mastery, the speaker has a slightly more advanced command of the English language. They can converse with basic expressions and describe elements of their environment immediately. Additionally, they can provide basic information based on social, familial, and other topics.
B1: Threshold or intermediate	At this level of mastery, the speaker can provide more advanced information about their knowledge and command of the English language. They can offer information based on personal thoughts and provide much more well-founded and structured opinions.
B2: Vantage or upper intermediate	At this level of mastery, the speaker has a much more advanced command of the English language. They can provide spontaneous information similar to native speakers and can comprehend much more complex texts based on intricate study topics.
C1: Effective Operational Proficiency or advanced	At this level of mastery, the speaker can provide detailed information on complex topics. Additionally, they can comprehend much broader texts based on study topics and use their knowledge to write and speak about the same subjects.

C2: Mastery of proficiency	At this level of mastery, the speaker has a highly advanced command of the English language. They can easily articulate themselves on complex study topics and express ideas using more intricate expressions, demonstrating a level that is very distinct and elevated compared to native speakers. They can easily comprehend texts on study topics and provide clear and well-structured opinions.
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**Source:** (Cambridge, Cambridge, 2017)

#### **4.10. At what level is the following didactic guide located?**

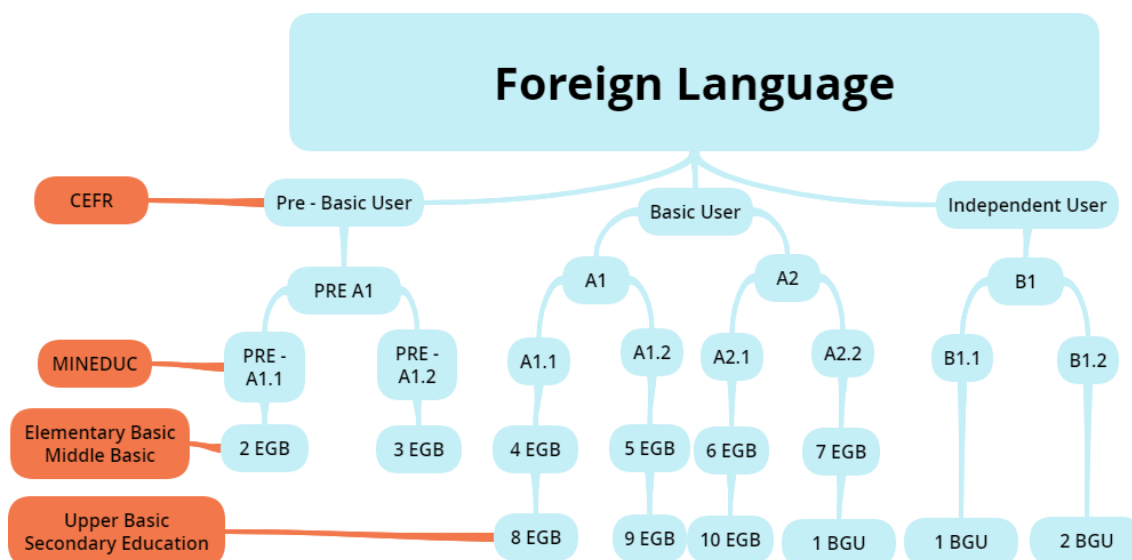
The following didactic guide is at an A1 level, related to basic users who can only understand simple verbs and basic expressions. They are also capable of introducing themselves with very simple information.

#### **4.11. Framework of Reference in Ecuador**

The Constitution of Ecuador, in its objective to improve education nationwide, has maintained consideration for the various needs and gaps presented by its students. It establishes a curriculum for the teaching of the English language that, in the same vein, is based on promoting pluriculturalism, communicative language, a student-centered approach, the development of critical thinking, as well as the cultivation of students' personal skills, knowledge of the world around them, and a sense of love for both the foreign language and the knowledge they gain from the outside world. (MINEDUC, 2016).

Considering this, Ecuador has developed the following curriculum, with which many teachers can create lesson plans, syllabus, and projects, all of which will be focused on humanistic theories. The curriculum, developed in accordance with the Ecuadorian Constitution and in effect since 2016, is as follows:

**Figure 1 – Foreign Language**



**Source:** (Ministerio, 2016)

#### 4.11.1. The importance of Increasing the English proficiency level in Ecuador.

Increasing the level of English and its learning and teaching are of vital importance for a country. In addition to being a necessity for many individuals, learning English offers numerous benefits. For example, it contributes to the development of oral and reading skills for individuals learning the language. Furthermore, this development is essential due to the high number of foreigners who continuously visit our country.

While the learning of this language depends on the students, it also relies significantly on the teachers. Teachers implement strategies, activities, and teaching methods that facilitate effective language learning. Consequently, an increasing number of individuals start to perceive English not merely as a classroom subject but as a necessity and even an enjoyable pastime.

Highlighting the significant role of teachers, many of them lack proper training because they are not well-versed in teaching methods, approaches, activities, or the appropriate attitude for effective teaching, as mentioned in (Morales, 2016).

With effective teaching, the mastery of the English language among students will also increase. They hold a different perspective on learning this language, and in this context, a significant difference can be made.

#### **4.12. Applications**

The following didactic guide is applicable:

- In the creation of lesson plans and development of activities for children from 5 to 8 years old.
- Provides a series of interactive activities that can be applied to small groups.
- It provides a series of interactive activities that can be applied to both children and adults.
- It can not only be applied in classrooms, but also as an icebreaker for small groups.

The following didactic guide presents a variety of information and examples, and can be adapted or used as an example or basis for the creation of other activities based on the situation required by the teacher.

4.13. DIDACTIC GUIDE

# IMPROVE YOUR SPEAKING FLUENCY

Learn with Total Physical Response Method



AUTOR : DIAZ FLORES  
JOEL DAVID

# UNIT 1

## Lessón 1 - "My first day of classes."

Escribe tu nombre aquí



# Objective

At the end of the class, the students will be able to introduce themselves to their fellow classmates using the phrase: 'My name is ....' or ' I am .....',



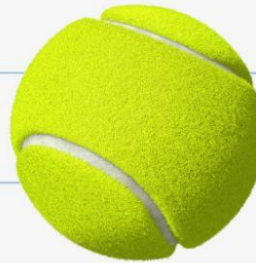


# Materials

1. A Superman Cape



2. A Tennis Ball



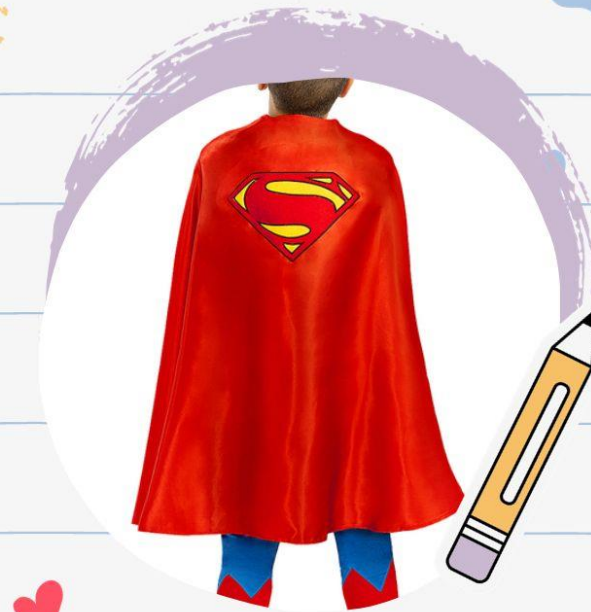
3. A top hat



# Warm Up

## 1. Game Duck and Hero

"Using the tennis ball, the teacher will start by saying 'Duck' on the count of 3. The students will have to pass the tennis ball to the classmate sitting behind them. When teacher says "Goose", the student who is chosen will have to put on the Superman cape, come to the front and say the phrase: "I am (student's name)" in a heroic tone. This continues until 5 students have taken their turn.



## 2. Information presentation - Application of the TPR method



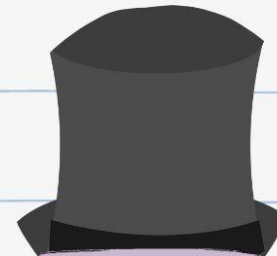
**Gentleman**

"The teacher will demonstrate how to introduce oneself using either of the two phrases previously mentioned."



**Greeting**

"The teacher will also demonstrate a gesture related to greeting."



**Who will be?**

"And will also demonstrate that in some cases, certain objects are related to greetings."

### 3. Application of TPR method - Concept checking



"Now the students will participate. When the teacher counts to 3, the students will start saying: 'duck', until the teacher says: 'goose'."

"The 'goose' will have to stand up and perform the same gesture as demonstrated with the teacher, and so on until several students have participated."

## 4. Evaluation - Application of the TPR Method.



### Phase 1

"Using 2 hats, we will play 'duck, duck... goose!!' to choose 2 students who, if selected by the hat, will have to greet each other, and so on until a good number of students have participated."

### Phase 2

"Once 2 students have been chosen, they will have to make a gesture when greeting each other. This way, movement is associated with the word, promoting meaningful learning in the students."

### Phase 3

"Once they have finished greeting each other, they will continue passing the hat to choose 2 more students. The 2 chosen students will repeat the same activity until several students have participated."

## 5. Production - Creativity



"The students will receive a sheet of paper containing the image of a person. They will have to color this person, and when they finish, they will have to paste the sheet in their 'memory book'."

6.

## Feedback

"It is important to promote respect among students from a very young age, teaching them that they should not only respect their classmates but also their elders, animals, all living beings, and themselves."



UNIT 1

A COLORFUL WORLD

COLORS

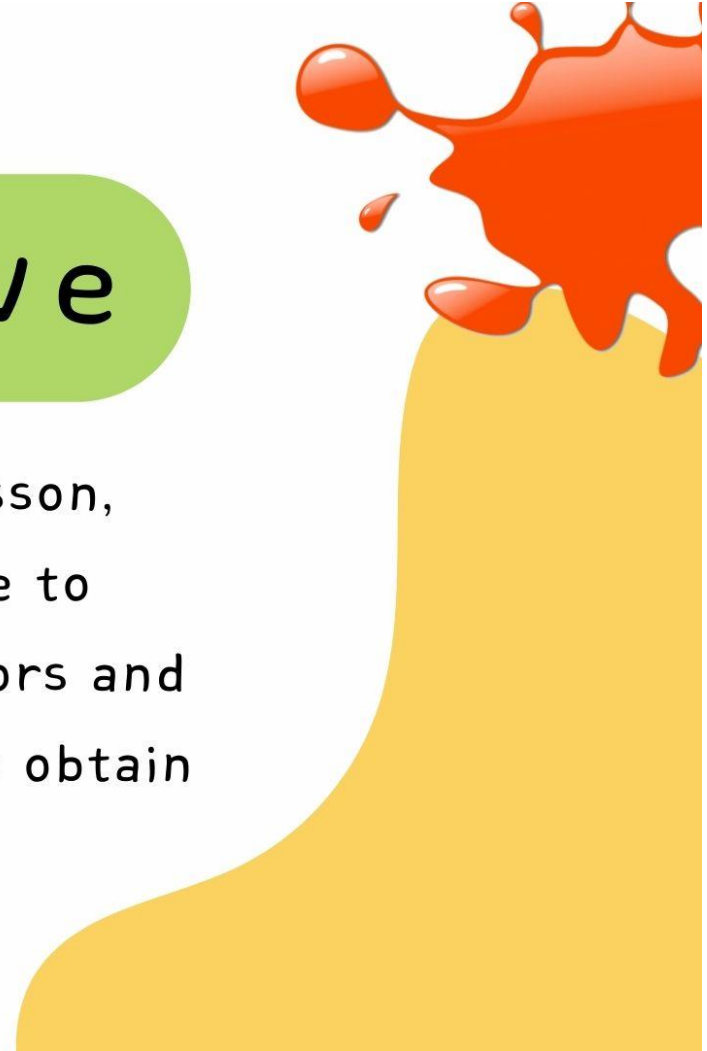






# Objective

At the End of the lesson,  
students will be able to  
recognize the basic colors and  
how to combine them to obtain  
another colors



# MATERIALS

## Visión

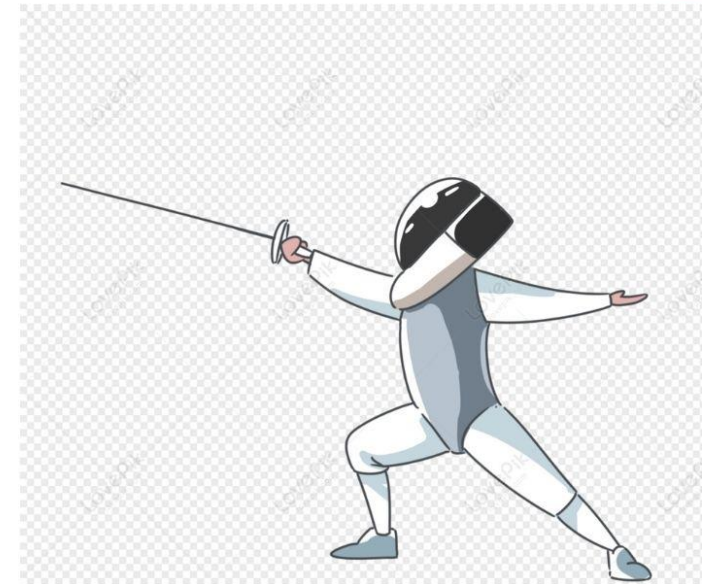
"The main materials are: cardboard sheets and paints or watercolors. Brushes, a scrub brush (to clean our brushes or any other stains), a glass, water to wash our brushes, and lots of creativity."



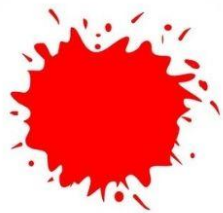
2 MIN

# Warm Up - Fencing Group

"The art of inspiration can be found everywhere. Taking one of our brushes, the students will begin to duel with their cardboard sheet (mimicking a fencer in practice). This way, they won't be afraid to put down everything they think onto their cardboard sheet."



# Information Presentation



Red




Blue

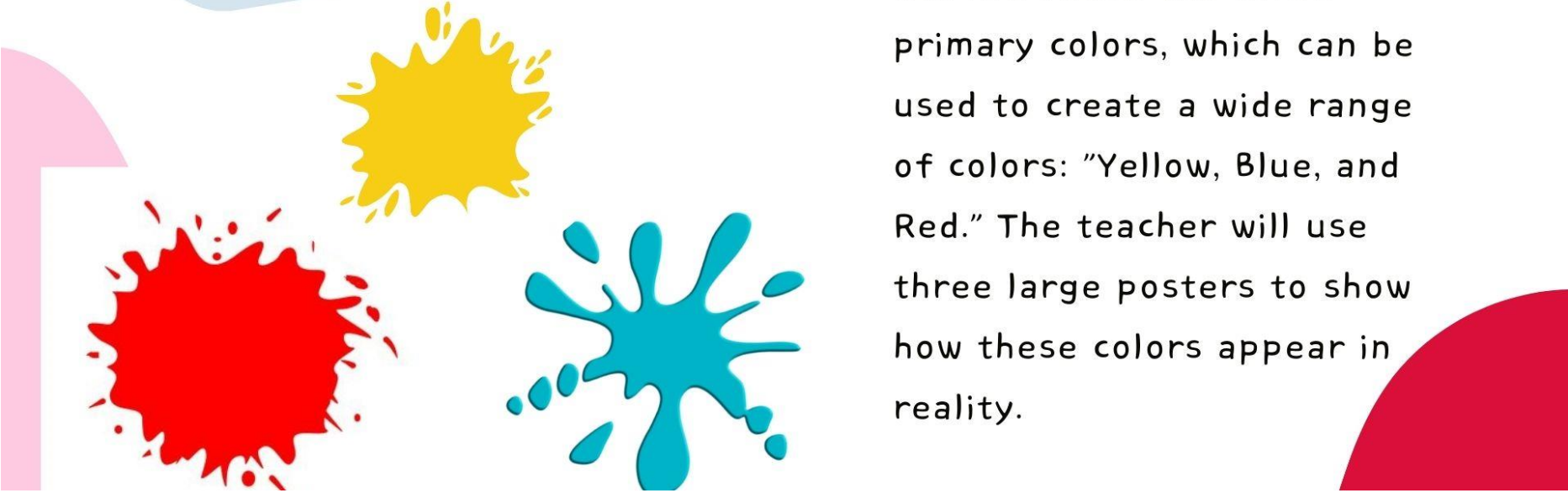


Yellow


5 MIN



# INFORMATION PRESENTATION

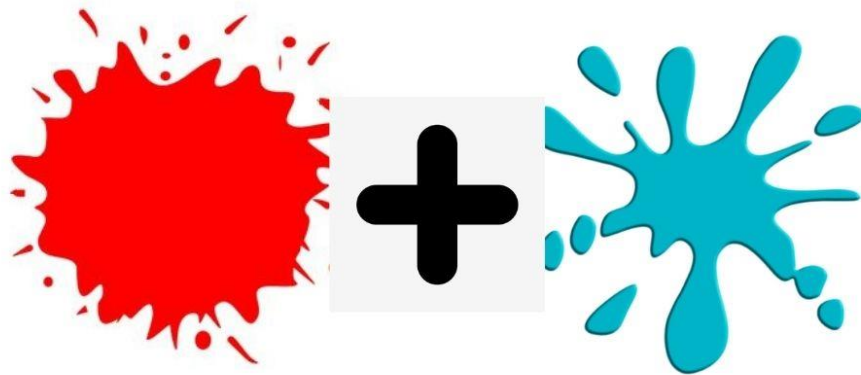


For this lesson, the teacher will introduce the three primary colors, which can be used to create a wide range of colors: "Yellow, Blue, and Red." The teacher will use three large posters to show how these colors appear in reality.




# INFORMATION PRESENTATION

Let's mix colors



"Using addition, the teacher will demonstrate how to obtain different colors by mixing primary colors on the chalkboard. This way, teaching the students that there are many more colors than just yellow, blue, and red and what their names are."



# Concept Checking - Game: A storm is Approaching

"The teacher will distribute posters of a certain color in the classroom. The teacher will call out 2 colors, and the students who have a notebook of that color must quickly head to the poster of that color, or the storm will catch them."

3 MIN



# Evaluation



5 MIN

"The teacher will assign 2 students and provide them with 2 colors. Just like a fencer, the students will have to use their brushes and, with the given colors, attack the poster on the chalkboard, blending them together to create a new color."

"When they finish, the teacher will ask the other students what new color has been formed. However, the teacher will also set traps to challenge their students."



# Production- Creativity

FORMING NEW  
COLORS

"FOR THIS ACTIVITY, THE TEACHER WILL PROVIDE A TEST TO EVERYONE WITH VARIOUS COLOR COMBINATIONS. THE STUDENTS WILL HAVE TO MIX THESE COLORS, DISCOVER THE RESULTING COLOR, NAME IT, AND THEN PASTE IT IN THEIR 'MEMORY BOOK'."

3 MIN

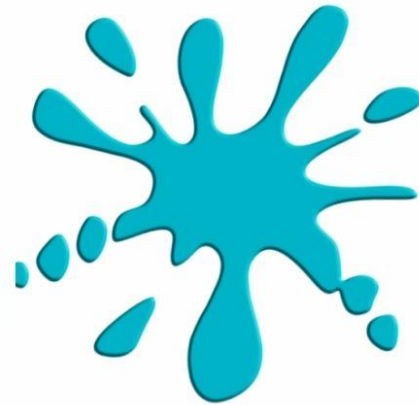


# Feedback

"Teaching our students the importance of enhancing our creativity. Our creativity is soaring all the time. Putting it on a piece of paper is an excellent idea, and often, it can become an incredible work of art."



2 MIN



"In the quest for fun, we find the necessary inspiration to create exceptional projects."

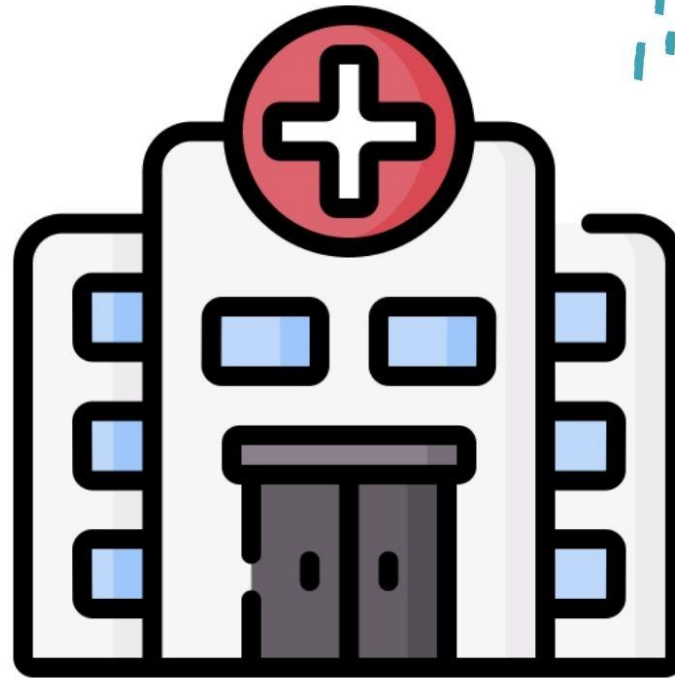
UNIT 1

**LESSON 3 – PLACES TO GO.**



## **OBJECTIVE**

At the end of the lesson students will be able to recognize important places when somebody goes to the city to get something in specific or any other reason.



# MATERIALS

"These materials can be made of cardboard, or real objects to achieve a greater visual impact."

**CAR STEERING  
WHEEL**



**TOY SHOPPING  
CART**



**BYCICLE WHEEL**



**COLORS**



**CARDSTOCK  
SHEET**



**TENNIS BALL**



# PLACES TO GO

1

Musem

2

Park

3

School

4

Library

5

Supermarket

6

Mall



# WARM UP – TINGO TINGO

## TANGO

"First, the students will think of an activity they do when they go to their favorite place. When the teacher claps twice, the teacher will start saying 'Tingo,' and the students have to pass the tennis ball to the person behind them. When the teacher says 'Tango,' the student will be chosen for the end of the game, and so on until 5 students are



"The students who have been chosen will have to come to the front and act out the action they thought of doing when they go to their favorite place."





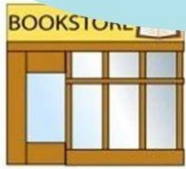






# INFORMATION PRESENTATION



Making use of flash cards, teacher will present some examples of places to go where somebody wants to spent his/her time in an interesting place.



Flashcards	Places 1	
 farm	 school	 bookstore
 swimming pool	 cinema	 theater
 museum	 bank	 police station

# CONCEPT CHECKING – APPLICATION OF THE TPR METHOD

A



B



# GAME – DUCK, DUCK AND GOOSE

The students will have to pass a tennis ball to the person behind them as quickly as possible. When the teacher claps twice, they will say the name of a place, and the students will have to perform an action related to that place."

"When the teacher claps twice, one by one, the students will start sharing what place they imagined and perform an action related to what imagined."





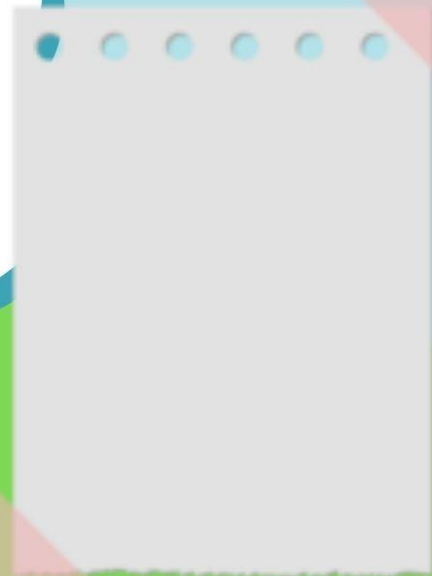
## EVALUATION

"It's the teacher's turn, where they will perform an activity related to that place. The students will have to decide if that action belongs to what the teacher is saying, as the teacher will also try to trick the students."



## Production Creativity

"The teacher will provide a blank cardstock sheet to all the students. Then, using their imagination and the examples on the board, they will have to quickly draw the place they have chosen. Afterward, they will have to paste it in their 'memory book'."



# FEEDBACK

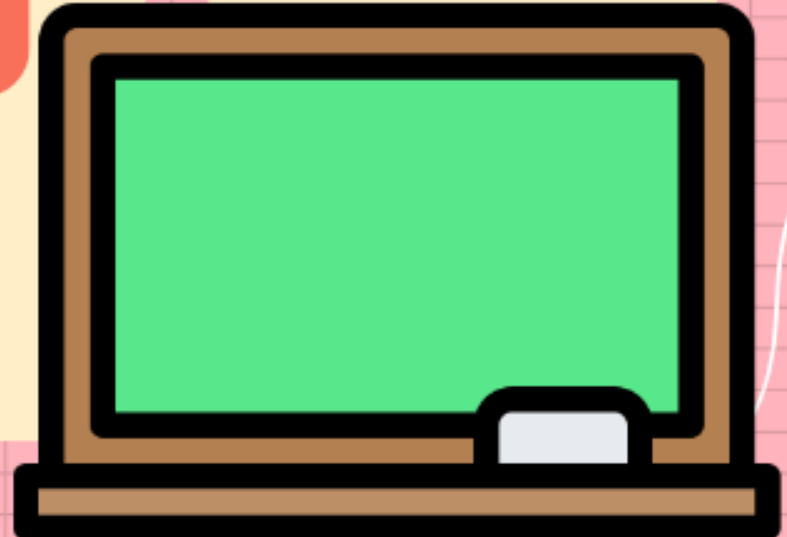


**"Teaching my students the importance of exploring new places. In every place we visit, we will encounter a new adventure that will always require our knowledge."**



UNIT 1 - LESSON 4

Professions





## OBJECTIVE

At the end of the lesson, students will be able to name some professions related to public service. For example: Doctor, Engineer, Teacher, Policeman, etc.







## MATERIALS

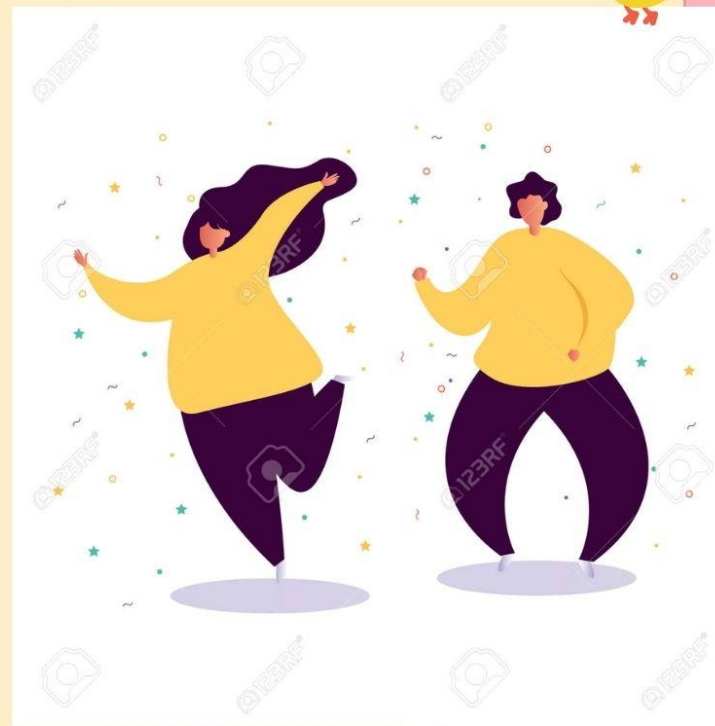
For this class, teacher is going to decorate the class with some elements like: Buildings, Police stations, Hospitals, etc., and elements related to professions, made of cardboard.



# WARM UP

## Follow me!!!

"For this activity, the teacher will serve as a role model. Asking the students to only follow their movements, they must pay close attention to mimic what the teacher does, not what he/she says. Then, the teacher will switch, and the students will have to do everything the teacher says, not what he/she does."



## FOR EXAMPLE:

The teacher will begin to imitate someone doing the laundry. Then, the students will have to follow the teacher and say that the teacher is doing the laundry. Finally, the teacher will simply say that they are doing the dishes, without dramatizing, and the students will have to imitate someone doing the dishes.



# INFORMATION PRESENTATION - APPLICATION OF THE TPR METHOD



Making use of illustrative Flash Cards, teacher is going to present some profession related to public service.  
-----

"The teacher will demonstrate some mimics and gestures related to the people in that profession to bring the students closer and encourage them to fulfill an important role in serving the community."



# CONCEPT CHECKING



"After showcasing the movements, the students will have to guess the profession. In the event it's not guessed, the teacher will reveal it."

"In another scenario, the teacher will incorrectly reveal the type of profession. Here, the students will have to correct the teacher, and if the students make a mistake, the teacher will correct them accurately."



# EVALUATION - PROFESSION AND PLACES

"Now, the teacher is going to hang some posters around the class. Then, the teacher is going to say a profession aloud, and what the students have to do is go to the poster they think a doctor works, and do the same for other professions."

Every time teacher says a profession aloud, he/she is going to speak more rapidly.



# PRODUCTION - WORD SEARCH

For this activity, students have to complete a short word search where there some professions and some trap words, so students must be careful.

Finally, when students complete the word search, they must have to paste their word search in their memory book.

Profesiones en inglés.

L	Y	O	Ñ	Y	P	E	P	D	O	A	N
K	E	W	A	I	T	E	R	U	F	R	N
Ñ	A	Ñ	Ñ	U	G	B	K	F	A	C	D
R	Y	L	F	Q	R	N	D	U	A	H	B
U	V	R	E	T	O	M	O	N	N	I	B
B	B	E	O	M	L	A	C	C	N	T	N
J	A	N	B	R	I	M	T	Y	X	E	A
E	K	I	Z	F	A	U	O	S	L	C	M
P	E	M	Q	F	S	G	R	G	G	T	E
Ñ	R	G	I	F	A	R	M	E	R	O	R
O	F	N	L	I	N	U	P	L	I	T	I
T	H	H	G	O	L	O	L	O	U	Q	F

ARCHITECT  
FIREMAN  
WAITER  
DOCTOR  
SAILOR  
FARMER  
BAKER  
MINER

## FEEDBACK

"To teach students about respect, honesty, and hard work, and about the importance of playing a significant role in society by helping those in need."





# UNIT 2

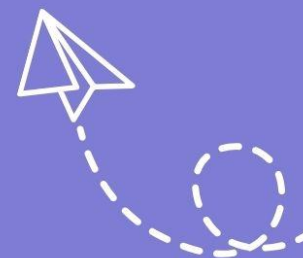
## LESSON 1 - THE ALPHABET

# THE VOWELS



# OBJECTIVE

"At the end of the lesson, students will be able to pronounce the 5 vowels of the English alphabet: "A," "E," "I," "O," "U", using Flash Cards and forming vowels with body parts.



# APPLICATION OF TPR METHOD DECORATE THE CLASS



## Materials

Made of paper, these material are used:

- Bushes
- Clouds
- Rainbow
- Trees
- Posters with the vowels

Then, decorate the class with these materials.



2 min - Song



## Head, shoulders, knees and toes.

Head, shoulders, knees and toes, knees  
and toes.

Head, shoulders, knees and toes, knees  
and toes.

and eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees  
and toes.

Every time the song ends, teacher  
starts singing faster.

# WARM UP

# INFORMATION –PRESENTATION

3 MIN



## THE 5 MAIN ENGLISH VOWELS AND THE WORLD OF

MAIN VOCABULARY FOR THIS LESSON:

The Teacher will form the vowel with thier body parts while demonstrating the sound this vowel has in English.

It's necessary students got familiarized with the vowel



3 MIN



- Teacher will provide a flash card with a vowel.
- Then, Teacher will pronounce the sound these vowels have in order and check if students learned.
- Then, students will have to relate the flash card with the sound they hear.

**CONCEPT CHECKING** ✨

5 MIN

# APPLICATION OF TPR METHOD – EVALUATION

## Performance -

This phase consists in two parts:

- Making use of Flash Cards, teacher will say the vowels in order and then, teacher will say the vowels in disorder.

Students have to form the vowel with their body parts.

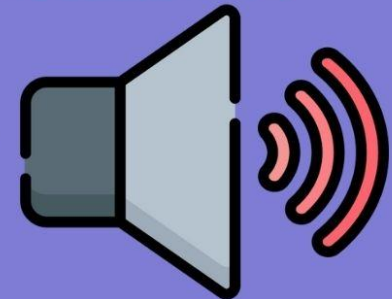
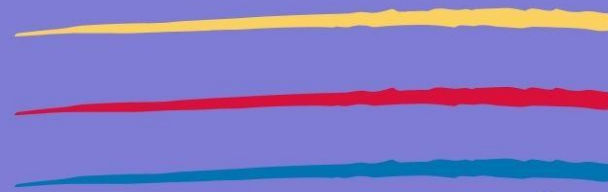
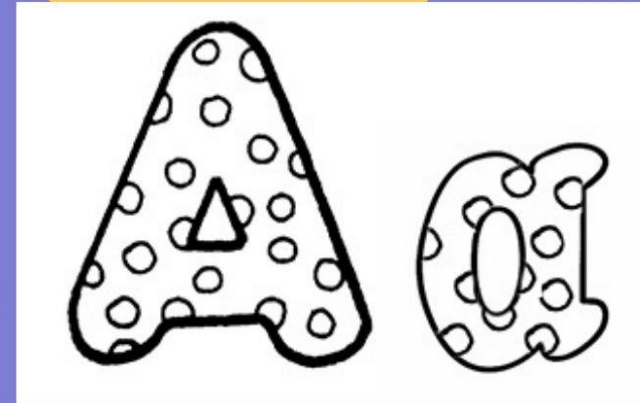
- Teacher will form a vowel, and students say the name of the vowel.



# 5 MIN PRODUCTION

## CREATIVITY

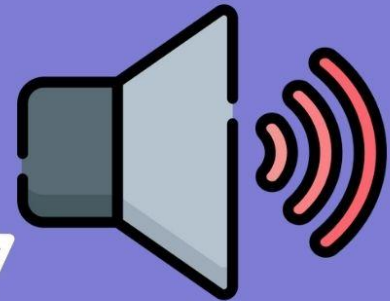
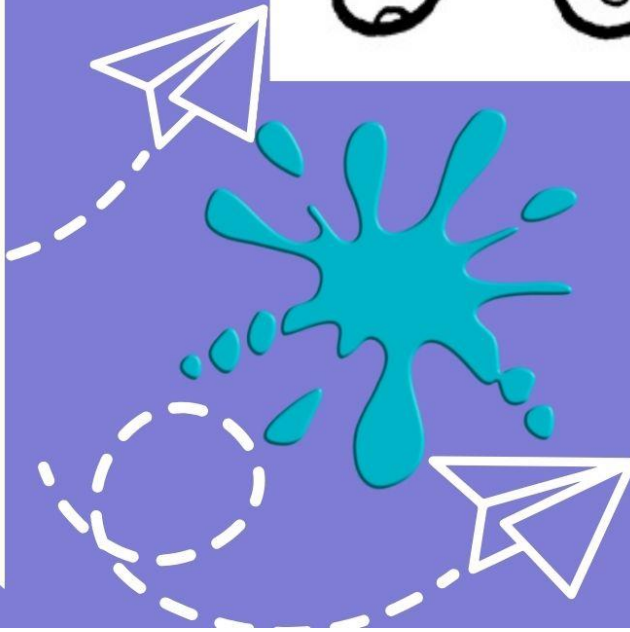
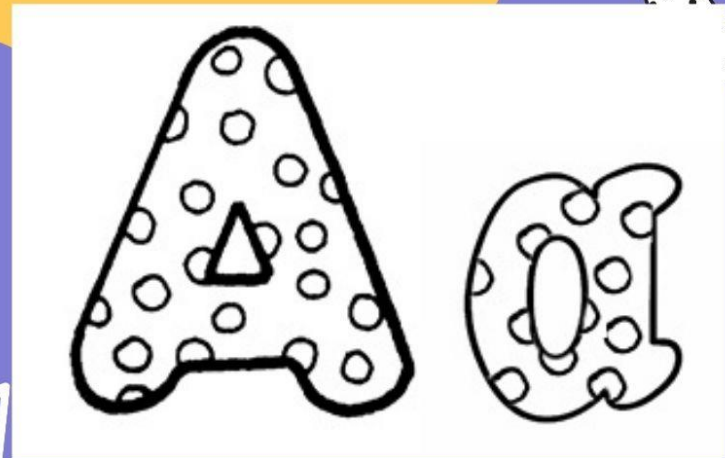
Teacher will get back the flash cards students related in the concept checking phase.





# PRODUCTION

Then, students will have to color the flash card with colors of their choice and finally paste it in their "Memory Book"





# FEEDBACK

Teacher will provide a short feedback related to the importance of knowing the vowels to pronounce some words and some examples where they could see the five vowels they learnt in this lesson.

Example:

- Bee
- Air
- You



2 MIN

# Lesson 2

## THE NUMBERS

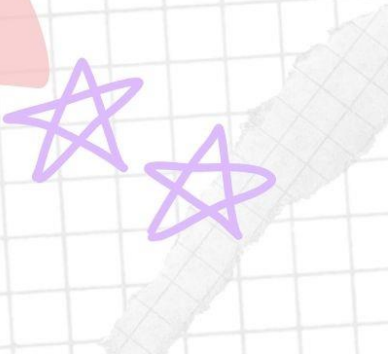
1 - 2 - 3 - 4 - 5 -

6 - 7 - 8 - 9 - 10



# Objective

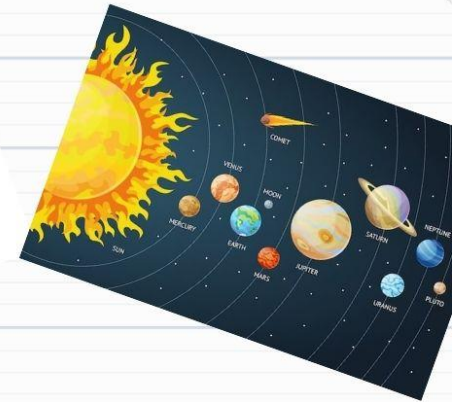
AT THE END OF THE LESSON, STUDENTS  
WILL BE ABLE TO PRONOUNCE THE  
NUMBERS FROM 1 TO 10, FORMING THE  
NUMBERS WITH BODY PARTS



# Materials

MAKE USE OF THE NEXT MATERIALS  
TO CREATE A AMBIENCE. MADE OF  
CARDBOARD USE: :

- Flash Cards (Showing the numbers)
- Flash Cards (Showing different types of fruits spsifically showing a numbers)
- A tree or some flash cards showing specifically showing a number.
- A square.
- Solar System.





# Warm Up

SIMON SAYS... (A VOWEL)



Students have to number themselves from 1 to 5 and form a group with their same number.

Then, teacher is going to ask students form the vowel (with their body parts) he asks.

After that, all group members have to form a vowel with their body parts.

When teacher says “Frozen”, every students have to stay where they are and in the position they are in.

**2 min**

# Information Presentation

1

8

NUMBERS FROM 1 TO 10:

1

MAKING USE OF FLASH CARDS:

Teacher presentates  
the numbers from 1 to  
10 and their  
pronunciation.

2

MAKING USE OF PARTS OF THE BODY:

After showing the  
number and its  
pronunciation, teacher  
will from the number  
he/she is displaying  
using parts of the body..

3

3 MIN



Concept  
Checking



0 1 2 3 4  
5 6 7 8 9





**3 MIN**

Making use of flash cards, teacher will show a number, pointing out its pronunciation.

Using an interrogative tone (using gestures), teacher is going to show a number in a correct, and then, in an incorrect way in order to check if students paid attention to the explanation.

If students make a mistake, teacher will correct them positively.



# # #  
+ + +



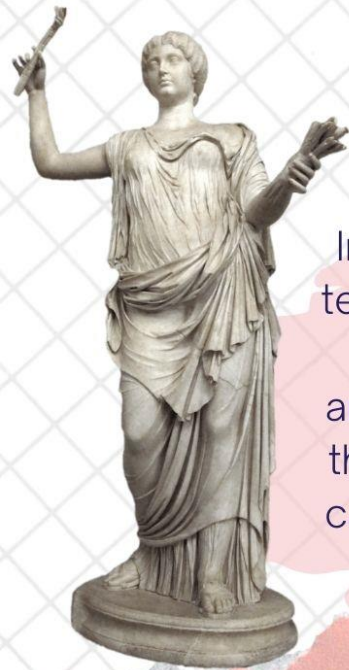
# Application of the TPR method - Evaluation

GROUP OF STATUES

Making use of the warm up's activity (Simon Says...), teacher is going to ask students form a number.

5 MIN





For this activity, teacher is going to show rapidly the way to form a number using parts of the body.

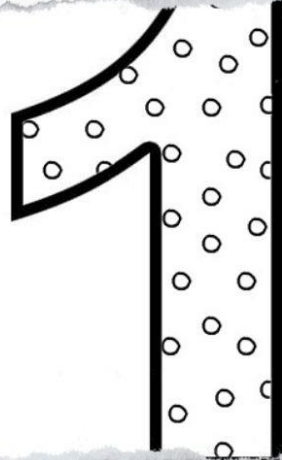
In the same way, teacher has to ask students form another number in this lesson, in this case (1, 2, 3, 4, 5, etc....)

Thus, students will have to imitate what teacher did before using parts of the body. "Meanwhile, the teacher will display the pronunciation of this number while checking the progress of their students."

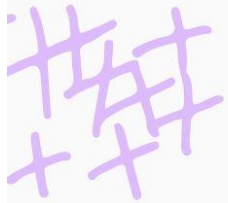


# Production

CREATIVITY AND MATHS....



# Production



$1+2 = ?$

$3+1 = ?$

$0+1 = ?$

$2+4 = ?$

$5+1 = ?$

## CREATIVITY AND MATHS...

Teacher will provide some flash cards where there some Math problems, which should be solved by students. Then, they will have to color the flash card and finally paste it in their “Book of Memories”.



# Feedback

"EVEN IF WE DON'T REALIZE IT, WE SEE NUMBERS ALL THE TIME. IT'S VITAL TO UNDERSTAND THE IMPORTANCE THAT NUMBERS HOLD, AS WHEREVER WE GO, IT'S SOMETHING WE'LL ALWAYS NEED TO EXPRESS OURSELVES MORE NATURALLY."







*Personal  
Pronouns*





# *Objective*

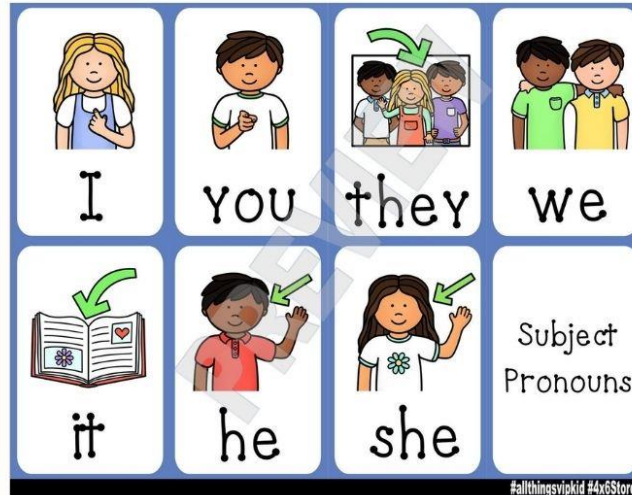
At the end of the lesson, will be able to recognize the 7 main personal pronouns, their pronunciation and meaning.



"All these items can be handmade with cardboard, or real objects can be used.

Also, other objects related to other professions can be used."

# Materials



"Banners displaying personal pronouns and an image."



Piranha Hat or related



Foam Glove



Engineer's helmets and other professions

Warm Up



Simon Says -

Our small  
Island



2 min

# Warm Up

ell

When teacher says: Simon says  
“Engineers”, “The students wearing  
the engineer’s helmet will climb  
onto the island made of tables; this  
way, the piranha (another student)  
will ‘eat’ them.”

Please note that this sentence uses  
a metaphorical context, comparing  
the teacher to a “piranha” in a  
playful or symbolic way.

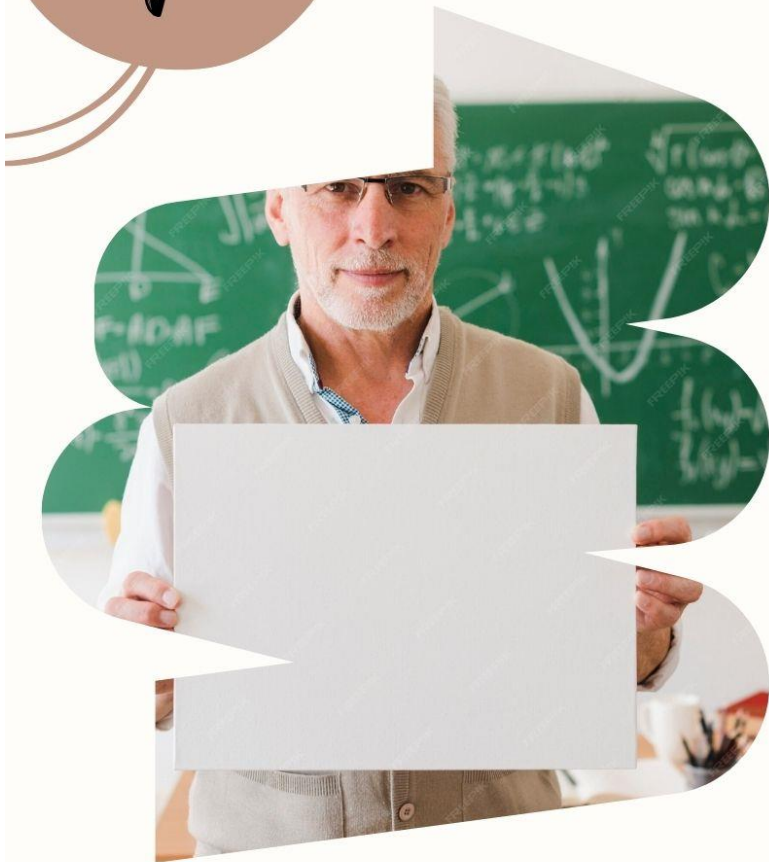


# Information Presentation

3 min

Making use of Flash cards, teacher is going to present the 7 main Personal Pronouns.

Illustrative examples showing an illustrative image and an example of the use of personal pronouns can be seen in these images in order for students become familiar with personal pronouns.

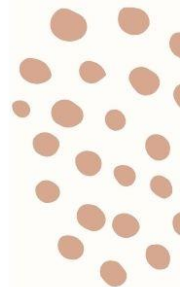


# Personal pronouns

3 min



<b>Español</b>	<b>Inglés</b>	<b>Pronunciación</b>
Yo	<b>I</b>	(ái)
Tú/usted/ustedes	<b>you</b>	(íu)
Él	<b>he</b>	(jí)
Ella	<b>she</b>	(shí)
Eso/esto	<b>it</b>	(it)
Nosotros(as)	<b>we</b>	(uí)
Ellos(as)	<b>they</b>	(déi)



## Concept Checking

"Once the teacher finishes presenting the 7 main personal pronouns, they will display banners that will not contain letters, only the illustrative example image. Then, they will start showing them randomly, while checking the knowledge the students acquired."

3 min

## Evaluation - Application of the TPR method

"The students will number themselves from 1 to 7, and then gather with their respective groups. Once the groups are formed, the teacher will assign a profession and a movement (related to that profession). Then, the teacher will say a pronoun aloud, and the students will have to repeat the assigned movement."

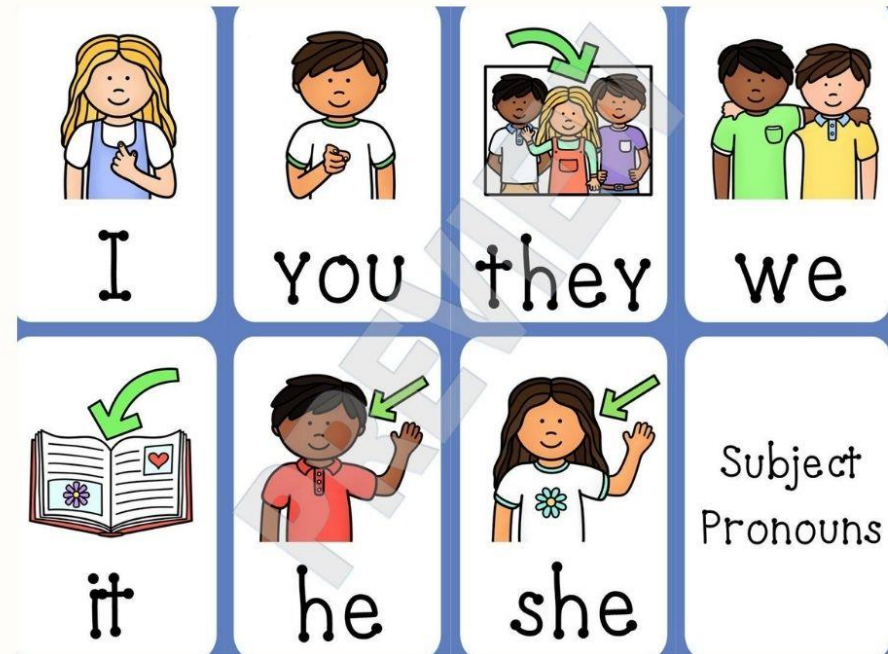


5 min



# Production

During this phase of the class, students will have to color a flash card provided by the teacher which contain illustrative examples related to the personal pronouns. Then, students will have to paste it in their memory book.



5 min



## Feedback

"To make our students aware of the importance of identifying the objects we are pointing at and the significance of knowing them to form more complex sentences in the future."

2 min

**ARE**

**IS**

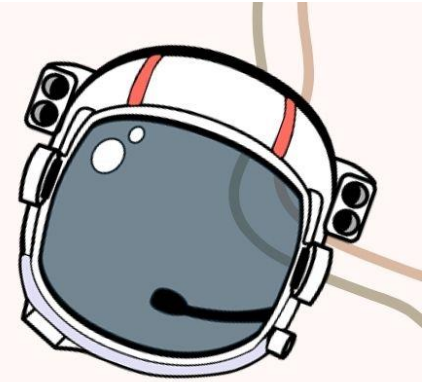
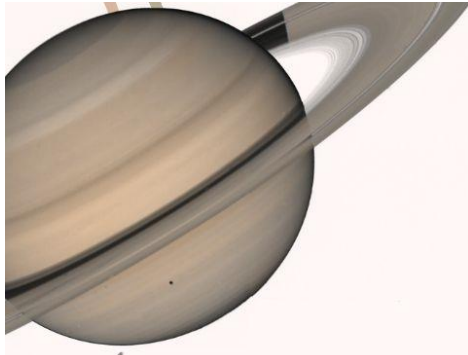
**The verb  
to be**

**AM**

# Objective

At the End of the class, students will be able to use the verb to be, and its different uses when using personal pronouns.

# Materials



Singer

Astronaut  
Helmet

Brush

Microphone



Police cap

Saturn Poster

Chef's hat



Engineer Helmet

Tie

Flash Cards





## About Materials

### Recommendations:

- All these items can be made of cardboard or use real items for this lesson.
- Also, you can variate materials related to this lesson, including other materials related to other profession, or materials people use in their professions.

@reallygreatsite

# Materials



Soldier's helmet



Scientist's lab coat

Soccer ball

Basket Ball



Firefighter's helmet

Teacher's suit

Wrench

Judge's Gavel

Boxing Gloves

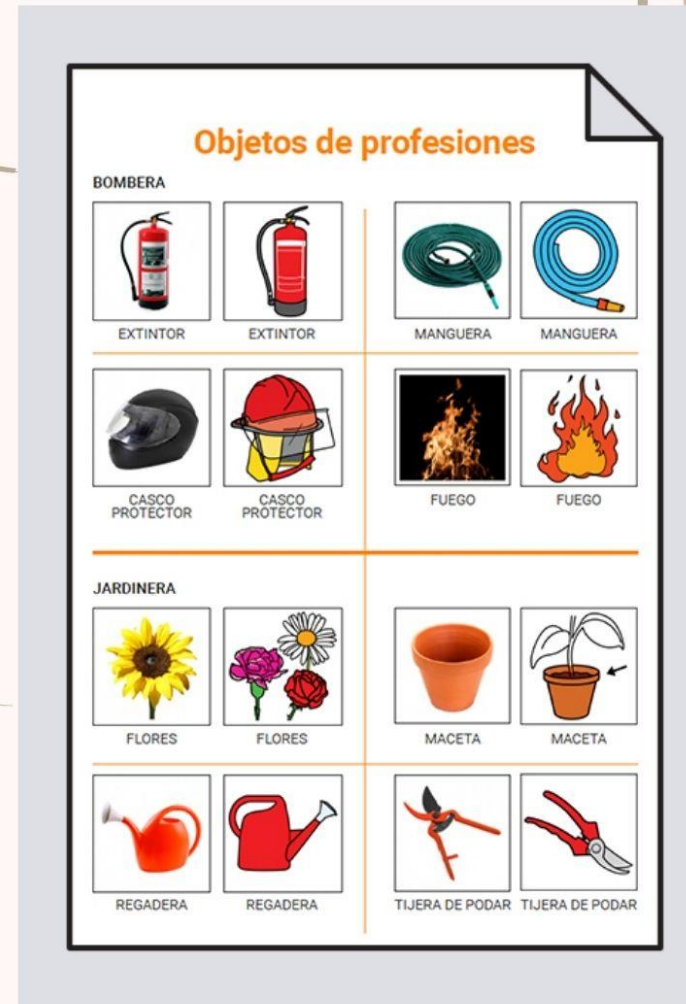
Flash Cards



# Warm Up

## The color is .....

The teacher will place several objects around the classroom related to professions. When the teacher says, "Simon says (a color)," the students will have to touch an object of that color as quickly as they can. The teacher will name other colors, and the students will have to touch an object of the same color that the teacher mentioned.





# Information Presentation

## What is the “Verb to be”?

The teacher will introduce the verb "to be," demonstrating the three main forms of this verb: "IS," "AM," and "ARE."

In this case, teacher will use some flashcards demonstrating some examples of cases where we use the “verb to be” to express something. (In this case, related to professions).



He is  
Engineer



They are  
Engineers



# Concept Checking - Application of the TPR method

## This is my profession

The teacher will select 5 professions from those used during this lesson. Then, the teacher will give an object related to each profession to each student. Then, teacher will choose a profession in specific, and once teacher says: Simon says "work" the students who have the object related to the profession chosen by teacher, students will have to introduce themselves based on the object they have related to their profession. Example:

**Object**



**Introduction**

**I am Singer**

# Concept Checking - Application of the TPR method

## About this Activity

To promote students' fluency in using the English language, the teacher will demonstrate (in an interactive and fun manner) how to introduce themselves to their peers by indicating their profession. In this way, the students will imitate the gestures and body movements made by the teacher, encouraging them to participate using the English language.



# Evaluation

Certainly! Given the previous activity, with the help of a tennis ball (Game: Pass, Pass, Stop), you'll select a student who will have to introduce themselves based on their profession, having to make a movement or gesture that the person in that profession would typically make.

To make the game much more fun, you can add other types of professions such as Pirate, Violinist, Dancer, etc.



Example:  
I am Dancer.

# Production



During this activity, students will have to create a large, simple drawing about what they would like to be when they grow up. They can use colors, paints, pencils, whatever they desire, but they have to make a drawing about what they would like to be as adults.

For Example: Astronomer

"At the end of the drawing, students will have to glue their drawing into their 'Memory Book'."

**ARE**

# **F e e d b a c k**

**IS**

## ***Why do we use the “verb to be”?***

Certainly, here's a translation of the usage you described for the three basic forms of the verb "to be":

1. "We use AM when we want to introduce ourselves or mention our favorite profession."
2. "We use IS when we want to say our friend's name or our friend's profession."
3. "We use ARE when we want to say the names of several of our friends."

**AM**

# UNIT 3

## EXPRESS YOURSELF



## OBJECTIVE

"To teach in an interactive way the 5 Basic Expression to enhance students' fluency through the use of body language, mimics, gestures, imitation, and visually appealing educational materials that capture the students' attention."





## MATERIALS



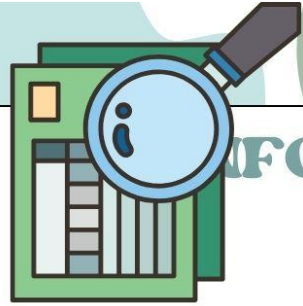
During this lesson, educational cards with visual content such as images related to the topic can be used. For example, educational cards displaying the 5 basic expressions that people make in their daily lives (Surprise, Anger, etc.) along with interesting facts about the world in general. Handmade masks related to the 5 basic expressions can also be used.

## WARM UP - How do you feel today?

Applying the game "Pass, Pass - Stop," a student will be selected. The chosen student will have to perform an action related to how they feel today. If they feel happy, they will clap their hands. If they feel sad, they will clasp their hands (making a fist) covering their eyes. If they feel angry, they will cross their arms.

The game ends when a sufficient number of students have been chosen.



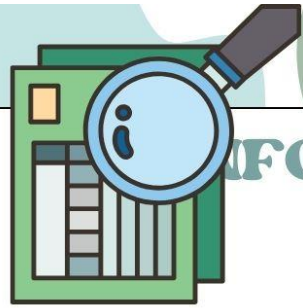


## INFORMATION PRESENTATION - APPLICATION OF THE TPR METHOD

### PRESENTING SOME EMOTIONS

For this activity, the teacher will demonstrate, in an interactive manner, some emotions that people feel using physical movements such as crossing or moving the arms, facial expressions, body language, and movements that help promote students' confidence when they express their feelings.

Example: When a person feels disgust for a certain food, they open their hands forward, close their eyes, and move their head to the side, showing that they are repulsed by that food.



## INFORMATION PRESENTATION - APPLICATION OF THE TPR METHOD

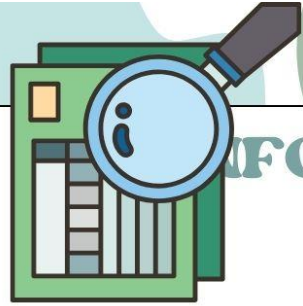
**OTHER  
INTERESTING  
EXPRESSION**

**DISGUST**



**CONFUSION**





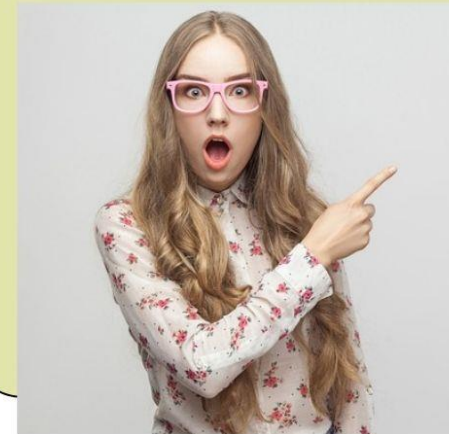
## INFORMATION PRESENTATION - APPLICATION OF THE TPR METHOD

**OTHER  
INTERESTING  
EXPRESSION**

**SURPRISE**



**CONFUSION**





## CONCEPT CHECKING

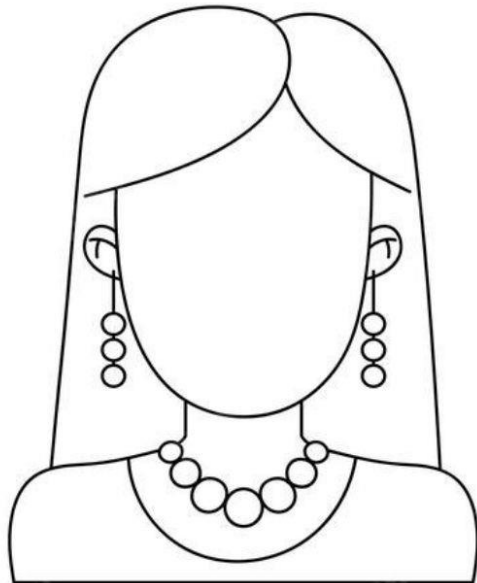
- Using interactive cards that do not contain the names of the emotions, the teacher will present them one by one, and the students will have to either name the emotion or try to guess what emotion is being portrayed. This is a great way to engage students in recognizing and understanding emotions based on visual cues and expressions.



## EVALUATION

Using interactive cards that do not contain the names of the emotions, the teacher will present them one by one. This time, the teacher will ask for a volunteer to participate. The student will have to stand up and perform a movement related to the displayed interactive card. This activity encourages active participation and helps students express emotions through physical movements.

## PRODUCTION - CREATIVITY



"Complete the girl's face with any emotion you desire: sadness, happiness, anger, disgust, etc. After finishing the drawing, color it and paste it into your 'Memory Book.'"



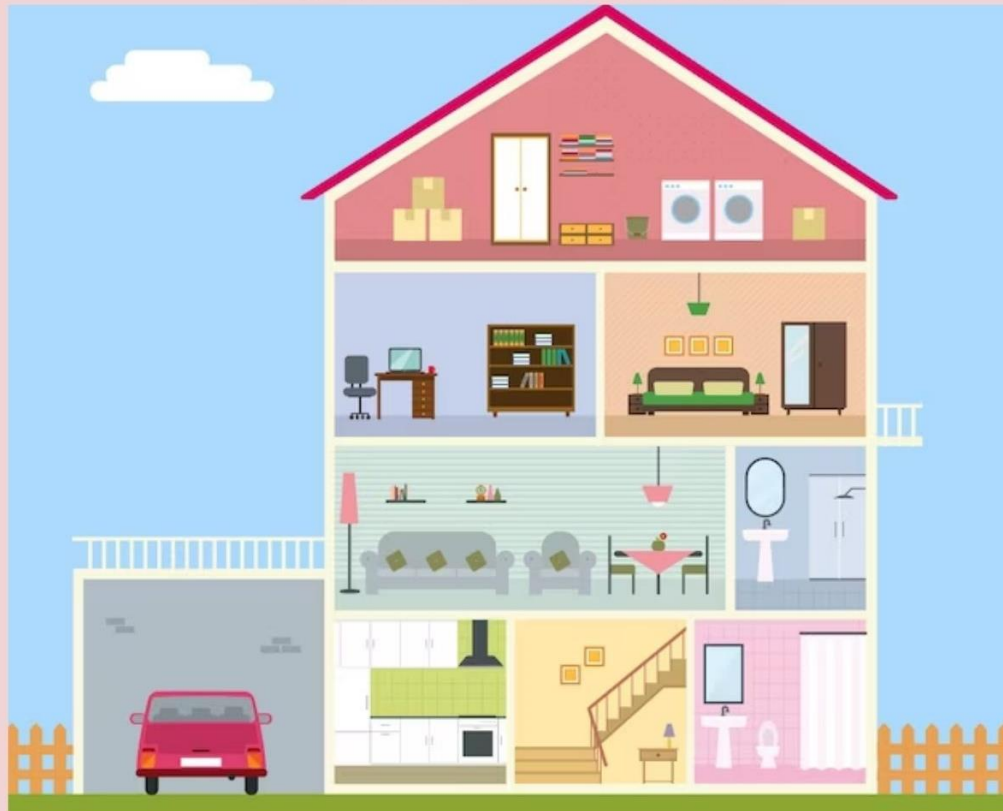
# FEEDBACK

During this phase, the teacher will demonstrate the importance of self-expression so that people can better understand what we are feeling. The aim is to encourage students not to be afraid to express themselves and say what they truly feel.



# MY HOUSE

## PARTS OF MY HOUSE



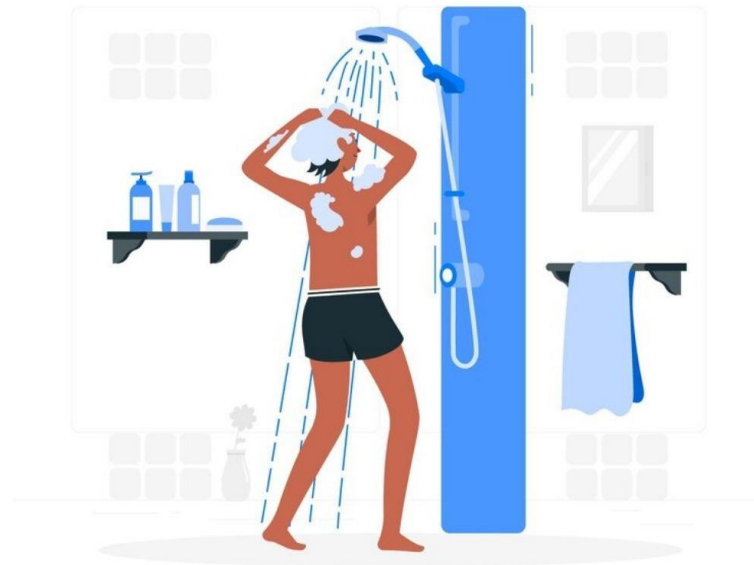


# OBJECTIVE

**AT THE END OF THE CLASS, THE STUDENTS WILL BE ABLE TO DISTINGUISH THE PARTS OF THE HOUSE AND AN ACTION RELATED TO THAT PART OF THE HOUSE.**

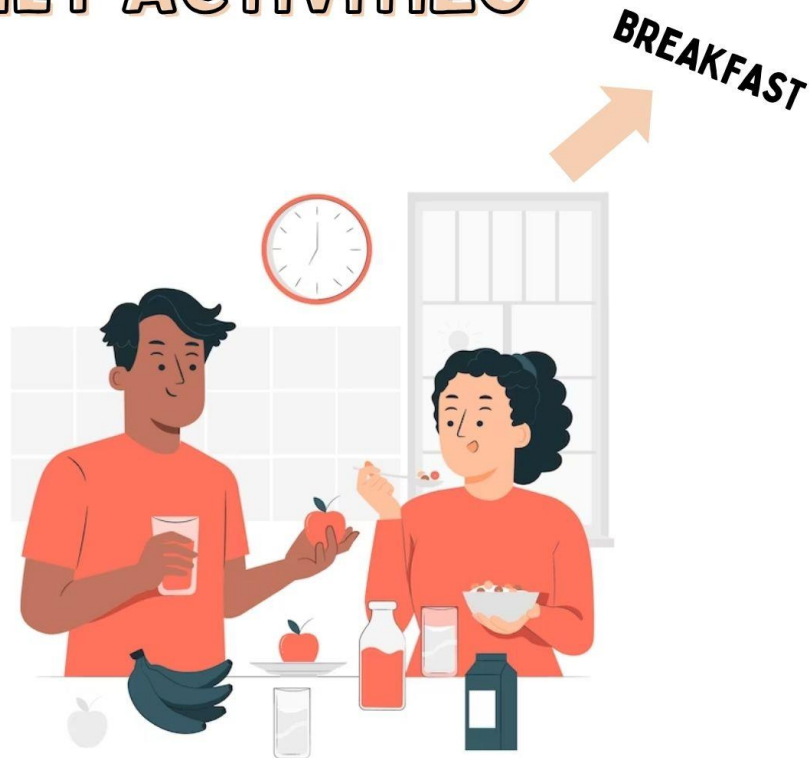
# WARM UP - OUR DAILY ACTIVITIES

**FOR THIS ACTIVITY, ALL STUDENTS WILL THINK OF AN ACTIVITY THEY DO BEFORE GOING TO SCHOOL. ONCE EVERYONE HAS THOUGHT OF AN ACTIVITY, A VOLUNTEER WILL BE ASKED TO COME TO THE FRONT. WHEN THEY COME TO THE FRONT, THEY WILL HAVE TO ACT OUT OR DRAMATIZE THE ACTIVITY THEY DO BEFORE GOING TO SCHOOL.**



# WARM UP - OUR DAILY ACTIVITIES

TO PROMOTE THE LEARNING OF ENGLISH VOCABULARY FOR THE STUDENTS, THE TEACHER (DURING THIS WARM-UP ACTIVITY) WILL POINT OUT THE NAMES OF THE ACTIVITIES AS THE STUDENTS ACT THEM OUT.



## INFORMATION PRESENTATION - APPLICATION OF THE TPR METHOD

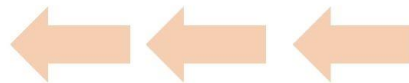
Using educational cards, the teacher will present the names of different parts of a house along with specific activities that are typically done in those areas of the house. This activity will have to be dramatized by the teacher.

Example:

PART OF THE  
HOUSE



ACTIVITY -  
DRAMATIZATION



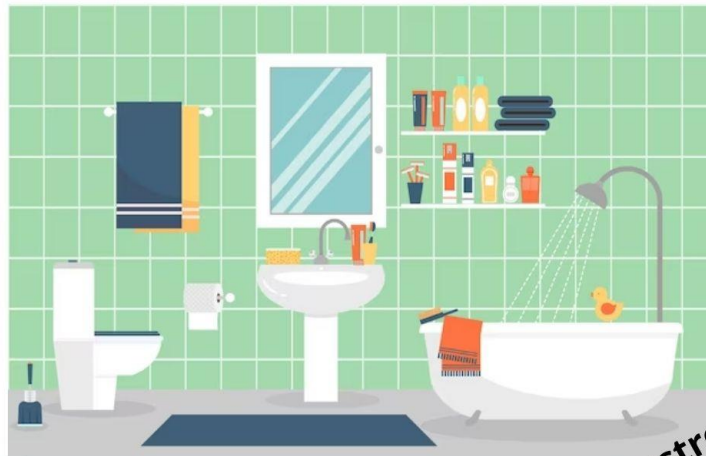
**Bedroom**



**Living Room**



**Kitchen**



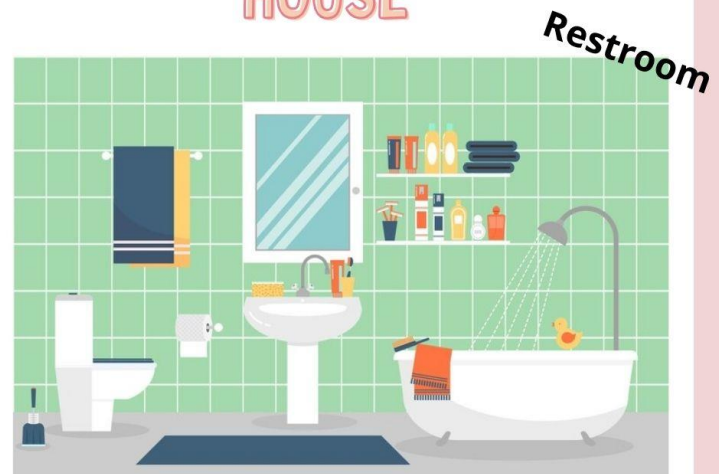
**Restroom**

## CONCEPT CHECKING

The teacher will display, using posters, different parts of the house without the names. The students will only have to name the part of the house. They will also use a "Text Poster" containing the question "Where Am I?". With the help of that poster, the teacher will point to a poster of a part of the house and ask their students where they are.

Example:

### PART OF THE HOUSE





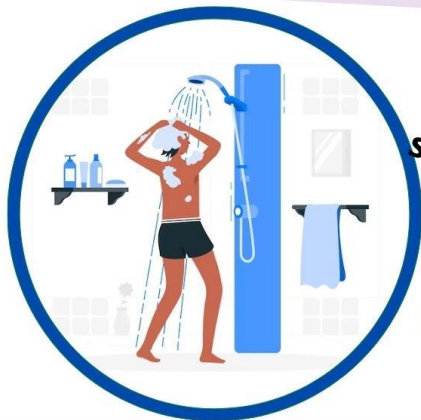
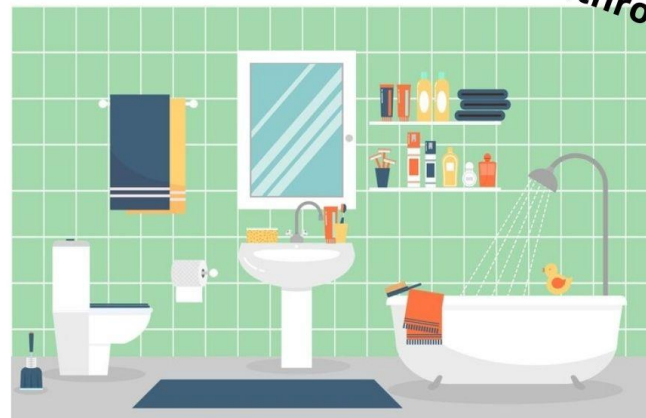
## EVALUATION - APPLICATION OF THE TPR METHOD

On this occasion, the teacher will only show the part of the house they want to teach. On the other hand, the students, by requesting a volunteer and staying at their seats, will have to dramatize the activity they remember being done in that part of the house.

Example:

### PART OF THE HOUSE

Bathroom



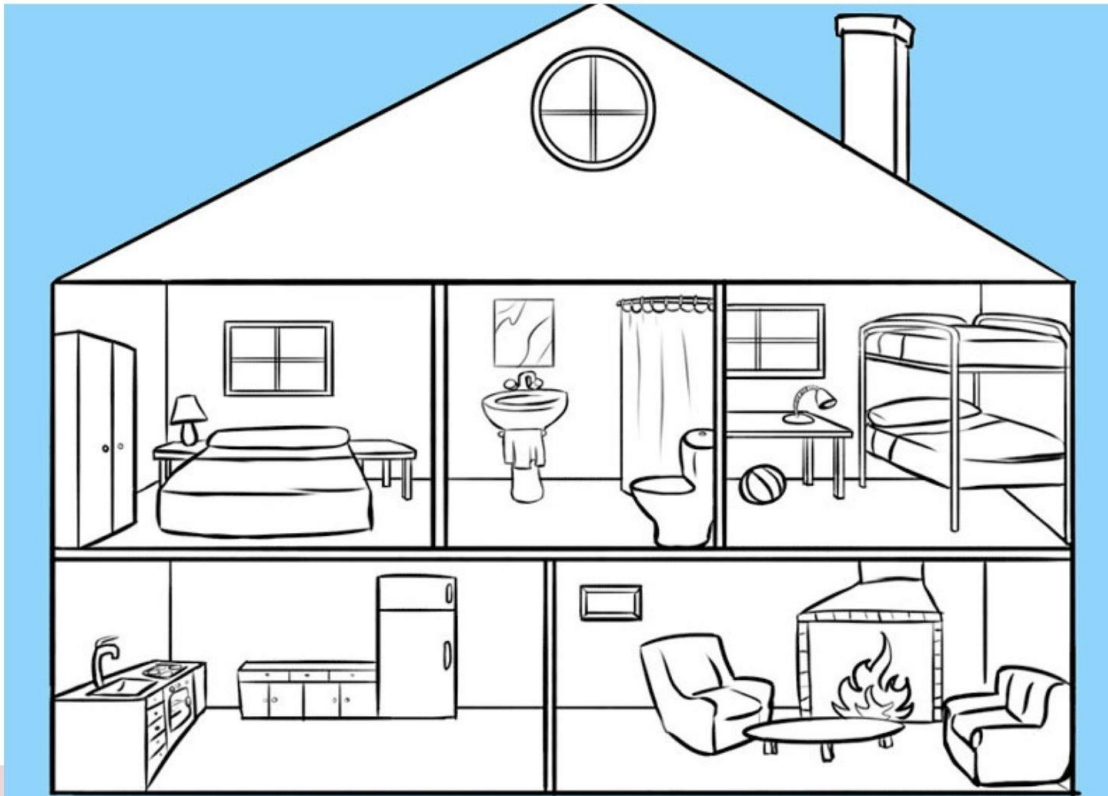
Take a shower

ACTIVITY -  
DRAMATIZATION



## PRODUCTION - CREATIVITY

The students will have to color the parts of the house, and when they finish, they should paste them in their "Memory Book."



## FEEDBACK (STORY) - "WHEN I WENT TO THE UNITED STATES."

The teacher will playfully demonstrate the importance of knowing the different parts of a house by creating a short story:

"My friend Gino took me to his house in the United States. When I arrived at my friend's house, I needed to use the bathroom, but he wasn't there, and only his brother, who didn't speak Spanish, was there. Accidentally, I almost entered the kitchen, and his brother was very confused. He didn't understand that I needed to use the bathroom, but at that moment, I remembered that 'baño' in English is 'restroom.' So I said, 'Restroom, please.' His brother understood me, and I was able to go to the Restroom."

## FEEDBACK (STORY) - "WHEN I WENT TO THE UNITED STATES."

**"Let's not be afraid to learn a second language. Speaking English fluently can come to our rescue in situations where we find ourselves in a tight spot, as the people we're addressing can understand more clearly what we want to express."**







## OBJECTIVE

The students will be able to recognize the names of clothing items used in specific types of weather and an action related to the use of these types of clothing.





# MATERIALS

Real Clothing, for example:  
Scarves, caps, jackets, t-shirts,  
pants, etc.



Posters featuring incredible  
places around the world.

Tennis Ball





## WARM UP - INCREDIBLE PLACES

Using posters, the teacher will display some magical places around the world related to summer and winter climates. When the teacher shows these images, the students will have to physically demonstrate how they would react if they were in a place with such a climate, for example, when a person feels cold while climbing Nevado Cayambe.







## INFORMATION PRESENTATION - THE WORLD OF CLOTHES

Using posters that display different types of clothing that people commonly wear and actual clothing, the teacher will show the students the names of the clothing we use when it's cold or when it's hot.

### COLD TEAM



SCARF



GLOVES



JACKET

### HEAT TEAM



CAP

### T-SHIRT



SHORTS

## CONCEPT CHECKING

The teacher will bring a bag with various pieces of clothing mentioned in the previous phase. Each time the teacher shows a piece of clothing, they will wrap their arms around their neck and make a gesture of feeling cold or hot, depending on the type of clothing they take out. For example: a scarf, a T-shirt, a hat. Then, the students will have to repeat it.

## Examples:

Teacher will show a scarf and make de following movement:



Students will have to repeat this movement.

### **Example:**

The teacher will only display a cap, without making any movements or gestures. On the other hand, the students will need to perform a movement related to that cap. For example, when a person is feeling hot, they can clap their hands and hold the cap with their index finger and thumb, while wearing it, and look upwards.

### **EVALUATION - APPLICATION OF THE TPR METHOD**

During this activity, the teacher will only show the clothing items mentioned earlier in the information presentation phase. This time, the students will have to perform a movement related to that piece of clothing.

**Example:**



## **EVALUATION - APPLICATION OF THE TPR METHOD**

The teacher will only display a cap, without making any movements or gestures. On the other hand, the students will need to perform a movement related to that cap. For example, when a person is feeling hot, they can clap their hands and hold the cap with their index finger and thumb, while wearing it, and look upwards.



# PRODUCTION CREATIVITY



**WORD SEARCH PUZZLE**

Clothing

U	F	T	S	S	P	Q	V	Q	T	O	X	H	Y
X	V	L	M	F	P	R	I	L	Q	J	Z	F	P
F	V	E	E	S	M	T	-	S	H	I	R	T	Q
X	S	B	G	H	C	B	Y	D	L	D	I	K	M
G	D	S	P	R	F	N	M	V	W	K	C	A	P
O	L	N	S	Y	H	D	Z	J	A	C	K	E	T
R	S	H	O	R	T	S	H	W	F	S	B	Q	A
V	S	C	A	R	F	J	H	F	C	D	O	A	F
R	F	R	F	N	M	F	B	M	G	X	D	X	C
G	L	O	V	E	S	Q	C	Q	E	R	B	D	J
Y	K	H	S	Z	Q	B	A	Q	S	E	V	I	K
V	B	G	P	Y	T	H	H	B	V	M	Y	M	Q
X	L	I	H	C	U	E	I	U	B	H	V	B	L
S	G	A	I	P	E	Z	Y	X	M	C	J	Q	U

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Cap      Scarf  
Shorts      T-Shirt  
gloves      jacket

"Students will be given a sheet where they can see a word search puzzle, and they will have to find the names of the previously mentioned clothing items. Once they find one, they will color it, and continue with each clothing item they find."

- "Once they finish, they will need to carefully cut out the word search puzzle and paste it into their 'Memory Book'."





## FEEDBACK

- "The art of speaking fluently is carried in everything we do and bring with us. Expressing ourselves through our clothing is also a way of speaking fluently, as we convey to people that we like to dress in a certain way because we feel confident and proud of what we wear."

UNIT 3 - LESSON 4  
MY DEAR FAMILY - FAMILY  
MEMBERS



# OBJECTIVE:

- At the end of the lesson, the students will be able to name the family members and recognize the importance of knowing a family tree.





# MATERIALS

- Family Tree Poster.
- Interactive cards with family members and their names in English.
- A wig and a fake mustache, a colorful cap.
- A toy portfolio.
- A soccer ball
- Labels with the names of family members



# WARM UP - application of the TPR method.

## GAME - "Let's Greet our Relatives"

"During this game, the teacher will assign a role to each student. For example, one student may be 'Dad,' another 'Son,' another 'Grandma,' and so on. Once the teacher has assigned a role to each student, they will choose two students and say, 'Greet your Dad,' or 'Shake hands with your brother,' or 'Touch your sister's head,' and continue playing with all the students, introducing them to the class theme."



# INFORMATION PRESENTATION

- "Using the chart with the family tree, the teacher will present who the members of a family are."
- "Additionally, the teacher will pronounce the names of the family members to familiarize the students with the pronunciation."
- "During this phase, cards with family members will be used, inviting students to come forward and place the card in the appropriate position on the family tree."



# CONCEPT CHECKING - Application of the TPR method.

1. During this activity, the teacher will stick the cards with family members on the chalkboard.
2. Later, they will use the materials used in class to represent a family member, incorporating gestures and movements.
3. "While the teacher performs the representations, the students will have to guess which family member it is."



## EVALUATION

- Considering the family tree on the chalkboard, the students will have to choose a family member.
- A table will be placed in front of the chalkboard.
- "With the football, we will play the game 'Pass, Pass.... Stop' and choose a student."

- "The chosen student will have to come to the front, picking a label, which will be placed on a table in front of the blackboard."
- "After choosing a label, the student will have to decide where to place it or on which family member image to position it. Meanwhile, the teacher will keep track of the points each student earns on a sheet."
- Like this way, they will think critically and to adapt and increase their knowledge across a variety of thoughts.



# PRODUCTION

## Activities

- Considering the family tree on the chalkboard, the students will have to choose a family member.
- "Afterward, the teacher will provide them with a blank sheet of paper where they can paint or draw."

## Activities

- "Next, the students will have to paint the family member they have chosen. They can draw it as they prefer, expressing their creativity."
- "Once they have finished their drawing, they will have to paste it in their 'Memory Book' and present it to the teacher."

## Materials

- "During this activity, the teacher will provide: a sheet of paper, and colors, paint, eraser, pencil, brushes, or whatever the students may need."
- "However, they can also use the materials they already have for the class."



## FEEDBACK

- "The feedback that the teacher will provide is based on the following: 'It is important to know each member of our family because the communication we have with them helps us improve our way of speaking and communicating with others fluently. Generate a sense of trust in our students so that they communicate as their hearts dictate, but always with the respect that every human being deserves.'"



# UNIT 4

# Useful Verbs







## Materials

- Two small ropes for making knots.
- An explorer-style or similar hat.
- Any random hat.
- A poster with a map or world map.
- An exercise band.
- Eating utensils (1 or 2).
- A sleeping cap.
- A Speaker
- Lapers with verbs





## *Objective*

- "At the end of the class, students will be able to recognize simple verbs and use them in their daily lives."

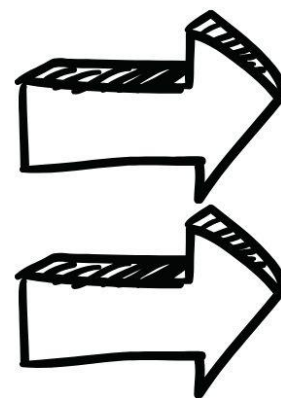
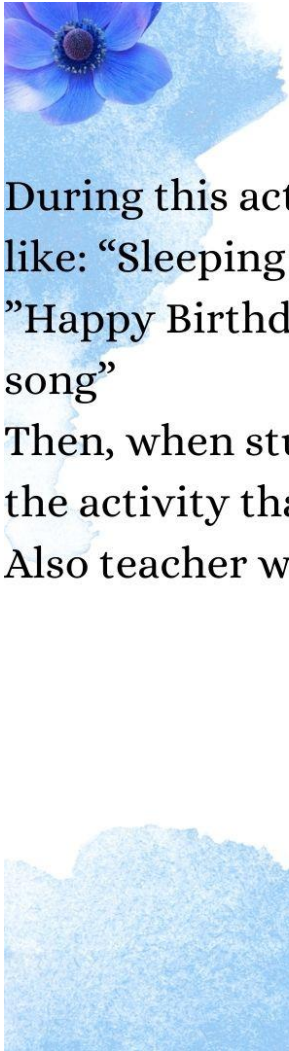


## Warm UP - Application of the TPR method

During this activity, teacher is going to make use of the speaker, playing some popular musics like: “Sleeping time”, “The eye of the tiger”, “ Indiana Jones theme song”, “Staying Alive” or ”Happy Birthday theme song”, Asking to students do something that reminds them of to that song”

Then, when students, listen to that song, they will have to stand up, and in their same sits, do the activity that teacher asked to.

Also teacher will participate in this activity sharing time and knowledge with them.





## Useful Verbs

- Run
- Walk
- Jump
- Eat
- Listen
- Play
- Sleep

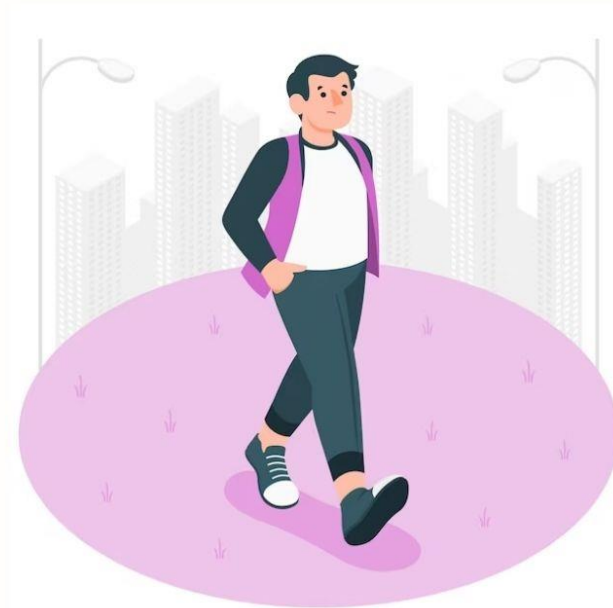
- Run
- Walk
- Jump
- Eat
- Listen
- Play
- Sleep

- Run
- Walk
- Jump
- Eat
- Listen
- Play
- Sleep



# Information Presentation - Application of the TPR method.

- Using labels with verbs, the teacher will introduce the students to different verbs that will be learned during this class. However, in addition to merely presenting them, the teacher will also demonstrate each verb by engaging in an activity related to the verb on that card.
- "This way, the teacher will familiarize the students with pronunciation and physical representation, aiming to build confidence in the students to express these verbs themselves."





# Concept Checking



"For this activity, the teacher will only present the card and its pronunciation."

"On one hand, the students will have to guess which verb it is without the teacher telling them, unless they cannot guess it."

"This way, the teacher will proceed with all the verbs, checking if the students have truly learned these useful verbs."

# Evaluation

"During this phase, students will need to pay attention to the verb spoken by the teacher."



"The teacher will have to mention one of the previously mentioned verbs and exchange them one by one, getting faster each time."




"Meanwhile, the students, as shown to them before, will have to stand up and do something that reminds them of that word."





# Production



During this phase, students will need to pay attention to the “Labels with words” in front of the whiteboard. Then, they will have to choose one and with that Label, draw or paint some activity that reminds them of that Word they chose. Finally, "They will have to stick their drawing in their 'Memory Book' and present it to their teacher."







## FEEDBACK

**"Teaching our students the importance of learning basic verbs that we can encounter in our daily lives, and above all, they help us interact with people who share the same curiosity as us to explore the wonderful world of activities we engage in, even when we sleep."**

**"The importance of learning them also lies in the fact that these types of verbs help us understand more about how the world works and how we can interact with it more smoothly."**



# UNDERSTANDING COMMANDS





## MATERIALS

01 A Fake Dolar

02 A toy microphone

03 A toy Spatula

04 A Broom



## OBJECTIVE

"The students will be able to recognize command verbs where the action is already predefined."



## WARM UP

"For this activity, the teacher will use the materials that will be used for the class, but will only use them to show them to the students."

"Meanwhile, as the teacher pronounces and displays these materials, students will have to represent an activity related to that object. For example: sweeping, singing, cooking, or any activity they remember that is done with that object."



## **INFORMATION PRESENTATION – APPLICATION OF THE TPR METHOD.**

**"During this activity, the teacher will use each of the materials representing an physical action with each material relating pronunciation and the real use of each material."**

**"The teacher will do one activity with each material that will be used for the class, familiarizing the students with the object and pronunciation, and encouraging them to repeat it."**

**"The students will need to pay attention to the words the teacher is representing and pronouncing."**

**"Later, the students will repeat what the teacher says without physically mimicking any action that the teacher performs. For example: sweeping, singing, cooking, etc."**



## CONCEPT CHECKING

During this phase of the class, the teacher will no longer make any other movements or mimics representing a card with the command. They will only show them to the students, emphasizing solely on the pronunciation of each command.



However, the students will have to act out the commands that the teacher is showing, engaging in an activity that the teacher previously demonstrated in the information presentation phase, such as sweeping, singing, cooking, etc.



The teacher will only display the cards with the commands, and will continue to do so until presenting 4 or 5 commands, checking if the students have understood the information from the previous phase.



## EVALUATION – ROLE PLAYING GAME

- During this activity, there will be a game called "**My Restaurant.**" In this game, a group of students will have specific roles. This way, the students will be assessed by testing their understanding of interpreting a command and carrying out a specific activity.
- By draw, students will be chosen to be the singers, others to be the cashiers, others to be the assistants, etc.



### Activity:

- A group of students will be the singers, and they will be in front of the class while singing the song "Head, Shoulders, Knees, and Toes."
- Another group of students will be those who sweep, and they will simply walk around the classroom, representing that they are sweeping the floor.
- Another group of students will be the cashiers; they will be seated at the teacher's desk, representing that they are handling the money that comes into the restaurant.
- Another group of students will be the chefs, and they will be at the back of the class, representing that they are cooking the food for the customers.
- The teacher, who will manage the "restaurant," will evaluate the students by instructing them to perform their roles only when the teacher gives the cue. This process will continue until all students have been assessed.

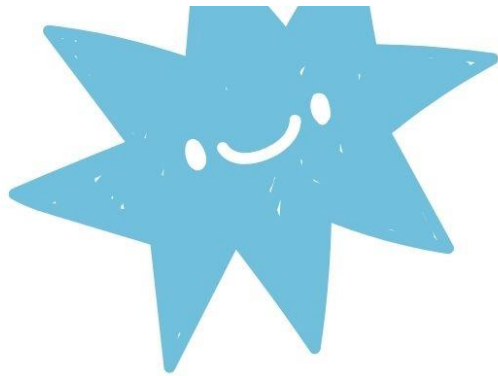




- However, the students will have to act out the commands that the teacher is showing, engaging in an activity that the teacher previously demonstrated in the information presentation phase, such as sweeping, singing, cooking, etc.
- What they will have to do is color the images using their imagination. They will also need to label each image with the corresponding activity they believe is being depicted.

## PRODUCTION





## FEEDBACK

Remind the students that commands are often present in our daily lives and, most importantly, there is more than one way to express the things we want to do or the things others do. Also, teach them that often, in the things we enjoy doing, we may find clues about our future as adults, and it's essential to respect the professions of all individuals.



# My Favorite Hobby





# Objective

**At the end of the class, the students will be able to recognize 5 different types of hobbies and understand the importance of having a hobby to invest their time in.**



# Materials

For the development of this class, materials related to various professions and hobbies will be used. For example:

- A soccer ball
- A paintbrush
- A chessboard
- A spatula
- Knitting needles.
- A tennis ball
- Interactive cards displaying the hobbies of: Chess player, Footballer, Chef, Artist, Seamstress.





## Warm Up - Speechless / Application of the TPR Method.

### No Words

### Movements

- Using the tennis ball randomly, the teacher will select four students. These four students, without using words, will have to represent their favorite hobby.
- Coincidentally, the students will only be allowed to use movements to represent their favorite hobby.
- To choose a student, the game "Pass, Pass... Stop" will be played using the tennis ball. Students will have to pass the ball from one to another as quickly as possible. When the teacher says "Stop," the student holding the ball will be selected.

# Information Presentation - Application of the TPR method



- To present this information, the phrase "I am..." will be used, introducing the 5 main hobbies for this class.
- On one hand, the teacher, using each of the materials in this class, will portray a person who has chosen an important profession as their favorite hobby, using body language and gestures.
- On the other hand, the students will simply observe while the teacher presents the information that will be learned during this class, which, as mentioned before, will be 5 different types of hobbies.

# Concept Cheking

Using the interactive cards, the teacher will only show the hobbies without stating their names, and the students will have to guess which profession the teacher is depicting on the card.

## Repetition

- The teacher, emphasizing pronunciation, will have the students repeat what the teacher is showing on the cards, promoting a learning approach based on repetition.



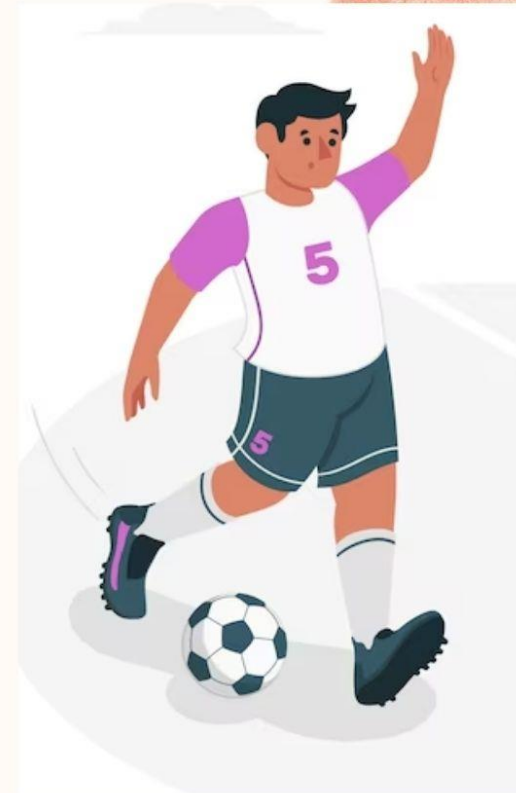
## Pronunciation

- In case the students make a mistake in pronunciation, the teacher will be responsible for correcting them appropriately, promoting not only an understanding of the activity depicted on the card but also correct pronunciation.



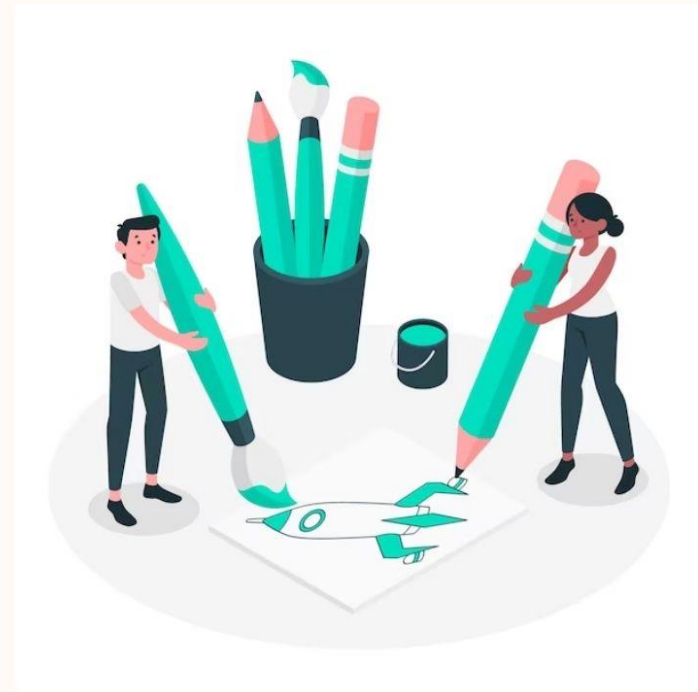
## Evaluation - Game (Speechless)

- For this activity, the same game as in the warm-up activity for this class will be used. However, the students, using only movements and gestures, will have to represent the hobby that the teacher requests.
- With the same dynamic, the students will have to pass the ball as quickly as possible, and when the teacher says "Stop," the student holding the ball will be chosen for this activity.



# Production - Creativity

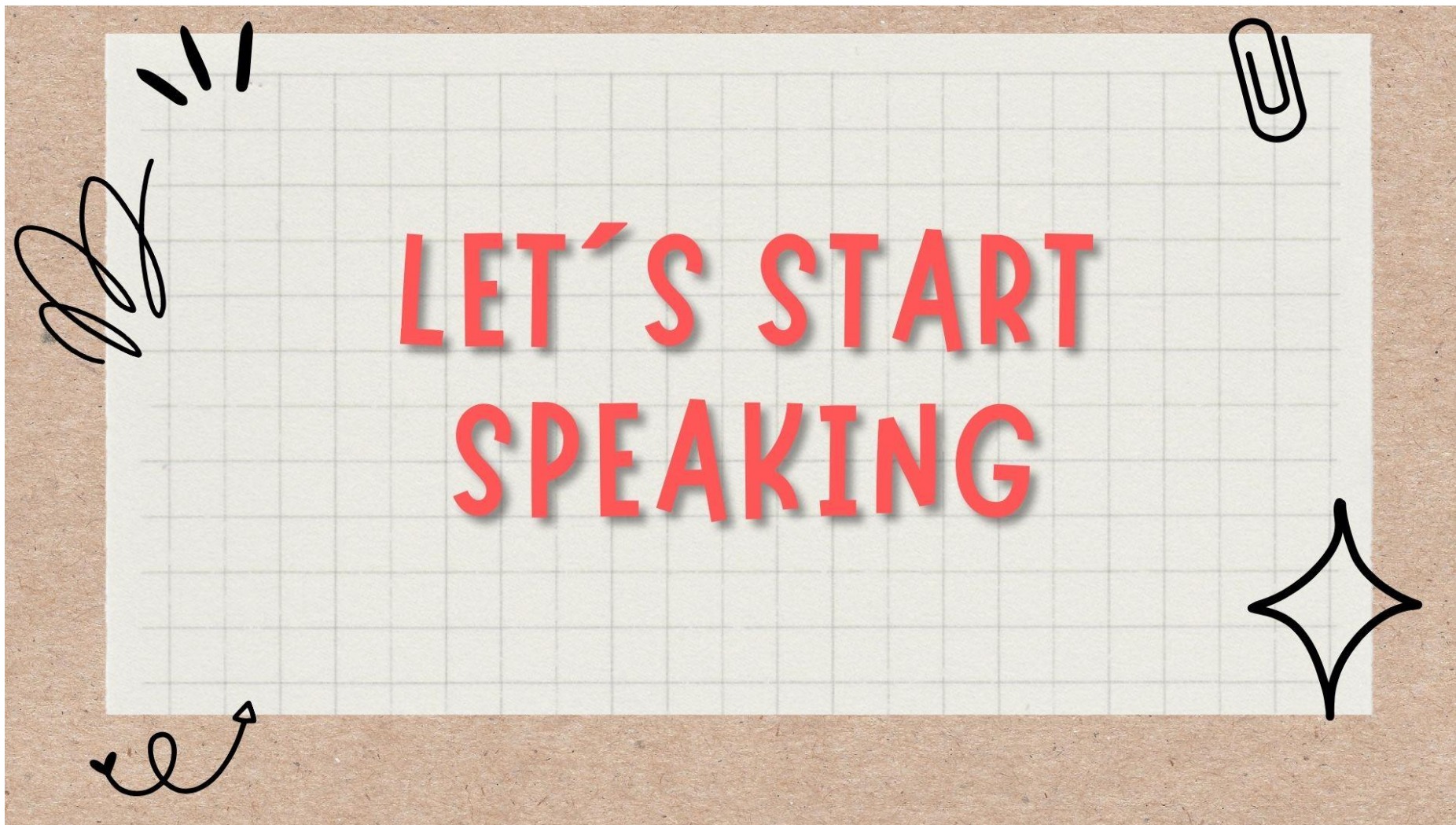
- During this phase of the class, students will have to draw something of their choice.
- The teacher will provide a blank sheet of paper where students will have to draw their favorite hobby or illustrate one of the hobbies that have been presented in this class.
- Once they have finished their drawing, they will have to glue it into their "Memory Book" and then present it to their teacher.



# Feedback

- Teaching our students that we always have the opportunity to choose. Our favorite hobby can become a significant profession, and by choosing that, we can have fun like never before while changing the world by motivating others to follow our example.







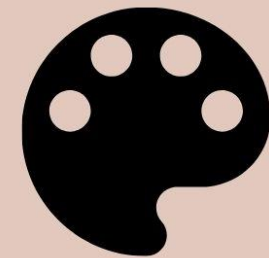
## Objective

At the end of the class, students will use simple basic sentences based on the use of the "to be" verb to communicate basic information in short phrases.



## MATERIALS

- For the development of this class, the interactive cards from the "My Dear Family" class, "My favorite hobby," and a tennis ball will be used.
- In this case, the tennis ball will be used to choose a student through the "Pass, Pass... Stop" game.
- Also, the Superman cape will be used, and the chosen student will use it to introduce themselves in a heroic manner, saying, for example, "I am Joel Diaz."



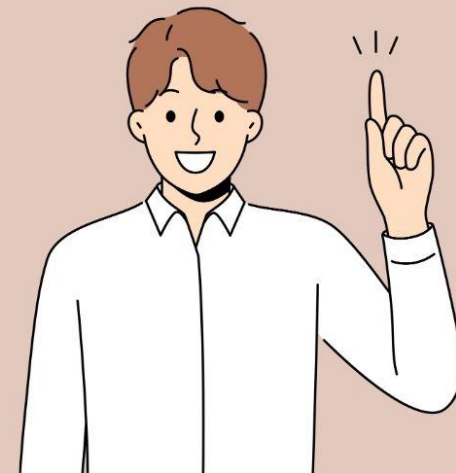
## WARM UP (GAME) – INTRODUCING MYSELF / APPLICATION OF THE TPR METHOD

- Using the "Pass, Pass... Stop" activity, the tennis ball will be used to choose a student who will then introduce themselves by saying their name, for example, in the following way: "I am Joel Diaz."
- The chosen student will be given the Superman cape so that when it's their turn to speak and say their name, they can do so in a heroic manner.



## INFORMATION PRESENTATION – INTRODUCING MYSELF

- To present the information in this phase of the class, the teacher will introduce themselves to the students by providing the following information:
  - In this case, the teacher will present their own information, demonstrating to the students one way to do it.
  - The teacher will also add gestures and body language to make the presentation of their own information more realistic.
- Name
  - Age
  - Favorite hobby (I like Football)
  - A family member (This is my dad).





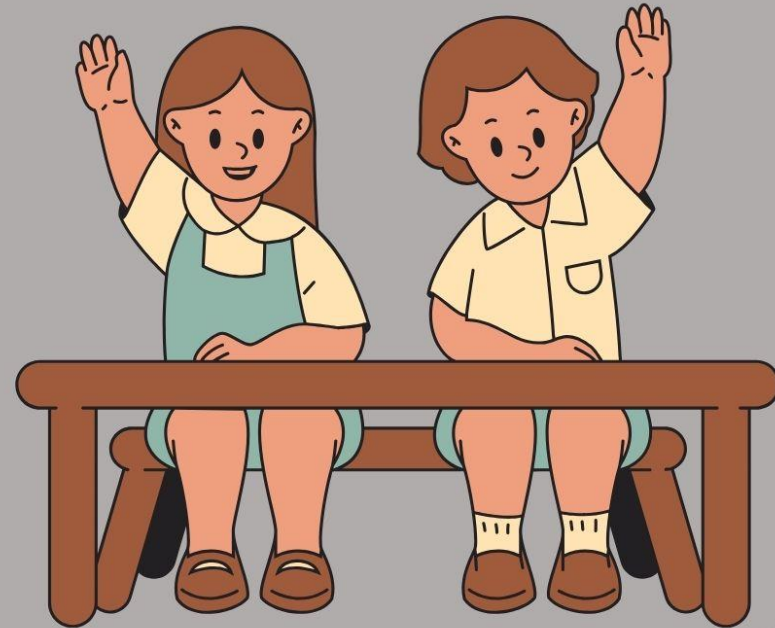
# CONCEPT CHECKING



- The teacher will start by providing specific information, for example: Age, Name, etc., using the "to be" verb and forming simple sentences.
- Once the teacher finishes providing that information, they will have the students guess what type of information they are sharing, for example: Age, Name, etc.
- Shortly after, the teacher will have the students repeat the sentence the teacher said, for example: "My name is Joel Diaz," making the students repeat it.
- In case the students make a mistake, the teacher will be responsible for correcting them in the most appropriate way.

# EVALUATION

- Using the tennis ball previously used to choose a student, another student will be asked to simply say their age, or their name, or any of the points mentioned earlier.
- Like this way, student by student, will become familiar with saying their name or providing any requested information in a simple and concise manner.



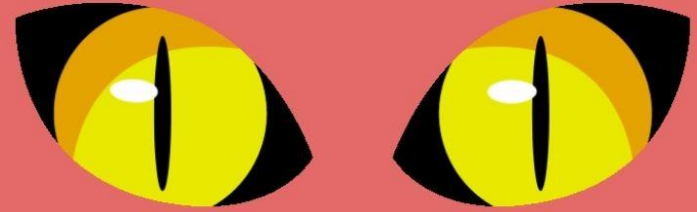
## PRODUCTION - INTRODUCING MYSELF / CREATIVITY

On a sheet of paper, students will have to write the following information:

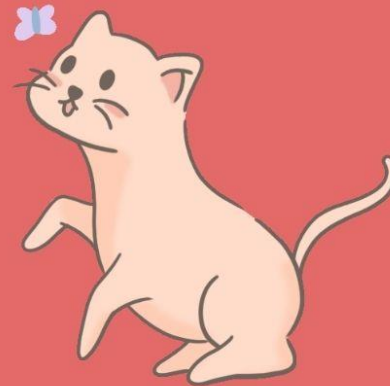
- Name
- Age
- Favorite hobby.
- A relative



Once they have written that information, they will need to paste an image related to that information next to what they have written.



Thanks For Your  
Attention!



## **4.14. IMPACT ANALYSIS**

### **4.14.1. Educational Impacts.**

This research aims to enhance the educational level of many institutions in the city of Otavalo. Considering the favorable results demonstrated by the implementation of the **Total Physical Response** method in a classroom, this method could be considered for the updating of many lesson plans, incorporating more engaging elements such as body language, gestures, mimes, etc., changing the way many teachers conduct their pedagogical activities of “Unidad Educativa Otavalo”, generating an impact on the educational level not only of the Institution, but a much more comprehensive teaching approach in Ecuadorian Educational Institutions.

### **4.14.2. Linguistic Impacts**

The main impact is that elementary school students at “Unidad Educativa Otavalo” will achieve a much more effective level of communication when expressing themselves, reaching a more advanced level of fluency. To achieve this goal, they will develop their speaking fluency through the implementation of activities in classes proposed by the teacher.

On one hand, the proposed guide includes a wide variety of activities that promote interaction and collaboration among students in a class. This will create a pleasant and interactive environment where they are free to express themselves and can develop their level of fluency in self-expression.

On the other hand, the following guide is also intended for the teacher's use, emphasizing the importance of displaying a positive attitude towards students. That's why the guide presents specific points highlighting the significance of a positive attitude when teaching. Indirectly, it will have an educational impact on teachers who may need a change in their classes, such as:

- New Classroom Activities.
- Ideas for New Classes.
- Ideas for Adaptations.
- Ideas for New Classroom Games.
- Ideas on Classroom Attitude.

, mainly being a useful tool where new teachers who want to learn or increase the level of their classes.

#### 4.14.3. **Socio – Cultural Impact.**

Socio-culturally speaking, the present guide will also have an impact on the students of 'Unidad Educativa Otavalo.' It has been constructed in a way that fosters interest in learning sciences and arts, promoting not only the learning of the English language but also other sciences and cultural topics such as music and an interest in art. Indirectly, it encourages the development of linguistic fluency and the way students express themselves.

## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

- The conducted research analyzes various aspects of the Total Physical Response method, such as the use of body language as a form of oral communication, interactive activities, interaction with the environment, speaking fluency, student motivation and participation, mime and gestures, and attention-grabbing elements. The factors most considered by students were found to be the most influential in learning the English language, specifically in the development of students' speaking fluency. This is evident in the results obtained from surveys administered to students at Unidad Educativa “Otavalo”, where they express these factors as important considerations in a classroom.
- With the aforementioned information, the hypothesis put forward can be effectively refuted, as the TPR method will consistently have a positive influence on the learning of the English language, particularly in the development of speaking fluency for students at Unidad Educativa “Otavalo”.
- Based on the results obtained from surveys administered to the children and the teacher interview, it can be concluded that a TPR (Total Physical Response) class will consistently appear as an effective class, but at the same time, it is very challenging to plan or adapt. On one hand, there is the captivating factor of a TPR class. The movements, class materials, communication with students, interaction, games— all these factors will always be appealing to young learners. On the other hand, the effectiveness of a TPR class will greatly depend on the teacher, as it is the teacher who conveys positive energy, a good attitude, appropriate class materials, communication, interaction—naturally attracting the students.
- The effectiveness of the TPR method in developing speaking fluency in Elementary Basic students is now well-explored and refuted. However, the next research endeavor leaves the following gap, as the effectiveness of this same method for teaching other areas of study such as: Language and Literature, Social Sciences.

## 5.2. RECOMMENDATIONS

- A classroom will always be a place where a significant number of unexpected events can occur, and despite the TPR method being presented as a highly effective approach, it is also necessary to train teachers on various teaching methods and approaches that can be applied in the classroom. Furthermore, providing training to teachers on how to adapt such methods and approaches and expanding their application to other areas of study such as Language and Literature, Social Studies, History, etc., is essential.
- It is also advisable for educational institutions, such as Unidad Educativa “Otavalo”, to implement more didactic guides based on the TPR method and other existing teaching methods and approaches. This can serve as a foundation for novice teachers seeking assistance in the development of their academic activities.
- With the aim of changing the social and cultural mindset of many children and young people, promoting the teaching of the English language in a social and cultural environment. Maintaining cultural tradition based on respect for others and oneself, respecting each person's preferences, etc., in such a way that the institution creates responsible and respectful students.
- Investigate further the effectiveness of other methods and teaching approaches within the classroom. It is essential to ensure that each method is adapted based on a precise or related teaching approaches. This adaptation should provide the necessary and useful pedagogical tools and elements. By doing so, it becomes possible to streamline the creation of lesson plans and facilitate much more active student participation.



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## **ANNEXES**

### **Annexes 1. Approbation of Instruments**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. **UTN-FECYT-D-2023-0099-O**  
Ibarra, 21 de junio de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SR. DIAZ FLORES  
JOEL DAVID**

Magíster  
Javier Erazo  
RECTOR DE LA UNIDAD EDUCATIVA OTAVALO

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que el estudiante DIAZ FLORES JOEL DAVID, portador de la cédula de ciudadanía 1004914642, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular "TOTAL PHYSICAL RESPONSE TO IMPROVE SPEAKING FLUENCY IN ELEMENTARY STUDENTS OF OTAVALO HIGH SCHOOL, DURING THE PERIOD 2022 - 2023".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

**JOSE REVELO**  
Firmado digitalmente por  
JOSE REVELO  
Fecha: 2023.11.08  
10:48:01 -05'00'

MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: [jirevelo@utn.edu.ec](mailto:jirevelo@utn.edu.ec)



JRR/M. Báez.



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  




<b>COORDINACIÓN ZONAL/ SUBSECRETARÍA DE EDUCACIÓN:</b>	1	<b>PROVINCIA:</b>	Imbabura	<b>CÓDIGO Y NOMBRE DEL DISTRITO:</b>	10D02
<b>NOMBRE INSTITUCIÓN EDUCATIVA:</b>	Unidad Educativa "Otavalo"	<b>AMIE:</b>	10H00411	<b>RÉGIMEN/AÑO LECTIVO:</b>	2023-2024

<b>Fecha</b>	<b>Descripción</b>	<b>Firma entregado</b>	<b>Firma recibido</b>
22 de Noviembre	Entrega y Socialización de guía didáctica		



Este documento es constancia de que la guía "Walking down the Streets" fue entregado y socializado en la Unidad Educativa "Otavalo" realizado por el Sr. Díaz Flores Joel David, como parte del Trabajo de Integración Curricular con el tema "TOTAL PHYSICAL RESPONSE TO IMPROVE SPEAKING FLUENCY IN ELEMENTARY STUDENTS OF OTAVALO HIGH SCHOOL DURING THE PERIOD 2022 - 2023".



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



**Oficio nro. UTN-FECYT-D-2023-0145-O**  
Ibarra, 21 de noviembre de 2023

**ASUNTO:** Autorización socialización de propuesta Sr. Diaz Flores Joel David

Magíster  
Javier Erazo  
RECTORA UNIDAD EDUCATIVA OTAVALO  
Otavalo

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a el Señor JOEL DAVID DIAZ FLORES, portador de la cédula de ciudadanía 1004914642, egresado de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "WALKING DOWN THE STREETS", perteneciente al trabajo de integración curricular: "TOTAL PHYSICAL RESPONSE TO IMPROVE "SPEAKING FLUENCY" IN ELEMENTARY STUDENTS OF OTAVALO HIGH SCHOOL DURING THE PERIOD 2022 - 2023".

Por la favorable atención le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

MSc. José Revelo Ruiz  
**DECANO**


JRR/M. Bacz.





## Annexes 2. Instruments

- Interview with the teacher.



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**


Acepto participar voluntariamente en esta investigación, conducida por **DIAZ FLORES JOEL DAVID** estudiante de la **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es **recopilar información vital para el desarrollo de su trabajo de integración curricular.**


Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de **60 minutos.**

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante *Laura Flores.*  
Cargo *Profesora*

  
Firma del participante

Nombre del investigador : *Diaz Flores Joel David*  
Firma del investigador 

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**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

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

**Thesis Topic:** Total Physical Response to Improve Speaking Fluency in Elementary Students of Otavalo High School, During the Period 2022-2023

**Interview for Teachers**

**Objective:** Determine strategies used by teachers to improve speaking fluency in Otavalo High School students.

**Direction:** Please, answer the following question based on your own experience.

- 1. How do you consider that the good use of a teaching strategy or method affects the improving of speaking skills?**

**Explain it please.**

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- 2. What method or strategy do you frequently use to get the attention of your students?**

**Explain it please.**

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**3. Have you heard about the Total Physical Response Method?**

**Explain it please.**

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**4. Do you consider that the use of the Total Physical Response (TPR) method is a good tool to increase students' speaking fluency?**

**Explain it please.**

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**5. Do you consider that the use of body language helps students increase their ability when speaking?**

**Explain it please.**

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**6. Do you believe that the implementation of a guide with (TPR) activities will help you and your students develop speaking skills?**

**Explain it please.**

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**Thank you for your Collaboration!**

- Students Survey



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRAJEROS

**Thesis Topic:** Total Physical Response to Improve Speaking Fluency in Elementary Students of Otavalo High School, During the Period 2022-2023.

### Survey for Students

**Objective:** Identify what kind of interactive activities make students feel more secure when speaking to improve their speaking fluency.

**Direction:**



1. Do you enjoy doing interactive activities in your English classes?

- Always
- Sometimes
- Never

2. During the class, do you like to actively interact with your classmates?

- Always
- Sometimes
- Never

3. From the following activities, which ones would you like the most for your English classes? Mark an X on the options you would most like.

		
<p><b>Mimes</b></p>	<p><b>Interactive Games</b></p>	<p><b>Body Language</b></p>
		
<p><b>Performances</b></p>	<p><b>Gestures</b></p>	

4. From the following activities, which ones does your teacher use for Speaking classes?

Miming	
Interactive Games	
Body Language	
Working Groups	

Performances	
Gestures	
Storytelling	

5. Which of the following activities above, makes you feel more secure when you speak? You can choose more than one option.

Miming	
Interactive Games	
Body Language	
Groups Formation	

Acting	
Gestures	
Storytelling	

6. Would you like your teacher to be more interactive in your English classes?

- Yes
- No
- A little

Thanks for your Cooperation.