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TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP ENGLISH LISTENING

SKILL IN FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA JUAN PÍO

MONTÚFAR IN QUITO.

RESEARCH LINE

METHODOLOGY FOR THE TEACHING-LEARNING OF ENGLISH AS A FOREIGN

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DEDICATION

I dedicate this work to my family, whose unconditional love, encouragement, and support have been my greatest motivation throughout this journey. To my teachers and friends, who inspired me to persevere and believe in my abilities, this achievement is also yours.

Vanessa

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RESUMEN

El propósito de este trabajo de grado es fomentar el desarrollo de una de las destrezas más esenciales en el aprendizaje del idioma inglés en la educación básica: la comprensión auditiva. Se identificó que los estudiantes de quinto año de educación básica de la Escuela Juan Pío Montúfar presentan dificultades para comprender y responder en inglés, debido a la escasa aplicación de metodologías activas que integren movimiento y lenguaje. En este contexto, se propone la implementación de la metodología Total Physical Response (TPR), la cual utiliza comandos, acciones y actividades lúdicas que permiten a los niños relacionar el lenguaje con movimientos corporales, facilitando la retención del vocabulario y la comprensión de instrucciones en inglés. La investigación se desarrolló bajo un enfoque mixto, aplicando tanto métodos descriptivos como explicativos. Como instrumentos cuantitativos se realizaron encuestas a los estudiantes de quinto de básica, y como instrumentos cualitativos se aplicaron entrevistas semiestructuradas a docentes del área de inglés de la institución. Los resultados evidenciaron que la mayoría de los estudiantes se mostraron más motivados y participativos cuando se aplicaron actividades basadas en TPR, manifestando mayor seguridad al seguir instrucciones y responder en inglés. Por su parte, los docentes destacaron que la metodología resultó efectiva para reducir la ansiedad y fortalecer la interacción en el aula. En base a estos hallazgos, se diseñó una guía académica con seis unidades didácticas organizadas por temas cercanos a la realidad de los niños (la escuela, la comida del Ecuador, la música, las noticias, mi libro favorito y a quién admiro). Cada unidad incluye actividades prácticas y dinámicas orientadas a desarrollar la comprensión auditiva a través de la metodología TPR, garantizando un proceso de aprendizaje sistemático, atractivo y adecuado al nivel de los estudiantes.

Palabras clave: comprensión auditiva, TPR, estrategias activas, motivación, guía académica, quinto de básica.

ABSTRACT

The purpose of this research project is to foster the development of one of the most essential skills in English language learning at the elementary level: listening comprehension. It was identified that fifth-grade students at Juan Pío Montúfar School experience difficulties in understanding and responding in English due to the limited use of active methodologies that combine movement and language. In this context, the implementation of the Total Physical Response (TPR) methodology is proposed, as it integrates commands, actions, and playful activities that enable children to connect language with physical movement, making vocabulary retention and instruction comprehension more effective. The study followed a mixed-methods approach, applying both descriptive and explanatory methods. Quantitative data was collected through surveys administered to fifth-grade students, while qualitative data was gathered through semi-structured interviews with English teachers at the institution. The results revealed that most students showed higher motivation and participation when TPR activities were applied, demonstrating greater confidence in following instructions and responding in English. Teachers also highlighted the effectiveness of the methodology in reducing anxiety and fostering classroom interaction. Based on these findings, an academic guide was designed with six didactic units organized around topics related to the students' daily lives (school, Ecuadorian food, music, the news, my favorite book, and someone I admire). Each unit includes practical and dynamic activities aimed at developing listening comprehension through TPR methodology, ensuring a systematic, engaging, and level-appropriate learning process.

Keywords: listening comprehension, TPR, active strategies, motivation, academic guide, fifth grade

CHAPTER I

1. Introduction

People are connected by different means but one of the most important is language and this global communication has been achieved through English. “No doubt English is truly the world’s leading language today. It is used on all continents.” (Schneider, 2020, p.2). English is very useful in business, jobs, education, tourism, to travel or to get into touch with foreign people and many other aspects. English is very useful in various aspects such as business, jobs, education, tourism, travel, and interacting with foreign people, among others. Every aspect of daily life incorporates English, ranging from books, music, and movies to necessities like cellphone instructions, making it a fundamental language that many people aspire to master. The English language is considered basic and important in the field of education, and it is included in most school curricula. English provides students with the opportunity to enhance their lives through improved job opportunities, and it also opens up numerous opportunities for communication and global cultural understanding.

English has become a very useful resource around the world because of its importance in the educational field and working advantages. It needs to be part of everyone’s life and in Latin America it is not the exception. In Latin America, learning English is also essential because it helps people find better opportunities and it provides a better lifestyle. For example, a person who knows this language can get good pay, travel to other countries, and get a job abroad. However, both students and the general population in Latin America exhibit low English proficiency. Cronquist and Fiszbein established the following: “Latin America as a region performs below the world average in the EF English First English Proficiency Index (EF EPI)² in all age groups (Graph

1). In contrast, Europe and Asia almost always perform above the world average, and always perform better than Latin America.” (Cronquist & Fiszbein, 2017, p.11).

This situation not only happens in Latin America but also something similar is reflected in Ecuador’s English level. According to English first (2021) it is reflected in this year that Ecuador is in the very low level of English, ranking 90th globally. Ministerio de Educación (2016) referred to the following: “In terms of L2 English competence, by the end of BGU learners will demonstrate at least a CEFR Level B1 (Threshold) and have a limited but effective command of the spoken language.” Given this prior information, it is important to emphasize that the Ecuadorian curriculum requires students to reach a B1 level by the time they graduate from high school. This level equips them with the necessary skills and knowledge to navigate various situations that require the use of this important language. To achieve this, the students receive 3 weekly hours of English during each school year, and the teachers teach English for 6 years in primary school and 6 years in secondary institutions, respecting all the requirements that the Ministerio de Educación had established in the National Curriculum and the English as a Foreign Language Guidelines.

Despite all the efforts from the teachers and their strategies used during the learning process the learners don’t achieve the intermediate level that represents B1 in the Common European Framework of Reference for Languages (CEFR). Cambridge referred (2011): “The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels.” As it is demonstrated, the level that students need is very high, and despite the different strategies and changes that have

been developed in the methodologies and in the curriculum, this level, which is required throughout the Ecuadorian country, has not yet been obtained.

The current English proficiency level in Ecuador is comparable to the learner's level in Quito. Many public and private schools in the capital city teach English throughout all academic years, following the National Curriculum's guidelines. However, despite English's recognition as a crucial subject, students have not yet achieved the B1 level. Due to this situation, students have chosen to complement their knowledge of English in private institutions that offer English classes, for example there are institutions and academies such as Charlotte English School, Wall Street English, Guayasamin Institute, Cendia English Institute and many other ones that offer students learning the English language in an effective and satisfactory way.

The current study aims to enhance the English proficiency of primary students in private institutions by implementing the TPR methodology, as it serves as a foundation for their higher education. Hence, the purpose of this study is to develop the English listening skills through the integration of the Total Physical Response method in fifth grade students at Unidad Educativa Juan Pío Montúfar in Quito.

THE PROBLEM

1.1.Statement of the problem

This research is focused on the students of the fifth grade of General Basic Education from Juan Pío Montufar School to improve the level of English listening skills. There are three main areas of concern, namely: Listening Skills, Teaching Methodologies and Academic level. Initially, listening skills are fundamental parts in the moment of acquiring a foreign language, this problem requires a timely solution. Furthermore, the present research focuses on the development of listening skills that students require when learning the English language. Moreover, another field that involves the problem is the methodologies that are used in the teaching process since the current students have new academic needs, and this implies that teachers have new academic challenges. Therefore, it is crucial for teachers to constantly update their knowledge and apply new methodologies, such as the Total Physical Response method (TPR). Finally, it is important to consider the current English proficiency of the students. Despite teaching this language for many years, the students have not yet achieved the required level.

1.1.1. Listening Skills

First and foremost, when learning a foreign language, such as English, it is crucial to consider all four primary skills: reading, writing, speaking, and listening. According to Brownell (2002): “Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages”. Research indicates that listening holds equal importance to other skills, necessitating the improvement of appropriate strategies in the learning process.

However, it is necessary to mention that teachers do not pay a lot of attention to this skill and prefer emphasizing other skills or mainly grammar. Additionally, the average time used in the development of this skill is not enough or at worst is left to the last. Considering this reality, the present research work tries to place more emphasis on improving this important receptive skill.

In addition, from the students' side, listening is one of the most difficult skills to develop since students have a lot of struggles at the moment of understanding the messages, ideas in audios, conversation or other activities that involve this skill.

Besides, (Jeremy, 2015) mentioned that: "But, of course, being able to listen effectively is vitally important. Without this skill, our students cannot take part in conversations, listen to the radio, speak on the telephone, watch movies in English or attend presentations and lectures.". Consequently, educators tend to undervalue this skill in the teaching process, prioritizing more productive skills like speaking and writing. However, they fail to recognize that listening is not a passive skill, as it requires complete physical and mental focus from the learners to comprehend and react to the message.

Due to this, listening must be improved in the students since it is a weakness within the group of the fifth year at Juan Pio Montufar School.

1.1.2. Teaching Methodologies

Secondly, it is considered important in this research the influence of Total Physical Response (TPR) in the foreign language acquisition because it lets the students develop the important skill of listening. Puji (2005) mentioned the following: “This method attempts to center attention on encouraging learners to listen and respond to the spoken target language commands of their teachers.”. It means that learners need to follow the same process when they learn their first language. For instance, learners need a period of listening in the process of acquiring the language, to understand and process all the information to later be able to communicate and produce the language. Also, this method lets the students feel comfortable in a peaceful environment where they can have fun, relax at the same time as practicing listening skills.

In addition, a problem that is constantly presented is that teachers are not updated with new and innovative strategies in the teaching process, and this causes students little motivation and a lack of interest in the subject. One example is the lack of knowledge about this innovative method, which differs from the traditional techniques that have been used for years. The problem reflected in this research is that teachers continue with old techniques where students must memorize and repeat the foreign language which produces a disinterest in learning English. Because educators have not implemented these new strategies, students have not yet achieved a high level of English proficiency.

1.1.3. Academic level

Thirdly, the ability to use the English language at the national level is really low in comparison to other countries in Latin America as was reflected in Statista (2022) with the publication of an index of the English Proficiency. The level of it is in a deficient place in Ecuador, this is due to the lack of different and new methodologies that can be applied in the improvement of English language skills. Additionally, at the regional level, this language can mirror diverse realities, as urban areas and private institutions exhibit a higher proficiency in English, owing to the availability of diverse technological resources and the implementation of various methodologies. But on the other hand, in public institutions the deficit in this area is reflected, either due to the lack of teachers or the lack of access to the language, since in certain institutions the students do not have this subject and in rural areas it is a similar reality. At the institution it is important to mention that the level of English is low due to the lack of teachers compared to the high number of students that there are and in the same way the few resources to which they have access.

At the end, it is important to mention that due to all these problems and situations in the face of the English language, this research work is important and transcendental. In addition, this research recommends the use of total physical response to develop listening skills in the process of learning English to give the students a rewarding and exciting adventure in the learning process. This research provides an opportunity to answer the following questions:

- What impact does Total Physical Response have in the learning process to develop listening skills in the students of Fifth Grade at Unidad Educativa Juan Pío Montúfar in Quito?
- Which characteristics of Total Physical Response method are relevant to developing student's listening skills?
- What strategies can be established to implement the Total Physical Response method can be established to improve the academic level of the students in the learning process?

1.2. Objectives

1.2.1. General objective

To integrate the Total Physical Response method in the development of English listening skills in fifth grade students at Ciudad de San Gabriel school in Quito.

1.2.2 Specific objectives

- To establish the characteristics of the Total Physical Response method to develop the listening skills in fifth grade students.
- To diagnose the data collection about the Total Physical Response method in the acquisition of a foreign language.
- To propose the benefits and the strategies of the Total Physical Response method in the development of listening skills through an academic guide.

1.3 Justification (Background and Need)

The purpose of this research is to identify the benefits of the Total Physical Response method in the development of listening skills. While this method has been a useful tool in the teaching process and in the improvement of English skills especially in listening, it is necessary to do this project in order to introduce this method in the educational community because they can discover new and didactic ways to teach and learn. By offering new strategies, students have more interest and energy in the classroom to learn things that catch their attention and lose that fear of practicing the unknown.

1.3.1. Listening Skills

Teaching the four English skills is essential to understanding and speaking this language. For that reason, the students need to practice reading, writing, speaking, and listening. But most of the educators focus only on the first three skills mentioned, and listening skills are considered not important. In this case, this research is necessary to demonstrate to the teachers that this skill requires more time to be practiced in the classrooms and the students need to develop it to acquire the foreign language. Developing listening skills allows the student to develop sub-skills such as vocabulary, pronunciation, and syntax, among others that complement the learning process, since without listening there would be no possibility of communication.

1.3.2. Teaching Methodologies

Also, this project is relevant because of the advantages that it provides, for example the method TPR is a dynamic way of teaching a language using strategies with music, body movements and gestures and all these characteristics are the opposite of the traditional teaching where the students are bored, and they are not motivated to learn. Then, this method generates many expectations from the authorities, teachers, and students and the desire to use these different strategies and try in their teaching process. In addition, this research is useful for teachers because it provides a new teaching method that they can apply in an easy way to obtain better results and, they can encourage their students to learn the English language that provides them with many opportunities and improves their lifestyles.

1.3.3. Academic level

Besides, this research demonstrates the importance of learning English and the opportunities that it gives to the students to improve their quality of life. English is a universal language used in many countries and this opens a lot of chances to study abroad and any subject all over the world. Also, this language can provide more job opportunities in the case that people who can speak English can be hired for a company abroad easily and with this the option of having better salaries.

Another relevant aspect of this project is its contribution to it in the National Development Plan of the country. This research is considered into the second objective because the politics

included in it are education, discrimination, and economy. So, it is about education, in this case objective number two refers to developing the education field and my research refers to an innovative and didactic method that can help to develop the process of learning and teaching in the system of education.

Additionally, this project guarantees an education of quality and inclusive access to it because it is a method in which the teachers teach in a way in which the students have fun and can use their cognitive abilities including all the children with different learning difficulties. The second objective incorporates this element, ensuring equal opportunities and access to education for all students. The second objective of the National Development Plan is to promote an autonomous, learning generator and free education.

To achieve this, this investigation proposes a method that can be implemented simultaneously in various institutions, thereby reinforcing the process of learning a foreign language. The various strategies employed in this method not only motivate students but also create a comfortable environment that fosters English language learning.

This research is significant to the field of education because it provides relevant information about an innovative strategy that can improve the teaching process and more in the teaching of the foreign language such as English since for years it has been reflected that the techniques that are currently used do not contribute to the improvement and reach the appropriate and required knowledge of this language by part of the students. Moreover, in a world where you must always be constantly updating, this research helps teachers to be motivated to know

something new and that in the same way motivates students to learn in a dynamic and creative way.

Also, it is important to establish that with this project there are direct and indirect beneficiaries. On one hand, the direct and short-term beneficiaries are the students and teachers of the institution because this research provides them more knowledge and different options of strategies that they can apply in the learning process and can strengthen the communication in the classroom environment including all the students and avoiding any type of discrimination. On the other hand, the indirect beneficiaries are the authorities and all the members that conform the educational community because this research helps in the education not only in the present but also for future generations that can put into practice this method.

Besides, the long-term benefit of this study is that the level of English in fifth grade students improves and in the same way they develop a skill that has not been given due importance for a long time, such as listening. Because if students do not first learn to listen, they are not able to develop the other productive skills that lead to communication. Therefore, this research provides the necessary resources to increase the sufficiency of the English language and thus obtain the B1 level at the end of high school studies, since they are the objectives established by the national curriculum.

Therefore, it is important to mention what are the limitations that this research can have and with this identification of some possible problems help to strengthen this study. Since most studies face limitations, it is essential to point them out because they show the impact of the

weakness in the research work and with this the research is a more in-depth study of the topic. The principal limitations are lack of previous research studies, limited access to data and time constraints. One limitation is the lack of previous research studies of the topic because these prior studies provide the basis to the literature review that is a key part of this study to determine the scope of existing studies in the language area.

Then, the limited access to data is another limitation due to some restrictions by the ministry of education to carry out research within public institutions, certain permits are required otherwise it cannot be carried out and this limits access to the information in this study. Also, this limitation can interfere with access to the information required by the study group, since when applying surveys, interviews and any other instrument, it is fundamental the permission from the authorities to be able to carry them out.

Finally, it is necessary to highlight the limitation of time constraints because when carrying out research work, time plays an important role in achieving all the proposed goals. Being researchers, it should be considered that the participants are available at a certain time, as in this case, they would be available during the current school year and if it is not reached in that established time, it would already be a great limitation for this research.

CHAPTER II

THEORETICAL FRAMEWORK

This research has the purpose to develop the English listening skills through the integration of the Total Physical Response (TPR) method in fifth grade students in order to progress and put into practice this skill that is as important as the others in learning the English language. Two essential research areas have been considered in this investigation, specifically the Teaching Methodologies and Listening Skill level required according to guidelines from the Ministry of Education of Ecuador.

First, the aspect of Teaching Methodologies in education is essential that teachers consider because over time the different methodologies have evolved and the same traditional strategies of several years ago are not used. Currently, innovative strategies are those that motivate students to want to learn in a unique way and encourage them in the classroom. In this case, the TPR methodology is presented, within which the definition, characteristics, and advantages of this strategy will be specified. In the same way, the roles of both teachers and students using this new educational methodology are detailed. Class strategies used with this methodology is also a topic included in this chapter.

Second, English language skills are known as the four fundamentals that are reading, writing, speaking, and listening. But this research focused on the ability to listen, which represents a difficult skill when learning a new language since it is not given the greatest importance and therefore there is extraordinarily little practice in the classroom. As a consequence, this ability was

considered and its definition, importance, difficulties, and the most relevant strategy within the classroom is detailed.

Third, it is important to highlight the academic level that is required by the Ministry of Education because the students have a profile which they aspire to obtain at the end of their studies and in the same way, teachers must take this aspect into account in order to achieve the objectives set. For this reason, this aspect was taken into account in this research work.

To sum up, this chapter defines the theoretical bases for this research to comply with what is proposed and analyze the problem exposed in this work.

2.1. Theories of Teaching

First of all, during the time there have been different theories and each of them with their relevant aspects and contribution in education. Consequently, teaching is a talent that the teachers develop in each of the classes and that makes a difference in the learning process since the way that each of the strategies are used and applied will be how the student receives all that knowledge. Therefore, it is particularly important that the teacher as a model in the class could be very careful in the way of teaching because it will be the mark he leaves on each of the students for their entire life and promote the motivation in the process of learning. According to Chaudary: “Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed, and knowledge and skills retained.” (CHAUDHARY, 2013)

Education existed many years ago and the way in which it is taught. In the past, there were several traditionalist methodologies in which the main part of the teaching process was the teacher and did not give prominence to who really was, in this case the student. Three principal strategies were used many years ago such as Behaviorism, Cognitivism and Constructivism which are not considered to be right or wrong, but each had an unusual way of teaching. These theories had brought some class strategies in which the students participate in the process of learning and the teacher is a helpful guide. With this in mind, it is presented with a brief description of some of the theories mentioned to have a general idea of how they have transformed and know the most common ones.

2.1.1. Behaviorism

One of the oldest theories is this and evolves the idea that “learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus” (Ertmer & Newby, 2013, p. 48). For example, when teachers tell students that they will get an extra point on the test if they have good behavior all week. This is a way to reward students or give encouragement to get the expected result. Additionally, this theory states that students learn through environmental stimuli, and it is not considered that learning is produced by something innate in the person. Using this methodology in the classroom, the teacher is the person who leads the class, and the students are the receptors of the knowledge who only must pay attention, listen to the educator and memorize the information.

2.1.2. Cognitivism

The learning theory of Cognitivism is reflected in “the primary emphasis is placed on how knowledge is acquired, processed, stored, retrieved, and activated by the learner during the different phases of the learning process” (Yilmaz, 2011, p. 205). This theory shows how important the process is in which the student can apply the process of thinking in order to learn something. Namely, learners are motivated with interactive resources to think and propose a solution for a problem. These resources can be mind maps, brainstorming, questions, etc., which allows the student to think and use their present knowledge or experiences to solve problems and in this way the learner plays a more important role in the learning process. Also, according to this theory students’ participation in the learning development is stressed and they are not seen as an empty glass that must be filled with knowledge, but the student plays a more participative and active role in the learning experience.

2.1.3. Constructivism

Constructivism is focused on the idea that, “Constructivism is a learning theory which holds that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer, 2005)”. Contrary to the other theories, within this the student plays an active role in which he is the builder of his own learning, and the teacher is only a facilitator rather than an active participant. Students can work alone, in groups or with partners to analyze and create their knowledge.

Furthermore, (Bereiter, 1994) mentioned that Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When it comes across new information, it is necessary to integrate it with what it is already known, which may lead us to adjust the beliefs or dismiss the new information as unimportant. Ultimately, the students play an active role in shaping their own understanding. To do this, it's essential to ask questions, explore, and critically evaluate what it is known. In the classroom, the constructivist approach to learning can inspire a variety of teaching strategies.

2.2. Teaching Methods and Approaches

At present, students demand new and innovative strategies in education since they have new needs and problems in their day to day. It is established as “ Innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom (Thompson, 2023)”. As it was mentioned, learners need innovative ideas to face their real problems and what better than doing it from the classroom in real context. So, teachers must innovate in their strategies, create new techniques, or improve existing ones to make students feel in a comfortable and suitable environment for learning.

Furthermore, it is mentioned that teaching methods and approaches have evolved over time to implement in the classrooms with the goal of achieving better outcomes by improving the learning environment and boosting student motivation. It is important to emphasize that Approach is a way of thinking and working in a set of direction so as to accomplish certain goals. Approach

is a theory about conceptual learning. (Kolluri, 2020). In contrast to this idea we have that a Method is a target plan or set of orderly procures that are based on a credible approach. It reveals what needs to be done in a systematic way and how to focus on achieving those goals. (Kolluri, 2020). The distinction between the concepts of method and approach is subtle and delicate. For this aspect in the following Table 1 will explain some of them, highlighting key characteristics and references.

Table 1.

A brief overview of historically significant methods and approaches.

Method / Approach	Founder	Principal Characteristic	Students' Role	Teacher's Role
Grammar Translation	Karl Plotz	Teaching grammatical rules and vocabulary through the native language, following a deductive approach.	Passive	Active
Audiolingual Method	Charles Carpenter Fries	Emphasis on practicing grammar and pronunciation through drills.	Imitates teacher's instructions	Controls student behavior
Suggestopedia	Georgi Lozanov	Creating an engaging environment to encourage language learning.	Learns through interaction in a relaxed setting	Establishes a comfortable atmosphere

Natural Approach	Stephen Krashen / Tracy Terrell	Language development mimicked through communication and exposure to natural language.	Active participant	Guide
Total Physical Response	James Asher	Uses physical actions, gestures, and spoken vocabulary for teaching.	Listener and performer	Active guide
Flipped Classroom	Jonathan Bergmann / Aaron Sams	Shifting from group instruction to individual learning environments for direct instruction.	Active role in managing their own learning	Facilitator
Gamification	Deterding S., Dixon D., Khaled R., Nacke L.	Integrates game mechanics and strategies to enhance learning and problem-solving skills.	Engages actively, uses imagination	Game selector and guide
Communicate Language Teaching	Noam Chomsky	Focuses on learning through communication and interaction.	Engages in conversations with peers	Facilitator

Source: Larsen-Freeman, Anderson (2013). Miller (2013). Bolen (2014). Roles in a Flipped Classroom: Teachers & Students (2017)

Author: Torres, V (2024)

This research will investigate one methodology named in the chart before achieving its objectives. The Total Physical Respond Method will be outlined as the main approach and foundational element of the research.

2.3. Total Physical Respond Method

2.3.1. Definition

Using the TPR method to teach English to children is fun and engaging. It requires minimal preparation and materials, making it highly effective for teenagers and young learners. This approach is especially suitable for kinesthetic learners, allowing them to be active in class. It helps students remember words and phrases more effectively and is also effective in mixed-ability classes (Sophaktra, 2009). Additionally, (Maroto) state that it helps students improve their pronunciation and retain what they've learned over time.

According to (Evan, 2011), the concept of "Total Physical Response" (TPR) was introduced by Asher, a professor emeritus of psychology at San José State University, after observing how children naturally acquire their first language by physically responding to speech, particularly through commands. Asher developed TPR after questioning why learning a second language is often so difficult when learning a first language is much easier (Kennedy, 2000).

As a main idea about it, it is said that the Total Physical Response (TPR) Methodology is a language teaching approach created by Dr. James Asher in the 1960s. It is grounded in the belief that incorporating physical movement into language learning can strengthen the connection between language input and action, thereby improving the learning process.

2.3.2. Characteristics of TPR

This methodology has been highly relevant in the process of learning a second language, particularly for children, as it provides teaching techniques in a natural way that helps the student understand the language before applying it in practice. To further explore this, it is important to mention the characteristics of this methodology, which according to (Botirova Gulsanam, 2021) this method, focused on two characteristics of first language acquisition. On one hand, the child gets a vast amount of comprehensible input before beginning to speak. Young children comprehend language which is far more than their ability to produce. And on the other hand, there is a lot of physical manipulation and action language accompanying early input. Throw the ball to Rudi', put your arm through here', etc. This action language encouraging physical manipulation, is couched in the imperative.

Based on the above description, students focus on understanding language input before attempting to produce verbal language. They acquire knowledge through physical movements or actions. To facilitate this process, it is essential that the teacher refrain from introducing abstract words at the outset. These can be introduced later, once students have developed a sufficient level of comprehension in the target language.

Additionally, to these characteristics it is relevant to mention other important ones that take a fundamental role in the learning process such as employing physical actions or gestures to support language acquisition, students react to verbal instructions through physical movements, which aids in internalizing the meaning of words and phrases. To continue, in the initial stages of

learning, TPR emphasizes understanding rather than speaking. Students focus on listening to and responding to commands or instructions before being required to verbalize the language. And to conclude, this methodology offers a stress-free environment because it emphasizes understanding rather than speaking. Students focus on listening to and responding to commands or instructions before being required to verbalize the language.

2.3.3. Teachers and students' roles in TPR

When implementing the Total Physical Response methodology in the classroom, both the teacher and the students have specific roles that contribute to the effectiveness of this approach. These roles are fundamental in the development of the learning process, especially for listening skills development. In this method, the teacher and the students interact in a different way from traditional methods since TPR provides a stress-free environment where learners feel comfortable to participate. The following sections detail the principal functions that teachers and students perform within the TPR methodology to achieve successful language acquisition.

- **Teachers' role**

(Botirova Gulsanam, 2021) mentioned that when TPR is applied in the classroom, a teacher is required to provide a model. The model has three vital features: 1) grasping the spoken language must come prior to speaking, 2) comprehension is developed through body movement, and 3) the period of listening period helps a learner to be ready to speak. Such a model does not force the learner to speak.

In addition to this, Majidova referred that the roles of teachers in TPR activities are to first instill confidence and fun in order to keep the stress-free environment in the classroom. You will be responsible for building your students' cognitive maps during the TPR activity. (Yuldasheva, 2017)

- **Students' role**

The main role of students in a TPR context is to be listeners and performers. Students should give a physical representation to verbal commands given by the teacher and they are encouraged to respond individually and collectively (Richards, 1986). Additionally, students are expected to recognize and react to new commands that incorporate previously learned items. For example, the teacher may give instructions like, "Walk to the table!" or "Sit down on the chair!" The students are already familiar with these commands, as they have been used in prior lessons, and the students have previously responded to them.

In addition, they are encouraged to speak when they are ready to do it as soon as they have internalized enough structures of the target language (Richards, 1986). At that point, when students are ready to speak there will be role reversal with individual students directing the other students and teachers (Larsen, 2000).

2.3.4. Advantages of TPR

The primary challenge for every educator is to ensure that their students enjoy their classes and remain motivated to learn. To achieve this, teachers continuously seek effective pedagogical strategies that allow them to capture students' attention in an innovative and engaging manner,

especially when teaching children, which presents an even greater challenge. In this context, the strategy examined in this research is **Total Physical Response (TPR)**, which offers various advantages in the process of teaching a foreign language. This methodology facilitates the achievement of established learning objectives, enabling the attainment of the expected outcomes at the end of each class session.

The advantages of using Total Physical Response in English teaching and learning activities: (1) is fun, so many children enjoy participating this type of teaching and learning process, (2) can help the students remember English words and expressions, (3) can be applied in large and small class, (4) is not only appropriate for young learners but also adult learners, (5) is suitable for active students in class (Rokhayati, 2017).

There are a variety of advantages of this method due to its efficacy and other advantages that the author (Putri, 2016) mentioned are:

- It is fun and easy.
- It does not require a great deal of preparation on the part of the teacher.
- It is a good tool for learning vocabulary.
- Class size does not need to be a problem.
- There is no age barrier.
- It is good for kinaesthetic learners.

To sum up, the advantages mentioned reflect that Total Physical Response is an engaging and effective method for teaching young learners, as it involves the direct execution of commands

through physical movement. This approach is particularly well-suited for children, as it aligns with their natural learning tendencies. This method TPR is especially beneficial for students with a kinesthetic learning style, as it allows them to acquire language through active participation. Additionally, this method requires minimal preparation on the part of the teacher, making it a practical instructional strategy. TPR is particularly effective in developing listening and speaking skills, as well as enhancing students' vocabulary acquisition.

2.3.5. Classroom Strategies

The Total Physical Response method provides several classroom strategies for teachers to apply in their teaching process. These strategies are fundamental when implementing TPR because they offer a variety of ways to teach English in a natural and effective manner. Additionally, these strategies are accessible and dynamic for both teachers and students, creating a comfortable environment for learning. In the same way, TPR strategies are especially effective for listening skill development as they provide comprehensible input through actions that reinforce understanding. The following strategies represent the most common and effective applications of the TPR methodology in language classrooms.

- **Imperative Drills**

One of the most employed activities in TPR involves the use of imperative drills or commands, where students physically respond to demonstrate their comprehension. In this approach, the teacher integrates imperative drills into the lesson, introducing new vocabulary by utilizing real objects or incorporating body movements (Nuraeni, 2019). Furthermore, TPR can be

effectively implemented beyond the classroom setting, allowing educators to engage students in dynamic, action-based learning through commands such as "run to the goal," "jump up and down," "throw the ball," or "wash hands."

- **Listen and Do**

Another key strategy in Total Physical Response (TPR) is the "**Listen and do**" **Approach**, which involves action-based activities where students respond to auditory commands through physical movements. These activities include tasks such as "listen and point," "listen and touch," "listen and write," "listen and draw," and "listen and pick up," with instructions varying in complexity and incorporating both simple and advanced vocabulary. Through the introduction of new commands, educators can gradually integrate more complex grammatical structures, including nouns, adjectives, verbs, and adverbs. For example, instructions such as "point to the door," "point to the desk," or "point to the chair" help reinforce language comprehension (Sulaiman & Harrasi, 2013).

According to (Larsen-Freeman, 2000), TPR-based language instruction follows a progression in which commands are introduced systematically and repeated until they become internalized in the learner's memory. In subsequent stages of TPR, students are expected to hear and respond to commands physically without requiring the teacher to model the action.

- **Realia in teaching with TPR**

According to (Bawa & Imam,, 2020), realia refer to real, tangible objects that hold intrinsic interest and significance within the teaching and learning process. The term realia is used to describe concrete materials utilized in the classroom to establish connections with newly introduced vocabulary, encouraging students to engage actively and construct their own understanding. Similarly, (Patau, 2017) highlights those realia serves as a valuable visual aid in English language instruction, as it enables teachers to introduce concepts, ideas, grammar, and vocabulary in a more interactive manner.

Furthermore, realia encompass a wide range of physical objects, including plants, animals, everyday items, water, sand, and school supplies. Its integration into the classroom setting serves multiple pedagogical functions, such as (1) making teacher instructions more engaging, (2) fostering a dynamic and interactive learning environment, and (3) enhancing the overall quality of the learning experience (Harmer, 2017).

- **Gestures and actions with TPR**

The emergence of Total Physical Response (TPR) as an educational methodology in the 1970s introduced the integration of actions and gestures as essential components of the teaching process. For example, when teaching the verb "to drink," an instructor may physically demonstrate the action, either by mimicking the motion without a glass or by forming the letter "C" with their hand to symbolize holding a cup (Macedonia & Kriegstein, 2012). In subsequent decades,

particularly during the 1980s and 1990s, gestures gained further prominence in foreign language instruction, often being incorporated into lessons featuring dramatic and theatrical elements.

Research by (Macedonia & Knösche, 2011) highlights the effectiveness of gestures in vocabulary acquisition, emphasizing that physical movement enhances retention and significantly delays forgetting, an advantage not observed in purely verbal instruction. Additionally, (Carels, 2008) proposed an alternative approach in which learners, rather than teachers, develop their own gestures as a memory support strategy. This method involves a two-step process where the teacher narrates, reads, or provides complex instructions, while students repeat the text and engage in pantomime to reinforce their understanding and expand their vocabulary.

- **TPR Storytelling**

Based on the work of Nuraeningsih & Rusiana, TPR storytelling is a method of teaching young learners by telling stories through gestures, image pictures, drawings, etc as a means of providing comprehensible input. It is used ideally to develop a comprehension base and to inspire confidence and motivation in students. It is expected that the students will be highly motivated by listening and acting out the story and subconsciously influence their vocabulary mastery (Nuraeningsih & Rusiana, 2016). TPR Storytelling is an exceptionally effective method for teaching foreign languages, as it integrates movement, storytelling, and reading to foster an immersive learning environment. This approach makes language acquisition engaging, memorable, and natural, especially for beginners and young learners.

Additionally, it is relevant to show the difference between the traditional TPR method with the TPRS that is reflected in the following chart.

Table 2.

TPR Storytelling Different from Traditional TPR

Feature	TPR (Total Physical Response)	TPRS (TPR Storytelling)
Focus	Commands and actions	Storytelling and Reading
Method	Students physically respond to teacher commands	Students listen to, read, and interact with stories
Skills Developed	Listening comprehension	Listening, speaking, reading, and writing
Level of Interaction	Teacher gives commands, students act	Teacher co-creates stories with students

Source: (Nuraeningsih & Rusiana, 2016)

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2.4. Academic Level

2.4.1. Required Academic Level in Ecuador

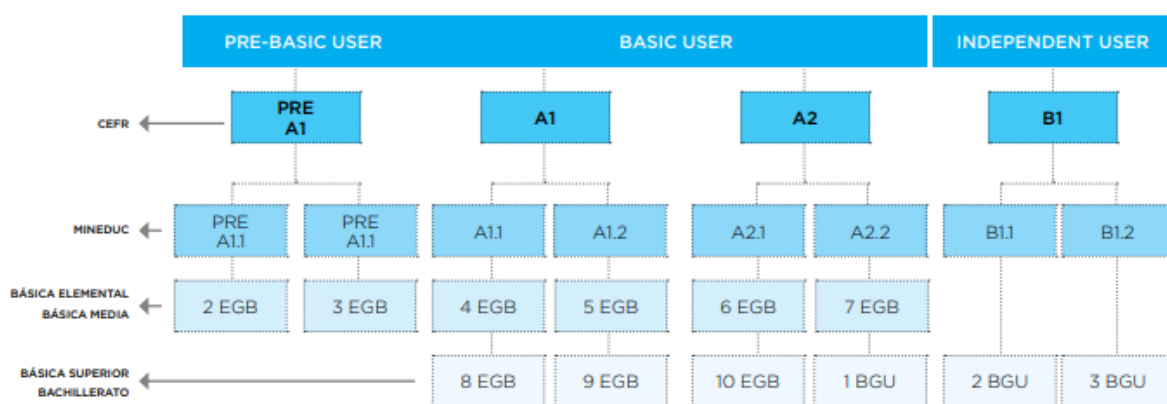
The English language has long become an essential component within the field of education, as it provides students with the opportunity to open doors abroad, whether in academic or professional contexts. Consequently, English language instruction is considered a mandatory requirement in all educational institutions, both public and private. In order for students to attain an adequate proficiency level in this language, the Ministry of Education determines the required standard. Consequently, it stipulates that the Ecuadorian High School Exit Profile aims to prepare

Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills (Ministerio de Educación, 2016).

The subsequent table, *Levels of Proficiency: Branching Approach*, outlines the expected English proficiency levels for students in both EGB and BGU.

Figure 1.

Levels of Proficiency: Branching Approach.



Source: (Ministerio de Educación, 2016)

According to this information when the students finished their scholar trajectory, they need a B1 level of English Proficiency in order to accomplish an independent user level of the language. Acquiring a foreign language enhances learners' global awareness, fostering their development as socially responsible and globally conscious individuals.

The EFL curriculum incorporates CLIL as a method for acquiring and engaging with English in a genuine and meaningful environment. Therefore, the emphasis is placed on language and its practical use rather than on content knowledge. In both Educación General Básica (EGB)

and Bachillerato General Unificado (BGU), the English Language Teaching (ELT) curriculum is structured into five key sections, or threads: (1) Communication and Cultural Awareness, (2) Oral Communication (Listening and Speaking), (3) Reading, (4) Writing, and (5) Language through the Arts (Ministerio de Educación, 2016). Each of these threads is further subdivided into specific subcategories, as illustrated in the following table.

Table 3.

Critical thinking skills, curricular threads and sub-threads.

4Cs	Curricular Threads	Sub - Threads
Culture	Communication and Cultural Awareness	Intercultural Awareness and Identity Social Competence and Values
	Oral Communication	Listening Skills Spoken Production Spoken Interaction
Cognition	Reading	Literacy-rich Environment
		Reading Comprehension
		Use of Resources & Study Skills
		Cross-curricular Content
Content	Writing	Initial Literacy
		Text Production

Language through the Arts	Literary Texts in Context
	Creative Writing
	Creative Thinking Skills

Source: (Ministerio de Educación, 2016)

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2.4.2. Importance of English in Ecuador

English plays a fundamental role in Ecuador’s academic, professional, and economic advancement. As an international language, it grants students access to global educational materials, scholarship opportunities, and exchange programs. In the professional sphere, English proficiency significantly enhances employability, particularly in industries such as tourism, commerce, and technology. Moreover, it facilitates communication with international stakeholders, fostering economic growth through trade and entrepreneurship. Given that the digital landscape including academic research, entertainment, and social media is predominantly

English based, mastering the language has become an essential competency. Government initiatives highlight its significance within the national education system, equipping students for the demands of an increasingly interconnected world. Consequently, English proficiency serves as a crucial driver of Ecuador’s development and global engagement. Ecuador is a country where the learning of English has not been seen as an important matter because it was part of the high level of education for people with a high status in the society. However, this point of view has changed, to know English offers many advantages in the academic and work field. This change of

mind is the result of an evolution process in the history of English Language Teaching in Ecuador (Muñoz y otros, 2018).

Adding to this information (Sevy-Biloon y otros, 2020) established that in Ecuador, English assembly educational policy makers as an important tool to move forward in the global world in many different aspects and areas and this is shown in the new planning in the *Curriculo lengua extranjera* (2016), which is the new language curriculum in the country.

2.5. English Language Four Skills

Linguistic abilities refer to actions that individuals can perform with ease, either manifesting physically as a response to stimuli or cognitively as part of an intellectual learning process. English, as a complex skill, encompasses four fundamental sub-skills, commonly referred to as macro-skills, within both learning and teaching contexts (Saleem, 2021). These macro-skills—writing, speaking, listening, and reading—are classified into two distinct categories: receptive and productive skills.

Receptive skills, which include listening and reading, involve a passive process where learners receive and internalize information during a silent period. In contrast, productive skills, such as speaking and writing, require active engagement, prompting learners to generate responses through verbal expression or symbolic representation (Banditvilai, 2016). Additionally, English language skills are natural abilities that are present from birth but are enhanced by each individual through psychomotor domain and differ from subject-based content (Husain, 2015).

2.5.1. Productive Skills – Speaking and Writing

Productive skills, which include speaking and writing, require learners to actively generate language, distinguishing them from the receptive skills of listening and reading (British Council, n.d.). These skills, often referred to as active skills, serve as visible indicators of language acquisition. The ability to articulate thoughts clearly through speech and writing is essential, as it reflects a learner's linguistic development. Consequently, the more evidence available of a learner's improving linguistic structure, the more coherent and appropriate their spoken or written language becomes (Rhalmi, 2021). These two skills are fundamental to the advancement of knowledge at all stages of learning, as proficient second-language users recognize the close relationship between speaking and writing.

Although productive skills are ideally performed with accuracy and supported by a strong command of linguistic structures, educators must acknowledge that these skills can still be effectively demonstrated even when learners do not fully acquire grammatical rules, particularly at introductory levels. Despite potential grammatical inaccuracies, students can still successfully communicate meaning and express their ideas.

2.5.2. Receptive Skills – Reading and Listening

Receptive skills, including reading and listening, are fundamental to language acquisition, as they allow for the establishment of clear and measurable learning objectives during practice activities. Moreover, individuals who engage actively in listening and reading can enhance their

receptive abilities through consistent practice (Sreena & Ilankumaran, 2018). Effective listening requires concentration and attentiveness, while reading necessitates a thorough and analytical approach for gradual improvement. The development of listening receptivity, in particular, relies on four key factors: enhancing focus, utilizing language skills, engaging in social and interactive activities, and incorporating creative exercises (Lee & Lyster , 2016).

Additionally, receptivity is an inherent human trait present from birth, as individuals begin to process sensory impressions early in life. However, to refine this ability, it must be complemented by other cognitive and linguistic skills (Sheth, 2015). In essence, receptive skills involve processes in which learners do not actively produce language but instead receive and analyze linguistic input, making these skills inherently passive. In the early stages of language learning, children first develop receptive skills to distinguish linguistic elements before progressing to productive skills (Hall & Reidies, 2021). As noted by (Fadwa, 2010), receptive skills are characterized by learners deriving meaning from auditory or visual input, facilitating comprehension and overall language acquisition.

2.5.3. Listening Skill

Initially, English is a very important subject in the education of the students because this language will give a lot of chances to know the world, for that it is fundamental to find the best methods to develop the skills that include this universal language, and the students can be motivated and interested in. Also, at the moment that the students learn English, they will open the opportunities to learn other languages because the English develops and practices skills that you did not have before. For these reasons, it is important to show the scientific part of some

fundamental aspects for this research about the information of the different fields that are considered to develop the current investigation.

The topics are going to be about the listening skills which within the learning process are not considered as important as the other skills. Also, teaching methodologies will be discussed, and the Total Physical Response methodology will be emphasized with its strategies and advantages. Finally, it will be mentioned about the English academic level in Ecuador and what is the level required for the learners and the end of their studies.

2.5.3.1. Definition

Meanwhile, it will start with the information about listening skills. This ability is as important as the other ones because all of them complement the process of learning and producing the language. Also, it can be considered more important than the others due to the listening skills are fundamental to getting the information, understanding the oral or written message and develop the necessary knowledge to produce and learn a language. Listening is a receptive skill and one definition of it was referred as: “Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis.” (Nordquist, 2019), so there is the idea about how important this skill is because it lets to receive the message, then process it and finally understand the language.

Another definition established is Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another point of view. It requires a high level of concentration and energy (Tyagi, 2013, p. 1).

As is mentioned, this skill is fundamental for all people because it is necessary to have effective communication and show to another person that is paying attention to his feelings, thoughts and what he wants to transmit. Also, if people train this skill, they will understand the message easily and become a better communicator who can reduce misunderstandings and give the message clearly. It is possible to mention that it is necessary to develop this skill in the process of learning because when the learners listen to the teachers, they will understand the instructions and the activities they must do in the class. Likewise, another author established the listening skill as the average person spends 45-75% of their waking time listening rather than talking. Since we do listen more than we talk, it is important for our success as communicators to focus as much on the listening process as it does the verbal or nonverbal processes of communication (Boyenga, 2013, p. 1).

Considering this aspect, it is relevant that the skill of listening forms a large percentage of the activities that people carry out daily and for this reason it is necessary to develop and give it the importance that it requires since for example all the concentration and effort of each person must produce the language. As reflected, it is necessary to use appropriate strategies to develop

and strengthen listening skills because it is part of our daily life activities. For instance, when children start to learn speaking, they have gone through a process in which they listened to their mother or father, and from there after this period they developed the ability to listen, they were able to speak and communicate in such a way that listening is essential in every human being.

Equally important is the following definition Listening is not just hearing. It is an active process that may begin even before the first speech signal is recognized, and it may go on long after the input or spoken information has stopped. Meaning cannot be simply extracted from the sound signals, and understanding is the result of active construction occurring at all levels of text (sounds, grammar, lexis, and discourse structure) and context (the topic, the participants, the communication purpose, and the place or setting for the interaction) (Goh, 2012, p.73).

Besides, one crucial point reflected is that listening is a complex skill and process because it requires that the person pays attention to the information received to give an appropriate response and this reflects that listening is the key to effective communication. In the same way, an appropriate response must be given, and the speaker must be made aware that the message has been received correctly and that he or she can respond to the message and being able to establish a conversation. Also, developing this ability not only involves the physical part but also the brain, since listening uses different senses and is a conscious process that people carry out and, in this way, improves interpersonal communication.

2.5.3.2. Listening Sub-skills

As it is shown there are four principal skills that are reading, writing, listening, and speaking and these skills are divided into sub-skills which provide the learners with more specific characteristics that allow an effective development of the principal skills. Moreover, the definition of sub-skills is shown according to these authors:

“Sub-skills are as the building blocks for the main skills of learning and mastering a language. It means that for a learner to master a language, ELT textbooks developers need to contextualize them all for the language learners to be successful learners. This means that the sub-skills of vocabulary, grammar and pronunciation help learners to not only understand a language but enable them to be able to communicate with others as well.”
(Katawazai, Haidari, Sandaran, 2019, p.2)

Additionally, to the previous information, it is important to pay attention to the sub-skills because they provide us with supportive help and reinforce the skills that in this case is listening. According to Cambridge, the sub-skills that complement this skill are divided into the following categories: listening for detail, deducing meaning, intensive listening, listening for gist, inferring attitude, and predicting.

Table 4.

Listening Subskills.

Main skill	Subskill	
Reading	Listening/reading for detail Deducing meaning from context Note-taking Skimming Proofreading Editing	Listening/reading for gist, global understanding Inferring attitude, feeling, mood Predicting Scanning
Listening	Listening/reading for detail Deducing meaning from context Intensive listening/reading Listening/reading for gist, global understanding Inferring attitude, feeling, mood Predicting	
Speaking	Inferring attitude, feeling, mood Using interactive strategies Summarising Paraphrasing	
Writing	Proofreading Editing Summarising Paraphrasing	

Source: Cambridge English (2009)

Besides this information one of the listening sub-skills is listening for detail which involves paying attention very closely to some specific information, for example it could be a name, a number or a place. The extra information is not going to be relevant for the listener because it does not include the part that is needed. After, it is important to consider the subskill of deducing meaning from context that is the process of grasping the meaning of a word, phrase, or sentence by considering the context of surrounding words, sentences, or situational clues. Another relevant subskill is intensive listening in which it involves concentrating on specific words and paying attention to the subtleties of intonation or other variations in a speaker's delivery.

Furthermore, (Pearson, 2022) refers to “Listening for ‘gist’ will allow you to understand the general meaning of a text quickly. When someone is talking, listen in a general way and think about what the speaker is trying to communicate and how they might feel about the topic based on

their tone of voice. It is important to highlight that this subskill is necessary to develop in relation to the other ones in which they complement each other. To continue, the skill of predicting entails anticipating what is expected to happen in the future. Predictions should rely on a student's previous comprehension, experiences, observations, and findings.

2.5.4. Listening Strategies

Listening strategies are generally associated with the exploration of unfamiliar elements, as well as the cognitive and behavioral traits essential for the development of L2 listening proficiency (Córdoba & Rangel, 2018). According to Siegel (2015), these strategies encompass processes designed to regulate cognitive, behavioral, and perceptual actions to facilitate effective listening. Similarly, listening strategies exhibit an automatic nature, resembling those utilized in language acquisition, where the comprehension process involves complex mental operations. The application of these strategies is grounded in research on L2 learning strategies, which emphasize attentive listening to diverse linguistic inputs and the efficient processing of information. Moreover, listening strategies play a crucial role in guiding listeners on how to approach auditory input and determine which information should be retained for comprehension and further linguistic development (Cross, 2016).

Listening strategies encompass the listener's capacity to identify and analyze various characteristics of spoken language (Bengehya, 2021). Additionally, when effectively implemented by educators, these strategies contribute to the enhancement of EFL learners' listening proficiency (Heredia, 2018). Consequently, listening strategies should be structured

according to the listening process, which involves distinct listening comprehension activities tailored to each stage of development. These strategies are generally classified into six key domains: recalling, examining, probing, reflecting, delaying, and recording.

The recalling domain includes strategies such as paraphrasing, reviewing, and word association, whereas examining involves techniques like connecting and predicting ideas. Furthermore, probing consists of strategies such as problem analysis and language conferencing. Reflecting emphasizes repetition, while recording prioritizes notetaking, where responses are documented in written rather than spoken form (Nix, 2016).

According to Gilakjani and Sabouri (2016), listening strategies can be categorized into three key domains: cognitive, metacognitive, and socio affective. The cognitive domain involves the collection and processing of information by learners, enabling them to analyze and retain auditory input. The metacognitive domain, on the other hand, refers to the listener's capacity to interpret the central idea or purpose of a message, thereby fostering a deeper level of comprehension. Lastly, the socio-affective domain focuses on the application of specific techniques that assist learners in enhancing their ability to recognize and retain information more effectively (Gelderen, 2014).

2.5.5. Listening Stages

In language instruction, it is essential for educators to prioritize language input (listening) over language production (speaking) in the initial stages of teaching the target language. Young learners often encounter challenges in distinguishing sounds in a foreign language, a difficulty further exacerbated by the limited implementation of listening comprehension activities in the classroom, resulting in the underdevelopment of this skill (Field, 1998).

As stated by Smith (1975), proficient listeners tend to communicate with greater accuracy and precision than less proficient listeners, as they possess a broader vocabulary. Listening, therefore, constitutes a fundamental component of the communication process, allowing children to acquire a significant amount of information throughout their learning experience. This process is structured into three distinct stages: pre-listening, while-listening, and post-listening, each of which contributes to the development of effective listening skills.

- **Pre-Listening Stage**

The development of listening comprehension activities typically begins with preliminary instruction related to the context or content of the listening material. At this stage, educators introduce key vocabulary relevant to the text, followed by a structured listening activity, usually conducted twice, during which students respond to comprehension questions (Chalak et al., 2019). The pre-listening stage serves as a preparatory and warm-up phase, functioning as an introduction

to the overall process of listening comprehension. As Bonk (2012) describes, this initial stage involves "preparatory work," where teachers guide students in approaching the upcoming listening task strategically. Consequently, pre-listening activities play a crucial role in fostering student motivation and enhancing their ability to comprehend auditory input in a second language (CHANG & Read, 2012).

- **While-Listening Stage**

The while-listening stage constitutes the core of the listening comprehension process, during which students actively engage with the auditory material. As noted by Saraswaty (2018), this phase requires students to enhance their level of challenge and motivation in order to identify key information from the listening text. At this stage, the teacher primarily assumes the role of a facilitator, monitoring students' comprehension and employing two key strategies: the **top-down approach**, which aids learners in grasping the overall meaning of the text, and the **bottom-up approach**, which focuses on developing intensive listening skills (Bao, 2024).

Prior to conducting the listening activity, the teacher previews the content, ensuring its suitability, and later collaborates with students to analyze their responses during the post-listening phase. To maximize effectiveness, the activities implemented in this stage should be engaging and stimulating, encouraging students' curiosity and active participation (Gökhan, 2015).

- **Post-Listening Stage**

The post-listening stage serves as the phase in which students consolidate their comprehension and reinforce the knowledge acquired from the listening activity. Commonly referred to as the **summary stage**, this phase encourages learners to reactivate their listening skills by recalling and summarizing key points from the while-listening stage (Hue, 2019). At this stage, educators can implement various strategies to enhance student engagement, such as facilitating discussions to reinforce learning and retention. As Underwood (1989) suggests, teachers can highlight specific linguistic elements from the listening text, including pronunciation, grammatical structures, punctuation, intonation, and vocabulary, particularly focusing on areas that posed challenges during the activity. Furthermore, summarization plays a crucial role in this stage, as it allows students to assimilate newly acquired linguistic knowledge, strengthening their ability to apply it in future listening tasks (Jiang, 2009).

LEGAL FRAMEWORK

The foundation for this study is established in the Constitution of the Republic of Ecuador, specifically within Chapter Two, Section Five on Education, as outlined in Articles 26 and 27. This was further defined by the Ministry of Education in Agreement No. 0052-14, 2014.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

The articles discussed earlier are connected to the Total Physical Response Method, which is a comprehensive approach designed to teach a foreign language while preserving students' personalities and incorporating emotional content to make the learning experience more

meaningful. This method is employed in this research project to improve English listening skills among fifth-grade students at Juan Pío Montufar School.

Additionally, this research topic makes a remarkable contribution, and it is aligned within the lines of research established by UTN, precisely the one related to the “DEVELOPMENT OF ENGLISH COMMUNICATION SKILLS”. It is well aligned with the National Development Plan, in which objective 2 is “To promote an inclusive and quality education system at all levels and boost the orange economy” (National Development Plan, 2021-2025). So, promoting inclusive and high-quality education can be achieved through effective English language learning. For educators, it's crucial to implement suitable strategies that help students acquire English. This will enable them to maintain professional standards in their careers and distinguish themselves, which, in turn, contributes to the overall enhancement of our financial resources.

CHAPTER III

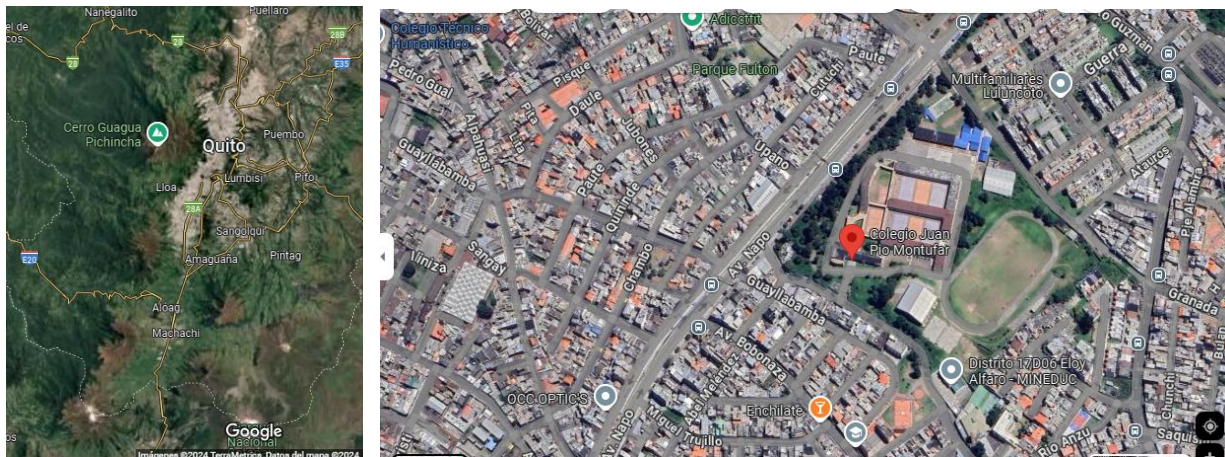
METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

The present investigation was carried out at Juan Pio Montufar School in the South of Quito. This school is located on Napo Av. and Cardenas Street. This is a well-known educational institution and has been educating students for many years. Juan Pio Montufar National School was created during the government of President Carlos Arroyo del Río on December 26, 1941, and inaugurated on October 20, 1942, when Abelardo Montalvo was Minister of Education. The school is in Chimbacalle, in the Ciudadela México neighborhood, which is a working-class area featuring pharmacies, shops, hospitals, and many essential places within this sector and a map is included to get a better understanding of it.

Figure 2.

Location of Juan Pio Montufar School



Source: Picture taken from Google Maps

In this institution, there are students of low and medium economic level, and the group considered for this research consists of fifth grade students in the morning section. The total number of students in the institution is 3850 students and 150 teachers across school and high school levels. The student population consists of girls and boys between the ages of 6 and 17 years. The students studied the English language for three academic hours of 40 minutes each one per week, assigned by the Ministry of Education. Additionally, in the Curriculum (2016), it was established what the level required is:

By the time learners have entered the sublevel EBG Media, they should already have a good foundation for subsequent language learning. In this sublevel, they will be expected to continue the skills they have been working on, such as asking and answering questions on familiar subjects, or reading and listening for main ideas. As they progress to an A2.2 level, tasks can become more cognitively and linguistically challenging. Meanwhile, learners will be embarking on the road to more effective self-expression in English, while continuing down the path that has been established in the sublevel EGB Elemental (Ecuadorian English Curriculum, 2016).

3.2. Research Approach/ Type of Research

In this investigation the research approach considered was Mixed Method. Shorten and Smith (2017) defined Mixed methods research requires a purposeful mixing of methods in data collection, data analysis, and interpretation of the evidence. The key word is ‘mixed’, as an essential step in the mixed methods approach is data linkage, or integration at an appropriate stage in the research process. This method was important because of the multiple advantages that it offers, for example, it can be used the two forms of research can be used in the data collection

rather just one. Another definition was by Azorin (2016) “Mixed methods research is the combination and integration of qualitative and quantitative methods in the same study. Although researchers have combined qualitative and quantitative data for many years, current conceptualizations of mixed methods research did not emerge until the 1980s”.

This research also has a descriptive design because it describes the characteristics of the variables which are not manipulated in the analysis of the results. According to Mc Combes (2019) Descriptive research is usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. The research design should be carefully developed to ensure that the results are valid and reliable. Additionally, field research is defined by (G.BURGESS, 2006): “Fieldwork is synonymous with the collection of data using observational methods. However, for sociologists the term is also used to refer to the collection of data using a social survey (cf. Srinivas, 1966, p. 156; Moser and Kalton, 1971)”. Also, the investigation was in a natural environment where the data collection was trustworthy.

3.2.1 Instruments to be Used

For collecting quantitative data, a survey was used as a technique. Formplus (2018) mentioned A survey method is a process, tool, or technique that you can use to gather information in research by asking questions to a predefined group of people. Typically, it facilitates the exchange of information between the research participants and the person or organization carrying out the research. The survey was structured with closed-ended questions of 9 questions that the students answered in a Google Forms that the link was given to them to complete the questionnaire.

The instrument used was the questionnaire that was a very useful tool for collecting information from the students.

Conversely, the qualitative tools employed in this research included semi-structured interviews with instructors teaching at intermediate levels. According to Pollock (2019), this interview style involves the interviewer posing a limited number of predefined questions, while allowing for unplanned inquiries as needed. This tool enables the researcher to ask predetermined questions but also encourages follow-up questions during the interview to gain a deeper understanding of the necessary information. The interview technique was used with the teacher at the school to gather the information of this research. The interview consisted of 7 open-ended questions in which the teachers shared important aspects about his methodologies applied in class to continue with this investigation.

Together, these tools facilitated the analysis and interpretation of data, as well as the assessment of the TPR strategies implemented at Juan Pio Montufar School. This aimed to enhance students' listening skills, which corresponds with the specific objectives of this research.

3.2.2 Population

According to the number of the population for this research has, it consists of 121 students of fifth grade and 2 teachers who were considered in the collection of the sample. In each group of students, there are around 40 students, and the two teachers who are full time English teachers,

who are divided among different groups according to their workload. The following table details how many students there are in each parallel.

Table 5.
Population of Fifth grade students

Parallel	No. Students	Teachers
A	41	2
B	39	
C	41	
Total	121	2

Source: Own elaboration

3.2.3 Sample

In addition, it was necessary to have a sample to apply the instruments of data collection. This sample was probabilistic because all the members have the same possibility to be part of the sample, and in this case was a good option to use this type of sampling to have complete and reliable information. To determine this sample, it was necessary to apply a formula in which the sample size, the level of confidence and the margin of error were considered. Taking these aspects into account, the sample size was 92 students. Based on the outcomes of the formula for calculating samples in finite populations, the result is detailed in the following explanation:

$$n = \frac{N * Z_a^2 * p * q}{d^2 * (N - 1) Z_a^2 * p * q}$$

- N = Total population

- $Z_\alpha = 1.96$ squared (if 95% certainty)

- p = expected proportion (in this case 50% = 0.5)

- q = 1 - p (in this case 1-0.5 = 0.5) 50 %

- d = precision (in this research was used 5% = 0.05)

$$n = \frac{121 * 1.96^2 * 0.5 * 0.5}{0.05^2 * (121 - 1) + 1.96^2 * 0.5 * 0.5} =$$

$$n = \frac{116,2084}{0.3 + 0.9604} = 92.199$$

3.3. Procedures

In order to continue with the appropriate phases that include the methodological part, the theoretical information in the previous chapter was first analyzed to provide a subjective foundation for all the theories described in this research work. All these parameters served as the basis for continuing with the procedure and the corresponding phases.

Then, to collect the information, the instruments that were developed and validated. A survey was conducted for the students, and an interview was prepared for the English teachers of the institution. These instruments were reviewed by the tutor and were also validated by teachers

from the Universidad Técnica del Norte. Subsequently, the population sample was taken because it exceeded the amount established to work with the entire population.

Once the sample was established, it was necessary to request the corresponding permission at the institution to be able to apply the instruments. With the selected group of participants the techniques applied were the survey and interview that collected quantitative and qualitative information to proceed with the analysis of the results of this research. On one hand, the survey was applied through a questionnaire that will be structured with closed-ended questions, which students were required to complete in Google Forms, which was beneficial for generating the corresponding pie charts and bar graphs for each question asked. On the other hand, the interview for the teachers was structured with open-ended questions and conducted through meetings with the English area teachers via the Teams platform as they were virtual classrooms.

At length, to complement all the other phases, an academic guide is proposed, which establishes different activities for improving listening skills. All the phases mentioned respond directly to the objectives established in this work.

3.4. Bioethical considerations

All the members of the present research were an important part of it, and for that reason all the information was kept confidential, and all individual rights were respected. Authorities were asked for the necessary permission to carry out the investigation in the designated institution. Similarly, it was important to mention that all biosecurity measures were taken to

protect the health of all participants. This research also took bioethical values into account to achieve its objectives and ensure its completion.

Finally, all copyright and information used in this research was respected and using the necessary citations of the authors to avoid plagiarism or any type of copying of the data obtained from the different physical or digital resources. It is essential to respect the work of others, as well as the time they invest in their research. Plagiarism was not tolerated in this study, and it is important to emphasize that autonomy is crucial for achieving the established goals.

To summarize, this chapter has outlined the methodological framework employed in this research, detailing the mixed method approach that combines both quantitative and qualitative data collection techniques. The study was conducted at Unidad Educativa Juan Pío Montúfar in Quito, focusing on fifth-grade students who are learning English as a foreign language. The research instruments, including surveys for students and interviews for teachers, were carefully designed and validated to ensure the collection of reliable and pertinent information. The sample size of 92 students was determined using a probabilistic sampling method with a 95% confidence level, providing a representative cross-section of the total population of 121 students. Through this methodological process, the research aims to analyze the effectiveness of the Total Physical Response method in developing listening skills among young learners. The following chapter will present the results obtained from these instruments, providing a comprehensive analysis of the data collected and its implications for English language instruction in Ecuadorian primary education.

CHAPTER IV

RESULTS AND DISCUSSION

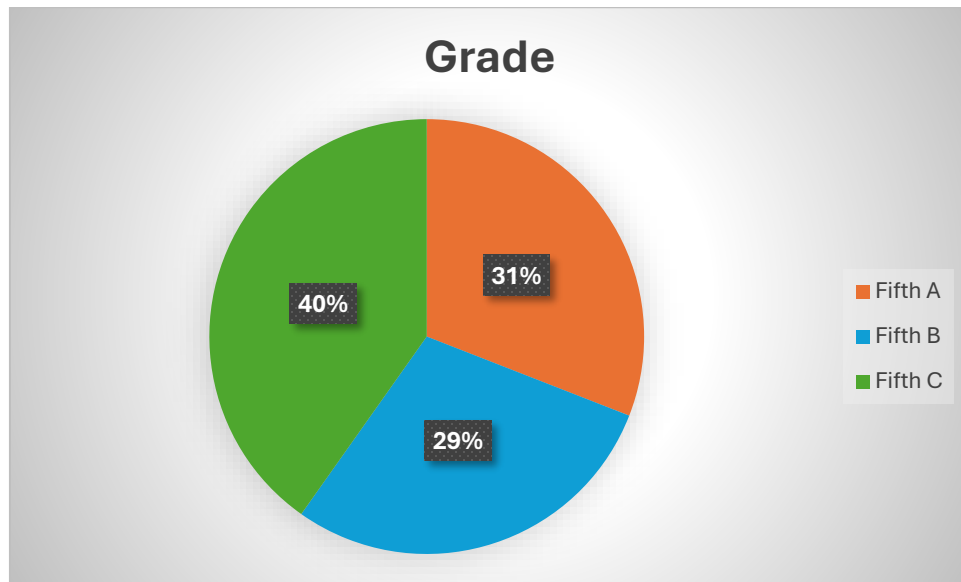
4.1. Results

The present study was conducted with students of fifth grades and English teachers at Unidad Educativa Juan Pío Montúfar, whose contributions provided essential data for achieving the research objectives. To ensure the validity and reliability of the findings, both quantitative and qualitative data were collected through questionnaire-based surveys and interviews. The data obtained aligned with the study's two variables, research objectives, and central research question, all of which contribute to addressing the research problem outlined at the beginning of the investigation.

The investigation is structured into two primary sections: the first presents statistical results along with their respective analyses, while the second examines the data gathered through interviews. Additionally, a comprehensive analysis of the cross-referenced information from both research instruments has been conducted, yielding critical insights into the development of a guideline for the investigated methodology. The quantitative component of the study involved the administration of a questionnaire comprising nine closed-ended questions, designed to assess students' perspectives on Total Physical Response (TPR) strategies for English listening skills.

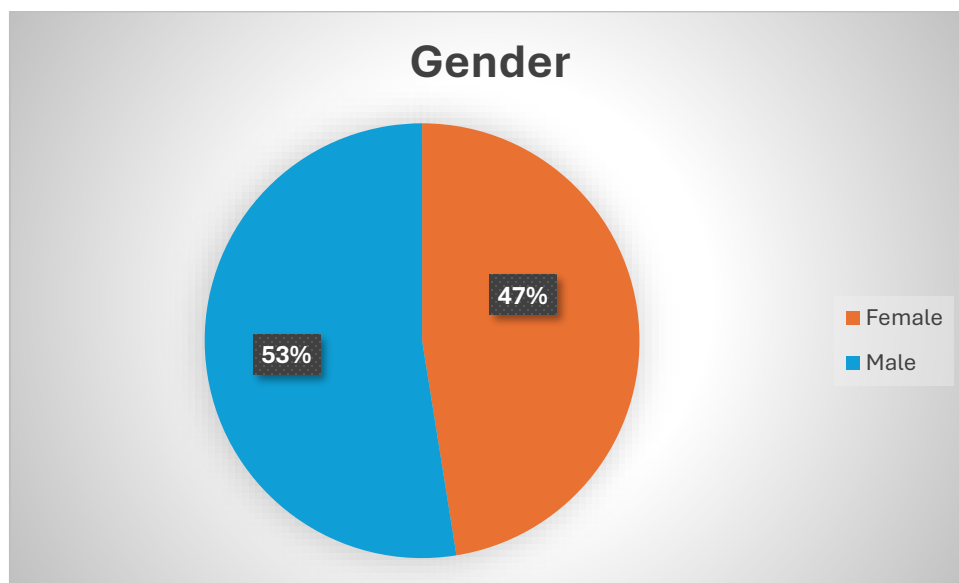
4.1.1 Student's Survey

Figure 3.
Student's Grade



Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Figure 4.
Student's Gender



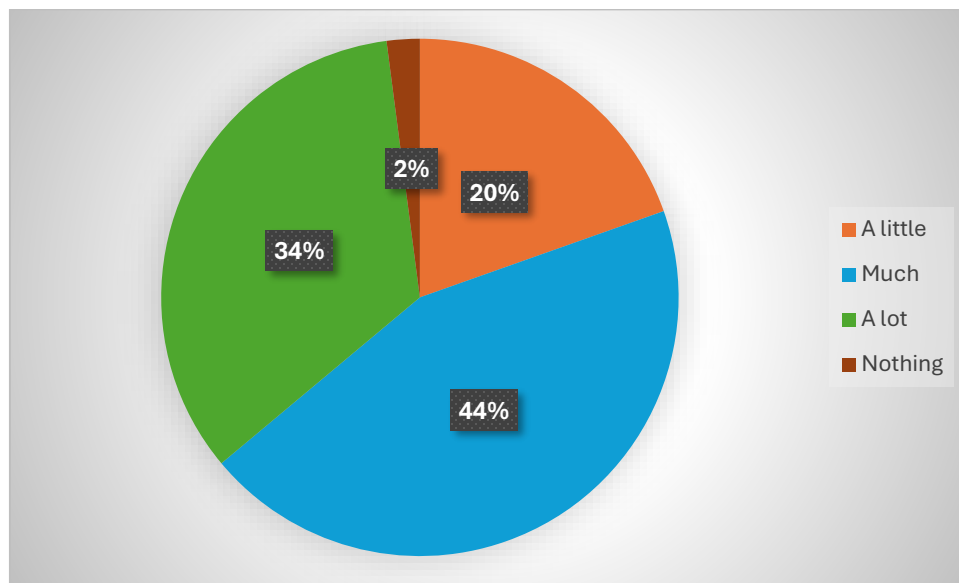
Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

As illustrated in Figures 3 and 4, which present data on learners' grade and gender, these questions were designed to gather relevant demographic information and analyze grade and gender in relation to other variables. This approach ensures a clearer understanding of patterns while maintaining participant anonymity, thereby preserving the integrity of the research.

The results indicate a relatively balanced distribution of students by gender, with 47% identifying as female and 53% as male. Additionally, data show that 31% of the students belong to Fifth grade A, 29% refers to the grade Fifth B and to complement the entire population, the 40% represents the Fifth grade C. Based on these statistics, it is reflected that the institution maintains an equitable distribution of groups, which serves as a positive factor both for the research outcomes and for the teaching-learning process of a second language.

Figure 5.

English learning enjoyment

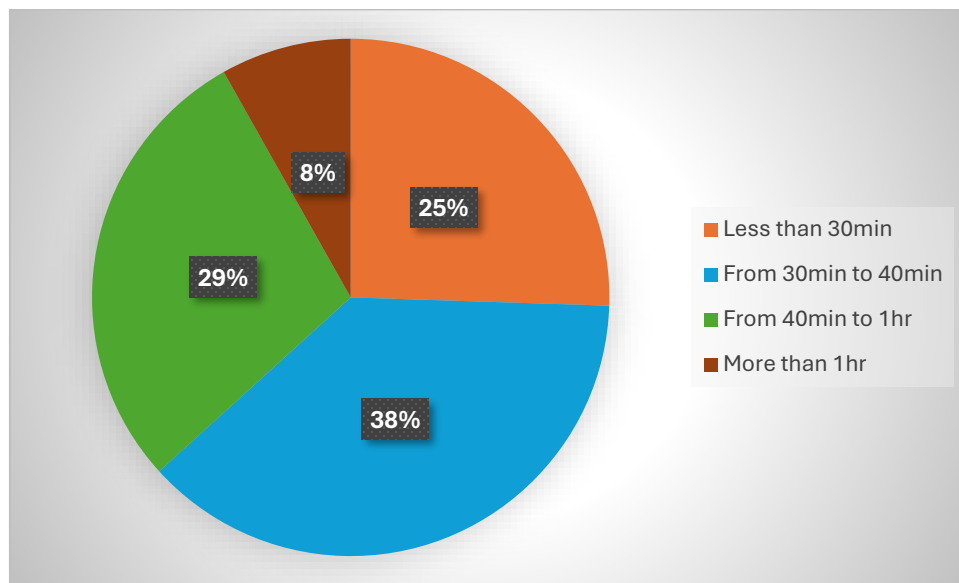


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Regarding students' enjoyment of learning English, the highest percentage recorded was for the response “much” (44%), indicating a significant difference compared to “a lot” (34%). Additionally, a smaller proportion of students, 20%, selected “a little” and only 2% chose “nothing”. These findings suggest that many students experience a high level of enjoyment in learning the language, while a smaller group demonstrates lower levels of engagement. Such results are crucial in understanding students' attitudes toward language learning and the impact of teachers on their previous learning experiences.

Figure 6.

Time of English Practice

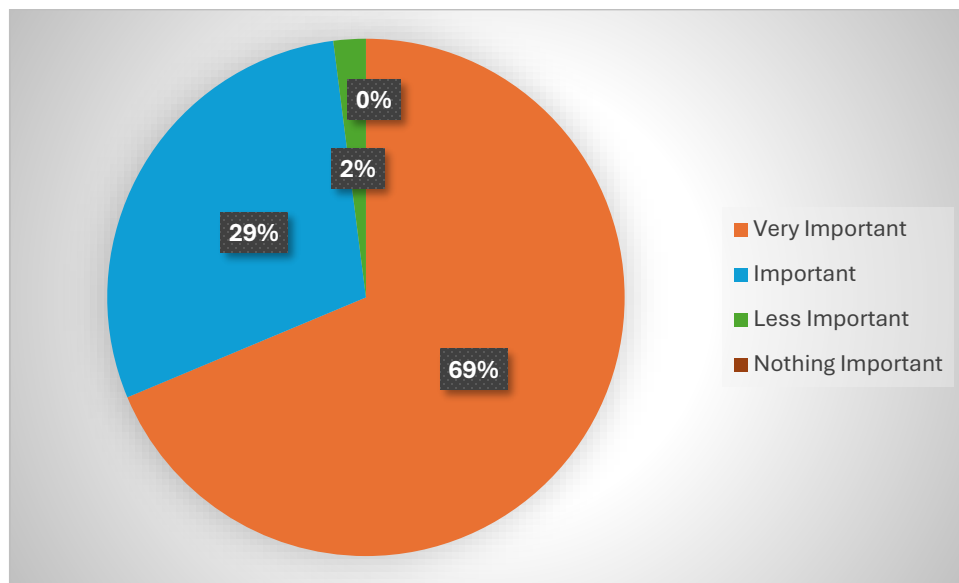


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Regarding the inquiry about the time of English practice hours, it is evident that a significant proportion of students, specifically 38%, engage in language practice for approximately 30 minutes to 40 minutes. This suggests that the majority allocate this time to independent practice, which may include completing additional activities or assignments provided by the teacher. Conversely, a considerably smaller percentage of students, only 8%, dedicate more than one hour to extra language practice as part of their learning process.

Figure 7.

Importance of English in daily life

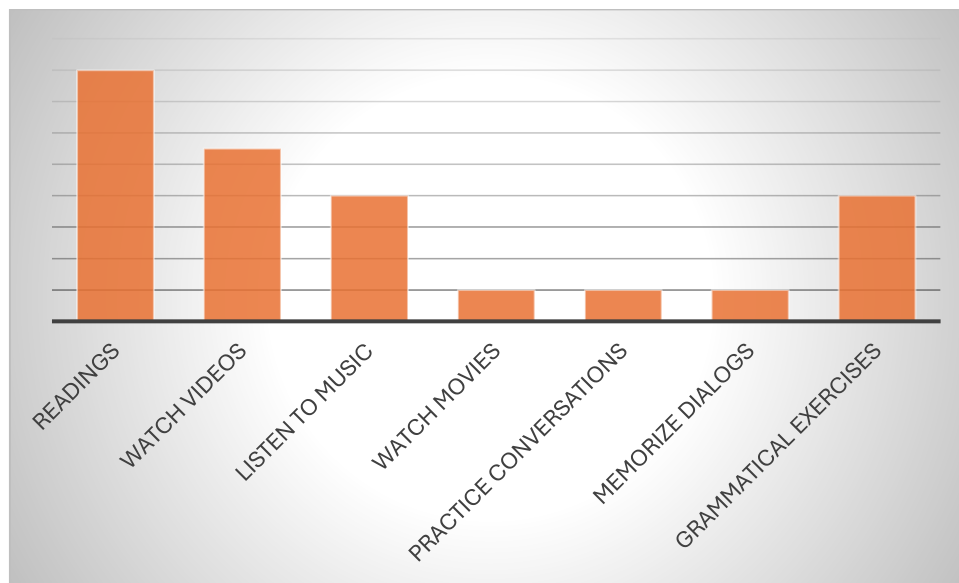


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

In relation to students' opinions about the importance of English in their daily lives, the findings indicated that the majority of students fluctuated between responses of "very important" and "important," accounting for 98%, whereas only a small proportion (2%) selected "less important". Consequently, it can be concluded that all students exhibit a high percentage indicating that they consider this language to be very important in daily life, not only academically but also professionally.

Figure 8.

Frequent activities in English class

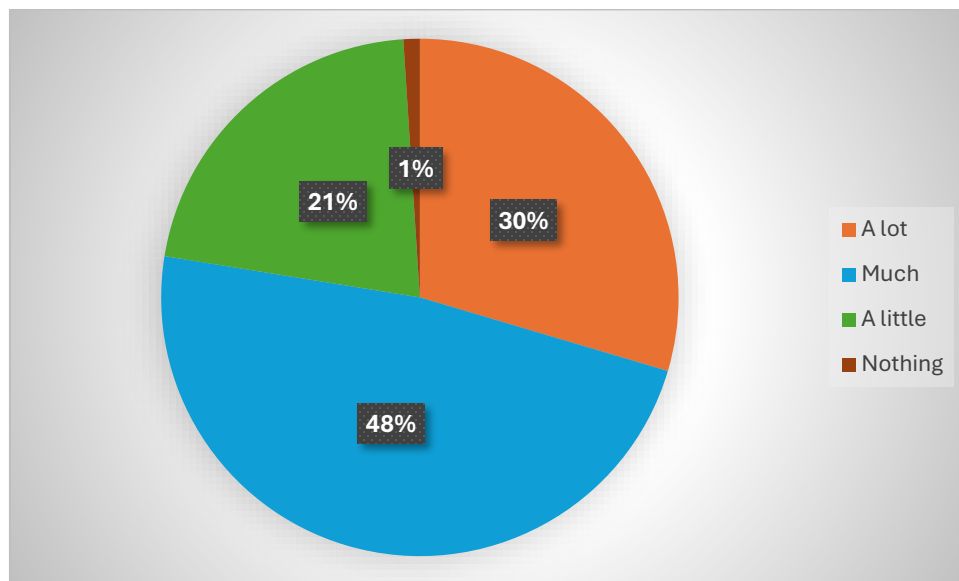


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Among the surveyed student population, the findings indicate that reading is the most frequent activity that the students practice. In this case, this activity represents a fundamental skill that plays a crucial role in language acquisition. Other principal activities that students like to do are watching videos and listening to music in which the listening skill strengthening comprehension, critical thinking, and cultural awareness, equipping learners with essential skills for real-world interactions. Notably, watching movies, practicing conversation and memorizing dialogues are activities that the students don't use frequently.

Figure 9.

Preference for Listening Activities

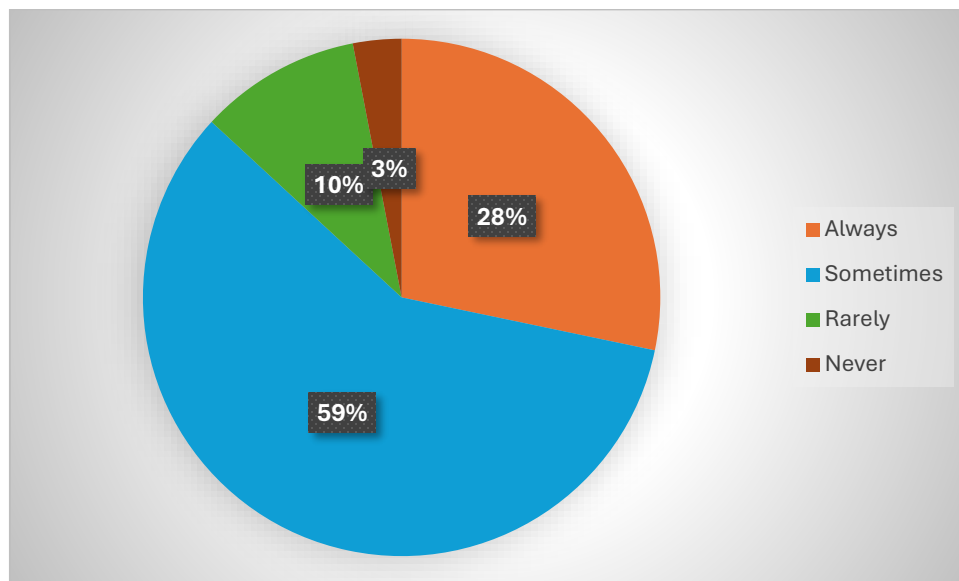


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Based on the survey question regarding the preference for listening activities, it was found that the majority of the population with the 78% of the respondents selected “a lot” and “much” which shows that they really like and enjoy this kind of activity to learn the language. Additionally, a proportion of students (21%) rated their preference as “a little”, indicating a minimum dislike for such activities. Conversely, only a small fraction of students (1%) selected the option of “nothing”, representing the lowest level of preference.

Figure 10.

Teacher's frequency of elaboration of listening activities in class

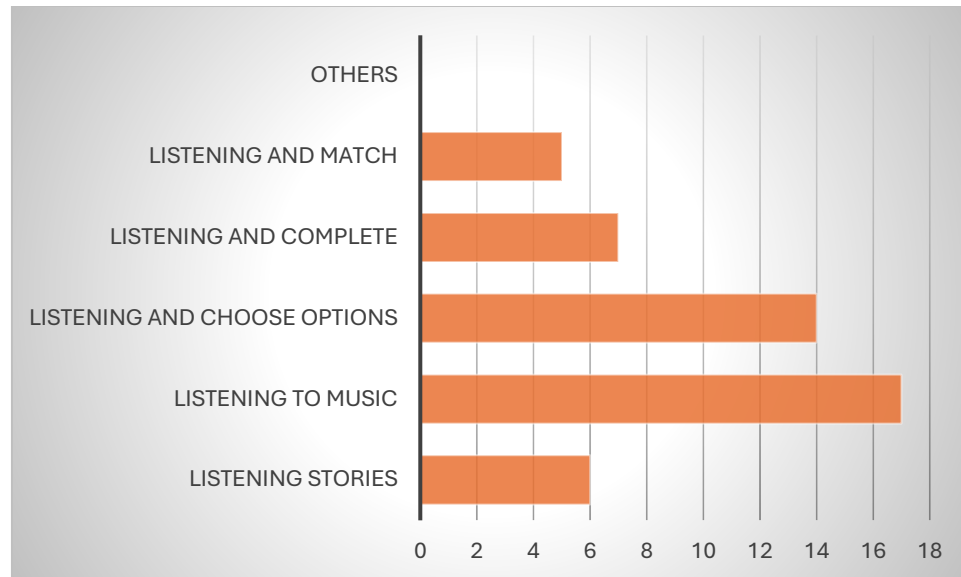


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

In alignment with the findings presented in Figure 10, which illustrates the frequency with which teachers incorporate listening tasks in the classroom, it can be observed that 28% of students reported that their teachers consistently implement such activities. Conversely, a significant proportion, accounting for 59%, indicated that these tasks are sometimes employed. In contrast, only 10% of students answered that the teacher rarely does this kind of activity. As a result, most students affirmed that their teachers regularly engage them using listening activities during lessons.

Figure 11.

Listening activities in class

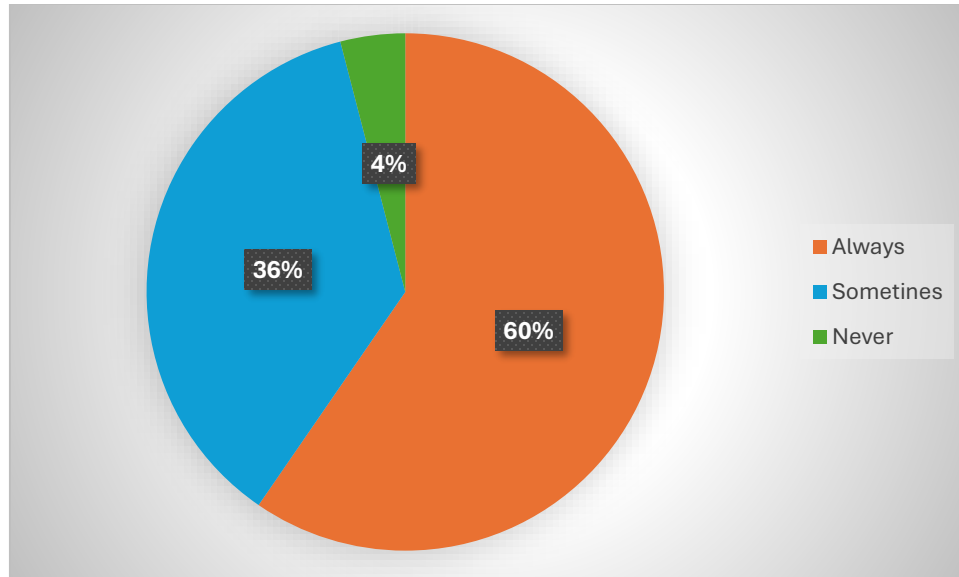


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

In the investigation of listening activities conducted in the classroom, students were allowed to select multiple responses. The most frequently performed activity, as reported by 75% of students, was the activity of listening to music. This was followed by listening and choosing options (60%), listening and completing (50%), listening stories (42%), and listening and matching (35%), all of which were recorded at relatively high percentages. Particularly, listening and matching techniques were among the least utilized activities, suggesting that teachers rarely incorporate these methods into classroom instruction. It is essential to highlight that these percentages reflect the multiple-response format of the survey completed by students.

Figure 12.

Incorporation of pictures to learn new vocabulary

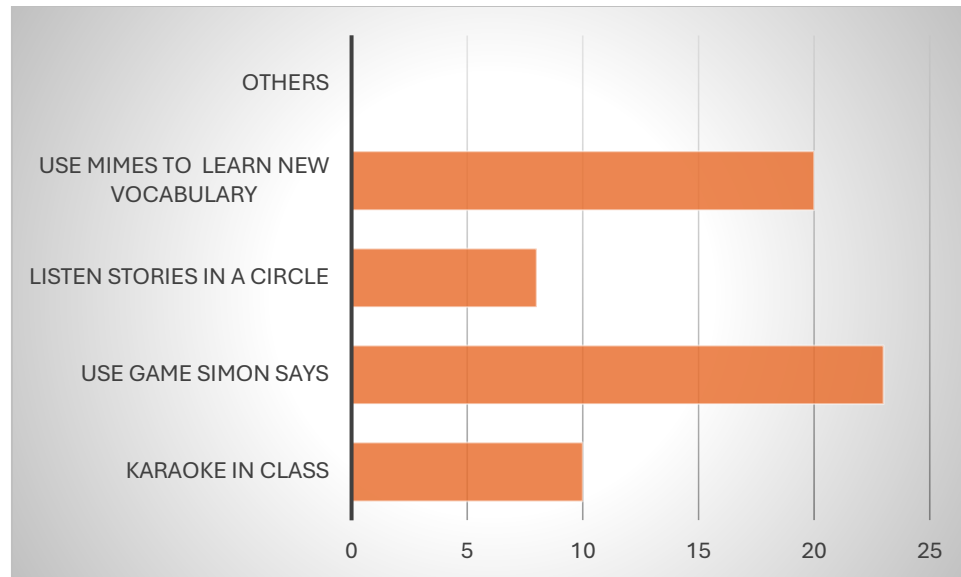


Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

According to the survey results encompassing the entire student sample, 60% reported that their teachers always use graphics and pictures to incorporate new vocabulary. Moreover, 36% stated that their teachers sometimes make use of this resource to teach new words, while only a small proportion of 4% indicated that they never use this methodology in the classroom. Therefore, teachers consider this resource of using graphics to teach new words and vocabulary to students, which motivates them and encourages them to continue learning.

Figure 13.

New activities to implement in class



Source: Fifth grade student's survey (U.E. Juan Pío Montúfar, 2022)

Regarding the question concerning the incorporation of new activities in the class, a significant variation in student responses was observed. The most frequently suggested activity, reported by 70% of students, involved use the game “Simon Says” in the classroom. This was followed by the activity of using mimes to learn new words or new vocabulary. These activities necessitate their implementation in the classroom in some capacity. By comparison, other activities included in the survey, such as karaoke in class and listening to stories in a circle, were reported less frequently by students, with percentages ranging between 10% and 8%.

4.1.2. Teachers' Interview

The next aspect to be assessed is the qualitative component, which involves semi-structured interviews with two English teachers, identified as Teachers A and B. Due to the school population in the institution, there are only two teachers assigned in this section. These teachers responded to seven questions concerning the Total Physical Respond Method aimed at enhancing listening skills. Additionally, the interviews were conducted individually via the Teams platform, with assurances given to participants regarding the confidentiality of their responses, and without the need for recording.

4.1.2.1 Question 1: What do you like most about teaching English?

The initial question sought to gather information about teachers' preferences regarding their English teaching experience. The teachers generally agreed that they find joy in interacting with students, learning from them in return, and the appreciation that the students demonstrate to them. The shared teacher-student experience also provides opportunities for knowledge exchange. In this context, Teacher A stated that what she enjoys most about teaching English is sharing her knowledge and experience with students. Teacher B highlighted her satisfaction at seeing students express their feelings to them. Teachers A and B both emphasized their enjoyment of interacting with learners and the happiness they feel helping students in their learning journey.

4.1.2.2 Question 2: According to your opinion, what are the most difficult skills to develop in the English language?

Teacher A expressed that the most difficult skill for students to acquire is Speaking. Teacher B stated that both Speaking and Listening skills are the most difficult to develop with their students.

4.1.2.3 Question 3: Do you consider Listening skill as a complex skill to teach? And why?

In response to this question, the two educators acknowledged that listening is a challenging skill to teach. Both teachers noted that listening can become a complex skill to practice in the classroom, primarily due to students' difficulties understanding some oral dialogues. Also, Teacher B included her idea, adding that in some cases it is possible that the students can catch the ideas of listening activities through the guidance and help of the teacher.

4.1.2.4 Question 4: Which listening difficulties can you identify in your English classes?

Regarding this question, the teachers identified multiple challenges. For instance, Teacher A cited the lack of concentration at the moment of listening as the primary issue, while Teacher B highlighted the unfamiliar vocabulary as the main difficulty in her classrooms. Additionally, Teacher A mentioned that external distraction is a factor that affects the development of this skill.

Furthermore, Teacher B also emphasized that she can notice the lack of concentration during the listening activities, and for that reason they do not answer in a correct way.

4.1.2.5 Question 5: Which strategies do you usually use for helping your students to develop listening in class? Listen to tales / Listen to songs / Listen to series or tv programs / Watch videos / Listen and circle the answers / Listen to conversation and fill in the gaps / Listen to match sentences

Both Teachers A and B reported incorporating most of these strategies in their classrooms to enhance students' listening skills. However, Teacher A indicated that they primarily utilize Watching videos, listening to songs and listening and circling the answers. While listening to conversations and listening to match sentences are also implemented, they are not as frequently used as the other ones. In contrast, Teacher B stated that she predominantly employs listening to songs and watching videos in her classes.

4.1.2.6 Question 5.1: Do you consider those are the most appropriate ones?

According to the two Teachers (A and B), they consider all these strategies are very important and appropriate to develop listening skills because they help the students to be in a continuous practice and create the opportunity to build a solid foundation for this skill to have a good acquisition of the language and in that case the students learn English more effectively and naturally.

4.1.2.7 Question 6: Do you know what Total Physical Respond Method is? And do you know any strategy of this method?

Teacher A stated that she did not remember what the purpose of this method was and for that reason, she could not identify some of its strategies. And in contrast Teacher B mentioned that she knows what TPR method is, but she could not remember which strategies are applied in this method. Also, she mentioned that TPR emphasizes active learning and the advantage of it is that this method is fun and easy to use and for both teachers and students.

4.1.2.8 Question7: Which strategies of TPR method would you like to use in your class? Action Songs (Karaoke) / Simon Says / Circle games / Scavenger hunt challenge / TPR sounds / Storytelling / The Amazing race / TPR theater

Regarding this question, Teacher A established that she would like to use Action songs (Karaoke) but that the strategies that she uses are Simon Says and Amazing race because she notices that her students feel confident and comfortable with these types of activities and, of course, she also enjoys applying them. Teacher B mentioned that she would like to use circle games, storytelling, and TPR theater because these activities will motivate the students and would give them a different environment in the process of learning English and to develop the listening skills that is the purpose of the method.

4.2 Discussion

The following section presents an analysis of the results obtained from the student survey and the teacher interviews, conducting a comparative study between the two. This analysis serves as a foundation for the development of recommendations and the proposal of a guideline incorporating Total Physical Response methodologies, with a focus on their practical application in classroom settings to enhance English listening proficiency. The research findings indicate that all surveyed students (100%) perceive English learning as beneficial for their academic environment, emphasizing that listening is a crucial skill in developing a new language.

Initially, 78% of students reported enjoying the process of learning English, indicating that they feel happy in class with their teachers and do not get bored while acquiring the language. Similarly, the teachers stated that their favorite aspect of teaching is interaction with their students, as it allows them to learn from one another and gain diverse experiences. Creating a supportive and engaging learning environment plays a crucial role in facilitating language acquisition.

Furthermore, it is important to highlight that, according to the student survey, the majority expressed a preference for practicing their listening skills through activities such as listening to music and listening to choose some options. Despite this, most students (87%) indicated that their instructors “always” or “sometimes” incorporate listening activities in class. Additionally, most teachers highlighted several challenges they observe in students' listening development, including difficulties with concentration, external distractions and the unfamiliar vocabulary or lack of it from the student's perspectives.

As noted by (Azmi y otros, 2014), learners often face numerous challenges during the process of listening comprehension. The primary objective is to identify these difficulties and implement strategies to address them. Among the common issues encountered are the following:

1. **Quality of Recorded Materials:** poor-quality recorded materials and sound systems can negatively affect learners.
2. **Cultural Differences:** familiarity with the target language's culture is essential for learners, as cultural differences in listening materials can significantly hinder comprehension.
3. **Accent:** listening comprehension can be significantly hindered by unfamiliar accents, whether they are from native or non-native speakers.
4. **Unfamiliar Vocabulary:** when listening texts include familiar vocabulary, students find them easier to understand. Recognizing the meanings of words can also enhance their interest and motivation.
5. **Length and Speed of Listening:** students' proficiency levels greatly affect their ability to process and retain information from longer listening passages, with lower-level learners struggling to handle tasks lasting over three minutes.

In relation to classroom instructional strategies, students reported that most instructors favor learning new vocabulary through introducing pictures. The most employed activities to practice listening skills involve listening to music, listening and choosing options and listening and completing. Furthermore, 75% of students, along with most teachers, indicated that these activities are frequently used because of their highly effectiveness in fostering students' listening development in the classroom.

In accordance with the findings related to teaching methodologies, nearly half of the instructors reported a lack of familiarity with the Total Physical Response (TPR) method. Consequently, none of them reported using this method consistently in their classrooms, largely due to a preference for integrating various instructional strategies. Therefore, it would be beneficial for educators to become more acquainted with TPR techniques, as these can enhance key student competencies in listening skills.

Without a doubt, implementing a proposal grounded in Total Physical Response (TPR) is crucial, as it would allow teachers to enhance students' listening development through engaging and stimulating classroom practices. Such an approach is expected not only to foster greater student interest but also to help them feel comfortable and motivated to develop skills associated with listening in English.

The findings obtained through this investigation demonstrate that the Total Physical Response method represents a viable strategy for developing listening skills in fifth-grade students. The data analysis confirms that most students enjoy participating in activities that involve physical movement while learning, and teachers recognize the value of innovative approaches to address identified challenges such as concentration difficulties and limited vocabulary. These results align with the research objectives by establishing the characteristics of TPR that contribute to listening skill development and identifying the potential benefits of this methodology in the classroom context.

CHAPTER V

ACADEMIC PROPOSAL

5.1. Title

“TPR Strategies for Fifth grades at Juan Pío Montúfar School”

ACADEMIC GUIDE OF TOTAL PHYSICAL RESPOND METHOD STRATEGIES TO ENHANCE LISTENING SKILL IN CLASS

5.2. Rationale

According to the interpretation of this research’s findings, the development of listening skill in non-native English learners is highly important. The implementation of TPR strategies, which encourage continuous engagement through movement, gestures, and physical response, is considered highly innovative, as it allows students to activate creativity, critical thinking, memory retention, and other essential skills to strengthen their speaking abilities.

This study emphasizes the advancement of listening skill through TPR strategies at Juan Pío Montúfar School. Activities such as role-playing, action-based commands, and kinesthetic tasks are among the most effective practices identified by teachers, and they are expected to yield significant results. Furthermore, this proposal highlights the relevance of storytelling with gestures and simulation activities, which are of great importance in promoting active participation and meaningful language use.

5.3. Theoretical Foundations

During the last few years Total Physical Response (TPR) has gained significant recognition and has been proposed as an effective approach in English Language Teaching (ELT). A chronology of influential references includes Asher (1969, 1977), Larsen-Freeman (2000), and Richards & Rodgers (2014), each of whom provides fundamental perspectives on TPR and its pedagogical applications.

As the first significant contributor to the development of TPR, Asher's primary contribution was to emphasize the connection between physical movement and language retention. He defines TPR as a language teaching method built on the coordination of speech and action, where learners respond physically to verbal input to internalize meaning (Bui, 2018). According to the author, physical engagement not only reduces stress but also creates a natural context for language acquisition, mirroring the process by which children learn their first language.

In addition, Larsen-Freeman (2000) highlights that TPR activities promote comprehension before production. In her view, learners are encouraged to listen attentively and demonstrate understanding through actions, which eventually leads to oral output. This process reduces learner anxiety and provides a safe environment to develop communicative competence.

Similarly, (Richards & Rodgers, 2001) argue that TPR activities are designed to integrate listening, comprehension, and speaking in meaningful ways. They stress that "the imperative drill," a hallmark of TPR, not only facilitates vocabulary retention but also establishes a dynamic

and interactive classroom atmosphere where language is acquired through meaningful use rather than mechanical repetition.

Considering the favorable effects that TPR strategies may have in classrooms, it can be inferred that their implementation effectively contributes to the learning process. Numerous teachers and researchers have advocated for TPR, noting its ability to increase learner motivation, enhance memory retention, and reduce language-learning anxiety (Asher, 1977; Larsen-Freeman, 2000; Richards & Rodgers, 2014). The integration of role-playing, action-based commands, and gesture-driven activities demonstrates that TPR continues to serve as an innovative and effective method for fostering oral production in non-native English learners.

5.4. Objectives

5.4.1. General Objective

To enhance the English listening skill in fifth grade students at Juan Pío Montúfar School, using TPR strategies.

5.4.2. Specific objectives

- To offer teachers and students TPR strategies for enhancing English listening skill in their classrooms.
- To encourage active listening development among fifth grade students at Juan Pío Montúfar School.
- To design action-based activities using Total Physical Response (TPR) strategies to foster listening skills in fifth-grade students.

5.5. Beneficiaries

5.5.1 Direct Beneficiaries

The primary beneficiaries of this investigation are the fifth-grade students at Juan Pío Montúfar School, who not only seek to acquire the English language but also aspire to strengthen their listening skills through the implementation of Total Physical Response (TPR) strategies. Furthermore, teachers at Juan Pío Montúfar School will broaden their pedagogical repertoire by incorporating methodologies that address learners' fundamental linguistic needs in a more dynamic and interactive manner.

Ultimately, the school benefits from educators who are better equipped to employ TPR strategies, thereby fostering meaningful learning experiences and promoting the development of students' listening skills.

5.5.2 Indirect Beneficiaries

Considering that this proposal implements Total Physical Response (TPR) strategies to foster the development of listening skills, it can be extended to other grades at Juan Pío Montúfar School from the lower grades until the academic courses. Moreover, TPR can also be applied in diverse educational institutions due to its versatility and effectiveness in promoting communicative competence. For this reason, the indirect beneficiaries include not only the teachers and students of this institution but also educators and learners from other educational institutions across the country who may adopt and adapt this proposal to their own pedagogical contexts.

5.6. Impacts

This proposal is expected to have a significant positive academic impact due to the implementation of Total Physical Response (TPR) strategies. Its adoption will enhance instructors' pedagogical practices while simultaneously supporting students' language acquisition and development of listening skills.

Additionally, the integration of TPR will encourage learners to engage creatively with their peers, promoting active participation and making the learning experience more enjoyable. Furthermore, the implementation of this proposal is anticipated to improve the overall quality of English instruction at the investigated institution. In the long term, Juan Pío Montúfar School is likely to enhance both its teaching standards and the linguistic competence of its students.

5.7. Development

This work proposal requires the production of an Academic Guide based on TPR strategies that will support the listening skills of the students in their classrooms. The findings obtained from a survey administered to fifth grade students and interviews conducted with the teachers at Juan Pío Montúfar School support the present proposal.

The significance of employing strategies that promote active participation and interaction through physical movement and kinesthetic activities is emphasized. Total Physical Response (TPR) fosters collaboration among learners while simulating real-world communicative scenarios. The majority of TPR-based activities are designed to enhance cooperation, reduce anxiety, and strengthen listening skills by engaging students both cognitively and physically. This approach

was developed in recognition of the importance of learner engagement and continuous interaction in the second language acquisition process. Accordingly, the proposal focuses on the use of TPR strategies to cultivate English listening skills and, in turn, to generate meaningful and enjoyable learning experiences for students.

A systematic and organized proposal is presented below:

ACADEMIC GUIDE

TPR Strategies to enhance
listening skills

CREATED BY :
VANESSA TORRES



2025



ACADEMIC GUIDE

Content

UNITS	OBJECTIVE	GRAMMAR	VOCABULARY
01 Fun at School!	Improve students' listening comprehension and oral interaction.	Greetings and commands	School vocabulary Recycling vocabulary
02 Delicious Food	Promote active engagement in real communicative contexts to improve listening skills.	Quantifiers, simple present tense	Fruits, vegetables, dairy, grains and proteins
03 Music	Associate language input with physical actions and enhance retention through listening skills.	Comparatives, superlatives	Music, adjectives
04 The News!	Improve listening skills through the creativity.	Questions in present simple and past simple	Newspaper article; advertisements
05 My favorite book!	Enhance listening skills with stories and Ecuadorian legends.	Past Simple Tense	Stories, landscapes
06 I admire!	Build listening skills, analytical thinking and community participation.	Comparative adjectives, review	Vocabulary of environment

Unit 1: Fun at School!

Teacher's guide 1:

Unit objective: Students will identify and act on 8 basic classroom objects by listening.

Time: 30 minutes per lesson

Lesson 1: Classroom Objects	
Topic / Time	Activities
1. Warm Up - 2 min.	Ask to the students to follow the model actions for example: stand up - sit down- etc.
2. Presentation - 5 min.	Present 4 objects at a time: hold book, say "book" while pointing and touching; students echo and touch object. Repeat for all objects.
3. Controlled practice - 8 min	Give single commands: "Point to the book." Model once, then ask chorally, then randomly. Increase pace.
4. Pair activity - 8 min	Divide the students into pairs. Student A closes eyes; Student B says "Point to the ____" and guides A's hand if needed. Swap roles. Teacher monitors.
5. Mini assessment & closing - 5 min	Rapid fire: teacher says names; students point. Praise and correct.
Lesson 2: Classroom Actions	
1. Warm Up - 3 min.	Ask to the students follow the game Simon Says, only with actions that the students already know.
2. Presentation - 5 min.	Present 3 new commands. Model each action slowly and name it once. Students echo.
3. TPR drill – 10 min.	Teacher issues commands at varied speed. Students perform. Mix in "Simon says" to focus attention.
4. Leader challenge – 7 min.	Choose a student leader to give commands to the class (teacher monitors language accuracy).
5. Closing – 5 min,	Quick sit & reflect — Ask to the students "Which command was easy? Which was hard?"
Lesson 3: Daily School Routines	
1. Sequencing TPR– 15min	Lay cards out of order. Give commands one by one; students move to correct place performing the action.
2. Group practice – 10 min.	Make groups of 4 students and ask them to perform the routine as a short skit while others watch and correct.
3. Closing assess – 5min	Each student performs the full routine; teacher checks order and actions.

LESSON 1

Student's guide 1:

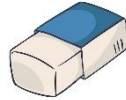
Activity 1. Listen and echo the teacher's words while touching the real object.



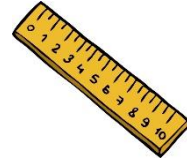
book



pencil



eraser



ruler

Activity 2. Respond to commands by pointing/standing near the object.



Point to the book



Touch the pencil

Activity 3. In pairs, give/receive commands and check responses.



Activity 4. At closing, listen to the teacher and follow the rapid-fire pointing.



Object	Yes	No
Pencil		
Book		
Eraser		
Ruler		

LESSON 2

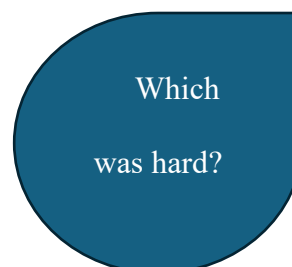
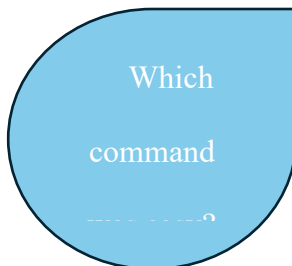
Activity 1. Listen to the trigger word and perform the action immediately.



Activity 2. Take turns being the leader and giving commands.



Activity 3. Reflect aloud on one command learned.



LESSON 3

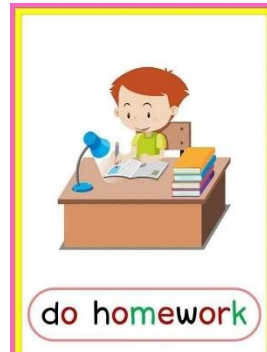
Activity 1. Repeat each routine phrase and mimic teacher's actions.



backpack



eat lunch



do homework

Activity 2. Arrange and perform the routine in correct order in small groups.



go to school

have breakfast

wash my face

get up

go to the park

play video games

go to bed

get dressed

watch TV

cook

have lunch

wake up



Activity 3. Perform individually at closing.



TIME
FOR
ACTION



Wake Up

UNIT 2: DELICIOUS FOOD

Teacher's guide 2:

Unit objective: Recognize and act when hearing names of typical Ecuadorian dishes (ceviche, hornado, empanada, encebollado).

Time: 30 minutes per lesson.

Lesson 1: Typical Dishes	
Topic / Time	Activities
1. Warm Up - 3 min.	Ask "What did you eat yesterday?" Elicit responses.
2. Presentation - 7 min.	Show each picture, say the dish name while pointing; students repeat twice. Add a simple TPR (mime eating).
3. Listen & mime- 8 min	Teacher says a dish; students mime eating that dish (vary tempo).
4. Matching game- 8 min	Spread cards pictures down; call dish names; students pick correct card.
5. Closing - 4 min	Quick oral check — teacher says dish, students stand if they like it.
Lesson 2: Cooking Actions	
1. Warm Up - 3 min.	Quick "What do we do in the kitchen?" brainstorm.
2. Presentation - 6 min.	Present each verb with a clear physical action (slowly peel an apple prop while saying "Peel"). Students echo and mime.
3. TPR chaining – 7 min.	Teacher gives 2-step sequences ("Peel and mix"); students perform the sequence. Increase to 3 steps.
4. Group stations – 8 min.	Each group gets a recipe card with 3 steps. One student reads (teacher prompts), others perform actions. Rotate roles.
5. Closing – 6 min.	Groups demonstrate one recipe while teacher checks sequence.
Lesson 3: Market Roleplay	
1. Warm up– 5min	Review food names and cooking verbs quickly with actions.
2. Presentation – 5 min.	Present simple phrases: "I want to buy ___", "How much is the ___?", "It costs ___". Model short role-plays.
3. Guided practice– 10min	Teacher calls out market commands ("Buy two empanadas!") — students act (hand over money).
4. Role play market-10 min	Arrange stalls; students pair (vendor/customer) practice buying/selling with play money. Teacher circulates and prompts with listening cues.

LESSON 1

Student's guide 2:

Activity 1. Repeat the dish names and perform mime for each.



ceviche



hornado



empanada



encebollado

Activity 2. Listen and choose the correct picture when teacher names a dish.



Activity 3. Stand/raise hand to indicate preferences.



LESSON 2

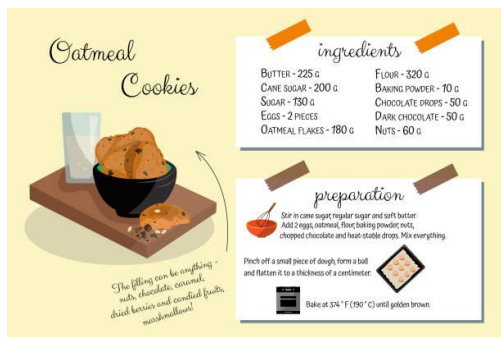
Activity 1. Mimic each cooking action when teacher demonstrates.



Activity 2. Perform 2–3 step sequences with group partners according to the teacher's instructions. For example: peel a banana or mix the salad.



Activity 3. Rotate roles: performer vs. Reader about one recipe elaborated in groups with three steps.



LESSON 3

Activity 1. Listen and respond to teacher prompts in the guided practice.



Buy two
pieces of bread!

Activity 2. In market pairs, complete at least three short transactions using set phrases.



How
much does

Activity 3. Report back one transaction.

How can I help you please?
I need sugar.
How much sugar do you need?
I need one kilogram please. How much
does it cost?
it costs 55 rupees per kilogram.



UNIT 3 MUSIC

Teacher's guide 3:

Unit objective: Identify instruments and respond by miming playing them (guitar, drum, flute, maracas).

Time: 30 minutes per lesson.

Lesson 1: Instruments	
Topic / Time	Activities
1. Warm Up - 3 min.	Clap pattern to get attention.
2. Presentation - 6 min.	Show each instrument picture + action (strum, drum, blow, shake). Students echo name + action.
3. Listen & mime- 8 min	Teacher calls an instrument; students mime action. Add movement variations (louder, faster).
4. Matching race- 8 min	Line up pictures; call names quickly; students run (safely) to the correct picture.
5. Closing - 5 min	Students pick one instrument and show 10-sec mime.
Lesson 2: Music and Movement	
1. Warm Up - 3 min.	Body percussion (clap-stomp) together.
2. Presentation - 5 min.	Present tempo words and model them while clapping: "Fast — clap fast." Students echo.
3. Rhythm copying– 10min	Teacher claps a 4-beat rhythm; students repeat. Make it gradually more complex.
4. Movement Response – 5 min.	Combine actions with tempo: teacher says "Walk fast" or "Jump slowly" and students respond.
5. Group choreography– 7 min.	Small groups create a 8-beat movement to a given tempo and perform.
Lesson 3: Guess the Song / Musical Mood	
1. Presentation – 5 min.	Present vocabulary: happy, sad, calm, energetic — show face cards and gestures.
2. Listening rounds–10min	Play clip 1 — students close eyes and choose mood card and do a movement reflecting mood. Repeat for each clip.
3. Pair discussion– 10min	Students tell partner which clip they liked and why (one sentence).
4. Closing-5 min	Quick vote: which clip made them dance most?

LESSON 1

Student's guide 3:

Activity 1. Repeat instrument names and perform mimes.



guitar



drum



flute



marac

as

Activity 2. Respond quickly to instrument calls.



Play the guitar



Play the drums

Activity 3. Perform a short mime to close.



LESSON 2

Activity 1. Repeat tempo words with actions.



Clap fast



Clap slow

Activity 2. Copy rhythms and tempo movements.



Activity 3. Create and perform a short group movement.



LESSON 3

Activity 1. Listen to clips and choose mood card.



Activity 2. Perform a 5-sec movement for the mood.



Activity 3. Share one sentence with a partner.



	Which clip made them dance most?

UNIT 4

The News!

Teacher's guide 4:

Unit objective: Respond to weather vocabulary and gestures (sunny, rainy, windy, cloudy).

Time: 30 minutes per lesson.

Lesson 1: Weather Report

Topic / Time	Activities
1. Warm Up - 3 min.	Review days of the week quickly, link to weather.
2. Presentation - 6 min.	Show each weather card + model gesture (shield face for wind; hold umbrella for rain). Students repeat.
3. Interactive report- 8 min	Teacher says, "Today is rainy," students perform the gesture and decide appropriate clothing from props.
4. Pair activity- 8 min	Students take turns being the weatherman stating the weather and class responds with gestures and clothing choices.
5. Closing - 5 min	Draw today's weather on mini whiteboards and hold up.

Lesson 2: Local News Headlines

1. Warm Up - 3 min.	Quick review of action verbs (open, win, fall, help).
2. Presentation - 5 min.	Present 4 short headlines orally while showing a picture; students repeat key verb.
3. Listen & act- 10min	Read each headline; students act out (e.g., open hands for "opened"). Teacher slows down for complex headlines.
4. Group retell - 5 min.	Groups pick a headline and prepare a 30-sec skit.
5. Closing- 7 min.	Groups perform; class gives thumbs up for clarity of listening.

Lesson 3: News Role Play (Mini Broadcast)

1. Presentation - 5 min.	Present the structure: headline, what happened, action (verb). Demonstrate using a cue card.
2. Preparation-10min	In groups, students choose a headline card and plan a 30-sec report; assign roles (reporter, interviewee, camera person).
3. Broadcast- 10min	Groups take turns performing; audience responds with prescribed gestures when they hear target verbs.
4. Feedback & reflection-5 min	Praise correct listening and give one corrective tip.

LESSON 1

Student's guide 4:

Activity 1. Repeat weather words + gestures.



sunny



rainy



windy



snowy

Activity 2. Respond to teacher's weather reports with gestures and prop choices.



Activity 3. Present a 1-sentence weather report in pairs.

The weekend weather forecast for Ecuador calls for hot temperatures around 32 degrees today.



LESSON 2

Activity 1. Act immediately when teacher reads headline.

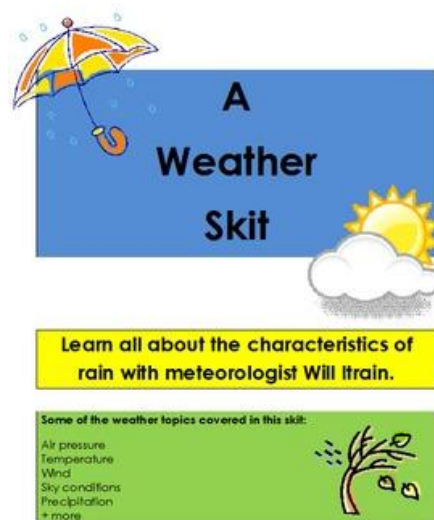


Park opens



Team wins

Activity 2. Work in groups to prepare a simple dramatisation.



Activity 3. Present and receive feedback.

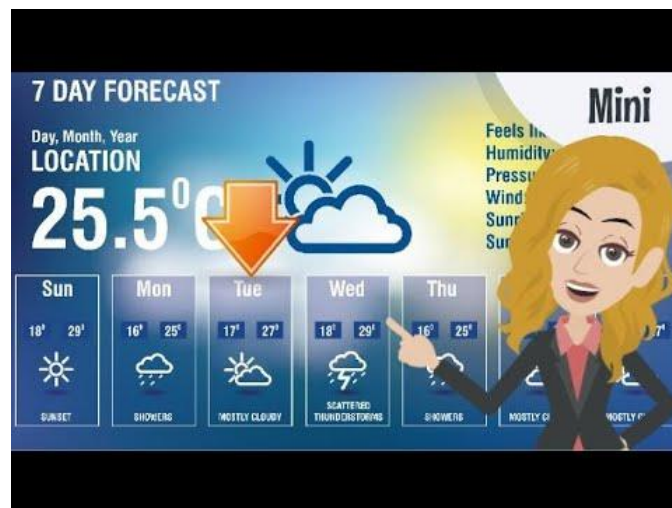


LESSON 3

Activity 1. Plan a mini news report using cue cards.



Activity 2. Perform the report with clear gestures for verbs.



Activity 3. As audience, listen and perform gestures when they hear target words.



UNIT 5

MY FAVORITE BOOK

Teacher's guide 5:

Unit objective: Identify character actions of legends of Ecuador and act them out after listening (cantuña, el gallo de la catedral, etc.).

Time: 30 minutes per lesson.

Lesson 1: Characters	
Topic / Time	Activities
1. Warm Up - 3 min.	Briefly talk about favorite books.
2. Presentation - 7 min.	Present 6 characters with one defining action each; model the action. Students echo and mimic.
3. Listen & act- 8 min	Teacher names a character + short action; students act immediately. Mix speed and add false options for attention.
4. Pair quiz- 8 min	Student A whispers a character & action; B acts; swap. Teacher listens for accuracy.
5. Closing - 4 min	Quick show: each student acts one character for 5 seconds.
Lesson 2: Legends of Ecuador (Sequencing)	
1. Warm Up - 3 min.	Review verbs used in stories (open, run, hide, find).
2. Presentation - 6 min.	Present a short 4-sentence of a legend of Ecuador while showing picture strip—say sentence + do action. Students echo sentences and actions.
3. Guide Listening – 7 min.	Read story again but pause after each sentence and ask students to act that sentence.
4. Sequencing activity – 8 min.	Hand each group mixed pictures. Students listen to teacher read random sentences and put pictures in order accordingly, acting each step.
5. Closing – 6 min.	Groups present sequence while acting.
Lesson 3: Storytelling Game (Cumulative TPR)	
1. Warm up– 5min	Teacher models a 3-step cumulative story with actions.
2. Presentation – 5 min.	Present rules: each student adds one sentence + action and repeats previous parts. Demonstrate.
3. Game play– 10min	Begin with a volunteer. Each student adds a line + action and repeats the chain. Teacher supports vocabulary and models as needed.

LESSON 1

Student's guide 5:

Activity 1. Repeat character names and actions.



Cantuña



**Gallo de la
catedral**



**Casa
1028**



**Padre
Almeida**

Activity 2. React quickly to character prompts.



Activity 3. Participate in pair quiz.



LESSON 2

Activity 1. Listen to the story and perform actions sentence by sentence.



Activity 2. Sequence pictures to match the story and act out the sequence.



La llorona.



Cantuña



Las guacamayas



El Delfín rosado.



El sapo Kuartam

Activity 3. Present to the class.

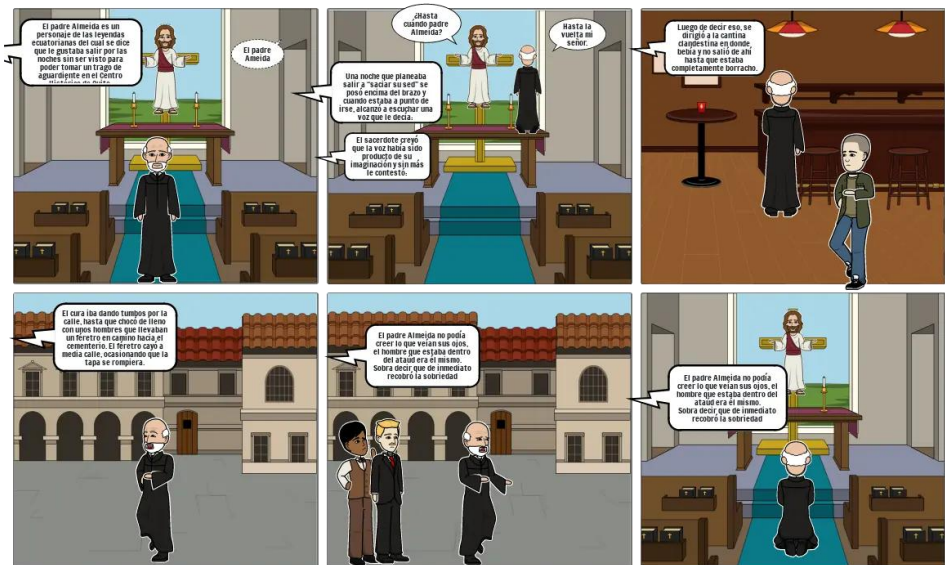


LESSON 3

Activity 1. Listen carefully to chain and remember previous actions.



Activity 2. Add their own sentence+action.



Create your own at Storyboard That

Activity 3. Repeat the full chain when it's their turn.



UNIT 6

I admire

Teacher's guide 6:

Unit objective: Identify professions/people from simple descriptions and act their main action (doctor helps, teacher teaches, firefighter puts out fire).

Time: 30 minutes per lesson.

Lesson 1: People We Admire

Topic / Time	Activities
1. Warm Up - 3 min.	Ask "Who do you admire?" collect a few answers.
2. Presentation - 7 min.	Present 6 admired professions with a key verb/action. Model the action. Students echo.
3. Guess & act- 8 min	Read a short description; students guess and act. Use gestures and props if available.
4. Pair interview- 8 min	Student A reads a description; B guesses and then acts. Swap
5. Closing - 4 min	Each student says one person they admire (one short sentence) and performs the action.

Lesson 2: Actions of Admirable People

1. Warm Up - 3 min.	Quick rapid TPR review of verbs.
2. Presentation - 6 min.	Present 3 actions per profession and model them. Students echo and repeat.
3. Sequence Practice –7 min.	Call out 2-3 actions for one profession; students perform in order. Increase complexity.
4. Group Challenge – 8 min.	Each group receives a profession and must create a 3-action routine to present.
5. Closing – 6 min.	Groups perform; peers identify the profession and actions.

Lesson 3: Role Play: "I Admire" Presentations

1. Warm up– 5min	Model a 30-sec piece using the sentence starter and 3 actions.
2. Presentation – 5 min.	Present rules: each student adds one sentence + action and repeats previous parts. Demonstrate.
3. Listening Q&A– 10min	After each presentation, one classmate asks a pre-set listening question ("What does ____ do?"). Presenter answers. Teacher moderates.
4. Closing-10 min	Teacher gives feedback on listening, pronunciation and action clarity.

LESSON 1

Student's guide 6:

Activity 1. Listen to descriptions and perform the corresponding action.



teacher



doctor



Police



baker

officer

Activity 2. Guess professions in pairs and act them out.

Job descriptions, occupations and places of work.

			
I bake and sell bread, cakes and doughnuts.	I sell fish, crabs, prawns and lobsters.	I fill your car up with petrol or diesel.	I check your books out and help you find them too.
Baker			
Bakery			
			
I plan and build buildings roads and bridges.	I check records of money paid and collected.	I cut, style, wash and dye people's hair.	I check and stop people going into offices and shops.

Activity 3. Share one admired person and action.

Someone I Admire

Name: _____

A picture of them:

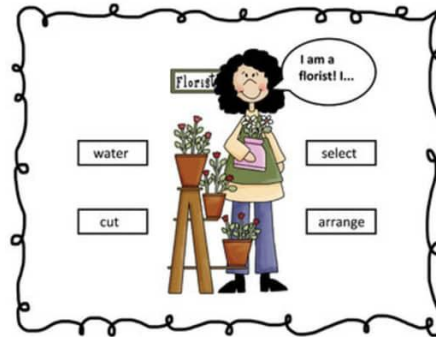
Some words which describe them:

Fun Fact about them:

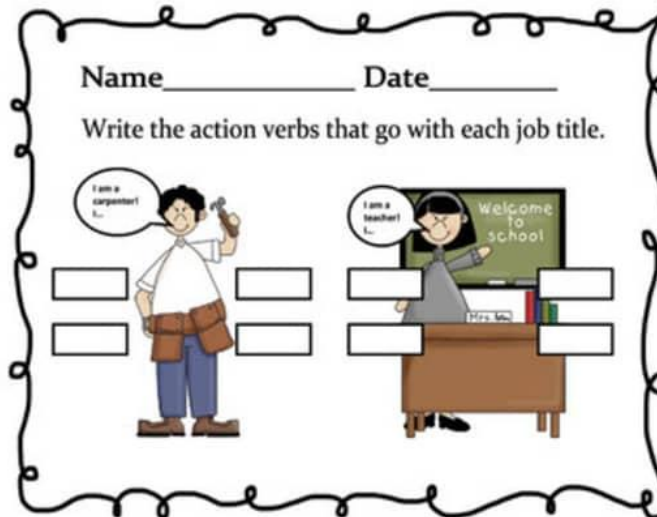
What is it they do? :

LESSON 2

Activity 1. Memorize and perform 3 actions for the assigned profession.



Activity 2. Work with group to present routine.



Activity 3. As audience, identify profession and actions.

Name: _____ Date: _____

VERBS and JOBS

★ Write down two **future tense verbs** people might do in these jobs:

 Dentist:	 Verb 1 ↓ checks ✓	 Verb 2 ↓ repairs ✓
	_____	_____
Teacher:	_____	_____
Gardener:	_____	_____
Bus driver:	_____	_____
Doctor:	_____	_____
Cleaner:	_____	_____
Chef:	_____	_____
Zookeeper:	_____	_____
Hotelier:	_____	_____

LESSON 3

Activity 1. Choose admired person and select 3 actions that show why.



1.	2.	3.

Activity 2. Rehearse with partner (one presents, one times & gives feedback).

<u>Jefferson Pérez</u> Jefferson Leonardo Pérez Quezada (born July 1, 1974) is a retired Ecuadorian race walker, and Ecuador's first Olympic gold medalist, winning the 20 km event at the 1996 Atlanta Olympics.	
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Activity 3. Present to group and answer one short listening question.

Listening questions:

1. What sport was Jefferson Pérez famous for?
2. What color medal did Jefferson Pérez win at the 1996 Olympics?
3. Which event did Jefferson Pérez win?

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study designed to determine the extent to which Total Physical Response (TPR) strategies enhance students' listening comprehension and overall participation in the English classroom. The implementation met the objectives set at the beginning of the research. The following conclusions are established:

- During this investigation, the theoretical foundations of TPR for the improvement of listening and oral comprehension skills in young learners were established. Concepts and principles of TPR supported the design of the proposal directed to fifth-grade students at Juan Pío Montúfar School and their instructors.
- The questionnaires and interviews revealed that teachers generally employ traditional methods to strengthen listening comprehension. However, when TPR activities were introduced, students demonstrated greater engagement, motivation, and retention of vocabulary, especially when commands and gestures were integrated into the lessons.
- Surveys conducted with students showed that physical actions combined with listening tasks helped reduce anxiety, making students feel more confident in responding to English instructions. Fifth graders reported that activities such as “Simon Says,” role-playing daily routines, and miming vocabulary related to their context (school, food, music) made English learning more enjoyable and meaningful.

- Based on TPR strategies that promote active participation, listening comprehension, and vocabulary acquisition, a student-friendly academic guide was designed. This guide includes six thematic units and step-by-step activities that are accessible to teachers and attractive to students. The structure allows teachers to implement TPR in a systematic and organized way while offering students clear, fun, and memorable learning experiences.

Recommendations

1. Teachers at Juan Pío Montúfar School should integrate TPR as a consistent methodology in their English classes, especially in the lower grades, where movement and physical engagement align with students' developmental stage.
2. Future training sessions should be provided to teachers so they can expand their repertoire of TPR-based activities and adapt them to different topics in the curriculum.
3. The guide should be piloted in multiple classrooms, and feedback from both teachers and students should be collected to refine the activities for broader implementation.
4. It is recommended that school administrators support the use of TPR by ensuring classrooms have enough physical space and resources for dynamic activities.

Annexes

Annex 1. Permission paper “Unidad Educativa Juan Pío Montúfar”

Quito, 01 de junio del 2022

Doctor
Miguel Ángel Chora
RECTOR DE LA UNIDAD EDUCATIVA “JUAN PÍO MONTÚFAR”
Presente:

Es grato dirigirme a Ud. Para saludar cordialmente y a la vez desearle los mejores éxitos en sus delicadas funciones.

Por medio de la presente; pretendo solicitar de la manera más comedida me autorice aplicar los instrumentos de investigación de mi tesis, con el fin de realizar una encuesta a los estudiantes de Quinto Año de Educación General Básica de la jornada Matutina y a los docentes que impartan la Asignatura de Inglés de dicho nivel, lo cual me permitirá identificar la eficiencia de la metodología que se va aplicar de acuerdo a mi proyecto de titulación planteado **“TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP ENGLISH LISTENING SKILL IN FIFTH GRADE STUDENTS”**, en la maestría que me encuentro cursando (Maestría en Pedagogía de los Idiomas mención Inglés), en la Universidad Técnica del Norte.

Cabe recalcar que las encuestas y entrevistas a aplicar a los estudiantes y docentes promoverán nuevos instrumentos y técnicas que permita adquirir al alumnado y profesorado un conocimiento significativo, creativo y didáctico del idioma inglés.

Por la favorable atención que se digne dar a la presente, anticipo mi sincero agradecimiento.

Atentamente:



Lcda. Vanessa Torres
MAESTRANTE



INSTITUCIÓN EDUCATIVA
“JUAN PÍO MONTÚFAR”
VICERRECTORADO
Sección Matutina
QUITO - ECUADOR
01-06-2022

Annex 2. English Teacher's Interview



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

Interview directed to teachers

RESEARCH TOPIC:

TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP ENGLISH LISTENING SKILLS IN FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA JUAN PÍO MONTÚFAR IN QUITO.

General objective: To integrate Total Physical Response method in the development of English listening skills in fifth grade students at Unidad Educativa Juan Pío Montúfar in Quito.

Questions:

1. What do you like most about teaching English?
2. According your opinion, what are the most difficult skills to develop in English?
3. Do you consider Listening skill as a complex skill to teach? Why?
4. According your opinion, which listening difficulties can you identify in your class?
5. Which strategies do you usually use for helping your students to develop listening in class?
Do you consider those are the most appropriate ones?
 - Listen to tales
 - Listen to songs
 - Listen to series or TV programs
 - Watch videos
 - Listen to and circle the answers

- Listen to a conversation and fill in the blanks
- Listen to and match sentences
- Other

6. Do you know what the Total Physical Response method is? And do you know any strategy about this method?

7. Observe the list, what strategies of TPR method would you like to use in your class?

- Action Songs (Karaoke in class)
- Simon Says
- Circle games
- Scavenger Hunt Challenge
- TPR Sounds
- Storytelling
- The Amazing Race
- TPR Theater

Annex 3. Student's Survey



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

Student's Survey

Tema de la tesis:

TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP ENGLISH LISTENING SKILLS IN FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA JUAN PÍO MONTÚFAR IN QUITO

Objetivo: Recolectar información sobre cómo el uso de la metodología TPR ayudaría a mejorar la destreza de escuchar del idioma inglés en los estudiantes de quinto año de EGB.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la influencia de la metodología TPR en las clases de inglés, principalmente en el desarrollo de la habilidad de escuchar. La encuesta es totalmente anónima y consta de un total de 9 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Cuestionario

Curso:

Fecha:

Género: Masculino

Femenino

1. ¿Disfruta de sus clases de inglés?

Bastante	
Mucho	
Poco	
Nada	

2. ¿Cuántas horas a la semana usted practica inglés?

Menos de 30min	
30min a 40min	
40min a 1hr	

3. ¿Qué tanto le agradan las actividades de escuchar (listening) en sus clases de inglés?

Bastante	
Mucho	
Poco	
Nada	

4. ¿Con qué frecuencia hace su profesor actividades de escuchar (listening) en la clase?

Siempre	
A veces	
Rara vez	
Nunca	

5. ¿Qué tanto le agradan las actividades de escuchar (listening) en sus clases de inglés?

Bastante	
Mucho	
Poco	
Nada	

6. ¿Con qué frecuencia hace su profesor actividades de escuchar (listening) en la clase?

Siempre	
A veces	
Rara vez	
Nunca	

7. ¿Qué actividades para escuchar (listening) realizan en clases? (Elija una o más opciones)

Escuchar cuentos	
Escuchar canciones	
Escuchar y encerrar respuestas	
Escuchar y completar espacios en blanco	
Escuchar y unir oraciones	

Otros Mencione:	

8. En sus clases de inglés ¿Su maestro utiliza gráficos o imágenes para enseñar nuevo vocabulario?

Siempre	
A veces	
Nunca	

9. De las siguientes actividades, ¿Cuáles le gustaría que su profesor aplique en las clases de inglés? (Elija una o más opciones)

Realizar un karaoke con canciones en inglés	
Utilizar el juego “Simón Dice” en inglés	
Sentarse en un círculo y escuchar un cuento en inglés	
Hacer mímicas para aprender un nuevo vocabulario en inglés	
Otros Mencione: _____	

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