



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The use of techniques based on total physical response (tpr) to increase students listening comprehension in an efl classroom

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FECHA: 15/07/2020

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PALABRAS CLAVE: Respuesta fisica total, Comandos, Tecnicas, Habilidad auditiva, Adolescentes

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**SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO  
SISTEMA EDUCATIVO ESTATAL REGULAR  
DIRECCIÓN DE EDUCACIÓN  
INSPECCIÓN DE EDUCACIÓN NORMAL**

**BENEMÉRITA Y CENTENARIA  
ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ**

**GENERACIÓN**

**2016**



**2020**

**“THE USE OF TECHNIQUES BASED ON TOTAL PHYSICAL RESPONSE TO  
INCREASE STUDENTS LISTENING COMPREHENSION IN AN EFL  
CLASSROOM”**

**ENSAYO PEDAGÓGICO**

**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN EDUCACIÓN  
SECUNDARIA CON ESPECIALIDAD EN INGLÉS.**

**PRESENTA:**

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**SAN LUIS POTOSÍ, S.L.P.**

**JULIO DEL 2020**



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en la modalidad de: Ensayo pedagógico

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## DEDICATION

I will be forever grateful to my family for all the support they gave me through these four years. To my friends and teachers, for all the advice given in the process of this pedagogical essay.

As we go through life we see, that there is so much that we don't understand, but as long as I have you, there is no need to be afraid. Mom, dad, thank you for all your support, strength, and wise given in this journey, I will be forever grateful for this legacy.

To my brother, you were my inspiration and motivation for my career, thank you for being part of the process, thank you for being the best student.

*“Those that we love never truly leave us” - J.K. Rowling*

To my sister who gave me strength in every aspect of my life, even though you were not by my side as I wanted, every time I thought about you, you will give me peace and patience in the most difficult moments. I hope you are proud of me.

To my best friend, I cannot thank you enough for everything did, thank you for believing in me when nobody did. You have the most beautiful heart, you taught me the real meaning of friendship. Thank you for the experience.

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## INTRODUCTION

English is an acknowledged passport to better education and employment opportunities. The English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is not the first language. To acquire simple language for day to day communication is main aim of learning any language. As a universal process communication influence the activities of the human community at large. Social development is a prominent feature of effective techniques of communication, which is necessary for sustaining the growth and development.

The following pedagogical essay is named “The Use of Techniques Based on Total Physical Response (TPR) to Increase Students Listening Comprehension in a EFL Classroom” its purpose is to increase students listening comprehension, it will also facilitate instructions providing a stress-free environment for students, as well as promoting speaking while interacting with their classmates not only oral but physically. The development of this essay was carried out in the Middle School Tecnica No. 1. The group of study was a third grade group.

This topic was personally selected based on my experiences on previous practices in different middle schools, I had noticed the while teaching a second language I lost a lot a time explaining the activities or repeating the instructions over and over, had difficulties on encouraging students to participate, and there was barely any communication between students. Working with teenagers needs authority, I knew that this topic was a challenge because students of this age are not use to interact in this way in their English classes.

Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. In order to obtain information for this pedagogical essay, it was necessary to go over a process that began with observations. Observations of the infrastructure and surroundings of the school, it was important to gather this information, because, a good school infrastructure, with renewed spaces, makes it possible for children and youths that live in remote areas to study and, in addition, tends to improve the attendance and interest of students and teachers in learning. For this same reason, investments in school infrastructure have an

essential role in solving access problems of students to the school system and to improve their performance.

According to the Development Bank of Latin America, the infrastructure of a school must at least comply with the following parameters:

- Comfort for students, teachers, and administrators: spaces for teachers and students, with an adequate temperature, ventilation, and lighting, with water, electricity, and Internet services, as well as sanitary services and the respective drainage of sewage waters.
- Spaces for the development of rehearsals and practices such as libraries, and natural sciences, information technology, physics and chemistry labs.
- Spaces for the development of talents and entertainment, sports, and culture.

It is also important to know the context in which students gather their experiences. Gonzalez-Pienda (2003) points out that not only school performance but also the teenager's personality construction is influenced by his personal life story in their family and social, cultural and relational contexts, determining individual and social skills. This aspect can have an impact in students learning process. Furthermore, we move on to classroom observations; classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specifies both, the events or behaviors, that are to be observed and how they are to be recorded. Generally, the data that is collected from the procedure focuses of the frequency with which specific behaviors or types of behaviors occurred in the classroom and measures the duration. (Delamont & Hamilton, 1986, pp. 79).

Following the process of the investigation, there was a diagnostic exam applied to each group, to know their English level. Diagnostic exams can show the teacher what the students know and do not know about the English language. Such information can and should be analyzed by the teacher. The results of the diagnostic test are a valuable resource that can guide the teacher in creating effective lessons and materials that meet the learning goals of the course and the needs of his/her students; the diagnostic exam applied for third graders was taken by the Cambridge English Qualifications A2 Flyers.

Once the information of the diagnostic exams was gather, the research of the topic began, in order to make an impact in the skills that needed to be improved. In which

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

Therefore, the present pedagogical essay will be organized in two chapters. In Chapter I. There is a brief introduction of the topic selected and the personal reasons of choosing the topic. The purpose of study according the topic, the research of activities supported with authors, the difficulties confronted during the application of the techniques. There is a short description of what is known about the topic.

Following with Chapter II. There is a further reflection to the topic development, in this case the experiences obtained during the creation of the lesson plan and the application of the techniques. The tools that were used to assess the progress of the students and the teacher trainee. Assessment and evaluation are the main parts of teaching and learning activities. They have very close definitions and they are very often used interchangeably. However, they do differ from each other to some extent. Assessment is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000). As well as the challenges faced during the application of the techniques. The progress will be observed the results and reaction of the student's junior high and the feedback provided by the head teacher.

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

# CHAPTER I

## I. TOPIC OF STUDY

### 1.1 Nucleus and Topic Line

Based on the experiences acquired on the first 4 weeks of practices, I noticed that students have lack of vocabulary and the majority of them are afraid of making mistakes when they tried to speak English. I also noticed that students did not have an interaction with the head teacher, the activities and notes they had been based in grammar functions. They are not use to participating the class, their evaluation is based on notes, tasks in class and final project.

According to the profile of the group, the focus of my study is based on “The didactic competence in teaching the specialty” The topic line will be the “Analysis of the teaching practice”. Since I would be basing the study during the experience gain in the practices. The name of this pedagogical essay I selected “The use of techniques based on Total Physical Response to increase students listening comprehension in students of third grade junior high school.”

Through the experiences and observations that I had in my practice that took place on September 23<sup>rd</sup> to October 18<sup>th</sup>, 2019 I noticed that students followed along the instructions and actions if they have visual support, and if I set one or two examples myself about the instructions or the activity.

The nucleus and topic line help to organize and give direction to the essay. Furthermore, to identify the investigations actions and the decision the must be taken while and after of the application of the method.

### 1.2 School Context and Geographical Location

#### 1.2.1 School Context

The school is located in the street Mariano Jiménez 899, Estadio, San Luis, S.L.P. Based on the information of INEGI, there are many services around the school such as stores, paper shops, drugstores. There is also a Hospital, a Middle school, a Sport center, a Fire station, a Kinder Garden, and few Elementary schools.

According to the interviews, the surroundings of the school is full with violence, drugs, gangs and self- distrust.

### 1.2.2 School History

On May 7, 1963, the Escuela Secundaria Tecnica No. 1 at that time named Escuela Secundaria Industrial No. 57, opens its registration to the students, starting a great educational page for San Luis Potosí and for Mexico. Officially on December 2 of the same year of 1963, the Industrial Technical School No. 57, was inaugurated. It dressed up to receive the then President of the Republic, Mr. Adolfo López Mateos President of the United Mexican States, Mr. Dr. Jaime Torres Bodet, Sr. Public Education, to Prof. Manuel López Dávila, Governor of the State, to C. Ing. Alejandro Guillot S. General Director. Of Special Teachings.

When the head of the Nation develops the commemorative plaque. Subsequently, Mr. Guillot expressed concepts that contain the origin and projection of these types of schools: “The construction of this School represents the effort of the Federal government, to improve the means of education for Mexicans. It is a response to the growing demand for specialized educational centers, which provide our people with better job opportunities, based on adequate technical education. A school of this type, allows to give the first education of the middle level. It is a secondary school with technological options that allows young Mexicans to have the required background for higher education, as well as to enable them with a trade that helps them join the country's economic entities.”

The programmed objectives were achieved through the enthusiasm and dedication that both teachers and students put. It was shown that these Schools provide solid preparation as a basis for higher education; In the technological formation, the goodness of these Schools was demonstrated with realities, enabling the hands of the students in a certain specialty, with which they could be incorporated into the life of work, becoming productive elements. And as a complement to this integral education, the student has the opportunity to demonstrate in sports and artistic activities

### 1.2.3 School Facilities

The institution has fifteen classrooms, a library, a laboratory, a computer room, a civic square, and eight restrooms. It also has the following services: electric power, public water service, sewer system, tank, telephone and Internet but only the teachers have access to it. The institution also has protection signs, evacuation routes, emergency exits

and security zones. Each teacher has a different role in the school, there a teacher in charge of the library, three teachers in charge of the computer room. For the disciplinary area there are three prefects, one for each grade, for the administrative staff, there are four administrative secretaries, a secretary for personal and administrative business for the principal.

#### 1.2.4 Classroom Setting

Each classroom has a whiteboard, projector, a desk, enough table benches for the students, windows. Some classrooms have bookshelves with dictionaries, books from different subjects. Enough space in the walls for posters.

#### 1.2.5 Goals of the School Grade Curricula

Based on the information given in the Consejo Tecnico Escolar (CTE), the school has the following objectives to achieve the Programa Escolar de Mejora Continua (PEMC) of the Nueva Escuela Mexicana (NEM):

Promote the knowledge of mathematics, reading, literacy, history, geography, civics, philosophy, technology, foreign languages, sports, art, sexual education, etc. In order to provide an education of excellent, with involves students' families in academic activities, the use of different resources to increase students' motivation according to their needs and interests.

#### 1.2.6 Mission of the School

Contribute with quality, to the integral formation of the adolescent, through the development of their competences and that, freely continue their learning for life; guided by professionals committed to the Technical Secondary Education, in shared, equitable spaces, democratic and collaborative, which use technological advances; in the framework of school management, the culture of evaluation, the transparency and accountability.

#### 1.2.7 School Vision

To be the leading Secondary Education modality, characterized by the professional update dedicated to developing with equity competences for life, in reliable and committed institutions, in democratic environments, where collaborative work prevails, assuring students and educational service of sustained quality in values, giving them the freedom to continue learning in an autonomous way.

1.2.8 Number of students in school, number of students in each classroom, age range, gender mix.

There are three hundred and sixty-two students in the school, the school has fifteen groups, five for first grade, five for second grade and five for third grade, each group has around ten and twenty-five students. Between twelve and sixteen years old. Boys and girls are mixed in each group.

#### 1.2.9 English Academy

The teachers and the area of prefecture are divided in 6 academies; the English academy is conformed by three head teachers. On October 4<sup>th</sup> of this year in the CTE, the teachers responsible of this academy have a specific cultural responsibility in the school for specific days of the year, such as:

In the month of November

- A calaveritas contest in English and Spanish
- A singing and declamation presentation.

In the month of December

- A Christmas carol presentation
- Cultural exhibition
- Free song in English

In the month of January

- Silent short film

In the month of February

- Intensive preparation to participate in the declamation contest
- Stories and spelling

In the month May

- A song for mother's day in English
- Teacher recognition mailbox.

### 1.3 Relevant Social and Academic Characteristics

#### 1.3.1 Group Description

##### Third grade group “D”

There are twenty students in the group, seventeen boys and three girls, most of them do not like to participate, some of them know the basic structures to form a sentence, they like to play games, it will be difficult to apply activities in teams because of the space of the classroom.

When I talked with the group I noticed that some students need motivation in English class, they do not see any purpose for learning English. They seem to be very respectful with teachers, but there is no respect between themselves so I consider I need to apply different strategies to increase values in the classroom.

Based on their notebooks they have seen the verb “to be”, regular and irregular verbs, verbs in past participle, the stages on the year, professions. The head teacher notified me that the group has lack of language.

##### Third grade group “C”

There are twenty-one students in the group, sixteen boys and five girls, they seem to be participative in class, some of them know the basic structures to form a sentence, they like to play games, this is a group that is not afraid to participate, there are willing to take risk and play with the language. Although it will be difficult to apply activities in teams because of the space of the classroom. They seemed to be under control if the head teacher is not around. When I talked with the group I noticed that some students have high expectations’/motivation in English class, they know that English is useful to get a job, travel, meet people, etc.

Based on their notebooks they have seen the verb “to be”, regular and irregular verbs, verbs in past participle, the stages on the year, professions, days of the week, number from one to one-hundred, and greetings.

##### Third grade group “E”

There were seventeen students in the group, thirteen boys and four girls, they seemed to be participative in class, some of them knew the basic structures to form a sentence, they liked to play games, it will be difficult to apply activities in teams, because of the

space of the classroom. They seemed to be under control if the head teacher was not around.

When I talked with the group I noticed that some students need motivation in English class, they don't see any purpose from learning English. They seemed to be very respectful with teachers, but were very disrespectful with each other. Based on their opinions students know colors, some verbs and verb "to be".

### 1.3.2. Linguistic Needs

Considering the results of the diagnostic exams for students to get in touch with the language, students need:

- To understand and use very frequently-used everyday expressions as well as simple phrases to meet immediate needs.
- To introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, things he/she has and people he/she knows.
- Have to interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate.

### 1.3.3. Diagnostic Exams and Results

The diagnostic exam applied for third graders was taken by the Cambridge English Qualifications A2 Flyers. This test is made up of three papers developed to encourage and motivate young learners.

The listening paper takes about twenty-five minutes it has twenty-five questions divided in five parts. The reading and writing paper takes about forty minutes it has forty-four questions divided in seven parts. And speaking paper takes about 7 to 9 minutes it is divided in four parts.

Considering the time that we had to applied this exam, I just applied reading and writing part one, part three and part seven. Reading and writing tests has seven parts. Each part begging with one or two examples. For all parts of the reading and writing test, children must spell their answer correctly. I applied the speaking test on the third week of the first period of practices.

### Reading and Writing

#### Part one

Is a task of fifteen words and ten definitions (sentences that describe or explain ten of the fifteen words). Students had to write the correct word next to each definition. Students should practice reading definitions and matching words. Copying words. This task has a total of 10 questions. (APPENDIX A).

#### Results Third Grade Group “C”

The test was applied to twenty-one students. From ten questions, students had an average result of four to seven correct answers. Based on the observations while the application of this texts. I noticed that students were very calm, they were trying to complete everything. Of course, there were students that were having problems answering the tasks. (APPENDIX B).

#### Results Third Grade Group “D”

The test was applied to twenty students. From ten questions, students had an average result of zero to five correct answers. The majority of the students were very nervous, they did not know how to answer, they were constantly asking me what to do, only three students seemed very calm during the test. (APPENDIX C).

#### Results Third Grade Group “E”

The test was applied to seventeen students. From ten questions, students had an average result of zero to two correct answers. This group had problems answering the test, they did not know how to answer, the majority of them left the test in blank. They were constantly asking the meaning of some words that were in the test. (APPENDIX D).

#### Part three

It is a text with some missing words (gaps) in it (noun, adjective or verb). Next to the text there is a box with words in it. Students had to choose the correct word from the box for each gap and copy it. Students should practice reading for specific information and gist. Copying words. This task has a total of five questions. (APPENDIX E).

#### Results Third Grade Group “C”

The test was applied to twenty-one students. From five questions, students had an average result of one to five correct answers. Students seemed to understand the task, they

were reading many times to relate the sentences from the words that were in the box. (APPENDIX F).

#### Results Third Grade Group “D”

The test was applied to twenty students. From five questions, students had an average result of zero to two correct answers. Students did not understand the sentences, therefore, they did not understand the words in the box. (APPENDIX G)

#### Results Third Grade Group “E”

The test was applied to seventeen students. From five questions, students had an average of zero to one correct answers. This group did not answer this part of the test, they did not understand the sentences and the could not related to the words in the box. (APPENDIX H)

#### Part seven

Is a task in which students have to write a story based on three pictures. Students should practice writing short stories. There are one questions in this task. That was graded the following grade. (APPENDIX I). See results as (APPENDIX J, K, L).

The speaking exam applied for the group was taken from the Cambridge English Assessment for Pre A1 Starters. Pre A1 Starters is the first of three Cambridge English Qualifications designed for young learners. This test has four parts. Students took the test with me. I introduce myself with them and explained what they were going to do on their own language. The time allowed for this test is from three to five minutes. Considering the time, I had to apply on the first part of this test.

The first part of this test consists I greeted the student and ask their name. Then I asked them to point to some things in a big picture. I showed some small pictures of objects. I named three objects and asked the child to point to them. Then I asked them to put each object card somewhere on the big picture from Part one. Students should practice understanding and following spoken instructions. (APPENDIX M). The exam would be evaluated with the following rubric (APPENDIX AA).

#### Results of third grade group “E”

The test was applied to fifteen students. This group constantly asked for clarification in Spanish, thirteen of them would understand the indication but would replied to me in Spanish and only two answered me in English. (APPENDIX N).

#### Results of third grade group “C”

The test was applied to eighteen students, the majority of them understood the indications, and will answer the free questions without problems and they would also ask me a few questions, only three of them could not answer the questions I made. (APPENDIX O).

#### Results of third grade group “D”

The test was applied to fifteen students. This group took time to understand the indications, but at the end they would do what I asked them to, in the questions they would respond with a short answer “yes/no”. (APPENDIX P).

Finally, for the Listening skill I applied the A1 Movers Listening Part 2 Test 1, there is a short conversation between two people. There is a form or a page of a notebook with some missing words (gaps). You have to listen to the recording and write a missing word or number in each gap. I only applied the test to my group of study, and it was applied to fifteen students. (APPENDIX O). See results (APPENDIX Q).

Comparing the results between the three groups, in general third graders had an A1 level in English according to the Common European Framework of References for Language. as its name says it is a framework or reference designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabus and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR states the students with an A1 (Beginner) level has the following characteristics:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and

can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Students should have an A2 (Elementary English) they should understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Therefore, the priority at this level, when building up to A2 English level, is expanding vocabulary and building up to more complex types of sentences. Based on the results of the diagnostic exams, previous observations and profiles of the groups, I will be focusing on third grade group “C”, the application of the techniques would be suitable for this particular group.

#### 1.4 Description of the case being study

The main purpose of this study is to apply different techniques to help students increase their listening comprehension, during the application of the techniques students should be able to have a development in their speaking skills as well, this will be assessed during each class. Based on the development they have in each class, it is difficult for students to understand simple instructions and commands in English, they were also afraid of making mistakes and others were just too shy to participate. This study was also conducted to get data about how TPR techniques are used for students in a junior high school. As a teacher trainee this study will help myself to design, organize and implement techniques appropriate for students’ interest, in order for students to achieve the knowledge, skills development and value training purposes established in the secondary education curriculum and programs.

The contents designed to carry out the actions that enable the articulation of English teaching for third graders of a junior high school are based on PNIEB (Programa Nacional de Inglés en Educación Básica) from which syllabuses for the three levels of Basic Education are derived. Such syllabuses are devised based on the alignment and standardization of national and international standards, the selection of criteria for teacher

training, the establishment of guidelines for the design and evaluation of educational materials, as well as the certification of English language proficiency.

It is expected that students should be able to rely on a repertoire of linguistic and metalinguistic strategies that allow them to act competently as more autonomous users of the language. It is important to highlight that for the development of basic language abilities included in the syllabuses of this cycle, teacher's intervention is fundamental and graded throughout the three years of secondary education; thus, allowing students to participate autonomously in social practices of the language little by little. (PNIEB, 2011, p. 11).

Therefore, TPR introduces language skills or components in an action in which a teacher serves three roles: an order taker, a model provider, and an action monitor. The students serve as models and action performers until they feel ready to speak out. (Pham Ho, 2018, p. 130).

This will help students of secondary education to consolidate basic skills, in the English language as well as the necessary knowledge in this language in order to be able to use the receptive skills. In this school stage, students are expected to be able to:

- Interpret the general meaning, main ideas and some details of short oral and written texts from different sources used in different contexts of communication.
- Participate in communicative exchanges by keeping the communication, using appropriate register adapting language to unexpected communicative needs. (PNIEB, 2011, p. 106).

#### 1.5. What is known about the topic

The phrase “babies don’t learn by memorizing lists; why should children or adults?” causes a controversial situation in language learning. Asher (2009) states that people can learn a second language like a baby acquires the first language. This will contribute students understanding detailed instructions to solve problems related to familiar and common situations. (PNIEB, 2011, p. 107). The following section will contain concepts that are linked with the main concept of this pedagogical essay.

### 1.5.1 Total Physical Response

The techniques based Total Physical Response were created by James Asher in 1966, a professor of psychology at San Jose State University in California. These techniques are based on the connection that exists between commands and actions, meaning that the process of learning a language is associated with physical activities. According to Dr. James Asher the use of these techniques helps students improve their listening by linking physical actions which are designed to reinforce comprehension of particular basic items.

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

According to research done by Sulaiman (2014), the Total Physical Response method intends to simulate the acquisition of the first language as children learned their mother tongue. In addition, Asher (2009) emphasizes that "TPR is a tool, not a method"

### 1.5.2. Difference Between Approach, Method and Technique

As outline by (Brown, 1997; Orwig, 1999; Mallikarjun 2003; Mischler, 2002) an approach consists on the views, ideas and beliefs related to the nature of language learning. In other words, it emphasizes on the theories about language in order to apply them practically to language learning teaching. A method refers to the overall plan for learning a second language, and it involves the design of a syllabus for the course and its learning of objectives, it also implies directly a formula and the foreign language teaching is determined by the art of teaching mainly, but not by science. A technique is a term that embraces the classroom activities. There is an often confusion among these three since they are extremely connected.

Therefore, I will be applying TPR as a technique it has the position of implementation phase and it is often called procedure while approach and method are at the level of design (Richards and Rodgers, 1986: 16). Laura Ionic (1976) adds that TPR is a useful technique that benefits from impressive results, especially when associated with other methods. It focuses on comprehension, lays emphasis on meaning and reduces the level of stress.

### 1.5.3. TPR Techniques

According to Asher (2000), there are many kinds of TPR teaching techniques: pointing, guessing, performing physical actions, picture work, and storytelling.

1.5.3.1 Pointing. As Lowry in her *Help You Help Children Communicate* states that pointing is a sign that a person has developed certain social and communication skills.

She explains that there are two reasons why people point.

- To ask for something, this is called imperative pointing.
- To draw someone's attention, this is called declarative pointing.

1.5.3.2. Pointing is related to listening, because normally students in class point at something for clarification or to point at a result, this result could be a picture, a sentence, a word, etc.

1.5.3.3. Guessing. Is one of some games in teaching technique. In addition, Philips (2003) states that the children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meaning of English words. It can be a tool to introduce, review, and reinforce new vocabulary to the students. It can make the students to be more memorizing the words.

1.5.3.4. Physical actions. According to Centers for Disease Control and Prevention (2018) **performing physical actions** is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle, and high school). The two primary approaches for classroom physical activity are:

- Physical activity integrated into planned academic instruction.
- Physical activity outside of planned academic instruction.

1.5.3.5. Picture Work. Different scholars have tried to define visual literacy. According to Wileman (1993) visual literacy is “the ability to read, interpret, and understand information presented in pictorial or graphic images” (p.114). In a similar definition, Heinich, Molenda, Russell, and Smaldino (1999) defined this concept as “the learned ability to interpret visual messages accurately and to create such messages” (p. 64). Pictures also facilitates students comprehension of texts.

1.5.3.6. Storytelling. came up and went beyond Asher's TPR constraints by incorporating stories. Blaine Ray, its developer, stated that there are four elements that stand out as the most essential considerations in the method, which foster straight oral production and fluency development, and are also of paramount transcendence to achieve the best results in the method application (Blaine, 2008).

#### 1.5.3.7. Body Language

Therefore, these techniques could be combined with active exercises as Asher (1987) refers "language and body movements seem to be a beneficial combination for the internalizing information. The application of these techniques will help students to understand better instructions in class.

According to Kuhnke (2012) psychologists, zoologists, and social anthropologists have conducted detailed research into components of body language – part of the larger family known as non-verbal behavior.

In the 1970s, Paul Ekman and W V Friesen developed the Facial Action Coding System (FACS) to measure, describe, and interpret facial behaviors. This Instrument is designed to measure even the slightest facial muscle contractions and determine what category or categories each facial fits into. It can detect what naked eye can't and is used by law enforcement agencies, film animators, and researchers of human behavior.

Sometimes a gesture is more effective in conveying a message than any words you can use. Signals expressing love and support, pleasure and pain, fear loathing, and disappointment are clear to decipher and require few, if any, words for clarification. Approval, complicity, or insults are commonly communicated without a sound passing between lips. By frowning, smiling, or turning your back on another person, your person, your gestures need no words to clarify their meaning (Kuhnke, 2012, pp. 31-32)

### 1.6. TPR Steps

#### Step 1. Prepare

Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

#### Step 2. Teacher Modeling

Say the new vocabulary word for the students. As you do this, use gestures, facial expressions, props or body movement to illustrate the meaning of the word.

### Step 3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word.

### Step 4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word.

Website: The Teacher Tool Kit

## 1.7. Listening

TPR itself emphasizes listening comprehension. Listening is defined as the ability to understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping meaning (Rost, 1994). For instance, O., Malley, Chamot, and Kupper (1989) define that “listening comprehension is an active and conscious process in which the individuals construct meaning by using cues from contextual passages and relate what they hear to existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (as cited in Moreno, 2015, p. 18).

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

By the 1970’s listening drew more attention and was progressively incorporated as a “pragmatic skill”, such as reading, writing, and speaking on developing foreign language

(FL) or second language (SL) programs. Twenty years later the importance of listening skills increased enormously during this stage. However, Brown (1987) stated that “a significant number of published courses on listening comprehension and classroom practices in many schools in many countries continues to demonstrate that listening is still regarded as the least important skill” (as cited in Morley, 2001, p. 69).

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

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

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

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

#### 1.7.1. Listening Sub-skills

- *Listening for gist:* This is when we listen to something to get a general idea of what it’s about, of what’s being said. We don’t want or need to understand every word.
- *Listening for specific information:* This is when we listen to something because we want to discover a particular piece of information. We know in advance what

we're hoping to find out. We can ignore other information which doesn't interest us.

- *Listening in detail:* This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible.

*Harmer, J., (2007) How to Teach English (new edition), Pearson-Longman, – chapter*

*10*

Regarding the process of listening, several linguistic and psychological conceptions have arisen during history, which have been the base for designing different methods in the learning-teaching of a new language. Thus, cognitive theories were conceived as a way to explain how people learn. Although it is not a teaching technique, it might lead teachers to find out how people process listening in their minds (Molina, Cañado, & Agullón, 2013). It has three vital aspects: a). understanding the spoken language must come before speaking, b). understanding is developed through body movements, and c). the listening period creates a readiness to speak. (Asher, 2009).

### 1.8. Speaking

Hornby (1995) and Ngan (2013) defined speaking as the skill that the students will be judged upon in the real-life situations. It is an important part of everyday interaction and the first impression of an individual is based on his/her ability to speak fluently and comprehensively. In addition, Brown (1994), Burns and Joyce (1997), Leong and Ahmadi (2017), and Fouladi Nashta and Rahimy (2018) defined speaking as an interactive process of making meaning that involves producing, receiving, and processing information.

#### 1.8.1. Speaking Skills

- *Fluency:* It is when students' practices speaking with a logical flow without planning or rehearsing. Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
- *Accuracy:* Students practice using words, structures and pronunciation accurately. Students need to be able to use to pronounce words and structures correctly in order to be understood. Controlled practice activities are most common way of working on spoken accuracy.

- *Appropriacy*: Students practice using language appropriate for a situation making decisions about formality and choice of grammar or vocabulary. Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. *Lackman, L. (2010) Teaching Speaking Sub skills. (pp. 3)*

### 1.8.2 Stages of Speaking

Three main stages of a speaking lesson are: pre-speaking, while-speaking, and post-speaking (Ngan, 2013). The first stage is pre-speaking stage (presentation stage). This stage prepares students for getting them to think about the topic or situation before they speak about it. Pre-speaking activities involve discussion or brainstorming, where students collect all their ideas on the topic; vocabulary preparation, where the teacher pre-teaches key vocabulary to help comprehension; prediction, where students guess what they may learn about. Total Physical Response (TPR) also allows a pre-speaking phase where students are not forced to speak until they feel confident to do so. The Silent Way forces students to rely heavily on their own resources even when under the teacher's direction. Focus on the student has also led to the development of learner training and self-directed learning programs.

As an outline by Dabiri and Pourhosein (2019) pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Thought and reflection are parts of pre-speaking activities. These activities help the learners to plan and organize for speaking.

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

### 1.8.3. Top Down-Bottom up

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

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

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

### 1.9. Good learner

As aforementioned, Total Physical Response requires students' active participation in the classroom, hoping a meaningful physical reaction towards the activities. Therefore, methodologists, such as, Rost and Miller, have turned their attention not just to the teaching of the language but also to training students how to be good learners. A good learner according to Harmer (1998) has the following characteristics:

- Willingness to listen
- Willingness to experiment
- Willingness to ask questions
- Willingness to think about how to learn
- Willingness to accept corrections

Therefore, if students make the most of their own resources and if they can take their own decisions about what to do next and how best to study, so the argument goes, their learning is better and they achieve more. (Harmer, 1991, p. 22.)

This model means that second language learning should be based on the model of first language learning. First language acquisition takes place in a stress-free environment, according to Asher, whereas the adolescents language learning environment often causes

considerable stress and anxiety. The key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language. (Richards and Rodger, 1986, p. 91).

### 1.9. Foreign Language Teaching with Teenagers

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

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

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

#### 1.9.1. Play and Social Interaction

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

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

Furthermore, teens can gain good experiences or bad ones in foreign language classes. Some adolescents can feel pressure from their classmates during class exercises which can affect their behavior positively or negatively (Lauria & Leiguarda, 2012, p17).

#### 1.9.1.2. Fatigue and Indifference

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

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

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

#### 1.9.1.3. Physical activities

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

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

#### 1.9.1.4. Stress-Reduced Environment

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

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

#### 1.9.1.5. Anxiety Reduction

For less experienced students in the listening practice, TPR becomes an effective teaching tool because TPR does not force students to produce the language until they are ready (Krashen, 2009, pp. 136-137). Learners have to go through a period of time named “silent period” that is a period of preparation with listening and observing activities until they are able to produce oral messages, avoiding students to learn incoming knowledge with pressure or stressful practices.

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

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

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

#### 1.9.2. Methodology

The application of TPR in the classroom has no specific format. However, in order to have a sequence in the application of techniques the activities will follow a PPP procedure, which stands for Presentation, Practice and Production. It also seems to

assume that students learn in straight lines' - that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production.

#### Presentation

In which the teacher highly controls the teaching learning/process. The materials in this phase contain all the targeted linguistic in the unit. This presentation can take a deductive or an inductive mode. In the former, the teacher/textbooks models the target structure or lexical items and offers the explanation behind the construction of such structures or the meaning of the words.

#### Practice

Which still reflects a high level of teacher control in the sense that she/he checks his/her students correct understanding of the items presented in the first stage. These activities are aimed at achieving accuracy forms so that fluency can be later achieved in production activities.

#### Production

Which aims at increasing fluency in linguistic use, precisely through “autonomous and more creative activities”. The strategies for achieving such a goal are based on a freer use of the targeted structures. The kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinion and information gaps (Criado, 2013, p. 99-100).

#### 1.9.3. Key questions this case will attend

1. What TPR techniques can be applied in third grade group “C”?
2. What TPR techniques can be applied in third grade group “C”?
3. How can I apply TPR techniques in third grade group “C”?
4. How did students respond to the TPR techniques?

# CHAPTER II

## II. TOPIC DEVELOPMENT

The development of this chapter is based on the data obtained during the application of the instruments to evaluate students' knowledge and reactions inside the classroom. Therefore, the questions of this pedagogical essay will be answered through the results.

### 2.1. What TPR techniques can be applied in third grade group "C"?

Based on the results of the diagnostic exams, information of the class profile of the group and theoretical information required from the main topic, teaching English in young learners is a challenge for teachers because it requires more preparation to create a success in teaching. Good teachers are those who teach and are able to create positive responses from their students. A mnemonic strategy used for Foreign Language (FL) vocabulary is Total Physical Response (TPR) developed by Asher. TPR involves having students to listen to a command in a foreign language and immediately responding with the appropriate physical action. As mentioned before, the physical aspect of TPR learning process makes it possible to integrate physical exercise and play into language teaching quite naturally and to enhance students' physical activity and engagement outside the classes.

TPR involves movements that students can actively do in the classroom. In teaching, the teachers can use song, a storytelling, or role play in which there are commands to enable students to carry out instructions to perform an action, then the teacher instructs through giving commands to the students to take this action then all the students do the action. Analyzing the responses of the group through the first practice period, I had come to the conclusion that these techniques have better responses with students that are very talkative, that have less concentration and that are fond of talking with their classmates. Therefore, I focused in applying the following techniques; pointing, physical actions, picture work and storytelling.

Each technique had its purpose especially while working with teenagers, as a teacher trainee the most important job is to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of the course. It was also important to include attitude, intentions and personality. The items mentioned before are often grouped together under the heading of "classroom management".

Classroom management involves decisions and actions. The actions are what is done in the classroom, e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them, who will do them, etc. (Scrivener, 2005, pp. 79-80). During the application of the techniques I had to think in the following classroom management areas; grouping and seating, e.g. forming groupings. Activities, e.g. setting up activities, timing activities and especially giving instructions for each activity. Working with teenagers had a big impact in my authority, e.g. gathering and holding attention during the activities. Finally, the use of these techniques could help me to clarify instructions and explanations.

## 2.2. What tools can be applied to assess TPR techniques?

- Lesson reports. A lesson report is a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson. The purpose of a lesson report is to give the teacher a quick and simple procedure for regularly monitoring what happened during a lesson, how much time was spent on different parts of a lesson, and how effective the lesson was.
- Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective competence. They confront him or her with a mirror like "objective" view of what goes on in class. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual teacher's growth in experience over years.
- Observation. Observation involves visiting a class to observe different aspects of teaching. In many language programs, teachers are often reluctant to take part in observation or related activities since observation is associated with evaluation. Thus in order for observation to be viewed as a positive rather than a negative experience, the observer's function should be limited to that of gathering information. (Richards, 1994, pp. 6-11).
- Surveys. Surveys are often the first method we think of for collecting data in program evaluations. This tendency demonstrates a common approach to evaluation work: thinking primarily in terms of how to collect information before fully considering what will be investigated and why. (Davis, 2011, pp. 5).
- Checklist. The Checklist tool enables you to create checklists to highlight important or required assignments, readings, or other items to complete. Checklists can be used as requirements to control access to other materials using

Release Conditions. Each checklist contains one or more categories, into which checklist items are organized.

- Rubric. A rubric is an assessment tool that has a description of the expected performance for each criterion in order to achieve a grade or certain outcomes. Rubric is a systematic method to collect data regarding knowledge and skills as stated by Churches (2015).

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

### 2.3. How can I apply TPR techniques in third grade group "C"?

Taking into consideration that there is no sequence to apply these techniques, (Taylor, 2017) suggests to apply TPR in two different forms:

- Instructional TPR: This consist in giving basic commands using physical movements in order for students to do the action. For example; Stand up, sit down, take notes, etc.
- Educational: This consist in using the techniques with the vocabulary related to the content/class.

(Taylor, 2017)

However, the methodology I used Presentation, Practice, Production (PPP) facilitated the application of the techniques. As mentioned before, TPR is learned by being exposed to the language, but in order to be expose to the language it is necessary to have a context which shows meaning, practicing it in controlled and guided conditions, then using freer conditions which gives learners less language support. PPP allows situational presentations and miming at the presentation stage, drills at the controlled practice stage, role-plays and information-gap activities at the production stage, accompanied by doing physical things helped to have a meaningful learning.

I usually used *Instructional TPR* in warm-ups, when we played "Simon says" or "I spy"; so students could follow specific instructions, considering that they are teenagers they are not used to do physical movements, but in these type of activities they had to

respond with a physical movement. I also applied this technique when I wanted a student to do a specific action, like reading a paragraph, to pay attention or to share an opinion. During each stage (presentation, practice, production) I used specific commands such as: stand up, sit down, take notes, open the door and close the door.

As for *Educational TPR*, were applied most of time in class, in order for students to understand better the instructions, I used these techniques when I read a text and my students had to answer or search specific information. Using this TPR depend on the content and the activity I prepared for the class; if the activity contained a picture I would show the picture and elicit students to describe the picture, using the following questions “what do you see?” and in order to test comprehension I would ask for clarification but using a question, e.g. If the picture had man, I would ask, “Is there a woman?”.

Incorporating students daily-life situations helped me to keep improving this type of TPR. Motivation through external situations factors is significantly affected in second language learning. A few students are intrinsically involved in activities. Therefore, to motivate students, the best motivation plans are external situations (reinforcement from other people or other situation) in the classroom. (Win, 2018, pp. 227).

To understand better this statement, I will provide an example. The students had to observe a picture, in that picture there was a man, a woman and a car. I asked students “What do you see?” using physical movements and pointing. Once they described the picture I continued by asking the following question “Do you like cars? What color, blue, red, yellow, black?” using finger-counting. This helped me maintain the level of interaction between student-student and teacher-student and also tested students’ comprehension in the activity.

Lesson	TPR Techniques application				
	Warm-up	Presentation	Practice	Production	Wrap-up
3	Activity: Simon Says Instructional TPR	Instructional TPR was use to give specific commands, e.g. take notes.	Instructional TPR was use to give specific commands, e.g. count down.	Instructional TPR was use to give specific commands.  Student did not react physically to the activity.	Activity: Clear the classroom. Instructional TPR.
4	Activity: Simon Says	Instructional TPR was use to give	Instructional TPR was use to give	Instructional TPR was use to give	Activity: Clear the classroom.

	Instructional TPR	specific commands, e.g. take notes.  Activity: Description of pictures. Educational TPR	specific commands, e.g. count down.  Activity: Filling diagram (robots) Educational TPR was used to clarify doubts.	specific commands, e.g. share your results.  Student did not react physically to the activity.	Instructional TPR.
5	Activity: Hangman Instructional TPR	Did not use instructional TPR.  Activity: Identify verbs and adverbs. Educational TPR	Instructional TPR was use to give specific commands, e.g. count down.  Activity: Filling chart (verbs and adverbs) Educational TPR was used to clarify doubts.	Instructional TPR was use to give specific commands, e.g. show the dice.  Activity: Dice verbs, adverbs game.  Student react physically to the activity.	Activity: Clear the classroom. Instructional TPR.
6	Activity: Simon says Instructional TPR.	Instructional TPR was use to give specific commands, e.g. take notes-listen.  Activity: Describing pictures. Educational TPR	Activity: Filling chart/listening activity.  Educational TPR.	Activity: role play.  Students reacted physically.	Activity: Clear the classroom. Instructional TPR.

Title: Binnacle.

Source: Own Elaboration (2020)

## 2.4 How did students respond to each TPR technique?

I started using TPR techniques since the beginning of practices, at first my students did not respond with physical movements, but since TPR is usually applied with younger learners (kinder garden/elementary school) I knew that my students might take longer to respond at the techniques. In order to analyze this question, I considered my students' daily activities and the head teacher observations *adapted from Tanner R. and Green, C. 1998. Tasks for Teachers Education. Longman (APPENDIX R).*

Evaluation Criteria (APPENDIX S).

Final project: 5 points

Participation: 2 points

Notes: 2 points

Discipline: 1 point

Through the first weeks of practices 10 out of 21 had an average grade of 8 missing points from final project and notes. By the end of the school year 17 out of 21 students had an average grade of 9; completing the points of final project, participation and notes.

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

- Description of Lesson 1

On March 10th, 2020 students of third grade group “C” had to present their project for the unit *Present a description of a historical character*. Students prepare their material and presentation in teams of four or five members, they had to write sentences the represent their character, the main purpose was for them to create sentence in past.

In previous classes I presented students examples of short descriptions about a historical or famous character, when I explained the descriptions I used TPR techniques, such as: pointing, guessing and acting. The purpose of using TPR in this specific activity was to facilitate the comprehension of each sentence. Nugrahaningsih (2007) states that “There is generally no basic text in TPR course, for absolute beginners, lessons may not require the use of materials, since the teacher’s voice, actions, and gestures may be sufficient basis for classroom activities” p. 24.

I read out loud the first description “*she was the princess of Egypt*” I made a physical movement with my hand making a crown. Students understood the descriptions and they were able to guess the character. At that moment students did not respond with physical movement. Two weeks later they had to present the final product of the unit, when they

were presenting their descriptions, they started acting out each sentence and when it was the next team turn, they started reading the descriptions, but the rest of the class was not understanding, so a student from the previous team asked the team to act the sentences.

*Student: you should act it, so we can understand.*

I was not expecting that reaction. Asher speculates during this period of listening; the learner may be making a mental “blueprint” of the language that will make it possible to produce spoken language later. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. Considering that it was an unexpected reaction, there might be factors that caused this interaction, for example; teenagers need to know why they are doing something, how it can help them and how it relates to their lives.

According to Pinkasová (2011) “Students work with logical relationships, abstracts and general conceptions, they understand structures. Thinking is creative, flexible, independent, systematic and consistent. Different variations of one problem are considered, consequences are taken into consideration. The sense of life is in question”.

- Description of Lesson 2 (APPENDIX T)

Date: Wednesday, March 11<sup>th</sup> 202

Topic: Unexpected Situations.

Time: 50 min

Level: A2

Number of students: 17

Objective: By the end of the lesson students should be able to listen to descriptions, determine the place where an exchange occurs and distinguish attitudes and emotions. (She/he feels... because...).

Action Plan

Warm-up:

*Students played “Simon Says” they had to follow basic commands, I did two examples myself, then I gave the commands; which involved physical movement. In which fifteen out seventeen (average) understood the commands. We also wrote the date on the board.*

*Teacher: Stand up, please. (I moved my hands up). Simon says, touch your head*

*Students: (seventeen students touched their heads)*

*Teacher: Simon says, touch your shoulders*

*Students: (fifteen students touched their shoulders, two students started looking to their classmates)*

*Teacher: Simon says, touch your nose.*

*Students: (sixteen students touched their nose, one got distracted)*

*Teacher: Simons says, touch your mouth*

*Students: (fifteen students touched their mouth, the same two students started looking at their classmates)*

*Teacher: Simon says, touch your hands.*

*Students: (students were making noise at this point, fourteen students touched their hands, the rest got distracted)*

*Teacher: Simons says, touch your ears.*

*Students: (fourteen students touched their ears, the rest started looking at their classmates)*

*Teacher: Simon says, touch your eyes.*

*Students: (fifteen students touched their eyes, the rest got distracted)*

*Teacher: You may sit down (I moved my hands down).*

Word bank			
Stand up	ears	eyes	head
Sit down	mouth	nose	says
Touch	hands	shoulders	

Title: Word bank.

Source: Own elaboration (2020)

### Students Reaction

Let's remember that warmers are often used to raise students' energy levels or to make them feel comfortable before the main learning of the lesson, even though the majority of the students understood the commands I gave, they were lazy. Their energy or participation was passive. I have been applying this warm up (not always) since the school year began, to learn vocabulary and basic commands, the level of English of this particular group is high, but they were students who still problems following the indications (the ones who were distracted or looking at their classmates).

To introduce the topic students played “Hangman”, the had to say letters to complete the name of the topic.

*Teacher: give me letters*

*Students: (students started raising their hands to participate or they started shouting letters, the atmosphere was different at this point).*

Once the completed the game, I asked for two volunteers, immediately students raised their hands, and I selected two students. These students had to deliver a small chart to their classmates. I proceeded to asked for students’ attention, and telling them to listen, pointing to my ear.

## Action Plan

### Presentation

In the next activity students had to watch four pictures, I told them to divide a sheet of paper of their notebook in four, I made an example in the board, then they had to write “picture 1,2,3,4) in each space, then I showed the pictures one at a time, I grabbed the first picture and I showed it to the students walking around the classroom.

Word bank		
Police officer	police station	
Secretary	office	see
Doctor	lake	
Town	Mom	

Title: Word bank

Source: Own Elaboration (2020)

*Teacher: “I see a man” pointing myself in the pronoun and my eyes in the verb (I repeat it twice).* Asked students to repeat and do the gestures.

*Students: I see a man.*

Then, I asked the students the following question “What do you see?” using the same gestures and movements but pointing the students.

*Student A: I see a building*

*Student B: I see a street*

*Student C: I see a woman*

*Student D: A car*

*Teacher: Very good! Again, I see a car*

*Student D: I see a car*

I told them to write what they saw in the picture in the first space in their sheet (pointing the example I wrote on the board previously) and we did the same with the rest of the pictures, when they finished it, they had to hand in their sheets.

For the next activity, students had to listen four audios about unexpected situations according the pictures before mentioned. I decided to read the situation myself as a way of TPR storytelling and also acting each situation, to see if this helps students listening comprehension.

Teacher acting the dialogue.

Rachel: I am very sorry for what I did (*I put my hands together*). I did not see (*moved my finger as a sign of "no"*) the red light officer, I lost my glasses (*I made a form of glasses with my hand*) when I was in my English class (*pointed the ground as a sign of our English class*).

Police officer: You should be more careful (*raised my finger*); you could have caused an accident.

Rachel: I know. I am very sorry (*I made a sad face*)

Police officer: Well, nothing bad happened (*I made a happy face*)

Rachel: Can I call my mom (*I made a form of a phone with my hand*), so she can pick me up. (Police station).

Police officer: Yes, you can (*I nodded*).

Rachel: Thank you officer (*I made a happy face*).

When we finished the first situation, students were able to fill the small chart, indicating the location, occupation and identification of the situation as good or bad. I asked:

*Teacher: What's the name of the girl?*

*Students: Rachel*

*Teacher: Very good! And where is Rachel.*

*Students A:* In the police station.

*Students:* Yes!

Teacher: Very good! Is the event good (*I moved my thumb up*)? Or bad (*I moved my thumb down*)?

*Students:* Bad!

*Teacher:* Very good!

#### Students Reaction

I wanted to continue reading the situations, but a student wanted to read. I let him read the following situation, to see if students understood. The student started reading the following example:

Alan: Hey Alex! Is that you?

Alex: Oh my god! Alan! What are you doing in town?

Alan: Came to visit my mom. But I have to go on Sunday. I have to take care of my patients.

Alex: Oh! I understand. Well, I hope you spend a good time with your family.

Alan: Thanks! I was great seeing you.

And when he finished, no-one understood. I congratulate the student for helping me with the activity, so he would not lose his motivation.

Piccolo L. (2010) describes that “teenagers are generally much less motivated as the goals of education seem so distant. A possible solution is their participating in decisions on what happens in the classroom so that they feel some ownership of and commitment to the learning program”.

#### Action Plan

##### Practice

I made a quick review of the situation again applying the TPR technique, and students understood well.

Alan: Hey Alex! Is that you? (*I waved my hand, slightly closed my eyes and pointed a student*).

Alex: Oh my god! Alan! What are you doing in town? (*I lifted my arms near my shoulders*).

Alan: Came to visit my mom (*I pointed the ground*). But I have to go on Sunday (*I pointed back*). I have to take care of my patients (*I raised my finger*).

Alex: Oh! I understand. Well, I hope you spend a good time with your family. (*I moved my thumb up*).

Alan: Thanks! I was great seeing you (*I made a smiley face*).

### Students Reaction

Another student wanted to read the next situation, I agreed in order to verify the use of this technique. This particular student has a high level of English, therefore he read the situation fluently and with speed. Again, no-one understood, I congratulate the student and proceeded to read the situation applying the technique.

### Action Plan

Since this situation was about a reporter and famous person, I asked for a volunteer, and act the situation with the student. Students understood the situation right away; we completed the chart together.

*Teacher (Reporter):* Hello, good afternoon! (*I raised my hand as a sign of "hi"*) I'm Denisse Porter (*I pointed myself*), and I am here with Samantha Rodriguez, Olympic swimmer who just broke record on Californias`most beautiful lake. Samantha, how do you feel? (*I grabbed the students shoulder*)

*Students x (Samantha):* Hello! I feel very excited; it is a dream come true.

*Teacher (Reporter):* Samantha, how often did you trained to accomplish this dream. (*I made a movement as a sign of exercise*)

Samantha: I always train, but it is very important to rest sometimes.

*Teacher (Reporter):* Thank you Samantha and congratulations! (*I moved my thumb up*)

Samantha: Thank you very much.

We continued with the following example, I applied the technique again.

Rings... (*I put my hand beside my ear as a sign of a phone*)

Sandra: Hello!

Son: Mom, my uncles are here. Are you almost coming home? (*with my hand a made a triangle as a sign of a house*)

Sandra: what a surprise, so happy they came to visit (*I made a smiley face*). All be there in an hour, I have to wait for my boss, so he could sign some papers (*I pretended that a was signing a paper*)

Son: Ok mom. Careful on your way home.

Sandra: Yes, son. Bye. (*I waved my hand*)

#### Students Reaction

Students of this age group are now able to cooperate and they enjoy group work and peer interaction. Thus they can share their opinions and learn what others are thinking about them. On the other hand, peer approval is so important that the teenage learner might be embarrassed about talking in front of others. A great compromise of these two poles the use of *role-playing and acting*. It is a safe way to express themselves and vent their feelings as they play a role of someone else.

#### Production

Students had to see 4 pictures and make a short description of each one with a classmate. The class was interrupted by the coordinator; we did not finish the activity.

#### 2.5. What was the impact of the application of TPR techniques with third grade group “C”?

For teachers, teaching lower secondary students means a transition from young learners, their active participation and love of play, to high school teenagers who have a greater learning potential but are more difficult to manage and motivate. People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. Motivation that students bring to class is the biggest single factor affecting their success. Motivation is some kind of internal drive that encourages somebody to pursue a course of action. At the beginning of the school year third grade group “C” had a thirty percent of students who were not willing to participate. Taking into consideration the evaluation criteria of the head teacher, using these techniques consequently in classes, helped students not only academically but personal. In the academic area, students had better grades, if they were able to understand the

activity then that activity was register in the checklist. They also accomplish several objectives of listening comprehension that the National English Program (2011) provides in students that are learning a second language, such as:

- Understand main ideas in spoken texts of familiar and common matters.
- Understand some expressions and words related to specialized areas of knowledge.
- Use known resources and strategies to interpret oral messages.
- Monitor the oral production of others to adjust the interpretation of the message.

The Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297) defines language attitudes as follows: “the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”

Attitude can alter every aspect of a person's life, including their education. Student attitudes on learning determine their ability and willingness to learn. Using these techniques, students of this age group were able to cooperate and they enjoyed group work and peer interaction. Thus, they were able to share their opinions and learn what others are thinking about them.

## CONCLUSIONS

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

Total Physical Response is a foreign language teaching tool. It is built on a natural language acquisition and stays present in all of the levels in natural teacher-student communication (classroom management). The use of TPR is possible and advisable in all four skills in primary school, although it does not mean that Total Physical Response can practice the whole scale of the skills.

This is particularly true in older students and higher levels. Thus it is not easy to detect a TPR activity. Asher puts physical response to language in the center of learning-teaching process. All of the methodology books I studied for this pedagogical essay deal somehow with physical actions, but they are not the central element. In fact, the same situation can be seen from different points of view and treated from different angles with different names; it could easily be compared with body language.

The use of techniques based on Total Physical Response (TPR) was a challenge especially with a third grade group, starting from the aspects that I needed to take into consideration, such as: material, level of English, classroom environment and suitable vocabulary. It was a complicated process, parting from the application of the techniques, and how I was going to get a result from it. Since there was no specific formula to apply TPR, I took the risk to apply the techniques in two different types of TPR, which facilitated the application and the assessment during each class.

Based on the analysis of each class, students did understand better instructions and activities when I used the TPR techniques than when I did not. Therefore, students increased their listening comprehension observing TPR in each class, the impact of this tool reduced students use of their mother tongue (Spanish) during the class, also students level of stress was lower, teacher talking time was reduced during the process.

During this investigation process, searching for tools to assess TPR was complicated, there is no observation task in which I could base on to assess, evaluate or improve the application of the techniques. However, taking into consideration that I was working with teenagers helped to identify and apply the tools to assess students' progress, and also my progress to keep improving each technique. Recognizing students' reaction with TPR was a challenge as well, since the reaction was momentary during the classes. Recording myself was the most useful tool to track this aspect.

I described two lessons containing TPR. My experience of teaching those two classes was that the preparation was very time-consuming and the students' reaction was sometimes reluctant as they were not used to that type of work. The class management was difficult at the beginning, however, through the use of these techniques classroom management was improved. At some point my students responded with physical actions, it possible to apply TPR with teenagers but It would take more time to have a response compared with younger students.

Selecting, designing and applying strategies contribute in the development and abilities of students' communication, as well as, organizing the activities of the group, and attending the difficulties or needs of each student in different situation during the learning process of a second language, was aspects that help me during my practices.

The assessment carried out through the application of the techniques, was continuous, because, it not only considers the final product but also the work and performance students undertake throughout the development of the different stages of the communicative situation. And also formative, because, it is continuous and it constantly collects evidence and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and among them and the teacher is guaranteed.

In my areas of opportunities, I was concerned with students' attitude, I tried to apply the technique with other groups and in some occasions it did not work, I would like to investigate more this in future experiences. In which my following questions should be:

How can I apply TPR techniques for adults? How can students' increase their reading skills through TPR storytelling?

In conclusion, the development of this pedagogical essay was meaningful, I learned to take into consideration my students interests and using English in an appropriate way, and also making classes less stressful for students. Also, this study confirms the effectiveness of this techniques, and promotes cooperative learning; since, the most outstanding students help the less ones in a safe atmosphere of partnership.

# APPENDIX

APPENDIX AA. Rubric to evaluate the oral exam. Source:

SPEAKING RUBRIC			
	Poor	Fair	Good
<b>Vocabulary</b>	Student understood and use very little vocabulary.	Student understood and use some vocabulary	Students understood and use a great deal of vocabulary.
<b>Task completion</b>	Student could not answer most of the questions/instructions.	Student answered most questions and followed instructions.	Students answered all questions and followed the instructions.
<b>Speaking mechanics</b>	Fluency was no up to the level, long pauses.	Fluency was acceptable, although there were pauses.	Fluency was decent, small pauses. Interaction.

APPENDIX A. Is a task of fifteen words and ten definitions (sentences that describe or explain ten of the fifteen words). Source: Cambridge English Qualifications A2 Flyers

**Part 1**  
– 10 questions –

**Look and read. Choose the correct words and write them on the lines.**  
**There is one example.**

an astronaut
a pilot
golf
sugar

This person can fly to the moon in a rocket. an astronaut

1 This is made from fruit and you can put it on your bread with a knife. ....

2 Players in this game throw, catch and hit the ball on a sports field. ....

3 These have pictures on them and you can write on the back and send them to friends when you're on holiday. ....

4 It is this person's job to write about news in a newspaper. ....

5 You buy these and put them on your envelopes before you post them. ....

6 This person flies a plane and usually wears a uniform. ....

7 People like reading these because they have stories with pictures or photos on their pages. ....

8 You can play this game inside on ice or outside on a field. ....

9 Some people like this in their tea or coffee and they put it in with a spoon. ....

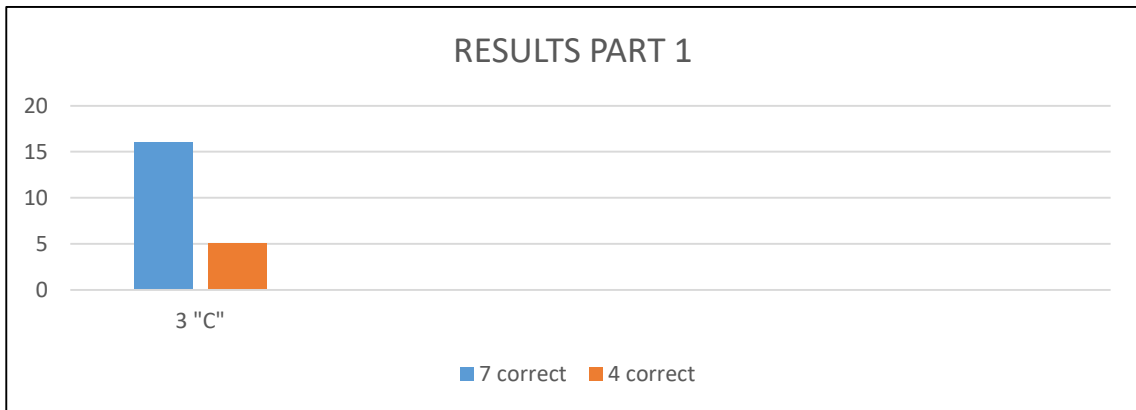
10 People don't usually play this game in teams. They use a small, hard white ball. ....

a journalist
letters
a photographer

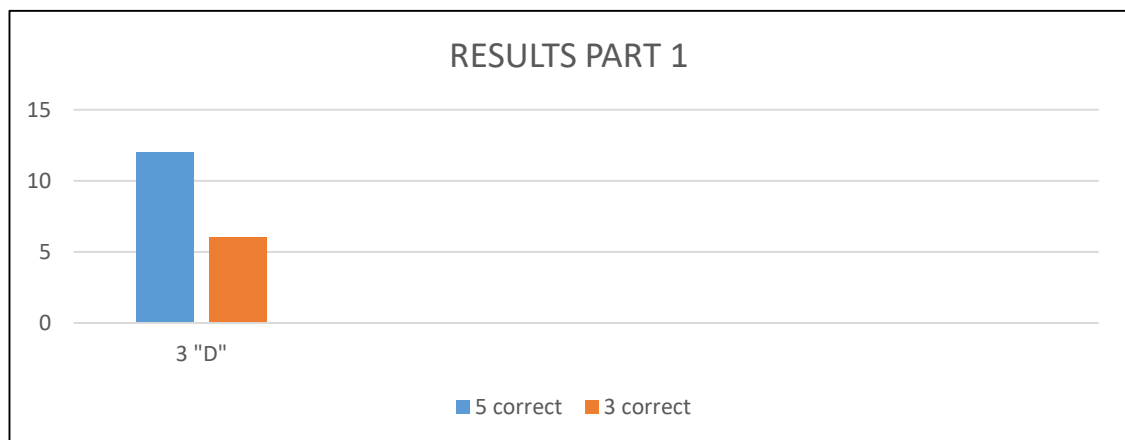
A2 Flyers Reading and Writing

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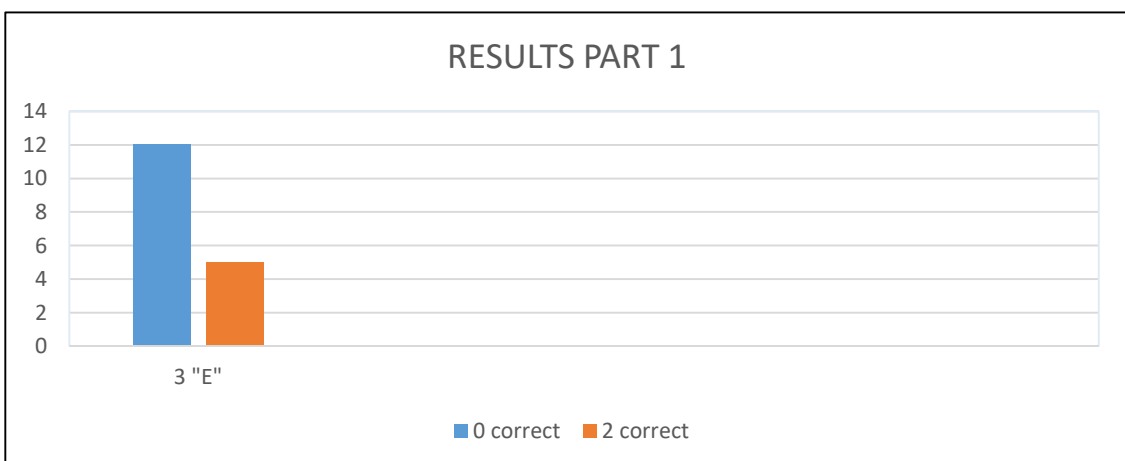
APPENDIX B. Results obtained of the reading test, part one.



APPENDIX C. Results obtained of the reading test, part one.



APPENDIX D. Results obtained the reading test, part one.




APPENDIX E. It is a text with some missing words (gaps) in it (noun, adjective or verb). Next to the text there is a box with words in it. Source: Cambridge English Qualifications A2 Flyers

A2 Flyers Reading and Writing

### Part 3

– 6 questions –

**Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**



**example**

island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

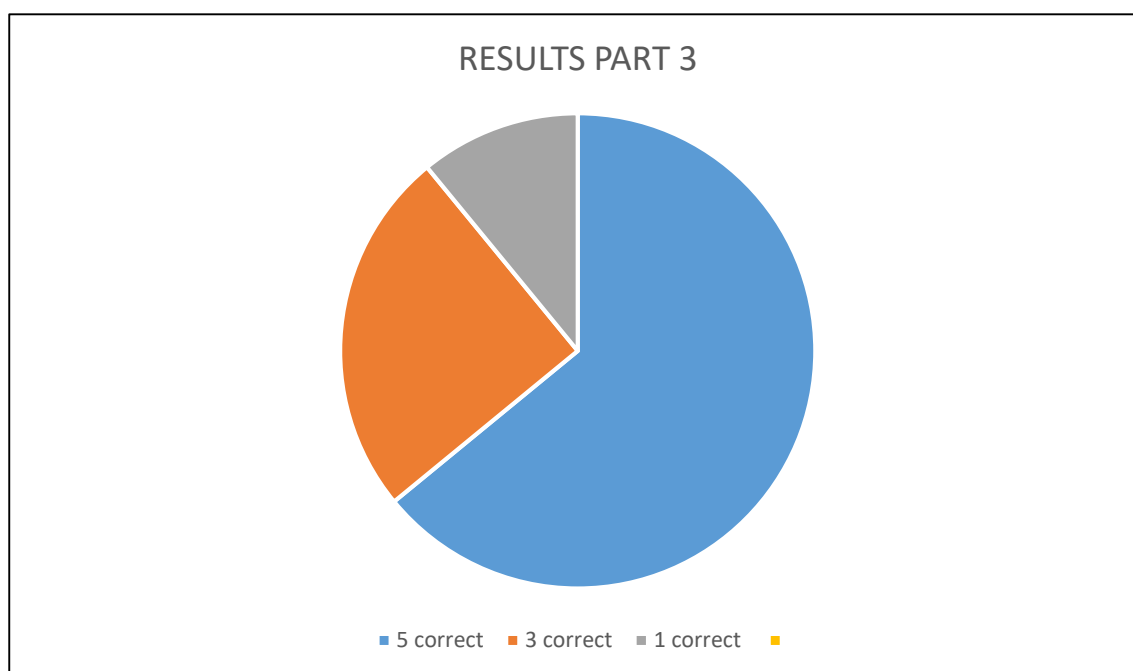
Last weekend, Harry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) \_\_\_\_\_ came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) \_\_\_\_\_ to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) \_\_\_\_\_,' he said, 'because there is no-one to cook.'

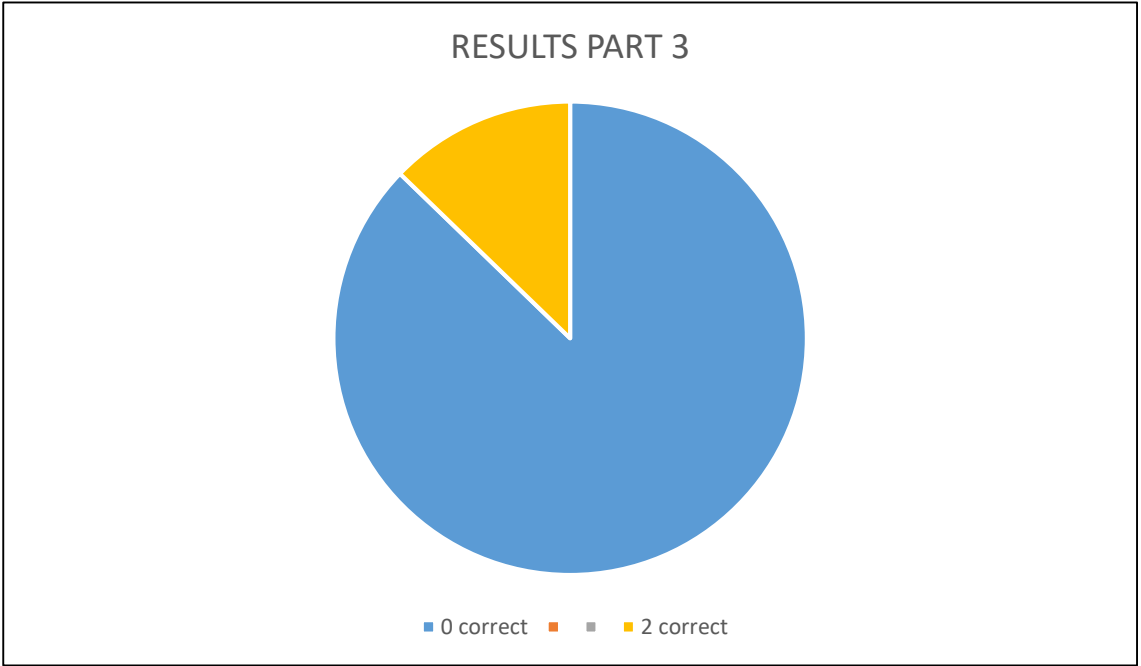
80
Cambridge Assessment English

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) ..... and in the cupboards. They found some flour, tomatoes, cheese and vegetables. Dad made pizzas and Mum (5) ..... the vegetables into small pieces for a salad. 'That smells good,' said the waiter. Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

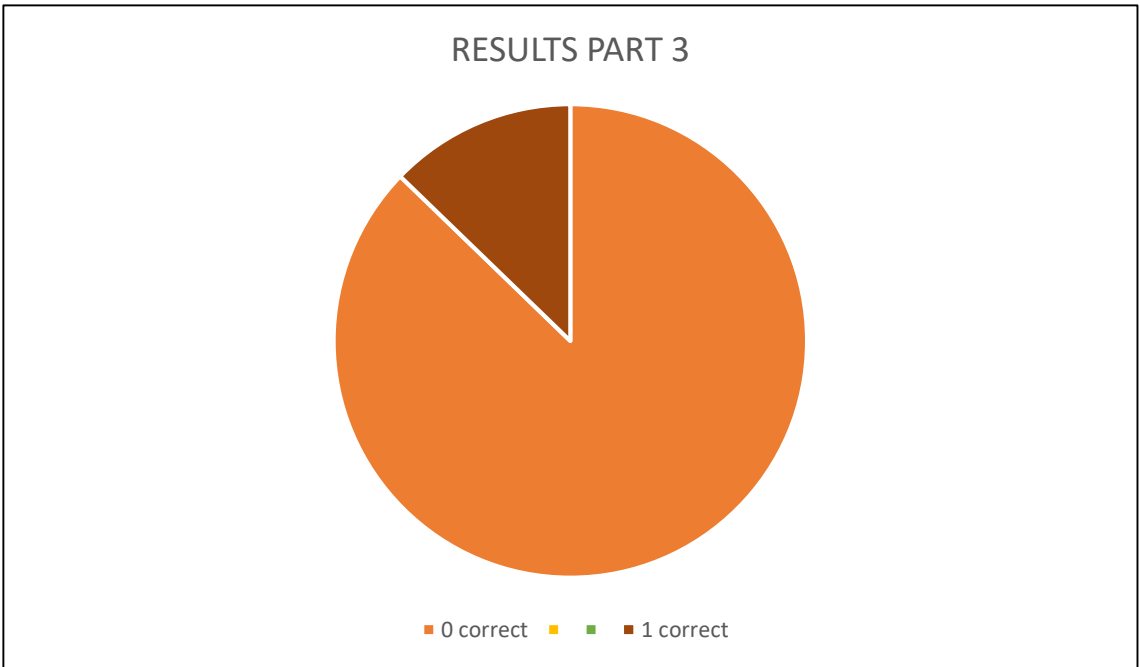
## APPENDIX F. Results obtained of part three.



APPENDIX G. Results obtained of part three.



APPENDIX H. Results obtained of part three.



APPENDIX I. Is a task in which students have to write a story based on three pictures. Students should practice writing short stories. Source: Cambridge English Qualifications A2 Flyers

## Part 7

Look at the three pictures. Write about this story. Write 20 or more words.



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APPENDIX J. Rubric of the results obtained of part seven with third grade group “C”.

Aspects	Deficient	Regular	Good
<b>Wrote about the items (10 items in total).</b>	Wrote about 3 or less items.	Wrote about 5 or 7 items 😊	Wrote about 8 or 10 items.
<b>Spelling</b>	Had more than five words spelled wrong.	Had three words spelled wrong. 😊	Had one word spelled wrong.
<b>Accuracy</b>	The task was not clear. Wrote the story in Spanish. Did not wrote anything	The task was clear and some words changed. 😊	Wrote a complete clear story.

APPENDIX K. Rubric of the results obtained of part seven with third grade group “D”.

Aspects	Deficient	Regular	Good
<b>Wrote about the items (10 items in total).</b>	Wrote about 3 or less items.	Wrote about 5 or 7 items	Wrote about 8 or 10 items. 😊
<b>Spelling</b>	Had more than five words spelled wrong.	Had three words spelled wrong. 😊	Had one word spelled wrong.
<b>Accuracy</b>	The task was not clear. Wrote the story in Spanish. Did not wrote anything	The task was clear and some words changed. 😊	Wrote a complete clear story.

APPENDIX L. Rubric of the results obtained of part seven with third grade group “E”.

Aspects	Deficient	Regular	Good
<b>Wrote about the items (10 items in total).</b>	Wrote about 3 or less items. ☺	Wrote about 5 or 7 items	Wrote about 8 or 10 items.
<b>Spelling</b>	Had more than five words spelled wrong. ☺	Had three words spelled wrong.	Had one word spelled wrong.
<b>Accuracy</b>	The task was not clear. Wrote the story in Spanish. Did not wrote anything ☺	The task was clear and some words changed.	Wrote a complete clear story.

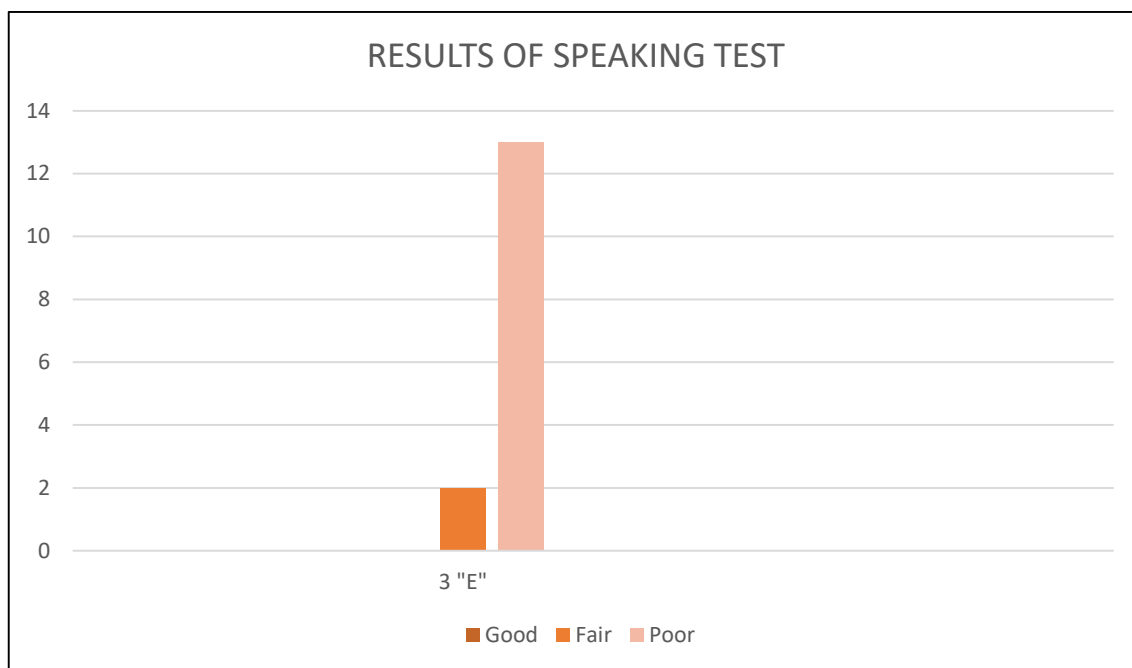
APPENDIX M. Picture of the beach and small flashcards with objects. Students had to answers questions and follow instructions about the picture. Source: Cambridge English Qualifications A2 Flyers.





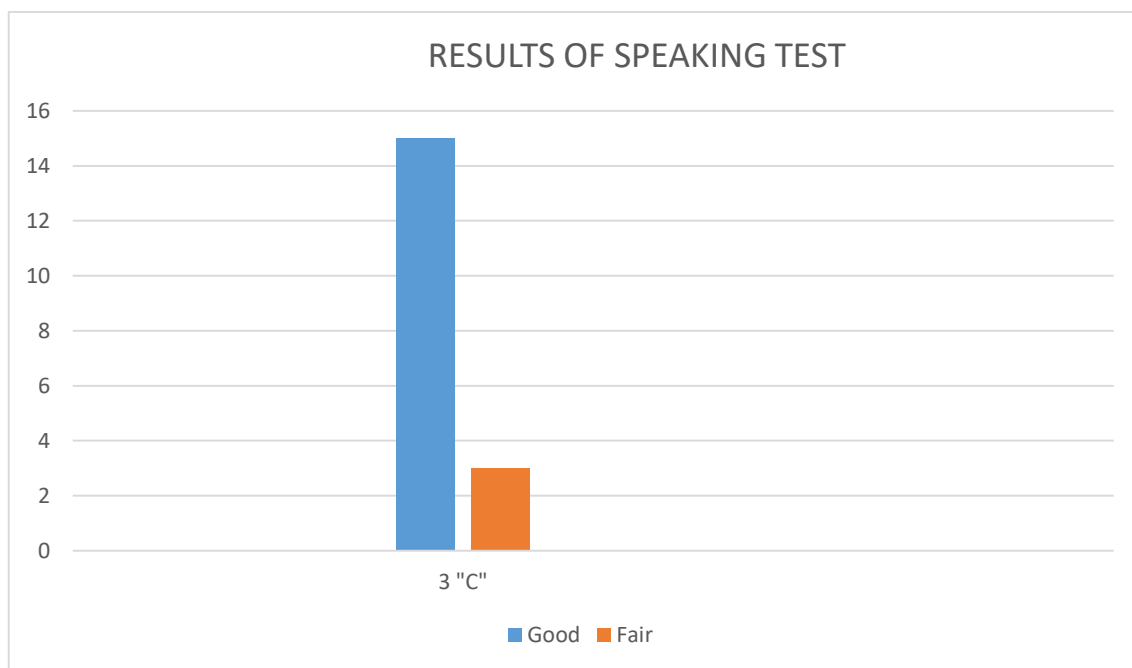
## APPENDIX N. Rubric and graphic to evaluate the speaking test.

SPEAKING RUBRIC			
	Poor	Fair	Good
<b>Vocabulary</b>	Student understood and use very little vocabulary. 😊	Student understood and use some vocabulary	Students understood and use a great deal of vocabulary.
<b>Task completion</b>	Student could not answer most of the questions/instructions. 😊	Student answered most questions and followed instructions.	Students answered all questions and followed the instructions.
<b>Speaking mechanics</b>	Fluency was no up to the level, long pauses. 😊	Fluency was acceptable, although there were pauses.	Fluency was decent, small pauses. Interaction.



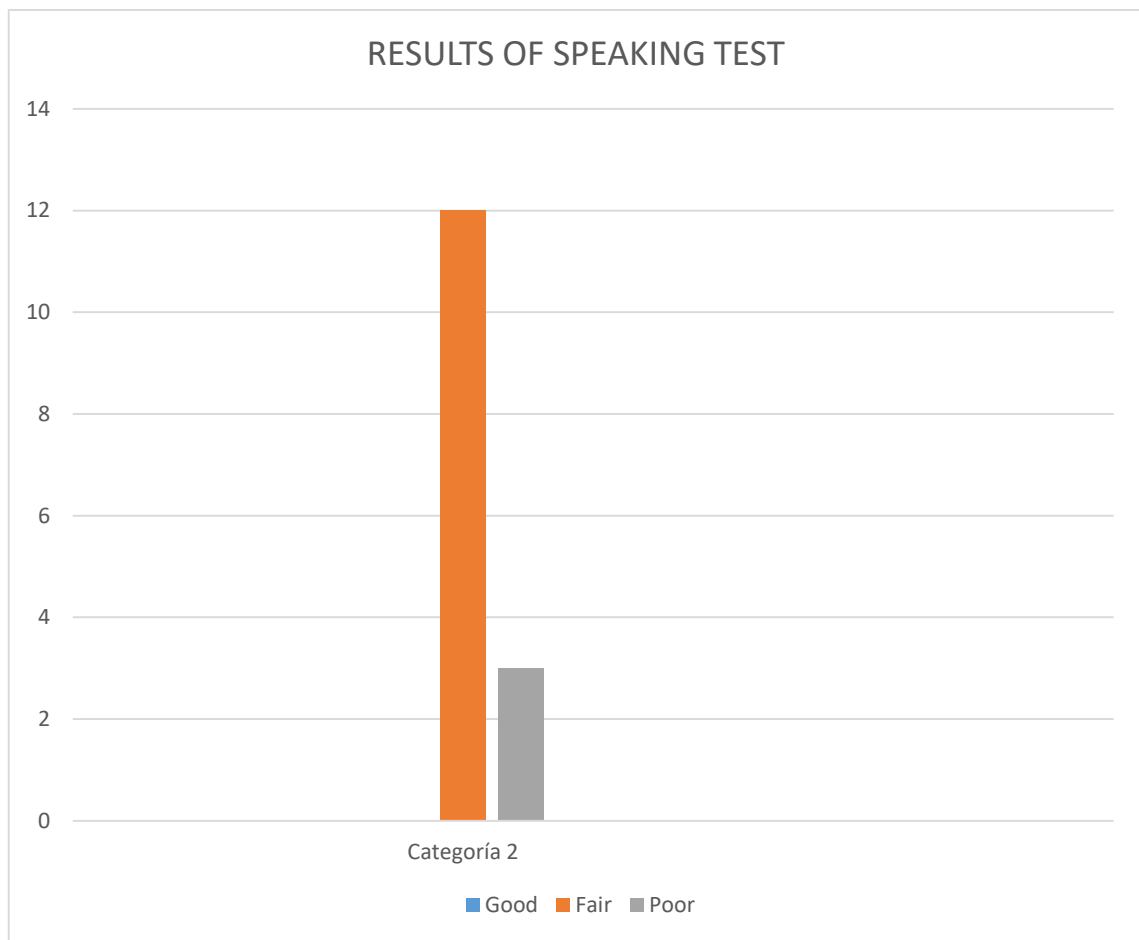
APPENDIX O. Rubric and graphic to evaluate the speaking test.

SPEAKING RUBRIC			
	Poor	Fair	Good
<b>Vocabulary</b>	Student understood and use very little vocabulary.	Student understood and use some vocabulary	Students understood and use a great deal of vocabulary. 😊
<b>Task completion</b>	Student could not answer most of the questions/instructions.	Student answered most questions and followed instructions. 😊	Students answered all questions and followed the instructions.
<b>Speaking mechanics</b>	Fluency was no up to the level, long pauses.	Fluency was acceptable, although there were pauses.	Fluency was decent, small pauses. Interaction. 😊



APPENDIX P. Rubric and graphic to evaluate the speaking test.

SPEAKING RUBRIC			
	Poor	Fair	Good
<b>Vocabulary</b>	Student understood and use very little vocabulary.	Student understood and use some vocabulary 😊	Students understood and use a great deal of vocabulary.
<b>Task completion</b>	Student could not answer most of the questions/instructions.	Student answered most questions and followed instructions. 😊	Students answered all questions and followed the instructions.
<b>Speaking mechanics</b>	Fluency was no up to the level, long pauses. 😊	Fluency was acceptable, although there were pauses.	Fluency was decent, small pauses. Interaction.



Listening test audio (APPENDIX O).



Gaps to fill

Listen and write.

How many shops? 5

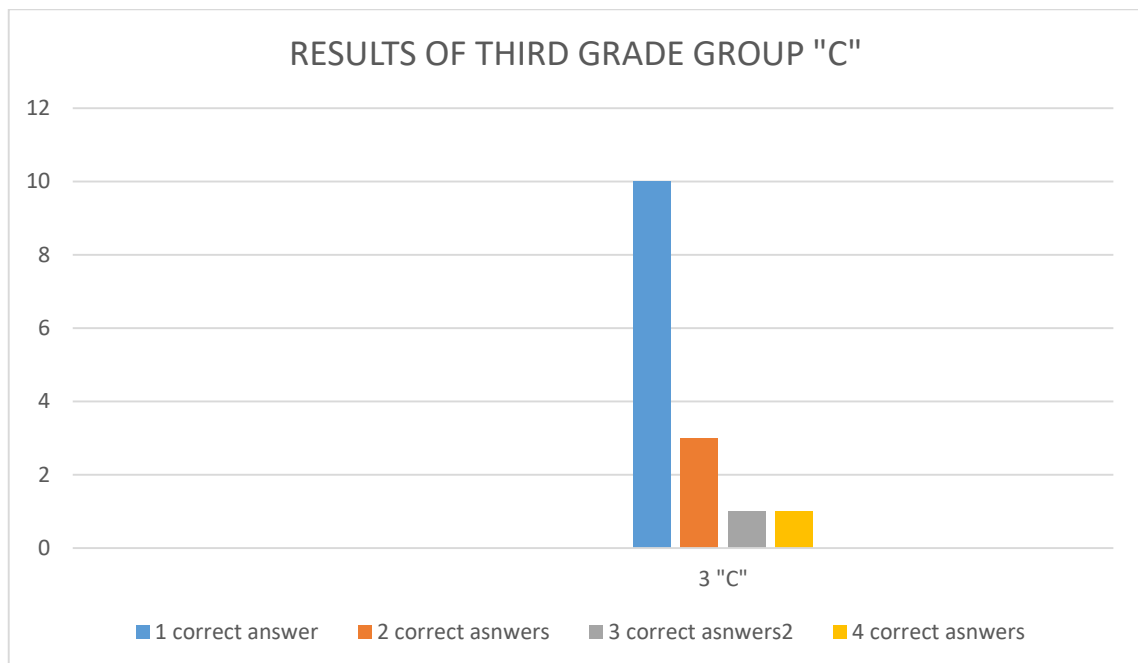
Favourite shop: the (1)  shop

Where: in (2)  Street

Phone number: (3)

Bought: two (4)  and a (5)

Results of Listening test. APPENDIX (Q).



## APPENDIX R. Teachers observations.

**OBSERVATION TASK** EST #1<sup>7</sup> 3<sup>rd</sup> grades Focus: The Teacher  
 March - I Period III Teacher: Lolis  
 Giving Instructions Trainees: Housse

**Task:** Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)	Clear	Sometimes it takes a few minutes
Use of simple language	Clear	Good very specific
Use of short sentences	Clear	Simple structure sentences
Logic and clarity	Clear	
Use of target language	Clear	
Voice quality	Clear	Sometimes it's necessary speak slowly
Eye-contact	Clear	
Mime, gesture, body language	Not very clear	I insist, you need use more mime and gesture
Repeating instruction in a different way	Clear	
Not stating the obvious	Clear	
Use of visual aids	Clear	It is good but remember we can use the TIC's classroom.
Demonstration rather than explanation	Clear	
Checking understanding	Clear	Focus a little more on the most backward students to understand.
Signalling end of activity	Clear	You've already improved

Evaluate the instruction-giving that you observed.  
 Please use the empty space on the previous page to answer the following questions:

In your opinion, which three elements made it successful?  
 (Clear) The class development has short sentences, very clear sentences and use of a simple language.

Which elements made it less successful?  
 (Not very clear) Make use of gestures and mime.

What are the most important factors for you personally when giving instructions? When you are giving instructions say them slower and sometimes you need to repeat them.

What will you incorporate into your own teaching after doing this observation task?  
 Most of the students responded very well to the activities

Adapted from Tanner, R. and Green, C. 1998. Tasks for Teacher Education. Longman

OBSERVATION TASK <sup>17</sup> EST #1 3<sup>rd</sup> grades Focus: The Teacher  
 March-II Period III Giving instructions Teacher: Lolis  
 Trainees: Manse

**Task:** Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)	Clear	You were better
Use of simple language	Clear	Very good, all the time
Use of short sentences	Clear	Specific and simple sentences
Logic and clarity	Clear	
Use of target language	Clear	Simple phrases
Voice quality	Clear	Good.
Eye-contact	Clear	
Mime, gesture, body language	You've improved	The same recommendation.
Repeating instruction in a different way	Clear	Sometimes we need do that
Not stating the obvious	Clear	
Use of visual aids	Clear	Remember it can be made use of the computer classroom for better understanding.
Demonstration rather than explanation	Clear	
Checking understanding	Clear	Pay more attention to the most distracted students.
Signalling end of activity	Clear	You were better

Evaluate the instruction-giving that you observed.

Please use the empty space on the previous page to answer the following questions:

In your opinion, which three elements made it successful?  
 (Clear) I like how you introduce to the students with this tasks to the topic.

Which elements made it less successful?

Make more body expressions

What are the most important factors for you personally when giving instructions?

Your voice, your expressions, give instructions in writing it is good strategy

What will you incorporate into your own teaching after doing this observation task?

Students understand the introduction to the topic very well.

Adapted from Tanner, R. and Green, C. 1998. Tasks for Teacher Education. Longman

## APPENDIX S. Group list activities

*Keys based on ...*  
*...ing comprehension*  
*... to fulfill more*

**SSLP** SECRETARÍA DE EDUCACIÓN DEL GOBIERNO DEL ESTADO  
DIRECCIÓN DE EDUCACIÓN BÁSICA  
DEPARTAMENTO DE EDUCACIÓN SECUNDARIA TÉCNICA  
SUPERVISIÓN ESCOLAR DE LA ZONA VI  
ESCUELA SECUNDARIA TÉCNICA N° 1

### REGISTRO DE ASISTENCIA Y EVALUACIÓN

N°	NOMBRE DEL ALUMNO	S I S											
1	BRAVO RIVERA ALFREDO EDUARDO	2	1	2	1	5	2	2	1	5	2	2	1
2	DE LA TORRE HERNANDEZ SEIYA JOSEMIR	3	2	2	1	5	2	2	1	5	2	2	1
3	DELGADO DELGADO SALVADOR GABRIEL	4	2	2	1	5	2	2	1	5	2	2	1
4	DIAZ TORRES FERNANDA	1	2	2	1	5	2	2	1	5	2	2	1
5	ESTRADA ALVAREZ DIEGO	2	1	1	1	5	2	2	1	5	2	2	1
6	FLORES SALGADO DAVID EMMANUEL	1	2	2	1	5	2	2	1	5	2	2	1
7	GONZALEZ CANTO VIKTOR AZRAEL	2	1	2	1	5	2	2	1	5	2	2	1
8	IBARRA MANZANARES ESTELA GUADALUPE	4	2	2	1	5	2	2	1	5	2	2	1
9	LARA PEREZ JESUS GUILLERMO	1	1	1	1	5	2	2	1	5	2	2	1
10	LEYVA CRUZ ALEJANDRO	1	1	2	1	5	2	2	1	5	2	2	1
11	MARINES ELIAS PAULO CESAR	4	2	2	1	5	2	2	1	5	2	2	1
12	MARTINEZ LOMELI CITLALI GUADALUPE	1	2	2	1	5	2	2	1	5	2	2	1
13	MEDINA GARCIA ANGEL RUBEN	5	2	2	1	5	2	2	1	5	2	2	1
14	MIRANDA GALLARDO JOSE JUAN	5	2	2	1	5	2	2	1	5	2	2	1
15	NUNO VILLA KENYA CAROLINA	5	2	2	1	5	2	2	1	5	2	2	1
16	PECINA GAITAN OSWALDO	1	1	1	1	5	2	2	1	5	2	2	1
17	PEREZ PEREZ EMILIO	3	2	2	1	5	2	2	1	5	2	2	1
18	RICO RUIZ CORINA	2	2	2	1	5	2	2	1	5	2	2	1
19	ROCHA VALERO VICTOR MANUEL	1	1	2	1	5	2	2	1	5	2	2	1
20	SANCHEZ SIQUEIROS LUIS PABLO	5	2	2	1	5	2	2	1	5	2	2	1
21	TORRES TORIJA HEREDIA MONTSERRAT	2	2	2	1	5	2	2	1	5	2	2	1
22													
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## APPENDIX T. Lesson plan



### Lesson Plan Escuela Secundaria Técnica No. 1

#### ESL/EFL Lesson Plan

Lesson Number: 07 Topic: Unexpected situations.

Objective/Aim: By the end of the lesson students should be able to listen to descriptions, determine the place where an exchange occurs and distinguish attitudes and emotions. (She/he feels... because...).

Stage / Time / Interaction(s)	Stage Aim	Procedure	Material	Anticipated Problems	Possible Solutions
Warm up 5 min	Getting the students to feel confidence to participate.	Students will play hangman and Simon Says.	Board Markers	Students might not understand the instructions.  Students might be playing around.	The teacher will use body language so students can understand better.  The teacher will use strategies to control the group.
Presentation 10 min	Determine the place where and exchange occurs.  Filling chart.	Students will listen to descriptions of unexpected situations.  I made the descriptions myself instead of using the audios of the book.  In order to apply the TPR techniques.  Used picture work and acting.	Descriptions and images. <b>APPENDIX 1</b> Chart <b>APPENDIX 2</b>	Students might not understand the activity.  Students might have problems understanding the questions.	The teacher will try another way to explain the activity.  The teacher will elicit.  Use body language.



**Lesson Plan**  
**Escuela Secundaria Técnica No. 1**

		They will have to fill the chart with the person, place, occupation and if it was a good or bad event.			Give examples.
Practice 10 min	Identify attitudes and emotions.	Students will see 4 pictures and they will brainstorm about them. The teacher will ask questions about the pictures, e.g. is she sad?	Flashcards <b>APPENDIX 3</b> Images <b>Appendix 4</b>	Students might not understand he reading.	The teacher will provide vocabulary. The teacher will give clues.
Production 20 min	Describe images.	In teams students will describe pictures. <u>Students act their descriptions.</u>	Images. <b>Appendix 4</b>	Students might not understand the activity.	The teacher will explain in a different way.
Wrap up 5 min	Students to land the topic.	The teacher will provide feedback to the students	No material	Students might be restless.	The teacher will try to motivate them.

Rachel: I am very sorry for what I did. I did not see the red light officer, I lost my glasses when I was in my English class.

Police officer: You should be more careful; you could have caused an accident.

Rachel: I know. I am very sorry.

Police officer: Well, nothing bad happened.

Rachel: Can I call my mom, so she can pick me up. (Police station).

Police officer: Yes, you can.

Rachel: Thank you officer.

Alan: Hey Alex! Is that you?

Alex: Oh my god! Alan! What are you doing in town?

Alan: Came to visit my mom. But I have to go on Sunday. I have to take care of my patients.

Alex: Oh! I understand. Well, I hope you spend a good time with your family.

Alan: Thanks! I was great seeing you.

Reporter: Hello, good afternoon! I'm Denisse Porter, and I am here with Samantha Rodriguez, Olympic swimmer who just broke record on California's most beautiful lake. Samantha, how do you feel?

Samantha: Hello! I feel very excited; it is a dream come true.

Reporter: Samantha, how often did you train to accomplish this dream.

Samantha: I always train, but it is very important to rest sometimes.

Reporter: Thank you Samantha and congratulations!

Samantha: Thank you very much.

Rings...

Sandra: Hello!

Son: Mom, my uncles are here. Are you almost coming home?

Sandra: What a surprise, so happy they came to visit. All be there in an hour, I have to wait for my boss, so he could sign some papers.

Son: Ok mom. Careful on your way home.

Sandra: Yes, son. Bye.

|

Title: Material Storytelling

Source: Own Elaboration (2020)

APPENDIX 2



Used the pointing technique

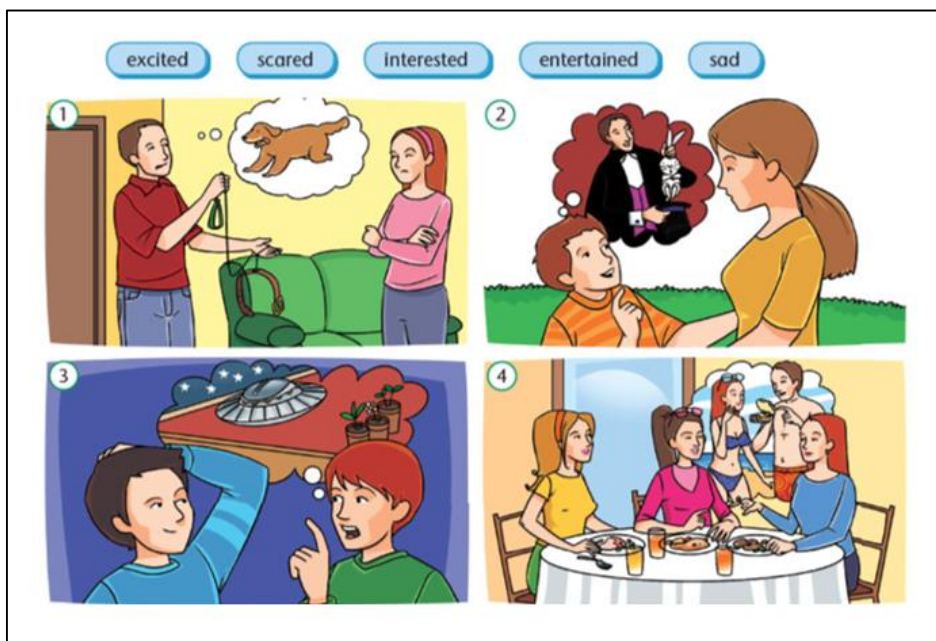
APPENDIX 3

Person	Place	Occupation	Was the event good or bad?
Rachel		student	bad
Sandra			
Alan	town		
Alanna			good

Used the guessing technique

Title: Material for Listening activity

Source: Yes, we can 3 Student book



Title: Material

Source: Yes, we can 3 Student book

## APPENDIX U. Students evidence



Title: Simon Says activity

Source: Own elaboration (2020)

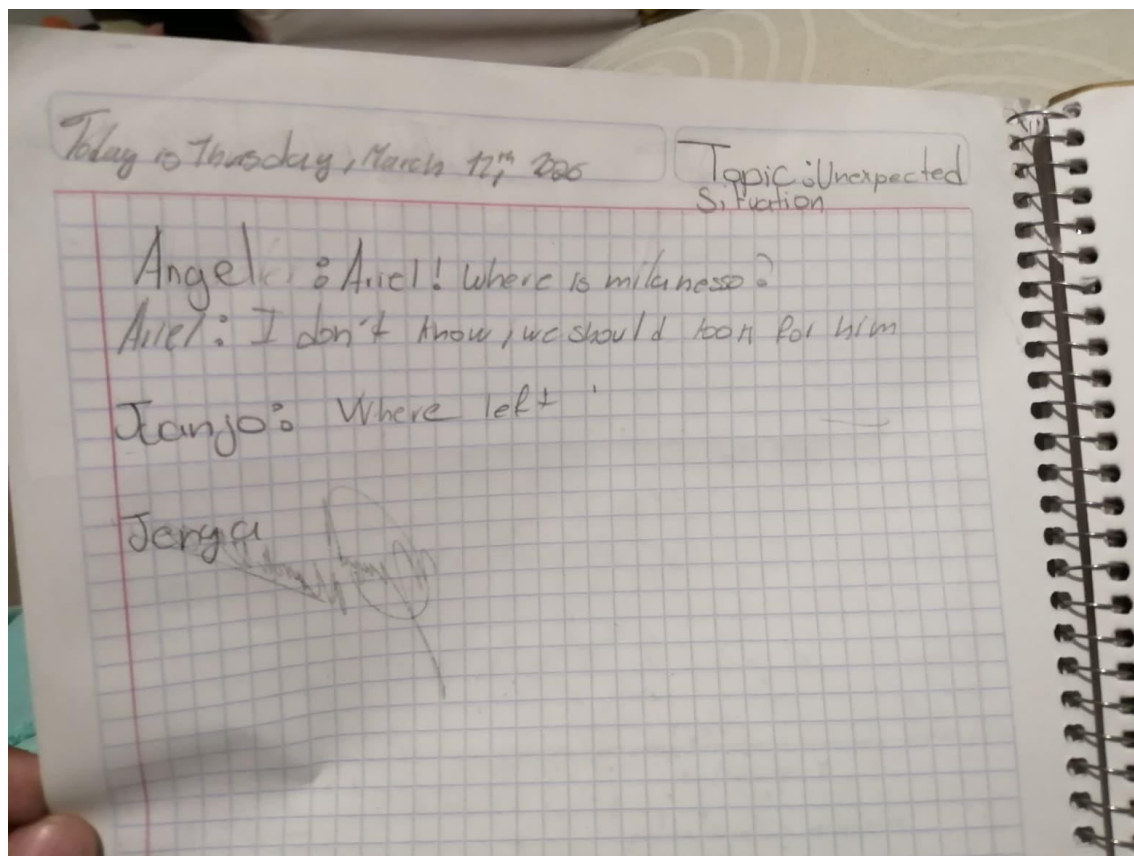
Today is Thursday, March 12, 2020

Person	Place	Occupation	Was the event good or bad?
Rachel	Police station	student	bad
Sandra	Office	Secretary	Good
Alan	town	Doctor	good
Alanna	lane	Reporter	good

*[Signature]* March 12, 2020

Title: Filling chart

Source: Yes, we can 3 Students book.



Title: Short Storytelling

Source: Students own elaboration (2020).

## STUDENTS INTERVIEW

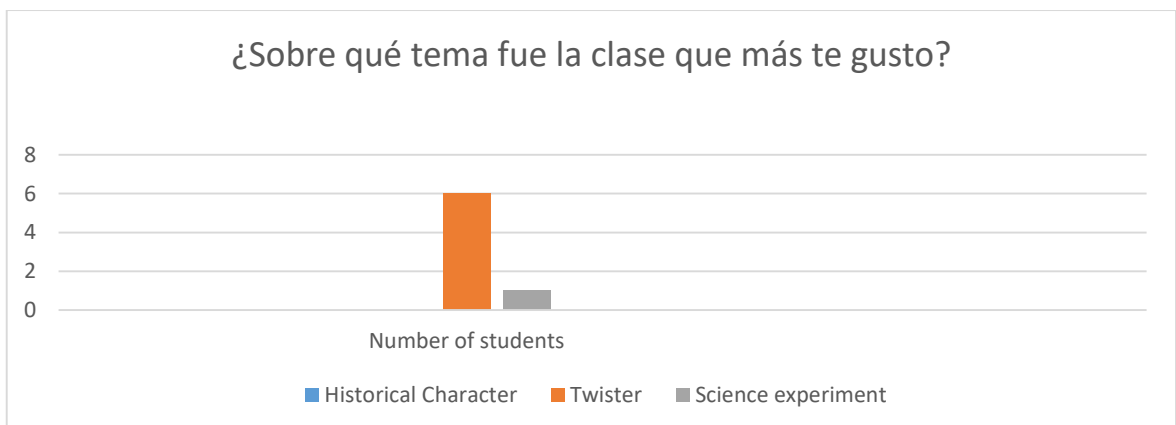
To have a better knowledge of students' reaction with these techniques had in students, I applied a small survey with the following questions, this interview was made by myself since there is no specific format to evaluate TPR techniques, this interview was applied to 7 students (the questions were in Spanish):

1. ¿Cómo te sientes en tu clase de inglés?
2. ¿Sobre qué tema fue la clase que más te gusto?
3. ¿La maestra utiliza el vocabulario adecuado para dar instrucciones?
4. Cuando la maestra da instrucciones ¿prefieres que solo de la instrucción o que agregue un ejemplo?
5. ¿Qué hace la maestra para que entiendas mejor las instrucciones?
6. Cuando no lograste entender una instrucción ¿a quién le pediste ayuda?

For question number one, six students said that they feel very good. A student said that he feels lazy.

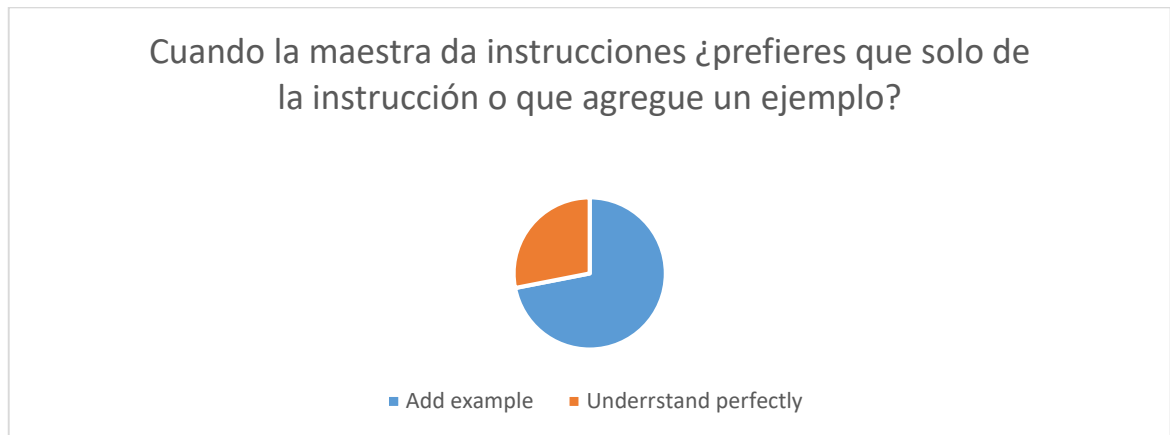


For question number two, six students said that the activity where we had to create sentences while using twister, a student said that he liked the science experiment.

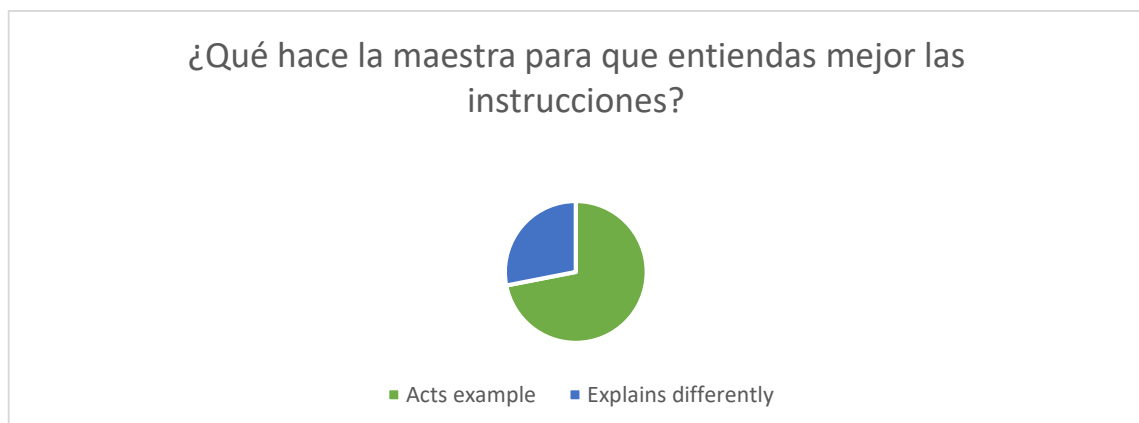


For question number three, seven students said the teachers uses a suitable vocabulary.

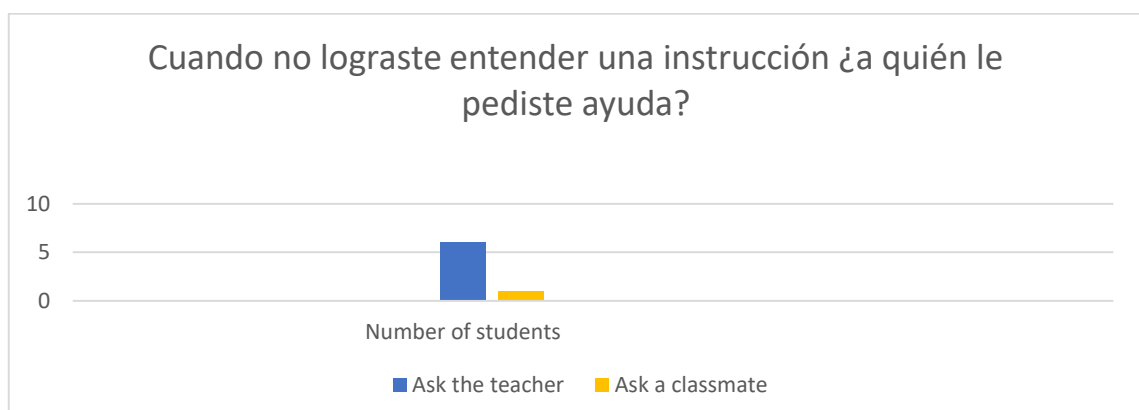
For question number four, five students said that they prefer an example to understand better and two students said that the understand perfectly.



For question number five, five students said that the teacher acts the examples, two students said that the teacher explains differently.



For question number six, six students said that they ask the teacher, a student said the he asks a classmate.



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