



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**VICERRECTORADO DE INVESTIGACIÓN, VINCULACIÓN Y**  
**POSGRADO**

**DIRECCIÓN DE POSGRADO**

**TITLE OF THE RESEARCH WORK:**

TOTAL PHYSICAL RESPONSE METHOD TO ENHANCE LISTENING  
SKILL

Work presented as a requirement for obtaining the Bachelor's degree as

“Magister en Enseñanza del Idioma Inglés como Lengua Extranjera”

**AUTHOR:**

LIC. SOFÍA FERNANDA FREIRE CARRILLO

**THESIS TUTOR:**

MGS. EVELYN MACIAS

Riobamba – Ecuador

2024

**CERTIFICATION OF THE TUTOR PROFESSOR**

Certifico que el presente trabajo denominado: "**TOTAL PHYSICAL RESPONSE METHOD TO ENHANCE LISTENING SKILL**", ha sido elaborado por la licenciada, Sofia Fernanda Freire Carrillo, el mismo que ha sido orientado y revisado con el asesoramiento permanente de mi persona en calidad de Tutor. Así mismo, refrendo que dicho trabajo de titulación ha sido revisado por la herramienta anti-plagio institucional; por lo que certifico se encuentra apto para su presentación y respectiva defensa.

Es todo cuanto puedo informar en honor a la verdad.

Riobamba, 20 de noviembre de 2024



Lic. Evelyn Macías Silva, Mgs.

**TUTOR/A DE TESIS**

## AUTORSHIP

I Sofia Fernanda Freire Carrillo, student of the master's degree program in teaching English as a Foreign Language, declare I am only the author and responsible of this research work tittle entitled:

### **TOTAL PHYSICAL RESPONSE METHOD TO ENHANCE LISTENING SKILL**

The ideas, opinions and comments indicated in this document are the responsibility of the author and the intellectual heritage of this thesis belong to the master's degree program of National University of Chimborazo.

Riobamba, noviembre de 2024



Sofia Fernanda Freire Carrillo

C.I: 060425788-1

## ACKNOWLEDMENT

*I would like to take this opportunity to acknowledge and express my sincere gratitude to all those who have supported and guided me throughout this research.*

*First and foremost, I am deeply thankful to Mgs, Evelyn Macías, whose expert guidance, invaluable feedback, and continuous encouragement were pivotal in completing this work. Their profound knowledge and commitment to excellence have greatly influenced the direction and depth of this research.*

*I also acknowledge Pao and Luz, for their collaboration, insightful suggestions, and assistance on those nights with group activities. Our collective efforts have greatly enriched this study.*

*Finally, I would like to express my gratitude to my parents, Mesias and Delia, my sisters, Adriana, Verónica and Luz, and friends for their unwavering support and patience during this project. Their encouragement has been a constant source of motivation.*

*This research is the result of the collective effort and contributions of many, and I am truly appreciative of all who have made this work a reality.*

*Sofia Fernanda Freire Carrillo*

## **DEDICATORY**

This work is dedicated to those who have inspired and supported me throughout this journey. To my beloved husband Dennys, and my children Faby, Gabito and Gael, whose love, patience, and belief in me have been my foundation — your unwavering support has been my greatest source of strength.

Sofía Fernanda Freire Carrillo

## INDEX OF CONTENTS

CERTIFICATION OF THE TUTOR PROFESSOR .....	ii
AUTORSHIP .....	iii
ACKNOWLEDMENT .....	iv
DEDICATORY .....	v
INDEX OF CONTENTS.....	vi
LIST OF TABLES .....	ix
LIST OF GRAPHS.....	x
RESUMEN .....	1
ABSTRACT .....	2
CHAPTER I.....	3
1.    REFERENCE FRAMEWORK .....	3
1.1.    Introduction .....	3
1.2.    Research background.....	5
1.3.    Problem formulation.....	7
1.4.    Justification.....	8
1.5.    Objectives .....	10
1.5.1.    General objective.....	10
1.5.2.    Specific objectives.....	10
CHAPTER II .....	11
2.    THEORICAL FOUNDATION .....	11
2.1.    Listening skill .....	11
2.1.1.    Definition of listening skill.....	12
2.1.2.    Characteristics of listening skill .....	12

2.1.3. Teaching listening skill.....	14
2.1.4. Competences for a1 level in listening skill.....	15
2.2. Total physical response method .....	17
2.2.1. Physical commands in the total physical response method.....	18
2.2.2. Principles of TPR method .....	20
2.2.3. Advantages of the total physical response method.....	21
2.2.4. Disadvantages of the total physical response method .....	23
CHAPTER III.....	24
3. METHODOLOGY .....	24
3.1. Methods .....	24
3.1.1. Inductive method .....	24
3.1.2. Deductive method.....	24
3.2. Research focus .....	25
3.3. Type of research .....	26
3.3.1. Qualitative research .....	26
3.3.2. Quantitative research .....	26
3.4. Levels of research.....	27
3.5. Research design .....	28
3.6. Population and sample.....	28
3.6.1. Population.....	28
3.6.2. Sample .....	29
3.7. Techniques and instruments for collecting data .....	29
3.7.1. Observation technique .....	29
3.7.2. Interview technique .....	32
CHAPTER IV.....	33

4.	RESULTS AND DISCUSSION.....	33
4.1.	Listening skills evaluation.....	33
4.2.	Analysis of interview.....	37
4.3.	Discussion.....	38
	CHAPTER V.....	40
5.	CONCLUSIONS AND RECOMMENDATIONS.....	40
5.1.	Conclusions.....	40
5.2.	Recommendations.....	41
	REFERENCES.....	42



**LIST OF TABLES**

Table 1. Descriptive statistics of the pre and post-test of Listening skill.....	33
Table 2. Results of hypothesis testing using Student's t-statistics for paired samples...	35

**LIST OF GRAPHS**

Graph 1. Boxplot of Listening pre-test and post-test results ..... 34

## RESUMEN

El aprendizaje continuo de idiomas, especialmente del inglés, es una necesidad en nuestro mundo globalizado. Por lo tanto, los docentes de esta asignatura deben actualizar constantemente sus métodos de enseñanza. Sin embargo, existe una necesidad urgente de estrategias más efectivas en el aula, una falta de procesos de evaluación adecuados y una escasez de conocimiento sobre el Método de Respuesta Física Total (TPR, por sus siglas en inglés). Esto limita su uso en la enseñanza del inglés, particularmente en el desarrollo de la comprensión auditiva. Esta investigación se desarrolló entre estudiantes del primer nivel paralelo "F2" de la Universidad Nacional de Chimborazo. Analiza el método TPR para la enseñanza del inglés con el fin de mejorar las habilidades de escucha. La metodología utilizada es descriptiva y mixta. Los resultados obtenidos han llevado al desarrollo de una propuesta que se centra en mejorar la comprensión auditiva de los estudiantes mediante el uso innovador del método TPR. Por lo tanto, proponemos la implementación del TPR como una estrategia novedosa que puede mejorar significativamente las habilidades de escucha en inglés de los estudiantes. Los hallazgos indican que las estrategias metodológicas actuales para desarrollar la comprensión auditiva podrían ser más efectivas y que el método TPR necesita ser aplicado más ampliamente. Por lo tanto, se recomienda incorporar este enfoque durante el proceso de aprendizaje para mejorar la enseñanza del inglés en las habilidades de escucha.

**Palabras clave:** aprendizaje, escucha, habilidades, mejora, método TPR.

## ABSTRACT

Continuous language learning, especially in English, is a necessity in our globalized world. Therefore, teachers of this subject must constantly update their teaching methods. However, there is a pressing need for more effective strategies in the classroom, a lack of adequate evaluation processes, and a scarcity of knowledge about the Total Physical Response (TPR) Method. This problem limits its use in teaching English, particularly in developing listening comprehension. This research was developed among students at the first parallel level, "F2," of the National University of Chimborazo. It analyzes the TPR method for teaching English to improve listening skills. The methodology used is descriptive and mixed. The results obtained have led to the development of a proposal that focuses on enhancing students' listening comprehension through the innovative use of the TPR method. Therefore, we propose the implementation of TPR as a novel strategy that can significantly enhance students' English listening skills. The findings indicate that current methodological strategies for developing listening comprehension could be more effective and that the TPR method needs to be more widely applied. Therefore, it is recommended to incorporate this approach during the learning process to improve the teaching of English in listening skills.

**Key-words:** TPR method, listening, skills, improvement, learning.

## CHAPTER I

### 1. REFERENCE FRAMEWORK

#### 1.1. Introduction

In education, teachers often rely on various methods to facilitate the teaching-learning process. Traditionally, teacher-centered approaches, emphasizing memorization and passive learner participation, predominate in English language teaching. This reliance on traditional methods has led to growing disinterest among students, as they rarely have opportunities to actively participate in class (Kumar et al., 2023). The use of repetition as the main instructional tool, coupled with a lack of modern teaching resources, prevents students from developing their language skills effectively, turning them into passive recipients of information rather than engaged learners.

Globally, the importance of listening skills in language acquisition is well recognized. However, many students face significant challenges in developing these skills, which are critical for effective communication and academic success. At the national level, Ecuadorian educational institutions, including the National University of Chimborazo, struggle with outdated teaching methodologies that fail to adequately prepare students for the demands of real-world communication. In particular, at the National University of Chimborazo, first-level students in the Language program frequently struggle to comprehend basic audio materials presented in class. This challenge primarily arises due to their limited experience with the English language, which significantly impacts their listening skills. As a result, many of these students find it difficult to follow lectures, participate in discussions, and engage with course materials effectively. This issue not only leads to frustration and disengagement but also diminishes their confidence in using English, limiting both their academic performance and their professional development.

The gap in listening skills presents a critical problem, as students' inability to understand spoken English hinders their access to key academic content, which is vital for their success in the course. The problem not only affects their ability to follow lectures and participate in discussions but also diminishes their confidence in using English, ultimately limiting their academic performance and professional growth. The gap in listening skills, not only affects their ability to follow lectures and participate in discussions but also diminishes their confidence in using English, ultimately limiting their academic performance and professional growth.

To address these challenges, this research focuses specifically on first-level students, aiming to improve their listening skills (the dependent variable) through the implementation of the Total Physical Response (TPR) method (the independent variable). TPR, developed by Asher in the 1960s, emphasizes learning through physical movement, engaging students in a way that encourages active participation and reinforces comprehension through "learning by doing". This method is particularly effective in enhancing listening skills, as it integrates multisensory experiences to deepen understanding and retention of the material.

Despite its potential benefits, the TPR method is still underutilized in many classrooms, and the challenge of keeping students engaged while improving their listening skills in English persists. By proposing the application of the TPR method as a solution to the ongoing problem of poor listening skills among students at the National University of Chimborazo, this research aims to demonstrate how TPR can transform passive learners into active participants. Through physical actions that accompany language instruction, students can enhance their listening and comprehension abilities, leading to improved academic performance.

The TPR method can offer a practical solution to the listening difficulties faced by first-level English language students at the National University of Chimborazo by fostering an interactive and engaging learning environment. For instance, by integrating physical actions with spoken instructions, such as students mimicking movements related to the vocabulary or phrases they are learning, TPR can enable learners to connect auditory input with kinesthetic experiences. This multisensory approach not only aids comprehension but also reduces anxiety, as students feel more comfortable and engaged in the learning process. By actively participating in lessons, students can better retain information and enhance their ability to understand spoken language. Furthermore, TPR encourages collaboration and communication among peers, promoting a supportive classroom atmosphere where students can practice their listening skills without the fear of making mistakes. This hands-on approach directly addresses the root causes of their listening challenges, ultimately improving their confidence and competence in using English effectively.

Ultimately, this study will illustrate how TPR serves as an effective solution to the pressing issue of inadequate listening skills in English language learning, offering a promising alternative to traditional teaching methodologies.

## **1.2. Research background**

Learning a new language can be an exciting but overwhelming challenge for many students. In this context, the TPR Method has emerged as an effective technique to facilitate English language acquisition. Several studies have highlighted the positive impact of TPR on language learning, aligning with the objectives of the present research.

For instance, Zhao and Lai (2023) explored how TPR functions, its key components, and its effects on the teaching and learning process of English as a second

language. Their work illustrates that TPR mirrors the natural language acquisition process in childhood. Just as children effortlessly learn their native language (L1) by associating words with physical actions, English learners can similarly benefit from connecting vocabulary and grammatical structures with body movements. This foundational principle supports the thesis's focus on using TPR to enhance listening skills among first-level English language students at the National University of Chimborazo.

In a TPR classroom, teachers issue straightforward commands in English, prompting students to respond with corresponding actions. Astutik et al. (2019) noted that this active involvement encourages comprehension before oral production, allowing students to gradually familiarize themselves with the language without pressure. By integrating kinesthetic learning through body movements as a pedagogical tool, TPR helps reinforce muscle memory and vocabulary retention.

The TPR approach fosters an interactive and participatory learning environment, where students actively engage in class through dynamic and playful activities. Asmali (2019) emphasized that TPR represents a valuable tool for educators and students alike, aiming to improve English language proficiency in an increasingly globalized world. The present study builds upon this notion by demonstrating how TPR can specifically address the challenges faced by students at the National University of Chimborazo in developing effective listening skills.

Listening is a central component of language learning, as the ability to understand and process spoken language facilitates effective communication. García et al. (2023) explore the role of TPR in enhancing English listening comprehension, providing insights into the theoretical foundations of TPR and its practical implementation in the classroom. Their research further supports the argument that associating words with physical actions can greatly benefit language acquisition, particularly in the realm of listening skills.



Through a thorough analysis of these studies and their practical applications, this research aims to shed light on the impact of TPR on the process of acquiring English as a second language. By highlighting the effectiveness of TPR, the study advocates for its broader integration into educational programs, ultimately contributing to a more effective and engaging learning experience for students at the National University of Chimborazo.

### **1.3. Problem formulation**

At the National University of Chimborazo, first-level students in the Language program frequently struggle to comprehend basic audio materials presented in class. This challenge leads to frustration and a lack of motivation among these learners, particularly due to their limited experience with the English language. The gap in listening skills not only affects their ability to follow lectures and participate in discussions but also diminishes their confidence in using English, ultimately limiting their academic performance and professional growth.

Additionally, this gap restricts students' exposure to authentic English language resources, further stunting their overall language development. When students cannot follow spoken language and miss critical academic content, it negatively impacts their performance in the language course, creating a cycle of disengagement and poor achievement.

In light of these issues, the research question guiding this study is: How can the Total Physical Response method be effectively implemented to improve the listening skills of first-level English language students at the National University of Chimborazo?

To address this pressing issue, it is essential to implement innovative teaching strategies that actively engage students in the learning process. The TPR method, known

for its effectiveness in promoting listening skills through physical movement and interaction, presents a viable solution. By incorporating TPR, students can better connect spoken language with physical actions, thereby enhancing their comprehension and retention of the material. This approach not only fosters a dynamic and engaging learning environment but also equips students with the necessary tools to improve their listening skills and overall confidence in using English. Ultimately, TPR can bridge the gap in listening skills and facilitate a more comprehensive language learning experience.

#### **1.4. Justification**

The research into the Total Physical Response method for enhancing listening skills is both timely and essential due to the significant challenges faced by first-level English language students at the National University of Chimborazo. Effective listening skills are foundational to academic success and professional communication in a globalized world. University students, as future professionals, must be proficient in understanding spoken English to excel in their fields. The current reliance on traditional teaching methods, which often fail to engage students actively, has resulted in a gap in listening comprehension that hinders students' ability to follow lectures, engage in discussions, and access academic resources.

By investigating the TPR method, this research aims to offer a practical solution to the identified problem. TPR, known for its interactive and participatory nature, could address the shortcomings of traditional methods by incorporating physical movement into language learning. This approach not only enhances listening skills but also increases student engagement and motivation. The findings from this study could provide valuable insights into more effective teaching strategies and contribute to the development of best practices in language instruction.

The primary beneficiaries of this research are the first-level students at the National University of Chimborazo. By implementing the Total Physical Response (TPR) method, these students will experience significant improvements in their listening comprehension and overall engagement in the learning process. Enhanced listening skills are crucial for academic success, as they will enable students to participate more actively in discussions, follow lectures more effectively, and build greater confidence in their communication abilities. Furthermore, improved listening skills will grant students better access to English-language materials, enriching their learning experience.

Educators at the university will also benefit from this research. The findings will provide practical insights into effective teaching methodologies, allowing them to adopt more dynamic and interactive instructional approaches. By understanding the impact of TPR on students' listening skills, teachers can enhance their teaching practices and create a more engaging classroom environment.

The feasibility of implementing the TPR method is supported by its straightforward nature and the resources already available at the university. TPR does not require extensive preparation or specialized equipment, making it a cost-effective solution for improving language instruction. This research will utilize existing classroom settings and teaching materials, ensuring that the proposed methodology can be readily applied and assessed within the current educational framework.

Moreover, this research will contribute to the broader field of language education by providing empirical evidence on the effectiveness of the TPR method in enhancing listening skills. By offering a comparative analysis of traditional and innovative teaching approaches, this study will enrich the discourse on effective language pedagogy. Additionally, it may serve as a model for other institutions seeking to adopt similar methodologies to improve language learning outcomes.

## **1.5. Objectives**

### **1.5.1. General objective**

- To analyze the effectiveness of the Total Physical Response method in enhancing students' listening skills by implementing TPR-based activities in the English language classroom.

### **1.5.2. Specific objectives**

- To identify the principles and instructional techniques of the Total Physical Response method in English language teaching to improve student's listening skills.
- To measure the progress in listening comprehension skills among first-level students after the structured application of TPR activities, comparing their listening skills before and after the intervention.
- To develop a methodological guide about Total Physical Response method to improve students' listening skills.

## CHAPTER II

### 2. THEORETICAL FOUNDATION

#### 2.1. Listening skill

English language proficiency is an invaluable skill in today's globalized world, where effective communication in English is crucial in various fields, such as international business, higher education, and scientific research (Rao, 2019). However, learning English is not limited to mastering grammar and vocabulary alone; it involves the comprehensive development of four primary language skills: listening, speaking, reading, and writing (Kurniasih, 2011). The research will explore the importance of these skills and how their development can improve communicative competence in English.

The skill of listening is fundamental to effective communication in English. Vandergrift and Goh (2007) stated that listening is an active process that involves understanding the meaning of spoken language by identifying keywords, recognizing linguistic patterns, and interpreting context. According to Rost (2011) this skill required practice in listening comprehension and developing strategies such as anticipation and inference. Research in this field highlights the importance of exposure to a variety of accents and speaking styles to improve listening comprehension in English (Brown, 2011). With regular practice, you can significantly enhance your listening skills.

In general, English language proficiency requires the comprehensive development of listening, speaking, reading, and writing skills. Research in this field highlights the importance of regular practice and the use of effective strategies to improve communicative competence in English (Malykhin et al., 2024). By focusing on the balanced development of these skills, students can improve their ability to communicate effectively in English in various academic and professional contexts.

### **2.1.1. Definition of listening skill**

In its most basic sense, listening encompasses the ability to pay attention and comprehend spoken language, which is crucial for effective interpersonal communication in various contexts, from everyday conversations to professional and academic settings. In the contexts of language learning, this skill involves recognizing and processing words and phrases in the target language, and understanding their meaning within the specific context of conversation or discourse (Ismatovna, 2020).

Improving listening skills is not an insurmountable task. It's about developing skills such as focused attention, identifying linguistic patterns, anticipating content, and using listening comprehension strategies. With practice and dedication, you can significantly enhance your ability to understand and communicate in a new language (Burdujan, 2022).

According to Worthington and Fitch-Hauser (2018), communication scholars who present a comprehensive framework of listening that encompasses various cognitive and affective processes, including attending, understanding, remembering, responding, and resolving. This author offers valuable insights into the complexity and importance of listening as a communication skill, highlighting its role in interpersonal relationships, professional contexts, and everyday interactions. His perspectives contribute to a deeper understanding of how listening influences communication dynamics and outcomes.

### **2.1.2. Characteristics of listening skill**

Listening skills in English encompass a variety of essential abilities for effective communication and understanding. These include:

- a) Active engagement. According to Gilakjani and Ahmadi (2011) listeners should engage actively with spoken language, maintaining focus on the speaker's message and utilizing different cognitive strategies.
- b) Contextual understanding. Armijos (2018) admitted that proficient listeners are able to grasp the context of conversation or speeches, including the subject, purpose, and participants involved.
- c) Sound discrimination. Rivadeneira (2018) highlighted that skilled listeners can distinguish between various sounds in English, such as phonemes, stress patterns, and intonation.
- d) Vocabulary and grammar recognition. As Hunston et al. (1997) explained that experienced listeners recognize familiar words and grammatical structures in spoken English, allowing them to understand sentence meanings without relying solely on visual clues.
- e) Note-taking abilities. Hayati and Jalilifar (2009) suggested that effective listeners often use note-taking techniques to capture key points, ideas, and details when listening to presentations or lectures.
- f) Nonverbal cue awareness. Proficient listeners, as noted by Jorquera and Saavedra (2012) pay attention to nonverbal signals, such as facial expressions and body language, which provide insight into the speaker's emotions and attitudes.
- g) Adaptability to varied listening materials. Lingzhu and Yuanyuan (2010) emphasized that listeners must adapt to a range of listening materials, including different accents, speech rates, and dialects.

- h) Active listening strategies. Leonardo (2020) noted the importance of active listening strategies, such as paraphrasing or asking for clarification, to show understanding and engage meaningfully with speakers.
- i) Monitoring and self-correction. Caicedo (2016) described how effective listeners monitor their comprehension and correct misunderstandings by seeking clarification when necessary.
- j) Cultural sensitivity. Ciprian (2018) highlighted the role of cultural sensitivity in listening, recognizing that communication styles and preferences can vary based on cultural norms and values.

### **2.1.3. Teaching listening skill**

Educators recognize the critical importance of teaching listening skills in English, as these abilities form the foundation of effective communication and comprehension in a new language. According to Field R. (2008), listening is not a passive activity but a complex cognitive process that involves decoding, interpreting, and understanding spoken input. For learners, this process requires not only linguistic knowledge but also the ability to make sense of spoken language in real time. Field emphasizes that effective listening instruction is crucial for language acquisition, as it helps students develop the skills they need to engage in meaningful communication and respond appropriately in conversational contexts.

Listening in language learning can be challenging for students, particularly because it requires quick processing of new sounds, vocabulary, grammar, and cultural cues. Given these complexities, traditional approaches often fall short in equipping students with practical listening skills. Field (2008) suggests that listening instruction



should be interactive and contextual, encouraging students to practice real-life listening scenarios to build comprehension and retention.

One effective strategy for teaching listening skills is incorporating active learning techniques that align with students' cognitive processes. Reflecting on Field's ideas, the TPR method offers a dynamic approach to enhance listening comprehension by connecting verbal instructions with physical actions. By linking commands to physical actions, TPR enables students to internalize the language more naturally, reducing the cognitive load often associated with listening comprehension.

#### **2.1.4. Competences for a1 level in listening skill**

The Common European Framework of Reference for Languages (CEFR) serves as a foundational guideline for language proficiency across various levels, including A1, which represents a basic user of the language. At this level, learners are expected to develop fundamental listening competencies that enable them to understand simple, clear speech and basic phrases in everyday contexts. According to the CEFR (Council of Europe, 2001), A1-level learners should be able to:

- a) Understand familiar words and very basic phrases. Learners can comprehend familiar words and phrases related to themselves and their immediate environment, such as greetings, introductions, and simple questions about personal information (Council of Europe, 2001).
- b) Follow simple instructions. A1 learners should be able to understand short, clear instructions and commands, especially when spoken slowly and clearly. This skill is crucial for navigating basic everyday situations, such as in a classroom or during a simple conversation (Tzeng, 2017).

- c) Identify the main idea. At the A1 level, students are expected to identify the main idea of simple spoken texts, such as dialogues and announcements, which may involve personal and familiar topics (Kumaravadivelu, 2012). This competency is vital for developing their overall comprehension abilities.
- d) Respond to simple questions. A1 learners can respond to straightforward questions about personal information, provided the questions are spoken slowly and clearly. This skill not only demonstrates their listening comprehension but also encourages interaction (Richards & Schmidt, 2013).

To effectively enhance these competencies, teachers can employ various strategies that promote active listening. These strategies include:

- a) Listening to authentic materials. Engaging with authentic audio resources, such as simple dialogues, announcements, or songs, helps students acclimate to natural speech patterns and vocabulary usage in real-life contexts (Vandergrift, 2004).
- b) Incorporating visual supports. Using visual aids, such as pictures or gestures, alongside audio materials can significantly support comprehension by providing contextual clues (Goh, 2018).
- c) Implementing interactive listening activities. Activities that involve pair or group work, such as role-plays or guided listening tasks, encourage learners to practice their listening skills in a supportive environment (Kumaravadivelu, 2012).

The competencies outlined for A1-level learners in listening skill are crucial for their foundational language acquisition. By focusing on these competencies and utilizing effective teaching strategies, educators can facilitate meaningful learning experiences that support students' progression in English language proficiency (Ortiz et al., 2022).

## 2.2. Total physical response method

A teaching method is the theoretical and practical framework that guides how a teacher imparts knowledge and skills to students. This framework ranges from the planning and organization of content to the implementation of didactic activities and the evaluation of learning. The choice of a specific method depends on several factors, including educational objectives, student characteristics, and the teaching context (Jacob, 2020).

Theoretical foundations anchor a teaching method in pedagogy, while strategies and techniques translate these principles into practice. Educational objectives guide these methods, ensuring alignment with desired outcomes. Effective application requires adapting the method to the context, student needs, and content (Kassing, 2020).

The Total Physical Response (TPR) method is a language teaching methodology that emphasizes the use of physical actions to reinforce listening comprehension and language acquisition (Nuraeni, 2019). A fundamental aspect of TPR is the use of physical commands, where students respond to verbal instructions through corresponding physical actions. This method leverages the natural connection between language and movement, promoting learning by engaging both the mind and body.

The TPR method is a language teaching methodology developed by James Asher in the 1960s. This approach is based on the idea that memory and learning are enhanced when students physically respond to commands, rather than simply listening or writing (Lalaleo, 2022). TPR is based on language learning theories that emphasize the importance of the association between language and physical action. According to Asher, listening comprehension precedes speech production, and by connecting language to action, students can better internalize concepts and vocabulary (Montes, 2021).

### **2.2.1. Physical commands in the total physical response method**

In TPR, physical commands are central to the learning process. Teachers give instructions, such as “stand up”, “turn around”, or “pick up the book”, and students respond by physically performing the actions. These exercises create a dynamic and interactive environment where listening skills are developed through direct physical engagement (Buckheister, 1976). By repeatedly following commands, students internalize the language structures and vocabulary without the need for translation, as their understanding is reinforced through action.

In practice, TPR lessons are designed to gradually increase in complexity. Initially, students might follow simple commands, but as their proficiency improves, more elaborate sequences of actions are introduced, requiring greater listening precision and cognitive engagement. The repetition of physical responses to commands helps solidify linguistic comprehension while simultaneously reducing anxiety, as students are not pressured to produce language verbally until they feel comfortable (Syafii, 2020).

Teachers play an essential role by modeling actions, delivering clear commands, and observing students' responses, ensuring they accurately interpret the language through movement. This interactive approach aims to cultivate an intuitive understanding, where students can associate sounds, meanings, and contexts seamlessly. Instead of simply remembering words, students learn to respond based on the context of each command, developing listening skills that are grounded in comprehension rather than rote memorization (Behrens, 2018). The following steps illustrate how TPR can be applied to reinforce understanding through physical commands, focusing on comprehension and real-world language application:

- a) Preparation and pre-listening activities. In the initial phase, teachers introduce actions linked to specific commands, such as demonstrating “jump” or “sit down” physically. Students learn to interpret commands by observing their contextual meaning and purpose (Behrens, 2018). This pre-listening activity primes students to focus on understanding instructions as cues, preparing them to process spoken language more naturally during the activity.
- b) Active listening. During TPR activities, students listen attentively and respond by performing actions, like touching their toes when hearing "touch your toes." This approach transforms listening into an active experience where students connect auditory input with purposeful actions, which promotes understanding beyond memorization (Pilatuña, 2024). Here, students are encouraged to process the meaning of each command in context, facilitating a more profound grasp of language.
- c) Reflection and comprehension. Following TPR exercises, teachers lead a reflection period where students discuss the commands and actions they performed. This discussion reinforces comprehension by allowing students to confirm their understanding of commands and clarify any uncertainties (Sumarni, 2022). Through reflection, students develop a more solid foundation in interpreting spoken language, deepening their linguistic comprehension.
- d) Additional practice for reinforcement. Finally, students engage in extended TPR activities, such as responding to longer command sequences or creating commands for peers. These exercises strengthen their ability to process language dynamically and adjust to various verbal instructions in context (Duan, 2021). This additional practice helps students respond accurately and contextually,

fostering adaptive listening skills that support language use in real-life settings (Syafii, 2020).

### **2.2.2. Principles of TPR method**

#### **Understanding before production**

One of the central tenets of TPR is that listening comprehension must precede speech production. Asher maintains that students must be able to understand language before being encouraged to speak it, like the natural process of language acquisition in children (Buján, 2019).

#### **Association of language with physical action**

TPR is based on the theory that memory and learning are improved when verbal commands are associated with physical responses. This integration of language and action facilitates better language retention and understanding (Lalaleo, 2022).

#### **Reduction of anxiety**

TPR creates a relaxed and playful learning environment, reducing student anxiety and facilitating more effective learning. Reducing stress is crucial so students can better assimilate and retain the new language (Hsu & Goldsmith, 2021).

#### **Use of imperative commands**

The method uses simple imperative commands that students must follow through physical actions. These commands are effective for teaching vocabulary and basic grammatical structures (Aikhenvald, 2010).

#### **Developing a solid base of understanding**

TPR emphasizes building a solid foundation of listening comprehension before introducing oral production. This ensures that students understand the language well before they start speaking (Brito, 2022).

### **Adaptability and flexibility**

The TPR is adaptable to different skill levels and ages. It can be used with students of all ages and at various stages of language learning, making it a versatile and flexible method (Robayo, 2023). These fundamental principles of TPR highlight its effectiveness and applicability in language teaching, providing a dynamic, action-based approach to facilitating language learning.

### **2.2.3. Advantages of the total physical response method**

The TPR Method has gained recognition for its unique and practical approach to language teaching, standing out for several significant advantages:

**Facilitates deep listening comprehension.** By beginning with listening comprehension before oral production, TPR allows students to internalize the language naturally, following the language acquisition process that occurs in childhood (Bernal & García, 2010). This approach improves understanding of vocabulary and grammatical structures and establishes a solid foundation for effective communication in the target language.

**Reducing anxiety and promoting playful learning.** Incorporating physical actions in learning significantly reduces anxiety associated with initial oral production. This creates a less intimidating and more stimulating educational environment where students feel more comfortable and motivated to participate actively (Sotomayor et al., 2024). In addition, playful and physical activities make learning more fun and memorable, thus increasing the retention of linguistic knowledge.

**Active participation and sensory learning.** In 1969, James Asher developed the TPR actively engages students through physical responses to verbal commands. This interaction strengthens the connection between language and action and activates multiple sensory systems in the learning process. Studies suggest that physical participation improves retention and understanding of learned content, making TPR especially effective for students who learn best through hands-on experiences (Barrocal, 2021).

**Adaptability and universal applicability.** One of TPR's strengths is its ability to adapt to various ages and levels of language ability. Everyone can benefit from activities structured according to the TPR method, from toddlers to adults and beginners to advanced students. This flexibility makes it widely used in both formal and informal educational settings, as well as in multicultural and multilingual contexts (Abata et al., 2021).

**Improved long-term memory.** Combining language and physical movement strengthens the neural connections associated with memory and learning. Studies have shown that motor experiences are closely linked to long-term knowledge retention, making TPR a powerful tool for building a solid and lasting linguistic foundation (Birdsell, 2023).

The TPR method provides theoretical and practical support for a pre-experimental study aiming to enhance listening skills. By comparing pre-test and post-test outcomes, the study can evaluate the extent to which TPR strategies improve listening comprehension. The advantages of TPR outlined in this section reinforce its suitability for the study's objectives, highlighting its role in fostering deep comprehension, reducing anxiety, and supporting active learning, key components that are expected to lead to measurable improvement in listening skills.



#### **2.2.4. Disadvantages of the total physical response method**

Despite its many advantages, TPR also presents certain limitations and challenges that must be considered:

As students progress in their language learning, they may encounter challenges in transitioning from listening comprehension and physical response to fluent and complex oral production. While TPR, primarily focused on initial comprehension, proves effective in the early stages, it often requires integration with other methods to foster more advanced oral and written expression. At higher proficiency levels, teachers must creatively design physical activities to reflect abstract concepts, while also adapting assessment tools to measure progress, since traditional methods may not apply. Additionally, TPR may face cultural challenges, as certain physical actions may not translate well across different cultures, requiring sensitivity in diverse settings (Murphy et al., 2020).

Although the total physical response method offers many significant advantages in language teaching, especially in the initial stages of learning, it also presents challenges that must be addressed to maximize its effectiveness and applicability in various educational and linguistic contexts (Zhang & Zou, 2024). Integrating TPR with other complementary methods can help overcome these limitations and promote comprehensive and successful language learning.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Methods

##### 3.1.1. Inductive method

In the inductive approach, students actively learn through exploration and discovery. They are encouraged to observe, analyze, and generalize based on evidence presented to them (Fry, Ketteridge, & Marshall, 2009). In this research, the inductive method was employed to gather data from the initial assessment of students' listening skills. This approach allowed researchers to observe patterns and draw general conclusions about the effectiveness of the Total Physical Response method. By analyzing the students' responses to the initial evaluation, the researchers identified specific areas of improvement and formulated hypotheses regarding the potential benefits of the educational intervention.

##### 3.1.2. Deductive method

The deductive method provides a structured learning process where students are introduced to concepts systematically, followed by application in specific contexts (Sweller, 1982). The development and implementation of the educational intervention applies the deductive method. The researchers established specific hypotheses based on existing theories about the TPR method and its effectiveness in language acquisition. These hypotheses guided the design of the intervention strategies, ensuring they were rooted in established educational principles. By applying these strategies, the researchers aimed to test their hypotheses and assess whether the TPR method would lead to an improvement in students' listening skills.

### **3.2. Research focus**

The research aims to determine the effectiveness of the TPR method in enhancing listening skills among first-level "F2" students at the Universidad Nacional de Chimborazo in Riobamba, Chimborazo Province. The study employs a qualitative and quantitative approach, using ethnographic observation combined with pre-experimental methods to assess the impact of TPR-based activities on students' listening comprehension.

To achieve this, TPR was implemented in the classroom through a series of structured listening activities that require students to respond to verbal commands with corresponding physical actions. These activities were designed to progressively increase in complexity, allowing students to build their listening comprehension skills in a controlled, interactive environment. Observational data were collected to document students' responses, engagement levels, and ability to follow commands accurately, providing qualitative insights into the learning process.

In addition, quantitative data were gathered through a pre-test and post-test administered to measure any changes in listening comprehension before and after the TPR intervention. By comparing these results, the study will analyze improvements in listening skills directly attributable to the TPR method. This approach will enable a comprehensive understanding of how TPR activities influence listening development, offering empirical evidence on the method's effectiveness within this educational context.

### **3.3. Type of research**

The research incorporated both qualitative and quantitative approaches to provide a comprehensive understanding of the impact of the Total Physical Response method on students' listening skills.

#### **3.3.1. Qualitative research**

Qualitative research is a methodological approach used to explore and understand individuals' experiences, perspectives, and social contexts. Qualitative research aims to explore phenomena in their natural settings and describe them in detail. It seeks to uncover meanings, motivations, and patterns that may not be captured by quantitative methods (Denzin & Lincoln, 2018).

From a qualitative perspective, this study aimed to explore students' experiences and perceptions regarding the TPR method as a pedagogical tool for enhancing their listening skills. The researchers gathered in-depth insights into how students interacted with the TPR activities and their thoughts on the effectiveness of these strategies in improving their listening abilities. This qualitative data helped to contextualize the findings and provided a richer understanding of the educational intervention's impact on the students' learning process. Additionally, the researcher reviewed the documentary literature related to TPR method and listening skills in teaching English as a foreign language available on the internet such as libraries and repositories.

#### **3.3.2. Quantitative research**

Quantitative research focuses on objective measurement and quantification of variables through numerical data and statistical analysis. It uses standardized instruments and procedures to collect numerical data, which can be analyzed statistically (Creswell & Creswell, 2018). Quantitative research is a systematic investigation that uses measurable

data and statistical analysis to establish patterns, relationships, and cause-and-effect interactions among variables.

The quantitative approach focused on measuring the effectiveness of the TPR method through statistical analysis. This approach involved the application of a questionnaire to evaluate students' listening skills before and after the educational intervention. The questionnaire aimed to quantify the level of competency in listening skills, specifically targeting the A1 proficiency level. The results of this assessment were analyzed to determine any significant improvements in students' listening abilities attributed to the implementation of the TPR method. Additionally, the quantitative analysis encompassed the assessment of the effectiveness of the didactic strategies employed during the intervention, allowing for an objective evaluation of the impact of the TPR method on enhancing listening skills.

### **3.4. Levels of research**

Descriptive research is a type of research method that aims to describe and depict phenomena as they exist in their natural environment. Unlike experimental or causal research, which focuses on exploring cause-and-effect relationships, descriptive research seeks to provide a comprehensive and detailed portrayal of a phenomenon or group of phenomena. Descriptive research is primarily concerned with describing characteristics of a population or phenomenon. It aims to provide an accurate representation of what is observed without manipulating variables or imposing external influences (Neuman, 2014).

This research work was descriptive and exploratory levels, and it describes the correct application of the Total Physical Response (TPR) Method to enhance the

listening skills in teaching process of students of First level “F2” from "Universidad Nacional de Chimborazo".

### **3.5. Research design**

This research follows a non-experimental design, focusing on the natural development of students' listening skills without manipulating independent variables. A pre-experimental approach was used, where a pre-test will assess the students' listening skills at the start. After implementing activities based on TPR method in the classroom, a post-test was administered to measure improvements in listening competence.

The pre-test will establish a baseline for students' listening skills, while the TPR activities will engage students through physical responses to verbal commands, aiming to enhance their listening skills. The post-test results was compared to the pre-test to determine the effectiveness of TPR in improving listening comprehension.

In addition to the tests, observational data were collected and an interviews were applied to provide qualitative insights into students' engagement with the TPR activities. This combined approach will allow for a comprehensive evaluation of TPR's impact on listening skill development.

### **3.6. Population and sample**

#### **3.6.1. Population**

The population consisted of first-level students in the Language program at the National University of Chimborazo, who are part of the teaching-learning process for listening skills in English as a foreign language. All these students are potential beneficiaries of the educational intervention based on the application of the Total Physical Response method.

### **3.6.2. Sample**

The sample consisted of 31 students from first-level parallel F2 at the National University of Chimborazo, who participated both in the evaluation process of their listening skill domain and in the educational intervention based on the Total Physical Response method. In other words, this group of students took part in the pre-experiment as beneficiaries of the educational intervention.

### **3.7. Techniques and instruments for collecting data**

The research uses the next techniques:

#### **3.7.1. Observation technique**

It refers to the systematic and methodical process of gathering empirical data by directly observing phenomena, behaviors, or events relevant to the research topic. This method allows researchers to collect firsthand information in natural settings, providing rich, detailed insights that complement other research methods. Observations are often used to validate findings, explore contexts, or capture real-time interactions, enhancing the depth and credibility of the study's conclusions. One of the most common instruments used in an observational study is the test, which is a systematic procedure for observing and describing behaviors or capacities in a controlled and standardized manner, using specific methods and tools for data collection (Anastasi & Urbina, 1997).

In that sense, to gather data for analyzing and understanding the research problem, the study employed observational techniques, with a pre-test and a post-test exam, called Listening Skills Assessment Instrument (Annex 1). These items are tailored to align with the specific objectives and criteria outlined in the theoretical framework of this study. The Listening Skills Assessment Instrument (Annex 1) is designed to evaluate the listening comprehension abilities of A1-level students in English as a foreign language, particularly

in relation to the TPR methodology. In this case, this instrument is created by the author of the research and consists of two parts: a pre-test and a post-test, each comprising 20 listening commands. The commands are simple, clear, and designed to assess the students' ability to understand and physically respond to oral instructions.

The Listening Skills Assessment Instrument allows the evaluator to assess the level of the participants' proficiency in listening skills before (pre-test) and after (post-test) the proposal implementation. The primary objective of the instrument is to evaluate the effect of the TPR method on students' listening skills. The pre-test is administered at the beginning of the instructional period to assess the baseline listening ability of the students. The post-test is given at the end of the instructional period to measure the improvement in listening comprehension after exposure to the TPR method.

The listening tasks of the Listening Skills Assessment Instrument involve simple actions that students must do upon hearing specific commands. These tasks are directly linked to the TPR methodology, which relies on physical actions to reinforce language comprehension. The commands range from basic actions like “touch your toes” to more complex instructions like “stand on one foot and hold your right foot.”

Each command is evaluated using a binary scoring system: students receive 0.5 points for each correct action performed and 0 points for incorrect or incomplete actions. The total score for both the pre-test and post-test is out of 10 points. The scoring system allows for a detailed assessment of each student's ability to understand and react to verbal cues, providing valuable insights into their listening skills development.

As a part of the validation process and before implementation, the instrument was reviewed by a panel of experts in the fields of language assessment and TPR methodology to ensure its effectiveness and reliability. The experts, through a validation format (Annex



2), assess the clarity of the instructions, the appropriateness of the commands for A1-level learners, and the overall suitability of the instrument for measuring listening skills. Feedback from the experts was incorporated to refine the instrument and ensure its alignment with best practices in language testing.

Once the instrument was applied, the next step involved the tabulation of the results (Annex 3). Each student's responses to the pre-test and post-test were recorded and organized for analysis. This involved collecting the scores for each of the 20 listening tasks, ensuring that all data points were properly input into a spreadsheet or database for systematic processing.

After tabulating the results, the next phase of analysis involved the calculation of descriptive statistics. Descriptive statistics were used to summarize the data and provide an overview of the students' performance on both the pre-test and post-test. Measures such as mean, standard deviation, and range were calculated to give a clear picture of the general performance level of the students before and after the implementation of the TPR method.

Following the descriptive analysis, inferential statistics were employed to assess the impact of the TPR method on the students' listening skills. The Student's t-test for paired samples was conducted to compare the pre-test and post-test scores. This statistical test was selected because it is ideal for comparing two related groups (the same students' performance before and after the intervention) to determine if there was a statistically significant difference in their listening comprehension.

The results of the t-test provided insight into whether the improvement in students' performance on the post-test was due to the TPR method or if it was simply a result of random chance. A p-value lower than the significance level (0.05) indicated that the

difference between pre-test and post-test scores was statistically significant, meaning that the TPR method had a positive effect on students' listening comprehension skills.

### **3.7.2. Interview technique**

An unstructured interview was conducted with some of the evaluated participants to gain insight into their perceptions of using the TPR method for developing listening skills. This approach encouraged participants to respond physically to verbal commands, strengthening their understanding and retention of language concepts through active engagement.

The interviews were analyzed by identifying and extracting the key themes and ideas expressed by the participants regarding their experience with the TPR method. These responses were categorized to identify common patterns, concerns, and overall attitudes towards the method's effectiveness in enhancing their listening skills.

Through this qualitative analysis, the researchers aimed to assess the degree of satisfaction the students had with the TPR method. By focusing on the participants' direct feedback, insights were gained into how the method impacted their engagement with the learning process and its perceived benefits for improving their listening comprehension.

The findings from the interviews complemented the quantitative results, providing a more comprehensive understanding of how the TPR approach was received by the students and its practical effect on their learning experience.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1. Listening skills evaluation

An initial evaluation assessed the participants' proficiency level in listening skills using the questionnaire in Annex 1. Similarly, the level of proficiency achieved in listening skills was evaluated after the implementation of the didactic strategies based on the TPR method. The results obtained by the participants in both the pre-test and post-test were tabulated as presented in Annex 2. The descriptive results obtained from the participants in both evaluations are presented below in Table 1 to compare the performance achieved before and after the proposal:

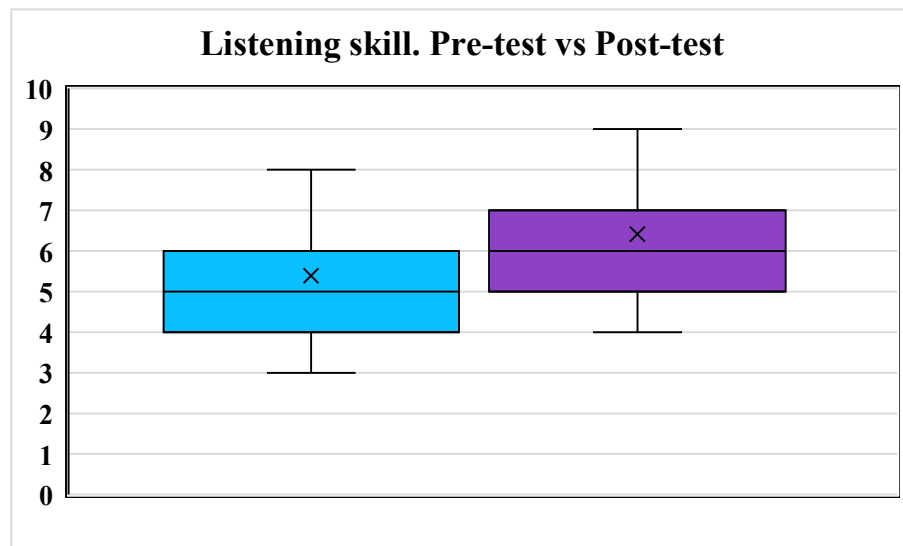
**Table 1.**

*Descriptive statistics of the pre and post-test of Listening skill*

<b>Test</b>	<b>Scale</b>	<b>Minimum</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Median</b>	<b>Maximum</b>
Pre-Test	0-10	3	5,39	1,36	5	8
Post-Test	0-10	4	6,42	1,29	6	9

The results obtained from the pre-test and post-test reflect the impact of the Total Physical Response (TPR) method on the development of students' listening skills. Both tests were conducted on a scale of 0 to 10. In the pre-test, scores ranged from a minimum of 3 to a maximum of 8, with a mean of 5.39. This initial average indicates a moderate level of listening ability prior to the intervention with the TPR method. The standard deviation was 1.36, suggesting moderate variability in scores, reflecting differences in students' listening skills. The median, or central value, was 5, meaning that half of the students scored at or below this level.

On the other hand, the post-test results show a general improvement in listening skills following the application of the TPR method. The minimum score increased to 4, and the maximum score reached 9, indicating progress among both lower-performing and higher-performing students. The post-test mean was 6.42, demonstrating a significant increase in the average score, which reflects notable progress in the development of listening skills. The standard deviation slightly decreased to 1.29, indicating less variability in the scores and suggesting more consistency in student performance after the intervention. The median also increased to 6, implying that half of the students achieved a score of 6 or higher.



**Graph 1.**

*Boxplot of Listening pre-test and post-test results*

**Note.** Obtained from Pre-test and post-test data.

The results from both the pre-test and post-test suggest that the Total Physical Response (TPR) method had a positive impact on improving students' listening skills. There was a noticeable improvement in both the overall average scores and the consistency of student performance, demonstrating the effectiveness of the method in this educational context.

The inferential analysis was conducted using the Student's t-test for paired samples to evaluate whether there was a significant improvement in students' performance following the implementation of the Total Physical Response method. The primary objective of this analysis was to determine if the students' scores in the post-test were significantly higher than their scores in the pre-test, suggesting an enhancement in their listening skills and overall language comprehension after the application of TPR. The t-test for paired samples is an appropriate statistical tool for comparing the means of two related groups, in this case, the same group of students before and after the intervention. The formula for calculating Student's t-statistics is as follows:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

$t$  Student's t.

$\bar{x}_d$  mean of the differences.

$S_d$  standard deviation of the differences.

$n$  number of data (31 students).

The results obtained in the inferential evaluation of the pre-test and post-test of the Listening skill are presented below:

**Table 2.**

*Results of hypothesis testing using Student's t-statistics for paired samples*

			Statistic	gl	P
Pretest	Posttest	T de Student	-6.30	30.0	0.000000302

**Note.** Obtained from Pre-test and post-test data.

The results of the t-test revealed a t-statistic value of -6.30, which indicates a substantial difference between the pre-test and post-test scores. This negative value suggests that the post-test scores were notably higher, reflecting an improvement in the students' performance after the TPR methodology was employed.

The p-value obtained from the analysis was 0.000000302, a value significantly lower than the standard significance level of 0.05. This extremely small p-value indicates that the observed difference between the pre-test and post-test scores is statistically significant. In other words, the improvement in the students' scores is not due to random chance but is instead a result of the TPR method's application. Based on these results, the null hypothesis, which posited no difference between the pre-test and post-test scores, can be confidently rejected.

Therefore, the inferential analysis strongly supports the effectiveness of the Total Physical Response methodology in improving students' performance. The statistically significant increase in post-test scores demonstrates that the students benefitted from the active, engaging learning approach offered by TPR, resulting in better listening skills and enhanced overall understanding of the English language.

These results highlight the effectiveness of the TPR method in enhancing students' listening skills. The method's focus on physical activity and active participation likely contributed to their improved ability to process and respond to spoken English in a real-life context, such as shopping. The success of this approach suggests that students were more engaged and better able to internalize the material, resulting in a significant increase in their post-test scores compared to the pre-test.

#### **4.2. Analysis of interview**

In addition to the quantitative analysis, interviews were conducted with several participants to gain deeper insight into their experiences with the TPR method and its perceived impact on their listening and speaking skills. The participants were asked to share their thoughts on the effectiveness of the TPR method, their level of satisfaction, and how it influenced their ability to comprehend spoken English.

The feedback from the interviews was overwhelmingly positive, with most students expressing satisfaction with the interactive nature of the TPR activities. Several participants noted that the physical actions associated with the verbal commands helped them better understand and remember new vocabulary and phrases. For instance, one student mentioned, "When we had to jump or sit down after hearing the commands, it helped me remember the words more easily. I felt more involved in the lesson." This response aligns with the findings from the pre-test and post-test results, where a significant improvement in listening comprehension was observed.

Moreover, many students reported that the TPR method helped them feel less anxious about speaking. They highlighted that the emphasis on listening and responding physically reduced their fear of making mistakes when speaking in English. One participant shared, "I was nervous about speaking, but after practicing with TPR, I felt more confident. It was like I was already responding, and it made me feel comfortable speaking too." This indicates that the TPR method not only supported the development of listening skills but also had a positive impact on their speaking confidence.

In terms of overall satisfaction, most students expressed that the TPR approach made learning more enjoyable and engaging. A common theme in the interviews was the playful and dynamic nature of the lessons, which made the material feel less like

traditional classroom learning. One student noted, "It was fun! We got to move around, and it didn't feel like regular classes. I think that helped me learn better."

These qualitative insights from the interviews reinforce the statistical findings, which demonstrated a significant improvement in students' listening skills after the TPR-based activities. The students' satisfaction with the method and the positive impact on their speaking confidence highlight the holistic benefits of the TPR approach. By combining physical engagement with language learning, TPR not only enhanced listening comprehension but also fostered a more confident and active approach to speaking. The students' responses suggest that the TPR method could be a valuable tool in promoting both listening and speaking skills in English language education.

#### **4.3. Discussion**

The results of the present research show a significant improvement in listening skills due to the application of the Total Physical Response method. Indeed, according to Nuraeni (2019) TPR represents a superior methodology to traditional approaches, having proven particularly beneficial in areas of auditory learning. In terms of vocabulary, the method contributes to greater accuracy in pronunciation; the association of words with physical movements allows learners to practice correct pronunciation in a practical and contextual setting.

This active practice also improves comprehension of each word, as students link specific terms to physical actions, providing a clear and tangible representation of the meaning of words. In addition, TPR supports appropriate word selection by engaging students in contextual activities that reflect vocabulary use in real-life situations, strengthening their ability to choose and use the correct words.



In terms of comprehension, TPR significantly improves students' ability to understand the meaning of language. Integrating physical movements with the learning of words and phrases provides a visual and kinaesthetic representation that facilitates the internalisation of meaning, thus improving the ability to understand instructions and oral messages. In addition, TPR promotes ease of speaking, as active and consistent participation in the learning process increases students' confidence and comfort in using English. Frequent practice and positive reinforcement facilitated by the method contribute to greater fluency in speaking and a more agile response in communicative situations. In the present research, an improvement in each of the above aspects was found, corroborating the findings of Nuraeni (2019).

The research findings reinforce the effectiveness of the Total Physical Response (TPR) method for improving listening skills in English, aligning with the findings of Putri (2016), who highlights it as a particularly beneficial method for teaching young learners with a kinaesthetic learning style. This approach is well suited to the needs of students who learn best through physical interaction and movement. Additionally, Putri points out that one of the advantages of TPR is that it does not require extensive preparation on the part of the teacher, which facilitates its implementation in the teaching-learning process.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

- The study confirms that the Total Physical Response method is effective in improving students' listening skills. By integrating physical actions with verbal commands, TPR engages students in an interactive learning process, reinforcing language comprehension through active participation. The research highlights that TPR's principles—such as the importance of kinesthetic learning and immediate physical responses—are essential for reinforcing listening skills in English language learners, especially for beginners.
- The results of the pre-test and post-test indicate significant progress in students' listening skills following the structured application of TPR activities. The average score increased from 5.39 in the pre-test to 6.42 in the post-test, showing clear improvement. The statistical analysis supports the conclusion that the TPR method is not only effective but also efficient in enhancing listening comprehension in students at the A1 level.
- The creation of a methodological guide based on the findings of this research is crucial for teachers who wish to implement TPR in their classrooms. This guide will provide educators with a systematic approach to using TPR-based activities, ensuring consistency and structure in its application. The guide will be a valuable tool in supporting the development of listening skills among students, particularly those in the initial stages of learning English.

## 5.2. Recommendations

- It is recommended that teachers continue to incorporate TPR activities into their lesson plans, focusing on progressively complex tasks that involve both listening and physical responses. Teachers should also consider adapting the activities to the unique needs and learning paces of individual students to maximize engagement and effectiveness.
- It is recommended that regular assessments using pre-tests and post-tests, similar to the ones used in this research, be incorporated into the curriculum. These assessments should be used to track student progress and adjust teaching strategies as necessary. Teachers could also implement formative assessments to provide continuous feedback to students and monitor their ongoing development in listening comprehension.
- To share the developed methodological guide with English language instructors at various educational institutions, particularly those teaching beginner-level students. Workshops or training sessions on how to effectively implement the guide could further support educators in using TPR activities to enhance students' listening skills, ensuring that the method is applied consistently and effectively across classrooms.

## REFERENCES

- Abata, M., Suárez, R., Portilla, A., & Vayas, M. (2021). Effectiveness of Total Physical Response in English speaking skill in EFL beginners. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 5(20), Article 20. <https://doi.org/10.33996/revistahorizontes.v5i20.268>
- Aikhenvald, A. (2010). *Imperatives and commands*. [https://researchonline.jcu.edu.au/15755/9/15755\\_Aikhenvald\\_2010\\_Front\\_pages.pdf](https://researchonline.jcu.edu.au/15755/9/15755_Aikhenvald_2010_Front_pages.pdf)
- AlKialbi, A. (2015). The place of reading comprehension in second language acquisition. *Journal of Literature, Languages and Linguistics*, 6(31), 14-22. <https://jcolang.uobaghdad.edu.iq/index.php/JCL/article/view/164/104>
- Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7 ed.). Prentice Hall. <https://psycnet.apa.org/record/1954-15003-000>
- Armijos, J. (2018). *Communicative competence strategy proposal for enhancing english language speaking skill among kichwa and spanish speaking learners* [Universidad Técnica de Ambato (UTA)]. <https://repositorio.uta.edu.ec/bitstream/123456789/28356/1/Armijos%20Jacqueline.pdf>
- Asher, J. J. (1969). The Total Physical Response Approach to Second Language Learning. *The Modern Language Journal*, 53(1), 3-17. <https://doi.org/10.2307/322091>
- Asmali, M. (2019). How effective is TPRS for adult EFL learners with limited English proficiency? *Focus on ELT Journal*, 1(1), 86-95. <https://focusonelt.com/index.php/foe/article/view/5/3>

- Anderson, N. J., & Lynch, T. (1988). Auditory Short Term Memory, Listening Comprehension, and the Input Hypothesis. *Tesol Quarterly*, 19(4), 765-779. Listening Oxford University Press. <https://doi.org/10.2307/3586675>
- Astutik, Y., Megawati, F., & Aulina, C. N. (2019). Total physical response (TPR): How is it used to teach EFL young learners? *International Journal of Learning, Teaching and Educational Research*, 18(1), 92-103. <http://www.ijlter.org/index.php/ijlter/article/view/1335/pdf>
- Barrocal, I. (2021). *Aprendizaje temprano de la lengua extranjera* [Universidad de Valladolid]. <https://uvadoc.uva.es/bitstream/handle/10324/48961/TFG-G4832.pdf?sequence=1&isAllowed=y>
- Bernal, N., & García, M. (2010). TPR-Storytelling. A key to speak fluently in english. *Cuadernos de Lingüística Hispánica*, 15, 151-162. <https://www.redalyc.org/pdf/3222/322227521010.pdf>
- Behrens, S. J. (2018). *Understanding language use in the classroom: Including teaching materials for college educators*. Multilingual matters. <https://eric.ed.gov/?id=ED590217>
- Birdsell, B. (2023). Exercising before learning enhances Long-Term Memory for foreign language vocabulary and improves mood. *Journal for the Psychology of Language Learning*, 5(1), 1-18. <https://doi.org/10.52598/jpll/5/1/3>
- Brito, S. (2022). *Total physical response method to boost english speaking acquisition in primary school students* [Pontificia Universidad Católica del Ecuador Sede Ambato]. <https://repositorio.puce.edu.ec/server/api/core/bitstreams/1765f986-da1c-404f-9d02-141582600395/content>

- Brown, S. (2011). *Listening Myths: Applying Second Language Research to Classroom Teaching*. University of Michigan Press.  
<https://muse.jhu.edu/pub/166/monograph/book/23609>
- Buckheister, P. (1976). *Second Language Teaching: A Proposal in Methodology* (Doctoral dissertation, California State University, Fresno).  
<https://scholarworks.calstate.edu/downloads/r781wk18n>
- Buján, A. (2019). *Learning in motion: A study about the effectiveness of Total Physical Response (TPR) in the acquisition of English vocabulary in Primary Education*. [Universitat Abat Oliba CEU].  
<https://repositorioinstitucional.ceu.es/handle/10637/11503>
- Burdujan, R. (2022). Implementing task-based language teaching to improve student's listening skill. In *Materialele Conferinței Republicane a Cadrelor Didactice. 3*, pp. 187-192).  
<http://dir.upsc.md:8080/xmlui/bitstream/handle/123456789/5278/Conf-CRCD-2022-Vol-3-p187-192.pdf?sequence=1&isAllowed=y>
- Caicedo, O. (2016). *The effects of peer-correction and peer-assessment on students' spoken fluency* [Universidad de La Sabana].  
<https://core.ac.uk/download/pdf/323264661.pdf>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.  
<https://psycnet.apa.org/record/2008-13604-000>
- Ciprian, C. (2018). *Contextualized workshops to foster oral communication and cultural awareness* [Universidad Externado de Colombia].  
<https://core.ac.uk/download/pdf/217416061.pdf>

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publications. [https://books.google.com.ec/books?hl=es&lr=&id=AIRpMHgBYqIC&oi=fnd&pg=PP1&ots=kqBSvFctn6&sig=XWh\\_u6w8FU\\_0OgTHK5Vd5KsSCfg&redir\\_esc=y#v=onepage&q&f=false](https://books.google.com.ec/books?hl=es&lr=&id=AIRpMHgBYqIC&oi=fnd&pg=PP1&ots=kqBSvFctn6&sig=XWh_u6w8FU_0OgTHK5Vd5KsSCfg&redir_esc=y#v=onepage&q&f=false)
- Duan, Y. (2021). The application of total physical response method (Tpr) in preschool children's english teaching. *Theory and Practice in Language Studies*, 11(10), 1323-1333. <https://csdlkhoahoc.hueuni.edu.vn/data/2022/6/tpls1110.pdf#page=195>
- Ferris, D. (2003). *Response To Student Writing: Implications for Second Language Students* (1era ed.). Routledge. <https://doi.org/10.4324/9781410607201>
- Fry, H., Ketteridge, S., & Marshall, S. (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice* (3rd ed.). Routledge. <http://dspace.khazar.org/bitstream/20.500.12323/4227/1/HandbookTeachingLearningHigheEd.pdf>
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press. <https://tesl-ej.org/wordpress/issues/volume13/ej51/ej51r3/>
- García-Sandoval, P. A., Angarita-López, J. J., & Guzmán-Sierra, A. J. (2023). Total Physical Response: un método para la adquisición del vocabulario básico en inglés. *Actualidades Pedagógicas*, 1(80), 4. <https://ciencia.lasalle.edu.co/ap/vol1/iss80/4/>
- Gilakjani, A., & Ahmadi, M. (2011). A study of Factors Affecting EFL Learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Routledge. <https://doi.org/10.4324/9781315833743>

- Hayati, A. M., & Jalilifar, A. (2009). The impact of Note-taking Strategies on listening comprehension of EFL learners. *English Language Teaching*, 2(1), 101-111. <https://doi.org/10.5539/elt.v2n1p101>
- Hsu, J., & Goldsmith, G. (2021). Instructor strategies to alleviate stress and anxiety among college and university STEM students. *CBE—Life Sciences Education*, 20(1), 1-15. <https://doi.org/10.1187/cbe.20-08-0189>
- Hunston, S., Francis, G., & Manning, E. (1997). Grammar and vocabulary: Showing the connections. *ELT Journal*, 51(3), 208-216. <https://doi.org/10.1093/elt/51.3.208>
- Hyland, K. (2003). *Second language writing*. Cambridge University Press. <http://ereserve.library.utah.edu/Annual/WRTG/4020/Miller/writ.pdf>
- Ismatovna, D. (2020). The active listening in communication and its importance as well as second language acquisition. Steps to improve active listening skills to reach effective and successful interpersonal interactions. *International Journal of Engineering and Information Systems (IJEAIS)*, 4(10), 134-138.
- Jacob, F., John, S., & Gwany, D. M. (2020). Teachers' pedagogical content knowledge and students' academic achievement: A theoretical overview. *Journal of Global Research in Education and Social Science*, 14(2), 14-44. <http://eprint.subtopublish.com/id/eprint/3876/>
- Jorquera, K., & Saavedra, R. (2012). *The importance of nonverbal communication when teaching english as a foreign language in chilean schools* [Universidad Austral de Chile]. <http://cybertesis.uach.cl/tesis/uach/2012/ffj.82i/doc/ffj.82i.pdf>
- Kassing, G., & Jay, D. M. (2020). Dance teaching methods and curriculum design: comprehensive K-12 dance education. *Human Kinetics Publishers*. <https://books.google.com.ec/books?hl=es&lr=&id=w7UEEAAAQBAJ&oi=fnd>



&pg=PR1&ots=zGYsuMgYV8&sig=gd-  
A44OLCud54XynGlcm\_i030Ro&redir\_esc=y#v=onepage&q&f=false

Kumar, P., Gupta, A., & Budarina, A. O. (Eds.). (2023). *Innovative Teaching Learning Practices: A Paradigm Shift*. Global Academy Yayıncılık Ve Danışmanlık Hizmetleri Sanayi Ticaret Limited Şirketi.  
<https://books.google.com.ec/books?hl=es&lr=&id=NPrtEAAAQBAJ&oi=fnd&pg=PA1&dq=tHERE+ARE+methods+to+facilitate+the+teaching-learning+process>.

Kurniasih, E. (2011). Teaching the four language skills in primary EFL classroom: Some considerations. *Journal of English Teaching JET*, 1(1), 71-81.  
<https://staff.tiame.uz/storage/users/469/books/ciFORvPOqejxRUecW4F8Noz51WmnWMWwJr2W25ua.pdf>

Kurum, E. (2016). *Teaching speaking skills* (pp. 45-64). Hacettepe University.  
[https://www.researchgate.net/profile/Eyuep-Kurum/publication/312538107\\_Teaching\\_Speaking\\_Skills/links/58a36c0892851ce3473be405/Teaching-Speaking-Skills.pdf](https://www.researchgate.net/profile/Eyuep-Kurum/publication/312538107_Teaching_Speaking_Skills/links/58a36c0892851ce3473be405/Teaching-Speaking-Skills.pdf)

Lalaleo, M. (2022). *Total physical response (TPR) method and the listening skills*. [Universidad Técnica de Ambato (UTA)].  
<https://repositorio.uta.edu.ec/handle/123456789/37184>

Leonardo, N. (2020). *Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills*. Callisto Media, Inc.  
[http://www.ir.juit.ac.in:8080/jspui/bitstream/123456789/5552/1/Active%20Listening%20Techniques%2030%20Practical%20Tools%20to%20Hone%20Your%20Communication%20Skills\\_Nixsali%20Leonardo%2C%282020%29.pdf](http://www.ir.juit.ac.in:8080/jspui/bitstream/123456789/5552/1/Active%20Listening%20Techniques%2030%20Practical%20Tools%20to%20Hone%20Your%20Communication%20Skills_Nixsali%20Leonardo%2C%282020%29.pdf)

- Lingzhu, J., & Yuanyuan, Z. (2010). The use of authentic materials in teaching EFL listening. *Humanising Language Teaching*, 12(4).  
<http://old.hltnmag.co.uk/aug10/mart03.htm>
- Malykhin, O., Bondarchuk, J., Tersina, I., & Voitaniuk, I. (2024). Unlocking success: Strategic approaches to enhancing communicative competence in English learning. *Amazonia Investiga*, 13(76), Article 76.  
<https://doi.org/10.34069/AI/2024.76.04.8>
- Montes, K. (2021). *Diagnostic of the tpr (total physical response) method in the english teaching-learning process at the kindergarten, the case of primer año de educación general básica "a" at Unidad Educativa "Riobamba" in the academic period september 2021-july 2022* [Universidad Nacional de Chimborazo].  
<http://dspace.unach.edu.ec/bitstream/51000/8796/1/UNACH-EC-FCEHT-IDM-00003-2022.pdf>
- Murphy, V., Arndt, H., Briggs, J., Chalmers, H., Macaro, E., Rose, H., Vanderplank, R., & Woore, R. (2020). *Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment* [University of Oxford].  
<https://files.eric.ed.gov/fulltext/ED612981.pdf>
- Nuraeni, C. (2019). Using total physical response (TPR) method on young learners English language teaching. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(1), 26-34. [https://azkurs.org/pars\\_docs/refs/83/82688/82688.pdf](https://azkurs.org/pars_docs/refs/83/82688/82688.pdf)
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7 ed.). Pearson.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.  
<https://bibliotecadigital.mineduc.cl/handle/20.500.12365/17882>

- Ortiz-Revilla, J., Greca, I. M., & Arriasecq, I. (2022). A theoretical framework for integrated STEM education. *Science & Education*, 31(2), 383-404. <https://link.springer.com/article/10.1007/s11191-021-00242-x>
- Pilatuña-Espinoza, C. M. (2024). *The use of active songs in developing young learners vocabulary* (Master's thesis). [https://repositorio.uta.edu.ec:8443/bitstream/123456789/41524/1/3\\_pilatu%  
91a\\_espinoza\\_cynthia\\_michelle\\_trabajo\\_de\\_titulaci%93n.pdf](https://repositorio.uta.edu.ec:8443/bitstream/123456789/41524/1/3_pilatu%c3%91a_espinoza_cynthia_michelle_trabajo_de_titulaci%c3%93n.pdf)
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English (RJOE)*, 4(1), 65-79. Rao, P. S. (2019). The role of English as a global language. *Research Journal of English (RJOE)*, 4(1), 65-79.
- Rivadeneira, J. (2018). *Applying phonemic transcription activities to improve english pronunciation in language learners* [Universidad Técnica de Ambato (UTA)]. [https://repositorio.uta.edu.ec:8443/bitstream/123456789/28357/1/Rivadeneira%  
20Jimena.pdf](https://repositorio.uta.edu.ec:8443/bitstream/123456789/28357/1/Rivadeneira%20Jimena.pdf)
- Robayo, G. (2023). *TPRS method in the development of vocabulary in young-adult learners* [Pontificia Universidad Católica del Ecuador Sede Ambato]. [https://repositorio.puce.edu.ec/server/api/core/bitstreams/a7a7fd59-4e58-4ac7-  
b459-fdca947206ce/content](https://repositorio.puce.edu.ec/server/api/core/bitstreams/a7a7fd59-4e58-4ac7-b459-fdca947206ce/content)
- Rost, M. (2011). *Teaching and Researching: Listening* (2.ed.). Routledge. <https://doi.org/10.4324/9781315833705>
- Sotomayor, K., Baños, M., Córdova, J., & Camacho, L. (2024). Strategies for reducing anxiety in EFL classroom: An academic review. *Ciencia Latina Revista Científica Multidisciplinar*, 8(2), 7159-7169. <https://ciencialatina.org/index.php/cienciala/article/view/11117/16321>

- Sweller, J. (1982). *Theoretical Issues in Reading Comprehension*. Lawrence Erlbaum Associates.
- Sumarni, B., Bhatta, D. D., & Kho, S. F. C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *Journal of Language and Literature Studies*, 2(1), 23-32. <http://download.garuda.kemdikbud.go.id/article.php?article=3049569&val=27734&title=The%20Use%20of%20Total%20Physical%20Response%20in%20Teaching%20Vocabulary%20Integrated%20with%20Meaningful%20Classroom%20Interaction>
- Syafii, M. L., Kusnawan, W., & Syukroni, A. (2020). Enhancing listening skills using games. *International Journal on Studies in Education (IJonSE)*, 2(2), 78-107. <https://www.semanticscholar.org/paper/Enhancing-Listening-Skills-Using-Games-Syafii-Kusnawan/d545f3423192d52cf2592092409ea2700e2f9222?p2df>
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education Limited. <https://www.scribd.com/doc/275587410/Thornbury-How-to-Teach-Speaking-pdf>
- Vandergrift, L., & Goh, C. (2007). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780429287749/teaching-learning-second-language-listening-christine-goh-larry-vandergrift>
- Worthington, D., & Fitch-Hauser, M. (2018). *Listening: Processes, Functions, and Competency* (2.ed.). Routledge. <https://doi.org/10.4324/9781315389202>
- Zhao, Y., & Lai, C. (2023). Technology and second language learning: Promises and problems. In *Technology-mediated learning environments for young English*

*learners* (pp. 167-206). Routledge.

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0feda06bfcb3b4cf2d5e1b3ee171e389e8f3c356>

Zhang, R., & Zou, D. (2024). Self-regulated second language learning: A review of types and benefits of strategies, modes of teacher support, and pedagogical implications.

*Computer Assisted Language Learning*, 37(4), 720-765.

<https://doi.org/10.1080/09588221.2022.2055081>

## ANNEX 1.

### Pre-Test: Listening Skills Assessment (A1 Level)

#### Instructions for the Examiner:

1. Read each command aloud clearly and at a moderate pace.
2. Observe if the student follows the command correctly.
3. Assign 0.5 points for each correct action, 0 points for an incorrect or incomplete action.
4. Calculate the total score out of 10.

**Student Name:**

**Date:**

#### Listening Commands

1. "Stand up and raise your left hand."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student stands up and raises their left hand.

2. "Touch your nose with your left hand."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student touches their nose with their left hand.

3. "Clap your hands three times."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student claps their hands three times.

4. **"Turn around in a circle."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student turns around 360 degrees.

5. **"Put your right hand on your head."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student puts their right hand on their head.

6. **"Take one step forward."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student takes one step forward.

7. **"Point to the floor with your right finger."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student points to the floor with their right hand.

8. **"Jump once and sit down."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student jumps once and then sits down.

9. **"Smile and touch your shoulders."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student smiles and touches their shoulders.

10. **"Look to your left and then to your right."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student looks to the left, then to the right.

11. **"Put both hands on your knees."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student puts both hands on their knees.

12. **"Turn to the right and raise your right hand."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student turns to the right and raises their right hand.

13. **"Cross your arms over your chest."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student crosses their arms over their chest.

14. **"Point to the sky with both hands."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student points to the sky with both hands.

15. **"Clap once and then sit down."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student claps once and then sits down.

16. **"Touch your toes and jump up."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student touches their toes and jumps up.

17. **"Stand on one foot for five seconds."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student stands on one foot for five seconds.

18. **"Raise your left foot and circle it."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student raises their left foot and circles it.

19. **"Put your hands on your hips and smile."**

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student puts their hands on their hips and smiles.



20. "Look up and clap twice."

Scoring: \_\_\_\_ / 0.5

**Expected response:** The student looks up and claps twice.

**Total Score:** \_\_\_\_ / 10

## Post-Test: Listening Skills Assessment (A1 Level)

### Instructions for the Examiner:

1. Read each command aloud clearly and at a moderate pace.
2. Observe if the student follows the command correctly.
3. Assign 0.5 points for each correct action, 0 points for an incorrect or incomplete action.
4. Calculate the total score out of 10.

**Student Name:**

**Date:**

### Listening Commands

1. "Stand up and touch your right knee."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student stands up and touches their right knee.

2. "Point to the door with your left hand."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student points to the door with their left hand.

3. "Clap twice and sit down."

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student claps twice and then sits down.

4. **"Turn around and touch your toes."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student turns around and touches their toes.

5. **"Raise your right hand and then your left."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student raises their right hand, then left hand.

6. **"Take two steps forward and look up."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student takes two steps forward and looks up.

7. **"Jump twice and wave your hand."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student jumps twice and waves their hand.

8. **"Touch your head and then your shoulders."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student touches their head and then their shoulders.

9. **"Look left, then look right."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student looks left, then looks right.

10. **"Stand on your left foot and hold your right foot."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student stands on their left foot and holds their right foot.

11. **"Clap once and sit down on your chair."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student claps once and sits down.

12. **"Raise your arms above your head and smile."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student raises their arms above their head and smiles.

13. **"Touch your elbows and spin around."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student touches their elbows and spins around.

14. **"Step back and touch your knees."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student steps back and touches their knees.

15. **"Turn to the left and raise both hands."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student turns to the left and raises both hands.

16. **"Sit down and close your eyes for three seconds."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student sits down and closes their eyes for three seconds.

17. **"Hold both hands in the air and shake them."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student holds both hands in the air and shakes them.

18. **"Put your hands on your waist and smile."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student puts their hands on their waist and smiles.

19. **"Point to the floor and jump once."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student points to the floor and jumps once.

20. **"Look to the ceiling and then touch your knees."**

**Scoring:** \_\_\_\_ / 0.5

**Expected response:** The student looks up to the ceiling and then touches their knees.

**Total Score:** \_\_\_\_ / 10

## ANNEX 2.

### Expert Validation Form for Listening Skills Assessment Instrument

#### Purpose:

This form is designed to collect feedback from experts in the field of language assessment and Total Physical Response (TPR) methodology to validate the listening skills assessment instrument created for the pre-test and post-test evaluations.

#### Expert Information

Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Years of Experience in Language Teaching: \_\_\_\_\_

#### Instructions for Experts

Please evaluate the following aspects of the listening skills assessment instrument. Use the scale below to rate each statement. Provide additional comments or suggestions where necessary.

#### Rating Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

### **1. Clarity of Instructions**

The instructions for the listening tasks are clear and easy to understand for A1-level students.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **2. Relevance of Listening Commands**

The listening commands are appropriate for evaluating listening comprehension at the A1 level.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **3. Appropriateness of TPR Methodology**

The commands are well-designed to evaluate the effectiveness of the Total Physical Response (TPR) method.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **4. Accuracy of Scoring Criteria**

The scoring criteria effectively reflect the students' ability to follow the commands correctly.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **5. Suitability for Pre-Test and Post-Test**

The instrument is appropriate for both pre-test and post-test purposes, providing valid data on students' listening abilities.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **6. Cultural Sensitivity of the Commands**

The commands are culturally neutral and appropriate for a diverse student population.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **7. Overall Instrument Quality**

The overall quality of the instrument is satisfactory for assessing listening skills in an A1-level context.

Rating: \_\_\_\_ / 5

Comments: \_\_\_\_\_

### **Additional Expert Comments:**

---

---

**Expert Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**ANNEX 3.** Tabulation of pre-test and post-test Listening test results.

<b>ID</b>	<b>Listening PreTest</b>	<b>Listening PostTest</b>	<b>Differences (Post-test - Pre-test)</b>
1	8	8	0
2	7	8	1
3	6	7	1
4	5	5	0
5	5	7	2
6	6	7	1
7	7	8	1
8	4	6	2
9	8	9	1
10	6	6	0
11	5	7	2
12	6	5	-1
13	6	6	0

1 4	5	6	1
1 5	3	5	2
1 6	4	4	0
1 7	6	7	1
1 8	5	6	1
1 9	4	7	3
2 0	6	8	2
2 1	3	4	1
2 2	7	8	1
2 3	6	6	0
2 4	5	7	2

2 5	5	6	1
2 6	7	8	1
2 7	3	6	3
2 8	5	5	0
2 9	4	5	1
3 0	6	7	1
3 1	4	5	1

**Note:** The test was evaluated out of 10.