



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS  
CARRERA DE IDIOMAS**

**“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”.**

**Research work to qualify for the degree of English Teacher.**

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**Riobamba, Ecuador. 2021**



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Quien suscribe, Mgs. Adriana Lara docente tutor de la facultad humanas y Tecnologías , por medio del presente documento certifico haber asesorado y revisado el desarrollo del trabajo de investigación titulado: “ Diagnostic of TPR ( Total Physical Response) method in the English Teaching Learning process at the kindergarten , the case of primer año de Educación General Basica “ A” at Unidad Educativa Riobamba in the academic period September 2021 – July 2022”. , bajo la autoría de Montes Del Pozo Katheryn Mishel ; por lo que autoriza ejecutar los tramites legales para su sustentación .

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**CARRERA DE IDIOMAS**

### COMMITTEE MEMBERS CERTIFICATE

**TITLE OF THE RESEARCH WORK:** “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”.

Work presented as requirement for obtaining the Bachelor’s degree of: “Licenciada en Ciencias de la Educación, Profesora de Idiomas-Inglés”. It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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Que , **KATHERYN MISHEL MONTES DEL POZO** con CC: **0604775940** , estudiante de la carrera de Idiomas , Facultad de Ciencias de la Educación, Humanas y Tecnologías ; ha trabajado bajo mi tutoría el trabajo de investigación titulado : “ **“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”**. Que corresponde al Dominio científico **Desarrollo socioeconómico y educativo para el fortalecimiento de la institucionalidad democrática y ciudadana** y alineado a la línea de investigación **Educación Superior y formación profesional**, cumple con el 8% reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente, autorizo continuar con el proceso.

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## **DEDICATORY**

*To my lovely parents and my dead little sister.*

*Blanca Del Pozo, Armando Montes and Bianca Nicol Montes.*

*who taught me that with effort and dedication you can achieve everything in life.*

***Katheryn Mishel Montes Del Pozo***

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*Firstly, I thank God and the Universe for giving me the wisdom, peace of mind and strength to complete this beautiful stage of my studies.*

*Secondly, I thank my parents who were my main guides on this path because they knew how to give me the right advice on bad days, to my dead sister, because I know you are happy for this achievement even though you are not physically by my side. To my little sunshine, who was my moral support because she is one of the main reasons why I try to be a better human being.*

*Thirdly, I thank my enthusiastic and epic career director Mgs. Moniquita Cadena for being like a mother advising me day by day, for helping me in every way she could, for caring about me even when she should not. Thanks also to my other brilliant professors who gave us all their knowledge and life to strengthen us personally and professionally.*

*Fourthly, I am infinitely grateful to my committed, organized and hardworking Thesis Tutor Mgs Adriana Lara, who with effort and dedication and above all a lot of patience taught me and helped me to strive every day to complete this wonderful project.*

*Fifth, I want to thank you, my love, for being from the first day a great support for me, for being that small and wonderful vibe that my life needed at that moment to continue to exist but above all for being the person who believed and taught me to believe in myself.*

*Finally, I would like to express the following words: the most beautiful and significant stage in a person's life is undoubtedly student life, it is when you feel that for the first time you have a new reason to get up every morning with the illusion of growing mentally and spiritually to obtain a quality of life in the near future and that stage of my life was you, my dear Unach, I will carry your name in my mind and in my heart always and forever, thank you for everything.*

***Katheryn Mishel Montes Del Pozo***

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## RESUMEN

Hoy en día aprender un idioma extranjero es fundamental en la vida porque si sabes otro idioma participarás de manera más efectiva y responsable en un mundo multicultural. Además, enseñar una lengua extranjera a los niños es muy factible, ya que siempre están dispuestos a aprender cosas nuevas debido a la gran energía que poseen de forma natural. Enseñar un idioma extranjero a los niños puede resultar muy desafiante ya que tienen que aprender un idioma extranjero de manera diferente a los adultos.

En primer lugar, al trabajar con niños es muy necesario que los maestros sean expresivos y activos físicamente, ya que a través de gestos o movimientos físicos los niños pueden entender fácilmente el significado de un sustantivo, un adjetivo o un solo comando. Además, se evidencia que los niños siempre necesitan estar en constante movimiento e interacción, ya que son considerados estudiantes holísticos y kinestésicos. De esa forma, la experiencia de enseñar y aprender una lengua extranjera será activa y significativa.

Segundo, en la época actual la educación en Kindergarten se considera ineficiente, ya que los niños aprenden inglés por métodos tradicionales. En definitiva, no se está utilizando un método adecuado y actividades relacionadas con los niños a la hora de enseñar inglés. Por lo tanto, el nivel de inglés es bajo. Por lo tanto, TPR es el mejor método para trabajar con niños, ya que requiere mucho movimiento físico, interacción y coordinación de habilidades motoras. Además, se creará un ambiente de enseñanza-aprendizaje ameno, interesante y memorable.

En tercer lugar, esta investigación es importante, ya que pretende hacer un diagnóstico lógico y original del método TPR en el proceso de enseñanza-aprendizaje del inglés en el jardín de infancia. Además, es importante porque a través de esta investigación los docentes sabrán cómo aplicar TPR a los niños de manera activa y significativa.

Finalmente, la metodología estará enfocada en los siguientes aspectos: primero, el tipo de investigación será cualitativo, Segundo, el nivel de la investigación será descriptivo, Tercero, el método que se utilizará será el etnográfico. Finalmente, la técnica será la observación y el instrumento será una guía de observación.

**Palabras claves:** TPR, Children, English, foreign language, Teacher, young learner, physical movement.

## ABSTRACT

ABSTRACT: Nowadays learning a foreign language is fundamental in life because if you know another language you will participate more effectively and responsibly in a multicultural world. In addition, teaching a foreign language to children is very feasible, since they are always willing to learn new things due to the great energy they naturally possess. Teaching a foreign language to children can result very challenging since they have to learn a foreign language differently from adults.

First, while working with children it is very necessary for teachers to be expressive and active physically, since through gestures or physical movement children can understand the meaning of a noun, an adjective, or a single command easily. Furthermore, it is evidenced that children always need to be in constant movement and interaction, since they are considered holistic and kinesthetic students. In that way, the experience of teaching and learning a foreign language will be active and meaningful.

Second, in the present age the education at Kindergarten is considered inefficient, since children learn English by traditional methods. Shortly, it is not being used an appropriate method and activities related with children when teaching English. Therefore, the English level is low. Thus, TPR is the best method for working with children, since it requires a lot of physical movement, interaction and coordination of motor skills. Furthermore, it will be created an enjoyable, interesting and memorable teaching-learning environment.

Third, this research is important, since it attempts to make a logical and original diagnostic of the TPR method at the English teaching-learning process at the kindergarten. In addition, it is important because through this research teachers will know how to apply TPR to children actively and meaningfully.

Finally, the methodology will be focused on the following aspects: first, the type of the research will be qualitative, Second, the level of the research will be descriptive, Third, the method that will be used will be the ethnographic. Finally, the technique will be the observation and the instrument will be an observation guide.

Palabras claves: TPR, Children, English, foreign language, Teacher, young learner, physical movement.

Reviewed by:



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## **CHAPTER I**

### **REFERENTIAL FRAMEWORK**

#### **1.1 INTRODUCTION**

Nowadays learning a foreign language is fundamental in life because if you know another language you will participate more effectively and responsibly in a multicultural world. In addition, teaching a foreign language to children is very feasible, since they are always willing to learn new things due to the great energy they naturally possess. Teaching a foreign language to children can result very challenging since they have to learn a foreign language differently from adults.

First, while working with children it is very necessary for teachers to be expressive and active physically, since through gestures or physical movement children can understand the meaning of a noun, an adjective, or a single command easily. Furthermore, it is evidenced that children always need to be in constant movement and interaction, since they are considered holistic and kinesthetic students. In that way, the experience of teaching and learning a foreign language will be active and meaningful.

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**This research has been organized in three chapters:**

**CHAPTER I:** The referential framework contains the research problem, problem statement, formulation of the problem, the objectives of the research as well as the justification.

**CHAPTER II:** The theoretical framework contains the theoretical background related with the problem researched as well as the theoretical bases.

**CHAPTER III:** The methodological framework contains the research design, type of research, level of research, method of research, population and sample, techniques and instruments for compilation data, procedure, calendar, and references.

## **1.2 RESEARCH PROBLEM**

The students of Primer Año de Educación General Básica “A” at Unidad Educativa “Riobamba” are learning English by traditional methods. Shortly, it is not being used an appropriate method and activities related with children when teaching English. Therefore, the English level is low.

## **1.3 PROBLEM STATEMENT**

Nowadays, there are many countries where English has become part of its norms. It is estimated that there are 300 million of native speakers and 200 million that have assimilated English as second language in all kind of education systems. English has been considered as the most influential and important one that must be taught since early ages. Teaching English to children at kindergarten is crucial because they are in the period when sensitive, physical, cognitive and language development happens rapid.

Nowadays, the English Ecuadorian Education at kindergarten is considered inefficient. According to EF EPI (2020) from 20 Latin American countries evaluated, Ecuador ranks number 20. These results are related to many problems with English has been widely used around the world for many decades. in educational system for instance: overcrowded schools, inadequate application of methods and activities, lack of technological and pedagogical resources etc. Nowadays, Ecuadorian English education has been affected by the mortal illness called Covid 19. For this reason, the Ministry of Education has been forced to reformulate its pedagogical plans for instance the common curriculum has been replaced temporally by prioritized contents to continue with the English teaching learning process and to avoid the increase of education’s lack.

The study unit that is going to be analyzed is Unidad Educativa “Riobamba”. It is a public institution which is localized in Riobamba city, Chimborazo province, between Lizarazu Avenue and La Prensa Avenue. It has about 5000 students and 8 English teachers. At this Unidad Educativa the students get 3 hours of English class in a week. Nowadays, this institution is working through a virtual way because of Covid 19 by using platforms such as Teams, Zoom, and Google classroom.

However, during the academic term September 2020-July 2021 was evidenced that the students of Primer Año de Educación General Básica "A" show some problems which threaten the teaching-learning process. The first cause is children do not have technological

resources as: computer, tablet, cellphone. Consequently, they do not perform either of the activities provided by the teacher obtaining low grades. A second cause, students do not feel encouraged by teacher before starting the class. Consequently, they get distracted easily by anything. As third cause, vocabulary should be taught increasingly in each lesson didactically such as: using flashcards, pictures, games. Otherwise, students will not understand which are the instructions of the activities or even worse they will not understand anything about what was said in the lesson. Therefore, they get anxious about it. Another cause, students do not perform activities in which physical movements are involved because they do not want too much noise and disorder into the class for this reason, children get bored and do not want to be the in English class anymore. Finally, students do not feel comfortable performing traditional evaluations as tests because it makes feel them anxious and fearful. Consequently, they fail on the tests.

#### **1.4 PROBLEM FORMULATION**

How does TPR method is applied at the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the School Term of September 2021-July 2022?

##### **1.4.1 GUIDING QUESTIONS**

- What is the process for applying TPR method for teaching English?
- What kind of activities are used while working with TPR method?
- What is the teacher’s and student’s role while working with TPR method?

#### **1.5 OBJECTIVES**

##### **1.5.1 General Objective**

To analyze how TPR method is applied at the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the School Term of Period September 2021-July 2022”.

##### **1.5.2 SPECIFIC OBJECTIVES**

- To describe which is the process for applying TPR method for teaching English.
- To distinguish what kind of activities are used while working with TPR method.

- To determine what is the teacher's and student's role while working with TPR method.

### 1.5.3 OBJECTIVES OF OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
To determine what is the teacher's and student's role while working with TPR method?	How does TPR method is applied at the English teaching-learning process at the kindergarten the case of Primer Año de Educación General Básica "A" at Unidad Educativa "Riobamba", city of Riobamba, Chimborazo Province.	What is the process for applying TPR method for teaching English?	To analyze how TPR method is applied at the English teaching-learning process at the kindergarten the case of Primer Año de Educación General Básica "A" at Unidad Educativa "Riobamba", city of Riobamba, Chimborazo Province.	To describe which is the process for applying TPR method for teaching English?
		What kind of activities are used while working with TPR method?		To distinguish what kind of activities are used while working with TPR method?
		What is the teacher's and student's role while working with TPR method?		

Done By: Mishel Montes

## **1.6 JUSTIFICATION**

The Total Physical Response is a method that was developed by Dr. James J. Asher in the late 1960's. It has been applied for almost thirty years. According to Richards et al., (2001, as is mentioned in Sühendan, 2013). It was built around the coordination of speech and action. In other words, commands will be provided through a variety of activities in order to make children respond physically. Therefore, in this research it will be analyzed how the TPR method is applied at the English teaching-learning process at kindergarten, the case of Primer Año de Educación General Básica "A" at Unidad Educativa "Riobamba", city of Riobamba, Chimborazo province.

First, this research is relevant, since it will make a logical diagnostic of the TPR (Total Physical Response) method at the English teaching-learning process at the kindergarten. For achieving this purpose, the researcher will gather important and reliable information from a variety of authors in order to improve this research positively. In addition, it will be relevant, since through this research teachers will know how to apply TPR to children actively and meaningfully. TPR method is an important tool to teach English to children. On the other hand, understanding will be active and meaningful.

Second, this study will describe how TPR must be applied. Furthermore, this research is feasible, since it will be supported by the author, authorities at UNACH and Riobamba High school. Technological resources will be available too.

Third, the beneficiaries of this research will be the 29 students from Unidad Educativa "Riobamba" "A" and a teacher.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE STUDIED.

The TPR method (Total physical Response) has been investigated by many researchers around the world in favor of exposing its benefits. Therefore, there are some investigations about TPR in Ecuador one example of this affirmation is this first one which comes from Universidad De Las Fuerzas Armadas in Ecuador called “The Influence of Total Physical Response (TPR) method in the development of listening skill in the kindergarten children attending at “Angel Polibio Chavez School” during the school term 2013-2014 which was developed by Gabriela Osorio in the late 2014. First, the general objective of this research is to set up the effect of Total Physical Response (TPR) method in the development of listening skill in the kindergarten children attending at “Angel Polibio Chavez “School During the school term 2013-2014. Second, its methodology is descriptive and of field and the benefit of using TPR in second language classrooms for young learners are argued and some sample activities are introduced. Third, the conclusion of this research shows that there is a positive influence of Total Physical Response (TPR) method in the development of listening skill at the kindergarten since it facilitates the acquisition of a second language in children as an important tool of learning which is attractive, interesting and promotes curiosity for students. Finally, the hypothesis is confirmed.

A second relevant research like the already mentioned which was developed at Universidad Nacional de Chimborazo within of Facultad de las Ciencias Humanas y Tecnologias which was developed by Miriam Pazmiño in the late 2018 called “Analysis of Total Physical Response method applied in teaching vocabulary at 3rd year of basic education “A” at Unidad Educativa “José María Román” in Riobamba City, Chimborazo province, during the school term 2018-2019”. First, the general objective of this research is to analyze how TPR method (Total Physical Response) helps to learn new vocabulary at 3 third year basic education at Unidad Educativa “José María Román”, in the city of Riobamba, Chimborazo province, during the academic year 2018-2019. Second, it has a qualitative methodological approach, since it uses data that arises from the empirical confrontation between the subject and the object of investigation with interpretation results. Third, the researcher concluded that TPR method was not applied properly for teaching vocabulary, because some important

steps were omitted in the teaching- learning, practice and evaluation stages. Finally, the hypothesis is confirmed.

## **2.2. THEORETICAL FOUNDATIONS BASIS**

### **2.2.1 WHAT IS TPR (TOTAL PHYSICAL RESPONSE).**

The Total Physical Response is known as a method that was elaborated by Dr. James J. Asher in the late 1960s, which has been applied for almost thirty years. There are many authors that define TPR. Therefore, the most important are:

Asher (1984) mentions that TPR helps teachers to introduce a second language such as English into the classroom by using a set of commands and the students have to demonstrate their understanding through physical responses.

For Richards et al., (2001, as is mentioned in Sühendan, 2013) it is built around the coordination of speech and activity in other words, teacher tells imperative sentences through a variety of novelty activities in order to children respond with physical activity.

Aprilia (2016) tells that Total Physical Response (TPR) method is called the “natural method” since a second language such as English has to follow the naturalistic process of the mother tongue.

### **2.2.2 PRINCIPLES OF TPR (TOTAL PHYSICAL RESPONSE)**

Based on Richards et al., (2006, as is mentioned in Savic, 2012) the basic principles guiding the TPR method comes from developmental psychology, learning theory, brain research, and humanistic pedagogy. However, Asher (2007) bases the mentioned principles on three significant learning hypotheses.

1. At early years of life, the listening comprehension comes before speaking it means that the speaking skill will be developed gradually by reacting physically to the commands given by our parents in a few words, solid listening comprehension allows speech to develop in a natural way without making big efforts.
2. TPR develops the right hemisphere of the human brain. Thus, the activities that come from this hemisphere allow to left hemisphere process the language for speaking, reading and writing.

3. The process of learning a second language should be like people acquire their mother tongue.

### **2.2.3 THE CHARACTERISTICS OF TOTAL PHYSICAL RESPONSE (TPR)**

From the point of view of Asher (2001, as is mentioned in Nunan ,1991) there are four main characteristics of TPR (Total Physical Response).

1. Children receive a big amount of understandable input before start speaking.
2. Children can understand the language even though they are not able to reproduce it yet.
3. There is a lot of physical movement and interaction while children are exposed to input.
4. All kind of actions, command or orders are expressed through imperatives.

### **2.2.4 WHY IS RELEVANT TO TEACH A FOREIGN LANGUAGE TO CHILDREN AT KINDERGARTEN.**

Mahu (2012) comments learning a foreign language is fundamental at life because if you know another language, you will be able to participate more effectively and responsibly in a multicultural world. In addition, Mahu (2012) manifests that English has been widely used around the world for decades it has been considered the most influential and important language which must be taught since early ages. Crain (2005) states that children always need to be in constant physical movement since they have a lot of energy because they tend to have short attention spans. Thus, teacher has to take advantage of this period when they have a potential to learn languages in order to have bilingual children.

Cirhinlioğlu (2001) indicates that kindergarten is important and children do not skip this stage because from 0 to 6 years the physical, intellectual and social development occurs fast. In addition, children acquire most of their basic motor skills and abilities as a part of their physical development. Furthermore, this is the period when personality, social sensitivity and creativity must start building. It is proved that the development process that occurs in this period has a great impact in the future and that 60-70% of learning ability is acquired in kindergarten.

### **2.2.5 THE CHARACTERISTICS OF CHILDREN IN TEACHING A FOREIGN LANGUAGE.**

According to Scott and Lisbeth (1992) the characteristics of children while they are learning a foreign language such as English must be positively invested by the teacher in each activity that will take place into the classroom.

1. Children from 8 to 10 years old have their personality and social sensitivity already developed.
2. They have a peculiar and own point of view.
3. They can describe the differences between good and bad as well fictions from reality.
4. They are naturally curious; they always are looking for answers and responses about why and how?
5. They can describe about their likes and dislikes.
6. They are asking all the time for getting clear answer from teacher.
7. They can work collaboratively in order to help one another.

### **2.2.6 HOW DOES TOTAL PHYSICAL RESPONSE CAN BE USED INTO THE CLASSROOM?**

Widodo (2005) argues that Total Physical Response (TPR) can be used to teach and practice a lot of things such as:

1. Vocabulary combined with actions like (touch the **board**, shake your **arm**).
2. Grammatical topics, such as grammatical tenses present, past and future.
3. (On Mondays I go to the gym. Second.... or then .....)
4. Classroom language (Close your books)
5. Imperatives/Instructions (Sit down! close your eyes)

### **2.2.7 THE PROCEDURE OF TPR (TOTAL PHYSICAL RESPONSE) IN THE CLASSROOM**

Larsen and Freeman (2004) express that TPR procedure should contains the following steps:

1. First, Teacher provides a brief explanation about TPR activity. Second, Teacher gives an order or command and performs it with four or five volunteers in front of

the whole class. For example: (command: Get up.), meanwhile, the other students of that class only listen to them and also see them act.

2. After that, more orders or commands should be added. For example: (get up, sit down, turn around, skip, stop walk.) at this time the entire class must participate.
3. Teacher checks if the students understood by giving them commands that were already introduced in the class without any help.
4. It is important to remark that teacher should introduce three commands at time for avoiding the feeling of anxiety in students.
5. Once the students can execute all the old commands, the teacher introduces a new language through new compound orders or commands which should be more challenging for students and should contain new verbs, nouns, adjectives and adverbs. In this way grammar aspects such as (articles, prepositions, pronouns, etc.) and verbal tenses should be added later.

### **2.2.8 ACTIVITIES FOR WORKING WITH TPR METHOD.**

Pinter (2006) affirms that TPR activities can be easily used and introduced into the classroom in addition it will promote a memorable, enjoyable and interesting environment for children.

On one hand Reilly and Ward (1997) points out that there are some activities to apply TPR such as:

1. **Games:** allows students to recognize and memorize specific vocabulary like: parts of the body.  
An example of this is Simon says which consists in giving a simple order like: Simon says touch your nose, mouth, ear and the student who commit a mistake is out of the game.
2. **Songs (miming):** allows students to recognize and memorize abstract vocabulary.  
For example: if teacher plays the song called “if you are happy” he should give the meaning of the emotion trough gestures and mimics and at the same time, children should do the same.
3. **Story Telling:** it is considered the most original activities in TPR because children can learn new vocabulary fast because most of stories contain repetitions that make linguistic input noticeable and easy to remember.

For instance: If the topic of a lesson is about actions verbs teacher can follow these steps

First, teacher can present all of verbs that the story contains in flashcards and together with them give the meanings of the verbs through gestures and mimics.

Second, those verbs and meanings should be repeated until children assimilate them.

Third, teacher should start the story and when he says the already assimilated verbs, children have to react physically making mimic and gestures according with each verb.

In the other hand Widodo (2005) tells that there are some other activities to apply TPR such as:

- 4. Commands:** This TPR activity is about teacher give a specific command and student react physically to it.

For example: This kind of activity can be combined with physical movement and interaction into the classroom. If the teacher applies it as a competitive game in which the speed and the skill to comprehend commands are mixed: the pictures or flashcards can be pasted on the whiteboard and individual members of two groups of children run to the whiteboard to touch or choose the picture with the word the teacher uses in his command the group that collects more flashcards is the winner. This activity can be applied for introducing new vocabulary, or as a practice activity for reviewing vocabulary.

- 5. Miming:** Grammar items and tenses such as (daily routine-simple present) can be introduced through short stories.

For instance: "Jumping on the bed" is a short story where a monkey tells his routine after going to bed. Therefore, teacher has to make mimic to children showing each action in order to children recognize, memorize and internalize each action and its meanings.

- 6. Roleplaying:** Teacher and students can create different realities based on different thematic such as: romantic, drama, comedy, etc. Consequently, Students will be able to act, move, and speak in an interesting and dynamic way.

### **2.2.9 THE TEACHER'S AND THE STUDENT'S ROLE WHEN USING THE TPR METHOD.**

Widodo (2005) define two roles in TPR (Total Physical Response).

**Student Role:** A listener and an interpreter.

1. Commands will be listened carefully to make students react physically.
2. Students are able to produce their own set of novelty commands.
3. Students can monitor and evaluate their progress by themselves.
4. Students speak when they feel ready to do it for example: when they have been prolonged exposed to the target language (English).

**Teacher Role:** the director of the scene.

The teacher is actively involved in the class. His main objective is to grab the attention of the students. It is like the teacher is directing a filming which students play different roles.

1. Teacher presents new material that will be used during the TPR lesson.
2. Teacher is well prepared in order to make lesson flows smoothly.
3. Teacher gives students a brief explanation about TPR activity.
4. Teacher is monitoring while students are performing TPR activities.

### **2.2.10 ADVANTAGES AND DISADVANTAGES OF TOTAL PHYSICAL RESPONSE (TPR).**

Widodo and Mirici (1999) shows that TPR has some advantages and disadvantages.

**ADVANTAGES:**

1. Children really enjoy TPR since it involves a lot of fun. Furthermore, it helps to raise their mood.
2. TPR helps students to memorize and then recognize phrases or words quickly.
3. TPR is good for kinesthetic minds because being in action is crucial for those students.
4. TPR can be used in large and short classrooms.
5. There is no age barrier. this method can be applied to children as well as adults.

6. There is no a specific guide while using TPR.
7. At the beginning stage, materials are not required because teacher's voice, actions, and gestures will be sufficient. Moreover, additional material can be introduced gradually depending on the topic and needs.

#### **DISADVANTAGES:**

1. Students who are not used to this kind of method may find it embarrassing because of commands and physical movement.
2. TPR can work with intermediate and advanced level. However, if TPR is applied at beginners' level, it will result more feasible.
3. If teacher uses the same set of TPR commands in the class, it will become boring for students. Thus, the teacher has to be in constant change and creation of commands.
4. Students do not have the chance to express their own views and thoughts in a creative way since they have to follow commands.

#### **2.2.11 THE TEACHING LEARNING PROCESS.**

Kpolovie (2015) expresses that it refers to the period of interaction between teachers and students where teachers attempt to transmit knowledge and content to their students considering their age, abilities, skills and living conditions.

#### **2.2.12 THE IMPORTANCE OF A GOOD TEACHING- LEARNING PROCESS.**

Kpolovie (2015) considers that all the actions that the teacher performs and applies within the classroom are very important because they are responsible for imparting values, techniques and general or specific knowledge of the subject in order to make students acquire and develop knowledge and skills.

#### **2.2.13 CONCEPT OF LEARNING**

Reece and Walker (1997) affirm that learning is a subconscious mental process in which we are aware of what we are doing or studying. Furthermore, it is a change relatively permanent otherwise it may weaken. There are two types of learning.

1. **Intentionally Learning:** This occurs when we go to a library to read or download a Pdf with scientific information, and we dedicate time to understand it and assimilate its information in other words when we intend to acquire relevant knowledge.

2. **Empirical Learning:** This occurs without a previous planification. It is just about; we assimilate new information from our own daily experiences and use it to take future decisions.

#### **2.2.14 MAIN LEARNING THEORIES**

Sequeira (2018) distinguishes the three main learning theories:

1. **The Behaviorists:** Learning and behavior are changes that are acquired and produced by linking stimuli and responses.
2. **Cognitivism:** Learning is an internal process in order to the students internalize and assimilate new information.
3. **Constructivism:** knowledge is built and acquired by adopting new information based on own experiences.

#### **2.2.15 CONCEPT OF TEACHING**

Reece and Walker (1997) confirm that teaching is intended to make that student acquire knowledge, skills and desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to reach the set of pre-established goals.

And also, there are two types of Teacher's role:

**Traditional role:** teacher-centered

**Modern role:** Facilitator (student-centered)

Along the time, the traditional role has become into the modern. The process of learning increases when teachers is focused on the previous experiences of his students. However, each person has different learning style and each person learns by his or her own rhythm. Therefore, Effective learning is strongly related with experiences. Direct experiences are student-centered and implicated in problem solving. While in indirect experience, the contents are meticulously prepared and organized by the teacher.

## 2.2.16 BASIC TERMS DEFINITIONS

1. **TPR:** It consists in teaching a second language like English by focusing on physical reactions.
2. **Foreign Language:** It is a language that is not commonly spoken in the speaker's country.
3. **Speech:** It is an ability to express thoughts and emotions through sounds of speech and gestures.
4. **Target Language:** It is a language which is taught to a group of students for example: English.
5. **Feedback:** It is the information given to the student or teacher about the student's performance in relation to learning goals or outcomes.
6. **Teaching-Learning Process:** It is the most a powerful instrument of education to bring about desired changes in the students.
7. **Teaching:** It is the action of show or explain to (someone) how to do something.
8. **Learning:** It is the process of acquiring new knowledge, knowledge, behaviors, skills, values, attitudes and preferences.
9. **The input:** It refers to the exposure that students have to the language that is being taught.
10. **Kindergarten:** It is an establishment in which children who are not yet school age are cared for and entertained.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1. RESEARCH DESIGN

First, in this research it was analyzed how TPR method was applied at the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”. Second, it was framed in the area of English methodology and in the ethnographic area for students and the teacher who was part of this study.

#### 3.2. TYPE OF RESEARCH

**Qualitative.** - According to Bryman (2012) a qualitative research attempts to study things in their natural environment to make sense of a phenomenon in terms of the meanings that people bring to them. It does not imply any form of intervention or a method to manipulate the studied environment. Therefore, in this research it was analyzed how TPR method was applied at the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of Period September 2021-July 2022”.

#### 3.3. LEVELS OF RESEARCH

**Descriptive research.** – It showed a description about how TPR method was applied in children in order to obtain a meaningful and interesting Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”.

#### 3.4. METHODS OF RESEARCH

**Ethnographic method:** It involves the analysis of a particular population or phenomenon to closely observe its behavior and interactions through the technique which was the observation in a given social situation in order to understand the main problem.

#### 3.5. POPULATION AND SAMPLE

**Population:** The research was integrated by 29 students and a teacher from Primer Año de Educación General Básica “A” (kindergarten), at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”.

A sample was not needed due to the small population. Therefore, it was considered the whole population.

### **3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

#### **Technique: OBSERVATION**

The observation technique was used to gather information. It was analyzed how TPR method was applied the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”. This process allowed the researcher to collected the necessary data to achieve the pre- established objectives.

#### **Instrument: OBSERVATION SHEET**

An observation sheet was used to collect the information data as an instrument which was applied to observe students and teacher during the class. At the same time, this instrument allowed the researcher to collect suitable, valid and functional information. Furthermore, this instrument was previously elaborated to collect information data to achieve the pre-established objectives.

### **3.7 PROCEDURE**

The investigation process was divided in the following steps: field of work, data collection, information analysis gathered.

First of all, it was necessary to mention that the area of this research was English methodology. It focused on TPR definitions, usage, procedure, advantages and disadvantages, roles and activities. Furthermore, it contained a brief definition and characteristics of the second variable: Teaching-Learning Process.

Second, to achieve the objective of the research, the population was selected to analyze how the TPR method was applied at the English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”.

Third, the field of work and data collection was developed in one month by using the observation technique, in which the observation sheet was used as an instrument. Finally,

the information collected was analyzed and the interpreted and then, then results were reported.

### **3.8 WORK FIELD**

First, the research problem was selected along the observation and execution of teaching practices. Accompanied by the deep interest on the part of the researcher in order to develop this research in a feasible, original, relevant and logical way. The corresponding permissions were granted by the authorities from Unidad Educativa “Riobamba” and from la Universidad Nacional De Chimborazo, city of Riobamba, Chimborazo province, during the school term of September 2020 -July 2021.

Second, the observation technique was applied while the teacher and the students did their usual activities within the class. Furthermore, the objective of the research was analyzed how TPR method was applied at English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”.

Third, the data was collected by using the instrument (observation guide) previously elaborated with parameters based on the specific objectives. For reporting the results, the researcher developed a qualitative analysis based on pre- established objectives at the beginning of this research.

## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

The checklist was applied at Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022” in order to collect and analyze how TPR method was applied at the English Teaching-Learning Process at the Kindergarten. The interpretation of results are presented through an analysis of the information gathered along the observation to contrast with the scientific studies presented in the theoretical framework. The information is described according to the specific objectives that were established in this research.

#### 4.1 ANALYSIS AND DESCRIPTION OF THE OBSERVATION GUIDE

OBJECTIVES	GUIDELINES	ANALISYS AND INTERPRETATION OF THE GATHERED RESULTS.	CONTRAST WITH THEORY
<ul style="list-style-type: none"> <li>• <b>Objective # 1:</b> To describe which is the process for applying TPR method for teaching English.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher models the instructions with a few volunteers in front of the whole class before giving the first command.</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions were easily assimilated by students because instructions were given and demonstrated at the beginning of the class. Therefore, the volunteers performed the demonstration relaxed and the rest of the class observed very interested.</li> </ul>	<ul style="list-style-type: none"> <li>• First, Teacher provides a brief explanation about TPR activity. Second, Teacher gives an order or command and performs it with four or five volunteers in front of the whole class (Larsen and Freeman, 2004).</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher introduces more commands by including the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Many commands were given to the whole class. Students were really excited. However, few of them did not participate since they seemed to be a little embarrassed due to physical movements.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher introduces more commands by including the whole class. After that, more orders or commands should be added. For example: (get up, sit down, turn around, skip, stop walk.) at this time the entire class must participate (Larsen and Freeman, 2004).</li> </ul>
	<ul style="list-style-type: none"> <li>• The teacher presents three commands at time avoiding the feeling of anxiety in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Command by command was given to students slowly to avoid confusion. Consequently, they could follow the activity easily.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to remark that teacher should introduce three commands at time for avoiding the feeling of anxiety in students (Larsen and Freeman, 2004).</li> </ul>

	<ul style="list-style-type: none"> <li>The teacher gets into a new set of compound commands which contains new grammar items like verbs, nouns, adjectives, and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>A new set of commands were occasionally used to introduce new grammar items. For this reason, students are not able to comprehend easy readings.</li> </ul>	<ul style="list-style-type: none"> <li>Once the students can execute all the old commands, the teacher introduces a new language through new compound orders or commands which should be more challenging for students and should contain new verbs, nouns, adjectives and adverbs (Larsen and Freeman, 2004).</li> </ul>
<ul style="list-style-type: none"> <li><b>Objective #2:</b> To distinguish what kind of activities are used while working with TPR method.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides games to help students to recognize and memorize specific vocabulary like parts of the body. A good example of this activity is Simon says.</li> </ul>	<ul style="list-style-type: none"> <li>It was evidenced that students were usually exposed to several games such as Simon Says for creating new scenes. Consequently, they felt confident in their own world generating a</li> </ul>	<ul style="list-style-type: none"> <li><b>Games:</b> allows students to recognize and memorize specific vocabulary like: parts of the body (Reilly and Ward ,1997).</li> </ul>

		<p>subconscious attachment to English language. However, they could not assimilate or understand vocabulary. Therefore, they needed more time with these kinds of activities.</p>	
	<ul style="list-style-type: none"> <li>The teacher chooses appropriate songs to help students to recognize and memorize abstract vocabulary. For example: "I feel happy Today.</li> </ul>	<ul style="list-style-type: none"> <li>During several lessons a variety of songs were usually used. Students were very inspired. As a result, they could assimilate, understand and finally memorize the meaning of emotions, feelings, the body parts, the seasons of the year etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Songs (miming):</b> allows students to recognize and memorize abstract vocabular (Reilly and Ward ,1997).</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher facilitates funny stories (story telling) to help children to acquire new vocabulary fast.</li> </ul>	<ul style="list-style-type: none"> <li>• This activity was never applied. For this reason, students could not understand what is happening in a tale or even worse they do not know how communicate one another.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Story Telling:</b> it is considered the most original activities in TPR because children can learn new vocabulary fast because most of stories contain repetitions that make linguistic input noticeable and easy to remember (Reilly and Ward ,1997).</li> </ul>
	<ul style="list-style-type: none"> <li>• The teacher brings in commands by using flashcards or pictures to help students to have a better understanding of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• It was verified that flashcards were presented to students. In this way, children could relate the word and the picture discovering the meaning. Thus, students were</li> </ul>	<ul style="list-style-type: none"> <li>• The pictures or flashcards can be pasted on the whiteboard and individual members of two groups of children run to the whiteboard to touch or choose the picture with</li> </ul>

		<p>connected with the lesson. Meanwhile pictures were never used. At the end of the class they were so happy because they have learned something.</p>	<p>the word the teacher uses in his command the group that collects more flashcards is the winner. This activity can be applied for introducing new vocabulary, or as a practice activity for reviewing vocabulary (Widodo ,2005).</p>
	<ul style="list-style-type: none"> <li>• The teacher introduces grammar items trough short stories. (miming).</li> </ul>	<ul style="list-style-type: none"> <li>• This activity was never applied. For that reason, students could not understand simple English structures in readings, videos or audios.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Miming:</b> Grammar items and tenses such as (daily routine-simple present) can be introduced trough short stories (Widodo ,2005).</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Objective #3:</b> To determine what is the Teacher's role and Student's role while working with TPR method.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen and react physically to the commands given.</li> </ul>	<ul style="list-style-type: none"> <li>• It was noticed that students reacted easily and quickly to the commands given in class because the instructions and the class demonstration were very clear. As a result, the activity flowed smoothly since they could follow and understand the sequence of the commands.</li> </ul>	<ul style="list-style-type: none"> <li>• Commands will be listened carefully to make students react physically (Widodo ,2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• Students produce their own set of novelty commands.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to highlight the level of the students was low. Therefore, they could not create their own set in a collaborative or individual way.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to produce their own set of novelty commands (Widodo ,2005).</li> </ul>

	<ul style="list-style-type: none"> <li>• Students monitor themselves and can evaluate their own progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students did not monitor themselves due to the fact that they are young learners. They did not care about that. They were very busy competing with their classmates to evaluate their performance to know who was the best.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can monitor and evaluate their progress by themselves (Widodo ,2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• Students speak when they are ready to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• It was observed that after they assimilated several commands, they began to communicate one another with monosyllabic words. Communication was limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Students speak when they feel ready to do it for example: when they have been prolonged exposed to the target language (English) (Widodo ,2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• The teacher organizes the activities and the</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to highlight that the activities were</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is well prepared in order to make lesson</li> </ul>

	interaction within the classroom.	very well explained and illustrated. Consequently, the interaction of the students took place smoothly.	flows smoothly (Widodo ,2005).
	<ul style="list-style-type: none"> <li>The teacher prepares and organizes the class for getting better results.</li> </ul>	<ul style="list-style-type: none"> <li>All of the aspects of the lessons were always well prepared. For this reason, the teaching and learning process was developed positively.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is well prepared in order to make lesson flows smoothly(Widodo ,2005).</li> </ul>
	<ul style="list-style-type: none"> <li>The teacher presents new material, which will be used during the TPR lesson.</li> </ul>	<ul style="list-style-type: none"> <li>New Material was never introduced to students. Only flashcards were used due to the lack of budget.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher presents new material that will be used during the TPR lesson (Widodo ,2005).</li> </ul>

	<ul style="list-style-type: none"> <li>• The Teacher provides a brief explanation about TPR activity</li> </ul>	<ul style="list-style-type: none"> <li>• Clear explanations were very well provided to students at the very beginning of the class. Then the activities were developed and performed successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives students a brief explanation about TPR activity (Widodo ,2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• The teacher monitors the classroom while students are performing TPR activities.</li> </ul>	<ul style="list-style-type: none"> <li>• It was evidenced that the whole lessons were monitored by teacher in order to make children focus on the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is monitoring while students are performing TPR activities (Widodo ,2005).</li> </ul>

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

- It was analyzed that each step to apply a TPR lesson is essential to have a positive effect on the class, since the teacher guides the student from the beginning, he gives clear instructions, knows when and how to increase the pace of the class. When these steps are well applied the class becomes a good place to encourage organization, tranquility, motivation and a meaningfully student learning environment.
- It was deduced that several activities such as: games, songs, storytelling and flashcards from TPR method help to develop a subconscious attachment to English language on students' minds. Furthermore, it results feasible to memorize, understand and assimilate the vocabulary that is being introduced in the lesson.
- The TPR roles, as well as of the students, are important and necessary since these roles complement each other. TPR is like a fun movie where the teacher is the director and the students interpret their commands in any scene that they want to make real. This way, students learn English in a fun, unique, and very original way.

#### 5.2 RECOMMENDATIONS

- It is suggested to analyze the steps to be applied in a TPR and to take it into consideration frequently since they are essential for the success of an organized, calm and motivational TPR lesson as well as the acquirement of meaningful learning.
- It is recommended to spend more time in activities that contain games, songs, storytelling and flashcards since these activities help to create a bond with the English language making them memorize and assimilate new vocabulary in the long term easily.
- TPR roles have to be introduced indirectly it means by using material didactic or new games in which they discover it in an autonomous way.

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## **6. ANEXXES**

### **6.1 OBSERVACIÓN GUIDE**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

#### **GENERAL OBJECTIVE:**

To analyze How TPR method is applied at English Teaching-Learning Process at the Kindergarten, the case of Primer Año De Educación General Básica “A” at Unidad Educativa “Riobamba” in the school term of September 2021-July 2022”.

- **Objective #1:** To describe which is the process for applying TPR method for teaching English.

Activities	Always	Often	Seldom	Never	Observations
The teacher models the instructions with a few volunteers in front of the whole class before giving the first command.					
The teacher introduces more commands by including the whole class.					
The teacher presents three commands at time avoiding the feeling of anxiety in students.					
The teacher gets into a new set of compound commands which contains new grammar items like					

verbs, nouns, adjectives, and adverbs.					
<ul style="list-style-type: none"> <li>• <b>Objective #2:</b> To distinguish what kind of activities are used while working with TPR method.</li> </ul>					
<b>Activities</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>	<b>Observations</b>
The teacher provides games to help students recognize and memorize specific vocabulary like parts of the body. A good example of this activity is Simon says.					
The teacher chooses appropriate songs to help students to recognize and memorize abstract vocabulary. For example: "I feel happy Today.					
The teacher facilitates funny stories (story telling) to help children to acquire new vocabulary fast.					

The teacher brings in commands by using flashcards or pictures to help students to have a better understanding of the lesson.					
The teacher introduces grammar items through short stories. (miming).					
<ul style="list-style-type: none"> <li>• <b>Objective #3:</b> To determine what is the Teacher's role and Student's role while working with TPR method.</li> </ul>					
<b>Activities</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>	<b>Observations</b>
Students listen and react physically to the commands given.					
Students produce their own set of novelty commands.					
Students monitor themselves and can evaluate their own progress.					
Students speak when they are ready to do so.					

The teacher organizes the activities and the interaction within the classroom.					
The teacher prepares and organizes the class for getting better results.					
The teacher presents new material, which will be used during the TPR lesson.					
The Teacher provides a brief explanation about TPR activity.					
The teacher monitors the classroom while students are performing TPR activities.					

**Source:** Observation guide to students 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”.