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TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP ENGLISH SPEAKING SKILLS IN FIRST YEAR OF BASIC GENERAL EDUCATION STUDENTS ON 'GRANDES GENIOS' EDUCATIVE INSTITUTION.

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

Author

Moreno Chasi Carolina Soledad Lcda.

Tutor

Chiluisa Chiluisa Marcia Janeth Mg.

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TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled “Total Physical Response Method to develop English Speaking Skills in First Year of Basic General Education Students on ‘Grandes Genios’ Educative Institution” investigated by Lcda. Moreno Chasi Carolina Soledad, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, 26 de mayo, 2021


Mg.C. MARCIA JANETH CHILUISA CHILUISA
ID: 0502214307

COMMITTEE APPROVAL

This research dissertation, “Total Physical Response Method to develop English Speaking Skills in First Year of Basic General Education Students on ‘Grandes Genios’ Educative Institution” has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, 24 de junio, 2021



.....
Andrade Morán José Ignacio, Mg. C
0503101040
Committee president



.....
Rosero Menéndez Jorge Luis, Mg. C
0500862727
Committee Member 1



.....
Mena Vargas Nelly Patricia, Mg. C
0501574297
Committee Member 2

DEDICATION

I dedicate my research to God for giving me health and strength to finish and to my family who have been my fundamental pillar, especially my husband Edu, my son Andy and my mother Matilde who have always been present in my life. you are the reason to continue reaching more goals

Carolina

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I thank my teachers who helped my professional and personal growth and to Mg. Sc. Nelson Guagchinga who guided me in the research process with patience and wisdom. to my dear friends, great human beings that I could meet and share bad and good moments. you will always be in my heart.

Carolina Soledad Moreno Chasi

AUTHORSHIP

I, Moreno Chasi Carolina Soledad declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, 26 de mayo, 2021

A handwritten signature in blue ink that reads "Carolina Moreno". The signature is written in a cursive style with a large initial 'C'.

Moreno Chasi Carolina Soledad Lcda.

ID: 172437050-5

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Moreno Chasi Carolina Soledad Lcda.

ID: 172437050-5

COMMITTEE PRESIDENT'S APPROVAL

I, Jose Ignacio Andrade Moran Mg., declare that this research dissertation: “Total Physical Response Method to develop English Speaking Skills in First Year of Basic General Education Students on ‘Grandes Genios’ Educative Institution”, has the corrections and comments suggested by the members of the committee in the scientific session.

Latacunga, 1 de Julio, 2021



.....
Andrade Moran José Ignacio Mg.
0503101040
Committee President

**TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THEME: TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP
ENGLISH SPEAKING SKILLS IN FIRST YEAR OF BASIC GENERAL
EDUCATION STUDENTS ON 'GRANDES GENIOS' EDUCATIVE
INSTITUTION**

**Author: Carolina Soledad Moreno Chasi
Tutor: Mg.C. Marcia Janeth Chiluisa Chiluisa**

ABSTRACT

The research Project lays out the improvement of methodological processes and strategies regarding for English Speaking Skills by means of the use of TPR (Total Physical Response) method with First Year students of “Grandes Genios” Educative Institution, as a methodological contribution for both teachers and students. It aims at active learning with the use of recreational activities and correct oral expression regarding pronunciation, fluency and precision. For this analysis, it is necessary to look for the causes and effects of the problem such as the lack of knowledge about new methods and the inappropriate use of strategies and methodologies to develop English Speaking Skills. The research type is descriptive, explicative, documental and in the field. Because of its nature it is quantitative. Also, the theoretical framework shows the main topics and subtopics addressed for the correct development of the research. The result obtained from this research make possible the creation of a booklet with activities based on TPR method focused on children from 5 to 6 years old.

KEYWORD: English speaking skills, TPR (Total Physical Response) method, significant learning, pronunciation, methodology strategies, active learning.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título: Total Physical Response Method to Develop English Speaking Skills In
First Year Of Basic General Education Students On ‘Grandes Genios’
Educative Institution**

Autor: Carolina Soledad Moreno Chasi

Tutor: Mg.C. Marcia Janeth Chiluisa Chiluisa

RESUMEN

El actual proyecto de investigación plantea el mejoramiento en los procesos y estrategias metodológicas en cuanto a la destreza del habla del Idioma Inglés a través del uso del método TPR (Total Physical Response) en los estudiantes de Primer Año de Educación General Básica de la Unidad Educativa “Grandes Genios”, como aporte metodológico tanto para docentes como estudiantes logrando un aprendizaje activo a través de la aplicación de actividades lúdicas y una correcta producción oral en cuanto a pronunciación, fluidez y precisión. Para este análisis es necesario investigar las causas y efectos del problema como el desconocimiento de nuevos métodos y el inapropiado uso de las estrategias y metodologías para desarrollar la habilidad del habla. La investigación es de tipo descriptivo, explicativo, documental y de campo. Por su naturaleza es cualitativo. Así también, el marco teórico muestra los principales temas y subtemas abordados para el correcto desarrollo de la investigación. Los resultados obtenidos de esta investigación permiten plantear la creación de un folleto que contiene actividades basadas el método TPR enfocado a niños de 5 a 6 años.

PALABRAS CLAVE: habilidad del habla de idioma inglés, método TPR, aprendizaje significativo, pronunciación, estrategias metodológicas, aprendizaje activo.

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INTRODUCTION

Background

This research work is framed in the line of research of the Technical University of Cotopaxi about Education and Communication from Human and Social development with a sub line about Applied Linguistics; it seeks to improve teaching – learning process through activities that involve the student as a main role with the use of games, songs or innovate ideas where the students have fun while they are learning. Emphasize the learning process becomes an innate process of the student with continuous use of ludic techniques as TPR method or Total Physical Response Method, this research will be applied in First Year of Basic Education Students with the goal to develop the English Speaking Skills. This research work will analyze and diagnostic the student's difficulties to develop Speaking Skills.

The Total Physical Response (TPR) Method to develop English Speaking Skills in First Year of Basic General Education Students on Grandes Genios Educative Institution with the use of activities help students to learn while they have fun, play, sing and speak. This is a wonderful method because it manages to link the learning process with fun activities at the same time, produce an innate and unconscious learning process. This research is framed in the Political Constitution of Ecuador 2008, in the Organic Law of Intercultural Education, in National Development- Plan Toda una Vida, and the Organic Law of Higher Education. According to the Political Constitution of Ecuador, literal 1, states that:

"They are primary duties of the state Guarantee without discrimination the effective enjoyment of the rights established in the Constitution and in international instruments, in particular education, health, food, social security and water for their habitants". (Republic Constitution, October 28th, 2008, art 3.). "Education is a right of people throughout their lives and an inexcusable duty of the State" and its article 344 recognizes for the first time in the country the Initial and Preparatory Education as part of the national educational system" (Republic Constitution, 2008). Both of them

explain the importance of education in early years, and help to support the present research due to the focus on First Year students.

Indeed, in the **problem statement** is suggested that English teaching has become an essential factor in the Ecuadorian curriculum. For years, methodological strategies are improved to achieve mastery of English language skills in students through state policies. According to data presented by Ecuadorinmediato.com (2011) “Latin America is the weakest of all regions, with the average level of English barely exceeding the lowest limit of the English level index measured by Education First”. First Basic General Education is the mainstay for primary, secondary and higher education to develop according to the education of the 21st century and according to the demands of today's society. It has become a basic requirement to access any service, knowledge or command of a foreign language.

In Ecuador, one of the issues that the Government is interested in improving the teaching of the English language in primary education centers so that students can access to the best universities in the world. The Ministry of Education has made important contributions to be able to provide the different didactic resources and methodologies that the teaching of the English language requires. In addition, the government designed Go Teachers program aimed at secondary teachers of the English language to learn new strategies and methodologies that are useful for this language. However, English language skills have not had a remarkable evolution for students, especially speaking skills.

Nowadays, learning the English language is important within the national educational system, but some teachers lack knowledge about methodologies or how to apply new strategies, this is one of the existing problems in Ecuadorian education, most institutions do not give greater importance to learning a second language, only they focus more on the specialty subjects of each institution. There are several shortcomings on the part of teachers at the time of teaching their classes, there are still traditionalist teachers, therefore it is necessary to know what kind of methodology the teachers are

using to teach this language and find out why the students at the end of their primary or high school they are not able to establish a conversation in another language or understand it easily, even when have already studied it for almost 12 years of their lives. According the previous research by Ecuadorinmediato.com, it is possible to identify that there is a problem to be solved at present regarding the teaching of the English language, hence the research seeks to give a possible solution to one of the many problems identified in the current education of English.

In Cotopaxi is evident that there are shortcomings in the learning process of a second language. In some institutions teachers still practice the Grammatical Translation Method strategies in which teach with memorization of verbs, vocabulary, conversations, these methods do not permit the student can develop spontaneously in the field of speaking. It should also be noted that most teachers explain and teach their classes in the Spanish language which does not contribute to the student becoming familiar with the English language.

Specifically, in “Grandes Genios” Educative Institution, the First Year teachers still apply ambiguity methodologies and strategies. Finally, it considers the teachers as emitters of their subject must have a high knowledge of the language, a positive, persistent and constant attitude, the skills of the English speaking are of great importance because this can achieve that the students produce a new language in a meaningful way with the application of different methods which are very useful for students. This research was applied to students of First Year of Basic General Education, which has helped to identify the factors that influence the lack of vocabulary and difficulties in speaking skills. By not mastering certain words it is difficult to produce them and at the same time, students cannot understand the message received.

According to these concepts, the **problem** was formulated as follows: What is the importance of Total Physical Response Method in the development of English Speaking Skills in First Year of Basic General Education Students on Grandes Genios Educative Institution?

Therefore, the **General objective** is to determine the influence of Physical Response Method in the development of English Speaking Skills in First Year of Basic General Education Students on ‘Grandes Genios’ Educative Institution.

To achieve this objective, three **Specific Objectives** are stated:

- To identify the use of TPR method in the classroom through the analysis of teaching process related to English Speaking Skills.
- To analyze the level of English Speaking Skills from the students by means of the observation technique.
- To create a group of activities to develop English Speaking skill based on the Total Physical Response Method.

Table 1. Specific Objectives

Objective	Activity (task)
<ul style="list-style-type: none"> - Specific Objective 1 To identify the influence of TPR method in the classroom through the analysis of teaching process related to English Speaking Skills. 	<p>Research the literature about Total Physical Response focused on English Speaking Skills. This has allowed expanding concepts about the topic. To do an emphasis in Teaching- Learning process, principal approach and methods and strategies to teach English. On the other hand, four skills to learn English, Principal aspects of Speaking Skills and speech factors.</p>
<ul style="list-style-type: none"> - Specific Objective 2. To analyze the level of English-Speaking Skills from the students by means of the observation technique. 	<p>Design a checklist focused on the level of English-Speaking Skills of students and a survey to the teacher to know the environment reality. In addition, apply them to students and teachers to know more information.</p>

<p>- Specific Objective 3. To create a group of activities to develop English Speaking skill based on the Total Physical Response Method.</p>	<p>Analyze the obtained information. Select strategies and activities, which has enhanced the English -Speaking skills.</p> <p>Identify and create applicable activities and strategies to promote Speaking skills in First Year of Basic General Education Students.</p>
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Produced by Carolina Moreno

The problem has gone through three stages that are detailed in the following table:

Table 2. Stages of the research problem

Stages	Description
<p>Stage 1. Traditional</p>	<p>Throughout its history, the Grammar-Translation Method was criticized by advocates of more "direct" methods, who claimed that languages ought to be learned by actually speaking and listening to them rather than merely studying about them. This method was called as Classical Method until nineteenth century. One critic went so far as to claim that the Grammar-Translation Method sought to "know everything about something rather than the thing itself"(Rouse, 1925 p. 53). The traditional method involved students memorizing an infinite number of grammar rules and producing perfect translations. This method did not involve vocabulary or speaking skills development but rather a repetition of written rules.</p>
<p>Stage 2. Direct Method</p>	<p>According to Brown H. in Teaching by Principles mentioned that "The basic premise of the Direct method was similar to that of Gouin's Series Method, namely, that second language learning should be more like first language learning lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules." (p. 21). This method tries to focus on speaking skills. They were built up in a graded progression. This stage was more popular at the beginning of the twentieth century but it</p>

	was more acceptable in private schools. In addition, this method was not accepted in public institutions by some factors as classroom size, time and the teacher background.
Stage 3 Communicative Language Teaching	CLT is an approach that permit an interaction as principal and last objective in the teaching- learning process. In this way the students learn and practice the language having an interaction with teacher and classmates inside and outside the classroom. The objective of this approach is the student to have the ability to communicate in target language in contrast with the traditional education focused on grammatical aspects. Mitchell, Rosamond (1988) in Communicative Language Teaching in Practice mentioned “CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL.”. (p.24-68).

Produced by Carolina Moreno (2020)

This research is **justified** in order to find a solution to the problem posed about some teachers lack knowledge about new methodologies and new strategies, for this reason the students have difficulties to produce new words or identify the principal vocabulary in English. With this research it was possible to determine the influence TPR method in relation of English-Speaking skills. The impact of this research has been visible in short term, when the teacher starts to apply various activities, the student began to produce new words or new phrases that will allow an interaction with others. It is important to apply fun activities as songs, games, movement activities to the students feel security and want to face and learn a new language. The principal beneficiaries were 108 students of First Year of Basic General Education on ‘Grandes Genios’

Educative Institution, English teachers, and Educative community because this research helped to other teachers to know the reality and apply new activities.

This research is of interest to students, teachers, and the community of “Grandes Genios” Educative Institution in Latacunga city, it will allow optimizing the knowledge of each student through the application of the Total Physical Response Method (TPR), for the effective development of English -Speaking Skills. This method has helped students to learn this language in a natural way and avoid the use of traditional methods that do not contribute to the development of speaking skills. It has a practical utility because it helps to develop Speaking Skills with the use of a group of activities to improve the teaching–learning process and the knowledge is positive and significant. The environment that the teacher prepares for each class is useful at the moment to learn and the students are willing to learn.

The faculty of teacher training and education Mahasaraswati Denpasar university in 2014 mentioned the importance and utility “Total Physical Response should be used in association with other methods and techniques. Indeed, practitioners of TPR (Total Physical Response) typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices, therefore, may be effective for reasons other than those proposed by Asher and do not necessarily demand commitment to the learning theories used to justify them.”

In Ecuador, Bonifaz Stalin of the Central University of Ecuador explains the importance to apply the TPR (Total Physical Response) method to develop English skills, he mentioned that the result of the application of the TPR method in the student will reflect two important aspects, mainly. First, through the Total Physical Response method, speaking skills can be developed in a directly. Second, that low level of speaking skills is not largely due to the students. It is the teacher's responsibility to seek out and apply new methods to develop listening skills. In March 2012, The National Secretary of Higher Education (SENESCYT) made public the results of studies carried

out on the level of English in the country. The lack of dynamic teaching was evidenced in the lack of fluency in the English language in students who still after several years of studying, they have not managed yet to maintain fluent dialogues in English

It is convenient to improve the teaching of English within the classroom, positively influencing student learning, and helping to optimize it. It must be taken into account that the environment that teachers prepare for students is of great importance when learning through total physical response. The fundamental purpose of the research is to design a proposal that allows the teacher to apply playful activities in teaching English, allowing students to learn while having fun, help communication and teamwork in students through a good learning environment.

This research was chosen because after identifying the teaching- learning process used in the English class related to English speaking skills in Grandes Genios Educative Institution, it was possible to appreciate the inadequate application of the teaching-learning process of English in the students. After analyzing the level of English Speaking -Skills, the creation of group of activities can be considered as a proposal that allows the teacher to implement various strategies within the classroom to develop English -Speaking Skills based on TPR (Total Physical Response) method.

One of the limitations that can be found during the research is the process of confinement that the people are experiencing worldwide. These circumstances limit to apply for checklist based on Observation technique in a physic way, but it was possible to apply based on virtual classes. On the other hand, it allows analyzing what strategies or activities the teacher applies in the virtual modality, as well if these activities work or not and when they are best applied. There were no really important limitations that could influence the investigation, so it could be carried out successfully.

For the **methodological process** of this research, a **qualitative approach**, this method was described and supported the studied phenomenon and try to determine the principal aspects of obtained problem. And also, the collection of information allowed examining the data scientifically through the application of checklist and survey to

students and teachers. Generally, this procures was done with the help of statistics and resolve social and educational problems.

Thus, the type of research will be **descriptive**, it allows us to describe situations and events of a given phenomenon. Descriptive studies seek to specify the important properties of people, groups, communities, or any other phenomenon that is tested to analysis. It also allows to establish the level of knowledge of the students in relation of English -Speaking Skills. This research is **non experimental** because it is descriptive research. The method for this research will be **inductive** because it has studied the specific strategies to develop Total Physical Response method and look for the factors to develop English Speaking Skills.

The research procedures were:

- Observe the problem.
- Diagnose the causes from which the problem arises.
- Analyze the variables obtained.
- Understand the relationship between productive and receptive vocabulary.
- Select necessary instruments to obtain results about methods and vocabulary acquisition.
- Propose an alternative solution that contributes to the development of productive and receptive vocabulary

This research took place in Grandes Genios Educative Institution that consist First year students and teachers' staff. It has worked with the entire population (108 students) it does not exceed 300 students. The students were around 5 and 6 years old.

STUDENTS POPULATION	108
TEACHERS POPULATION	6

The descriptive level of the research is taken into account to consider the techniques and instruments as checklist and survey. It was considered as information techniques necessary for this research on line observation to the learning process and the online survey for teachers. And in the same way, the checklist and online questionnaire have taken into account respectively. With the application of the online survey, it can identify the opinion and reality of students and teachers in the English area. And, online observation is a technique that allowed to pay direct attention to the phenomenon at its time and in its environment.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research background

One of the shortcomings in the teaching of the English language specifically in the development of speaking skills, in Ecuador and consequently in “Grandes Genios” Educative Institution. The relevant information has been found in different repositories of important universities and research with relation to this topic research, which was analyzed and studied, following are detailed.

The most relevant project that allows taking certain antecedents for the development of this research topic was of National University of Chimborazo written by Pazmiño Miriam with the topic: Analysis of Total Physical Response Method applied in teaching vocabulary at 3rd year of basic Education, the used methodology was qualitative because only it describes the subject and object of the research. This research has not a proposal chapter but it explains some important conclusions as: “It was concluded that TPR method was not applied correctly to teach vocabulary, since some important steps were omitted in the teaching – learning, practice and evaluation stages.”

Nowadays, it is so important to apply Total Physical Response activities in the classroom, when the teacher teaches new vocabulary, imperative language or difficult grammar.

According to Ilwana (2010) “This method attempts to center attention on encouraging learners to listen and respond to the spoken target language commands of their teacher” (p. 24). Therefore, these activities improve the fluency and motivation of the students. It is possible to employ different activities to instance songs and rhymes, games, competition games, etc. In addition, it is essential the teacher enhance the ability to comprehend and respond to each activity. In conclusion, the teacher must do the activities so fun, so that the students get an enjoyable experience on learning language.

On the other hand, Lee (2011) in the research work of Total Physical Response Storytelling methodology in Santana School used a qualitative methodology based on observational techniques, the author employed a journal to record the principal characteristics of the language learning experience. “This type of research takes place in a certain context and it can be helpful in another context, the findings are not generalized, but rather transferred from a sending context to a receiving context” (p. 42). In accordance with Asian Social Science (2010) “Therefore vocabulary knowledge should be regarded as a continuum on which a word grows from receptive to productive mastery, it is generally believed that learners’ receptive vocabulary size is much larger than their productive vocabulary size” (p. 15).

Relating TPR with the production of new words help to develop the vocabulary mastery, this method provides the use of new phrases and words and the production of the vocabulary. The student can speak in a confident way and express ideas using the new words effectively. TPR method is an excellent tool in a foreign language to children and it is a good method to increase the vocabulary.

Vera (2014) mentioned in her work about Total Physical Response activities in the Teaching English to young learners “the paper has focused on TPR activities

appropriate for teaching a foreign language to young learners, and on the potential of such activities to develop not only children's listening comprehension, but also a solid vocabulary and grammar foundation for speaking and communication activities." (p. 453).

In conclusion, the principal researches previously shown, express successful results related to mastery vocabulary in children and young learners and speaking skills. In this part, two variables can be related, due to the use of TPR method increase Speaking Skills in students.

1.2 Epistemological foundation

Teaching Learning process

Manga A. (2008) mentioned that "Many researches are still being done on the study of languages. For research concerned particularly with foreign languages acquisition, it is important to note the differences between individuals, their different ways of learning languages and the different environment in which they involve. This paper puts into perspective this reality, in a bit to show the unavoidable role of the teaches and the influence of biological factors on the students in the teaching and learning process of a foreign language" (p.5). Other author Holz Clause M. (2015) according to Teaching Learning process mentioned Teaching Learning process is "combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of instructions". (p.16).

For both authors, Teaching Learning process is a powerful tool of education to do important changes in the students. It is a process where the teacher creates good environments and establish specific goals to achieve them. This process follows some general aspects as assessments, planning, implementation and evaluation, to monitory the qualities of teaching learning process.

General Principles for Teaching ELL students

Jameson F. (1998) in his studies mentioned “Language acquisitions theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to English language learners” (p. 10). To contrast this explanation Sheng Y. and Christine J. (2011) expressed that “English language learners (ELL’s) are the most rapidly growing student’s population in U.S elementary and secondary schools, and this growth rate will continue throughout the next few decades. Indirect evidence has suggested that the youth population that grows the fastest has the highest risk of dropping out of school.” (p. 98). According these concepts, the language theories had expressed four principles to learn a new language, detailed below:

- Increased comprehensibility
- Increase Interaction
- Increase Thinking/ Study Skills
- Use a Student’s Native Language to Increase Comprehensibility

Language Teaching Methodology

Rodgers T. (2001) in his investigation about Language Teaching Methodology mentioned “Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specially, theories of second language acquisition (SLA)” (p. 3). However, Compiled and Adapted by Mejia P. cited the following information “itself often misinterpreted or ill-understood. It is usually given lip service as an explanation for the way a given teacher goes about teaching, a sort of umbrella term to describe the job of teaching another language.” (p.20).

Table 4. Language Teaching Methodology

LANGUAGE TEACHING METHODOLOGY

Methods and Teacher and Learner Roles		
Method	Teacher Roles	Learner Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeler Drill Leader	Pattern Practicer Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improvisor Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
The Silent Way	Pantomimist Neutral Observer	Inventor Problem Solver
Community Language Learning	Counselor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True Believer

Figure 2. Methods and Teacher and Learner Roles

source: <https://files.eric.ed.gov/fulltext/ED459628.pdf>

At this point, language teaching methodology expresses the needs to involve the student in their learning and differentiate some types of methodology that can be applied in the second language teaching. The teacher selects the best method to improve different Skills in English according the objective in the classroom and this part of the investigation provides some important methods that language teachers might apply inside the class and encourage to students to share in a speaking way their opinions or experiences.

Approach, method and technique

Approach

Browns D. (2000) defines it as “Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.” (p. 16). In addition, Richard and Rodgers (1986) explains “Approach is a theory of native language as an account of the nature of language proficiency and an account of the basic units of language units of language structure. Furthermore, approach is a theory of the nature of language learning as an account of the psycholinguistic and cognitive processes involved in language learning” (p. 17). In

short, the authors mentioned the approach is the pedagogical and psychological way to understand the language and teaching learning process to focus education according to the applicable approach.

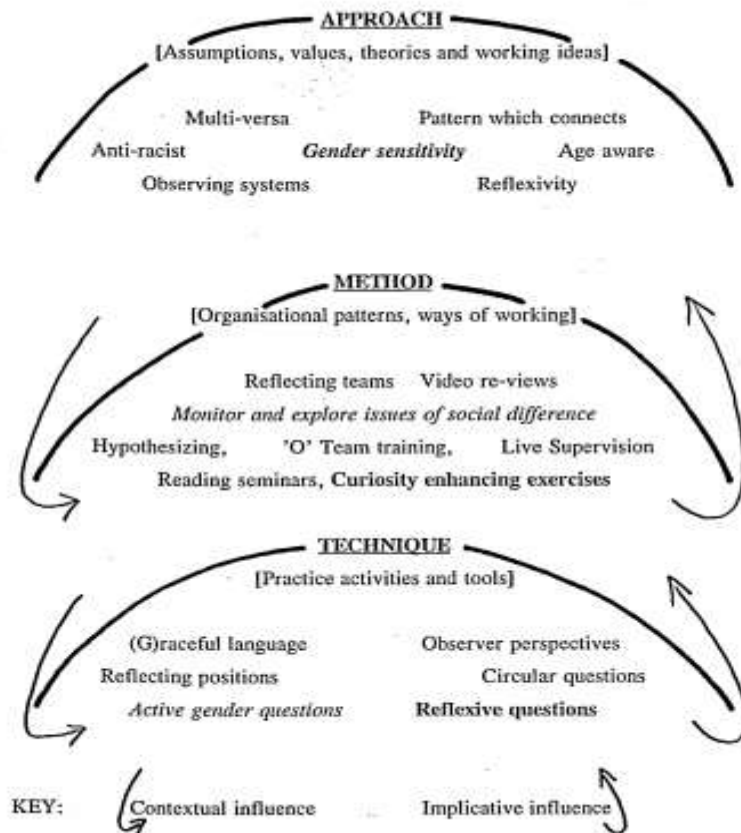
Method

Conforming to Brown D. (2000) a method is “a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.” (p. 16). In contrast, Anthony E. (1963) specified “a method is an overall plan for systematic presentation of language based upon selected approach, and the way how we want to achieve the goals.”. To sum up, a method is the link among the theory and the practice and has a relation with the selected approach by the teacher to achieve the planned goals.

Technique

It term has different names to define as task, procedure, activity or exercise depend on the author. In consonance with Brown D. (2000) considered a technique “any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives.” (p. 16). A technique can be considered as a group of actions used to achieve an educational objective taking into account the approach and the applied method inside the classroom.

Table 5. Approach, Method, Technique: Making Distinctions and Creating Connections



Source: <https://berkkibarar.com/wp-content/uploads/2018/04/Approach-Method-Technique-Making-Distinctions-and-Creating-Connections.pdf>

Total Physical Response Method

It is a group of activities, physical and mental, that help the teachers to innovate the class and look for a new way to teach. These activities involve a listening and physical response. They help students to get a new or different way to learn. Asher (1977) states that “most of the gram-matical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor” (p. 4). Speaking skills is so important due to giving people methods to improve the way to speak new language. There are some resources to apply inside the classroom, for example storytelling and game language, which motivate students to

speak freely. Teaching vocabulary is an essential factor before the students start to practice or use the language.

Principles of Total Physical Response (TPR)

Previously to the teacher use the different activities related to the TPR, they must to know the principles. According to Iwana (2010 p. 35); Asher as the developer of TPR elaborates the principles of this method. It is fundamental the teacher dominate the principles when they decide to apply Total Physical Response method in the classroom.

These are the following principles:

- a) Second Language learning is parallel to first language learning and should reflect the same naturalist process.
- b) Listening skills should be developed before Speaking Skills
- c) Children respond physically to speak language, and adult learners learn better if they do that too.
- d) Listening comprehension has been developed, speech develops naturally and without effort.
- e) Delaying speech reduce stress.

Total Physical Response method is a method based on language teaching related with coordination of language and actions. This method tries to teach language using physical activities and be taken account the principles of them. This method was discovered and developed by James Asher, a psychology's professor at University of California. It includes some aspects as psychology, learning theory and humanistic pedagogy. TPR is connected with "trace theory". This theory explains that move often and more intensively is an action or memory connection, it is more probably that the student can remember the action related with any kind of vocabulary. Retracing is probably done with repetition or motor activity. When the teacher uses phrases in association with motor activity, the result will be more successful and the children will remember easier.

Characteristics of TPR

Teacher can apply different activities inside the classroom, it so fundamental know about characteristics of Total Physical Response. The knowledge of how to use them, would improve the result on the students. Iwana (2010) mentioned a variety of characteristics about the teacher and the students.

Asher (1977) explains the strategies focused on children must be in commands, the children respond to physically before produce verbal response. Also, he mentioned about the affective factors in the language learning. This method helps to this factor, because these kinds of activities reduce learners stress and create a positive mood facilitating the learning process. For this reason, it is important to understand the characteristics of TPR to apply in a correct way with the specific characteristic according the class.

- a) The teacher directs and the students act in response to the activities, they can use commands or simple words and the students should make an action or movement for answering the teacher.
- b) Listening skills and physical response improve the productive vocabulary. The teacher should select activities according to the age and the environment of the student. And select activities to develop productive and receptive vocabulary. It is possible to use English songs where use movements to relate the vocabulary or the new words with the movement or mimic.
- c) The imperative way of the voice is a correct function of the language to develop it. It is important to remember the activities must be fun and the result will be happy students. The tone of the voice is necessary, because it helps to encourage the students to do the activities. The teachers must have a positive attitude, use fun words and gestures to attract the student's attention.

- d) It is not necessary to the student to speak during these kinds of activities if they are not ready to do it. For this reason, the teacher should use activities that involve movements or mimics that help the students to trust themselves. The stress and nervousness can be a negative factor. Allow to the students to speak only when they feel confident.
- e) The grammar and vocabulary have a relationship to learn a new language. And this language has a relationship with language production. In this point, the teacher should avoid mistakes according to the grammar or pronunciation, because the student will learn the words or phrases that the teacher teaches. These activities are a best opportunity to learn more vocabulary that help students to produce a conversation.

Advantages and Disadvantages of TPR

To apply TPR in the classroom, it is fundamental to take into account, advantages and disadvantages of these activities. It is necessary to delimit the topic or vocabulary before to use them. As Peck (2001) notices it, “children seem to learn language quickly and thoroughly when the brain and body work together” (p.143).

- It is fun and easy
- Not require a deal of preparation
- It is a good tool for teaching and learning vocabulary
- There is no age difficulty.

The class will have success if the teacher takes account the advantages of Total Physical Response. An important condition is the absence of stress. Because the learning of a first language takes place in a stress free environment. A good idea is to use the natural environment to do relaxed and pleasurable experiences.

Shafer (2002) cited Cohen's (1999) when she declares that "learning another language frees you, broadens your mind and enhances your cognitive flexibility. More languages you know; more doors open to you" (p.10). this author mentioned the following aspects as disadvantages, but this method is considered a good way to teach English.

- It is easy to overuse or wearing away TPR activities.
- It is limited
- It is not very creative method

The role of the student and teacher based on TPR method

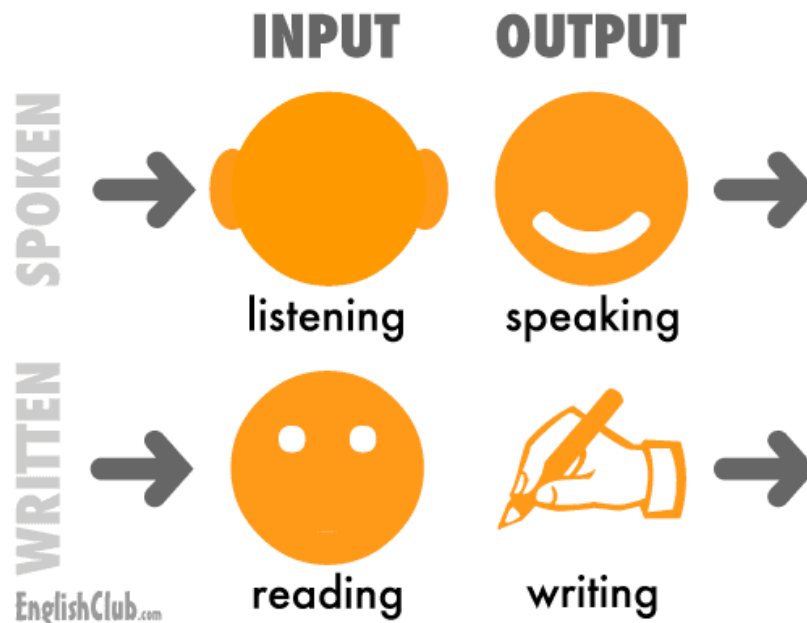
In agreement with Browns D. (2000), in his work mentioned the following aspect about TPR method. "L2 learning is the same as L1 learning comprehension before production, is imprinted through carrying out commands"; also he explained about the roles of both of them, "Learner roles is listener and performer, little influence over the content of learning. And the teacher roles is active and direct role; the director or the stage play with students as actors" (p. 35). However, it is fundamental mentioned this method help to students learn while they are playing or doing an interact activity. These actions will encourage them to feel more confident and practice the new language.

Teaching language skills

Marlina R. (2019) suggested that "the teaching of language skills should be underpinned or informed by a dynamic perspective of language variation, which advocates the conceptualization and treatment of linguistic differences as sociolinguistically normal and necessary rather than as deficient errors. Using the linguistic usage and practices of the Native-English speakers as the model for teaching language skills has been critiqued not only as unrealistic, disempowering, and even imperialistic, but also irrelevant to today's globalized or globalizing social communicative contexts that are characterized by variations in linguistic practices and cultural behaviors." (p. 2). Likewise, in the web page TEFL TRAINER

(<https://tefltrainer.com/>) explained that “ There are different ways of teaching the 4 language skills, which are Reading, Listening, Writing and Speaking. Students can encounter various difficulties in these different skills. They will make mistakes in English pronunciation, grammar, syntax, vocabulary usage, and spelling. You have to remember that there is very often a connection between the native language of a learner and the mistakes he/she makes”. As a result, the importance of the skills as listening, speaking, reading and writing can be worked integrally or separately to give students greater motivation and better retention of different skills.

Figure 1. English Skills



Source: <https://www.englishclub.com/learn-english/language-skills.htm>

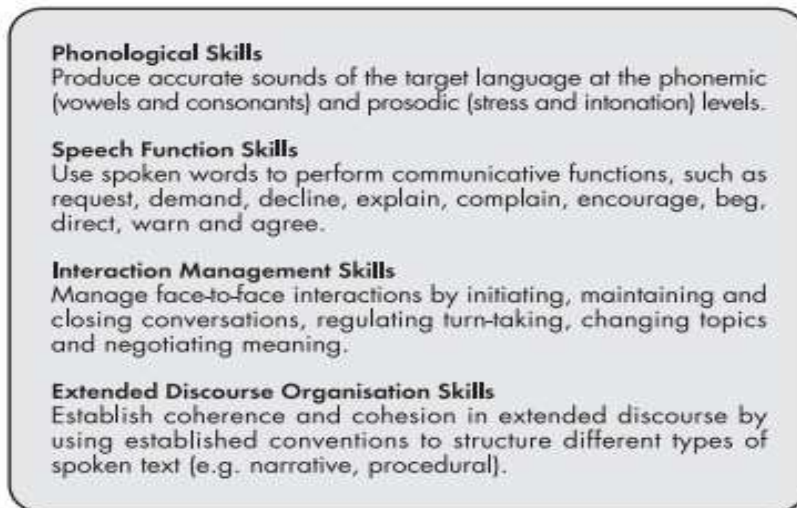
Teaching Speaking

The role of the speaking in the Second Language has a relation with the listening and oral communication skills, that will help to provide new perspective inside the classroom. Goh C. (2007) expressed “Speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. In situations where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and

learning.” (p. 1). As well as, Brown D. (2000) mentioned “From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses”.

In short, the process to teach Speaking skill must have a relationship with listening skills to develop in an integral way to the students. There are several aspects that should emphasize on the teaching learning process. For Marlina R. (2019) “the importance of oral skills and therefore using authentic or real-life communication in teaching materials has been emphasized by the paradigm of communicative language teaching”. Moreover, Goh C. (2007) quoted that “To speak effectively learners need to have a reasonable command of the basic grammar of the target language and a working vocabulary, but language knowledge alone is not sufficient. They must also develop a range of skill in four key areas of speaking competence”. The explanation of the author is analyzed in the following figure, where it is possible to show the Speaking skills for effective communications.

Figure 2. Speaking Skills for Effective Communication



Source: Goh, C. C. M. (2007). *Teaching Speaking in the Language Classroom* (p. 5)

Oral Communication Skills

Rahman M. (2010) cited that “Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning.” (p. 2). According to Brown Douglas in Teaching by Principle Book explain the oral communications skills in some important considerations as conversational discourse, teaching pronunciation, accuracy and fluency and develop the correct speaking skills for effective communication.

1. Conversational discourse

Richards (1990) noted “the conversation class is something of an enigma in language teaching”. In addition, Brown D. (2000) explained “the goals and techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class”. (p. 267). It is fundamental that the teacher follows a rubric and delimit a variety of techniques for teaching student’s conversation. It is possible to propose direct and indirect approaches; the first one is developed in a natural interaction with the learners and the other one involves planning a conversation with specific strategies.

2. Teaching pronunciation

Brown D. (2000) quoted that “there has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent free command of a foreign language.” (p. 268). In addition, Wong R. (1987) mentioned that “contemporary views hold that the sounds of language are less crucial for understanding than the way they are organized. The rhythm and intonation of English are two major organizing structures that native speakers rely on to process speech.” (p.

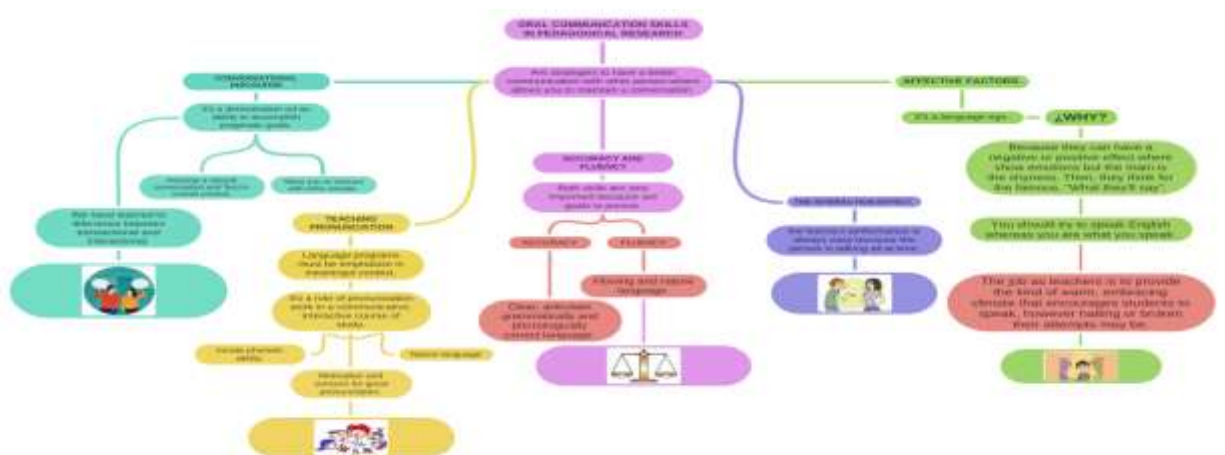
21). There are some aspects that affect pronunciation of the students according to Douglas Brown as native language, age, exposure, innate phonetic ability, etc.

3. Accuracy and Fluency

In the page web INTERNATIONAL TEFL AND TESOL TRAINING (<https://www.tesolcourse.com/>) explained about accuracy and fluency “Fluency in language learning is the ability to use the spoken or written form of the language to communicate effectively. While fluency does require a reasonable knowledge of vocabulary and grammar, the language produced does not need to be flawless as long as you are able to be clearly understood.

In contrast, accuracy refers to the production of grammatically correct spoken or written language. While it is important to learn the correct forms of the language, accuracy does not guarantee the ability to communicate fluently.” Also, Brown D. (2000) mentioned that “fluency and accuracy are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.” (p. 268)

Figure 3. Oral Communication Skills In pedagogical research



Source: <https://coggle.it/diagram/Xlc2WdceSkOeDFIV/t/oral-communication-skills-in-pedagogical-research>

1.3 Foundation of the state of the art

Now, it is vital to examine some research works related to English language vocabulary learning because they help to add an important emphasis to this investigation. In the first instance, the contributions of researchers John Rodríguez, Paola Cristancho, and May Pedraza, former students of the Free University, are presented, who formulate a degree project entitled “Acquisition of vocabulary through the application of English workshops to students of 2nd grade of elementary school of the technical institution Domingo Faustino Sarmiento”.

Here, the researchers seek that children acquire a greater vocabulary through didactic workshops, referring to the culture of the United States; that is, they take advantage of cultural aspects to carry out their classes and the activities to present, to keep their students interested in English while acquiring vocabulary. They also used children's stories or video stories and songs for children, instruments that facilitate the implementation of the applications. The results of these applications were satisfactory since the students obtained a basic knowledge of the foreign language (English), as well as specific aspects of the culture of the United States, such as important dates or history.

In the same way, the Spanish researcher García, M (2000) in his degree work "English vocabulary learning strategies used by school students" reveals various ways to acquire vocabulary based on the strategies of Levin and Pressley; he divides them into four groups that are: repetition, sensory, semantic and mnemonic with the aim that higher-level students make greater use of contextualization and, at a lower level, use decontextualized memorization strategies.

This researcher conducted four vocabulary learning tests to obtain data on the strategies used by students when learning new words. Each test consisted of learning 10 words and a photocopy with a drawing that explicitly represented the meaning of each word. For data collection, he asked students to learn vocabulary in the way that was easiest for them. During the memorization process, they had to report on the strategies used.

As a final result, they obtained that the most used strategies were those of written repetition, with 50% of the occasions, translation in 20% and association with 14% of the occasions. For him, the percentages seem optimal to try to apply new strategies to increase the efficiency of memorization.

Another important research carried out by Villacís, C. (2012). "Playful activities and their impact on participatory learning in the area of English in students in the second year of basic education at the Mexico Fiscal School in the city of Ambato, Tungurahua Province" states that the limited use of recreational activities reduces student participation and therefore, the production of English learning, as well as the lack of incentive for student participation influences student's learning and interest.

Participatory learning awakens creativity, integration and strengthens knowledge in students and, the application of playful activities helps to motivate and stimulate the student to learn through direct participation and strengthening learning. So, the researcher proposed the implementation of a playful activities guide in the area of English to allow the development of aptitudes, capacities, knowledge, exposing innovative ideas and experiences, as well as creating confidence and security in students, since they learn more by doing than just hearing.

On the other hand, the investigation by Andriyani T. (2016) in her degree work about "Improving English Speaking Skills Through Total Physical Response Method in the Third Grade" mentioned some conclusions as "Speaking skills using the TPR method which the researcher wanted to value that was comprehension, fluency, pronunciation, and vocabulary on which increased in each cycle. On cycle 3 the value of speaking skill of grade 3 students at SDN 1 Clapar found that 85.42% can increase. So the research ended at third cycle due to more of 75% of students reach appropriate indicators of success with $KKM \geq 75$. Based on the conclusions, researchers can provide suggestions as follows: 1. To other teachers who want to use TPR learning model it is better to find out first about the characteristics of students. 2. To the teacher who wants to apply TPR learning model have to be able to provide understanding of

students about the material you want achieved and deliver guidance to students who finds trouble” (p. 6). In this work, the author mentioned the importance to apply the TPR method to develop Speaking Skills and the effectiveness of the application with satisfactory results; therefore, this investigation helps to develop the English skills and affirms that the use of the TPR method allows the student to improve Speaking Skills English.

This research contributes positively to the learning process of students, since the application of playful activities facilitates the development of skills (listening, speaking, reading and writing) of the English language through games and movement activities. Similarly, the investigation of Cuervo & Merchán (2011). "The Total Physical Response methodology as a tool for learning English in first grade of the Archdiocesan Lyceum of Our Lady, Colombia city" states that The Total Physical Response is a methodology that facilitates the acquisition of a second language in children since it encompasses a series of effective tools that are of interest and curiosity for students such as plays, constant movement, moving around different places, exploration with the body, gestures and imitation.

It is also affirmed that it is important to implement this methodology in the first years of schooling since at an early age, it implies curiosity, interest and good participation, similar to the acquisition of the mother tongue, where the child wishes to repeat what her mother says, in order to have communication. The same happens with English in children when they are exposed to it, they have the need to give an active response to what others say.

The TPR methodology also facilitates socialization, teamwork and role play, since as it is implemented in the classroom, students advance in the acquisition of the second language, they begin to form simple sentences using the known vocabulary, consequently the skills of listening, understanding and communication are improved; articulated movement, memory and physical response.

So, physical activities such as mime, dramatization and games help to improve the socialization, leadership and understanding of a second language within the classroom, knowing that students learn through movement and in this way, they do not feel intimidated when learning something new.

1.4 Conclusions Chapter I

The following conclusions are stated in this chapter:

- The Total Physical Response method helps to develop oral proficiency in the second language at initial levels. Special emphasis is placed on developing comprehension skills before teaching to speak, emphasis is placed on meaning rather than form, and attempts are made to minimize the stress of the learning process through physical actions and play.

- Physical activities within the classroom are scarce since teachers consider that these are time distractors, which means that teachers lack knowledge about the use of the TPR method and the effectiveness of these activities with a communicative approach for the development of the listening and speaking skills of the English language of the students, for this reason the teachers have not managed to achieve the learner's learning objectives.

- Research shows that the Total Physical response method is not widely used for the teaching-learning process of the English language and even less for learning vocabulary at different levels. This method alone is not very effective; it is necessary to use it in conjunction with other methodological approaches together with a wide variety of technological tools.

CHAPTER II. PROPORSAL

2.1 Proposal Topic

“Booklet to Teachers based on TPR method to develop English-Speaking Skills in students from 5 to 6 years old”

2.2 Objectives

General

1. To develop English Speaking Skills through the use of a booklet based on TPR method in First Year of Basic General Education Students on Grandes Genios Educative Institution.

Specific

1. To contribute the improvement of methodological strategies that teachers use.
2. To implement ludic strategies to the improvement of English Speaking Skills on Students.

2.3 Justification

The interest of this proposal has its significance in the use of physical actions, games, movement in order to improve the development of speaking skills in students from First Year of Basic Education due to it is essential for their school development. The use and implementation of this booklet plays a very essential role for both students and teachers, it allows the objectives can be achieved. It will help to know how to apply it and how it affects the use of this tool. It is impactful because the contribution that the use of TPR to the development of Speaking Skills can provide along with other related methods in the teaching-learning process is focused on the needs of the students.

The application of this proposal, teachers turned the classroom into a dynamic and motivated place, the most important thing being the development of speaking skills. The elaboration of this proposal is original because it has approached basic concepts

related to the TPR (Total Physical Response) Method and speaking skills, the teacher's training will be transcendental in teaching strategies that support intellectual and attitudinal development, consider the student as the main protagonist of their learning to improve the educational process, responded constructively to the needs of each of them. The proposal is feasible, due to the information collected by teachers and students is extremely important and thanks to an extensive bibliography that helped to conclude with the proposed objectives.

The methodology used for the preparation and development of this manual is Communicative since it focuses on the development of speaking skills. RICHARD, J. & RODGERS, T. (2001) *Approaches and Methods in Language Teaching*. "Communicative Language Teaching". It states that: "Students learn by communicating and it must be authentic and meaningful. The activities must be previously analyzed and planned. Learning is a creative construction process that involves various attempts and mistakes." (p. 172).

After the analysis of teaching - learning process thought the checklist for virtual classes could evidence the students were motivated at the beginning of the class, but during the class, they showed boring. Students did not answer in a positive way to warm - up activities. In addition, they sometimes were attentive to the teacher's explanation about different activities and repeat the pronunciation of different words in a correctly. Another important observed aspect was the students could produce isolated words but it was impossible to produce simple phrases or short conversations.

On the other hand, after applying the survey to 5 teachers, it was possible to identify different aspects as 75% of teachers know what is TPR method but not all of them apply this method in the class. They sometimes in 62,5% applied warm-up or motivational activities at the beginning of the class. Also, the teachers sometimes carried out activities where the student can express in orally, in contrast, they thought the pronunciation activities are beneficial in English class because students will

familiarize with the foreign language. For this reason, they sometimes in 62,5% of teachers apply activities that promote the pronunciation in the classroom.

2.4 Proposal Development

The use of ludic strategies based on Total Physical Response in the teaching process is a necessity when the teacher work with students around 5 – 6 years old. For this reason, this proposal has some interactive activities that have helped the teacher to develop a positive environment in the class. This booklet gives to the teacher the opportunity to apply them in face to face classes or to adapt them to virtual classes. Also, it not only provides fun activities but motor activities that build on speaking skills. It so important to understand that activities for children should be accompanied with activities where they can color, cut, draw or other motor activity to be significant activity.

2.4.1 Proposal Components

Theoretical Foundation

TPR method

Total physical Response is a group of activities, physical and mental, that help the teacher to innovate the class and look for a new way to teach. These activities involve a listening and physical response. They help students to get a new or different way to learn. Asher states that "most of the gram-matical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (1977 p. 4).

What is a booklet

This booklet covers activities related to TPR method to develop speaking skill using physical response and oral communication. It will have a small number of pages as mentioned Cambridge Dictionary, a booklet is "a very thin book with a small number of pages and a paper cover, giving information about something." According Helfrich T. (2020) a booklet is "is accepted to be a "little book" (usually 5.5 in x 8.5 in) with a

lower page count (usually up to 36 pages) and is most commonly saddle stitched. So, you can define a booklet primarily by its physical attributes. Since booklets are smaller, they tend to make excellent candidates for mailing.”

Teaching Speaking

These groups of activities support to teachers in the Teaching speaking skills. Brown D. (2001) mentioned that “from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “listening/Speaking” courses” (p. 267). This booklet provides a new perspective that teachers can follow in the class with a practical view.

Natural Approach

According to Brown D. (2001) “In the Natural Approach, learners presumably move through what Krashen and Terrel defined as three stages: a) the preproduction stage is the development of listening comprehension skills. b) the early production stages is usually marked with errors as the student struggles with the language. c) the last stage is one of extending production into longer stretches of discourse involving more complex games, role plays.” (p.31). This is a method of language teaching focuses in communication and do not have emphasis in grammar. With this method, the language not is forced and allow to the students express spontaneously.

Components:

Title of the activity: it means the name of the activity related the topic and the procedure. It gives first idea about the activity will be to develop.

Objective based on National Curriculum for First Year Basic Education: it concerns on the educational objective given by the Ministry of Education supported by various theoretical and methodological conceptions.

Importance of the activity: it will be based in the contribution to the development English skills. And it shows the influence in the teaching learning process.

Topic and Age: it refers to the principal content of the activity and the children age that teacher can use these activities.

Time and Materials: It explains the suggested duration for each activity and the principal materials that the teacher needs to apply in a correct way.

Procedure: it details the activities in order to develop the activity and speaking skills in a correct way. It helps to improve the environment of the classroom because it explains the activities and some song to enhance the development of the activity.

Songs: this part shows the link of suggested song to use in the class. It helps to teach the children different topics using the body and improve speaking skills.

Variation for Virtual class: It means a variation of the principal procedure to apply in virtual environment and it is an additional utility.

Assessment: This activity will be assessing through a worksheet helps to the children development not only speaking skills if not motor activity that enhance the knowledge retention through the manipulation of different elements.

2.4.2 Proposal Explanation

This proposal responds to solve different shortcomings in the teaching-learning process identified through the application of observation (checklist) in the virtual classroom and the surveys posed to teachers. It was possible to identify the students are not motivated in the English class, they cannot produce phrases or isolated words and they do not follow English commands. On the other hand, the teachers do not know a correct methodology to teach English and focus only in grammar or repetition the words.

This proposal is developed based on TPR method where the activities are formed with ludic strategies to the student learn and enhance the speaking skills through dynamic

actions. It is structured with 10 activities based on the principal units according to Ministry of Education in the National Curriculum. Each activity has the title of activity related with the principal topic and procedure; the Objective based on National Curriculum for First Year Basic Education that help in the teachers planning. The activities have the topic, the duration time, and the age and materials. These included aspects emphasize the correct use of the booklet according the topic and the age of the students. The principal aspect is the procedure, where the teacher can find how to develop each activity, many resources and virtual variations. And finally, this booklet contains a worksheet as a last stage, where the student has the opportunity to interact with real materials to internalize the knowledge and do it more significant.

2.4.3 Premises for its implementation

The teachers collaborated actively in the development of the surveys and there was a positive opening to observe the school activities; at the same time, the institution authorities, teachers and parents were opened to develop the actions to recollect information. The proposal was socialized with the teachers who have been users later. In this way, they were able to understand the structure, advantages and correct use of the activities carried out.

The following schedule is created to be applied as a tool to develop different units in the English book that teacher uses. This schedule explains how to use and when apply different activities according the different topics.

Implementation Objective	Implementation Activities	Experts and Users evaluation	Impact or results evaluation	Time	Responsables
Checking the effectiveness of the proposal	Socialization of the proposal to teachers and authorities	Obtain the validation of a person who is a specialist in the subject that certifies its validity and relevance in the field of action	Applying a small oral activity to know if the students can learn new phrases and they could develop speaking skills	2 hours	Teachers Students
	Application of ludic activities as reinforcement of previously learned topics	Obtain the validation of a person who uses or has already used their research proposal, and who can attest to its validity and relevance in the field of action		1 month	Teachers Students
	Evaluation of results of each activity			1 week	Teachers Students



BOOKLET TO TEACHERS

***BASED ON TPR METHOD TO
DEVELOP ENGLISH SPEAKING
SKILLS IN STUDENTS FROM 5 TO 6
YEARS OLD***

WELCOME TEACHERS TO
THIS NEW CHALLENGE

LIC. CAROLINA MORENO

GOOD MORNING ACTIVITY

OBJECTIVE: EFL.1.1.1. Respond to simple questions about personal information in class using the following: example (What is your name? I am ...How old are you? I am...Where do you live? In ...).



METHODOLOGY: TPR method <https://www.pinterest.es/pin/169025792251483307/>

IMPORTANCE: This activity will help the students to feel safe and secure inside the classroom. Also, they can practice basic introduction as My name is....., Nice to meet you..... It is useful for the teachers due to introduce themselves and practice oral production during they are playing.

TOPIC: Names, basic introductions, and greetings.

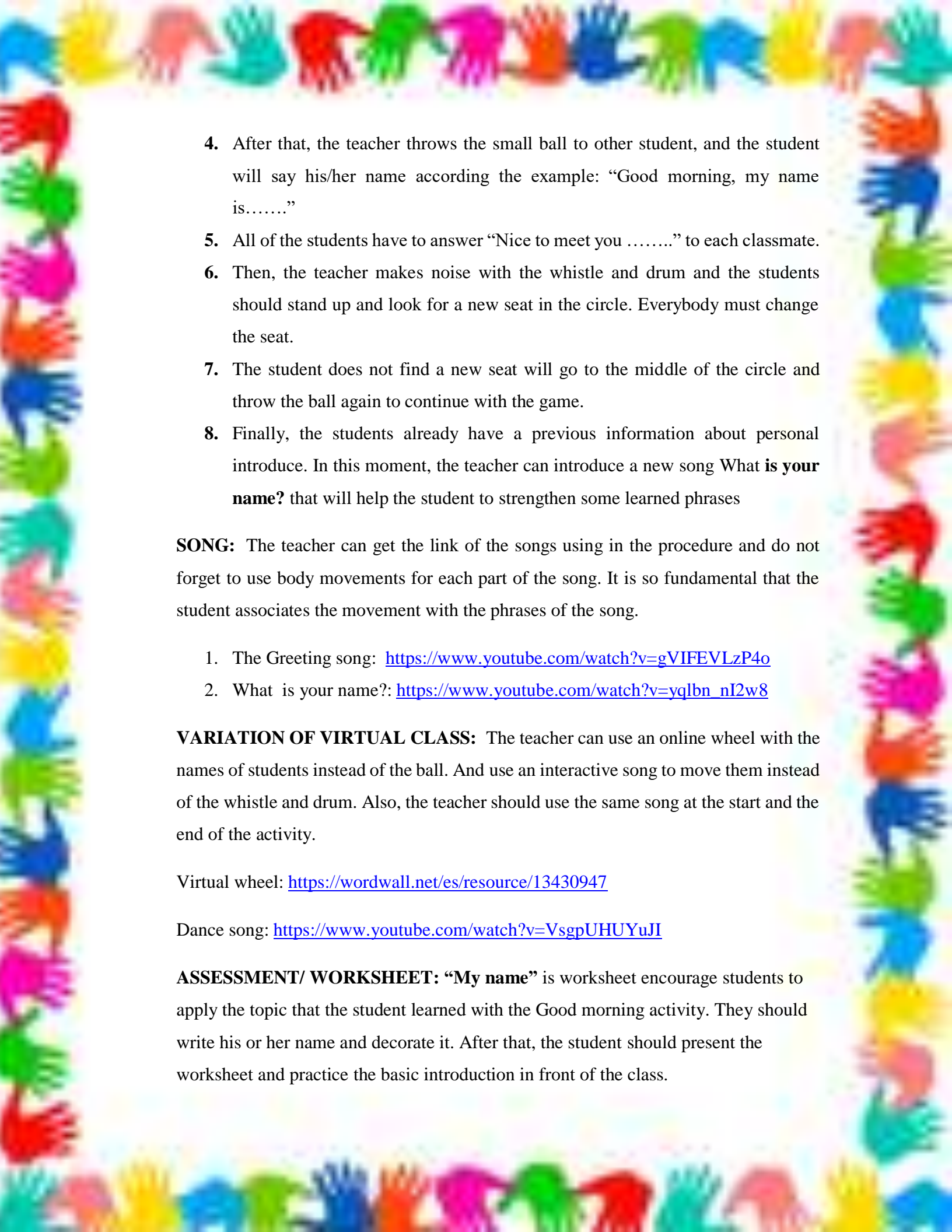
AGE: 5 +

TIME: according to the number of students. 5 -10 minutes.

MATERIALS: small ball, whistle, and drum.

PROCEDURE:

1. The teacher should use **The Greeting Song** to start the activity as a Warm - up. In this part, the teacher can add body movements for each phrase of the song. It helps the student associate the song with the new topic.
2. First, the students and teacher should sit on the floor forming a circle. It is advisable to sit without chairs because it gives confidence to the classroom environment.
3. Then, the teacher starts to make an example of the activity. Shake the hands and say: "Good morning, my name is....."

- 
4. After that, the teacher throws the small ball to other student, and the student will say his/her name according the example: “Good morning, my name is.....”
 5. All of the students have to answer “Nice to meet you” to each classmate.
 6. Then, the teacher makes noise with the whistle and drum and the students should stand up and look for a new seat in the circle. Everybody must change the seat.
 7. The student does not find a new seat will go to the middle of the circle and throw the ball again to continue with the game.
 8. Finally, the students already have a previous information about personal introduce. In this moment, the teacher can introduce a new song **What is your name?** that will help the student to strengthen some learned phrases

SONG: The teacher can get the link of the songs using in the procedure and do not forget to use body movements for each part of the song. It is so fundamental that the student associates the movement with the phrases of the song.

1. The Greeting song: <https://www.youtube.com/watch?v=gVIFEVLzP4o>
2. What is your name?: https://www.youtube.com/watch?v=yqlbn_nI2w8

VARIATION OF VIRTUAL CLASS: The teacher can use an online wheel with the names of students instead of the ball. And use an interactive song to move them instead of the whistle and drum. Also, the teacher should use the same song at the start and the end of the activity.

Virtual wheel: <https://wordwall.net/es/resource/13430947>

Dance song: <https://www.youtube.com/watch?v=VsgpUHUYuJI>

ASSESSMENT/ WORKSHEET: “**My name**” is worksheet encourage students to apply the topic that the student learned with the Good morning activity. They should write his or her name and decorate it. After that, the student should present the worksheet and practice the basic introduction in front of the class.



Source: https://www.eslprintables.com/vocabulary_worksheets/people/names/My_name_is__90420/

FAMILY TREE ACTIVITY



OBJECTIVE: EFL.1.1.2. Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).

METHODOLOGY: TPR method

IMPORTANCE: This activity is important because the student can enhance the vocabulary

<https://www.youtube.com/watch?v=wGPPbt3x5S4> related on members of family and associate with personal pronouns, He or She.

TOPIC: Family Members and Present Simple tense HE/SHE.

AGE: 5 +

TIME: according to the number of students. 10-15 Minutes

MATERIALS: Family tree drawing and family photos, worksheet.

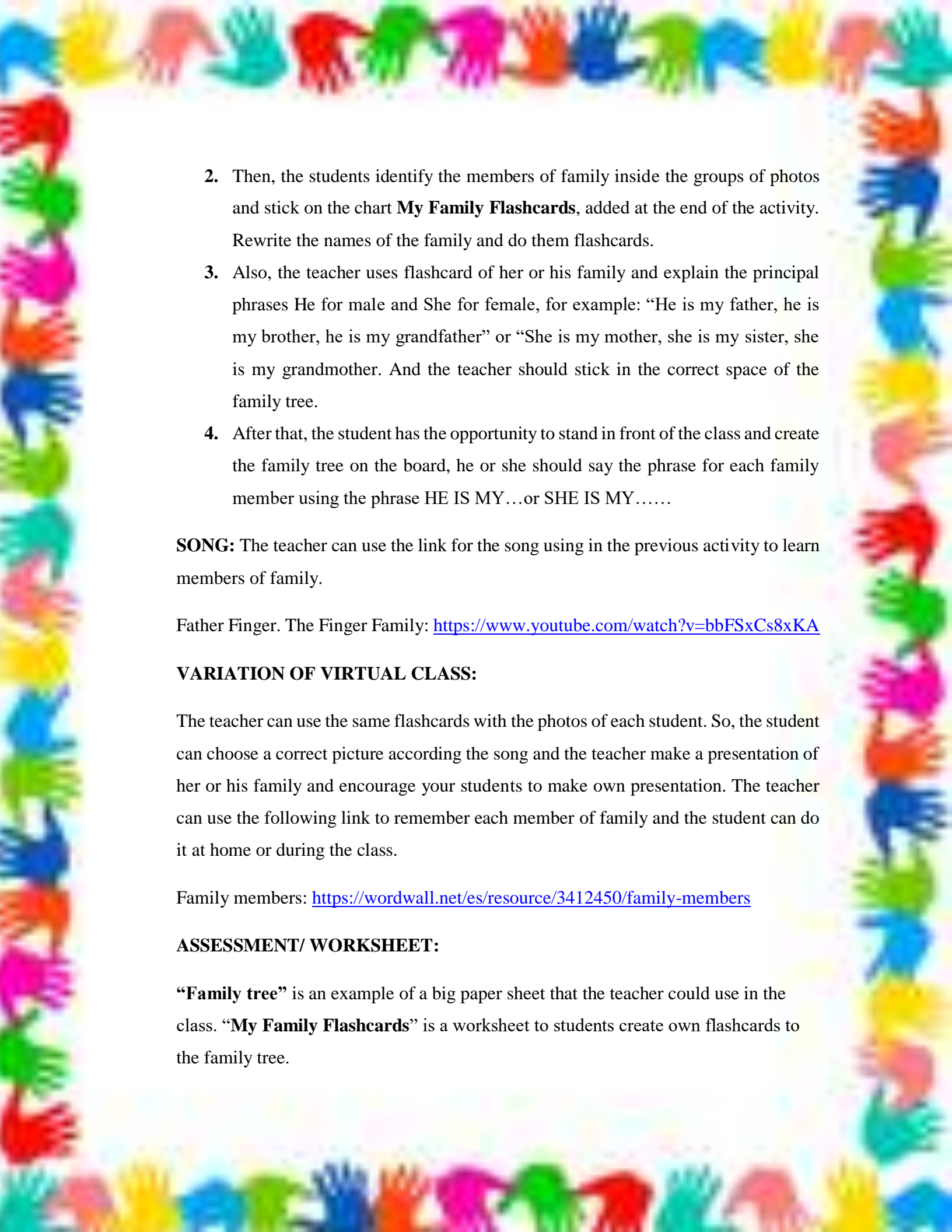
PROCEDURE:

1. Until starting this activity, it is necessary that the teacher draws or prints a **Family Tree** in a big paper sheet. The teacher can use the template at the end of the activity or draw it. And the students will have the photos of their family as father, mother, brother, sister and grandparents.



First, the teacher should use puppets on the fingers to start singing **The Family Finger Song**. He or she will show a member for each finger. The good idea is to sing a song without music to the student understands the pronunciation and the teachers can explain the members and phrases.

https://www.shutterstock.com/es/search/finger+family?image_type=illustration

- 
2. Then, the students identify the members of family inside the groups of photos and stick on the chart **My Family Flashcards**, added at the end of the activity. Rewrite the names of the family and do them flashcards.
 3. Also, the teacher uses flashcard of her or his family and explain the principal phrases He for male and She for female, for example: “He is my father, he is my brother, he is my grandfather” or “She is my mother, she is my sister, she is my grandmother. And the teacher should stick in the correct space of the family tree.
 4. After that, the student has the opportunity to stand in front of the class and create the family tree on the board, he or she should say the phrase for each family member using the phrase HE IS MY...or SHE IS MY.....

SONG: The teacher can use the link for the song using in the previous activity to learn members of family.

Father Finger. The Finger Family: <https://www.youtube.com/watch?v=bbFSxCs8xKA>

VARIATION OF VIRTUAL CLASS:

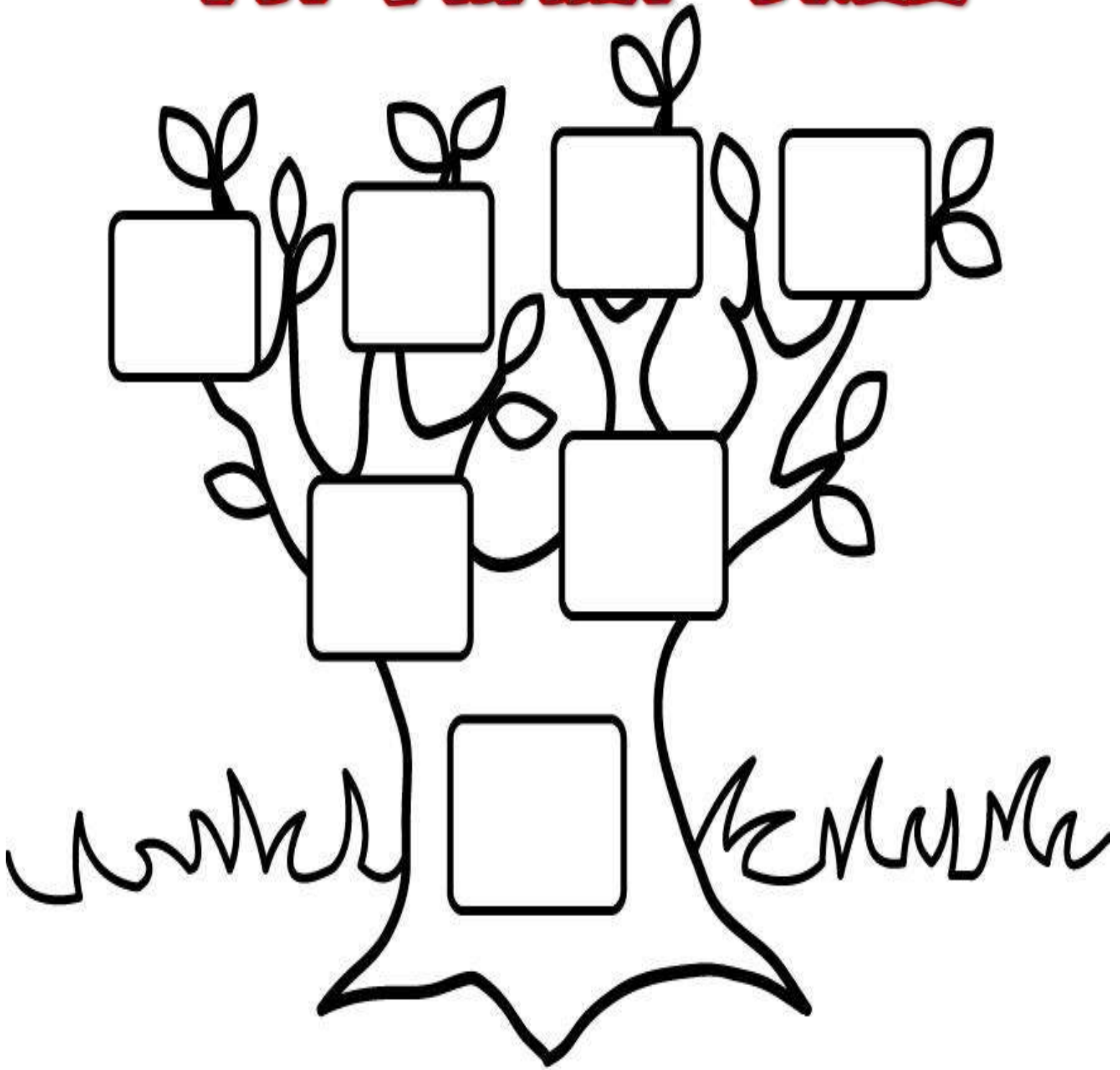
The teacher can use the same flashcards with the photos of each student. So, the student can choose a correct picture according the song and the teacher make a presentation of her or his family and encourage your students to make own presentation. The teacher can use the following link to remember each member of family and the student can do it at home or during the class.

Family members: <https://wordwall.net/es/resource/3412450/family-members>

ASSESSMENT/ WORKSHEET:

“**Family tree**” is an example of a big paper sheet that the teacher could use in the class. “**My Family Flashcards**” is a worksheet to students create own flashcards to the family tree.

MY FAMILY TREE



Source: <https://coloringhome.com/family-tree-coloring-pages>

My Family Flashcards

He is my father	She is my mother
He is my brother	She is my sister
He is my grandfather	She is my grandmother
That's me	

SIMON SAYS COMMANDS ACTIVITY

Raise your hand



OBJECTIVE: EFL.1.1.3. Follow simple instructions related to classroom activities (open your book, close your book, stand up, listen, sit down, be quiet, look, point, paint, cut, glue, circle).

METHODOLOGY: TPR method

<https://www.slideshare.net/angelomp89/commands-51529027>

IMPORTANCE: This activity has the opportunity to students remember daily actions in the classroom. And they can practice them and perform actions simultaneously.

TOPIC: Commands. Imperatives.

AGE: 5 +

TIME: according to the number of students. 10 Minutes


MATERIALS: A puppet.

PROCEDURE:

1. First, the teacher should introduce the new friend puppet. He or she can assign a name, for example. "Hello, dear children, he is my friend Pepe. Say good morning Pepe, how are you today, etc."
2. Then, the teacher plays the song about different commands. The student tries to repeat and follow the movements as stand up, sit down, jump and others.
3. When the students are attentive to what will happen with the puppet, it is time to introduce the new phrases. The teacher can sit down with the puppet and encourage students to do the same action and say the phrase Sit down.



<https://www.freepng.es/png-yzx4pm/>

- 
4. The teacher explains each command with the puppet and the students at the same time and say the correct phrases.
5. The phrases for this activity can be:

Sit down	Stand up
Open the book	Close the book
Listen	Be quiet
Cut	Glue
Circle	Paint

6. Now, the students know a little each command and imperative phrase. It is moment to do a Simon Says Commands activity. The puppet gives the commands and the students should make them.
7. After that, choose one student to say the command or imperative phrase and the puppet should do. When the teacher changes the roles, the students have the opportunity to listen and speak.

SONG:

Learn the command with a fun song. If it is possible the teacher can reproduce the video of the song to students can watch the movements.

Action Song for Children: <https://www.youtube.com/watch?v=WsiRSWthV1k>

VARIATION OF VIRTUAL CLASS:

For this activity in a virtual environment, you can use the video of the song to learn more about commands. The puppet is possible to use it and the students can use a doll or teddy bear to simulate the same activities.

ASSESSMENT/ WORKSHEET:

With the following worksheet, the students can listen and say the different commands and look for the correct picture that represent them. This activity should not do as homework, because each student identifies the word, say the imperative and do it.



COMMANDS

CUT

GLUE

DRAW

SIT DOWN

STAND UP

RAISE YOUR HAND

CLEAN UP

LINE UP

OPEN THE BOOK

CLOSE THE BOOK

TIME'S UP SCHOOL SUPPLIES ACTIVITY



OBJECTIVE: EFL.1.2.1 Recognize familiar words, names, and objects at school (Backpack, book, chair, eraser, pencil, table, teacher, peer).

METHODOLOGY: TPR method

IMPORTANCE: This activity enhances to the students to practice the vocabulary related with the elements of the school, and they use every day in the class.

<https://puzzlefactory.pl/es/puzzle/jugar/para-los-ninos/240491-school-supplies>

TOPIC: School Supplies and Article a / an

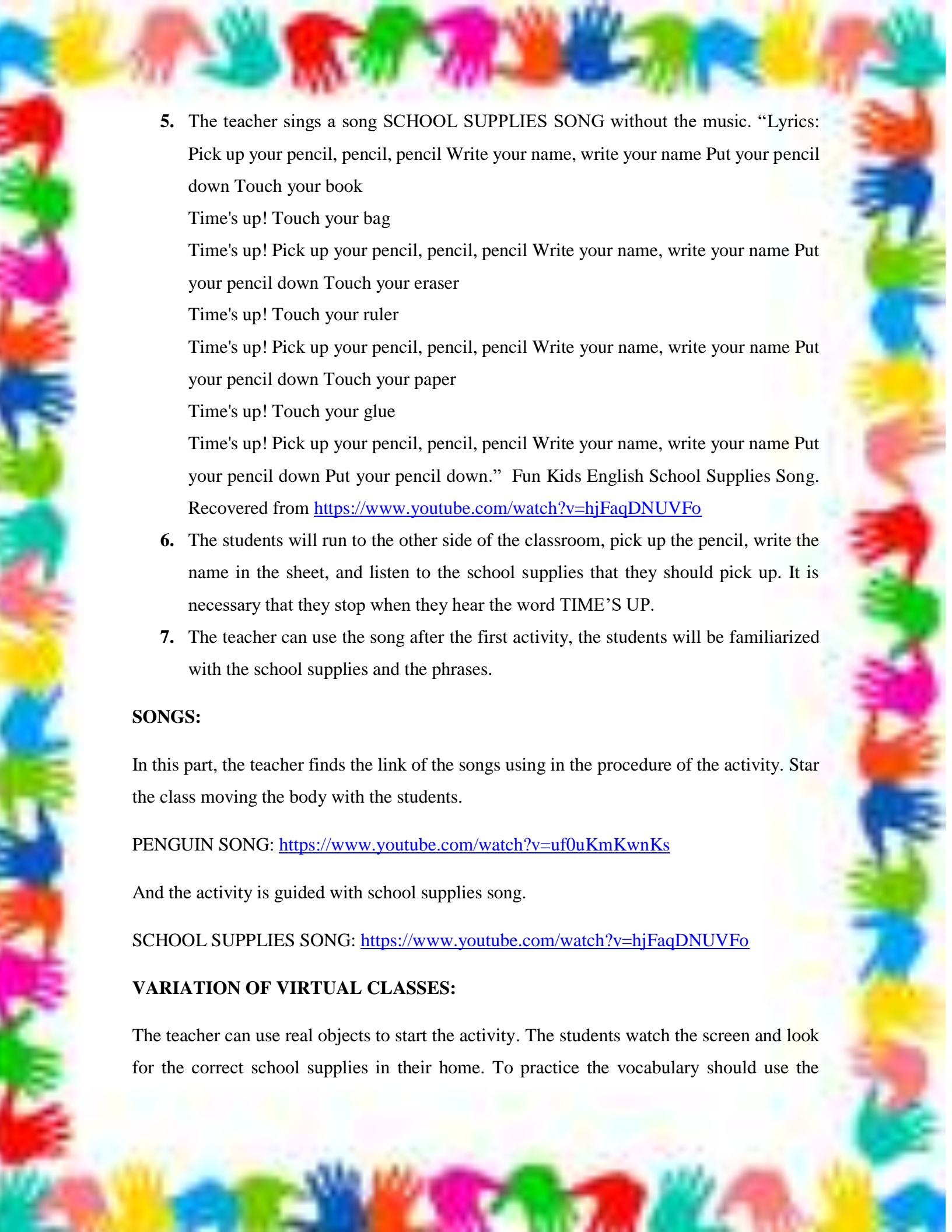
AGE: 5+

TIME: 10 -15 minutes. Depend on the student's group

MATERIALS: Real school supplies of each student.

PROCEDURE:

1. First, the teacher can start the class using a song as warm up, where the students move their body to enjoy. The good idea for this part is use the song PENGUIN DANCE. This song will enhance to students to be more relaxed and confident before to start the class.
2. Then, it is so important that the teacher uses real school supplies as: Pencil, book, bag, eraser, ruler, paper, glue and others that the teacher thinks to be the most important words.
3. The students listen to and look at the objects and select the own materials and put them on the desk. While they are selecting the materials, they should say the correct phrase for each school supplies. For example, IT IS A / AN
4. After that, the teacher creates group of 5 students if it is necessary. Put the school supplies in one side of the classroom and the students will be in the other side of it. Each student has a sheet to write the name when the teacher says them.

- 
5. The teacher sings a song SCHOOL SUPPLIES SONG without the music. “Lyrics:
Pick up your pencil, pencil, pencil Write your name, write your name Put your pencil
down Touch your book
Time's up! Touch your bag
Time's up! Pick up your pencil, pencil, pencil Write your name, write your name Put
your pencil down Touch your eraser
Time's up! Touch your ruler
Time's up! Pick up your pencil, pencil, pencil Write your name, write your name Put
your pencil down Touch your paper
Time's up! Touch your glue
Time's up! Pick up your pencil, pencil, pencil Write your name, write your name Put
your pencil down Put your pencil down.” Fun Kids English School Supplies Song.
Recovered from <https://www.youtube.com/watch?v=hjFaqDNUVFo>
 6. The students will run to the other side of the classroom, pick up the pencil, write the
name in the sheet, and listen to the school supplies that they should pick up. It is
necessary that they stop when they hear the word TIME’S UP.
 7. The teacher can use the song after the first activity, the students will be familiarized
with the school supplies and the phrases.

SONGS:

In this part, the teacher finds the link of the songs using in the procedure of the activity. Start the class moving the body with the students.


PENGUIN SONG: <https://www.youtube.com/watch?v=uf0uKmKwnKs>

And the activity is guided with school supplies song.

SCHOOL SUPPLIES SONG: <https://www.youtube.com/watch?v=hjFaqDNUVFo>

VARIATION OF VIRTUAL CLASSES:

The teacher can use real objects to start the activity. The students watch the screen and look for the correct school supplies in their home. To practice the vocabulary should use the



following link where the teacher will find a card activity to practice the phrases for each them.

SCHOOL SUPPLIES ACTIVITY: <https://wordwall.net/es/resource/15346520>

ASSESSMENT/ WORKSHEET:

This worksheet will help to student to practice the phrases in a fun way. This is a template to create a school supplies wheel. The student should look for them and say the correct phrase. They need to print the template in a card and use a butterfly tack. It will help the wheel can spin in a correct way.



PET DICE ACTIVITY



OBJECTIVE: EFL.1.3.1. Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening to the sounds or if there is visual support.

METHODOLOGY: TPR method

IMPORTANCE: This activity is important due to the <https://www.pinterest.com/fannymoralesnav/perros/> animals fascinate to children. They can identify different characteristics as the size, the color or the action. Many children have pets and they love them. The student has the possibility to discover the characteristics and the sounds.

TOPIC: Animals and opposites

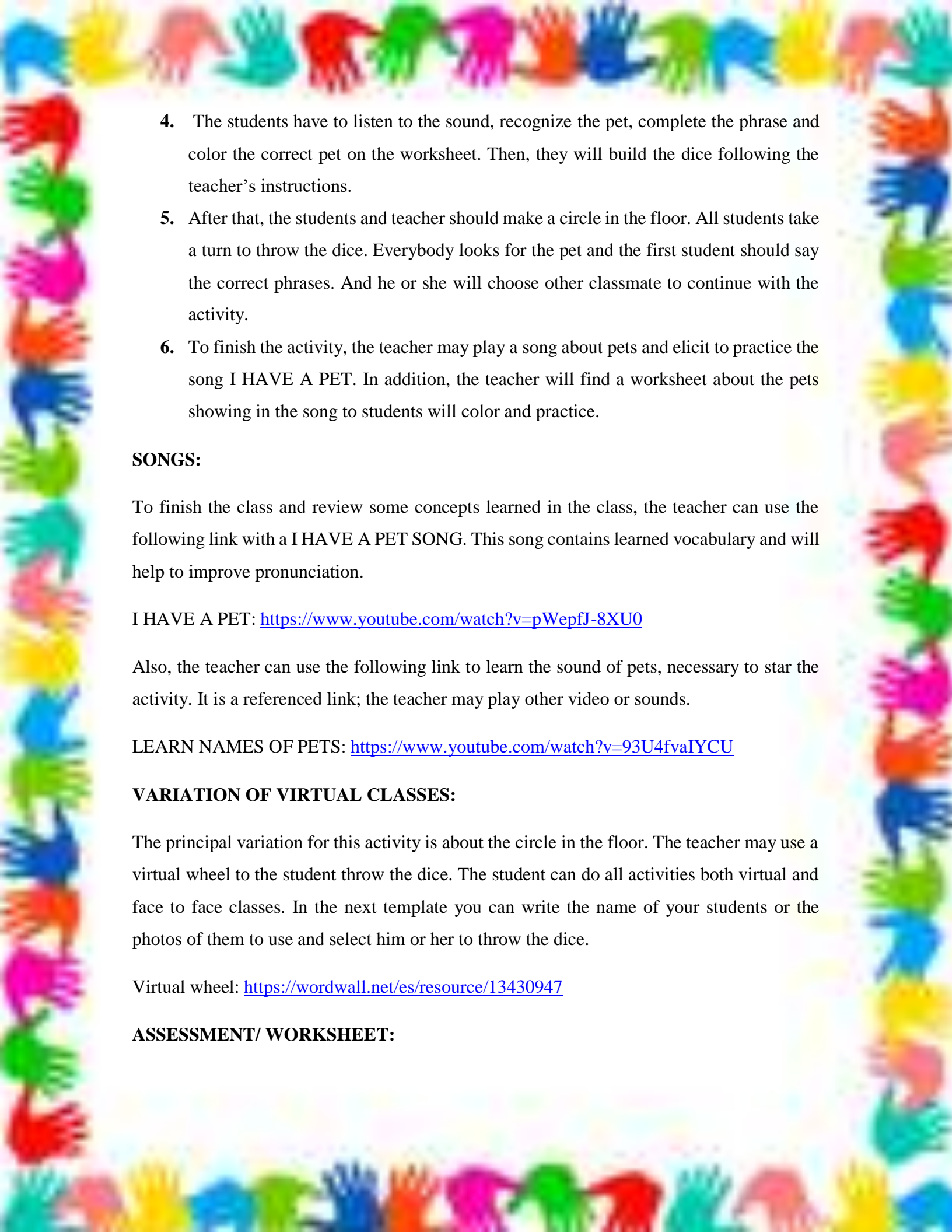
AGE: 5+

TIME: 10-15 minutes.

MATERIALS: pet dice worksheet, colors, pets' flashcards

PROCEDURE:

1. The teacher can prepare a video with pets sounds to students try to guess what are the topic and what are the pets they are going to learn. At the end of the activity, the teacher can find a link with a reference video with the pet sounds.
2. Distribute the worksheet about My pet dice, in this part the teacher can play the video or audio of the pet sounds and the student looks for the animal on the worksheet.
3. In this part of the activity, the teacher encourages to students say the phrases as: I have aand associate with the size big and small. Use hands gestures to model the concepts about big and small. The teacher can point out things that are related with the opposites. This part elicits to complete the phrase of each pet as: I have a.....Myis big/small.

- 
4. The students have to listen to the sound, recognize the pet, complete the phrase and color the correct pet on the worksheet. Then, they will build the dice following the teacher's instructions.
 5. After that, the students and teacher should make a circle in the floor. All students take a turn to throw the dice. Everybody looks for the pet and the first student should say the correct phrases. And he or she will choose other classmate to continue with the activity.
 6. To finish the activity, the teacher may play a song about pets and elicit to practice the song I HAVE A PET. In addition, the teacher will find a worksheet about the pets showing in the song to students will color and practice.

SONGS:

To finish the class and review some concepts learned in the class, the teacher can use the following link with a I HAVE A PET SONG. This song contains learned vocabulary and will help to improve pronunciation.

I HAVE A PET: <https://www.youtube.com/watch?v=pWepfJ-8XU0>

Also, the teacher can use the following link to learn the sound of pets, necessary to star the activity. It is a referenced link; the teacher may play other video or sounds.

LEARN NAMES OF PETS: <https://www.youtube.com/watch?v=93U4fvaIYCU>

VARIATION OF VIRTUAL CLASSES:

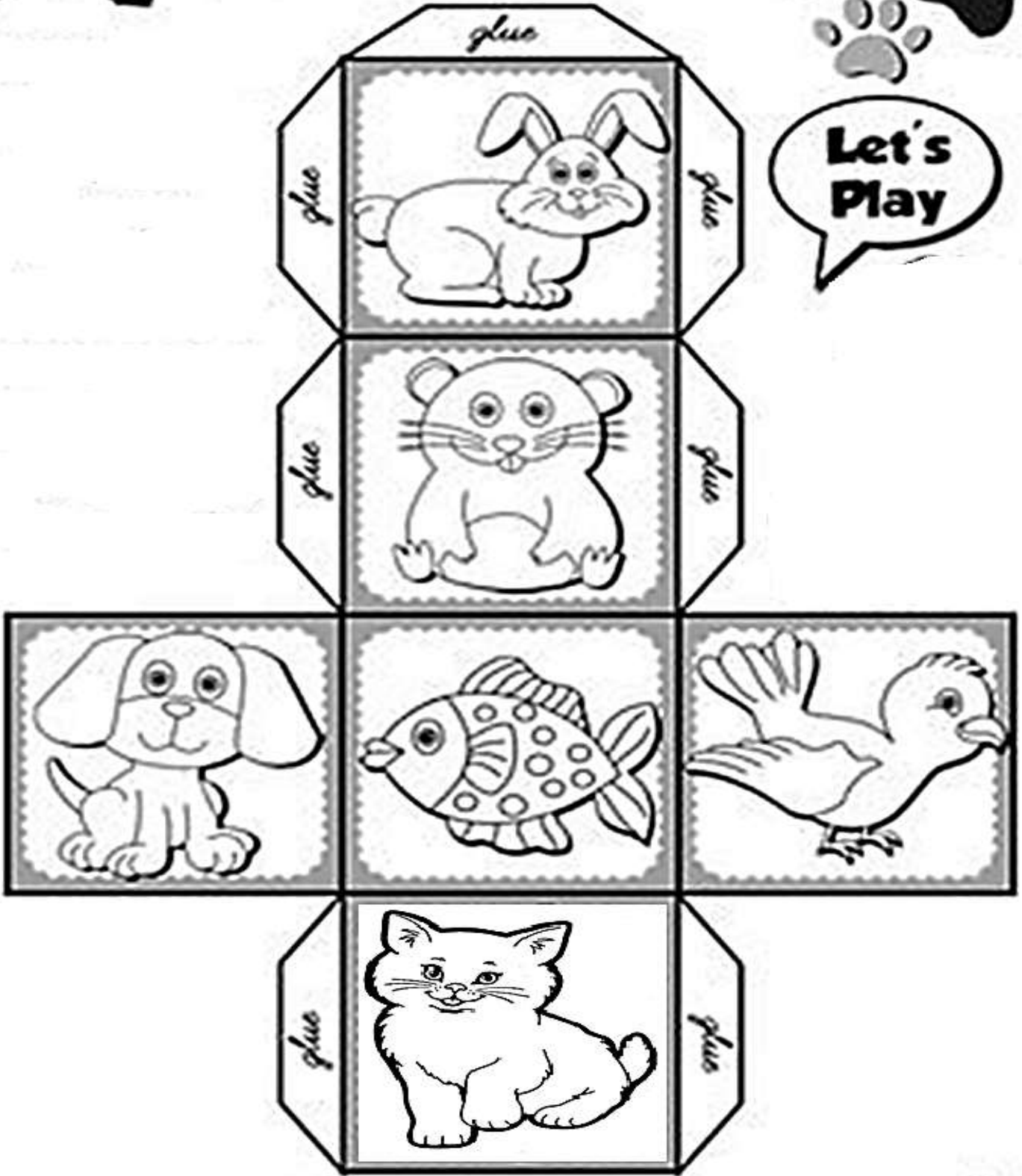
The principal variation for this activity is about the circle in the floor. The teacher may use a virtual wheel to the student throw the dice. The student can do all activities both virtual and face to face classes. In the next template you can write the name of your students or the photos of them to use and select him or her to throw the dice.

Virtual wheel: <https://wordwall.net/es/resource/13430947>

ASSESSMENT/ WORKSHEET:

With this worksheet the students will build the dice about pets to do above activities. In addition, the teacher should work with the second worksheet about the pets looking at in the song. The student throw the dice to practice the simple phrases.

My Pets



Source: https://id.pinterest.com/lilianandrade064/_saved/



Color. Cut. Paste.



mouse



cat



bird



dog



fish



Get more worksheets at
www.supersimplelearning.com

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Source: <https://supersimple.com/free-printables/i-have-a-pet-worksheet-color-cut-paste/>

BALL TOSS ACTIVITY



designed by freepik.com

<https://www.freepik.es/vector-premium>

OBJECTIVE: EFL.1.4.1. Identify the numbers 0-9 when counting different objects in class.

METHODOLOGY: TPR method

IMPORTANCE: Numbers are universal and they are common part everybody's experience. For this reason, it is fundamental to learn them early in English course.

It is fundamental that the student can count different elements from her or his class environment. If the student understands the numbers in a correct way, the teacher can extend more topics about these.

TOPIC: Numbers, how many, there is/ there are.

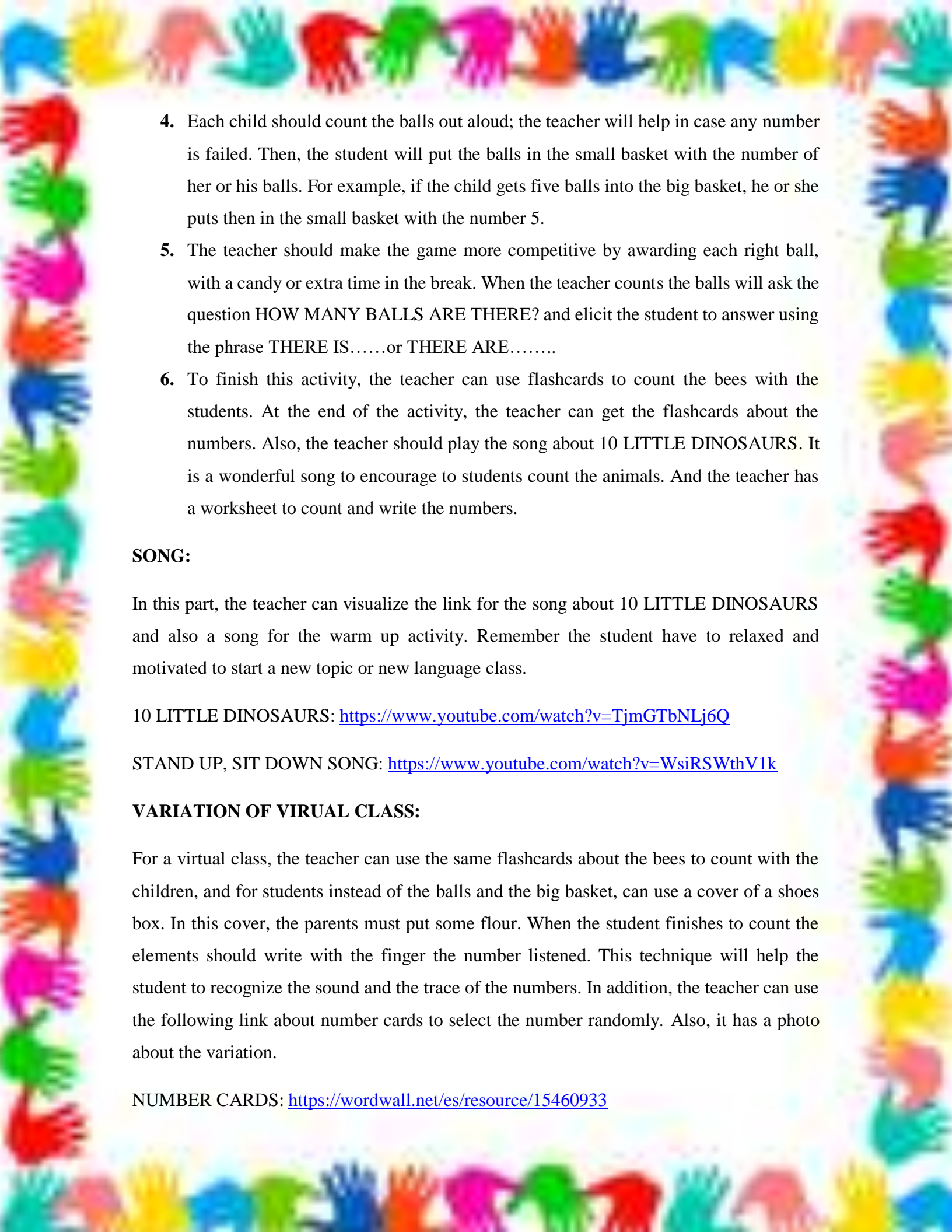
AGE: 5+

TIME: 10 minutes

MATERIALS: Big basket, small balls (20 – 30), small basket with numbers

PROCEDURE:

1. Prepare a big basket by writing the numbers 0-10 around the basket to students to become familiar with numbers. Also, prepare small baskets with the numbers since 0 until 10. The teacher should place the big basket at the end of the classroom to start the activity.
2. Show and count the balls with the children. The numbers of balls should be the same or highest number that the teacher are going to teach, in this case 10 or 12 balls. The teacher should count the balls with the students, for example one, two, three, four, five, six, seven, eight, nine, ten.
3. In turn, each child should throw the balls, one by one into the big basket. The teacher may supervise that it is done quickly so that, there are not long waits. Should be a strict control over the balls throwing in vital to avoid clutter in this activity.

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4. Each child should count the balls out aloud; the teacher will help in case any number is failed. Then, the student will put the balls in the small basket with the number of her or his balls. For example, if the child gets five balls into the big basket, he or she puts then in the small basket with the number 5.
 5. The teacher should make the game more competitive by awarding each right ball, with a candy or extra time in the break. When the teacher counts the balls will ask the question HOW MANY BALLS ARE THERE? and elicit the student to answer using the phrase THERE IS.....or THERE ARE.....
 6. To finish this activity, the teacher can use flashcards to count the bees with the students. At the end of the activity, the teacher can get the flashcards about the numbers. Also, the teacher should play the song about 10 LITTLE DINOSAURS. It is a wonderful song to encourage to students count the animals. And the teacher has a worksheet to count and write the numbers.

SONG:

In this part, the teacher can visualize the link for the song about 10 LITTLE DINOSAURS and also a song for the warm up activity. Remember the student have to relaxed and motivated to start a new topic or new language class.

10 LITTLE DINOSAURS: <https://www.youtube.com/watch?v=TjmGTbNLj6Q>

STAND UP, SIT DOWN SONG: <https://www.youtube.com/watch?v=WsiRSWthV1k>

VARIATION OF VIRUAL CLASS:

For a virtual class, the teacher can use the same flashcards about the bees to count with the children, and for students instead of the balls and the big basket, can use a cover of a shoes box. In this cover, the parents must put some flour. When the student finishes to count the elements should write with the finger the number listened. This technique will help the student to recognize the sound and the trace of the numbers. In addition, the teacher can use the following link about number cards to select the number randomly. Also, it has a photo about the variation.

NUMBER CARDS: <https://wordwall.net/es/resource/15460933>



Cover of a shoes box with flour.

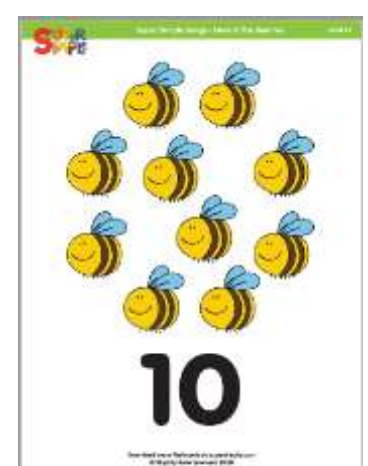
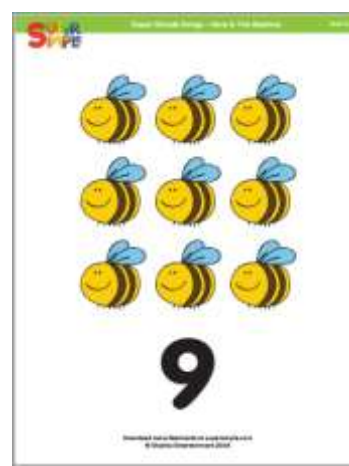
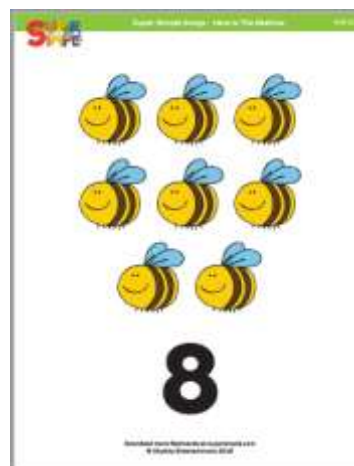
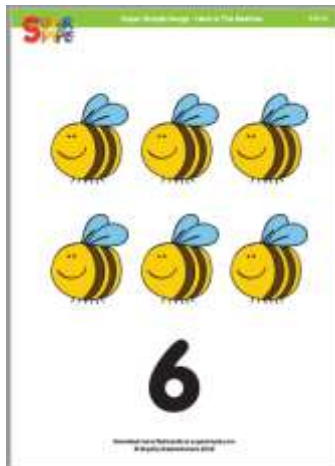
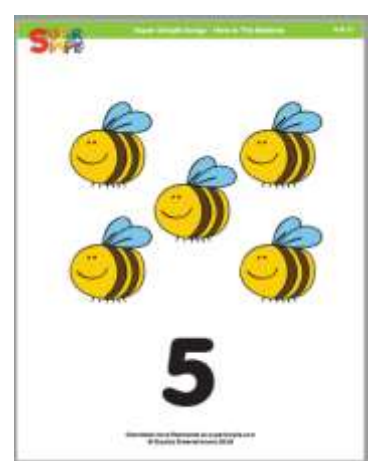
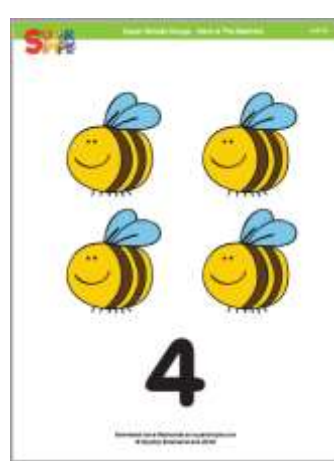
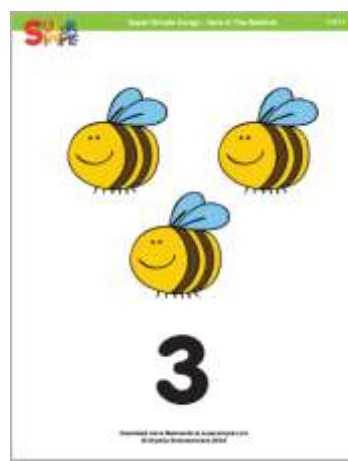
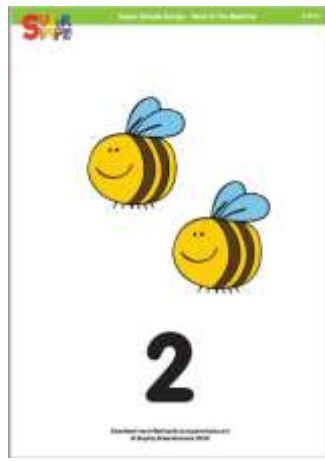
ASSESSMENT/ WORKSHEET:

In this part, the teacher may use this activity to assess student's progress or review the previous activity. They should count the different kind of dinosaurs and write in the correct space. Also, the teacher will have a template with bees' number cards, that helping to work the different activities.

My name is _____



FLASHCARDS BEE NUMBERS



Source: <https://supersimple.com/free-printables/here-is-the-beehive-flashcards/>

TARGET BALLOON ACTIVITY



OBJECTIVE: EFL1.6.1. Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.

METHODOLOGY: TPR method

<https://psicodiagnosis.es/areageneral/otros-temas/significado-del-color-en-los-dibujos-de-los-nios/index.php>

IMPORTANCE: Colors are universal as numbers. The students perceive the colors and choose them in drawings and objects around the class environment. In some cases, the colors reflect feeling and moods. Improve the color leaning with fun activities so that the students get comfortable with using English names for colors.

TOPIC: Colors (primary and secondary colors)

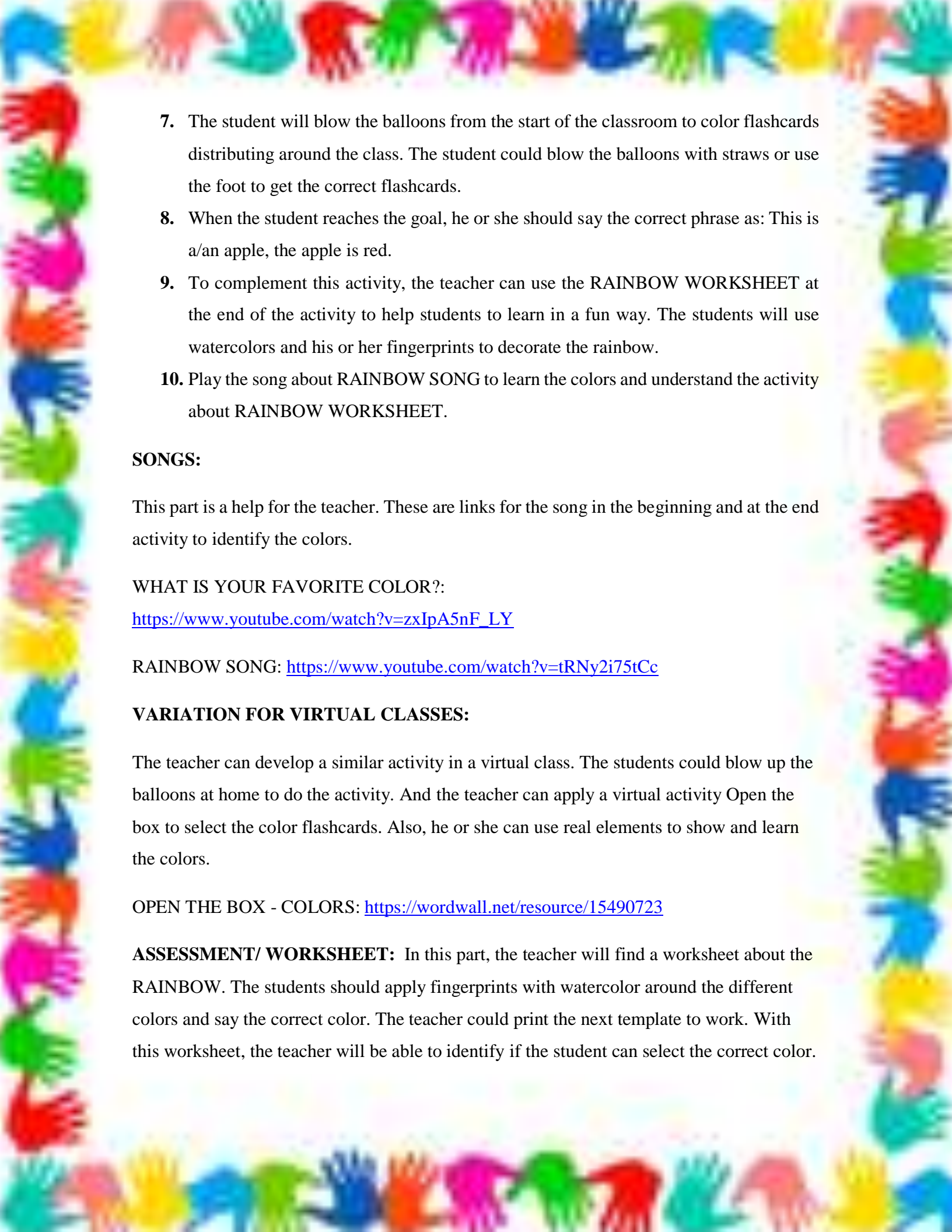
AGE: 5+

TIME: 10-15 minutes

MATERIALS: Balloons (various colors), flashcards with color objects, straws.

PROCEDURE:

1. Until to start the activity, it is necessary to blow up the balloons before the game. Remember, store the balloons in a big bag or in a big basket.
2. The teacher will show the balloons to the children and ask the question What is this? What color is the balloon?
3. Elicit the answers for these questions as: This is a balloon; the balloon is... The teacher can play the WHAT IS YOUR FAVORITE song to identify the principal vocabulary.
4. The teacher can use cards with elements and colors. It is important to encourage the student not only learn the colors in isolated words if not in an important context. At the end of the activity, the teacher can get an example about color flashcards.
5. The teacher should give each student a balloon and ask the correct color.
6. For this activity, the teacher needs big flashcards to put them around the class. It is fundamental the flashcards are big that the student can see very well.

- 
7. The student will blow the balloons from the start of the classroom to color flashcards distributing around the class. The student could blow the balloons with straws or use the foot to get the correct flashcards.
 8. When the student reaches the goal, he or she should say the correct phrase as: This is a/an apple, the apple is red.
 9. To complement this activity, the teacher can use the RAINBOW WORKSHEET at the end of the activity to help students to learn in a fun way. The students will use watercolors and his or her fingerprints to decorate the rainbow.
 10. Play the song about RAINBOW SONG to learn the colors and understand the activity about RAINBOW WORKSHEET.

SONGS:

This part is a help for the teacher. These are links for the song in the beginning and at the end activity to identify the colors.

WHAT IS YOUR FAVORITE COLOR?:

https://www.youtube.com/watch?v=zxIpA5nF_LY

RAINBOW SONG: <https://www.youtube.com/watch?v=tRNY2i75tCc>

VARIATION FOR VIRTUAL CLASSES:

The teacher can develop a similar activity in a virtual class. The students could blow up the balloons at home to do the activity. And the teacher can apply a virtual activity Open the box to select the color flashcards. Also, he or she can use real elements to show and learn the colors.

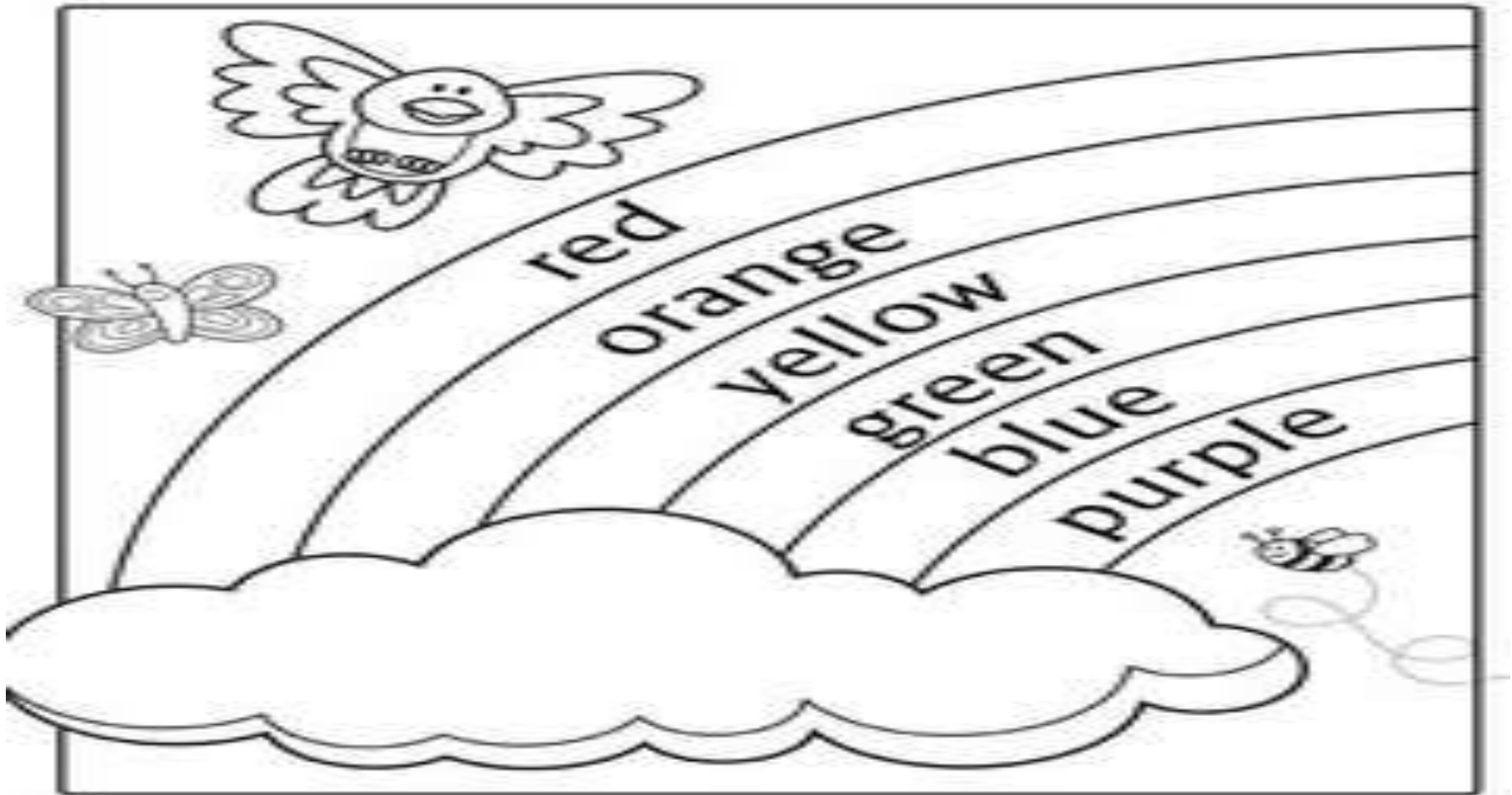
OPEN THE BOX - COLORS: <https://wordwall.net/resource/15490723>

ASSESSMENT/ WORKSHEET: In this part, the teacher will find a worksheet about the RAINBOW. The students should apply fingerprints with watercolor around the different colors and say the correct color. The teacher could print the next template to work. With this worksheet, the teacher will be able to identify if the student can select the correct color.



Source: <https://www.pinterest.com/pin/824299538019353247/>

Rainbow Colors



Source: <https://www.teacherspayteachers.com/Product/Colors-Practice-Rainbow-Coloring-Page-English-Color-Worksheet-1915874>

2.5 Chapter II Conclusions

- The use of this booklet to develop English Speaking Skills encourage to the students to learn a new language. The teacher must create good opportunities to that students are motivated at the moment to learn, due to this is the first step to appreciate a new language. The teaching learning process in children around 5 and 6 years old should be ludic and have a lot of movement activities, because it permits the student be part of your own learning and get involved it directly.
- The created booklet contributes the improvement of methodological strategies giving to the teacher variety of activities depending on the context in which the students find, either face-to-face or virtual, in order to reach the student in a fun way. If the student is motivated, the learning process will be more meaningful. It must take into account that the majority of students when facing a new language have difficulties to understand and maintain a conversation. For this reason, if the teacher uses dynamic activities and help to the student to speak and express ideas in a confident way, the student will keep active in the teaching learning process.
- The use of Booklet based in TPR method enhance the student's speaking skill due to this booklet has activities both physical movements and motor. When the teacher apply graph plastic techniques in relation with movement activities is a good idea to do a significant teaching learning process. This booklet offers some worksheet with the students will practice the learned topics.

CHAPTER III. APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1 Experts' evaluation

To validate this proposal in the previous chapter, the participation of three expert English teachers with extensive experience has been taken into account. This step is fundamental due to validate some important aspects that allow to determine the viability, impact and scope of this proposal. In addition, it allowed to know if its structure, methodology and elements are the help for the development of the English Speaking Skills. These specialists, due to their level of expertise, constitute an endorsement for the investigation where the exhaustive revisions and subsequent recommendations give validity to the proposal. For this evaluation, a validation instrument was used that meets criteria such as: relevant contribution, research process, structure and originality each one of these evaluation criteria were evaluated with the options: relevant, convenient, no relevant.

The important experts who validated the presented proposal are: Marco Paul Beltran Semblantes, Master in Education at Technical University of Cotopaxi, with 15 years of teacher's experience, with ID number 050266651-4 valued the presented work as relevant, after his evaluation, he determined that the presented proposal has an appropriate sequence in the design of each activity that complies with the specifications of the described Total Physical Response (TPR) method. Also, about the content; the way in which each of the activities are written and described has a specific detail of how the activity should be performed, so the language used as well as the way in which it is explained are totally clear.

Finally, the expert mentioned the earlier one starts learning a foreign language, the better results in the development of skills can be achieved, which is why the contribution generated by the proposal presented here represents a resource that can be easily applied in activities with children and that was surely effective when used in the classroom. He considered the impact of this research is Nacional and the recommendations were that the design of the activities represents a favorable element since the use of colors and activities that involve student interaction capture the attention of those who study the language and motivate the development of productive skills.

In addition, Monica Jacqueline Sanchez Cordova, Master in Special Education, with 25 years of teacher's experience as English teacher in La Salle High school, with ID number 1712857042 valued the presented work as pertinent, after her evaluation, she determined that the presented proposal is relevant according to the English area, the teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches. In effect, the proposal reflects a detailed process of investigation and organization for its correct application. Similarly, the expert considers that the content of the proposal is very clear, uses an appropriate and relevant language for users and readers.

To sum up, the expert concluded the proposal provides a significant and useful contribution for teachers who work with children from first year of basic education, as well as being of great help and guidance for foreign language teachers with the possibility of expanding and developing topics relevant to the students' environment.

And the last expert that who validated the proposal, was a specialist in psychopegogy because it is essential to have the perspective of psychology and pedagogy in the development of the proposed activities because they are focused on children from 5 to 6 years old. Their contribution is important to have a professional vision of the activities carried out. It is so that for this process we have the help of Kathy Alexandra Muso Vilcaguano, Master in psychopegogy, with 10 years of teacher's experience in Hermano Miguel Educative Institution, with ID number 0503156036 valued the presented work as pertinent in all areas that were evaluated as originality, objectives, approach and results. She considers that a good investigation was carried out from which an adequate structure was obtained; where different learning opportunities are offered for students and at the same time make the classes more motivating and funny.

Through the implementation of the proposal it was possible to motivate the students, for the teaching of English needs to be easy and in a fun way, a problem is the vision of apathy, traditional and disinterested that the students show in the classroom. In addition, it is recommended that this booklet be applied as a tool to improve teaching and ensure the learning of your students. This proposal can become permanent support for the English teacher so that the student feels attracted, motivated and enthusiastic when learning English.

The experts issued their qualification on the proposal topic: “Booklet to Teachers based on TPR method to develop English-Speaking Skills in students from 5 to 6 years old”, after the analysis carried out, a qualitative assessment was established, which allowed to obtain a general value to apply the average of these results. The result of proposal validation is presented below, taking into account the following value judgment where: Pertinent is 5, Convenient is 4, and No Relevant is 1.

Table 6. Expert Validation

Validation Criteria	Expert			Total	Average
	E1	E2	E3		
Material constitutes a valid, current and relevant contribution related to the field.	5	5	5	15	5
Content is the product of a conceptual development	5	5	5	15	5
Originality of the contributions and reflections of proposal.	5	5	5	15	5
The proposal has an appropriate language, vocabulary and spelling.	5	3	5	13	4,33
The proposal is appropriate depending on the complexity of the topic, the objectives and readers.	5	5	5	15	5
The objectives are met, so that there is harmony between objectives and results	5	5	5	15	5
Total general	30	28	30	88	29,33
Media	5	4,66	5	14,66	4,88

Produced by: Carolina Moreno (2021)

3.2 Users' evaluation

The user evaluation was carried out to the 5 teachers of “Grande Genios” Educative Institution, for this process a validation document was provided where they evaluated some criteria such as the teaching material constitutes a valid, current and relevant contribution related to the field, the originality of the contributions and reflections of the author give added value to the proposal, the proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.), the proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.), the proposal is substantial with well-structured reflections and ideas. and other important aspects to validate the present proposal.

Yessenia Arequipa, English teacher with ID number 050418399-1 evaluated the proposal and considered the proposal is pertinent and the written has been written in a clear and suitable way to be understood and discussed in an academic field. The booklet is well organized, the ideas of all activities are clear and understandable. The most important aspect is that the booklet contributes significantly for the teacher to improve their methodologies in their classes. Finally, it helps to improve Speaking -Skill in their learners, and its impact could be at the national level.

In addition, Maria Gualotuña Chalco, English teacher with ID number 172456283-8 after the evaluation of the proposal, expressed that as a pertinent the presented proposal; also, she mentioned the proposal is written in an excellent way and teachers can understand and apply it in an easy way. This proposal is a good idea to improve student's skills and the impact of the proposal can have at national impact.

In the same way, Karina Musuña, English teacher with ID number 050387102-2 evaluated as pertinent the presented proposal. In her opinion, the content of the proposal is structured and written in a very clear and appropriate way to be understood by readers and researchers who are interested in improving students' English-Speaking skills and recommends the proposal can have a national impact. As well, Marta Romero, English teacher with ID number 050318777-5 evaluated the proposal and considered that the activity is structured and written in an appropriate way, the information is clearly and I understood it. Also, it has interesting activities in order to work with the children in the classroom like in the virtual classes. In

Conclusion it is a good material with different ideas to work in the class, in that way students have a good learning. One recommendation is kept in mind the ages of the students because children from 5 years old don't know reading, another important point to remember is: doesn't matter the quantity of students that we have in the virtual class because we need to try working with of all them in.

Finally, Carla Veloz, English teacher with ID number 172067604-7 did a short evaluation about the proposal and mentioned that it is pertinent in all of the presented criteria. In addition, in her opinion, she thinks that the content of the proposal is quite understandable by readers since this guide us in a structured and ordered way and it allows us to apply in our class as innovative resources. And she expresses congratulations and professional successes to the author of the proposal. In conclusion, the teachers who could use this proposal expressed its relevance and at the same time it was considered an innovative proposal that allows improving the quality of education at the national level.

The users issued their qualification on the proposal topic: "Booklet to Teachers based on TPR method to develop English-Speaking Skills in students from 5 to 6 years old", after the analysis carried out, a qualitative assessment was established, which allowed to obtain a general value to apply the average of these results. The result of proposal validation is presented below, taking into account the following value judgment where: Pertinent is 5, Convenient is 4, and No Relevant is 1.

Table 7. Users Validation

Validation Criteria	Users					Total	Average
	U1	U2	U3	U4	U5		
Material constitutes a valid, current and relevant contribution related to the field.	5	5	5	5	5	25	5
Content is the product of a conceptual development	5	5	5	5	5	25	5
Originality of the contributions and reflections of proposal.	5	5	5	5	5	25	5

The proposal has an appropriate language, vocabulary and spelling.	5	5	5	3	5	23	4,66
The proposal is substantial with well-structured reflections and ideas.	5	5	5	5	5	25	5
The objectives are met, so that there is harmony between objectives and results	5	5	5	5	5	25	5
Total general	30	30	30	28	30	148	29,66
Media	5	5	5	4,66	5	24,66	4,94

Produced by: Carolina Moreno (2021)

3.3 Impact or results evaluation

A socialization workshop was held about the booklet based on TPR method with the user's teachers where it was possible to explain the structure of the booklet, the importance and the content of the presented activities. In addition, the teachers could know more interactive activities have the proposal. The teacher had the possibility to meet new songs in English, as well as virtual platforms to create educational content. The socialization was theoretical and practical, since an explanation of the components that the proposal contains was made and also, it was possible to view videos and access the applications that the proposal contains in the scope of variation to the virtual class.

At the end of the workshop, the proposal was provided to each teacher for their respective more detailed analysis followed by a validation instrument to give their evaluative point of view to what was performed in this research. In addition, they were invited to adapt this proposal in classes to obtain favorable results in students who still have difficulties with speaking skills.

The validation sheet allowed to measure the impact of the proposal from the point of view of users and experts, obtaining as a result the acceptance of the proposal; in conclusion, it could have an impact at the national level. However, the true impact can be measured when the

proposal presented to users has been fully applied. The users considered that the proposal is pertinent and that it will be a useful tool for teachers who want to innovate the teaching-learning process in children from 5 to 6 years old.

In conclusion, the impacts and results of the socialization of the proposal were positive; positive criticism was received and the desire to apply the activities in the classrooms in a virtual and face-to-face way.

3.4 Proposal Results

As part of the process, the proposal was partially applied during 2 months; because the proposal was prepared several months after the start of the school year. In addition, previous to the initiation of the proposal, the observation was applied with the checklist where it could be evidenced that the students did not respond positively to the teacher's activities; sometimes, the students were not attentive to the teacher's explanations. Furthermore, the students did not master the vocabulary learned, they could not sing the songs presented by the teacher and they did not produce simple sentences with the vocabulary learned.

With the application of activities from the proposal such as: Time's up school supplies, pet dice activity, the family tree activity and Simon says command activity, the students can develop speaking skills and they managed to pronounce simple sentences with the visualization of the vocabulary. Then, a demonstrative chart with the topics and results of the activities carried out with the first-year students of basic education of "Grandes Genios" Educative Institution. In the following chart it is possible to view the results of the observation previous to the application, and the results of the observation after the partial application. Each of the indicators was measured with the evaluation parameters of the Ministry of Education by First year of Basic Education, which are the following: I (initiated), IP (in process), A (acquired). In addition, an analysis was made of the percentage of change that existed in the parameter IP (in process) before and after the application, which had a positive impact of evolution.

Table 6. Descriptive Chart of Check list applied before and after the partial application of activities.

Indicators	Parameters before the partial application			Parameters after the partial application			% Percent of change
	I	IP	A	I	IP	A	A
Students answers in a positive way to warm up	2%	72%	26%		7%	93%	67%
Student understands the questions and commands giving by the teacher	3%	62%	35%		6%	94%	59%
Student repeat the pronunciation of different words in a correct way	1%	82%	17%		5%	95%	78%
Student masters the vocabulary learned	4%	75%	21%		8%	92%	71%
Student recognize the word based on a picture	5%	83%	12%		2%	96%	84%
Student sings the song played by the teacher	2%	91%	7%		2%	96%	89%
Student follow classroom instructions when he/she listens to them.	2%	77%	21%		7%	93%	72%
Student produces isoled words	3%	85%	12%		8%	92%	80%
Student produces simple phrases with learned words	4%	79%	17%		12%	88%	82%

Produced by: Carolina Moreno

3.5 Chapter III Conclusions

- The validation carried out by experts and users was feasible, it allowed to show that the proposal is pertinent and that its impact would be positive if it were applied in its entirety. It was allowed to identify that the structure, objectives and methodology contribute to the improvement of methodological strategies and the development of English Speaking Skills.
- Although the application was partial, a significant change in the development of Speaking Skills could be evidenced; the students were able to produce simple phrases and recognize vocabulary through games and images. It allowed them to be more

confident when they speak and feel confident when they will face with a different language.

General Conclusions

- Theoretical and field research work allows determining the influence of the TPR method to improve Speaking skills. The epistemological foundation of the research achieved that previous knowledge of the teaching process learning the English language was updated. The Total Physical Response Method was applied by teachers with first year of Basic Education students, in a limited way, forgot the different activities provided by this method without promoting the development of oral production in students.
- This method allows students to be motivated by helping to develop correct speech skills, they have fun while learning, the teacher manages to motivate students, it improves in their interpersonal relationships and reinforcing knowledge; even though the fear of making mistakes when pronouncing or interpreting still persists, the teachers look for new strategies.
- The level of speech in the students could be measured through the application of the observation and checklist that allowed to identify the shortcomings that the students showed due to the difficult on the mastery of vocabulary. which limited the development of fluency, precision and correct pronunciation. The teacher only applied word repetition without identifying whether the student catches the knowledge or can express it in another context. The student did not respond positively to the activities and could not recognize words based on images, etc.
- It was necessary to develop a booklet of activities based on the TPR method to develop English Speaking Skills that allow guiding the teaching work through the improvement of strategies, where the teacher can relate to the class objective, have technological resources to apply them as virtual form and can apply a final assessment after the activities.

Recommendations

- Apply the activities presented in the booklet based on TPR method to improve the school environment; in this way, the students enjoy and feel safe to be able to develop speaking. In addition, the implementation of English songs where the student involves body movements that reinforce their knowledge in the teaching learning process.
- Implement activities virtually, helps to enrich the knowledge's students and innovate class planning with technological resources. It allows the teacher to keep up with the student's development.
- Select the most interesting activities according to the theme and development of the student, apply it repeatedly that allows the student to achieve the objective at the beginning of the class, always motivating the student and creating spaces for the student to be the creator of their own knowledge.
- Develop activities that allow the student to improve fluency, precision and correct pronunciation. Similarly, the student should not only repeat words but understand them and create their own phrases in various situations, which improves the level of Speaking Skills.

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APPENDIX

SURVEY APPLIED TO ENGLISH TEACHERS

Teacher Survey

The objective of this survey is to identify the use of TPR method in the classroom through the analysis of teaching process related to English Speaking Skills.

What is TPR (Total Physical Response)

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

1. Do you know what is Total Physical Response (TPR) method? *

yes

No

2. Do you consider that the use of physical and mental activities is important in the teaching-learning process of the English language? *

Yes

No

3. How often do you apply Warm up or motivational activities in your class? *

Always

Sometimes

Never

4. Do you think that activities based on TPR(Total Physical Response) should be used by the teacher to improve interpersonal relationships in the classroom? why? *

Texto de respuesta larga

5. Do you think that COMPETITION generates interest for participating in the activities actively? *

Yes

No

6. How often do you carry out activities where the student expresses in an oral way? *

Always

Sometimes

Never

...

7. Do you consider beneficial to promote pronunciation activities in English class? why? *

Texto de respuesta larga

8. How often do you apply activities that promote pronunciation in the classroom? *

Always

Sometimes

Never

9. Do you consider that mastery of vocabulary is essential to develop speaking skills? why? *

Texto de respuesta larga

10. Do you consider that self-esteem in a student is essential to improve speaking skills?why? *

Texto de respuesta larga

11. Do you consider that TPR is useful in the development of speech skills?why? *

Texto de respuesta larga

12. Do you think that through activities based on the TPR method the student will be able to communicate their ideas in English? why? *

Texto de respuesta larga

13. In your opinion, do you think your students are motivated to learn English?

Yes

No

13.1 In your opinion, do you think your students are motivated to learn English? Why yes or no? *

Texto de respuesta larga

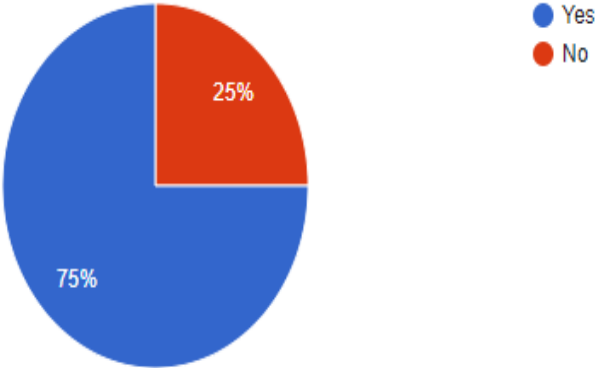
14. What are the difficulties that are evident in students when developing speech skills? *

Texto de respuesta larga

RESULT OF THE SURVEY APPLIED TO ENGLISH TEACHERS

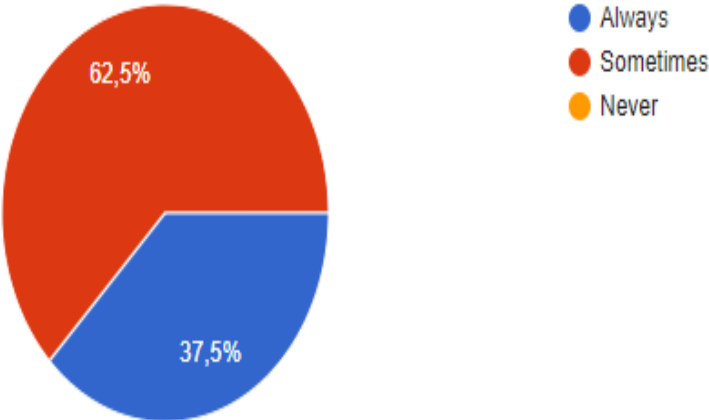
2. Do you consider that the use of physical and mental activities is important in the teaching-learning process of the English language?

8 respuestas



3. How often do you apply Warm up or motivational activities in your class?

8 respuestas



4. Do you think that activities based on TPR(Total Physical Response) should be used by the teacher to improve interpersonal relationships in the classroom? why?

7 respuestas

yes, because it is necessary to interact with teacher and classmates

Yes, because in this way students can associate a specific language with movements which will help in their learning

Yes, because learners will engage much better in class and get interest

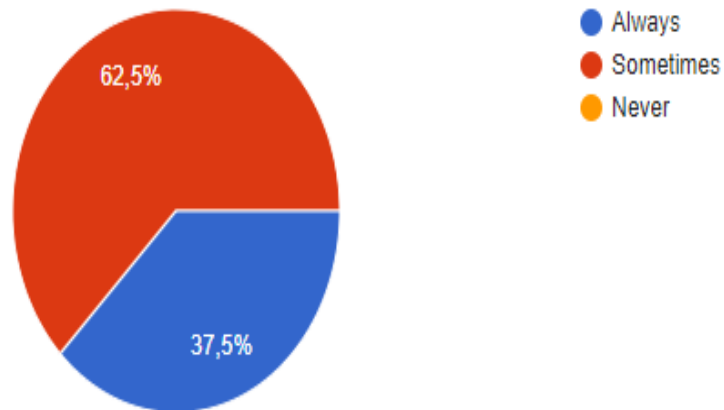
Yes, it works like a break brain for kids

Yes, indeed. Because that enhances learning

Because students will feel more trust each other

8. How often do you apply activities that promote pronunciation in the classroom?

8 respuestas



9. Do you consider that mastery of vocabulary is essential to develop speaking skills? why?

7 respuestas

yes, because they can express ideas or phrases

Yes, because as more vocabulary they know more easy will be understand english

Yes because learners will familiarize with the foreign language

Yes, it permits to speak better and fluently

No necessary, with enough vocabulary they can get by.

Yes, because they will have greater confidence and fluency

UNIVERSIDAD TECNICA DE COTOPAXI
MAESTRIA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLES

Speaking Skills Checklist

School: _____ **Grade:** _____
Date: _____ **Observation Time:** _____
Students Total: _____

Objective: To analyze the level English Speaking Skills from the students by means of the observation technique.

Instructions: Apply the grading scale according to the development of observed students

INDICATORS	I (INICIATED)	IP (IN PROCESS)	A (ACQUIRED)
Student is motivated at the beginning of the class			
Students answers in a positive way to warm up			
Student is attentive to the teacher's explanation			
Student understands the questions and commands giving by the teacher			
Student repeat the pronunciation of different words in a correct way			
Student masters the vocabulary learned			
Student recognize the word based on a picture			
Student sings the song played by the teacher			
Student follow classroom instructions when he/she listens to them.			
Student produces isolated words			
Student produces simple phrases with learned words			

Conclusions: _____

Lic. Carolina Moreno
DOCENTE

ACTIVITY	DESCRIPTION	EVALUATION
<p align="center">TIME'S UP SCHOOL SUPPLIES ACTIVITY</p>	<p>Recognize familiar words, names, and objects at school (Backpack, book, chair, eraser, pencil, table, teacher).</p>	<p>The 95% of students after the application of this activity, they can produce simple phrases as It's a book, It's an eraser, etc. Also, the students recognize the phrases when they look the pictures or listen to the sound of the words</p>
<p align="center">FAMILY TREE ACTIVITY</p>	<p>Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).</p>	<p>The 95% of students after the application of this activity, they can recognize the members of family through the creation of family tree. They expressed simple phrases to describe each pictures and discriminate between she or he such as she is my mother, he is my father, etc.</p>
<p align="center">SIMON SAYS COMMANDS ACTIVITY</p>	<p>Follow simple instructions related to classroom activities (open your book, close your book, stand up, listen, sit down, be quiet, look, point, paint, cut, glue, circle).</p>	<p>The 90% of students were able to relate the command with the correct movements of the body. The students were able to respond effectively. They were also motivated at the beginning of their classes. And they answered in a positive way to warm up activities. They could reproduce simple phrases such as I stand up, sit down, raise your hands, close your book, etc.</p>
<p align="center">PET DICE ACTIVITY</p>	<p>Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening to the sounds or if there is visual support.</p>	<p>The 95% of students recognize the word based on a picture. Students sing a song played by the teacher in this activity. They produces simple phrases with learned words and associate with opposite adjectives BIG/ SMALL such as: I have a dog, my dog is big, I have a fish, my fish is small, etc.</p>

Indicators	Parameters before the partial application			Parameters after the partial application		
	I	IP	A	I	IP	A
Students answers in a positive way to warm up	74%	26%			7%	93%
Student understands the questions and commands giving by the teacher	65%	35%			6%	94%
Student repeat the pronunciation of different words in a correct way	83%	17%			5%	95%
Student masters the vocabulary learned	79%	21%			8%	92%
Student recognize the word based on a picture	88%	12%			2%	96%
Student sings the song played by the teacher	93%	7%			2%	96%
Student follow classroom instructions when he/she listens to them.	79%	21%			7%	93%
Student produces isoled words	88%	12%			8%	92%
Student produces simple phrases with learned words	83%	17%			12%	88%

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to
Teaching English as a Foreign Language

PROPOSAL VALIDATION - EXPERTS

1. RESEARCH PROPOSAL DATA

Author: Lic. Carolina Moreno

Topic: Booklet for teacher based on TPR method to develop English Speaking Skills in Students from 5 to 6 years old.

Objective: Develop English Speaking Skills through the use of a booklet based on TPR method in First Year of Basic General Education Students on “Grandes Genios” Educative Unit.

2. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Senescyt registration number	
Current job:	
Phone number:	
e-mail:	

Evaluation

Mark an X in the option that you decide.

Criteria	Relevant	Convenient	No relevant
a) The teaching material constitutes a valid, current and relevant contribution related to the field.			

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.			
c) It is properly structured and argued in relation to the topic.			
d) The originality of the contributions and reflections of the author give added value to the proposal.			
e) The research topic is appropriate.			
f) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
g) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
h) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.			
i) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.			
j) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.			
k) The objectives are met, so that there is harmony between objectives and results.			

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>

<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>

4. Impact. What is the impact of this research? (Mark an X)

Local	<input type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. General comments and recommendations for the Author.

Evaluator's signature

I.D.....

Validation Criteria	Expert			Total	Average
	E1	E2	E3		
Material constitutes a valid, current and relevant contribution related to the field.	5	5	5	15	5
Content is the product of a conceptual development	5	5	5	15	5
Originality of the contributions and reflections of proposal.	5	5	5	15	5
The proposal has an appropriate language, vocabulary and spelling.	5	3	5	13	4,33
The proposal is appropriate depending on the complexity of the topic, the objectives and readers.	5	5	5	15	5
The objectives are met, so that there is harmony between objectives and results	5	5	5	15	5
Total general	30	28	30	88	29,33
Media	5	4,66	5	14,66	4,88

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

3. RESEARCH PROPOSAL DATA

Author: Lic Carolina Moreno

Topic: Booklet for teacher based on TPR method to develop English Speaking Skills in Students from 5 to 6 years old.

Objective: Develop English Speaking Skills through the use of a booklet based on TPR method in First Year of Basic General Education Students on "Grandes Genios" Educative Unit.

4. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Current job:	
Phone number:	
e-mail:	

Evaluation

Mark an X in the option that you decide.

Criterion	Relevant	Convenient	No relevant
a) The teaching material constitutes a valid, current and relevant contribution related to the field.			
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.			

c) The originality of the contributions and reflections of the author give added value to the proposal.			
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
f) The objectives in the proposal are met, so that there is harmony between objectives and results.			
g) The proposal is substantial with well-structured reflections and ideas.			

Comment on the following statements, please.

6. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

7. Impact. What is the impact of this proposal? (Mark with an X)

Local	
Regional	
Nacional	
Internacional	

8. General comments and recommendations for the Author.

Evaluator's signature

I.D.....

Validation Criteria	Users					Total	Average
	U1	U2	U3	U4	U5		
Material constitutes a valid, current and relevant contribution related to the field.	5	5	5	5	5	25	5
Content is the product of a conceptual development	5	5	5	5	5	25	5
Originality of the contributions and reflections of proposal.	5	5	5	5	5	25	5
The proposal has an appropriate language, vocabulary and spelling.	5	5	5	3	5	23	4,66
The proposal is substantial with well-structured reflections and ideas.	5	5	5	5	5	25	5
The objectives are met, so that there is harmony between objectives and results	5	5	5	5	5	25	5
Total general	30	30	30	28	30	148	29,66
Media	5	5	5	4,66	5	24,66	4,94

PROPOSAL SOCIALIZATION APPROVAL



Latacunga, abril 26 del 2021.

Licenciada

Carolina Soledad Moreno Chasi

ESTUDIANTE DEL PROGRAMA DE MAESTRÍA EN LINGÜÍSTICA APLICADA
A LA ENSEÑANZA DEL IDIOMA INGLÉS

Presente. –

De mi consideración:

Reciba un cordial y atento saludo de quienes hacemos la Unidad Educativa
"GRANDES GENIOS"

En calidad de Directora Pedagógica de esta institución, tengo el agrado de dirigirme a usted, para dar respuesta a su requerimiento y manifestarle que la petición que realizó a esta institución educativa, en la cual solicita se le autorice ejecutar la socialización de su propuesta de tesis, ha tenido una respuesta positiva, por medio de la presente se le AURORIZA la ejecución de lo solicitado en la fecha indicada.

Sin otro particular le reitero las consideraciones de mi especial estima.

ATENTAMENTE

A handwritten signature in blue ink, appearing to read 'Ruth Elizabeth Villarroel Orbea'.

Lcda. Ruth Elizabeth Villarroel Orbea

DIRECTORA


CI. 0502679863



Microsoft Edge | Marco Cerdas (x) | Audio Activado from EC 02/04
Inicio | Inicio de Sesión | Inicio | Ayuda

Tráiler | Historial | 100% (18.8 Votos) | 10/12/2021


GOOD MORNING ACTIVITY



OBJECTIVE: EFL 1.1.1. Respond to simple questions about personal information in class using the following: example (What's your name? I'm How old are you? I'm, Where do you live? In

METHODOLOGY: TPR method

IMPORTANCE: This activity will help the students to feel safe and secure inside the classroom. Also, they can practice basic introduction as My name is, Nice to meet you It is useful for the teachers due to introduce themselves and practice oral production during they are playing.



Microsoft Word - Microsoft Word - Addis Ababa, Eritrea (07/07/16)

Active Windows

8:03:31

05/11

SONG:

You can get the link of the songs using in the procedure and do not forget to use body movements for each part of the song. It is so fundamental that the student associates the movement with the phrases of the song.

1. The Greeting song: <https://www.youtube.com/watch?v=gVIFEVZp4o>
2. What's your name?: https://www.youtube.com/watch?v=vulba_nl2w8

VARIATION OF VIRTUAL CLASS:

The teacher can use an online wheel with the names of students instead of the ball. And use an interactive song to move them instead of the whistle and drum. Also, the teacher should use the same song at the start and the end of the activity.

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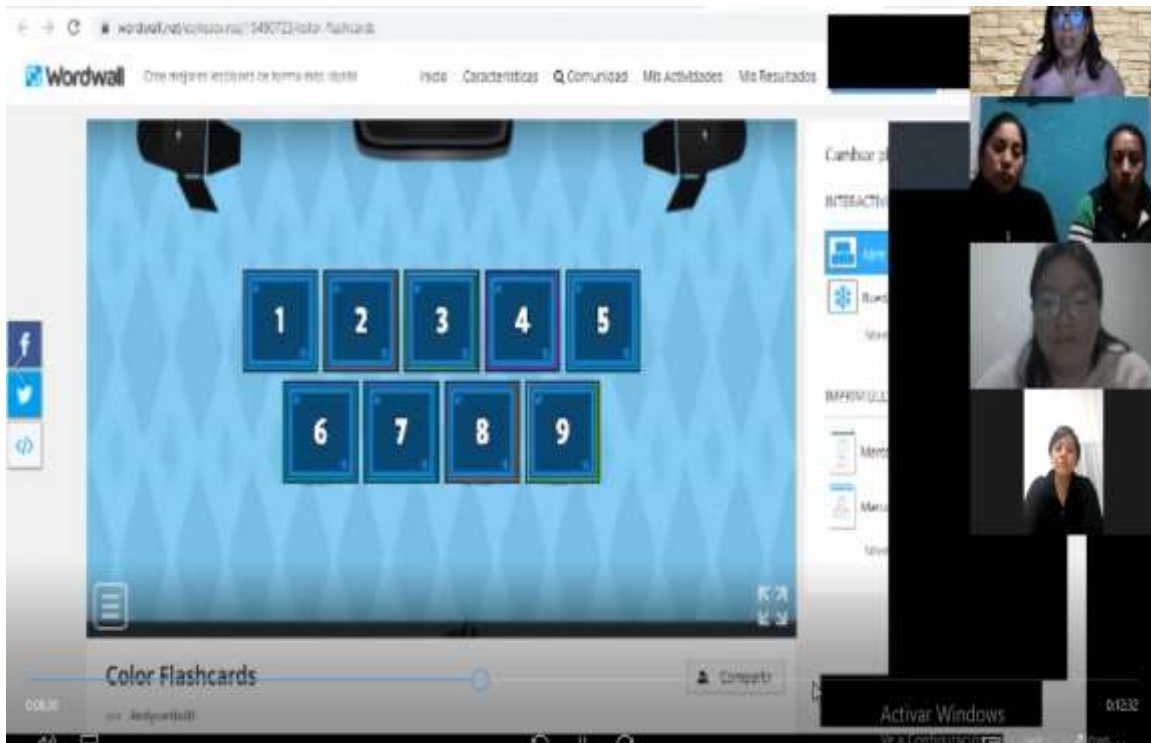
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05/11





Urkund Analysis Result

Analysed Document: Moreno Carolina.docx (D106603890)
Submitted: 5/27/2021 2:08:00 AM
Submitted By: carolina.moreno0505@utc.edu.ec
Significance: 3 %

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