



UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE
DEPARTAMENTO CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

FINAL RESEARCH PROJECT REPORT

THEME: “INCIDENCE OF THE TPR TECHNIQUE TO IMPROVE THE ENGLISH LISTENING SKILLS FOR STUDENTS ATTENDING THE PRE-SCHOOL “LUIGUI GALVANI” IN QUITO, PROVINCE OF PICHINCHA, DURING THE FIRST TERM, 2014 - 2015”.

AUTHOR: GLORIA MÓNICA GAVILÁNES RODRÍGUEZ

DIRECTOR: DR. GONZALO PUMA CH.

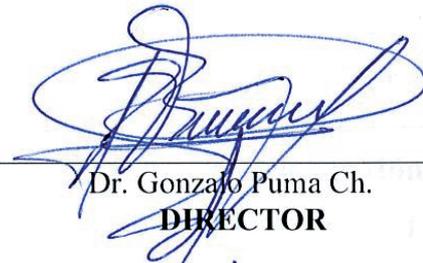
CO-DIRECTOR: MSC. OSWALDO GONZÁLEZ

Quito-Ecuador

2015

APPROVAL SHEET

We Dr. Gonzalo Puma Chadán, Director and MsC. Oswaldo Gonzalez, Co-Director, duly certify that the Thesis under the title: "INCIDENCE OF THE TPR TECHNIQUE TO IMPROVE THE ENGLISH LISTENING SKILLS FOR STUDENTS ATTENDING THE PRESCHOOL AT " LUIGUI GALVANI" IN QUITO, PROVINCE PICHINCHA DURING THE FIRST TERM, 2014 - 2015", by Mónica Gavilanez, who have finished their studies in Linguistics to be Applied in the English Language at distance modality in Universidad de las Fuerzas Armadas ESPE, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.



Dr. Gonzalo Puma Ch.
DIRECTOR



MSC. Oswaldo González
CO-DIRECTOR

DECLARACIÓN DE RESPONSABILIDAD

Gloria Mónica Gavilánes Rodríguez

DECLARO QUE:

El proyecto de grado denominado: "INCIDENCE OF THE TPR TECHNIQUE TO IMPROVE THE ENGLISH LISTENING SKILLS FOR STUDENTS ATTENDING THE PRESCHOOL AT "LUIGUI GALVANI" IN QUITO, PROVINCE PICHINCHA DURING THE FIRST TERM, 2014 - 2015", ha sido desarrollado en base a una investigación exhaustiva, respetando derechos intelectuales de terceros, conforme a las citas bibliográficas correspondientes. Consecuentemente este trabajo es de mi autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance del proyecto de grado en mención.

Sangolquí, 2015.

5-51

Gloria Mónica Gavilánes Rodríguez

ESTUDIANTE

AUTORIZACIÓN

Yo, Gloria Mónica Gavilánes Rodríguez, autorizo a la Universidad de las Fuerzas Armadas ESPE la publicación en la biblioteca virtual de la Institución del trabajo: "INCIDENCE OF THE TPR TECHNIQUE TO IMPROVE THE ENGLISH LISTENING SKILLS FOR STUDENTS ATTENDING THE PRESCHOOL AT "LUIGUI GALVANI" IN QUITO, PROVINCE PICHINCHA DURING THE FIRST TERM, 2014 - 2015", cuyo contenido, ideas y criterios son de mi exclusiva responsabilidad y autoría.

Sangolquí, 2015.

5-51

Gloria Mónica Gavilánes Rodríguez

ACKNOWLEDGEMENT

I express my special thanks to God, who has given me the strength and wisdom to complete my career. My daughters, sons, mother and husband for having supported with their time in my home, and able to carry out my research to the proposal of this work.

A special thanks to Dr. Gonzalo Puma, and MSC. Oswaldo González, who as Director and Co-director of this thesis, have guided, supported and corrected, in my research work, with an interest and a delivery that have far exceeded all the expectations, which, as a student, I deposited in them.

DEDICATORY

I dedicate this thesis in a special way to my daughters, sons and husband who motivated me and never left that renounced my academic goals, to my parents and brothers who never separated from me in the most difficult moments, and to all those people that directly or indirectly collaborated and put their granite of sand for this work to be done a reality

Mónica Gavilanes

INDEX

PORTADA	i
APPROVAL SHEET	ii
DECLARACIÓN DE RESPONSABILIDAD	iii
AUTORIZACIÓN.....	iv
ACKNOWLEDGEMENT	v
DEDICATORY	vi
INDEX.....	vii
INDEX THE PICTURE	x
BRIEF SUMMARY OF THE WORK	xi
INTRODUCTION.....	1
PART I	2
THE RESEARCH PROBLEM.....	2
1.1. IDENTIFICATION OF THE PROBLEM	2
1.2. THE PROBLEM- FORMULATION.....	5
1.3. VARIABLE MATRIX.....	6
1.4. OBJECTIVES	7
1.4.1. General Objective.....	7
1.4.2. Specific Objectives.....	7
1.5. JUSTIFICATION.....	7
PART II.....	12
2. THE ORETICAL FRAMEWORK	12
2.1. THE TOTAL PHYSICAL RESPONSE (TPR) METHOD AND BENEFITS ...	13
2.1.1. Concept and benefits of the TPR method	13
2.1.2. Advantages of the TPR	14
2.1.3. Dis-advantages of the TPR	15
2.1.4. TPR testing, techniques and checking comprehension	15
2.2. LISTENING SKILLS	21
2.1.2. Listening Importance	23

2.1.3. Traditional Methodology	24
2.1.4. Traditional teaching listening.....	24
2.1.5. Traditional listening Method.....	25
2.1.6. Listening and Comprehension	26
2.1.7. Listening Objectives.....	27
2.1.8. Listening Process	27
2.1.9. Listening Strategies.....	29
2.1.9.1. Top down listening strategies	30
2.1.9.2. Bottom – up Listening Strategies.....	31
2.1.9.3. Meta cognitive Listening Strategies.....	32
2.1.10. Listening Strategies for preschoolers	34
2.1.10.1. Literacy activities	34
2.1.11. Listening Strategies for teaching English	32
2.1.11.1. Materials used to reinforce the skills of listening	32
2.1.12. THE PROCESSES OF TEACHING - LEARNING.....	35
2.1.12.1 THE TEACHING.....	35
2.1.12.2 THE LEARNING.....	36
2.1.12.3 THE OBJECT	36
2.1.13. Auditory learning	37
2.1.14. Auditory Processing (Ga).....	37
2.2. HYPOTHESIS FORMULATION	38
2.2.1. Working Hypothesis.	38
2.2.1. Null Hypothesis.....	38
PART III	39
METHODOLOGICAL DESIGN	39
3.1. TYPE AND DESIGN OF THE RESEARCH.....	39
3.1.1 Research Type.....	39
3.1.2 Participants:.....	39
PART IV	43
HYPOTHESIS PROOF	43

1.- I KNOW HOW TO WORK TPR TECHNIQUE.	43
PART IV	58
CONCLUSIONS.....	58
RECOMMENDATIONS	59
PART V	60
PROPOSAL.....	60
5.1. BACKGROUND	60
5.1.1. Mission.....	60
5.1.2. Vision	61
5.1.3. Objectives.....	61
5.1.3.1 General Objective.....	61
Specific Objectives.....	61
5.2 BASIC CONCEPTS	61
5.2.1. TEACHING OF LISTENING IN CLASS FOR SCHOOLERS.....	61
5.2.2. LISTENING ACTIVITIES	63
5.3 TEACHING GOALS AND METHODS	63
5.3.1. TEACHING METODS	63
5.3.2. TEACHING GOALS	64
5.4 TEACHING A FOREIGN LANGUAGE.....	65
STRATEGIC ACTIVITIES.....	67
BIBLIOGRAPHY	79
GLOSSARY.....	81
ANEXOS.....	82

INDEX THE PICTURE

Picture N° 1	43
Picture N° 2	44
Picture N° 3	45
Picture N° 4	46
Picture N° 5	47
Picture N° 6	48
Picture N° 7	49
Picture N° 8	50
Picture N° 9	51
Picture N° 10	52
Picture N° 11	53
Picture N° 12	54
Picture N° 13	55
Picture N° 14	56
Picture N° 15	57

BRIEF SUMMARY OF THE WORK

The current investigation exposes its content based on causes and consequences within the English learning process by means of the TPR (total physical response) on the learners' listening skill development at "Luigi Galvani" preschool in sections A, B and C, where boys and girls do not understand basic commands in English when listening to the teacher's instructions. The English teacher has not yet adopted strategies to make students listen to commands and perform the activities efficiently so that these approaches can promote the English learning, motivate them, and develop cognitive skills such as the logical intelligence and the self-learning. The TPR technique is the approach where children are taught to hear English through commands, kinesthetic activities, instruments and tools such as videos, audio recordings, slide presentations, etc. In this way the proposal for this research complements the improvement of the listening skill in the children of the sections A, B and C with listening activities based on ludic strategies as well as TPR strategies, which help them efficiently understand what they hear and increase its potential cognitive.

KEY WORDS

TPR TOTAL PHYSICAL RESPONSE, LISTENING SKILL, IMPROVE, INCIDENCE, COGNITIVE.

INTRODUCTION

This thesis is as subject “Incidence of the Total Physical Response (TPR) technique on the learners’ listening skill development for students attending the preschool “Luigui Galvani” in Quito, during the second term, 2014 - 2015”, whose goal is to identify the incidence of the Total Physical Response (TPR) technique on the learners’ listening skill development for students attending the preschool “Luigui Galvani” in Quito, during the second term, 2014 - 2015” which has been structured into five chapters.

The first chapter, deals with the identification of the problem of research where it is exposed the causes and consequences for the children of sections A, B and C of the pre-school “Luigui Galvani”, do not listen and understand with efficiency that the professor speaks in English in their classes. The second chapter outlines the theoretical framework that is a set of conceptual structures, definitions and propositions, about listening, its methodologies, objectives, strategies, and the process of teaching and learning with the use of strategies of listening, until you finish with the determination of the research hypothesis.

The third chapter, is the methodological design, which exposes the implement methodology, population, data processing, the method, techniques, instruments for fielding, techniques for data collection, organization of all information, analysis and interpretation for the development of the research de listening.

The fourth chapter is the test of the hypothesis, this is to get the results of the tabulations of the pretest and survey to children, as if the survey as applied to the English teacher of sections A, B and C of this educational institution. The fifth chapter is the proposal itself, which develops strategies and activities for the teaching of listening.

PART I

THE RESEARCH PROBLEM

1.1. IDENTIFICATION OF THE PROBLEM

Among the under developed countries there are not many concerned about teaching in the educational practice. Also, a few states are aware of the needs and changes of the teaching learning process. In part, this is due to the absence of actions to assess the situation specifically when we find students with difficulties when learning a second language. The Total Physical Response (TPR) is the technique that is used to make learners understand and develop their skills efficiently.

We can say that there is a deficiency of practicing all four language skills to learn English as they are speaking, listening, reading and writing; being the listening the least practiced in the majority of private or public institutions at any level, from preschool to university students. This is due to the lack of the necessary devices used in the classrooms or the appropriate environment where educators can reinforce the teaching processes through listening activities.

The characteristic that reveals the non-use of listening is the teaching methodology because some teachers may not have enough training using this skill with children so that they do not put it into practice when teaching English.

According to studies of Dimitrijevic (1996, p.58), there is also a deficiency of research and literature on the teaching of listening, and this skill is also considerably neglected in the practice of teaching English. "Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice." (Shen, Guizhou, Wichura, Kiattichai, 2007, p.114).

The absence of listening activities in the English classes makes children lose the interest and motivation to learn a foreign language causing apathy to this academic subject. Relating to children and university students especially with those who show indifference to English, it is mentioned that they disliked English since they were

children, and they coincided in the fact that their first English teacher was terrible and did not apply the necessary resources that exist in the process of teaching – learning, he did not care about communication and even worse about using the appropriate techniques for teaching English, so it can be established that children's apathy to learn English starts in their first years of school or when they start learning English.

This problematic situation is caused by the absence of suitable listening activities designed according to the multiple intelligences in our children; they cause a huge problem because the current teaching is not directed to stimulate different intelligences as the auditory or the kinesthetic one through listening strategies.

The proposed technique is the use of the Total Physical Response (TPR) whose objective is to internalize linguistic knowledge by assimilating instructions given to students. It does not only deal with the memorization of vocabulary or phrases, but also with the association of certain activities to put into practice to get a new language. The TPR technique is ideal to be used in classes where the students have their first contact with the second language. In here, students do not remain static, they are part of the knowledge and put into action what they are learning.

This is a process that approaches the acquisition of the first language, so it could be accessible to students of all ages. If this method is applied in schools, it could generate a positive attitude towards a second language. It will also promote positive experiences. The way in which these positive understandings can happen is by relaxing the students in class, they will not feel forced to respond immediately, it will be done by building a nice environment created by the teacher. If in the beginning the student's attitude towards the second language is the expected one, it is likely to be a successful student's performance.

On the other hand, considering these concerns we can say that there is not any systematic approach to the teaching of listening at any level as it was mentioned

before, since there are not any activities and materials that specifically put emphasis on the development of this skill.

There is an underlying assumption from teachers that listening skills will develop on the students by their own and this aspect is causing a big problem at preschool "Luigui Galvani" where listening activities are not carried out the way they must be. Schoolchildren do not accept English as another way of communication; this situation is caused by the lack of listening skills development and an adequate environment which do not invite our students to take part of the class, to see how much they can understand when listening to a foreign person speaking English, this is why our students are losing the communication in another language and showing a low academic level in the institution.

In learning second language, (Asher, 1994) stands out: "Many times, the meaning of the second language can be transmitted through actions and adults in their learning process can respond to commands by means of them, observing others in their responses and thus internalize the new linguistic code"

Asher also considers the verb, especially the verb in the imperative form, as "linguistic element which its usage and learning of the language are organized."

The learning conception responds to the conductive approaches based on the stimulus-response model. Grammar is taught inductively, since the method requires at first the attention that is focused on the meaning. The basic linguistic unit is the sentence and the lexical and grammatical criteria are followed in the selection of the elements of teaching. Drills with imperatives and the execution of the teacher's commands are the basic activities performed by the learners in the class.

Students have little influence on the content of learning, their basic roles are to listen carefully and physically respond to the teacher's commands. It plays an active role such as direct the actions under taken by learners. The educator decides the content, introduces models, selects support materials and guides interactions. He or

she is responsible for providing the best possible exposure to the languages that learners can assimilate the basic rules, develop oral skills in their own natural pace as well as correct some mistakes in the beginning.

The Total Physical Response technique has had popularity especially among authors who advocate the understanding in second language acquisition. However, its effectiveness is questionable due to the types of benefits proposed in relation to the actual needs of students. J. Asher, 1977proposes to use this method in combination with others.

Therefore, this research is being done so that it could offer methodology Cal strategies to help the training process by providing conceptual, methodological, technical and practical elements to maximize the development of the teaching-learning process.

1.2. THE PROBLEM- FORMULATION

¿How does the applying of traditional listening method in the classroom affect the comprehension of the English language on the students attending the preschool at “Luigui Galvani” during the first term, 2014-2015?

1.3. VARIABLE MATRIX

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
Independent Variable: TPR (Total Physical Response)	<p>TPR (total physical response) “is a teaching method language using physical movement to react to verbal input in order to reduce the students’ inhibitions and lower their affective filter, also It allows students to react to language without thinking too much, facilitates long term retention, and reduces students’ anxiety and stress.” (Asher, 1977).</p>	Methods	
		Learning	
		Process	
		Development	
Dependent Variable: Listening skill	<p>Listening “Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. “(Oxford, 2013, p.15)</p>	Teaching Listening	
		Teaching sounds	
		Listening Activities	

Developing by: Mónica Gavilánes

1.4. OBJECTIVES

1.4.1. General Objective

To identify the incidence of the Total Physical Response (TPR) technique on the learners' listening skill development for students attending the preschool "Luigui Galvani" in Quito, during the first term, 2014 - 2015".

1.4.2. Specific Objectives

1. To describe the theoretical basis related to the TPR technique and the ability to listen.
2. To diagnose the main factors that cause difficulty to listen the teacher's instructions for students attending the preschool "Luigui Galvani" in Quito, during the first term, 2014 - 2015.
3. To apply a proposal based on English listening activities through the use of the TPR technique on students attending the preschool "Luigui Galvani" in Quito, during the first term, 2014 - 2015".
4. To analyze potential impacts after the application of the TPR technique on the students' listening skill improvement at "Luigui Galvani" preschool during the first term, 2014 - 2015.

1.5. JUSTIFICATION

For educational institutions, learning English has become a constant and demanding challenge since they must provide the best methodologies from the earliest grades of schooling for significant and competitive language learning immersion processes to achieve the highest level of satisfaction especially in the academic area where learning English as a second language is demanding in all levels mainly from the elementary ones. That is why there is the requirement to carry out this project focused on the Total Physical Response technique as a tool to improve one of the English skills in this case the listening for students attending the preschool "Luigui Galvani" in Quito, during the second term, 2014 - 2015".

The Total Physical Response is an effective technique for learning English exclusively at “Luigui Galvani” preschool. This technique was developed by psychologist Asher (1977), it has been used over time to teaching languages through the combination of the verbal and motor skills, facilitating the acquisition of the second language and making the natural process of learning the mother tongue. For that reason, it is important to implement this technique in our classrooms so that learners can take the early English learning as something motivating, fun, and new for them. The learning process has to be both easy and didactic assimilation, so its development at later ages and interest remains active. Students will get progresses that promote intellectual, cultural and social goals. In turn, teachers acquire different tools to facilitate their teaching role and make their classes a space of constant enrichment and recreation.

Asher(1977) stands: "it is ideal to work with children from an early age, since they are very young; they begin to explore the world through movement and direct physical contact with things."

The Total Physical Response technique is an alternative since the students are at an age of exploration, constant playing and high level of physical activity which it is prominent everything that involves movement and the use of the body; these attitudes that turn into disruptive in the classroom, become a strategic tool to facilitate learning English through Total Physical Response.

The implementation of English as a second language requires different strategies and resources that support the teaching and learning process, considering the acquiring style, pace of the students' work, and activities that are carried out in the classroom, as they must be attractive to children to make them feel integrated, participate, and at the same time to enhance their listening skills; besides being as useful and necessary tool for life.

“English is an instrument of strategic communication in various areas of human development. It encourages students to open their minds, to accept and understand

new cultures and to promote exchanges between different societies, it also offers more and better job opportunities" MEN (2006).

The acquisition of English as a second language in today's world requirement of personal and social development as well as improvements in knowledge, cultural and professional immersion. Over the time, education has had great breakthrough and the language acquisition has been the central to these changes as the ability to speak several languages that has been the priority in the quality of education.

This research work has great importance because it facilitates the students' English learning, from their interests, tastes, and activities to enable both interaction and communication skills meaningfully. In addition, the intellectual and social training are strengthened using skills such as listening and speaking since this method stresses the importance of hearing ability in children.

Asher (1977) "It is from listening where children acquire necessary vocabulary and then go to work with the other language skills"

It is therefore our duty as teachers to ensure that the materials we use are comprehensible to our young learners, as well as within the range of what they are developmentally ready for.

"Listening is also hard work! And can be stressful, so in order to maximize the potential for acquisition of language, we need to ensure that our young learners are not stressed about this process." (Brewster, Ellis, Girard, 2002, p.114)

Giving the fact that in most institutions, teachers do not emphasize listening activities to promote a better learning of English, so that, there is a lack of strategies that can help improve the teaching-learning process of English as a foreign language. This research focuses on preschool students of 4, 5 and 6 years old with the Total Physical Response technique since it has suitable characteristics that enable teaching.

Effective learning takes place when teachers give students strengths and build their capacity to learn in a range of styles. For this to happen, teachers need to have an understanding of the different learning styles within the class in order to create learning opportunities through a variety of teaching strategies and techniques; consequently, learners are then more likely to access easily the activities presented to them, they are going to be enthusiastic and committed to the subject they are studying as well as to remain on-task and focused during group or practical activities.

Several teachers feel frustrated by pupils in their classes who fail to engage with the material presented and who appear to make little progress, no matter how hard they try. Some of these scholars become troublesome. The frustration is sometimes compounded when teachers in other areas describe the same pupils as well motivated and making good progresses. One explanation for this phenomenon is the match or mismatch between pupils' learning styles and their learning opportunities. Through an understanding of learning styles, teachers can exploit pupils' strengths and build their capacity to learn.

The present project intends to lead to a meaningful contribution within the educational area directed to improve the communication in English as a foreign language. As it was indicated previously, the learning of the English language is of supreme importance for any citizen that is located in the era of the vertiginous communications without caring about nationality or profession or occupation giving the fact that English has been imposed before other languages of the world. The scholars of the Asian countries are in capacity of communicating with this language; in fact they have a good English proficiency.

Ecuador and other Latin American countries have stayed behind not only in science and technology, but also in the proficiency in English as a second language and face them in front of a text written in English, it is an impossible task.

Because of these aspects and the problem that it was pointed out in the corresponding paragraph, it is necessary to mention that this study is of

transcendental importance since, in our country, it is in the school formation, from the pre-school year, where the learning of the English language begins.

Therefore, if the present investigation points out to find the influence of the handling of the visual intelligence in the learning of English as a second language and concomitantly the establishment and definition of methods and pertinent techniques to the learning of this language, this work is justified fully and it will serve of relating, not only to school centers where the study is generated, but to other educational institutions.

PART II

2. THE ORETICAL FRAMEWORK

Listening skills activities should be developed in the preschooler students in order to help the developing of their verbal and mental capacities. Teachers should have to use proper grammar according to the group when speaking to the children.

Total Physical Response (TPR) will be considered as one of the most important method in this process. “This method is originated in the United States. Its creator and leading advocate, James Asher explains that when students respond with actions to commands given by the teacher (or other students) learning is much more efficient their active participation is more complete. Its basic feature is the physical response to orders and this allows students to continuous movement, something that makes it attractive to work with children” (Asher, 1977, p.p.145-147).

This method is an alternative to teach students from the same essence as the subject and especially in their initial years of life is critical that the knowledge is imparted from the movement to establish relationships and find meaningful knowledge.

The three central processes are:

- a) Before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. To Asher (1977) takes into accounts, that a learner may be making a mental blueprint of the language that will make it possible to produce spoken language later during this period of listening.
- b) Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands.
- c) When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

The scientist Asher (1977) mentions that it is crucial to base foreign language learning upon how children learn their native language. In other words, Total Physical Response is designed based upon the way that children learn their mother tongue. In this respect, Total Physical Response considers that one learns best when he is actively involved and grasp what he hears.

2.1. THE TOTAL PHYSICAL RESPONSE (TPR) METHOD AND BENEFITS

2.1.1. Concept and benefits of the TPR method

James Asher developed the Total Physical Response (TPR) as a language teaching method, he worked as a professor of psychology at Jose State University, California in 1977. (Brown,2001)

Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should review the processes by which children acquire their mother tongue. (Brown, 2001)

TPR is based in the theory that the memory is enhanced through association with physical movements, and also it is closely associated with theories of mother tongue language acquisition in very young children, where they response physically to the parental commands.

In the same way TPR is also based on the premise that the human brain has a biological program for acquiring any natural language on earth including the sign language of the deaf. The process is visible when we observe how infants internalise their first language.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces

learner stress; he believes and creates a positive mood in the learner, which facilitates learning.

The definition of TPR and its characteristics has been retrieved from the following site:

http://www2.vobs.at/ludescher/Ludescher/LAcquisition/total_physical_response.htm:

There are some examples which help us to clarify the method applied by Asher and He said that the secret is a unique "conversation" between the parent and infant. He explains with an example: the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!", and this reaction Dr. Asher (1984) calls this as a language body conversation because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth. It could continue for many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalising the patterns and sounds of the target language.

When the child has decoded enough of the target language, speaking appears spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.

All of this information can be guided to children and adults and they can experience the immediate understanding, and in the process of teaching and learning a second language teachers can apply this powerful concept with the students in their classroom.

2.1.2. Advantages of the TPR

It works successfully with children and adults learning any language, because of:

- It imitates the way a baby learns its first language. (hours of listening, decoding through body movements, delayed speech, no formal grammar)
- It was fun and easy. Students would enjoy getting out of their chairs and moving around.
- The language enters the brain through the right hemisphere where understanding of language is stored. (Speaking is stored in the left hemisphere)
- Simple TPR activities did not require a great deal of preparation on the part of the teacher. However some of the more complex applications might do
- It was good for kinesthetic learners who needed to be active in the class.
- It was memorable. Actions helped strengthen the connections in the brain.
- "TPR seemed to work effectively for children and adults. There was no age barrier." according to Asher.

2.1.3. Dis-advantages of the TPR

- It was easy to over use TPR. "Any novelty, if carried on too long, would trigger adaptation." Asher wrote, "No matter how exciting and productive the innovation, people will tire of it."
- The teacher might find that it was limited in terms of language scope. Certain might not be suited to this method.
- It could be a challenge for shy students.

2.1.4. TPR testing, techniques and checking comprehension

All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalised, production emerges, thus setting TPR apart from traditional "listen-and-repeat" methods.

Due to the importance of thorough vocabulary acquisition, in TPR Storytelling, comprehension checks occurred constantly to make sure that the teacher was always alert to what items the students needed to work on. From this point of view, this was the main reason for doing any form of testing.

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.

There are 2 phases in the TPR learning process: According to Croft (1998) points out the following:

- Modelling by the instructor
- Demonstration by the learner

Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

There are many ways to input the TPR and all of them will be according to the group of students, time, and environment. Practice each of the following techniques, focusing on one each day, continued doing this until feeling comfortable using all of them. Then, practice combining them so that you could get constant variety in your classes.

a. Novel Commands

The first key to making your class come alive is the effective use of the novel command. A novel command combined known words into a sentence with novel meaning. For example, if the students knew the words *nose*, *touch* and *floor*, the sentence *Touch the floor with your nose* is novel command. Students have never heard this particular command; they understood clearly what you were saying.

You would be able to use novel commands for most nouns. For example:

Apple

- Pick up the apple and put it on your head.
- Throw the apple up and catch it.

- Put the apple runs around your ear

Ceiling

- Touch the ceiling with the book
- Laugh at the ceiling
- Look at the ceiling and don't laugh

b. Chain Commands

Chain commands were commands given in groups of three or four. Before saying the commands, either told the class or signal to them to wait until you have given all the commands. For example:

- Stand up, jump twice, touch your nose and sit down
- Touch your nose and your hair and put your head on the desk.

c. Play Commands – Working with and Individual or the Whole Class

Students needed breaks from classwork at times. Have a student put a pencil on the door and hold it there with his/her ear. Have another student put his/her right shoulder on a chair and walk in a circle. Have two students get up and play catch with a third student's hand.

d. Play Commands – Role Reversal

Often, after the teacher has given a lot of play commands to individual students, the students got a chance to give commands. In TPR this was usually called role reversal. Some of the ways we did this are:

- a. Several students give three command search to the teacher
- b. A good student gives three commands to all the students
- c. Many students each give three commands to one student.

e. Aural Comprehension Checking of the Whole Class

I did in three ways:

- From time to time I read out loud every word that we have studied so far. As I read each item, everyone does the appropriate action.

- Other times have students close their eyes and, while I read out all the words, they each count how many words they don't know. At the end I ask every one who knew all of the words to raise their hands, then everyone who missed just one and so on.
- At their times I say the word in the target language and they all chorally shout out the word in English.

f. 6. Aural Comprehension Checking of an Individual

Checking the aural comprehension of an individual was an important technique that must be utilized in an effective classroom. It was a *key* assessment tool.

Pick slower student one in the 20 to 40 percentile range, one that we called a *barometer student*, because his/her performance would tell you whether you need to do some further work on some particular words or you could move on to some new ones.

Many teachers just assumed their students did not know until the next test. By that time it was too late. You needed to know which words they did not know during the practice process.

g. Using Single-Sentence Commands to Both the Class and the Individual

Unlike a chain command, a single-sentence command was just one sentence with delay afterwards. Say the + command and have the class or the individual perform it. If you were working with the entire class, said, *Touch your nose*, and let the entire class do the action before moving on to the next command.

During this time it was not your intent to teach the words. You were only trying to practice the words in an interesting way. So you did not model any of these commands.

h. Personalized Questions and Answers (Q and A)

Another excellent way to add variety and interest to the vocabulary acquisition

process was to ask questions to the class about themselves and have the answer you. Whenever possible, you needed to relate to your students 'lives. You wanted to build a comfortable atmosphere so that students would answer you out loud in the target language.

Personalized questions and answers (Q and A) were nothing more than conversation between you and the class. After having the student's do actions for a short time, you talk to the class using the same words. If they were learning eat dinner, you asked them where the year dinner reshaw many times a week they eat in a restaurant. You ask a question and the students answer you.

In the first month of class all Q and A would require very simples hurt answers, including yes/no answers. If the question was too difficult, rephrase it so Tahitian-either/or question or a yes/no question. As students got more advanced, questions would be more personalized. You would ask more questions about their lives in order to add interest.

i. Personalized Mini-Situations

Personalized mini-situations were a powerfull tool for providing comprehensible in puts the class progresses. They were about a student in the class. In the first month they were use occasionally for varieties part of the process of teaching vocabulary. For example, you could tell a simple three or four sentence story like this one:

j. Songs and Chants

Singing was an important way to teach new words and to add variety to the class.

Music and chants were a fun and powerful way to learn language and not forget it. But of course they were not a full solution. They were good means of acquiring vocabulary.

k. Stories

Story lines were easily remembered. A story line not heard or told for years can be remembered because the brain could sequence it. This was a very powerful language acquisition tool that enabled students to fix event sofa story in their memories along with words that describe them. They could later demonstrate that they have learned story by retelling tin their own words.

l. Live Experiences and Movies

We tended to remember details about live experiences and movies. We always acted out stories in class, because this gave students a powerful experience visually and aurally. This clearly helped many students to later visualize the stories and remember their story lines. It was an obvious factoring their ability to retell them.

m. Visualization

Visualization along with exposure to language was extremely effective. Some people were not good at visualizing and suffer in sever always as a result. Those who improved their visualization skill also improved in some or all of the following areas: aural comprehension, reading comprehension, oral expression, written expression, following directions, sense of humor, critical thinking.

We encouraged students to visualize both vocabulary items and story lines. Be sides often helping learners to remember language, this practice might help some individuals to better the inability to visualize and there by help them improve in some of the above mentioned was.

n. Games

The competition in games added an element of fun and interest to the learning process. For example:

- Play Simon Says and try to have students make a mistake in following the commands. All the students stand up and the teacher gives commands to the whole class. Students are supposed to perform only those commands that are preceded by the words *Simon Says*. When student performs a

command that doesn't have *Simon says* before it, s/he is out of the game and must sit down.

- Have a contest to see who can say the words fastest.
- Have a competition to see who can say all the words without a mistake.

Vygotsky (1987) explains that constructivist learning, which is the process of learning as a social process is conducive; as discussed in the contribution in his theory of social development. "In constructivist thinking, it is essential to emphasize social interactions in learning". (Vygotsky, 1987, p.p:26). He argues that the individual develops their knowledge in a social context; the human is a social being; so the psychological processes of communication, language and reasoning are acquired primarily in a social context and subsequently internalized.

2.2. LISTENING SKILLS

Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991).

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984).

Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation) constructing and representing meaning (constructive orientation). negotiating meaning with the speaker and responding (collaborative orientation) and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

Ethel Glenn (1989) in the *Journal of the International Listening Association* lists fifty different ways of describing listening. This list is not exhaustive. It indicates, however, that listening is conceived differently depending upon how people intend to apply the definition. Glenn's content analysis of the fifty definitions found that the concepts most often included in the definition of listening were: perception, attention, interpretation, response, and spoken and visual cues.

Farson, in a classic article on active listening define "active" as meaning: the listener has a very definite responsibility. He does not passively absorb the words which are spoken, but he actively tries to grasp the facts and feelings in what he hears, to help the speaker work out his own problems. (p. 149).

Wolvin (1995) quoted the International Listening Association's definition of listening as "the process of receiving constructing meaning from and responding to spoken and/or nonverbal messages".

Yagang (1996) defined listening as: the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. This definition also entails extracting meaning from verbal and nonverbal cues.

Hybels and Weaver II (2001) in trying to state the complex nature of listening compared it to hearing and stated: Hearing is a physiological process involving the various parts of the ear, whereas listening is a more complicated perceptual process involving your total response to others, including verbal as well as nonverbal communication.

Fruehling and Lacomber (2006) did not state differently when they said that: Hearing is a physical process; when sound waves reach your ears and send messages to your brain, you are hearing. Listening is an intellectual process that combines hearing with evaluating; listening often leads to a follow-up.

This definition implies that hearing is a passive process. Listening, though a complex activity should be taken seriously. Business people who fail to listen attentively to their customers' wants lose them; we spend our time listening to telephone conversations, informal speeches, lectures, different kinds of performances, seminars chats and a lot others.

One needs sophisticated listening skills to receive information and to understand it. Being a psychological process, it involves the mind as well as the sense organs; "listening involves sensing, selecting, interpreting, retaining and retrieving aurally acquired information" (Pandey 2005).

2.1.2. Listening Importance

The important of listening in language teaching can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Is it any wonder, then that in recent years the language teaching profession has placed content emphasized on listening comprehension?" (Brown, 1994, p.233).

Listening is also important because occupies a big chunk of the time we spend communicating in the language. Recent advances in technology have served to raise the profile of the listening skill in language teaching. Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input. However, this represents a challenge as we shall see in the following section.

“Listening as a major component in language learning and teaching first hit spotlight in the late 1970’s with James Asher’s (1977) work to Total Physical Response, in which the role of comprehension was given great quantities of language to listen to before they encouraged to respond orally. Similarly, the natural Approach recommended a significant “silent period” during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were “ready” to do so” (Brown, 1994, p. 234).

2.1.3. Traditional Methodology

Traditional methodology is characterized by an integrated process in which are structured skills and abilities as also areas of knowledge, i.e. the traditional method focuses on potentiate their skills and knowledge in this way the traditional methodology in the teaching of a foreign language is limited to possess a pragmatic approach where teaching is for specific purposes. (Broughton, 2012, p. 78). The methodology uses traditional courses and materials designed for teaching of English for science, medicine, agriculture, engineering, tourism what it really means that the content of the course is limited to the specific vocabulary and grammar.

Another common feature of the methodology is the traditional approach of the teacher as the sole subject of interaction with students, i.e. focuses very much on the teacher. In the words of Professor Dr. Abdullah Kuzu, who asserts that the teachers serve as a source of knowledge while students serve as passive recipients" (Kuzu 36).

The traditional approach "focuses on the process of teaching and learning in the professor, where the students to be present and listen to the class means that they are fit to use the knowledge." (Scrivener, 2013, p. 87).

2.1.4. Traditional teaching listening

The traditional language teaching listening is characterized because teachers do not apply techniques of group work where there is a lack of participation and development of skills, which has motivated the mood to learn from many students.

Another feature of the traditional teaching of listening, is the lack of activities that conform to the standards of care, participation, intelligence, and cognitive development of children, causing that there are children with greater skills for these activities and others who do not possess the same performance.

Also within the traditional teaching of listening in children making use of the voice of professor and texts to teach your child to listen and understand, which does not stimulate the development of their skills and cognitive abilities.

The strategy most commonly used by teachers in the traditional teaching of listening in children is the grammar translation where you will press the child to use more capacity for discernment and care and not to potentiate their capacity for listening and understanding of the translated, i.e. lack the development of strategies and techniques for listening.

In the classroom there are no items and appropriate resources to create an interactive environment with the child, couple that learning of listening is more real and fun, thus avoiding demotivation and lack of integration of the child to group.

2.1.5. Traditional listening Method

The traditional methods of teaching of listening are purely repetitive and non-equity where the students are involved in activities that stimulate a vision of the passive ability to listen and understand what they are listening, what causes many students recognize these activities as purely receptive, where it receives and records what they hear. (Yang, 2009)

This traditional teaching of the listening does not allow the information that it receives the student integrates with what the student needs clarification as to when the process of construction of the interpretation is faced with an obstacle

The traditional methodology of listening has neglected the use of recreational activities to improve the listening, pronunciation, vocabulary and grammar, as well as do not apply methodologies constructivist partner supported with information and communication technologies ICT, as are audio-videos in CD, interactive technologies listening software, social networks as YouTube, google, slides, etc.

2.1.6. Listening and Comprehension

Listening comprehension as it is defined as a process before top-down or bottom-up, no longer applies now that with the modern methodology of listening comprehension, is an interactive process, functional, synchronized and communicational where students use the prior knowledge and linguistic acquired in the learning stage for applying them in the understanding of messages. (Zwaan and Ram, 2007)

The degree to which the listeners used the process or the other will depend on your knowledge of the language, familiarity with the topic or purpose for which you are listening. For example, to hear essence mainly involves the processing of top-down, while listening for specific information, such as in a transmission in time, means above all an ascending process of understanding all the desired details.

According to Byrnes (1984, p. 58). "The listening comprehension is the process of matching the speech with what the listeners already know about the topic." This means that when the students have acquired the knowledge of the language before it is easier for them structure matches or experiences in order to understand what is heard in English".

Therefore, teachers need to help students organize their thoughts, to activate prior knowledge appropriate for understanding and for making predictions, in order to be prepared for the listener.

2.1.7. Listening Objectives

It is worth approaching listening comprehension classes with four ‘levels’ or objectives in mind:

- 1) Listening for gist / general comprehension
- 2) Listening to learn (content-based input and/or how natural discourse works)
- 3) Listening for skill application
- 4) Listening for precision and language development

“The first objective in that list represents the purest of the “top down” approach to listening, where we want students to gain a broad idea or understanding of what they are listening to”. (Brown, 1994, p.58)

The final objective is more “bottom up”, working with finer details as a basis. The other two objectives fall somewhere in between and to a greater or lesser degree incorporate both top-down and bottom-up processes. It is important to keep these objectives in mind, because they will in fact be affected by the way(s) you choose to go about applying the listening passages with your learners in class. (Glenn,1989)

2.1.8. Listening Process

First, for an individual to be able to listen, he or she must want to listen. Thus, volition, or the will to listen is the initial component of effective listening. Even having willed ourselves to attend to the ideas of another, it sometimes takes courage to listen fully to another human being. (Purdy, 1982, p.87)

To listen fully may mean we may have to change based upon what we hear. Nichols and Stevens recognized the difficulty in their 1957 book, *Are You Listening?*: “Whenever we listen thoroughly to another person’s ideas we open ourselves up to the possibility that some of our own ideas are wrong” (Stevens, 2005, p. 51–52).

Second, good listening requires focused attention. If our minds are wandering, or, if we are jumping ahead to what we think the speaker might say, we are apt to miss important information. The third component of the listening process is perception.

We need to be aware of all of the elements of message, speaker, and context. It also implies that we must be open and receptive to the messages of others. A critical part of communication is lost when individuals are unwilling to listen to others because of, for example, prejudicial or opposing viewpoints.

The fourth component of the listening process is the capacity to interpret the messages and meanings of the others. The process of interpretation includes understanding. In interpreting a message we naturally make sense of that message in terms of our own experience.

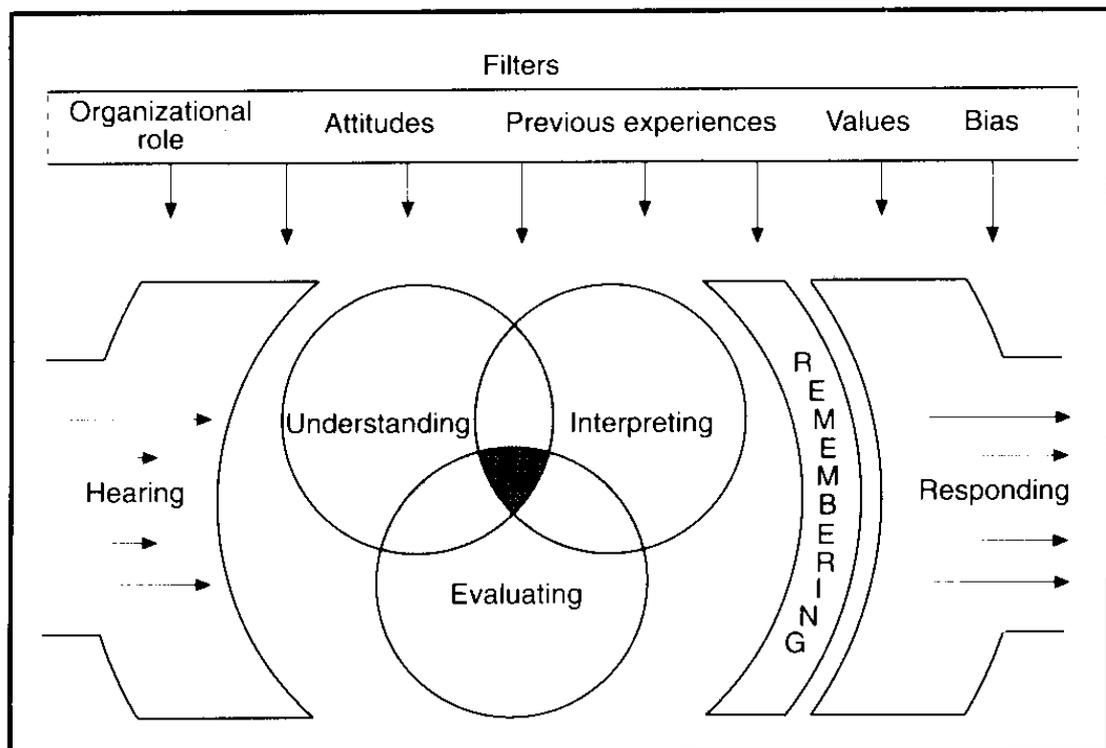
This means each message understood is a creative process; it also implies we are limited by our experience. A person may be highly motivated to listen to a message, for instance on contemporary physics. However, if the message is especially complex or technical beyond the listener's ability, then the likelihood for an accurate interpretation is greatly diminished.

Fifth, competent listening includes remembering. Often we remember without exerting any effort. In many critical listening situations, however, we need to consciously and actively include listening skills that help us retain what we have heard. Some basic skills for enhancing memory will be covered in the next chapter. (Stewart, 1986, p.85)

A sixth component is the need for response as essential to completing the process of good listening. Sometimes our response is internal as we integrate what we have understood and internally comment upon it. Usually after understanding a complete thought it is important that we give feedback to the speaker, or respond in

such a way that the speaker has an idea of how we have understood and interpreted what he or she has said.

The seventh and last component is the human being. In listening we must always be receptive to the personal element. In both our personal and business lives people are the most important resource. Listening should validate and empower people, thus enhancing relationships. (Mendelsohn, 2006)



2.1.9. Listening Strategies

“Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.” (Vandergrift, 2002). These strategies can be classified by how the listener processes the input. These are:

- Top down strategies.
- Bottom up strategies.
- Metacognitive strategies.

2.1.9.1. Top down listening strategies

It refers to the use of background knowledge in understanding the meaning of the message. Background knowledge consists of context, the situation and topic, and co-text(what came before and after). Top - Down Listening Strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

Implementation

To implement a top-down approach of must be built the real meaning of what you are going to listen to using sound tracks, where students use prior knowledge of the context and its situation. (Flowerdew and Miller 2005).

According to Flowerdew and Miller (2005, p. 27), "for the level of beginners you need more time to develop basic skills of listening down upwards, in contrast to more advanced levels, students dominate the phonology and syntax still this strategy from the bottom upwards as the best option in the process of listening." "The materials that can be used in top- down are prevalent. Teachers can use authentic information. When students listen to real-life story, it can increase their interest and make them think about main idea more seriously." (Makaro and Vanderplank, 2007, p. 58).

Activities

- Putting a series of pictures or sequence of events in order.
- Listening to conversation and identify where they take place
- Reading information about a topic then listening to find whether or not the same points are mentioned.
- Inferring the relationship between the people involved.

2.1.9.2. Bottom – up Listening Strategies

They are text based. The listener relies on the language in the message (sounds, words, and grammar that creates meaning). Bottom-up strategies include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Activities

Bottom up strategy is to know about details and segments. It concentrates on forms and structure. Thus, this activity is more related with academic study. English learning students use this activity to enhance their listening ability. Dictation and listening tests are included in this. In class, ‘fill in the blank/s’ activity can increase students’ awareness of forms. (Vandergrift, L. y Tafaghodtari, M. H. 2010)

However, bottom-up strategy doesn’t mean that it excludes all authentic things. When we need deep concentration on details, we use this activity. For example, weather forecast, phone number and advertisement having implied meaning need special focus on details to understand. Besides, tongue twists can be a good exercise for students to notice subtle difference in various English forms and pronunciation.

Successful listening depends on the ability to combine top-down and bottom-up processing. Activities which work separately should help students to combine top-down and bottom-up processes to become more effective listeners in real-life or longer classroom listening.

2.1.9.3. Meta cognitive Listening Strategies

In general, metacognition is thinking about thinking. More specifically, Taylor (1999) defines metacognition as “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably. (Vrugt, 2008)

Implementation

Meta cognitive Listening Strategies are used to plan, monitor, and evaluate their listening, using the following process:

- They plan deciding which listening strategies will serve best in particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies

Activities

Actions that the learner deliberately takes to enhance comprehension and oversee and regulate the listening process. They include actions such as: planning, monitoring, evaluation and problem solving.

Planning

The planning is structured of the following parts:

Advanced Organization

Anticipate to the listening task, predicting, clarifying objectives for listening.

Directed attention

Decide to maintain attention to the listening task, avoiding distracters.

Selective attention

Planning to pay attention or language situational aspects that may facilitate comprehension

Monitoring

The monitoring is structured of the following parts:

Comprehension monitoring

Checking, verifying or correcting one's understanding.

Double check monitoring

Check understanding during the second listen or across the task.

Monitoring comprehension

- I have understood
- The stricter parents are at table, the more likely are to become overweight.
- I need to listen harder
- Something about highly demanding that I couldn't understand in the first listening.

Evaluation and problem solving

Students have to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection asking students to assess the effectiveness of the strategies employed. Group or class discussion of the guidelines adopted by the different students also can stimulate reflection and assessment of merit. (Wharton, 2000)

Students are encouraged to share individual routes that lead to success; for example, how someone guessed (inference) the meaning of a certain word or how someone modifies a particular strategy. In order to help the students consciously focus on planning, monitoring and evaluation before and after the completion of the tasks of listening, teachers can develop checklists of performance.

2.1.10. Listening Strategies for preschoolers

2.1.10.1. Literacy activities

Activities can be designed to address the skills necessary for listening and learning. Strategies designed to train the body and brain in attention and information processing are appropriate starting points. They are strategies that can complement the existing reading curriculum, themes, vocabulary, and stories. (Wenden, 2002)

Students are more likely to show more improvement when the listening strategies are integrated into other parts of the curriculum throughout the school day. Added benefit also may be realized if parents receive information on the importance of listening strategies, along with supplemental practice activities for home.

Give me five strategies

“The Give Me Five strategy focuses on five body parts to improve attending behaviors (Prouty & Fagan, 1997). Initially, the strategy is explicitly introduced, explained, and modeled. Follow-up activities to reinforce applying the strategy are presented within the context of the curriculum” (White, B. and Frederiksen, J. 2005, p.25).

For example, role-playing Give Me Five with a peer partner and working with a puppet would help demonstrate what each part of Give Me Five looks like. This allows students to practice the strategy with guidance from the teacher.

Using a Give Me Five handheld sign and having a poster in the classroom are further reminders for students to apply this strategy throughout the day. Mnemonic devices reinforce the value placed on application of the strategy. To further promote independent strategy use, students may benefit from having a Give Me Five cue card taped to their desks.

This type of graphic organizer is useful for students with disabilities, who often need more concrete tools for learning. Teachers can quickly make Give Me Five part of the daily routine. By beginning a lesson with the simple cue, “Give Me Five,” students are immediately prompted to engage the listening strategy.

TALS Strategy

Once the body parts are assisting with attention to the task, TALS (see Figure 2) is introduced. In this strategy the acronym TALS is used to focus on the metacognitive aspect of getting the brain ready to listen by describing the brain’s role as it analyzes and processes the most important elements of the lesson that a student hears. (Truscott, 2004)

- Think
- Listen for what
- Ask why
- Say to self

This strategy incorporates metacognitive awareness of preparing for the material to come and provides external motivation for the task. It facilitates critical thinking necessary for sifting through all that is heard to locate the most important information.

TALS and other similar strategies explicitly direct students to become more active listeners and learners. An example of a classroom activity with TALS involved the discussion of a story map that was being introduced to reinforce the basic story components. (Schunk, y Zimmerman, 2006)

Prior to introducing the story map, students reviewed the TALS strategy. The teacher incorporated the strategy while going through the lesson. The following is an example of what this would sound like: “Think about the story parts, Ask why a story map is important, Listen for the different parts of a story map, and Say to yourself the parts of the story.”

2.1.11. Listening Strategies for teaching English

The listening helps student to understand the language to express orally without reading. The most used strategies are:

To listen to the essence

Consists of an entire segment to hear either a conversation , reading , etc. , so that the student understands generally what the speaker means.

Listening for specific information

The student is asked to listen to a recording or the teacher with the purpose of to locate one specific information to be required.

Listen to details

It consists mainly of listening to a recording to detect similarities and different between the pronunciation of words and how they are pronounced the same. As used for the identification of accents.

To listen to the attitude

The student listens to a recording on how to help the intonation should be and even to determine the emotions of the speaker.

2.1.11.1. Materials used to reinforce the skills of listening

a) Auditory materials.

The audio material you can use in the classroom is as follows:

- Cassette tapes.
- Language Lab.
- CD

b) Audiovisual Material

The audiovisual material is that which is perceived by the sense of sight as much as the senses of hearing .The materials we use are:

- Television.
- Video.
- Computer

Television and Video: Film and video, in an educational context , are powerful tools for learning. Research results show that developed within the educational

values they contain, are the following : the use of appropriate films and music videos, resulting in more learning in less time and greater retention of learning , movies and instructional videos stimulate other teaching activities , and young children whose learning is from the language of moving images , are better able to apply what they learned, that those who have not had such preparation , arouses the interest to learn, motivates activity knowledge , foster creativity and stimulates fantasy , psychic and emotional increasing student activity in the learning process , accelerates the pace of the class and encourages saving time in the process of teaching – learning.

The use of film and video in the classroom, to show the moving image also offer a number of advantages to the teacher to fulfill their educational teaching and learning:

- Integrate image, movement, color and sound to complex realities.
- Maintain the attention of students.
- They enable feedback processes in a group.
- You can perform analysis and comparisons with the reality of each, according to their own experiences.
- Allow interactivity in the classroom.
- Integrate other teaching aids.
- Transmit information as an explanation, clarification or reinforcement of certain content that will be taught.
- Allow acquire, organize and structure knowledge considering the communicative and semantic process using the media.

Compact Disk.

The CD depending on the type, we can give or otherwise. With music CDs we can do many activities, mostly from "listening" to motivate the child to learn and make a more playful way.

Then with the CD for computers, we can find many educational games, movies with subtitles, interactive stories, etc. All this is now widely used by children and learn their management very easily.

Use of the CD is very good, but as long as parents to remember that children need to relate to other children and that abuse of this is not good.

2.1.12. THE PROCESSES OF TEACHING - LEARNING

To teach is to point out something to somebody. It is not to teach anything; it is to show what is ignored. This implies that there is a person that knows (the one who can teach), and another that ignores (the one who can learn).

“The one who can teach wants to teach and knows how to teach (the teacher); the one who can learn wants and knows how to learn (the student). There must be a disposition then by the student and the teacher,” (Scheur, 2007, p.14).

Apart from these agents, there are the contents, this is, what must be taught or learned (curricular elements) and the procedures or instruments to be taught or learned (means). When something is taught it is to get some goal (objectives). On the other hand, the act of teaching and learning happens in a determined mark by certain physical, social and cultural conditions (context).

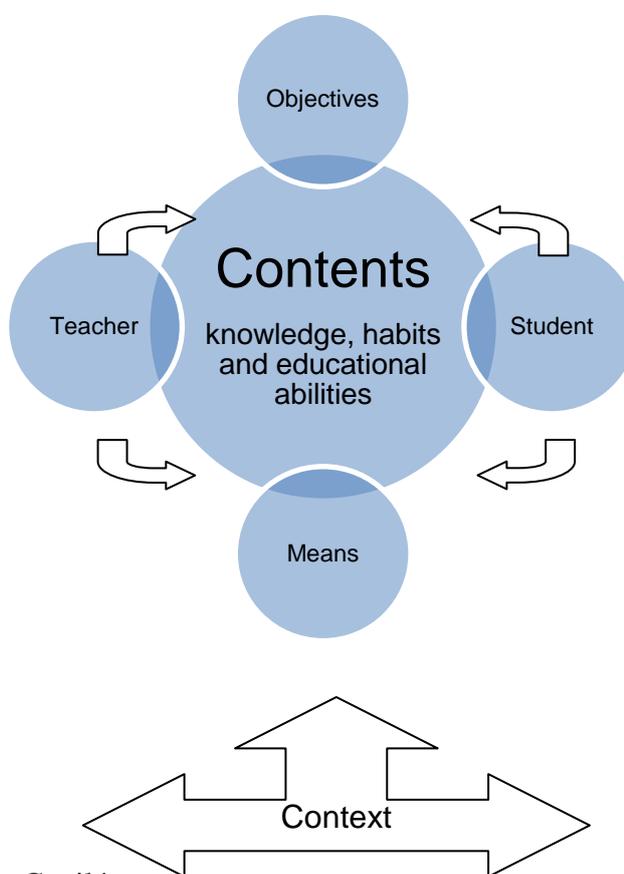
2.1.12.1 THE TEACHING

The teaching is an “activity carried out jointly through the interrelation of three elements: teacher, one or several students and the object of knowledge. It is the process that has as end the student's formation.” (Pozo, 2006, p.59)

2.1.12.2 THE LEARNING

Monereo (2006, p.47), introduce the learning concept as a process that carries out the person that learns when interacting with the object and relates it with his previous experiences, taking advantage of his capacity to know to restructure his mental outlines, enriching them with the incorporation of a new material that goes to be part of the person that knows.

ELEMENTS OF THE TEACHING-LEARNING PROCESS



Prepared by: Mónica Gavilanes

2.1.12.3 THE OBJECT

The object is learned in a different way by each person, because the experiences and each individual's capacities present unique characteristics in (Constance, 2010):

- Elements of the teaching-learning process

- The figure schematizes the teaching-learning process detailing the role of the basic elements.

2.1.13. Auditory learning

Gardner, Howard (1993, p.51), the “auditory learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.”

2.1.14. Auditory Processing (Ga)

According to Schneider and McGrew’s (2012, p.15), “it is the ability to detect and process meaningful nonverbal information in sound.” This definition may cause confusion because we do not have a well-developed vocabulary for talking about sound unless we are talking about speech sounds or music. Ga encompasses both of these domains but also much more.

There are two common misperceptions about Ga. First, although Ga depends on sensory input, it is not sensory input itself. Ga is what the brain does with sensory information from the ear, sometimes long after a sound has been heard.

The second extremely common misconception is that Ga is oral language comprehension. It is true that one aspect of Ga (parsing speech sounds or Phonetic Coding) is related to oral language comprehension but this is simply a precursor to comprehension, not comprehension itself. (Hernandez, 2005)

Phonetic Coding (PC): Ability to hear phonemes distinctly. This ability is also referred to as phonological processing and phonological awareness. People with poor phonetic coding have difficulty hearing the internal structure of sound in words.

Speech Sound Discrimination (US): Ability to detect and discriminate differences in speech sounds (other than phonemes) under conditions of little or no distraction or distortion. Poor speech sound discrimination can produce difficulty in the ability to distinguish variations in tone, timbre, and pitch in speech.

Resistance to Auditory Stimulus Distortion (UR): Ability to hear words correctly even under conditions of distortion or loud background noise.

Memory for Sound Patterns (UM): Ability to retain (on a short-term basis) auditory events such as tones, tonal patterns, and voices.

Maintaining and Judging Rhythm (U8): Ability to recognize and maintain a musical beat. This may be an aspect of Memory for Sound Patterns as short-term memory is clearly involved. However, it is likely that there is something distinct about rhythm that warrants a distinction.

Musical Discrimination and Judgment (U1 U9): Ability to discriminate and judge tonal patterns in music with respect to melodic, harmonic, and expressive aspects (phrasing, tempo, harmonic complexity, intensity variations).

Absolute Pitch (UP): Ability to perfectly identify the pitch of tones. As a historical tidbit, John Carroll had perfect pitch.

Sound Localization (UL): Ability to localize heard sounds in space.

2.2. HYPOTHESIS FORMULATION

2.2.1. Working Hypothesis.

The incidence of the Total Physical Response (TPR) affects positively in the development of listening skill during the process of teaching and learning a foreign language for students attending the preschool at “Luigui Galvani” during the first term, 2014 - 2015”.

2.2.1. Null Hypothesis.

The incidence of the Total Physical Response (TPR) does not affect positively in the development of listening skill during the process of teaching and learning a foreign language for students attending the preschool at “Luigui Galvani” during the first term, 2014 - 2015”

PART III

METHODOLOGICAL DESIGN

3.1. TYPE AND DESIGN OF THE RESEARCH

3.1.1 Research Type

This research will be descriptive and of field. The technique for collecting data is the survey. The research design will be quasi-experimental, quantitative and transversal.

3.1.2 Participants:

In this study, the subject of research is the application of the Total Physical Response (TPR) method with students of Preparatory Level in the development of listening skill, this research will be quasi-experimental, because manipulate the independent variable to see its effect and relationship with the dependent variable. The students will not randomize or match but these groups will be formed before the experiment.

To carry out this research there will be done an analysis to obtain information about the current problem in which students will be divided in two groups of students.

Study Design:

The research will be quantitative and transversal because the quantitative will determine the strength of correlation between the variables for the interpretation of the results and transversal design will be analyzed the relationship between variables in the given time.

Methodology

When designing a research work, it is important to remember that the research design is the core of the study. Furthermore, when the scientific protocols are followed, more validity is given to the work. Taking in mind this brief introduction, next the holistic structure of the present research is mentioned. It is important to keep in mind some issues, among them: research type, research design,

Research type

Due to the fact that this study has the aim of measuring the incidence of the TPR technique to improve the English listening skills, which are the variables of this work, the research type to be studied is correlational. Hernandez et al. (1991) mentions that the correlational studies measure two or more variables which are intended to be seen if they are correlated or not. The correlation results could be positive or negative. According to Hernandez et al. (1991) the use and main purpose of correlational studies is to know how the variables behave. In other words, it is intended to verify the TPR technique affects the listening skills.

Research design

This study has the features of experimental design. Hernandez et al. (1991) says that experimental design has the main characteristic of a researcher intervention. It is intended to change the present reality through experimentation. The most common way is the so called pre-test, post-test method. During the pre-test and post-test a questionnaire is used before and after the intervention. Additionally, this study is transactional since it is performed in just one moment. Hernandez et al. (1991) identifies two types: descriptive and correlational. The descriptive one just describes the variables, while, the correlational has the objective of finding the correlation between variables.

Population size and sample

Population

Quezada and Gracia (1988) define population as any finite or infinite collection of people or different elements which are perfectly identified without ambiguity. The population is the universe from which a study is performed. Moreover, a population shares same characteristics which make it a singular universe. In this study a population has not been selected, but a sample.

Sample

Tamayo (2004) says that a sample comes from a quantified population. When it is not possible to measure the whole population, a sample represents the characteristics of the population. In the present study, a sample has been obtained. As mentioned before, this research is being performed at Pre-school “Luigui Galvani” this school has some classes from which three parallels has been selected, parallels A, B and C, sixty students in total.

Field work

This study took place at “Luigui Galvani” school. This school offers pre-school education to people in Quito. This research was conducted among teachers and students aged 4-5 years during the first term of school year 2014-2015

Instruments for data collection

The pre-test and post-test technique was used. Two instruments were applied. In the first place a survey to teachers was performed and then a Rubric to observe the classes. Both instruments showed the necessity of implementing a type of treatment that improved the listening comprehension among learners. The survey aimed at discovering how teachers used TPR in classes, and the Observation Rubric had the objective of measuring how effectively teachers used TPR.

Later these tests were processed and compared to evaluate the learning progress of students during the application of this method. During the intervention process,

teachers were trained to use appropriately TPR technique. At the end of the research, the same instruments were applied in order to verify the progress.

Data processing and analysis

The scores collected from teachers in the pre-test and post-test about the use of TPR were processed by using statistical calculations (The arithmetic mean and the standard deviation). These data were introduced in statistical tables which show the process of advancing in the students. Both data collecting instruments were analyzed, which means the survey and the Rubrics. The results of both instruments are shown next.

PART IV
HYPOTHESIS PROOF
GRAPHICS OF RESULTS

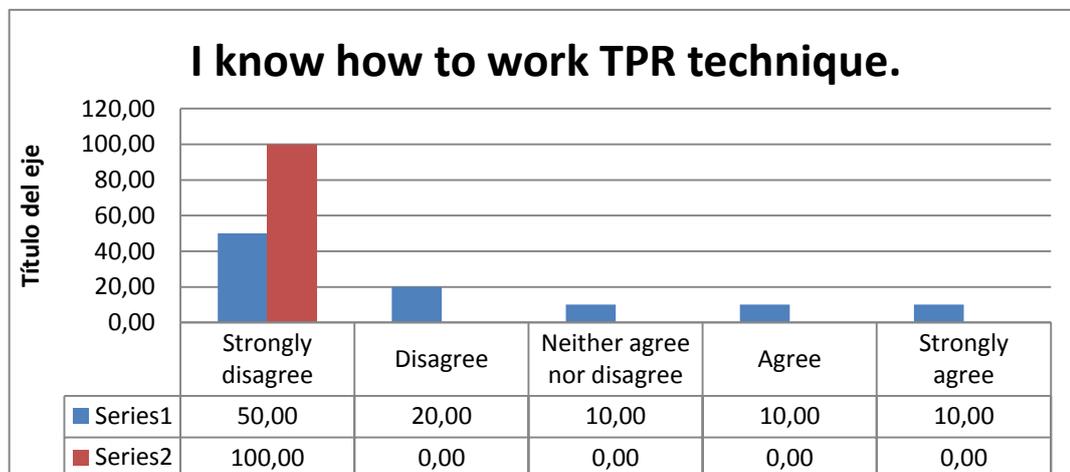
1.- I KNOW HOW TO WORK TPR TECHNIQUE.

Picture N° 1

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	5	50,00	10	100,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	1	10,00	0	0,00
Agree	1	10,00	0	0,00
Strongly agree	1	10,00	0	0,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilanes

Source: Survey



Analysis and Interpretation

After having applied the survey for the first time to teachers at “Luigui Galvani” School it revealed that the 50% of teachers strongly disagree with the use of the Total Physical Response in their classes since they did not know how it works. The rest of the educators have a little information about this technique. Later, the educators got some training about the use of the TPR in their classrooms; consequently, all of them were really pleased with the technique that means 100% of teachers know how it works.

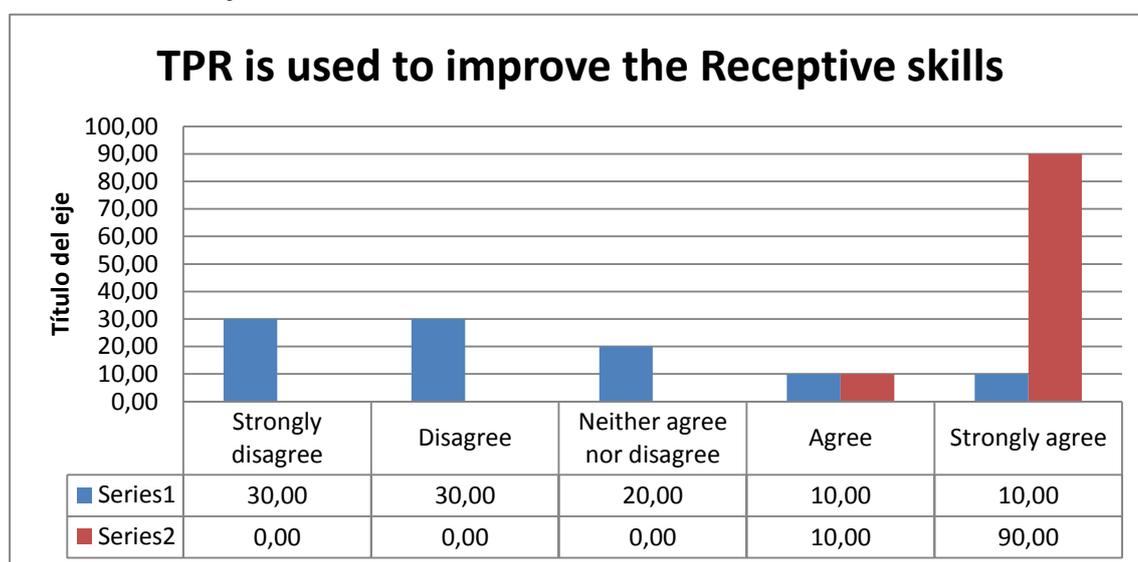
2.- TPR IS USED TO IMPROVE THE RECEPTIVE SKILLS

Picture N° 2

INDICATOR	FRECUENCY	%	FRECUENC Y	%
Strongly disagree	3	30,00	0	0,00
Disagree	3	30,00	0	0,00
Neither agree nor disagree	2	20,00	0	0,00
Agree	1	10,00	1	10,00
Strongly agree	1	10,00	9	90,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilánes

Source: Survey



Analysis and Interpretation

When this research work began at “Luigui Galvani” School, everyone did not have any knowledge about the proposed method to improve the receptive skills like listening and reading. But now, there is an obvious difference between the pre-test and post-test outcomes since the rates range from 30 to 90 %. In the pre-test, the example delivery required improvement when working with listening activities in class, whereas after the intervention, it was significantly developed. The 90 % of teachers accomplished the quality of their teaching strategies principally with the listening skill.

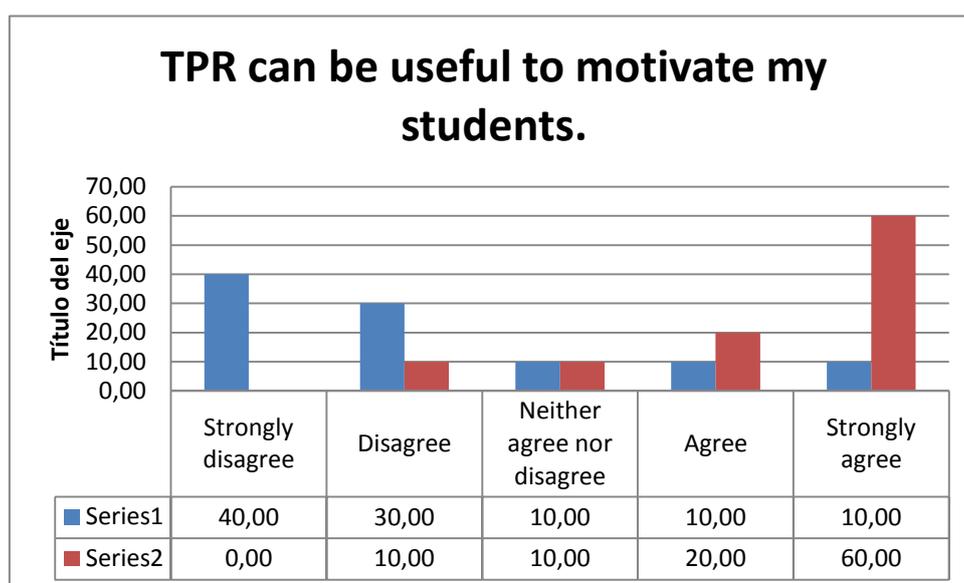
3.- TPR CAN BE USEFUL TO MOTIVATE MY STUDENTS

Picture N° 3

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	4	40,00	0	0,00
Disagree	3	30,00	1	10,00
Neither agree nor disagree	1	10,00	1	10,00
Agree	1	10,00	2	20,00
Strongly agree	1	10,00	6	60,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilanes

Source: Survey



Analysis and Interpretation

Motivation is an essential part in the teaching learning process. When students are engaged in class, it is due to the teacher`s planning that promotes active learning. During the pre-test, only 40% percent of teachers thought that this technique could not be useful to motivate. Nevertheless, during the post test the range went up to 60% which constitutes the purpose of this study. Also, the intervention had good consequences since students were observed following instructions exactly, the teachers made use of songs and videos to foster learning.

4.- I USE TPR TO IMPROVE MY STUDENTS' LISTENING SKILLS

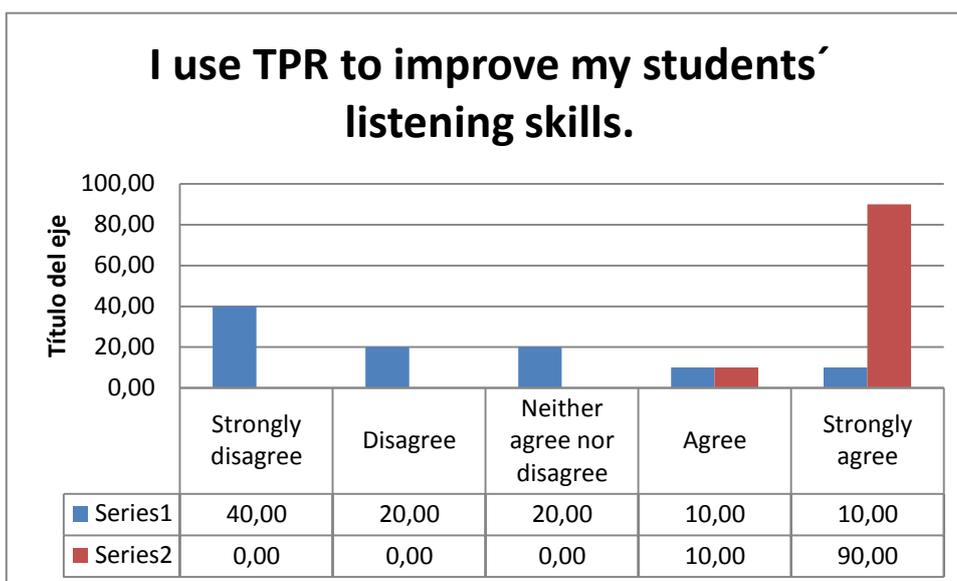
Picture N° 4

INDICATOR	FRECUENC Y	%	FRECUENC Y	%
Strongly disagree	4	40,00	0	0,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	2	20,00	0	0,00
Agree	1	10,00	1	10,00
Strongly agree	1	10,00	9	90,00
TOTAL	10	100,00	10	100,00

Made by: Mónica

Gavilanes

Source: Survey



Analysis and Interpretation

Listening is one of the receptive skill which promotes understanding what others say. Throughout the pre-test 40% of teachers did not use to work with TPR. Therefore, it is really significant to teach listening to get the language acquisition, to study, model and to be a better listener. Later, the range was gone up to 90% since educators started to use listening activities along with TPR in their classrooms.

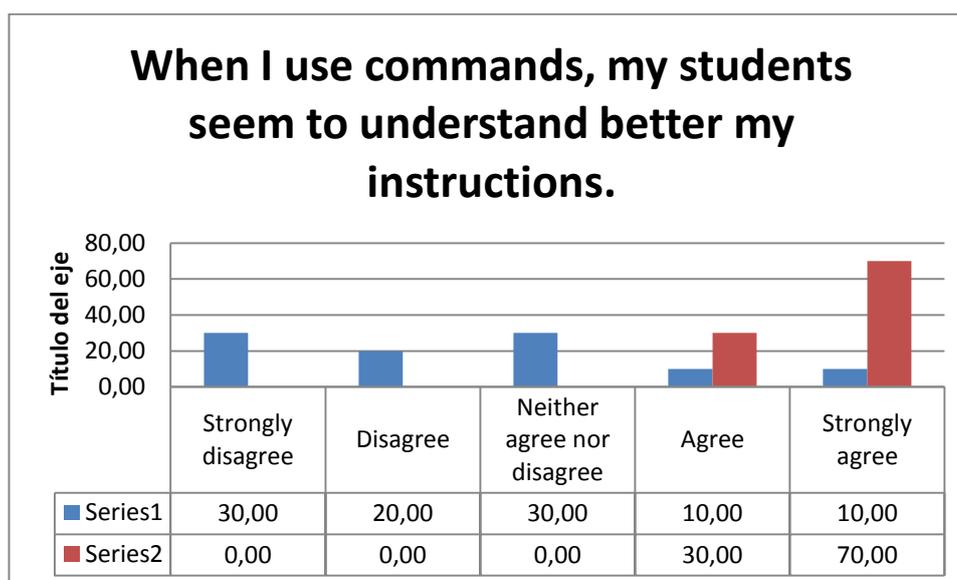
5.- WHEN I USE COMMANDS, MY STUDENTS SEEM TO UNDERSTAND BETTER MY INSTRUCTIONS.

Picture N° 5

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	3	30,00	0	0,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	3	30,00	0	0,00
Agree	1	10,00	3	30,00
Strongly agree	1	10,00	7	70,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilánes

Source: Survey



Analysis and Interpretation

All of the skills are equally essential and wherever possible we should try to integrate all of them into our lessons if we want to have a balanced approach. This happened to teachers during the pre-test 30% of them did not have any result when they used to give commands to their pupils. Nowadays 70% say that their students understand the instructions. That means that there is a great difference in the range between the pre-test and the post-test.

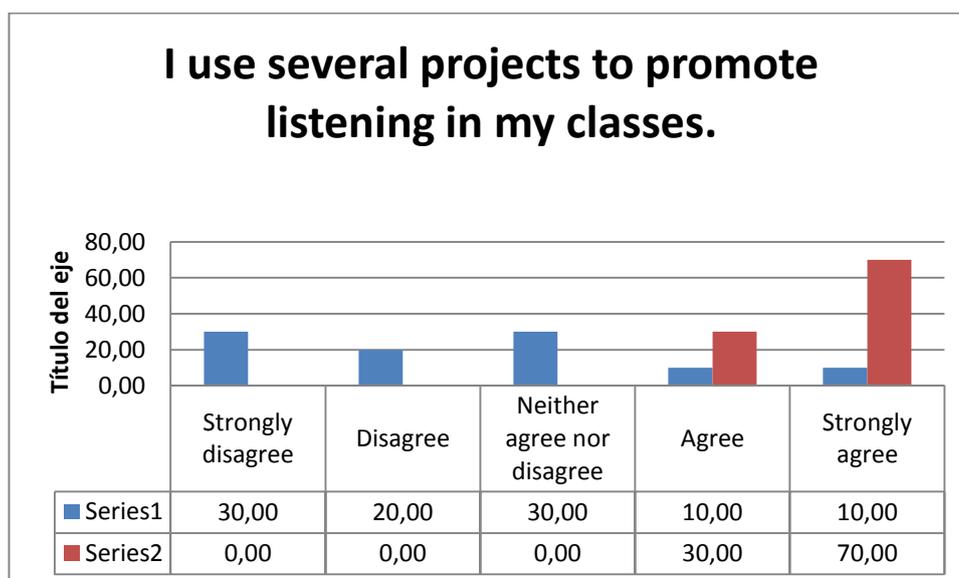
6.- I USE SEVERAL PROJECTS TO PROMOTE LISTENING IN MY CLASSES

Picture N° 6

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	3	30,00	0	0,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	3	30,00	0	0,00
Agree	1	10,00	3	30,00
Strongly agree	1	10,00	7	70,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilánes

Source: Survey



Analysis and Interpretation

A project in class takes students through the path of producing something. However, the survey applied before this research work revealed that 30% of teachers at “Luigui Galvani” school did not believe that learning by doing is the best way to increase new skills and expand students` creativity. By the end of a project-based on listening activities gave us better results not only have students learned a new skill, but they have something amazing to display for it. Thus, 70% of educators are currently using projects to promote listening.

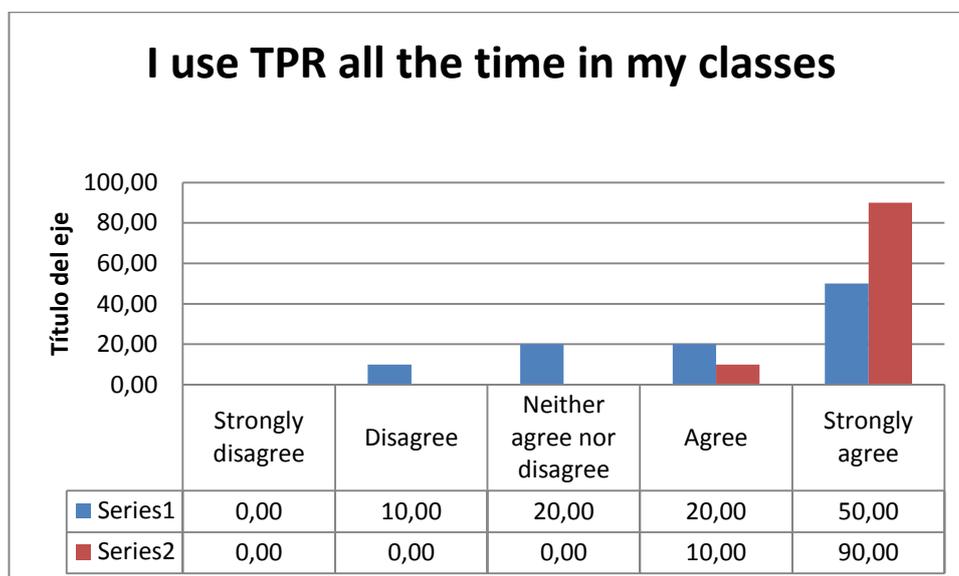
7.- I USE TPR ALL THE TIME IN MY CLASSES

Picture N° 7

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	0	0,00	0	0,00
Disagree	1	10,00	0	0,00
Neither agree nor disagree	2	20,00	0	0,00
Agree	2	20,00	1	10,00
Strongly agree	5	50,00	9	90,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilanes

Source: Survey



Analysis and Interpretation

If possible a class teaching kids should be full of TPR but, only the 10 % of teachers made use of TPR properly during the pre-test. Additionally, it is imperative to say that TPR stimulates listening comprehension by giving instructions. TPR gets students to move, have fun, play, dance, sing, work helpfully, etc. These qualities were observed to be developing during the pre-test, but a high 90 % was reached after the intervention. This shows that teachers assumed that TPR is a technique that gives good results when used acceptably. It is recommended that teachers use TPR along with classroom projects in order to encourage motivational learning.

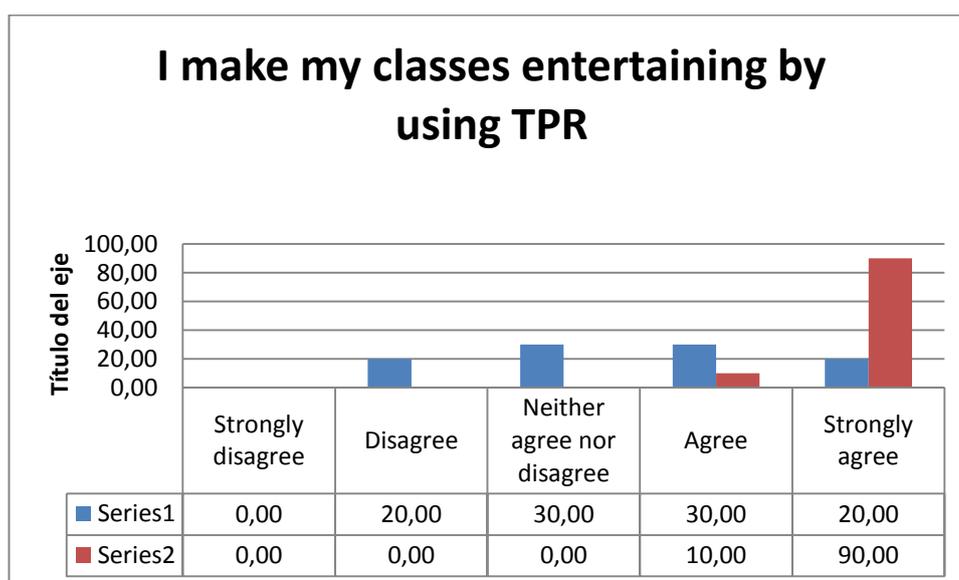
8.- I MAKE MY CLASSES ENTERTAINING BY USING TPR

Picture N° 8

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	0	0,00	0	0,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	3	30,00	0	0,00
Agree	3	30,00	1	10,00
Strongly agree	2	20,00	9	90,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilánes

Source: Survey



Analysis and Interpretation

At the beginning of this investigation, teachers did not use to work with TPR strategies. It represented the 20% of them whose classes were boring. At the moment, 90% of the lessons are working with TPR technique whose results are favorable not only for students to understand instructions, but also for teachers to make their classes entertaining using TPR.

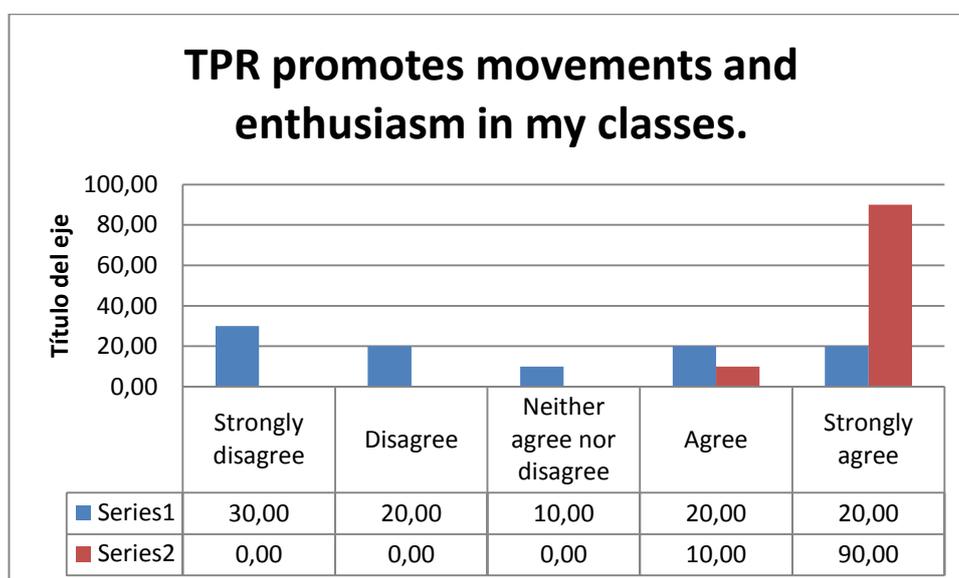
9.- TPR PROMOTES MOVEMENTS AND ENTHUSIASM IN MY CLASSES

Picture N° 9

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	3	30,00	0	0,00
Disagree	2	20,00	0	0,00
Neither agree nor disagree	1	10,00	0	0,00
Agree	2	20,00	1	10,00
Strongly agree	2	20,00	9	90,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilánes

Source: Survey



Analysis and Interpretation

TPR coordinates the language and the action, also with this method teachers and students are the actors; in addition, they are more active and talkative. Before applying TPR in the institution, we found out that 30% of the classes used to use strategies to promote movements and enthusiasm unconsciously because they had little knowledge about TPR. But now, it has increased up to 90% which represents a high range between the pre and pro test. TPR really works and makes classes be more dynamic.

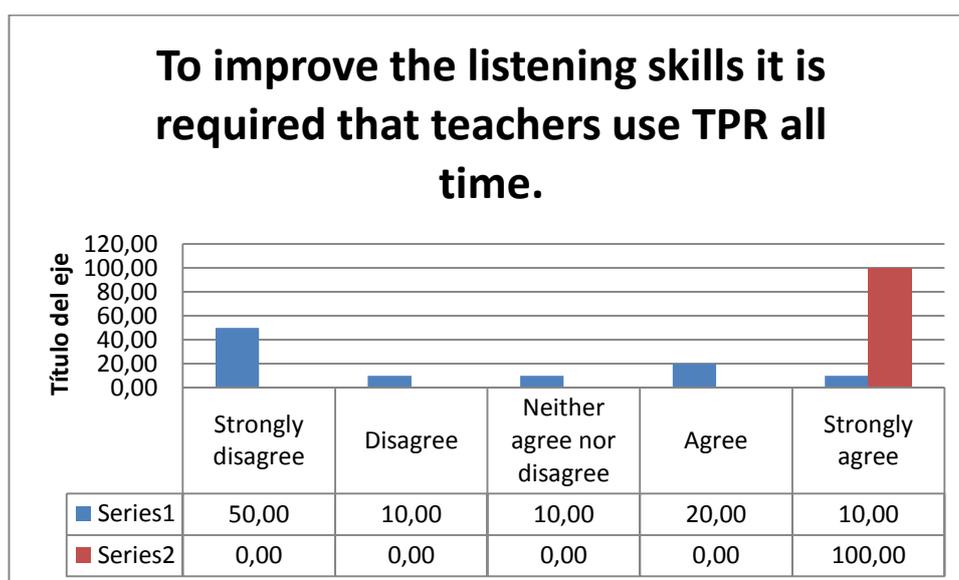
10.- TO IMPROVE THE LISTENING SKILLS IT IS REQUIRED THAT TEACHERS USE TPR ALL TIME

Picture N° 10

INDICATOR	FRECUENCY	%	FRECUENCY	%
Strongly disagree	5	50,00	0	0,00
Disagree	1	10,00	0	0,00
Neither agree nor disagree	1	10,00	0	0,00
Agree	2	20,00	0	0,00
Strongly agree	1	10,00	10	100,00
TOTAL	10	100,00	10	100,00

Made by: Mónica Gavilanes

Source: Survey



Analysis and Interpretation

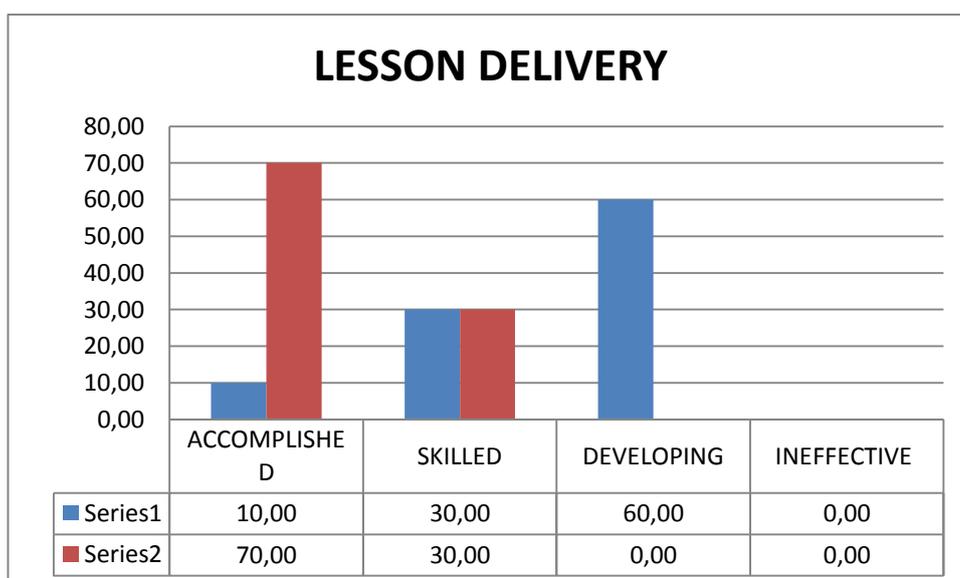
It is required for teachers use the TPR all the time since learners acquire a language by doing or by moving. The listening skill has to be developed first so that students can easily understand what they hear and then put into action. The pre-test showed that 50% of the teachers used to apply TPR technique but without getting good results from it. Whereas after the intervention 100% of the teachers apply this method with amazing outcomes especially with listening activities.

Analysis and interpretation of Rubric applied to English class observation.

Item 1: Lesson delivery

Picture N° 11

INDICATOR	FREQUENCY	%	FREQUENCY	%
ACCOMPLISHED	1	10,00	7	70,00
SKILLED	3	30,00	3	30,00
DEVELOPING	6	60,00	0	0,00
INEFFECTIVE	0	0,00	0	0,00
TOTAL	10	100,00	10	100,00

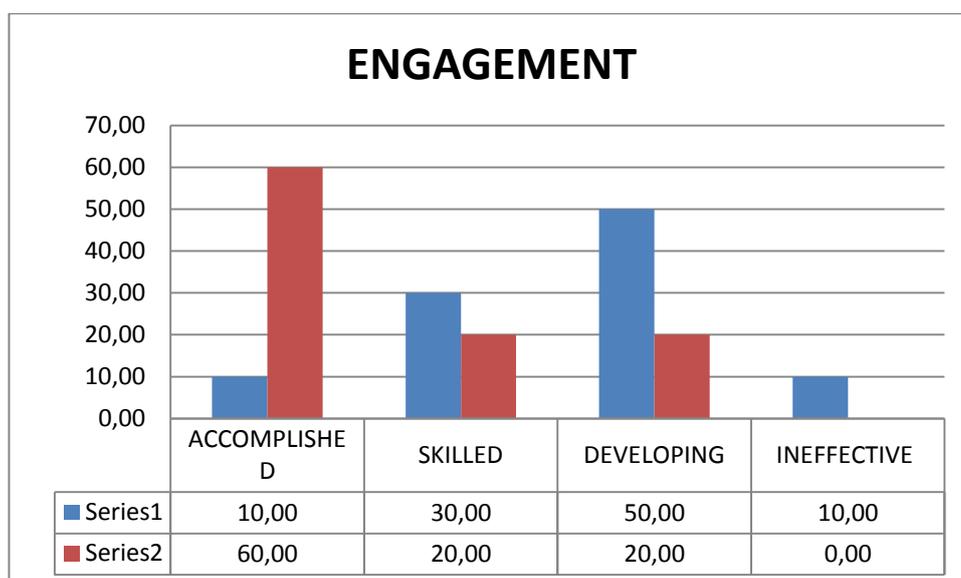


The item observed the quality of the lesson delivery, which means how the teachers explained the contents, use of questions and discussions in the classroom. There is an evident difference between the pre-test and post-test results since the rates range from 30 to 70 %. During the pre-test, the lesson delivery needed improvement, while after the intervention, the delivery was greatly improved. The 70 % of teachers accomplished the quality of lesson delivery. It is suggested teachers use a lot of commands to teach and instruct students. The listening comprehension was gone up by providing clear instructions. It was observed that students finally accomplished what the teachers intended.

Item 2: Engagement

Picture N° 12

INDICATOR	FREQUENCY	%	FREQUENCY	%
ACCOMPLISHED	1	10,00	6	60,00
SKILLED	3	30,00	2	20,00
DEVELOPING	5	50,00	2	20,00
INEFFECTIVE	1	10,00	0	0,00
TOTAL	10	100,00	10	100,00

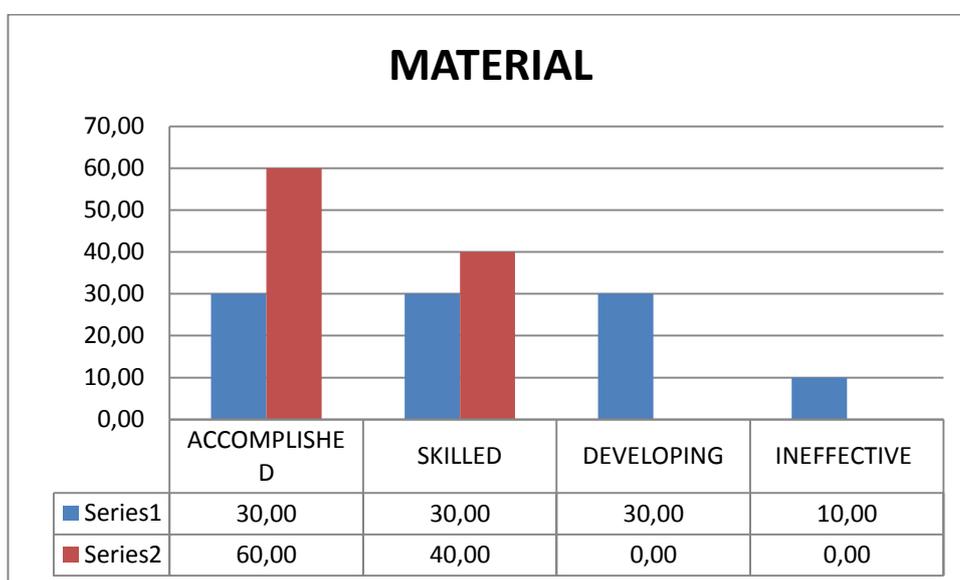


Engagement item referred to the way teachers designed relevant lessons that promote motivation and active learning. Sadly, but true, there was only 10 % that accomplished this item during the pre-test. However, during the post-test the range went up to 60 %, which constitutes the purpose of this study. The intervention had good results since students were observed following instructions precisely, also, the teachers made use of songs and videos to foster learning. It is recommended that teachers plan their lesson with the intention of catching students' attention.

Item 3: Material

Picture N° 13

INDICATOR	FREQUENCY	%	FREQUENCY	%
ACCOMPLISHED	3	30,00	6	60,00
SKILLED	3	30,00	4	40,00
DEVELOPING	3	30,00	0	0,00
INEFFECTIVE	1	10,00	0	0,00
TOTAL	10	100,00	10	100,00

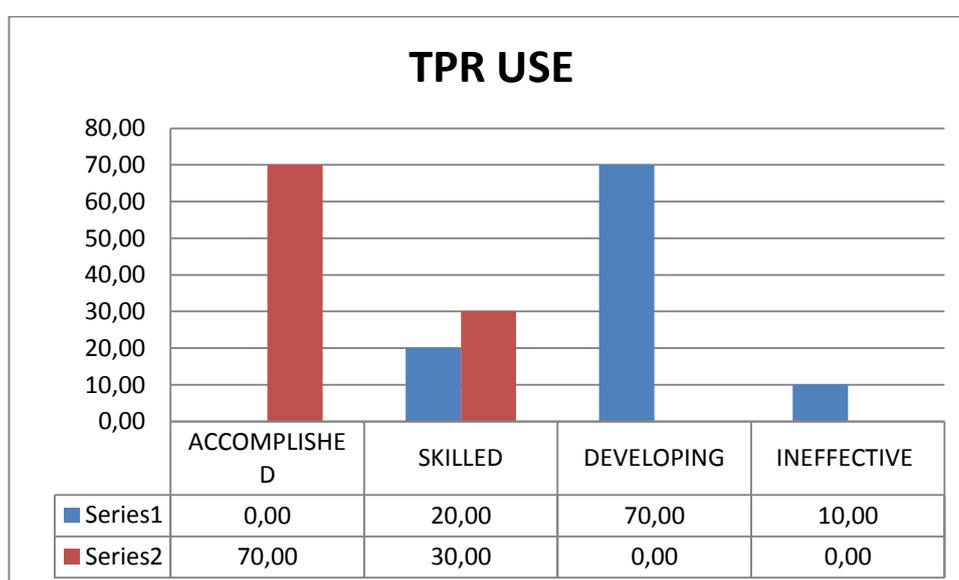


In this first category, the item pretends to observe the quality of material the teacher uses in classes including the textbook, workbook, worksheets, and technology. It is clearly observed that there is a significant difference between pre-test and post-test application due to the fact that the range is moving from low to high. During the first class observation, the data gotten was ranged between 10 and 30 %, while the second observation shows that the level of quality material was gone up. Better materials like worksheets and pictures, audio, video, and class project were observed after the intervention. It is strongly suggested that teachers keep preparing additional material apart from the textbook.

Item 4: TPR use

Picture N° 14

INDICATOR	FREQUENCY	%	FREQUENCY	%
ACCOMPLISHED	0	0,00	7	70,00
SKILLED	2	20,00	3	30,00
DEVELOPING	7	70,00	0	0,00
INEFFECTIVE	1	10,00	0	0,00
TOTAL	10	100,00	10	100,00

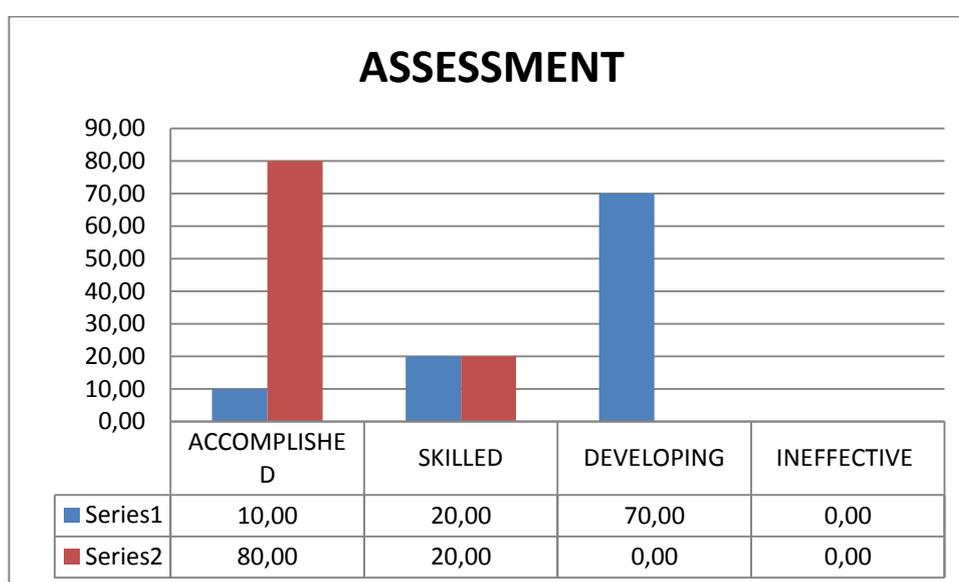


This item observed the use of TPR in classes. Ideally a class teaching kids should be full of TPR, however, only the 20 % of teachers made use of TPR correctly during the pre-test. Additionally, it is important to state that TPR promotes listening comprehension by giving instructions. TPR gets students to move, have fun, play, dance, sing, work cooperatively, etc. These qualities were observed to be developing during the pre-test, but a high 70 % was reached after the intervention. This shows that teachers understood that TPR is a technique that gives good results when used correctly. It is advised that teachers use TPR along with classroom projects in order to promote motivational learn

Item 5: Assessment

Picture N° 15

INDICATOR	FREQUENCY	%	FREQUENCY	%
ACCOMPLISHED	1	10,00	8	80,00
SKILLED	2	20,00	2	20,00
DEVELOPING	7	70,00	0	0,00
INEFFECTIVE	0	0,00	0	0,00
TOTAL	10	100,00	10	100,00



Finally, one of the most important issues in education was also observed: Assessment. It is misunderstood that assessment deals with grading, but it is not. Assessment deals with the process that helps educators to determine if a student has reached the objectives or not. During a class observation, it is possible to notice that process from beginning to end. A class without assessment is like an empty container. Without assessment there is purpose to pay attention. Additionally, it is important to remember that each class has an objective, so it is possible to reach those aims by assessing students. It was observed that a 70 % developing was changed to an 80 % accomplished. Teachers made use of a variety of instruments to measure the strengths and weaknesses of their students. Happily, there is a big gap between the pre-test and post-test results. It is suggested that teachers prepare a variety of classroom material that measures their students' skills per each class time.

PART IV

CONCLUSIONS

1. Teachers at “Luigui Galvani” school do not use TPR as their fundamental technique to promote listening comprehension among their students.
2. Students at this school do not follow instructions correctly.
3. Teachers use traditional instructional methods which lessens leaning.
4. Students use their classroom only, which do not promote leaning in open spaces like green areas.
5. Teachers are aware of the fact that TPR can be very useful to teach more efficiently.
6. Teachers consider that TPR can make their classes more entertaining.
7. Teachers do not make use of classroom projects and techniques like role plays, reading corners, puppets, videos, hands-on activities.
8. There is a necessity of implementing a single methodology that teachers use while teaching. It is important to standardize the way teachers instruct.
9. Teachers use TPR unconsciously. That makes teachers instruct without an order or ranking the importance of the technique.
10. Students feel totally motivated when teachers bring new materials like songs.

RECOMMENDATIONS

1. It is recommended for teachers take workshops on the TPR technique as well as be familiar with this method to apply in the classroom.
2. Teachers should apply the TPR method to enrich the teaching-learning process so that students can improve their competences.
3. It is suggested to train teachers on subjects about new learning methodologies in order to improve the quality of teaching mostly on TPR technique.
4. Green areas should be considered good places to complement the teaching-learning process
5. It is essential to encourage teachers to implement the TPR technique in their lessons to increase the quality of teaching
6. It is advised to apply the TPR method in classrooms, afterwards discuss the experiences among teachers in order to have conclusions as well as promote this method at school.
7. Request teachers to include in their planning lessons, teaching strategies to raise multiple intelligences in students
8. A group of teachers in charge of the pedagogical process at school should promote the use of a single format planning to develop a single teaching method to maximize abilities in students.
9. It is very important that teachers get familiar with the procedures related to the TPR technique in order to apply in classrooms appropriately.
10. Take advantage of the learners' interest in learning a second language so that they could keep motivated and later those learners' skills turn into fortresses.

PART V**PROPOSAL****5.1. BACKGROUND**

EDUCATIONAL CENTER:	“Luigui Galvani” School
SECTOR:	Urban, Quito, Pichincha
RESPONSIBLE:	Lic. Verónica Jurado (English teacher)
DEGREE:	School
NUMBER OF STUDENTS:	60
TIME DAY EDUCATION:	Morning
CURRICULUM SHAFT:	The standard listening
TYPE OF PROPOSAL:	Workshop for English teachers
COMPETENCIES:	Identify and pronounce correctly the vocabulary used in songs as well as perform role plays in class

5.1.1. Mission

Understand songs and children rounds through gestures and movements

5.1.2. Vision

Ensure that students can obtain an efficiency of more than seventy percent in listening of the language English with the use of playful strategies with the TPR technique.

5.1.3. Objectives

5.1.3.1 General Objective

To identify the incidence of the Total Physical Response (TPR) technique on the learners' listening skill development for students attending the school "Luigui Galvani" in Quito, in the first term, 2014 - 2015"

Specific Objectives

1. To describe the theoretical basis related to the TPR technique and the ability to listen.
2. To diagnose the main factors that cause difficulty to listen the teacher's instructions for students attending the school "Luigui Galvani" in Quito, in the first term, 2014 - 2015"
3. To apply a proposal based on English listening activities through the use of the TPR technique on students attending the school "Luigui Galvani" in Quito, in the first term, 2014 - 2015"
4. To analyze potential impacts after the application of the TPR technique on the students' listening skill improvement at "Luigui Galvani" in Quito, in the first term, 2014 - 2015"

5.2 BASIC CONCEPT

5.2.1. TEACHING OF LISTENING IN CLASS FOR SCHOOLERS

As sequence of activities, often determine different types that are usually related to different stages of listening (Lopez, 2009, p.73):

-From introduction (warm-up activities): Used to wake up interest, to find out prior knowledge, motivate and familiarize students the topic at present. Also serve to review previously learned contents. (For example a story, song, video or brainstorm).

-In develop (Development activities): Through them, the students are contacted with the content, tasks, with the pronunciation of grammatical structures and vocabulary. We present the meaning and form of new language items through real objects, flashcards, story cards ... and then encourage students to imitate and repeat individually and collectively. It is therefore important to correct and ensure proper learning.

Once you have copied, they are given the opportunity to practice oral and written form new structures and vocabulary to them primarily through controlled activities so that students memorize and assimilate the new content more fully (Example repetitions, reproductions of short dialogues): then are given guided activities such as Simon says ..., questionnaires, Snakes and Ladders, sequencing pictures, writing tables form sentences.

This stage ends with activities that provide opportunities to practice creatively what they have learned without the teacher's control. Example of these activities can be the role-play, the invention of dialogue, talk and write about them interviews, communication games.

-From Consolidation (Consolidation or wrap-up activities): Used to reinforce and apply learning assimilated. Provide teachers relevant information about the teaching-learning process, is say allows us to assess what we have teach and what the students have learned and based on those results to decide which students need more practice or if there are students who are able to learn more.

-Booster (Reinforcement or remedial activities): Used to help students or students who have not sufficiently internalized content.

-In extension (Extension or extra activities): allow to continue building knowledge to students who have assimilated the contents successfully and quickly finish the task.

-From evaluation (Assessment activities): While any activity is capable of being evaluated, should select activities to assess the learning achieved at a particular time (Examples Tests, self-assessment activities, answer questions, direct observation, task analysis, audio and video of the activities of the students). (Lopez, 2009, p.74).

5.2.2. LISTENING ACTIVITIES

The aim of the teaching of listening is to train competent listeners, the preschoolers who understand the message of oral transmission.

Types of activities

“The classification of listening activities for scholars are following (Scott, 1988, p.77):

- Listening audio recorders (music, songs, tales, legend, histories, etc)
- Level understanding of sentences:
 - Respond with actions
 - Draw what you hear
- Understanding the organization of information:
 - Order Information
- Understanding the level of discourse:
 - Complete records.”

5.3 TEACHING GOALS AND METHODS

5.3.1. TEACHING METHODS

The methodology of this proposal is based on constructivism and the cognitive thinking, with the use of strategies of listening leisure in listening comprehension,

where the children of the school “Luigui Galvani”, learn through the application of certain activities in the classroom of a practical nature whose objective is to activate the senses of auditory perception and memory retention cognitive.

The strategies of listening for the listening comprehension apply the methodologies of the Realia and the TPR, with practical activities such as: songs, legends, games with puppets, among other; which increasing the listening, pronunciation, vocabulary, grammar motivating and integrating to the child during their performance in class. (Haynes, 2012).

Through the methodologies of the Realia and TPR, the child uses the objects and things for your classroom learning of listening, and using the TPR, the child is able to interact with the teacher, that is to say when the teacher conducts, the children in response carried out the action, as in the case of the activity where children are taught to identify the parts of the body at the time to listen to the professor.

Another of the methodologies used in the proposal is based on the rationale socio-constructivist, since it is supported through the use of information and communication technologies (ICT), where children interact in activities of listening with educational software applications, videos, slides, using devices such as handhelds, tablets, ipad's, among others; supported with printed material, such as sheets of figures, graphics; that potentiate the ability to listen to the English language in children 3 to 5 years at “Luigui Galvani” school, through research and dialog.

5.3.2. TEACHING GOALS

That pre-school children to optimize your ability to listen and comprehend the language English as a foreign language, developing the pronunciation and vocabulary, complementing its interaction with others of its kind. (Resnick & Snow, 2008).

5.4 TEACHING A FOREIGN LANGUAGE

The teaching of English to implement the strategies of listening in the children of the sections A,B and C at “Luigui Galvani” must implement the following teaching and learning processes which must comply with the curriculum of this institution. These processes will make more efficient the induction of this strategies and evaluation of results in listening to these children; being the major steps the following.

Learning to listen is a fundamental objective in the curriculum of the English language. It is suggested that the language used by the children is composed of short and simple sentences used in a meaningful context and following good models of spoken language (Sánchez, 2007).

The most appropriate means to provide a correct model is the teacher, who, leading the class in English, will provide them the opportunity to develop the ability to hear in a natural way. Among the ways to improve the ability of students to hear, are:

1. Go first over the instruction with the class making certain that materials are understood by all students.
2. Pronounce the words or phrases at least two times in a clear and distinct voice and at normal speed.
3. Where the question precede the text, read the question twice in order to direct the students' attention. Then, read the entire text two.
4. With longer texts, it is advisable for the teacher to write guide question on the board or dictate them to the students. The questions should require an understanding of the general ideas, in the text rather than detailed knowledge. The teacher then reads the text for the first time.
5. After giving the students enough time to answer the guide questions she/he discusses the answer with them.
6. The teacher continues with more detailed question for the students to answer either the written or al modality. Discussion follows the above.

7. Other possible related activities for further intensive practice can be carried out such as:
 - a. Summarize the passage orally
 - b. Formulate questions which the students will ask their classmates to answer with long or short response.
 - c. Write a short summary at home.
8. Check if the message heard is correct, this will be achieved if students are able to follow instructions, for example.
9. Check if they can complete information, fill in blank spaces, to answer questions.

STRATEGIC ACTIVITIES

Activity No 1: Listen Child Legends

LEVEL	Pre-school
AGE	3 to 6 years
TIME	30 minutes
PURPOSE	Language: Listening with intense listening comprehension, grammar and vocabulary.
MATERIALS	Colored Pencils, sheets of figures, and blank sheets.
EQUIPMENT	Recorder
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Write a summary of the legend that occupies one side of the sheet. 2. Record the legend that deal with a maximum time of 15 minutes. 3. Using expressions, mimes and gestures, to make it more fun.
IN CLASS	<ol style="list-style-type: none"> 1. Gather the children in circles 5 and pass the recording of the legend for each group. 2. Ask each group of children to write or utter words that they liked on the legend. 3. Ask each group of children to draw the characters of the legend. 4. In a sheet of figures on the legend, evenly distributed to each group of children and ask them to choose those drawings that speak of the legend exposed. 5. Ask that each group of kids make a small exhibition of the legend in 10 minutes.

Developed by: Mónica Gavilanes

Activity 2: Total physical response (RFT)

LEVEL	Pre-school
AGE	3 to 6 years
TIME	10 minutes
PURPOSE	Language: Listening with intense listening comprehension, vocabulary, physical coordination
MATERIALS	Banks, chairs, ropes, balls, colored pencils
PREPARATION (teacher)	<p>1. Develop a list of instructions in English for the children is carried out.</p> <p>DAILY ROUTINES IN CLASS</p> <ul style="list-style-type: none"> • Open the door • Sit • Squat • Passes to the blackboard • Closes the door • Asks permission to go to the bathroom • Go break time • Draws your school supplies. <p>PARTS OF THE BODY</p> <ul style="list-style-type: none"> • Points out your nose • Pointed out your mouth • Pointed out your legs • Pointed out your head • Pointed out your fingers <p>PHYSICAL DESCRIPTIONS</p> <ul style="list-style-type: none"> • Sit on the wooden table • Points to the larger window • Drew the most beautiful girl • Chooses the best chair
IN CLASS	Use gestures and pantomime to help children to know what are these instructions

Developed by: Mónica Gavilánes

Activity 3: Integration (TPR)

LEVEL	Pre-school
AGE	3 to 6 years
TIME	30 minutes
PURPOSE	Language: Listening with intense listening comprehension, grammar and vocabulary.
MATERIALS	Various materials
PREPARATION (teaching)	<ol style="list-style-type: none"> 1. Bring to the children and the teacher said boys 2. Point out to girls and say girls 3. Ask the boys and girls in english to raise their hand. 4. Count up to five in English with the hand 5. Say goodbye in English by waving a hand. 6. Show parts of the face on a guitar. 7. Sing head, shoulders, knees and toes and ask them to while singing, observe the parts of the body
IN CLASS	1. Learn new songs, manually develop teaching materials, sing songs and socialize.

Developed by: Mónica Gavilánes

Activity 4: Movies

LEVEL	Pre-school
AGE	3 to 6 years
TIME	45 minutes
PURPOSE	Language: Listening with intense listening comprehension, vocabulary, auditory memory.
MATERIALS	CD's / DVD's with movies, pencils, sheets of figures, and blank sheets
EQUIPMENT	Television and DVD
PREPARATION (teacher)	<ol style="list-style-type: none"> Choose the theme of the film. Topics can be: <ul style="list-style-type: none"> Movies with animals Movies Movies with children with nature. The films must be short no more than 45 minutes. Prepares a list of questions for children about the content of the movie ..
IN CLASS	<ol style="list-style-type: none"> Choose from the following films: <ul style="list-style-type: none"> Ratatouille <ul style="list-style-type: none"> Finding Nemo The Lion and Mouse Little The three pigs and the Wolf The Frog Prince The Little Mermaid To make the kids to see the film, so that the children picked up and listen to the pronunciation. Through a written summary of the film establishes a dialog between the children to see the fluidity of the vocabulary.

Developed by: Mónica Gavilánes

Activity 5: Games and children's rounds (The colors)

LEVEL	Pre-school
AGE	3 to 6 years
TIME	1 hour
PURPOSE	Language: Listening with intense listening comprehension, grammar and vocabulary.
MATERIALS	Cube of colors, and color cards
PREPARATION (teaching)	<ol style="list-style-type: none"> 1. Prepare the classroom with primary colors: yellow, blue and red). 2. Having built a given of 15 cm per side with the primary colors. 3. Prepare cards with the three primary colors so that the child can write in the color card the name of the object depending on the side of the given and color. 4. Welcome to the students and motivate them.
IN CLASS	<ol style="list-style-type: none"> 1. Adequacy of the space for the kids are in a comfortable position, 2. Organize the children in the form of a circle, sing a song in English and give the respective guidelines. 3. The cube is lined with colored paper and to be launched is pronounced the color in english, this action is repeated several times by motivating children to participate and in this way you will be given the opportunity to the entire group. 4. Then the children are organized in three groups, each child is given a card either yellow, blue or red, it launches the given, and the color that pops out, play the child with card of the same color of the given 5. The game is "the king" in English which consists in different orders by uttering the color of the given (yellow, red, blue) and the children perform the action according to the color of the card

Developed by: Mónica Gavilanes

Activity 6: Presentation of puppets

LEVEL	Pre-school
AGE	3 to 6 years
TIME	1 hour
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	Puppets, songs, field journal
PREPARATION (teaching)	<ol style="list-style-type: none"> 1. Prepare the song hello teacher. 2. Prepares a list of greetings and farewells in all its forms. 3. Build puppet. Bring the class with a scenario of puppets. 4. Welcome to the students and motivate them
IN CLASS	<ol style="list-style-type: none"> 1. Adequacy of the space for the kids are in a comfortable position, 2. Organize the children in the form of a circle, sing the song "Hello Teacher" several times to listen to the pronunciation. 3. Exercise the pronunciation of the different greetings and farewells heard in the song. 4. Establish a dialog between the students using puppets, to greet and bid farewell interacting puppets and students.

Developed by: Monica Gavilanes

Leasing Strategies

Activity No 1: Interactive Games on the computer

LEVEL	Pre-school
AGE	3 to 6 years
TIME	2 hours
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	Software LEARNENGLISHKIDS
EQUIPMENT	Computer, CDs.
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Download or purchase the software from the Web Learn English kids. http://learnenglishkids.britishcouncil.org/en/?mtklink=kids-learnenglish-portal-main-promo 2. Trained in the handling of the program. 3. Conduct a pilot test with two children of sections A,B and C. 4. Evaluate the perception of the software. 5. Give a welcome greeting
IN CLASS	<ol style="list-style-type: none"> 1. Adequacy of the space for the kids are in a comfortable position surrounding the computer 2. Download the program and wait to begin. 3. Choose the section "listen and watch". 4. Read the instructions: Do you like listening to stories and songs in English? In this section you will find lots of animated songs, stories, cartoons and videos. You can play the vocabulary games before you watch then download an activity as well. You can also practice your speaking with our fun tongue twisters 5. Develop the activities of the software with each of the games and activities, such as: The leaves on the tree, superhero high, people work, etc.

Developed by: Mónica Gavilánes

Activity No 2: Interactive Games on the computer

LEVEL	Pre-school
AGE	3 to 6 years
TIME	2 hours
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	Software BRITISH COUNCIL'S LEARN ENGLISH KIDS WEBSITE
EQUIPMENT	computer, CD's
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Download or purchase the software British Council's LearnEnglish Kids websitedesde Web http://www.teachingenglish.org.uk/teaching-kids 2. Trained in the handling of the program. 3. Conduct a pilot test with two children of sections A,B and C. 4. Evaluate the perception of the software. 5. Give a welcome greeting
IN CLASS	<ol style="list-style-type: none"> 1. Adequacy of the space for the kids are in a comfortable position, surrounding to the computer. 2. Choose the section "Lesson Plans". 3. Perform the following activities: <ul style="list-style-type: none"> • Teeth • Seasons • From parts of the body • Environment • Time • Sport

Developed by: Mónica Gavilánes

Activity No 3: Online Activities

LEVEL	1. Pre-school
AGE	3 to 6 years
TIME	1 hour
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	Software ANGLES 365 CLASSROOM CORNER
EQUIPMENT	computer, CD's
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Download or purchase the software Angles 365, from the Web. http://www.angles365.com/classroom/index.htm 2. Trained in the handling of the program. 3. Conduct a pilot test with two children of sections A,B and C. 4. Evaluate the perception of the software. 5. Give a welcome greeting
IN CLASS	<ol style="list-style-type: none"> 1. Adequacy of the space for the kids are in a comfortable position, surrounding to the computer. 2. Choose English language in the program. 3. Click on "Infants". 4. Choose any of the options: <ul style="list-style-type: none"> • Topics • stories and songs • Festivities

Developed by: Mónica Gavilánes

Activity 4: Vocabulary Slide Presentations (PowerPoint)

LEVEL	Pre-school
AGE	3 to 6 years
TIME	1 hour
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	MICROSOFT POWER POINT Software 2007/08/13
EQUIPMENT	Computer, CD's
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Having installed the Power Point program on your computer. 2. Trained in the handling of the program. 3. Prepare slides for listening with the following topics: 4. Vocabulary on parts of the body 5. Vocabulary about numbers on colors. 6. Conduct a pilot test with two children of sections A,B and C. 7. Evaluate the receptivity to the software. 8. Give a welcome greeting
IN CLASS	Make a presentation of the slides under the following model:

Developed by: Mónica Gavilánes

Activity No 5: Listening and writes-Slide Presentations (PowerPoint)

LEVEL	Pre-school
AGE	3 to 6 years
TIME	1 hour
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	MICROSOFT POWER POINT Software 2007/08/13
EQUIPMENT	computer, CD's
PREPARATION (teacher)	<ol style="list-style-type: none"> 1. Having installed the Powerpoint program on your computer. 2. Trained in the handling of the program. 3. Prepare slides for listening with activities such as: <ul style="list-style-type: none"> • Choose the sentences heard • Listen to and complete the sentences; etc 4. Conduct a pilot test with two children of sections A,B and C. 5. Evaluate the receptivity of the software. 6. Give a welcome greeting
IN CLASS	Make a presentation of the slides under the following model:

Developed by: Mónica Gavilánes

Activity No 6: Videoslides

LEVEL	Pre-school
AGE	3 to 6 years
TIME	9 session per month
PURPOSE	Language: Listening with intense listening comprehension, pronunciation and vocabulary.
MATERIALS	You Tube Videos of
EQUIPMENT	ipods, PCs or laptops
PREPARATION (teacher)	<ol style="list-style-type: none"> Download to your computer, laptop or Ipod the video in the following pages: <ul style="list-style-type: none"> http://busybeavers.com/audio/ http://www.youtube.com/subscription_center?add_user=tptnyctube http://www.youtube.com/user/tptnyctube Give greeting of welcome The project will work twice a week with songs, stories, and interactive activities in each session. Numbers: The song that corresponds to the numbers will work throughout the month to which the boys and girls learn in ascending and descending.- will be used the flash-card (cards with images alluding to the thematic). Specific material will be used for quantifying the numbers go from 1 to 10. The association will be the number with the amount. Colors: The song that corresponds to the colors will work throughout the month to which the boys and girls learn.- will be used the flash-card (cards with images alluding to the thematic). Material will be used specifically to go learning colors. The boys and girls must associate the color to a real object, i.e. the green at the tree, the blue represents the ocean, to the red apple, etc
IN CLASS	<ul style="list-style-type: none"> Memorize the song Coloring the drawings. Copy the numbers. Watch videos alluding to the subject. See and listen to stories, reinforced with images.

BIBLIOGRAPHY

- Borkowski, JG, M. Carr, E. Rellinger, and M. Presley (1990). Self-regulating Cognition: interdependence of Metacognition, powers and self-esteem. In Jones, BF & Idol, L. (Editors), measures of thinking and Cognitive instruction, 53-92. Hillsdale, NJ: Lawrence Erlbaum.
- Byrnes, H. (1984). The role of listening comprehension: a theoretical basis Foreign Language Annals 17:. 317-29.
- Feyten, CM (1991). The power of listening skills:. A dimension by high in the acquisition of the Language The modern language Journal 75: 173-80.
- Gilman, RA & LM Moody (1984). What practitioners say about listening: Implications of research for the foreign language classroom Annals 17: 331-34..
- Mendelsohn, D. (1998). Teach Listen Annual Review of Applied Linguistics 18:. 81-101.
- O'Malley, JM and the AU) (1990) Learning Strategies in Second Language Acquisition Cambridge:.. Cambridge University Press.
- Oxford, R. (1993). Update of the research in L2 Listening System 21:. 205-11.
- Richards, JC (1990) The teaching of language Matrix New York:.. Cambridge University Press.
- Ross, S. and Rost, M. (1991). Use of apprentices of strategies of interaction. Typology and educability Language Learning 41:. 235-73.
- Rost, M. (2002). Teaching and Research of listening. London, United Kingdom: Longman.

- Vandergrift, L. (1997A). The strategies of second language (French) listeners: A descriptive study of foreign language Annals 30: 387-409.
- Vandergrift, L. (1997B). The Cinderella of Communication Strategies: Strategies of receptive in interactive to hear Modern Language Journal 81: 494-505.
- Vandergrift, L. (1999). Facilitate Second Language listening Comprehension: Acquire strategies successful ELT Journal 53: 168-76.
- Vandergrift, L. (2002). "It was nice to see our predictions were correct" : Develop metacognition in L2 listening Comprehension Review Canadian Modern Language 58: 555-75.
- Insists de Wenden, A. (1998). The metacognitive knowledge and language learning Applied Linguistics 19: 515-37.
- Wipf, J. (1984). Strategies for Teaching Foreign Language listening comprehension of foreign language Annals 17: 345-48.

GLOSSARY

- **Auditory.**- means of or relating to the process of hearing
- **Affective.**- relating to an external expression of emotion associated with an idea or action
- **Cognitive.**- relating to the process of acquiring knowledge by the use of reasoning, intuition or perception
- **Domain.**-the scope of a subject
- **Extrinsic.**- coming or operating from outside something
- **Hypothesis.**- is a proposed explanation for a phenomenon
- **Incidence.** –the rate or range of occurrence or influence of something
- **Intelligence.**-has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, and problem solving.
- **Intrinsic.** - belonging to something as one of the basic and essential features that make it what it is.
- **Language.**-is the human capacity for acquiring and using complex systems of communication
- **Learn.**-acquiring knowledge of something
- **Listening.**- is a natural way to learn a language
- **Motivation.**- the act of giving somebody a reason or incentive to do something
- **Multiple.**-the fact that something is formed by more than one part
- **Process.**-Sequence of interdependent and linked procedures which, at every stage, consume one or more resources
- **Student.**-a person who is getting knowledge from somebody or something else
- **Strategy.**- is a high level plan to achieve one or more goals under conditions of uncertainty
- **Teach.**- provide knowledge about something