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APPLIED LINGUISTICS IN ENGLISH MAJOR

**PROJECT PRIOR TO OBTAINING THE APPLIED LINGUISTICS IN
ENGLISH DEGREE**

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**TITLE: THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR)
METHOD IN THE DEVELOPMENT OF LISTENING SKILL IN THE
KINDERGARTEN CHILDREN ATTENDING AT “ÁNGEL POLIBIO
CHAVES SCHOOL”, DURING THE SCHOOL YEAR 2013-2014.**

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2013-2014

**UNIVERSIDAD DE LAS FUERZAS ARMADAS “ESPE”
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APPLIED LINGUISTICS IN ENGLISH MAJOR**

CERTIFICADO

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CERTIFICAN

Que el trabajo titulado: **THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF LISTENING SKILL IN THE KINDERGARTEN CHILDREN ATTENDING AT “ÁNGEL POLIBIO CHAVES SCHOOL”, DURING THE SCHOOL YEAR 2013-2014** realizado por: Gabriela Karina Osorio Vizcaíno, ha sido guiado y revisado periódicamente y cumple normas estatutarias establecidas por la ESPE en el Reglamento de Estudiantes de la Universidad de las Fuerzas Armadas ESPE. El mencionado trabajo consta de un documento empastado y un disco compacto el cual contiene los archivos en formato PDF.

Sangolquí, 2014

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Gabriela Karina Osorio Vizcaíno

DECLARO QUE:

El proyecto de grado denominado: **THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF LISTENING SKILL IN THE KINDERGARTEN CHILDREN ATTENDING AT “ÁNGEL POLIBIO CHAVES SCHOOL”, DURING THE SCHOOL YEAR 2013-2014**, 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.

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DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES**

APPLIED LINGUISTICS IN ENGLISH MAJOR

AUTHORIZATION

I, Gabriela Karina Osorio Vizcaíno , authorize to Universidad de las Fuerzas Armadas “ESPE” the publishing of my research project under the title: **THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF LISTENING SKILL IN THE KINDERGARTEN CHILDREN ATTENDING AT “ÁNGEL POLIBIO CHAVES SCHOOL”, DURING THE SCHOOL YEAR 2013-2014** on the virtual library.

Sangolquí, 2014.

Gabriela Karina Osorio Vizcaíno

DEDICATION

I dedicate this project to my parents Gabriel, Nelly and my brothers, who have been my strength and inspiration in this long path to reach this goal.

To the memory of my grandfather Benjamin and grandmother Mercedes for the love they gave me and taking care of me from heaven.

I also dedicate this project to all the Teachers who have the privilege of working with early years children and develop radical changes for improving quality and excellence of Education in English language with a positive communication and affective.

Gabriela Karina Osorio Vizcaíno.

ACKNOWLEDGEMENT

This goal would not have come true without the help of God, who guided my path, the constant motivation and the support of my family, my special thanks to my father Dr. Gabriel Osorio Vargas, he has been my model and example of inspiration as a good Professor who has been sharing his knowledge and experiences to many generations.

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“Kind words can be short and easy to speak, but their echoes are truly endless”.

(Mother Teresa).

Gabriela Karina Osorio Vizcaíno.

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EXECUTIVE SUMMARY

This research is based on the influence of the Total Physical Response (TPR) method in the development of listening skill in the kindergarten children attending at “Angel Polibio Chaves School”, for teaching and learning English as a second language in the Early Years. The Total Physical Response appears as an interactive methodology of great interest for teachers and students in favor of children's learning characteristics; these are: movement, play, imitation and gestures; the purpose is to implement this methodology in the classroom to the student awaken interest in learning a second language.

The project also provides some alternatives to be used in the classroom, because now teachers simply give monotonous classes, therefore do not attract attention of children. In this sense teachers should seek and innovate activities that help children acquire knowledge more easily and in a more dynamic and fun. It is important to implement this methodology in the early years of schooling since early acquisition makes it much easier since it involves curiosity, interest and good participation, similar to the acquisition of the mother tongue. This study benefits every one of the students because it promotes the development of different learning styles, covering various educational activities focused on the interests, tastes and preferences of them; where the teacher can implement the Total Physical Response method in teaching English in order to provide its students meaningful learning.

Why don't we start from early ages?

KEY WORDS:

TOTAL PHYSICAL RESPONSE (TPR)

LISTENING SKILL

KINDERGARTEN CHILDREN

SECOND LANGUAGE

CLASSROOM METHODOLOGY

INTRODUCTION

This research focuses on the use of the Total Physical Response in order to develop listening skill with kindergarten children.

Teaching English, especially for children should be enjoyable, interesting and understandable. In doing so, there should be appropriate methods for teaching English to them. One of the alternative methods that can be applied in the classroom is the Total Physical Response; which could be an effective tool for learning English in early years (Asher, 1977).

The objectives of this project are focused on demonstrating the influences of Total Physical Response method in the development of listening skill in the kindergarten children.

Chapter I, refers to Research Problem and it contains the problem identification, problem formulation, variables, general objectives, specific objectives and the justification for the implementation of the Total Physical Response method.

Chapter II, is concerned with the Theoretical Framework that involves theoretical focus, in this case about the influence of Total Physical Response method; hypothesis system, working hypothesis H_i , and Null hypothesis H_o .

Chapter III, focuses on the Methodological Design which contains research type and design, population and sample, fielding, instruments for data collection, processing and analysis. This research will be descriptive which information will be collected without changing the environment and involves observing and describing two groups which is composed of 40 children.

To get this information surveys will be applied for teachers and observation for students.

Chapter IV, is about testing the hypothesis it shows the graphical interpretation of results obtained through the survey to teachers and observations of students at “Ángel Polibio Chaves School”, conclusions and recommendations of the project.

In the reference, materials will show a description of bibliographical sources such as: books, magazines and websites for the research, at the same time there will be the annexes that contain the teacher’s surveys and students observation sheets.

PART ONE

RESEARCH PROBLEM

RESEARCH THEME

THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF LISTENING SKILL IN THE KINDERGARTEN CHILDREN ATTENDING AT "ÁNGEL POLIBIO CHAVES SCHOOL" DURING THE SCHOOL YEAR 2013-2014.

1.1. PROBLEM IDENTIFICATION

During the experience as an English teacher with children from 4 to 5 years old from First Basic Year at "Ángel Polibio Chaves School", I have been observing that the level of student's learning of the English language is not adequate. One of the reasons could be some teachers don't know the correct method and strategies for these early ages to motivate the learning English as a foreign language.

"The little boy under the age of 10 enjoys the experience of language. They are willing to learn, to listen, to communicate by voice, playful and dramatic situations" According to (Dehaene, 2009, pág. 18).

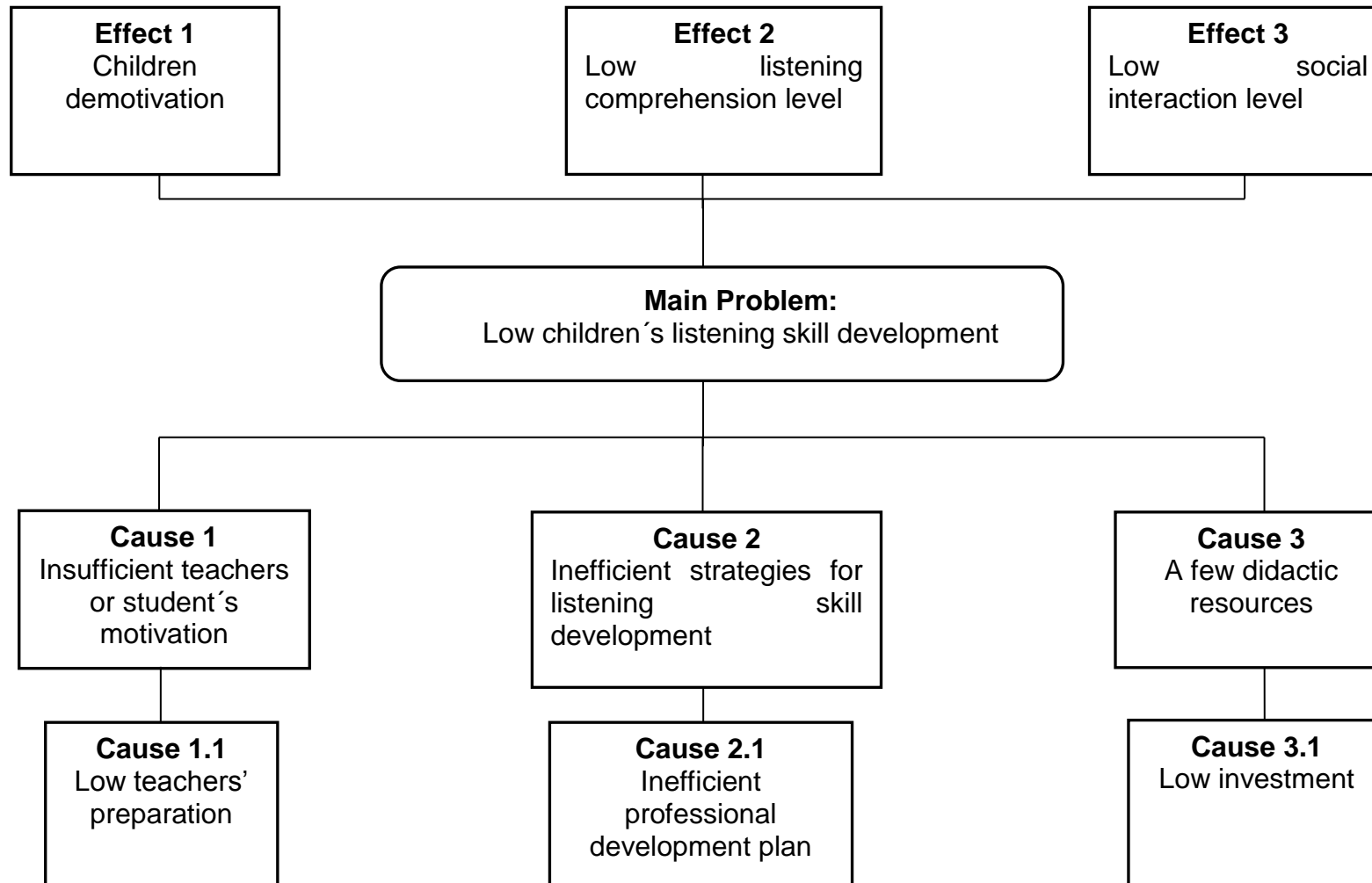
This research will establish how the Total Physical Response influences in the development of listening.

When the use of a method for teaching English language is active, the students understand and learn. This involves a processing information and use a range of skills, hypothesis and previous experiences; where students are able to recognize and respond physically to the commands covered in class.

1.2. PROBLEM FORMULATION

¿How does the total physical response (TPR) method influence in the development of listening skill in the kindergarten children attending at “Ángel Polibio Chaves School” during the school year 2013-2014 ?

Matrix of the Identification Problem



VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENTS
IV Total Physical Response (TPR) method	Total physical response is based on the association between language and motor activity to create a harmonic atmosphere that facilitates learning of the students, because it involves the use of the whole body and the five senses.	Method	Creations oral histories using commands.	<ul style="list-style-type: none"> ➤ Sheet observation structured (teachers) ➤ Interview focused ➤ Teachers ➤ Students
		Narrative voice and commands		
		Motivation	-Socialization	
		Facial expression	Creativity	
		Dramatization of roles	Verbal expression.	
		Dynamics Sensations and imitation	The puppet shows.	
		Structure of body schema	Gestures Posture and movement	
		Gross Motor and symbolic play	Motor behavior	
DV Listening skill	It is the ability to identify and comprehend what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary.	Communication	Based on commands	<ul style="list-style-type: none"> ➤ Sheet observation structured ➤ Interview focused ➤ Students
		Comprehension	Attention and memory	
		Pronunciation	Intonation , rhythm	
		Vocabulary	Make sense	
		Attitude	Significant learning	

1.3. VARIABLES MATRIX

1.4. OBJECTIVES

1.4.1. General Objective

To set up the effect of the Total Physical Response (TPR) method in the development of listening skill in the kindergarten children attending at "Angel Polibio Chaves School" during the school year 2013-2014.

1.4.2. Specific Objectives

1. To analyze the methodological learning strategies used in the Total Physical Response (TPR) method.
2. To determine what kind of problems kindergarten children at "Angel Polibio Chaves School" have to develop the listening skills and the reasons for them.
3. To develop a guide for "Angel Polibio Chaves School" teachers in order to use the Total Physical Response (TPR) method to improve the listening skill for acquisition of English language in kindergarten students.

1.5. JUSTIFICATION

It's important the acquisition of English as a second language in the early years because nowadays the English language is one requirement of personal, social development, improvements in knowledge and cultural. Over time education has had a breakthrough and language acquisition has been central to these changes as the ability to speak several languages has been the priority in the quality of the education system.

Teachers should also emphasize a focus on the listening skill to improve many aspects of education, shall be contribute with new methodological strategies to develop listening skills in learning the English language, because it does not exist clearly why and how to work with early ages to develop and promote a pleasure for the English language by using Total Physical Response (TPR) method.

This research is evident and achieve clarify many of theirs doubts of Total Physical Response (TPR); and if you have not heard about the method and benefits, it is time to expand their educational knowledge. It is hoped that enjoy the fruits of this research through the results and their proper application. Through this research by assessing children are expected and permanent foster social interactions for educators and adults can appropriate and modify new and dynamic learning with verbal and physical intervention with children.

This research will be beneficial for the English teachers of "Angel Polibio Chaves School" applying strategies that impact on children of Pre-school which will be achieved by developing specific objectives.

So far, English Teachers should also emphasize a focus on the listening skill, because it involves a real attention on listening and understanding. For this reason the teachers can use ideas in their lesson plans that will

encourage and entice the children to sharpen their receptive language, which is, their listening skill.

The sound of the teacher's voice will set the tone for the day using a warm and cheerful voice tends to create an atmosphere for wanting to listen.

So, show some enthusiasm the moment that the day begins, to develop a support for developing listening skills in kindergarten students.

Moreover, it should be mentioned that students are at an age where predominates play, socialization, movement, role play and the constant mimicking the actions of adults and from these characteristics is important to start the project, because when starts from common interests then the results are better the reasons are we are working on issues of interest to all.

This research is a great importance because this method emphasizes the importance of listening skill in children; it is from this where children acquire the necessary vocabulary to then go to work the other language skills.

Applying this guide the teaching-learning process will be better and fun for children and teachers because this method will improve the listening skill for the learning English language in kindergarten students. .

PART TWO

THEORETICAL FRAME

The process of developing listening skills in the kindergarten students will help to develop their verbal and mental capacities. Always as teachers we have to use proper grammar when speaking to the children.

It is necessary to clarify the way is going to be projecting as a teaching method as it is the Total Physical Response (TPR). “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, *El primer lenguaje de los niños como un modelo para la segunda.*, 1972, págs. 145-147)

There are such three central processes: (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, *El primer lenguaje de los niños como un modelo para la segunda.*, 1972) 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; and (c) when a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

(Asher, El primer lenguaje de los niños como un modelo para la segunda., 1972) 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.

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.

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

2.1.1. Concept and benefits of the TPR method

Total Physical Response (TPR) is a language teaching method that was developed by James Asher, a professor of psychology at Jose State University (Brown, 2001).

Asher, as psychologist was one of the researchers. He began to investigate some interesting relationship between language and movement.

Based on the same author (Brown, 2001) , in a developmental sense, 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 recapitulate the processes by which children acquire their mother tongue.

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.

THEORY: According to the definition of Ludescher; Retrieved from: (Ludescher, 2014).

- 1) TPR is based on the theory that the memory is enhanced through association with physical movement.
- 2) It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.
- 3) 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.

The secret is a unique "conversation" between the parent and infant. For 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!"

Dr. (Asher, 1984) calls this 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.

Notice that these "conversations" 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 internalizing 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.

Children and adults experience the thrill of immediate understanding when you apply this powerful concept in your classroom.

Benefits: According to (Asher, 1984) points out the following:

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

- 1) It imitates the way a baby learns its first language. (hours of listening, decoding through body movements, delayed speech, no formal grammar)
- 2) The language enters the brain through the right hemisphere where understanding of language is stored. (Speaking is stored in the left hemisphere)
- 3) It is low stress

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 internalized, production emerges, thus setting TPR apart from traditional "listen-and-repeat" methods.

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:

- 1) Modelling by the instructor
- 2) 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.

To start the process of teaching and learning a foreign language such as English in the early grades of school, it is essential that the school environment promotes spaces for recreation, interaction, motivation and games; in which teachers in different classes provide strategies according to the different learning styles and rates, take into account cultural diversity without doubt the social development of the student.

(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, págs. 26-27) 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.

2.1.2. Commands

(Muhren, 2003), the basic technique of TPR is simple. These commands, or series of commands are simple at the beginning (stand up, sit down) but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down) or even contain a story-line.

There is generally no basic text in a Total Physical Response course. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. (Asher, 1984), explains that he has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes.

Procedure: (Muhren, 2003) points out the following:

Jeff: throw the red flower to Maria.

Maria: scream.

Rita: pick up the knife and spoon and put them in the cup.

Eduardo: take a drink of water and give the cup to Elaine.

New commands: These verbs were introduced.

wash	your hands, your face, your hair, the cup.
look for	a towel, the soap,
hold	a comb, the book, the cup.
comb	your hair, Maria's hair , Carlos's hair.
brush	your teeth
rectangle	-Draw a rectangle on the chalkboard -Pick it up a rectangle from the table and give it to me. -Put the rectangle next to the square.
quickly	-Walk quickly to the door. -Sit down quickly and laugh.
slowly	-Walk slowly to the window and jump. -Slowly, stand up.

New words: arm, leg, elbow, knee, foot, toe, shoulder, left, right

Touch your chest.

Touch your left arm.

Touch your left hand.

Touch your right elbow.

Touch your right foot.

Touch your left shoulder.

Touch your back.

Touch your right leg.

Touch your left knee.

Touch your right shoulder.

Touch your chest.

Touch your right arm.

Touch your left elbow.

Touch your

New words: finger, nose, hair, chin, mouth, ear, eye, put, open, close.

Open your mouth.

Close your mouth.

Put a finger on your mouth.

Put a finger on your nose.

Put your hand on your hair.

Put your left thumb on your chin.

Close your left eye.

Open your left eye.

Close your right eye.

Open your right eye.

Put a thumb on your left ear.

Put a thumb on your right ear.

Put your hands on your face.

Put your hands on your head.

Put your.....

2.1.3. Cognitive

According to (Zelasko & Antunez, 2000), the research has shown that learning more than one language increases cognitive skills. Bilingual children have greater mental flexibility and leverage these skills to understand concepts and mathematical or linguistic problems.

Strengthening higher thinking skills, metalinguistic awareness, creativity, sensitivity to communicate.

The different connotations and ideas around a word in different languages the child knows, enables him to develop a more complex understanding of the word at an early age. "The knowledge of two languages is greater than the sum of its parts" (Ellen & Hakuta, 2000, pág. 4). Basically, the idea that they are striving for the benefits of being bilingual goes far beyond simply knowing two languages.

Due to the structures and ideas of the two languages are so different that forces the child to think of ways more complicated forms if you learn only one language. Among the benefits of language acquisition is increased metalinguistic awareness that is to say, greater sensitivity to language in general and a greater awareness of the meaning and structure of language. One reason for this, it is that bilingual children receive more linguistic information, which requires a greater amount of analysis of language by the child.

After reaching to the conclusion that telling a story is not as easy as it seems, to see the evolution of children from the stories, seeing the general characteristics of the stories and see that it can be authentic storytelling at home through a series of tricks, it's time to discover the benefits of stories in English and how it works regarding with the children's metacognition.

No one questions that stimulation of oral English language is essential for children in their early years, which coincide with the start of their Early Childhood Education.

(Jensen, 2000) explains that a second language-acquisition research has helped to understand the language development of the students in the classroom; cognitive psychologists have given us information about learning in general.

The studies of the brain and intensive work in cognitive psychology have resulted in a significant shift in orientation away from the behaviorist that once dominated educational thought and practice. Rote learning, habit information and observable out-comes are being replaced by an emphasis on meaningfulness, metacognition and process.

Preschoolers name the objects, places, and people in their world and identify the roles they play in their daily life. Students also work with colors, numbers, shapes and directional-positional concepts and problem solving. Activities are designed to help students build skills in listening and comprehension, following directions, while learning about the world they live in.

According to Piaget (1980), cognitive development occurs through stages that humans go through from birth, and are manifested through intellectual progress type.

During the **sensorimotor stage** from birth to two years of age, the child discovers the world watching, taking things with the hands, taking them into his mouth. Intelligence is based on the senses and body movement, starting with simple reflexes that give rise to more complex voluntary behaviors.

Cognitive Development of Piaget

Sensory motor
Ages: 0-2 years

- Motor control
- representational gestures
- Mimics to the adult
- Uses simple words
- Named things, increase vocabulary



Pre-operational
Ages: 2-7 years

- Develop a representational system and uses symbols
- Develop verbal skills



In the **preoperational stage**, ranging from two to seven years approximately, the child forms concepts and uses symbols such as language to communicate better. The concepts are limited to the immediate personal experience. In this stage has very narrow notions, sometimes "magic" of causality, and it is difficult to classify objects and events. It has global and general theories, but uses his daily experiences to create specific knowledge. Do not make generalizations about types of objects, and not perceive consequences of a chain of events.

2.1.4. Aptitude and motivation

According to Edmund, James (1989) points out the following:

Qualities of a language teacher:

- To know the appropriate teaching methods and student-centered activities;
- Understand the structure of the student's native language;
- Understand learning styles;
- To have a good "toolbox" with ways to motivate students;
- Use of assessment and feedback mechanisms appropriately;
- Respect other cultures;
- Respect the learning development of each student.

The eight factors that motivate children:

1. The enthusiasm of the teacher;
2. The relevance of the topic;
3. Classroom organization;
4. The appropriate level of difficulty;
5. The active participation of children;
6. A variety of activities and methodologies;
7. A student-teacher personal connection;
8. The use of clear, concrete and appropriate examples.

According to (Steven & Hyde, 1998) points out the following:

¿What are the characteristics of a "good" bilingual school?

1. Language basics are taught explicitly (phonics, vocabulary, grammar, etc.)
2. Emphasis in the oral skills and authentic language use;
3. Integrates the student's family in a positive way;
4. A variety of forms of assessment that measure the product, process and progress of student learning;
5. Some use curricula based on themes and work structures dual immersion where all students feel pride for their first language;
6. A staff who speaks the students' languages and efforts are made to maintain communication with them and their families;
7. Training courses are conducted to ensure that teachers are up to date;
8. It has high expectations of students;
9. It has bilingual materials and media;
10. It creates meaningful learning experiences where it connects with prior knowledge learned, and students are provided with some level of autonomy.

Centered learning student:

Before: Focused on the teacher who transmitted their knowledge.

Currently: Student-Centered

The students are the protagonists and the teacher plans.

2.1.5. Pronunciation

Retrieved from: (English Pronunciation & Word Stress Exercise, 2000-2014) Pronunciation is how a word is spoken. Rules of pronunciation vary among languages, and two languages may pronounce certain letters and letter combinations in entirely different ways.

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

By practicing the foreign language pronunciation, our muscles develop and pronunciation improves.

As well as creating correct **vowel** and **consonant** sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including:

- **word stress** - emphasis on certain syllables in a word
- **sentence stress** - emphasis on certain words in a sentence
- **linking** - joining certain words together
- **intonation** - the rise and fall of our voice as we speak

To transmit any knowledge and especially English, it is essential to create order habits in class, respect your partner, group work, and an ability to listen actively and participatory .

The Early Childhood Education is the basis on which they have to settle the future acquisitions and learning.

Classroom strategies for teaching cognates: According to (Jones & Romaine, 1986).

Read aloud

When you read aloud to your students, ask the Spanish speakers to raise their hands when they think they hear a cognate. Stop reading and discuss the cognate. Point out the subtle differences you hear between Spanish and English words.

Follow-up activities:

Exaggerate intonation and accentuation:

Cognates can cause problems for Spanish speakers who are learning English and vice versa due to stress patterns that are different in the two languages. Point out how the emphasis changes in the following words:

- condition / condición
- Animal / animal
- ability / habilidad

Canto.- melody sung without accompaniment, rhythms and melodic contours closely related to speech rhythms and inflections of the text. The texts called plainsong can be both sacred and profane for the child will adapt through his ear into English.

The songs, rhymes, games and activities are likely to be used and enriched in any project or teaching situation, even modified according to the

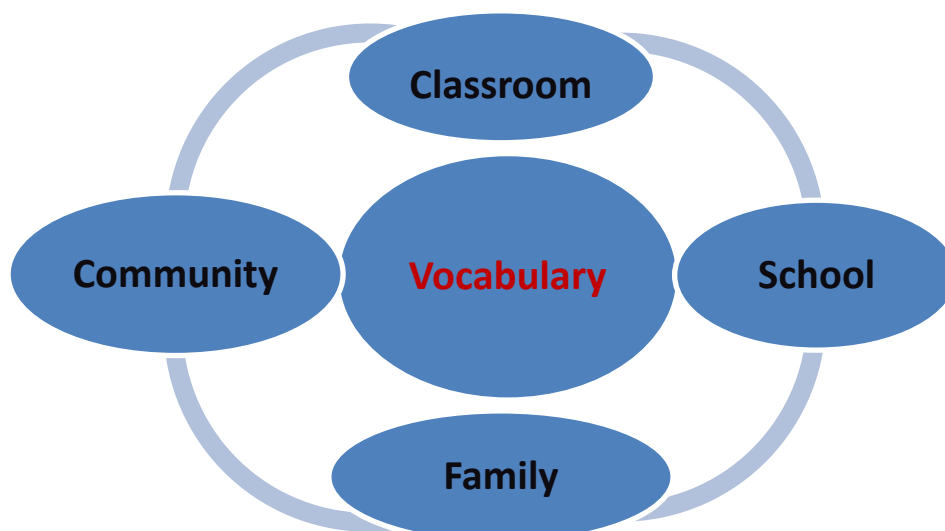
requirement of the sociocultural context of the child. However, it is important to clarify that are presented in their original form for the purpose of bringing preschoolers various other cultural events to their environment and helping to identify and establish the similarities and differences between each other.

For non-English speaking children can be used for teaching English at various levels. It is used as a motivator presenting readings, short stories and generally all activities in an attractive and effective way. To teach the sounds and pronunciation of words and phrases

2.1.6. Vocabulary

“Vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing” according to (George, 1964). Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery.

In teaching vocabulary, besides knowing the methods, the teacher should know the material.



It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their students to develop the vocabulary at home and in the community.

Teachers and parents reinforce vocabulary:

- Share the reading and learning from them.
- The vocabulary enrichment developed cells in the auditory cortex.
- The newspaper is a great way to showcase reading and acquire vocabulary.
- Educate with values gives us a teaching tool.
- Access opportunities to the literate world in English.
- The game promotes a lot of vocabulary and may include readings in English.
- The dialogue is rich in vocabulary.
- To have free access to manipulate, explore and use English books at home.
- Local libraries with reading spaces for children.
- Make a book in English with parents.
- The adult can stimulate at home (vocabulary offers an advantage in their school years).

Content words can be learned in small groups around “life” situations:

According to (Finocchiaro, 1989) points out the following:

- 1) Word for things represent sets of phenomena that seem to endure with some stability (nouns).
- 2) Word for actions represents sets of phenomena that seem to change or be in process (verbs).

- 3) Word for qualities: the content words and the precise meanings shift with various “things” to which the “quality” word is attached as a “modifier” (adjectives and adverbs).

(Hatch & Brown, 1997). Vocabulary can be divided into two kinds, they are:

- a. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.
- b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.

2.1.7. BODY EXPRESSION AND EMOTIONS

2.1.7.1. Body language and the brain

Body language is considered one of the most important skills for learning in the life of every human being, it is one of the highest functions of the brain and is a guarantee of success in school and in life of any person, to stimulate this activity from early years is vital.

(Rodriguez, 1993), mentions that from pre-school stage, children are stimulated through stories and images; there are also methods that propose the teaching and learning of reading from the child born through the presentation of words the child near and far surroundings. This is founded on the great ability of children to absorb information and store precisely because 90% of brain development occurs in the first 6 years, is a stage in which it is proposed to take forward, curiosity and ability of the child to learn. If so, our job as parents and educators is to provide the child with all the stimuli that are appropriate and that allow optimal development.

2.1.7.2. Concept and Importance of body language

(Abozip, 1997), the importance of body language from the fact that human is a being that is expressed from birth with their gestures and movements. This is the first communication system in which the future possibilities of the child's communication, the successful use of this language in the child generate the desire and interest to learn.

Based on (Le, 1973) says that the body schema as a mental image is constructed by following the evolution of thought: an outline of action, the ability of the symbolic function (language, imitation, symbolic play) becomes internalized representation or stock, then drift to an intuition (internalization perceptions and uncoordinated movements) rigid and irreversible, giving way finally to the body image as a single operation and then formally.

Clarifies how it is constructed and how it manifests itself, since it is the "result of the experience of the body from which the individual takes gradually consciousness and is the way of relating to the environment with its own possibilities" (Coste, 1980, pág. 103).

The body scheme therefore constitutes a pattern to which they relate perceptions of position and location (spatial information of the body) and motor intentions (making the gesture) putting them in correspondence. In other words, having an adequate representation of the state of the body can be appropriately used its elements to perform an action to set objective sought. Body awareness to deliberately draw the gesture before implementation can check and correct the movements.

"Body schema is the knowledge and awareness that one's self has" (De Lievre & Staes, 1992, pág. 54).

- The limits in space (morphology);
- The motor capabilities (speed, agility);
- The possibilities of expression through the body (attitudes, mime);
- Perceptions of the different parts of our body;
- Verbal knowledge of various body elements;
- The possibilities of representation that exists in the body (from the mental point of view or from the graphical point of view)

The fundamental elements necessary for proper development of the body schema are: the tonic control, postural control, breath control, lateralization and temporal-space structure.

Tonic Control.- The muscle tone is important part of the body schema. This explains the involvement of the muscles of the body to perform any movement, gesture or action which is necessary for some assets and other muscles are relaxed (Martinez & Nuñez , 1990) .

Thus the tone is evident in the degree of muscle tension to any movement, adapting to new situations of action taken by the individual, such as walking, running, picking up an object, stretching, among others.

Postural control.- The control of posture and balance go together as they are the basis of motor activity, these would not be possible without the movement that occurs daily. Both are grounded in sensorimotor experiences of the children make up what is called the postural system (Lopez & Garcia, 1990) .

Posture refers to the position at the time the body takes to act, communicate, learn, among others; are the capabilities of adapting or

adjusting body posture to various activities and be able to keep for a while. The accuracy starts with the experience and observation of own body.

Respiratory Control.- "The study of respiratory function in turn illustrates the basic concept of functional unity of being" (Pierre, 2009, pág. 88).

That is why every human being as first food to eat is the air as through breathing is how the body is nourished. Breathing is present in any activity, and is favorable for the execution of tasks.

It is advisable to perform various exercises that help children to have conscious control of their breathing while exercising inspiration and expiration, as well as retaining the same in different states both in movement and at rest.

2.1.8. The body language as an artistic language

According to the definition of (Isbell & Exelby, 2001) , art for children means a way of expression that perform naturally and as a game in which they apply their experiences, emotions and experiences.

The game as the set of concurrent operations and interaction is considered at a given time for which individual or group situations meet their needs transforming objects and facts of reality and fantasy. This conduct, for its realization, requires the highest degree of internal and external freedom.

According to (Eisner, 1983), language is the tool that empowers people to act out a series of experiences that are transmitted through various forms or codes to communicate a particular meaning. The nature of the language allows forms of knowledge and unique performances, opening certain possibilities and limiting others.

The coexistence of different ways to communicate the need to install to have space for knowledge and the acquisition of each of them, as each one while maintaining its own specificity is closely related to the nature of language, a mechanism that people have to interact with the social and cultural environment. Following this line of thought, artistic languages part of the general characteristics of languages; content to be communicated, an expressive means used to publicize a meaning, a way to deal with the content, and syntax, understood as a set of rules to sort the parts into a coherent structure. (Eisner, 1983).

The imaginative fields, emotion, body awareness, self-reported, creative exploration of body movement, improvisation are the unique characteristics of the subject of body language as an artistic language.

To appropriate body language and in particular referring to this time, the children in their training and experience they need to know their own codes of this.

2.1.9. The movement and gesture

(Isbell & Exelby, 2001) mentions the following aspects:

- Body language can convey feelings, attitudes, and feelings through the body
- The body uses a very direct and clear way.
- All other languages (verbal, plastic, musical,) develop from body language.
- The sign system that uses gestures and body language are mainly movements.
- The expression through gesture is natural in the children from the early months.

Evolution Movement According to (Wallon, 1962):

Anabolism: the first stage of development coincides with intrauterine life. From the 4th month fetus carried bids reflexes, like the newborn.

Motor impulsivity: coincides with the birth. They are simple muscular discharges.

Emotional Stadium: between 2 to 3 months and 8 to 10 months, the children are attached to their home environment in such an intimate way that does not seem to know their distinguished. The first emotions manifested postural function.

Sensorimotor stage: between 10 to 18 months. The language and the progress will be two key acquisitions of this period. Shifts will let you know the farthest while spaces more fully identify the objects discovered.

The languages also contribute, questions relate to the name of the objects and the place where they are.

Stadium of personalism: 3-6 years. The move will support and companion of mental representations, imitation plays an essential role, is not limited to simple gestures but will be a role or a character.

- According to (Wallon, 1962), dominate the imitation is to dominate their own body.
- The educational situations the pleasures of the body language of the child, finding new ways, creating new move and expand their communication and capacity.

Evolution of gesture (Isbell & Exelby, 2001) point out the following:

- From 0 to 3 months: facial recognition and demonstration of affection. Reply to the presence of others for the image or voice positively. Look at adult, smiling, vocalizing.
- From 4 to 6 months: facial recognition and demonstration of affection or hostility. Reply positively or negatively accordingly.
- From 6 to 7 months: Reply to stimuli insignificant face. The answer is facial or vocal. Faced with a strange face responds negatively (no smiling, crying). Turns head or shows other signs of attention to her/his name.
- From 7 to 9 months: recognition and demonstration of affection. Difference to people known to strangers, gestures of concern to strangers (clinging to the mother, turning his/her head). Use utterances screams, gestures of the head and arms to attract attention. Extend their arms, grab an object that is offered. Understand the position of adult behavior through tone and gesture of displeasure.
- From 10 to 12 months: understands and uses the name of a certain number of people at the beginning of your sentences include words with call function (look !, oh!). Continues to use gestures but also uses words for action, object or person to do it, comprises verbal commands or with a minimum of gestures. Tends to repeat words. Includes not as a description of a situation.

From this age, the gesture associated with other forms of communication, primarily the oral. This language does not only allow you to communicate feelings, emotions, needs, but greater awareness and body control (activity, motion, rest, relaxation).

2.1.10. The listening skill

According to the definition of listening (Clark, First Language Acquisition, 2005) mentions that young children's listening is defined as a form of communication that involves hearing, interpreting, and constructing meanings; an active process that is not limited to the spoken word; and an essential way of participating in daily routines as well as wider decision-making processes.

- Young children are underrepresented in listening research. Investigating listening from its earliest beginnings before listening styles and preferences are established a way to support children's learning, to more fully understand the dynamic processes associated with effective listening, and to establish the lifelong listening habits valued in society.
- Even though auditory abilities continue to develop until about fifteen years of age, many experts consider the first three years of life to be a critical period for the development of auditory-neural connections in the brain (Chermak & Musiek, 1997).

Auditory Awareness:

According to (Saffran & Griepentrog, 2001). Infants demonstrate that they have heard a sound (e.g., stop playing and look at the source of the sound). Even newborns will startle to loud, sudden sounds and are sensitive to pitch. These early acts of speech perception are powerful predictors of language development at two years based on the theory of (Tsao & Kuhl, 2004).

Auditory Discrimination:

The ability to differentiate one sound from another and focus on those that have meaning for them even before words are used according to (Jusczyk & Aslin, 1995).

May rely on prosody, the lyrical sounds of language.

Example: “all gone”

Auditory Recognition:

Linking sounds to their sources and correctly labeling them, such as when a toddler hears her father’s a car in the driveway and announces “Daddy “.

Over time, increases occur not only in the breadth the range of sounds to which a child responds but also in the depth increasingly complex responses to aural input (Schuyler & Rushmer, 1987).

2.1.11. Benefits of listening

According to (Rueff, 2005) says that listening, however, involves a mental process of tuning into a sound, recognizing its importance, and interpreting the information at the brain.

Listening skills become extremely important when the child enters a learning environment such as a preschool. They are equally important to their social development as they attend and participate in conversations. Listening to spoken language is an integral part of developing speech, language, and communication. A preschool child also enjoys listening to music, songs, and stories. Some children enjoy music but can’t listen to conversation for long periods of time. Other children can listen and attend only as long as a visual picture is also present like the television.

Mastering listening skills include developing auditory perceptual skills such as auditory detection, discrimination, recognition, sequencing, and memory. The blend of these skills allow for vocabulary development, proper

grammar skills, future reading skills, and the ability to listen in background noise. These skills, when weak, can be enhanced by re-patterning how the ear responds to surrounding sounds. The best time to re-pattern these skills is during the preschool years, as the brain is still growing. This can be done with repetitive activities that exercise the specific weaknesses over a long period of time (Rueff, 2005).

The children like to tell them and hear the same story over and over again. They memorize and discover the various features of the characters or events involved in the story, and the possible meanings of words, according to the intention of the narrator voice. It also helps them find alternatives introductions made by the narrator, because they realize that the stories can be modified or counted differently. To narrate a story to the children or reading them aloud, children can discover that a story can be told in different ways. Reading aloud and storytelling are resources for the enrichment of language in children. Imagine what they want to be or do, through identification with the characters. Also this way the child will realize that there are different ways to respond to different situations, with the possibility to be developing their intelligence excited.

2.1.12. The use of linguistic and paralinguistic

(Roxana, 2011) The narrative strategies:

Use of Language Resources: Used to give more enhance to the story; so you should consider:

- **Flexible Voice:** It consists in modulating the voice in different ways to give life and differentiate the narrator of each of the characters.
- **Intonation:** Is to determine the moods of the characters involved in the story. The same person can be happy or sad at the same narrative.
- **Pauses and silences:** Used to create dramatic tension.

- **Diction:** The story will be clear and understandable to the extent that the narrator leave understanding every word or play with them.

Uses of Resources:

- a) Using paralinguistic Resources:** Used to give more enhance to the story; are the gestures and movements made with the intent to transmit ideas and feelings involving the listener with the idea being expressed.

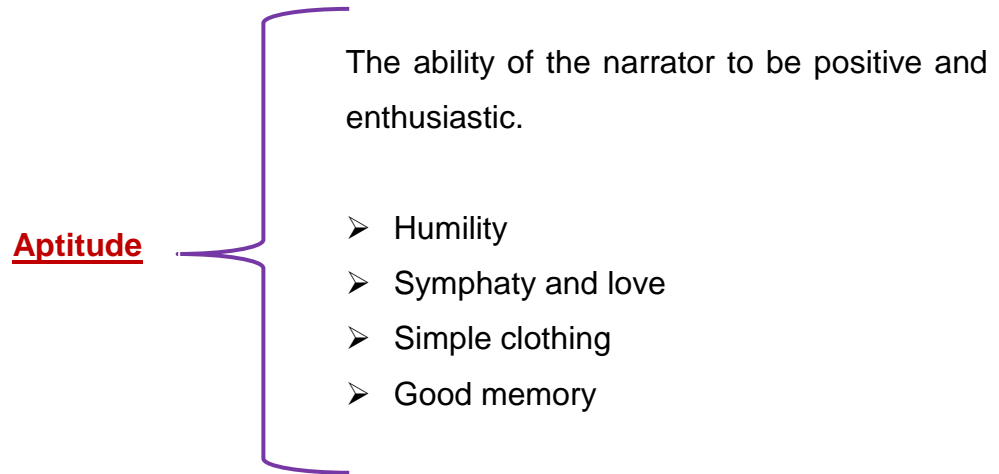
They can be:

- Facial Expression
- Body language
- Displacement
- Participation of the listener.

- b) Use of assistants Resources:** Used to help the narrative, among which are:

- Reading images (book).
- Prints.
- Puppets, puppets, stuffed animals.
- Drums, whistles, rattles, etc.
- Clothing.

2.1.13. Develop an incentive listening skill



According to (Paztoriza, 1975) explains that a good storyteller must have certain attitudes that will give you the opportunity to be more successful in his/her narrative. Some tips to keep in mind the narrator are:

- **Humility**

As the story an act of service, it requires an attitude of simplicity, let us forget ourselves and forget that a personal brilliance this will allow us to give life to the different characters that are required to interpret.

- **Sympathy and love**

These two attitudes of love and sympathy of the narrator towards others allow you to bond to a better expression is achieved.

- **Simplicity in dress**

The narrator must have a degree of simplicity in dress and accessories for use, because if they are too bright, can distract attention from the public.

- **Avoid making unnecessary gestures**

Avoid making gestures that have nothing to do with the narrative.

- **Good memory**

It is necessary that the narrator has a good memory; this will allow the narrator to remember, recreate and repeat the story, along with onomatopoeia, choruses or songs that were included in it.

The story is part of the first experiences of children with language. Storytelling is a key to motivate reading strategy because if they can be "in love" with the fantasy, landscapes, characters, ideas and possibilities, students will want to read them for themselves, or they will want to invent, or talking, individually or collectively.

It is important that the narrator enjoys and knows the story will tell. This is essential to motivate and bring students closer to the text (Paztoriza, 1975).

2.1.14. How to design intervention strategies?

The success of intervention programs in improving listening comprehension is essential.

According to (Goodman, 1995) explains that in everyday educational practices related to reading and listening skills in the early school years, it is common to find activities in which the name and letter sounds to form syllables taught and then combine to form words and phrases. A mechanical and repetitive exercise in which the communicative and social sense as these two processes, in which only mechanical and not student interest generated skills are promoted because they cannot relate this information to the uses unknown is generally reduced of language in its cultural context.

This issue raised about the reality of the processes of reading and listening skills in the preschool level, children are necessary prompt reflection with teachers that analyze and find new ways to encourage the development of reading processes of children and from pre-school through teaching strategies based on the use of the fairy tale (Goodman, 1995).

From diverse topics such as science, art, education, music, politics, poetry, film; in this series of programs trying to build bridges from the diversity of these topics from the daily life of the school, with the main incentive and equipment building reading and listening books, the ways that both have to be in school and to move ideas, emotions and words.

Better Practices: According to (Steven & Hyde, 1998) mentions the following:

1. Focused on student
2. Experiential
3. Holistic
4. Authentic
5. Expressive
6. Reflective
7. Social
8. Collaborative
9. Democratic
10. Cognitive
11. Developmental
12. Constructivist

Example:

To get the attention of children and promote their interest and motivation you can come to class with a puppet doll (a duck), manifests that comes a

new friend who "rarely spoke", and will have to learn their language in order to communicate with it.

All greet the new friend saying "Hello Duck!" (Hello Duck!). And the duck was waving one by one the children calling them by name. The duck was wrong to appoint some children, causing laughter and moments of relaxation, while expanding their vocabulary listening say, "Oh no!", And other expressions of astonishment or disapproval as "Oh dear!" "My Goodness!" "Gosh", etc. And others such as "Good Child" "Well done!" "Very good!" when the duck or the children themselves are right.

Through this game the child discovers the joy of doing and being with other children as well as through observation, communication and exploration are introduced in a playful way in the world of English.

2.1.15. Methodological Strategies for listening

(Sanderman & McLaughlin, 2008) says that language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening Strategies

(Sanderman & McLaughlin, 2008) mention that listening strategies are techniques or activities that contributes directly to the comprehension and

recall of listening input. Listening strategies can be classified by how the listener processes the input.

2.1.16. Narrative Voice

Strategies for storytelling:

According to (Jimenez, 2007) point out the storytelling is an act of communication in which human beings, to tell loudly and the whole body, with the public and not to the public, begins a process of interaction in which issues a message and receive an answer; not only informs but communicates, as it influences and it is influenced immediately at the time of telling it, so the story grows together.

The storytelling is an act of imagination, which does not reflect reality but recreating and reinventing reality takes yesterday reaffirmed today. So is wisdom, because it renews the ancient knowledge that vibrates in every story.

When the narrator is given the task of storytelling to preschoolers need to follow some strategies to achieve greater success in the narrative. Choosing a story, adapting it, the use of linguistic and paralinguistic resources, and the narrator must accompany with attitudes during the narrative: Among these include the following (Jimenez, 2007).

To (Jimenez, 2007) says that **Election Story:**

From the choice of the story depends on the success of the narrative and which must be taken into account:

- **Characteristics of audience:** age of the listeners.

- **Beauty ethics and aesthetics:** that develops imagination and sensitivity to beauty.
- **Conduct to values:** (not required, but experience teaches that children prefer)
- **Linear Plot:** Short and clear.
- **Vocabulary:** Simple, the inclusion of new words should be clarified within the narrative.

Adaptation of the story:

Prepare vocabulary and auditory resources:

- It is hoped that children understand the story but also to enrich their vocabulary.
- Search the dictionary meaning of the words which offer difficulty of understanding to explain them or change them.
- Use onomatopoeia and repetitive phrases as the age of the listeners.
- Review final.

2.1.17. Motivation

Based on (Ashworth & Wakefield, 1999) says that as any type of learning, motivation is a crucial issue since it determines if the student agrees or not, the interest and energy going to put you to listening and speak, if persevere to meet the goals laid out or not. It includes many components such as momentum and student effort, the need for achievement or success, curiosity, desire for new experiences and stimulation. Techniques are the key to the development of learning in one step, as is the kindergarten, which are practically the only resource, so your choice will be decisive in the success or failure of the whole process.

“Children learn best through play, games, make-believe, storytelling and songs. Both the context and the content of the activities need to be varied, holding the children’s interest and giving them the opportunity to participate at their own level” (Ashworth & Wakefield, 1999, pág. 34).

"Today the importance of school years, especially in preschool is recognized to enhance the understanding and production of language” (Dunn, 1985).

This step is the key to the future in all the knowledge acquired and the child, especially when it is something so foreign to him, and so far removed from their daily lives, such as foreign language.

2.1.18. Facial Expression

According to (Camacho , 2005) says that facial expressions are not only the face, but what we express it. It has to be considered eye contact, position and movements of the head, eyebrows, mouth (lips and tongue) resulting in conscious expressions that emphasize the messages, and not to degrade them.

When an ancient tale began with the words "Once upon a time" We are introducing us to a world full of promise, opening doors and imagination, because the imperfect is the time of the stories: a time out of time. From there, the strength of the story is to revive the characters, describing situations in communicating emotions, show more to prove it.

- **Kinetics:** (body movement) "Proxemics" (use of space). Using classroom space properly, trying not to be alone sitting alienated students. Think of other possible scenarios freer learning can provide objective reality. Also the place students in accordance with heights and consider some hearing and vision problems (Camacho , 2005).

- **Touch:** It must be emphasized that the teacher and students make use of touch to capture differences in textures, greet, express joy and be careful not to over indulge or misunderstandings. Camacho (2005).
- **Paralinguistic:** "Paralinguistic analyzes the quality of the word and vocal intentions. Voice tones exert a strong influence on the taste of the message and actively associated with the composition of feelings and thoughts" (Camacho , 2005, pág. 234).

2.1.19. Role Skit

(Horowitz, 1998) , explains that role skit (role play): a valuable strategy.

Objectives:

- Understand the role play as a facilitator of experiential learning tool.
- Develop specific skills for conflict resolution.
- Facilitate internal modifications rooted concepts through experiential learning.

Based on the same author (Horowitz, 1998), role skit is the interaction and performance of two or more people in a given situation role. To be effective, the role play should be realistic so that the participant can get into their roles completely situation; then use real feelings and reactions.

¿**What is the role skit?** (Horowitz, 1998) points out the following:

1. Identify the problem or conflict area proposed work and develop skills expected.
2. Provides information: includes specific situations, interpersonal relationships, attitudes to develop, topics to discuss.

3. Set specific goals: the coordinator begins with certain objectives that you want the group to learn the role play (understanding the role they play, learn the dynamics of the situation of role play or other targets).
4. Provides emotional relief.
5. Clarify a situation.
6. It reveals an experience.
7. Maintains the level of interest of the group.
8. Let's look at yourself in a new way.
9. Sensitizes to experience the feelings of another person (which is called in the jargon of conflict resolution "put ourselves in the shoes of another").

The role plays are used to:

- Understand the behaviors,
- Develop skills,
- Allow conflict analysis.

Requires:

- Care or planning;
- Clarity to show their relation to the objectives.

Steps: (PIAP)

- Preparation
- Introduction
- Action
- Processing and Analysis

2.1.20. Staging

The introduction sessions folk dance activity for children freely explore their body and space. Thus a narrative fashion history, children can represent the growth of the seed any directions given by the teacher.

You can use the tambourine performing a basic rhythm steady pulse and start singing, it makes the job easier for the children concentrate better.

Make use of the great imagination of children for this kind of work makes optimum results, it is so tiny seed development, may take other issues such as the development of the chick from the shell. The transformation from caterpillar to butterfly

"Performances through some mathematical concepts that prepare the children in mathematical logic , there are many books that refers to values, since right now there is a crisis of values in families" (Guadalupe, 2003, pág. 24).

Giles (2003) notes that through dance, drama and training seeks to promote reading, coexistence between parents and children and the development of values and stressing there is currently a crisis of family values.

2.1.21. Use onomatopoeia

According to (Garcia, 1998) , says that **ONOMATOPOEIA** (Del lat. Late onomatopoeia, and this of gr).

1. Imitation or recreating the sound of something in the word that is formed to signify.

Many words have been formed by onomatopoeia.

1. Sometimes to refer to visual phenomena; p. ex., tic, zigzag.
2. Word that imitates or recreates the sound of the thing or the named action.

All those words or groups of words whose pronunciation imitates the sound of what described. Example: Onomatopoeia belonging to the description of the sounds made by animals.

Within the field in question, onomatopoeia belongs to paralanguage, so-called quasi-lexical items (Garcia, 1998).

The children really catch their attention, among other things, animals. The sound that each of these animals produced is a source of fascination for children who like to imitate.

Onomatopoeia producing is not as straightforward as it involves organizing a linguistic system; because in these combinations of sounds or words that help small to stimulate language and perform an auditory discrimination reproduce.

How the language is stimulated by onomatopoeia? (Garcia, 1998) points out the following:

Employing cards will ensure that the child and the child:

- Identify and articulate phonemes.
- Recognize that each animal makes a different sound.
- Recognize each animal onomatopoeia.
- Increase their vocabulary.
- Do exercises time and pace based on the issuance of onomatopoeia.
- Complete descriptions of animals.
- Sort and form groups of animals by their characteristics.

At home or school?

The onomatopoeic cards can be used not only for school. It also helps parents to encourage their children through various games, it is easy to use and contains nice images to small, may be used by the story.

(Garcia, 1998) explains that all languages, to a greater or lesser extent have these types of elements, each language represents adapts differently, differing from each other in some cases significantly. A premise is interesting and you have to keep in mind that many times, the sounds of different languages do people imitating a particular animal are the same, but then when it comes to represent the same sound, the differences are more than remarkable.

DONKEY	SPAIN	USA
Sound	io iooo	hee-haw
graphical representation	io io	hee-haw
Verb	heehaw	to heehaw

2.1.22. Educational value of bilingual stories

It is never too early or too late to learn a new language. From early years is better in order to facilities have to listen, familiarize, learn another language and become a bilingual child. It appears that this ability to learn another language besides native stimulus, according to experts, it is that in the early years of childhood certain fundamental areas of the brain in language learning are developed. Recovered from: (Guidance of the database of Children Guide, 2000, págs. 18-23).

Some studies show that a child who speaks two languages develop faster certain skills such as selective attention, ability to concentrate on important details and ignoring the confusing or distracting information.

To (Zelasko & Antunez, 2000) explains **what does it mean to be bilingual?**

A bilingual person is one who can understand, communicate and express themselves in a clear, perfect and precise, in two different languages.

Equilibrium between two languages

Some experts argue that children exposed to multiple languages are more creative and develop better problem-solving skills. To speak a second language, if only during the early life of the child, helps to program the brain circuits that will be easier to learn new languages in the future. The introduction of bilingualism in the education of children will be done naturally. Never force a child to talk. The important thing at first is that the children always listen through stories and become familiar with it slowly, without haste or obligations (Zelasko & Antunez, 2000).

Benefits of being a bilingual child (Zelasko & Antunez, 2000) point out the following:

1. **Communication.** The ability to communicate with people of different nationalities when they travel or live among aliens. Bilingual children have dual ability to read and write in two different languages and, therefore, their knowledge may be wider for greater access to global information.
2. **Cultural.** Access to two different cultures enriches the child's education (literature, history, behaviors, traditions, conversations, media, etc).
3. **Knowledge.** Access to diversity stimulates intellectual development capacity of a bilingual child. Therefore, they can be more creative, more flexible, and acquire more open to the world and other minds.
4. **Job opportunities.** Doors open labor market and provide more opportunities for bilingual individuals.

2.1.23. TEACHING AND LEARNING ENGLISH IN EARLY AGES

The English language may be acquired by anyone interested to learn it and practice it, but when it comes to learn at an early age that makes it much easier acquisition.

Hardy, says that "the teaching of a second language should begin at an early age. Thus the child internalizes naturally" (Hardy, 2013, págs. 18-24), because unlike adults English in children is something that involves curiosity, interest, it is similar to the acquisition of the mother tongue, where the child need to repeat what the mother says in order to have communication. The same applies to the English in children because when confronted with this, they have the need to answer it.

For Weiten, argues that "It is proven that age is an important factor in the ease of learning a second language: the younger the better as seen, people began to learn English at an early age achieved better control than those that began more later. For still unknown reasons, learning is best done when you start before 7 years" (Weiten, 2004, pág. 309).

It is also important that when exposing a second language in a child is necessary to make activities that increasingly curious and motivated to learn them, such as making recreational activities, where students can use their senses through songs, rounds, videos, posters, tales, cards and other materials to facilitate immersion.

2.1.23.1. Playing and teaching



The game encourages the development of the body and the senses:

- Discover new sensations
 - Coordinates the movement of the body.
 - Structure their mental representation of the body schema.
- Explore their sensory and motor capabilities.
 - Conquer their body and the outside world.
 - The children will have mastery experiences that encourage confidence.

(Gross, 2013) explains that the game allows people to be free and spontaneous, allows constant expression, development, socialization and constant interaction, the game facilitates the process of acquiring and maintaining the participant in a good grade of motivation. Now, when the game reference in the educational process of children, this is an excellent tool that enriches teaching practices as it encourages participation.

Since teaching is the need to build knowledge in the child, the quality of education and materials to ensure the child a world full of mystery novel that may go beyond the ordinary and depends on the teacher that students can smile and enjoy within their classroom and this is achieved through play; as the game improves the quality of life of children because their learning is meaningful.

Dynamic, creative and symbolic games (Dora, 1998) points out the following:

Sign Language: The teacher asks the audience to get in pairs facing; being so, it is asked to, both, in turn, express behaviors with gestures or postures alone, without words; behaviors can be as joy, flirtation, falling in love, awe, appreciation, sadness, contempt, aggression, malice, suspicion.

Moving: the teacher plays rhythm gear, crazy beats, rhythms and solemn as he goes running asks attendees to imitate him all the time he is moving. The teacher asks the audience to take different postures typical human behavior; asks them to do crazy, crazy, solemn or funny movements.

2.1.24. Meaningful learning

It is very important the issue of meaningful learning as a goal to the achievements the student achieves the acquisition of a second language, as the student within their brain have a variety of skills and a different learning styles make it unique, and often all the training that will reach the middle becomes knowledge to use in the future.



"Meaningful learning occurs when new information is related to an existing subsuming concept in the cognitive structure of the individual that is relevant for trying to learn new material. In turn the new information learned modify the cognitive structure of the individual" (Pozo, 1989, pág. 215).

The student to be in a meaningful learning environment transforms their knowledge, thoughts and other knowledge into something useful for their life

and increasing scale to a higher level, if learning is based on prior knowledge to collect and add new knowledge.

The teacher should promote a true teaching, always based on the needs, interests and prior knowledge of students regarding educational issues because there depend on obtaining a real meaningful learning, learning that makes the child within head was found sense of purpose to everything he learns.

2.1.25. The gesture and movement

“The gestures are used to call attention and to help children to focus on what comes next” (Clark, 2003, pág. 700).

The human being try to implement different methodologies that help to acquire knowledge easily, an important are the gestures when teaching a second language as gestures that allow us to be constantly vigilant when learning.

Body language can convey feelings, attitudes and feelings through body. As (Isbell & Exelby, 2001) point out the following:

- The body uses a very direct and clear universal language, spoken to that usually accompanies to refine and make more understandable.
- All other languages (verbal, plastic, musical,) develop from body language.
- The sign system that uses gestures and body language are mainly movements.
- The expression through gesture is natural in children from the first months.

The teacher attitude which must be committed to roles that engage students to move every part of the body wisely with reality; example: use language with the respective gesture; as this can integrate into a whole communication and it is more meaningful and engaging for the student to relate knowledge to something visual or shocking.

From this age, the gesture accompanies other forms of communication, primarily oral. This language allows the students to communicate feelings, emotions, needs, but greater awareness and body control (activity, motion, rest, relaxation).

2.1.26. The teachers in the classroom



Pedagogical work, are favored by everyday activities. The way they are presented can identify the direct relationship they have with the competencies of each training field; however, that in practice children are at stake knowledge and experiences that can not be linked only to a specific area of knowledge, these purposes will favor

dynamic and interrelated. This depends on the educational climate that is generated in the classroom and at school.

Recognizing the linguistic and cultural, social and ethnic diversity that characterizes our country as well as the individual characteristics of children during their transit through the preschool at any general, indigenous or community mode is expected to live experiences that contribute to their processes development and learning.

- Be able to assume different roles in the game and other activities; to work collaboratively; to support each other; to resolve conflicts through dialogue, and to recognize and respect the rules of conduct in the classroom, at school and beyond.
- Acquire confidence to express, discuss and converse in their mother tongue; improve their listening skills; expand their vocabulary and enrich their oral language to communicate in various situations.
- Understand the main functions of written language and to recognize some properties of the writing system.
- Recognize that people have different cultural traits (language, traditions, ways of being and living); share experiences of their family life and approach the understanding of their own and other cultures through different information sources.

Dimension of educational practice creative teacher: class is a space for creation, experimentation, search and intriguing findings. For various mediations in one subject or another or one level or another, a practice that promotes human and artistic expression, play, intellectual creation, development of ideas and thoughts, the development of the individual and their potentials are found in all aspects. The practice is a meeting place for the creation and production to testing new possibilities and alternatives for the production of ideas, knowledge and understanding of reality and the self.

The role of the Teacher in the environment. Based on the (Hinojosa, 2006), point out the following:

The teacher in an appropriate environment:

- Promotes positive expression and management of emotions.
- It is unconditional, made to feel accepted and loved children.
- Demonstrates appropriate affection.
- Their goal is to develop self-control and self-regulation in children.

- Separate actions of people.
- Understands and acts according to the needs of children.
- Promotes conflict resolution.
- Eye Contact.
- Smiles
- Positive gestures
- Support
- To call them by name
- Greet them from coming to class
- Acceptance
- Frequency and duration
- Interactions
- Excitement
- Humor

2.2. HYPOTHESIS FORMULATION

2.2.1. Working Hypothesis

H1: There is a positive influence of the Total Physical Response (TPR) method in the development of listening skill for kindergarten children.

2.2.2. Null Hypothesis

Ho: There is not an influence of the Total Physical Response (TPR) method in the development of listening skill for kindergarten children.

PART THREE

METHODOLOGICAL DESIGN

3.1. Research type and design

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.

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.

3.2. Population size and sample

- **Population**

For this type of research it will be considered students from Preparatory Level with two sections in the first basic year at “Angel Polibio Chaves School”, it will be a total of 40 children.

- **Sample**

The sample consists of 40 children; the research will be managed with the entire population.

3.3. Field work

The field work will take place in Preparatory Level for the first basic year education; sections A and B, attending at “Angel Polibio Chaves School” during the school year 2013-2014.

3.4. Instruments for data collection

The survey and direct observation will be applied to the teachers and students for gathering information.

3.5. Data Processing and analysis

The results from the survey, observations and questionnaires will be analyzed by using descriptive statistics.

PART FOUR

HYPOTHESIS TEST

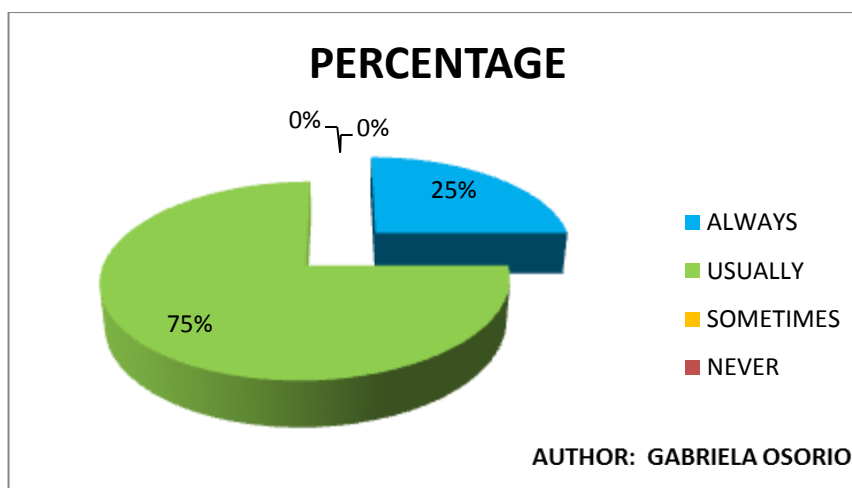
4.1. ANALYSIS AND INTERPRETATION OF RESULTS

4.1.1. Teachers' Questionnaire – Preparatory Level Section “A and B”

1. Do you think that is important to develop listening skills in children?

Table 1.
Important to develop listening skills

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	1	25%
USUALLY	2	75%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	3	100%



Graph 1 Important to develop listening skills

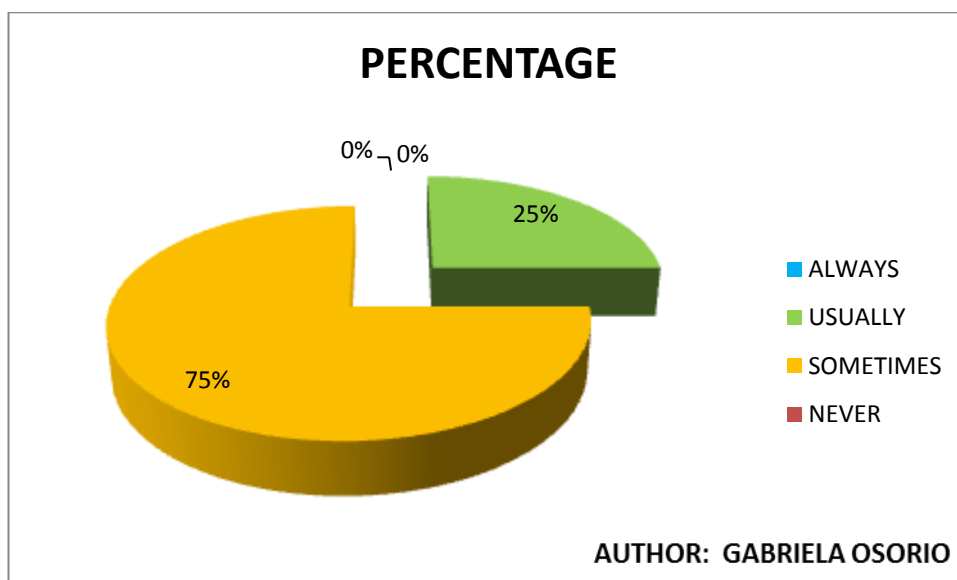
Analysis and Interpretation:

The 75% of teachers surveyed, state that usually think is important to develop listening skills in children, while 25% states that it is always; thereby determining that most teachers agree regarding to develop listening skill in children.

2. Do you think that children would develop listening skill through tales?

Table 2.
To develop listening skill through tales

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	0	0%
USUALLY	1	25%
SOMETIMES	2	75%
NEVER	0	0%
TOTAL	3	100%



Graph 2 To develop listening skill through tales

Analysis and Interpretation:

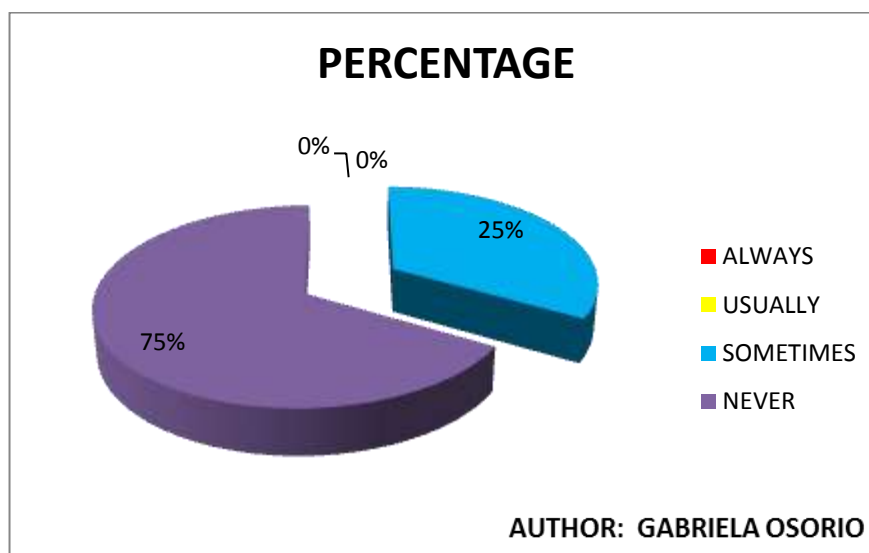
The 75% of teachers surveyed, state that sometimes think that children would develop listening skill through tales, while 25% states that it is usually; thereby determining that most teachers don't use this methodological strategy as a Total physical response (TPR) method to develop listening skill in children at all.

3. Before reading a tale, do you ask students to make predictions about it?

Table 3.

To make predictions about a tale

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	0	0%
USUALLY	0	0%
SOMETIMES	1	25%
NEVER	2	75%
TOTAL	3	100%



Graph 3 To make predictions about a tale

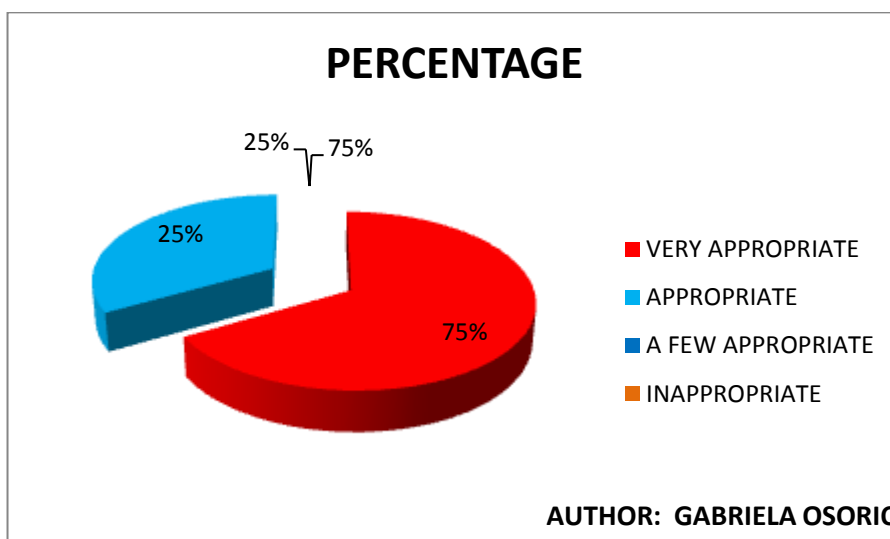
Analysis and Interpretation:

The 75% of teachers surveyed, state that never ask students to make predictions about it, before reading a tale, while 25% states that it is sometimes; thereby determining that most teachers don't use this methodological strategy as a Total physical response (TPR) method to develop language skills.

4. Does the knowledge you have about the Total Physical Response (TPR) method to develop listening skills in kindergarten children is?

Table 4
Knowledge about the Total Physical Response (TPR) method

OPTIONS	RESULTS	PERCENTAGE
VERY APPROPRIATE	2	75%
APPROPRIATE	1	25%
A FEW APPROPRIATE	0	0%
INAPPROPRIATE	0	0%
TOTAL	3	100%



Graph 4 Knowledge about the Total Physical Response (TPR) method

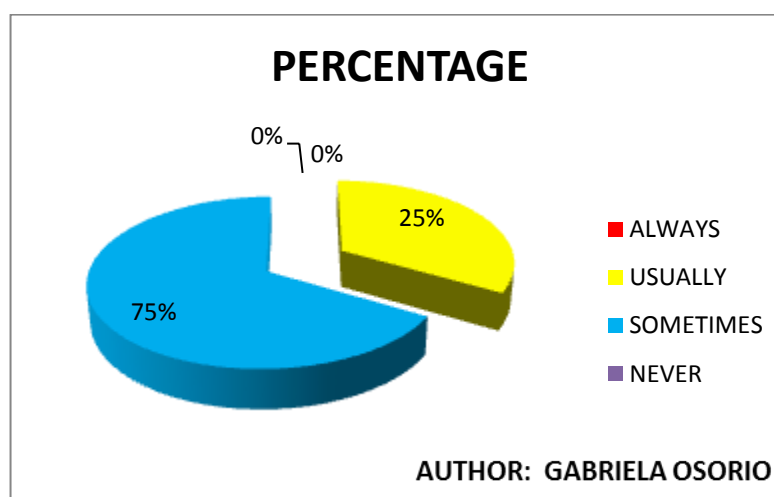
Analysis and Interpretation:

The 75% of teachers surveyed, state that is very appropriate the knowledge they have about the Total Physical Response (TPR) method to develop listening skills in kindergarten children, while 25% states that it is appropriate; thereby determining that most teachers have known about the (TPR) method but it isn't applied in meaningful way.

5. Do you use the Total Physical Response (TPR) method?

Table 5
Use the Total Physical Response (TPR) method

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	0	0%
USUALLY	1	25%
SOMETIMES	2	75%
NEVER	0	0%
TOTAL	3	100%



Graph 5 Use the Total Physical Response (TPR) method

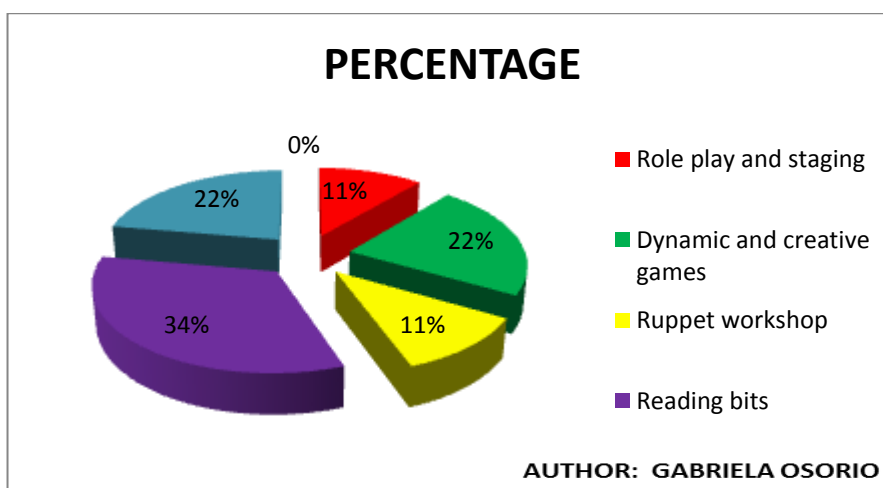
Analysis and Interpretation:

The 75% of teachers surveyed, state that sometimes they use the Total Physical Response (TPR) method, while 25% states that it is usually; thereby determining that most teachers don't use this methodological strategy as a tool that can express their ideas, feelings and emotions for children in the English language through listening skills.

6. Which methods and techniques do you apply to develop listening skills in the English classroom? (You can choose more than one option).

Table 6
Methods and techniques do you apply to develop listening skills

OPTIONS	RESULTS	PERCENTAGE
Role play and staging	1	11%
Dynamic and creative games	2	22%
Puppet workshop	1	11%
Reading bits	3	34%
Tales	2	22%
All above	0	0%
None of the above	0	0%
TOTAL	9	100%



Graph 6 Methods and techniques do you apply to develop listening skills

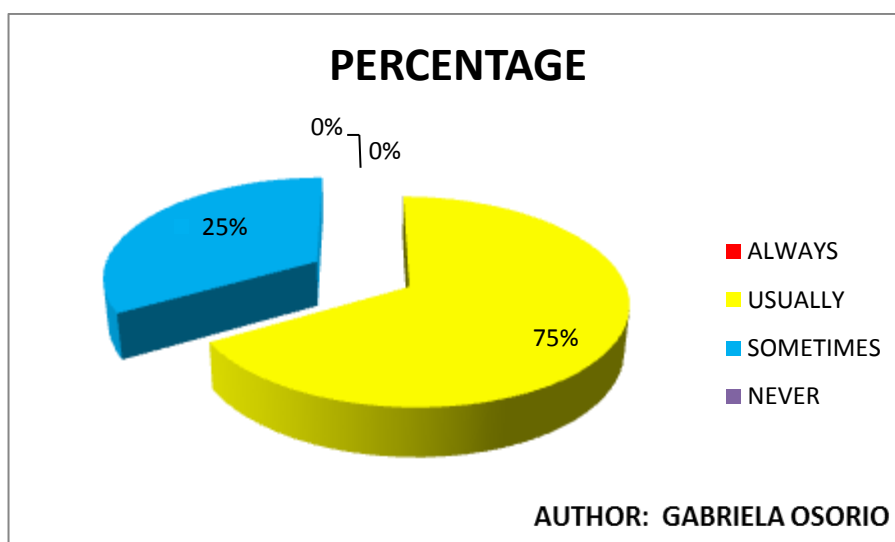
Analysis and Interpretation:

The 34% of the teachers surveyed, state that apply reading bits as strategies methodological to develop listening skills in the English classroom, 22% apply dynamic and creative games, as well as 22% apply tales, also 11% apply role play and staging, only 11% remaining apply puppet workshops; so, it follows that every single teacher apply a methodological strategy to develop listening skills in the English classroom.

7. Do you use commands to reinforce vocabulary in the English classes?

Table 7
Use commands to reinforce vocabulary

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	0	0%
USUALLY	2	75%
SOMETIMES	1	25%
NEVER	0	0%
TOTAL	3	100%



Graph 7 Use commands to reinforce vocabulary

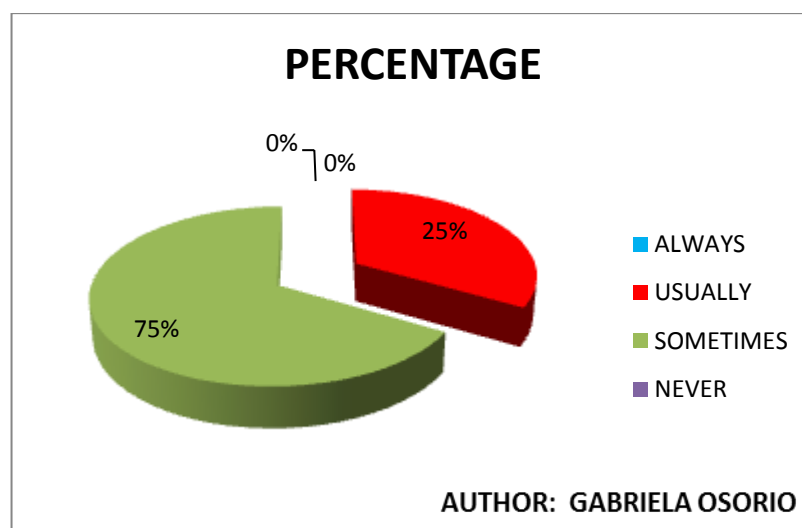
Analysis and Interpretation:

The 75% of teachers surveyed, state that usually use commands to reinforce vocabulary in the English classes, while 25% states that it is sometimes; thereby determining that most teachers use commands to reinforce vocabulary for children just to memorize.

8. When you work with the students. Do you motivate them to do a listening activity?

Table 8
Do you motivate them to do a listening activity

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	0	0%
USUALLY	1	25%
SOMETIMES	2	75%
NEVER	0	0%
TOTAL	3	100%



Graph 8 Do you motivate them to do a listening activity

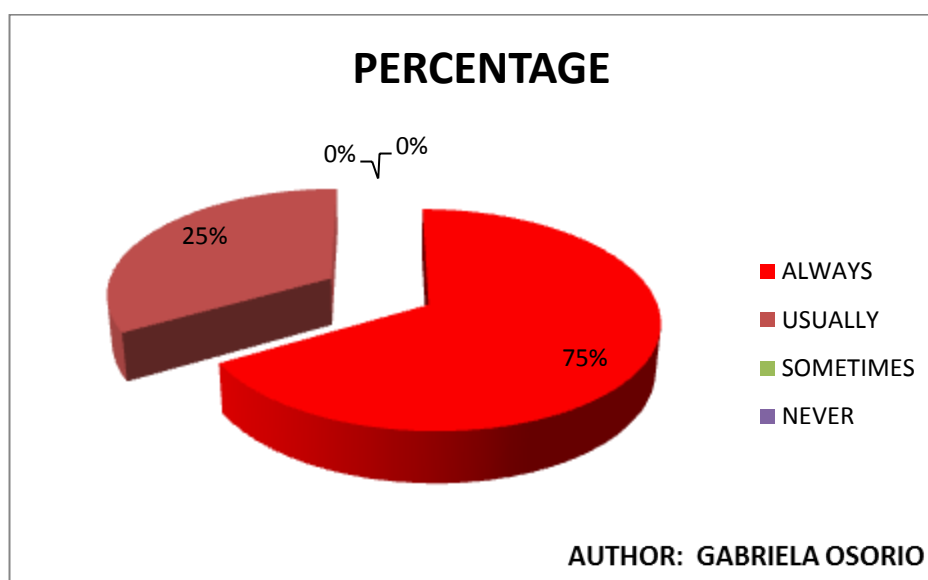
Analysis and Interpretation:

The 75% of teachers surveyed, state that sometimes they motivate the students to do a listening activity when they work with them , while 25% states that it is usually; thereby determining that most teachers don't motivate their students with a listening stimulation; it is a motivating factor when learning the English language.

9. Do you consider that being bilingual has benefits for children?

Table 9
Being bilingual has benefits for children

OPTIONS	RESULTS	PERCENTAGE
ALWAYS	2	75%
USUALLY	1	25%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	3	100%



Graph 9 Being bilingual has benefits for children

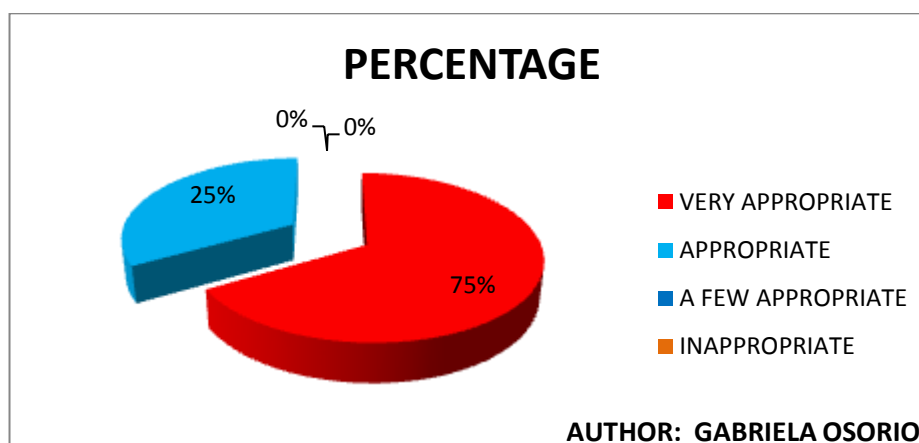
Analysis and Interpretation:

The 75% of teachers surveyed, state that always consider that being bilingual has benefits for children, while 25% states that it is usually; thereby determining that bilingualism enhances higher thinking skills, creativity and sensitivity to communicate.

10. Do you consider important to use a methodological guide for teachers in order to use the Total Physical Response (TPR) method in the development of listening skill for learning English language in kindergarten students?

Table 10
Consider important to use a methodological guide for teachers

OPTIONS	RESULTS	PERCENTAGE
VERY APPROPRIATE	2	75%
APPROPRIATE	1	25%
A FEW APPROPRIATE	0	0%
INAPPROPRIATE	0	0%
TOTAL	3	100%



Graph 10 Consider important to use a methodological guide for teachers

Analysis and Interpretation:

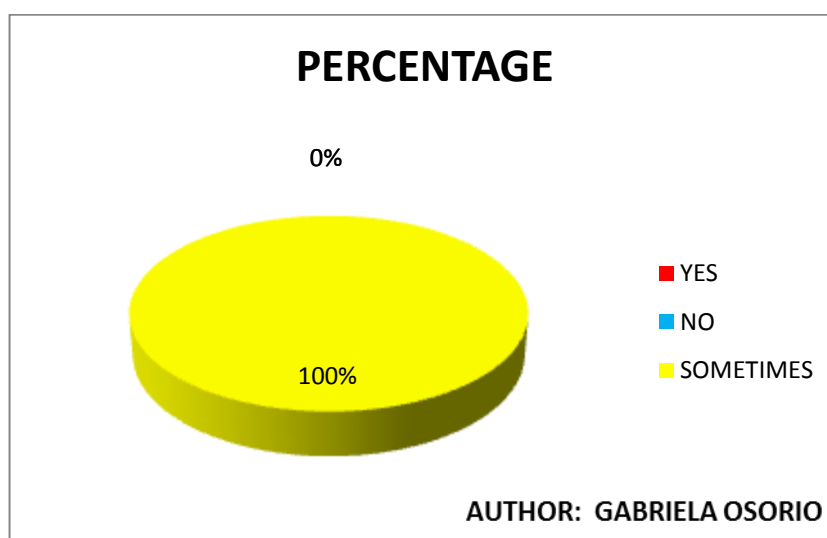
The 75% of teachers surveyed, consider very appropriate consider important to use a methodological guide for teachers in order to use the Total Physical Response (TPR) method in the development of listening skill for learning English language in kindergarten students , while 25% remaining consider that it is appropriate; thereby determining that most of the teachers state that it is important to have a methodological strategies guide of Total Physical Response (TPR) to help as a support for teachers.

4.1.1 Teachers' Observation – Preparatory Level Section “A and B”

1. The teacher use tales in the English classes.

Table 11
The teacher use tales in the English classes

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	0	0	0	0%
SOMETIMES	1	1	2	100%
TOTAL	1	1	2	100%



Graph 11 The teacher use tales in the English classes

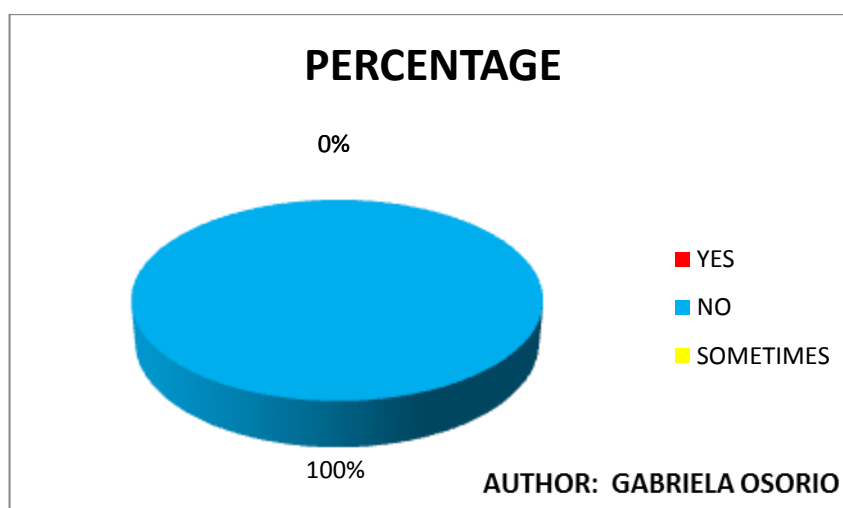
Analysis and Interpretation:

The 100% of teachers use tales in the English classes, concludes that one of the approaches in teacher education in reading are the attitudes that will give the opportunity to be more successful in their narrative, it is important that the narrator enjoy, be creative and this is essential to develop listening skill creatively and dynamics.

2. The teacher enjoys teaching through the use of facial expression and narrative voice.

Table 12
The use of facial expression and narrative voice

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
SOMETIMES	0	0	0	0%
TOTAL	1	1	2	100%



Graph 12 The use of facial expression and narrative voice

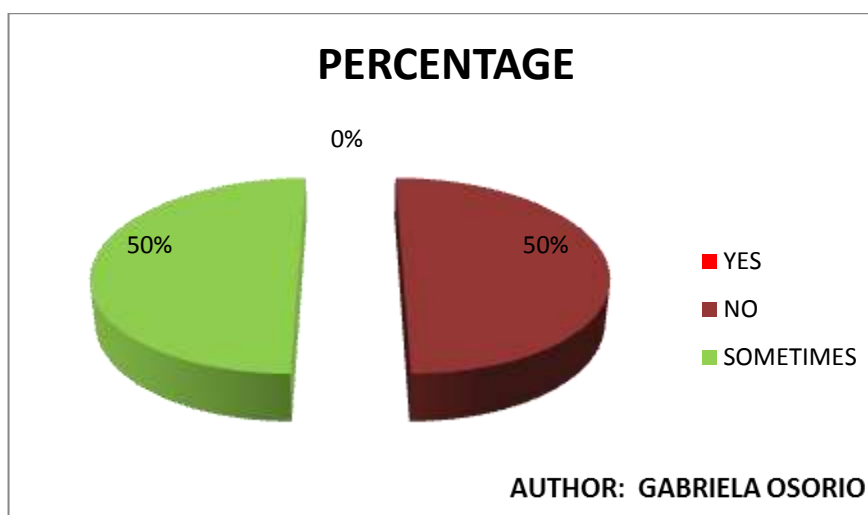
Analysis and Interpretation:

The 100% of teachers, do not enjoy teaching through the use of facial expression and narrative voice, thereby determining the facial expression and narrative voice as a methodological strategies are an important means of communicating an idea or message showing that it is important to have a methodological strategies guide of Total Physical Response (TPR) for teachers.

3. The teacher carries out interactive activities to develop the listening skill in the children.

Table 13.
The teacher carries out interactive activities

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	0	1	1	50%
SOMETIMES	1	0	1	50%
TOTAL	1	1	2	100%



Graph 13 The teacher carries out interactive activities

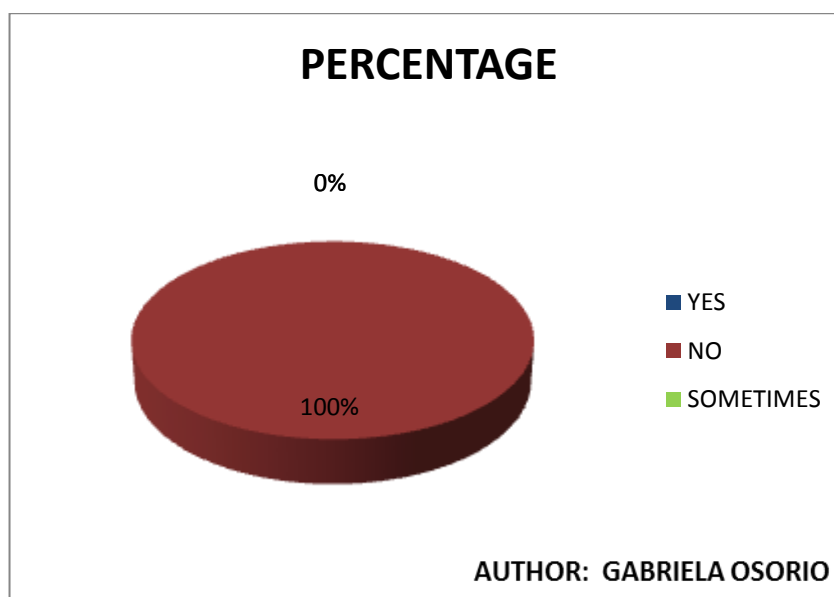
Analysis and Interpretation:

The 50% of teachers, do not carries out interactive activities to develop the listening skill in the children, while the other 50% states sometimes do it; it was observed that the teachers do not use interactive strategies to develop the English language, so they do not make it easy for children to have experiential learning.

4. The teacher uses the TPR as a methodological strategy to enhance the learning of English.

Table 14.
The teacher uses the TPR as a methodological strategy

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
SOMETIMES	0	0	0	0%
TOTAL	1	1	2	100%



Graph 14 The teacher uses the TPR as a methodological strategy

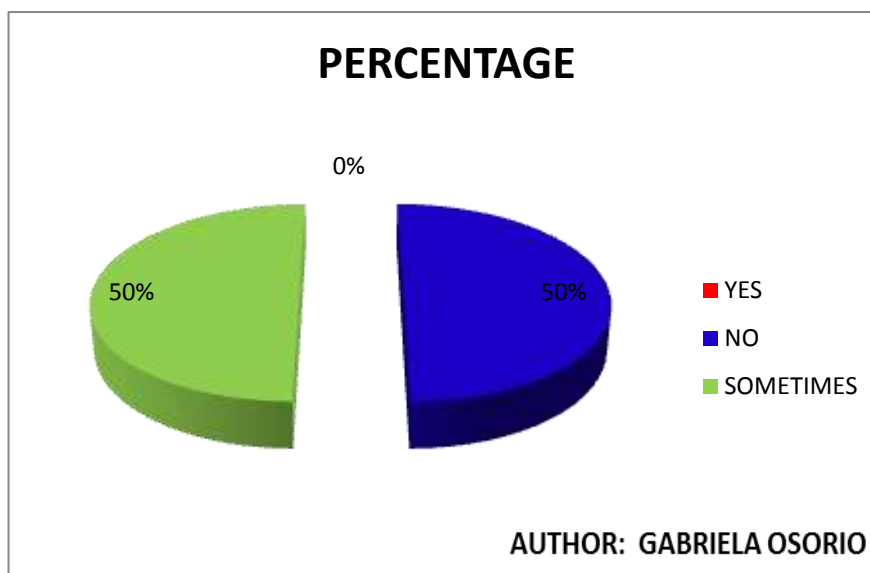
Analysis and Interpretation:

The 100% of teachers do not use the TPR as a methodological strategy to enhance the learning of English, by these results it was observed the lack of activities that integrate children in order to develop linguistic and listening skill.

5. The teacher encourages the students to use linguistic expressions to acquire the English language?

Table 15.
The teacher encourages the students to use linguistic expressions

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	0	1	1	50%
SOMETIMES	1	0	1	50%
TOTAL	1	1	2	100%



Graph 15 The teacher encourages the students to use linguistic expressions

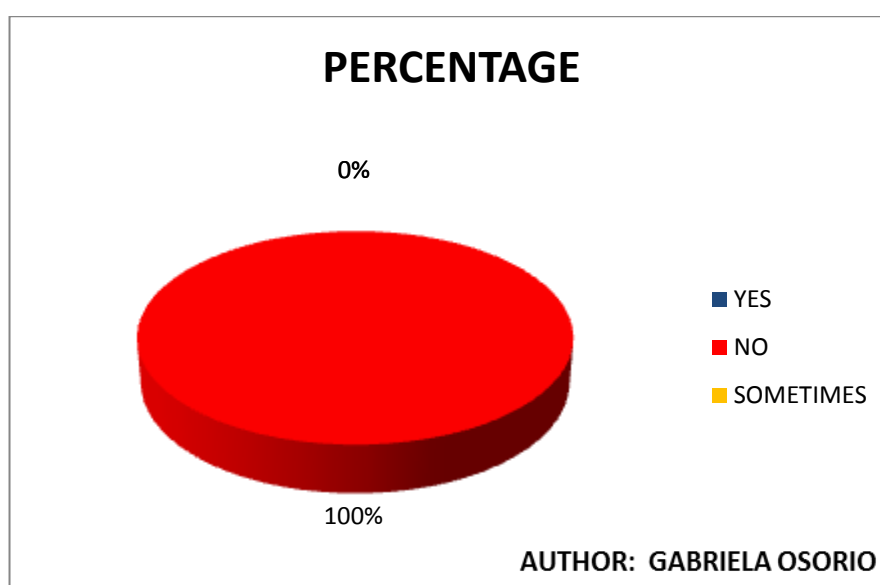
Analysis and Interpretation:

The 50% of teachers, do not encourages the students to use linguistic expressions to acquire the English language, while the other 50% states sometimes do it; thereby determining it is important to incorporate in role playing and staging activities where children can develop the English language skills to enjoy them.

6. The teacher reads expressively, developing strategies to read fluently with appropriate intonation.

Table 16.
The teacher reads expressively

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
SOMETIMES	0	0	0	0%
TOTAL	1	1	2	100%



Graph 16 The teacher reads expressively

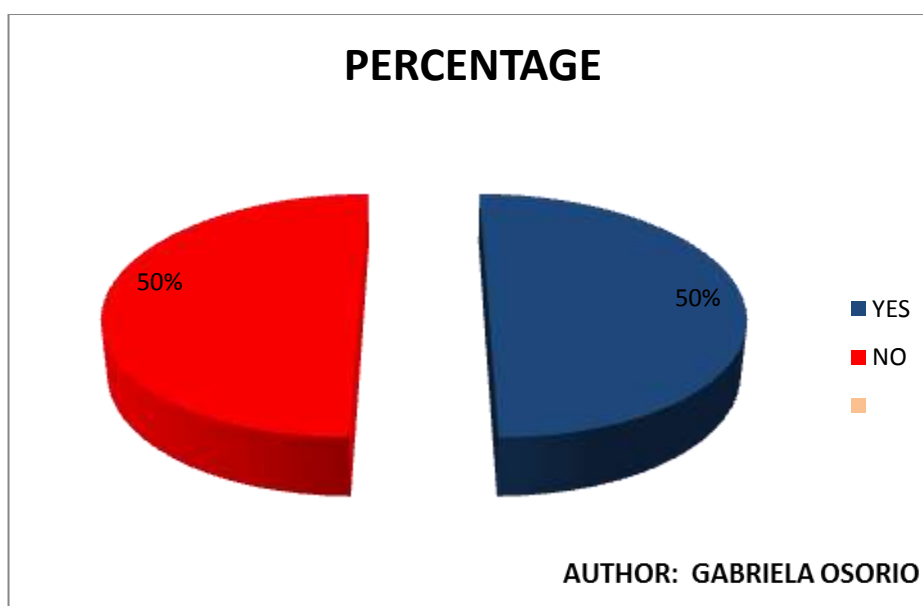
Analysis and Interpretation:

The 100% of teachers do not read expressively, development of strategies to read fluently and with appropriate intonation, concludes that it was observed that most teachers are not aware or not apply methodological strategies of (TPR) achieving significant experiences through the benefits of this method.

7. The teacher use commands for the activities in the classroom.

Table 17.
The teacher use commands for the activities

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	0	1	50%
NO	0	0	0	0%
SOMETIMES	0	1	1	50%
TOTAL	1	1	2	100%



Graph 17 The teacher use commands for the activities

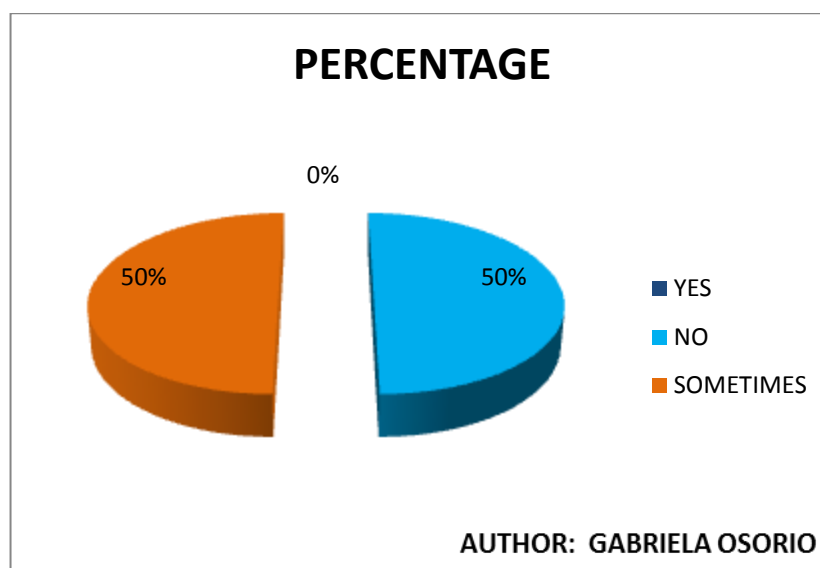
Analysis and Interpretation:

The 50% of teachers use commands for the activities in the classroom, while the other 50% states sometimes do it; thereby determining that lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities.

8. The teacher uses onomatopoeia, diction and modulation in the narrative of the tale.

Table 18.
The teacher uses onomatopoeia in the narrative of the tale

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	0	1	1	50%
SOMETIMES	1	0	1	50%
TOTAL	1	1	2	100%



Graph 18 The teacher uses onomatopoeia in the narrative of the tale

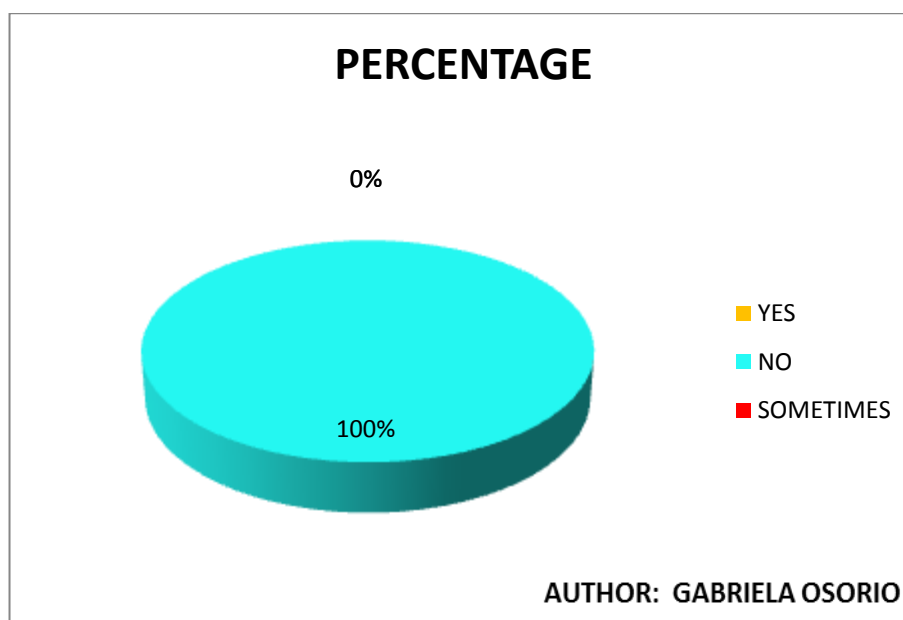
Analysis and Interpretation:

The 50% of teachers do not use onomatopoeia, diction and modulation in the narrative of the tale, while the other 50% states sometimes do it; concludes that teachers do not apply methodological strategies in children in order to stimulate language and perform an auditory discrimination reproduce in a meaningful way.

9. The teacher uses correct sentences (syntax) with a good pronunciation for the kindergarten children.

Table 19.
The teacher uses correct sentences (syntax)

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
SOMETIMES	0	0	0	0%
TOTAL	1	1	2	100%



Graph 19 The teacher uses correct sentences (syntax)

Analysis and Interpretation:

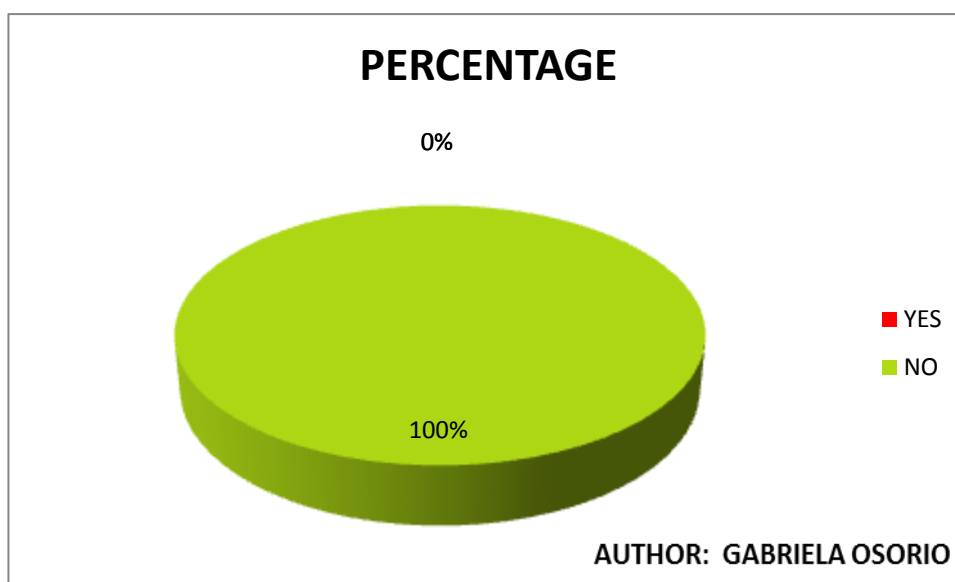
The 100% of teachers do not use correct sentences (syntax) with a good pronunciation for the kindergarten children, concludes that it was observed that most teachers must practice the foreign language pronunciation, the muscles develop, word stress, sentences stress, linking and intonation; does not matter if they don't have native pronunciation but this should be well structured because in the Early Childhood Education is the basis on which they have to settle the future acquisitions and learning.

4.1.2 Students' Observation – Preparatory Level Section “A and B”

1. The children get excited when the teacher reads a story.

Table 20.
The children get excited when the teacher reads a story

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
TOTAL	1	1	2	100%



Graph 20 The children get excited when the teacher reads a story

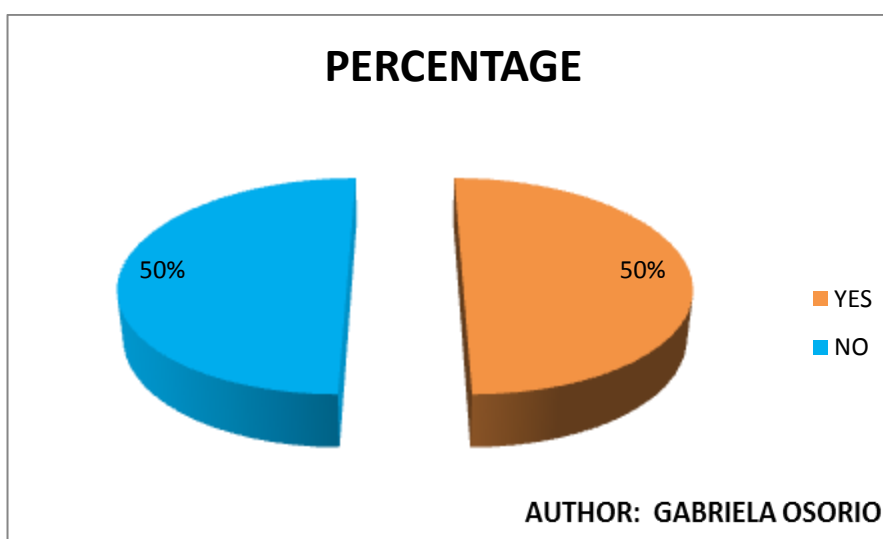
Analysis and Interpretation:

The 100% of children do not get excited when the teacher reads a story; allowing us to determine the lack of teacher's motivation as not applying the (TPR) as a methodological strategy to develop listening skill in children.

2. The children construct correct sentences to be understood when expressed.

Table 21.
The children construct correct sentences

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	0	1	50%
NO	0	1	1	50%
TOTAL	1	1	2	100%



Graph 21 The children construct correct sentences

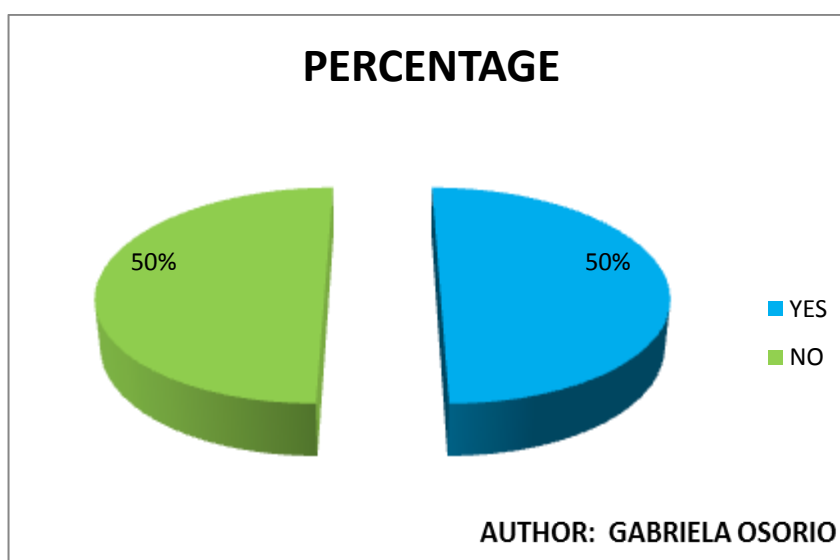
Analysis and Interpretation:

The 50% of children do not construct correct sentences to be understood when expressed; the other 50% do it; thus establishing that they have low listening comprehension level and training using speaking language activities allow children to express themselves freely.

3. The children are connected with space and qualities of movement when receiving commands.

Table 22.
The children are connected with space and qualities

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	0	1	50%
NO	0	1	1	50%
TOTAL	1	1	2	100%



Graph 22 The children are connected with space and qualities

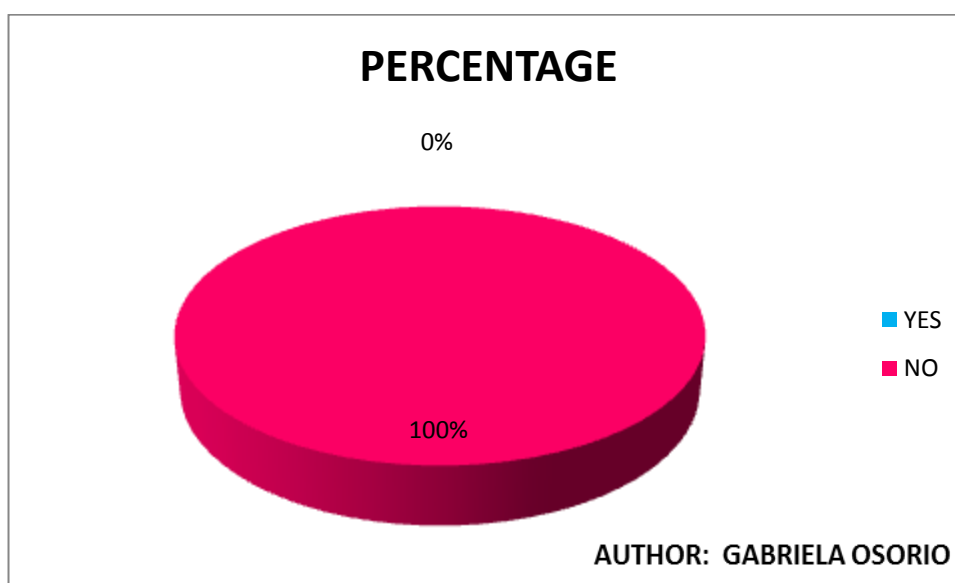
Analysis and Interpretation:

The 50% of children do not are connected with space and qualities of movement when receiving commands; the other 50% do it; thereby determining that it is necessary to use the body language according to the commands as methodological strategy of (TPR) method.

4. The children develop their imagination and language skills.

Table 23.
The children develop their imagination and language skills.

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
TOTAL	1	1	2	100%



Graph 23 The children develop their imagination and language skills.

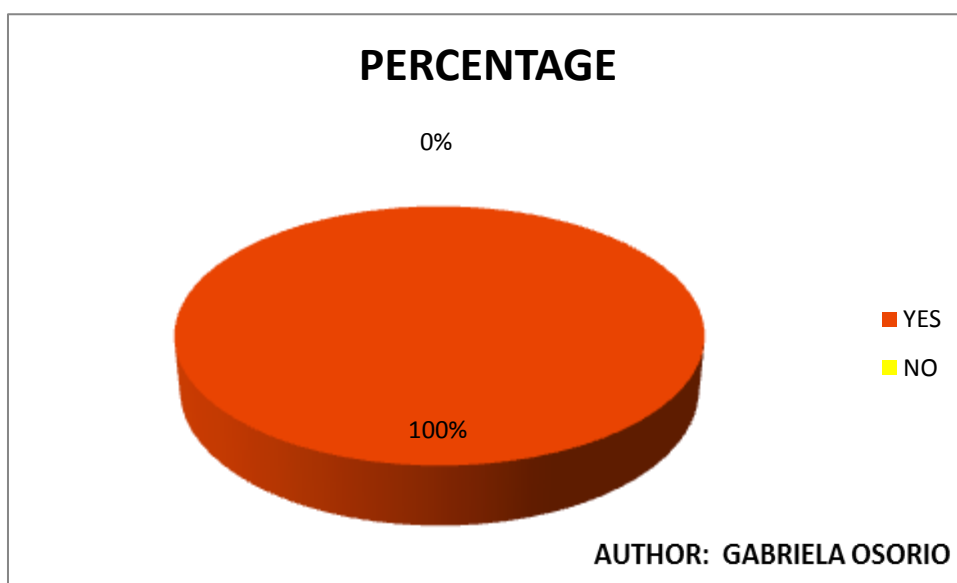
Analysis and Interpretation:

The 100% of children do not develop their imagination and language skills; thereby demonstrating the lack of methodological strategies used by the teachers to develop creativity and use of the English language.

5. The children act and interpret everyday scenes by using the linguistic expression.

Table 24.
The children act and interpret everyday scenes

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	1	2	100%
NO	0	0	0	0%
TOTAL	1	1	2	100%



Graph 24 The children act and interpret everyday scenes

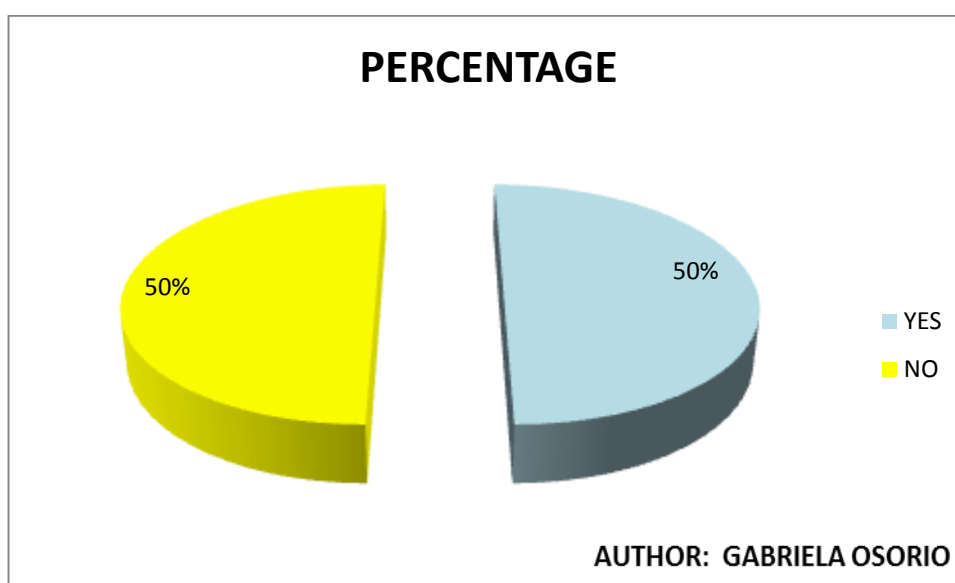
Analysis and Interpretation:

The 100% of children act and interpret everyday scenes by using the linguistic expression; concludes it was observed that children answer automatically the routines by memory in a conditioned way.

6. The children narrate pictograms, posters and photographs.

Table 25.
The children narrate pictograms, posters and photographs

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	0	1	50%
NO	0	1	1	50%
TOTAL	1	1	2	100%



Graph 25 The children narrate pictograms, posters and photographs

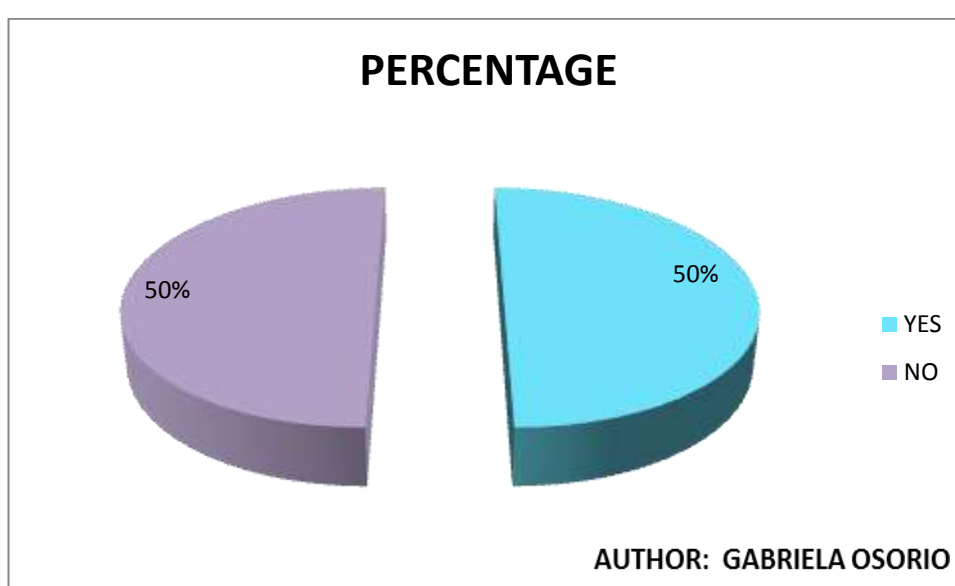
Analysis and Interpretation:

The 50% of children do not narrate pictograms, posters and photographs; the other 50% do it; so we noticed that active participation of students has a great relationship with methodological strategies of Total Physical Response (TPR) method used by each teacher.

7. The children respond to commands issued by the teacher.

Table 26.
The children respond to commands issued by the teacher.

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	1	0	1	50%
NO	0	1	1	50%
TOTAL	1	1	2	100%



Graph 26 The children respond to commands issued by the teacher.

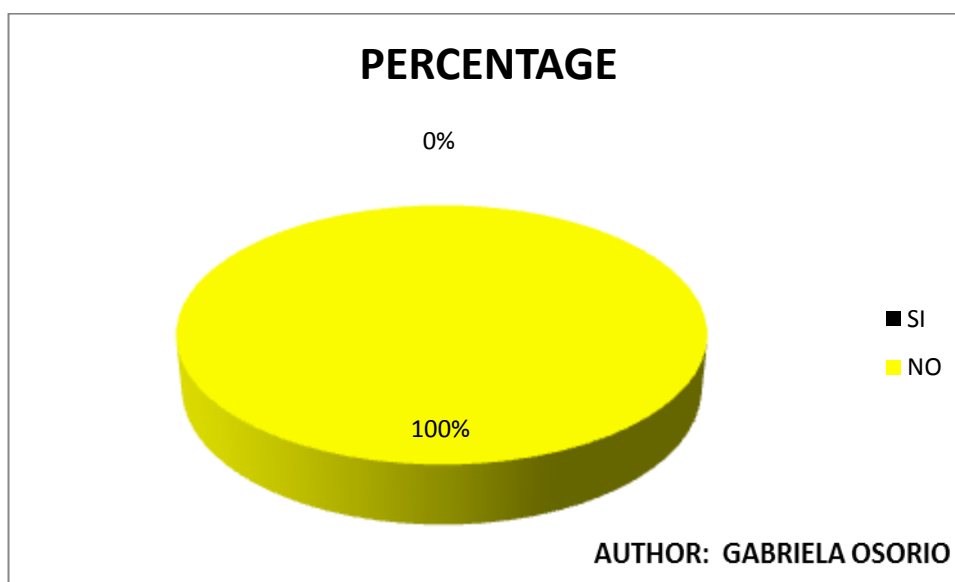
Analysis and Interpretation:

The 50% of children do not respond to commands issued by the teacher; the other 50% do it; thereby determining some students could not respond physically to show understanding of the message by the combination of verbal and motor skills.

8. The children are involved in the process of narrative story actively.

Table 27.
The children are involved in the process of narrative story actively

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
TOTAL	1	1	2	100%



Graph 27The children are involved in the process of narrative story actively

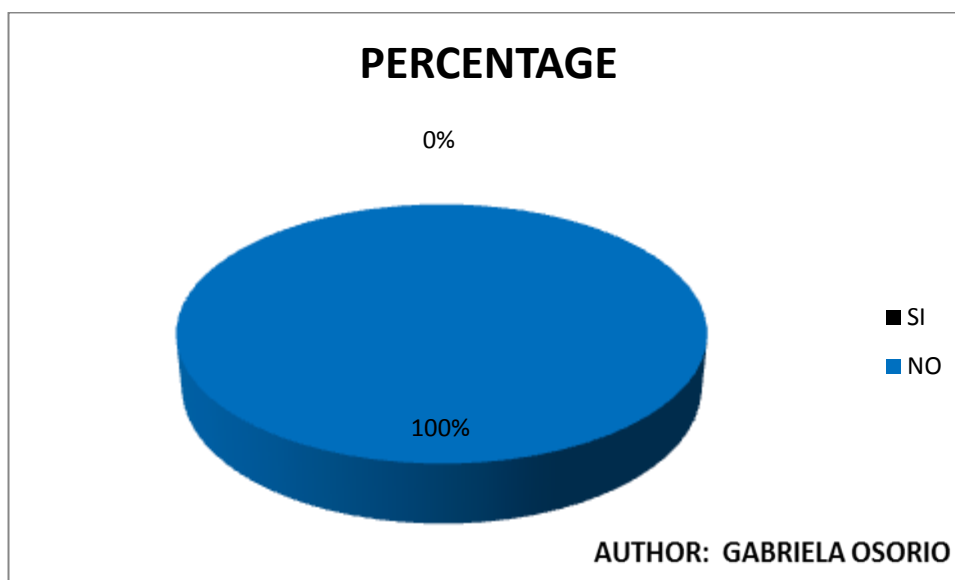
Analysis and Interpretation:

The 100% of children are not involved in the process of narrative story actively; showing that the teacher fails to capture the attention of children until the end of it, the reason is because the lack of methodological strategies when reading by teachers.

9. The children have developed listening skills through class activities.

Table 28.
The children have developed listening skills through class activities

ALTERNATIVES	SECTIONS		PREPARATORY LEVEL	
	A	B	TOTAL	PERCENTAGE
YES	0	0	0	0%
NO	1	1	2	100%
TOTAL	1	1	2	100%



Graph 28 The children have developed listening skills through class activities

Analysis and Interpretation:

The 100% of children have not developed listening skills through class activities; determining that the teachers have inefficient strategies for listening skill development.

4.2. CONCLUSIONS:

- There is a positive influence of the Total Physical Response (TPR) method in the development of listening skill in the kindergarten children, because facilitates the acquisition of a second language in children as a tool that is pleasing, interesting and promotes curiosity for students. Then, the working hypothesis is confirmed.
- Most of the teachers do not apply the adequate strategies with the activities in the classroom to enhance the development of listening skill that facilitates the teaching-learning process through the Total Physical Response (TPR) as a tool of satisfactory work.
- The teachers at “Angel Polibio Chaves School” consider necessary to have a guide in order to use the Total Physical Response (TPR) method to improve the listening skill for acquisition of English language in kindergarten students.

4.3. RECOMMENDATIONS:

- It is important to implement the Total Physical Response (TPR) method in the early years of schooling, since early acquisition makes it much easier since it involves curiosity, interest and good participation; where the children have the need to give an actively answer to what others say.
- The methodology of TPR also facilitates socialization, teamwork and role play as implemented in the classroom, so students move on acquisition of a second language, begin to construct simple sentences using the vocabulary known, therefore the skill of listening is improved, the understanding and communication; articulated movement, memory and physical response.
- Total Physical Response (TPR) is a methodology that can be implemented in the different learning styles of our students, because it involves the use of all body and the five senses. It is an effective and viable tool that can be established in pre-school education, so learning English becomes a fun time, entertainment and promoted dynamic environments in classrooms.
- Designing a guide with meaningful activities using strategies of Total Physical Response (TPR) method that help as a tool for teachers to engage in the activities in a dynamic and interactive way.

PART FIVE**PROPOSAL****5.1. TITLE OF THE PROPOSAL:**

GUIDE TO IMPROVE THE LISTENING SKILL IN KINDERGARTEN STUDENTS THROUGH THE TOTAL PHYSICAL RESPONSE (TPR) METHOD.



**UNIVERSIDAD DE LAS FUERZAS ARMADAS "ESPE"
DEPARTAMENTO DE CIENCIAS HUMANAS Y
SOCIALES**
















APPLIED LINGUISTICS IN ENGLISH MAJOR

**"GUIDE TO IMPROVE THE LISTENING SKILL IN
KINDERGARTEN STUDENTS THROUGH THE
TOTAL PHYSICAL RESPONSE (TPR) METHOD"**

AUTHOR: GABRIELA OSORIO

QUITO- ECUADOR

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INTRODUCTION

(TPR) a good way to get started!

This guide allows motivating the teacher to use the Total Physical Response (TPR) method to improve listening and speaking skills in kindergarten students to promote learning English as a second language.

The Total Physical Response is a primary method for the acquisition of listening skills as a reciprocal relationship between teacher and students.

This research arises from an institutional necessity, since serious difficulties were observed in the acquisition of listening skills for understanding the English language. Therefore, all national education systems should provide the opportunity for children of preschool to acquire at least a basic communicative competence in other languages.

The total physical response method appears as an interactive methodology as it has substantial characteristics for children learning, such as: movement, games, imitation and gestures.

The main purpose is to implement this method and spark the children's interest for a second language.

This guide will benefit to teachers who are interested in applying different learning methodologies in English as well as to increase the students' progress towards bilingualism as a relevant project for this Institution.

IMPACT

The following proposal aims to present Total Physical Response (TPR) as a method with its components such as: gestures, movement, game, and others; to be applied in the kindergarten students.

We must take into account factors such as the environment where we can develop methodological strategies to be applied: linguistic processes, motivational attitudes, the listening skills, improve vocabulary, oral expression and develop imagination. The stories are presented as a fun way to fantasize, dream and browse, developing well: phonological, semantic, syntactic aspects and encouraging to develop a second language.

Another purpose of this method is to encourage teachers to see Total Physical Response method as a useful tool to be included in class and make it appealing for students as well as a methodological support that facilitates the classroom teaching. Moreover, this method also encourage students' interests and motivates so they can make English as part of their lives, in a way that becomes meaningful learning related to an extensive background, and a view towards a future success.

This guide benefits every one of the students because it promotes the development of different learning styles, covering various educational activities focused on the interests, tastes and preferences of them; where the teacher can innovate and implement the Total Physical Response method in teaching English in order to provide its students meaningful learning and progress promote bilingualism in order to develop listening and speaking skills.

To achieve quality in education is more important to develop creative and innovative minds; for this reason we should be interested in developing listening and speaking skills in children with strategies and creative approaches in the classroom.

ACTIVITIES AND STRATEGIES USING THE TOTAL PHYSICAL RESPONSE (TPR)

Child's play is an elementary form of expression, understood as an internal event where they use their imagination.

This allows the child to see the world as it is, to think freely about it and socialize.

It is useful also make a file of games, where they are classified as:

- Age of students: progression.
- Factors or elements that develop through play: learning objectives.
- Materials and resources needed.



➤ Body Language in the Early Years



"The movement in the classroom stimulates the brain and improves the processing of information" (Kibbourne, J. 2009, p. 6).

The body language is all that is learned with the body and does not forget, the body registers, stores muscularly and sensitively.

The activities that can develop in body language environment will move to these elements:

Elements of Body Expression:

- Develop spontaneity and disinhibition.
- Accept the possibilities and limitations; accept reality.
- Develop creativity, giving free rein to the imagination and ideas of each.
- Improve and enjoy relationships that occur in the development of activities.
- Understand and assimilate different ways to communicate.

- Better understand the different communication codes.
- Improve the expressive capacity through nonverbal language.
- Encourage the internalization and reflective attitude.
- Develop cooperation and trust in others.



The activities that can develop in body expression environment will move to these elements:

- **Space:** where the action is. Busy extension, addresses and offsets. Based on this we will have more or less possibilities of movement. (extensive, small).
- **Time:** dimension that allows us to measure the course of events. (slow and fast; continuous and parts).
- **Intensity:** The force or energy that applies to movements. (loud, soft).



What relation do the body and movement have with expression and communication?

They are the most important tools of expression and communication that humans possess.



The body is an important means of expression. Feeling good with his own body, know and handle it helps communicate what feels better and gives more confidence. It is appropriate for the child, besides knowing your body, learn to speak through it in many ways.

Through Body Language will achieve:

- Integrate all possibilities of expression offered by the body.
- Be aware of your body schema.
- Acquire notions of position.
- Express feelings and ideas with the body.

- Share experiences through group teamed movement.
- Interpret stories using their body image.



➤ The role of Teacher

From the conceptualization of the role body language, teachers have in teaching this discipline is to ensure the creation of a climate of confidence for the exploration of the possibilities of movement, respecting the constraints, lack of experience, and the few opportunities to “put the body”.



The matter is proposed that future Initial Teachers Level can:

- ❖ They have to familiarize with space and qualities of movement.
- ❖ Protagonist's improvisations to communicate an idea, an image, a message.
- ❖ They can develop as viewers and readers of the artistic act
- ❖ They know the fundamental theoretical devices and teaching options.
- ❖ Be able to design intervention strategies.

- ❖ Perform projects, activities and can articulate with other areas.

PRACTICE:

“BROKEN TELEPHONE”

- ❖ Students will play "Broken telephone". In this game each team should organize in a line in all space of basketball court. The teacher will say to each leader a sentence about whatever topic they should remember and run to the other participant and she will say in a secret the same sentence and she will return to the place therefore the activity will continue until all students participate; the last student should say all the sentence and pick up the correct image that it will be found on the wall.



COMMANDS- TPR

- Say Simon says.....
- Put one hand on your arm.
- Put your hand on the back of your chair.
- Put your hand on your back.
- Touch one ear.
- Give that pencil (or book) to me.
- Put one hand on your leg.
- Take a match out of a box of matches.
- Ask a question.
- Read a book.
- Do you sit at desk or a table?

➤ Commands (TPR)

The following TPR sequences can be acted out but there are more ways to use them. Take the first sequence: Going out for a walk. Pupils may find it interesting to act out a dialogue between a policeman and somebody who must account for his actions on a certain night. The detailed actions in the sequence may be used freely and details can easily be added by the suspect. Sequences like these can be used in many different communicative ways; it is a matter of creativity.

Example:

- Invite the students to follow your instructions:
- Close the door, please.
- Open your book, please
- Come here, please.

Encourage the students to repeat the commands some times.

➤ Flashcard Games

Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.

Raise the flashcard:

- Draw in two cards the sun and a hand.
- Give to the students these cards.
- You say good morning. The student raises the card with the sun.
- You say good bye. The student raises the card with the hand.
- The student who has a mistake goes out the game.
- Continue playing, the last student win.



➤ Pictograms

Barcenill and Tijus (2002) indicates that, a pictogram is a stylized figurative drawing that is used to convey information of an analogical or figurative nature directly to indicate an object or to express an idea.

- ✓ Pictograms can fulfil many functions.
- ✓ They are used to replace written indications and instructions expressing regulatory, mandatory, warning and prohibitory information, when that information must be processed quickly.
- ✓ Pictograms are introduced as a simple and engaging introduction to bar charts.
- ✓ We explain what the children need to know about pictograms and how to read and create them.



Attitude of Teaching English in class using TPR method

aptitude and motivation

shared responsibilities

respect for individuality

proper pronunciation of the teacher



cooperative learning

vocation of teaching

meaningful learning

internal and external organization

➤ A TPR SONG

Children enjoy singing. There are lots of action songs. The pupils sing and act out the words of the song. "This is the way", it is an example of an action song:



TPR SONGS



This is the way you wash your face
wash your face, wash your face.

This is the way you wash your face All
on a Saturday morning.

This is the way you wash your hands
wash your hands, wash your hands
This is the way you wash your hands
All on a Sunday morning.

This is the way you brush your teeth
(...) All on a Monday
morning.



Example:

- Listen to the Happy Family song.
- Name actions commonly – associates with these rooms.
- Interact with each student.
- Go through the song and demonstrate the following actions with gestures and movement
- Encourage the children to sing the song.

We are happy family. (open gesture to involve all class).

We are happy hearts , you see. (touch heart).

We are happy family. (open gesture to involve all class).

Welcome to our house!

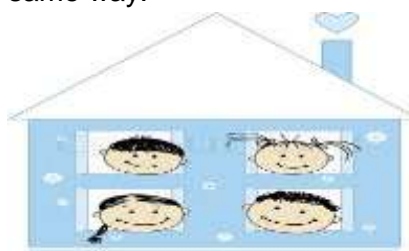
Mummy's in the living room (sit down).

Daddy's in the bedroom (rub eyes).

Molly's in the kitchen (eat).

Billy's in the bathroom. (wash face).

You may know other songs which are full of actions and can be used in the same way.



➤ **Storytelling**

Storytelling is a powerful tool for teaching reading and writing as oral stories help children acquire the context of literature. Children begin to realize the meaning of words unspoken in history observing posture, stress and tone of voice of the narrator.

The skills that must accompany the narrator for the story:

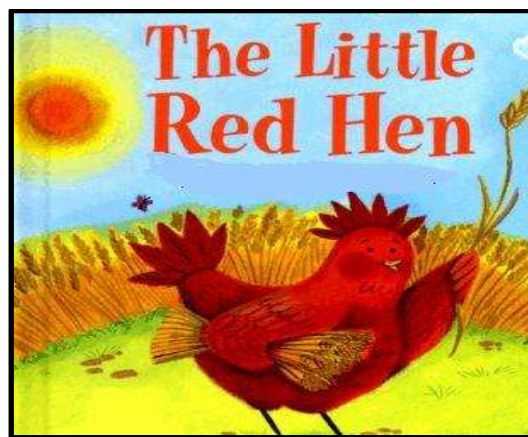
- Humility**
- Enthusiastic**
- Positive**
- Sympathy and love**
- Simple Clothing**
- Do not make unnecessary gestures**
- Good memory**



A good storyteller must possess certain skills that will give it the opportunity to be more successful in his narrative.

The story is part of the first experiences of children with the language. Storytelling is key to motivate reading strategy because if we get that they “loved” of fantasy landscapes and characters, ideas and possibilities, students will want to read for themselves, will to invent or talking, individually or collectively.

It is important that the narrator enjoys and knows the history will tell. This is essential to motivate and bring students closer to the text.



A clear and simple language

This will allow us to decide if we can integrate them into our story and then make a clarification for the same or to know whether the words used can substitute other more simple and clear.

Tools to help the acquisition of vocabulary and pronunciation:

Ernst, (1994) indicates that; looking allows the free expression of the child dramatic activities should be based on creativity. To get different games will be developed, such as:

➤ **Role-play**

Role playing must meet a number of features such as:

- ❖ Free speech, play and creativity.
- ❖ For develops, the classroom should have a climate of trust and freedom.
- ❖ Also establishing among all / as rules to be respected.

Some of the games highlights include: real (medical, barber / a carpenter).



- ❖ Representations come from the children, both actions of everyday life and creations of their imagination.
- ❖ In representing the children a simply simulates normal actions like eating or sleeping, playing gives them character.
- ❖ The children externalized and download anxieties, fears, impulses, while will internalize social values that govern society.
- ❖ By increasing their social skills, start playing to "be like", and this mode let them know reality, possibilities to internalize the world of adults, identifying with them.



This area can be decorated to suit particular topics and props can be left out for children to use and explore.

➤ **Playing with puppets**

In the kindergarten stage, the puppets are very valuable because they allow expressing ideas and feelings, to represent everyday events. They become what the child wants.

- ❖ Puppets favor verbal development (diction, vocabulary, syntax)
- ❖ In the child's expression (needs, conflicts).
- ❖ The development of imagination and creativity, sometimes are used a therapeutic measure.



- Do activities with puppets, presentations, theater.
- Encourage the child interacted with teachers and friends.
- Drama activities are very interesting as a way of communication, hence the interest that as per the desire of answer them.

➤ **Shadow Theatre**



The shadow theater involves the manipulation of silhouettes subject with a stick.

- These silhouettes are placed behind a screen or extended sheet and are projected into it with a spotlight that illuminates from behind.
- The silhouettes can also occur with the body.
- This technique favors the spatial orientation, motor coordination and body language.
- The most appropriate for this stage are the body silhouettes and shadows of flat puppets.

➤ Skit lyrics

The Children and popular songs are an indispensable teaching tool in the daily work in kindergarten, because the motivation that always arouses in students and also their playful content, besides being reinforcement learning.

When the lyrics are too long, it would be very boring learning them by the method of repetition



- ✓ Listening to Songs.
- ✓ Singing songs.
- ✓ Motivate keep pace with the music.
- ✓ To perform this exercise the child must mobilize looking for sound, it can play in the classroom or in a place open.
- ✓ The child must repeat the lyrics of the song.
- ✓ For this exercise you can use fruits, animals or colors songs.
- ✓ Children for their final performance can use the costume they choose for it.

➤ Dances

The dance begins in games in which, naturally, movement songs or sounds accompanying gestures associated.

- ✓ Working with dance by seeking gestures that may be related to the sounds that suggest that coordination leading to a series of movements that evolve causing a composition.
- ✓ Children can participate very actively in the operation of these movements.
- ✓ Can be made: individual or group dances.
- ✓ The most used displacements are straight, parallel, parallel variations, circle, and spiral.
- ✓ It is appropriate for the children, besides knowing their body, learn to speak through it in many ways.



➤ **Dramatization of poems and jingles**

They relate to the songs and jingles that can include:

- Poems equivalent to tales: they are like stories in verse.
- Poems comparable to the songs: rhythm that can be accompanied with musical instruments or produced with the body to help them develop their linguistic and listening expression in the English language.

RESOURCES:

In relation to the resources that we can use in our school context to develop dramatic activities, some of them are:

Apparel (trunk with fabrics, bags, necklaces, hats, gloves).

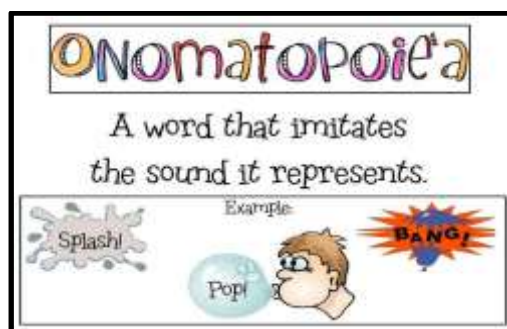
- Material Party: mustaches, glasses, noses, ears.
- Mirror.
- Masks, wigs.
- Make up.
- Hand and finger puppets.
- Dolls, objects for pretend play.
- Stage
- CD's.



Development of vocabulary and semantic

➤ **Use onomatopoeia**

- ✓ Imitation or recreating the sound of something in the word that is formed to signify.
- ✓ Many words have been formed by onomatopoeia.
- ✓ Sometimes to refer to visual phenomena; p. ex., tic, zigzag.
- ✓ Word that imitates or recreates the sound of the thing or the named action.



- The Cat's Meow (meow, meow).
- The barking dog (woof, woof).
- The shooting of a gun (boom boom).
- The sound of bells (ding-dong)
- The call of the door (toc-toc)
- The hissing the snake (Ssssh !)

Production:

"HIDDEN BRANCH"

The teacher will hide some animals and students will remind their feeding, then the teacher will say different characteristics physical, sounds and gestures about animals; students will discover the answer and will find the animal and they will say the sound of it.

➤ Phonological system development

Phonological processes, then, are the normal patterns of simplification all children use as they are learning to speak.

- Just like articulation skills.
- Every child will develop their phonology skills differently.
- But there are ages when a child should stop using different phonological processes.



- ✓ Children have to learn to distinguish different sounds.
- ✓ To learn that these are two distinct words with different meanings.
- ✓ Finally, the child has to learn to produce these words.
- ✓ **Example:**
 - Identify the letters a, b, c.
 - Trace the letter a,b,c.
 - Produce the sounds. /a/, /b/, /c/.



➤ Interactive whiteboard (ICT)

Children interactive with the software using the pen:

- ❖ Fully engaged learning means faster results.
- ❖ Implement a full year of activities across all classrooms.
- ❖ Organize custom lessons by theme.
- ❖ Capture authentic work in digital portfolios.
- ❖ Help children for fine and gross motor.



Activity:

- ✓ Circle time.
- ✓ Small groups and personalized learning.
- ✓ Capture audio and video authentic work samples.
- ✓ Daily routines (helpers, attendance, rules, weather and more!)
- ✓ Electronic poems and charts.
- ✓ E-Books to explore and track print.
- ✓ Free play for creative and cooperative play.
- ✓ Storytelling and recording activities.

CONCLUSION

- The Total Physical Response is a methodology that facilitates the acquisition of a second language in children since it covers a number of effective tools that are pleasing, curiosity and interest for students like gambling, constant movement, displacement by different places, exploring the body, gestures and imitation.
- Total Physical Response (TPR) is an activity that develops the imagination, sensitivity, creativity and communication. It is a language through which the individual may feel, perceive, know and express emotions and feelings for meaningful learning.
- It is important to implement this methodology in the early years of schooling since early acquisition makes it much easier since it involves curiosity, interest and good participation, similar to the acquisition of the mother tongue, where the child to repeat what your mother says in order to have communication. The same applies to the English in children since when faced with this, they have the need to respond actively to the others say.
- The methodology of TPR also facilitates socialization, teamwork and role play as implemented in the classroom, students advance in the acquisition of the second language, begin to form simple sentences using the vocabulary it known, therefore the skill of listening, understanding and communication is improved; articulated movement, memory and the physical response.
- It is important to carry out activities involving motor skills in a broad place, where the student can move without difficulty, explore other environments and function bodily. Initially may become complicated management group for the teacher, but as frequently performed activities, students are incorporating positive attitudes and behavior coupled to the Total Physical Response method.

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