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Total Physical Response for the development of Speaking Skills of first graders at Liceo Panamericano Centenario High School 2022-2023.

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Jiménez Bilmonte Alfredo Enriquez, M.Ed.

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**FACULTY OF ARTS AND HUMANITIES
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CERTIFICATION

We certify that this research project was presented by **Jocelyne Aguilera Castañeda and Arantxa Álvarez Guerrero** as a partial fulfillment of the requirements for the **bachelor's degree in EFL Pedagogy.**

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We, **Jocelyne Aguilera Castañeda. and Arantxa Alvarez Guerrero**

HEREBY DECLARE THAT:

The Senior Project: **Total Physical Response for the development of speaking skills of first graders at Liceo Panamericano Centenario High School 2022-2023** prior to obtaining the **bachelor's degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility.

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We, **Arantxa Alvarez Guerrero and Jocelyne Aguilera Castañeda**

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URKUND REPORT

Guayaquil, 3 de febrero 2023

Lcdo. Stanley González Ubilla, Mgs.
Director de Carrera de
Pedagogía de los Idiomas Nacionales y Extranjeros
Presente

De mi consideración:

Sírvase encontrar en la presente el print correspondiente al informe del software URKUND, correspondiente tema de Trabajo de Integración Curricular «Total Physical Response for the Development of Speaking Skills of First Graders at Liceo Panamericano Centenario High School 2022-2023», una vez que el mismo ha sido analizado y se ha procedido en conjunto con sus autores, las estudiantes: Jocelyne Romina Aguilera Castañeda y Arantxa Anahí Álvarez Guerrero, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 0%
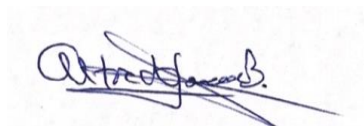

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DEDICATION

First, to our God Almighty, my Creator, my guidance, my strong pillar, my source of patience, inspiration, and understanding. To my beloved parents Cristina, Wilson, and my sister Ambar who gave me strength when I was giving up. I will treasure them in my heart forever.

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ABSTRACT

This research work is a descriptive study regarding EFL speaking development issues showcased among first graders post-covid, in the scholastic year 2022 – 2023 while in the EFL language arts lessons in a bilingual elementary school. The face-to-face instruction seemed to be challenging, especially, for the development of speaking skills according to their cognitive development, for this reason, the teacher changed the methodology to a Total Physical Response (TPR) model. The methodology used in the present study was mixed methods that addresses the integration of qualitative and quantitative components together with instruments such as unstructured observation and speaking proficiency tests. It was concluded that TPR techniques were effective for the development of speaking skills in young learners. Finally, as a proposal, an online teacher training course was designed to instruct educators in TPR strategies, techniques, together with a booklet that offers a complete guide to acquire a better understanding in the application of TPR inside early childhood classrooms especially for speaking development.

Key words: Total Physical Response post-covid, speaking, language development, EFL instruction, cognitive development.

INTRODUCTION

Teachers and students worldwide experienced the backlash of virtual education, especially young learners, who needed physical guidance to be able to perform the instructions and develop their skills accurately. In the context of Ecuador, it was even more complex to achieve the levels expected of each skill because of the lack of support given to kids at home concerning to their learning.

At Liceo Panamericano – Centenario situated in the south of Guayaquil, Ecuador the situation was not better. Therefore, after two years of lowdown students and teachers went back in person and the results of the diagnostic tests given at the beginning of the year reflected a severe lack of foreign language (English) production.

The evidence of language production can be reflected if emotionally, physically, and cognitively the learner is exposed to the language in an early period. It is said by Dr. Sühendan (2013) that this early period of life is the most valuable time to start teaching a foreign language to young children. For this reason, learning a foreign language should create more meaningful experiences. Moreover, when a child was not previously exposed and did not consolidate productive skills, the learner would avoid completing tasks since the children would feel frustrated, overwhelmed, and nervous by such activities, especially speaking.

As stated by Al Hosni (2014) speaking is the active use of language to express meaning, and for children, oral production is the key to encountering, understanding, practice and learning a second language. Speaking skills are crucial to communicate and interact with the world and its information, that is why having students not being able to understand the language, target vocabulary, or basic instructions among other issues become a concern toteachers, since children were not able to follow the class process accurately resulting in the insufficient production of speaking skills in the foreign language.

As it is concerned by Tingting (2018) Total Physical Response (TPR) is a method that supports the use of physical actions, gestures, and commands to teach language in meaningful communicative contexts and stress-free atmosphere. Total Physical Response (TPR) poses as an interesting tool that may aid teachers to achieve the development of speaking skills to help early learners to understand and produce by listening to short clear commands and be able to produce tasks in a second language.

The main situation should be studied and observed in EFL instruction since speaking is a productive skill which is essential for language learning.

This report might help teachers to perceive the TPR methodology as an important way of helping students increase their engagement in their own learning and proficiency regarding speaking skills after periods of passive learning like the one experienced through the pandemic.

Total Physical Response for the development of speaking skills of first graders at Liceo Panamericano Centenario High School 2022-2023

Problem Statement

The subject of this research are the students in first grade at Liceo Panamericano - Centenario High School which is a bilingual school located in Barrio "El Centenario" in the southern area of Guayaquil city. This high school is part of the International Partnership Program (ISP), meaning that besides molding students to be bilingual they need to be active critical learners and producers of the language with an excellent lexicon. All of this with the intention of applying to international programs later in their school years working in partnerships within and across regions and cultures.

Liceo Panamericano Centenario school works with the Primary Year Program (PYP) by the International School Partnership program. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12 from pre-school to 7th grade. The curriculum of pre-school has an adaptation, and it is the combination between the PYP program and the skills within the achievement criteria from the Ecuadorian Ministry of Education.

During the pandemic, first-grade teachers worked with several resources such as flashcards, posters, and with the help of the teacher they played on digital platforms in order to motivate them. In some classes, the teachers worked with Google docs, presentations, and videos. The aim was to help students become more familiar with English through learning resources to develop all four skills, listening, speaking, reading, and writing regarding the main target language.

However, after returning to face-to-face classes in the first grade, it was perceived that due to the pandemic and at-home virtual learning, the students showcased a very low level of speaking skills, language awareness, and production which may be due to the low exposure to foreign language.

Consequently, it was difficult for them to express their personal information, describe specific objects, understand basic commands, questions, classroom instructions, target vocabulary, and general study habits, and therefore, not be able to follow the class learning process.

It is known that during 2021 students were instructed online with the initial help of either parents or tutors that would log in through a ZOOM meeting where the classes would take place. Individuals in charge of educating at home were not acquainted with education, for instance, when kids were asked to participate in or perform certain activities tutors would do them or provide the answers resulting in the underdevelopment of productive skills expected at that level which affected the speaking production. As it is stated by (Burns & Joyce, 1997) speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

The following research work is going to describe the situation and how the teacher managed to cope with the lack of oral production of first graders from Liceo Panamericano Centenario in the year 2022-2023.

JUSTIFICATION

The development of speaking skills at a young age is crucial as it provides a better understanding in the further stages of language learning. In these early stages, they can produce, comprehend, perform elemental commands, and express simple ideas. As claimed by Kuhl (2011) the background knowledge and learning experiences that kids have had at young ages regarding foreign languages pivot their education on foreign languages further than peers that have not had such exposure.

This study using TPR as a tool is going to engage students more than before to improve the development of their speaking skills. As first grade, EFL learning for children around the age 4-5 years old can become routinary and uninteresting inevitably affecting the improvement of students speaking skills if they are not actively involved in the set process. As Uphold & Hudson, (2012) mention, granting students an active role in their learning can increase active learning processes; teach students valuable skills, like setting and attaining goals; and help students develop independence.

This study is going to be useful for teachers as this year they encounter the challenge of guiding children to develop their speaking skills considering that during the pandemic teaching became inefficient for young learners, as a result finding themselves in the need of tools that can help support their teaching profession while making it more efficient and meaningful for pupils, being the accurate production of speaking in the target language the main aim. Nunan (1998) mentions that the mastery of a sufficient vocabulary is vital for successful second language use since without an extensive vocabulary, we will not be able to use grammar. Nunan (1998) argues that TPR can be the tool that guides this learning to a more active state.

Liceo Panamericano – Centenario as an institution is going to benefit from the results of this study as it will serve as a guide and analysis of the situation regarding the speaking skills of students at the start of the year and how the TPR strategies influence their learning throughout the scholastic year.

Research Question

How can the Total Physical Response (TPR) methodology develop speaking skills in first graders at Liceo Panamericano Centenario High School in the scholastic year 2022-2023?

General Objective

To measure the effectiveness of TPR strategies for the development of speaking skills using English as a Foreign Language in first grade according to their cognitive development stage at Liceo Panamericano Centenario High School.

Specific Objectives

- To state the concepts, characteristics, principles, strategies, and techniques regarding the development of speaking skills and TPR.

- To determine the effectiveness of TPR teaching strategies & tools used in the first-grade classroom of Liceo Panamericano Centenario.

- To exhibit TPR strategies used in a face-to-face context for developing speaking skills in young learners.

THEORETICAL FRAMEWORK

English as a Foreign Language (EFL)

According to the Cambridge Dictionary (2023) the term EFL stands for "English as a foreign language" most specifically, EFL is the teaching of English to students whose first language is not English which is the case of Ecuadorian students where they learn a language that is not spoken outside the classroom becoming a secondary language (L2), understanding the first language (L1) as Spanish or other native tongues.

Foreign language is an acquisition process in which early learners are stronger at learning unintentionally, without awareness of what has been learned, therefore, if given access to the correct language learning experience, the chances of acquiring this knowledge increase by just listening and mimicking it.

Early exposure to foreign languages fosters in young children a more positive attitude toward the cultures that go along with those languages. They are exposed to the world in ways they could not have otherwise been through language learning. At early ages, EFL enhances one's capacity for problem-solving, critical analysis, and listening, as well as memory, focus, and multitasking.

Furthermore, the Ministry of Education (2016) in Ecuador offers an English language curriculum, and this is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd) it aims support the government's initiative to create citizens in Ecuador who can successfully communicate in the current globalized world regardless of their background.

The role of the school that teaches EFL in Ecuador is to broaden, improve, support, and deepen the linguistic, aesthetic, and intellectual capacities of all learners throughout the learning process. Consequently, teachers must have a solid grasp of the core principles and theories underpinned by EFL instruction and learning. These ideas include pedagogical and other concepts that frame

EFL programs, including curriculum, culture, instruction, assessment, and the modern evolution of teaching.

Young learners

In general terms, Brumfit, Moon & Tongue (1991) define young learners as keen, enthusiastic, and motivated learners, who can be easily stimulated. They are active and naturally quite observant of their surroundings which stimulates learning not only academically but also behaviorally.

Scott & Lisbeth (2001) present young learners into two main groups; five- to seven-year-olds, and eight- to ten-year-olds, characterizing each group with their abilities in doing things and recognizing the world around them. At the focal point of this research are the characteristics of five- to seven-year-olds which is more precisely described in the following table.

What five- to seven-year-olds can do at their own level:
They can talk about what they are doing.
They can tell you about what they have done and heard.
They can plan activities.
They can argue for something and tell you why they think what they think.
They can use logical reasoning.
They can use vivid imagination.
They can use a range of intonation patterns in their mother tongue
They can understand direct human interaction.

Table 1 Based on Scott & Lisbeth (2001) page 1-2

On a related note, Pinter (2006) defines younger learners regarding language learning as follows:

Younger learners (5 to 15 years old)
Children are in preschool or the first years of schooling.
Generally, they have a holistic approach to language which means that they understand meaningful messages but do not analyze language yet.

They have lower awareness about themselves as well as about the process of learning.

They have limited reading and writing skills even in their first language.

Generally, they are more concerned about themselves than others.

They have limited knowledge about the world.

They enjoy fantasy, imagination, and movement.

Table 2 based on Pinter´s theory 2006

It is important to understand that the mentioned skills happen at different levels around the ages stated in each theory as learners develop at different rates while growing up.

When it comes to language learning for young learners Doughty & Long (2003) pointed out that second language acquisition naturalistic, instructed, or both – has long been a common activity for a majority of the human species and is becoming ever more vital as second languages themselves increase importance. Thereby, Cameron (2001) agrees that young children may learn a foreign language especially effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition due to what is known as 'the critical period hypothesis'.

On this note, Chomsky (1959) believed that children are born with an intrinsic, biological talent to learn a language, which is known as the Language Acquisition Device (LAD). Bruner (1983) continued to specify that the LAD functions as a facilitator however it is not able to function without the help given by an adult to help children process all the language they hear and to produce their own meaningful utterances.

Stages of cognitive development

Jean Piaget was a Swiss psychologist who was the first to make a systematic study of the acquisition of understanding in children. In other words, his theory stated the explanation of the development of thinking that gathers and organizes information to understand how the world works. According to Piaget

(1976), our thinking process changes radically from birth to maturity which means that human beings constantly strive to make sense of the world.

As it was stated before all cognitive development involves the thinking process within each correspondent factor that influences the change of thinking and they are the following: biological, maturation, activity, social experiences, and equilibration. Furthermore, to stimulate and build up the development by itself as an individual one needs the ability to act on the environment and learn from it, from others, and afterward start producing those behaviors or activities.

Psychology mentioned that all humans have two tendencies, which are organization and adaptation. As it is mentioned by Woolfolk, (2010) organization is combining, arranging, recombining, and rearranging of behaviors and thoughts into coherent systems. In other words, humans are born with the tendency to organize. On the other hand, adaptation works in two ways: assimilation and accommodation. To basically understand what involves the two terms that were previously mentioned, it is essential to know what a scheme is, according to Piaget in the book from Herbert, Ginsburg, & Opper, (2016) is an organized system of actions or events that allow humans to represent think about the objects and the events in our worlds.

Wadsworth, (1996) took the words of Piaget which says that that our brain works, learn, and react differently. Assimilation is when a child use what they already know to make sense of something new. Furthermore, accommodation requires the child occurs when a person must change existing schemes to respond to new situations. People adapt to complex environments by using existing schemes and by modifying and adding new schemes. Lastly, equilibration is the act of searching balance from all the tendencies in thinking: organizing, assimilating, and accommodating.

Based on Piaget, everyone went through the same four phases in the same order, but they may go through long periods of transition. Furthermore, people may exhibit traits of one stage while being in another. The stages of cognitive development are the following:

Sensorimotor (0-2 years)	Preoperational (2-7 years old)
- Begins to make use of imitation, memory, and thought - Begins to recognize that objects do not cease to exist when they are hidden. - Moves from reflex action to goal-directed activity.	- Gradually develops use of language and ability to think in symbolic form. - Able to think operations through logically in one direction. - Has difficulties seeing another person's point of view.
Concrete operational (7-11 years old)	Formal Operational (11 – adult)
- Able to solve concrete (hands-on) problems in logical fashion. - Understands laws of conservation and is able to classify and seriate. - Understands reversibility.	- Able to solve abstract problems in logical fashion. - Becomes more scientific in thinking. - Develops concerns about social issues, identity.

Table 3, Stages of Cognitive Development, Source: Adapted from B. Wadsworth, Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism-1996.

Development of speaking skills in children

The development of speaking is one of the most important of the four macro linguistic skills for any language, therefore, it is vital for students of any language especially, those below 5 years old to learn it as a means of effective communication since the process of writing is still in its initial stages and as a support in learning of their own language.

Speaking is part of our daily life, it comes naturally, and is not necessary to overthink to speak correctly. However, according to Nunan, (2011) to speak effectively in our first or foreign language we need to have an adequate mastery of the three systems of language: the system of sounds, the lexical or vocabulary system, and the system of grammar. Otherwise stated, humans

need to be able to produce sounds and know more about the syntax of words to speak with an adequate vocabulary in a comprehensible way.

As it is concerned by Vygotsky (1986) young learners can produce sounds and engage in interactions with others in their mother tongue (L1) because they can produce knowledge and understand concepts; for this reason, teachers must be aware of the level of student's L1 with the purpose of matching their teaching expectations regarding their speaking skills, age, and the stage of the learner in the foreign language (L2).

In the world of foreign language acquisition, as mentions comprehensible input is necessary for successful language acquisition. Comprehensible input can be defined as language input that listeners can grasp, even if they do not understand all the words or sentence structures. When the input is comprehensible, you understand the gist of what's being said. For example, body language, visuals on dual language boards, images matched to new vocabulary, combining instructions with body language, etc. This marvelous process happens because brains are designed to build language from exposure to input. As Krashen (1983) said, language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drills.

On that account, Nunan (2011) offers two types of tasks: reproductive and creative, in an effort to teach speaking skills to young learners. The creative tasks involve the free use of the language by the learners, whether it is grammatically or syntactically corrected or not. On the other hand, reproductive tasks relate to the reproduction of language models provided by the teacher.

Krashen (1983) supports that foreign language exposure is recommended to start from a young age should be fun and meaningful resulting knowledge that can be easily retrieved from the brain now and in the future.

Social learning and social cognitive theory – learning by observing

Albert Bandura was the mind behind the social learning and social cognitive theories regarding the basic principles of observing and performing behaviors and consequently what will happen in specific situations such behaviors are performed; within the social cognitive theory of learning it is emphasized the learning through observation of others and how its social influence in learning leads to enactive learning and vicarious learning.

Bandura (1971) indicates that the vital parts of this theory are the enactive learning defined as learning by doing and experiencing consequences of set actions, together with vicarious learning as the learning acquired by observing others in this case peers. Therefore, such learning ways take shape in the following elements: attention, retention, production, and motivation.

Attention:	grabbing students interests to keep their attention.
Retention:	using verbal steps, visual images, repetition, and mental rehearsal to produce meaningful learning.
Production:	practicing the observed behaviors, receiving feedback, and coaching from the role model (set by the teacher).
Motivation:	incentive to reinforce the imitation of set behavior.

Table 4 As summarized from the work of Bandura, A. (1971). Social learning theory. Morristown, NJ: General Learning Press.

Furthermore, in the observational learning and teaching these significant aspects take place:

Directing attention:	by observing others not only what they do but also elements involved in their actions.
Strengthening or weakening inhibitions:	the desirable and undesirable behaviors are learned together with their consequences.

Teaching new behaviors:	here modeling takes place and teaches mental skills to shape new ways of thinking.
Arousing emotion:	Developing emotional reactions to set situations.

Table 5 As summarized from the work of Bandura, A. (1971). Social learning theory. Morristown, NJ: General Learning Press.

On the same line Bandura (1971) continues, implicit in set aspects are factors that affect observational learning that influence the different levels of learning that could be achieved. Developmental status allows longer attention span and capacity to process information, model prestige and competence refers to observers paying attention to competent, high-status models, goal setting involves demonstrating behaviors that help observers attain goals, self-efficacy sets a mindset of collective capacity of learning "if they can do it, I can do it too". Therefore, the use of TPR in EFL classrooms may be helping members of the environment while in class to engage in activities where their motivation rises which gives efficacy to the rest of the process as it is the internal state that arouses, directs, and maintains behavior.

Concept and principles for Total physical Response (TPR)

Perhaps the most interesting aspect of human learning is to analyze and understand how the different environments and role models in it motivate others to replicate what they do in order to have the perceived outcome, when we associate this idea to EFL learning through TPR it becomes a structured but more enjoyable way of copying oral mechanisms and associating them with more meaningful body movements.

Total physical response or TPR for its acronym in English. It's a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. This method was stablished by making a connection between coordination of language and physical movement and it falls under the comprehension approach to language

teaching. TPR is 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.

Asher (2009) theorized that when noises coming from someone's mouth are followed by body movement the learner is able immediately to decipher the meaning at different levels of awareness such as phonology, morphology, syntax, and semantics. Hereby, students can also use this knowledge to retrieve the items learned and use them in different contexts accurately.

Total Physical Response (TPR): definition and characteristics

Asher made three hypotheses based on his observations of different interactions regarding language learning: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

TPR was proven by Asher (1969) to be quite effective in different experiments regarding various languages like German, Chinese and Spanish in his book "The Total Physical Response Approach to Second Language Learning" it involved the modeling of the desired response and the later involvement of the student performing set activity and encouraging motivation through the achievement of the tasks presented.

Asher (1996) says that teachers make use of set methodology by providing instructions, commands or words corresponding to the target language and students are expected to act out or take part in actions using their bodies. Performing the activities aids in two aspects of learning recognizing the meaning withing the language and passively learning structures of set language in use. Therefore, Total Physical Response is ideal for beginners and young learners, although it can be used with students of all levels and all age groups to learn items like vocabulary, idiomatic terms, phrasal verbs, etc.

TPR and its connection through Sign Language (ASL)

According to the National Institution on Deafness and Other Communication Disorders (2021) American Sign Language (ASL) is a full, natural language with English-like syntax that shares many of the same linguistic characteristics as spoken languages). Hand and face gestures are used to convey meaning in ASL. Many deaf and hard-of-hearing persons in North America use it as their primary language, and some hearing people also do it as another means of communication.

The process of conveying information is undeniably complex but there are suggested ways to bridge the gap between the two languages by giving students the correct tools and guidance. While it is true that English and ASL are two very different languages, both have all the essential components of language, including its own rules for word construction, word order, and pronunciation.

Sola (2019) Listening concerning TPR in this study poses as a way to connect students to their visually presented content by having them move their bodies, hands, and face to signal the letters, target vocabulary and the instructions given. In addition, ASL for TPR in this context serves as a tool that combine the main fine and gross motor skills needed to be performed with a purpose and have easier retrieval on the children's brain, where they relate the signs to acquired vocabulary and be able to communicate easily

Some examples of what ASL intakes are through sight, body language and symbols. All in all, to enhance a better understanding of a second language using these tools children associate vocabulary and meaning in context way easier.

LITERATURE REVIEW

Total physical response (TPR) is one of the most efficiently used strategies to teach young learners in order to internalize target vocabulary and develop their speaking skills as it involves fine and gross motor skills making it entertaining and memorable for children. The use of TPR has been proven to increase motivation and create a good learning environment through previous studies and research papers.

One of these is titled "Promoting Vocabulary Using Total Physical Response (TPR) Method on early childhood English Language Teaching" by Nuraeni (2019) which concluded that using TPR method periodically could escalate the learning of the vocabulary, enhance vocabulary comprehension and capability in defining vocabulary meanings that are suited to its contexts. TPR also reflected to have increased motivation which was observed considering the active-communicative learning interaction between peers.

Further on, the paper found on the Darussalam journal titled "The Effectiveness of Total Physical Response in the Teaching Speaking Skill" by Mahmud, (2018) it was found that there was a significant improvement by teaching speaking using Total Physical Response based on the result of data analysis and hypothesis as students felt motivated and supported to improve and apply English speaking.

On the same line, the following study titled "Teaching Vocabulary by Using Total Physical Response" by Fadiana, Bahri, & Inayah (2020) concluded that improving students' vocabulary mastery using the Total Physical Response method was successful due to its effectiveness in improving students' vocabulary mastery and one of the ways to make students become more active in the class is by using TPR which was proven by the test conducted where initially students scored 53.81 and after using TPR they scored 81.71 showing an increase of 27.83 points.

As seen previously, other research papers and studies reflect the use and effectiveness of TPR in classrooms with young learners and how it fosters their

involvement making pupils feel engaged to take charge of their learning by performing the commands or movements accurately. Furthermore, as it is a fun way of learning, students take the learning experience as valuable memories which helps the brain retrieve the information easily in the future, consolidating their learning of the target language further.

METHODOLOGY

The main objective of this research work is to describe the progress of the development of speaking skills from first graders at Liceo Panamericano Centenario in the scholastic year 2022-2023. The descriptive analysis is linked to the main objective of this present study since the aspects of speaking skills are going to be identified, described, and characterized. As stated by McCombes (2019) descriptive research is intended to characterize a population, circumstance, or phenomena precisely and methodically; what, where, when, and how inquiries can be answered, but why questions cannot.

As claimed by Lodico, Spaulding, & Voegtle (2009) the action design is used to strengthen and improve present practice in a given classroom, school, or district. It is typically a sort of research conducted by practitioners who have recognized problems they wish to solve or who just wish to identify ways to improve their own teaching or student learning, or both. The data of this study is gathered by observation with a focus on recollecting information about main activities and events.

The mixed methods were selected as the focus of analysis of this research work to address the integration of qualitative and quantitative components to provide a more comprehensive understanding of educational difficulties. Lodico, Spaulding, & Voegtle (2009) states that when using a variety of data gathering tools, such as statistics and observations, the researcher can present the findings in a way that is compelling and effective.

As mentioned by Zhang, Creswell, & Glogowska (2013) qualitative and quantitative elements are linked to produce an integrated suggestion to the research question which is deeper than would be achievable by either approach alone. Creswell (2008) says that qualitative data is used to explore and understand the meaning of individuals or groups ascribe to a social or human problem which means that the researcher will make interpretations from this data. On the other hand, quantitative data are variables that can be measured and afterward they could be analyzed using statistics.

Participants

The study group is made up of 24 students enrolled in 1st grade "B", one student presents autism spectrum disorder (ASD) and two other students present attention deficit hyperactivity disorder (ADHD). They have classes from Monday to Friday in the morning schedule, each day having an average of one and a half hours of EFL class subdivided according to the days leaving Monday through Wednesday developing disciplinary topics and Thursday to Friday for the development of critical thinking. In the two processes of learning where TPR is used to enrich the language lexicon.

Data gathering tools

The collection of data is vital in this study in order to present a qualitative and quantitative perspective that reflects the reality of the progression or degression of the speaking skills in first graders in the Liceo Panamericano – Centenario. The following instruments were used:

Tests

In this study, tests were used to check the students' progress, testing is part of the learning process in which students can demonstrate their consolidated learning. In the following table the main characteristics with respect to the importance of testing students are described.

Characteristics of the students' test importance	
Test results show students' outcomes	Teachers can take this information into consideration in order to know what the student excels in.
Test results show students' deficiencies	Teachers can modify their strategies and adapt them in order to improve the process of students acquiring knowledge.

Table 6, Importance of testing students, table developed by the authors.

Ministry of Education Pre-School Grading Scale

Before evaluating, the teacher must be clear about the qualitative scale used for the elaboration of the reports; it is not quantified, numbers are not assigned, and no grades are given. It is important to emphasize that words linked to "judgement" should be avoided due to the emotional content and anxiety that can be generated in the family and community circle.

According to the evaluation guidelines done by the Ministry of Education (2022) in order to elaborate a scale, it is necessary to clearly state the activity to be evaluated and prepare it in an understandable way. Children at this level are in constant development and learning, therefore their cognitive development should be respected; it is not necessary to pressure or push for advanced processes.

The research analysis uses the following scale to describe the development of speaking skills of the participants.

Grading scale in Early Childhood Education		
SCALE	**ABBRE-VIATION**	**CHARACTERISTICS**
Initiating Skill	IS	The child is starting the development of skills that will allow him/her to achieve learning. At this point, the child shows difficulties, and he/she needs the intervention of the teacher in order to be adapted according to his/her learning style.
Skill in Progress	SIP	The child is in the process of achieving previous knowledge.
Acquired Skill	AS	The child acquired all the necessary skills according to the level in the established period.
Non-Evaluated	N/E	The assessment indicator was not evaluated during the five-months term.

Table 7, Retrieved from the Ministry of Education, 2014.

Unstructured observation

As described by Gillham (2010) observation has an overpowering claim to validity, which means to describe exactly the behavior of the participants involved in a specific environment. Therefore, in the present study the researcher did an unstructured observation for recollecting data for further analysis. According to Taylor, Sinha, & Ghoshal, (2006) an unstructured observation allows the researcher to gain authentic information. This type of observation is best used to look at a particular situation, analyze the participants and the performance to make notes, recollect data and necessary information in order to find out a specific issue.

In the following table the main characteristics of an unstructured observation are detailed for further understanding on the topic.

Unstructured observation
• Very expensive on time • Data largely qualitative • Participant observation • Data require extended presentation • Data capable of analysis of meaning in depth • Embedded in social context • Behavior viewed as part of a complex social interaction

Table 8 Characteristics of Unstructured observation, Retrieved from the book Observation Techniques: Structured to Unstructured by Gillham (2010)

Protocol

For the first students' observation the researcher conducted a language arts class which started at 8:30 am and lasted one hour and a half. The class was observed after the diagnostic period and it was perceived that during the class process the students did not comprehend questions related to their preferences, abilities, and personal information, and basic commands as a result, they were not able to follow the learning process accurately.

For the second students' observation after the monitoring test, the teacher conducted a group art outdoor activity about "Mexican Celebrations" in which the teacher applied TPR strategies. First, the teacher gave short clear commands presenting visual support regarding vocabulary about the topic, and asked students to stand up and model each target picture. After that, one student asked for repetition because he did not understand correctly what steps he needed to follow in order to perform the activity; for this reason, the teacher explained by modeling the actions and asked him "instruction checking questions" (ICQs) to check understanding. Next, the teacher asked the students to look for their pencil cases in the locker using the following commands: "Girls, take out your pencil cases, please" / "Boys take out your pencil cases, please." Then, the students were asked to make a line to go to the courtyard using the following direction: "Please, stand up and make a line, we are going to the courtyard" Lastly, while the students were doing the activity, they recalled target instructions and spoke fluently using the EFL to describe the materials that they used to decorate the clipart and what was the situation-celebration about.

DATA ANALYSIS

In order to identify the progress of the development of speaking skills in first-grader students from a bilingual school in Guayaquil, an official scale from the Ministry of Education was used, out of which the following results were yielded.

Based on the scale from the Ministry of Education the students were assessed concerning the following skills.

Skills	Characteristics
Accurate Fluency	Students are able to express their ideas easily and smoothly by using correct sentences, grammar , and vocabulary in the second language.
Identifies and applies vocabulary according to each situation	Students can understand target words, questions, vocabulary, and idiomatic expressions and connect them to daily life situations in order to express their ideas orally.
Understands sentences and questions	Students can understand basic commands, instructions, and questions in order to perform a speaking activity or produce in other language skills.

Table 9, Speaking Skills, Table elaborated by the authors

COMPARISON BETWEEN THE TESTS

In order to identify the growth of the development of speaking skills of first-grader students from a bilingual school in Guayaquil, each qualitative criterion from the rubric was classified to analyze them independently.
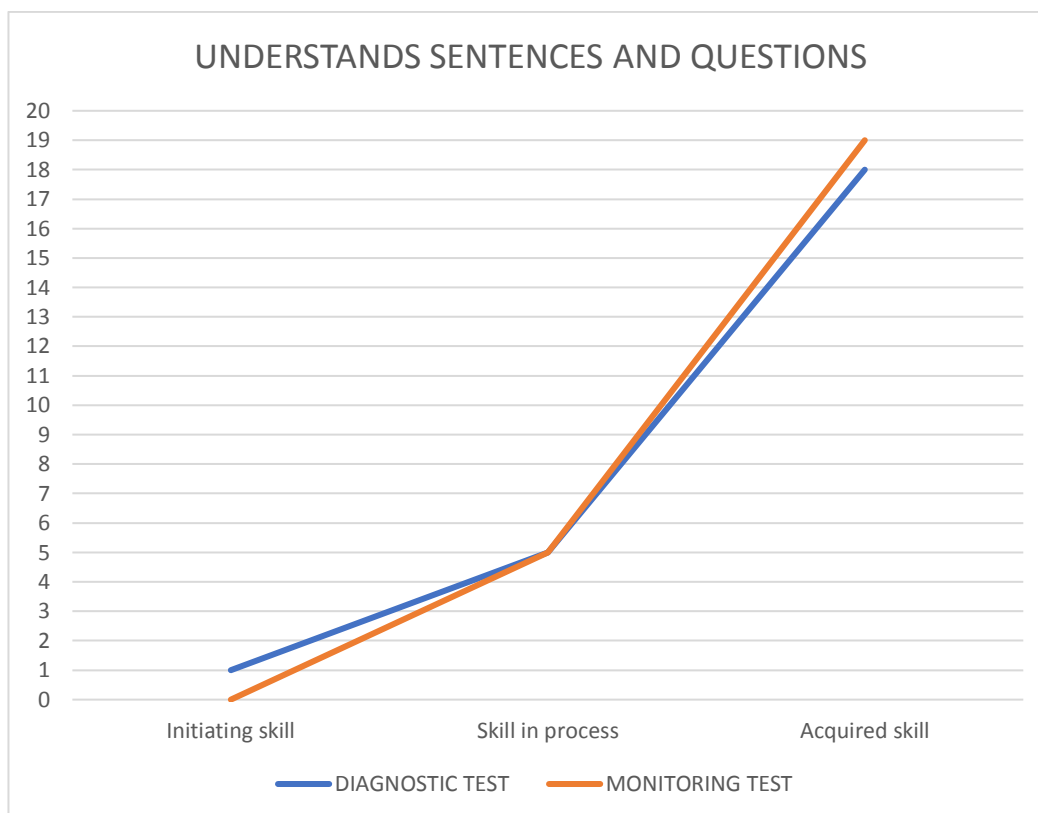
Graph 1, Understands sentences and questions, Graph developed by the authors

The graph displays that during the diagnostic of the 24 students, 1 of them who is diagnosed with Autism Spectrum Disorder (ASD) could not comprehend the instructions asked to perform. Few of them show progress in understanding sentences, questions, and instructions, while 18 are capable of using speaking skills.

After the monitoring test where the TPR strategies were applied, the students showcased the following results. The student with ASD showed progress in understanding basic sentences and instructions that allowed him to perform the activity asked. Additionally, one student with the skill in progress moved

into the acquired skill group totalizing 19 students who accomplished the set goal.
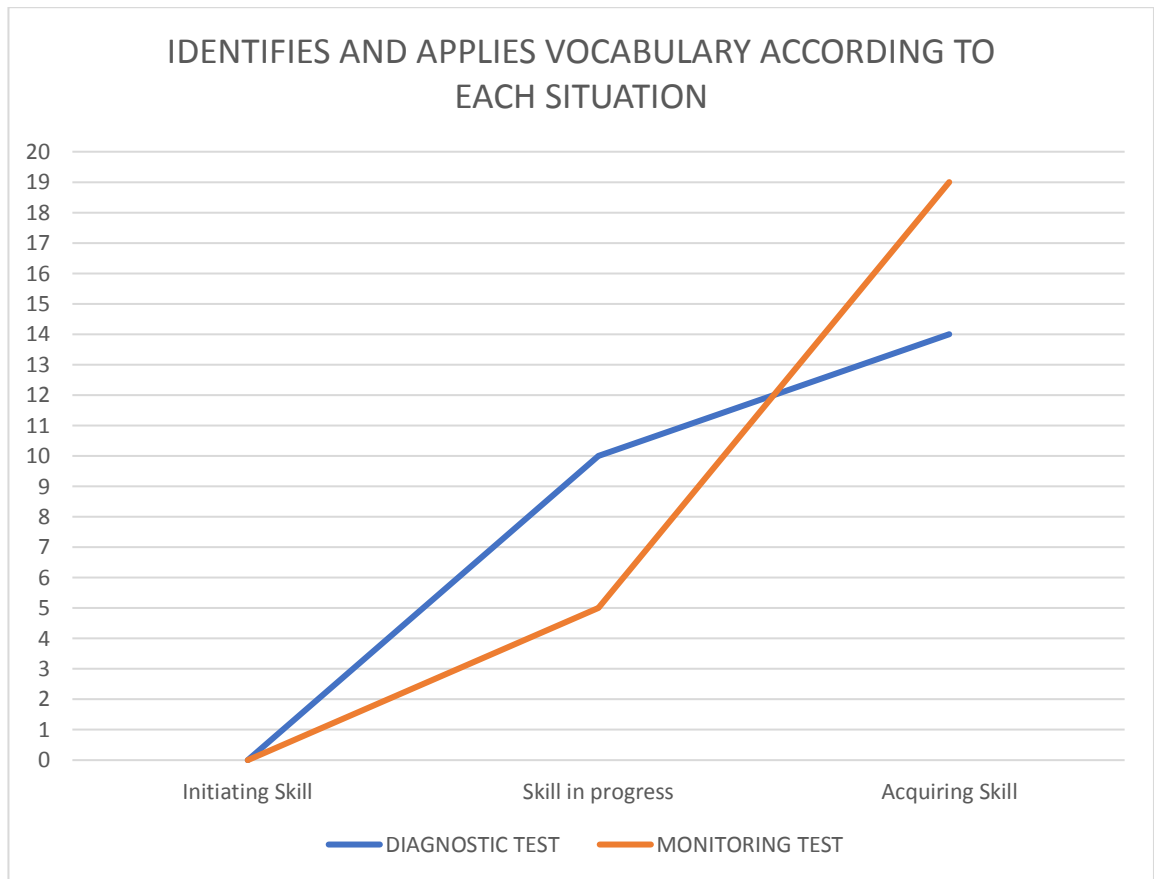
Graph 2, Identifies and applies vocabulary according to each situation, Graph developed by the authors.

Based on the graph from the 24 students in the Diagnostic Test, 14 of them were able to demonstrate their speaking skills by orally expressing their ideas and identifying and applying target vocabulary according to the situation presented by the teacher. Some of them show progress in this skill.

In the second test showed that 19 students acquired the skill; as a result, the number of students who have the skill in progress decreased which means that the skill had an effective growth.
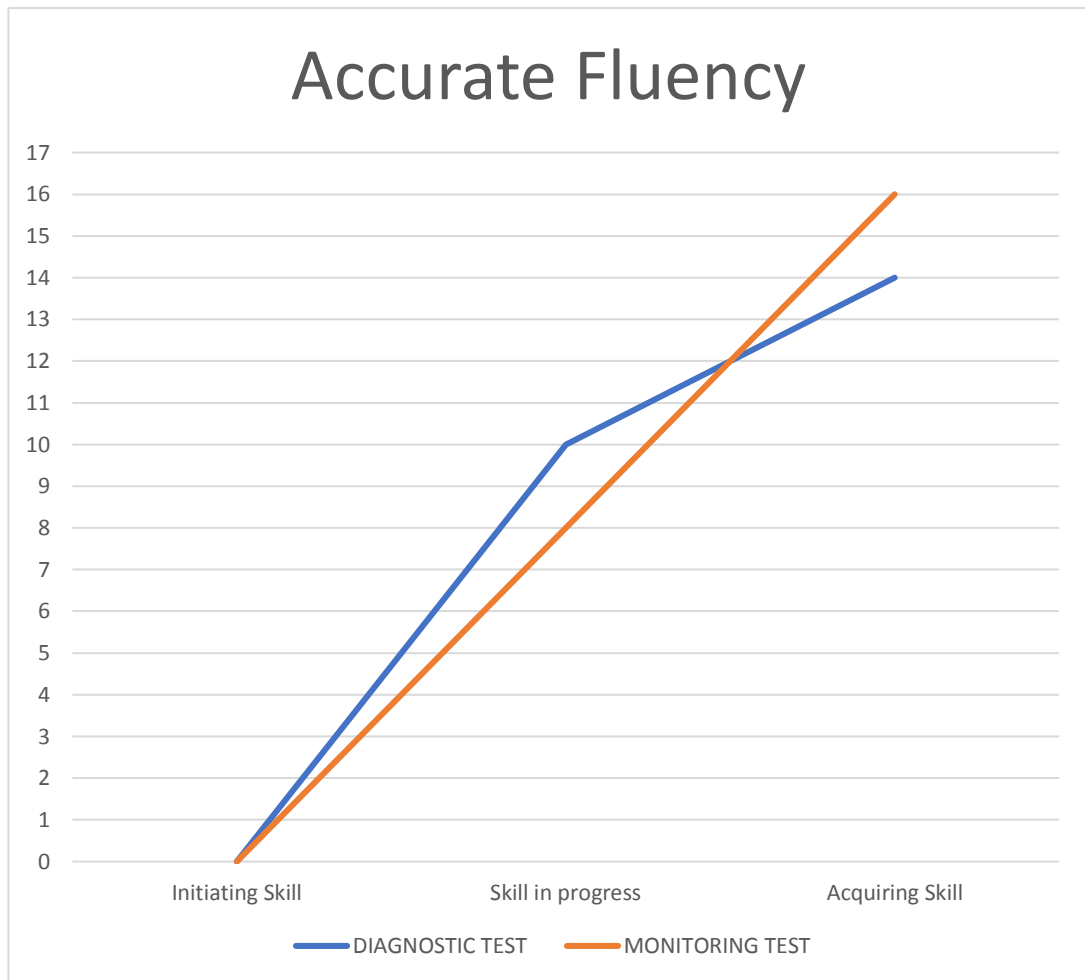
Graph 3, Accurate Fluency, Graph developed by the authors.

As the graph shows, on the diagnostic test there were just 14 students who got fluency acquired, in contrast, 10 of them had their skill in progress which means that their fluency is still developing.

On the monitoring test from the 24 students 16 students had mastered this skill, they are capable of expressing their ideas fluently and commit short grammar mistakes while speaking. A few of them are still developing their fluency.

Qualitative Observations

1st Qualitative observation

Since the participants were young learners that had been taking online classes for two years, there was a qualitative observation conducted after the diagnostic period of the face-to-face scholastic year. It was perceived that some students were not capable of expressing their ideas accurately, understanding simple commands, basic instructions, and target vocabulary when completing an activity linked to speaking skills performing in a class activity that involved other language skills such as answering specific information questions; preferences, abilities, and things that they can see in the environment. This was more evident considering that participants' performance did not meet the expectations connected to their level and their cognitive development.

The students needed to ask for repetition to understand sentences, questions, or commands to be performed. It is crucial to mention that some of them understood partially what the teacher was saying, however, they showed no motivation when speaking or performing activities since they lack the knowledge to produce accurate answers.

2nd Qualitative observation (After Monitoring Test)

After the monitoring test was taken early in the morning, students were able to perform the activities better during the class process in which the teacher used short clear commands combined with the vocabulary about Mexican Celebrations. The students were taken out of the classroom to perform an art outdoor group activity in the courtyard about Mexican Celebrations which helped them to recall the target language. At the end of the activity, they described what was the celebration about and explained the materials that they used to decorate the clipart, while listening, they spoke fluently with few mistakes in grammar structure and expressed their ideas coherently.

CONCLUSIONS

The following conclusions are the results of the Diagnostic Test given by the institution and the Monitoring Test designed by the authors of this present study. The purpose of these tests was to characterize the development of speaking skills in first grade including the growth that was found within the data collection phase of this research work.

- The Total Physical Response applied with the study group through the immersive experience of body movement while using the language inside and outside the classroom strengthened and consolidated their speaking skills, even with a student with ASD.

- Short clear commands, Instruction Checking Questions (ICQs), and visual support were needed while implementing TPR in the classroom to have students perform the activities and speak with the desired fluency.

- The adaptations made through TPR strategies in the classroom exhibited an increase in motivation which encouraged students' better understanding and use of the target vocabulary.

- The graphs showed an increase in understanding of sentences and questions, identifying and applying vocabulary according to each situation, and accuracy and fluency, which resulted in a significant improvement in their oral production skills.

RECOMMENDATIONS

The conclusions have been determinant; therefore, the following recommendations have been established by the researchers for teachers and authorities to benefit from this study.

- Educational institutions should always conduct a diagnostic speaking test at the beginning of the year to identify the needs of the students and target them.

- EFL teachers should focus on providing a clear structure class process that focuses on developing understanding of target vocabulary, basic commands, and general instructions using enjoyable strategies, commonly seen in TPR.

- It is recommended that teachers foster speaking skills through dynamic activities to boost motivation and improve vocabulary acquisition.

- Teachers should emphasize fluency and accuracy when modeling target language inside and outside the classroom.

- The design of a teacher training course connected to TPR is highly recommended for professionals working with young learners to overcome speaking development issues related to lack of oral production to express personal information, describe specific objects, understand basic commands, questions, classroom instructions, target vocabulary, and general study habits. This project should contribute to levering the ability of speaking skills within the boundaries of fluency, understanding sentences and questions, and identifying and applying vocabulary according to main situations. In summary, teachers could benefit from this study by understanding the effects of the methodology used to improve the development of speaking skills in order to develop a better view of how to reach out to different methodologies to help students better their learning.

PROPOSAL

One of the recommendations considered appropriate was the design of a proposal that can help guide teachers to create a more meaningful and efficient classroom with the help of a teacher preparation course which has been named "Moving bodies, Speaking Minds". This project has been proposed as follows.

Project Title: **Moving bodies, Speaking Minds**				
Project Team:	Jocelyne Aguilera C. & Arantxa Alvarez			
Main Objective:	To guide teachers on how to use TPR and signing language as a way to help students recognize and understand the meaning of HFW within sentences at the Liceo Panamericano - Centenario High school, Guayaquil by the end of the school year 2022 - 2023			
Specific Objectives:	**1.-** To help teachers understand the influence of TPR in early childhood for learning a foreign language.			
	2.- To instruct teachers about TPR techniques and basic American Sign Language, digital and concrete resources.			
	3.- To prepare teachers to integrate the techniques learned in the classroom.			
Execution time:	Starting	May 2023	Ending	September 2022
Evaluation time:	Starting	October 2023	Ending	November 2023
Project Description				
This project involves the use of TPR to develop speaking skills by using HFW and the first-grade communicative vocabulary.				
Step #1, Teachers will recall previous knowledge regarding TPR and its impact on learning, especially in early education for a foreign language.				
Step #2, Teachers will work in workshops to gather new knowledge and practice techniques to implement in the classroom.				
Step #3, Teachers will adapt their content to implement the techniques and knowledge acquired and conduct feedback on pairs.				

AIM: Teachers will be able to better present their classes in order to develop Ss communicative skills. The project is going to be monitored and assessed by coaches following the program in a lapsus 7 months. In the last week of the project, the evaluation is going to be carried out using an adapted rubric to evaluate ss participation and accuracy in an open class. Additionally, teachers are advised to handle visual and sensory supporting materials in specific cases where it aids them to reach the goal of communicating accurately and timely.
Justification
Teachers need to constantly implement different strategies to maintain the motivation of ss, therefore, this project aims to provide more tools to aid teachers in their day-to-day classes making them more interesting and active to everyone involved.

Table 10, Proposal Description, Table developed by the authors

		Execution Matrix				
Objective (number)	**Activity**	**What will be done**	**What change is expected - Outcomes**	**Resources**	**Time**	**Responsibility**
S.O.1	Online Conferences:	Teachers should attend two online conferences per month for two months that will be directed by the trainers. The last visit will be the second where the evaluation of the diagnostic phase will be conducted.	Teachers are going to recall what they know about TPR strategies and understand their connection to speaking.	Trainers (2) Laptops Paper sheets Printer Printer ink Stapler Staples	2 MONTHS	English teachers & Trainers
S.O.2	40 mins School Workshops "TPR in action"	The teachers will be offered two sessions per month for three months that will include techniques, examples, activities, booklet related to the implementation of TPR in the classroom. The last visit will be the evaluation of the implementation phase.	Teaching strategies applied inside the classroom are going to be changed to have a positive impact on developing early speaking skills accurately, meaningfully, and playfully.	Trainers (2) ASL Teacher (1) Projector Notebooks (8) Folders (8) Paper sheets (8) Set Deli Gel pens Set Faber Castle Board Markers (Pastel)	3 MONTHS	English teachers & Trainers

				Set Faber Castle Board Markers (Primary colors) Set Crayola Jumbo Chalks Course booklet		
S.O.3	"TPR in the classroom"	First, teachers will present a class plan material to the trainers. Second, they will conduct the class and be observed by peers using a rubric. Finally, the tutors will discuss each observation with the teachers in charge. (5 months)	Teachers will be ready to implement TPR in the class plan as needed to conduct more meaningful lessons to produce speaking with their young learners.	Trainers (2) Paper sheets Printer ink	5 MONTHS	English teachers & Trainers

Table 11 Execution Matrix, Matrix developed by the author

		Moving bodies, speaking minds
		Diagnostic Phase
MONTHS	**VISITS**	**DETAILED VISITS**
2	4	2 observations &feedback
		2 online conferences (1 TPR, 1 SPEAKING WITH TPR)
		Implementation Phase - "TPR in Action"
MONTHS	**VISITS**	**DETAILED VISITS**
3	6	Revising their institutional structure for weekly planning
		Sample of Weekly plans implementing TPR and how to adapt their plans to TPR
		Techniques and resources for implementing TPR in the classroom
		TPR implementation in the classroom by trainers and observations by the teachers

		Teachers designing TPR strategies on a set topic
		Teachers' preparation for a 10 min TPR class on a chosen topic
		Project Evaluation
MONTHS	**VISITS**	**DETAILED VISITS**
5	5	
m1		Overall, PEER materials design observation & feedback
m2		Overall, TUTOR material design & feedback
m3		Overall, PEER class observation & feedback
m4		Overall, TUTOR class observation & feedback
m5		Final TEACHER assessment & Final Project Feedback

Table 12 Detailed Progress of the program, Table developed by the authors.

PROJECT	**TPR resources and advice**
RESPONSIBLE	Jocelyne Aguilera C. & Arantxa Alvarez
DATE	June 2023
INSTITUTION	Liceo Panamericano - Centenario

PROJECT BUDGET

Diagnostic Phase		UNIT COST	AMOUNT OF UNITS		SUBTOTAL
	TRAINING FEES				
	Trainers (2)	125	4 visits		250,00
	EQUIPMENT				
	Laptops	500	4		2000

	OFFICE SUPPLIES			
	Paper sheets	6	1	6,00
	Printer	290	1	290,00
	Printer ink	35	2	70,00
	Stapler	5	2	10,00
	Staples	0.50	2	1,00
Implementation Phase	TRAINING FEES			
	Trainers (2)	200	6 visits	400,00
	PROFESSIONAL SERVICES			
	ASL Teacher (1)	300	1 visit	300,00
	EQUIPMENT			

Projector	800	1	800,00
OFFICE SUPPLIES			
Notebooks (8)	5	4	20,00
Folders (8)	3	4	12,00
Paper sheets (8)	6	2	12,00
Set Deli Gel pens	5.25	4	21,00
Set Faber Castle Board Markers (Pastel)	5	2	10,00
Set Faber Castle Board Markers (Primary colors)	5	2	10,00
Set Crayola Jumbo Chalks	4,15	2	8,30
MATERIAL RESOURCES			

	Course booklet	60	4		240,00
Project Evaluation	OFFICE SUPPLIES				
	Trainers (2)	150	5 visits		300,00
	Paper sheets	6	1		6,00
	Printer ink	35	1		35,00
	SUBTOTAL				4.801,30
	Contingency reserves	10%			480,13
	TOTAL BUDGET				5281,43

Table 13 Project Budget Distribution, Table developed by the authors.

Strategy	Starts	Ends	2023 - 2024						
			May	**June**	**July**	**August**	**September**	**October**	**November**

Diagnostic Phase	Preparation of the general documents for the two observations and the feedback	01/05/23	05/05/23
	Preparation of the Online Conference 1	08/05/23	12/05/23
	Observation 1 & Feedback	15/05/23	19/05/23
	Online Conference Attendance 1	22/05/23	26/05/23

	Preparation of the Online Conference 2	29/05/23	02/06/23
	Observation 2 & Feedback	05/06/23	09/06/23
	Free Practice of the teachers in their environment	12/06/23	16/06/23
	Online Conference Attendance 2	19/06/23	23/06/23
Implementation Phase	Preparation of the general material for	26/06/23	30/06/23

the workshops		
Preparation of the booklet to be used in the workshops	03/07/23	07/07/23
Workshop 1	10/07/23	14/07/23
Feedback Workshop 1	17/07/23	21/07/23
Workshop 2	24/07/23	28/07/23
Feedback Workshop 2	31/07/23	04/08/23
Workshop 3	07/08/23	11/08/23

	Feedback Workshop 3	14/08/23	18/08/23
	Workshop 4	21/08/23	25/08/23
	Feedback Workshop 4	28/08/23	01/09/23
	Workshop 5	04/09/23	08/09/23
	Feedback Workshop 5	11/09/23	15/09/23
	Workshop 6	18/09/23	22/09/23
	Feedback Workshop 5	25/09/23	29/09/23
Project Evaluation	Preparation of the rubrics to be used for	02/10/23	06/10/23

assessment (peer & individual)		
Tutor introductory materials design & feedback	09/10/23	13/10/23
Peer Observation 1	16/10/23	20/10/23
Peer Feedback 1	23/10/23	27/10/23
Teacher Freer Practice	30/10/23	03/11/23

Final Observation	Tutor	06/11/23	10/11/23
Final Feedback (Teacher assessment - final Project)	Tutor	13/11/23	17/11/23

Table 14 Gantt Chart detailed time stamps, Table developed by the authors.

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APPENDICES

LICEO PANAMERICANO CENTENARIO

SUBJECT: Language Arts DIAGNOSTIC TEST

EVALUATION #: 1

GRADE OR COURSE: 1st Grade   **SECTION: B / C / D**

SCHOOL YEAR: 2022-2023

Grade:

Name:

Date: ……………

Hello, I'm Maribel, let's figure out all the test by listening to the teacher's instructions and applying all the IB attributes to demonstrate our consolidated learning.

SPEAKING.

1. **Help Maribel to be a good communicator and <u>answer</u> the following questions.**

   a. What is your name?
   b. How old are you?
   c. Who are you? Are you a boy or a girl?
   d. What do you like?
   e. How do you feel today?

DIAGNOSTIC TEST SPEAKING RUBRIC			
CRITERION	**AS**	**SIP**	**IS**
SPEAKING RUBRIC			
Accurate Fluency			
Understands sentences and questions			
Identifies and applies vocabulary according to each situation			

SUBJECT: Language Arts DIAGNOSTIC TEST
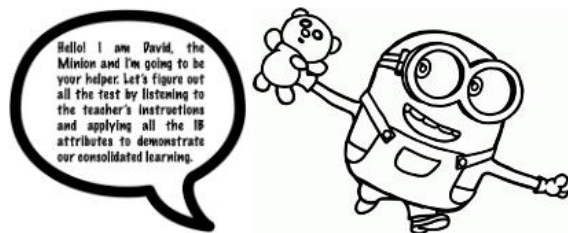
EVALUATION #: 1

GRADE OR COURSE: 1st Grade   **SECTION: B / C / D**

SCHOOL YEAR: 2022-2023

Grade:

Name:

Date: ……………

Hello! I am David, the Minion and I'm going to be your helper. Let's figure out all the test by listening to the teacher's instructions and applying all the IB attributes to demonstrate our consolidated learning.

SPEAKING.

1. **Show David that you are a good communicator and a risk-taker. Be ready to talk about your preferences and things that you are able to do by answering the questions below.**

1, What do you like to eat at McDonald's?

2, What can you do at Mr. Joy?

3, What do you see in the picture?

DIAGNOSTIC TEST SPEAKING RUBRIC			
CRITERION	**AS**	**SIP**	**IS**
SPEAKING RUBRIC			
Accurate Fluency			
Understands sentences and questions			
Identifies and applies vocabulary according to each situation			

Activity time

Materials
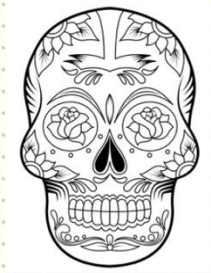
1 Write

2 Decorate!

Let's talk

2023

Calendar
"Moving Bodies Speaking Minds"

Booklet

"Moving Bodies Speaking Minds"

📌 Peer Observation

NAME: _____   **DATE:** _____

TOPIC: _____   **TIME:** _____

How are the students learning?

Which type of teaching strategies is the teacher applying?

What type of activities are the students performing?

Are all the students motivated?

After observing the class, what would you do to improve your class?

Sugesstions:

_____   _____
External observer   Teacher

Teacher's Observation

NAME: ------------------------------ **DATE:** -----------------

TOPIC: ------------------------------ **TIME:** -----------------

Score: 1 Non - Achieved / 2 Partially Achieved / 3 Completely Achieved

	1	2	3
The teacher is concerned about the well-being of students by providing a good learning environment.	1	2	3
The teacher verifies students' prior knowledge.	1	2	3
The teacher brings the use of movement as a memory enhancer to develop comprehension.	1	2	3
The teacher uses commands to direct the learners.	1	2	3
The teacher offers the comprehension of the meaning of new words generally through an action.	1	2	3
The teacher promotes individual and group works.	1	2	3
The teacher uses gesture, facial expressions, and props if necessary.	1	2	3
The teacher performs feedback to students during the class process.	1	2	3
The teacher keeps students motivated throughout the entire class process.	1	2	3
The teacher evaluates the classroom process to verify if the learning objective was met.	1	2	3
The teacher has an assertive classroom management.	1	2	3

Actions to be taken from the teacher:

------------------------------- -------------------------------
External observer   Teacher

DECLARACIÓN Y AUTORIZACIÓN

Nosotras, **Álvarez Guerrero Arantxa Anahí**, con C.C: **# 0950711903 y Aguilera Castañeda Jocelyne Romina** con C.C: **# 1204886939** autores del trabajo de titulación: **Total Physical Response for the development of speaking skills of first graders at Liceo Panamericano Centenario High School 2022-2023,** previo a la obtención del título de **Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, 14 de febrero de 2023

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Arantxa Anahí Álvarez Guerrero   Jocelyne Romina Aguilera Castañeda

C.C: 0950711903   C.C: 1204886939

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Total Physical Response for the development of speaking skills of first graders at Liceo Panamericano Centenario High School 2022-2023
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INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil
FACULTAD:	Facultad de Artes y Humanidades
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PALABRAS CLAVES/ KEYWORDS:	*Post-covid, speaking, language development, EFL instruction, cognitive development.*

Abstract: This research work is a descriptive study regarding EFL speaking development issues showcased among first graders post-covid, in the scholastic year 2022 – 2023 while in the EFL language arts lessons in a bilingual elementary school. The face-to-face instruction seemed to be challenging, especially, for the development of speaking skills according to their cognitive development, for this reason, the teacher changed the methodology to a Total Physical Response (TPR) model. The methodology used in the present study was mixed methods that addresses the integration of qualitative and quantitative components together with instruments such as unstructured observation and speaking proficiency tests. It was concluded that TPR techniques were effective for the development of speaking skills in young learners. Finally, as a proposal, an online teacher training course was designed to instruct educators in TPR strategies, techniques, together with a booklet that offers a complete guide to acquire a better understanding in the application of TPR inside early childhood classrooms especially for speaking development.

ADJUNTO PDF:	☒ SI	☐ NO
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