

ENHANCING LISTENING SKILLS ON SECOND GRADERS TROUGH TPR
IMPLEMENTATION

Monografía para obtener el título de Licenciado en educación básica con énfasis en:
Humanidades, español y lenguas extranjeras

DIANA KATHERINE CRUZ CELIS

Asesor

RONALD ANDRÉS ROJAS LÓPEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS
TRABAJO DE GRADO
BOGOTÁ, D.C.

2017

NOTE OF ACCEPTANCE

Signature


Signature

Signature

Bogotá D.C November 2017

RAE

Resumen Analítico de Educación

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Calidad de la Educación</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 4 de 87	

1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Enhancing Listening Skills On Second Graders Through TPR Implementation (Mejoramiento de las habilidades de escucha en niños de segundo a través de la implementación del TPR.)
Autor(es)	Cruz Celis, Diana Katherine
Director	Ronald Andrés Rojas
Publicación	Bogotá. Universidad Pedagógica Nacional. 2017. 87p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	ESCUCHA EFECTIVA, TPR, CANCIONES CON ACCIONES, HISTORIAS CON ACCIONES.

2. Descripción
<p>Trabajo de grado que describe la investigación realizada con el grupo 202 de la jornada tarde del Colegio Domingo Faustino Sarmiento durante el primer semestre. El objetivo general de la investigación fue determinar la influencia de dos estrategias de TPR en el mejoramiento de la escucha efectiva de la población, para lograrlo se realizó una intervención pedagógica que incluía las canciones con acciones y las historias con acciones como estrategias principales.</p> <p>El desarrollo teórico y el análisis de datos fueron principalmente sobre el concepto de la escucha efectiva y sus respectivas etapas (recepción, comprensión, respuesta y memorización) y los filtros internos que afectan a la misma (conocimientos previos, actitudes del receptor). Así mismo, a lo largo de la investigación se reflexiona sobre las ventajas y desventajas de la implementación de la Respuesta Física Total (TPR por sus siglas en inglés) en la enseñanza del inglés como segunda lengua en niños de segundo grado.</p>

3. Fuentes

- Ahamdi, S. M. (2016). The importance of listening comprehension in language learning. Retrieved from <https://ijreeonline.com/article-1-22-en.pdf> on August 20,2017
- Asher, J. (1982). Learning Another Language Through actions: the complete teacher's guidebook. Los Gatos, California : Sky Oaks Productions, Inc. .
- Baleghizadeh, Sasan & Arabtabar, Fatemeh. (2010, Agosto). Enhancing Listening Comprehension through a Group Work Guessing Game. 133-143. Retrieved from <http://www.redalyc.org/pdf/4994/499450716008.pdf>
- Barbosa, C. P., & Caucha Mendez, J. C. (2011). Implementation of nursery rhymes to develop listening and speaking skills in the second grade students. Bogotá: Universidad Pedagógica Nacional.
- Burns, A. (2010). "Classroom action research and teacher professional development". New York .
- Burns, A. (2010). Doing action research in english language teaching a guide for practitioner.
- Cárdenas Beltrán, M. L. (2009). Helping students develop listening comprehension. <https://revistas.unal.edu.co/index.php/profile/article/view/11405>.
- Casperz, Donella & Stasinska Ania. (2015). Can we teach effective listening? An exploratory. Retrieved from Journal of University Teaching & Learning Practice: <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1574&context=jutlp>
- Clark, S. (n.d.). British Council: Kids and songs. Retrieved from <https://www.teachingenglish.org.uk/article/kids-songs>
- Cohen, Louis, Manion, Lawrence & Morrison, Keith . (2007). Research Method in Education . New York : Routledge.
- Er, S. (2013, October 21). Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042813035581>
- Frank, C. (1999). Ethnographic eyes. A teacher's guide to classroom observation. Portsmouth: Heinemann.
- Garcia, R. (1985, 1988). Instructor's notebook: How to apply TPR for best results. Los Gatos, California: Sky Oaks Productions, Inc.
- Gerngross, Gunter; Puchta, Herbert . (1996). Do and understand: 50 action stories for young learners . Malasya : Longman .
- Jones, A. (2012, February 02). Action Stories with Children. Retrieved August 2017, from Cambridge School : http://www.ihes.com/bcn/tt/eltconf/12/action_stories_with_children.pdf
- Kline, J. A. (1996). Listening Effectively. Alabama: Air University Press. Retrieved from Listening Effectively.
- Koshy, V. (2005). Action Research for Improving Practice: A practical guide. London: Paul Chapman

Publishing .

Krashen, S. (1982). Principles and Practice in second language acquisition . California: Pergamon Press Inc.

Lumen - boundless learning. (n.d). Boundless Communications: Learning to Listen and Helping Others Do the Same. Retrieved from <https://courses.lumenlearning.com/boundless-communications/chapter/stages-of-listening/>

Medina, Y. (2015). Developing speaking skills on second grader . Bogotá: Universidad Pedagógica Nacional.

Ministerio de Educación Nacional . (2006). Estandares básicos de competencias en Lenguas Extranjeras. Bogotá: Imprensa Nacional.

Mohd Zuri Ghani & Norr Huziza Hanim Mohd Ghous. (2013 - 2014, Agosto). THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) APPROACH IN HELPING SLOW YOUNG LEARNERS WITH LOW ACHIEVEMENT ACQUIRE ENGLISH AS A SECOND LANGUAGE. Retrieved from http://ijsk.org/uploads/3/1/1/7/3117743/1_total_physical_response_tpr_approach.pdf

Morales, Adriana & Beltran, Ana Milena. (2006). Developing Listening through the Use of Authentic Material. Retrieved from <http://www.redalyc.org/articulo.oa?id=499450712007>

Morley, J. (2001). Listening Comprehension instructional models: Matching theory and practice. Retrieved from <https://howjournalcolombia.org/index.php/how/article/view/197/246>

Parra Luna, M., & Vargas Luna, P. (2006). Visual Auditive based activities in communicative performance: how students learn by watching, listening to. Bogotá: Universidad Pedagógica Nacional .

Richard, C. J., & Rodgers, T. S. (1986). Approaches and Methods in Language Teaching: A description and Analysis. Cambridge: Cambridge University Press.

Rost, M. (2002). Listening Tasks and Language Acquisition. Retrieved from <http://jalt-publications.org/archive/proceedings/2002/018.pdf>

Taylor-Powell, E., & Renner, M. (2003). Analysing Qualitative data. UW Extention , 1-10.

Wrench, J. S. (2012). Stand Up, Speak Out: The Practice and Ethics of Public Speaking. Retrieved from https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/index.html

4. Contenidos

Este trabajo de grado, está organizado por medio de capítulos que dan cuenta del proceso de investigación. El primer capítulo, *Contextualización* describe la población con la que se trabajó de acuerdo con las observaciones y diagnóstico realizados en el aula determinando que la mayor

falencia en el aprendizaje de la lengua tenía que ver con los procesos de escucha efectiva. El capítulo presenta después los objetivos que determinaron la ruta de trabajo de la investigación.

El segundo capítulo *Marco Teórico* presenta los antecedentes del proyecto y el desarrollo de las categorías de análisis de la escucha efectiva que incluyen las etapas del proceso de escucha efectiva así como los filtros que afectan dicho proceso, de igual modo presenta los referentes teóricos correspondientes a la metodología del TPR. El capítulo tres *Metodología de investigación* presenta la información fundamental sobre la Investigación Acción y el Análisis de contenidos que es el método elegido para esta investigación en términos de análisis de resultados. El capítulo también presenta una tabla con las categorías e indicadores elegidos para el estudio

El capítulo 4 *Propuesta Pedagógica* desarrolla el enfoque pedagógico de la intervención teniendo en cuenta elementos como la perspectiva de aprendizaje y los roles de los estudiantes y del docente dentro de la intervención. Además describe el programa académico desarrollado y el modelo de planeación de clase.

El capítulo 5 *Análisis e interpretación de datos* describe los resultados arrojados por el proceso de análisis de contenido llevado a cabo. En él se contrastan los instrumentos de recolección de datos con la teoría y cada uno de los indicadores para determinar los alcances y limitaciones del proyecto. Los capítulos Seis y Siete muestran las conclusiones y recomendaciones relacionadas con el proceso investigativo.

5. Metodología

Este proyecto tomó como metodología la investigación acción, teniendo en cuenta sus cuatro fases: planeación, observación, acción, reflexión, que fueron desarrolladas en diferentes partes de la ejecución del mismo y que fueron constantemente revisadas a medida que se hacia la intervención pedagógica.

6. Conclusiones

Las conclusiones del proyecto indican que los estudiantes mostraron una mejora en los procesos de escucha efectiva en las primeras tres etapas del proceso, sin embargo, la mejora evidenciada no alcanzó los resultados esperados del proyecto. Las conclusiones también muestran que los filtros internos analizados afectan significativamente la habilidad estudiada y que estos deben ser tenidos en cuenta en futuras investigaciones. Las conclusiones además presentan los aprendizajes de la investigadora en varios niveles.

Elaborado por:

Diana Cruz

Revisado por:	Ronald Andrés Rojas
----------------------	---------------------

Fecha de elaboración del Resumen:	11	10	2017
--	----	----	------

ABSTRACT:

The project “Enhancing Listening Skills on Second Graders Trough TPR Implementation” by Diana Cruz Celis describes a research, advanced in the school Domingo Faustino Sarmiento, with second graders; it aimed to determine the influence of TPR strategies on effective listening enhancement in the target population and to define the advantages and disadvantages of TPR implementation. The participants of the project were 28 second graders: 14 boys and 14 girls, between the ages of six and eight and it was carried out during the first semester of 2017.

Key words: Effective Listening, TPR, Action Songs, Action Stories

RESUMÉN

El proyecto “Mejoramiento de las habilidades de escucha en inglés en niños de segundo a través de la implementación del TPR” por Diana Cruz Celis describe una investigación adelantada en el Colegio Domingo Faustino Sarmiento con el grado segundo. Tenía el objetivo de determinar la influencia de las estrategias del TPR en el mejoramiento de la escucha efectiva en la población objetivo y definir las ventajas y las desventajas de la implementación del TPR. Los participantes del proyecto fueron 28

niños de segundo grado: 14 niños y 14 niñas, entre las edades de seis y ocho años y fue llevado a cabo durante el primer semestre del 2017.

Palabras Clave: Escucha efectiva, TPR, Canciones con acciones, historias con acciones.

TABLE OF CONTENTS

CHAPTER 1: CHARACTERIZATION	12
1.1 Characterization	12
1.1.1 Population	14
1.2 Diagnosis.....	16
1.3 Description of the problem	21
1.4 Research question and objectives	22
CHAPTER 2: THEORETICAL FRAMEWORK.....	23
2.1 LITERATURE REVIEW	23
2.2 THEORETICAL FRAMEWORK	28
2.2.1 LISTENING.....	29
2.2.1.1 Effective Listening.....	30
2.2.1.1.1 The receiving stage.....	31
2.2.1.1.2 The understanding stage	32
2.2.1.1.3 The responding and remembering stages	33
2.2.1.1.4 Other considerations on effective listening.....	35
2.2.3 Total Physical Response	37
2.2.3.1 Action Stories.....	39
2.2.3.2 Action Songs.....	40
CHAPTER 3: RESEARCH METHODOLOGY	42
3.1 Research Approach	42
3.2 Content Analysis.....	44
3.2.1 Data collection	46
3.2.2 Setting	47
3.2.3 Study variables.....	47
CHAPTER 4: PEDAGOGICAL PROPOSAL	48
4.1 Pedagogical Framework.....	48
4.2 Stages	50
4.3 Planning Model.....	51
4.4. Academic Program.....	53
CHAPTER 5: INTERPRETATION AND DATA ANALYSIS	54
5.1 Data Management	54
5.2 Data Analysis	56

5.2.1 Receiving Stage:	56
5.2.2 Understanding Stage:	60
5.2.3 Internal Filters	63
5.3 Results Summary	66
CHAPTER 6: CONCLUSIONS	69
CHAPTER 7: GENERAL RECOMMENDATIONS	72
REFERENCES	73

APPENDIX AND FIGURES INDEX

Figure 1: Stages of listening according to Kline (1996)	30
Figure 2: Action Research Phases.....	43
APPENDIX 1: Field notes sample.....	75
APPENDIX 2: Diagnosis sample	78
APPENDIX 3: Action stories used in class	79
APPENDIX 4: Action songs.....	80
APPENDIX 5: Academic Program.....	81
APPENDIX 6: Data collection instruments and dates according to categories	84
APPENDIX 7: Artifact 1 sample	85
APPENDIX 8: Artifact 2 example.....	86
APPENDIX 9: Informed consent.....	87

CHAPTER 1: CHARACTERIZATION

Introduction

This chapter describes the context of the Colegio Técnico Domingo Faustino Sarmiento, Branch D in Bogotá, Colombia, regarding the local community in which the school is situated. Afterwards, the researcher will describe in general terms the institution having as a reference point its Proyecto Educativo Institucional (P.E.I) and its rulebook. Then, this chapter will make reference to the population of the group where the researcher focused the research which was a first grade in the stage of observation, that later became second grade for the pedagogical intervention. The intervention was carried out in the afternoon shift. In the present chapter the description on the cognitive, social-affective, cultural and linguistic characteristics of the population will be described.

1.1 Characterization

The Colegio Técnico Domingo Faustino Sarmiento, branch D is a co-ed public school located in a neighborhood called Rionegro which is part of the district of Barrios Unidos in Bogotá, Colombia. According to a document written by the Secretaría de Planeación, the majority of the population is characterized having a medium to low socioeconomic strata. Many of the students do not live in close proximity to the school

and they must use school provided transportation.

Regarding the institutional context, Branch D of is the facility for first cycle (first and second grade) The title of the P.E.I of the school is “Leadership and entrepreneurship managers of a life project and the focus of their vision is to form within their students a quality of strong character and professional skills”. As pedagogical approach, the institution adheres to the Constructivist model and there is an implementation of the cultural historical approach and meaningful learning that seeks to respond to the diverse population. The school aims to establish English as a foreign language in all levels.

In terms of the English class, the school has an immersion program along with the Secretaría de Educación, which objective for the first cycle is to understand short stories in simple language and to understand basic language about immediate context (MEN, 2006). First graders used to have one hour of English class in the immersion room and two hours in their regular classroom. The purpose of the immersion program is to promote spaces of immersion attempting to improve the English skills of the students by providing basic ICTs tools. Upon beginning field work, the immersion program was not available for the first graders since the researcher arrived to the school and the English class was assigned to her. The school incorporates visual aids around the campus to emphasize additional English learning such as posters, calendars, and encouraging quotes.

1.1.1 Population

The information gathered is based on collected field notes, information retrieved from the “observador del alumno”, and informal interviews with the lead teacher during the second semester of 2016.

This project was applied during the last semester of first grade in 2016 (102) and the first semester of second grade in 2017 (202). There are 29 children in the group: 14 boys and 15 girls, between the ages of six and eight. Half of the children live within the vicinity of the school, mainly in the neighborhood Rionegro and other zones of Suba. In general, the parents of the focus group work in labor field such as surveillance, transportation and commerce companies.

According to the lead teacher, some of the parents are not very engaged with the learning process of their children and about only half of them attend parent-teacher meetings to receive progress reports. Due to difficult situations such as family displacement, domestic violence, and parental neglect, these family models are reflected in the behaviors in the classroom and students often express them as a cause of their misbehavior in class which included aggressiveness towards classmates- verbally and physically- lack of listening, disregard of instructions, short attention span, sleepiness, and bullying.

In contrast to this behavior, it is a goal of the lead teacher to cultivate an atmosphere of a healthy learning environment by including lessons on values and creating a space

for guided student self-reflection, in activities that involve introspective dialogue after each class day. In this work, she attempts to function under the vision of the school looks for a comprehensive education. According to her, it is important to establish this type of learning environment because of political and social climate Colombia is facing due to the peace process.

The school has an inclusion program and there are five of the students in the focus group who have learning difficulties, but since these children have different cognitive levels they will not be taken into account in the data analysis. According to the lead teacher a portion of the students had not received any formal education prior to their start in the grade. At least, a third of the students did not know how to read or write in Spanish, some others are in a standard level Spanish reading and writing, or still had not fulfilled the goals in language expected by the end of first grade. A portion of students managed to reach fluency in writing and reading in the native language at that time. The presence of a gap in learning levels in the classroom creates difficulties to deliver lessons as students work at different paces in all subjects.

In many occasions, commands such as *stand up*, *sit down*, *sleep*, *cross your arms* were very effective to get the students' attention. These types of commands were done in English and Spanish where the students responded by performing the actions that they heard. The students liked this type of engagement because they understood the activity as a game and competed with one another. A recurring difficulty in this situation was

that the students only responded to the aforementioned commands that involved physical movements and once these commands ended, the students disengaged from the lessons in every subject because they got distracted when the teacher started delivering the lesson, students would start running and playing around the classroom or talking to each other showing a difficulty to listen actively to others.

1.2 Diagnosis

The researcher used two instruments proposed by Carolyn Frank (1999) that are field notes and a diagnosis test designed by the researcher taking into account the *Estándares básicos de Competencias en lenguas extranjeras: Inglés* (MEN, 2006) for the first cycle. The researcher developed a participative observation of the classroom dynamics and used a grid similar to the one proposed by Frank (*See Appendix 1*) to separate descriptive aspects from reflective aspects of the observation, in order to have a more focused analysis. The analysis of the results, obtained by using these two instruments, help to define the research problem.

The diagnosis test (*See Appendix 2*) was applied during a session of two hours and 24 students out of 29 took the test. It was designed, thinking about the specific standards proposed by the MEN in the aspects of listening and reading. In listening the diagnosis evaluated the following indicators “I know when people talk to me in English and I react verbally or non-verbally” and “I understand short descriptions about familiar places.”(MEN, 2006). Regarding the reading skills the evaluated aspects were “I

identify words that relate to topics that are familiar to me” and “I match illustrations to simple sentences” (MEN, 2006).

The writing skill was not evaluated since as it has been mentioned above, at least a third part of the children did not have the ability to write in Spanish. As for the conversation skill, children fulfill some of the indicators given by the standards like “I answer to greetings and farewells, I participate actively in word games and nursery rhymes and I reinforce with gestures what I say in order to be understood” (MEN, 2006) For example, the children responded when the teacher said “Good afternoon students” by saying good afternoon teacher. However, when they were asked “How are you?” they answered “how are you?” and they sang a song that says “Hello teacher, hello teacher, how are you?...” Regarding the other indicators, children had not enough vocabulary to fulfill them.

In the first activity, students had to color the objects according to what they listened (orange book, blue eraser, red pencil and green ruler) . The teacher said aloud the color and pointed to the drawing for them to color. The biggest confusion was on green because they related it to gray. It was difficult to complete the activity for some children, due to their lack of colors, however, the majority of students completed successfully the activity.

In the second activity the children had to match the numbers with the name of the numbers. Not all the children worked at the same pace, for some it was difficult to

listen to the instruction because they were still working in the previous exercise, some students opted for leaving the activity empty, or matching everything haphazardly.

Some of the students tried to associate the color of the numbers and the letters and tried to match the ones that were very similar, demonstrating again the lack of attention in the moment of listening to the explanation. Twenty-two children matched correctly number 1 with the word “One” and the rest of the numbers were only right for about half of the children.

The third activity consisted on coloring a number of objects according to the instruction, at this point of the activity, children were already tired and started to lose concentration. Some of them decided not to do this activity and some others were still doing the first and second. One of the issues in this grade is that they all go in different paces and stages of knowledge which is evident in the field notes. One example is: "In the moment when most of the children have finished coloring, about 6 of them have not started yet" with its analysis: “The difference of age and of learning process within the classroom represents a problem in this grade because children are not always doing the same activity and on the contrary, in one moment there are many children performing different activities because some children finish before others, this means that some children do not complete their assignments and do not follow the rhythm of classes.”

The fourth activity consisted on matching some verbs with the place they were done at, the researcher read aloud the direction, since the students did not know how to

read. Only 4 of the students achieved the goal of this activity successfully. In general students did not know these verbs in English. The only commands they understood were the simple ones and their vocabulary was very limited contrasted to the indicators of the standards.

The last activity was designed for listening and following the directions, first, the researcher introduced the necessary vocabulary: hands, nails, left and right, and then the children were asked to pay attention to the directions to color according to them. The children had previous knowledge of the given colors. In this activity, it was necessary to repeat several times each direction because the children did not pay attention to it, in general terms, the first two instructions were followed, but not the last two. They had trouble at recognizing the learnt vocabulary when pronounced.

The diagnosis results show that there is a lack of some basic vocabulary but in general terms, the biggest difficulty for the kids was to pay attention to the directions and to focus on the activity for the many reasons explained before. The difficulty to pay attention lead kids to have trouble in the overall listening skill affecting therefore the English listening skill because the children very often do not even hear the message that is being said to them in order to complete the listening process.

From the systematic observation evidenced in the field notes, the researcher has defined five categories which summarize the characteristics of the group, they are: *short attention span, commands, ineffective listening, coexistence and need of affirmation.*

Attention span in this group is short because children only concentrate on activities that involve movement and for very little time in comparison to the time they have at school every day. It is for this reason that the teacher has to change activities very often so that they do not get bored, but even when changing activities they lose interest very easily and get distracted with minimal situations external to the class. In fact, the way to get their attention in class is normally by using commands in both English and Spanish as it has been described before. Therefore, *commands* are a very useful tool for the teacher in order to get children's attention but they become at some point boring and repetitive for the kids.

This situation generates *ineffective listening* because children sometimes do not hear what has been said and this creates problems in the academic development but also *Coexistence* problems since the classroom environment becomes very difficult to manage due to the lack of listening and limiting learning of the language because children do not receive the necessary input in order to advance in their English skills.

Due to the difficult classroom environment the main teacher at the end of every class day generates a moment with students in which they as a group reflect on their achievements for the day and also on the aspects to improve for the next day (in the academic and the behavioral area). In this and many other moments of the day, the teacher affirms students in their strengths expecting that children will perform better in classes responding to their *need of affirmation*.

1.3 Description of the problem

Ahmadi says that “Many studies in language learning have indicated that listening comprehension plays an important role in the learning process. In spite of its importance, listening has been ignored in second language learning, research, and teaching.” (Ahmadi, 2016, p. 7) During the observation held on first grade and through the analysis of the field notes, it has been found that one of the biggest problems concerning English learning is that children are not good at listening effectively to each other. Whenever the teacher or a classmate is talking to them, they are talking among each other until it becomes impossible to listen over the noise, and they only listen when the teacher starts using commands.

Listening effectively has not been developed as a habit yet by students, this problem affects all subjects, it prevents students from learning what they are supposed to learn and it also makes the classroom environment hard to manage. It is evident throughout all the observations that regarding English children only respond to commands because they have memorized them but this knowledge is not enough to communicate, however they respond well when the teacher asks them to perform actions with their body. They mainly perform simple actions like “stand up, sit down, turn around, sleep and cross your arms.” They recognize and do the actions in different order because they hear this commands all the time. Most of them do it consciously while others just follow the majority.

Some ideas related to the nature of the problem are the lack of good habits in terms of effective listening and the low English level (lack of vocabulary) which prevents children from understanding what they are listening to which at the same time stop them from learning the other English skills.

1.4 Research question and objectives

The previous description allows the researcher to have a specific idea of the main difficulty in English class which is to be solved during the application of the present research and it will answer to the following question: How does the implementation of two TPR strategies enhances the effective listening in second graders from Colegio Técnico Domingo Faustino Sarmiento?

According to the question previously presented the researcher has established the following general objective:

To determine the influence of TPR strategies on effective listening enhancement in second graders from Colegio Técnico Domingo Faustino Sarmiento School.

In order to achieve the general objective, the researcher has established the following specific objectives:

- To determine the effectiveness of action stories and action songs from TPR in the enhancing of effective listening skills in second graders.
- To define the advantages and disadvantages of TPR in the effective listening process in EFL on second graders.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

Several studies agree that there is not a wide research regarding listening comprehension or effective listening, but they also consider that this skill is one of the most important ones in order to learn English as a foreign language. Something similar happens with TPR, even though it is an approach designed to teach a foreign language in all ages, there is not so much research in similar context to the one of this research project. Hence, it is opportune to review the theoretical context and some studies that have been carried out previously with its results. In the *Table 1* there is a summary of the reviewed literature which takes into account research at national and international levels. The studies are described in the order that are listed in *Table 1*.

Table 1.

LITERATURE REVIEW			
TITLE	AUTHOR(S)	YEAR	INSTITUTION
Developing speaking skills on Second graders from san José de Castilla school trough TPR implementation.	Medina Olaya Yubeth	2015	Universidad Pedagógica Nacional
Implementation of nursery rhymes to develop listening and speaking skills in the second grade students	Claudia Patricia Barbosa Paternina Jurany Cristina Caucha Méndez	2011	Universidad Pedagógica Nacional
Visual auditive based activities in communicative performance: how students learn by watching, listening to.	Marcela Parra Luna Paola Vargas Luna	2005	Universidad Pedagógica Nacional
Developing Listening through the Use of Authentic Material	Ana Milena Beltrán & Adriana	2006	UNITEC

	Morales		
Helping students develop listening comprehension	Melba Libia Cárdenas B.	2000	Universidad Nacional de Colombia
Enhancing Listening Comprehension through a Group Work Guessing Game	Sasan Baleghizadeh Fatemeh Arabtabar	2010	Bogotá, Colombia Magazine How 17
Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments	Sühendan Er	2013	University Faculty of Education, Department of Early Childhood Education, Ankara, Turkey
Listening comprehension instructional models: matching theory and practice.	Joan Morley	2001	University of Michigan
Can we teach effective listening? An exploratory study	Donella Caspersz Ania Stasinska	2015	The University of Western Australia
The effectiveness of total physical response (tpr) approach in helping slow young learners with low achievement acquire english as a second language	Mohd Zuri Ghani-Norr Huziza Hanim Mohd Ghous	2013-2014	School of Educational Studies, Universiti Sains Malaysia

The first research is related to the use of TPR to develop speaking skills on second graders from San José de Castilla School, in the research project the use of TPR is used as a tool to make students active participants on their speaking process (Medina, 2015) the strategies used, aimed to teach speaking as a natural process and they helped students to interact by reducing the anxiety levels. In the project relevance is given to the TPR methodology and the materials used to teach, giving as a result the improving of the English speaking skill. Even though Medina works with speaking, the use of TPR sets a precedent for present study since the characteristics of the population are very similar given that the setting is also in Bogotá and with same ages.

The second research project is a methodology proposal by Barbosa and Caucha (2011) that aims to foster processes of acquisition of simple structures through the use

of the nursery rhymes in second graders of the school Liceo Femenino Mercedes Nariño. Nursery rhymes are described as a tool that allows to develop in children the development of listening and speaking. In this study it was proven that the use of nursery rhymes, by providing constant opportunities to listen to authentic language, allows students to identify particular sounds of the foreign language and in later stages allows them to produce them. Since one of the methodological elements in this research is action songs, this project is important as it shows the advantages of using them to teach English to second graders in the context of a public school in Colombia.

The next research is called VISUAL-AUDITIVE BASED ACTIVITIES: How students learn by watching, listening to and creating?” (Luna & Luna, 2006). It is a case study which aims to answer to the question: what is the role of the visual-additive based activities in pre-school students' communicative performance? This project is relevant because it shows an alternative of English teaching for kids who do not know yet how to read or write fluently. The conclusions of the study show that even though this is an unconventional methodology the visual-auditive activities are a link between the children and their world perception, they serve as an aid to foster language skills and they allow children to express themselves in the classroom. The importance of visual auditive based activities in language teaching to young learners sets a possibility to be used with TPR since it also considers this type of resources like realia.

The fourth study by Beltran and Morales (2006) is about the listening teaching through the use of authentic materials. It addressed the causes of the low listening comprehension in the population where it was done and what are the criteria to choose the listening materials. It analyzed some categories related to the students' difficulties, weaknesses in the development of the listening skill with different materials and the

attitudes towards English language and class. The study considered theory on listening comprehension principles and listening teaching techniques which will be helpful in this research to establish the concept of listening that will be developed in the pedagogical intervention.

The article *Helping students to develop listening comprehension* (Cardenas, 2000) emphasizes the importance of the listening process and elements like memory, understanding tasks, interpreting and responding as core elements in the communication process and warns the reader about the possibility of students learning only mechanical processes, it highlights the role of teacher in the listening process, that is why she presents examples on how to plan lessons and what elements to take into account in order to enhance active and effective listening.

In this article the researcher proposes a group work guessing game as a technique that is process oriented rather than product-oriented. the research also attempts to generate activities in which students learn how to listen giving the metacognitive process and the necessity for the students to have tools for independent learning a high relevance, because "The ultimate goal of this **technique** is for students to gradually reach a level of autonomy and avoid depending on their teachers by employing useful strategies which facilitate listening comprehension" (Baleghizadeh, Sasan & Arabtabar, Fatemeh, 2010, p. 139)

The next article, focuses on TPR for young learners and lists the positive aspects of using this method in such age. Some of the aspects named are: it is text independent, it appeals to a number of learning styles, it is enjoyable, fun and interesting and it is bilateral. The article also presents some suggested activities and it is very important since it takes into account learners who do not have reading and writing proficiency in

their mother language as follows: "Young learners do not know reading and writing yet so they learn through activities, songs, stories and games" (Er, 2013, pág. 3) this article is of vital importance for the present study since it summarizes the importance of TPR in short ages.

Moreover, there is a research that says that in the last century has been acknowledged that speaking and listening has become more important. Because of this; the study proposes four listening comprehension instruction models that are described taking into account learning goals, instructional materials, procedures, values and general comments, the four models are pattern matching (listening and repeating), processing discrete-point information (listening and answering comprehension questions), task listening and processing information (language use and analysis) and interactive communicative listening (critical listening and thinking), this is important because it gives the researcher a wide perspective on already existing instruction models which could feed the pedagogical praxis

To continue, there is a paper that describes a research aimed to find out if effective listening can be taught and according to the results the researchers argue that effective listening can foster transformative learning. Even though the research was carried out in a university level, the introduction of the concept of effective listening is important for this study since it has a comprehensive understanding of listening that goes beyond hearing. The study also mentions that it is important to notice the filters or factors that that inhibit effective listening by students which could be a limitation in the process.

In the last study the researcher has two main objectives "to study the effectiveness of TPR approach to help slow young learners with low achievement and to

study the difference between two groups of pupils' score, the experiment group and the control group" (Mohd Zuri Ghani & Norr Huziza Hanim Mohd Ghous, 2013 - 2014, pág. 1) The study mentions in the results that TPR is able to stimulate the interest in learning of the pupils and that motivation and confidence are important factors when it comes to acquiring language, especially in young ages which could determine decisions on whether keep studying the second language or giving it up.

The aforementioned projects present important theoretical background on the fields of several types of listening such as effective and active listening, and how to develop this skill in English as foreign language by acknowledging the importance of the type of materials used, strategies, procedures and teachers' roles. Additionally, some of the projects reinforce the importance of TPR in diverse contexts as a tool that can be used when teaching young learners since it motivates and reduces stress levels in the classroom. Using TPR to develop listening is a new possibility that can fill a gap in theory but at the same time which needs to take into account the existing theoretical contribution of people who have researched on these topics.

2.2 THEORETICAL FRAMEWORK

Introduction

In this section the researcher describes the most significant theories which will support this study. Given that the main goal of the present research is "To determine the influence of TPR strategies on effective listening enhancement in second graders from Técnico Domingo Faustino Sarmiento School;" the theoretical framework will develop a general conception of listening to later focus on the process of effective listening and the categories which will be analyzed –receiving, understanding, responding and

remembering – which are phases of effective listening. Afterwards, the researcher will state the main characteristics of TPR and explain how they are relevant for the listening instruction of young learners. It is important to note that TPR’s ultimate goal is to achieve speaking fluency in any language. Nevertheless, listening corresponds to the first phase of the TPR approach and it is a core aspect of the process, therefore, the present study will only focus in the listening phase of TPR.

2.2.1 LISTENING

Listening is one of the most important skills when it comes to learning a foreign language because it provides the necessary input in order to acquire fluency in other skills – speaking, writing and reading – listening is also a cornerstone in the communication process which is the ultimate goal of learning any language. As Morley (2001) says, listening is the language skill we use most every day in our native languages and in the foreign language setting it needs to be a focus, and must be an integral part of any class in English as Foreign Language. However, listening has only started to be an important research element over the last quarter of century.

Casperz, Donella & Stasinska Ania (2015) highlight that when talking about listening it is necessary to differentiate it from hearing, while hearing is a psychological process, listening is a conscious process that requires us to be mentally attentive (Low and Sonntag, 2013). Listening is defined as “a process that involves the interpretation of messages that others have intentionally transmitted in the effort to understand those messages and respond to them appropriately” (Burlison, 2011, p. 27), consequently, the understanding of listening of this project goes beyond what has been mentioned and considers the importance of listening as an overall skill but it also considers the importance of effective listening which will be described in the following section.

2.2.1.1 Effective Listening

Thompson et al. (2004, p. 240) (quoted by Caspersz and Stasinska) describe effective listening as the “dynamic, interactive process of integrating appropriate listening attitudes, knowledge, and behaviors to achieve the selected goals of a listening event.” Effective listening involves understanding both verbal and non-verbal communication.

Kline (1996) says that in order to achieve an effective listening it is necessary to understand the process of listening. For him the most useful definition of it is “the process of receiving, attending, and understanding auditory messages transmitted through the medium of sound. Often, the steps of responding and remembering are also included”. (p.27) in *Figure 1*, the stages of effective listening according to Kline can be seen. Additionally, Wrench (2012) considers that stages of are: receiving stage, the understanding stage, the evaluating stage, the responding stage and the remembering stage. Such stages will be developed because they are the categories that will help the analysis.

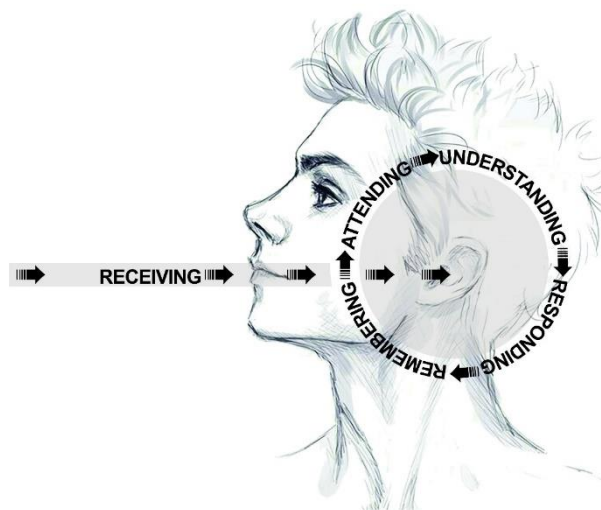


Figure 1: Stages of listening according to Kline (1996)

2.2.1.1.1 The receiving stage

Wrench defines this stage as the one that involves hearing and attending. In this step (Kline, 1996) highlights the difference between hearing and listening and states that hearing -the reception of sound- is a prerequisite for listening. Furthermore, hearing is defined by Wrench as “the physiological process of registering sound waves as they hit the eardrum.” (Wrench, 2012, pág. 4.1) Thus, hearing becomes an important moment of the listening process because the clearer is the sound, the easier the listening process becomes.

Hearing comprehends just half of this stage because attending is also a necessary aspect in the first steps of listening. Wrench (2012) says that “Attending is the process of accurately identifying and interpreting particular sounds we hear as words.” (p.4.4) Kline says that human listening is often ineffective because receiving occurs but attending do not, and he explains that numerous messages compete for the listener's attention in form of external or internal stimuli, and it may be hard for the listener to focus on all of them at the same time. Then he lists three factors which determine how the listener decides to attend: selectivity of attention, strength of attention and sustainment of attention.

Selectivity of attention refers to when we direct attention to certain things to prevent an information overload. Normally the listener's attention will be on the most interesting, familiar or engaging information.

Strength of attention is important because it requires effort and desire to prioritize our attention over the multiple stimuli that are in the environment when listening. Kline (1996) says that "complete attention can be given to only one stimulus at a time, and necessary attention to only a limited number of stimuli at the same time.

If we spend too much energy on too many stimuli, we soon will not be paying attention to any of them.” (p.19) besides strength, length of attention is relevant, so as our attention is stronger, the length of the memory can be longer as well.

Finally, sustainment of attention is a very important factor to consider when defining listening because according to Kline “listening is affected by time of sustainment. Our attention wanes... The mind can only pay attention for as long as the body can sit still.” (p.20)

This category has a huge relevance in the listening process, and for this project it adds very valuable aspects to take into account in the pedagogical praxis because it takes into account the factors that are necessary for the attending stage to happen which are selectivity, strength and sustainment of attention. The three determinant factors that were described have a huge importance because they might explain the short attention span that was described in chapter one which lead to the finding of the problem.

In terms of the achievements expected from children in their effective listening process there are two indicators corresponding to this category. The first indicator is related to the decision of children of paying attention (hearing) to the given stimuli and the second indicator is related to the amount of time of such attention. The aim is that children improve their ability to pay attention and that their attention span is extended.

2.2.1.1.2 The understanding stage

Wrench (2012) says that “the understanding stage is the stage during which the listener determines the context and meanings of the words that are heard.” It can also be referred to as comprehension and it is the “shared meaning between parties in a

communication transaction.” (p.4.4)

In this stage the listener determines the context of what s/he heard and assigns meaning to it. This part of the process is important because after it the listener is able to start classifying the information in the mind.

Kline says that effective communication does not take place until the receiver understands the message, but there are several situations in which the message can be misunderstood because of verbal and non-verbal reasons. Some barriers that exemplify this are when the same words mean different things to different people, when different words sometimes mean the same thing, when there is misinterpretation of actions like eye contact, gestures, and facial expressions.

Wrench (2012) says that “so much of the way we understand others is influenced by our own perceptions and experiences. Therefore, at the understanding stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker.”

In the case of the present research project the understanding stage is relevant because some children tend to perform the actions only because they are following the teacher or other classmates. For this reason minimizing the chances for that to happen becomes very important. It is also necessary that children assign a meaning to the words they learn even though they learn them through action so that the vocabulary and language chunks are meaningful and useful for them in later stages of their training in the English language

2.2.1.1.3 The responding and remembering stages

The next steps are not essential according to Kline (1996) but they are indicators

of listening accuracy. There are several types of responses that can show that the message was properly understood and they can be direct verbal responses, responses that seek clarification, responses that paraphrase and nonverbal responses. Kline says that "**Responding**, then, is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood." (p. 26)

According to Wrench (2012) "the responding stage is when the listener provides verbal and/or nonverbal reactions to what she hears based on short- or long-term memory." He also says that nonverbal reactions include gestures like "nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling eyes, grimacing, or any other body language" (Boundless communications, n.d. para.1) According those reactions can be voluntary or not but they show the level of interest and understanding of the listener, whom can decide to have verbal reactions at some point, exchanging roles (listener-speaker) for a moment.

In regards to the remembering stage, it occurs when the listener "categorizes and retains the information she's gathered from the speaker for future access." (Boundless communications, n.d.) It is a process involved during and after the communication process.

Even though for Kline (1996) memorization of facts does not mean that you are effectively listening, it is a necessary and integral part of the listening process. Kline says that in order to understand the relation between listening and memory it is important to take into account the concepts of short and long term memory. For Boundless communications (n.d.) memory is essential throughout the listening process because remembering is critical to moving forward in the listening process.

Finally, Boundless communication (n.d.) suggests that using information immediately after receiving it enhances information retention and lessens the forgetting curve, but it is necessary to make efforts to understand in order to retain information in a more effective way. However, it is necessary to establish common grounds throughout the whole listening process to make sure that listeners and speakers attach the same meaning to a determined statement.

Responding is very important in this research because it allows the researcher to know if the contents are being internalized by children. In this case, since the aims of the project are related to the listening skill, the most important output that will be analyzed will be the non-verbal reactions of the students to stimuli and their importance will be described in the section on TPR.

Although memorization has been described as not so essential for the listening process, in this project it will be important in order to have a continuity in the contents that will be taught to students because they will need to increase their vocabulary in every step of the process in order to move forward to the next stages in the English learning.

2.2.1.1.4 Other considerations on effective listening

Furthermore, there are other aspects to be considered when defining the effective listening process, for example, Pearce, Johnson and Barker (1995) (quoted by Caspersz & Stasinska) suggested that effective listening is influenced by internal and external conditions that are called by Thompson et al (2004, p 22) **listening filters** which are factors that affect the listening process, some examples of internal filters are gender, attitudes and assumptions, and prior knowledge and external filters refer to time of activity and setting for the class.

For this project the researcher has chosen two strategies (action songs and action stories) which are suitable for children and they help to reduce internal and external filters as it will be explained in the TPR section. It is expected that minimizing such filters will help the development of the pedagogical intervention and speed up the acquisition and improvement of effective listening skills.

Finally, Casperz, Donella & Stasinska (2015) give some recommendations for teaching effective listening and they conclude that effective listening has to be consciously taught, it has to be taught experientially and teaching effective listening has to be 'planned' as well as teachers do it with the contents of the class. Hence, it is necessary to teach the listening skill by teaching to listen in general terms because listening is an ability that must be used in all aspects of life, as it is remarked by (Halone & Pecchioni, 2001), listening is relational, and plays a role in the everyday development and maintenance of social and personal relationships.

Additionally, for planning purposes (Rost, 2002) proposes three phases that must be completed when preparing effective listening tasks. These phases are pre-listening, while-listening and post-listening. In the pre-listening phase the learner has an activity that help him/her to be ready for the listening. It is used to activate previous language and to predict ideas and information (Joyce et al., 1992 - quoted by Rost). It may include the teaching of some vocabulary, grammar structures, pronunciation or ideas that will be helpful in the next phase. During the while-listening phase the learner can do any tangible activity to demonstrate ongoing monitoring of meaning. The post-listening is according to Rost (2002) the most important phase because in it the learner develops short term memory and motivation. In this phase the learner can compare his/her work with the others' and discuss what was listened to with peers and with the

teacher.

The aforementioned phases will be taken into account in the sessions planning in order to achieve the learning objectives for each class, these stages will be adapted to the students' level and they will take into account elements that have been previously discussed such as attention span and filters. Furthermore, the sessions will have elements of planning suggested for effective listening mixed with the TPR method which will be described in the following paragraphs.

2.2.3 Total Physical Response

Total Physical Response (TPR) is a method which is built around the coordination of speech and action, in other words it is to teach language through activity. (Richards and Rodgers, 2001 quoted by Er). TPR was developed by James Asher in 1965 and he was based "on the concept that assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system - which incidentally, is underused" (Asher, foreword). The strategy is based on a model of how children learn their first language subscribing to the natural acquisition theory.

Garcia (1985, 1988) exemplifies the theory of natural acquisition theory as follows: "By the time the child utters the first intelligible sounds associated with the parent's language, the individual internalized a substantial amount of information about language via the interaction of listening and understanding the verbal stimuli and physically responding to them" (p.I-1) in this sense Asher (1982) says that "comprehension should come first -- and continue until students are comfortable and confident in their understanding - and signal a readiness to begin the transition to production." (p.I-16). In TPR there are two main stages – comprehension and

production – the first one respects something called the silent period “which is directly analogous to the silent period from infancy to about 18 months when the baby begins to putting words together in utterances to express thoughts” (p.I-17)

One of the goals of TPR is to produce long-term retention and in order to have it Asher introduces the concept of believability as an important feature in comprehension, “If the input is understood but not believable the result is only short-term retention. One of the most powerful ways to achieve believability is to work the target language through the body movements of the student - which, of course, is the essence of TPR.” Asher (1986a) calls this comprehension through physical behavior, language-body dialogues.

TPR also considers the brain lateralization as an important feature in learning, according to Garcia TPR "is a right brain method in learning a second language because the language is taught mainly through actions." The advantages of it are that translation into the native language is eliminated and that the learning of the second language becomes less painful and more accessible (Garcia, p.I-2) In regards to language-body dialogues mentioned above Asher says that “they play to the right hemisphere of the brain- the uncritical side, which may explain why input in this manner has high believability for students.” (p.I-17)

The use of commands is the foundation for the application of TPR in teaching “... The idea is to synchronize the motor behavior of the students with the listening of the command. This is achieved by executing the action involved in the command in harmony with the audio input delivered by the teacher" (Garcia p.I-2) even though commands are very important there are other activities involved, however, physical involvement is vital (Garcia,) Many activities that are used in conventional classrooms

can be used for TPR like games, skits and simulation, however, “in TPR this activities are used in conjunction with a specific goal in mind. ... It is not only with the idea to amuse students in a Friday class but the game is played with a specific instructional purpose” (p.I-3)

Even though TPR is learner’s centered method, the teacher’s role is very important since s/he “should foster an atmosphere of jubilation and general euphoria” in order to reduce the tensions and s/he should also encourage collective participation throughout the process Garcia, (1985, 1988, p.I-4)

As it can be inferred, input plays a fundamental role in the development of TPR, Krashen (1982) lists and explains the (Krashen, 1982) which will be taken into account when developing the strategies chosen for this project. Those requirements are: comprehensible, interesting/relevant, not grammatically sequenced, quantity and affective filter level.

Gerngross and Puchta (1996) point out that constant repetition, a stress-free, play-like learning atmosphere and frequent positive reinforcement are the most significant characteristics of the early phase of receptive learning. They indicate that picture books, stories, rhymes and songs also play an important part in the acquisition of language, that is why the two strategies that researcher has chosen are: action stories and action songs.

2.2.3.1 Action Stories

Jones (2012) says children enjoy hearing and acting stories and they are useful to introduce contextualized language chunks. Action stories, as the name implies are a combination of the TPR and stories, and are a technique for getting children to memorize substantial chunks of useful language. According to Jones action stories should be “easy to mime, be stories with a beginning a middle and an end, be 6 to 12

lines long, contain high frequency verb phrases and other chunks of language”

Some of the advantages of using action stories are that they are amusing and motivating. This represents an advantage because according to Gerngross & Puchta (1996) "through multi-sensory conveyance, these stories stay well-anchored in the learner’s memory. They also activate auditory, visual and kinesthetic learners, which is very positive in classrooms that have several types of learners and each learner will favor a different channel of learning depending on their own type of intelligence but at the same time the action stories will activate multi-sensory perception allowing the learner to develop the possible weaknesses in the other two channels. Besides that, action stories are easy for children to memorize and they help children to learn whole chunks of language at a time because “frequent reconstruction of stories produces a sensitivity toward text grammar in learners” (Gerngross, 1996)

In the classroom there were 5 action stories, four of them were short (*see samples in Appendix 3*) and the last one was longer than the others, it was called "the gingerbread man". Action stories were often supported by images and practices as a larger group but they were also accompanied by a contest to check performance of the students in smaller groups or individually.

2.2.3.2 Action Songs

Brewster et.al. (Quoted by Nurhayati 2012) define Action songs as “songs with movements for miming and role-playing the words and the language structures.” Clark (n.d.) says that songs are easily learnt by primary children because of their tendency to be repetitive and their strong rhythm, and they also allow language structures and vocabulary to be reinforced in a natural context. Songs help students to develop memory and concentration and lower affective filters produced by stress and shyness.

According to her, “at primary level, vocabulary teaching tends to concentrate on single word items, and songs allow learners to learn ‘chunks’ or meaningful phrases of language rather than single words, as well as to learn about how sounds connect and run together” (Clark, n.d.)

As stated by Nurhayati (2012) the benefits of using action songs to teach language are several like “allowing for self-expression, encouraging a child's own response in his or her use of body and speech; providing relaxation; assisting the child in learning to follow directions; increasing the attention span; developing listening skills” among others.

Additionally, Nurhayati says that using songs can also give students chances to get a better understanding of the culture of the target language, because they reflect aspects of the culture that can be learnt by students. Songs also prepare students for the genuine and authentic use of language they will face since they are exposed to authentic language, and singing together is a shared social experience and helps develop class and group identity.

In the classroom there were several action songs that were chosen according to their adaptability in order to represent them in movements for the kids to memorize. There were in total five action songs (*see samples in Appendix 4*) which were introduced to the kids in several classes. It is important to note that these songs were practiced through all the semester in different moments of the class. The themes of most of the songs were chosen according to topics that children were learning in other classes and involved useful language chunks for children. The singing was mainly by the whole group since children were more motivated to do it in this way.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Approach

The present document is an Action Research (AR) study. AR is defined by Burns in Cornwell (1999) as “a self- reflective, systematic and critical approach to enquiry by participants who are part at the same time members of the research community” (Burns A. , 2010, p. 5). It “is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’ . (Burns A. , 2010, pág. 2). According to Burns, one of the main objectives of AR is “to identify a ‘problematic’ situation or issue that the participants... consider worth looking into more deeply and systematically.” (2010, p.2).

It is considered a flexible methodology because it needs to adapt to the social and political situation in which is implemented (Somekh, in Burns 2010, p.2). Kemmis and McTaggart (1988 quoted in Burns) propose one of the best known models of AR which includes four broad phases which could be spiral as they should keep repeating until the researcher feels s/he has achieved satisfactory outcome. The four phases are planning, action, observation and reflection. Kemmis and McTaggart (1988 quoted in Burns, p.8) describe the phases as follows:

Planning is the phase in which the researcher identifies a problem or issue and designs an action plan in order to address it. Such problem must be related to a specific area of the context. In this phase two questions should be considered “what kind of investigation is possible within the realities and constraints of the teaching situation” and “what potential improvements are possible”

In the **Action** phase the plan is put into action in several intervention over a given period of time and during that praxis the researcher must question the assumptions about the context situation and other possible ways of doing things.

During this phase there is also a systematic **Observation** of the effects of the action. It is a data collection phase where the researcher uses different tools to collect information.

Finally, the researcher goes to the Reflection phase where s/he evaluates and describes the effects of the action and may decide to do more cycles or to share his/her findings.

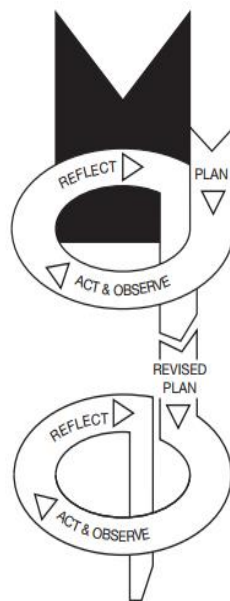


Figure 2: Action Research Phases

Koshy (2005) states some of the advantages of action research which make this method very appropriate to apply in the classroom setting, for him “research can be set within a **specific context** or situation; researchers can be **participants** – they don’t have to be distant and detached from the situation; action research **involves continuous evaluation** and modifications can be made as the project progresses; there are

opportunities for theory to emerge from the research rather than always follow a previously formulated theory; the study can lead to **open-ended outcomes.**” (p.21)

Action Research has been chosen for this project because of the flexibility to adapt to different educational contexts which is very important in the case of the public schools in Colombia where the teacher has not decision over what population s/he works with. It is also an important method because it allows the constant evaluation of the pedagogical intervention in order to improve methodologies and because it allows the researcher to reflect on ways to make the language teaching more effective.

3.2 Content Analysis

Content analysis is a method used to analyze qualitative data that is comes in the form of narrative data. it will be used in this project because the main instrument of data collection are the observations that are recorded in the field notes and which Taylor-Powell and Renner (2003) describe as descriptive accounts as a result of watching and listening. They also suggest five basic steps for the analysis which will be briefly described next:

1. **Get to know your data:** in this step the researcher must consider the quality of the data and explain the limitations and level of analysis depending on the data.

2. **Focus the analysis:** in this part the researcher "focuses the analysis to look at how individual or groups responded to each question or topic for a given time period" (p.2)

3. **Categorize information:** in this stage the researcher identifies themes or

patterns to bring meaning to the text and organizes them into coherent categories.

Although in some moments the categories may be preset to have a guide of what to analyze as it is the case of the present research project.

4. Identify patterns and connections within and between categories: this can be done by describing the information by category, or generating larger categories. In either case it is important to answer to the questions "How do things relate? What data support this interpretation? What other factors may be contributing?"

5. interpretation- bringing it all together: the information gathered earlier must be used to explain findings. This step is about "attaching meaning and significance to the analysis" and often implies the reflection on the questions about the learnings, the application to other settings, and the interest of those who will use the findings.

The content analysis for this project was done according to pre-established categories of effective listening which had been addressed theoretically in chapter 2. Additionally, all the pedagogical praxis aimed to see how the effective listening categories – receiving stage, understanding and responding stage, internal filters – played out in the classroom guided by several indicators which are shown in the section about the study variables.

The data analysis only considered the sessions implemented during the first semester of 2017 since those sessions had the most solid information for this process. Given that these categories in the learning process happen one immediately after the other and are closely related, they were analyzed in each class session. However, depending on the development of the class some were given more relevance in the analysis. The interpretation of the field notes, which was the main instrument for the analysis, was done based on the codification of the information by colors depending on

the category that was addressed in each class report and the interpretation was done in agreement with the theory expressed in the theoretical framework.

3.2.1 Data collection

The main data collection instrument for this research is the **field notes** which are an observational note making technique of qualitative research described by Frank as “descriptions and account of events which are written in a relatively factual and objective style.” (Frank, 1999, p.87).

According to Frank, two of the advantages of using this kind of instrument are that they enable the action researcher to “identify emerging classroom patterns and themes” and “clarify the issues that are central to the classroom investigation” (p.87) in this sense the researcher has decided to separate the descriptive aspect of the observation from the reflective aspects by using a pro-forma included in the lesson planning form that is divided into: *observation* and *evaluation* in order to focus better the research in the classroom.

The other instrument considered for the data analysis will be the teaching **artifacts** that are defined by Mc. Greal, Broderick, & Jones (1984) as “all instructional materials employed by teachers to facilitate student’s learning... in effect, they are all the materials that students use as a part of the learning experience ” (p.20) the artifacts that will be analysed were created by the researcher in order to verify the achieving of the objectives of the classes.

It is important to note that the present research project attempts to improve the effective listening in which there are three stages and two of them happen in the individual’s brain. Nevertheless, the artifacts were designed for the teacher to give the instructions orally and for students to listen and complete the activities which in many

cases included coloring, circling the correct answer and matching images to words according to what students listened.

3.2.2 Setting

The sample population for this research was taken from 28 second graders: 14 boys and 14 girls, between the ages of six and eight from the school Domingo Faustino Sarmiento- Branch D. They are in the class 202 in the afternoon shift.

3.2.3 Study variables

UNIT OF ANÁLISIS	CATEGORIES (Kline, 1996)	SUB-CATEGORIES	CRITERIA
<p>EFL EFFECTIVE LISTENING SKILLS:</p> <p>EFFECTIVE LISTENING:</p> <p>“The “dynamic, interactive process of integrating appropriate listening attitudes, knowledge, and behaviors to achieve the selected goals of a listening event.” (Thompson et al. in Caspersz and Stasinska, 2015)</p> <p>Effective listening involves understanding both verbal and non-verbal communication.</p>	<p>A) Receiving Stage</p>	<p>Determinant factors in attending (Selectivity, strength and sustainment of attention)</p>	<p>1) Pays attention (hears) to the given stimuli (commands, action songs or action stories)</p>
		<p>2) Pays attention to the input for a continued period of time (focuses on what s/he is hearing)</p>	
	<p>B) Understanding and responding stage</p>	<p>Assignment of meaning and Reaction</p>	<p>1) Assigns meaning to what s/he has heard</p>
			<p>2) Provides verbal and non-verbal reactions to what s/he hears</p>
	<p>C) Internal filters</p>	<p>Attitudes and prior knowledge</p>	<p>1) The listener is engaged with the proposed listening activities 2) Uses prior knowledge to develop the proposed activities</p>

CHAPTER 4: PEDAGOGICAL PROPOSAL

4.1 Pedagogical Framework

The present research proposes the enhancing of listening skills of second graders through the use of the TPR method which was developed by James Asher and that consists on the coordination of movement and speech. Krashen (1982) says that “The commands become more complex as the class progresses, and Asher claims that it is quite possible to embed vast amounts of syntax into the form of a command.” (p.147) Even though the ultimate goal of TPR is to get students to speak, the method states that students should only start speaking when they are ready to do it and when they start to show such *readiness* to speak. One could say that the method has two stages the comprehension stage and the production stage. However, this research focuses only in the first stage, studying the effective listening process of the students.

As it was mentioned in Chapter 2, Krashen (1982) summarizes the three principles of a TPR course which are: “Delay speech from students until understanding of spoken language "has been extensively internalized" (p. 1041). (ii) "Achieve understanding of spoken language through utterances by the instructor in the imperative" (p. 1041). (iii) "Expect that, at some point in the understanding of spoken language, students will indicate a 'readiness' to talk" (p. 1041).” (p.147) this principles will be very important in the lesson planning because most of the proposed activities will involve more receiving input than producing. However, responding will be a sign of understanding, even though the responding may not be in English but in the students’ native language or in a non-verbal way.

The selection of **materials and resources** is key in the success of the TPR implementation. Krashen (1982) says that the optimal input requires to be comprehensible, interesting/ relevant, not grammatically sequenced and it must take into account: Quantity and Affective filter level. The input should be comprehensible because what the student is asked to do is through his/her body to show a manifestation of his comprehension of the teacher's utterance. It is important that the contents are interesting for the students because it reduces the internal and external filters and reduces the affective filter generating better conditions for the student to learn.

One advantage of using TPR is that it does not necessarily is grammatically sequenced and it allows to teach young learners language chunks which may be useful in later stages of their learning process and this makes the learning process of the second language more similar to the natural process of children when they learn their first language. It is also important to level the quantity of input for each class depending on the characteristics of each group, however the idea of TPR is to teach more complex structures and vocabulary as the course progresses.

Regarding the **Learning vision** Richard & Rodgers (1986) list three hypothesis that result important to Asher in his understanding of foreign language learning, those three elements are:

The existence of an **innate bio-program for language learning** that "defines an optimal path for first and second language development" (p.90) which according to him are parallel processes; **Brain lateralization:** TPR is a right brain method and "Asher holds that the child language learner acquires language through motor movement - a right hemisphere activity."(p.91) and "An important condition for successful language learning is the **absence of stress**" (Richard & Rodgers, 1986, p.91) this is important

when considering how to teach because it implies the using of forms of teaching which reduce affective filters by providing pleasurable experiences that accompany first language learning.

The aforementioned are reasons why the researcher has decided to use **action songs and stories** as strategies because they are common in first life stages of children and are normally fun for children to learn. Those strategies were already described in Chapter 2.

Richard & Rodgers, (1986) remark that the **teacher's role** in TPR is active, but not so much to teach but to provide opportunities for learning. The main responsibility of the teacher is give the best kind of exposure to language to the student and giving feedback according to the stage of the process of the student (only in very little amount in the first classes) like parents do with children. It is important that the teacher is well prepared so that the lesson flows smoothly and predictably. Finally, it is important that the teacher should no fall in what is called "the illusion of simplicity" underestimating the difficulties involved in learning a second language.

The main **learner's role** in TPR is that of listener and performer. They listen carefully and respond with movements to the commands given by the teacher. Learners may respond individually or as group. Learners should be able to respond to new combinations of the different items. In the latest stages of the process the learning process learners can speak if they fell ready to do so, that is when a sufficient basis in the language has been internalized (Richard & Rodgers, 1986)

4.2 Stages

The pedagogical proposal for the present research project was designed around

the two strategies of TPR chosen that were Action Songs and Action Stories, most classes focused on these strategies, but they were not divided into separate phases of the process, instead they were interspersed and aimed, as indicated in the general objective of the present research project, to enhance the effective listening skills in the students. Each class considered a pre-listening, while listening and post-listening stage which involved at least the three first stages of effective listening proposed by Kline (1999) – attending, understanding and responding. The sample of data chosen for the data analysis are the classes of the first semester of 2017.

There were in total ten classes which introduced new action songs or action stories and the other classes introduced new vocabulary. It is necessary to mention that the items learnt (action songs and stories, language chunks, vocabulary items) were practiced in several other sessions to solidify the effective listening process. As it has been explained, the three categories of analysis are very close related, and it was very difficult to separate them, so they were all analyzed in parallel but in the analysis more relevance was given to the one that was predominant in each class session.

4.3 Planning Model

The planning model used for each class has formal aspects like number, date, time, name of the researcher and number of students. Immediately, the general and specific objectives for the session are stated. Since the researcher is working with two strategies – Action songs and action stories – the strategy for the class is mentioned. Then, there is a description of each activity to develop in class, and even though the format does not show it explicitly, each session considers having a review of the last class or classes' vocabulary and takes into account the three phases proposed by Rost (2002) that were developed in the theoretical framework for effective listening lesson planning – pre-listening, while listening and post-listening - in general, the lesson plans

contain the specification of language chunks or commands that are to be taught in each lesson.

Class report N°: 3

Date: February 24th 2017

Time: 12:30 -2:00

Teacher Researcher: Diana Katherine Cruz Celis

Number of students: 26

Objective:

(General)

To teach an action story about food

(Specific)

To use an action story to learn language chunks about food

TPR Strategy: Action story

Activities:

- 1) Greeting
- 2) Review of last class vocabulary
- 3) Body lay out
- 4) Presentation of the main words of the action story in order and disorder
- 5) Showing the action story to students
- 6) Asking the students to act out what they hear supported on images
- 7) Students acting out what they hear without images
- 8) Each student gets a different picture of the action story and when the teacher names their image, that group of students stands up and do something they have been told (*clap, turn around, cry*)
- 9) Drawing in the notebook what they eat when they are hungry.

Action story:

I am hungry

I eat an apple

I eat pizza

I eat spaghetti

I drink a milkshake

I eat a banana

Oh, I have a bad tummy.

4.4. Academic Program

The academic program that was implemented during the semester is presented in (Appendix 5) and it contains the class dates, objectives and main activities.

Additionally, it shows what TPR strategy was carried out and what indicators were predominantly analyzed in each session

CHAPTER 5: INTERPRETATION AND DATA ANALYSIS

5.1 Data Management

This analysis was done using the method **content analysis** and it was carried out taking into account Field Notes and artifacts collected during the first semester of 2017. In the academic program (*see Appendix 5*) are displayed the dates, objectives and main activities of the classes that were taken into account for the analysis as well as a figure with the specifications of the instruments for data collection. (*see Appendix 6*). The academic program in *Appendix 5* accounts for the classes that were carried out, however it is necessary to mention that there were less lessons than expected due to the *Paro del Magisterio* took place from May 16th of 2017 and lasted 37 days, affecting the data collection process.

For most indicators the only source of data used was the field notes because many of the collected artifacts did not have the necessary amplitude to feed the analysis of the indicators neither enough information to create a new category, consequently they were omitted. In the case of the three first indicators it was difficult to create an artifact which would account for the internal processes of listening which are attending and understanding given that they can only be analyzed from the verbal and non-verbal responses of students which are analyzed in the indicator about the responding stage.

The research project was conducted in order to fulfill two specific objectives, the first one was “To determine the effectiveness of action stories and action songs from TPR in the enhancing of effective listening skills in second graders” in this sense, the analysis accounts for the achievements of students in each stage of the effective

listening process – receiving, understanding and responding - and for the impact of two internal filters in the same process. It is imperative to mention that the two strategies of TPR – action songs and action stories - were the pedagogical resource in order to achieve the enhancing of the effective listening process and therefore they were present during all the praxis and analysis.

The second objective was “to define the advantages and disadvantages of TPR in the listening process in ESL on second graders.” On the whole, TPR implementation showed several advantages that evidenced the accuracy of choosing the method to work with second graders, but it also allowed the researcher to establish some shortcomings linked to the use of the method itself to enhance effective listening skills, the fulfillment of this objective will be further developed in the conclusions taking into account the data analysis presented in the next section.

One of the limitations of the data analysis was that this process was focused on the group rather than in the individuals, since the pedagogical praxis made impossible for the researcher to focus in specific cases, which leads to a generalization that in some cases might be unfair because there were kids who really had a good English level and other who really did not work in class at all. For that reason the results given in the present research show a general idea of the group leaving aside specific cases as those of the children of the second grade who have learning difficulties.

The second limitation of the project was related to the three first indicators because they corresponded to internal processes that can only be measured by the response of children which not necessarily represents all the cognitive process involved in the effective listening process of a child, however, they are described from the interpretation of the researcher, registered in the field notes.

The last limitation was the extensive time of the English sessions, because the children, due to their age and to the context itself, were not able to listen for a very extensive period of time and even though they did it with some activities, the researcher had to propose other activities for them not to get bored.

However, the analysis accounts for a process that showed progress in the effective listening skills of the children and allows to have a perspective of the first goal of TPR method which is to listen and even though it is not contemplated in the analysis, it is important to note that in several moments of the process children started to show signs of “readiness” to speak which could allow the continuity of the process for future research with this specific group.

5.2 Data Analysis

5.2.1 Receiving Stage:

This category included the evaluation of the three determinant factors in attending proposed by Kline (1996) which were selectivity of attention and strength of attention which were analyzed in indicator 1 and sustainment of attention which was analyzed in indicator 2. In the next section the researcher presents the analysis based on the two indicators:

Indicator 1: Pays attention (hears) to the given stimuli (commands, action songs or action stories)

This indicator represents the very first step to achieve a successful effective listening process and for that to happen it is important that individuals choose to pay attention to a given stimuli and prioritizing it over other external stimuli (selectivity of attention) and that they give enough attention to one stimuli at a time (strength of attention). During the semester students were able to achieve this indicator in a higher

level when the activities presented to them included games, competitions or songs, however they showed a big difficulty in paying attention to commands or directions given by the teacher in several moments of the classes throughout the semester, even though this indicator still needs to be worked on by the students so that it becomes a habit in their academic life, students showed progress in relation to the beginning of the pedagogical practice when they only paid attention to three or four commands as it was mentioned in Chapter 1.

An example of their progress in this indicator can be seen in field notes 8: *“they worked together with the teacher in order to generate the gestures for the activities, even though it was hard for them to memorize the vocabulary, it was important the fact that they were paying attention and contributing to the class and trying to give a representation to the words being learnt”* in this case students decided to have and active participation in the class and an significant part of this was paying attention to the vocabulary in order to generate gestures that represented it. By the end of the semester in several classes happened that children would say to the others *“Lo estas haciendo mal”* or *“eso no es asi”* (Field notes 16) when they were performing activities and this meant that they were choosing to pay attention to what was happening in class, not only to the commands given by the teacher but also to what the other students were doing as a part of the class.

However, repetitively in the field notes there are annotations that show that children had trouble following directions because of lack of attention: *“the instructions were very simple, however, many of them had to ask repetitively for the instructions because they had not paid attention in the first place”* (Field notes 7) this situation was persistent until the end of the pedagogical praxis in several students, thereby stopping

the effective listening process and this happened for several reasons that were related to the lack of interest of students in several activities, the external distractions like friends, toys, lack of materials to do the activities, etc.

Kline (1996) lists some of these stimuli and says that “whatever the source of the stimuli, we simply can’t focus on all of them at the same time. We therefore must choose, whether consciously or unconsciously, to attend to some stimuli and reject others” (p.18) in this case, the kind of activity presented influenced the attention given by students to the listening stimuli but other times students chose - consciously or unconsciously – not to pay attention.

Additionally, it is necessary to mention that students tended to lose attention when the whole class was in English, because in the beginning it called their attention, but when they realized that they did not understand everything they directed their attention to other things in the classroom, for that reason in many occasions the teacher had to speak in Spanish in order to get their attention back. In conclusion there was a significant progress in this indicator in comparison to the diagnosis but not as much progress as it was expected.

Indicator 2: Pays attention to the input for a continued period of time (focuses on what s/he is hearing)

Kline (1996) suggests that persons can only listen for a determinate period of time according to physical conditions; that is called sustainment of attention which is a prerequisite to have a successful effective listening process. In the pedagogical praxis as it was stated in the last section, the children advanced in their capacity to pay attention but they struggled to keep that attention for extended periods of time when they were listening. In this case, they could pay attention for longer periods of time (not superior

to 15 minutes) only when the activities were songs or included some competition, but in general, they were not able to achieve sustainment of attention in the rest of activities.

Field notes 7 illustrates what was previously mention a when it refers to the children performing the actions in the song B-I-N-G-O: *“They seemed very amused with the songs and to be having fun as they sang, this attracted for at least 10-15 minutes of their attention and they were engaged with the song.”* There is also another example when they achieved sustainment of attention during a game based on an action story recorded in Field notes 11: *“Since in order to participate the children had to remain quiet and paying attention to their classmates most of the children had a positive attitude towards the activity and listened through the whole activity.”*

Nonetheless, the general comments in the content analysis carried out in the field notes shows that children lost their attention very quickly in most classes and this was aggravated by the fact that the class sessions were two hours long and children got bored very easily.

In this sense it is also important to acknowledge that it is a normal part of the listening process to lose sustainment of attention as Kline (1996) states that “duration may depend on the subject, the setting, the way the speech is packaged, and on the speaker’s delivery. But no matter how articulate and skilled the speaker, or how interesting the content, our attention finally ends.” (p.20) yet, the data analysis showed it is important for the teacher to plan strategies that counterbalance this natural situation in order for the kids to achieve a longer periods of attention.

For this category, there is a positive balance since there was an increment in the attending of the children, the election of the TPR method helped this process because children were interested in activities that involved movement and the activities proposed

with the method expanded the selectivity, strength and sustainment of attention in some degrees, however, the results were not as good as they were expected because of many external factors that have been mentioned like lack of interest of students in several activities, the external distractions like friends, hunger, toys, lack of materials to do the activities, sleepiness, etc.

5.2.2 Understanding Stage:

Understanding is the following step of the effective listening process and it is crucial because in it the listener de-codifies what s/he has heard and assigns a meaning to it in order to continue with the communication process. Understanding is difficult to measure because it is an inner process, for that reason there are two indicators that allow the researcher to analyze this stage, one, still internal to the listener and the second external which implicates a verbal or non-verbal answer. Below the indicators are explained according to the data collected.

Indicator 1: Assigns meaning to what s/he has heard

In this category there was a lot of progress in several senses. In the first place, children got to understand vocabulary of the songs, of the stories and of different topics and they were able to demonstrate it during several activities. In many moments of the process it was proven that students understand better the foreign language when there are elements like visual aids in the case of the stories and simple rhythms in the case of the songs, mainly because such things call their attention and allow them to connect the words with different meanings through images or movements. In the case of the stories, the images allowed them to foresight what they were about, even when they were not a hundred per cent sure about the exact meaning of what they were listening to. However, it took to the kids some time in each class before assigning a meaning to the different

oral expressions and distinguishing them from each other, because they had to keep them in their memory first and that took quite a while during the class, but after they had stored in their short-term memory (at least) they were able to show understanding.

This was evident in the games when children corrected their classmates in the games because besides being a proof of them paying attention, it was also showing that they were understanding what was being said by the teacher.

Perhaps one of the biggest achievements in this indicator, was that by the end of the semester, children started to segment the language chunks and to comprehend different combinations of words that had similar structures as it was the case of the class about the *5 little piggies* when “Students were able to perform the actions and it was very interesting that they also understood the different segments of the sentence like in *this little piggy went to the market* but they were also able to recognize the language chunk, *went to the market, stayed home, had roast beef, had none, went wi wi wi* all the way home” (Field notes 13) showing that they were starting to segment the language chunks into words and understanding separately the words.

This was a big achievement because the theory says that “Determining the context and meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences. This, in turn, is essential to understanding a speaker’s message” (Lumen - boundless learning, n.d) and that was a part of the process that children fulfilled in the last class sessions.

The biggest problem to understand in several moments of the pedagogical praxis for students happened when they did not pay attention to parts of the class, because when they decided to pay attention their ability to understand increased by their participation in the activities since they grew familiar with the vocabulary of the lesson.

Indicator 2: Provides verbal and non-verbal reactions to what s/he hears

This indicator somehow summarizes and proofs whether or not the listening process was effective since is the only part of the listening process that is externalized. According to Kline (1996) “Responding and remembering are indicators of listening accuracy.” And in this sense it is necessary to say that children achieved big goals in terms of effective listening because their performance on most of the activities was successful. The main problem found in this indicator was given when children did not pay attention, but those who overcame the first category successfully were able to respond non-verbally and verbally (in Spanish) to the activities.

One example of the aforementioned is found in the artifacts (*see Appendix 7*) used for the class about emotions where the direction was to circle the correct word according to what they listened and to the image. 25 children delivered the activity. 72% understood the directions and answered right the exercises, another 8% did not answer correctly but they understood the directions, 20% of the children did not understand the directions, and from that 20%, 16% did not fill the activity and 4% filled it in the wrong way.

In the case of action songs, when the teacher practiced them with students a way to verify that they were understanding the segments of the song was to change the sequence of them. In the beginning it was confusing for the kids who were used to listening to the songs in the “normal” order, but after they adapted to the change, they were able to perform correctly with body movements different parts of the songs in no particular order.

Another example of this indicator related to the action stories is when “*to prove that the children had understood the story the teacher asked them to translate into*

Spanish line by line, so most of the children understood the story and they were able to give account of the main points of the story.” The children had the tendency to translate to verify the information and this became an important part of the class in which students translated some of the songs and stories to see if they were understanding correctly and most of the time – supported by the images and gestures of the teacher – they were right about their deductions.

Boundless communications (n.d.) affirm that “responding adds action to the listening process, which would otherwise be an outwardly passive process. Oftentimes, the speaker looks for verbal and nonverbal responses from the listener to determine if and how their message is being understood and/or considered.” This part of the process was therefore crucial for evaluating the progress of children in the analyzed skill and it also showed that children developed their effective listening skill even though they were not able to respond in English the whole time.

In general, the balance of this category was successful, most children were able to understand and respond in several ways to the listening exercises demonstrating effective listening processes. However, it is a matter of concern the fact that some children did not even accomplish the first category, some ideas of the causes of such situation will be explained in the next section.

5.2.3 Internal Filters

Listening Filters are factors that affect the listening process (Thompson et al 2004, p 22) they can be internal or external, in this analysis only two internal filters were taken into account, however, it is important to mention that in the data analysis, a new sub-category emerged that was related to the different rhythms of work in the second graders which affected also the listening processes of the group. The two

indicators to be analyzed below have to do with attitude towards the listening activities and the prior knowledge of English of the participants.

Indicator 1: The listener is engaged with the proposed listening activities

In this indicator the analysis is varied, in general the attitude of the participants towards the English class was good but in some specific cases when students were not willing to participate of the activities the process was more difficult to be carried out. There were 5 students who would normally express their lack of interest in the activities that involved singing and they just remained seated in their chairs provoking distraction in the other students. One example is recorded in Field notes 8 where it says *“specially one student, just stayed remained seated and did none of the gestures, when the teacher approached him he said that he did not like English and that he was not willing to do any of the exercises proposed for class”* this kind of attitudes were not uncommon in the pedagogical praxis but they were not the common denominator, however, when this kind of situations happened, the other students were tempted to do the same and stop listening. This relates to the theory because Low and Sonntag quoted in Casperz & Stasinska (2015) suggest that “listening is highly personal, dependent on our social location and, at the same time, shaped by the listening of others as well as our relation to the speaking other.”

Nevertheless when the activities seemed very interesting for the kids they would put all of their attentions into the class and the listening process resulted very effective because children were motivated to participate in different games, to listen to the teacher and to their classmates and to win in the case of competitions. All of this is expressed in several Field notes, for example: *“During this session students were very unquiet, so the researcher asked them to come forward to do the explanation, this*

worked very well because they were closer to the researcher and could also be closer to the images presented, this disposition of the class also helped to make a semi-circle and to students to be more willing to participate” and “children looked like having fun when performing the action” (Field notes 8) or “when they saw the first group play, everybody wanted to play and to demonstrate what they knew” (Field notes 6).

This indicator is very important in the analysis because it also validates the strategies of TPR used in class and reinforces the necessity of lowering the stress levels in order to have better language acquisition processes, it is also important to say that the fact of presenting the lessons in form of songs and stories allowed children to feel more comfortable to work as a group. It is important to note that students who had better attitude towards the activities advanced more in their English process and in their listening skills, not as an assignment but just because it was fun for them.

In sum, this research ratifies what was found by Casperz, Donella & Stasinska (2015) when they uphold that “closer attention should be paid to identifying the factors/filters that may prevent effective listening by our students” (p.8) since the data analysis proved that such filters have a high influence in the effective listening process of students.

Indicator 2: Uses prior knowledge to develop the proposed activities

The last indicator to be analyzed was the use of prior knowledge which was listed by Thompson et al. in Casperz & Stasinska (2015) as one example of internal factors which affect effective listening. In this project prior knowledge came from two sources: first, the knowledge that was learnt in previous classes and which children remembered, but also words that are commonly used from English on TV or on different products which make easier for kids to develop the activities. This knowledge

was invaluable for the development of the classes because it allowed the students to advance in their English listening skills, but also to feel more confident about their own skills. The use of that knowledge also showed that children were retaining information in their memory and they were able to use it in different communicative contexts of the class.

Even though the previous knowledge of this group was limited, it allowed them to have a connection between the class and real life, encouraging the kids to be more attentive and letting them know that they were actually learning. The prior knowledge was also developed in every class as the teacher reviewed the last topics learnt with students giving them the opportunity to have tools to participate in the new activities proposed for each section.

Altogether, this knowledge was necessary for each of the lessons and allowed students to complete satisfactory some of the artifacts, for example, when they filled the worksheet about *can*, *can't*, (*see Appendix 8*) they had to listen to the names of animals and of verbs which had been already learnt in class in order to give the answer. In this activity 80% of the kids were able to recognize the animals according to their name, 15% of children were not able to do it and 5% did not complete that part of the activity. In the filling in the gap with *can't* and *can* part 95% answered correctly and only 5% had it wrong, this shows that kids recognized the vocabulary that had been learnt in other classes and used it in a listening exercise.

5.3 Results Summary

The present research dealt with three analysis categories which responded to the theoretical construct of effective listening. Each category had two indicators which were studied taking field notes as the main input for the analysis and in some cases artifacts

collected during the pedagogical praxis.

The first category corresponded to the receiving stage of listening and comprehended the analysis of the three determinant factors in attending – selectivity, strength and sustainment of attention – stated by Kline (1996). The indicators' analysis showed some positive results in terms of the first indicator – pays attention to the given stimuli – because children started to pay more attention to the proposed activities thanks to the TPR strategies selected for the pedagogical praxis which were action songs and action stories. The attention however was not given all the time neither to every stimuli but to those stimuli which attracted children's interest like songs with familiar rhythms and stories about daily life, and it was also mentioned that students had the tendency to lose attention when they did not understand the input given in English by the teacher.

Regarding the second indicator – pays attention to the input for a continued period of time – students achieved to expand in a minimal way their sustainment of attention, which indicates that the indicator was not fully achieved. However, it is remarkable in this category the role of movement proposed by TPR in activities because it helped children to be engaged longer with the class. It is necessary to note that since this was the first stage of listening it was a pre-requirement for the listening process to happen effectively, therefore, when children did not achieve the minimums expected for this category, the effective listening process was interrupted.

The second category corresponded to the understanding and responding stages of listening proposed by Kline (1996) and the two indicators of this category were very close related since the verbal and non-verbal responses of children allowed to the researcher to establish the level of understanding of the kids in the English class. In general terms children got to understand vocabulary of the songs, of the stories and of

different topics and they were able to demonstrate it during several activities. However, understanding depended on the attending given in the first category.

The third category analyzed two internal filters affecting the effective listening process which were attitudes and prior knowledge, each filter having its own indicator. The first indicator of this category – the listener is engaged with the proposed listening activities – showed that the attitude has a very important influence in the language learning process and when the students achieved this indicator the effective listening process specifically was enhanced. This indicator also showed that action songs and stories are good input for students to lower their stress level becoming more participative in the class and more predisposed to listen.

The analysis of the second indicator – uses prior knowledge to develop the proposed activities – demonstrated that previous knowledge (understood as knowledge acquired in previous classes or in the students daily context) is important in order to complete the effective listening process and that it helped students to be more motivated and to fulfill successfully the listening activities carried out throughout the semester.

In general, the students achieved the indicators of the categories but in several cases they did not achieved them in the amounts expected by the researcher because of several factors related to timing of the research process and internal/external filters affecting the process. However, the current research sets the ground for further research with this group in the field of effective listening and TPR implementation in young learners.

CHAPTER 6: CONCLUSIONS

The general objective of the present research was “to determine the influence of TPR strategies on effective listening enhancement in second graders from Técnico Domingo Faustino Sarmiento School.” In order to fulfil that objective the researcher established two specific objectives which were the guideline throughout all the research and pedagogical process.

The first objective was to determine the effectiveness of action stories and action songs from TPR in the enhancing of effective listening skills in second graders. In general, actions songs and action stories were an effective strategy to apply in the population context because they are strategies which appeal student’s attention due to their length and because they come in presentations that are common in the first language learning of the kids.

In terms of the effective listening skills the action stories supported by images allowed children to hear and understand different language chunks and vocabulary items, generating knowledge that was useful in every session, they also allowed children to eventually start segmenting sentences into words and understanding them separately making them useful for future occasions when English is needed. Each story only contained a few lines and it was good because they fitted the attention span of the students but it is necessary to look for strategies which help children in expanding their attention sustainment.

Action songs were effective because many of them were known in Spanish by the students. In this sense, children’s understanding was wider. Action songs also allowed children to assign different gestures to the parts of the song allowing the

researcher to establish the effectiveness of listening in each activity according to children's non-verbal responses to songs. They also allowed children to perform actions without feeling embarrassed lowering the filters that affected the listening process in negative ways like the stress and shyness.

The second objective was to define the advantages and disadvantages of TPR in the effective listening process in ESL on second graders. The pedagogical intervention and the data analysis showed that TPR was an appropriate strategy to enhance the effective listening skills in second graders due to the several advantages mentioned in the theoretical framework. However, for the present research there were three main features of TPR which helped the effective listening process of the children which were: 1) it is no grammar sequenced: this was an important advantage given that it allowed the researcher to have flexibility in choosing the materials and it also allowed children to listen to different kinds of input from the simplest to the most complex one; 2) There is no need to write or read in native or foreign language: different literacy levels was one of the biggest characteristics of this group and the fact of working the listening skills allowed the group to be more leveled up for the activities, all children were able to participate of the activities even if they did not fulfill the required literacy skills for second grade; 3) It reduced listening filters and this allowed children to enhance their effective listening skills.

An extra asset of using TPR for this objective was that children could work as a group and learn from each other's successes and failures and they could also become more aware of the importance of listening to each other and to the teacher.

The biggest disadvantage of TPR using was that it has the tendency to be repetitive and given that children had such a short attention span it made that the lessons

became boring for the kids at some point and they lose attention as quick as they gained it. It was also difficult to work only listening skills by using TPR because children needed other kind of activities that not necessarily involved listening in order to keep their attention focused and in this way maintaining the method through the entire classes was impossible.

This research process also allowed the researcher to have some learning in several levels. In terms of English teaching, it allowed the researcher to comprehend and experience the complexity of a classroom in the Bogotá context which makes the language teaching a huge challenge because children many times do not even master the skills that are basic for their age in the native language. The pedagogical intervention also allowed the researcher to explore new strategies in terms of classroom management.

In terms of the research experience, this project allowed the researcher to reflect on the importance of action research in the classroom as a tool to qualify educational processes in the Colombian context but also to acknowledge the challenges and limitations that the Colombian schools and education policies present for the teachers to advance serious research in the classroom.

CHAPTER 7: GENERAL RECOMMENDATIONS

The following recommendations are given based on the research and pedagogical process advanced by the student-teacher. In the first place, it is important for all the actors involved in the process to create and execute more effective communication strategies which make the whole process smoother in every sense and it would also allow getting better results.

As it was established during the present research project, effective listening is not only a skill that should be developed in the English classroom but it is also a skill that it is important for life, given the Colombian context in which intolerance is the most common characteristic of people, it is important for schools to implement programs which help students to develop effective listening skills in every area of their life, for that reason a recommendation is for institutions to create spaces in which students work transversally in their listening skills.

In the particular case of the institution it is necessary to establish a bridge between the researcher and the immersion room teacher, keeping in mind that the resources found there could be useful for the students' English process and that to work collaboratively could also have good influence in the students' learning process.

A recommendation for the university is to re-evaluate the way in which student-teachers are distributed in order to do their pedagogical praxis and that such distribution is not based on random factors but instead on the actual needs of the grades available to work with, so that the impact of the research is bigger and useful for the educational process of students.

REFERENCES

- Ahamdi, S. M. (2016). *The importance of listening comprehension in language learning*. Retrieved from <https://ijreeonline.com/article-1-22-en.pdf> on August 20,2017
- Asher, J. (1982). *Learning Another Language Through actions: the complete teacher's guidebook*. Los Gatos, California : Sky Oaks Productions, Inc. .
- Baleghizadeh, Sasan & Arabtabar, Fatemeh. (2010, Agosto). Enhancing Listening Comprehension through a Group Work Guessing Game. 133-143. Retrieved from <http://www.redalyc.org/pdf/4994/499450716008.pdf>
- Barbosa, C. P., & Caucha Mendez, J. C. (2011). *Implementation of nursery rhymes to develop listening and speaking skills in the second grade students*. Bogotá: Universidad Pedagógica Nacional.
- Burns, A. (2010). *"Classroom action research and teacher professional development"*. New York .
- Burns, A. (2010). *Doing action research in english language teaching a guide for practitioner*.
- Cárdenas Beltrán, M. L. (2009). Helping students develop listening comprehension. <https://revistas.unal.edu.co/index.php/profile/article/view/11405>.
- Casperz, Donella & Stasinska Ania. (2015). *Can we teach effective listening? An exploratory*. Retrieved from Journal of University Teaching & Learning Practice: <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1574&context=jutlp>
- Clark, S. (n.d.). *British Council: Kids and songs*. Retrieved from <https://www.teachingenglish.org.uk/article/kids-songs>
- Cohen, Louis, Manion, Lawrence & Morrison, Keith . (2007). *Research Method in Education* . New York : Routledge.
- Er, S. (2013, October 21). *Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042813035581>
- Frank, C. (1999). *Ethnographic eyes. A teacher's guide to classroom observation*. Portsmouth: Heinemann.
- Garcia, R. (1985, 1988). *Instructor's notebook: How to apply TPR for best results*. Los Gatos, California: Sky Oaks Productions, Inc.
- Gerngross, Gunter; Puchta, Herbert . (1996). *Do and understand: 50 action stories for young learners* . Malasya : Longman .

- Jones, A. (2012, February 02). *Action Stories with Children*. Retrieved August 2017, from Cambridge School : http://www.ihes.com/bcn/tt/eltconf/12/action_stories_with_children.pdf
- Kline, J. A. (1996). *Listening Effectively*. Alabama: Air University Press. Retrieved from Listening Effectively.
- Koshy, V. (2005). *Action Research for Improving Practice: A practical guide*. London: Paul Chapman Publishing .
- Krashen, S. (1982). *Principles and Practice in second language acquisition* . California: Pergamon Press Inc.
- Lumen - boundless learning. (n.d). *Boundless Communications: Learning to Listen and Helping Others Do the Same*. Retrieved from <https://courses.lumenlearning.com/boundless-communications/chapter/stages-of-listening/>
- Medina, Y. (2015). *Developing speaking skills on second grader* . Bogotá: Universidad Pedagógica Nacional.
- Ministerio de Educación Nacional . (2006). *Estandares básicos de competencias en Lenguas Extranjeras*. Bogotá: Imprenda Nacional.
- Mohd Zuri Ghani & Norr Huziza Hanim Mohd Ghous. (2013 - 2014, Agosto). *THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) APPROACH IN HELPING SLOW YOUNG LEARNERS WITH LOW ACHIEVEMENT ACQUIRE ENGLISH AS A SECOND LANGUAGE*. Retrieved from http://ijsk.org/uploads/3/1/1/7/3117743/1_total_physical_response_tpr_approach.pdf
- Morales, Adriana & Beltran, Ana Milena. (2006). *Developing Listening through the Use of Authentic Material*. Retrieved from <http://www.redalyc.org/articulo.oa?id=499450712007>
- Morley, J. (2001). *Listening Comprehension instructional models: Matching theory and practice*. Retrieved from <https://howjournalcolombia.org/index.php/how/article/view/197/246>
- Parra Luna, M., & Vargas Luna, P. (2006). *Visual Auditive based activities in communicative performance: how students learn by watching, listening to*. Bogotá: Universidad Pedagógica Nacional .
- Richard, C. J., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. Cambridge: Cambridge University Press.
- Rost, M. (2002). *Listening Tasks and Language Acquisition*. Retrieved from <http://jalt-publications.org/archive/proceedings/2002/018.pdf>
- Taylor-Powell, E., & Renner, M. (2003). Analysing Qualitative data. *UW Extention* , 1-10.
- Wrench, J. S. (2012). *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. Retrieved from https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/index.html

APPENDIX 1: Field notes sample

Class report N°: 11

Date: March 28th 2017

Time: 12:30-3:00

Teacher Researcher: Diana Katherine Cruz Celis

Number of students: 26

Objective:

To learn the different Personal pronouns in English and recognizing them when listening.

To practice the structure can- can't with the pronoun I and with animals

TPR strategy: Action story

Activities:

- 1) Greeting
- 2) Practicing the action story by playing

I can swim

I can ride a bike

I can play computer

I can do sums

I can speak in English

But I cannot fly

- 3) Introducing the personal pronouns (*I, you, he, she, it, we, they*)
- 4) Drawing in the notebook the personal pronouns
- 5) Pointing out to the corresponding persons when listening a pronoun.
- 6) Reviewing some action verbs previously learnt by indicating in a worksheet what things animals can and can't do.

Observations

We started the class with a game in which the images of the action story were on the board in a specific order. Children were told that we were going to participate in a contest and they were very excited about it, but the condition to participate was to remain seated and to pay attention to the directions. There would be three teams and they would send a participant at a time, the teacher would say one of the items aloud and the participant had to run to the correct image. Each participant had one chance to do it. All the kids were very excited about participating and they wanted to go forward to do it. The teacher chose three kids at a time taking into account their English level making sure that there was a

fair condition to participate. Since in order to participate the children had to remain quiet and paying attention to their classmates most of the children had a positive attitude towards the activity and listened through the whole activity. At some point one of the students (Johan) was almost crying because he did not get the turn to pass forward. Many of the students who were more advanced could point to the right item, however for students in lower levels the teacher had to repeat the vocabulary, yet most of the students got their answers right. When one of the kids chose the wrong image they would shout to the others, showing by one hand lack of solidarity, but on the other hand that they knew the right answer.

After the game, the teacher explained the personal pronouns and the students had to point out to the persons that the pronoun was referring to, for example: when the teacher said *I* the students had to point to themselves and so on, for the children the *I* pronoun was simple to understand, but for example the difference between *he*, *she*, and *they* was very difficult to understand, for that reason it took quite a while and it was necessary to translate into Spanish because the gesture was not enough to understand the pronoun. After that, the students had to draw in their notebook the personal pronouns with examples of their own life, for example in *I* they had to draw themselves, in *she* they had to draw a girl friend, or a boy friend depending on what the pronoun was. So, the activity was good but it showed that the students did not get completely the idea of the theme, mainly because some of them did not know how to read and of course they did not understand the English writing, but also because some of them did not pay attention during the explanation so it was hard and they would approach the teacher all the time and say, teacher “¿aquí que tengo que dibujar?” so it created a lot of confusion because they did not pay attention for they were playing, concentrating on another stuff of they were just not interested in the lesson, finally for that class what we did was that we reviewed some action verbs and the structure *can* that we had previously learnt with the action story, and then the students started to work in a worksheet where they had to complete with *can* and *can't*. First they had to put a number in front of the images of the animals: *monkey*, *zebra*, *bee*, and *dolphin* and then they had to fill in the gaps with the verbs, *run*, *climb*, *swim*, and *fly* those verbs had been previously explained. Since many of them did not know how to read or write very fluently, what we did was that the teacher set a happy face and a sad face, so the happy face was *can*, and the sad face was *cannot*, and they had to write, a zebra *can* run or *run*, it can climb or it *can't* climb, it was easy with the names that were written but then when the activity was with the pronoun *it*, it was difficult for the students because they did not completely understood the idea of the personal pronouns in English

Evaluation:

This class was pretty good, because the children were very willing to participate in the game, it was interesting that they remembered the action story which had been taught to them some time ago. It was also very interesting that they listened because they wanted to participate, so they decided to listen and to see what their classmates were doing that was an important advance at this point of the process because they had still problems with following directions but the motivation of a game made them pay attention, and it was very interesting to see how many of kids could recognize when their classmates were doing right or wrong the exercise. The game with the action story

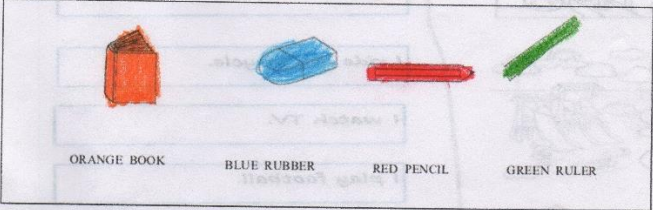
was very important because it allowed everybody to participate. Even though children that are in a lower level had to think a little bit more, the game was a good excuse to practice the vocabulary and also to memorize it for those who had not done it yet.

The next activity was very difficult because the children had to point to the person when they listen to the pronouns, may be is because they were already tired by the previous activity but also because the concept of a pronoun is very difficult to understand for them even in Spanish, however it was very interesting after this activity they participated and worked with the worksheet very well and they remembered the four verbs that the activity considered and also most of them achieved the goal at least for the first activity of the worksheet. Then they had an activity to write the words in the correct order but it was so hard for them to understand; maybe because it involved writing and to see the structure of the sentence; this shows that they had learned the language chunks but they are not still ready to understand the language in the whole structure and what they do is to learn the language chunks which is not a bad thing, taking in to account that Asher proposes that in TPR children should approach the language as they do in their mother language (not in a grammar approach)

APPENDIX 2: Diagnosis sample

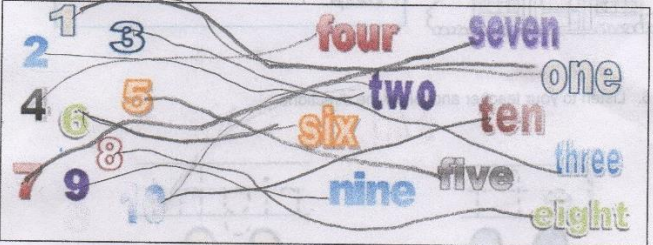
COLEGIO TECNICO DOMINGO FAUSTINO SARMIENTO I.E.D
 ENGLISH DIAGNOSIS TEST
 FIRST GRADE
 NAME: Diana Lizeth Pera AGE: 8

1. Color:




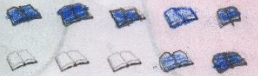
ORANGE BOOK BLUE RUBBER RED PENCIL GREEN RULER

2. Match the numbers with the words

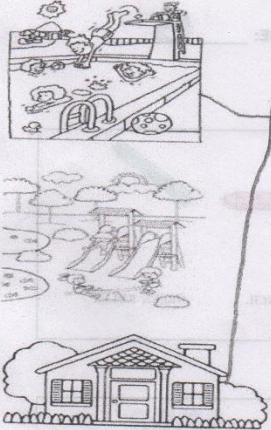


3. Color:

four 

seven 

4. Match the activity with the place



I play computer games.

I swim.

I ride my bicycle.

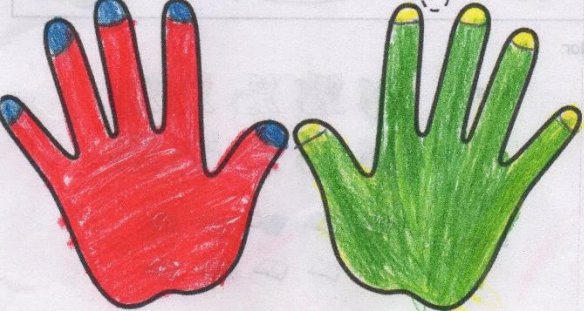
I watch TV.

I play football.

I sleep.

5. Listen to your teacher and follow the directions.

left right



APPENDIX 3: Action stories used in class

7 rules of the class

"I can listen"

"I can raise my hand"

"I can share with others"

"I can clean up"

"I can take turns"

"I can be respectful to others"

"I can stay in my seat"

Action story:

I am hungry

I eat an apple

I eat pizza

I eat spaghetti

I drink a milkshake

I eat a banana

Oh, I have a bad tummy.

Things that we can do.

I can swim

I can ride a bike

I can play computer

I can do sums

I can speak in English

But I cannot fly

5 Little piggies story

This little piggy went to the market

This little piggy stayed home

This little piggy had roast beef

This little piggy had none

And this little piggy went weee weee weee all the way home

APPENDIX 4: Action songs simple

The water cycle song

*Our water is recycled
Our water is recycled
The water cycle
Our water is recycled*

*The sun dries up the river
The sun dries up the river
Evaporation
The sun dries up the river*

*The vapor forms a cloud
The vapor forms a cloud
Condensation
The vapor forms a cloud*

*It starts to rain and snow
It starts to rain and snow
Precipitation
It starts to rain and snow*

Head and shoulders

*Head and shoulders,
knees and toes,
eyes and ears,
mouth and nose.*

Twinkle twinkle little star

*Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are*

BINGO

SONG:

*There was a farmer,
Had a dog,
And Bingo was his name,
B-I-N-G-O (x3)
And Bingo was his name*

If you are happy and you know it

*If you are happy and you know it _____
(x2)
If you are happy and you know it
And you really want to show it
If you are happy and you know it
_____*

*Options: clap your hands, say hello, turn
around, stomp your feet, shake your hands,
and give a hug*

APPENDIX 5: Academic Program

Institution	Colegio Técnico Domingo Faustino Sarmiento
Shift	Afternoon
Branch	D (Primary Section)
Assistant	Diana Katherine Cruz Celis
Email	dianaccelis@hotmail.com
Mobile	3178279106
Group	202
Schedule	Friday 12:30-2:00 – Tuesday 12:30 – 3:00
Research general objective:	To determine the influence of TPR strategies on effective listening enhancement in second graders from Técnico Domingo Faustino Sarmiento School.
Research specific Objectives.	To determine the effectiveness of action stories and action songs from TPR in the enhancing of effective listening skills in second graders. To define the advantages and disadvantages of TPR in the listening process in ESL on second graders.

	Class date	Class objectives	Main Activity	TPR Strategy	Indicator
1	02/17/17	To learn the vocabulary of some parts of the body To reflect on how our body tells us that we are listening	Listening with the whole body and singing the body song.	Action songs	A)1, B)1, B)2, C)2.
2	02/21/17	To establish the rules of the class in English To learn some vocabulary related to the verbs of the rules of the class	Explanation of 7 rules of the class based on images and gestures. Making of a mini book which contained the rules of the class	Action stories	B)2, C)2
3	02/24/17	To use an action story to learn language chunks about food	Each student gets a different picture of the action story and when the teacher names their image, that group of students stands up and do something they have been told (<i>clap, turn around, cry</i>)	Action stories	A)1, B)2, C)2.
4	02/28/2017	Paro del Magisterio			

5	03/03/17	To learn vocabulary of water cycle in English To remind students about the way in which the water cycle works	Presentation of four of the stages of water cycle and vocabulary related to it in English (<i>Evaporation, Precipitation, Collection, Condensation, Sun, Rain, Cloud, Vapor</i>) Song about the water cycle with gestures	Action Songs	A)1, B)2, C)2.
6	03/07/17	To learn vocabulary about different action verbs To reinforce the idea of what is a cycle. To learn the life cycle of a butterfly in English	Modeling and talking about the life cycle of a butterfly Cutting and gluing activity about the steps of the life cycle of a butterfly Group work – butterfly puzzle by groups of 4 Action story about things that we can do	Action Stories	A)1, A)2, B)1, B)2, C)1
7	03/10/17	To learn a new song (Bingo) To color by following the directions listened to	Learning the song BINGO: first, giving the vocabulary (<i>farmer, dog, Bingo</i>) and then singing it several times, covering the letters of the name of the dog on the board one by one and replacing letters by claps Coloring a drawing of the song according to the instructions	Action Songs	A)1, A)2, B)1, B)2, C)1, C)2
8	03/14/17	To learn vocabulary about different adjectives. (16 items)	Using gestures to memorize the adjectives by pairs (opposites) Matching the images with the names. Performing the gesture as indicated by the teacher	Action Stories	A)1, B)1, B)2, C)1
9	03/17/17	To learn vocabulary about different adjectives. Continuation	Using gestures to memorize the adjectives by pairs (opposites) Perform the gestures of the adjective as indicated by the teacher Matching the images with the names.	Action Stories	A)1, B)1, C)1
10	03/28/17	To learn the different Personal pronouns in English and recognizing them when listening. To practice the structure can- can't with the pronoun I and with animals.	Pointing out to the corresponding persons when listening a pronoun. Reviewing some action verbs previously learnt by indicating in a worksheet what things animals can and can't do.	Action Stories	
11	03/31/17	To learn the song Twinkle, twinkle little star and the corresponding gestures.	Memorizing the song by parts and acting it out. Coloring a drawing about the song.	Action songs	A)1, A)2, B)1, B)2, C)1, C)2
12	04/04/17	To learn the language chunks found in the “5 Little piggies story” Recognizing the parts of the story in sequence and in	Listening to the story with images Students telling the story in Spanish to the teacher to show understanding	Action stories	

		different orders and perform the actions with the body	Learn the gestures for each part of the story Performing the story together as a class Contest by lines: students go to the whiteboard by turns and point to the part of the story that they listen to.		
13	04/07/17	Spanish Class: reading of the poem: Amigos de Colores			A)1, A)2, B)1, B)2, C)1
14	04/18/17	Learning some vocabulary food through the use of flash cards. Using the language chunk - I like, don't like and the answers yes I do – no, I don't	Presentation of the vocabulary and practice. Each kid gets a different image and they have to stand up and turn around (or any other instruction) when the teacher mentions their image Coloring the food and drawing a line of the food each one likes and dislikes.	Action songs Action stories	
15	04/21/17	Learning vocabulary related to emotions and feelings Learning the song If you are happy and you know it... and perform the different actions in a different order	Presentation of the vocabulary through the use of actions. Practice emotions with facial gestures Learning the song and singing it in different moods	Action songs	
16	04/25/17	No class – entrega de boletines			A)2, B)1, B)2, C)1
17	04/28/17	Practicing and internalizing emotions and feelings vocabulary	Playing Bingo of emotions to practice. Coloring the bingo emotions according to the instructions	Action stories	
18	05/02/17	Listening to the Gingerbread man story and understanding it. Perform some of the actions heard in the story.	Listening to the story. Performing the actions Reconstructing the story with images Making a gingerbread man to listen to the story and playing to perform the actions	Action Stories	A)2
19	05/05/17	Learning the Rights of children in English in the frame of the celebration of children's day at the school.	Reflecting on the rights of children and coloring.	-	B)2
20	05/09/17	Learning vocabulary about jobs and professions. Learning the structure: he is a/an – she is a/an	Matching images to the profession they belong to.	-	

APPENDIX 6: Data collection instruments and dates according to categories

UNIT OF ANÁLISIS	CATEGORIES	SUB-CATEGORIES	CRITERIA	INSTRUMENTS
EFL EFFECTIVE LISTENING SKILLS:	Receiving Stage	A) Determinant factors in attending (Selectivity, strength and sustainment of attention)	1) Pays attention (hears) to the given stimuli (commands, action songs or action stories)	Field notes: 1(17/02), 3(24/02), 5(03/03), 6(07/03), 7(10/03), 8(14/03), 9(17/03)
			2) Pays attention to the input for a continued period of time (focuses on what s/he is hearing)	Field notes: 19(02/05), 6(07/03), 7(10/03), 11(28/03), 13(04/04), 16(21/04), 18(28/04)
	Understanding and responding stage	B) Assignment of meaning and Reaction	1) Assigns meaning to what s/he has heard	Field notes: 1(17/02), 6(07/03), 7(10/03), 8(14/03), 13(04/04), 16(21/04), 9(17/03), 11(28/03)
			2) Provides verbal and non-verbal reactions to what s/he hears	Field notes: 1(17/02), 2(21/02), 3(24/02), 5(03/03), 6(07/03), 7(10/03), 8(14/03), 11(28/03), 13(04/04), 16(21/04), 19(02/05)
	Internal filters	C) Attitudes and prior knowledge	1) The listener is engaged with the proposed listening activities	Field notes: 3(24/02), 5(03/03), 6(07/07), 7(10/03), 13(04/04), 8(14/03), 9(17/03), 11(28/03), 16(21/04)
			2) Uses prior knowledge to develop the proposed activities	Field notes: 1(17/02), 2(21/02), 3(24/02), 5(03/03), 11(28/03), 6(07/03), 7(10/03)

APPENDIX 7: Artifact 1 sample



Feelings Picture Test


Name: Luciana Usme conde

10

Circle the correct word.

<p>happy surprised</p> <p>cold hot</p> <p>sleepy scared</p>	<p>angry happy</p> <p>sad hot</p> <p>tired cold</p>
<p>bored sad</p> <p>cold hot</p> <p>angry sleepy</p> <p>surprised</p>	<p>hot angry</p> <p>bored sleepy</p> <p>surprised happy</p>
<p>happy cold</p> <p>hot angry</p> <p>tired surprised</p>	<p>hot bored</p> <p>cold tired</p> <p>sad surprised</p>
<p>sleepy surprised</p> <p>scared happy</p> <p>sad cold</p>	<p>sad angry</p> <p>scared sleepy</p> <p>tired happy</p>
<p>surprised bored</p> <p>hot angry</p> <p>angry</p>	<p>bored sad</p> <p>sleepy angry</p>

APPENDIX 9: Informed consent

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>INSTITUTO VICE-RECTORAL DE INVESTIGACIONES Y ASESORIA TECNOLÓGICA</small>	FORMATO FORMATO
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código:FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación


En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas extranjeras.
Título del proyecto de investigación	Mejoramiento de la escucha activa a través del uso del TPR (Respuesta Física Total)
Descripción breve y clara de la investigación	Esta investigación se trabaja desde la asignatura de inglés y tiene como objetivo que los estudiantes mejoren su capacidad de escucha, tanto en la lengua extranjera como en la propia, a través del uso de canciones, historias, juegos y otras estrategias que ayuden al estudiante a apropiarse de manera más fácil los conocimientos, basados en el método TPR.
Descripción de los posibles riesgos de participar en la investigación	No hay riesgos.
Descripción de los posibles beneficios de participar en la investigación.	El beneficio de participar en esta investigación es que los participantes podrán mejorar su habilidad de escucha, la cual es necesaria para la convivencia, la apropiación de conocimientos y la construcción de una sociedad más en paz, a la vez que mejoran su nivel de inglés.
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Diana Katherine Cruz Celis
	N° de Identificación: 1013646478 Teléfono: 317-357-6861
	Correo electrónico: dianacelis@hotmail.com
	Dirección: Carrera 20 número 20-02.

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo Carlos Fernando Santos mayor de edad, identificado con Cédula de Ciudadanía N° 93 136 430 de Espinal, con domicilio en la ciudad Bogotá D.C.

	FORMATO
	FORMATO CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

de _____ Dirección: Callu 9313 # 6013-54 Teléfono y N° de celular:
313 334 6186 Correo electrónico: Carlos.2806santos@gmail.com

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
<u>Nicolas Santos Vargas</u>	<u>proyecto - identidad</u>	<u>1.188.964.153</u>

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Carlos Eduardo Santos M.

Nombre del adulto responsable del niño o adolescente: Nicolas Santos
 N° Identificación: 93.136.430 Fecha: _____

Firma del Testigo: _____

Nombre del testigo: _____