

**THE USE OF PROSODY ELEMENTS AND THE TOTAL PHYSICAL RESPONSE  
METHOD FOR THE LISTENING COMPREHENSION STRENGTHENING IN  
ENGLISH LANGUAGE**

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DEGREE IN BASIC EDUCATION WITH AN EMPHASIS IN FOREIGN  
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2012**

Acceptance note:

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## **DEDICATION**

In the first instance, all this is possible thanks to God, who has helped us every day giving us wisdom, strength and willingness to confront what have come, because of Him we are where we are.

We also want to thank our parents who have supported us through life and have taught us to be responsible young people, with excellent ethic values which make us better people.

Our thesis advisor, Marco Fidel Suarez was also a very important teacher in this process; he was the person in charge to guide us through this path towards a good research.

Through all the career there were also some influences from teachers who we can say, they were personally an inspiration for us for their great work and professionalism, they were very exigent teachers just to make us excellent as they are; Marta Cecilia Giraldo, Marco Fidel Suarez, Jaime Pardo, Heberth Caicedo, and Jhon Harold Suarez are those teachers who will always inspire us to take some good things from their experience.

And finally, it is indispensable to thank to the Uceva University for offering so many things and helping us build ourselves as professionals and complete people.

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The Educational Institution Gimnasio del Pacífico was very important for carrying out all this process and all the intervention, the teachers Maria del Pilar Vasquez and Irma Varela Gutierrez, they were the head teachers in the groups that we took to carry out the research, thanks to them we could have the space and they trusted in us to do our best.

Besides, as we have expressed previously, our thesis adviser, Marco Fidel Suarez was really important in all this work, so we want to thank one more time to him for supporting us and advising us with all his experience and professionalism.

## **ABSTRACT**

According to a diagnostic test applied, students from third and ninth grade from the Educational Institution Gimnasio del Pacífico presented a very low level in the listening comprehension skill in the English language. In brief the principal objective in this study is to strengthen the listening comprehension by using TPR method and some Prosody elements which were approached in order to adapt them to the English classes; games, songs, activities outdoors, nursery rhymes, stories, mimics and other workshops were performed to achieve the explained goal related to the strengthening of a skill based on TPR method and Prosody, and at the end, some results were taken out to study the differences and similar points regarding to both populations. This study revealed some important aspects about a different way of teaching to improve a deficiency.

**Keywords:** TPR, Prosody, listening comprehension, strengthening, skill, population.

## **RESUMEN**

De acuerdo con una prueba tipo diagnostico, los estudiantes de tercer y noveno grado de la Institución Educativa Gimnasio del Pacífico presentan un muy bajo nivel en la habilidad de comprensión auditiva en la lengua Inglesa. En resumen, el objetivo principal de este estudio es fortalecer la comprensión auditiva, por medio del uso del método TPR y algunos elementos de la Prosodia con la finalidad de adaptarlos a las clases de inglés; juegos, canciones, actividades en espacios abiertos, rondas infantiles, historias, mímicas y otros talleres fueron realizados para alcanzar el objetivo ya explicado relacionado con el fortalecimiento de tal habilidad, basándose en el método TPR y la Prosodia, y al final algunos resultados fueron sacados para estudiar las diferencias y los puntos similares en cuanto a ambas poblaciones. Este estudio reveló algunos aspectos importantes sobre una forma diferente de enseñanza para mejorar una deficiencia.

**Palabras clave:** TPR, Prosodia, comprensión auditiva, fortalecimiento, habilidad, población.

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## THE USE OF PROSODY ELEMENTS AND THE TOTAL PHYSICAL RESPONSE METHOD FOR THE LISTENING COMPREHENSION STRENGTHENING IN ENGLISH LANGUAGE

When a foreign language is taught, it is very important to employ different techniques in the learning environments, so the students also have different elements which they can take advantage from. It is greatly essential that the teacher focuses on every skill the students have, not only pretending to write some vocabulary on the board and ask them to repeat it and subsequently to write it down. This is not how it works if the intended aim is that one directed to teach how to communicate with each other in order to establish relationships, just as the Standards in English Language, emitted by the Ministry of National Education, in its National Program of Bilingualism says: "*Make citizens able to communicate in English, so they can insert the country into universal communication processes in the global economy and cultural openness, with internationally comparable standards*"<sup>1</sup>, according to that, students need to be able to express and communicate ideas so that there is an understanding and a good interaction between people who have interests to accomplish.

Before intending to communicate and express ideas, there is a skill that needs to be previously embraced; as teachers, it is necessary to know that all skills are connected and one leads the other, so if communication and expression are going to be a significant factor in the current learning environments, it was indispensable to focus on the listening comprehension skill since one cannot do without the other; "*the comprehensive skill must be first than the oral skill*"<sup>2</sup>, the students only will be able to acquire a second language when they are able to understand the message in the target language, this will help them to feel the need of communicating and reacting; it is worth saying that learning and acquisition is not the same; the acquisition of a foreign language is subconscious, abstract and deductive, so the brain receives stimulations that

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<sup>1</sup>Citation translated by David Mejía and Leslie Rengifo, UCEVA students. / Standards in English Language, Ministry of National Education.

<sup>2</sup>Citation translated by David Mejía and Leslie Rengifo, UCEVA students. MEJÍAS, Manuel. / El papel de la comprensión auditiva en la enseñanza del inglés.

make language recognizable and comprehensible without explanations; while the learning of a language includes writing, reading, and grammatical explanations forcing the brain to perform analytic-deductive processes. Therefore for developing this skill in particular, the current project proposes to approach two different, but linked topics such as Prosody and Total Physical Response method, which are taken into account in this research work, where the listening comprehension skill development is the object of study through these two important perspectives.

Colombia is a country which population has a very low English level, the most part of people do not react when somebody else speaks in that language, they do not know how to express, how to write and in so many cases, they do not know the most basic vocabulary and expressions used in English. The EF EPI, Education First English Proficiency Index, showed it in an evaluation of the command of the language.<sup>3</sup> Among 44 countries, Colombia is laid in the 42<sup>nd</sup> place, Latin-American countries did not have a good performance in the test, Panama is placed in number 40<sup>th</sup>, Venezuela in number 37<sup>th</sup>, Chile in the 36<sup>th</sup> and Peru in the 35<sup>th</sup>, so this fact can be considered as worrying and shameful because that is also a reflect of Colombian teaching results. Those facts are so factual, that this study resorted to two different populations where the English Level is too low, that poor level is due to different factors that will be exposed later on. It is very important to remark that these populations were chosen by the authors of this work, while performing the educational practices; it has done this way since it was an opportunity to find real and current problems in a given context.

Both populations are groups belonging to the same Educational Institution which is called *Gimnasio del Pacífico*, and which is also a public school, located in Tuluá Valle; the first population, that during this work will be named as *population A*, shaped a group with 40 students who are in an age rank among 7 and 11 years old, onealso may say that they are all in third grade, it was

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<sup>3</sup>Citation translated by David Mejía and Leslie Rengifo, UCEVA students / El Tiempo / Colombia, con bajo nivel en el dominio del Inglés.

composed by 16 girls and 24 boys, the vast majority live with a middle class; these students were very receptive and they liked English, they enjoyed playing and doing new things, it was an easy-going group. The second population named as *population B*, shaped a group with 38 students in an age rank among 13 and 16 years old, and it was composed by 17 girls and 23 boys, very similar to *population A*, so as it can be seen, they were teenagers and they were in ninth grade, but in contrast to Population A, most of the students in this group were not interested in learning English, they looked a little apathetic to the classes, and it took so much to do an activity with them, because they needed a lot of motivation.

In addition to this, in these two distinct groups it was noticed that the students had a very low listening comprehension level, since the first time in contact, when interacting with them; they showed not to have the required knowledge they were supposed to have, according to the Standards in English Language. The factors why these students had this particular level in the language in question, were different, since for example in Population A, the teacher who was in charge had little knowledge in English to introduce and teach the subject in the way it had to be done; and as to Population B, though the teacher in charge of the subject did have the preparation and the means to do it right, she was bound to focus specifically on the purpose that the students could present a good Icfes for when they were in their last school year, that is why they set aside the oral comprehension and the oral expression parts, since these two were not taken into account in this exam, which is one of the most important in the Colombian Education. According to some observations written down in the journals the teachers neither gave their classes in English because the students would not understand what it was taught, therefore they were used to have the whole class in Spanish and the only thing they saw in English was the vocabulary found in the guidebooks or the one presented by the teachers, whose meanings were also presented in Spanish (those facts were admitted by the same teachers in charge when talking to them). The methods applied in both populations were not the indicated if it is intended to teach the students

how to communicate with each other, this was the most important thing in this case, the method used, and it would be interesting if that variable changed in order to strengthen the oral comprehension level, and so, there could be the first step to get to a communication process.

Moreover, it was really notorious that these students had a lack in the comprehension skill when somebody spoke to them in English language; in Population A, they could barely recognize the language, being conscious that the idiom used was English, they could also comprehend when they were greeted, but they could not answer back orally, so it could not be expected they knew some other things about English if they would not be able to answer a greeting. Otherwise, with population B, it could be noticed that, although they were in a higher grade, its performance in this subject was not very different from that of the Population A. These students recognized some routine greetings just like "*Good morning teacher*" or very common words like "*Hello*", but when they were asked about something more about themselves, they got confused and limited to answer. To prove this actual problem, the agents of this research created two instruments which show if there was a low or a high listening comprehension level in the populations in which they were applied, such instruments are comprised by oral questions and some pictures which the person who is submitted, is going to designate according to what he/she listened to from the test commander; in this way, listening comprehension level was assessed. The instruments are also based on the Standards of English, framed in the work done by the Ministry of National Education for the formulation of Basic Standards of Competence and in its National Bilingual Program in agreement with British Council; at the same time, they were endorsed by Susana Martin Leralta, who is the coordinator of the Master's degree of Applied Linguistics at the University Nebrija, she was an adept assistance for these tests which are absolutely competent to their use. Besides, through the classes some diaries were done in order to record data and prove facts. (The instrument of population A can be seen in **Annex 01** and the instrument of population B in **Annex 02**)

At the time of applying the instruments, it was chosen from each population a small part of it, being accurate a 25% of each population was selected, that is to say 10 students per Population, since the Population A and the Population B consisted of a sum of students almost equal, the first one had forty students and the second one thirty eight. This process was carried out by means of a data collection method called Simple Random Sample, which is a method that chooses each individual randomly and by chance, so each individual had the same probability of being chosen at any stage during the sampling process, facilitating the information collection about a whole part, studying only a part or a sample of the same, in this manner it was checked if the students had a low listening comprehension level.

On one hand, the instrument applied to the Population A showed certain skills that, in the level that the composing students are, they should have already acquired according to the Basic Standards of Competence in English, and as thought, the instrument provided data showing that the students did not satisfy these parameters; they had to recognize when somebody else spoke in English, in an oral, and no-oral way, they must understand when somebody say hello or goodbye to them, similarly, they must be able to follow instructions related to activities in class proposed by the teacher, demonstrate comprehension in simple questions about themselves, their family and their surroundings, comprehend short and simple descriptions about objects and also sequences related to habits and routines, but from ten students who did the test, only one could stand out in a regular way. (Some of the results can be seen in the **annex 03**)

On the other hand, the instrument applied to Population B, had similar results; when the students did the test, it could be also make evident that the students did not satisfy the range of skills they were supposed to have; the most of them did not follow instructions given in class to do academic activities, or identify general and specific ideas from oral texts having knowledge of the topic and the vocabulary that had been employed, they neither recognized binding elements

from an oral text to identify its sequence, or use general knowledge of the world to comprehend what they listen, and they did not identify the key information in short conversations taken from real life if they are preceded by images.(Some of the results can be seen in **annex 04**)

According to this problematic, which was a real and current one, where this investigation has taken place; both populations from the Educational Institution presented a low listening comprehension level, which was worrying since that was not part of the aims the Ministry of National Education wants for the students, there is a need to keep improving and train students for communication and as it could be seen, it was not happening; so, in this work, it has been proposed to strengthen the listening comprehension competence in these students by using Prosody elements and the Total Physical Response method, so that some lesson plans were adapted to develop the project and analyze the results. The intervention had a period lasting 8 months, from March to October 2012, and it was employed two hours every week. But, to begin with, it was necessary to know how listening comprehension level in English language can be strengthened by implementing some Prosody elements and the Total Physical Response method with the third and ninth grade students from the Educational Institution Gimnasio del Pacífico; and that could be easy to answer if some important and relevant authors of these two topics are approached.

In the course of time, there were so many situations that have made people wonder about issues like these, where learning process and teaching methods have played the most important part in investigations, investigations made for example by Maximilian Cortés<sup>4</sup>, from the University of Taiwan, who talks about the importance of using prosody, when it comes to teach a foreign language, focusing on the role it has in the communication, more specifically on the

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<sup>4</sup>CORTÉS, Maximilian/ "El papel de la prosodia en la enseñanza de la lengua extranjera. una revisión de materiales didácticos" / University of WenTzao / Taiwan.

listening comprehension which is the relevant part for the research done by himself. In this way he emphasizes in the need of using more the extralinguistic part, like the intonation, where prosody attends, which in turn, is of great help to strengthen this skill that as it is expressed here, is rarely taken into account.

Otherwise, this author, Maximilian Cortés, gives a great help for adapting some classes to all he explains in his investigation, since this document shows the names of some books where didactic material can be found, in which accentuation and intonation are analyzed, as well as some activities related to the teaching-learning process of a foreign language, which could be consulted and applied in the lesson plans to contribute with the development of this research. Moreover, it shows the contrast between variety of activities that can be found when having the purpose of teaching grammar, but when talking in the prosodic level, only listening and repeating exercises were found. This way, taking into account what is presented here, it is interesting to contribute with the development of new activities and strategies to apply them to the lesson plans and then to watch the results.

There are also other two authors who are considered in this part of the work because of the fact that they play very accurate topics about teaching English with the TPR method, these people are José Castillo, Vivian Marín and Tatiana Arce<sup>5</sup>, who, in spite of focusing on the teaching with Preschoolers with Asperger syndrome, give too many elements about the teacher's role in the English lessons and the importance in the English teaching in early ages. Moreover they do all this by focusing on the TPR method, presenting its characteristics, its contents, some of its didactic strategies that can be adapted and be used with the primary school children, something very significant to be used with the Population A.

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<sup>5</sup>CASTILLO, José / MARIN, Vivian / ARCE, Tatiana / La Salle University, Master in degree in educational administration.  
“Utilización del Método Total Physical Response para la enseñanza del idioma Inglés en un niño preescolar con síndrome Asperger”.



In the same way, something that is worth mentioning here and it is of great interest, is the relation presented in this study among the TPR method, the social interaction and the language, this is a great contribution element to the research as to adapt the English classes using TPR method from a social perspective, thus, the listening comprehension level of the students from the population A was strengthened and their social ties were fastened, thereby reducing the affective filter while the students' confidence is boosted when communicating in the language, since the interaction with their classmates made them lose their fears and inhibitions.

This work from these two important authors is highly useful as antithesis, because they also mention some disadvantages of using TPR method that will be presented forward; and that is good if it is required a preparation for any situation that may present in the course of the intervention.

In relevance, Manuel Mejías<sup>6</sup>, another author from the University of Guadalajara, also emphasizes in the more effective methods which have been used in English teaching, focusing mainly in the listening comprehension. Among the methods, the Total Physical Response Method is presented, showing thus, that listening comprehension is too important for it, even more than for the other methods, since it proposes the teaching of a language through a physical activity, which only takes place when the message is understood. In addition to this, it is showed how through the TPR method, the comprehensive skill must be first than the oral skill, linking this to the comprehensive approach which offers too many methodological proposals based on comprehension, which in turn can be useful to the current research. Likewise, the author of this document goes deeply into the TPR theory, showing the importance that the auditory comprehension has in the foreign language learning, in this case English, and it is also showed how effective it can be when taken it into account to apply it in the class.

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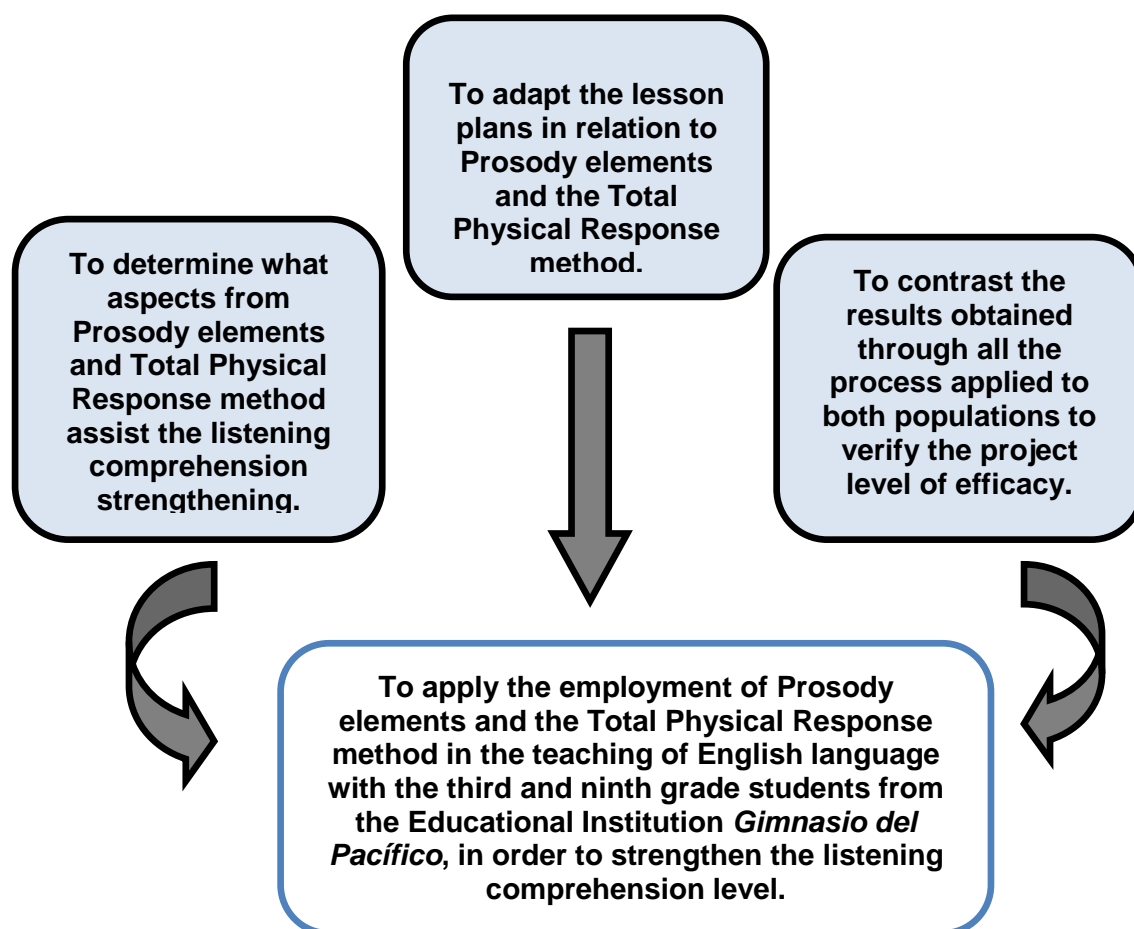
<sup>6</sup>MEJÍAS, Manuel / Guadalajara School Teacher, University of Alcala de Henares./"El papel de la comprensión auditiva en la enseñanza del inglés".

Venturing in the subject-matter, it is also necessary to introduce the two most important topics in this work, Prosody and TPR to lead the reader in a joint and global way; the term of prosody comes from the Greek *prosōidía*, which combines *Pros*; a preposition that means *in direction towards*, and *oidía*, that means *singing*. That is to say “*Towards singing*” or “*Singing according to*”. Some of the Greek philosophers have had many allusions about this term. In “*The Republic*”, by Plato, Socrates together with others speakers, expounds on the different musical modes and the use of a good rhythm and modulation by the narrator of a story. Plato, through the Socrates’ intervention, expresses what he considers inherent to the concept of prosody; he defines it associated with variations in the voice tone, setting up an analogy between speech and music, above all, in what is concerning to the scales and notes. For the philosopher, Prosody defined as a singing, and the voice defined as a voice or articulated sound, were not only analogous, but they supplemented each other in the broadcast of a message. Besides, he said that the different musical modes imitated the different way of speaking of an individual and that also determined the roll of the speaker in a given social context. So, thanks to prosody, it can be codified what it said, not because of what is said, but how is said; the suprasegmental elements, which are going to be approached latter on, carry meaning to the receptor, as psycholinguistics says; everybody react to the prosodic signal long before to the verbal signal, and that is just what this investigation wanted, to employ the most important aspects of prosody in the languages teaching.

In the first instance, Prosody was a very important topic in this study, if the intended thing was to study listening comprehension, since it is the key in speech perception, in expressions of feelings, in attitudes, in the speaker particularities, and in the intention of it. So, prosody, through voice modulations, games of syllabic cuts and elongations, distribution of silences in the speech or pronunciation intensity of words, communicates to the listener a heap of information which extends from the grammatical part to the intentional part passing through the spontaneous expressions of emotions.

Otherwise, the Total Physical Response Method was a teaching method developed by the psychology professor James Asher, who created this way arguing the importance of a correct comprehension of speech, relating this with a physical action. So that, the teacher has to do his or her best effort to make sure that the students are understanding the meaning, and lead them to act according to what they are listening. This can be seen for instance in activities as mimics, pointing, performing physical actions, guessing picture work, storytelling and acting etc. In this case, it is very important the contribution of both sides, where the teacher comes to be as a director of a stage play in which the students are the actors.

So, all this information was relevant to the project since it had a great relation, and it was also important if the aim of this work was to apply the employment of Prosody and the Total Physical Response method in the teaching of The English language with both populations, the third and ninth grade students from the Educational Institution Gimnasio del Pacífico, in order to strengthen the listening comprehension level. To do this, it was necessary first of all, to determine what aspects from Prosody and Total Physical Response method assisted the listening comprehension strengthening, it was imperative to specify and classify what was relevant and what was not to the investigation, before applying it; then, the lesson plans in relation to the useful information related to Prosody and the Total Physical Response method were adapted to the classes and ready to interfere and make some changes in both populations. Finally, at the end of the intervention was contrasted the results obtained through all the process applied to both populations to verify if the done work had some efficacy and for sooth the listening comprehension level was strengthened, these are the most important goals this project had to achieve to have good results and solve the problem already described.



Fulfilling these objectives, it was achieved so much in the pedagogical area; since this research process benefited the students who needed to increase the level of the listening competence, and also benefited the teachers who look after their students' apprenticeship in the English subject, it was a global aid. In the same manner, the project provided some results which were compared at the end, since the project was applied to two different populations, children and adolescents; this fact showed interesting data that may lead new researches in the topic, inasmuch as both populations are different and the intervention and results might be also different. Accordingly, there was a hypothesis, which was that through the Total Physical Response method and Prosody in the learning environments, such competence will be strengthened. Besides, the activities focused in the Total Physical Response method involved meaning that the student is going to assimilate through the process, as each move, gesture or posture was executed along with an oral discourse appropriate to it; when the teacher said "Stand up" to his/her students while he/she rose the palm of the hand upwards, the students immediately were going to be able to decode the

meaning taken along by that command, further, if to the oral discourse, together with the respective move, it was added prosodic elements, like an imperative variation in the voice tone, the meaning of the message was going to be more accurate when decoded.

Then, it was interesting to contribute to the Bilingualism National Project 2.004 - 2.019, which was proposed by the Colombian Ministry of education to lead the students to have at least, one foreign language, English in this case, since it is an universal language, and it is primarily required that the young people can communicate in English under international standards, this in order to insert Colombia in an universal communication process, in the global economy and in the cultural opening to make it a more competitive country with a better quality of life. Thus, the next work might help greatly to get the Bilingualism National Plan's main goal, that is to say, the people to be able to communicate in English instead of focusing on the grammatical part, just as the MEN bilingualism adviser, Luz Amparo Martinez declares: "*What matters is that people communicate. That is the competition that matters, not to know perfect grammar, but to communicate*"<sup>7</sup>, therefore, the listening comprehension part will be taken into account, which was the base of this project, showing this way an effective way to strengthen the competence in a more dynamic and less traditional form, by the aid of Prosody and Total Physical Response in the lesson plans.

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<sup>7</sup>Citation translated by David Mejía and Leslie Rengifo, UCEVA students /EL TIEMPO / Wednesday 11 de May 2005

## THEORICAL FRAMEWORK

In the following pages, it is going to be included the theoretical foundation for the Project “The use of Prosody elements and The Total Physical Response Method for the oral comprehension strengthening in English language”. Firstly, as it was explained before, in this research two topics will be approached, Total Physical Response and Prosody, this last one is not going to be studied in its whole part, it will only be taken the most important and relevant elements of its matter to go deeper into the foreign languages learning methods to strengthen the listening comprehension level and then to adapt both strategies to the lesson plans for being applied later on.

Moreover, as the project refers to prosody, authors like Jeremy Harmer, Mary Leena, Elsa Mora G, and Amelia Asuaje which are specialized teachers of the English language with an overflowing experience will nourish this project with their contributions related to the subject, and as for the TPR Method, it is going to be approached mainly the theories and comments of his creator, James Asher, among others.

Listening comprehension is a very important initial step in communication. The better a student can comprehend what is being said, the better will develop their ability to communicate. Besides, they will recognize the characteristics in a greater way the features of the target language which will help improve their language development in all the other four skills.

Students may feel fairly proud when they realize that they are truly able to comprehend something in the target language. This can be a great motivating factor in keep on learning the language, and teachers should do whatever possible to promote this sense of accomplishment. Consistently, teachers need to construct learning activities which will strengthen learners' listening skills and motivate them, as well.

Now, when talking about teaching and learning, the objective is not that the teacher has knowledge in a particular topic and present it in front of his/her students in the way he/she thinks is correct, pushing aside the fact that shows if the student is understanding and learning, and not only paying attention, but the most important thing is to approach to the different models and methods of teaching, just for the students to be carrying out a true learning process, as the professor Jeremy Harmer says: *“The best activity in the world is a waste of time if the students don’t understand what it is they are supposed to do”*<sup>8</sup>.

In this case, in the search of improving the listening comprehension level in English of populations A (the third grade group) and B (the ninth grade group), from the educative institute “Gimnasio del Pacífico”, the priority is that these methods can strengthen such ability, and one of the most influential factors is that the students can be linked in a real context with English. Given that it is not possible to be in permanent contact with people who speak English, since Colombia is a Spanish-speaking country, the closest thing to this, would be to develop in the English class an environment in which the students can be exposed to the language; therefore the teacher will play the role of promoter of this environment.

Thus, since it seeks to achieve a better understanding, one of the most important factors here is the way in which the teacher transmits the messages to their students, this involves the tone and the variations he/she does with it in the course of each class. This is where Prosody plays an important role for which is not necessary to be an expert, just the willingness to find a way to understand the words. *“The way that teachers talk to students – the manner in which they interact with them – is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking to”*<sup>9</sup>.

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<sup>8</sup>HARMER, Jeremy. / “How to teach English” / Ed. Longman (2006)

<sup>9</sup>HARMER, Jeremy. / “How to teach English” / Ed. Longman (2006)

Now, before talking in a deeper way of the importance of prosody, it is relevant to give at least the concept of what prosody is. In a short way, it is possible to say that Prosody is a set of various features of the speaker, like rhythm, stress, and intonation. In this vein, *“humans use prosody for deriving information such as emotion, word/sentence boundaries, speaker characteristics and language characteristics, which are in turn used for recognition. Prosodic cues include stress, rhythm and intonation. Each cue is a complex perceptual entity, expressed primarily using three acoustic parameters: pitch, energy and duration”*<sup>10</sup>.

Jeremy Harmer, though does not speak explicitly of prosody, in his book "How to Teach English" he discusses the elements that are part of this branch of linguistics. Other elements can be seen just like movements and gestures, which according to this author, is another feature that should have an English teacher if he/she wants to be understood by their students. *“Apart from adapting their language, experienced teachers also use physical movement: gestures, expressions, mime. It becomes almost second nature to show happiness and sadness, movement and time sequences, concepts, (e.g. “heavy” and “drunk”) using these techniques. They become part of the language teachers’ use, especially with students at lower levels”*<sup>11</sup> In this way the students would not be discouraged when they do not fully understand the words spoken in English, since the teacher's gestures and expressions would help to connect the ideas or find the sense of the words, and so they could not only understand what was said, but to adapt their minds to the English language, as they become familiar with the pronunciations, and gradually strengthen their listening skills.

Besides, another advantage of using prosody elements, is the attention that the students will develop in the language, since the same tone of voice, or the same expressions used always, lead the classes to be monotonous and difficult to understand; on the contrary, if the teacher strives to make students understand

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<sup>10</sup> MARY, Leena, Ph. D. / “Prosodic Features for Speaker Recognition” / 2011.

<sup>11</sup> HARMER, Jeremy. / “How to teach English” / Ed. Longman (2006)



what he/she says in the speech, regardless if it seems ridiculous; it would keep them attentive. If the students are bored because of the class, they probably may not understand anything about what was explained, and this is very common in many schools, where students are not motivated to learn because the teacher does not leave the traditional model, which also is expressed in the already mentioned author's book. *"One of the greatest enemies of successful teaching is student boredom...Students frequently know what is going to happen in class and they know this because it will be the same as what happened in the last class- and a whole string of classes before that. Something has to be done to break the chain"*<sup>12</sup>.

Getting into Prosody, it is highly important to say that linguistic intonation, which brings with itself a syntactic-semantic value, it is usually found, mixed with intonation facts of emotional or emphatic character. Every time a person speaks, some extra linguistic meaning is carried not only by what is told, but also by how it is told, people comprehend in the first instance a message because of the prosody of the voice, if someone shouts using a strong and imperative tone, a message is going to be codified by those facts, independently from the oral speech; *"Psycholinguistics endorsed that every child, indiscriminately from his/her mother language, reacts to the prosodic signal long before doing it to the verbal signal"*<sup>13</sup>. Knowing a language does not only consist in connecting sounds or morphologic and syntactic structures coherently, it also involves recognizing the musicality which distinguishes it and which resembles it in the contradistinction to other languages or dialects, that is why the great importance of prosodic elements in this area, thanks to it, it is possible to assemble several parts that meaning has from different perspectives in order to get to the main meaning of a message.

In the process of the message decoding and the organization of speech, prosody plays an important role, since through its phonic resources; it stamps in

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<sup>12</sup>HARMER, Jeremy. / "How to teach English" / Ed. Longman (2006)

<sup>13</sup>MORA GALLARDO, Elsa, ASUAJE ROSA, Amelia. / Citation translated by David Mejía and Leslie Rengifo, UCEVA students. / "El canto de la palabra: Una iniciación al estudio de la prosodia".

the speech a number of features which determines the significance and the intentionality of the communicating subject. Without prosody, the oral discourse would be perceived as a sonorous line of concatenated statements in a regular way, without variations or voice modulations. Without the presence of prosodic features in the speech, the transmitting voice would be flat and would not report to the listener about the context in which the message is transmitted.

A good example about the prosody role in the organization of the speech is located in the use of intonation to distinguish a question from an exclamatory or affirmative phrase. The central mechanism which the speaker disposes, both to understand as to make an inquiry, express an exclamation and communicate an affirmation, it is through the intonation. The same statement can be variously understood when the voice melody varies. So, a phrase like: *It's late* can vary its meaning if it is said: *It's late?* Or: *It's late!* According to the intonation that the statement is pronounced, the interlocutor will be able to comprehend three different messages; that in fact it is late to do an activity, also that we are asking if it is late or that it is manifested with surprise how late it is. Evidently, prosody play a significant role in the construction of speech since it helps interpret to the message receptor what the transmitter wants to communicate allowing it activate its decoder mechanisms to comprehend correctly what is transmitted.

Inside the prosody elements, it can be found a very considerable element which carries so much meaning in the speech acts; such element is emphatic accent or accent of insistence, which allows heighten the stressed syllable or that one unstressed with an acoustic prominence which responds to pragmatic purposes, either to highlight the signification of a word: ***Dis*loyal** (No loyal), either to highlight emotionally a content: "**You** are disgusting!". In the emphatic accent case, the three acoustic parameters, intensity, duration and fundamental frequency, mark the actual prominence. This element can give to the listener an idea of the mood of the speaker, taking into account the way the sentence is said, a person can know if he/she is listening an angry, happy, sad or neutral person.

Focusing on prosody from a different perspective, punctuation marks also play a very significant role in the process of codifying meaning, since they are necessary to keep the textual cohesion and the right message comprehension. The absence of these elements generate vagueness in syntax and syntactic-semantic part which can disorient the reader in the oral transmission of a particular text, and at the same time, can disorient the person who is listening the reader if this is reading aloud for a group of people; whether fairytales, fables, short stories from the teacher to a class. Punctuation marks designate the prosody of a written text similar to the function a score fulfills with all its movements in the decoding of a track. The existence of punctuation marks guarantees a necessary preset order in the construction and organization of sense.

As teachers it is indispensable to know and to recognize all these elements since they will become useful when reading to the students in order that they acquire new vocabulary or just to help them to strengthen their listening comprehension level. According to this a teacher must read correctly, making pauses in the right place to give to the reader a right comprehension. To go into more detail about this topic, the main punctuation marks will be explained.<sup>14</sup>

- **Period:** The principal function of the period is to indicate to the reader and the reader's listener(s) that the text has ended or that a longer pause must be done then with the presence of a coma. The period is used when indicating the completion of a text, in that case it is named as *full stop*.
- **Comma:** The presence of the coma in a text is placed to indicate to the reader or to the reader's listener(s) that a short pause must be done in the reading. Its use is rather varied; it can be used between items in a series or **list**, in a sentence, the last two items usually do not need a comma between them as they are separated by "and". However, if one or both of the last two items are long, a comma may be useful.

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<sup>14</sup>[http://eljuego.free.fr/Fichas\\_gramatica/FG\\_puntuacion.htm#l](http://eljuego.free.fr/Fichas_gramatica/FG_puntuacion.htm#l)

**EXAMPLE:**

My favorite sports are **football, rugby, swimming, boxing** and **golf**.

Cindy was wearing **blue jeans, black shoes, his brand new white shirt,**  
and **a brown and green cap**.

It is also necessary to use a coma between three or more adjectives or  
adverbs.

**EXAMPLE:**

I like the **old, brown, wooden** table.

He ran **quickly, quietly** and **effortlessly**.

Besides it must be used, before or after **direct speech**. Do not use a  
comma for reported speech.

**EXAMPLE:**

He said, "**I love you**."

"**I love you**," he said.

He told her that he loved her.

Use a comma before a **coordinating conjunction** (for, and, nor, but, or,  
yet, so) to join two independent clauses. If the independent clauses are  
short and well-balanced, a comma is optional.

**EXAMPLE:**

He didn't want to go, **but** he went anyway.

She is kind **so** she helps people.

Use commas for **parenthetical elements**. A "parenthetical element" is any part of a sentence that can be removed without changing the real meaning of the sentence.

**EXAMPLE:**

John Herrera, **who is chairman of the company**, is quite old.

Andrew, **my wife's brother**, cannot come.

**Sentence adverbs** (words like *however*, *unfortunately*, *surprisingly* that modify a whole sentence) often require one or two commas, depending on their position in the sentence.

**EXAMPLE:**

**However**, Anthony did arrive.

We were, **unfortunately**, too late.

An **adverbial clause** often needs a comma when it comes at the beginning of a sentence (but not at the end of a sentence).

**EXAMPLE:**

**If I win the lottery**, I will buy a castle.

I will buy a castle **if I win the lottery**.

- **Semi-colon:** It can be used instead of a full stop or period. This is to separate sentences that are grammatically independent but that have closely connected meaning.

### EXAMPLE:

Josef likes coffee; Mary likes tea.

You did your best; now let's hope you pass the exam.

It is also necessary to use a semi-colon as a kind of "super comma". When we have a list of items, we usually separate the items with commas. If the list is complicated, we may prefer to use semi-colons in some cases.

### EXAMPLE:

Rental cars must be returned on time; with a full tank of petrol; in undamaged condition; and at the same location as they were collected from.

- **Ellipsis mark:** The ellipsis mark consists of three dots. It is used in place of missing words. If one or more words are omitted from an original text, they can be replaced with an ellipsis mark.

### EXAMPLE:

Suppose there is a quote: "The film focused on three English learners from Asia who were studying at university." Perhaps the part that says "from Asia who were" should be omitted to save space. So it can be written:

"The film focused on three English learners...studying at university."

Sometimes it is also required to use an ellipsis mark to indicate a pause when someone is speaking, or an unfinished sentence. Look at this example:

She turned to James and said, "Darling, there is something...I need to tell you. I haven't ever felt like...like this before."

- **Colon:** Use a colon to introduce a **list, a single item, a direct speech or a quotation, an explanation or an example.**

### EXAMPLE:

There are three countries in North America: Mexico, the USA and Canada.

There is one thing that he will not accept: stupidity.

He stood up and said loudly: "Ladies and Gentlemen, please be seated."

Confucius once wrote: "When words lose their meaning, people lose their freedom."

We had to cancel the party: too many people were sick.

Now, going through another factor of this research, and which is truly related to prosody elements; it is the Total Physical Response Method, since it can be combined with prosody to make a greater effect if strengthening of the listening comprehension level was to be achieved. Because, the idea is to use the prosody elements named before, to ensure that students can understand much more of what the teacher is talking about in the classes, so that, if the students can understand they can use the TPR method, which is going to show that they really understand what is demanded, due to students had to give a physical response as the name of the method shows; and it will also help with some other aspects that are going to be explained after giving the definition of what TPR is.

This method was coined by Doctor James J. Asher and became very popular in 1970; it was created in order to aid students to learn a foreign language by means of comprehension and movement. According to Asher, *"TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf"*<sup>15</sup>, therefore it is a natural method which consists not in learning consciously but instead of that, it is about a method that focus itself on the unconsciousness, that is to say, it is a way of acquiring a language as it was the mother language,

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<sup>15</sup> ASHER, James. / "The Total Physical Response Approach to Second Language Learning" The Modern Language Journal, Vol. 53, No. 1 (Jan., 1969).

without the need of thinking and without the need of a more complex process to comprehend what it is said by comparing both languages, the mother one and the target one to assimilate the last one according to the first one, so the target language would be subordinated to the mother language and there will be more mistakes when comprehending a message since languages do not use the same structures and they also have different meanings that do not exist in others.

When teaching with TPR method, the students can make the transition to an English language environment without L1 support, when the teacher talks to the student in the second language, it is expected that the student react instead of thinking in Spanish (mother language immersed in this research) to understand the message and the anxious of answering, TPR method does not require a spoken response. If the teacher says "Stand up" students have to react and perform what the teacher said, but to get to that point of comprehension it is previously necessary a training in class that helps to the students get acquainted to the second language, in this case English. Moreover, TPR is also helpful to supply the students a new playing field, it is something innovator since they are not accustomed to that kind of methodologies, and besides, all the students, whether good or bad, can have the same chance because this method does not depend on left-brain skills, that is to say skills or knowledge such as analytic or linguistic ability, it has to do with the right-brain, which involves games, movement, acting, using metaphor, drawing, etc; when language is taught in an active way through all the activities related to the right-brain, the brain believes the information and retains it, this fact that is going to be even more helpful because at the same time it reduces students inhibitions and lowers their affective filter, anxiety and stress, this makes the students to learn more inasmuch as when the students are relaxed language is remembered in a long term, that is to say when they do not feel nervous or uncomfortable, students do not have to produce language, so mistakes are unimportant and that makes them conceive the class as a less threatened process.



One may say that Total Physical Response method has a “magic” effect on the students, it provides the students a long term retention of language items, all this thanks to the repetition and the reinforces taken place in the classroom. The repetitions are not done in the traditional way; they consist in introducing some English patterns already studied into conversations or new contexts, so the students do not lose the interest. Students memorize easier because they learn in a natural way, not in a conscious way, as it was explained before, with this method they do not learn the language; they acquire it.

In spite of the several advantages Total Physical Response method brings to this current plan, the listening comprehension strengthening, there are also some disadvantages that are mighty important to show here and explain them, one of these disadvantages could be the lack of vocabulary the students might have to understand the class, that is why the intervention given in the class must be done the whole part in the mother language, and some easy vocabulary must be introduced in English, so it can be easier for them to comprehend; and start from the very beginning, at least with the population A, with the population B some more complex patterns can be used to not slow up the process that has been carried out along the school year.

Otherwise, Total Physical Response can be a double-edged sword if it is approached from the psychological perspective, since it can low or increase the affective filter; some students are effectively going to feel more confident performing the activities that are demanded through the class, but there are going to be also some of them who feel intimidated and uncertain to play them; so to counteract this, some rewarding is going to be given to the students who interact in class, with this strategy students are going to feel more stimulated to take part. In other way, the method can be depressing to the students if the teacher who carries out the class using TPR, is not acquainted with it, the teacher have to be documented about how it is the process with this strategy and also must have a good preparation with regard to the foreign language that is going to be taught; moreover it is essential that the teacher can be an active

and uninhibited person who provides confident and energy to the students, so they can feel more disposed to interact in the class.

In brief, it was really significant, not only to talk about the good side of the coin but also to talk about the bad one, Total physical Response, as the rest of methods and strategies have advantages and disadvantages, therefore it was helpful to this project to present them in order to get ready for unexpected situations in the interventions, those disadvantages strengthen the project and make it more credible, more serviceable and more constructed from a pedagogical perspective; and that was one of the goals of this research.

Besides, it was also important take into account the age of both populations, because some activities using TPR could have very good results in one population, and perhaps not as good in the other, because the difference of age changes very relevant aspects, just as Jeremy Harmer explains, *“because students at different ages have different characteristics, the way we teach them, will differ too. With younger children we may offer a greater variety of games, songs, and puzzles than we would do with older students. We may want to ensure that there are more frequent changes of activity. With a group of adolescents we will try to keep in mind the importance of a student’s place within his or her group and take special care when correcting or assigning roles within an activity, etc. Our choice of topics will reflect their emerging interests”*<sup>16</sup>; this quote was very appropriate in this case, because it talks exactly of the two age ranges that were part of this project, those were “children and adolescents” named as Population A and B, which had different ways of learning and motivations, and as the author says, the teacher has to pay special attention to those aspects at the time of planning and applying a lesson in the classroom.

Continuing with the previous idea, one may say that, the difference of age between both population was pretty relevant for the project, because it was intended to make a contrast of the different results that agented of this project

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<sup>16</sup> HARMER, Jeremy/ “How to Teach English: An Introduction to the Practice of English Language Teaching (2nd Edition)”.

will obtain at the end of the implementation of the lessons plans; showing the impact that the mentioned topics “Prosody elements” and “the TPR method” had in both populations, and how it helped the students to strengthen their listening comprehension. So that, all these theories were taken into account in that evaluation, to produce conclusions that could be useful for the English teaching; especially in the case of teaching and improving the listening comprehension.

### **EXAMPLES OF LISTENING ACTIVITIES TO USE IN THE CLASSROOM<sup>17</sup>**

The next are some listening activities to use with students.

**Semi-Guided Tasks:** (teacher may prompt with questions)

- Listen to a paragraph as it is read aloud and summarize it in your own words.
- Listen to a favorite song and summarize its contents. Listening and speaking skills?
- Listen to a dialogue, cartoon, or skit and edit where necessary.
- Listen to a joke or riddle which reveals something about the culture being studied.
- Listen to a children's story or rhyme, a fable or proverb.

**Pre-Listening and While-Listening Activities:** It is often stated that spoken and written language differ. Some reasons for this include the following: spoken language is often used for social interaction rather than simply presenting information; it takes place in a context which provides visual and oral cues which assist comprehension; and, often we listen to with a particular purpose in mind, sifting through what we hear in order to meet that purpose. Furthermore, native speakers have unstated preconceived ideas as to how a conversation

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<sup>17</sup>Best of Bilash, Improving second language education / Oral comprehension (Listening) in the SL classroom / Copyright © Olenka Bilash May 2009 ~ last Modified January 2011.  
<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/listening.html>

should proceed, and interpret the conversation on the basis of their contextual knowledge about the speaker and the situation. All of these factors demand well-developed listening skills. Teachers can assist their students to hone their listening skills through pre-listening and while-listening activities.

**Example:**

Ask the class questions about a topic, but do not record their responses. Then read a passage which relates to the same topic. Ask them the same questions again. Afterward, initiate a discussion as to the effectiveness of the pre-listening questions: did they help the listener focus more quickly? Why or why not?

**OTHER LISTENING ACTIVITIES:**

**a. Simon Says**

**b. True-False:** each student has a card – on one side of the card the word ‘yes’ is written, on the flip side ‘no’ (in the target language, of course); students hold up the appropriate card in response to the teacher's questions. This exercise can also be done using hand signals instead: thumbs up or down, or using one's left or right hand to indicate yes or no.

**c. Sound identification game:** students make a consonant or vowel fan, which is a series of paper strips with one letter or combination of letters at the end of each paper. The teacher points to a picture of a word and the students use the fan to indicate which letter the word begins with.

**d. Three Card game:** Each student receives three cards with words or pictures written/drawn on them; for example, card #1 may say south, card #2 may say Friday, and #3 may say Spring. The teacher asks oral questions and the students hold up the appropriate card in response. For example, the teacher says ‘I want the card that is the name of a season’.

## METHODOLOGY

This study was to demonstrate that using prosody elements and The Total Physical Response Method improve the listening comprehension in third and ninth students; accordingly to studies of principal theoreticians as James Asher and Jeremy Harmer, but it was necessary to carry out a good methodology with trustworthiness in order to achieve this principal objective, besides it was relevant to achieve the specific objectives. It was important to determine what aspects from Prosody and Total Physical Response method assisted the listening comprehension strengthening; then it was applied the employment of Prosody and the Total Physical Response method in both populations, in order to strengthen the listening comprehension level, and finally it was possible to contrast the results obtained through all the process applied to both populations and verify the project level of efficacy.

Meanwhile it was important to mention that the type of research of the next study followed a field design since the data showed here has been collected directly from reality. Moreover such design had an experimental character being as its objective was to strengthen an ability, in this case oral comprehension, by means of a treatment or an intervention that was carried out by the authors of the research for a determined period of time, as it was explained before, the intervention was composed by lesson plans balanced by some authors that will be approached latter on in this work. Continuing with this, according to Sampieri<sup>18</sup>, the dependent variables vary according to other variables. The dependent variable is the effect measured in the experiment. The independent variables are the cause of the observed variation in the dependent variables. The independent variable cannot be measured; it is the variable which is manipulated to watch the caused effects in the dependent variables. So it was also an experimental research since one of the independent variables was intentionally manipulated, that variable was the cause of the low listening comprehension level, that is to say, just as the same teachers had supported,

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<sup>18</sup>HERNANDEZ, Sampieri / "Fases de la investigación" / 2003.

the teaching method they had been using with the population. Accordingly, the consequences of this manipulation were analyzed over the dependent variable, in other words, the effects, which refer to the alteration of the listening comprehension level.

Something to add also here, is that this study compared the diagnosis' results of each population both at the start and at the end of the intervention, this fact gave to the research a correlational character, inasmuch as the relation existing between the independent variable had in both contexts, that is to say, the listening comprehension levels in both populations, and the dependent variable, which was the change in the results at the end: such process of analysis, through measurements and mathematical comparisons made the investigation to take a quantitative character.

This research was carried out during the course of February to November 2012, time in which some bibliography was searched to adapt to the lesson plans which in turn were applied in the execution of the classes or interventions, introducing prosody elements and Total Physical Response by means of nursery rhymes, dynamics in open spaces, readings accompanied by movements and voice variations, songs, videos, among other media, etc. The last part, that is to say, the preparation and analysis of the results was carried out on November, month which was accorded to conclude the research. Below the schedule:

ACTIVITY	IX SEMESTER					X SEMESTER					
	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
BIBLIOGRAPHY RESEARCH	X	X	X	X	X						
STRENGTHENING OF THEORETICAL FRAMEWORK		X	X	X	X	X	X	X	X		
SELECTION OF INSTRUMENT TO GATHER INFORMATION	X									X	
COLLECTING AND PROCESSING OF DATA	X	X								X	
ADAPTING AND APPLYING THE LESSON PLANS		X	X	X	X		X	X	X		
SECOND APPLICATION OF THE INSTRUMENT										X	
PREPARATION AND ANALYSIS OF RESULTS										X	
PRESENTATION OF THE REPORT										X	

At the beginning, a diagnosis was applied to the 25% of each population, that is to say 10 students per population since each one consisted of forty students, to check how their listening comprehension ability was; this data collection method is called Simple Random Sample, which is a method that chooses each individual randomly and by chance, so each individual had the same probability of being chosen at any stage during the sampling process, facilitating the information collection about a whole part, studying only a part or a sample of the same, in this manner it was checked if the students had a low listening comprehension level. The instrument used was based on the Standards of English, framed in the work done by the Ministry of National Education for the formulation of Basic Standards of Competence and in its National Bilingual Program in agreement with The British Council and also was

endorsed by Susana Martin Leralta, as it was explained before in this work, who is the coordinator of the Master of Applied Linguistics at the University Nebrija. The instrument consisted in a diagnostic test since it served to diagnose a particular aspect of a particular language, in this case, the listening comprehension skill, so it had the purpose of determining the difficulties the learner had, using at the same time a checklist that served to diagnose certain problems and certain strengths. (See the instrument in the **annex 01**). When analyzing the results of Population A, it showed that from the ten students who were tested, only one could evince good listening comprehension level, since from the six fields in the checklist, this student passed four of them and failed two, the rest of the students tested only could pass three of these fields, or less (See some examples of the results showed in **annex 02**). So, being consequential to the sample and to the results, one of ten students presents good listening comprehension level, that data being studied from the whole part, that is to say, from the forty students which comprise Population A, only four of them had a good listening comprehension level, and that was a worrying result.

At the end of the intervention, the same diagnosis was applied to the same sample of the population in order to know if an improvement was presented, that is to say, if their listening comprehension level was strengthened. When analyzing the results, a very satisfactory conclusion was made, from the ten students tested, nine of them showed improvement, in other words, from the six fields of the checklist, corresponding to the skills the students from first to third grade should have already acquired, according to the Standards of English, they passed four to five of those fields, that is more than the half of the fields, therefore they do have now a good listening comprehension level, though no one of them could pass the six fields, it was a satisfying fact that proved the hypothesis established in this work which said that the listening comprehension level could be strengthened by using prosodic elements and Total Physical Response Method (some evidences of these results can be seen in **annex05**). Later on, in this study, it was explained some of the procedures that took place in the intervention to achieve this positive goal, but in the meantime, some more



results are going to be showed to present the facts in an consequence-cause order. Below it is presented a comparison between the results obtained in both Diagnostic Tests, the improvement presented it is fairly notorious.

<b>Population</b>	<b>40 Students</b>
<b>Sample</b>	<b>10 Students</b>
<b>Number of fields to achieve</b>	<b>6</b>

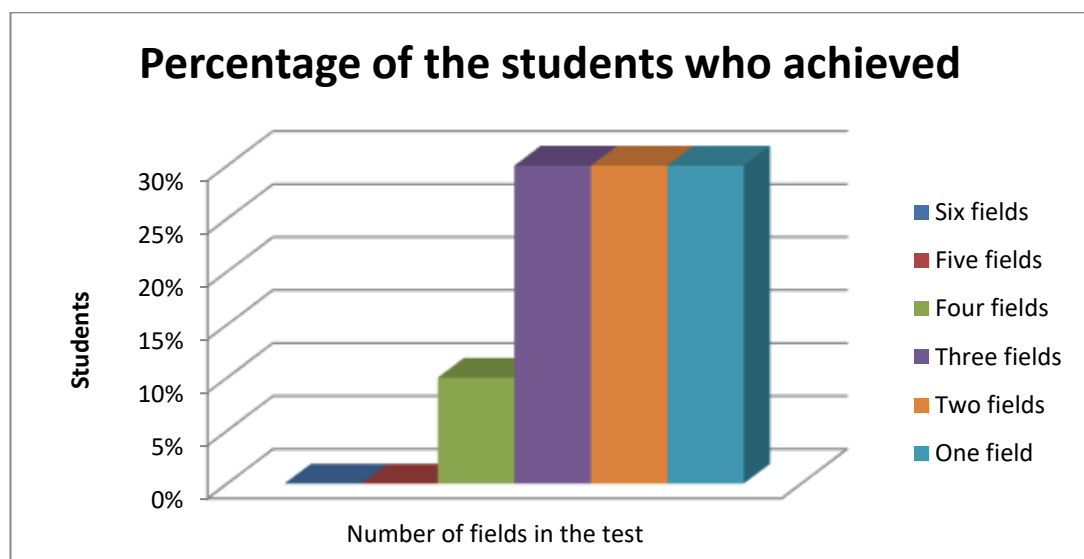
### First Diagnostic Test

Number of fields in the test	Percentage of the students who achieved
Six	0%
Five	0%
Four	10%
Three	30%
Two	30%
One	30%

### Second Diagnostic Test

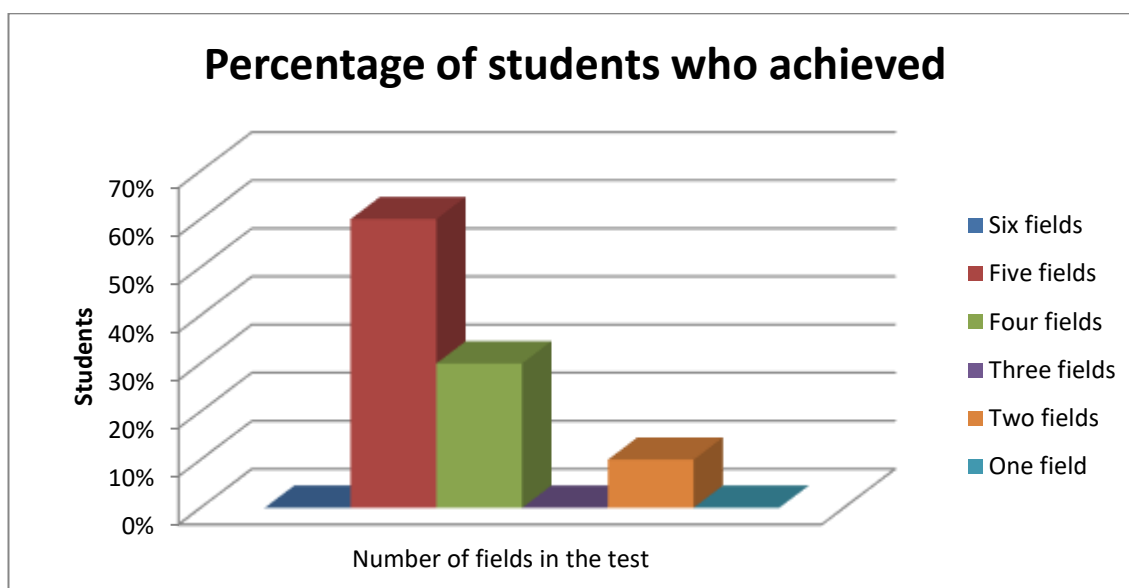
Number of fields in the test	Percentage of the students who achieved
Six	0%
Five	60%
Four	30%
Three	0%
Two	10%
One	0%

### First Diagnostic Test



It this graphic it can be seen that only one student passed the test with only four fields achieved, the other nine students only achieved three or less fields.

## Second Diagnostic Test



It this second occasion, it can be seen that nine students passed the test with four or five fields achieved, and just one student failed it with only two fields achieved.

Another thing to add here is that In the diagnosis test done, it can be noticed that all the students tested failed the last field of the checklist, which consisted of checking if the students comprehended sequences related to habits and routines, that could be a gap of the methodology and the way of teaching done in the interventions, that will be also studied in future opportunities.

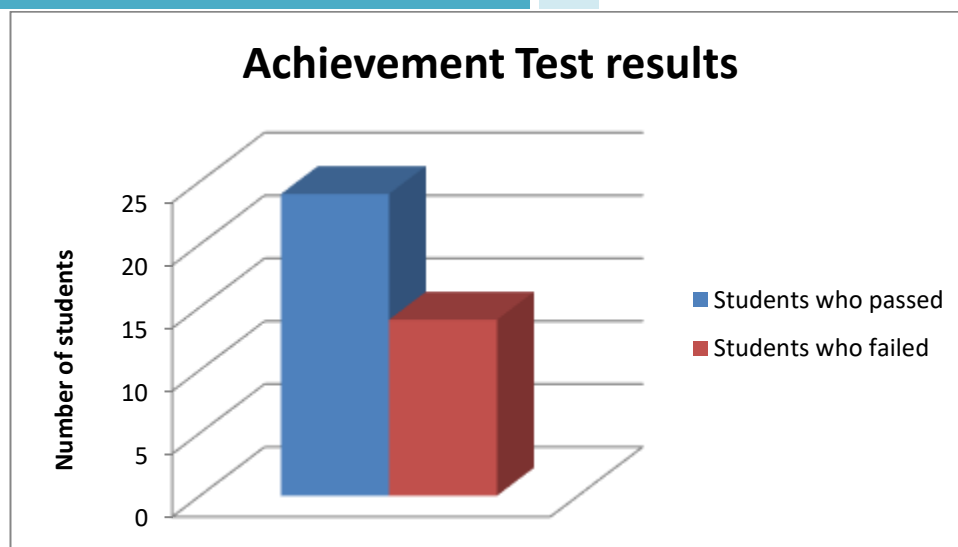
Now, another tool to collect data and also to evaluate about the listening comprehension skill was also applied along with the second diagnostic test, but this one was applied not only to the group sample, but to the whole third group, the Population A; this kind of tool is called Achievement Test, and it is related directly to classroom lessons, units or even a total curriculum<sup>19</sup>, in this case to a total curriculum since there were included all the topics seen in the intervention which lasted almost a whole scholar period, all this, in order to evaluate the

<sup>19</sup>BROWN, H. Douglas. / "Principles of language learning and teaching" / Prentice Hall Regents / Englewood Cliffs (1994)

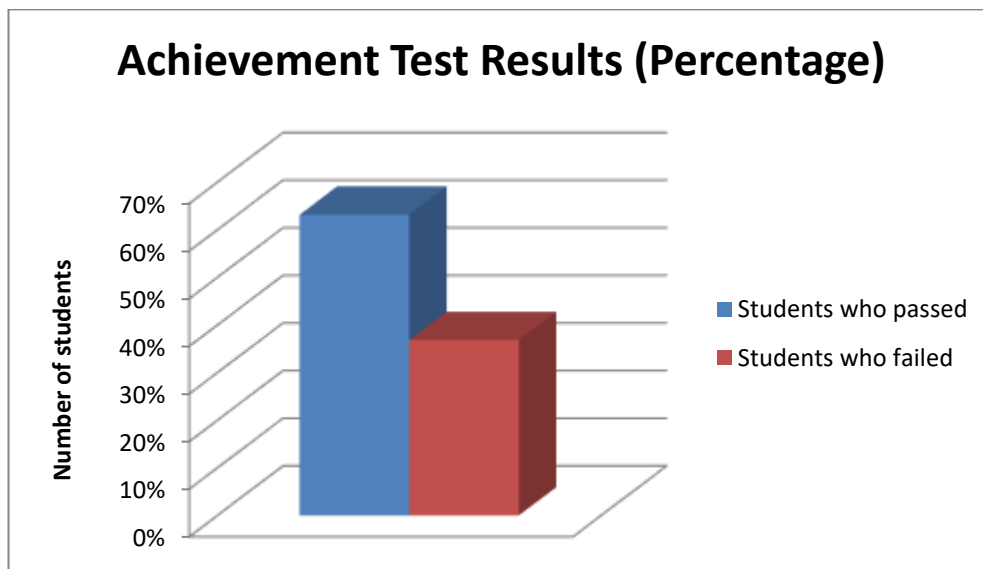
students and also to check which topics were internalized and which not, and consequently, to have data about the strengths and weaknesses the intervention had and go backward to the lesson plans related to the topics in question and study them just to take out some conclusions about the methodology. (Achievement Test can be seen in **Annex 06**).

The analysis of the Achievement Test showed relevant data that can help with some information related to the efficiencies and the deficiencies of the methodological process during the intervention. This Test was done to thirty eight of the students because the other two students did not go to class the day the Test was applied. It could be noticed that from those thirty eight students, fourteen failed it and twenty four approved it; from those who passed the test, eleven did it in a regular way, that is to say, they had a mark among 3.0 and 3.5 in a scale that goes until 5. Seven of these who passed, did it in a good way, namely, those who had a mark among 3.6 to 4.0, and finally six of the twenty four of those who passed the test did it in outstanding way, ergo, the ones who had a mark among 4.1 and 4.5. As it was explained before, and like the Diagnostic Test, none of them could fully accomplish it. The graphics can show it better.

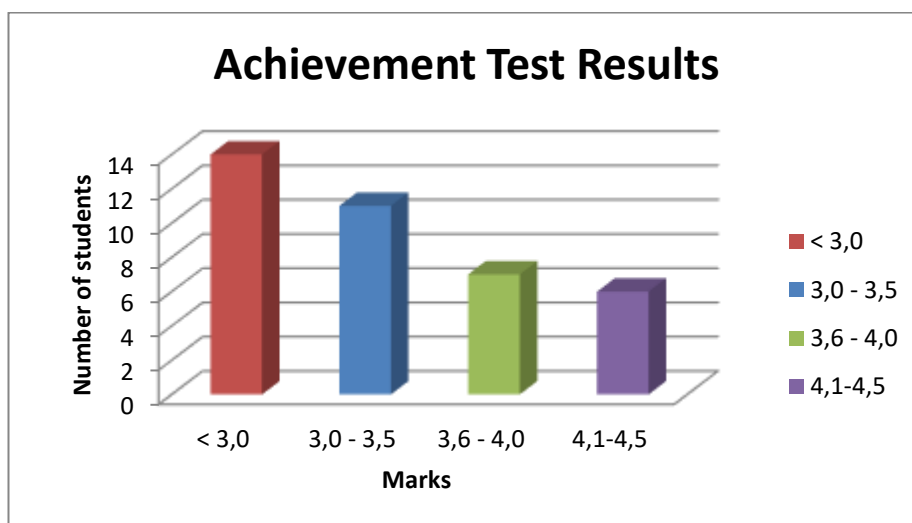
Achievement Test Results (Number of students)	
Students who passed	24
Students who failed	14



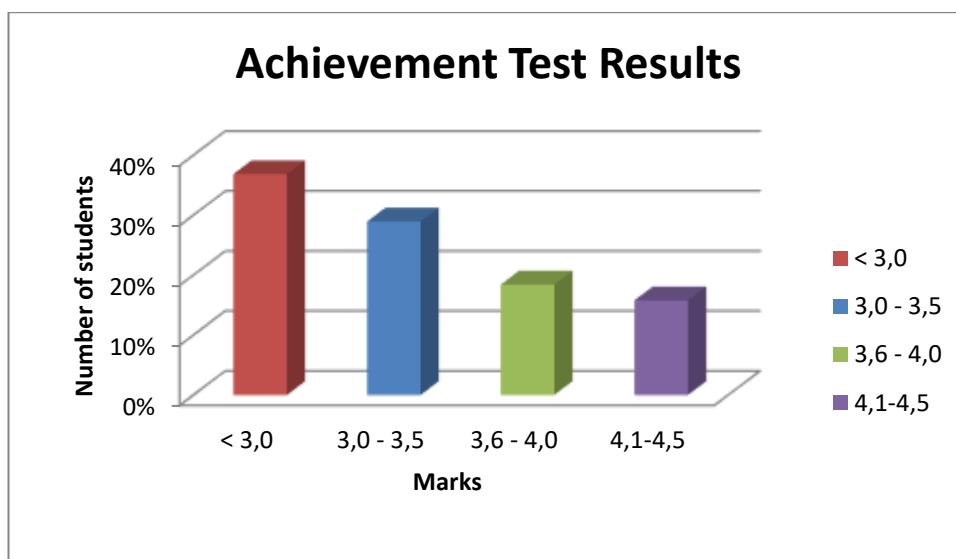
Achievement Test Results (Percentage)	
Students who passed	63%
Students who failed	37%



Students' Marks	
< 3,0	14
3,0 - 3,5	11
3,6 - 4,0	7
4,1-4,5	6
Total	38



Students' Marks	
< 3,0	37%
3,0 - 3,5	29%
3,6 - 4,0	18%
4,1-4,5	16%
Total	100%



The Achievement Test consisted of a sheet of paper with twenty five images, those images were related to the topics studied during the intervention in the English class, and in which prosody elements and TPR method were employed as a teaching methodology. The comprehending topics in the test were *commands, daily routine, shapes, colors, food, family, parts of the body, numbers, activities, clothes* and *animals*, it has to be taken into account that some of the topics were introduced by the researcher and others are the topics given by the head teacher in the curriculum of Population A and that are at the same time established by the Standards of English. What the students had to do in this case, was to number the images in the order the tester said, if the tester started with the word "Horse", the students had to look for that image in the sheet of paper and put number one on it, the same process was carried out until the tester said the twenty fifth word and students put the number twenty five on the image corresponding to the word the tester said. (One example of the performing can be evidenced in **annex 07**).

This evaluation brought so many important facts, as it was showed before, eleven topics were evaluated, and from those topics thirty six of the students failed the topic of *Daily Routine*, just as it happens in the Diagnosis Test; this quantity of students is very high, so, by and by, the lesson plan related to that topic will be described in detail later to take some causes about the high quantity of students who failed; moreover, focusing on other perspective, none of the students failed the topic related to *Food*, so, consequently the lesson plan of that topic was also studied to take out more conclusions. The same thing will be done with other lesson plans according to the results in the Achievement Test; here is the chart that shows those results:

TOPICS:	NUMBER OF STUDENTS WHO FAILED:
Commands	4
Daily Routine	36
Shapes	3
Colors	3
Food	0
Family	5
Animals	7
Parts of the body	3
Numbers	20
Activities	25
clothes	3

On October the 5<sup>th</sup>, the topic of *Food* was taught to the students, it was a very easy topic for them to comprehend since the vocabulary related was very common and alike to that of Spanish. It is necessary to explain that each intervention with population A lasted two hours per week and in this class the objectives were that students recognized vocabulary related to food in a written and in an oral way, besides that they were able to talk about their likes and dislikes as it can be evidenced in **annex 08**. So to start with, it is always

necessary to introduce the topic to the students asking them about what kind of food they usually eat, all this in Spanish since it is known, they have a very low level in English, then in the board were stuck some flashcards referring to Food and teacher and students pronounced them each one along; this in order mainly to teach the right pronunciation of each word than to memorize the meaning. In the next place, after the teacher had presented some examples about how to talk about likes and dislikes using the vocabulary taught by the teacher related to Food, the students wrote on their notebooks sentences using the structure given, for example: "I don't like salad" or "I like hamburger", in this way the topic was more interiorized in a more effective way, the students were all too motivated and eager to talk about their preferences to the class, so, it was done that way; some of the students told to the whole class what they liked and what they did not. Moreover, as there was some time left, some students were called in front of the class to point with the finger the flashcard the teacher or researcher said, if the teacher said "Hot dog", the student must look for the image corresponding to that word and point it with the finger, this last activity in this intervention was performed to check their listening comprehension level. (The journal of this class can be studied in **annex 09**).

Reflecting about the whole class and taking out some conclusions, the exercise where the students expressed their preferences with food was meaningful for them, the vocabulary was more internalized since they used it talking about themselves in real situations, besides, the vocabulary is in fact very common and very easy to learn since some of the words are used also in English in the culture they are immersed, just like *Hamburger*, *Hot Dog*, *Steak* and *Chicken*; and other words are very alike to those in Spanish, just like: *Soup*, *Salad* and *Fruit*. Every time a student told to their class about preferences, the vocabulary was more internalized increasingly, they were highly attentive to what their classmates liked, so their listening was also attentive and prepared for the input and give way to the listening comprehension. As it can be seen in the journal of this class in the annexes, this class was plenty meaningful and successful, that is why none of the students failed that topic in the Achievement Test, interest,

activities related to real life and personal preferences, exercises including listening comprehension level were the key for an effective class where the goals were achieved.

Analyzing the results from the other extreme, thirty six students, out of forty failed the topic of *Daily Routine*, so the class in which that topic was performed is going to be explained as that related to *Food*; (the lesson plan is evidenced in **annex 10**). On May the 25<sup>th</sup> the class started by introducing the topic as it is usually done, the students explained in Spanish what they did every day and what they liked to do the most and what they did not. Then, some verbs related to the daily routine were wrote on the board, this time there were not flashcards, but as the teacher repeated the vocabulary, the verbs were performed by him, and the students had to do the same thing; if the teacher said Sleep the students must close their eyes and duck their heads as they were asleep, so, the same was done with the rest of verbs though there were some of them which were performed in the same way because of the similarity of the meaning, like *Have breakfast*, *Have lunch* and *Have dinner*, every time the teacher said this, the students acted as if they were eating, and there was any difference using TPR activities with those verbs of the Daily Routine, and that added shortcoming to the class. Inside the lesson plan of that day, there was another activity where the students had to describe their daily routine on their notebook and in that way they could get more acquainted to the vocabulary and the verbs but as there was not much time, it was skipped to pursue with the next exercise; this exercise was performed outdoors and it was called *What are you doing Mr. Wolf?*, it consisted of a game where the students formed a circle around the teacher and they had to ask: *What are you doing Mr. Wolf?*, the wolf, in this case played by the teacher, must answer that question by describing what he was doing with vocabulary related to the daily routine, if the wolf said *I have breakfast/lunch/dinner*, the students must run away from him to not be caught. It was a very amusing activity and fairly meaningful since as it was explained before, as James Usher said, this kind of activities, related to TPR depends on the right-brain, which involves games, movement, acting,



using metaphor, drawing, etc; when language is taught in an active way through all the activities related to the right-brain, the brain believes the information and retains it, it was supposed to be a highly effective class but as the result in the Achievement Test showed, it was not and that was because of the high number of students that shaped the class, when the students were taken out outside, immediately some of them started fighting and starting a mess, they were kicking each other, putting nicknames to their classmates, running back and forth and making complaints, it is a very demanding situation when it is about forty students who also need attention from the teacher for them not to get hurt; therefore the class was not carried out as it was expected, there were too much noise when performing the game, and most of the time the teacher had to scold those who were distracted and doing what they did not have to, consequently it can say that it was a failure and it is noticed in the Diagnostic Test and in the Achievement Test. (The journal is in **annex 11**).

Some other classes where the lesson plans were a success are related to those where Shapes, Colors and Animals were taught, (evidenced in **annexes 12 and 13**) in these two classes there were carried out listening comprehension exercises, moreover those are topics which the students love to talk about, colors and animals, they love animals and it is very pleasant for them to express their affinity to those topics, in the classes, as in the other ones, the topics were introduced by asking for their preferences and so, they were more prepared to grasp the vocabulary. TPR method was the key in the activities performed in these classes; some flashcards pertaining to these topics, were stuck on the board and the students had to go to the front of the class and point the flashcard corresponding to what the teacher said, that activity was very useful during all the interventions, it was a way to check their oral comprehension level making it funny at the same time since the most part of these students loved to go in front and participate in the class; though there were some other who thought the contrary, they felt insecure and as it was explained before in the disadvantages, their affective filter started growing, but that was not a problem because these students were encouraged and moreover

they were not forced to go to the front, they could do it from their desks, so at the end they did it. (The journals related to these lesson plans are showed in the **annexes 14 and 15**).



It is also pertinent to say that there were extracurricular activities in the school that provided spaces to strengthen the topics; in those activities TPR and prosody elements were the essential elements to perform them, activities of mimics, telling stories, drawing, following directions, etc. were carried out. In the school, there was an opportunity where Population A was taken into account, a gymkhana was done and the best of it was that it had to be in English, so it was a big chance to apply so many aspects from the theoretical framework such as listening comprehension activities, readings, games, etc. Into the gymkhana there were four stations, where the students had to rotate every fifteen minutes, and each one of them prosody elements and TPR were immersed. In the first point of the gymkhana the students had to create in a sheet of paper an outfit with things they could find in the outside, the teacher in charge of this point must say one color and the students had to look for something of that color and create a cloth with stuff like leaves, envelopes, rocks, papers, etc, and they had to describe it, they could also draw and paint; in the second point they were divided into two groups, so a person from each group must go to the front and interpret in a mimic way an animal chosen by the opponent group, this in order to make the own team to guess and win some score, by moving and acting as the animal, the students were recalling the vocabulary related to the topic in an amusing way; the third point was done with the help of another English teacher of the institution, they had to follow some instructions and commands she said,

the student who got wrong was sent out from the game, reaction in this part was too important since it was not required an oral answer, just the reaction about what they understood; and finally, the fourth and last point in the gymkhana was a fable told by the teacher who must act and play what he was reading for the students to had a greater idea of what they were listening to, all prosody elements were integrated in this activity, at the end, the students had to retell the story in Spanish according to what they understood and do a drawing about the scene they liked the most. (Some more evidences can be seen in **annexes 16, 17, 18and 19**).

**First Point**



**Second Point**



**Third Point**



**Fourth Point**



A gymkhana is a good strategy to do the class different and enjoyable for the students, it was definitely a space where there were involved activities of creativity, movement, imagination, reaction, interpretation and comprehension

were encompassed, using the right-brain to make learning more natural and meaningful; with this kind of activities students lower their affective filter and are more disposed to learn, without anxiety and fear to get wrong. Competition also makes them attentive to do things well and be prepared to react. In the fourth point, prosody elements were very relevant to carry out the activity, the story was told employing the emphatic accent, making emphasis on pragmatic purposes, giving a wider idea to the students of what it is told, if there is comedy, tragedy, simpleness, anger, happiness, etc. in the story; and not only it was used this element, also intonation and punctuation marks just to guarantee a good comprehension in the reading and in the listening, "Ten Little Bunnies", the story told in this point had several emotions that must be externalized for the students to comprehend them in the best way, so prosody elements was in fact, the key for this activity in particular, without leaving behind TPR since some movements and gestures needed to be done for a greater comprehension.

On the other hand, when analyzing the results of Population B, it showed that from ten students who were tested, none of the students could pass the five fields in this case, because in contrast to the checklist of Population A, the checklist for Population B had only five fields, because those were the goals which could be checked through a writing test, such as the one done here; and which is also more complex taking into account the differences of age and topics (To remember the instrument, see **annex 02**). Two students could pass only four fields, which is a good result, and three of them passed three fields, but in a regular way as it can be seen in the instrument; other three students passed only two fields, and which is more disturbing is that two of those students could not pass none of the fields. According to those results, one can conclude that the half of the students did not have a low level of oral comprehension in English, but neither a high level, because the three students who passed the test with three fields passed it in a regular way, as it was said before. To explain the last affirmation, it is important to clarify that the test had five spots, and each one of them had a value of 1 point, being the highest score a rating of "5 points"; so, taking into account that there were spots with only one

response and other with four, eight and nine according to the objective of measuring each goal of the checklist. So, continuing with the last idea, the students who passed three fields had a rating of 3, which in a scale from 1 to 5 is a regular result. Besides, there were only two students who can be considered with a good listening comprehension level. (Remember that one of the student's test can be seen in **annex 04**)

Then, in the same way that was made with the Population A, the same instrument was applied at the end of the intervention to the same sample of the Population B, in order to know if an improvement was presented, that is to say, if their listening comprehension level was strengthened. The results were very comforting, because they were very similar those of Population A, due to students had a great improvement (one example of the second application of the instrument can be seen in **annex 20**). Six of the ten students could pass the five fields, showing an improvement in every spot of the test, and other three students passed four fields, but something very strange happened, and it was that one of the students that in the first test passed three fields had a negative result in this occasion, with only one field achieved, and with very bad answers in the test. So, from the five fields of the checklist, corresponding to the skills that the students from eight to ninth grade should have already acquired, according to the Standards of English, more than the half of the students of the sample passed all the fields, which is a very satisfactory fact that proves again the hypothesis established in this work which says that the oral comprehension level can be strengthened by using prosody elements and Total Physical Response Method. But, in the case of the student who had a lower result in the second application of the instrument, there is not an explanation for that fact, but there are different motives that could influence the performance of the student, eg: lack of concentration, dishonest answers in the first test (for copying the answer of a partner), or disinterest, between another number of possible motives. (To see this case, look at the two tests done by the students in **annex 21**)

Now, to show the results in a clearer way, these are the charts that represent what was said previously:

<b>Population</b>	<b>38 Students</b>
<b>Sample</b>	<b>10 Students</b>
<b>Number of fields to achieve</b>	<b>5</b>

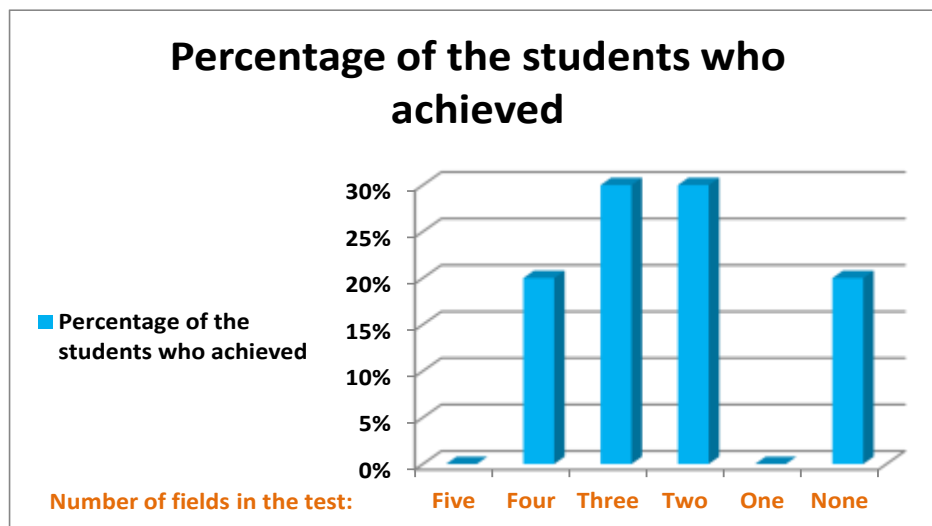
### First Diagnostic Test

Number of fields in the test	Percentage of the students who achieved
Five	0%
Four	20%
Three	30%
Two	30%
One	0%
None	20%

### Second Diagnostic Test

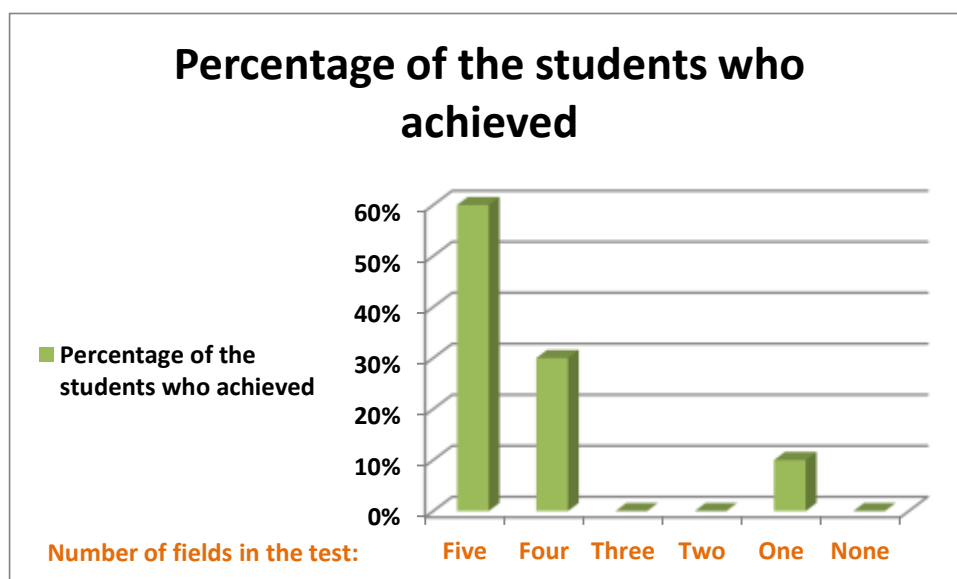
Number of fields in the test	Percentage of the students who achieved
Five	60%
Four	30%
Three	0%
Two	0%
One	10%
None	0%

### First Diagnostic Test



It this chart it can be seen that none of the students could pass the five fields; two students could pass four fields, which is a good result, and three of them passed three fields, but in a regular way as it was told previously; the fourth bar shows other three students who passed only two fields, and which is more disturbing is that two of those students could not pass none of the fields.

## Second Diagnostic Test



It this second chart, it can be seen a great contrast with the first diagnostic test. It is possible to appreciate how more than the half of the students passed the five fields, which is an excellent result; and how the rest of students (three) passed four fields, but one of them passed only one (this one is the student whose case was explained before)

Moreover, during the intervention process throughout the semester, 16 lessons were developed using the TPR method, and in the most of the classes the teacher tried to use prosody elements as the ones named previously. The students could learn topics like: adjectives, demonstrative adjectives and pronouns, comparatives and superlatives, present simple, the past simple of the verb to be (was –were), the pronunciation of “ed” in the past of regular verbs, prepositions, how to make a story (using connectors) and some workshops to learn vocabulary and practicing the topics named before using audio visual

media like movies and songs; in this case during the two semesters of intervention, the students watched two movies, one per semester of teaching practice, and the same happened with the songs; both workshops involved different activities and had different results, that will be presented later on.

Below, the most relevant lessons are going to be presented, to illustrate the different effects that applying prosody elements and The TPR Method caused in the ninth grade, known as population B; some of them were very successful and some other were more complex and had unexpected results. Those lessons were applied after the first application of the instrument on March 16<sup>th</sup>, 2012.

From March 20<sup>th</sup>, to April 20<sup>th</sup> there were applied some lessons using Prosody elements and TPR, first of all the students had to learn topics like “common adjectives and demonstrative adjectives and pronouns” they learned how to use the adjectives and they also did some exercises to learn some of them; during the explanation the teacher used prosody elements like “intonation and emphatic accent” and tried to talk to the students in English sometimes, to make sure that the students could be exposed to the language, and could understand what was said. In the last lesson related with the adjectives, the teacher did an activity where the students used TPR in a more detailed way, although during the previous lessons they used it to participate in short explanations and exercises; so that, TPR is used as a proof that students are understanding what was asked, and when they use movements or gestures to represent a word, they also internalize the language. In this case we can see how prosody and TPR work together.

#### **Adjectives (Activity) – April 20th**





As it can be seen in the last two pictures, the students were practicing the topic “Adjectives” by doing mimics of some adjectives; the students who guessed which were the adjectives went to the board to write them there, and the ones who wrote it correctly, they could get some points that could be a grade at the end of the lesson.

These lessons, specially the last one, which was the activity of guessing the adjectives by doing mimics, was very successful; as it is was expected, the students accepted it because it was something different to the traditional classes to which they were accustomed. The most of the students had fun while they were learning; maybe if they would not have learned about the adjectives before doing the activity, it would have been less successful, because they could relate the mimics with the vocabulary due to they learned it before. Meanwhile, there were some students that were uncomfortable when they were called to participate; a few of them did it at least because the teacher motivated them by telling them that they were learning and that it was not a problem to make a mistake. More details about this lesson can be found in the journals (see **annex 22**)

There were other two lessons that included Prosody elements and were very important activities for practicing the listening comprehension; those activities were included in two different workshops, where the students watched a movie; the idea was to expose the students to different accents; so they could differentiate for example that the first movie had an American accent, and the other had a British accent, and according to some studies, this kind of activities can improve their listening comprehension process; to support this it is important to quote Altman (1990)“Video increases the oral comprehension process substantially because it can be seen the speaker's face and this allows the listener to have an idea of what speakers say or will say before they produce the sounds.”<sup>20</sup>

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<sup>20</sup>Citation translated by David Mejía and Leslie Rengifo, UCEVA students. / Citation taken from the Research Project “Entre Lenguas. Vol. 15 Enero - Diciembre 2010” Villalobos José/ Universidad de los Andes.

## Movie (Just go with it)



The movie presented in this class was a comedy; it took three hours to watch it, but the first hour was in the class of the titular teacher; as they started watching the movie the agent of this project which is the teacher of the teaching practice, had to plan the next two hours to finish the movie. So to make a relation with the project, the teacher explained to the students the differences between the most relevant accents in English which are American and British, and told them about the importance of listening videos to improve their listening comprehension; this with the purpose of motivating them to practice and improve it autonomously in extracurricular activities. In this case the movie was presented with Spanish subtitles and English audio, and a short part was presented in Spanish with English subtitles, because the spoken language was more difficult to understand. More details about this lesson can be found in the journals (**annex 23**)

The second movie presented was an American computer-animated 3D musical comedy film, called "The Lorax"; this was presented also in three hours; in contrast to the first movie, this one has a British accent which is easier to understand and had very common vocabulary that the students could

understand in an easier way. The movie was presented in English with Spanish subtitles, and for short times there were some changes that are explained in the journal.



As it can be seen in the pictures the students were in different places while watching this movie, the first hour they were in the media room which is a more appropriated place to watch a movie for them; and the second and third hour was in the English laboratory. Taking into account this, it is relevant to say that it is very important to have the disposition for using different resources as TV, DVD, Video Beam or Tape Recorders, if the intended thing is to do this kind of activities; it can be more difficult to have the availability to use these resources in Public schools, like in this case, that, in the second and third hour the students could not finish the movie in the same place because it was occupied.

Continuing with the explanation of the workshop; it is necessary to explain that taking into account that the movie was charged of physical expressions and prosody elements like the intonation and the emphatic accent, the teacher played the movie for a short time in English without the help of any subtitle, to prove if the students could understand by associating the gestures and movements of the authors, just as Altman said in the previous quotation.



As it can be seen in the pictures, the teacher took some pictures from the video, in parts where the characters of the movie did some gestures or physical movements to say something; due to the level of the students, the pictures showed only a word or a short phrase.



It is possible to see that students saw a picture first and then according to the picture, seeing what the character was doing, the students remembered what

he said in that moment, because it was made with an specific expression. That was a short exercise, it had only six pictures, of a short part of the video that students watched only in English, and it was very effective, because they could say the words related to every picture as it was expected.

Finally, after watching the movie, the students completed a survey, to know their opinion about using this type of activities, not only video, but also different mass media; which can also give some conclusions to the current project. (Some of them are in the **annex 24**) and, the students also wrote some of the words that they knew and they could hear on the movie. (See **annex 25**)

Moreover, there were other workshops that had unexpected results as it was told before; to be exact, they were two lessons plans where the students did not cooperate to do the activities that the teacher had planned; in both of them the students had to work with a song. In the first workshop was expected that they could use their cell phones to listen to a song given by the teacher, to fill in the blanks from a copy writing the missing words which were verbs in present simple; it was expected that the most of them listen to the song in groups, but first of all, they were very undisciplined that day, and it was probably the principle cause for the negative results, because the most of them did not work, they were waiting that their partners finished the activity to ask for copy, and some of them were working, but in a very low way. (For more information about this class, see **annexes 26, 27, 28 and 29**).

The other workshop was very different; it was divided in three hours, where the students had to do different activities, to practice some previous and current topics at that time, and they could also learn new vocabulary and improve their listening and speaking in English, and finally they had to do a test to see the results of the activities, (the lesson plan can be seen in **annex 30** for a detailed explanation). The students worked very well in the first hour, they were doing well the activity that the teacher had planned for that hour, (it was: watching the video of a song, and trying to understand what was it about, and then to

translate the song into Spanish, for having a clear idea) but in the second hour, their lack of interest and responsibility didn't allow a good performance of the next activity, (it was: doing group presentations where the students had to act according to the song). The negative results of this activity is one of the TPR disadvantages named before; this activity increased their affective filter; some of them did not want to work because they felt uncomfortable, and others just did not want to work. No teacher is exempt from reactions like those recently named, as Jeremy Harmer says<sup>21</sup> *"One of the recurring nightmares for teachers of adolescents, in particular, is that we might lose control of the class. We worry about lessons that slip away from us, and which we can't manage because students don't like the subject, each other. The teacher or the school! Or sometimes just because they feel like misbehaving, or because issues in their life outside the classroom are affecting their behavior and outlook on life"*; this quotation is very appropriate here, because it is a good explanation for this situation. That's why is very important for every teacher who wants to do new activities out of the traditional classes to have a "Plan B". (For more information about this workshop see the journal, in **annex 31**)

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<sup>21</sup>HARMER, Jeremy. / "How to Teach English: An Introduction to the Practice of English Language Teaching" (2nd Edition)"

## CONCLUSIONS

As it was said at the beginning of this project, to the end of the intervention and to the moment of obtaining results, a contrast would be done between the development of the proposal in both populations; such contrasts will be done in manner of conclusions that are going to be explained below:

- Both populations improved their listening comprehension level based on the results obtained from both Diagnosis Tests in a significant way, the results were similar since from ten students, nine strengthened their level since the first application of the instrument to the second application of itself; though both processes were fairly different due to the age of the students and the standards that were applied to each group.
- As for the disposition by the students towards the proposal employed, it is concluded that Population A composed of children from seven to eleven years old, had a better approval, since because of their ages, these children are more receptive to more didactic classes in which some activities like games, mimics, readings, inter alia are employed. While Population B, composed of adolescents in an average age from thirteen to sixteen years old, who present an affective filter higher, because of their worries about external affairs just like timidity, fear of failure, fear of ridicule, or merely disinterestedness and indifference towards the subject, as it could be noticed in some lesson plans which were commented previously.
- With regard to the topics taught, with Population A, a bigger scope was achieved, since the availability of time was larger as for each class, inasmuch as it consisted in two hours in succession, and it was also possible to carry out divers proceedings in the same class; while with Population B the availability of time was shorter, since these students attended only one hour per each English class, which took up more time

owing to each class was dictated after the break and the students took a long time to get into the classroom and get the required order to start the class; besides the lesson plans must be linked to grammatical topics that the students followed in their English books, which could not be set aside to implement other didactics.

- Other important aspect to remark is that one of the teacher's role, which must take a dependable and confident position towards the students when employing prosodic elements and TPR in the activities, because otherwise the class could be confusing and uncomfortable, both for the students and for the teacher. Therefore it is concluded that the teacher must assume the role named along the project, being that this is essential to carry out the main fulfillment of this research.
- Finally, taking into account the context of this research, that is to say, the place where the intervention was made, as it was formerly mentioned, it is a public school, which involves a higher number of students as in this case with two populations counting forty and thirty eight students relatively, it can be also concluded the great difficulty that exists to use such methodology proposed with such number of students, since great coordination and complete attention is required from each one of them, even more when they are in open spaces where their attention is dispersed and it is complicated to keep it focused on the class, forty students outdoors, performing movement activities or games turn out a true challenge for the teacher who ends up multiplying to keep the order and the right disciplinary behavior of the students, wasting both, some useful time.



## **RECOMMENDATIONS**

During this study using Prosody elements and The Total Physical Response to strengthen the listening comprehension in English, it could be seen that it was a success since the main objective was achieved, the students from third and ninth grade improved regarding to their listening comprehension in the English language, but however there are some aspects left that must be taken into account to be improved when trying to implement TPR and Prosody in the classes; one of those aspects are the activities done during the interventions, the kind of each one is very important if we want to work with children or with adolescents, it is evidently that they are too different, so they need different material to work with.

Also, it is essential to remark here the number of students a teacher is going to work with; if TPR and Prosody are going to be employed in the lesson plans as a methodology as the presented here in this work, the teacher must take into account that the more students he/she has, the more difficult and less profitable will be the class; work until twenty students per teacher could make a very meaningful class since working with a high quantity of students requires great concern because of the indiscipline they might present, it will be more difficult to have their attention, it will also take more time assessing them and therefore the process will be longer than it was expected.

Finally, it is indispensable that the teacher prepare for executing a class with this methodology, he/she must read about TPR and Prosody, be documented about different and new activities using this topic, which can be used with adolescents and which can be used with children, different ways to evaluate, etc, the path is still long and the possible next researches according to this topic can experiment with new things or different populations, inclusive adding up more topics to the methodology and improve another skill apart from the listening comprehension skill.

## **ANNEX 01**

## **INSTRUMENT FOR POPULATION A:**

### **Instrumento para medir el nivel de la competencia de comprensión auditiva para estudiantes de primer a tercer grado en Básica primaria**

El siguiente instrumento está fundamentado en los Estándares de la lengua inglesa enmarcados en el trabajo que ha realizado el Ministerio de Educación Nacional para la formulación de Estándares Básicos de Competencias y en su Programa Nacional de Bilingüismo en convenio con British Council, y ha sido diseñado por David Alejandro Mejía Salazar y Leslie Yulieth Rengifo Cardona, estudiantes de noveno semestre del programa de Licenciatura en Lenguas Extranjeras de la Unidad Central del Valle del Cauca, con el propósito de emplearlo en una población de estudiantes de tercer grado de primaria, en la investigación requerida para realizar el trabajo de grado. Dicho instrumento está únicamente habilitado para estudiar el nivel de comprensión auditiva que los estudiantes de primer, hasta tercer grado de básica primaria, deberían tener. El nivel que deben lograr los niños cursantes de estos grados, es A1, llamado también como “*Principiante*”. A continuación, una lista de chequeo que el usuario del instrumento debe llenar para determinar si el estudiante cumple o no con las competencias allí referidas, relacionadas al tiempo con unas de las habilidades de escucha que el Ministerio de Educación ha establecido como requisitos que un estudiante que cursa estos grados, debe tener en su formación, con respecto a la lengua inglesa.

## **CHECK LIST:**

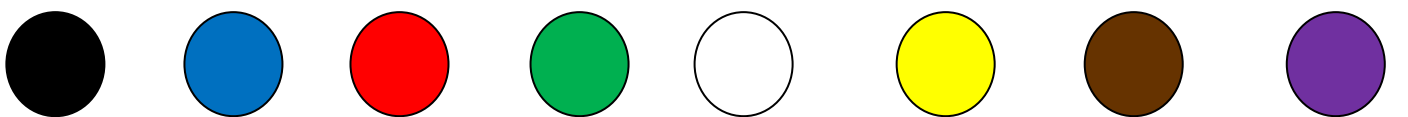
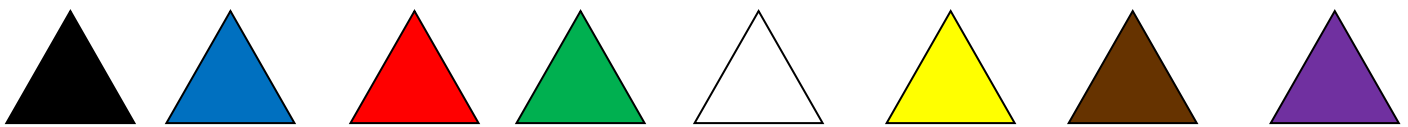
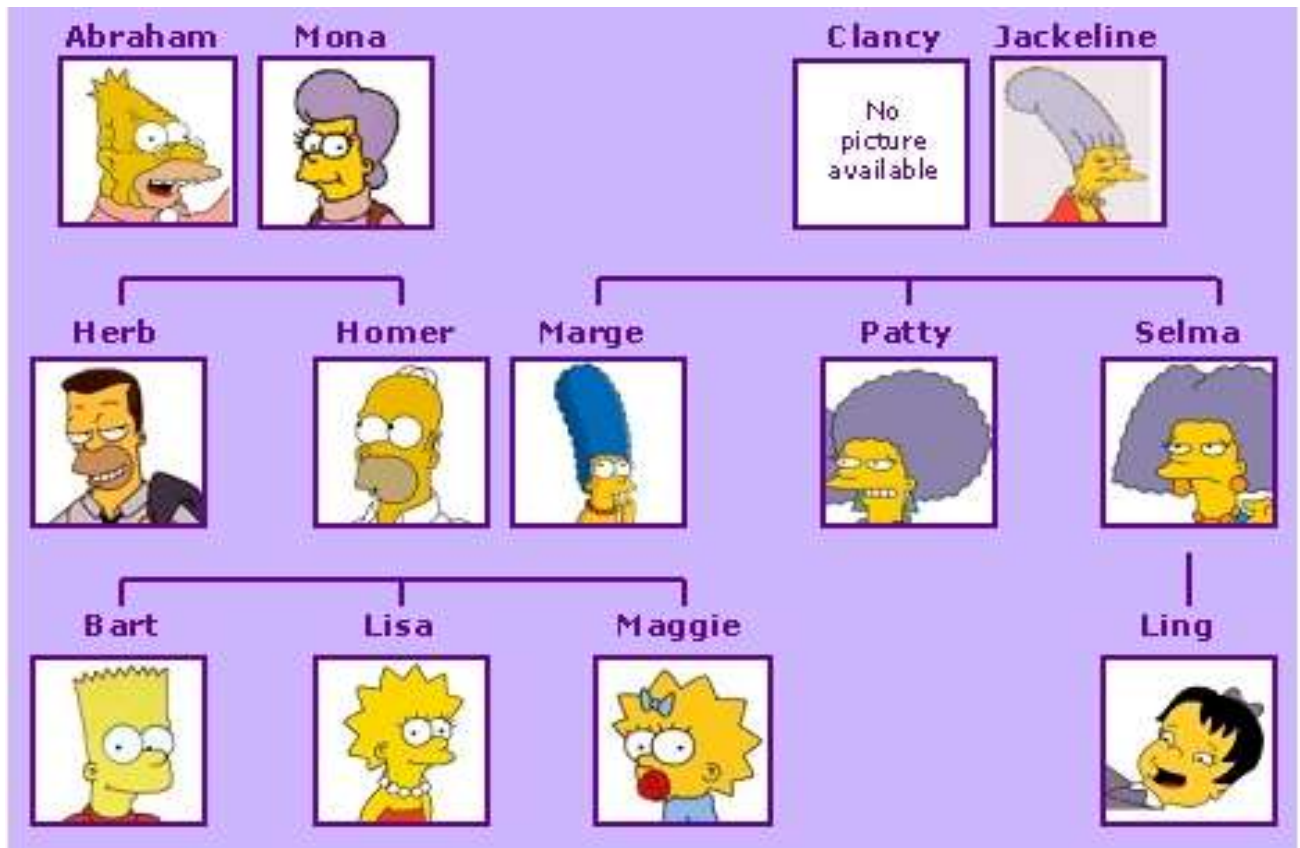
<b>HABILIDADES DE ESCUCHA:</b>	<b>ESTUDIANTE:</b>
Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	
Entiendo cuando me saludan y se despiden de mí.	
Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	
Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	
Comprendo descripciones cortas y sencillas de objetos.	
Comprendo secuencias relacionadas con hábitos y rutinas.	

Las siguientes preguntas y actividades, se harán de forma oral para determinar si los estudiantes cumplen, o no, con los requerimientos que la lista de chequeo establece y que deberían tener los estudiantes de tercer grado de básica primaria según el Ministerio de Educación Nacional:

1. Lo primero será saludar al estudiante en inglés, y esperar a que este reaccione de una forma verbal o no verbal, sin importar que sea en inglés o en español. De esta forma se podrá evidenciar si reconoce cuando le hablan en inglés y si de paso entiende cuando lo saludan y se despiden.
2. En esta punto se le ordenará al estudiante que ejecute ciertos comandos que el estudiante debe tener en cuenta para desenvolverse en actividades en clase y recreativas; de igual manera se espera que el estudiante las ejecute y reaccione de manera física. Algunos comandos a ejecutar serán:

- Stand up
- Sitdown
- Washyourhands
- Gothere
- Watchout
- Listen
- Come here.

3. Se le mostrará una hoja de papel al estudiante donde están graficados todos los integrantes de una familia, el profesor evaluador a continuación tendrá que decir en inglés varios componentes de la familia en inglés y el estudiante deberá señalar con el dedo cada personaje de la familia que vaya escuchando, así se podrá verificar si comprende o no.
4. Luego, se pondrá al frente del estudiante otra hoja de papel con una serie de formas geométricas de diferentes colores que el profesor deberá nombrar en inglés para que el estudiante, al igual que en el punto 4, reaccione físicamente señalando el ícono que cree haber escuchado, así se comprobará si comprende o no formas y colores.
5. Por último se le mostrará al estudiante una serie de dibujos donde se muestre una rutina diaria, el profesor irá contándola en un determinado orden y el estudiante deberá ir organizándola en el mismo orden que el profesor la está narrando. Así se podrá observar si comprende secuencias relacionadas con hábitos y rutinas.



22. Reflexive verbs and time telling



Health Spanish Overhead Transparencies © D.C. HEATH AND COMPANY. All Rights Reserved.

## ANNEX 02

### INSTRUMENT FOR POPULATION B:

#### **Instrumento para medir el nivel de la competencia de comprensión auditiva para estudiantes de octavo a noveno grado en Básica primaria**

El siguiente instrumento está fundamentado en los Estándares de la lengua inglesa enmarcados en el trabajo que ha realizado el Ministerio de Educación Nacional para la formulación de Estándares Básicos de Competencias y en su Programa Nacional de Bilingüismo en convenio con British Council, y ha sido diseñado por David Alejandro Mejía Salazar y Leslie Yulieth Rengifo Cardona, estudiantes de noveno semestre del programa de Licenciatura en Lenguas Extranjeras de la Unidad Central del Valle del Cauca, con el propósito de emplearlo en una población de estudiantes de noveno grado, en la investigación requerida para realizar el trabajo de grado. Dicho instrumento está únicamente habilitado para estudiar el nivel de comprensión auditiva que los estudiantes de octavo hasta noveno grado, deberían tener. El nivel que deben lograr los estudiantes cursantes de estos grados, es B1, llamado también como "*Pre intermedio I*". A continuación, una lista de chequeo que el usuario del instrumento debe llenar para determinar si el estudiante cumple o no con las competencias allí referidas, relacionadas al tiempo con unas de las habilidades de escucha que el Ministerio de Educación ha establecido como requisitos que un estudiante que cursa estos grados, debe tener en su formación, con respecto a la lengua inglesa.

## CHECKLIST (POPULATION B)

### Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés Grados 8 a 9 – Básica Secundaria - Pre intermedio I (B I.I)

<b>HABILIDADES DE ESCUCHA:</b>	<b>ESTUDIANTE:</b>
1. Sigo las instrucciones dadas en clase para realizar actividades académicas.	
2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	
3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	
4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.	
5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	

## EXPLANATION OF THE TEST



La evaluación se hará de forma individual con el fin de obtener datos más específicos sobre el nivel de comprensión auditiva de los estudiantes.

**1. Sigo las instrucciones dadas en clase para realizar actividades académicas.**

Los estudiantes tendrán en la evaluación las imágenes de los siguientes comandos:

- Sitdown
- Open yourbook
- Writeitdown
- Goodjob
- Silence
- Stand up
- Listen
- Closeyourbook

Cada imagen tendrá un recuadro donde los estudiantes enumerarán las acciones en el orden que las escuchen, asociando lo que oyeron con la acción correspondiente en el dibujo.

**2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.**

- El profesor leerá el siguiente texto:

Hello, my name is John. I'm fifteen years old. I live in New York with my family. I have two brothers and one sister. I love my family, we are a very happy family and we have an excellent relationship.

- El estudiante escribirá en español la idea general del texto.

**3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.**

- El estudiante escuchará el texto completo y debe completar los espacios en blanco con los conectores o elementos de enlace que escuchó.

**The princess and the frog**

Once upon a time, there was a princess who lived in a castle, she was beautiful \_\_and\_\_ kind. \_\_One day\_\_, when she was walking in the forest she found a frog trapped in a cage, \_\_Suddenly\_\_ she decided to help it. \_\_Later\_\_, when she opened the cage, the frog became a prince. One month \_\_\_\_\_ they married, and they lived happily \_ever\_\_ \_after\_\_

\_The\_\_ \_\_end\_\_.

- Si el estudiante no sabe escribir correctamente la palabra, podrá escribirla en español, puesto que solo se está evaluando la comprensión.

**4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.**

El estudiante escuchará una oración que deberán completar con el dibujo correspondiente de acuerdo a lo que escucharon, en una secuencia lógica.

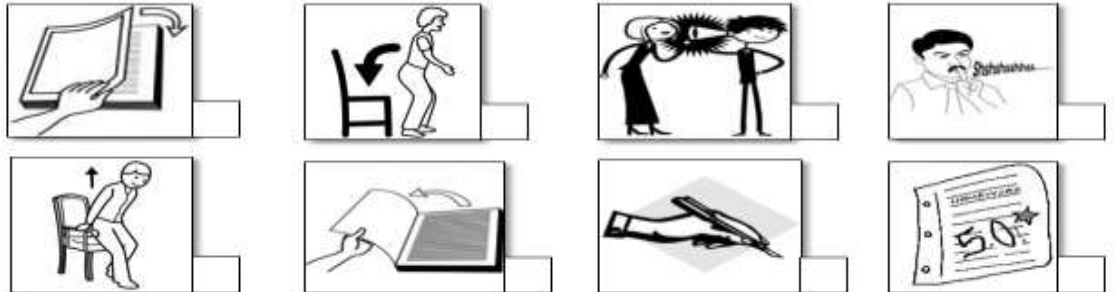
- They are Reading a book in a  
Bus station, library , park.
- They are playing  
Pizza, soccer, book
- I love to eat  
Pizza, soccer, book
- She is waiting for the bus in a  
Bus station, library, park.

**5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.**

- Los estudiantes tendrán en la evaluación las imágenes de las siguientes oraciones:
  - They are fighting
  - He is cooking
  - George is watching t.v
  - The boy is running
  - Mary is drinking a soda
  - My grandfather is old
  - John is bored
  - Luis is worried
- Cada imagen tendrá un círculo donde los estudiantes enumerarán las oraciones en el orden que las escuchen, asociando lo que oyeron con la imagen correspondiente en el dibujo.

**TEST APPLIED TO THE STUDENTS**

1. Escucha atentamente los comandos que el profesor lea, y enumera las acciones en el orden que las escuchaste.



2. Escriba la idea general del texto que escuchaste: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Escriba los conectores o elementos de enlace que escuchas para completar la siguiente historia:

### The princess and the frog

Once upon a time, there was a princess who lived in a castle, she was beautiful \_\_\_\_\_ kind. \_\_\_\_\_, when she was walking in the forest she found a frog trapped in a cage, \_\_\_\_\_ she decided to help it. \_\_\_\_\_, when she opened the cage, the frog became a prince. Onemonth \_\_\_\_\_ theymarried, and theylivedhappily \_\_\_\_\_.

(Si no sabes escribir la palabra en ingles, escribe lo que entendiste en español)

4. Completa las frases que escuchas con lo que debería seguir en un orden lógico.

1.	<b>Bus station</b> 	<b>Library</b> 	<b>Park</b> 
2.	 <b>Pizza</b>	 <b>Soccer</b>	 <b>Book</b>

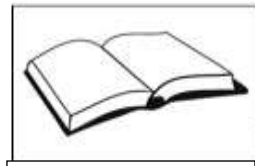
3.



**Pizza**

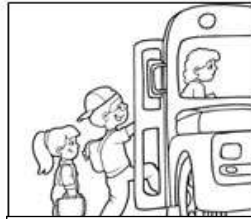


**Soccer**

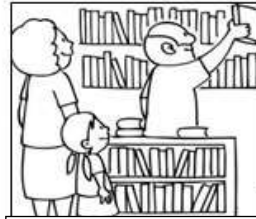


**Book**

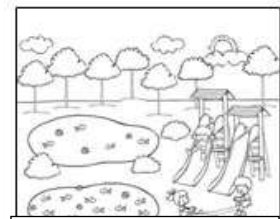
4.



**Bus station**



**Library**



**Park**

5. Escucha las oraciones y enuméralas con su respectiva imagen en el orden que las escuchaste.



MY NAME IS \_\_\_\_\_

### ANNEX 03

#### CHECK LIST OF THE FIRST DIAGNOSTIC TEST:

HABILIDADES DE ESCUCHA:	ESTUDIANTE: Juan Sebastian # Habano
Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	✓
Entiendo cuando me saludan y se despiden de mí.	✓
Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	X
Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	X
Comprendo descripciones cortas y sencillas de objetos.	X
Comprendo secuencias relacionadas con hábitos y rutinas.	X

HABILIDADES DE ESCUCHA:	ESTUDIANTE: Estefanía Aguirre
Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	✓
Entiendo cuando me saludan y se despiden de mí.	X
Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	X
Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	X
Comprendo descripciones cortas y sencillas de objetos.	X
Comprendo secuencias relacionadas con hábitos y rutinas.	X

## ANNEX 04

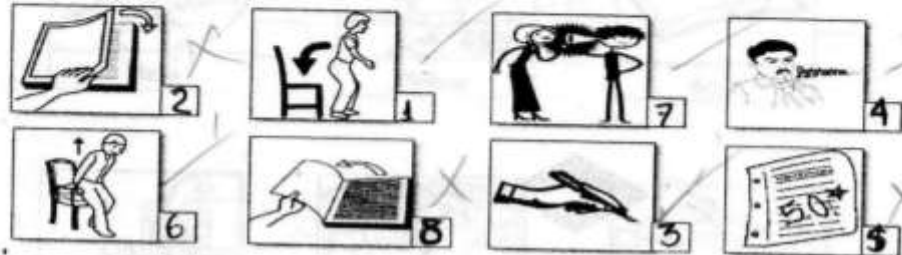
### ONE OF THE STUDENTS' RESULTS

#### CHECK LIST OF THE FIRST DIAGNOSTIC TEST:

<b>Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés</b> <b>Grados 8 a 9 – Básica Secundaria</b> <b>Pre intermedio I (B I.I)</b>	
<b>HABILIDADES DE ESCUCHA:</b>	<b>ESTUDIANTE:</b> Sebastian Pios M.
1. Sigo las instrucciones dadas en clase para realizar actividades académicas.	no
2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	Si
3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	NO
4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.	NO
5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	Si

## TEST

1. Escucha atentamente los comandos que el profesor lea, y enumera las acciones en el orden que las escuchaste.



2. Escriba la idea general del texto que escuchaste:

Hola mi nombre es John vivo en Nueva York  
Con mi familia.  
No Entiendo nada más!

3. Escriba los conectores o elementos de enlace que escuchas para completar la siguiente historia:

### The princess and the frog

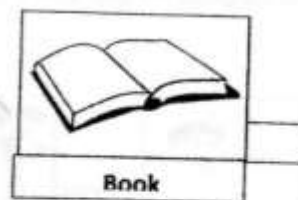
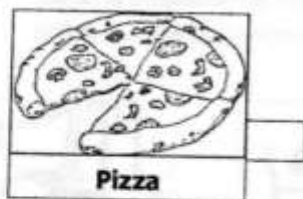
Once upon a time, there was a princess who lived in a castle, she was beautiful And kind. When she was walking in the forest she found a frog trapped in a cage, So she decided to help it. When she opened the cage, the frog became a prince. One month later they married, and they lived happily ever after.

(Si no sabes escribir la palabra en inglés, escribe lo que entendiste en español)

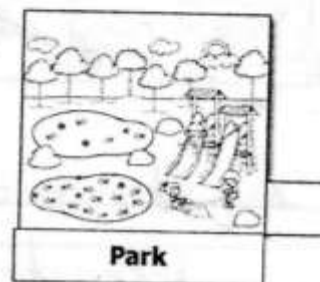
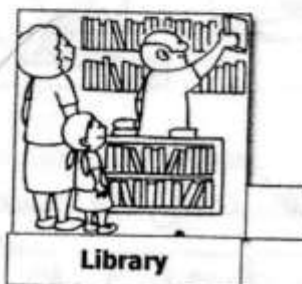
4. Completa las frases que escuchas con lo que debería seguir en un orden lógico.

1.			
2.			

3.



4.



5. Escucha las oraciones y enuméralas con su respectiva imagen en el orden que las escuchaste.



MY NAME IS: Sebastian Rios montoya.



## ANNEX 05

### CHECK LIST OF THE SECOND DIAGNOSTIC TEST:

HABILIDADES DE ESCUCHA:	ESTUDIANTE: Juan Sebastian Obando Mora
Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	✓
Entiendo cuando me saludan y se despiden de mí.	✓
Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	✓
Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	✓
Comprendo descripciones cortas y sencillas de objetos.	✓
Comprendo secuencias relacionadas con hábitos y rutinas.	x

HABILIDADES DE ESCUCHA:	ESTUDIANTE: Estefania Aguirre Arias
Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	✓
Entiendo cuando me saludan y se despiden de mí.	✓
Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	✓
Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	+
Comprendo descripciones cortas y sencillas de objetos.	✓
Comprendo secuencias relacionadas con hábitos y rutinas.	x

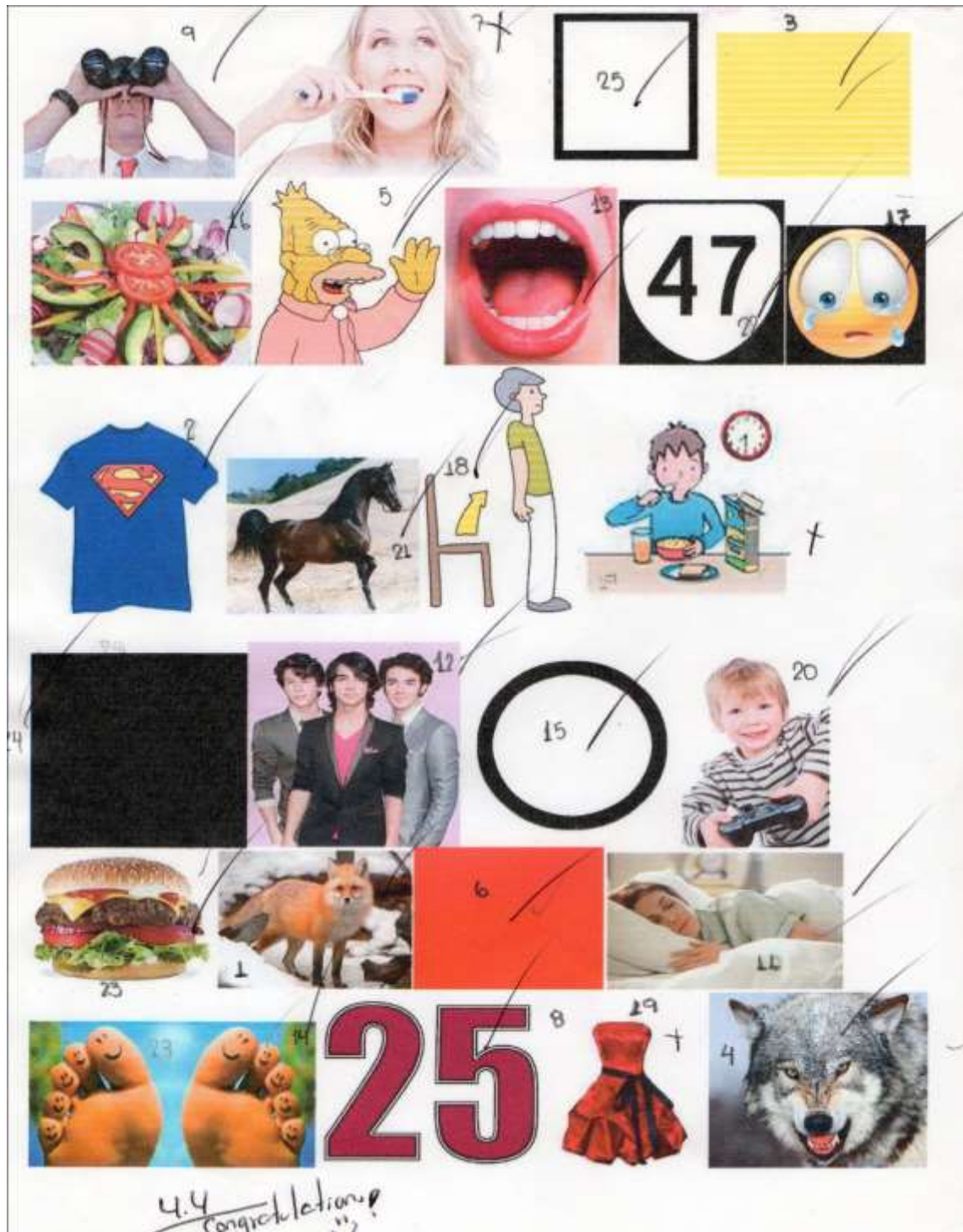
## ANNEX 06

### ACHIEVEMENT TEST:



## ANNEX 07

### ACHIEVEMENT TEST PERFORMING:



## ANNEX 08

### LESSON PLAN:



FACULTAD DE CIENCIAS DE LA EDUCACION  
PLAN CLASE

**INSTITUCIÓN EDUCATIVA:** Gimnasio del Pacífico

**SEDE:** Julia Becerra

**SEMESTRE:** Décimo

<b>DESCRIPTORS</b>	<b>TOPIC:</b> Food.  <b>TEACHER:</b> David Alejandro Mejía Salazar  <b>DATE:</b> October 5 <sup>th</sup> 2012		
<b>LEVEL</b>	Beginner	<b>TIME:</b> 2 Hour	<b>AGE:</b> 7 - 11 Years
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To recognize vocabulary related to food.</li><li>• To talk about likes and dislikes.</li></ul>		
<b>LANGUAGE</b>	Vocabulary related to food and the verb like in simple present in first person.		
<b>GROUPING</b>	Individual		
<b>MATERIALS</b>	Board, markers, colors, flashcards.		
<b>CONTEXTUALIZATION</b>	Food is a very important topic students must know, it is useful to talk about what they want and what they do not in a specific situation, whether at a restaurant or at home.		



<b>ACTIVITIES</b>	<p><b>Activity1:</b> The teacher will ask to the students in Spanish what kind of food they like and what they do not, a debate will be done to discuss the importance of healthy food.</p> <p><b>Activity 2:</b> The teacher will stick on the board some flashcards while referring them in English and writing them.</p> <p><b>Activity 3:</b> The teacher and the students will pronounce the words and then the students will do it by themselves.</p> <p><b>Activity 4:</b> The teacher will make the students remind of the verb like, practicing the structure in simple present in positive and negative sentences.</p> <p>I like fruit. I don not like hot dog.</p> <p><b>Activity 5:</b> The teacher will tell the students to make sentences using the vocabulary given, talking about their likes.</p> <p><b>Activity 6:</b> The students will draw on their notebooks one of the sentences done by themselves.</p>
<b>ASSESSMENT</b>	Performing of the sentences and of pronunciation.
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Participation.</li> <li>2. Behavior.</li> <li>3. Use of the structures taught.</li> </ol>

## ANNEX 09

### JOURNAL:

(DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
<p style="text-align: center;">October 5<sup>TH</sup></p> <p>In this session, I taught to the students vocabulary related to food, I started asking them what kind of food they like and what they do not like, besides we talk about what kind of food is healthier and what is not. After introducing the topic, I stick some flash cards on the board with their respective names in English, the students repeated while I explained the right pronunciation on the board. To contextualize in a better way the topic I made them remind the verb Like, which I had taught to them in previous classes, so they could express if they liked or not the food seen in the class; they had to write four sentences, two in positive with this verb, and two in negative with the same verb.</p> <p>According to the lesson plan the students had to draw one of the sentences done by themselves but instead of that I told them to draw all the food seen in the class, and so they did it. Finally I went student by student to check the work, my consultant teacher was there to check me too.</p>	<p>The topic was easily learned by the students since they already knew some of the vocabulary seen, for example the word <i>Hot Dog</i> in an expression usually used in our context, so it was easy for them, also, <i>Chicken</i> or <i>soup</i>, were words easy to comprehend and to memorize.</p> <p>Some of the students also easily mix the meanings, one of them wrote on his notebook that <i>Salad</i> meant <i>Repollo</i>, so some of them were a little absentminded, but in conclusion the class was very meaningful and productive.</p>	<p>As usual, the students were very active in the class, I was not conscious that they were very interested in my classes and in the topics, I misinterpreted the fact that they were all the time asking me questions and coming to me almost all of them at the same time for me to check their notebooks, I misinterpreted this as an act of indiscipline, but my consultant teacher made me realize that it was not like that. I tend to get despaired when they all come to me in groups to ask me things while I am busy explaining or checking works, but I guess it is better to have an active group than a passive one. I will have to get accustomed to multiply myself and attend to every question and advise my students make to me.</p>

## ANNEX 10

### LESSON PLAN



FACULTAD DE CIENCIAS DE LA EDUCACION  
PLAN CLASE

**INSTITUCIÓN EDUCATIVA:** Gimnasio del Pacífico

**SEDE:** Julia Becerra

**SEMESTRE:** Noveno

<b>DESCRIPTORS</b>	<b>TOPIC:</b> What I do everyday <b>TEACHER:</b> David Alejandro Mejía Salazar <b>DATE:</b> May 25th 2012		
<b>LEVEL</b>	Beginner	<b>TIME:</b> 2 Hours	<b>AGE:</b> 7 - 11 Years
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To talk about daily routine.</li></ul>		
<b>LANGUAGE</b>	Verbs in present tense related to daily routine.		
<b>GROUPING</b>	Individual		
<b>MATERIALS</b>	Board, Markers, colors, outdoor space.		
<b>CONTEXTUALIZATION</b>	Some verbs in present tense will be taught to the students in order to give them the ability to talk about their own daily routines and describe what they do everyday. Moreover, commands are going to be reviewed at the same time, since these two topics have lots in common.		



FACULTAD DE CIENCIAS DE LA EDUCACION  
PLAN CLASE

<b>ACTIVITIES</b>	<p><b>Activity 1:</b> The teacher will introduce the topic by asking to some of the students what they do everyday and what they like the most and what they hate.</p> <p><b>Activity 2:</b> The teacher will write on the board the different things an ordinary person do everyday as the students repeat them along.</p> <p><b>Activity 3:</b> The teacher and the students will pronounce what is on the board and then, assuming everybody is already acquainted to it, the teacher will ask for commands for the students to play them, for example: "Sleep!" Everybody has to put their heads down and close their eyes; then the teacher will say: "Wake up!" everybody will have to rise their head up and open their eyes.</p> <p><b>Activity 4:</b> The teacher will ask the students to describe their routine on their notebook and draw one of these activities.</p> <p><b>Activity 5:</b> The teacher will take the students out of the classroom to play a game called "What are you doing Mr. wolf?", at the first turn the teacher will play a the wolf, who has to be in the middle of a circle that the students will form. Then the students will have to ask: "What are you doing Mr. Wolf?" and the teacher might answer: "I take a shower" (while saying that, the teacher has to act what he/she says), the students have to keep on asking until Mr. wolf says: "I have breakfast/lunch/dinner" so, the students will have to run away because Mr. wolf is going to catch one of them, the student caught has to play the next turn as Mr. Wolf.</p>
<b>ASSESSMENT</b>	<p>Good pronunciation.</p> <p>Good performing in work in class, describing their daily routine on the notebook and playing the game "What are you doing Mr. wolf"</p>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Good employment of the vocabulary and the adjectives.</li> <li>2. Good pronunciation.</li> </ol>



## ANNEX 11

### JOURNAL:

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
<p style="text-align: center;">May 25<sup>th</sup></p> <p>Today, first of all I asked to the students what they do everyday, and everybody participated eagerly, then I wrote on the board the different things a common person do in a common day, like <i>wake up, get up, have breakfast, go to school</i>, etc.</p> <p>Afterwards the students were taught to pronounce the activities and I asked them to draw in their notebooks one of these activities. After that we started to play a game alike to commands, where every time I said one of the activities they had to perform it, and finally, we went out to the playground where we played "What are you doing Mr. Wolf?", the students had to make a circle around me and ask me: "What are you doing Mr. Wolf?" and I had to answer things just like: "I'm taking a shower" "I'm getting dressed" and when I said "I'm having breakfast/lunch/dinner" they would have to run away because would have to catch them.</p>	<p>Though all the activities I had prepared I think this time in particular the goal of the topic was not achieved, I felt the students very distracted and when we were playing commands and "What are you doing Mr. Wolf?" I could notice they did not learn the most of the activities a person do every time in English, they barely could recognize some of them when uttered, next time I will have to strengthen this part because the goal has to be achieved.</p>	<p>I would love to take my students out every time a give a class and play with them, that the class would be more dynamic but it is too difficult when you have to your own responsibility forty students who are all the time fighting between them, kicking each other, running back and forth, I am all the time asking what each one is going to do, I have to have one hundred eyes to watch every move and take care of them to not hurt themselves. It is too difficult to do these kind of activities with such a huge group like this, but this is my challenge and I will have to figure it out.</p>

## ANNEX 12

### LESSON PLAN:



#### FACULTAD DE CIENCIAS DE LA EDUCACION PLAN CLASE

**INSTITUCIÓN EDUCATIVA:** Gimnasio del Pacífico

**SEDE:** Julia Becerra

**SEMESTRE:** Noveno

<b>DESCRIPTORS</b>	<b>TOPIC:</b> Color and Shapes <b>TEACHER:</b> David Alejandro Mejía Salazar <b>DATE:</b> April 13th 2012		
<b>LEVEL</b>	Beginner	<b>TIME:</b> 2 Hours	<b>AGE:</b> 7 - 11 Years
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To learn to count things and to ask for quantities.</li> </ul>		
<b>LANGUAGE</b>	Colors and shapes.		
<b>GROUPING</b>	Individual		
<b>MATERIALS</b>	Board, Markers, billboard, colors, outdoor space.		
<b>CONTEXTUALIZATION</b>	Colors and shapes will be taught in order to the students can describe some things around them, talk about what color everything is and how it is shaped. They need to be able to talk about the environment surrounding them.		



FACULTAD DE CIENCIAS DE LA EDUCACION  
PLAN CLASE

<b>ACTIVITIES</b>	<p><b>Activity1:</b> The teacher will introduce to the colors and the most important shapes as the triangle, the circle and the square. The teacher will write them on the board and he is going to show some examples existing inside the classroom, as reference. The topic of shapes was introduced the last class, so this time we will focus on them but adding colors.</p> <p><b>Activity 2:</b> After having done that, the teacher will ask questions to the students just like:</p> <ul style="list-style-type: none"> <li>• What Is your favorite color?</li> <li>• What color is that?</li> <li>• What shape is this?</li> </ul> <p><b>Activity 3:</b> The teacher will stick a billboard on the board with shapes with all the colors, so he is going to ask the students to go to the board and show what the teacher asks for; if the teacher says: "Black circle" the student will have to look for the black circle and show it to the class, students who do it well, will be rewarded.</p> <p><b>Activity 4:</b> Then the teacher and the students will go out and make a circle; the teacher will give everyone a color and then is going to start demanding commands, ex: Red, make a line!!! – Blue, wash your hands!! – Yellow, sit down!!! This game will help to practice some topics.</p>
<b>ASSESSMENT</b>	<p>Good answers while the teacher asks color and shapes on the billboard.</p> <p>Good behavior.</p>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Finding the right shape with the right color on the billboard.</li> <li>2. Good behavior.</li> </ol>

## ANNEX 13

### LESSON PLAN:

**INSTITUCIÓN EDUCATIVA:** Gimnasio del Pacífico

**SEDE:** Julia Becerra

**SEMESTRE:** Décimo

<b>DESCRIPTORS</b>	<b>TOPIC:</b> Animals <b>TEACHER:</b> David Alejandro Mejia Salazar <b>DATE:</b> August 24 <sup>th</sup> 2012		
<b>LEVEL</b>	Beginner	<b>TIME:</b> 2 Hours	<b>AGE:</b> 7 - 11 Years
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To recognize in English some vocabulary related to animals.</li> <li>• To talk about likes and dislikes.</li> <li>• To recall some other topics seen in the past like Colors and some other adjectives.</li> </ul>		
<b>LANGUAGE</b>	Vocabulary related to animals and adjectives. Besides, the structure of a sentence expressing like and dislike.		
<b>GROUPING</b>	Individual		
<b>MATERIALS</b>	Board, Markers, flashcards, colors.		
<b>CONTEXTUALIZATION</b>	In this class animals will be presented in English to the students since they love to talk about them, this will encourage them to talk about what animal they like and what they don't, moreover, some adjectives will be remembered in order to describe some of the animals.		

FACULTAD DE CIENCIAS DE LA EDUCACION  
PLAN CLASE

<b>ACTIVITIES</b>	<p><b>Activity 1:</b> The teacher will stick on the board some flashcards showing different animals as he pronounces correctly and ask to the students how to pronounce too. In this part the teacher will also ask to the students about the color and size of each animal.</p> <p><b>Activity 2:</b> The teacher will ask to all the students for their favorite animal and the one that they don't like, but previously, he will start by teaching them the structures to say it in a correct way.</p> <p>I like... I don't like...</p> <p><b>Activity 3:</b> The teacher will ask to the students to draw in their notebooks the two animals they chose.</p> <p><b>Activity 4:</b> If there is time left, the teacher will call some students to the front of the class and ask them to act like any animal the teacher says. This will be executed in English in order to assess the oral comprehension ability.</p>
<b>ASSESSMENT</b>	<p>Good performing in the oral comprehension competence.</p>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Participation.</li> <li>2. Good use of the structures taught.</li> <li>3. Good pronunciation.</li> </ol>

## ANNEX 14

### JOURNAL:

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
<p style="text-align: center;">April 13<sup>rd</sup></p> <p>From the start, I just began to ask them if they liked colors, and what their favorite colors were; so I wrote them on the board so they could see how to say it in English, moreover, they already knew the shapes, so I wanted to add that topic into the topic of colors, in that way they could practice it while they study something new.</p> <p>Then I stuck a billboard with different shapes in different colors on the board, and I started calling up, one by one in order to look for the three shapes I said to them. With this oral comprehension exercise, I could evaluate the students, the most of them passed, but there were others who were so timid, their affective filter was taking over, they couldn't concentrate on what they were doing, but at the end most of them could do it great.</p>	<p>The students really enjoyed the activity, it was challenging for they to stand in front of the board and perform an activity which would be evaluated. The learning was very meaningful, they definitely knew what I was saying to them, the facility to look for the shapes on the billboard and show them to the teacher was satisfactory, now they can recognize and make the difference when a person talks about a red circle from a black one for example; their oral comprehension competence is improving, although I had to speak to the slowly and clear for they to understand the message, the class was in the end so meaningful and satisfactory.</p>	<p>What I could notice in this class was that the students like to be on challenging situations, they pay more attention when they know they are going to be evaluated and they do their best to get it right. They knew that they could do the activity, it was challenging, enjoyable and not at all difficult.</p> <p>I think one more time, that working with kids is totally thankful and a beautiful experience, they are so tender and kind, this time, one girl gave me a calendar with a message in it rendering thanks to me, they all the time want to hug me, and I can confess it's kind of uncomfortable because I'm not used to receiving affection expressed in that way from people I barely know, they are so special and I guess I am becoming fond to them, it's impossible not to love them.</p>

## ANNEX 15

### JOURNAL:

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
<p>August 24<sup>th</sup></p> <p>In this journey I taught to the students the animals in English, but previously I needed to finish marking the workshop they had to do in the last class. I introduced the topic talking about the importance animals have, about the respect they deserve and inculcating inside them love for animals. We pronounced each animal together and I asked some questions as for example; What color is the snake? Is it big or is it small? Then, when they wrote the vocabulary in English in their notebooks I taught them some expressions to express like or dislike, and so they could say to the whole class which animal they did like and which they don't; besides, I told them to draw these two animals since they were all the time looking for approval to do it. Almost ending the class, I took them to take the refreshment and to finish we agreed to study for the next class where I am going to evaluate topics like adjectives and animals.</p>	<p>This class was really good, the students all were very excited and attentive, they like so much talking about this topic I could see they love animals and the most part of them have pets. I could also check that the topics seen before are being meaningful and the method used is giving results. The pronunciation is not very bad, but they need to improve, some of them are shy and speak very low, so I have to get closer to hear them and correct them.</p> <p>At the end of the class I told them to close their notebooks, erased the animals' names from the board but I left the flashcards, then I point with my finger to each flashcard to check if the students remembered the vocabulary seen in class and wonderfully I could see they learnt the vast majority of the vocabulary when I thought it was too much for them, that was really great and encouraging for me!</p>	<p>Every time I bring flashcards to the class I have the same situation, some of the students come to the front and ask me to give them any of the flashcards, it is a mess because they feel attracted by the images and no matter what I say to them, they keep on sanding up, coming towards me and asking the same thing, it is hard to give the class with all this noise and mess, so I had to take out a sheet of paper and warn them that the next student who stand up was going to be annotated on the sheet, and that was the solution, but, eventually, I annotated one student who stood up and he realizes of this, and started crying pleading that his mother was going to hit him because of that, and that he did not deserve the annotation because he just stood up to throw some trash, so, I considered I need to be flexible and decided to erase his name from the list.</p>



## **ANNEX 16**

### **FIRST PONT OF THE GYMKHANA: CLOTHES AND COLORS**



## **ANNEX 17**

### **SECOND POINT OF THE GYMKHANA: COMMANDS**





## **ANNEX 18**

### **FOURTH POINT OF THE GYMKHANA: STORY TIME**



## **ANNEX 19**

### **STORY TIME: USE OF PROSODY ELEMENTS AND TPR.**



## ANNEX 20

### Segunda aplicación

#### Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés

#### Grados 8 a 9 – Básica Secundaria

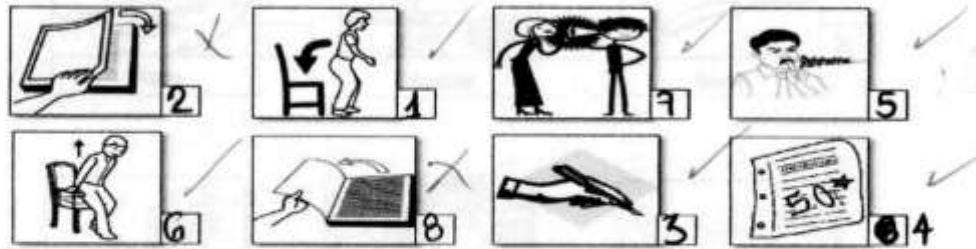
#### Pre intermedio I (B I.I)

HABILIDADES DE ESCUCHA:	ESTUDIANTE: <i>Sebastian Rios</i>
1. Sigo las instrucciones dadas en clase para realizar actividades académicas.	<i>Si</i>
2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	<i>Si</i>
3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	<i>No</i>
4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.	<i>Si</i>
5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	<i>Si</i>

**NOTE:** the student who presented this test, is the same of the annex 04, where is presented his first test. You can compare both tests to see the improvement.

## SEGUNDA APLICACIÓN DEL INSTRUMENTO

1. Escucha atentamente los comandos que el profesor lea, y enumera las acciones en el orden que las escuchaste.



2. Escriba la idea general del texto que escuchaste:

Trata de un hombre llamado John que vive  
en Nueva York con su familia y que el  
ama mucho su familia

3. Escriba los conectores o elementos de enlace que escuchas para completar la siguiente historia:

### The princess and the frog

Once upon a time, there was a princess who lived in a castle, she was beautiful And kind. Next, when she was walking in the forest she found a frog trapped in a cage, so she decided to help it. When, when she opened the cage, the frog became a prince. One month later they married, and they lived happily ever after.

(Si no sabes escribir la palabra en ingles, escribe lo que entendiste en español)

4. Completa las frases que escuchas con lo que debería seguir en un orden lógico.

1.

**Bus station**

**Library**

**Park**

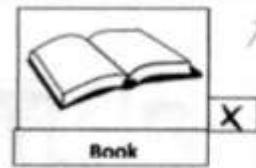
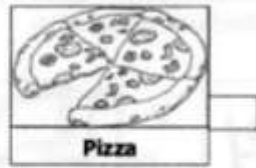
2.

**Pizza**

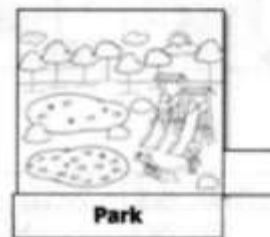
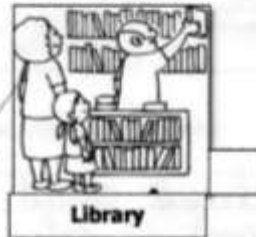
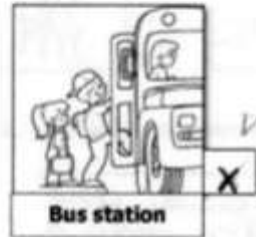
**Soccer**

**Book**

3.



4.



5. Escucha las oraciones y enuméralas con su respectiva imagen en el orden que las escuchaste.



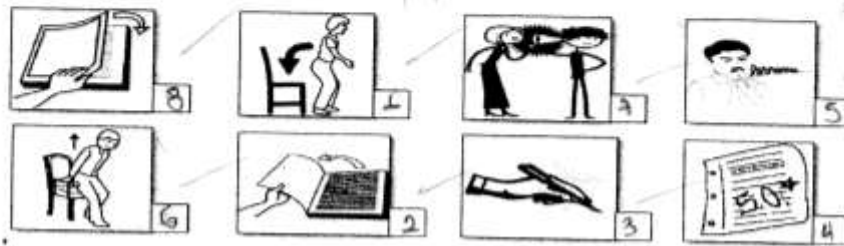
MY NAME IS: Sebastian Rios

## ANNEX 21

### CHECK LIST OF THE FIRST DIAGNOSTIC TEST:

<b>Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés</b> <b>Grados 8 a 9 – Básica Secundaria</b> <b>Pre intermedio I (B I.I)</b>	
<b>HABILIDADES DE ESCUCHA:</b>	<b>ESTUDIANTE:</b> <i>Natalia A. Chilito</i>
1. Sigo las instrucciones dadas en clase para realizar actividades académicas.	<i>Si</i>
2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	<i>NO</i>
3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	<i>NO</i>
4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.	<i>Si</i>
5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	<i>Si</i>

1. Escucha atentamente los comandos que el profesor lea, y enumera las acciones en el orden que las escuchaste.



2. Escriba la idea general del texto que escuchaste:

trataba de presentar a la familia.

3. Escriba los conectores o elementos de enlace que escuchas para completar la siguiente historia:

#### The princess and the frog

Once upon a time, there was a princess who lived in a castle, she was beautiful linda kind. Then, when she was walking in the forest she found a frog trapped in a cage, so she decided to help it. After, when she opened the cage, the frog became a prince. One month later they married, and they lived happily ever after.

(Si no sabes escribir la palabra en inglés, escribe lo que entendiste en español)

4. Completa las frases que escuchas con lo que debería seguir en un orden lógico.

1.	 Bus station	 Library	 Park
2.	 Pizza	 Soccer	 Book

3.



Pizza



Soccer

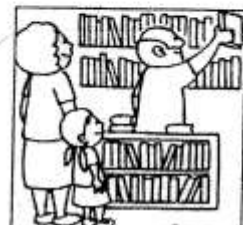


Book

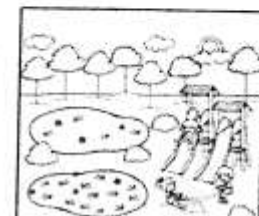
4.



Bus station



Library



Park

5. Escucha las oraciones y enuméralas con su respectiva imagen en el orden que las escuchaste.

3



8



7



5



1



6



2



4



5

MY NAME IS: Natalia Andrea Chilito Alvarez.



## CHECK LIST OF THE SECOND DIAGNOSTIC TEST:

**Segunda aplicación**

**Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés**

**Grados 8 a 9 – Básica Secundaria**

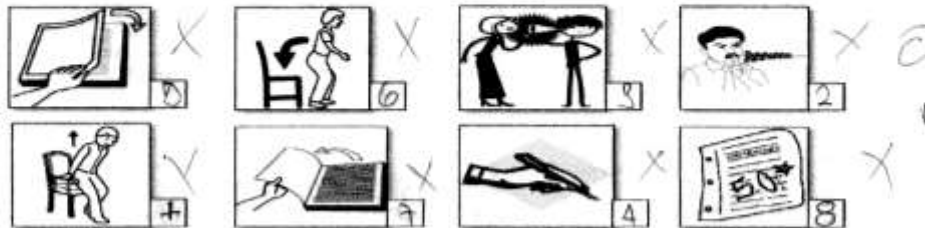
**Pre intermedio I (B I.I)**

<b>HABILIDADES DE ESCUCHA:</b>	<b>ESTUDIANTE:</b> <i>Natalia A. Chilito</i>
1. Sigo las instrucciones dadas en clase para realizar actividades académicas.	<i>No</i>
2. Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	<i>NO</i>
3. Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	<i>NO</i>
4. Utilizo mi conocimiento general del mundo para comprender lo que escucho.	<i>Si</i>
5. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	<i>NO</i>



## SEGUNDA APLICACIÓN DEL INSTRUMENTO

1. Escucha atentamente los comandos que el profesor lea, y enumera las acciones en el orden que las escuchaste.



2. Escriba la idea general del texto que escuchaste:

Haba de una familia que está muy feliz  
y amorosa

3. Escriba los conectores o elementos de enlace que escuchas para completar la siguiente historia:

### The princess and the frog

Once upon a time, there was a princess who lived in a castle, she was beautiful I kind. First when she was walking in the forest she found a frog trapped in a cage, she decided to help it. Princess when she opened the cage, the frog became a prince. One month they they married, and they lived happily ever.


(Si no sabes escribir la palabra en inglés, escribe lo que entendiste en español)

4. Completa las frases que escuchas con lo que debería seguir en un orden lógico.


1.	<div>Bus station</div>	<div>Library</div>	<div>Park</div>
2.	<div>Pizza</div>	<div>Soccer</div>	<div>Book</div>

C


3.



Pizza




Soccer




Book

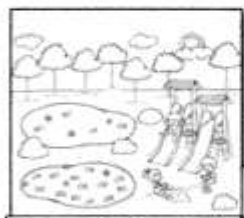
4.



Bus station



Library



Park

5. Escucha las oraciones y enuméralas con su respectiva imagen en el orden que las escuchaste.

3



1



4



5



8



7



2



6



NO

MY NAME IS: Natalia Andrea Chiliberto 92

## ANNEX 22

### JOURNAL:

DESCRIPCIÓN	INTERPRETACIÓN	REFLEXIONES Y PREGUNTAS
<p style="text-align: center;"><b>Abril 20</b></p> <p>Al iniciar la clase, para variar la forma de hacer la lectura diaria, le di la oportunidad a un estudiante, de que compartiera una historia, sobre la vida, o alguna anécdota, una joven contó su historia y todos los compañeros estuvieron atentos. Después, como es de costumbre, les compartí a los estudiantes las expresiones nuevas de ese día, lo cual tomó unos 10 minutos.</p> <p>Por último durante 20 minutos aproximadamente realicé una actividad, donde los estudiantes iban diciendo los números en inglés, y el que dijera el número que estaba escrito en una hoja, debía pasar al frente y tomar un papelito de una bolsa, cada uno tenía un adjetivo diferente, y el estudiante debía hacer la mímica de este para que sus compañeros encontrarán de que adjetivo se trataba.</p> <p>Durante toda la clase traté de hablarles en inglés, usando gestos y variaciones en el tono de voz para buscar que me entendieran mejor.</p>	<p>Me parece que fue una idea buena el permitir que en lugar de las lecturas diarias, un estudiante tuviera la oportunidad de contar una historia corta, no sólo para variar, sino para que ellos puedan observar que son tomados en cuenta; además pude observar que todos estaban dispuestos y atentos a la historia de su compañera.</p> <p>Por otra parte, pude observar que estuvieron bastante entretenidos con la actividad, la cual no sólo tenía el propósito de salir de lo tradicional, sino también de que mientras se divertían, iban repasando y al mismo tiempo evaluando los adjetivos que habían visto previamente.</p> <p>Otro propósito de esta actividad fue aplicar a los planes de clase el proyecto de tesis, el cual es el uso de elementos prosódicos y el método Total Physical Response, para mejorar su comprensión oral, que fue lo que hice darles la clase en inglés, usando ambos métodos, los cuales dieron buenos resultados, ya que varios estudiantes, comprendían lo dicho. De igual forma, lo explicaba después en español.</p>	<p>Me gustó mucho haber aplicado un poco de mi proyecto de grado con este grupo, ya que pienso que es bastante importante no dejar de lado la comprensión oral de lo estudiantes, y en este caso veo que fue bastante positivo y los estudiantes estuvieron atentos a esta propuesta, y la recibieron con agrado; también vi que usar estos métodos es bastante efectivo, ya que los estudiantes asimilaban más fácil lo que les hablaba cuando les hacía gestos, mímica, o variaba el tono de la voz.</p> <p>Además de esto, el hablarles en inglés los hacía estar en silencio, ya que para poder entender debían prestar bastante atención y con la mayoría sucedió así.</p>

**NOTE:** This journal is in Spanish because it was taken from the first teaching practice (in ninth semester) where the agent of this project wrote all the journals in Spanish, but the journals of tenth semester are all in English.

## ANNEX 23

DESCRIPCIÓN	INTERPRETACIÓN	REFLEXIONES Y PREGUNTAS
<p><b>Marzo 26 y Abril 9</b></p> <p>En estas dos clases se les presento a los estudiantes una película; se necesitaron tres horas para poder presentar la película completa; pero los estudiantes ya llevaban una parte de la película vista con la profesora titular. Así que en la primera clase vieron una parte de la película en ingles, con los subtítulos en español, y la última parte, se les presento en español con subtítulos en inglés. No se realizaron más actividades para poder concluir la película en las dos horas establecidas.</p> <p><b>La idea de ver la película fue de la profesora titular, quien me pidió que en las clases que seguían conmigo les permitiera a los estudiantes el continuar con la película; por lo tanto las dos clases se prestaron para terminar de ver la película y al mismo tiempo intervine un poco para relacionar esta actividad con el proyecto de grado, que trata de mejora la comprensión oral de los estudiantes en Inglés.</b></p>	<p>La idea de dar la película y variar el idioma y los subtítulos, era con el fin de que los estudiantes practicara tanto la parte de comprensión oral, al escuchar expresiones y conversaciones en ingles, y pudieran entender también el significado de las palabras al leer los subtítulos en español. Mientras que al poner los subtítulos en inglés y el audio en español, ellos podrían ver la escritura del inglés, observando la estructura de las oraciones, y también conociendo como se escriben algunas de las expresiones vistas allí.</p> <p>En cuanto al género de película, se escogió presentarles una película de humor, que a la misma vez dejaba una enseñanza moral. Esto con el fin de que los estudiantes estuvieran entretenidos, puesto que si una película es aburridora para ellos, lo más probable es que no le prestaran atención y se dedicaran a hacer otras cosas, como charlar, o en el peor de los casos hacer indisciplina.</p> <p>Además de esto, durante la película se les explico a los estudiantes la diferencia de acentos en Inglés, para que lo conocieran, en este caso fue el Inglés Americano.</p>	<p><b>Pienso que es muy importante presentar medios audio visuales en clase, y variar el método de enseñanza, porque los estudiantes se aburren fácilmente de las clases monótonas, y tradicionales, por lo tanto, el presentar una película en el idioma que se esta estudiando, es una muy buena estrategia, tanto para que los estudiantes se relacionen con el idioma, como para variar, y que ellos puedan sentirse cómodos con las clases.</b></p> <p><b>También es muy importante saber que genero se va a elegir, tomando en cuenta sus gustos y sus edades, ya que si les presentamos películas que no son de su interés, ni llaman su atención, no disfrutaran la actividad como ya lo había expresado.</b></p> <p><b>Algo importante también es que antes de comenzar la película, se establezcan normas, como por ejemplo el permanecer en silencio para que puedan comprender bien, y prevenir la indisciplina, y hacerlos conscientes de que no solo se les presenta la película por diversión, sino con fines educativos, para que así estén pendientes de los detalles ya mencionados, y puedan incluso tomar nota del vocabulario que les llame la atención en la película.</b></p>

**NOTE:** This journal is in Spanish because it was taken from the first teaching practice (in ninth semester) where the agent of this project wrote all the journals in Spanish, but the journals of tenth semester are all in English.

## ANNEX 24

### SURVEY:

¿Piensas que los medios audiovisuales, como la película vista en clase "The Lorax" y la actividad realizada te ayudan a mejorar tu comprensión oral en la lengua Inglesa? – Justifica tu respuesta.

Si, porque mediante la escucha de películas en idioma inglés podemos mejorar tanto nuestro vocabulario como nuestra habilidad de escuchar, entender e interpretar el habla inglesa, y complementando con otras actividades lograr un buen manejo de este idioma.

¿Piensas que los medios audiovisuales, como la película vista en clase "The Lorax" y la actividad realizada te ayudan a mejorar tu comprensión oral en la lengua Inglesa? – Justifica tu respuesta.

Si, porque es una forma didáctica de aprender. Porque nos divertimos viendo cosas muy interesantes y a la vez nos dejan una enseñanza. Y nos ayuda con nuestro aprendizaje.

¿Piensas que los medios audiovisuales, como la película vista en clase "The Lorax" y la actividad realizada te ayudan a mejorar tu comprensión oral en la lengua Inglesa? – Justifica tu respuesta.

Un poco porque me ayuda mas en mi comprensión de las palabras en inglés y al ver las acciones de los actores comprendo.

## ANNEX 25

### LIST OF WORD TAKEN FROM THE MOVIE:

information	-	información
never	-	nunca
publicity	-	publicidad
money	-	dinero
happy	-	feliz
close	-	cerrar
fortune	-	fortuna
problem	-	problema
destroy	-	destruir
nothing	-	nada
Laura marcela prado martinez		

## ANNEX 26

### LESSON PLAN:

**INSTITUCIÓN EDUCATIVA:** Gimnasio del pacifico

**SEDE:** Central

**SEMESTRE:** Noveno

<b>DESCRIPTORS</b>	<b>TOPIC:</b> I walk to school: Present simple tense: positive <b>TEACHER:</b> Leslie Yulieth Rengifo Cardona <b>DATE:</b> May 22nd and may 25th, 2012	
<b>LEVEL</b>	Intermediate	<b>TIME:</b> 1 Hour <b>AGE:</b> 14-17
<b>OBJECTIVES</b>	Learning and practicing the present simple in the positive form	
<b>LANGUAGE</b>	Simple present, simple future, simple sentences and verbs	
<b>GROUPING</b>	Individual and group work	
<b>MATERIALS</b>	The English book, the cell phones, some copies, and the board.	
<b>CONTEXTUALIZATION</b>	In the first hour the teacher will explain the use of the present simple and then the students will do an activity using their cell phones to listen to a song given by the teacher, to fill in the blanks from a copy writing the missing words which are verbs in present simple. In the second hour the students will do some exercises from their English books working in groups to practice the topic explained by the teacher.	
<b>ACTIVITIES</b>	<b>ACTIVITY 1:</b> Explaining the use and the structure of the present simple tense in the positive form  <b>ACTIVITY 2:</b> Listening to a song and filling in the blanks.	

	<b>ACTIVITY 3:</b> Making groups to answer the practice exercise that is in the book
<b>ASSESSMENT</b>	The activity of the song and the exercises from the book will be taken into account to get a grade.
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Correct writing</li> <li>2. Goodbehavior</li> <li>3. Correctanswers</li> </ol>



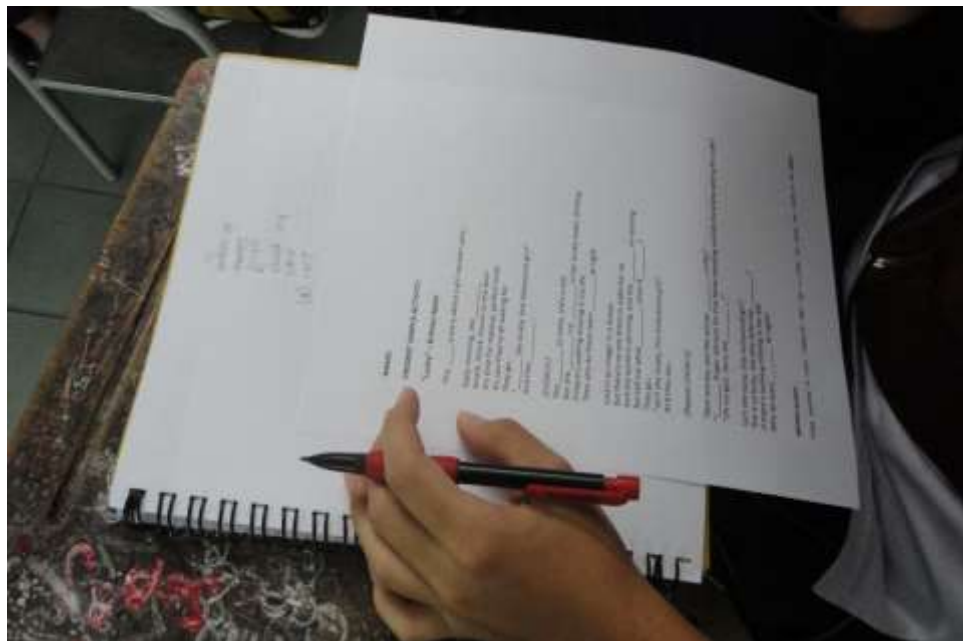
## ANNEX 27

### JOURNAL:

DESCRIPCIÓN	INTERPRETACIÓN	REFLEXIONES Y PREGUNTAS
<p><b>Mayo 22 y 25</b></p> <p>El 22 de mayo, los estudiantes retomaron el paro en el cual se encontraban la semana pasada, por lo cual no entraron al salón para recibir la clase, y no pude cumplir con lo establecido en el plan de clase que había realizado para estas dos horas, por lo tanto solo pude ver una hora el día 25 de mayo.</p> <p>Esta clase se inicio como es de costumbre, con la historia y la enseñanza de nuevo vocabulario; pero antes de ello les explique a los estudiantes que haríamos algo nuevo, usando las Tics, en este caso involucrando sus teléfonos celulares, para pasarles una canción y que por grupos la escucharan y llenaran los espacios que faltaban en una fotocopia que les entregue, la cual contenía la letra de la canción, con los espacios y las palabras faltantes.</p> <p>Todo con el fin de introducir el tema del presente simple de una forma más dinámica y que llamara su atención, mientras se les llevaba a practicar su comprensión oral.</p>	<p>En este caso decidí involucrar sus teléfonos celulares, ya que anteriormente había comprobado que muchos de ellos tenían celulares novedosos y les gustaba usarlos todo el tiempo, así que pensé que sería una buena herramienta para llamar su atención.</p> <p>La idea era pasarles una canción vía Bluetooth, con unas copias donde se encontraba la letra de la canción y algunos espacios para que ellos completaran con las palabras que escucharan, las cuales a su vez estaban en la hoja, en desorden para que así trabajaran su parte de comprensión oral, a la vez que repasaban el tiempo presente simple, ya que las palabras que faltaban eran verbos en presente simple.</p> <p>La actividad se hizo por grupos de 5 o 6 estudiantes, teniendo en cuenta que eran muchos y no se contaba con mucho tiempo.</p> <p>La actividad fue buena pero lastimosamente los estudiantes no hicieron lo que se esperaba y no se comprometían con la actividad, dejándole solo a uno del grupo todo el trabajo.</p>	<p>Yo ya había realizado esta actividad anteriormente en un instituto privado, donde solo tenía 10 estudiantes y la actividad se llevo a cabo de una forma exitosa. Los estudiantes se comprometieron más con el tema, y disfrutaron la actividad. Y por esto quise probar si daba el mismo resultado con un grupo mayor, y aun teniendo en cuenta que es un colegio público; pero pude comprobar que fue casi lo contrario, ya que se prestó más para el desorden y solo unos cuantos cumplieron realmente con lo que se les pedía.</p> <p>Esta fue quizás la experiencia menos positiva que tuve, ya que quise experimentar algo nuevo, pero fue interesante pues pude ver que con tantos estudiantes se deben tener otras estrategias.</p>

## ANNEX 28

### STUDENTS DOING THE LISTENING ACTIVITY:



## ANNEX 29

### WORKSHEET (FOR THE LISTENING ACTIVITY)

NAME: \_\_\_\_\_

#### PRESENT SIMPLE ACTIVITY:

##### "Lucky" – Britney Spear

This \_\_\_\_\_ a story about a girl named Lucky...

Early morning, she \_\_\_\_\_  
Knock, knock, knock on the door  
It's time for makeup, perfect smile  
It's you they're all waiting for  
They go...  
"\_\_\_\_\_ she lovely, this Hollywood girl?"  
And they \_\_\_\_\_...

##### [CHORUS:]

She \_\_\_\_\_ so lucky, she's a star  
But she \_\_\_\_\_, cry, \_\_\_\_\_ in her lonely heart, thinking  
If there's nothing missing in my life  
Then why do these tears \_\_\_\_\_ at night

Lost in an image, in a dream  
But there's no one there to wake her up  
And the world is spinning, and she \_\_\_\_\_ on winning  
But tell me what \_\_\_\_\_ when it \_\_\_\_\_?  
They go...  
"Isn't she lovely, this Hollywood girl?"  
And they say...

##### [Repeat CHORUS]

"Best actress, and the winner \_\_\_\_\_ ...Lucky!"  
"I \_\_\_\_\_ Roger Johnson for Pop News standing outside the arena waiting for Lucky"  
"Oh my god...here she \_\_\_\_\_!"

Isn't she lucky, this Hollywood girl?  
She is so lucky, but why does she \_\_\_\_\_?  
If there's nothing missing in her life  
Why do tears \_\_\_\_\_ at night?

#### MISSING WORDS:

COME - HAPPENS - IS - CRIES - WAKES UP - ISN'T - SAY - 'S - COME - CRY - KEEPS - CRY - STOPS - IS - 'M - COMES

## ANNEX 30

**INSTITUCIÓN EDUCATIVA:** Gimnasio del pacifico

**SEDE:** Central

**SEMESTRE:** Noveno

<b>DESCRIPTORS</b>	<b>TOPIC:</b> Let's sing a song to learn more! <b>TEACHER:</b> Leslie Yulieth Rengifo Cardona <b>DATE:</b> Sept 4 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> , 2012	
<b>LEVEL</b>	Intermediate <b>AGE:</b> 14-17	<b>TIME:</b> 3 Hours
<b>OBJECTIVES</b>	Practicing the previous and current topics with a song, and learning new vocabulary. At the same time improving listening and speaking skills of the students	
<b>LANGUAGE</b>	Short sentences, and common verbs and vocabulary	
<b>GROUPING</b>	Individual and group work	
<b>MATERIALS</b>	Worksheets (Lyrics), Laptop, speakers and the song (Hot N cold – By Katty Perry).	
<b>CONTEXTUALIZATION</b>	This is a workshop divided in three hours, where the students will do different activities, to practice some previous and current topics, at the same time they will learn new vocabulary and improve their skills in English, then, they will do a presentation with the song and finally they will do a test to see the results of the activities	
<b>ACTIVITIES</b>	<b>ACTIVITY 1:</b> In the first hour, the teacher will explain the purpose of the activity, and then, the students will see the video of the song without any lyrics, or subtitles, and the teacher will ask them about the video, the teacher will translate with the whole group the song that every student should have, this is with the purpose of learning new vocabulary, and understanding the lyrics of the song, while doing the translation of the song the teacher will teach them	

	<p>the pronunciation of unfamiliar words. After that, the students will try to sing the song.</p> <p>Finally, as a homework, the students will prepare at home a presentation in groups of 5 or 6 people, where they have to act according to what the song is saying, using mimics, or movements (this is the TPR method)</p> <p><b>ACTIVITY 2:</b> In the second hour, the students will do the presentation</p> <p><b>ACTIVITY 3:</b> To finish with the topic, in the third hour, the students will do an oral test to observe if the objectives were achieved.</p> <p>The teacher is going to say some words taken from the song, and they will say what it means.</p>
<b>ASSESSMENT</b>	<p>The students will get a grade for their presentations and participation, and the best group will win a prize. They also will get a grade for the test</p>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Good behavior</li> <li>3. Presentations</li> <li>4. Correct answers in the test</li> </ol>

## ANNEX 31

### JOURNAL:

DESCRIPTION	INTERPRETATION	REFLECTIONS AND QUESTIONS
<p><b>Sept 4<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup></b></p> <p>The idea of these classes was to do a workshop divided in three hours, where the students would do different activities, to practice some previous and current topics, at the same time they would learn new vocabulary and improve their listening skill in English, and finally they would do a test to see the results of the activities</p> <p>In the first hour I explained the purpose of the activity, and then, the students watched the video of the song without any lyrics, or subtitles, and I asked them about the video. (the song was easy to understand with a basic language)</p> <p>Then, I gave to every student the lyrics of the song and we translated it on the board.</p> <p>This was with the purpose of learning new vocabulary and understanding the lyrics of the song, while doing the translation of the song I taught them the pronunciation of unfamiliar words.</p>	<p>In the first hour the class was good, and the students were doing well the activity that I had planned for that hour, but in the second hour, their lack of interest and responsibility didn't allow a good performance of the next activity.</p> <p>Their excuses for not working were not very good, and I couldn't obligate them to do something they didn't want to do.</p> <p>Some of them told me that the song was very difficult, but I told them that it was not true because they worked in a good way the last class, and they could understand the whole song, and they even didn't have to sing the song. If that was the problem and they knew it.</p> <p>They only had to make some mimics according to the song.</p> <p>Other students told me that they didn't feel comfortable doing that activity, because some of</p>	<p>Although the workshop was not as good as I imagine it would be, I could learn some things of that situation, especially in the second hour.</p> <p>This activity was planned with the purpose of using audiovisual media, to lead the students to practice specially their listening skill, using the TPR method in the presentation, and also prosody elements.</p> <p>But I could see it was not as easy as working with kids, because teenagers may be more concerned with issues such as "shame" or "fear". But in this case I think it was a case of irresponsibility and lack of commitment.</p> <p>I felt very sad in the second hour, but, I understood that students are not going to behavior in the same way in all the classes; and especially when you are proving something new; so, that's another good reason for having always a Plan B.</p>

<p>After that, the students tried to sing the song sometimes, and finally, as a homework, the students had to prepare at home a presentation in groups of 5 or 6 people, where they had to act according to what the song is saying, using mimics, or movements (this is the TPR method)</p> <p>In the second hour, that was six days after the last class I asked the students for the presentation and they didn't prepare it; so I tried to motivate them to prepare it in the class, because it was in groups, and I would help them, but, they didn't cooperate.</p> <p>I had to pass over the plan for that day, and started with plan B, which was to continue doing the exercises from the book.</p> <p>In the third hour, they finished the exercises and I checked their books to grade their performance.</p>	<p>them were shy.</p> <p>So I didn't have another alternative, and I decided to change of activity because they didn't want to cooperate as I said before, and that was very stressful for me.</p>	
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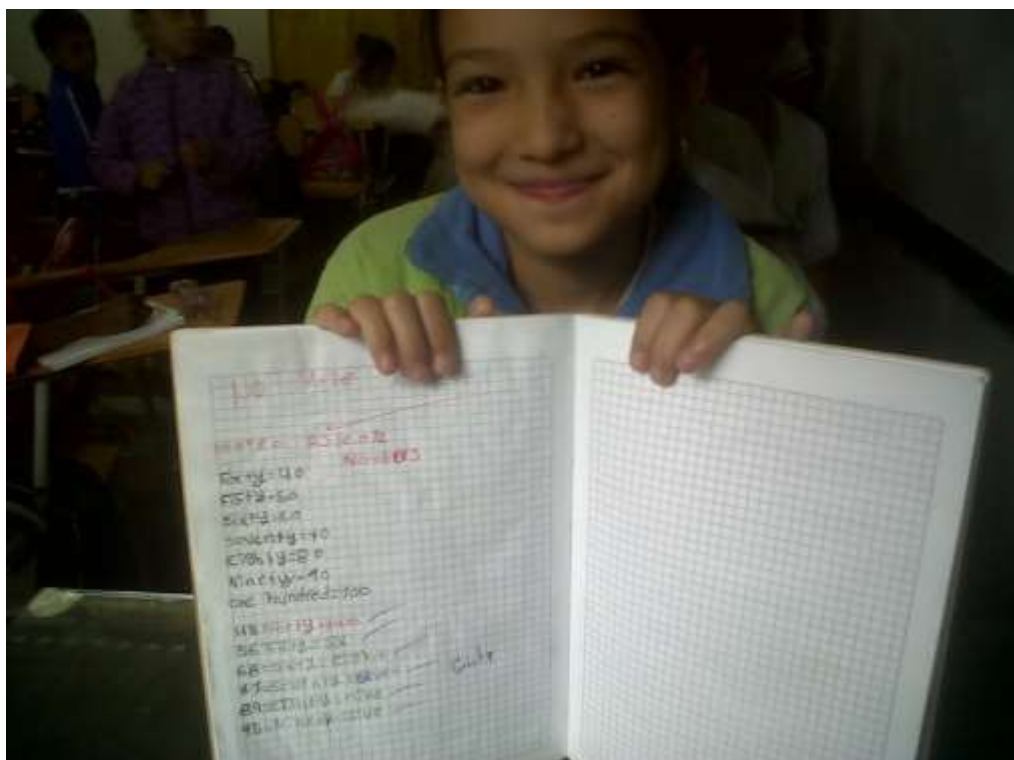
## ANNEX 32

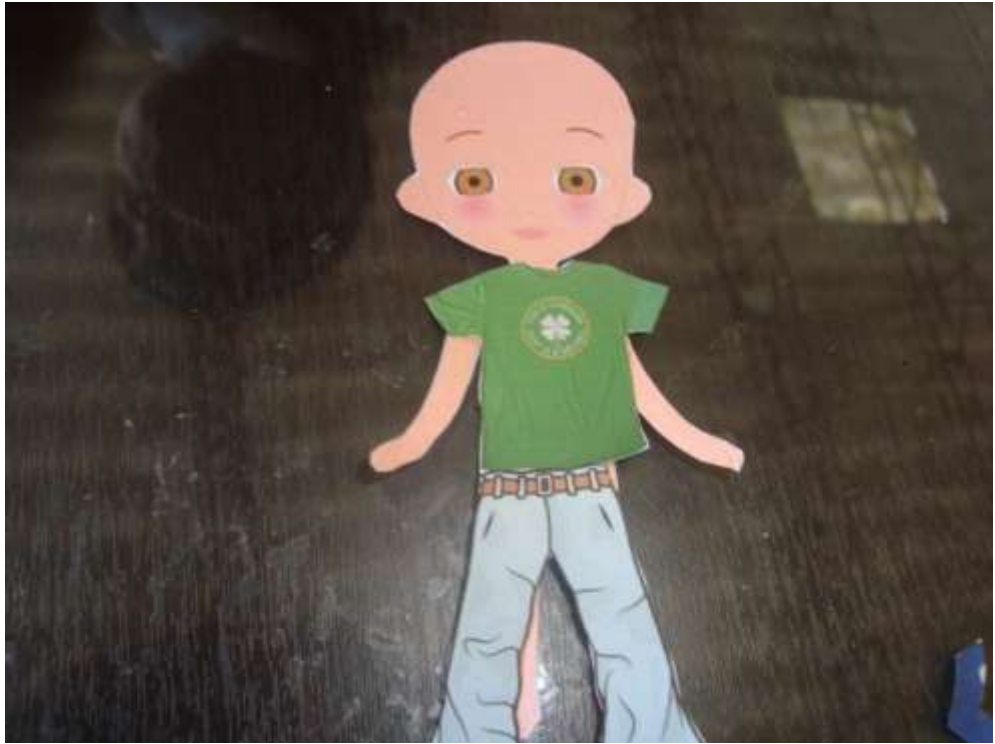
### PHOTOS (POPULATION A):





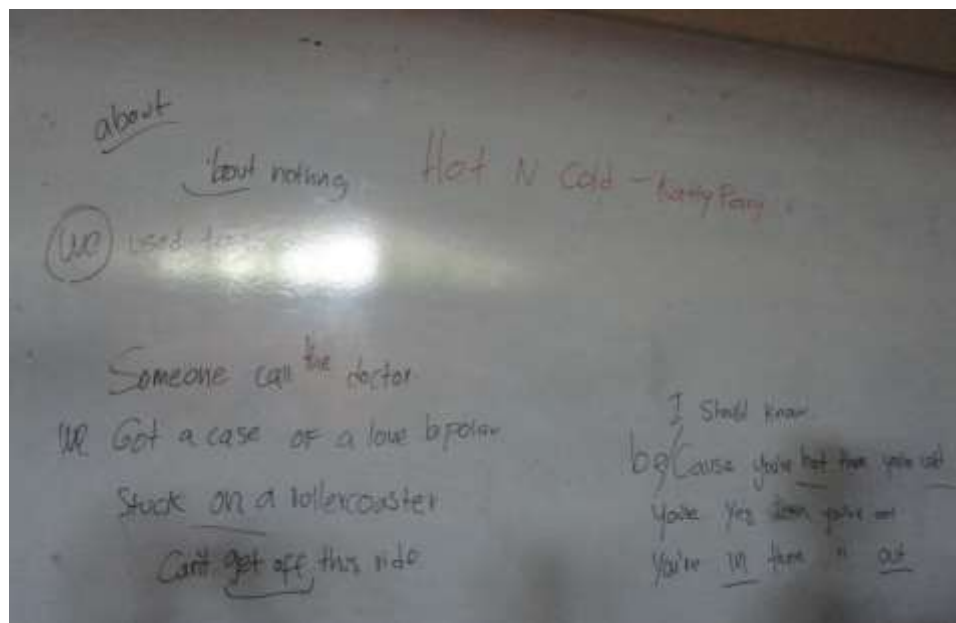






## ANNEX 33

### PHOTOS (POPULATION B)















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