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**LENGUA INGLESA Y SU
DIDACTICA**

THE BEGINNING OF A NEW APPROACH

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THE BEGINNING OF A NEW APPROACH

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Infantil por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Infantil se estructuran según la Orden ECI/3854/2007 en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3854/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3854/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil.

En este trabajo, el módulo *de formación básica* se concreta en el punto número 5., llamado “Contextualization”, en él se desarrollan las características generales de los niños en la etapa de educación infantil. Es un apartado de vital importancia ya que en torno a éstas se basan todas las decisiones que un docente debe tomar. En ésta caso, tanto la elección de Total Physical Response como en las aportaciones y modificaciones para el desarrollo del enfoque didáctico.

El módulo *didáctico y disciplinar* permite analizar cómo se llevaría a la práctica el método. La aplicación didáctica del método original la encontramos en el punto 4.3, llamado “The Syllabus”. La aplicación didáctica del método modificado, nuestro enfoque educativo, se puede ver en el punto número 6. Llamado “TPR in our approach”, aunque se concreta en el punto número 7, llamado “Some characteristics of our approach”.

Asimismo, el módulo *practicum* se concreta en dos apartados; 4.4., que ejemplifica la versión original del método; y 7.2., que se organiza en torno a un enfoque basado en la metodología de Respuesta Física Total (TPR), incluyendo las modificaciones que proponemos para que el método sea más eficiente y se adapte mejor a nuestro estilo de enseñanza. Ambos apartados llevan el mismo nombre, “Sample session” y enmarcan propuestas didácticas, ya que no ha habido tiempo suficiente para llevarlas a la práctica. Creemos que son muy relevantes en el trabajo ya que se puede apreciar la gran diferencia entre los recursos habituales de TPR y las adaptaciones que nosotros proponemos.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados de “Antecedentes” (punto nº1), y “Conclusiones” (sin numerar), así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

A lo largo de los últimos años el inglés se ha convertido en la lengua universal de la sociedad actual. Para satisfacer ésta necesidad de enseñanza de la lengua; los profesores cuentan con una gran variedad de recursos, metodologías y técnicas que son más o menos apropiadas en función del contexto.

Aunque es un hecho que la metodología perfecta no existe, los docentes debemos definir nuestro estilo de enseñanza. Y eso es lo que pretendemos con éste trabajo, sentar las bases de un nuevo y personal enfoque educativo. Para ello hemos leído sobre diferentes técnicas y métodos de enseñanza, con el objetivo de escoger una como pilar fundamental de nuestro enfoque.

El método de Respuesta Física Total (TPR) ha sido finalmente el escogido. A pesar de que hay algunos aspectos con lo que no estamos totalmente de acuerdo, TPR se adapta muy bien a las características de los niveles de infantil. El método es fácil de combinar con otras metodologías, por lo que hemos podido adaptarlo a nuestro estilo de enseñanza.

Palabras clave:

Enfoque educativo; Respuesta Física Total; Proceso de aprendizaje; Adquisición de la lengua; Educación Infantil.

Abstract

English has become a *lingua franca* in current society and therefore teaching English since early ages is actually a need. In order to satisfy these needs teachers count on a wide variety of resources, methodologies, approaches and techniques; those depending on the context are more or less appropriate.

It is known that the perfect methodology does not exist; however, we, as beginner teachers must start to define our teaching style. We pretend to do it by laying the foundations of a personal approach. With this goal, we have gather information about several methods and techniques in order to choose one as the main methodological base of our approach.

We have finally chosen Total Physical Response methodology. Although there are some aspects with which we do not agree with, TPR is quite adapted to
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nursery education and is also easy to combine it with other methods and techniques; so we have tried to enrich it and adapt it to our teaching style.

Key words:

Approach; Total Physical Response; Learning process; Language acquisition; Nursery education

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1. ANTECEDENTES

Según Bestard Monroig, J, (1992), hay una serie de acontecimientos que dieron forma a la lengua inglesa, una vez fijadas las bases de la lengua su desarrollo y expansión ha sido enorme. Hoy en día la hablan casi la mitad de los habitantes del planeta, por lo tanto consideramos relevante repasar brevemente el proceso que ha dado lugar a que el inglés tenga la relevancia que tiene hoy en día.

1.1. Evolución interna de la lengua inglesa

Es indiscutible la importancia que ostenta la lengua inglesa hoy en día, pero las características que presenta actualmente no son más que el resultado de una serie de acontecimientos, históricos, políticos y sociales que comienzan en Gran Bretaña en el año 54 a.C. aproximadamente.

Las tribus celtas que habitaban la isla se ven invadidas por una serie de tribus germánicas, constituidas principalmente por jutos, anglos y sajones. Lo que conllevó la confluencia de diferentes lenguas sintéticas, que se vieron influenciadas por otras lenguas como la celta, la latina o la vikinga. La convivencia de todas ellas es lo que dio lugar a la configuración del inglés antiguo o anglosajón. Pero es en 1066 cuando la conquista normanda marca un hito en el desarrollo, tanto de la lengua como la cultura anglosajona. El francés se impuso como lengua oficial de la corte convirtiéndose en el principal vehículo de cultura, aunque no se dejó de utilizar el inglés como medio de comunicación ente el pueblo anglosajón.

Ésta represión supuso tras la pérdida de Normandía y durante la guerra de los cien años una reacción contra todo lo francés, recobrando así el inglés la categoría de lengua nacional. Durante este periodo se dan una serie de cambios lingüísticos en vocabulario, gramáticos y fonéticos; pasando de ser una lengua sintética para convertirse en una analítica. Uno de los cambios más relevantes se da a nivel fonético, es el “great vowel shift”, que supone la elevación de la posición de la lengua para la pronunciación de las vocales

largas, dando lugar a la actual falta de correspondencia entre la representación gráfica y la pronunciación de muchos sonidos del inglés.

A partir del año 1500 una vez superada ésta fase del Inglés Medio, caracterizada por los continuos y profundos cambios que sufre entramos en la etapa Moderna. Nos encontramos ante una lengua claramente definida, con un claro perfil analítico y con una entidad propia.

Durante los siglos XVII y XVIII a raíz de la lucha por la pureza del idioma que caracterizaron éste periodo, comenzaron a aparecer las Academias De La Lengua en muchos países. En el caso de Gran Bretaña no se consigue fundar una academia al estilo de otros países Europeos, pero consiguen igualmente su propósito de codificar y fijar su lengua de forma definitiva a través de la publicación del “Diccionario of the english language” de Samuel Johnson en 1755.

1.2 Evolución externa de la lengua inglesa

Como muchas otras, la lengua inglesa también sufrió un periodo de expansión geográfica, que aunque comenzó mucho más tarde que los españoles o los portugueses llegaron a dominar un amplio territorio que abarco en su momento una cuarta parte del globo, lo que supuso para el inglés convertirse en el idioma más extendido del mundo.

A lo largo de los siglos XIX y XX, Gran Bretaña no pudo evitar desprenderse políticamente de casi todas sus colonias, aunque su cultura y su lengua permaneció viva en los nuevos países. En muchos de ellos la lengua inglesa sigue siendo la lengua nacional, como en Australia, Nueva Zelanda o Estados Unidos; mientras que en otros países como África del Sur o Nigeria donde conviven múltiples lenguas y dialectos, la han adoptado como lengua oficial ya que desempeña un beneficioso papel aglutinador, facilitando un medio de comunicación común para todo el país, sirviendo a su vez como vehículo de contacto con la cultura occidental.

Pero aun así esto no representa la relevancia de ésta lengua en la actualidad, el rápido desarrollo económico, tecnológico y científico de países como Estados Unidos o Gran Bretaña ha sido crucial para que el inglés se haya convertido en el vehículo casi exclusivo de comunicación internacional.

Actualmente se habla en más de cuarenta países aunque no tiene la misma relevancia en todos ellos, de todos modos es innegable que la lengua inglesa ha pasado de pertenecer únicamente a una raza, a convertirse en la lengua universal.

1.3 Evolución de la enseñanza del inglés como lengua extranjera

A lo largo del proceso evolutivo que ha sufrido la lengua inglesa, y que acabamos de describir brevemente; surge la necesidad de una nueva rama en el ámbito educativo, la de la enseñanza del inglés como lengua extranjera. Desde un primer momento aparecen diversas metodologías orientadas a diferentes públicos, pero con un objetivo común, el de enseñar inglés. Con el paso del tiempo éstas se han ido perfilando en función del público al que están orientadas.

Aunque los métodos que han ido apareciendo también se hayan utilizado con otros fines, es su uso en el ámbito educativo el que nos atañe. En relación con otras áreas educativas, la enseñanza del inglés en nuestro país tiene una trayectoria relativamente corta, aunque ya contamos con cierta experiencia en la materia y por consiguiente, con una amplia variedad de opciones metodológicas que han ido surgiendo a lo largo de los años. Hay una gran diferencia entre los primeros métodos empleados y los actuales, por ejemplo “The Grammar-Translation Method” fue uno de los primeros, fue rechazado a mediados del siglo XIX, ya que se centraba demasiado en aspectos gramaticales, limitando el desarrollo intelectual del alumno a la lectura y la escritura.

Durante los años de gloria del Grammar-Translation Method (1840-1940), Marcel, Prendergast y Gouin se encargaron de ofrecer enfoques alternativos basados en el sistema del aprendizaje del niño de la lengua materna, aunque sin mucho éxito. Es en la década de 1880, cuando lingüistas como Henry Sweet, Wilhm Viëtor, o Paul Passy aportan una base intelectual a éstas ideas reformistas, consiguiendo más credibilidad y aceptación, lo que da lugar a la aparición de los fonemas en la enseñanza del inglés como lengua extranjera, lo que hace que poco a poco la expresión y la comprensión oral vaya ganando terreno.

Hacia finales del siglo XIX se fue prestando más atención a los principios naturalistas, uno de los pioneros en éste campo fue L.Sauveur con un método basado en la interacción oral, a través de la acción y la demostración en lugar de la traducción, dando lugar al método natural, que acabo traducándose en el Método Directo. Éste fue el método con cimientos naturalistas que más repercusión llegó a tener, Aunque exigía profesores nativos para su desarrollo, así como motivación y tiempo, lo que lo hacía apto para algunos centros privados pero dificultó su implementación en la enseñanza pública, por lo que a comienzos del siglo XX entró en decadencia.

Con la intención de subsanar los defectos del Método Directo, surgen otros como "The Oral Approach" que incorpora base teórica al método, a través de vocabulario y ejercicios de lectura, seguido del "Audiolingual Method", que se sitúa como dominante en Estados Unidos entre los años cincuenta y sesenta, con el objetivo del aprendizaje rápido de la lengua, sobre todo con propósitos militares. Su decadencia comienza al emerger la teoría de carácter estructuralista de Noam Comsky que da lugar a "The Communicative Language Teaching", metodología que enseña a través, y para la comunicación, con el objetivo de satisfacer las necesidades del comercio europeo.

A lo largo de las siguientes décadas son muchas las metodologías que van surgiendo hasta el día de hoy, la razón de ser de todas ellas es cubrir la creciente demanda que en los últimos años ha ido aumentando en éste campo, ya que ha sido en este periodo cuando se ha introducido definitiva y obligatoriamente en todos los centros educativos, tanto de educación secundaria, como de primaria e incluso en infantil y preescolar.

Producto de éste periodo (1970-1980) de gran diversidad en innovación metodológica surgen teorías como; "Total Physical Response Methodology" (1977), en la que nos basaremos para el desarrollo de éste trabajo, y que se basa en el aprendizaje del inglés a través del movimiento y la relación de éste con los conceptos adquiridos; "The Silen way Methodology" (1972), en la que el profesor interviene lo menos posible dejando que el niño descubra y practique por si mismo la lengua extranjera, dándole gran importancia a la formación de hábitos, mientras que con "The Community Language Learning Methodology" (1976), nos encontramos con que es el profesor el centro de referencia del aula

en todo momento. Algunas de éstas metodologías resurgen de los principios de otras anteriores, como “The Natural Approach”, sinónimo del método natural ya nombrado, pero que en ésta ocasión hay más estímulos aparte de la voz del docente, se utilizan algunos materiales bien contextualizados, prolongándose así los periodos de atención y aumentando la motivación.

Como se puede apreciar, éste segundo periodo es mucho más innovador, pasando de los vaivenes entre métodos centrados en gramática, lectura y escritura y métodos centrados en la comunicación; a la aparición de nuevos enfoques, que van desde la enseñanza a través del movimiento, del juego, la relevancia del alumno...hasta la enseñanza del inglés a través de la sugestión, eliminando los temores que suponen una barrera para el aprendizaje, como es el caso de “Suggestopedia” (1978), método que trataba de alcanzar objetivos memorísticos y de aprendizaje significativo en un corto periodo de tiempo, haciendo que integre los conocimientos de manera inconsciente.

Éstos son algunos de los métodos que preceden al que escogeremos como base de nuestro trabajo, aunque por supuesto en los últimos años han surgido otros mucho más innovadores como CLIL, Task-Based, y muchos otros. Todos ellos se han usado y se usan actualmente para la enseñanza del inglés, si analizamos ésta información desde el punto de vista de la educación infantil es obvio que todo cambia. Cada método está diseñado para cubrir unas determinadas necesidades y compete al docente que enseña dicha materia, evaluar las necesidades y posibilidades de sus alumnos, así como los objetivos que se pretenden lograr. En nuestro caso todo enmarcado por supuesto dentro de las exigencias del Curriculum Oficial de Educación Infantil. Siendo la elección de su metodología de trabajo una de las decisiones más relevantes que debe tomar un maestro, es entorno a esto en lo que se centra éste trabajo.

2. JUSTIFICATION

The importance of the English language is in fact evidence, it influences social, politic, and economical factors in human life...it has become the official language all over the world. So, now it is an obligation to be capable to

communicate in this foreign language in both, our professional and personal lives.

For this reason in the last century there have been many researches and inquiries to find the best way of teaching. Since English teaching techniques began, linguistics and teachers have been centered in designing the best methodology. Initially there were two very differentiated positions, on the one hand there were those that based their methods in the direct teaching of grammar through repetition, and on the other hand the communicative methodologies, focused on internalizing the new contents through interactive and dynamic conversations.

According to Richards, J; Renandya, W. (2002), after years of modifications and abrupt changes from one extreme to the other, a new period began. In the century from mid-1880s to the mid-1990s, the teaching profession was involved in what many pedagogical experts would call a search for an ideal method, the ultimate one that would serve as the final answer. But that method does not exist, so why should we talk about methods in this piece of work? We must talk about them because methods help to enrich the roots of teaching educators, although we also have to take into account that all methods are too prescriptive. They answer too much about the context, before identifying it, and in the first stages of the acquisition of a language the methodologies are very different to each other, what makes it difficult to merge two different methods in the ages we want to work with, in nursery education. Nowadays we count on a wide range of possibilities when we are going to choose a methodology, but when you investigate a little bit you realize each one has its good points, so it is a shame to select only one.

Apart from this, it is also complicated to decide which is the appropriate for your students, since in these first stages of learning we find a huge variable context, and when we work with young learners it is a must to adapt our teaching style to the pupil's context as much as possible. Therefore I have decided to investigate a little bit, in order to select the most appropriate method for teaching English in nursery education. Once we take the decision we want to adapt it to our personal teaching style, trying to enrich the original method as much as possible, as well as adapting it to the student characteristics. The result must be

an approach, but considering the lack of time, the aim would be to set the bases of that approach; pretending to continue with it along our professional career.

Nowadays we count on a wide range of possibilities when choosing our teaching style. Along the years approaches, theories and methodologies have evolved quite a lot to be adapted to the audience that are directed towards. In the last few years teaching English has been more relevant in teaching institutions, yet it has opened a gap in Nursery and Kindergarten with the aim to take advantage of the plasticity and the capability of the brain of the child at this age for the acquisition of new contents. At the beginning instructors in these areas have relied on existent methodologies adapting them as best as possible to the characteristics of the student, but throughout the years these have changed. If we add this to the fact that there have also appeared different methods oriented to this audience in particular, we find ourselves with an extensive variety of possibilities. It is then when the instructor's criterion comes into play, to decide which is the most appropriate for his/her students.

That is exactly what we intend to do now; the first objective is to choose and identify an appropriate methodology, the one that fits with the psychological, pedagogical and social characteristics of this level.

There are many methods that could be suitable for teaching English in kindergarten, which is the area we are interested in; but it is also known that many of them such as CLIL, or some task based methods require dedication and resources for them to work. It is true that many educational centers have developed these kind of methods with successful results, but they used to require a certain number of weekly hours dedicated to English, more teachers, materials or spaces than what many schools can afford. Therefore the methodology we are going to choose as the base of our approach, must adjust to the reality of the education system.

For this it is important to take into account the characteristics, resources and possibilities that we have when choosing one or another methodology. In this case we are going to work with Total Physical Response Methodology, although the choice has not been easy because there are many options that might be a perfect fit. This method has adapted quite well to the general education situation

because it is oriented to teaching English as a foreign language. These lessons are fairly flexible and hence they can adapt to the time that each school dedicates to teaching English. Apart from this it has other positive aspects, it is well adapted to the different ages that exist within Nursery Education and the personal characteristic of each child, intellectually, socially and personally. We will explain this deeper in the following sections but now we are explaining it generally.

This method tries to teach this new language the same way the mother tongue is acquired, through simple instructions that imply the active response of the child. This means having fun and therefore motivation; it also improves their memory capability. By the reproduction of the acquisition environment of the mother tongue it gets the confidence of the students, due to the process seems familiar to them. Learning through action does not force the child to give results from the beginning, having into account that first they learn through listening, so it allows an assimilation period of new contents called "The Silence Period," letting speech come spontaneously. This is achieved through active sessions in which we try to find the physical response of the child and it is reinforced positively.

We also have to consider that children understand languages from a point of view that is more intense and global, hence through experiences that awaken an understanding of a language that is deeper and lasting that eases recalling of contents. Another valid point in favor of TPR is the deep bond between teacher and child; it permits a more personal relationship between them than other teaching styles. If we also add that these activities mean physical demand we may find that the attitude towards learning of a foreign language will be rather positive. Children need movement, they enjoy it and if at the same time they enjoy while learning English the attitude together with motivation increases, which eases the acquisition of new concepts that they will use, remember and that they will learn in significant way.

All this makes TPR one of the most effective methodologies within Nursery Education but it is not possible to assure by empirical tests which is the best method; something as artful and intuitive as language pedagogy cannot ever be so clearly verified by empirical validation.

Apart from all the positive aspects TPR is not enough to teach all the English contents in these early ages, and there are some other aspects that are not so perfect. TPR gives a globalized teaching, while in Nursery Education it is convenient to organize the content from the different areas within a theme or link that gathers all this learning; meanwhile, they also need routines and in addition, there are some contents that are hard to teach through physical activity. But these and other negative aspects that can surge throughout the investigation are quite easy to solve including positive aspects from other methodologies that improve the efficiency of TPR in Nursery Education.

We are going to face the TPR methodology from another point of view, taking into account that methods are often creations of the powerful “center”, what has made them become vehicles of a “linguistic imperialism”. Methodologies are very different from each other at the beginning levels, therefore, if you like characteristics of two different methods it is very difficult to blend them.

So what we intend is to redefine the Total Physical Response methodology into an approach, in order to use it in our future professional lives. An approach is not a set of static principles; it is pretend to be a dynamic composite of energies within a teacher that changes with continued experience in learning and teaching. The key to the dynamic teaching is the interaction between the teacher’s approach and the classroom needs.

Although we have not enough time to develop a complete approach we want to modify TPR, in order to make it more flexible, not like usual methods that are specific and have a step by step procedure to solve problems. So after the modifications we will have set the foundations of our own approach, and we will be able use it in our professional lives. By implementing it in our classrooms will get a great feedback, very useful to the continuous improvement of the approach that is pretend to work as an umbrella term; to capture and incorporate to the TPR framework new ideas and procedures from other methods, techniques and approaches.

It is definite that the positive aspects as well as the improvement possibilities of this method led us to choose the total physical response methodology as the main theoretical base for our approach. The aim is to improve it as much as

possible, by adding the best qualities of other methods and approaches, in order to benefit the children's acquisition of new contents.

Apart from the objectives that have appeared all through the text, I have to remind that all in all, the aim of this work is to search and learn as much as possible about different ways of teaching, in order to be able to judge what the best option for our students is.

3. AIMS AND ISSUES

We, as teaching professionals, try to adapt to the current society's learning needs. A great demand for English as a second language teaching has been created; therefore, we want children to become competent in English, in order to do that, teachers must choose the best methodology according to their believes.

Educators define their teaching styles through experience; our objective now is to set the foundations of our future teaching style. For that, we must use in this work the acquired knowledge along the degree; that, supported by reliable information from different researches, will help us to define our personal style. We will do this by analyzing the information gathered. Finally we hope to be able to explain our mind properly.

We need to realize that the ideal method does not exists, and there is no empirical test to know which is the best method for each group; any method will never adapt to the individual interests and characteristics of each member of the group, due to the heterogeneous ages an levels found in the classroom.

We have already justified why we have chosen TPR as the base of our approach, but choosing the most appropriate methodology is not enough. As a consequence our next goal would be the analysis of the weaknesses of our methodology. As soon as we figure that out, other techniques may be examined in order to improve our methodology by eliminating the negative aspects and adding the strongest ideas of other theories. By doing so, we will obtain a wider perspective of education.

In order to improve as teachers we would like to blend all this positive characteristics into the TPR methodology, in order to create the base of an approach. But what do we want to get with this approach? Which are our goals?

We want our approach to be solidly grounded in the best of what we know about second language learning and teaching, composed of energies within a teacher that changes with continued experience in learning and teaching. It also has to be very flexible in order to enable the teacher to create opportunities for those moment-by-moment rewards that can keep lessons interesting. This extrinsic motivation can help, but is the intrinsic motivation the more powerful one and we hope to get it through the fun and the movement implied in TPR.

Our students achieving of meaningful learning is the main goal of the approach; we are going to define it in order to get this in our future profession, but it will be after the practice when the feedback will tell us if we must change it or not.

This perspective will lead us to the resources that are needed to acquire a new language naturally. Our main goal as English teachers will focus on the previously learnt knowledge and the creation of a good foundation for future content learning.

The following questions are essential to reach reliable conclusions about this project. This project could never be properly developed without considering these issues.

What are the needs of nursery education in a discussion about foreign languages teaching?

How could we fulfill these needs?

Is TPR the best methodology for that? Why?

What are the setting and the characteristics of the children to whom the methodology has been designed?

Does TPR adapt to these needs and characteristics?

What are TPR's weaknesses and strengths?

How could we empower the strengths and reduce the weaknesses?

Are there any other methods that can fulfill TPR's weaknesses? Which ones?

Is it possible to blend TPR with those methodologies?

How would we use this method in a classroom?

4. THEORETICAL FRAMEWORK

4.1 Theoretical origin perspectives

4.1.1. Social context

TPR methodology emerges in the 1960s, according to [wikipedia](#) and other websites ([Respuesta Física Total](#) 2013) this was a period politically characterized for international confrontations and citizen protests. It was a decade of transformation for many countries in Europe and it consolidates the French-German reconciliation, which would have a great influence on the formation of the European Union.

It is a decade of major events such as the man on the moon or the murder of U.S. President John F. Kennedy; socio-cultural movements like the spread of hippies throughout the world, both in music and in films; and the arrival of world-famous bands such as The Beatles, Cleopatra and The Rolling Stones.

Although these events are not directly related to the origins of the TPR methodology, they contribute greatly to the increased need to be proficient in other languages. This ultimately led to the necessity of a respectable method of teaching foreign languages.

This was a period of great schooling; by 1960 an astonishing 70% got a degree in secondary education. The growing middle class and the rise of popular culture, shaped by television and advertising, made teaching more relevant and which in turn was more global than ever. Following this came numerous methodological proposals that attempt to be the idyllic, and are influenced by the legacy of the fifties. The work of Summerhill, AS Neill, published in 1960, proved to be one of the most influential books of the time. It was the perfect work for individualism and freedom of students. Many educators followed it with the intention to be modern, which meant that the education they provided was one that released the student from difficulties and pressure.

Another stream of great importance in this era was the movement for open education, followed in 1967 by a series of articles by Joseph Featherstone that created uproar among education authorities.

All these facts influenced in one way or another in the development of Asher's methodology, which took place during this period, but it is in the next section where we review in depth the methods that influenced the author.

4.1.2. The author

According to [TPR-World](#) James Asher was born in Detroit, Michigan, in 1929. He is an important Professor of Psychology and former Associate Dean at San Jose State University, which was founded in California in 1857. His undergraduate work was completed at the University of New Mexico, a master's degree and doctorate at the University of Houston, and postdoctoral training at the University of Washington (linguistics), Stanford University (educational research), and the Defence Language Institute in Monterey, California (Arabic).

Along his years of research Asher count on the help of different institutions that supported his investigations by grants, like for example the Office of Education, the Office of Naval Research, the Department of Defence, and the State of California. He has published many books and more than 100 articles in academic journals.

He has received many awards for excellence in teaching, including the highest academic honour of "Outstanding Professor" from San Jose State University, which has a faculty of 1,800 PhDs and 30,000 students. He has demonstrated that his stress-free approach to second language acquisition has been successful in more than 500 elementary schools, high schools, and universities from the University of Alaska to the University of Hawaii, and from Stanford University to New York University and Cambridge University, in England.

4.1.3. The method

Along the second half of the century many methods based on the humanistic psychology appeared in the educational framework, like The Silent Way (1972), The Community Language Learning (Curran 1976), Suggestopedia (Lozanov

1979), or The Total Physical Response that is the one we are interested in. All of them had a wider vision of how to teach a second language and they used to focus on communicative skills over writing and reading.

Krashen and Terrell's Natural Approach was being practiced under the same ground, and that, could have affected the TPR development. It also used to emphasize in teaching basic communication skills and vocabulary. Teachers had to make sure their input was comprehensible by using pictures and occasional words in the students' native language. Then language acquisition will have proceeded naturally and an affective filter should have been created to reduce anxiety.

We need to say that TPR draws on many foundations besides the school of humanistic psychology, with which it shares the concern of the emotional factors in language learning. Based on developmental psychology, the author claims that teaching a new language to young children primarily consists on commands, which children respond physically to before they begin to produce verbal responses. TPR goes back to some language teaching procedures proposed by Harold and Dorothy Palmer in 1925; and the fact that it is also linked to The Trace Theory is extremely relevant because the Trace Theory holds that the more often and intensively a memory connection is traced, the stronger the memory association will be, and the more likely to be recalled.

These are some of the foundations that we can deduce affected to James Asher when designing TPR methodology. Apart from these references, Richards, J. C., (1986) supports that Asher also used the observation as inspiration, he studied young children when interacting with their parents, and he realized they spent a long time listening to a language before they could produce it. Moreover, they could understand and react to imperative sentences, which were more complex than those that they could produce themselves. From this observations Asher outlined the three main hypotheses that would be the base of the TPR methodology, and it would appear in the main text about total physical response, which was James Asher's *Learning Another Language through Actions*, first published in 1977.

Asher was characterized for having a great enthusiasm on developing comprehension skills before the learner is taught to speak, what made him think about adapting the first language acquisition principles to the second language acquisition process. This also linked him to a movement in foreign language teaching, sometimes referred to as the comprehension approach, (Winitz (1981). Which refers to several different comprehension based language teaching proposals that shared the belief that comprehension abilities preceded productive skills in learning a language. In conclusion, the teaching of speaking should be delayed until comprehension skills are established.

After the clarification of these ideas it took him thirty years of research in his laboratory to define the TPR methodology. It has been successfully used in thousands of classrooms all over the world, with any age and any language, but many experts have criticized it for using techniques that seem to be too childish. It has been demonstrated that this method also works with adults, but it is a fact that it is more appropriate for beginning levels than for advanced ones. For this reason its audience has been reduced to infant education, but is this methodology enough? Asher himself highlighted that TPR should be used in association with other methods or approaches; it is useful for teachers as a technique, but there are some aspects will be studied in the following sections which could be improved. It is compatible with other methods and teaching styles, so we will try to take the best of them and add it to this interesting methodology.

4.2. Asher´s point of view (according to [Richards, J. C., 1986](#))

4.2.1. How Asher sees the language?

Asher supports that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (1977: 4). He views the verbs in the imperative, as the center of his method, around which language use and learning must be organized.

He believes language is composed of abstractions and non-abstractions, and that children can acquire a structured cognitive map of the grammatical

structure of the language with the only resource of non-abstractions. With non-abstractions he refers to concrete nouns and imperative verbs and with abstractions to the production, reading, writing and grammar concepts of the target language.

These abstractions should be delayed until students have internalized the structure of the language; then they will feel confident enough to continue with the learning process, and teachers will be able to introduce and explain these abstract aspects in the target language. But the idea is not detailed enough because it is not clear when do we have to introduce tenses, articles and other abstractions; what sort of detailed cognitive map could children construct without this contents?

Asher supports comprehension as the central role of the learning process but he does not elaborate on how to relate comprehension, production and communication. He has not a speech theory or equivalents, although in advanced levels of TPR lessons, imperatives are used to initiate different speech acts such as request.

Besides this, he also refers to the fact that language can be internalized as wholes of chunks instead of single lexical items; as such, links are possible to more theoretical proposals of this kind, as well as to work on the role of prefabricated patterns in language learning but he does not elaborate in this view of chunking. So we have only clues to what a more fully developed language theory might resemble when spelled out by Asher and his supporters.

4.2.2. How Asher sees the learning?

TPR methodology is based on the premise that the human brain has a biological program for acquiring any natural language on earth even the sign language of the deaf. The process is visible when we observe how infants internalize their first language, through language-body conversations, in which the parent speaks and the children answers with physical activity.

Is obvious Asher's methodology is reminiscent of the views of other behavioral psychologists and the view of Arthur Jensen, is one of the most relevant ones.

He proposed a seven-stage model to describe the development of verbal learning in children, and is the first stage, called Sv-R type learning, the one linked to TPR methodology.

With Sv Jensen refers to a verbal stimulus, and with R refers to the physical movements the child makes in response to the verbal stimulus. He supports that at Percival's age, children respond to words about four times faster than they respond to other sounds in their environment. As we can see Jensen's position is very similar to Asher's view of language acquisition. Jensen and other linguistics have abandoned these simple stimulus-response models, considering them incapable of accounting the fundamental features of language learning.

Anyway, Asher still considers stimulus-response method a suitable one for teaching a second language. In addition, Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses:

- There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
- Brain lateralization defines different learning functions in the left- and right-brain hemispheres.
- Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

4.2.3. How Asher sees the three hypotheses?

The bio-program:

From Asher's point of view, the second language learning and teaching should reflect the natural process of the acquisition of the first language learning. Children develop first listening skills and then the ability to speak, so they can understand complex utterances that they cannot produce.

The learner should make a mental "blueprint" of the language during this listening period, called the silence period. This will make it possible to produce spoken language later. Children must establish the listening comprehension skills; they are required to respond physically to the spoken language, in the

form of parental commands, then speech evolves naturally. Asher bases these assumptions on his belief of the existence of a bio-program for language in human brains, which defines an optimal order for first and second language learning.

He supports that the brain and nervous system are biologically programmed to acquire languages, in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body.

Brain lateralization:

Left and right hemispheres of human brain have different learning functions. Asher considers that language activities are centralized in the right hemisphere whereas most second language teaching methodologies are directed to the left hemisphere.

According to Jean Piaget beliefs, Asher holds that the children acquire language through motor activity. This is a right-hemisphere competence; once the sufficient amount of learning has taken place in this hemisphere, the left hemisphere will be ready to produce language and to initiate other abstract processes.

Reduction of stress:

Asher pretends to reproduce the first language learning process for learning a second one. So he has to take into account that the first language learning acquisition takes place in a stress-free environment. In order to get this stress-free environment, he taps into the natural bio-program for language development.

The children are supposed to recapture the relaxed and pleasurable experiences that accompany first language learning. Then they can focus on meaning interpreted through movement, instead of on language forms studied in the abstract. By this they get liberated from self-conscious and stressful situations and they dedicate all their energy to learning.

4.3. The syllabus

When we have already decided we are going to use TPR as the base of our lessons we have to consider some aspects. There are many types and learning activities than can be used in this methodology, but imperative drills are the more common, so we can say it is a sentence-based syllabus. This method requires initial attention to meaning rather than to the form of the items, so it is very different from methods that use a grammar-based or structural view of the core elements of language.

According to [Richards, J. C., \(1986\)](#) grammar contents are taught inductively since the beginning although they are abstract contents; these issues are not selected according to the need of use in the target language situations, but according to the situations in which they can be used in the classroom.

TPR wants students to learn the second language by the same process they acquired the first, in order to this we have to respect the first period of the methodology. It is called the silence period, and is focused on avoiding the pressure over the students. In this phase they just have to listen to the teacher and answer physically to the imperative sentences. The instructor gives commands and initially students have to learn what de command means, they understand the meaning by direct observation. The next step is to combine the learned contents in new commands.

The movement of the body to respond with actions in the activities represents the most powerful characteristic of TPR. This is because it acts as a mediator for the understanding, organization and storage of macro-details of linguistic input.

This stress-free procedure implies the total respect of students learning rate. Therefore, the decision of the teacher for including new items or grammatical features in a specific point of the training process depends on the ease assimilation of the students. At the beginning of the language learning students first develop the listening skills, through listening they decode the language and became able to produce. The method will never force the student to produce in the target language. Conversation implies highly abstract and disconnected contents; therefore it requires an advanced internalization of the target language.

Apart from the imperative command activities, we also count on a wide variety of resources, such as role plays or slide presentations; that are used to provide a visual center for teacher narration, which is followed by commands and for questions to students. But this drill requires conversational dialogs, which do not use to take place until around 120 hours of instruction.

Finally reading and writing activities may be employed in advanced levels to consolidate structures and vocabulary. Is through these resources how we are going to introduce new items, but the dynamism of the introductions depends on students learning ratio. So, if we want to try an item and students do not understand it as fast as how they are supposed to do it, this means they are not prepared enough for that item. The best option then would be to withdraw it and try to introduce it later in the learning process. It is not necessary to introduce items one by one, Asher suggests to introduce a fixed number of items each time, this creates the learning routine and facilitate differentiation and assimilation. Students are able to acquire from 12 to 36 new lexical items in an hour, depending on the student level and the class size. If we want satisfactory results is essential to take into account the global meaning of language as well as the finer details of the organization.

It is important to consider that once the student starts to produce in the target language we have to face the problem of error correction. Before and after the student starts to talk there is little error correction in TPR, due to corrections could frustrate the student and provoke anxiety. Furthermore the method is orientated to beginning levels principally and in these levels mistakes are usually overlooked. As soon as students acquire higher levels teachers may correct their mistakes more often.

The first period is essential for the natural acquisition of items and structures, in general for the whole language acquisition; the reason is that in this period students must develop a mental cognitive map of the internal structure of the language. From Asher's view the language is internalized in chunks, but alternative structures are needed to the acquisition of macro-details. This means that even when using TPR as the main methodology teachers are not expected to follow a TPR syllabus exclusively. In order to this it is

recommended to combine TPR with other techniques, due to variety is critical for maintaining continued student interest.

About materials: Although there are a wide variety of resources for TPR lessons, it is not compulsory to use them. In the absolute beginner levels we may not use any material apart from our voice and our gestures. As student progress in the acquisition of the language it is convenient the introduction of materials when needed, like furniture or books.

In later levels we can use flashcards, pictures and any other material. There are a number of Total physical response specialized products available, such as student kits developed by Asher or interactive CD's for students private.

About assessment: The method is not centred in this aspect of the educational process. TPR lessons are very active; the activities use to be based on imperative commands. Therefore it is easy to evaluate all the students through direct observation methods.

The teacher has to observe if students have already acquired the new contents in order to introduce the new ones. The evaluation would be continuous.

It is a recommendation to use TPR in cooperation with other techniques and approaches. For this reason the decision of how to assess and what material to use is up to the teacher.

4.3.1. The learner role

For Richards, J. C., (1986) the role of the student in beginning-levels of TPR is limited to listen attentively the teacher commands and respond physically. Depending on the organization of the activity they must respond individually or collectively.

Both in beginning and advanced levels, students have very little influence over the content learning. This is determined by the teacher, as well as the imperative-based commands used in the lessons. Yet TPR also involves physical activity and games; what implies having fun. This helps us to maintain the motivation in the class and it very appropriate for kinaesthetic learners; apart from this it is also very memorable and

These imperative sentences are initially very simple; because children have to understand the meaning of the sentence. Once they know it, the new utterances are recombination of learned contents, in order to offer new ways to use the vocabulary. The same process is followed when they start to produce orally; they have to take the decision to do it when they feel confident enough, and this takes place when a sufficient basis of the language has been internalized.

4.3.2. The teacher role

On the contrary teacher's role is much more active and direct. According to Richards, J. C., (1986), in TPR the instructor is who choose the contents, who decides what to teach and how to model and present the new materials; the turn taking and the classroom interaction are also directed by him.. Lessons must be predictably, so the teacher can be well prepared and organized, without any option for improvisation.

Asher stresses the teacher's role is to provide opportunities for learning, not to teach directly. Therefore, the teacher has the whole responsibility of providing the best kind of exposure to the language, so the learner can internalize the main rules. It is essential for students to count on the raw material for the elaboration of the cognitive maps, which will help them to construct their own minds.

Giving feedbacks to learners is also the teacher responsibility. He must follow the example of the parents with the first language acquisition of their children. Teachers begin with a wide tolerance for students' speech errors, but as trying progress the tolerance narrows. If we interrupt learners' production in beginning levels we can inhibit them.

4.4 Sample session

Simon Says is a quite known game in the English teaching education and it represents a good example of a TPR activity.

Students have to listen to the teacher instructions but they only have to respond when the sentence starts with Simon Says. In the original game if a student acts when the teacher has not say Simon Says he/she would be out of the game and he/she has to sit down. By these way children who need the most practice with

either listening skills or identifying body parts often are the first to be eliminated. When you do not want this to happen, when you want children to continue practicing you can give each player three lives.

You can use commands like the following ones, sometimes saying “Simon says” and sometimes not:

-
- Raise your hands.
 - Touch your ears.
 - Touch your nose
 - Move your knees
 - Make a sad face
 - Smile
 - Touch your head.
 - Touch your shoulders
 - Sit down.
 - Stand up.
 - Touch the window.
 - Close your eyes.
 - Touch something yellow.
 - Point the window

Objectives:

- To listen to and follow verbal directions
- To demonstrate understanding through actions
- To be able to respect rules.
- To acquire new vocabulary

Materials:

Materials are not really needed in this kind of game; you can change the sentences depending on what you have in the environment. For example if you are in a park you can use the trees the flowers, the colors...

Enrichment:

If you see the game is not challenging enough you can combine actions and increase the speed. For example; Simon says touch your nose and jump...

Children can direct the game by saying the orders by turns when you consider them ready enough to do it.

5. SCHOOL CONTEXT

When we think about teaching, the most important factors we have to consider are our students' characteristics, because we have to be able to adapt our teaching style to their needs. Without knowing the class we cannot know the personality of each children, what they likes or dislikes or if they are talented or not. But along our degree we have get to know the general characteristics of children psychology.

With this knowledge and with the help of several researches as Siti, Rodliyah, R. article; what we first pretend is define the general features of nursery learners, then to specify how they learn languages, and finally the requirements of the curricular framework.

Before thinking about modifying TPR to create our personal approach, we must consider all this relevant information.

5.1 Children's characteristics

Teaching English in kindergarten should be properly handled if we want it to be successful. It needs highly skilled and dedicated teaching. Children will learn best the English language if people involved in the teaching learning process facilitate this learning; in order to this we must understand how students think and operate.

It is a fact that, as Piaget said, children base their learning in different resources depending on their age. From 0-2 years they come through the Sensori-Motor Stage in which children seemed to learn through physical interaction with the world around them. After this we face the Pre-operational stage, which takes place from 2-7 years, and is when children need concrete situations to process ideas.

Children are able to learn by themselves, but we the adults, can help them to improve their development. This is because of the zone of proximal development (Vygotsky 1978), that represents the difference between what children can achieve by themselves and what they can achieve with the appropriate help of an adult. This support given by adults was described as scaffolding by Bruner, and it refers to the guiding questions or the different resources or activities that teachers provide to facilitate the learning.

If we have a look to languages, we realize it implies many abstract and complicated concepts, but children all over the world acquire their native language without formal training. There are some theories regarding the language acquisition process. How can this happen?

Chomsky believed that learning language process was innate, in the sense that every child has an innate capability to learn a language.

“This idea of Chomsky's was followed by the term *Critical Period Hypothesis (CPH)* suggested by Eric Lenneberg, who thought that there was a critical period, up to about the age of eleven, in which children were able to learn language. He believed that if language was introduced to children after this age (or this critical period) then it was extremely difficult for them to learn it. This hypothesis has often been cited as one of the main reasons for starting the teaching of foreign languages early in a child's schooling. On the other hand, Bruner believes there is a *Language Acquisition Support System (LASS)* supplied by adults, or more able mentors, that helps children to develop such a language acquisition device and that this input and support is crucial to the success of language acquisition in children.” (Siti, Rodliyah, R. 3)

Children are characterized as visual, auditory or kinesthetic learners. A visual learner, learns best if they see what is happening and links to their understanding. On the other hand, an auditory learner will need to hear the input, while a kinesthetic learner will learn best if the learning involves physical movement.

These general characteristics of the language acquisition are used as a guide when designing lessons. For this reason we are going to specify the pedagogical use of this information.

5.1.1. Pedagogical implications:

Exploring the needs and strengths of students is a very important factor in any level, but in nursery education is even more relevant than in the others. Children at these ages learn through the interaction with the world around them, it is essential that teachers provide the appropriate environment for children to learn.

Before starting in the school, children have already learned the first language. For all these reasons all language lessons should be taught in a very practical, hand-on way that seems familiar to their first language acquisition process. We have to offer them the possibility of interact with actual, physical and here and now or concrete aspects, this is the appropriate way to introduce the knowledge in this ages.

According to Piaget beliefs, they are in the Pre-operational stage, so we must try to offer those concrete situations in which students can interact physically with the environment. It is also essential to provide the appropriate support, but not excessive. We must led students hypothesize in the new language; we have to empower this ability as much as possible. The appropriate support can be done by adjusting the tasks level to the particular level of the students, providing the necessary vocabulary, or guiding their knowledge through questions or phrases.

We usually find that at these ages children are enthusiastic and it is easy to motivate them and to guide their learning process. However we have to remind that they have a short concentration span, it varies depending on the age of the student but it is usually between 10 and 30 minutes. For this reason activities

must be dynamic, if not they would get bored, and although it is very easy to motivate them it is also very easy to lose their attention. The best teaching resource for us to avoid this situation is to design our lessons around their interests.

At these ages we usually find that children have an egocentric view. This means they are mainly interested in themselves and the world around them, their immediate environment. Therefore they will be interested in activities related to their family, their favorite sport, their classroom or their friends. For this reason we must talk with them frequently, to know as much as possible about their lives; what apart from creating a closer relationship between the student and the teacher, will help you to design your lessons around the most interesting topics for them.

These interests can help us to plan our lessons, achieving a higher attention level and keeping them motivated. You can involve students through consulting them where to go next; if you have a prescribed curriculum and you cannot choose the topic you can ask the class about how to they want to face the topic. However you must be warned, their interests may be short lived, and so topics should be planned flexibly, in order to move on if interest wanes.

Other relevant aspect for student's motivation is that each one has his own rate, if the activities are too easy they get bored and if they are too difficult they may not feel able to do it. Even adapting the difficulty level to the whole class, one student will finish before the others. If the activity was an individual task you can solve it by offering some extra activities for the "early finishers"; if it is a group activity it must be very flexible, and the teacher must direct it properly if he wants to adjust to children rates.

Following with children characteristics when learning; children imitate their teachers with incredible accuracy, we have to assume that we are modelers for them all the time. That means teacher have to make sure he uses the correct forms of language pronunciation, providing good examples of the language in use.

Other feature of these ages is that students need the security of routines and predictable structures. We must use a pattern in our lessons, such as rituals and repetitive actions that help the children to predict what they have to do.

Teachers have to analyze what kind of learners their students are, because as we said before some of them learn better through visual activities, other internalize the knowledge by listening and the kinesthetic students, that need physical activity for achieving the contents. But groups are not separated following this belief, so we will find the three kinds of learners in the same classroom. In order to adapt our sessions to the heterogeneous group, teachers should manage activities that accommodate these three main learning styles. We can do it by providing the needed support to each student; you can do it through an activity that involves movement for the kinesthetic, accompanied by pictures and audio stimulation for the auditory learners. You may require a large room for the physical activity, and assuming children also to design various activities to be flexible to move from one to the other, considering children's short span of attention.

Teachers must think about these characteristics as the guide of their teaching style. Although there are other characteristics that we cannot predict, each professional has to evaluate these specific issues and readapt continuously his style to these needs.

5.2 The curriculum

Several linguistics and professionals recognize the importance of studying other languages since early ages. This provides a personal and cognitive development; through learning languages children also work with the verbal intelligence and the metalinguistic awareness, they also learn to appreciate other cultures.

We can appreciate the cognitive, affective and linguistic development. These are big benefits for the student, but the teaching process must be regularized in order to assure the appropriate teaching conditions.

The social demand of English speakers, and the student's interest on learning the second language have led to the authorization of English teaching in Kindergarten levels. The authorization comes from the Education Department;

it offers the English Official Curriculum as an indication resource for teachers. It sets the standards for English teaching in nursery education, but is not an obligation for the schools to follow strictly these indications.

We consider important to study this indications; they represent what English teachers are supposed to achieve, and we can use it as a minimums guide for our approach. For that we are using *Inglés. Educación infantil: currículo y prueba de valoración.*(2000)

The contents are the same for nursery and primary education; the difference is that in kindergarten we only require to teach the oral expression and comprehension. The evaluation of these aspects is neither the same in primary and nursery; the evaluation is seen from a continuous view.

Kindergarten levels are related to the initiation of the learning process, so it is supposed to be an attractive and interesting experience. These levels will also introduce the comprehension and expression in the target language. This will be done through the familiarization with the phonetic system and the first words, expressions and particular teaching techniques of the new language.

5.2.1. General objectives:

The subject development must contribute to the student acquisition of the following capabilities:

-
- To understand oral messages in different communicative situations in the target language. We have to focus on everyday situations, and also situations related to children interest.
 - To identify the global information and the important details of oral messages. They must read into this information; the verbal content, the context and the situation, as well as the nonverbal information, such as images, gestures or emphasize. Children must answer by nonverbal response or in their mother tongue.
 - To be able to produce sounds in the target language as close as possible to the teachers production.
 - To start to communicate with others in concrete situations of oral communication as well as to answer questions and to use the appropriate vocabulary in each situation.

- To be able to differentiate the different kind of oral texts, such as interrogations, orders, poems, songs...
 - To be able to recognize written language, and to know the existence of songs, books, sentences and letters.
 - To be able to use the knowledge acquired through the new language for the acquisition of other contents; this refers to the ability of guessing the meaning of something through his previous knowledge.
 - To know some of the fundamental aspects of the socio-cultural context of the language they are learning.
-

5.2.2. Content block:

Contents are organized in three main sections.

- Contents referred to concepts:

- Vocabulary:

The curriculum shows a vitiated recompilation of suitable vocabulary to teach in nursery education. It is organized around different topics. All these topics are related to students' interest and their immediate environment; such as school, home, my body, animals, days of the week, my classroom...

As a general rule we must differentiate three vocabulary levels; when the teacher uses it naturally, the imperative orders of the teacher that must be obeyed by the students and finally the students' production.

New words must be introduced in a gradual way. It is also important to remind that the context support is very important for the vocabulary acquisition.

- Questions and answers:

The curriculum shows the most frequent questions and answers that children are supposed to learn. Questions may be one of the most complicated content to teach due to it is needed an active and passive knowledge of the language.

It is recommended to relate questions to concrete situations until children internalize the structure use.

- Structures:

Students will learn the most usual daily structures; Hello, How are you?
Fine thank you, Good morning, Who is missing today? See you...

– Texts:

Children must memorize different kind of simple texts. This is beneficial for the children because memorization helps to build mnemonic strategies. It also helps to the discrimination of texts; poems, nursery rhymes, songs, instructions...

▪ Contents referred to procedures:

– Oral comprehension:

Comprehension of the new language expressions in different situations. Recognizing the relationship between words and their representative objects.

Realization of the instructions given.

Identification of the global content and the more relevant details of oral messages produced by the teacher or other students.

– Oral expression:

Communication face to face with others in concrete situations of oral communication.

Production of the foreign language characteristic sounds as properly as possible.

Participation in simple everyday conversations.

Use of the principal participation strategies during a conversation.

Application of the appropriate basic structures in concrete situations.

– Sociocultural aspects:

Use of rules and structures in the acquisition of basic habits; ask, answer, say good bye...

Introduction of social and cultural features related to the language and their age; celebrations, images, nursery rhymes...

▪ Attitudinal contents:

Curiosity about the new language and its cultural aspects.

Appreciation of the new language and the culture.

Positive attitude about the foreign language during the activities and the learning process, both in class and outside the class.

Interest in master the oral production of the new language.

Interest in listening the oral production of the classmates respecting the word turn.

Participative attitude during the lessons.

5.2.3. Evaluation proposal:

The evaluation will be carried on by direct and systematic observation of the students during the lessons. Although is also useful to interview students individually, in order to check how is the student acquiring the contents. It has been divided into the following sections:

- The oral comprehension:
 - To be able to relate a description to the image that represents it.
 - To be able to do different actions referred to an image, such as point, touch...
 - To be able to identify (point, color, touch...) draws from a various items chart.
- The oral expression:
 - To be able to name a draw from a various items chart.
 - To be able to guess a word just by seeing some draws.
 - To be able to be able to recognize from various words which is the one that rimes?
 - To be able to answer simple questions referred to a text.
 - To be able to memorize texts with images help. Then they have to produce it expressively.
 - To be able to answer personal questions appeared in the lessons.
- Evaluation of the reading introduction:
 - To recognize that there exist sounds, words, sentences, concrete texts, bocks and illustrations.

5.2.4. Methodology:

The global objective in nursery education is to initiate children in the new foreign language. This initiation must be enjoyable and full of new learning strategies acquisition.

A basic requirement for reaching these goals is the development of the lessons in the second language in order to provide a higher exposure to the language.

Children are aloud to use their mother-tongue in the English lessons, but they must talk to the teacher in English. The English teacher must not be the home room teacher, due to it is better for the English acquisition to relate the language to a specific teacher, classroom and routines different from the usual ones.

- **Grouping:**

Many contents of the area are related to text memorization, this can be done by groups. It is recommended to change frequently both the members and the size of the groups. We do this changes in order to offer the best observation possibilities to all the students while we avoid boredom problems.

- **Resources and materials:**

A good material can facilitate the introduction of new topics and vocabulary. There is a wide variety of possibilities; flashcards, realia, posters, manipulative materials...as well as the usual class material; scissors, glue, crayons...that can be also used along the English lessons.

- **Weekly dedication schedules:**

The regulations for the English language subject specify the following requirement; the schedule in nursery education must dedicate an hour and a half for the development of English lessons, divided in three 30 minutes sessions or two 45minutes sessions.

5.2.5. Assessment test:

The curriculum also provides an assessment sample test. This is a useful resource for teachers to know if their class has achieve the goals established by the government.

6. TPR IN OUR APPROACH:

6.1. Analyze and reflections:

The reason why all methodologies exist is that nowadays society needs to learn English. Total Physical response draws on many foundations, but most of them share a wide vision of how to teach a second language and are focused on

communicative skills over writing or reading. TPR emphasizes in the natural acquisition of the second language, first children must learn by listening and respond with gestures and the production comes later.

We consider the comprehension ability one of the most important in communication. Nowadays we know that teaching a second language through the first language is not the best way, so if we pretend to teach English, in the English language, the first thing students have to do is to listen. Once they understand what the teacher says you can start to give more explanations if needed.

Beginning levels in this methodology must work on the comprehension ability through imperative commands and students have to respond physically. First of all we have to consider student characteristics. We are going to teach in nursery education so these commands must be related to their immediate environment, their interests and their experiences. This is also supported by The Trace Theory, close related to TPR, that says that the intensively the experience is the stronger the memorization will be, and we totally agree this.

A part from this if the activity is not related at all with his environment, children might not be motivated enough. Children attention span is very short, and they enjoy a lot physical activity, so commands are suitable for them because implies movement and many different actions for keeping children motivated. Nonetheless we are afraid students may end up getting bored of it due to this technique is recommended for all the lessons in the beginning level. In this level materials are not used, but to our mind this problem of boredom could be solved by introducing new materials in new contexts. On the other hand in these ages is very important to get a close affective relation with students. Asher gives importance to this in the method but I think imperative commands could be too rude.

This first phase is called the silence period, and students must learn just by listening. The instructor gives simple commands, and once the children have understood the meaning the next step is to combine the learned contents in new commands. Along this first period, children must internalize the language structures in their "cognitive map".

Once they acquire the required knowledge and they feel confident enough, they will start to talk by themselves, without any pressure from the teacher;

respecting the stress-free hypotheses of Asher's methodology. We totally support the reduction of the stress, since if we force the student to talk when he is not ready to do it, he could relate second language learning with anxiety. But although I support the natural language acquisition; according to Vigotsky there is a proximal development zone, and by this way, we are not taking advantage of it. This proximal developmental zone is when the teacher, by providing the appropriate support, is able to streamline the learning process.

It is difficult to know where the limits are, when we are forcing the student and when we are not providing enough support. We will think about this deeper in the following sections, but to my mind the only way to know it is by constructing a close relationship with the student; that may also help him to be more self-confident. However the affective relationship with the students is really important.

Other aspect we have to take into account is who is going to teach English. In the official curriculum for English teaching, it is recommended to have different teachers; one for the English lessons, and other as the homeroom teacher. The English teacher should talk all the time in English, students should relate her to the language, and they will see the need of communicating with her in the target language. We believe it is better to have only one teacher. First of all because the education in kindergarten is not organized by subjects, you teach all the areas at the same time, why English is different? Another reason for our decision of supporting the homeroom teacher, as the English teacher is that it is very complicated to establish an affective relationship with someone you cannot talk with. We believe the relation with the teacher will also affect to their view of the English language.

Let's go back to when do children start to produce in the target language. Asher introduces the contents by chunks, in order to create a learning routine and facilitate discrimination and assimilation, the items would be different depending on the skill development of the student. To our mind contents depend on the situations. Sometimes you come through a great chance to introduce abstract contents that, following TPR methodology, should be delayed until students are able to talk. Our recommendation would be to take advantage and try to introduce those contents by modifying a little bit the usual activities.

We have to take into account that when children acquire the first language, there is no organization of contents, they just learn depending on their experience and the concrete situations they live.

Once the student starts producing in the target language, we have to think in the error correction, we agree Asher's view that in the beginning levels there must be little error correction. We would just correct simple mistakes, understandable for the student and the corrections would be done by indirect feedback. If we interrupt learners' production by correcting something they are not able to understand we can inhibit them.

This natural acquisition of the language without any effort, makes us reflect about Asher's hypotheses. He, and we also do support, the hypothesis that there exists a specific innate bio-program for language learning. So if we follow the same natural process than in the first language acquisition, with the second one we will also learn it. The second hypothesis talks about the brain lateralization, it says that the learning process starts in the right hemisphere, represented by the physical activity, and finishes in the left one. As in other aspects of the methodology we do not totally agree. We also think that the right hemisphere is quite involved, but we support that learning involves both hemispheres. The third hypotheses, is referred to the reduction of the stress and we have already explained our opinion about it in previous paragraphs.

About the assessment, TPR proposes to use the group and individual activities for assessing students but just through observation. We are neither going to use special techniques. Our approach is, as TPR, very active, the teacher guides the lesson and it is very easy to assess the class by direct observation. In our approach the teacher represents a guide in the lessons; we pretend children to have more influence over the content learning than what they have in TPR. You can guide them with questions if you want to work a concrete topic or a concrete area but the lessons must never be around a topic they are not interested in.

You can develop these topics by group or with individual activities. About these we prefer group ones. Each student has his own learning rate, so we have to adapt the activities to all the levels in the class in order to maintain the motivation. Group activities are more flexible in this sense, in individual activities

is more complicated to apply TPR activities, what is the rest of the class going to do while you pay attention to one specific children?

6.2. Positive and negative aspects:

After this reflection we consider necessary to summarize the most relevant positive and negative aspect we have talk about in the previous section.

Tabla 1. Positive and negative aspects

Positive	Negative
Language can be internalized as wholes of chunks instead of single lexical items	It organizes the contents depending on the skills development
It is quite appropriated for kinesthetic students	The student may start talking sooner if we know how to work in the proximal development zone
It is more appropriate for beginning levels	Stress-free and not encouraging children might be confused in the method
Imperative commands are suitable for hyper students with necessity of movement	Imperative commands might be too rude for these ages
Grammar contents are taught inductively since de beginning levels.	The imperative commands technique is used along all the beginning levels, children could get bored of it
Class size is not a problem	Students have little influence over the contents
It is very memorable	It is difficult for the students to express their ideas through a creative manner
Group activities are inclusive	It does not promote an autonomous use of the language outside the classroom
You can work well with al the class mixture levels	
it is focused on comprehension	

abilities	
Imperative commands are suitable for children's short attention span	
It is important to carry on a stress-free methodology	

Along the previous section we have already presented our opinion about the aspects we agree with. We have explained our point of view and we have said what would we do in some occasions, but we want to express some ideas around the negative points.

Imperative commands might be too rude for these ages: we understand that it is easier for the student to understand the command "touch your nose", than "come on children, let's touch our nose". The message is clearer, but with the second sentence you also work on other structures. Therefore we would use both kind of commands, the second kind as the usual ones, and the first one as a support before or after the activities, just in case it is not clear enough with the usual commands.

The student may start talking sooner if we know how to work in the proximal development zone: It is complicated to know where the limits are, when we are forcing the student and when we are not providing enough support. The only way to delimitate it is to know each children level, personality, and improvement possibilities and a non-pressure encouragement in the appropriate moment.

Stress-free and not encouraging children might be confused in the method: We belief carrying on a stress free session must not be against looking for the best moment for the children to talk and encourage the student to do it. We agree in not forcing the student to talk, but we can ask them for imitation of the target language in group or the repetition of some phonemes. By this way they get accustomed to producing in the target language, and we introduce phonemes, an aspect of the official curriculum that is not present in TPR.

It organizes contents depending on the skills development: Asher organizes the acquisition of contents in two phases, one with more vocabulary and simple structures and the second phase when the student starts to talk, and then we introduce abstract contents. We consider this must not be so separated; there is

no problem if we indirectly introduce abstract contents in the lessons, if they not interfere in the rest of the contents acquisition.

It does not promote an autonomous use of the language outside the classroom: in TPR the teacher is always the guide of the activity, in our approach also, but only in some parts of the lesson. Every session must count on a piece of time for the students to investigate and play by themselves, we can get this through role games for example. We know they are not going to play this role games in the target language but we can create the need of using some easy structures or vocabulary words. By for example regulating the toystaking; only the students that says "please, can you give me...?" are going to have access to the favorite toys of the class.

It is difficult for the students to express their ideas through a creative manner: as I have just said if we just play TPR games we are limiting students. Although other activities may be not so specific for the English acquisition they have also have to be taught in English, by this they acquire vocabulary of many other contexts. For example we can explain the available material for a simple free draw in English instead of in Spanish. This is another positive point of counting on the same teacher for English and Spanish, you can introduce new contents whenever you want.

Students have little influence over the contents: in these ages children are totally egocentric, and they will be much more motivated if they feel they are involved in the activities. For example is different to present them a topic, and start to work on it, than present them two, and they choose the one they like the most. They will start the lesson much more motivated, because that is the activity they have chosen; they feel they are important enough to help the teacher.

The imperative commands technique is used along all the beginning levels, children could get bored of it: children are very enthusiastic, is is very easy to motivate them but it is also very easy to lose their attention. If we use the same technique in every lesson, a good point is that you create routines, but we would recommend changing the topics or the materials constantly for aboiding boredom. Other good factor of changing the materials is that you also adapt to the different kind of learners (visual, kinesthetic, listeners)

7. Some characteristics of the approach.

We have already given our opinion about TPR in all aspects, now we want to explain some ideas and show some features that we could implement in our approach in order to improve.

First of all we want to say that an approach is not something that you start, and you finish. This approach pretends to be a recompilation of techniques, methods and beliefs. Off course this is just the beginning, we pretend to continue working in this approach as soon as we gain experience in teaching; introducing new beliefs and techniques in order to enrich the approach, and therefore providing a better experience for our students.

One of the main foundations of the approach is the humanistic pedagogical school that influences TPR in the affective way. They consider this aspect quite relevant in the language learning and so de us. Children are naturally lovely, and it is usual to establish a close relation between the homeroom teacher and the student. But if we follow the curriculum recommendations, and we bring a new teacher just for the English lessons; first of all instead of spending the whole day with them, she just spends three hours a week. Secondly she does not know students characteristics as well as the homeroom teacher; she will neither be able to relate English contents with the rest of the curriculum. This relation is used in CLIL methodology, we would not follow it totally, but we can take the idea of teaching any content trough English and apply it in a softer way. Finally, for English teachers it is more complicated to establish an affective relationship with the student; this is because of the language. You can be sweet with them, but they do not understand you, or communicate fluently with you, so the relation cannot be the same.

If you establish a close relation students will also feel more confident, and they are not going to feel stressed if you ask them to try new things. With TPR you can introduce contents through physical activity, vocabulary and many grammatical structures can be taught like that, but there has to be a limit for example it is difficult to understand a context or the emotions just through TPR. For this reason Blaine Ray, a Spanish language teacher, added storytelling to Asher's method in order to facilitate the acquisition of non-physical vocabulary,

nowadays this method is known as Teaching Proficiency through Reading and Storytelling ([TPRS](#)) which is based on Stephen Krashen theories about the language acquisition.

In nursery education students are not going to be able to read, but they are very good at listening, and they love stories, so we assume this as one of the main teaching techniques for our new approach. Adapting this to nursery education we would like to use the fantasy in this storytelling. Children can imagine and act like if they were characters of the tale, so they have to follow the story actions. We really do like this technique so we will design a session around it in the following section.

Other methodology that inspires us is the Glue Method; it is based in the experience of adults when they live in a foreign country. If you live in a foreign country and you do not know the language, you may have to translate or look for the words you are going to need for a specific situation; then you memorize the structure and you finally learn it by using it.

What we like from this method is that it is based in learning English from the necessity of learning it. This is what we must do in nursery education, to provide the appropriate situations in order to create that need in the students. Once we get this important goal we have to consider that for children, learning a language is something new, and if you present it as a funny game, they will love it. Therefore we are on favor of using their interest for the better acquisition of the learning. We pretend to do it by letting them time to manipulate the vocabulary cards or the music we are going to use in the activity on their own. When they do this with their friends they use to laugh about how does words sound, or the rhymes in the songs. At the same time they play on their own they talk about the materials and the vocabulary, and in a funny way, they work on their speech in confidence with their friends.

This free time to explore, could be after the explanation of the activity; once they know what they are going to do and before doing it. We give them the chance of manipulating the materials, as a first contact with the activity; then in the practice they will feel more comfortable with the resources used. It may motivate them to be more participative and active in the lesson.

Talking about the activities we prefer group activities instead of individual ones. First of all because we are introducing the language in this first levels of the learning process. If we design individual activities that imply more level than what some of the students have, they might feel frustrated, and develop a negative view of the language learning. However some individual activities are essential for the development of students, so we insist on the idea of including some ideas from CLIL.

This method pretends to teach English through other subjects, instead of as a specific area. This is very interesting because when we learn the first language we are not dedicated to it specially, we just learn it through the context. We think that when children are studying other areas, first they must acquire the contents in the first language. Then, if it is possible, the homeroom teacher (that in our approach must be the same as the English teacher), could improvise and introduce some contents in English. For example, we can ask the children for the red crayon, when they just understand the word red. Through this, children learn to make hypotheses by themselves, and they can also translate this learning technique to other areas of their learning process.

Anyway students must have the usual schedule with English included, because it is complicated to teach a new language just through this improvised English lessons. If during these lessons we decide to do an individual activity we must be careful with the level. Children have different rates, and even when the level is adapted to the whole class some students will finish before the others. You can solve this problem by offering some extra activities for the “early finishers”; these activities should be enjoyable, but do not use it as a prize. That would be unfair with those children that cannot finish the work as fast as them, but not because they are not making the effort but because they are not ready to do it faster.

7.1. Lessons organization

It does not matter if we choose an individual or a group activity we support that lessons would be organized in three parts; the introduction, in which the teacher asks some routine questions, then, one by one, students are allowed to tell whatever they want to the teacher. With this you get information about the

student and you work on your relationship with them. Also in the introduction the teacher explains the activity, shows the materials and then she gives it to the students for a while.

Then you continue by developing the main activity. Due to the approach is not closed to any method or technique; and although we prefer active storytelling and role games we can develop a wide variety of games and different activities.

The next and final part of the lesson would be dedicated to evaluate the activity. We would receive children feedback by direct observation and some questions. In this moment we could do an imperative commands activity, based in TPR. This would be very useful for reminding and internalizing definitely the contents. We can also use it as an evaluation tool.

We want the children to feel they are the main protagonists, so we can use this part of the session to ask them what they want to do next week. For example you can offer them two, or three topics, and they have to choose one. Then you use the chosen one as the main topic of the session, and you introduce the other two transversally.

7.2. Sample session

Contextualization: this session is adaptable to any kind of space, and any class size. The children would be between 4 and 5 year old, the second year of nursery education. This session would be more suitable for children that have been introduced into the English language by participative and active methodologies. They would understand some vocabulary but there would also be new items in each session.

Resources: we want to satisfy any kind of learners in the class so we are going to use clear images for all the vocabulary (see annexes) apart from the use of our own body and the continuous v

oice of the teacher that guides the activity. We would also use some music in some parts of the lesson.

In this occasion we also need a bag with different color balls, and three images with three different clowns.

Introduction: we do the routine questions; how are you? what day is today? What is the weather like today? Then one by one have the chance to say whatever they want to and when they finish we explain the activity; we ask if they want to go on a trip, and where. They decide the city and we start the trip, we go to the gym, or any empty room where we have already placed the material.

The activity:

We go to visit (the city they choose) and we came across the circus, in this activity they have to use imagination. Just when we come into the room they will see the clown pictures in the walls. The people in the circus are tidying up, and they ask for help, they decide if they help or not.

They will probably decide to help, so we trough color balls to the flour and we start the first game:

If it is the first time we play the teacher says the color "Take a red ball", if not, a student can be in charge of shouting, with "Red ball" would be enough.

Once they have tidy up all the balls we find a woman, we have to say "Hello, how are you?" she is very sad, because her friend, the clown, has disappeared, she ask us for help, and children have to decide if we help her or not. If we accept she gave us a description of the clown. We are going to look for him in that house that is on the opposite side of the room. But there is a river to arrive to the house, first we go swimming and then jumping from stone to stone.

When we arrive to the house we find three clowns (the images), the teacher takes the clown description from the pocket and she reads it. "he has a smiley face, a hat, a red nose, and green trousers." Children have to identify which of them is the woman's friend.

Yes;; we have find it, but time is up and we have to go back to class.

The evaluation:

In the classroom we play the last game, Simon says, using the same vocabulary than in the previous activity; such as "Simon says swim", "Simon says jump", "Simon says touch something green", "Simon says touch the table" Finally we ask students to resume what we have done in Spanish, and if they

have had fun. The evaluation will also be done by direct observation along the activity.

After all these evaluation routines you offer them next week possible topics; fruits, colors and parts of the house. You can design a trail in which you go through all the rooms of the house looking for an apple, by the way we find other fruits and you can also work the colors that are on the fruits. So you just have to make little changes depending on the topic they choose.

CONCLUSIONS

A lo largo del último siglo, lingüistas y pedagogos han puesto todo su esfuerzo en desarrollar métodos cada vez mejores. En un principio, se buscaba la adquisición de conocimiento, por lo que se centraban en la memorización y la gramática. Aunque con el paso de los años, se ha visto una gran evolución hacia métodos que buscan que el alumno sea capaz de comunicarse en la lengua extranjera; siendo en los niveles más avanzados cuando se centran en los aspectos más formales y abstractos del aprendizaje.

Es cierto que éste esfuerzo se ha visto traducido en una evolución muy positiva de la calidad educativa. Pero una cosa es que mejoren, y otra muy diferente es que vayan a llegar a ser perfectos. Antes de desarrollar éste trabajo, también nos parecía factible la idea de terminar encontrando el método perfecto, adaptado a nuestro estilo de enseñanza y a las características de los alumnos. Pero tras investigar varios métodos se llega a la conclusión de que no hay un método perfecto, y que al fin y al cabo todos los nuevos métodos que van surgiendo, son mezclas de los anteriores.

Aunque estén estrechamente relacionados con metodologías anteriores, y sienten sus bases en ellos, los progresos y mejoras en los métodos no parten de teorías, sino de la práctica docente. Es decir, son los maestros, los que en función de sus necesidades y las de sus alumnos van moldeando los estilos educativos, llegando a crear nuevas y mejoradas versiones.

Entorno a esto, la idea inicial era el diseño de un “approach”, un enfoque más amplio de la metodología TPR. Pero en el intento nos hemos dado cuenta de los innumerables aspectos que van surgiendo al ponernos a reflexionar sobre cómo podríamos adaptar el método a nuestras ideas y estilo de enseñanza. Han surgido otras metodologías que no hemos podido desarrollar por falta de tiempo, que enriquecerían enormemente nuestro enfoque. Por otro lado al planificar una sesión en torno al nuevo enfoque nos hemos dado cuenta de que es ahí cuando realmente nos enfrentamos a las características de los niños y a sus necesidades, donde se ven los problemas y donde se aprende a solucionarlos.

Por este motivo nos habría encantado tener la posibilidad de diseñar más sesiones, y llevarlas a la práctica. Por lo tanto, nos gustaría recalcar que esto no es un proyecto que esté concluido, sino que acaba de comenzar. Es necesario reflexionar e investigar durante un periodo mucho más amplio de tiempo para conseguir un esquema de todos los recursos disponibles, y mucho más para saber utilizarlos en los momentos más apropiados. Es el momento de que nos definamos como docentes, y aunque no concluyamos nuestro proyecto inicial, consideramos que es de gran utilidad y éste es el primer paso.

Ya tenemos claro que no queremos utilizar una metodología en concreto, sino que queremos enseñar desde un punto de vista más global, que se base en metodologías pero con la posibilidad de intercalarlas y mezclar las cualidades de unas y otras para conseguir los mejores resultados en nuestros alumnos.

Como ya sabemos cada clase y cada niño es diferente, por lo que debemos descartar por completo la idea de establecer un mismo patrón de enseñanza para toda nuestra carrera como profesores. A parte de tener que adaptarnos a los cambios de la sociedad, debemos cambiar el modelo de enseñanza con cada clase, incluso dentro de la misma clase utilizar diferentes recursos y diferentes técnicas con unos niños y con otros.

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TPR- World, your resource center for Total Physical Response; *About The Originator* [Disponible en (20/05/2013): <http://www.tpr-world.com/originator.html>]

Annex 1



Annex 2



Annex 3

