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The influence of the Total Physical Response (TPR) method in the development of students' English vocabulary from fifth grade at a public school in Ecuador

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- Doménica Lojano

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Abstract

In Ecuador, students who are native Spanish speakers, struggle while learning new English vocabulary due to the overuse of traditional teaching methods (Saydaliyeva et al., 2020). Due to this, this research focused on applying Total Physical Response (TPR) as a method to teach vocabulary in a fifth-grade public school class. The objective of this study is to explore the influence of this method on English vocabulary learning. This is an action research study which has a qualitative approach and uses a few quantitative data to give a stronger support to the findings. The data collection tools used are a diagnostic evaluation and a post-intervention evaluation carried out before and after the intervention process, semi-structured observations during the TPR implementation, and two focus group discussions, one in the middle and the other at the end of the intervention process. After interpreting and analyzing the information, researchers identified that the use of the TPR method and its strategies such as storytelling, roleplays, music and songs, and command drills positively affected students' vocabulary acquirement, as well as students' participation, motivation, and engagement.

Keywords: vocabulary, TPR, TPR strategies, vocabulary acquisition.

Resumen:

En Ecuador, los estudiantes cuya lengua materna es el español generalmente tienen dificultades para aprender nuevo vocabulario en inglés debido al uso excesivo de métodos de enseñanza tradicionales (Saydaliyeva et al., 2020). Debido a esto, esta investigación se centró en aplicar la Respuesta Física Total (TPR) como método para enseñar vocabulario en una clase de quinto grado de una escuela pública. El objetivo de este estudio es explorar la influencia de este método en el aprendizaje de vocabulario en inglés. Se trata de un estudio de investigación acción que tiene principalmente un enfoque cualitativo y utiliza algunos datos cuantitativos para dar un mayor respaldo a los hallazgos. Las herramientas de recolección de datos utilizadas son: una evaluación diagnóstica y una evaluación postintervención realizadas antes y después del proceso de intervención, observaciones semiestructuradas durante la implementación del TPR y dos grupos focales de discusión, uno en la mitad y otro al final. del proceso de intervención. Luego de interpretar y analizar la información, se identificó que el uso del método TPR y sus estrategias como narración de cuentos, juegos de roles, música y canciones y ejercicios de comando afectaron positivamente la adquisición de vocabulario de los estudiantes, así como su participación, motivación, y compromiso.

Palabras Clave: vocabulario, TPR, estrategias, adquisición de vocabulario.

Índice del trabajo

I. Introduction 1

Context 1

Diagnosis of the situation 3

Importance of the study 4

Research question 5

General Objective 5

Specific Objectives 5

II. Literature Review 6

Previous Research Studies 6

Theoretical Framework 9

The origin of the Total Physical Response method 10

TPR Principles 10

TPR Strategies 11

Activities based on TPR 14

The role of the students and the teacher in TPR 15

Lexicology 16

Vocabulary 16

Semantics 17

III. Methodology 18

Paradigm 18

Approach 18

Method 19

- **Action Research** 19

Techniques for data collection 20

Participants 25

Action Research Procedure 25

IV. Intervention proposal 26

V. Findings and Results 37

Diagnostic Evaluation and Post-Intervention Evaluation Results 38

Observation Sheets Results 43

- ***Vocabulary retention*** 43
- ***TPR improvements*** 45
- ***Students' Participation*** 47
- ***Students' Comprehension*** 49

Focus group discussion Results....51
- *Vocabulary Learning*....54
VI. Conclusion....55
VII. Recommendations....56
VIII. Bibliography....58
IX. Appendix....67
Appendix 1: Focus group discussion template....67
Appendix 2: Lesson plans....68
Appendix 3: Diagnostic Evaluation and post intervention grades....83
Appendix 4: Triangulation process....86
Appendix 5: Coding process....91
Appendix 6: Validation tools by Experts....93
Appendix 7: Vocabulary evaluation questionnaires....100
Appendix 8: Observation sheet template....108
Appendix 9: Consent forms....110
Appendix 10: Declaratorias de propiedad intelectual....117
Appendix 11: Certificado del tutor....119

I. Introduction

Context

In the Ecuadorian context, students start to receive English classes in second grade and get them up to twelfth grade in high school". Learners are expected to reach a B1 level of English according to the Common European Framework of Reference (CEFR); by the time they end their high-school studies. This commonly means that they will have a wide vocabulary repertoire. Gonzales (2022) states that students who are in the most basic level, A1-A2, must know about 800 to 1200 words; the ones in a B1 or B2 level know from 1500 to 4000 words; and, an advanced student, C2, knows about 5000 words. Considering this, it is expected that students in their last year of high school are close to knowing at least 1500 words in the target language. It is assumed that students not only know the words, but also the meaning, pronunciation, and use of each word because those are the aspects that vocabulary encompasses (Nation, 2019).

Unfortunately, the reality is quite different since most students graduate from high school with an A1 level of English and little vocabulary knowledge. EF Education First (2022) demonstrated that Ecuador was ranked 81st out of a total of 100 assessed territories, considered to have a "Very Low" level of English, obtaining a score of 46.57, which corresponds to an A1 level according to the CEFR. These outcomes contribute to establishing that there may be a problem regarding the development and learning of the English language.

In a fifth-grade class at a public school in Cuenca, Ecuador, students have been struggling with vocabulary development. It is due to the overuse of passive teaching methods such as grammar translation, which consists of learning to read and translate using grammar rules. This method involves insufficient attention to the lexical part of a language (Saydaliyeva et al., 2020). As one of the alternatives to change this reality and improve the quality of teaching a foreign language, this thesis proposes to consider one, within a wide

variety of options, of educational and innovative teaching methods. Methods such as long-distance teaching, Active Learning, Total Physical Response method, and Flipped classroom are innovative methods that help improve the quality and outcomes of the English teaching and learning process (Sivarajah et al., 2019). However, it is important to consider the context, problem, and necessity, before applying any of these proposed teaching methods. In this specific context (9-10 years old students), TPR fits better for learning vocabulary with children since they do not have enough autonomy and resources to work properly with methods like Flipped classroom, long distance teaching, and Active Learning.

The current research occurred at a public school in Cuenca-Ecuador called "La Inmaculada." The research targeted a fifth-grade class, composed of 36 students—22 female and 14 males, who were between 9 and 10 years old. Students' proficiency in the English language must be in A1.2 according to the Common European Framework of Reference (CEFR). However, the reality in this class was different since most of the students were below the expected level, A1.2.

Taking those characteristics into consideration, the Total Physical Response (TPR) method seems to fit well to increase students' vocabulary development. This method suits well since it replicates the way children learn their first language. It observes and studies parent-child communication, combining verbal and motor skills and how the child physically responds to the parent's verbal communication (Gulsanam & Farangiz, 2021). Furthermore, the TPR method helps students' vocabulary retention since it is based on the psychological trace theory, which implies that if physical actions are combined with language learning, the retention in the memory of students will be stronger (Brown, 2007). Additionally, TPR makes both hemispheres of students' brains work since the right one oversees the motor activity while the left one is responsible for the production of the language (Li, 2010). Therefore, children demonstrate their vocabulary comprehension through physical actions as this

research approached children whose attention span is shorter than an adult, which is why TPR requires them to keep in movement while learning and not just sitting in front of a screen.

Diagnosis of the situation

While observing thirty-six students from a fifth-grade class at "La Inmaculada" school (Ecuador, Cuenca), it was witnessed that one of the major problems during English classes was that students did not know the expected amount of vocabulary for their expected level (A1.2) as they were below it. For instance, most of the students constantly asked for the meaning of different words they had already learned in previous classes and school years. In fifth-grade students' students should have acquired vocabulary related to animals, body parts, shapes, adjectives about appearance, and sports including nouns and verbs (*English CEFR A1 Vocabulary | LanGeek*, n.d.).

In addition, it was evident that students were struggling with vocabulary knowledge which prevented them from developing other skills such as reading, writing, speaking, and listening. Mariyam and Musfiroh (2019) stated that any language has a based vocabulary, so it is necessary to master it. Learners can face challenges in learning a language if they have not learned a vast amount of vocabulary. Therefore, the lack of English vocabulary was constantly causing difficulties while doing listening, reading, or writing activities.

That is why, throughout this research, the TPR method was considered to see its influence on vocabulary development in students. The application and results of the effectiveness of the method will be managed through action research, which consists of arranging an action plan and reflecting on its application to understand and improve a situation or problem identified in the classroom (Kemmis & McTaggart, 1988). This research will allow us not only to make interventions, but also to reflect on the process and make the pertinent changes to improve a specific aspect, activity, or instruction.

Importance of the study

Maximo (2000) states that a broad range of vocabulary is of course essential to mastering a language. As vocabulary is the basis for understanding and producing a new language, it is indispensable to address this problem presented by fifth-grade students who face the challenge of acquiring vocabulary. A deficiency in vocabulary interferes with the comprehensive development of language skills; both receptive skills consisting of reading and listening, and productive skills which involve writing and speaking (Magnussen & Sukying, 2021).

In addition, the significance of developing vocabulary knowledge empowers learners to effectively engage in successful communication. According to the English language curriculum of Ecuador (2016), there are five threads: Communication and Cultural Awareness, Oral Communication: (Listening and Speaking), Reading, Writing, and Language through the Arts. Unfortunately, any of these can be effectively developed by students without vocabulary as it is the basis to speak, listen, read, and write.

Through this research not only students will be benefited but also teachers since they will recognize the significant impact of applying action research into their teaching practices. Furthermore, they will have insights into how the different TPR strategies proposed in this research, such as storytelling, role-plays, music and songs, and command drills, can be applied in context. In addition, teachers can feel empowered due to the participative role they could play to improve education quality and reach some of the curriculum objectives such as students achieving the B1 English level when finishing their high school studies.

Total physical response (TPR) is an English Language Learning (ELL) teaching method where vocabulary is taught and learned through representative movements. TPR is a visual and physical method that can invite children to engage in the learning process and create a relaxed learning atmosphere (Alexon, et.al, 2022, p. 6). Therefore, this method

allows the creation of more dynamic and effective lessons where students will not be static in their learning space as it usually happens with conventional methods, making it even more innovative, engaging, and enjoyable by incorporating TPR strategies such as storytelling, role-plays, music and songs, and command drills.

This research is highly feasible for many reasons. First, accessibility to the public school where research was carried out was guaranteed by the school's principal and students' parents. Secondly, regarding the TPR application process, researchers did not need to allocate economic sources to cover all necessities. Finally, the available time for the intervention process was of three months which enabled researchers to apply the expected number of lessons, which were twelve.

Research question

How does the use of the Total Physical Response Method (TPR) influence fifth-grade students' vocabulary learning, in a public school in Ecuador?

General Objective

To explore the influence of the Total Physical Response (TPR) method on English vocabulary learning in fifth-grade students.

Specific Objectives

1. To analyze the students' English Vocabulary learning process while using the TPR method through observation guides.
2. To reflect on the students' perspectives about the use of the Total Physical Response method in EFL lessons by conducting focus group discussions.
3. To determine the influence of the use of the Total Physical Response method in students' vocabulary learning.

This research question and these objectives aim to provide an understanding of the impact the TPR method has on students' English vocabulary learning. Through a thorough investigation of the effectiveness of TPR, the study seeks to contribute to the field of language teaching and learning by informing language educators and policymakers on effective teaching methodologies for vocabulary learning.

II. Literature Review

Previous Research Studies

TPR is a well-known and popular method for teaching English as a foreign language (EFL), and it is effective for both children and adults (Gehrt, 2023). This literature review aims to critically analyze and compare the findings of relevant research articles that investigate the use of the TPR and its strategies to increase vocabulary skills among EFL learners. The articles explore the use of TPR with storytelling, music and songs, command drills, and role plays to enhance vocabulary, while others focus on the use of TPR with young adults and teenagers, and its use in teaching practices in general.

Gao et al. (2023) combined the TPR method with the storytelling strategy for vocabulary acquisition on nouns, verbs, and adjectives taken from a story called I wish I Were a Dog by Lydia Monks, where most vocabulary is related to domestic animals. Here the researchers used TPR to express the meanings of some verbs like ‘howl’ and ‘climb’ while telling the story. This research concluded that the use of TPR with storytelling enhances vocabulary acquisition. Similarly, Guzmán & Murcial (2022) demonstrated in their study that storytelling can be used to teach vocabulary about animals. In this case, they used storytelling as one of the strategies to teach wild animals to kindergarten students. They read the story called Kindergartens Visit the Zoo, thereafter, students had to draw the animals they listened to from the story. As a result, learners demonstrated their comprehension through sounds,

actions, expressions, and body language which is closely related to TPR strategies because they followed commands for drawing the animals and made use of physical actions. This study established that students demonstrated engagement, motivation, active participation, and comprehension. Therefore, these two research studies sustain the idea of teaching vocabulary about animals through the combination of TPR and storytelling.

Regarding the music and song strategy, some authors have demonstrated the effectiveness it has on vocabulary acquisition. Magnussen and Sukying (2021) carried out mixed-method research with 72 students, who were divided into three groups to learn 12 vocabulary words. The first group learned the vocabulary with the TPR method, the second one with songs, and the last group learned the vocabulary words through the combination of the TPR method and songs. The three selected songs were 1) What Do You Do Every Day? 2) What's This, and 3) What Can You Do? which included nouns and verbs as the target vocabulary. Moreover, this study used a pre-test and post-test as data collection techniques. The authors connected the use of songs and the TPR method by exposing the target vocabulary through hand motions. For instance, "Each motion was connected to a simple sentence that the learners could easily act out; as in the sentence "I can clean my room" which was performed by three different motions illustrating "I ", "clean ", and "room." The motions were acted out while saying the sentence" (Magnussen & Sukying, 2021, p.13).

Results revealed that the participants' productive vocabulary knowledge (words produced that can be used either in writing or speaking) also developed significantly from the pretest to the posttest but much less than the receptive vocabulary knowledge (words that can be comprehended while reading or listening). In the same way (Pacheco et al., 2022) conducted similar research in Ecuador where they concluded that students' motivation

increased by 31.5% after implementing the TPR. Moreover, students' vocabulary knowledge also increased in the treatment group while the control group did not have any improvement.

Ben (2019) researched the role of TPR and command drills while teaching vocabulary words in EFL classes. It was a quasi-experimental study that involved thirty learners. The researchers used command drills in some descriptive activities; for instance, students got pictures to describe through body language and objects. Based on that, this current research also applied command drills to teach vocabulary about appearance, such as, fat, thin, strong, weak, and bald. The TPR method connects to this strategy because learners show their understanding through physical movements. For instance, when showing them a picture of the adjective "fat," they use their hands to form a circle around them to simulate a big belly. The researcher used a pre-test and post-test where he found out that some participants scored down the average, whereas others got satisfactory results. However, the post-test results indicated a great enhancement where most of the students scored better than pre-test results and this was stated to be due to the effectiveness of the TPR application to teach vocabulary. In Chimborazo, Moreno and Chiluisa (2021) also used the TPR method and command drills aiming to get their participants to the next phase of the TPR process. They first used this method to ensure that the learners had a solid basis of vocabulary, and then, to start producing it. The results showed that students' ability to follow instructions improved significantly from 21% to 72% accuracy, and their oral production increased from 17.80% to 82%. So, it allowed them to be more confident to speak in a different language only after acquiring enough vocabulary.

Regarding the role-play and storytelling strategy with the TPR method, Yavaşlar & Demirci (2018) demonstrated in their study the effectiveness of using role-plays while storytelling to teach vocabulary words about verbs, such as, blow, scream, destroy, etc. The

participants of the study were 11th-grade students from a public school. This research shows the connection between TPR, storytelling, and role-play since learners had to act out certain words of the story by using physical movements. Students were also asked to act out different scenes to show their understanding of verbs. Eventually, the researchers made use of a pre-test and post-test as data collection techniques. As a result, the post-test showed that this way of teaching verb vocabulary eased students' ability to store new words through the dramatization of words or body movements. Similarly, Bezini (2019) studied the effectiveness of TPR by making the participants act out different situations to boost students' retention and create connections between their physical movements and their foreign vocabulary. The findings indicated that most of the students, 66%, found retaining vocabulary as a medium task rather than difficult or easy.

Finally, we can say that the TPR method works in such a way that most students can learn English vocabulary actively and impact different areas such as motivation, confidence, and learners' surroundings. These research studies indicate that TPR can be used to teach nouns, verbs, and adjectives; and the strategies (Storytelling, role-plays, music and songs, and command drills) selected will depend on the vocabulary content. Lastly, after the application of the TPR, students showed a significant improvement in vocabulary acquisition. These findings help to notice how useful and effective it can be to apply this method in an EFL classroom.

Theoretical Framework

According to Asher (1977, as cited in Mariyam & Mursfiroh, 2019), the use of the TPR method in second language learning has been widely researched in recent years. TPR is a language teaching method used to enhance language acquisition through the use of the

whole body. This method involves the use of physical actions and commands to elicit responses from learners, making language learning an effective and interactive process.

The origin of the Total Physical Response method

Asher (1968, as cited in Campos, 2020) raised the term Total Physical Response (TPR). It meant that individuals gave a physical response when they listened to a foreign utterance. This solution or method appeared while searching for a strategy that would help increase listening comprehension of a foreign language. He took time/duration into account, as such a fundamental factor, since usually an English class is usually given 60 minutes in a class schedule. After this, Asher affirmed that the established time is not enough to develop the four skills, so he considered that the skill that must be exploited for the given time is to listen to fluent language. This way, when students visit a country where the target language is used, they will be able to understand what they are being told. Once this ability is achieved, he affirms that students are ready to go to the next phase which would be to produce the language, and speaking (Asher, 1968, as cited in Campos, 2020).

TPR Principles

According to Asher (1977, as cited in Mariyam & Mursfiroh, 2019), the principles of TPR are based on the natural way in which children learn their first language. These principles include listening before speaking, comprehension before production (learners should be able to comprehend a new word or phrase before producing it), delayed oral production (learners should not be forced to speak until they are ready), reduced stress, active involvement; enjoyable and memorable learning (Rivera, 2010). For instance, in the first years of a person's life, their parents and relatives keep repeating words to the children through speech and physical actions as it is the same case with TPR, where learners are exposed to similar processes of repetition for acquiring knowledge.

This sequential method of learning a language is frequently seen as successful because it allows students to notice subtleties in vocabulary, grammar, and pronunciation through listening, which makes it simpler for them to generate accurate and meaningful speech later on. It emphasizes how crucial receptive language abilities—listening and comprehension—are as a basis for productive language abilities—speaking and producing. Due to its promotion of more effective and appropriately contextualized communication, this principle is widely accepted in language teaching.

TPR Strategies

Total Physical Response is a dynamic method which facilitates vocabulary learning. So, this method supports that the students should first learn information before they begin to speak and that the coordination of gestures and physical movements is very important (Asher, 2009). This is not just an isolated method; it also involves innovative strategies that enhance language proficiency in a memorable experience for English learners.

- ### Multisensory Strategies

Multisensory strategies refer to the application of complementing information/material during learning across several sensory modalities (Repetto et al., 2017, as cited in Andrä et al., 2020). In the classroom, multisensory strategies can take many forms: flash cards (Wissman et al. 2012); videos (Tan and Pearce 2011; for review see Snelson 2011); video games or stories (Annetta et al.2009; Hsu 2011); songs and poetry (Foster and Freeman 2008; Millington 2011); and interactive activities that make use of mobile phones, computers, and tablets (Ehret and Hollett 2014).

In this context of classroom-based vocabulary learning, multisensory enrichment manifests itself in diverse forms. For instance, visual aids, like flashcards featuring images

corresponding to specific vocabulary words. This visual component is synergized with TPR, since students can associate the words with physical actions, reinforcing their comprehension and memory retention of the vocabulary (Wissman et al. 2012). Likewise, TPR can be used with multisensory strategies while using music, storytelling, role-plays, and flashcards.

Storytelling: Cameron (2001) asserts that storytelling is an oral activity that is designed not only to have students listen but also to involve them in it. Deep eye contact between the teacher and the learners is an exclusive asset in storytelling since such behavior is a real and natural behavior in communication, in this situation between the teacher as a narrator and students as the listeners.

Setyarini et al., (2011) stated that:

> Storytelling is not an expensive tool yet potential to support students' English learning interests. Interaction between the teacher and the students is created in a meaningful and natural way. Vocabulary and sentence structures in the story can be exploited in many ways to facilitate learning because language is presented contextually. (p.2)

Gao et al. (2023) affirmed that TPR and storytelling are effective in enhancing vocabulary acquisition since the story itself provides contextualization and interest for students while the teacher can observe students' understanding through students' physical responses when each vocabulary word took part in the story.

Role-plays:

Herrell & Jordan (2002, as cited in Yavaşlar and Demirci, 2018) define role play "as a strategy used to encourage learners to make connections between their past experiences, the content currently being studied, and vocabulary that is new or being used" (p.2). When developing role-plays, the individuals involved temporarily adopt a specified role and try to

behave in ways characteristic of a person in that role (Whitman, 1990, as cited in Steinert,1993). Therefore, when teaching vocabulary words such as verbs or nouns, role-plays are quite suitable because students can act out the required vocabulary words without speaking as it is expected in TPR lessons. To illustrate, in this current research, the use of this strategy was applied to teach vocabulary about sports where nouns and verbs were present in different scenarios for students to perform.

Music and songs:

According to Kuśnierek, A. (2016), a song might be understood as a rendition, that is, a realization of that song in a performance, a recording, or a written material. Music and songs incorporate not only the tune and the lyrics but also all the contexts in which it is created, produced, and consumed (p.22). Music and songs have had a significant impact on acquiring vocabulary. Magnussen and Sukying (2021) confirmed this idea based on their research where TPR and songs were used to acquire vocabulary through hand motions. These authors emphasized that when looking for songs they must have a catchy rhythm since in that way students' reactions are more notorious because of that the song keeps playing on students' minds unconsciously, as well as the vocabulary.

- **Sensorimotor strategies**

Sensorimotor enrichment can be directly integrated into vocabulary acquisition. Sensorimotor strategies refer to the existence of movements during learning, such as gestures, that are semantically consistent with information supplied in another sensory modality (Macedonia, 2014, as cited in Andrä et al., 2020). Specifically, when using TPR, which involves physical actions that represent vocabulary, we are incorporating sensorimotor enrichment. In TPR, the physical actions or gestures made by learners are semantically

consistent with the vocabulary they are learning. This alignment enhances the depth of understanding and retention of vocabulary, as the physical movements reinforce the meaning of the words (Macedonia, 2014, as cited in Andrä et al., 2020). This is why command drills are used as a sensorimotor strategy.

Command drills: The most usual activities done and combined with TPR involve the imperative drills/commands from the teacher, where students physically respond and evidence their comprehension of words (Nuraeni, 2019).

Activities based on TPR

Glisan (1986) states a list of activities that use TPR as shown in **Table 1** that are approachable for the development of many language functions and contexts. The list of activities has been categorized depending on which activities can be adjusted and applied within the different TPR strategies used in this research project.

Table 1

TPR activities

TPR strategies	**Commands**	**Music and Songs**	**Role-play**	**Storytelling**
Activities	Drawing pictures, maps, portraits	Singing and acting out songs, poems, chants, rhymes.	Set the table with food items or using images on the board.	Putting pictures or scenes in order of occurrence.
	Charting directions on maps		To act out different situations or to perform different actions.	Filling in phone communication, charts, graphics schedules, and advertisements based on oral

				input
	Arranging objects, realia, or pictures in semantic teams.			Selecting pictures to describe
	Taking inventory of items in different spaces to make lists			
	Passing objects around among classmates			
	To search for hidden objects or people with specific characteristics in a place.			

Note: Adapted from Glisan, E. W. (1986)

The role of the students and the teacher in TPR

According to Nuraeni (2019), teachers must be patient to manage the class well. They must create fun approaches while delivering or sharing knowledge with children (p.2). With TPR, the teacher plays a crucial role in facilitating the learning process. The teacher gives a number of series of commands in the target language to the students and models the physical actions associated with those commands. Learners are expected to respond with whole-body movements and teachers are expected to provide feedback and reinforcement to the students.

The student's role in TPR is to respond physically to the teacher's commands. By performing physical actions associated with new vocabulary, students can easily remember

and understand new words and phrases (Asher, 2009). In other words, a link is created between the physical actions and spoken language fostering the process of learning a language and vocabulary. This is also stated by Bakhodirovna (2022) that "learners serve as models and action performers until they feel ready to speak out" (p. 157).

Lexicology

The field of linguistics known as lexicology studies a particular language's vocabulary. A word is made up of tiny parts known as morphemes and even smaller parts known as phonemes, or distinctive sounds, and it is the smallest meaningful unit of a language that can stand on its own. Lexicology studies all aspects of a word, such as its creation, spelling, etymology, usage, and definition (Nazarova & Avlaeva, 2022). In this specific study, the focus will be on the definition of a word. It is a common and key area of study within lexicology because definitions provide a deeper understanding of how words are used, their meanings, and their relationships with other words in a language. By concentrating on definitions, we can explore the semantics of words, which is particularly relevant when it comes to vocabulary acquisition.

Vocabulary

Vocabulary refers to the words and phrases that make up a language. It can be divided into two categories: receptive vocabulary (words that can be understood through listening and reading) and productive vocabulary (words or phrases that are produced while speaking and writing). This study focuses on receptive vocabulary knowledge. It refers to the learners' ability to understand and comprehend a word when they hear or read it. It means that the learner is able to recognize the word and understand its meaning in context. Salawazo, et al. (2020) states that “Learner’s vocabulary development is an essential aspect of Language development”. Vocabulary knowledge is more than just mentioning a word; it requires

understanding meaning based on a given context, and it is also often viewed as a critical tool for second language learners" (p.470). Therefore, it can be stated that vocabulary is one of the most relevant components when learning a foreign language. According to Lei and Reynolds (2022), "Vocabulary has to act as the foundation for learners to communicate" (p.2). It is the basis for acquiring a language that will be used in real-life contexts. In other words, a well-constructed vocabulary knowledge improves all areas of communication, such as, speaking, listening, writing, and reading.

There are three aspects of vocabulary which are pronunciation, meaning, and word usage. According to Nation (2019), pronunciation not only consists of recognizing individual sounds but also understanding how these sounds can combine in various ways to form words. In the case of meaning, it refers to the associations between words and their meanings shaped by the way humans interact with the world and use language to convey their experiences and understanding (Nation, 2019). Lastly, word usage focuses on giving a logical meaning to the sentences. So, it is necessary to conjugate, order, and modify words depending on the context they are being used (Nation, 2019). Taking that into account, this research concentrated on the meaning aspect of vocabulary.

Semantics

Meaning is closely related to semantics as it is the study of meaning in language. It is the study of words' literal meanings and their combinations, which provides the essence of meaning or the foundation upon which an utterance's entire meaning is built (Kearns, 2017). TPR provides students with a natural program that aims to empower the learner to enroll in the process of acquiring a new language through a similar process to how children acquire their first language (Gulsanam & Farangiz, 2021). So, integrating the TPR into language learning allows students to connect words' meanings with physical actions. This

comprehensive method fosters a deep and intuitive understanding of language since learners first receive the input, which in this case is the vocabulary; then, they understand it to finally produce it.

III. Methodology

Paradigm

This research study followed a socio-constructivist worldview as it supports the engagement of ideas, points, or opinions in the teaching-learning process. This paradigm also aimed to incorporate the role of other actors and cultures. According to Tiendrebeogo and Tamura (2022), “Socio-constructivism supports the fact that learning is an active process, and that the development of the individual can only take place in a network of exchanges with other people. Moreover, knowledge must be put into a situation to be learned so that the learner's information can interact with others” (pp.53-54).

Indeed, researchers can reflect on the tools or techniques they use during a study and the English teaching and learning process. Moreover, it was a viable option to use the socio-constructivist paradigm, as it also guides a qualitative methodology. This action research is considered to be developed within a qualitative method with some quantitative characteristics.

Approach

This research intended to use a qualitative approach with some quantitative data. “Qualitative research is focused on analyzing subjective meaning or the social production of events or practices by obtaining non-standardized data to analyze and reflect about texts and images rather than numbers and statistics' (Rahman, 2020, p. 103). Choosing a qualitative

approach can be particularly beneficial when we apply action research because it focuses on how people make sense of something in a specific context. Since this research centered on observing a context, gathering data on it, conducting interventions, and then gathering data on its effects, it was logical to use qualitative and quantitative data. This research contains some interventions and reflections on them, which were later analyzed through a qualitative approach. It also contains quantitative data since the purpose was to assess the product of the action plan to identify how effective the use of TPR was.

Method

- ### Action Research

Action research is a widely utilized method in educational research that aims at addressing an actual problem in a specific education setting, namely the researchers study a practical issue that will benefit education (Tran, 2009).

Moreover, Efron and Ravid (2019) state that when conducting Action Research, researchers can engage in a reflection process, where adaptations or improvements can be made on their own practices. So, Action research seeks to develop and maintain social and personal interactions that are non-exploitative to enhance the social and emotional lives of all people who participate. It serves as an expansion of the reflective and self-analytical practices that educators regularly employ in their classrooms (Stringer, 2007). Educators often have limited time for brief and immediate reflection, mainly focused on adjustment, modification, or formative evaluation; therefore, action research presents an avenue for more intentional, substantial, and critical reflection, which can be documented and analyzed.

Techniques for data collection

- **Observations**

Observation involves collecting data using one's senses, especially looking, and listening in a systematic and meaningful way" (McKechnie, 2008, p. 573). Specifically, it proves to be highly effective when assessing children's behavior. It serves well in action research at the same time since it invites researchers to reflect on any event or situation taking place at the moment of conducting the interventions. In this case, semi-structured observation sheets were used. According to Blandford (2013), semi-structured observations typically consist of some explicit structure but are not completely structured.

Observation sheets provided researchers four raised criteria to record participation, comprehension, vocabulary retention, classroom environment, and any other relevant observation, since the goal is to reflect and improve the teaching process based on students' reactions. Each of these criteria is explained below:

Participation: This criterion seeks to record students' engagement and participation levels during TPR activities. Signs of active involvement, enthusiasm, and willingness to interact with the teacher or peers are actions that are expected.

Comprehension: In order to observe and identify if students are comprehending the class or instructions given during the class, the observation guides open a space to record their ability to follow directions and respond appropriately to different cues provided.

Vocabulary Retention: This section invites researchers to evaluate students' ability to retain and recall vocabulary words over time before and throughout the TPR implementation. This can be observed by reviewing their performance on subsequent assessments or activities that measure their vocabulary acquisition.

Suggestions for improvement: This criterion refers to those aspects observed during the TPR lessons that were lacking in some way, such as due to material, teachers' approach, and physical spaces.

These observation guides were filled out with descriptive paragraphs that led to a reflection and analysis of the outcomes and weaknesses of each intervention. This was made through the triangulation method where each category was analyzed based on what was observed by the researchers and the fellow teacher, what some authors have said about it, and a final interpretation of both . It helped researchers improve their interventions along the way and promote better strategies or alternative ways of applying TPR in a class. This study filled eighteen observation sheets of which four were completed by a fellow English teacher and the rest by the researchers to compare the impacts of the TPR strategies application.

- **Diagnostic evaluation and Post-Intervention evaluation**

Through the application of these evaluations, the general vocabulary level of fifth-grade students could be established before and after the implementation of TPR strategies in vocabulary learning. These types of evaluations are used to assess participants' comfort with applying knowledge from training sessions or the introduction of new concepts called acceptability and efficacy studies (Stratton, 2019). In this case, the diagnostic evaluation and post-intervention evaluation were used as a way of measuring the efficacy of the study; since it was important to know if the use of the TPR helped in the learners' vocabulary development or otherwise. One benefit of employing these evaluations is the presence of a clear research directionality. The diagnostic evaluation provided researchers with a starting point about the initial students' vocabulary knowledge while the post-intervention evaluation showed if that knowledge increased or was constant (Marsden & Torgerson, 2012).

Both the diagnostic evaluation and post-intervention evaluation had a total of 10 questions each. These consisted of 29 A1.2 vocabulary words with their pictures taken from Langeek. It is important to say that each evaluation had the same content. Dugard and Todman (1995) stated that "the essential features of the design (diagnostic evaluation post-intervention evaluation) are unchanged" (p. 181), that is why, the set of vocabulary words included in the diagnostic evaluation and post-intervention evaluation were the same. Even though they presented the same vocabulary words, the format of the post-intervention evaluation was different as the type of questions were changed. For instance, if the first questions of the diagnostic evaluation addressed vocabulary about shapes and it was a matching activity; then, in the post-intervention evaluation, the same vocabulary words were included, but the type of question was multiple choice. **(see Appendix 7)**

According to Hartley (1973), stated that:

> In situations where diagnostic evaluation effects are produced, not only do they alert the student's expectations about what is expected but they also sometimes seem to assist in the organization of other related material so that it is more easily remembered. (p.211)

In this way, we ensured that students' memory after the diagnostic evaluation was not a factor of variance in the post-intervention evaluation results as it had a different presentation. The evaluations aimed to measure if students were able to identify the meaning of a set of words. They included different types of questions such as questions where students have to match and associate the vocabulary words with pictures, and also some questions where they must choose or circle the correct answer from a set of options. The diagnostic evaluation and post-intervention evaluation were created by selecting questions that assess

the same vocabulary component: understanding meaning. These instruments were analyzed through descriptive statistics using frequencies in Excel.

- **Focus Group Discussions**

This research employed focus group discussions. "The key aspect of focus groups is the interactive coversation of a topic by a collection of all participants' opinions and a team of facilitators as one group in one place." (Nyumba et al., 2018, p. 24). The focus group discussions consisted of a set of six questions regarding three themes which were students' perceptions about the use of TPR strategies, the aspects of those TPR strategies that students liked the most, and their vocabulary learning process as shown in **Table 2.** These discussions gave researchers a deeper understanding of what students felt and what cause certain reactions while applying TPR based on those aspects, researchers can reflect, change, or improve their future lessons.

There were two focus group discussions, the first one took place after nine TPR interventions, and the second one took place at the end of nine more interventions. These discussions were analyzed through the categorization method where some thematic analysis came out to later place In-Vivo codes obtained from the students' responses. According to Mendes de Almeida (1980), focus group discussions can be developed with as few participants as four and as many as fifteen. The focus group discussions developed in this research had a total of four students each which facilitated a smooth conversation.

Table 2

Focus group discussions

Objective	**Categories**	**Questions**

To know students' viewpoints regarding the utility of TPR strategies in English lessons.	Use of TPR strategies	What is your opinion regarding the use of TPR strategies in English lessons?
		Did you like learning English using this tool? Why?
To identify students' preferences about the use of TPR strategies	Aspects of the TPR strategies	What aspects do you like about the use of TPR strategies?
		Which TPR strategies (storytelling, roleplays, command drills, or music and songs) was your favorite one? Why?
To recognize the influence of TPR strategies in vocabulary acquisition.	Vocabulary learning	Did you find this method useful for vocabulary learning? Explain
		Do you think you learned new vocabulary words through TPR strategies? Explain

Note: *T*his table shows the objectives, questions, and respective categories taken into account to collect students' standpoints concerning vocabulary acquirement by employing TPR strategies in English lessons.

(see Appendix 1)

Participants

The participants involved in this study are thirty-six students from the fifth grade in a public school in Ecuador. Their ages range between 9 and 10 years old. This public school is named “La Inmaculada” and it is in Cuenca. These students were considered for this research because they are children with an A1 – A2 English level and the TPR method tends to work more efficiently with those levels. Khusniyati et al. (2020) stated that the best method that suits better to the needs of children's learning aspects is Total Physical Response.

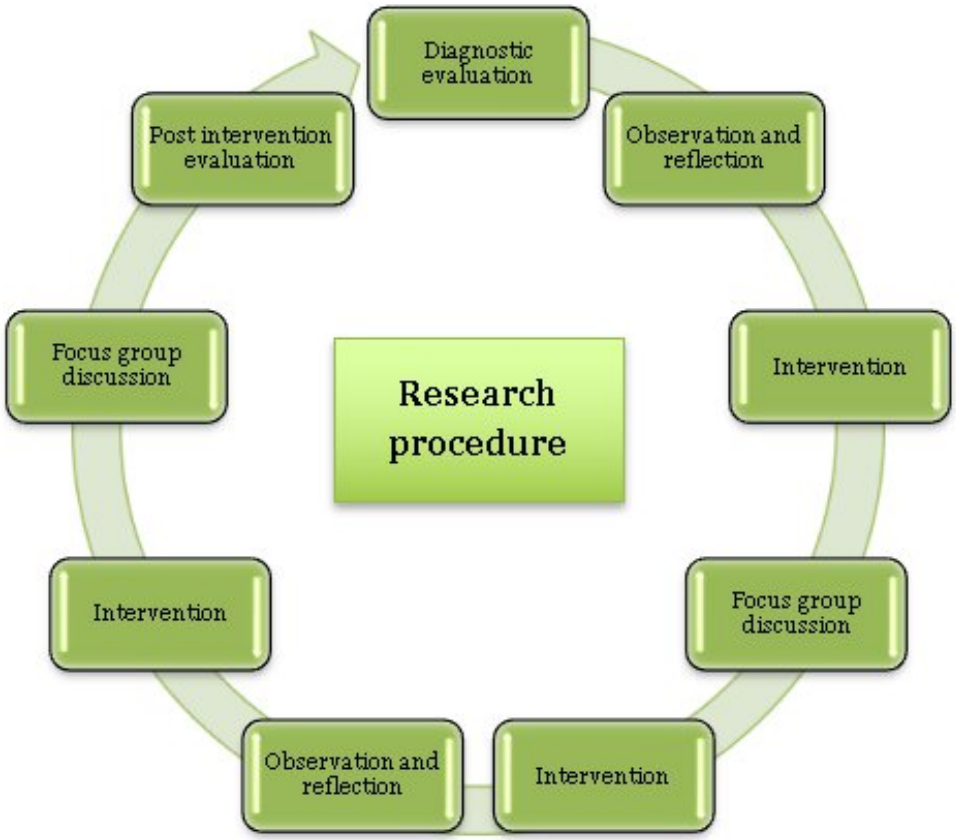
Action Research Procedure

First, researchers observed and identified the problem which was that students were struggling while learning vocabulary during English classes which affected their learning process. It was evident that students needed to improve their vocabulary learning process since words or vocabulary were not being retained. Once the problem was identified, researchers created a vocabulary test that aimed to evaluate what students had supposedly already learned, which is linked to their English level according to the Ecuadorian English Curriculum. The “diagnostic evaluation” was expected to verify the problem and sustain the need for intervention. The development of the research involved students receiving TPR-based vocabulary lessons (Interventions), which involved using physical actions and movements to reinforce the meaning of new words; all of this as a teaching-learning method that would solve the problem. It is necessary to highlight that each intervention was recorded through an observation guide. After each intervention, researchers reflected on the process to improve or adapt the next session if necessary. In this way, quality is prevailing. In addition, two focus group discussions were carried out, one after nine interventions while the other was done after concluding the other nine (eighteen total) interventions. These discussions helped the researchers gather deeper information about students’ perspectives on the use of the TPR

method. After eighteen interventions, students took the same vocabulary assessment as the diagnostic evaluation to measure their vocabulary development. The evaluations include multiple-choice and matching questions that measure students' understanding of the meaning of the target words.

Figure 1

Research procedure



Note: Data from authors

IV. Intervention proposal

"Empowering Vocabulary Growth: TPR Strategies for Language Enrichment"

Objective:

To teach vocabulary about shapes, parts of the body, animals, appearance, and exercises/sports through TPR strategies.

Introduction

Our proposal is about applying the Total Physical Response method and strategies based on it such as storytelling, music and songs, role plays, and command drills to develop the students' vocabulary skills. The TPR method seeks to replicate the natural acquisition of a second language akin to acquisition of one is first language (L1). Consequently, students will initially engage in comprehending spoken utterances before progressing to the phase of verbal expression. Considering vocabulary's multifaceted nature (meaning, pronunciation, and use), our primary focus is directed toward meaning to facilitate the comprehensive internalization of vocabulary content. Furthermore, the strategies previously mentioned will be applied 18 times as there are six semantic fields that we aim to address (shapes, animals, body parts, appearance adjectives, nouns about sports, and verbs about sports), Besides, the sections will last 60 minutes each.

For this proposal, we are based on different perspectives including behaviorism and trace theory. Behaviorism posits the fundamental concept of repeated reinforcement of desired behaviors, while the Total Physical Response (TPR) method employs repetitive physical responses to language input as a core practice. In the context of the trace theory, it asserts that the intensity with which a memory connection is traced correlates with the strength of the resultant memory association. Consequently, memories formed in conjunction with motor activities are more likely to be retained in long-term memory.

Through the implementation of TPR strategies (storytelling, music and songs, command drills, and role plays), it is expected that English language vocabulary learning will be increased in 5th-grade English learners. Furthermore, these strategies are anticipated to impact other critical factors, including motivation, active participation, the learning

environment, innovative approaches, and varied learning styles. As the intervention process concludes, we aim to undertake a post-intervention evaluation to discern the impact of these strategies, whether they have been positive or otherwise.

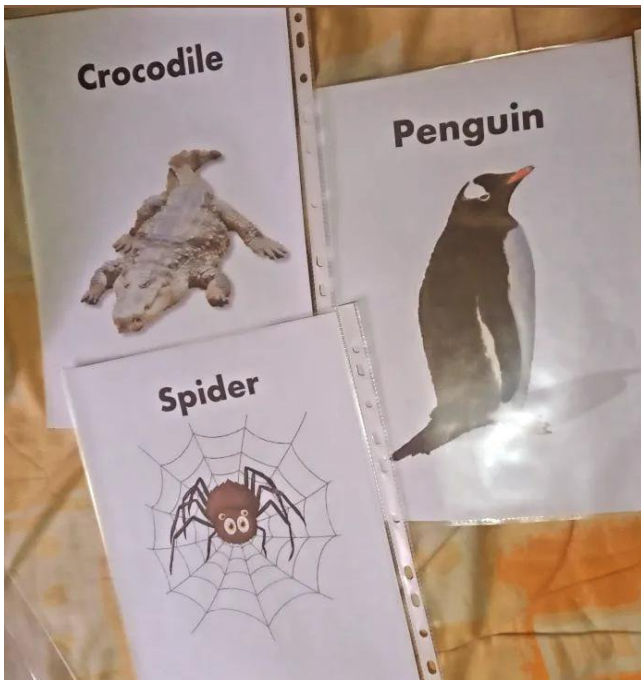
Proposal

<table>
<tr><th colspan="2">WEEK 1 - ANIMALS</th></tr>
<tr><td colspan="2">CLASS 1- 1 hour</td></tr>
<tr><td>Aim: By the end of the lesson students will be able to identify animals by listening to a story and acting it.</td><td>Materials:
Markers
Board
Story
Flashcards</td></tr>
<tr><td colspan="2">Procedure
In this class, students will be exposed to storytelling strategy.

Once upon a time:
The teacher will provide a short story about animals to students. For the first time, they will just listen to the narration. It will happen at least twice.
When the teacher is narrating the story, students will have to be attentive to catch all the vocabulary words. In this case, animals. Then, with the teacher, they will review the words.
The teacher will narrate again and a group of volunteer students will act.
For example, if the story mentions a lion roaring, have the students mimic a roaring lion.
Ask students to take the role of the teacher and narrate the story by themselves while other groups of students act.</td></tr>
<tr><td colspan="2">Improvements will be made after observing and reflecting on the previous intervention</td></tr>
<tr><td colspan="2">CLASS 2- 2 hours</td></tr>
<tr><td>Aim:
By the end of the lesson students will be able to identify animals by listening to a story and acting it.</td><td>Materials:
Markers
Board
Story
Flashcards
realia</td></tr>
<tr><td colspan="2">Procedure:
The teacher will select/create a story that revolves around animals and is suitable</td></tr>
</table>

for the A1.2 language level.

- Before telling the story, the teacher introduces essential vocabulary through visuals, flashcards, or realia (objects related to animals). This will help students understand the story better.
- Begin the lesson with an interactive introduction. The teacher shows pictures of the animals and asks students if they know their names. Encourage them to share any information they might already have about the animals.
- Once upon a time: Start telling the story, incorporating the target vocabulary. Use gestures, facial expressions, and body language to enhance understanding.
- The teacher uses visuals, drawings, or props to make the story more vivid. For example, they can have small toy animals to represent characters in the story.
- Break the story into segments to make students respond physically to that segment. Here you can repeat that segment three times.
- Assign roles to students to act out different parts of the story using the vocabulary.
- Then, ask students to draw one of the characters (animals) from the story to check their understanding.
- End the lesson with a brief review of the key vocabulary.



WEEK 2 - SHAPES	
CLASS 1 - 1 hour	
Aim: By the end of these lessons, students will be able to recognize 6 different shapes	**Materials** ● Flashcards

by listening to their names and understanding a short song.	• A song

Procedure
In this class, students will be exposed to music and song strategy:
Introducing the topic:

1) The teacher has to choose a set of vocabulary words related to shapes that he/she wants to teach. Then, use flashcards with pictures to introduce the vocabulary words selected.
2) The teacher models the expected physical response for each shape. Make students repeat the name of each shape while developing the actions/movements.

Singing a song:

3) Make students practice the vocabulary words with a specific rhythm.
4) Introduce a song to the students. Play the music or sing the song for them, emphasizing the names of the shapes through the lyrics.
5) Encourage students to sing along with the song and incorporate the movements that represent each shape. For instance, when the song mentions "circle," they can move their hands in a circular motion, and when it mentions "triangle," they can create a triangular shape with their arms.
6) Repeat the song multiple times, allowing students to become familiar with the shapes' vocabulary. Use visual aids such as flashcards with the shapes to reinforce the association between the words and their visual representation.

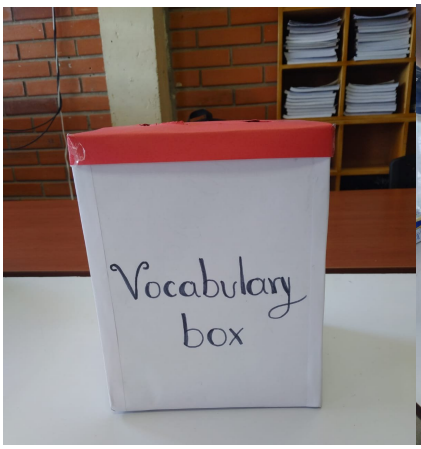
Improvements will be made after observing and reflecting on the previous intervention

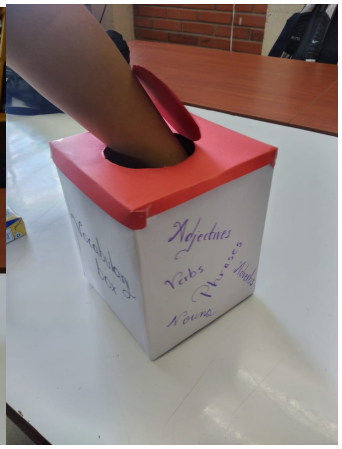
CLASS 2 - 2 hours

Aim: By the end of the lesson, students will be able to: • Recognize different shapes • Respond physically to different commands while listening to a specific shape given to them	**Materials:** • Flashcards • Shapes

Procedure
Mysterious box to sing a song:

1) From the same set of vocabulary words from the previous class, students will have to select randomly from a vocabulary box one of the shapes learned.
2) Students will be divided into groups according to their shape.
3) Each time the teacher calls for their shape they must do the characteristic action/movement of the shape.
4) Then, the teacher plays the song they have already learned, but this time students must sing and respond physically depending on the shape they have.





WEEK 3 - PARTS OF THE BODY	
CLASS 1 - 1 hour	
Aim: By the end of these lessons, students will be able to identify ten different parts of the body and relate them to their own.	**Materials** ● Flashcards with pictures and names of the parts of the body

Procedure

In this class, students will be exposed to command drills strategy:

Introduction of the topic:

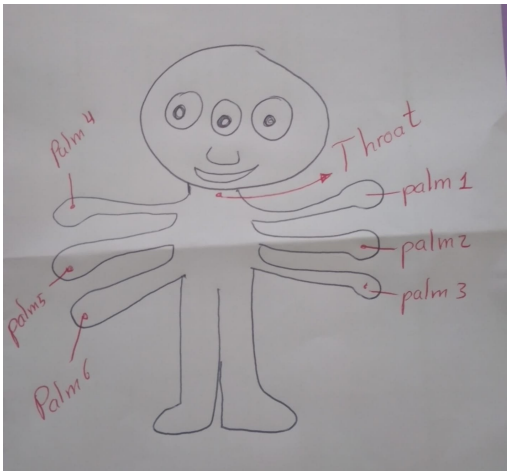
- First, the teacher has to introduce the 10 parts of the body by touching his/her body.
- Students must follow the teacher's instructions and touch the parts of the body he/she is nominating. This must be repeated at least three times.

Simon says:

- Then, the teacher will locate flashcards with the names of each body part around the classroom.
- The teacher will tell students to go to a specific part of the body and stay there. For example, let us say the elbow is put in the door. So, the teacher says, “Simon says find the elbow” and everyone has to go to the door.

This monster has…

- The teacher will ask students to draw a monster by following the instructions he gives. For example, this monster has three eyes, two legs, four palms, etc.



Improvements will be made after observing and reflecting on the previous intervention

CLASS 2 - 2 hours	
Aim: By the end of the lesson, students will be able to: ● Recognize different parts of the body. ● Respond physically to different commands while pointing or touching their own body. ● Take part in a singing activity	**Materials** ● Vocabulary box ● mini whiteboards

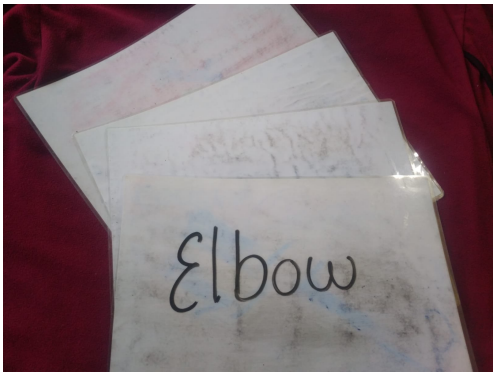
Procedure

Retrievals:

- The teacher will start by naming the parts of the body while students touch them. This has to be done at least three times.

Mysterious box

- Then, the teacher will ask students to take out a paper from a vocabulary box that contains the parts of the body learned.
- The student has to say to the rest of the class “WRITE THE NAME OF THIS…. ” (He/she must touch the part of the body taken from the vocabulary box).
- The rest of the class has to guess which body part it is and write it down in a mini whiteboard/notebook. The one who raises the mini whiteboard first passes to the front and does the same as the previous student.



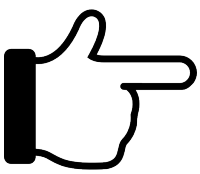
WEEK 4- APPEARANCE	
CLASS 1-1 hour	
Aim: By the end of these lessons, students will be able to identify seven different adjectives that describe appearance through command drills.	**Materials** ● Markers ● Images ● Board ● Paper ● Pencils

Procedure

This lesson will cover the use of command drills which involve different activities, in this case scavenger hunt.

- The teacher will place some pictures of people, animals, or places around the classroom.
- Then, she will instruct students by saying things like: “Can you point to the picture that shows a man who is strong and bald.”
- Students will have to go and point to the picture that the teacher is asking for.
- It has to be done by volunteer students as many times as possible.
- Then, the next stage will be Expansion and Application
- Ask students to draw a person and keep adding details through the adjectives that she mentions. For example: This boy is thin and weak. He also is handsome.
- Students should draw a person according to the teachers’ instructions.

POINT TO THE FAT MAN



Improvements will be made after observing and reflecting on the previous intervention
CLASS 2-2 hours

Aim: By the end of the class, students will be able to accurately use and understand vocabulary related to appearance through active participation in command drills.	**Materials:** ● Visuals or flashcards of appearance vocabulary. ● Realia (optional). ● Sheets of paper

Procedure:

- The teacher will display flashcards or visuals for each appearance-related word. Provide clear examples so students understand the meaning of words.
- Encourage students to repeat the words.
- Begin with simple commands and gradually increase complexity. For instance: "Stand up if you are tall." "Point to your friend who is strong."
- After that, organize the class into pairs or small groups. Learners take turns giving commands to each other using the appearance vocabulary.
- Monitor your students.
- Ask students to recall the commands and vocabulary they used during the activity.
- Drawing activity with commands: the teacher has to tell students different features the drawing must have and students must follow those indications. For example: Draw a man who is tall, bald, thin, and weak. There you are using the vocabulary of the lesson, and you can check their accuracy.

WEEK 5 - SPORTS (NOUNS)
CLASS 1 - 1 hour

Aim: By the end of these lessons, students will be able to recognize six sports in English.	Materials ● Body ● Pictures/flashcards ● Vocabulary box ● Flags

Procedure

In this class students will be exposed to role-play strategy:
Introducing sports:

- The teacher should present the vocabulary through pictures/flashcards.
- The teacher should model the expected movement the students should do for each sport. For example: Whenever they hear the word “soccer” they must pretend to

kick a ball. Repeat the vocabulary and the movements at least three times.

Role-playing:

- The teacher should ask students randomly to come to the front and select one paper from the box.
- The teacher asks the learners to act out the sport he/she has gotten without saying the name of it.
- The rest of the class has to guess the sport and once they guess it, they also should imitate the movement while repeating the name of the sport.

Improvements will be made after observing and reflecting on the previous intervention

CLASS 2 - 2 hours

Aim:

By the end of the lesson, students will be able to:

- Identify different sports
- Follow commands related to sports
- Engage in a role-play activity

Materials:

- Body
- Pictures/flashcards

Procedure

Retrievals

- The teacher will show students flashcards with the vocabulary learned.
- Students have to act out the sport mentioned.

Role-play

- Students will have to create some flags with assorted colors and objects related to the sports learned. For instance, flag 1 = a soccer ball, flag 2 (a golf club/stick). There must be five.
- The teacher takes some students randomly to the front of the class.
- The teacher tells them to function as if they were playing a specific sport. For instance, soccer.
- Then, the rest of the class must observe and raise the flag that represents the sport the group of students is acting out.

WEEK 6-SPORTS (VERBS)

CLASS 1- 1 hour

Aim: By the end of these lessons, students will be able to identify seven different verbs to talk about sports by using a role-play strategy

Materials

- Body
- Flashcards
- Scenarios/prompts

Procedure:

In this class, students will be exposed to role-play strategy:

- The teacher will create role-play scenarios that incorporate the selected sports vocabulary. These scenarios could include situations such as a sports match or talks about favorite sports.
- Assign roles to students, and provide them with character descriptions or prompts related to the role-play scenario. For example, one student may play the role of a soccer player, while another may be a sports commentator and a third may act as a sports fan.
- Students have to act out the role-play as the teacher narrates it. They have to act as if they were the characters they are portraying. This helps them apply the vocabulary in real-life situations.

Production stage:

- Once students feel ready, ask them to narrate the story by themselves while the others act it out.

Improvements will be made after observing and reflecting on the previous intervention

CLASS 2-2 hours

Aim: By the end of the class, students will be able to understand vocabulary related to sports verbs through the application of the role-play strategy.

Materials:

- Visuals or flashcards of sports-related verbs.
- Scripts or prompts for role-play scenarios.
- Whiteboard or flipchart for vocabulary reinforcement.

Procedure:

Retrievals

- Display visuals or flashcards for each verb. Provide simple examples and use each verb in sentences related to sports.
- The teacher must encourage students to repeat the verbs.
- Discuss different sports scenarios where the target verbs are commonly used (e.g., playing soccer, throwing a ball)

Role-play

- The teacher can guide and demonstrate a short role-play scenario using the target verbs.
- Role Play Practice: Divide the class into small groups and assign each group a specific sports scenario. Provide students with prompts or scripts that include the

target verbs. ● Encourage students to act out the scenarios using the verbs in context. Circulate the class, offering guidance and support as needed. ● Encourage classmates to actively listen and identify the use of the target verbs. ● Have students create their own short role-play scenarios incorporating the target verbs. ● Encourage creativity and variety in their scenarios. Groups can present their new role plays to the class.
(see Appendix 2) Complete lesson plans

V. Findings and Results

The present study was developed under an action research design, which mainly contains qualitative information and a few quantitative characteristics. This research took place in a public school for about three months and aimed to explore the influence of the TPR method in the process of learning vocabulary. First, this research aimed to identify the fifth-grade students' vocabulary knowledge. Then, to implement and observe the influence of the TPR method while learning English vocabulary. Additionally, to reflect on the students' thoughts about the use of the TPR method. Finally, to determine if the use of the TPR method influences students' vocabulary learning.

In order to reach the expected objectives, researchers applied different tools to collect relevant data. Some tools used were a diagnostic and post-intervention evaluation to identify students' vocabulary knowledge, observation sheets to reflect on each intervention process, and two focus group discussions to reflect on the learners' thoughts about the TPR method. This data was collected before, during, and after the intervention process.

After gathering data, some processes were applied to analyze the information according to the nature of the data collection tool. To begin with, the diagnostic evaluation and post-intervention evaluation results were interpreted through scales and descriptive

statistics to determine students' vocabulary knowledge. Next, the semi-structured observation guides were encoded by taking out similar patterns and using the triangulation method for a better understanding of the data. Finally, the focus group discussions were examined through a categorization method based on the students' perspectives.

Diagnostic Evaluation and Post-Intervention Evaluation Results

To begin with, the diagnostic evaluation served as a starting point in this research to identify students' vocabulary knowledge previous to the implementation of TPR English lessons. On the other hand, the post-intervention evaluation helped determine if the TPR influenced positively or negatively the students' vocabulary learning. The applied evaluations focused on measuring only vocabulary meaning. They consisted of 10 questions based on 5 different semantic fields: shapes, animals, body parts, physical appearance, and sports. The evaluations were conducted in a face-to-face modality which lasted 30 minutes.

Regarding the gathered data from both evaluations, the following procedure for their interpretation was carried out through an Excel sheet. First, the evaluations were graded over 10 **(see Appendix 3).** According to Donin et al., (2008) in Ecuador when it comes to grading, whenever students get a grade from 9-10 it resembles excellency and those are considered the highest. A grade from 7.50 -8.99 reflects a fair and accurate evaluation of a student's understanding of the subject matter being assessed. An average grade which goes between 6 - 7.49 score suggests that the learners' performance is neither exceptionally high nor low but falls within the middle range of the distribution. Those students who get from 5 - 5.99 need improvement which means that their performance falls below the expected standard or proficiency level. Lastly, the lowest score denominated as "Fail" from 0 - 4.99 indicates that a student's level of knowledge is below the minimum acceptable standard set by the Ecuadorian grading system. This designation suggests that the individual has not

demonstrated the required level of understanding or knowledge to meet the established expectations. After applying both evaluations and grading, the results were as follows: **see Table 3 and Table 4.**

Table 3

Grades from the Diagnostic Evaluation

Grade	Number of Students
Fail (0 - 4.99)	7
Needs Improvement (5 - 5.99)	9
Average (6 - 7.49)	16
Good (7.50 - 8.99)	4
Excellent (9-10)	0
TOTAL	36

***Note*:** Data from authors

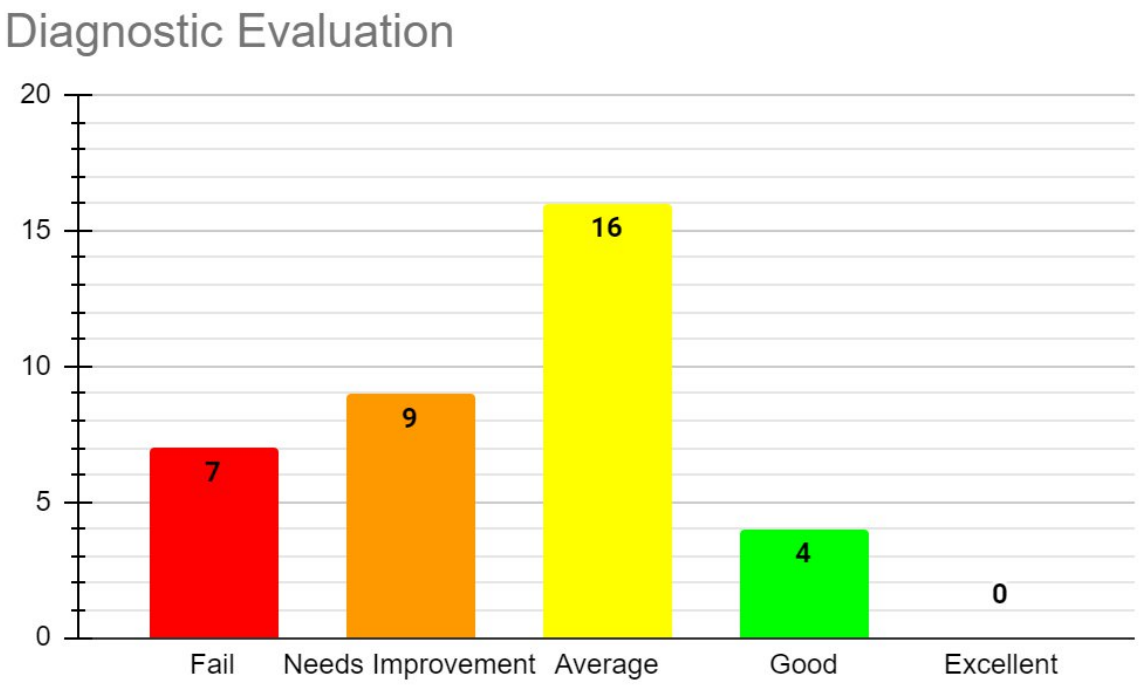
Table 4

Post-intervention Evaluation

Grade	Number of Students
Fail (0 - 4.99)	1
Needs Improvement (5 - 5.99)	2
Average (6 - 7.49)	4
Good (7.50 - 8.99)	16
Excellent (9-10)	13
TOTAL	36

***Note*:** Data from authors

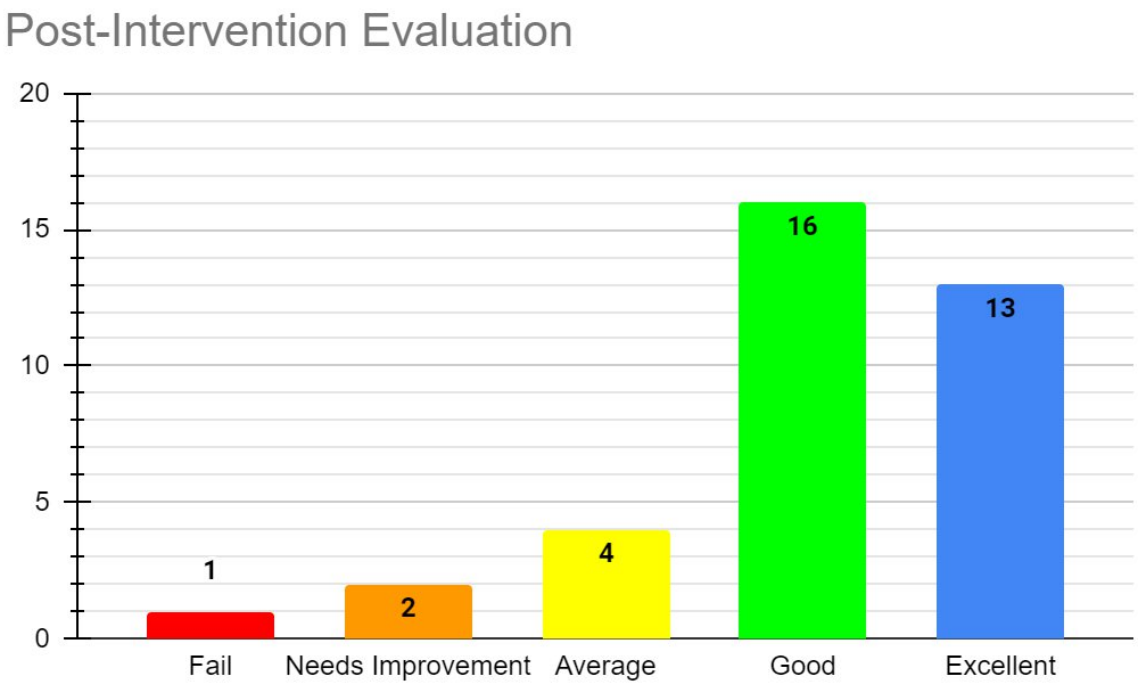
Graphic 1



***Note*:** Data from authors

Graphic 1 shows the distribution of students' scores from the diagnostic evaluation. The x-axis represents the score range and their criteria while the y-axis refers to the number of participants. As can be seen in **Graphic 1** most of the students (16 out of 36) got grades that placed them in the average range. Moreover, the needs improvement range consists of nine learners, and seven students scored in the "fail" range. Considering that almost half the class scored beneath the average level, it can be stated that the student's level of knowledge was below the acceptable level regarding vocabulary proficiency. The Diagnostic Evaluation served as a starting point for this research in order to identify students' vocabulary knowledge in which only 4 out of 36 students have a fair and accurate level of understanding of the subject being assessed (vocabulary).

Graphic 2



***Note*:** Data from authors

Based on **Graphic 2** which shows the results from the post-intervention evaluation, it can be noticed that 29 participants out of 36 are placed in the two highest criteria of performance which are "Good" and "Excellent". On the other hand, only 3 students out of 36 are in the lowest criteria "fail" and "needs improvement". Lastly, in the range denominated as average, there are a total of 4 students out of 36 which indicates that they fit into the middle range of knowledge. The post-intervention evaluation results evidenced that the influence of the TPR method on students' vocabulary learning was overall positive.

Analyzing both graphics, it is evident that the number of students who were in the lowest criteria "fail and needs improvement" in the diagnostic evaluation are significantly different from the ones in the post-intervention evaluation. While in the diagnostic evaluation, 16 students did not reach the minimum expected level of understanding, in the post-intervention evaluation, there were only 3. Therefore, it can be stated that after the

application of the TPR method, while learning vocabulary, the number of students in the lowest criteria was reduced.

On the other hand, **Graphic 2** indicates that after the intervention process, the majority of students (29) got grades located above average criteria while in **Graphic 1** it is observed that only 4 learners succeed. It portrays that after applying the TPR method, learners reached exceptionally the expected performance in vocabulary. Finally, it is important to highlight that in the diagnostic evaluation, there were many students (16) placed in the average criteria, so they were almost reaching the highest levels. However, after implementing the TPR method, this number was significantly reduced to 4 which can be inferred that most of them passed to the next scales which are considered "good and excellent" being the best ones.

Connecting the observed results with findings from prior research investigations, Magnussen and Sukying (2021) demonstrated in their study that after the application of TPR strategies to vocabulary lessons, students' vocabulary knowledge improved based on the grades they obtained from a diagnostic evaluation and post-intervention evaluation. Here, in the diagnostic evaluation, they got an average of 64,88 out of 100 while the post-intervention evaluation increased to 97,31. Similarly, Ben (2019) stated that students could enhance their performance and respond to the TPR method as the percentage of wrong answers in diagnostic evaluation decreased from 49,35 to 38,15 in the post-intervention evaluation.

In both research studies, the TPR method helped improve the students' vocabulary performance significantly. The current research also is consistent with those results because indeed there was an improvement in students' vocabulary acquisition in the post-test. In other words, in the post-intervention evaluation, most of the students reached the A1.2 level in terms of vocabulary level since 29 out of 36 scored between "good" and "excellent", while in

the diagnostic evaluation, the majority of the participants (32) were below this level as they ranged between “average” and “fail”.

Observation Sheets Results

As Action Research requires constant observation and reflection, semi-structured observation guides were filled out after each intervention. In this way, TPR lessons were improved based on the data collected. The data was recorded and organized systematically in observation sheets to facilitate their analysis. These observation sheets aimed to reflect on the observations made during the application of TPR regarding vocabulary learning where the criteria were vocabulary retention, suggestions for improvement, students’ participation, and comprehension. They were filled out by researchers and students' English teacher (fellow teacher).

Concerning the qualitative data, the triangulation method has been used to analyze it. Flick (2011, as cited in Santos et al., 2020) “The concept of triangulation, on the other hand, opens the possibility of working with different perspectives of understanding reality in a single method” (p. 656). That is why, the triangulation method helps to get different perspectives which enriches this research project by identifying similarities or discrepancies.

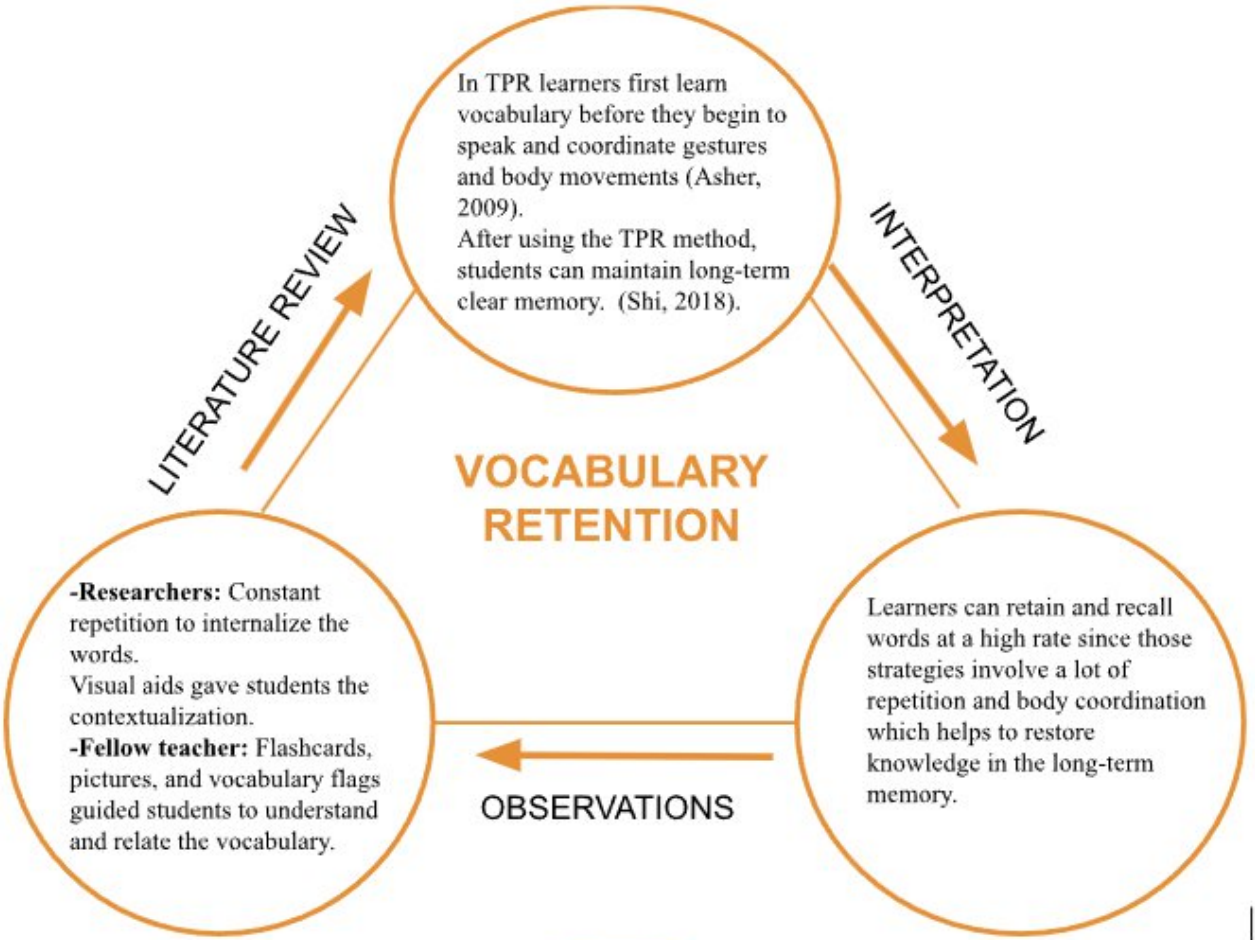
The triangulation procedure consisted of the following aspects: what researchers observed, some bibliographic review, and the researchers’ interpretation based on the TPR **(see Appendix 4).**

The different criteria are analyzed below:

- ***Vocabulary retention***

Figure 2

Triangulation about vocabulary retention



***Note*:** Data from authors

The data gathered from the observations allowed researchers to identify key aspects regarding students' vocabulary retention **see figure 2.** During the English lessons, researchers noticed that the use of visual aids helped learners to have a background about the topic being taught. Similarly, the English teacher agreed with the researchers' stand since she highlighted that when using flashcards, students restored the new vocabulary easily. Furthermore, it was observed that students created connections between what they saw or heard and the body actions they had to perform as responses. Both the researchers and the English teacher observed that these physical responses were more accurate each time due to the presence of drills in all the TPR strategies.

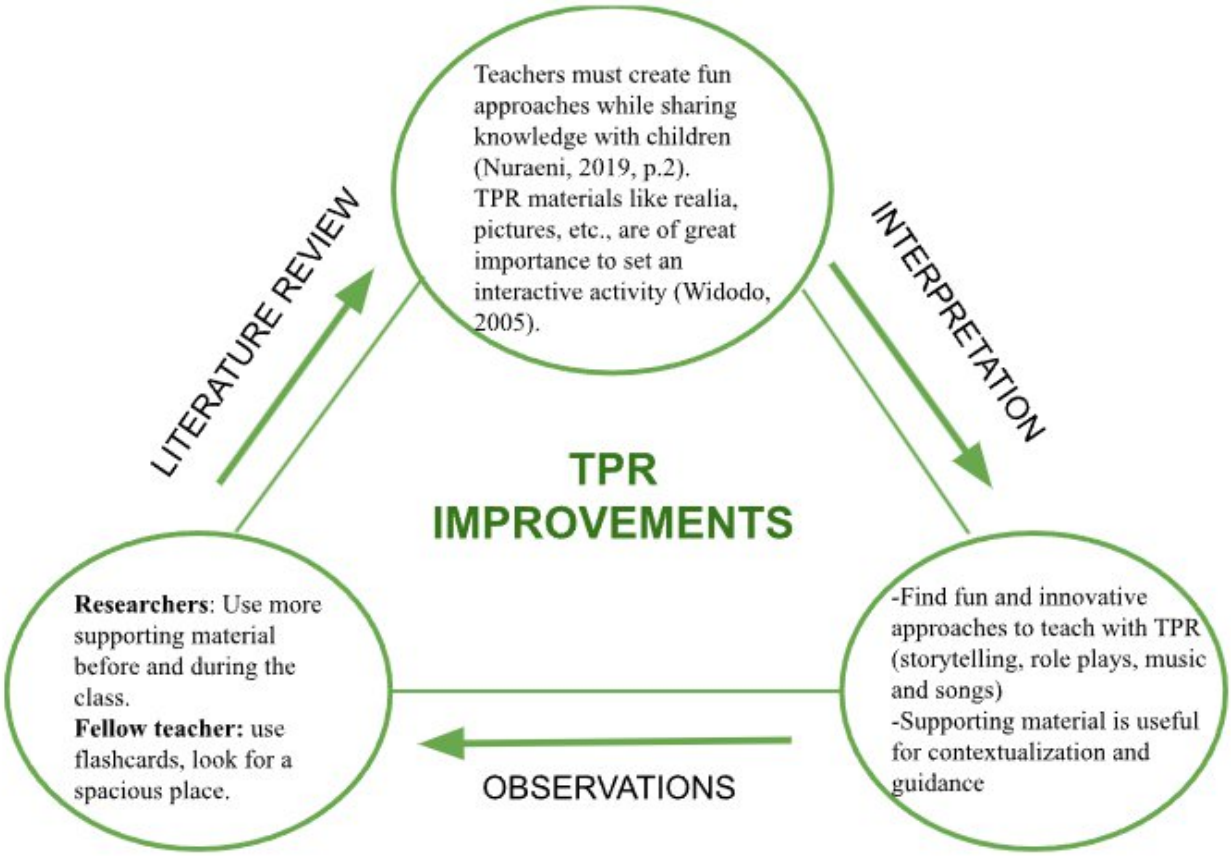
What was observed during the application of the TPR method aligns with Asher's statement which implies that the students should first learn a lot of vocabulary before they begin to speak and that the coordination of gestures and body movements will help (Asher, 2009, as cited in Duan, 2021). Therefore, when students are exposed to the TPR their physical actions become more natural and spontaneous since the TPR requires a lot of repetition for acquiring vocabulary. These constant drills or repetitions helped students to internalize the content and restore it in their long-term memory. It is supported by Shi (2018) who asserts that after using this method, students can keep information in their long-term memory, and it has a higher recall rate. TPR makes learners recall more often after gaining the knowledge (Shi, 2018). This is why, it was observed that at the end of each lesson students' ability to recall the vocabulary learned was accurate. This was evidenced since researchers conducted a short review before class ended (exit ticket).

The analysis of vocabulary retention shows that with the TPR method, students could retain and recall new vocabulary words since most of the strategies involve repetition. This characteristic creates a short routine where students' responses become more natural and spontaneous. In addition, while students combine what they heard with their motor skills, the knowledge was retained in the long-term memory as they were not only relying on the listening skills, but also relating it with their bodies which created a stronger memory.

- ***TPR improvements***

Figure 3

Triangulation about TPR improvements



***Note*:** Data from authors

As you can see in **Figure 3**, there were some areas of improvement regarding the use of the TPR method. In the systematic observations, the most relevant data was related to the supporting material. Firstly, researchers noticed the importance of using visual aids when developing storytelling strategies because those provide a background about the vocabulary and when it was not used students tended to get distracted and confused. In the same way, the fellow teacher suggested, based on her observation, that the use of flashcards was important for some topics such as sports, shapes, and appearance. Moreover, it was advised to carry out some TPR strategies in spacious places where students can walk, run, or even imitate animals' sounds aloud.

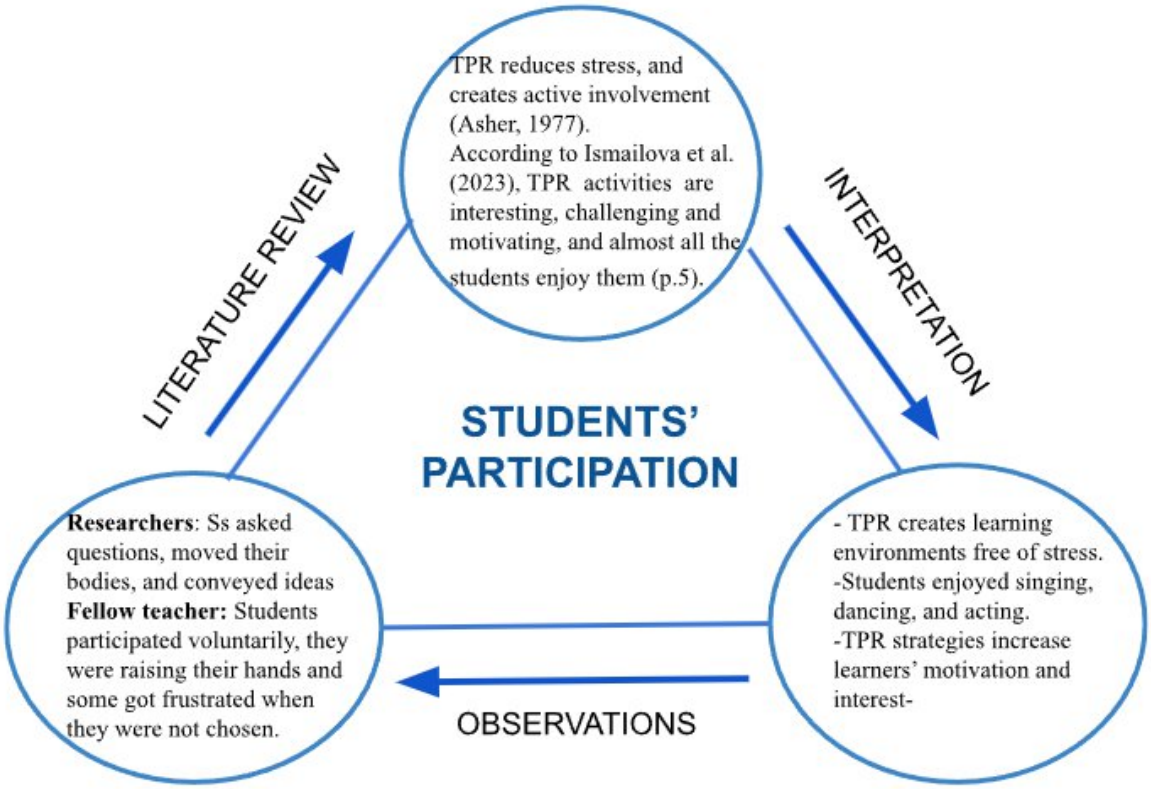
Although TPR has not appeared in these recent years, it is still possible to make it fun by combining it with some current strategies such as storytelling, music and songs, role plays, and command drills. According to Nuraeni (2019), teachers must be patient to manage the class well. They must create fun approaches while delivering or sharing knowledge with children (p.2). Similarly, in the learning process with TPR materials like realia, teacher's voice pictures, actions, slides, and word charts are of great importance to set an interactive activity (Widodo, 2005). This response to what the English teacher observed on how crucial it is to use extra material during TPR lessons for students to get acquainted with the target vocabulary.

Regarding the analysis made on TPR lessons improvements, researchers in this study realized that for an appropriate vocabulary learning, different approaches should be taken into account to make the TPR implementation more innovative and fun. Therefore, it is essential to apply different strategies, as in this case storytelling, music and songs, roleplays, and commands. It was also evident that the TPR method should not focus only on one strategy because it can become tedious and monotonous, diverting students' attention. Another important improvement was the creation of supporting material to enhance students' comprehension since it serves as a guide for their learning process.

- ***Students' Participation***

Figure 4

Triangulation about students' participation



***Note*:** Data from authors

As you can appreciate in **Figure 4**, there were key aspects of learners' participation during the implementation of the TPR method into their English vocabulary lessons. To begin with, researchers noticed that most of the class was actively involved since students were asking questions, and conveying thoughts, and the most observable characteristic was that students kept moving their bodies to perform the expected actions. Based on the English teacher's observations, participation was so high, that some students did not get the chance to participate, even though they wanted to. This clearly showed the great impact and increasement that the TPR had on students' participation.

The data gathered from the observations relate to Asher (1977, as cited in Mariyam & Mursfiroh, 2019) who states that some TPR principles include listening before speaking, comprehension before production (learners should be able to comprehend a new word or

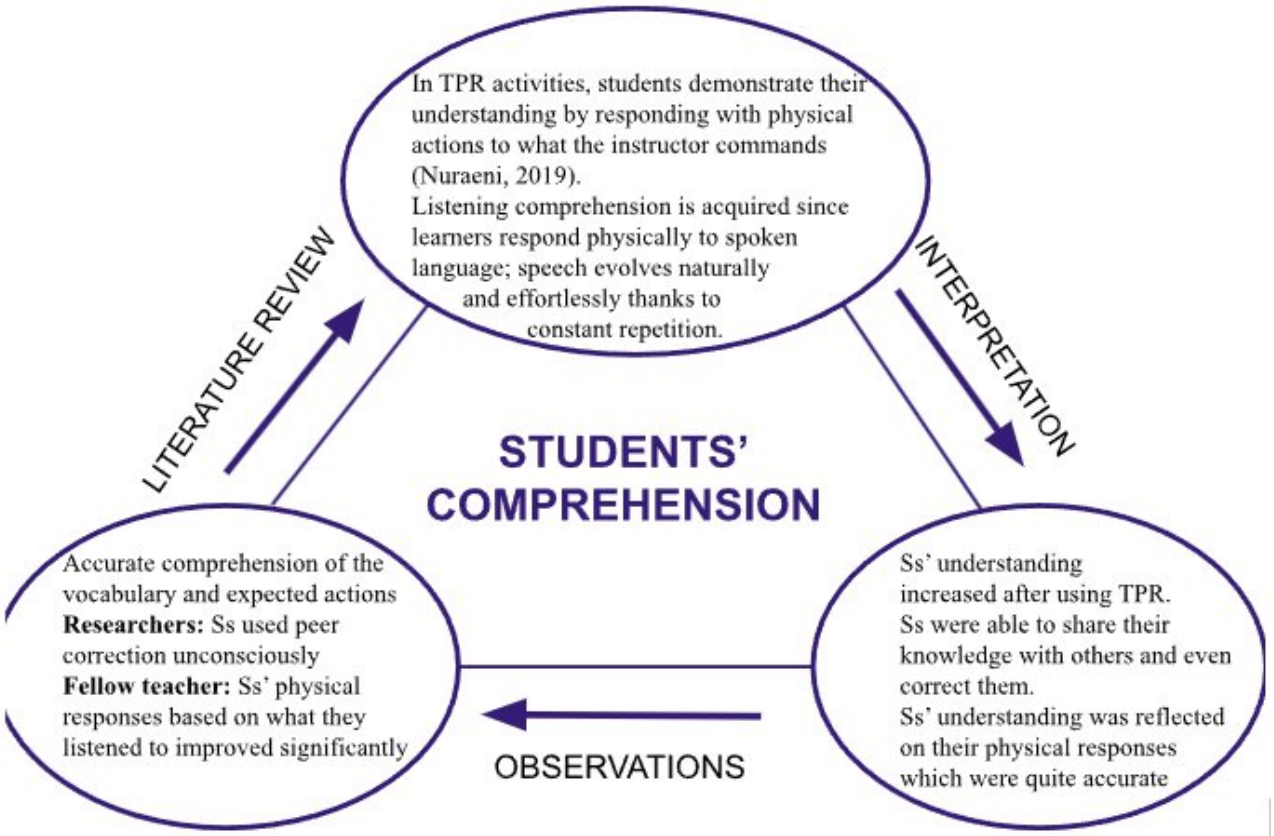
phrase before producing it), delayed oral production (learners should not be forced to speak until they are ready), reduced stress, and active involvement. In other words, some side effects of the use of the TPR are the high level of participation since it creates a comfortable learning environment out of stress and develops confidence in students to take the risk of being part of it. Likewise, Ismailova et al. (2023), mentions that TPR activities are challenging, motivating, and interesting, and almost all the class enjoy them (p.5). This means that those strategies based on the TPR by nature catch students' attention and arouses their motivation.

The obtained data provided some useful insights with reference to students' participation in TPR lessons. Firstly, thanks to the use of the TPR method students can be benefited with comfortable learning spaces where they can feel relaxed and confident enough to participate voluntarily. For instance, the increase in student participation was quite evident because while applying music and songs strategies, students enjoyed singing, dancing, and acting without hesitation. Finally, it was observed that students seemed more motivated as in a non-strict environment, students showed not to be afraid of making mistakes.

- ***Students' Comprehension***

Figure 5

Triangulation about students' comprehension



***Note*:** Data from authors

The findings about students' comprehension can be seen on **Figure 5**. Researchers identified that when using the TPR, students tend to use peer correction unconsciously which demonstrates their understanding of the new vocabulary. For example, when students were responding physically, they had specific movements for specific words that were modeled previously. Those students who tended to get confused were corrected by others who already comprehended the expected responses. According to the English teacher, the accuracy of students' physical responses was notorious. Their body movements were congruent with the vocabulary they heard.

The most regular activities developed with TPR are the teacher's imperative drills or commands, where learners demonstrate their comprehension by responding physically (Nuraeni, 2019). As you can see, this has a close relationship with the findings from the

observations since body movements are how comprehension can be assessed in the TPR method.

Children must respond physically to what they hear similarly to the commands received from their parents until those movements become natural and spontaneous. It is necessary to have already established a listening comprehension foundation (Widodo, 2005). This means that the more students answer through body movements to spoken commands, the more spontaneous those movements become which has a positive impact on their comprehension.

Taking into consideration the observations and theories related to students' comprehension of TPR lessons, researchers recognized that this method positively influences students' understanding. Learners' comprehension could be seen not only in their accurate physical responses but also in their ability to regulate other students' responses. In this way, confusions are reduced as students keep each other on track. To illustrate the TPR effect on comprehension, when participants listened to the word "heart" in a song, during the application of music and song strategy, learners used their hands to form a heart. If someone got confused about the expected physical action, the rest of the class would tell him "That is not the way the heart should be represented, you should do it like this…(*demonstrate the action*)"

Focus group discussion Results

This current research study applied two focus group discussions; the first one took place after half of the intervention process while the other was performed at the end. The participants for these focus group discussions were a small group of students from the 5th grade class, who decided to participate voluntarily. These discussions were developed in Spanish (their native language) in a face-to-face modality which lasted approximately from 5

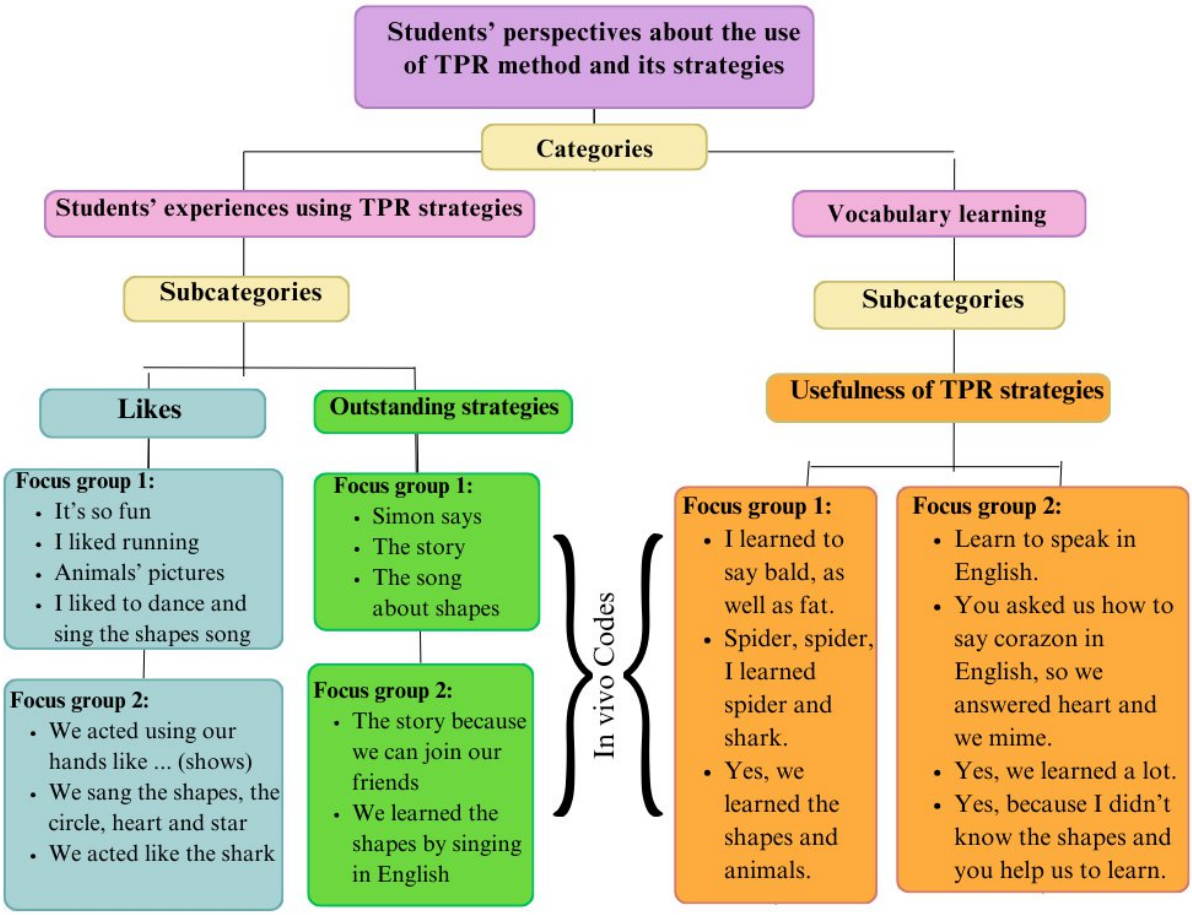
to 8 minutes. It is important to say that the questions were related to students' perspectives about the use of the TPR method and its strategies, as well as its effect on vocabulary acquisition. Lastly, the gathered information was recorded to facilitate its analysis.

The data from the focus group discussions was analyzed through categorization and in vivo codes which facilitate its interpretation. Murphy (2004, as cited in Grodal et. al, 2021) "An important part of the categorization process, therefore, entails dropping initial categories to focus on the categorization process of categories that are more important and meaningful in explaining the phenomena at hand" (p.18). It means that from the data collected, some categories emerged, and the information will be organized based on those categories and subcategories. Moreover, In vivo Coding is suitable for beginner qualitative researchers since participants' exact words can be used as codes as long as they seem to stand out for the research (Mezmir, 2020). That is why, In vivo codes were employed for an appropriate interpretation of the data as this was first-hand information.

The procedure for the data categorization started with the transcription of the recorded discussions. Then, a chart was created to divide the different categories, subcategories, and in vivo codes that emerged during the two focus group discussions **(see Appendix 5).** Finally, this information was organized in a graphic organizer for a better illustration of the main findings **See figure 6**.

Figure 6

Categorization about students' perspectives about the use of TPR and its strategies



***Note*:** Data from authors

As it can be seen in **Figure 6**, students' perspectives about the use of the TPR method are demonstrated through two main categories which are participants' experiences while using TPR strategies and vocabulary learning. Within these two categories, there are some subcategories which are likes, outstanding strategies, and usefulness of TPR strategies. As there were two focus group discussions, in each subcategory the in vivo codes (what was said exactly by the participants) were organized into Focus Group 1 and Focus Group 2.

Students' experiences using TPR strategies

- ***Likes:*** Based on the subcategory "likes," participants were asked about things they liked regarding the TPR method to learn English vocabulary. Here, the data taken

from Focus Group Discussion 1 indicates that the TPR method and its strategies made the learning process enjoyable. To illustrate this, some students said, “I liked to dance, and sing the shapes song”. Similarly, the participants from the second discussion mentioned that they enjoyed activities where they could dance, sing, act, and move their bodies. This evidence shows that TPR strategies increase students’ interest making learning a delightful process.

- ***Outstanding strategies:*** Another point of interest for the researchers was to get to know about the most appealing TPR strategies for students because this helped to identify which were the most effective ones. In the first focus group discussion conducted, students’ responses showed that command drills, storytelling, and music and songs were the catchiest. For instance, learners mentioned “Symon says, the story, and the song about shapes.” In addition, in discussion group number two, students’ responses align with students’ thoughts in discussion one. Here it is also mentioned that stories and music were some of the most effective strategies as they could join with friends to work with, as well as sing collaboratively.

- ***Vocabulary Learning***

- ***Usefulness of TPR strategies:*** The last category from the focus group discussions is vocabulary learning where researchers wanted to inquire about how useful the TPR strategies are on students ' vocabulary learning. Therefore, in the subcategory usefulness of TPR strategies, researchers found that participants from focus group one increased their vocabulary knowledge. To give an example, some students mentioned that “I learned to say bald, as well as fat, spider, I learned spider and shark.” Similar results can be appreciated from the second focus group discussion carried out where students said that after the TPR implementation, they learned a lot of new vocabulary which they consider can help them for further communication in the target language.

For instance, some students said, “We can learn to speak more English.” This is why it can be stated that the implementation of the TPR caused a positive perspective, regarding its utility.

VI. Conclusion

Along with this Action research, different techniques were employed to explore the influence of the Total Physical Response method while learning English vocabulary in a fifth-grade public school class. Based on the interpretation of the data collected, the main findings were:

In order to analyze the students’ English Vocabulary learning process during TPR vocabulary lessons eighteen semi-structured observations were conducted. It is important to mention that not all the observations were made by researchers, the English teacher also conducted them; this was done to avoid any biased comments. The overall findings demonstrate that the TPR method enhances vocabulary retention due to the use of extra material (flashcards, visual aids) that helps students retain and recall new vocabulary. Besides, the use of repetition with TPR was shown to improve students’ comprehension, since students demonstrated clear understanding through body language. It is also important to mention that TPR offered different opportunities where students participated, entertained, and relaxed while acquiring knowledge. Lastly, it can be stated that conducting observations helped researchers to make improvements along the way, which contributed to students' vocabulary learning.

Additionally, focus group discussions were employed after its application to reflect on students’ perspectives about the use of the TPR method. Thus, the categorization method was applied to identify students’ thoughts about TPR strategies. These findings reveal the

beneficial influence the TPR method has on students' vocabulary learning because students expressed their enjoyment for the activities which led them to be willing to participate many times. Participants also recognized the usefulness of the TPR since it developed their ability to communicate once they felt ready.

The results from the diagnostic evaluation and post-intervention evaluation attempted to determine the influence of the TPR method on students' performance before and after its implementation. The frequencies showed a significant difference after the use of the TPR. As in the beginning, most students' levels were below an acceptable range. However, after the use of the TPR most of the students reached the highest ranges demonstrating their A1.2 level.

Finally, this research provides helpful insights about the TPR method and its strategies which are considered to be more effective and appealing for students while learning vocabulary. By exploring the influence of the TPR, researchers could evidence that students' performance, participation, vocabulary comprehension, and even motivation increased because of the use of this method.

VII. Recommendations

This research can be further improved by limiting the number of TPR strategies, which in this case were four, to only one. By focusing on only one TPR strategy, researchers can analyze its influence on vocabulary learning deeply. From the set of TPR strategies applied in this research (storytelling, music and songs, roleplays, and command drills), it is recommended to carry out a deep study about storytelling since it was a strategy that impacted the most on students' learning vocabulary based on what was observed and expressed by students in the focus group discussions. Moreover, researchers consider that the

amount of data obtained from the focus group discussions can be extended for a better understanding of students' perspectives regarding TPR by increasing the time of each session to 15-20 minutes. In addition, observations completed by fellow teachers should be increased because they can bring researchers a more detailed analysis of each strategy by having the perspective of this experienced professional. It will not only enrich the research project but also the students' learning process. For this research, there were only four fellow teacher's observations due to the time, which is why, it is recommended to apply them in all the lessons. To conclude, it would be valuable to continue searching and trying more strategies that can be combined with TPR as this may give it a more innovative teaching and learning experience.

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IX. Appendix

Appendix 1: Focus group discussion template

FOCUS GROUP DISCUSSION TEMPLATE

Introducción:

Estimados estudiantes,

Este grupo focal forma parte de la investigación titulada “La influencia del método respuesta total física en el desarrollo del vocabulario de inglés en los estudiantes de quinto grado en una escuela pública de Ecuador”, la cual tiene como motivo general explorar la influencia de estrategias basadas en el método de respuesta total física en el desarrollo del vocabulario, por lo tanto se busca conocer las perspectivas de los estudiantes con respecto al uso del método respuesta total física durante las clases de inglés. La información brindada será tratada únicamente para los fines de investigación y es de carácter estrictamente confidencial y anónimo. Por lo tanto, se les pide total sinceridad en las respuestas. Recuerde que no hay respuestas correctas o incorrectas, sólo se quiere conocer sus opiniones.

Preguntas para el grupo focal

Uso del TPR (Respuesta Total Física)

1. ¿Qué opinas sobre el uso del TPR durante las clases de Inglés?
2. ¿Le gustó aprender inglés mediante este método? ¿Por qué sí o por qué no?

Aspectos del uso del TPR (Respuesta Total Física)

1. ¿Qué aspectos le gusta acerca del uso del método TPR?
2. ¿Qué estrategia o actividad le gustó más y por qué?

Aprendizaje de vocabulario

1. ¿Le pareció útil este método para el aprendizaje de vocabulario? Explique

2. ¿Considera que aprendió nuevas palabras de vocabulario mediante el método TPR? Explique

Appendix 2: Lesson plans

Lesson 1, 2, 3

Teachers' names:	Samantha Morocho Doménica Lojano	**Students:** Beginners	
Date:	November 9th, 2023	**Time:** 60 minutes	
Level:	A2	**# of Students:**	36
Topic:	Shapes		
Skill:	Listening		
Aims:	By the end of these lessons, students will be able to recognize 6 different shapes by listening to their names and understanding a short song.		
Objectives (Expected Learning Outcomes):	By the end of the lesson, students will be able to: ● Recognize different shapes. ● Respond physically to different listening utterances while the song takes place. ● Engage in a singing activity both in groups and individually.		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	Observations: ● Physical response accuracy ● Active participation		
Teaching / Learning Materials: (Throughout the entire class)	● Song ● Flashcards		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions.	Use ICQs to check students' understanding. Speak slowly and clearly as much as possible.	

	Classroom equipment might not work. Run out of time.	Download the musical video in the computer. Bring a speaker and flashcards. Reduce the time for each activity

Timing	**Stage Aim**	**Teacher activity (Procedure)**	**Student Activity (Procedure)**	**Resources (specific resources for each activity)**	**Focus (teacher-student interaction)**
5min	**Warm-up**	**Shape Hunt** -Show the students flashcards or images of different shapes. Encourage enthusiasm and active participation. -Instruct the students to stand up and walk around the classroom. As they move, ask them to find and point to objects that represent different shapes. For example, "Find something in the room that is a circle!"	**Shape Hunt** - As the teacher displays each shape, ask the students to shout out the name of the shape they see. - Students should try to find objects with the shape dominated by the teacher.	Flashcards	T - Ss
9 min	**Presentation**	**Teaching** - The teacher should present the vocabulary list through flashcards (circle, cross, square, diamond, star, line). - The teacher should model the expected movement the students should do for each shape. Example: Whenever they listen to the word “circle” they should create a circle with their hands. - The teacher makes students repeat at least three times the instruction.	**Teaching** - Students should start recognizing each shape and their pronunciation. - Students should repeat the movement along with the teacher. -Students should follow the teacher's commands regarding shapes.	Flashcards	T-Ss

15 min	**Practice activity using TPR.**	**Song** -The teacher makes students practice and repeat the vocabulary words about shapes but adding it a specific rhythm. -Then, the teacher should show a video containing a song with the same rhythm about numbers of shapes.	**Song** -Students should follow and repeat with the teacher both the vocabulary and the rhythm. -Students should repeat the pronunciation and movements done in the video.	YouTube video: https://youtu.be/0B6Ge0FzHG0?si=F_9GWKo8ce87POS8	T-Ss
8 min	**Production stage**	**Expansion and Application** -Ask for volunteers to sing and act out the song in the front. It can be done individually or in small groups of three people.	**Expansion and Application** - Those students who feel ready to take the role of guides can pass to the front and make their classmates repeat the song and movements.		Ss-Ss
8 min	**Assessment**:	**Exit ticket.** - Ask students for one of the shapes from the vocabulary learned before going back to their classrooms. -If the students develop well the movement lets them go otherwise, he/she must repeat a new command.	**Exit ticket.** -Students must form in columns to leave in an orderly manner. -Students should listen to the shape and respond through one of the movements learned and practice with both the teacher and the video.	Nothing	T - Ss

Lesson 4, 5 and 6

Teachers' names:	Doménica Lojano Samantha Morocho	**Students:** Young learners
Date:	November 9th, 2023	**Time:** 60 minutes

Level:	A2	**# of Students:**	36
Topic:	Animals		
Skill:	Listening		
Aims:	By the end of the lesson students will be able to identify animals by listening to a story and acting it.		
Objectives (Expected Learning Outcomes):	Observations: ● Physical response accuracy ● Active participation		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	*Exit ticket:* Assessment will take place at the end of the lesson, approximately 10 minutes after the lesson concludes. During the exit ticket, students will be asked to tell any animal they remember from the story and mimic its movements or sounds.		
Teaching / Learning Materials: (Throughout the entire class)	Markers Board Story Flashcards		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions. Classroom equipment might not work. Run out of time. Students hesitate a lot to participate / there is a lack of participation	Use ICQs to check students' understanding. Speak slowly and clearly as much as possible. Draw pictures related to the animals using markers and the whiteboard. Reduce the time for each activity. -Include the whole class until they are ready to participate	

Timing	**Stage Aim**	**Teacher activity (Procedure)**	**Student Activity (Procedure)**	**Resources (specific resources for each activity)**	**Focus (teacher-student interacti**

					on on)
5 min	**Warm-up**	Teacher will tell the students that they are going to play "Hangman" in such a way that students can guess different animals.	Students will have to write alphabet letters until they get the words.	Board Markers	T-Ss
15 min	**Presentation**	**Teaching** Teacher will provide a short story about animals to students. For the first time, they will just listen to the narration. It will happen at least twice.	**Teaching** When the teacher is narrating the story, students will have to be attentive to catch all the vocabulary words. In this case, animals. Then, with the teacher, they will review the words	Flashcards (animals).	T-Ss
10 min	**Control Activity**	The teacher will narrate again, and a group of volunteer students will act. For example, if the story mentions a lion roaring, have the students mimic a roaring lion.	One group of students will have to get ready for acting the story which was already told. They will have to mimic the actions of the animals.	Flashcards Board Markers	T - Ss Ss-Ss
10 min	**Production stage**	Ask students to take the role of the teacher and narrate the story by themselves while other groups of students act.	One or two students could narrate the story and a group could act by mimicking animals' actions.	Story	Ss-Ss
5 min	**Assessment** :	**Exit ticket** - Ask students for one of the animals from the vocabulary learned before finishing the class. -If the students develop well the movement lets them go otherwise he/she must repeat a new animal's sound or movement.	**Exit ticket** Students should listen to the animal and respond through one of the movements learned and practice with the teacher.	Nothing	T- Ss

Lesson 7, 8 and 9

Teachers' names:	Samantha Morocho Doménica Lojano	**Students:** Beginners	
Date:	November 9th, 2023	**Time:** 60 minutes	
Level:	A2	**# of Students:**	36
Topic:	Parts of the body		
Skill:	Listening		
Aims:	By the end of these lessons, students will be able to identify 10 distinct parts of the body and relate them to their own.		
Objectives (Expected Learning Outcomes):	By the end of the lesson, students will be able to: ● Recognize various parts of the body. ● Respond physically to different commands while pointing or touching their own body.		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	Observations: ● Physical response accuracy ● Active participation		
Teaching / Learning Materials: (Throughout the entire class)	● Body		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions. Run out of time.	Use ICQs to check students' understanding. Speak slowly and clearly as much as possible. Reduce the time for each activity.	

Timing	**Stage Aim**	**Teacher activity (Procedure)**	**Student Activity (Procedure)**	**Resources (specific resources for each activity)**	**Focus (teacher-student interaction)**

5min	**Warm-up**	**Hangman** -Ask students to give you letters until finding out the phrase which will be the topic of the class. -Once they discovered it, ask them what they think the topic is about.	**Hangman** **-**Students should nominate words aloud until they get the whole phrase. - Students should try to identify the topic of the class.	Whiteboard	T - Ss
9 min	**Presentation**	**Teaching** **-** The teacher should present the vocabulary list through flashcards or with his/her body (muscle, chest, backbone, skull, palm, skin, eyelash, throat, wrist, elbow). - The teacher should model the expected movement the students should do for each part of the body. Example: Whenever they hear the word "elbow" they should touch their elbows. - The teacher makes students repeat at least three times the instruction but varying the order.	**Teaching** **-** Students should start recognizing and relating each part of the body and their pronunciation. - Students should repeat the movement along with the teacher. -Students should follow the teacher's commands regarding parts of the body.	Flashcards/Body	T-Ss
15 min	**Practice activity using TPR.**	**Simon says.** -The teacher must place the names and images of each body part around the classroom (the door, the corners, walls, whiteboard) -Then, the teacher should instruct students to go where a specific part of the body is, for example, "Simon says go to the skull." -The teacher asks for volunteers who want to give the commands to their classmates.	**Simon says.** -Students should listen up each command attentively. -Students should look for the part of the body mentioned and stay there until they receive a new command. -Those students who are ready to speak should pass to the front and generate	Pictures/Flashcards	T-Ss Ss-Ss

			their own commands for the rest of the class.		
8 min	**Production stage**	**Expansion and Application** -Ask students to draw a monster following the instructions the teacher will give. For example: This monster has three heads, a long throat, short eyelashes, and pink skin.	**Expansion and Application** - Students should draw a monster according to the teachers' instructions.	Notebook Color pencils. Pencil	T-Ss
8 min	**Assessment**:	**Drawings** -Show students some examples of how the monster should look. -Take students' notebooks -Check how many follow the instructions given -Return to them the next class with their feedback.	**Drawings** - Students should compare the expected results with their own. -Check their tasks.	Nothing	T - Ss

Lesson 10, 11, 12

Teachers' names:	Samantha Morocho Doménica Lojano	**Students:** Beginners	
Date:	November 9th, 2023	**Time:** 60 minutes	
Level:	A2	**# of Students:**	36

Topic:	Appearance		
Skill:	Listening		
Aims:	By the end of these lessons, students will be able to identify 7 different adjectives that describe appearance through command drills.		
Objectives (Expected Learning Outcomes):	By the end of the lesson, students will be able to: ● Recognize different appearance adjectives. ● Respond physically to different commands. ● Engage in a scavenger hunt activity both in groups and individually.		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	Observations: ● Physical response accuracy ● Active participation ● Association of words with pictures		
Teaching / Learning Materials: (Throughout the entire class)	● Markers ● Images ● Board ● Paper ● Pencils		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions. Run out of time.	Use ICQs to check students' understanding. Speak slowly and clearly as much as possible. Reduce the time for each activity.	

Timing	**Stage Aim**	**Teacher activity (Procedure)**	**Student Activity (Procedure)**	**Resources (specific resources for each activity)**	**Focus (teacher-student interacti**

					on)
5min	**Warm-up**	Start the class drawing a kid on the board. Ask students how he looks to elicit adjectives or prior knowledge.	Students will activate their prior knowledge by telling adjectives to the teacher.	Whiteboard	T - Ss
8 min	**Presentation**	**Teaching** **-** The teacher should present the vocabulary list through flashcards as well as how each word is written - The teacher should model how each adjective is described. - The teacher makes students repeat at least three times the words and meanings.	**Teaching** **-** Students should start recognizing and relating each adjective and their meaning. - Students should repeat the adjectives and what their meaning is.	Flashcards/Appearance	T-Ss
10 min	**Practice activity using TPR.**	**Scavenger hunt** The teacher will place some pictures of people, animals, or places around the classroom. Then, she will instruct students by saying things like: "Can you point to the picture that shows a man who is strong and bald."	**Scavenger hunt** Students will have to go and point to the picture that the teacher is asking for. It must be done by volunteer students as many times as possible.	Pictures/Flashcards	T-Ss Ss-Ss
12 min	**Production stage**	**Expansion and Application** -Ask students to draw a person and keep adding details through the adjectives that she mentions. For example: This boy is thin and weak. He also is handsome.	**Expansion and Application** **-** Students should draw a person according to the teachers' instructions.	Notebook Color pencils. Pencil	T-Ss

5 min	**Assessment**:	**Drawings** -Take students' notebooks -Check how many follow the instructions given -Return them to the next class with their feedback.	**Drawings** -Check their tasks.	Nothing	T - Ss

Lesson 13, 14 and 15

Teachers' names:	Samantha Morocho Doménica Lojano	**Students:** Beginners	
Date:	November 9th, 2023	**Time:** 60 minutes	
Level:	A2	**# of Students:**	36
Topic:	Sports (nouns)		
Skill:	Listening		
Aims:	By the end of these lessons, students will be able to recognize 6 sports in English.		
Objectives (Expected Learning Outcomes):	By the end of the lesson, students will be able to: ● Identify different sports ● Follow commands related to sports ● Engage in a role-play activity		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	Observations: ● Physical response accuracy ● Active participation		
Teaching / Learning Materials: (Throughout the entire class)	● Body ● Pictures/flashcards ● Vocabulary box		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions.	Use ICQs to check students' understanding.	

		Speak slowly and clearly as much as possible.
	Run out of time.	Reduce the time for each activity.

Timing	Stage Aim	Teacher activity (Procedure)	Student Activity (Procedure)	Resources (specific resources for each activity)	Focus (teacher-student interaction)
5min	**Warm-up**	**Your favorite sport??** -The teacher should introduce the topic by asking students if they like sports. -Then, the teacher should ask students to share what their favorite sport is and why. -Let their classmates make comments or questions about their peers' favorite sport.	**Your favorite sport??** -Students should share with the whole class about their interests.	None	T - Ss Ss-Ss
9 min	**Presentation**	**Teaching** - The teacher should present the vocabulary list through pictures/flashcards (soccer, baseball, golf, hockey, jogging, climbing). - The teacher should model the expected movement the students should do for each sport. Example: Whenever they hear the word "soccer" they must pretend to kick a ball - The teacher makes students repeat at least three times the instruction but varying the order.	**Teaching** - Students should start recognizing and get familiarized with the different sports and their names in English. - Students should repeat the movement along with the teacher. -Students should follow the teacher's commands regarding sports.	Pictures/flashcards	T-Ss

15 min	**Practice activity using TPR.**	**Role-playing** -The teacher should create a box with little papers containing vocabulary words about sports. -The teacher should ask students randomly to come to the front and select one paper from the box. -The teacher should ask the students to act out the sport he/she has gotten without saying the name of it.	**Role-playing** -Students should look at their classmates acting and try to guess what sport it is. -Once they guess the sport, they also should imitate the movement while repeating the name of the sport.	Vocabulary box	T-Ss Ss-Ss
8 min	**Production stage**	**Expansion and Application** -The teacher will give each column of students a mini-whiteboard. -The teacher will say aloud a sport and students must draw something related to it in the mini-whiteboard. Example: Today I am playing SOCCER -The teacher asks students to check their classmates' answers.	**Expansion and Application** -Students will have to take turns so that everyone in the column gets to participate. -Students must draw in the mini-whiteboards something related to the sport and raise the mini-whiteboard as soon as possible in order to win points. -While checking the answers students should decide which answer is correct and which one can be improved.	mini-whiteboards	T-Ss Ss-Ss
8 min	**Assessment**:	The teacher will observe and take notes about common mistakes or confusions students are having with some commands or instructions to reinforce them at the end. -Short retrieval and repetition.	-Repeat with the teacher	Nothing	T - Ss

Lesson 16, 17, 18

Teachers' names:	Samantha Morocho Domenica Lojano	**Students:** Beginners	
Date:	November 9th, 2023	**Time:** 60 minutes	
Level:	A2	**# of Students:**	36
Topic:	Sports (verbs)		
Skill:	Listening		
Aims:	By the end of these lessons, students will be able to identify seven different verbs to talk about sports by using a role-play strategy		
Objectives (Expected Learning Outcomes):	By the end of the lesson, students will be able to: ● Recognize different verbs. ● Mimic or act physically different verbs related to sports. ● Engage in role-play scenarios in groups.		
Teaching Strategy/ Model/Approach	PPP (presentation, practice, and production)		
Assessment Methods:	Observations: ● Physical response accuracy ● Active participation		
Teaching / Learning Materials: (Throughout the entire class)	● Body ● Flashcards ● Scenarios/prompts		
Feedback Methods:	Whole-Class Feedback: ● Provide feedback to the entire class as a group. ● Identify common areas of strength and growth and share general strategies or examples to support their learning.		
Anticipated Problems and Solutions:	**Problems**	**Solutions**	
	Students may get confused while receiving the instructions. Run out of time	Use ICQs to check students' understanding Speak slowly and clearly as much as possible Reduce the time for each activity	

Timi	Stage Aim	Teacher activity	Student Activity	Resources	Focus

ng		(Procedure)	(Procedure)	(specific resources for each activity)	(teacher-student interaction)
5min	**Warm-up**	Start showing students images about sports. Ask students about what sports they can see and what their favorite player is.	Students should answer to the teacher's instructions.	Whiteboard	T - Ss
10 min	**Presentation**	**Teaching** The teacher will present a set of verbs related to sports. Ensure the words are relevant to the students' age and language proficiency level. This may include terms related to different sports, and actions.	**Teaching** - Students should start recognizing and relating each verb with sports that they learned in previous classes.	Flashcards	T-Ss
15 min	**Practice activity using TPR**	**Role-play** The teacher will create role-play scenarios that incorporate the selected sports vocabulary. These scenarios could include situations such as a sports match or talks about favorite sports. Assign roles to students, and provide them with character descriptions or prompts related to the role-play scenario. For example, one student may play the role of a soccer player, while another may be a sports commentator, and a third may act as a sports fan.	**Role-play** Students have to act out the role-play as the teacher narrates it. They have to act as if they were the characters they are portraying. This helps them apply the vocabulary in real-life situations.	Flashcards Story scenarios	T-Ss Ss-Ss

10 min	**Production stage**	**Expansion and Application** Once students feel ready, ask them to narrate the story by themselves while the others act it out.	**Expansion and Application** **-** Students should feel prepared to start acting and narrating the story by themselves.	Nothing	T-Ss
5 min	**Assessment**:	**Drawings** -Show students doing an action, for example throwing a ball and asking them what the action is.	**Drawings** -Students should respond to the teacher's actions..	Nothing	T - Ss

Appendix 3: Diagnostic Evaluation and post intervention grades

Diagnostic Evaluation grades

Diagnostic Evaluation	
Participants	**Grade**
Student 1	1.72
Student 2	2.41
Student 3	2.75
Student 4	2.75
Student 5	3.44

Student 6	4.13
Student 7	4.82
Student 8	5.51
Student 9	5.51
Student 10	5.51
Student 11	5.51
Student 12	5.51
Student 13	5.86
Student 14	5.86
Student 15	5.86
Student 16	5.86
Student 17	6.2
Student 18	6.2
Student 19	6.2
Student 20	6.2
Student 21	6.55
Student 22	6.55
Student 23	6.89
Student 24	6.89
Student 25	6.89
Student 26	6.89
Student 27	6.89
Student 28	6.89
Student 29	6.89
Student 30	6.89
Student 31	6.89
Student 32	6.89
Student 33	7.58
Student 34	7.58
Student 35	7.58
Student 36	7.58

Post-intervention Evaluation grades

Post-Intervention Evaluation	
Participants	**Grade**
Student 1	4.82
Student 2	5.51
Student 3	5.86
Student 4	6.2
Student 5	7.24
Student 6	7.24
Student 7	7.24
Student 8	7.58
Student 9	7.58
Student 10	7.58
Student 11	7.58
Student 12	7.58
Student 13	7.58
Student 14	7.93
Student 15	8.27
Student 16	8.27
Student 17	8.62
Student 18	8.62
Student 19	8.96
Student 20	8.96
Student 21	8.96
Student 22	8.96
Student 23	8.96
Student 24	9.31
Student 25	9.31
Student 26	9.31
Student 27	9.31
Student 28	9.65
Student 29	9.65
Student 30	9.65
Student 31	9.65

Student 32	10
Student 33	10
Student 34	10
Student 35	10
Student 36	10

Appendix 4: Triangulation process

Categories	Observation	Literature Review	Interpretation
Vocabulary Retention	**Storytelling:** *Researchers:* Recall most of the vocabulary. Identify flashcards with pictures of the animals with no problem. Visual aids gave students contextualization *Fellow teacher:* Ss related the words with the pictures. **Music and songs:** *Researchers:* Students had to coordinate their listening with their body movements. Constant repetition of the lyrics to internalize the vocabulary. Learners' ability to recall was improved. *Fellow teacher:* Students keep repeating the song even when it is already finished. **Command drills:** *Researchers:* Exposed to repetition in the activities like Symon says. The vocabulary box contained words to apply in a command for the rest of the class to respond with physical movements. Ss drew the vocabulary	According to Asher (2009, as cited in Duan, 2021), the TPR method implies that the students should first learn a lot of (vocabulary) vocabulary before they begin to speak and that the coordination of gestures and physical movements will help. After using the TPR method, students can maintain long-term clear memory. It plays a significant role in primary learners' long-term memory. It has a higher recall rate. TPR makes learners recall more often after gaining the knowledge (Shi, 2018).	Regarding vocabulary retention with TPR strategies, learners can retain and recall words at a high rate since those strategies involve a lot of repetition and body coordination which helps to restore knowledge in the long-term memory.

	words in their way and style for a better retention. *Fellow teacher:* Pictures guided students to understand the body vocabulary. **Role-plays:** *Researchers:* Ss could recall what the command about sports was and respond with physical movements. Ss did not only show the flags, but they also said the words aloud. *Fellow teacher:* Vocabulary flags guided students to understand the sports vocabulary		
Suggestion for improvement	**Storytelling:** *Researchers:* Visual aid was needed as some students seemed lost. ICQs to ensure students comprehension. Teachers provide individual story strips so that each student can visualize them *Fellow teacher:* To conduct "storytelling" outside the classroom to have more space to act. **Music and songs:** *Researchers:* Provide to students the video so that they can get familiarized with words. Take students to an audiovisual place so students could not only listen to the song but see how the singers move their bodies to represent each shape. *Fellow teacher:* ICQs or give clearer and precise instructions. Teachers could use flashcards to introduce the vocabulary about shapes.	According to Nuraeni (2019), teachers must be patient to manage the class well. They must create fun approaches while delivering or sharing knowledge with children (p.2). In the learning-teaching process using TPR materials like realia, teacher's voice pictures, actions, slides, and word charts are of great importance to set an interactive activity (Widodo, 2005).	Most common aspects to consider when applying TPR strategies in an innovative way to teach vocabulary are: -finding fun approaches as in this case storytelling, music and songs, and role plays in suitable places. -Using supporting material, such as, pictures, realia, charts, boxes, which help learners to get familiarized with words and not to get confused.

	Command drills: *Researchers:* Use flashcards when applying Symon says to retain the words easily and to keep Ss´ attention. Take students to a spacious place since scavenger hunt requires the whole class to move at once. *Fellow teacher:* In the scavenger hunt activity, create groups of five instead of the whole class. Take learners to the court and locate the treasures on the floor. **Role-plays:** *Researchers:* Create an activity where students create their own material. Provide more scenarios since there were too few to cover all the students. *Fellow teacher:* Provided more scenarios with the target vocabulary so everyone participates.		
Students' Participation	**Storytelling:** *Researchers:* Ss were highly participative by asking questions, moving their bodies, and conveying ideas about the story. Ss were so motivated to participate that they got into the role of the animals and improved the physical actions. *Fellow teacher:* Students participated voluntarily in acting the story out in front of the class. **Music and songs:** *Researchers:* Most of the students were	Asher (1977, as cited in Mariyam & Mursfiroh, 2019) states that some TPR principles include listening before speaking, comprehension before production (learners should be able to comprehend a new word or phrase before producing it), delayed oral production (learners should not be forced to speak until they are ready), reduced stress, and active involvement.	It was agreed that students' participation improves thanks to the TPR method because it creates learning environments free of stress. As in the case of music and songs where students enjoyed singing and dancing. In addition, TPR strategies increase learners' motivation and interest to take part in each activity and keep using the target vocabulary.

	actively participating while the song was played. Ss showed enthusiasm when the song was played because they started dancing and responding with their physical actions. *Fellow teacher:* Children are motivated to participate in class since they enjoy singing and moving their body as they dance. **Command drills:** *Researchers:* Ss were engaged to participate in Symon says. Participation and motivation were highly evident since each time they had to be selected all students were raising their hands "saying "me, me, me." *Fellow teacher:* Each time Ss had to be selected all students were raising their hands and even some of them got frustrated when they were not chosen. **Role-plays:** *Researchers:* All the students wanted to participate as imitating sports was entertaining and appealing. The majority of the students were actively involved in the TPR activities showing a lot of enthusiasm. Students were excited to get involved in each scenario to act on the verbs. *Fellow teacher:* Each time they had to be selected all students were raising their hands and even some of them got frustrated when they were not chosen.	According to Ismailova et al. (2023), TPR activities are challenging, motivating, and interesting, and all the students enjoy them (p.5).	
Students' comprehensi	Accurate comprehension of the vocabulary words and	The most regular activities developed	What stands out about how teachers

on	their expected actions **Storytelling:** *Researchers:* When the word "penguin" appeared in the narration, students functioned as penguins usually walk. Learners used peer correction unconsciously. *Fellow teacher:* Ss showed their understanding of the target vocabulary presented in the story because they followed the events on the sheet of paper. **Music and songs:** *Researchers:* Whenever the word "heart" was mentioned in the song, learners used their hands to form a heart. When Ss listened to "twinkle-twinkle little star…," they opened and closed their hands to simulate that a star was shining. *Fellow teacher:* Ss represent the specific names of the shapes with their specific actions. Ss autoregulate themselves when they make mistakes. **Command drills:** *Researchers:* The half of the class confused some of the body parts when touching them. For instance, when the teacher said "Symon says touch your backbone", students tend to confuse that word with the elbow. The use of flashcards helped Ss to connect their physical responses with the vocabulary. *Fellow teacher:*	with TPR are the drills done by the teacher, where students demonstrate their understanding by responding physically (Nuraeni, 2019). Widodo (2005) said that "children's ability in listening comprehension is acquired because children need to respond with body movements to spoken language in the form parental commands; and when a foundation in listening comprehension has been established, speech becomes naturally and effortlessly out of it" (p.237).	can identify students' comprehension is peer correction when responding physically because once students understood the vocabulary, they were capable of helping the rest of the class until all of them were in the same track. Furthermore, students' physical movements demonstrate their understanding since those are repetitive and help them to restore the words until their performance is more spontaneous.

	Students' physical responses improved significantly since the use of flashcards guided them to coordinate each body vocabulary word with their movements. **Role-plays:** *Researchers:* Ss' acting was fluent and very representative Ss' immediate responses were consistent with the vocabulary words. *Fellow teacher:* Students comprehended the role-plays and most of them showed the correct flag that had the sport being acted on.		

Appendix 5: Coding process

Themes	Categories	Subcategories	In vivo codes		Translation	
			Focus group 1	Focus group 2	Focus group 1	Focus group 2
Students' perspectives about the use of TPR method and its strategies	Students' experiences using TPR strategies	Likes	-Me gustó bailar y cantar la canción de las formas -Me gustó correr - las fotos de los animales. -Podíamos cantar actuar y aprender muy bien muy bien	-Actuábamos haciendo con las manos así (shows). -El cuento de los animales -Me pareció muy bueno porque aprendimos a actuar, cantábamos como las formas, el circle, el heart, la	-I liked dancing, dancing, and singing the shapes song. -I liked running -The pictures of the animals -We could sing, act, and learn very very good.	-We acted with our hands like this (shows). -The story about animals. -I thought it was very good because we learned to act, we sang like the shapes, the circle, the heart,

				star -Actuar como el shark, también de los animals osea, me gustó las imágenes. de forma divertida.		the star -To act like the shark, also about the animals, so I liked the pictures about the shapes in a fun way.
		Outstanding strategies	-Simón dice, el cuento cuento el cuento -La canción -Me gustó bailar bailar y cantar	-Las figuras geométricas -La historia porque nos podemos unir a la hora de hacer la historia	-Simon says, the story, the story. -The song -I liked dancing, dancing, and singing	-The shapes. -The story because we can join our classmates when we have to act the story.

	Vocabulary learning	Usefulness of TPR strategies	-Si, aprendí a decir bald, también fat -Spider, Spider Spider aprendí a decir spider y shark -sí sí aprendimos: formas formas y los animales	Si, para aprender a hablar más inglés y nos preguntaban como se dice corazón en inglés, entonces les respondemos heart. -Haciamos la mimica -Si aprendimos mucho -Hacían aprender más cosas en inglés -Si porque no sabía las figuras y ustedes nos enseñaron para poder aprenderlas	-Yes, we learned to say “bald” and fat. -Spider, spider, I learned to say spider and shark. -Yes, yes, we learned: the shapes, and some animals.	-Yes, because we can learn to speak more inglés as you asked us how do we say corazón in English, and we answered “heart”. -We did mimics -Yes, we did learn a lot. -You made us learn many things in English -Yes, because I did not know the shapes before, and then you taught us and we learned.

Appendix 6: Validation tools by Experts

Validation tool A

Validation processes are required for instruments of quantitative nature (questionnaires, surveys, scales). For qualitative instruments, it is advisable to review the instruments by experts.

Validation of the Instrument by Experts.

Evaluator´s name: Mahly Jahzeel Martinez Jimenez

Specialty: English Language Teaching

Academic degree: Phd. In Education.

- **Authors of the Final Integrated Project:**

  Samantha Juliana Morocho Morocho.

  Doménica Michelle Lojano Morocho.

- **Title of the research:** The influence of the total physical response (TPR) method in the development of students' English vocabulary from fifth grade at a public school in Ecuador

General objective:

To explore the influence of the Total Physical Response (TPR) method on English vocabulary learning in fifth-grade students.

Specific Objectives

1. To analyze the students' English Vocabulary learning process while using the TPR method through observation guides.
2. To reflect on the students' perspectives about the use of the Total Physical Response method in EFL lessons by conducting focus group discussions.
3. To determine the influence of the use of the Total Physical Response method in students' vocabulary learning.

1. **INSTRUMENT TO VALIDATE THE RATING SCALE**

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

CRITERIA

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
	1	2	3	4	5

The items in the instrument can obtain depth to constructs being. Measured/studied.					
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes _ X NO_____

2. What items would you add or erase?

   _____
   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

   _____
   _____
   _____
   _____

Evaluator's Names: Mahly J. Martinez
ID: 1759432733
Academic Degree: Phd. In Education.

MAHLY JANZKEL MARTINEZ JIMENEZ

Signature: _____

Validation tool B

Validation of the Instrument by Experts.

Evaluator's name: Carmen Maricela Cajamarca Illescas
Specialty: Curriculum and Instruction
Academic degree: Master in EFL Curriculum and Instruction

- **Authors of the Final Integrated Project:**
  Samantha Juliana Morocho Morocho.
  Doménica Michelle Lojano Morocho.
- **Title of the research:**
  The influence of the Total Physical Response (TPR) Method in the development of students' English Vocabulary from fifth grade at a public school in Ecuador.

  General objective:
  To explore the influence of the Total Physical Response (TPR) method on English vocabulary learning in fifth grade students.
- **Specific objectives:**
  1) To analyze the students' English vocabulary learning process while using the TPR method through observation guides
  2) To reflect on the students' perspectives about the use of the Total Physical response method in EFL lessons by conducting focus group discussions.
  3) To determine the influence of the use of the Total Physical Response method in students' vocabulary learning.

1. INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5 x
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5 x
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5 x
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5 x
The items in the instrument are stated clearly.	1	2	3	4	5 x
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5 x
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5 x
The layout or format of the instrument is technically sound.	1	2	3	4	5 x
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5 x
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5 x
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5 x

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes__x_____ NO_____

2. What items would you add or erase? **Add the objectives of each instrument**

3. **What other suggestions would you make to improve this instrument?**

I recommend that the students pilot the instrument before applying it to their students.

Evaluator's Names: Carmen Maricela Cajamarca

ID:0105744338

Academic Degree: Master in Curriculum and Instruction in TESOL

Signature:

Appendix 7: Vocabulary evaluation questionnaires

Diagnostic Vocabulary Evaluation

Diagnostic Evaluation

"Welcome to the Vocabulary Pre-Test! This assessment aims to gauge your current understanding of word meanings. Please answer each question to the best of your ability. Remember, this is not graded, but rather serves as a starting point to assess your progress. Good luck!"

Name: _____
Class: _____
Date: _____

I. Matching section

Topic: Shapes

1. Match the shape with the picture

a. circle
b. cross
c. square
d. diamond
e. star

1.
2.
3.
4.
5.

Topic: Parts of the body

2. Match the part of the body with the picture

a. palm

b. elbow

c. backbone

d. chest

e. throat

1.

2.

3.

4.

5.

II. Multiple Choice section

Topic: Animals

3. What is this?

a. penguin
b. crocodile
c. shark
d. whale

4. What is this?

a. spider
b. whale
c. shark
d. crocodile

5. What is this?

a. shark
b. whale
c. spider
d. penguin

6. What is this?

a. spider
b. shark
c. penguin
d. crocodile

III. Association section

Topic: Appearance

8. Write the correct adjective under the picture. Use the word bank to write the correct adjective with its picture.

WORD BANK		
strong	fat	weak
bald	thin	

_____

_____

_____

_____

IV. Circle section

Topic: Sports

9. Circle the correct **sport** based on the picture.

a) golf / soccer / baseball

b) golf / soccer/ climbing

10. Circle the correct action based on the picture.

a) to hit / to catch / to throw

b) to hit / to catch / to throw

Post-Intervention Evaluation

UNAE

UNIVERSIDAD NACIONAL DE EDUCACIÓN (UNAE)

Pedagogía de los Idiomas Nacionales y Extranjeros
Noveno ciclo
AZOGUES– CAÑAR– ECUADOR

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Post-intervention Evaluation

Welcome to the Vocabulary Post-Test! This assessment aims to track your progress regarding understanding word meanings after using the TPR method in your English lessons. Please answer each question to the best of your ability. Good luck!"

Name: _____
Class: _____
Date: _____

I. **Multiple Choice section**

Topic: Shapes

1. What is this?

   a. circle
   b. cross
   c. diamond
   d. square

2. What is this?
   a. star
   b. square
   c. circle
   d. cross

3. What is this?
   a. star
   b. circle
   c. square
   d. cross

4. What is this?
   a. square
   b. circle
   c. cross
   d. diamond

Assessment tools created by
Samantha Morocho and Doménica Lojano

II. Association section

Topic: Parts of the body

6. Write the correct part of the body under the picture. Use the word bank.

WORD BANK		
throat	elbow	backbone
chest	palm	

_____ _____ _____ _____

_____

Topic: Sports (nouns)

7. Write the correct sport under the picture. Use the word bank.

WORD BANK		
baseball	soccer	climbing
golf	jogging	

_____

_____

_____

_____

_____

III. Matching section

Topic: Animals

8. Match the animal with the picture

a. shark

b. crocodile

___ 1.

___ 2.

Assessment tools created by
Samantha Morocho and Doménica Lojano

c. whale ___ 3.

d. spider ___ 4.

e. penguin ___ 5.

Topic: Sports (verbs)

9. Match the action with the picture it corresponds to.

a. To climb ___ 1.

b. To Kick ___ 2.

c. To catch ___ 3.

II. Circle section

Topic: Appearance

10. Circle the correct appearance adjective based on the picture.

a) strong / fat / weak

b) Bald / strong / thin

c) Thin / fat / weak

e) Fat/ weak/ bald

f) Weak/ strong/ fat

Appendix 8: Observation sheet template

Researchers lesson observation sheet

Topic: _____
Date: _____
TPR strategy: Storytelling / role-plays / command drills / music and songs
Target vocabulary: _____

RESEARCHERS OBSERVATION SHEET	
Vocabulary retention	**Describe how the students' ability to retain and recall vocabulary words during the TPR implementation was.** _____ _____ _____
Suggestions for improvement	**Describe how you think the TPR vocabulary strategies applied during the class could be improved** _____ _____ _____
Students' participation	**Describe students' participation in the TPR vocabulary strategies applied during the vocabulary lessons.** _____ _____ _____
Students' comprehension	**Explain how the students performed in the TPR vocabulary strategies carried out.** _____ _____ _____

Comments: _____
_____

Fellow teacher lesson observation sheet

Topic: _____
Date: _____
TPR strategy: Storytelling / role-plays / command drills / music and songs
Target vocabulary: _____

FELLOW TEACHER OBSERVATION SHEET	
Vocabulary retention	**Describe how the students' ability to retain and recall vocabulary words during the TPR implementation was.** _____ _____ _____
Suggestions for improvement	**Describe how you think the TPR vocabulary strategies applied during the class could be improved** _____ _____ _____
Students' participation	**Describe students' participation in the TPR vocabulary strategies applied during the vocabulary lessons.** _____ _____ _____
Students' comprehension	**Explain how the students performed in the TPR vocabulary strategies carried out.** _____ _____ _____

Comments: _____
_____

Appendix 9: Consent forms

Consent Letters for the school rectors

FORMAT A: CONSENT LETTER FOR THE SCHOOL RECTORS

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Cuenca, 27 de agosto de 2023

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Samantha Juliana Morocho Morocho Doménica Michelle Lojano Morocho	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de inglés de los estudiantes
1.4. Ciclo: Noveno Ciclo	**1.5. Paralelo:** 1

Nombre del Rector: Silvio Geovanny Banegas Campoverde

Rector de la institución Educativa

Nosotras, ***Samantha Juliana Morocho Morocho y Doménica Michelle Lojano Morocho,*** nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa ***La Inmaculada***, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Detallar el Estudio

TÍTULO:

THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY AT A PUBLIC SCHOOL IN ECUADOR

(LA INFLUENCIA DEL MÉTODO DE RESPUESTA FÍSICA TOTAL (TPR) EN EL DESARROLLO DEL VOCABULARIO DE INGLÉS DE LOS ESTUDIANTES DE UNA ESCUELA PÚBLICA DEL ECUADOR)

OBJETIVO:

To reflect on the effect of Total Physical Response (TPR) in the development of students' vocabulary skills (meaning).

(Reflexionar sobre el efecto de la Respuesta Física Total (TPR) en el desarrollo de las habilidades de vocabulario de los estudiantes: (significado)).

METODOLOGÍA:

This will be an Action Research with a qualitative approach. The research will be carried out with all the students from 5th grade of elementary school for about three months in order to make 39 interventions/implementations. Some of the data collection techniques are pre-tests and post-tests as well as observation sheets.

(Esta será una Investigación Acción con enfoque cualitativo. La investigación se realizará con todos los estudiantes de 5to grado de primaria durante aproximadamente tres meses para realizar 39 intervenciones/implementaciones. Algunas de las técnicas de recolección de datos son pruebas previas y posteriores, así como hojas de observación).

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.
Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

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Firma: _____

Nombres y apellidos: Silvio Geovanny Banegas Campoverde

C.I.: 0102827672

Sello de la institución: _____

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Consent Letter for parents

FORMAT B: CONSENT LETTER FOR PARENTS

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa La Inmaculada

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **9no ciclo**, paralelo 1 que realizan sus prácticas preprofesionales en la institución **Unidad Educativa La Inmaculada** tomen fotografías, pruebas y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su vocabulario en la lengua extranjera. Durante este tiempo, los alumnos de **Quinto Grado de Educación General Básica** deberán colaborar con ciertas actividades como exámenes, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

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Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

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FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso. Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:
.....
...

Nombre completo padre/madre/representante legal:
.....
..

Cédula de ciudadanía: .....

Firma del padre/ madre/ representante legal: .....

Fecha: .....

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Appendix 10: Declaratorias de propiedad intelectual

UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Samantha Juliana Morocho Morocho*, portador de la cedula de ciudadanía nro. *0106130107*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY FROM FIFTH GRADE AT A PUBLIC SCHOOL IN ECUADOR son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY FROM FIFTH GRADE AT A PUBLIC SCHOOL IN ECUADOR en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

(Samantha Juliana Morocho Morocho)
C.I.: *(0106130107)*

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UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, **Doménica Michelle Lojano Morocho**, portador de la cedula de ciudadanía nro. **0106921760**, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada **THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY FROM FIFTH GRADE AT A PUBLIC SCHOOL IN ECUADOR** son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado **THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY FROM FIFTH GRADE AT A PUBLIC SCHOOL IN ECUADOR** en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Doménica Michelle Lojano Morocho
C.I.: *0106921760*

Appendix 11: Certificado del tutor

UNIVERSIDAD NACIONAL DE EDUCACIÓN

CERTIFICACIÓN DEL TUTOR PARA TRABAJO DE INTEGRACIÓN CURRICULAR DIRECCIONES DE CARRERA DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Zulema Izamar Peña Alvarez, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "THE INFLUENCE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD IN THE DEVELOPMENT OF STUDENTS' ENGLISH VOCABULARY FROM FIFTH GRADE AT A PUBLIC SCHOOL IN ECUADOR" perteneciente a los estudiantes: Samantha Juliana Morocho Morocho con C.I. 0106130107, y Doménica Michelle Lojano Morocho con C.I. 0106921760. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 3 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 16 de abril 2024

(firma)
Docente tutor/a
Zulema Izamar Peña Alvarez