



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“TOTAL PHYSICAL RESPONSE TO INCREASE
ENGLISH LEXICON TO 8 YEARS STUDENTS OLD
AT FUNDACIÓN AMOR Y VERDAD EXTENSION
ICP 534.”**

SCHOOL YEAR 2021-2022

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad, January 31th, 2022

ADVISORS APPROVAL

In my role as Advisor of the research paper and title “TOTAL PHYSICAL RESPONSE TO INCREASE ENGLISH LEXICON TO 8 YEARS STUDENTS OLD AT FUNDACIÓN AMOR Y VERDAD EXTENSION ICP534” prepared by Sharon Eunice Pozo Ramírez, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

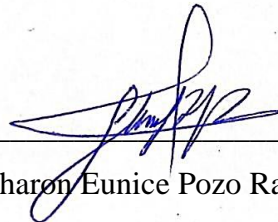
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STATEMENT OF AUTHORSHIP

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ACKNOWLEDGMENT

I would like to take the opportunity to thank those who were part of my academic growth through the different subjects taught; I learned knowledge and how to face situations that may arise in the future.

First of all, I would like to attribute my gratitude to MSc. Niola Sanmartín, who was consistently motivating me in the significant challenges of my academic period, her example has been my inspiration, her words, and passion for teaching us with the due concern of being future professionals, undoubtedly actions go beyond words.

I also want to express my gratitude to my tutor MSc. Italo Carabajo Romero, for his follow-up and time patiently. Finally, I am honestly very grateful to each teacher who was part of my academic formation in this distinctive university.

DEDICATION

I want to dedicate this to God, whom I love the most, then to my parents for supporting me at all times, to my sister for being my support, my brother, my family, and my friends (Tamara, Daniel, Melissa and Mary).

With love

Sharon

ABSTRACT

The present investigation was carried out in an educational context at the Fundación "Amor y Verdad" with the only purpose of helping teach the English language. Therefore, quantitative research carries out which contains as a method the data collection based on surveys to teachers, which allowed the analysis to create objective variables of study that showed the barriers generated when studying a second language and look for a feasible solution.

After collecting the data, we determined the proposal that the most viable option was the creation of TPR Storytelling based on the Total physical response (TPR) methodology. The result of a strategy focused on more interactive learning where students develop new skills in their foreign language learning process. This proposal seeks to increase their vocabulary through a method that captures students' attention by inviting them to create a fun learning environment and motivating them to improve their English lexicon and participate in classes.

KEY WORDS: TPR, Storytelling, methodology, improve, proposal.

RESUMEN

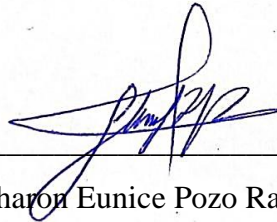
La presente investigación se realizó en un contexto educativo en la Fundación "Amor y Verdad" con el único propósito de ayudar a la enseñanza del idioma inglés. Por lo tanto, se lleva a cabo una investigación cuantitativa que contiene como método la recolección de datos en base a encuestas a los docentes, esto permitió el análisis para crear variables objetivas de estudio que mostraran las barreras que se generan al estudiar un segundo idioma y buscar una solución factible. Luego de la recolección de datos, se determinó la propuesta ofreciendo como opción más viable la creación de TPR cuentos basados en la metodología de Respuesta Total Física (TPR). El resultado da la oportunidad de utilizar una estrategia enfocada en un aprendizaje más interactivo donde los alumnos desarrollan nuevas habilidades en su proceso de aprendizaje de la lengua extranjera. Esta propuesta busca incrementar su vocabulario a través de un método que capta la atención de los alumnos invitándolos a crear un ambiente de aprendizaje divertido y motivándolos a mejorar su léxico en inglés y a participar en las clases.

PALABRAS CLAVES: TPR, TPR Cuentos, metodología, mejorar, propuesta.

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES DE MI RESPONSABILIDAD;

LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

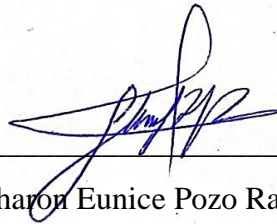


Sharon Eunice Pozo Ramírez

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;

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INTRODUCTION

Communication is one of the main tools in humanity to exchange information, achieving the understanding of messages between senders and receivers, giving it a meaning of union and connection between two or more beings.

The English language highlights its importance in different factors, becoming one of the most known languages. It also generates opportunities for jobs and international connections. Moreover, the lingua franca is around three countries promoting the possibilities of empathizing with more people, and in education, English drives its students to develop new skills.

In Ecuador, most English language learners are limited by the different factors that generate an impediment to the learning process. The lack of resources, tools, and knowledge of new methodologies in the classroom has created a communication barrier.

Students with a vocabulary deficit already have these barriers in English language learning since vocabulary is built from a base with an abstract process. The student imagines an object assimilating it with something natural and then leads to learning through this process. Vocabulary is essential in the construction of understanding language information. Unfortunately, many of the schools are rooted in a traditional teaching method. Over the years, as the ways of learning evolve and continue to use the same process in different contexts becomes a weakness in teaching something new.

For this reason, the total physical response (TPR) method helps many students participate in a learning process very similar to the recognition of new words in their growth as human beings. Furthermore, being familiar with identifying vocabulary with body language and translating it into meaning makes the student feels motivated and comfortable learning new skills and developing abilities in their foreign language learning process.

There are four chapters to this study project:

The Problem (Chapter 1): This chapter discusses the issue of students' limited English vocabulary knowledge. It also explains the most common reasons why students struggle with language learning.

Theoretical Framework (Chapter 2): This section contains the project's foundational knowledge.

The various theories and foundations for using the Total physical response method and TPR Storytelling as a technique are discussed below.

The Methodological Framework is discussed in (Chapter 3). This section enables the researcher to gather all necessary data using various tools and methodologies to explain the problem and analyze the data to provide a solution.

Finally, the proposal in Chapter (Chapter 4), the proposed problem, is presented in this section. In addition, a Storytelling TPR has been created to teach English vocabulary in this situation.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Total Physical Response to Increase English Lexicon to 8 Years Students old at Fundación Amor y Verdad Extension ICP534.

1.2 Problem Statement

One of the reasons communication does not reach its peak is the limited vocabulary of a second language (Alquiari, 2015) the vocabulary of a language becomes a fundamental building block in the performance and growth of knowledge for English language proficiency in L2 learners and even native speakers. Mostly there are problems in second language learners showing a decline in language skills such as listening comprehension, speaking, reading comprehension, and writing.

Likewise, there is a scarce display in the countries where English is learned as a foreign language, and vocabulary defines the student's command of the language (Alqahtani, 2015). Therefore, education in English language teaching in Ecuador needs to improve the new methodologies of teaching a second language with the sole purpose of helping students acquire and reach an adequate level of understanding of the English language.

There are also educational institutions in the private sector that provide English language teaching with materials and resources provided by parents of each student, tools such as books, teaching materials, digital platforms, etc.

Additionally, the province of Santa Elena determined that public schools do not have sufficient resources for their students to reach a B1 level of the English language at the end of high school.

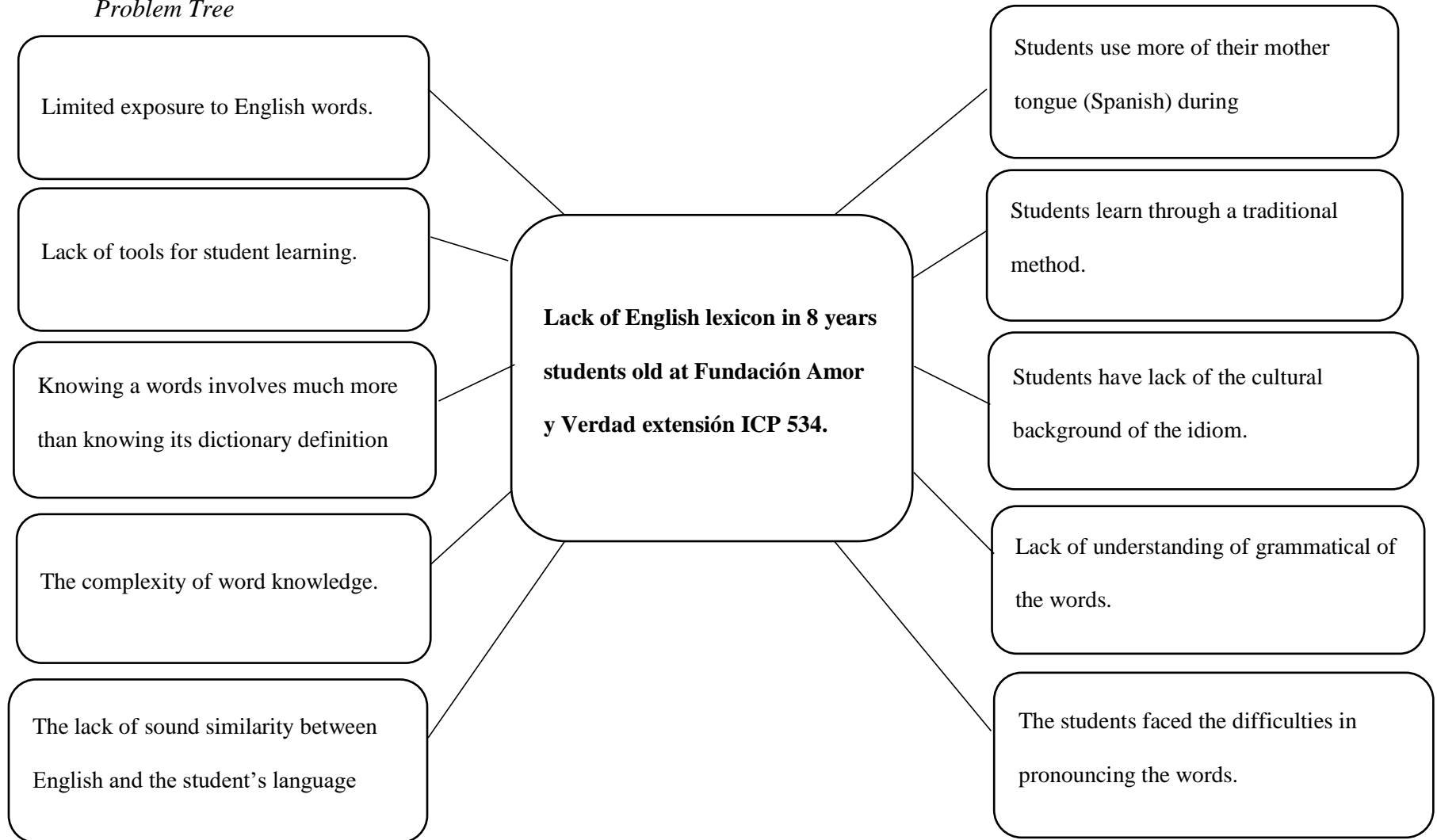
The "Amor y Verdad Foundation" in Salinas-Muey has a group of very young learners learning the values of Christ Centric. However, they have problems of lack of vocabulary in learning the English language.

This project shows a proposal of told stories based on the Total Physical Response method. This method proposes to use the strategy of TPR storytelling to encourage and motivate the improvement of vocabulary in the student's academic performance.

Problem Tree

Figure 1

Problem Tree



1.3 Problem Formulation

How can Total Physical Response Storytelling help to improve English vocabulary to children eight years old at Fundación Amor y Verdad extension ICP 534?

1.4 Specific Research Questions

1. What is the method that will be applied to encourage and improve vocabulary?
2. What is the influence of storytelling for children eight years old at Foundation Amor y Verdad extension ICP 534?
3. What effect Total Physical Response activities have on the Basic-English-vocabulary learning process for eight-year-old students at Fundación Amor y Verdad extensión ICP 534?

1.5 Objectives

1.5.2 General Objective

To improve English vocabulary through Total Physical Response Storytelling as a strategy to 8 years old students at Fundación Amor y Verdad extension ICP 534.

1.5.3 Specific Objectives

1. To identify the lack of vocabulary of the children (8 age) at Fundación Amor y Verdad extension ICP 534.
2. To design the activities using the strategy of Total Physical Response storytelling.
3. To establish the Total Physical Response Storytelling strategy at Fundación Amor y Verdad extension ICP 534.

Justification

Scope

In the educational system of Santa Elena province, English language learning has become an essential part of the curriculum. Therefore, English language teaching visualizes early in the academic and children's centers.

The time of practice has allowed me to discover that the vocabulary is very commonly used and taught traditionally through repetition, which imposes a barrier to develop a cognitive process of the student to obtain an understanding of the vocabulary and using it as in their native language, with an ease of handling words without having to memorize it. Therefore, as a student of English language teaching, Interfacing TPR and narrating together has made a difference creating a new approach known as TPR. Narrating is advancing and spreading within the United States and has demonstrated to be exceptionally viable. This strategy gives students reliable and monotonous comprehensible input, utilizing course time effectively and inspiring expressions at the learner's securing level. Therefore, using TPR Narrating as a technique for educating English as an outside dialect to young learners should be considered an elective approach to educating fluency in the classroom. This research intend to demonstrate how the Total Physical response methodology as a strategy with total Physical Response Storytelling can generate effectiveness in improving vocabulary. Teachers analyze new techniques that allow us to improve second language teaching. The suggestion of this methodology is based on associating the learning of a language with physical movements. Also, kinesthetic memory and body language are related to the concepts of this TPR methodology (Asher, 2009).

This research project has as a step to analyze children's learning process in the English language, emphasizing the approach of a brief review where the recent research of the TPR and its natural system are related. The analysis of this methodology and how it works in children from 8 to 9 years old with the primary objective of motivating the students of Fundación Amor y Verdad to improve their vocabulary and their fluency and understanding of the English language.

Delimitation

Amor y Verdad Foundation is a Financed American ONG with Executive Director Alejandro Mora Briones; it has 16 centers with 471 students in this foundation. In the extension ICP 534 in which study is conducted has 30 students of 8 years old. They are divided by hours of operation with classrooms of 15 children—indefinite parents sign consent forms.

Area: English

Pitch: Dynamic Pedagogical

Aspect: Problems with Reading Skills

Spatial Delimitation: Children of 8 years old of “Fundación Amor y Verdad”

Temporal Delimitation: October 2021-February 2022

Limitations

The situation of a global pandemic has forced us to remain in a safe area. Data collection is either through books or magazines found in bookstores that are closed to avoid the influx of people leaving a space to raise awareness about our protection. Leaving us with the only option to collect data through research on the internet and the sources we will verify for this project.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

San Jose State College psychology professor James Asher, Ph.D., developed the total physical response method while testing ways to encourage so-called "front-line learning" or the brain's discovery of new information in a tuning process. However, when somebody exposed large amounts of data before the students took ownership of it, it created a reception problem. Asher's longing to find new learning methods stemmed from personal need when he could not develop his learning of Latin, Spanish, French and German languages in his school.

Asher was experimenting with the linking process of commands to the student's physical response completing the process of receiving the language based on basic commands such as stand up, sit down and walk, giving life to an improved product that he called Total Physical Response or TPR.

Professor Asher's set of analyses and research processes were the precursors of a new method quickly positioned in countries and places such as Europe, Canada, and the United States, where there was evidence of advances in vocabulary and listening comprehension. It is also evident in another oral expression, reading, and writing skills.

The Total Physical Response is a method that determines when an additional language is internalized through a process of code-breaking, similar to the development of new language development of the first language that allows for a period of comprehension development before language production. Students are called upon to respond physically to verbal commands. Asher, (2009).

2.3 TPR Characteristics

The Total Physical Response has peculiarities.

Within the method of language learning, Asher focused his attention in a singular way on the following characteristics of acquisition of the original language - quoted from Nunan (1991):

- The large amount of information received by the child prior to his first experiences with speech is comprehensible. His perception in language raises the standards about his ability to communicate.
- In early entry there is a large body of language that manipulates the physical area. However, it is worth mentioning the theories of Larsen and Freeman. Rokhayati. (2017) They indicate the characteristics of the Total Physical Response:
- The teacher directs and the students "act" in response to what is indicated. In the scene we have the instructor as the director and the students as the actor.
- Before the oral production, the skills for hearing and physical response are focused.
- The imperative mode is the common linguistic function employed, even up to the advanced level. Even up to the advanced level. Interrogatives are also widely used.
- The humor provided in the lessons makes the scenario more enjoyable for the students and it is important to give it a chance whenever possible.
- Students' communication should be natural and not forced, that is why the development of a trusting environment is paramount for them to be able to initiate a conversation or express their views.
- Grammar and vocabulary is emphasized as it is more fundamental than the other linguistic areas.
- It is specified that spoken language comes before written language.

Another approach to understanding how physical language develops before spoken language is seeing how young children communicate with one another; they do not speak but

communicate through body movements, smiling, facial expressions, and babbling. In a nutshell, they create a communication system focused on play and interaction. Hounhanou, A. J. V. (2020)

Since it contains activities where the teacher can not only take the role of instructor but also the students possess the ability to issue orders to the teacher and to their classmates, it is also worth adding that there are techniques that the instructor can apply. Nuraeni, (2019)

According to Asher (1977), there are five techniques for using the TPR method:

- The teacher gives the command while performing the action.
- The teacher instructs one of the pupils to demonstrate the orders in front of the class.
- The teacher gives the command, but only the students perform the action.
- The teacher asks one of the students to perform the commands as an example in front of the class.
- The roles of teacher and students are both reserved. A pupil gives the directive to the teacher and the other students.

The TPR techniques only indicate its focus on training students in the ability to hear and speak. Students in their listening and speaking skills. Turhan, M (2017).

By repeating these techniques several times in each session, students will adapt more to the words. It is advisable to do this with students in the early grades because by using one of these techniques and repeating it at each meeting, students will become accustomed to hearing and using the words. The notion that vocabulary is not restricted to word knowledge but impacts learners' success in all language skills is often overlooked. Nation reports that According with (Nation, 2015), an extensive vocabulary aids the development of four English abilities. This remark is in line with Kusmartini, S. E. (2020), who claims that language is essential to all English skills, including receptive skills like listening and reading and productive skills like speaking and writing.

It is good for elementary students, because they are early learners and their way of receiving everything will be new, it is worth emphasizing that they will need the information to be grasped to sound comfortable and appealing instead of boring and simple. Litchman (2018)

The use of movements and dynamics as part of the learning process has drawn the attention of education professionals; in TPR classes, the teacher's explanation to the students about what those movements mean primarily requires orders movements and the teacher's answer to the students about what those movements mean. After that, the teacher can utilize extra classroom elements or resources, such as a pen, a pencil, and a book (if they wish to use realia). He will employ more materials as the class progresses, but the foundation will remain the same: the teacher's actions and gestures, followed by the students' imitations. Shi,T. (2018) pag2.

2.4 Principles of Total Physical Response

In the learning process methods are applied that contain their own principles among them we have as the Total Physical Response according to (Iwana, 2010), TPR elaborates the principle of this method:

- The learning of a second language is parallel to the learning of the first language and should reflect the same naturalistic process. Should reflect the same naturalistic process.
- Listening should be developed before speaking.
- Children respond physically to spoken language, and adults learn better if they do so as well learn best if they do so as well.
- Once listening comprehension is developed, speech develops naturally and effortlessly from it naturally and effortlessly from it.
- Delaying speech reduces stress.

By executing the principles of RPT, learners can master their original language before they begin to acquire information about the second language because it trains, directs learners to hear and then respond in a physical way, making speaking unnecessary at that time.

Later (Umami, 2017), Propose several principles in the teaching of learning through the use of TPR.

The principles of learning through the use of TPR are based on the teacher's behaviors. The TPR principles are as follow:

- Vocabulary meaning is conveyed from action. Learners try to memorize it through the learner's action or response.
- Comprehension of the language or vocabulary must be developed before the ability to speak developed before the ability to speak.
- Learning a part of the language by rapidly moving the body.
- The imperative determines the behavior of the learners
- Learners learn through observation, as well as performing or responding to the words.
- A sense of success and low anxiety facilitate learning.
- Learners should not be made to memorize a fixed routine.
- Corrective action should be carried out in a timely manner.
- Students should understand only one sentence used in the training.
- When learning a language is enjoyable, it is more effective.
- More emphasis should be placed on the spoken language than on the written language.
- Learners only need to speak when they are ready.
- When errors occur in spoken language, wait until students are proficient.

By using the principles of TPR as a method, they create fun language learning with various actions and various types of teaching to punctuate learners' response as well as their innate memory, vocabulary with diverse actions and various types of teaching to punctuate the students' response as well as their innate memory, vocabulary, without the need to make use of forced memorization. Bahtiar, Y. (2017)

When correcting, it is important to use flexibility in the classroom to avoid undue correction and that the student may become desperate.

Another point is that at the moment of putting the new vocabulary in context, it should be done word by word.

2.5 Didactic strategies of the method:

To work with this method, it is essential that the teacher of the teaching of the second language, in this case, English, must know the important aspects through which this method somebody should be working to achieve an effective and quality learning, children learn better when they listen to vocabulary that they internalize in their mind, because they learn phonemes and sounds, and then move on to the stage of speaking what they have learned. Massey, G. (2018, November)

The following are the techniques that the educator should work with this method:

- The educator explains the commands, as well as acts.
- The educator says the command, and therefore, the educator and the pupil's act.
- The educator says the command, but only the learner's act.
- The educator tells a learner the moment at which they pass commands.
- The roles of the educator and the learner are reserved. The educator gives commands to the learners, and the learners provide commands to the educator.

Another approach to understand how physical language develops before spoken language is to see how young children communicate with one another; they do not speak but through body movements, smiling, facial expressions, and babbling. In a nutshell, they create a communication system focused on play and interaction. Hounhanou, A. J. V. (2020)

Because of its application style, the student observes and listens to the tutor or teacher who loudly provides a command, and the student reacts with movement; total physical response helps enhance hearing and recognize the sounds of the language. Asher (1996).

2.6 The use of TPR in the classroom.

Teacher role is also a mentor and the parent, starting by saying the word "jump" or the phrase "open the window" and demonstrating those actions. So first, word "jump" or the term "open the window" and showing those actions, that's when the teacher says the command and all students do the activity. Then the teacher says the power, and all students make an effort.

After repeating several times, it is possible to extend these commands by asking students to repeat the word with the action. The students will feel more confident, and in that way, the teacher will ask the students to lead the class with each other or the whole class.

It is more effective if students stand in a circle around the teacher and can even be encouraged to walk while doing the actions. This technique is beneficial for teaching a foreign language. The first skills to be practiced are the receptive ones.

The first skills to be practiced are the receptive ones; it is essential to emphasize that the student will go through a period of silence before producing any oral or verbal before delivering any verbal or written messages.

One of a teacher's goals should be to get pupils interested in the lesson's subject because if they are willing to learn, the process will flow more effortlessly. Researchers claim that using the right tactics helps keep students' attention in the classroom for an extended period. This is very important to remember while educating highly young kids. (Rokhayati, 2017). A class with disengaged students will not assist in meeting the objectives, so it is critical to use the appropriate themes based on our students' requirements and engaging and dynamic approaches such as TPR.

During TPR implementation, motivation is also altered, but positively. According to (Hounhanou, A. J. V. 2020), the study found that students understood more easily and fast when using the whole bodily response method. This was due to the positive reinforcement they received from their teacher and classmates throughout the class. In addition, students learned more quickly due to pleasant interactions between classmates and teachers. Furthermore, in contrast to traditional approaches, this method can generate a better environment where students feel less worried and more motivated.

Also children are interested during infancy, according to (Faqihatuddinitah, 2016), and should learn through activities that enhance their cognitive and physical growth. It is not appropriate to force a youngster to learn through activities that go against their energetic and playful character.

According to (Baker, 2017), questioned 30 high school language instructors divided into three groups:

- TPRS teachers.
- TPRS teachers who had been trained but had not used it.
- TPRS teachers who had never used it.

The purpose was to find out what every day experiences teachers had with TPRS, whether they used it or not. Dissatisfaction with student results before TPRS, workshop training, gestures, explaining language acquisition theory, being supported, and teaching for mastery were all positive aspects. On the other hand, inadequate training, classroom management issues, resistance from others, and conflicts with the current curriculum were negative aspects.

To summarize the findings of studies on TPRS that did not include a control group, we may state that every study found TPRS beneficial. Many of these studies concentrate on students' attitudes toward language classes, not just positive attitudes but also considerable improvements in fundamental language skills following a semester of TPRS.

2. 7 TPR objectives

Asher created the TPR method to develop a learning process from a perception of language development where their performance should not be forced or demanded rigidly so that the students take pleasure in studying the foreign language.

According to Larsen (Larsen, 2000), one of the objectives was to decrease the stress that is usually evident in the students that are present in the learning process, taking them to a level where it does not have to be difficult, but rather to feel the confidence and comfort of studying the language.

They are using body movements to encourage students to increase their creativity and imagination by joining in the process of analysis and acceptance to give. As a result, to understand a vocabulary. Duan, Y. (2021)

The TPR's goals are to teach oral competency at the beginner level. The ultimate goal is to provide fundamental speaking abilities, and comprehension is a means to that purpose. TPR aspires to generate learners who can communicate freely and intelligibly to native speakers. Mariyam, S. N., & Musfiroh, T. (2019)

Teachers utilized the total physical response to teach young learners or students learning a foreign language or a second language at a basic level in various studies. As a result, it improves kids' language comprehension, vocabulary, and basic speaking skills.

Total Physical Response has the following goals, as stated in the preceding statement:

- Beginning-level oral proficiency instruction.
- Using comprehensions as a method of communication.
- Using imperative-style action-based drills.

The TPR is used to recreate the natural way children learn a foreign language, most notably by facilitating an appropriate "listening" and "comprehension" period and encouraging learners to respond using right-brain motor skills rather than left-brain language "processing," according to the TPR's objectives.

2.8 Total Physical Response Storytelling

In a classroom context, children learn a foreign language through reading and storytelling. Storytelling broke down the method into three steps: in step one, new vocabulary structures are taught through a combination of translation, gestures, and personalized questions; in step two, those structures is used in a spoken class story; and in step three, the same systems are used in a class reading. Throughout these three steps, the teacher will employ a variety of strategies to aid in the students' comprehension of the target language, including careful vocabulary restriction, frequent asking of simple comprehension questions, frequent comprehension checks, and very brief grammar explanations known as "pop-up grammar."

According to (Printer, 2019), looked into the motivation of twelve TPRS students in high school. Students learning Spanish as a second language should be aware of the following information. He discovered several things in particular. Revealed TPRS improved students' emotions of autonomy, competence, and relatedness, all of which are components of self-determination theory and contribute to intrinsic motivation.

2.9 Advantages of TPR-Storytelling

TPR-Storytelling has several advantages that are rarely encountered in other methods. The most critical factor is that kids be able to remember the words. They are exposed to them enough through storytelling and TPR to utilize the words in context and speak the language as a result. Duan, Y. (2021)

Stories are easy to recall since they are essential. Learners may forget what they've learned in class, but they'll never forget the events of a narrative or the descriptive words used to tell it. (Printer, 2019)

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

The methodological framework for the research of the TPR Storytelling technique for teaching English vocabulary to fourth-grade students at Fundación "Amor y Verdad" in the school year 2021–2022 will determine how the data will be collected organized, and analyzed. The research methodology chosen is critical for concluding a study since it influences what we can say about the reasons and the elements that influence the occurrence. It is also important to note that by using a systematic methodology, the results of this study will be accurate. The data will aid in developing a plan of action for teaching English vocabulary using the TPR methodology explain the research method, quantitative; it is an applied research work.

Quantitative method

The quantitative method requires numbers as a strength to define a phenomenon, using computer technology techniques to perform data analysis. The variables obtained in objective analysis originate from the quantity specified in numbers. Surveys are used to display information establishing relationships or differences between variables.

The characteristics of the quantitative method are to obtain measurable variables that include tables of statistical data with percentages obtained from measurement tools to give a specific result (Disman, D., Ali, M., & Barliana, M. S, 2017)

Type of research

The descriptive investigation carried out this project with a descriptive type of research method since it can describe the phenomenon shown in the teaching of the English language that helps us know a quantitative demographic analysis. On the other hand, using the survey method gives us an overview of the information collected to obtain variables that finally provide data recognizing the need to implement a proposal.

Instruments

Techniques with a quantitative approach, such as surveys or questionnaires, will obtain relevant data and information about the current research. This research will use both systems to

ensure a competent and comprehensive research result that matches the given expectations and objectives.

Questionnaire

A questionnaire is a research tool that consists of a group of questions or other values to gather information from a respondent. It is a standard data gathering and recording process in the social sciences. For example, the questioner added ten (10) items to the questionnaire.

Techniques

Survey

Surveys are used to acquire factual information based on a series of questions; in this case, ten are used to find a solution to the problem, identify and evaluate the data, and arrive at a foundation of knowledge that aids the research process. This survey was conducted with teachers about the methodology and resources they use with students in the process of learning the English language, specifically in regards to students' ability to read and reading comprehension, which data can obtain through images that benefit the educational environment, which is why surveys provide more methodical information with quantitative results.

Population

The population of this research is made up of teachers of eight-year-old students of Fundacion Amor y Verdad, Salinas-Muey.

Table 1

Population

Description	Quantity	%
Teachers	5	100%
Total	5	100%

Autor. Sharon Pozo Ramirez.

Variable operationalization

Independent Variable: The use of total physical response to increase the vocabulary in English Language.

Table 2

Independent Variable

CONCEPTUALIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENT
The use of storytelling will increase the vocabulary in eight years old students.	Classrooms	Vocabulary	Will use of storytelling increase vocabulary?	Survey
	Virtual	Audios	Do the teachers use stories as strategy in their class?	
	Classrooms	Voice	Do the teachers use physical activities during the class?	
		Commands		

Autor. Sharon Pozo Ramirez.

Dependent Variable: Storytelling as strategy based on total physical response method to increase English vocabulary.

Table 3

Dependent Variable

CONCEPTUALIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENT
The use of storytelling will increase the vocabulary in eight years old students.	Performance of physical activities	Motivation Innovation	Will the storytelling work effectively as a strategy in the English Vocabulary for the eight	Survey
	Acquisition ability development (vocabulary)	Non- traditional approach	years old students at Fundacion Amor y Verdad.	

Autor. Sharon Pozo Ramirez.

ANALYSIS OF DATA

Diagnostic Test Results

In this research project, a direct survey to the teachers of eight-year students at Fundación Amor y Verdad with the multiple-choice close-type question is used to obtain information about the class methodology.

Interpretation of Results

The present analysis shows that the methodology implemented by the teachers of the eight-year-old children of Fundación Amor y Verdad continues to be old with a passive role in the classes. It also shows the teaching with techniques related to the physical response total, which could open new proposals to improve the classrooms.

Survey directed to the teachers

Question 1: What methodology do you use in the class?

Table 4

Teacher methodology

Alternatives	Frequency	Percentage
Audio Lingual	3	60%
TPR	0	0%
CLIL	0	0%
Direct Method	2	40%
Total	5	100%

Note. This table shows the survey results that three out of five teachers (40%) use the audio-lingual method to conduct their class, focusing on communication skills and pronunciation of the language. In comparison, two out of five teachers (60%) prefer the direct approach of establishing a visual and immediate partnership.

Question 2: What strategies do you use to engage students' attention?

Table 5

Teacher strategy

Alternatives	Frequency	Percentage
Stories	0	0%
Music	0	0%
Videos	2	40%
Games	3	60%
Total	5	100%

Note. This table demonstrates the strategies used by teachers. For example, three out of five teachers 60% use games as a strategy for optimal learning, while two teachers (40%) use videos for better student reception. Finally, none of the respondents used stories and music as a strategy in their classes.

Question 3: How often do you use English in your classes?

Table 6

Use of English in classrooms

Alternatives	Frequency	Percentage
Sometimes	2	40%
Hardly ever	2	40%
Often	1	20%
Usually	0	0%
Total	5	100%

Note. This table shows how often teachers use English in their classes; two out of five teachers sometimes (40%) use English in their ranks, two others hardly ever (40%) use English in their classes, and finally, one out of five teachers often (20%) use English with their students.

Question 4: How often do you use storytelling as a strategy in your classes?

Table 7

Use of storytelling in classroom.

Alternatives	Frequency	Percentage
Sometimes	4	80%
Hardly ever	0	0%
Often	0	0%
Usually	1	20%
Total	5	100%

Note. The present table shows that the Storytelling strategy predominates as four out of five teachers surveyed sometimes (80%) resort to this strategy. In comparison, one out of five teachers (20%) prefers to use it usually.

Question 5: Do you use body language to teach vocabulary in your classroom?

Table 8

Use of body language to teach in classroom.

Alternatives	Frequency	Percentage
Sometimes	3	60%
Hardly ever	0	0%
Often	1	20%
Usually	1	20%
Total	5	100%

Note. This table shows how often body language is used to teach vocabulary. Three out of five teachers (60%) use body language sometimes, while one out of five teachers (20%) uses it often, and one out of five teachers (20%) use it usually.

Question 6: Do you like using storytelling in your classes?

Table 9

Teacher likes the using of storytelling in their class.

Alternatives	Frequency	Percentage
Yes, I love it	1	20%
I like it	2	40%
I wouldn't say I like it	2	40%
No, I wouldn't say I like it	0	0%
Total	5	100%

Note. The present table shows that two out of five teachers (40%) like to use storytelling in their classes, while another two out of five teachers (40%) could say that they want to turn to storytelling for better student learning. Finally, one out of five teachers (20%) loves to use storytelling in their classes.

Question 7: Which of the following do you use to teach with your students?

Table 10

The use of realia in classroom.

Alternatives	Frequency	Percentage
Mimes	1	20%
Realia	2	40%
Using synonyms and antonyms	1	20%
Eliciting and contexts	1	20%
Total	5	100%

Note. This table shows what teachers use in their classes. Two out of five teachers (40%) resort to using realia to teach their students, one out of five (20%) resort to synonyms and antonyms, one out of five teachers (20%) resort to elicitation and context and finally, one out of five (20%) use mimics.

Question 8: Which of the following format do you use to evaluate your students?

Table 11

The use of projects to evaluate students.

Alternatives	Frequency	Percentage
Written test	1	20%
Projects	4	80%
Games and Physical dynamics	0	0%
Expositions	0	0%
Total	5	100%

Note. The present table demonstrates how teachers assess their students' learning; four out of five teachers (80%) turn to projects while one out of five teachers (20%) resorts to the written test to evaluate their students.

Question 9: Do your students actively participate in your classes?

Table 12

Students participate in class.

Alternatives	Frequency	Percentage
Sometimes	0	0%
Hardly ever	0	0%
Often	3	60%
Usually	2	40%
Total	5	100%

Note. This table shows how often students participate in class; three out of five teachers say that their students (60%) often participate, while two out of five teachers (40%) show that students usually participate in class.

Question 10: How often do you train reading skills with your students?

Table 13

The practice of reading skills in the classroom.

Alternatives	Frequency	Percentage
Sometimes	2	40%
Hardly ever	0	0%
Often	3	60%
Usually	0	0%
Total	5	100%

Note. The present table demonstrates how often teachers coach reading skills with their students. Three out of five teachers (60%) say they coach reading skills often, while two out of five teachers (40%) do it sometimes.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

STORYTELLING AS A TPR STRATEGY TO TEACH ENGLISH VOCABULARY IN
8 YEARS OLD STUDENTS AT FUNDACIÓN “AMOR Y VERDAD”

4.2 INFORMATIVE DATA

Executing Institution

Fundación Amor y Verdad

Beneficiaries

Eight years old students at Fundación Amor y Verdad.

Location

Jose Luis Tamayo, Salinas- Muey, Santa Elena Province.

Responsible

Author: Sharon Pozo Ramírez

Advisor: MSc.Italo Carabajo

BACKGROUND

Information obtained from quantitative research shows methodology and use of tools away from promoting the expansion of the vocabulary of the English language, within these parameters that have been reflected through the variables the proposal of stories based on the methodology of the total physical response which increases in interactive learning of the students.

The process of analysis in recognition of movements with words opens the way to develop the concentration skills of students as it is responsible for carrying a sequence of images linked with gestures or mimics that capture the student's attention.

This teaching method opens doors to a new way of learning in the classroom based on one of the techniques that human beings learn in the growth stage in which movements are associated with words and in the end, learning is obtained, the basis of this strategy such as stories with the methodology of the total physical response promotes the teaching of vocabulary differently and strikingly.

JUSTIFICATION

Learning a second language has always stood out within our cultural environment since it opens opportunities. As a result, most of Ecuador's public or private institutions have a teaching plan for a foreign language.

The benefits of learning a second language in students generate an awakening of curiosity to expand their ideas and achieve communication with people from abroad, within the cultural environment involves students to understand the cultural diversity found in a language.

Currently, educational institutions are carrying out new learning methodologies. Still, most of the public schools in Ecuador stay within outdated methods where a teacher transmits knowledge while the student assumes a passive role producing that the information is internalized through memorization and, as a result, a limitation in learning.

For this reason, this research realized how necessary it is for a renewal of methodologies that are making their way. Still, it is essential to take it to the public sector, leaving numerous opportunities in the student's learning process, methods such as the total physical response, which considers the student and their evolutionary phases, which the research focus.

The "TPR Storytelling" method piqued my interest because it focuses on gestures and stories with comprehensible input, which helps communicate proficiency. By focusing on gestures and stories with comprehensible input and the depth of vocabulary, communicative mastery is achieved, which removes the drawbacks of previous techniques. It's also a novel way to begin learning the English language through a playful methodology because its planned approach favors children's learning in a motivating and exciting way, increases the pleasure of reading, and aids with spelling at older ages.

Storytelling TPR can become one of the fundamental pillars in acquiring a new language since it has not been implemented in the classroom. This research considers that it is related to the didactics of English language teaching, becoming an excellent methodological resource to increase students' vocabulary. (Massey, G, 2018)

RESEARCH OBJECTIVES

General objectives

To increase English vocabulary of eight years old students at Fundacion Amor y Verdad.

Specific Objectives

- To contribute with new strategies to increase the English vocabulary.
- To promote contemporary methodological resources for teaching English language.
- To provide teachers TPR Storytelling as a useful tool to learn English language.

PROPOSAL DESCRIPTION

Storytelling is a methodological strategy that uses interactive stories based on the total physical response, focusing on body movements to teach and improve English language vocabulary. Employing the present research project and in the face of the problem, ten TPR stories are created as a proposal.

The stories are designed to increase the English language vocabulary with an interactive procedure in which teachers perform body movements and gestures that relate to the vocabulary in a process similar to learning the mother tongue by combining verbal and motor skills students respond to the code given by the teacher.

Graph 1



Source. Canva, sparklestroke

Graph 2

USER MANUAL

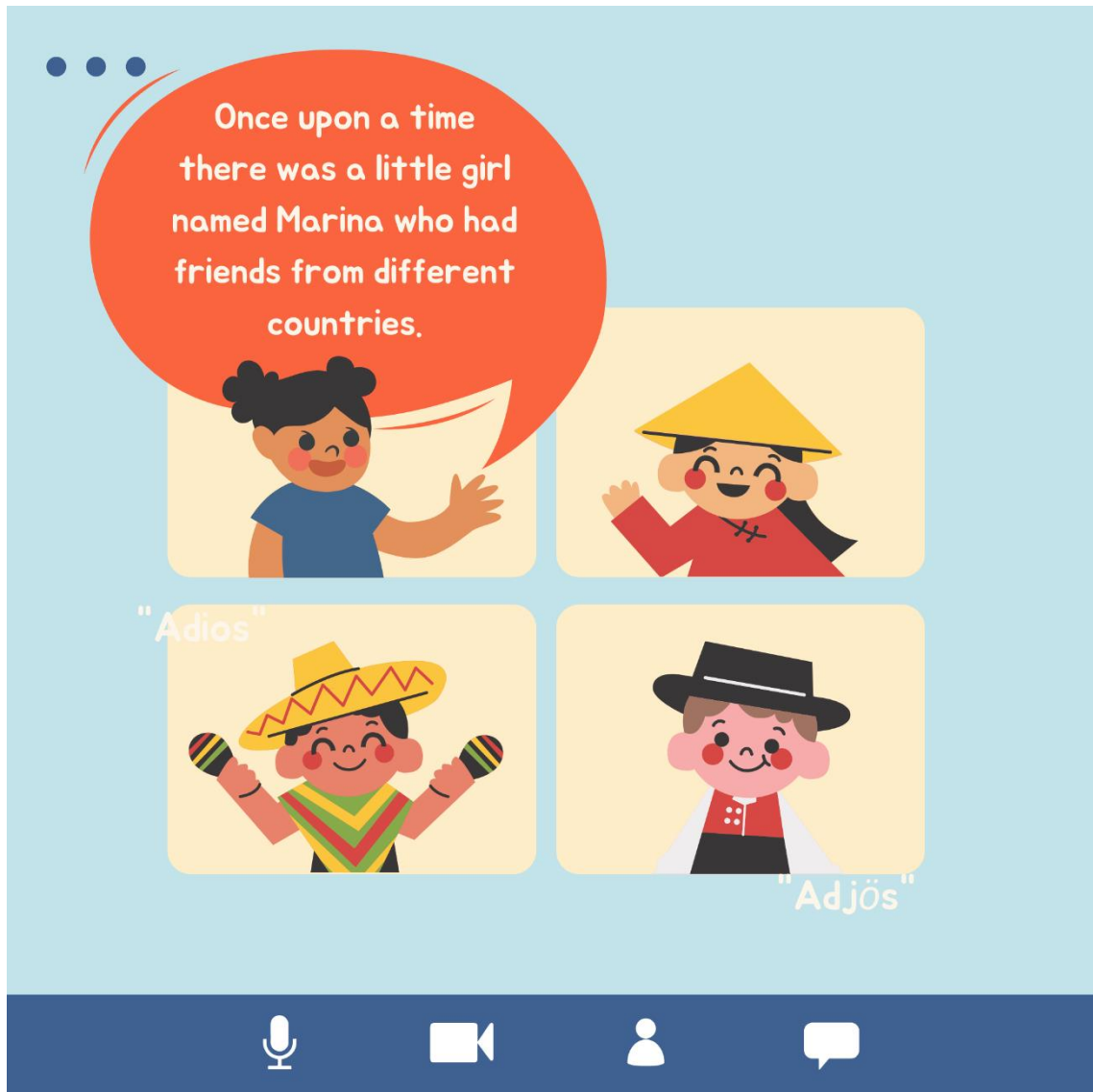
This Story developed and focused on the Total Physical Response methodology invites the teacher to create an interactive learning environment with the help of stories.

How to use:

- As the storytelling unfolds, it is essential to emphasize the vocabulary taught.
- The story promotes should convey the words thought with body language that is understandable to the students.
- Pages are designed to personify the vocabulary and emphasize it in the storytelling process.
- At the end of the story, teachers can provide feedback by re-personifying the vocabulary with each interactive page.

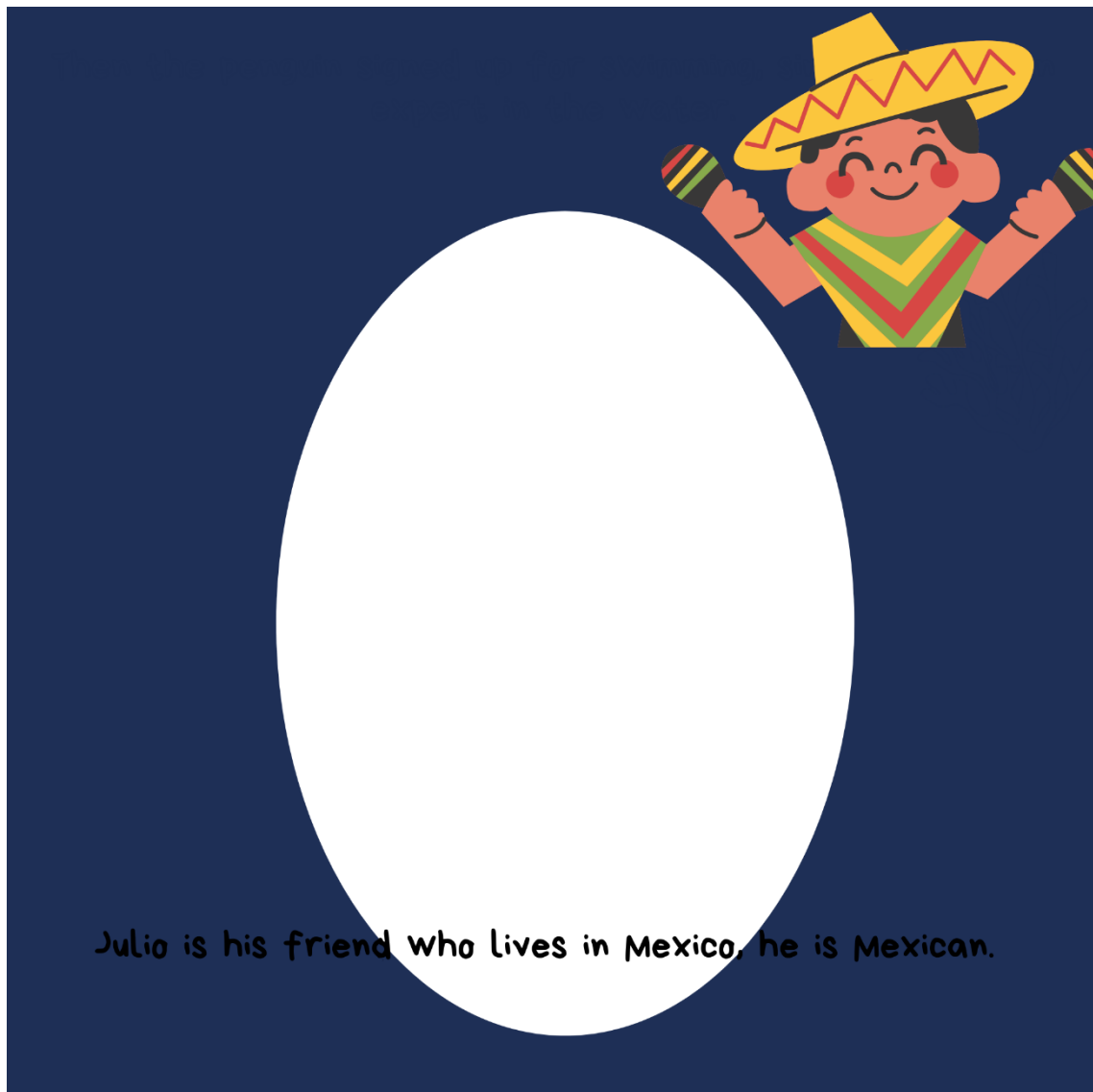
Source. Canva, Sparklestroke

Graph 3



Source. Canva, Sparklestroke

Graph 4



Source. Canva, Sparklestroke

Graph 5

Lisa is her friend from Japan so she is Japanese.



Source.Canva,Sparklestroke

Graph 6

Jack is from Germany so he is a German.



Source. Canva, Sparklestroke

Graph 7

Marina learned that friendship has no differences and that it is great fun to meet new friends.



Source. Canva,sparklestroke

Graph 8



Source. Canva, sparklestroke

Graph 9



By Sharon Pozo

Source. Canva, sparklestroke

Graph 10

USER MANUAL



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Source. Canva,sparklestroke

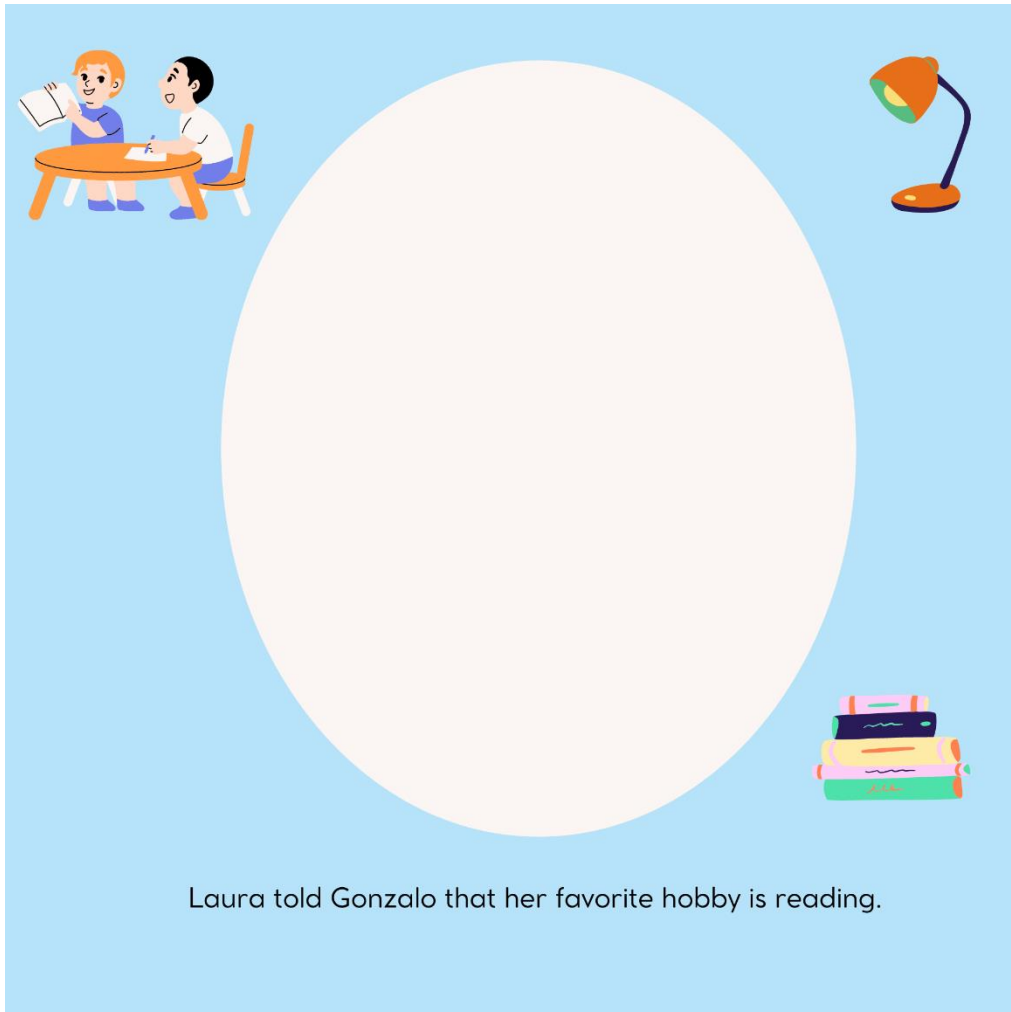
Graph 11

Once upon a time, there were two children named: Laura and Gonzalo.



Source. Canva,sparklestroke

Graph 12



Source. Canva, sparklestroke

Graph 13



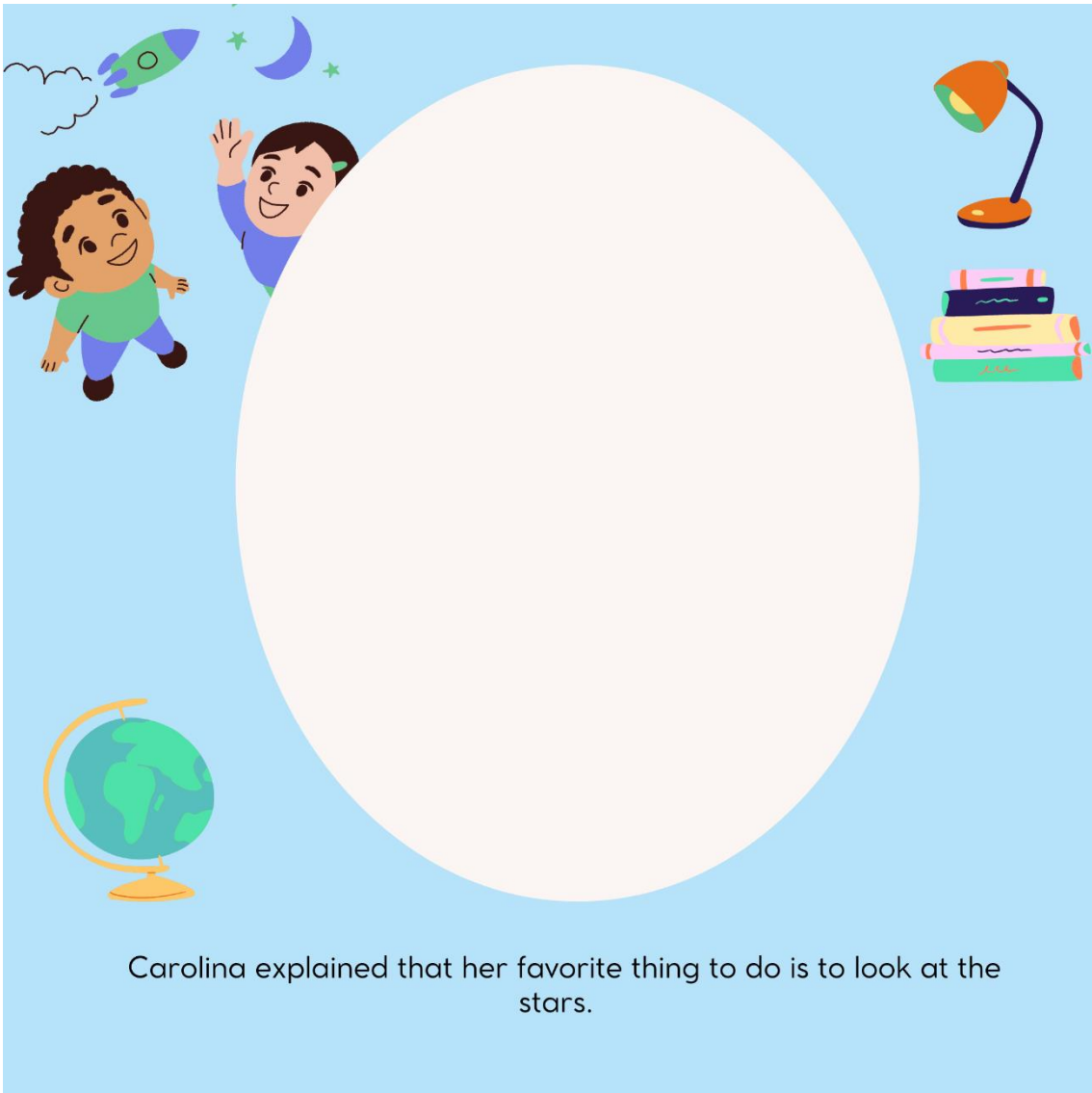
Source. Canva, sparklestroke

Graph 14



Source. Canva, sparklestroke

Graph 15



Carolina explained that her favorite thing to do is to look at the stars.

Source. Canva, sparklestroke

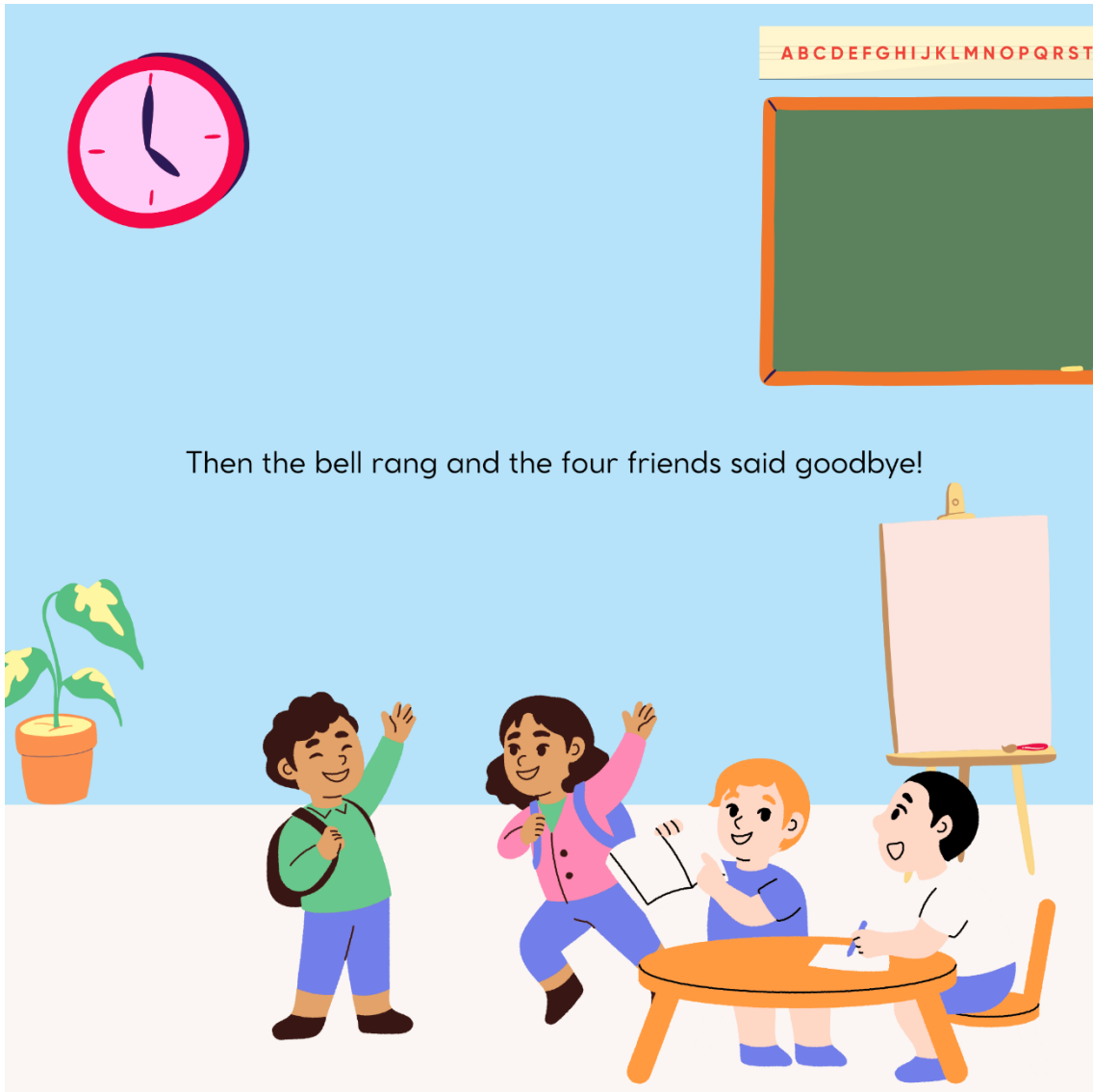
Graph 16



Mark on the other hand said that he loved to investigate nature.

Source. Canva, sparklestroke

Graph 17



Source. Canva, sparklestroke

Graph 18

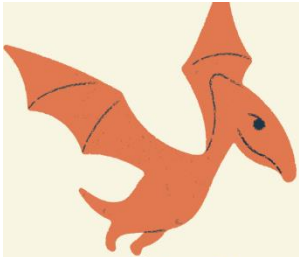


Source. Canva, sparklestroke



Source. Canva, sparklestroke

Graph 20



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Source. Canva, sparklestroke

Graph 21



Dino is a curious dinosaur.

Source. Canva, sparklestroke

Graph 22

One day, Dino asks to his mother.....



Source. Canva,sparklestroke

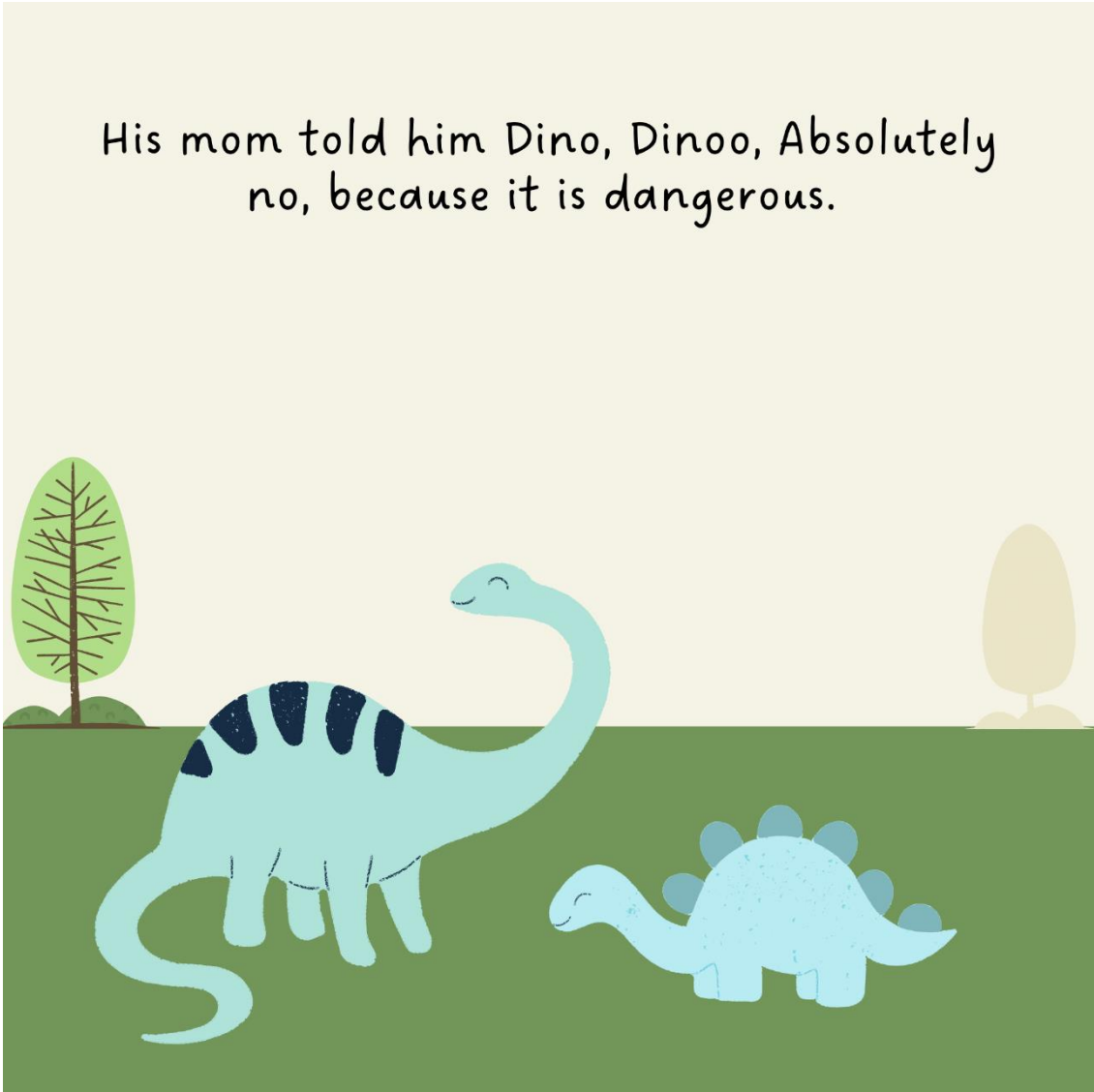
Graph 23



Source. Canva, sparklestroke

Graph 24

His mom told him Dino, Dinoo, Absolutely
no, because it is dangerous.



Source. Canva, sparklestroke

Graph 25



Source. Canva, sparklestroke

Graph 26



His mother answered no again because He does not have wings.

Source. Canva,sparklestroke

Graph 27



Source. Canva,sparklestroke

Graph 28

She said again no because eggs are fragile.



Source. Canva, sparklestroke

Graph 29



Source. Canva,sparklestroke

Graph 30

His mom said no because it was too deep, and Dino did not learn to swim yet.



Source. Canva,sparklestroke

Graph 31

Dino gave a hug to his mom and thanked her for taking care of him.



Source. Canva,sparklestroke

Graph 32




Source. Canva, sparklestroke

Graph 33



Source. Canva, sparklestroke

Graph 34



USER MANUAL

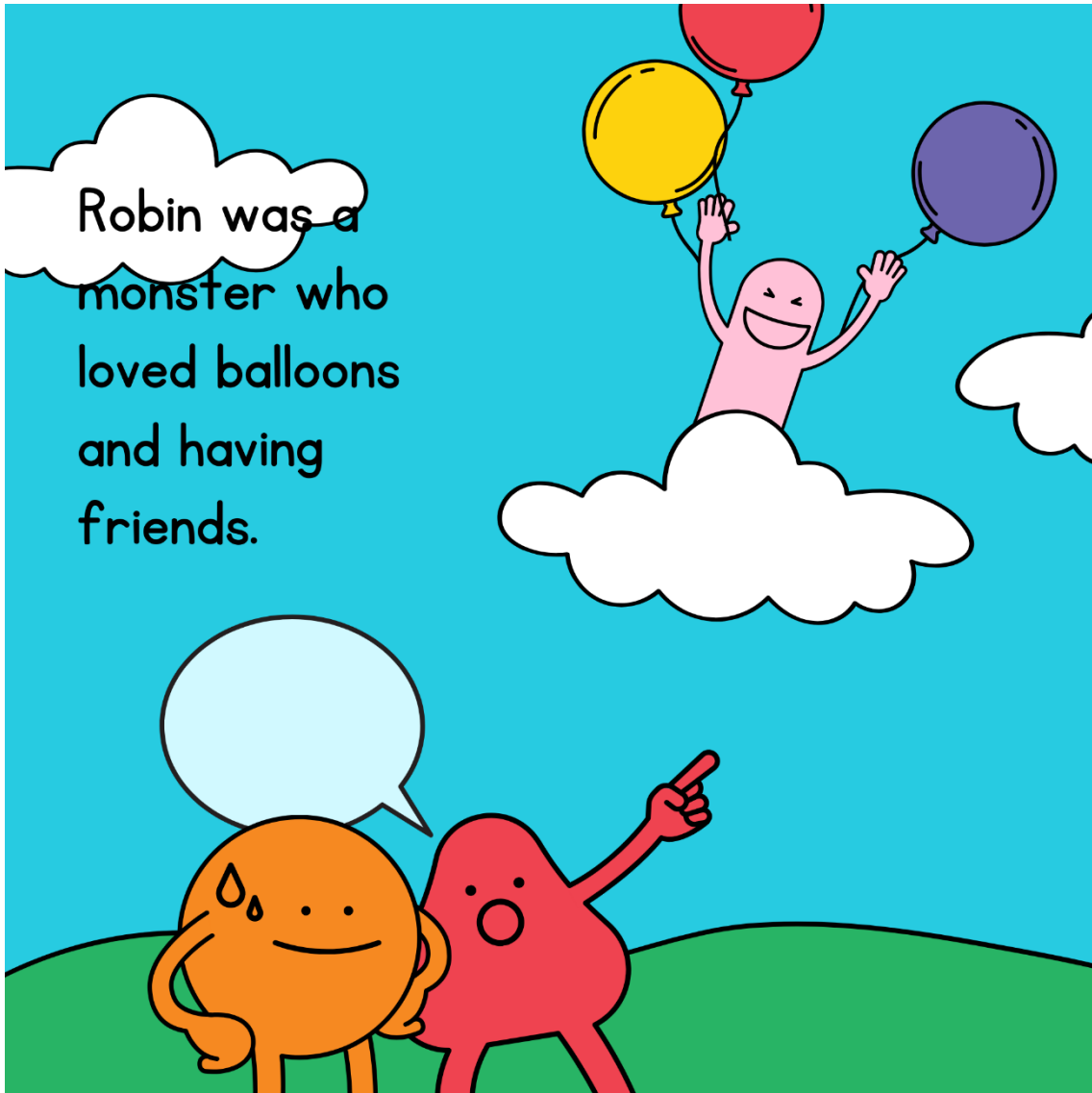
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Source. Canva,sparklestroke

Graph 35



Source. Canva, sparklestroke

Graph 36



Source. Canva, sparklestroke

Graph 37



Source. Canva, sparklestroke

Graph 38



Source. Canva, sparklestroke

Graph 39



Source. Canva, sparklestroke

Graph 40



Source. Canva, sparklestroke

Graph 41



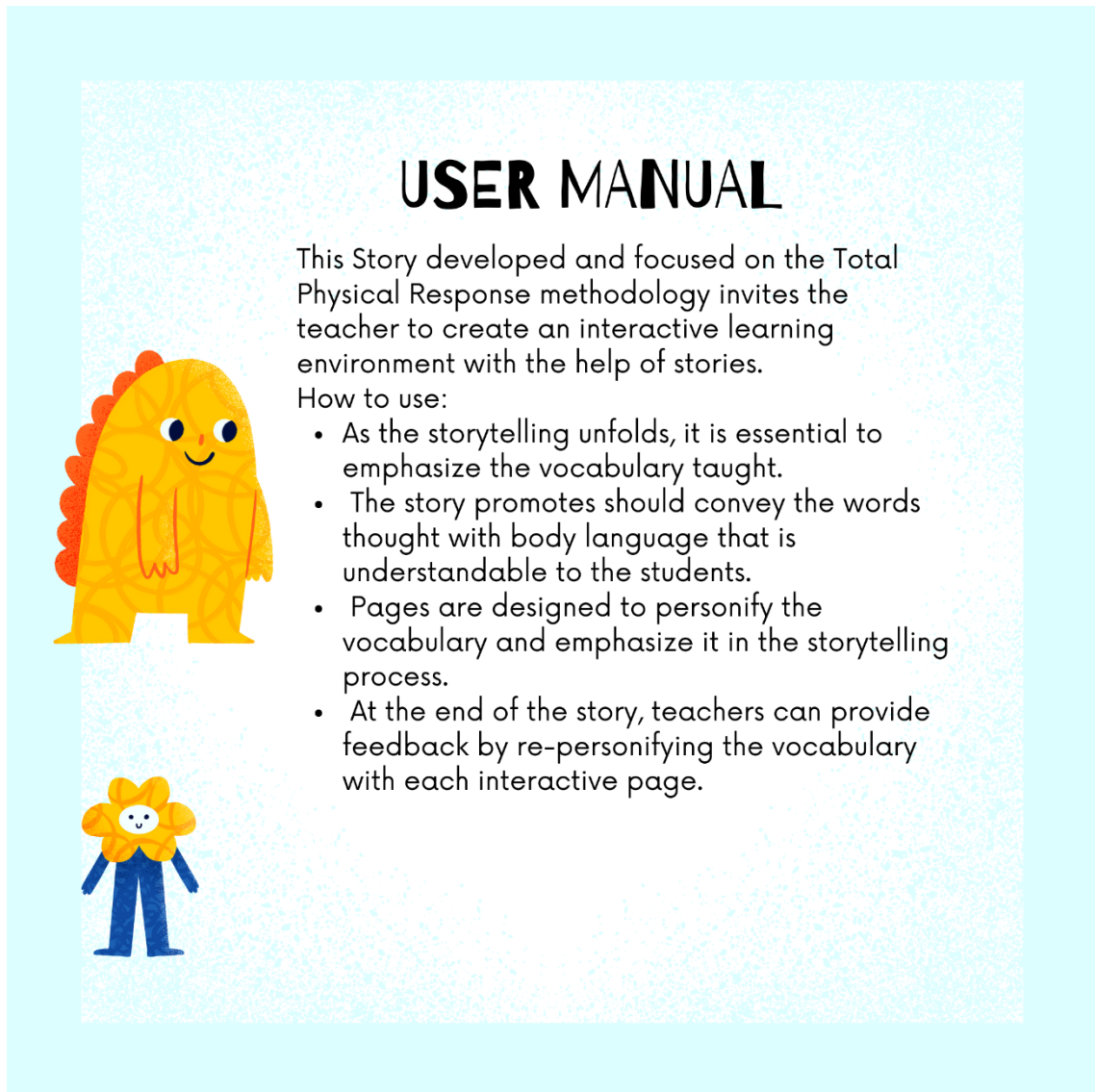
Source. Canva, sparklestroke

Graph 42



Source. Canva, sparklestroke

Graph 43



USER MANUAL

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The graphic features a light blue background with a white, sparkly texture. On the left, there are two cartoon characters: a large yellow one with a red scalloped back and a smaller yellow one with a blue body. The text is centered on the right side.

Source. Canva,sparklestroke

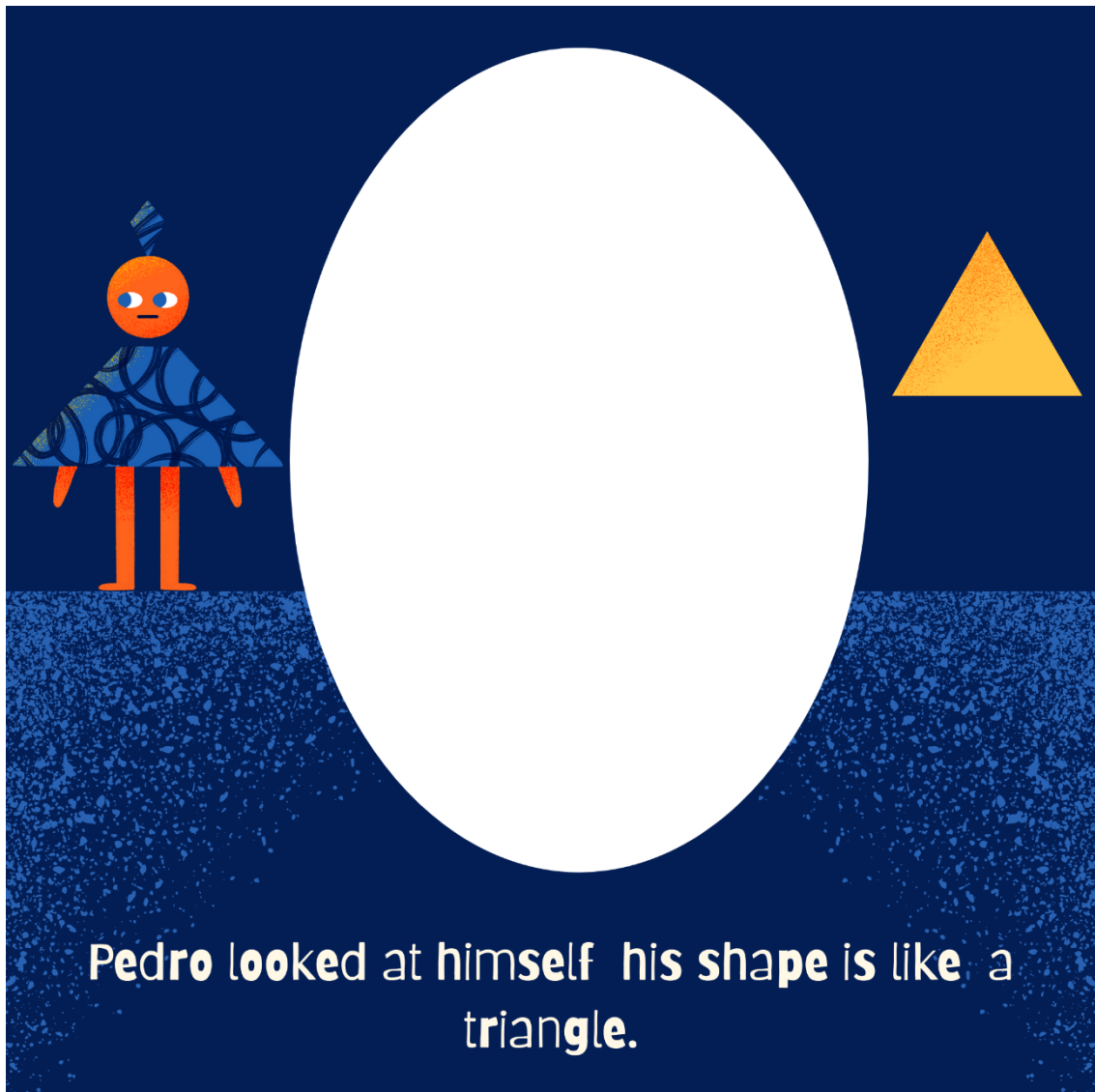
Graph 44

Once upon a time, there was a party and everyone looks themselves in the mirror their shape.



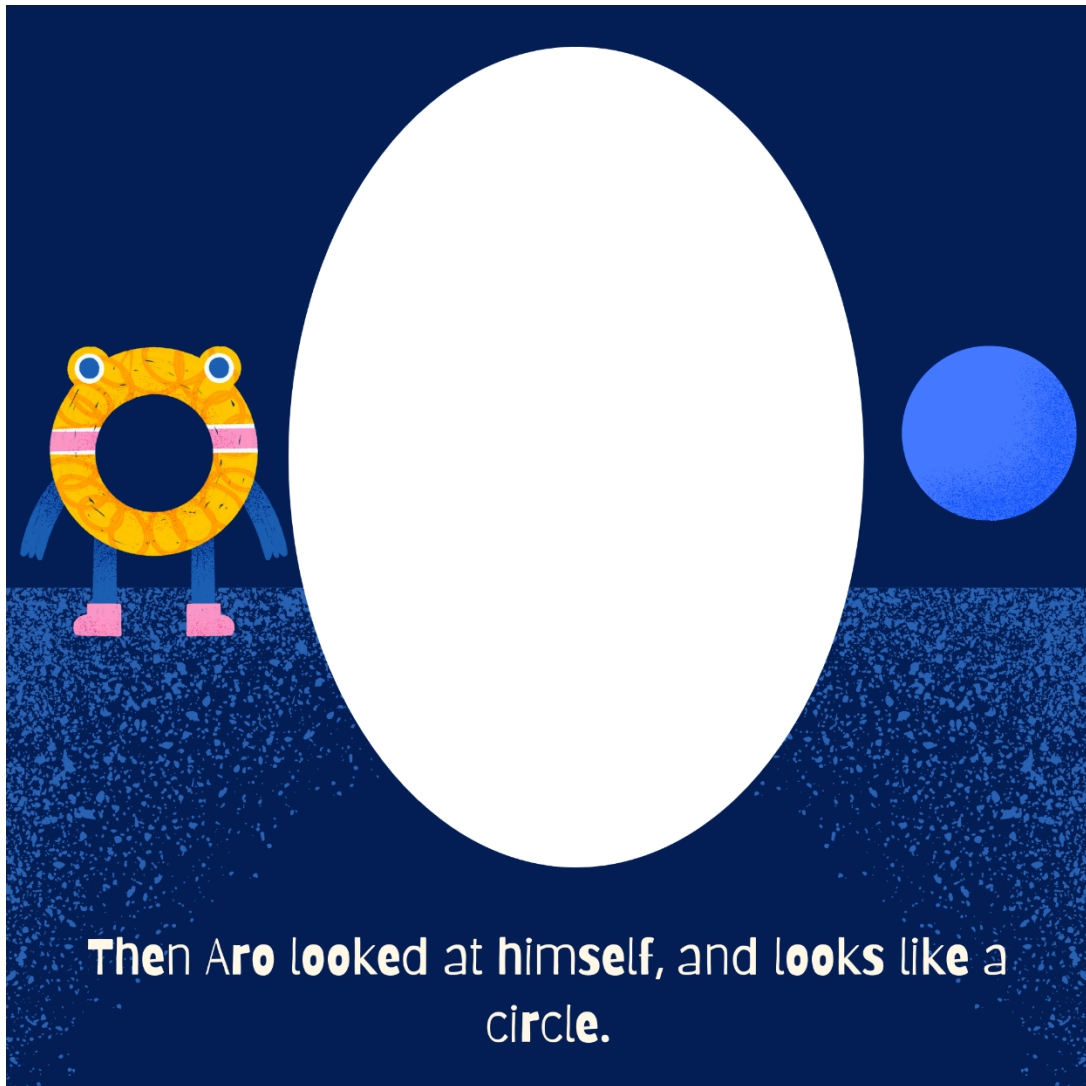
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Graph 45



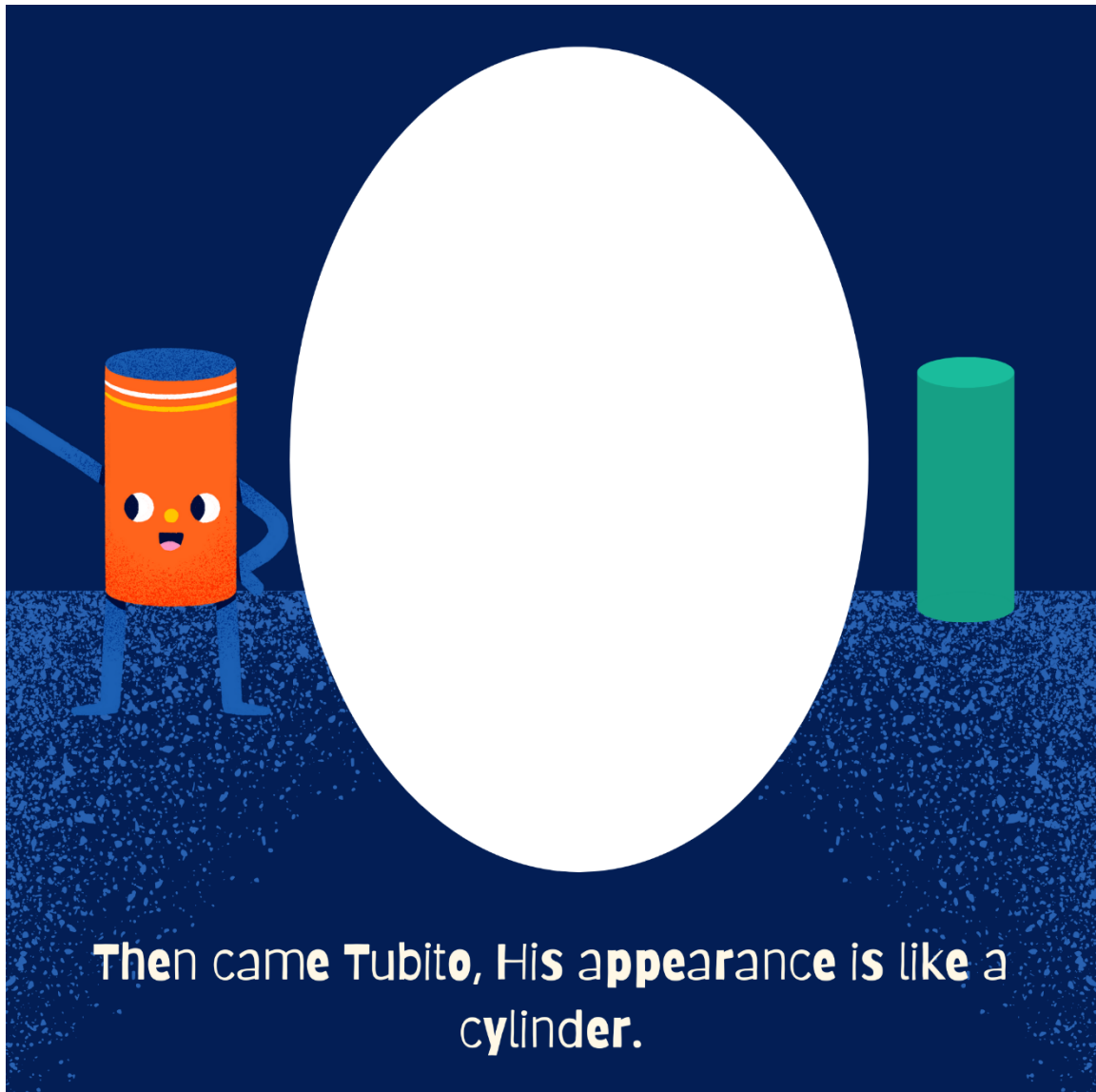
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Graph 46



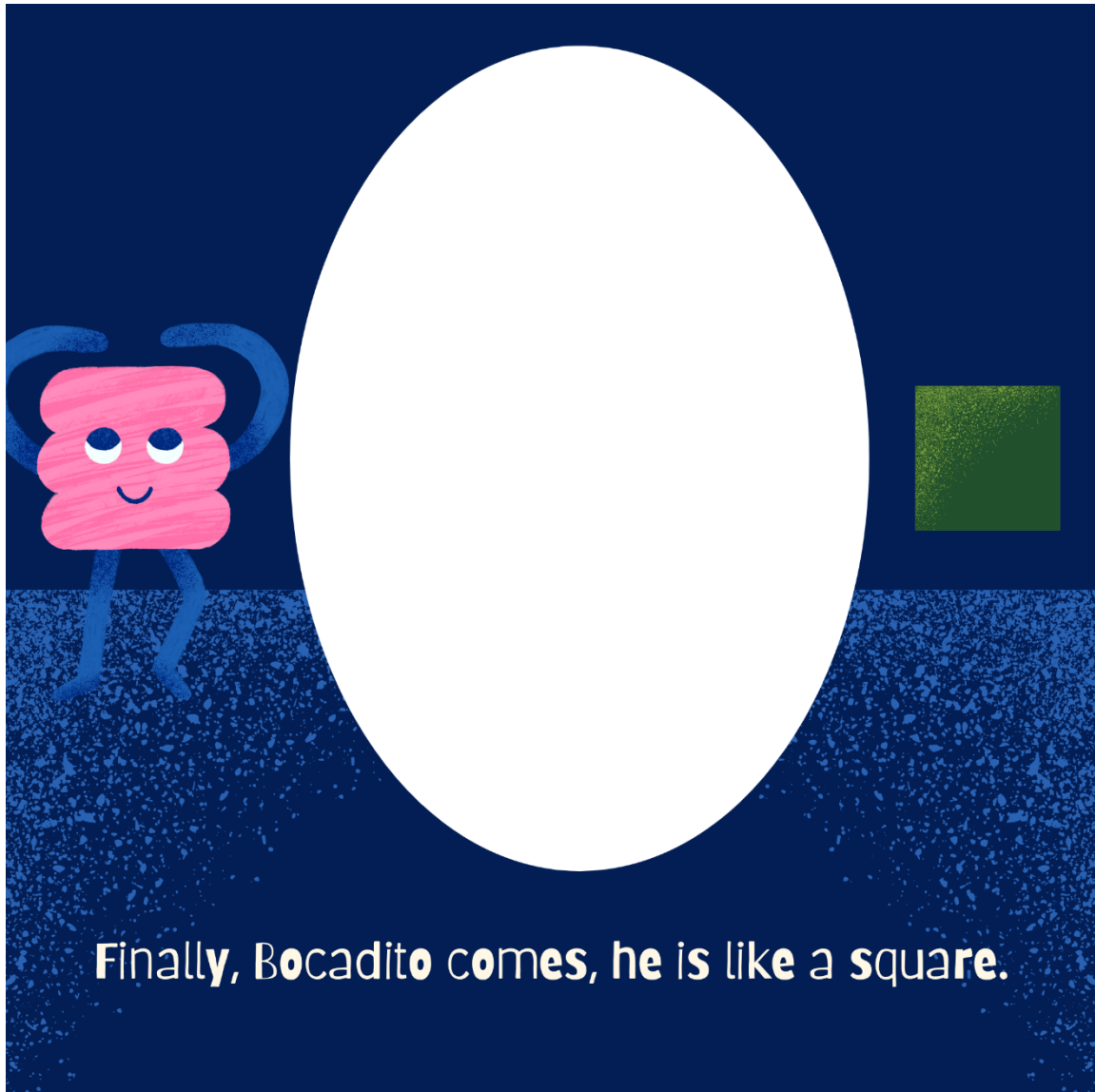
Source. Canva,sparklestroke

Graph 47



Source. Canva,sparklestroke

Graph 48



Source. Canva, sparklestroke

Graph 49



Source. Canva, sparklestroke

Graph 50



Source. Canva, sparklestroke

MY FAMILY



Source. Canva, Sparklestroke

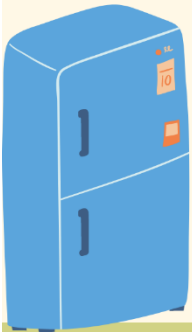


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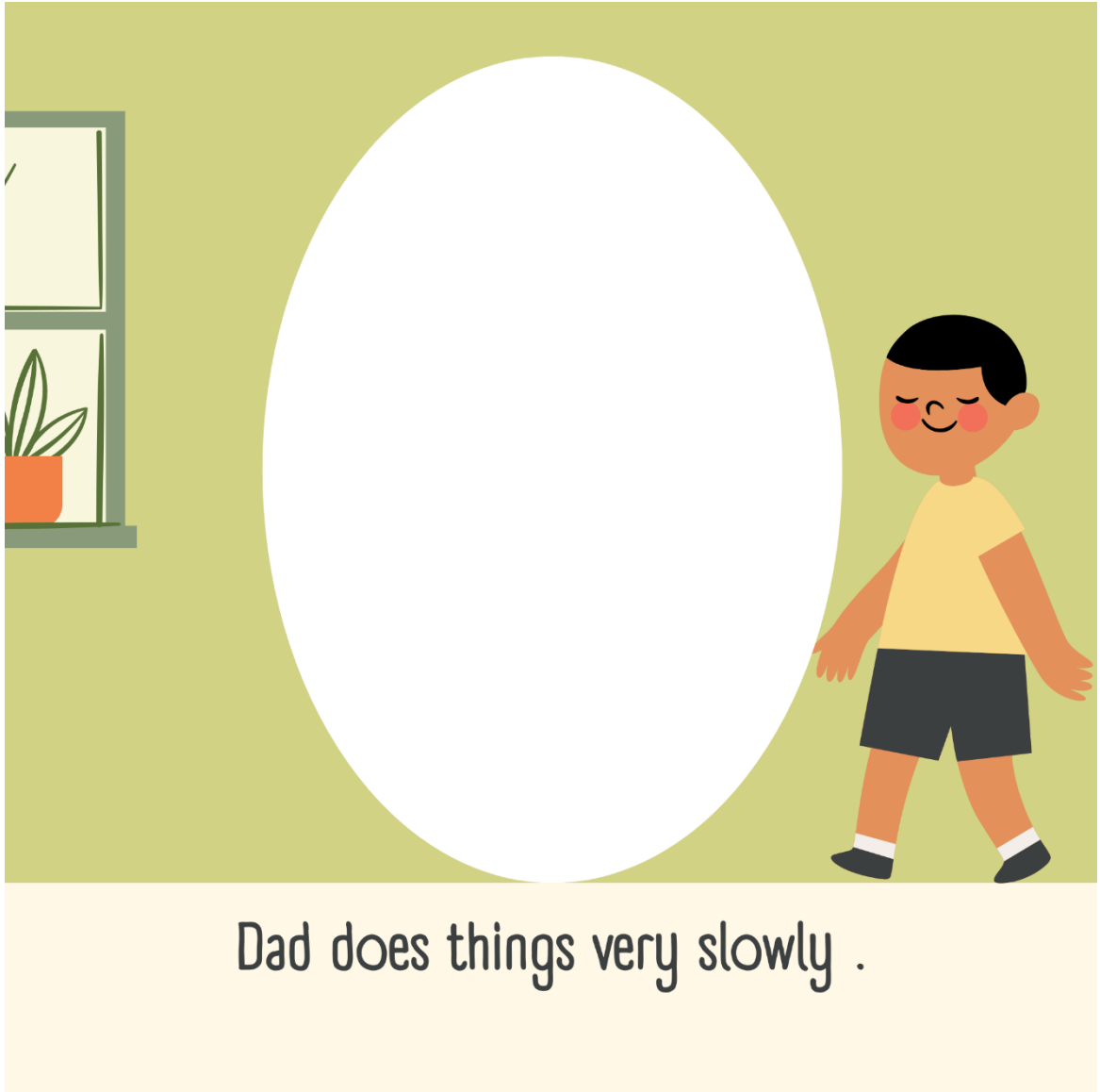
Graph 53

Once upon a time, there was a family
that was very opposite in everything
t.



Source. Canva, Sparklestroke

Graph 54



Dad does things very slowly .

Source. Canva, Sparklestroke

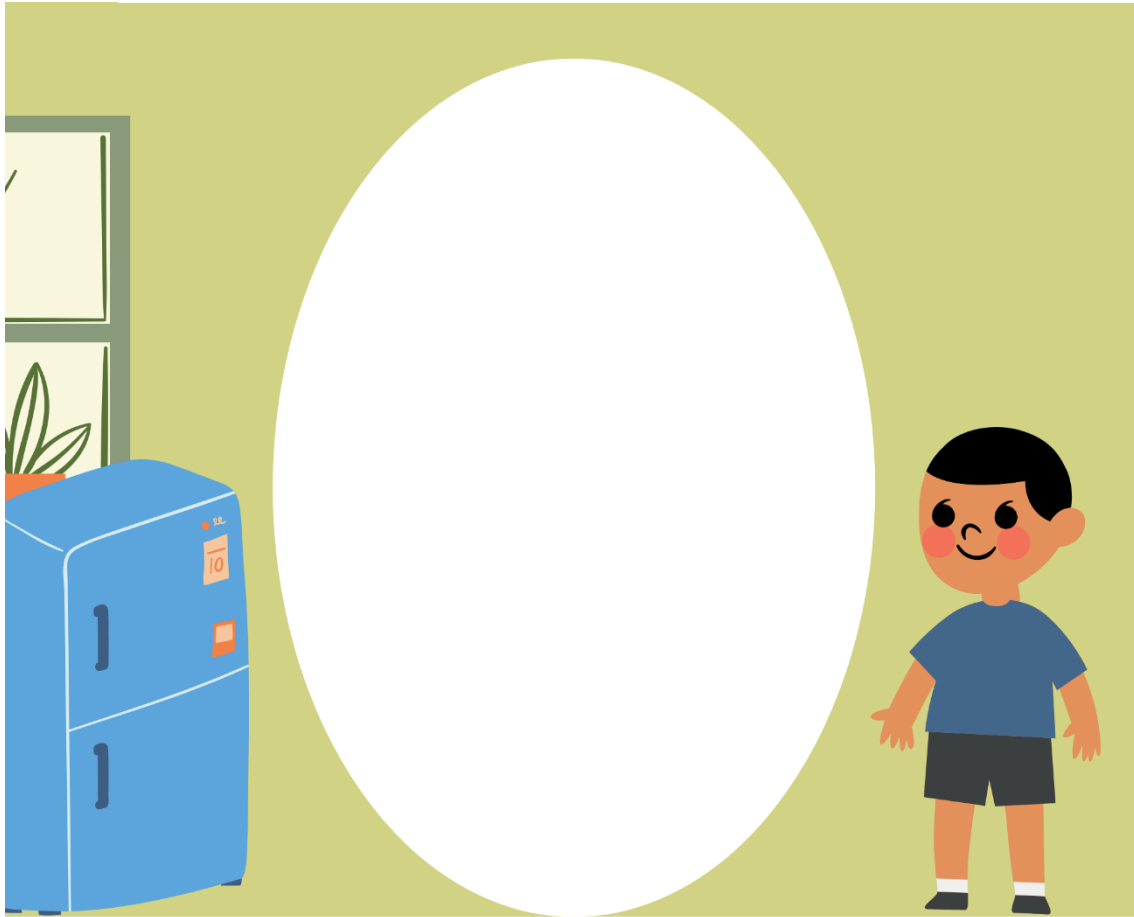
Graph 55



Mom, on the other hand, was very fast in everything, from cooking to doing the laundry.

Source. Canva, Sparklestroke

Graph 56



The youngest son loved cold things and
always visited the refrigerator.

Source. Canva, Sparklestroke

Graph 57



On the other hand, the eldest daughter preferred a hot meal from the stove.

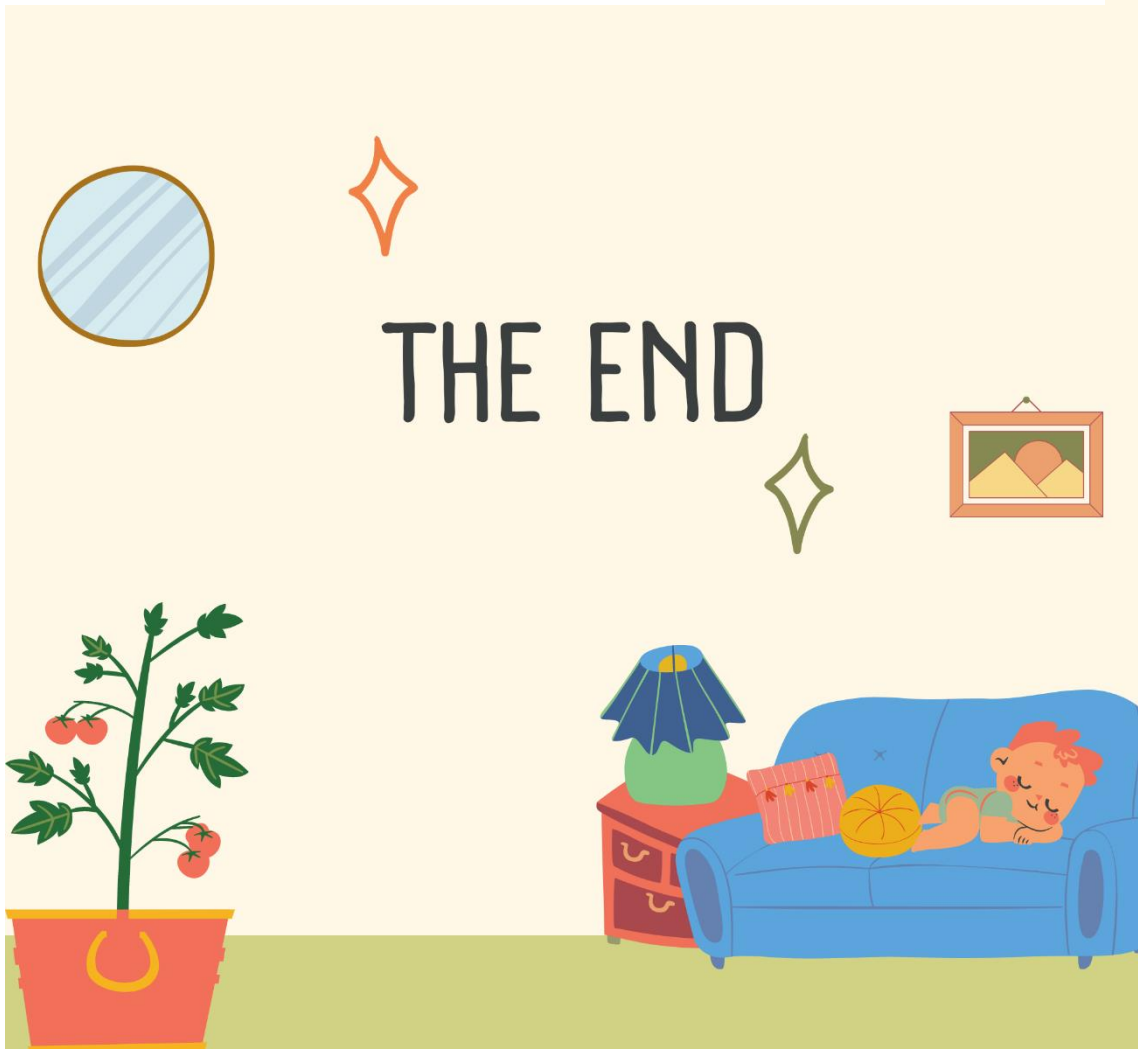
Source. Canva, Sparklestroke

Graph 58



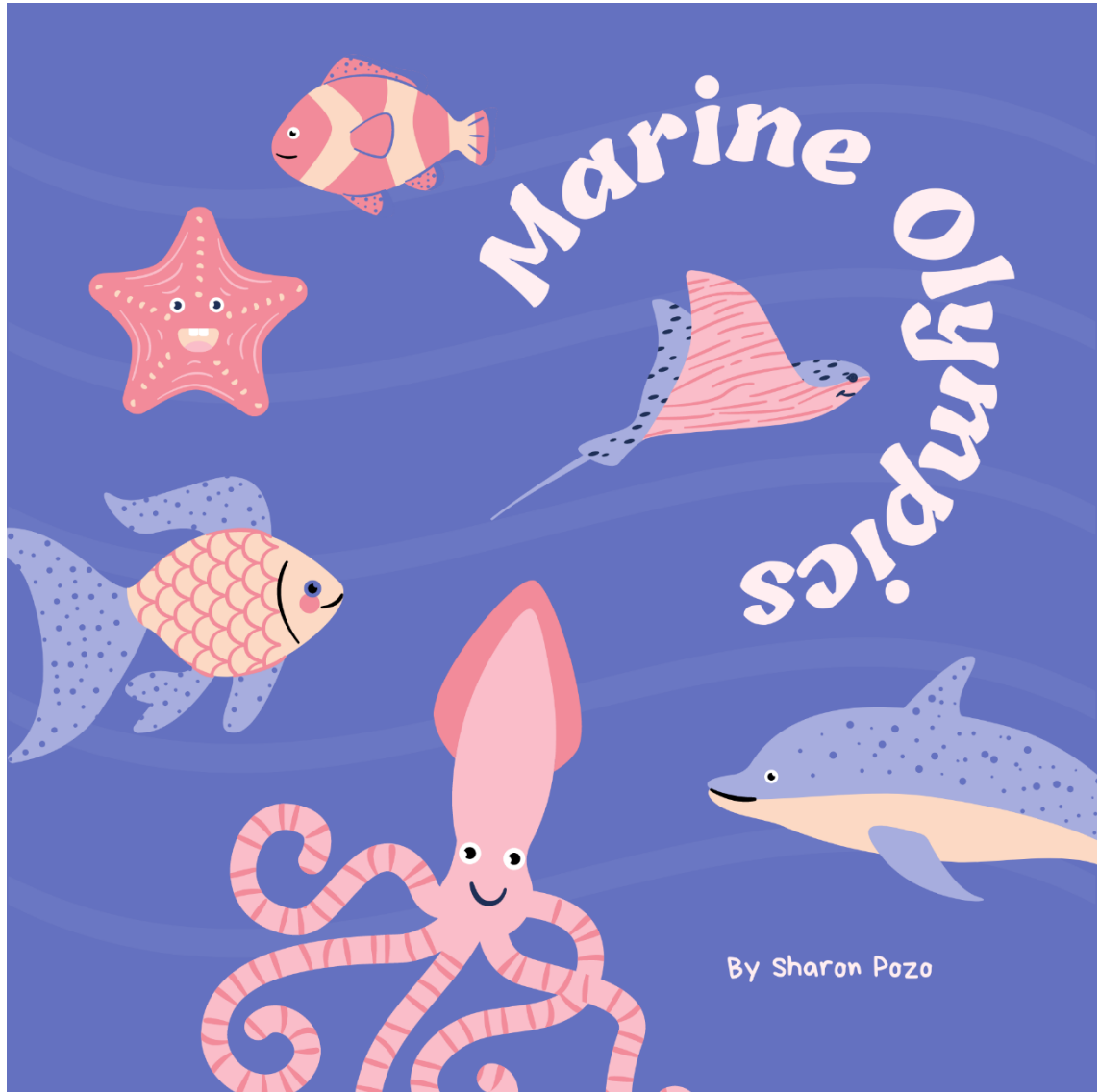
Source. Canva, Sparklestroke

Graph 59



Source. Canva, Sparklestroke

Graph 60



Source. Canva, Sparklestroke

USER MANUAL



This story developed and focused on the Total Physical Response methodology invites the teacher to create an interactive learning environment with the help of stories.

How to use:

- As the storytelling unfolds, it is essential to emphasize the vocabulary taught.
- The story promotes should convey the words thought with body language that is understandable to the students.
- Pages are designed to personify the vocabulary and emphasize it in the storytelling process.
- At the end of the story, teachers can provide feedback by re-personifying the vocabulary with each interactive page.

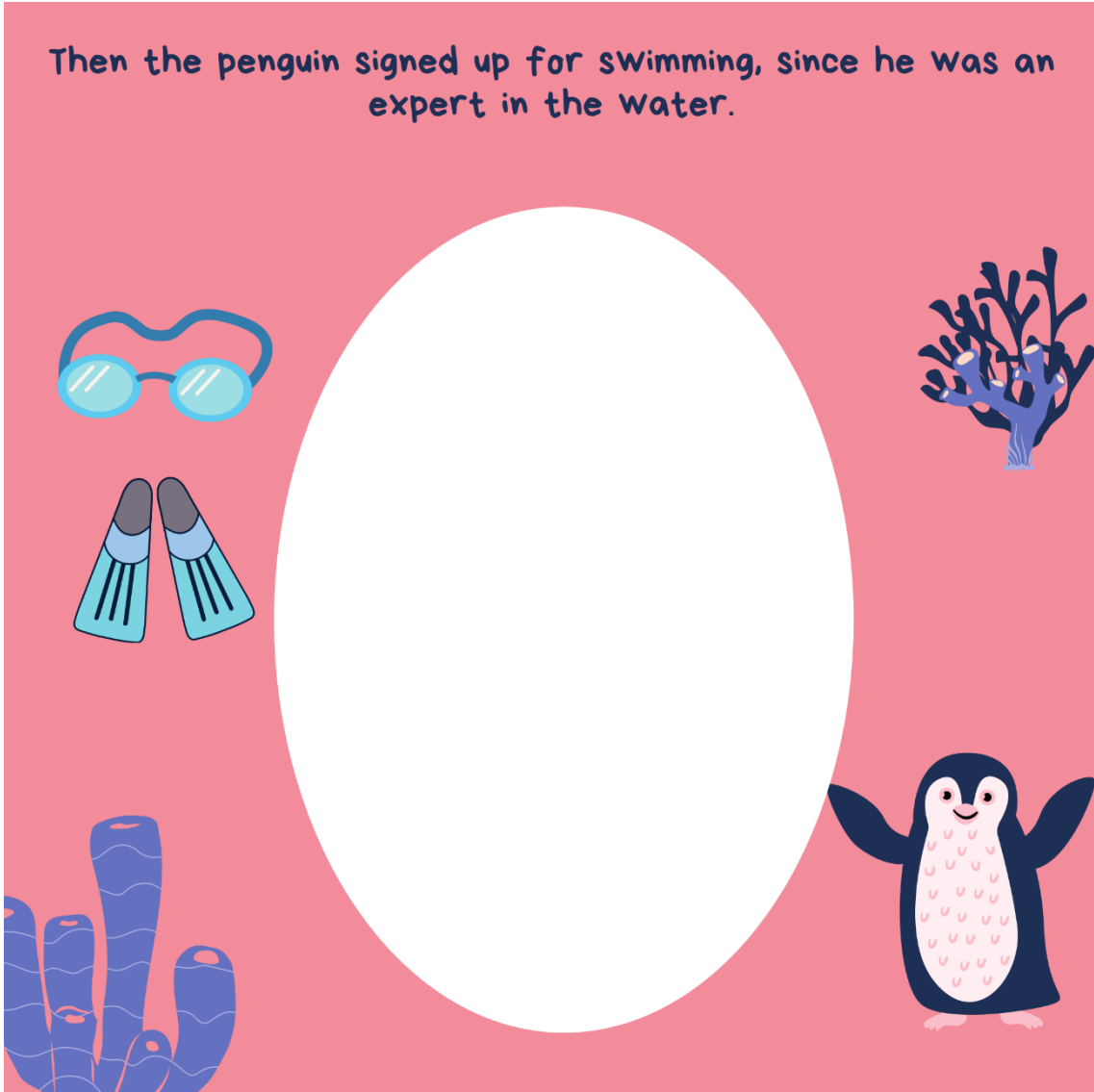
Graph 62



Source. Canva, Sparklestroke

Graph 63

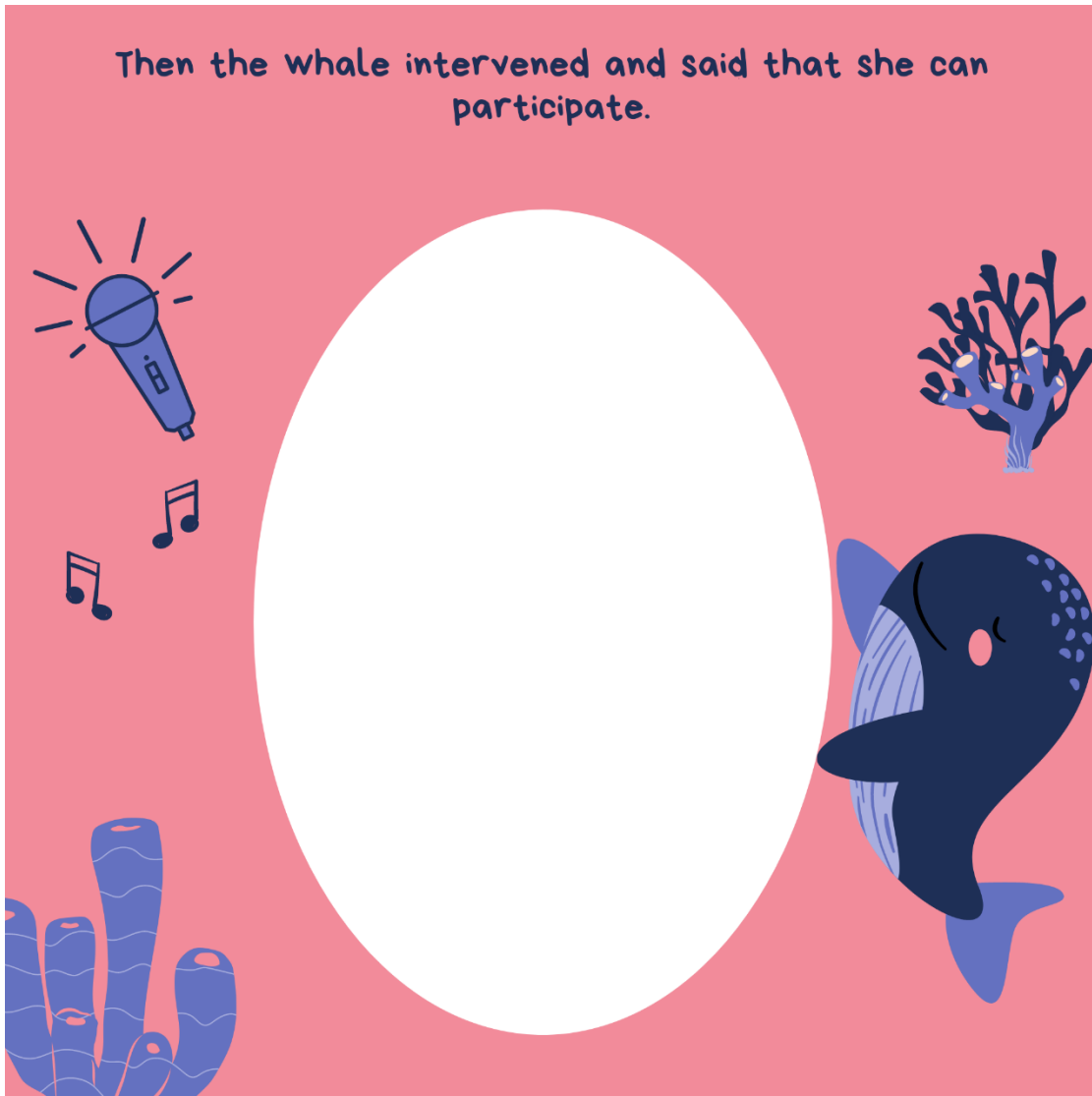
Then the penguin signed up for swimming, since he was an expert in the water.



Source. Canva, Sparklestroke

Graph 64

Then the whale intervened and said that she can participate.



Source. Canva, Sparklestroke

Graph 66

The seahorse decided to participate in a sprint race, as he loves to run.



Graph 67

Soon after, the three fish from the neighborhood decided to use their soccer talents.



Source. Canva, Sparklestroke

Graph 68



Source. Canva, Sparklestroke

Graph 69



Source. Canva, Sparklestroke

Graph 70



Source. Canva, Sparklestroke

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Graph 72

One day Sasha walked and greeted her neighbors.



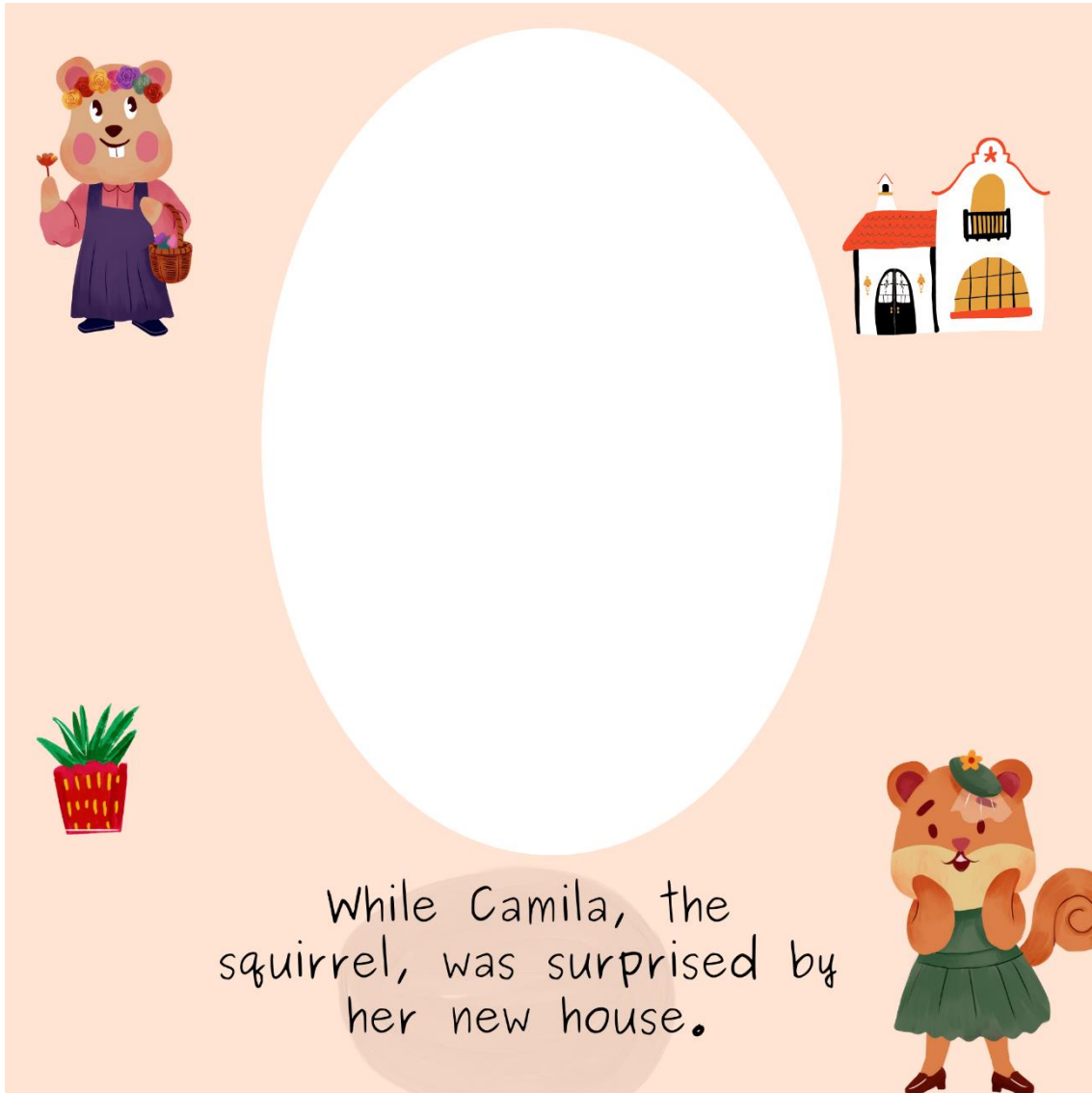
Source. Canva, Sparklestroke

Graph 73



|Source.Canva,Sparklestroke

Graph 74



While Camila, the squirrel, was surprised by her new house.

Source. Canva, Sparklestroke

Graph 75



YONSI the cat was

Sad

because he needed a new assitent



Graph 76



Source. Canva, Sparklestroke

Graph 77



Source. Canva, Sparklestroke

Graph 78

suddenly Sasha gave her a cake, and they went for
a walk.



Source. Canva, Sparklestroke

Graph 79



Source. Canva, Sparklestroke

Graph 80



Source.Canva,Sparklestroke

Graph 81

Everyone was happy to help each other as true friends.



Source. Canva, Sparklestroke



Source. Canva, Sparklestroke

Graph 83



Source. Canva, Sparklestroke

Graph 84

USER MANUAL



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Source. Canva, Sparklestroke

Graph 85

one day cristina sat
down to read about
diseases.



Source. Canva, Sparklestroke

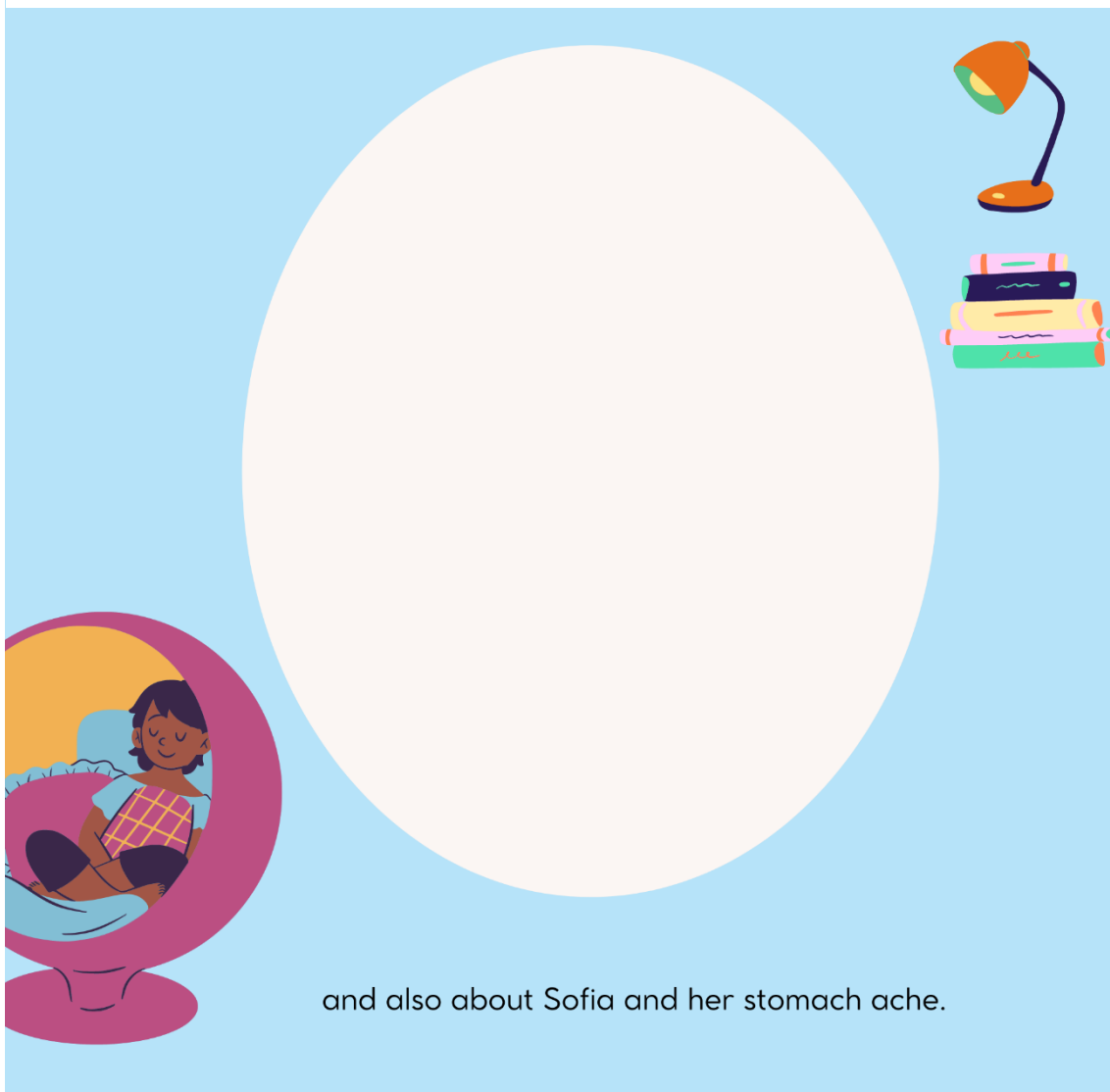
Graph 86



she read about Ana and her headache

Source. Canva, Sparklestroke

Graph 87



Source. Canva, Sparklestroke

Graph 88



Source. Canva, Sparklestroke

Graph 89



And after seeing his sick little brother with a cold.

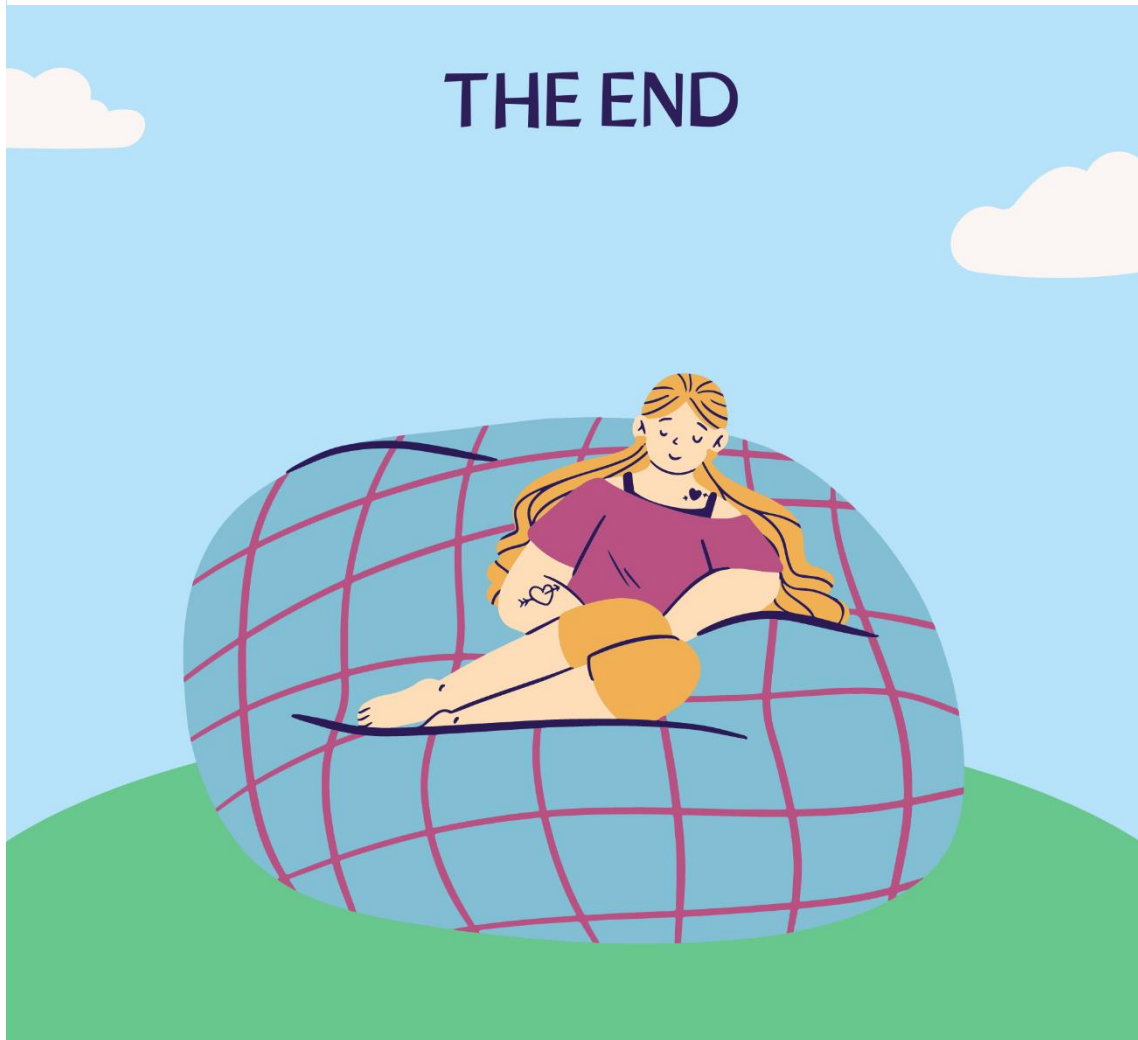
Source. Canva, SparkleStrok

Graph 90



said: Children and adults should take care of themselves to avoid getting sick.

Source. Canva, Sparklestroke



Source. Canva, Sparklestroke



Source.Canva,Sparklestroke

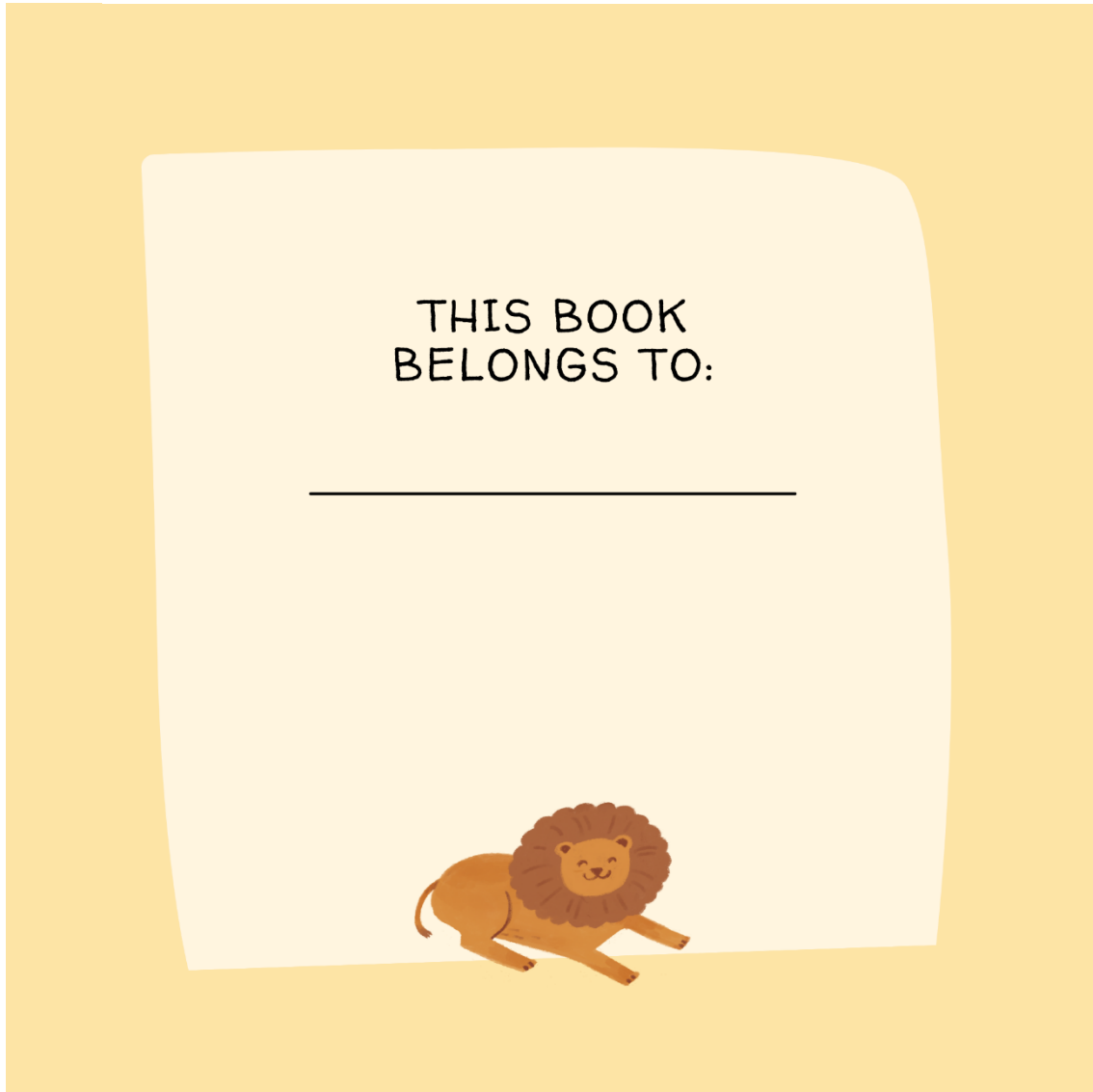
USER MANUAL

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Graph 94



Source. Canva, Sparklestroke

Graph 95



Once upon a time, in the African savannah, there
was a very lonely lion.

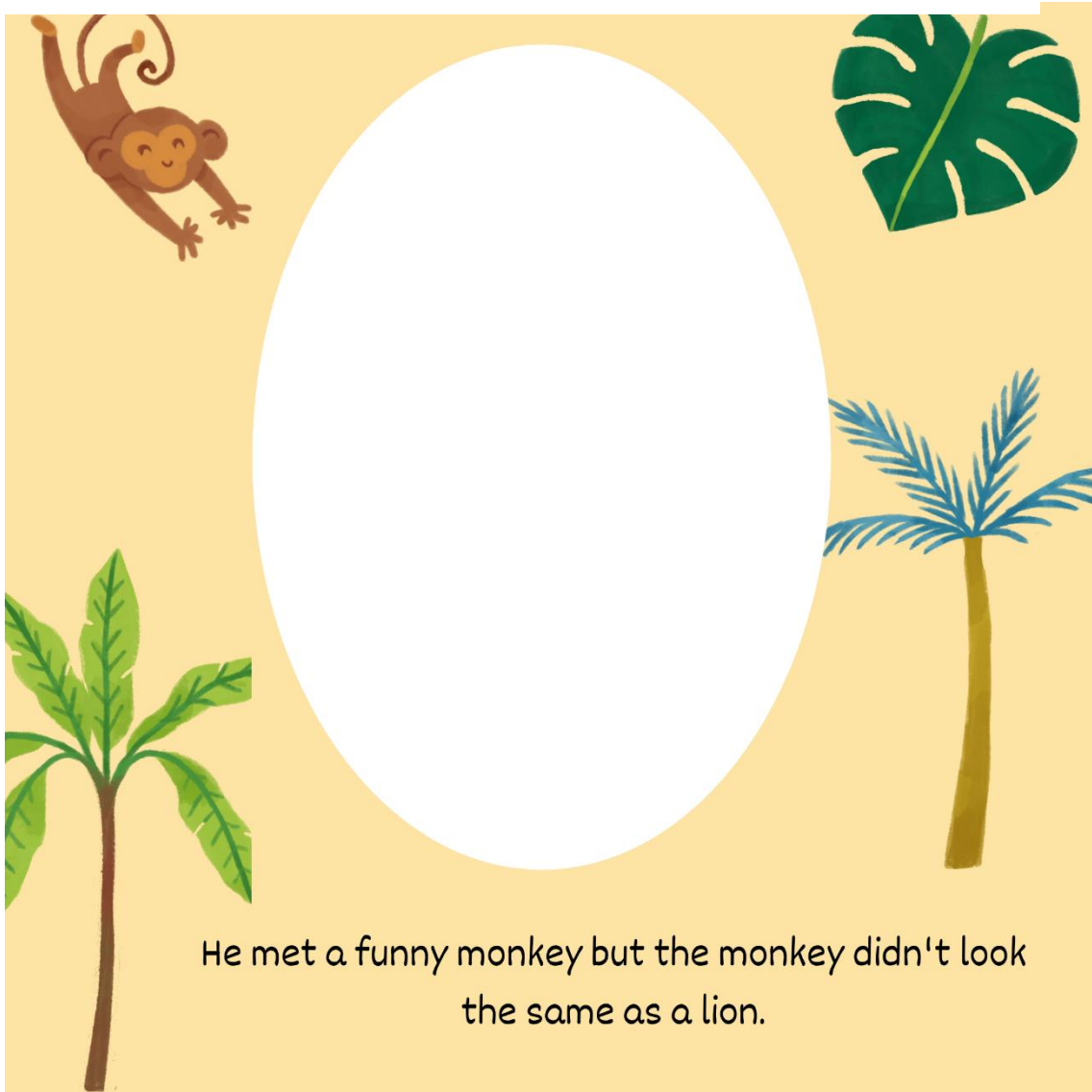
Source. Canva, Sparklestroke

Graph 96



Source. Canva, Sparklestroke

Graph 97



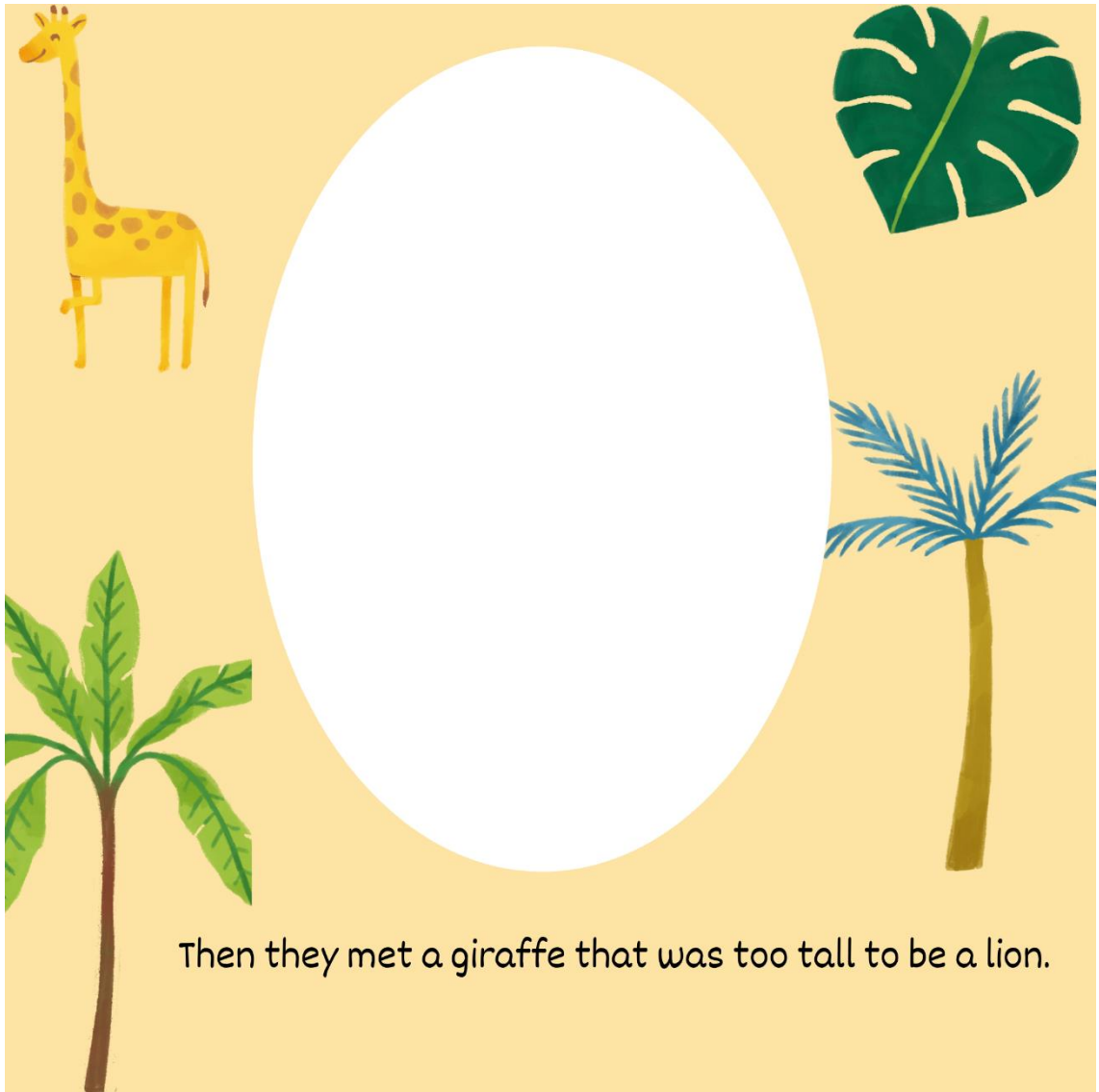
Source. Canva, Sparklestroke

Graph 98



Source. Canva, Sparklestroke

Graph 99



Source. Canva, Sparklestroke

Graph 100

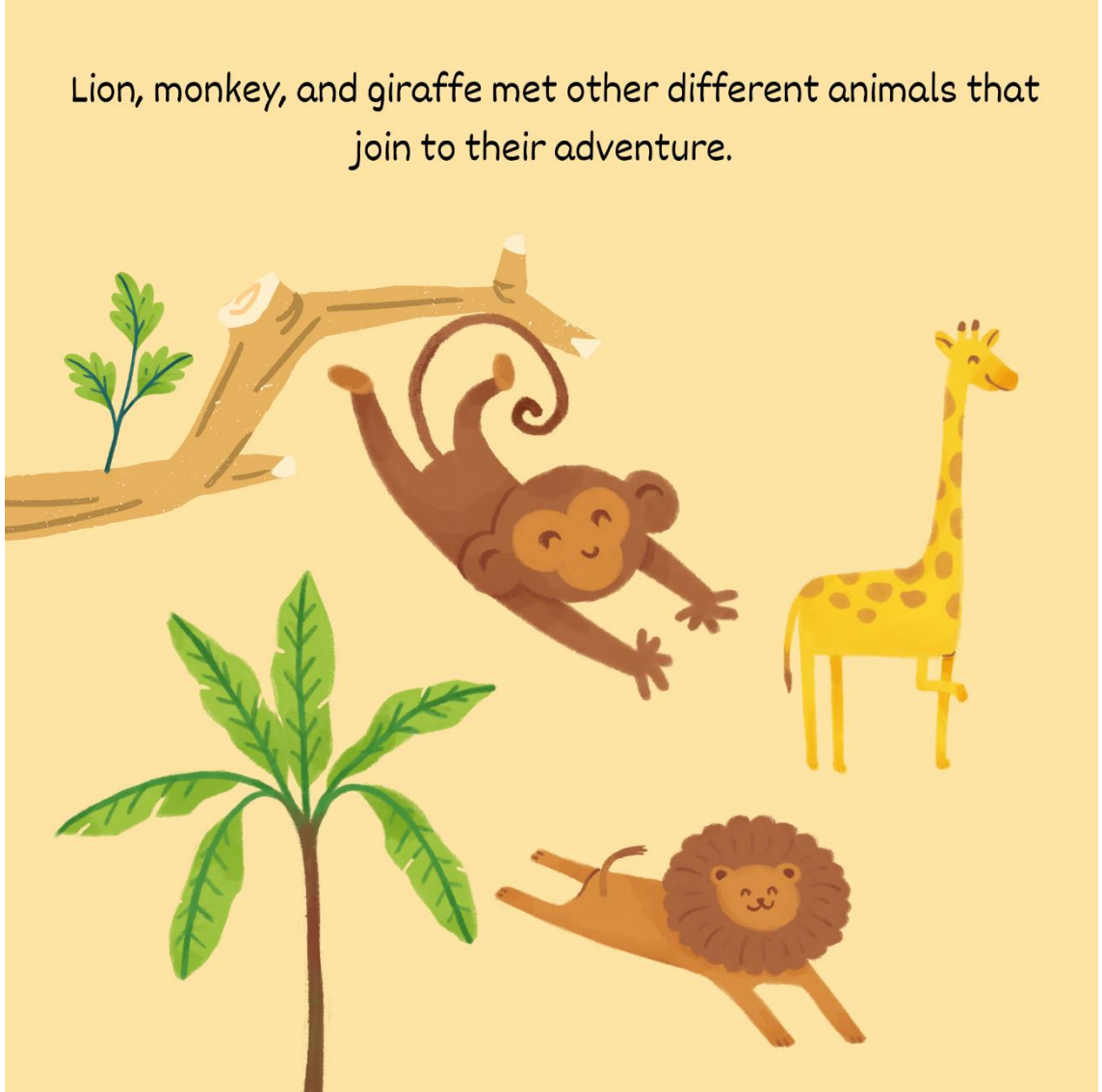


However, the lion decided to continue, and the giraffe wanted to join them.

|Source. Canva, Sparklestroke

Graph 101

Lion, monkey, and giraffe met other different animals that join to their adventure.



Source. Canva, Sparklestroke

Graph 102



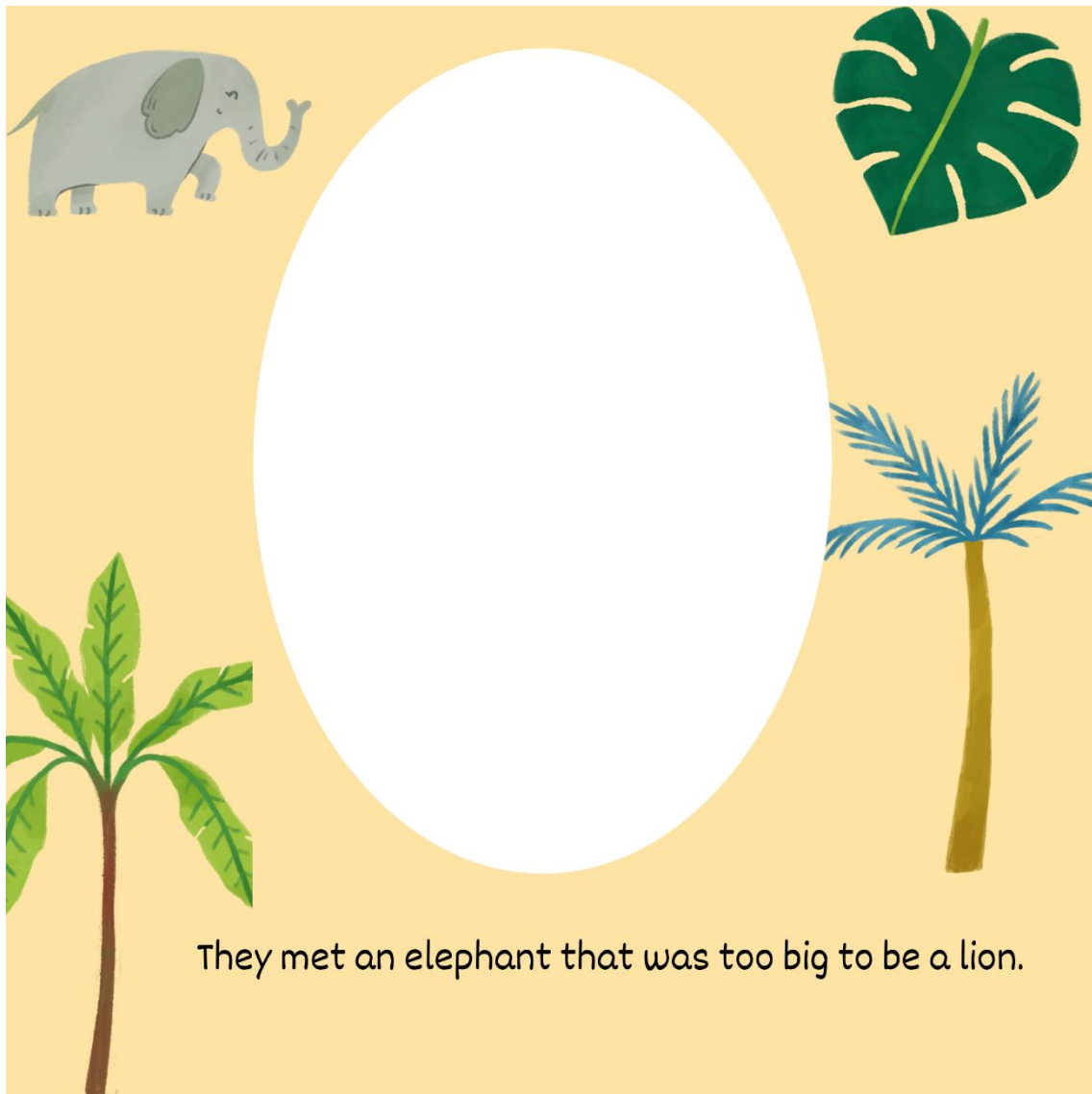
Source. Canva, Sparklestroke

Graph 103



Source. Canva, Sparklestroke

Graph 104



They met an elephant that was too big to be a lion.

Source. Canva, Sparklestroke

Graph 105



Source. Canva, Sparklestroke

Graph 106

Finally, the lion did not feel lonely anymore because he had his new friends: monkey, giraffe, frog, zebra, and bird.



Although they looked different from the lion, their companionship and support made them his family.

Source. Canva, Sparklestroke

Graph 107



Source. Canva, Sparklestroke

CONCLUSIONS

This research project has studied and analyzed the main characteristics of the "TPR Storytelling" method, whose principles are based on teaching the "TPR Storytelling" method. Features of the "TPR Storytelling" method, whose principles are based on teaching an English language using the English language by identifying words.

During this project, the quantitative methodology used with a survey for teachers demonstrates that today's students need to reform the methods to apply. Using outdated strategies to conduct a class on such an exciting subject creates a barrier that limits their learning. Instead, students enjoy teaching a foreign language with dynamic styles and new methodologies that allow the teacher's active role through body movement.

To conclude, Total Physical Response TPR, according to the research data, is a very effective method in which positive results. However, by implementing this methodology over a long period in schools and colleges, teaching vocabulary from school would have a significant impact. It would develop the English language from a young age to reach a certain level by the high school graduation period. And all the benefits described here could be seen.

RECOMMENDATIONS

In the English language teaching process, new methodologies are applied by the teacher implements along with didactic strategies that lead this process to reform innovation for the good of the education area.

How students are integrated into the learning process with active participation reflects the interactivity of a class away from the passive role that only stimulates memorization or machine learning and repetitive concepts that over the years are lost.

Understanding the contents will improve pedagogy, not only analyzing a subject and all the knowledge that is taught but also how to use existing resources linking them with society to create an enjoyable process of learning a second language and improve the standards by applying new proposals and methodologies.

- Teachers should introduce vocabulary instruction for children with interactive resources that manage an active role for the learner.
- The learning environment that is vital for the students consists of confidence from the teacher who exercises the role of a mentor, giving confidence in the classroom.
- The use of new methodologies allows students to expand their ideas and develop critical and creative thinking through imagination.

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Ummah, S. S. (2017). The implementation of TPR (Total Physical Response) method in teaching English for early childhood. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 58, 421-428.

ANNEXES

1. What methodology do you use in the class? Choose at least one of the following.

- Audio lingual ____
- TPR ____
- CLIL ____
- Direct Method ____

2. What strategies do you use to engage students' attention? Choose at least one of the following.

- Stories ____
- Music ____
- Videos ____
- Games ____

3. How often do you use English in your classes?

- Sometimes ____
- Hardly Ever ____
- Often ____
- Usually ____

4. How often do you use storytelling as a strategy in your classes?

- Sometimes ____
- Hardly Ever ____
- Often ____
- Usually ____

5. Do you use body language to teach vocabulary in your classroom?

- Sometimes ____
- Hardly Ever ____
- Often ____

- Usually ____

6. Do you like using storytelling in your classes?

- Yes, I love it ____
- I like it ____
- I wouldn't say I like it ____
- No, I wouldn't say I like it ____

7. Which of the following do you use to teach with your students? Choose at least one of the following.

- Mime ____
- Realia ____
- Using synonyms and antonyms ____
- Eliciting and contexts ____

8. Which of the following format do you use to evaluate your students? Choose at least one of the following.

- Written test ____
- Projects ____
- Games and Physical dynamics ____
- Expositions ____

9. Do your students actively participate in your classes?

- Sometimes ____
- Hardly Ever ____
- Often ____

- Usually ____

10. How often do you train reading skills with your students?

- Sometimes ____
- Hardly Ever ____
- Often ____
- Usually ____



CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado “TOTAL PHYSICAL RESPONSE TO INCREASE ENGLISH LEXICON TO 8 YEARS STUDENTS

OLD AT FUNDACIÓN AMOR Y VERDAD EXTENSION ICP534” elaborado por la estudiante Sharon Eunice Pozo Ramírez, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Firmado electrónicamente por:
**ITALO RIGOBERTO
CARABAJO ROMERO**

MSc. Italo Carabajo Romero

TUTOR



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