

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



**“TOTAL PHYSICAL RESPONSE TO ENHANCE  
ENGLISH VOCABULARY TO SEVEN-YEAR-OLD  
STUDENTS, AT UNIDAD EDUCATIVA  
FISCOMISIONAL “SANTA MARIA DEL FIAT”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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La Libertad, February 3<sup>th</sup>, 2022

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title **“Total Physical Response to enhance English Vocabulary to seven-year-old students at Unidad Educativa Fiscomisional “Santa Maria del Fiat”** prepared by **Lourdes Veronica Limón Clemente** 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,**



.....  
**SANDRA CAAMAÑO LOPEZ MSc.**  
**ADVISOR**

La Libertad, February 2<sup>nd</sup>, 2022

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LIMON CLEMENTE LOURDES VERONICA

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## **DECLARACIÓN**

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

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



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LIMON CLEMENTE LOURDES  
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## **DECLARATION**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;

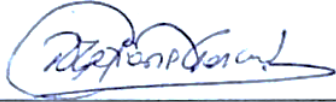
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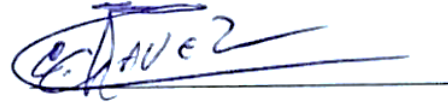
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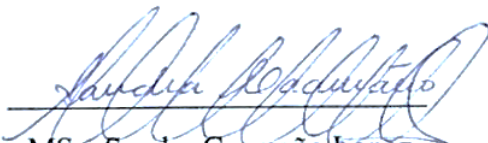
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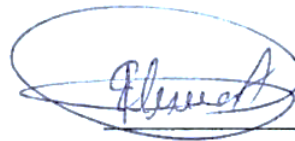
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Finally, I want to thank all the people who were by my side, my friends and colleagues who must be very happy and proud to have reached the end. That nothing stops us from making our dreams come true.

## **DEDICATION**

I want to dedicate this work to my lovely family that supported me during this time. I want to dedicate this especially to my parents because they stayed with me during my university way and trust me every time of my life.

They have been my inspiration to finish my career and for supporting me in each step of my life.

I want to thank all the people who were by my side, my friends and colleagues who must be very happy and proud to have reached the end. That nothing stops us from making our dreams come true.

With love

Lourdes

## **ABSTRACT**

The present educational project is designed to improve the English level of elementary school children, especially seven-year-old students, who are in the 3rd grade of elementary school at the Unidad Educativa Fiscomisional Santa Maria Del Fiat. The aim of the project consisted in the creation of a guide for English teachers to take advantage of the Total Physical Response method to teach vocabulary. Thanks to the quantitative method, a survey was made to 4 English teachers of the institution, who very kindly answered with sincerity. This helped a lot in the elaboration of the guide to teach the appropriate topics for this level. With the information regarding the teachers, the respective data analysis was carried out, the guide directed to teachers and students was elaborated with the purpose of offering a didactic guide for their classes that is useful to enhance their vocabulary knowledge.

**KEY WORDS:** Total Physical Response Method, Vocabulary, Didactic guide, children.



## **RESUMEN**

El presente proyecto se desarrolló para mejorar en nivel de inglés en niños de escuela primaria, especialmente niños de 7 años, quienes están en 3er grado de básica elemental. La Unidad Educativa Fiscomisional Santa María Del Fiat. El objetivo fue crear una guía para que los maestros de inglés puedan aprovechar el método de Respuesta Física Total para enseñar y aprender vocabulario. Gracias al método cuantitativo, se realizó una encuesta a 4 maestros de inglés de la institución, quienes muy amablemente respondieron con sinceridad. Esto ayudo mucho a la elaboración de la guía para enseñar los temas adecuados para este nivel. Donde se halló datos significativos al momento de enseñar inglés. Con respecto a esto se elaboró la guía dirigida a maestros y alumnos con el fin de brindar un apoyo didáctico para sus clases, y que sea útil para mejorar el conocimiento de vocabulario,

**PALABRAS CLAVES:** Respuesta Física Total, Vocabulario, Guía didáctica, niño

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## INTRODUCTION

Through times, communication is renewed, but it never loses its essence, it is our level of relating to others, the ability to engage in dialogues of coexistence. As human beings, we have a gift. Likewise, animals have their unique way of communicating and that makes it more beautiful. Language is primordial in the development of culture and society. Therefore, special emphasis is placed not only on daily communication but also on communication with foreign people, which enriches our scarce knowledge. Therefore, is essential to know the English language and speak it, as it opens doors to new job opportunities both professionally and socially.

In Ecuador, there is an impoverish knowledge of this foreign language, and a very low and limited level. Listening and speaking the language can become an almost impossible goal since there is no motivation and they feel pressured to do something they are not used to doing and learning. It is much more incident when English teachers do not know how to handle the issue, and this is due to the lack of knowledge, and the skills and strategies used to teach this language are not the right ones.

The students tend to have a lack of knowledge in the English language, mainly in English vocabulary. This complicates the process of learning and enjoying the process. There are many studies where they present the acquisition of teaching and learning methods that help to improve problems. It is confirmed that traditional methods provide knowledge in grammar and structure, but it is not considered an amazingly effective method nowadays.

There are also traditional methods that do contribute to the knowledge of basic vocabulary, this method is known as Total Physical Response, and is proven to be an excellent method to use within the educational environment, even have shown that the teaching- learning process can be faster and easier. Students feel involved and enjoy the process, thus improving their vocabulary level and their ability to speak progressively.

The following research contends four chapters:

Chapter I – The Problem: Inside this chapter is the problem statement of which can identify reasons respected to why students have a low English vocabulary knowledge. Also, this describes some issues related to vocabulary learning and factors that influence that.

Chapter II - Theoretical Framework: Inside of this chapter is the respective theoretical information that supports the project. Here, are the different theories and bases for the Total Physical Response method and its detailed application.

Chapter III – Methodological Framework: Inside this chapter is the respective data collected during the investigation process. The collected information through different tools and methods carried out, also the respective analysis of the data.

Chapter IV - Proposal: In this section is provided the possible solution to the problem statement. This part contains the guide based on the Total Physical Response Method to enhance the English vocabulary in Children, designed with different activities and games according to the themes to develop in class.

## **CHAPTER I**

### **THE PROBLEM**

#### **Research Topic**

Total Physical Response to enhance English Vocabulary to seven-year-old students, At Unidad Educativa Fiscomisional “Santa Maria Del Fiat”

#### **Problem Statement**

English is the second most widely spoken language. It is a common language globally, and it is also a part of the educational curriculum within the classroom. The English language brings advantages that contribute to the academic formation of students. From childhood, they can learn words and expressions in their mother tongue. It is a process that begins at an early age on a social, academic, and personal level.

The English language is one of the world's most widely spoken languages. To build an efficient communicative process, it is critical to learn and comprehend the language. The analysis of the learners' qualities, which could be related to their degree of knowledge or their social background, is necessary for determining if the language is designated a second language or a foreign language in the students' environment.

According to the curriculum guideline, The Ministry of Education stated that for English as a foreign language there are six-level proposed by CEFR: A1, A2, B1, B2, C1, C2. Also says that level A1 and A2 refers to basic users of the language, which means they have a very basic repertoire of words and phrases related to their personal and educational (MinEduc et al., 2014).

The Government of Ecuador has implemented a new program since 2016-2017 establishing the adoption of English as a foreign language (EFL) from the second year in primary schools, where proficiency goals are aligned with the. Common European Framework of Reference (CEFR). These programs are intended to enhance language instruction and improve the English proficiency of teachers and students.

Teachers are responsible for implementing ELL policies and activities daily; therefore, they are critical to raising English proficiency levels. However, there have been flaws in the level of both teacher proficiency and training in English language teaching (Cronquist y Fiszbein, 2017, p. 5). This poses a big problem for students because teachers are not properly trained in this teaching process. This poses a big problem for students because teachers are not properly trained in this teaching process.

On the other hand, children can face difficulties associated with language learning. Among these difficulties, there are, learning vocabulary, grammar, phonetics, or pronunciation. It is a complicated process that requires time and effort to learn vocabulary words. Vocabulary is an essential part of the knowledge of words or expressions, it is much better to learn a group or family of words than to memorize a large list of words, which are tedious for them.

Furthermore, when they begin to learn English, it is associated with their mother tongue, translating from one language to another, but this cannot fully fit. In addition, this process requires dedication to think, translate, and finally express ideas. While this process is being handled, the student orders and hopes to find a concise relationship between each word. It can complicate the learning process.

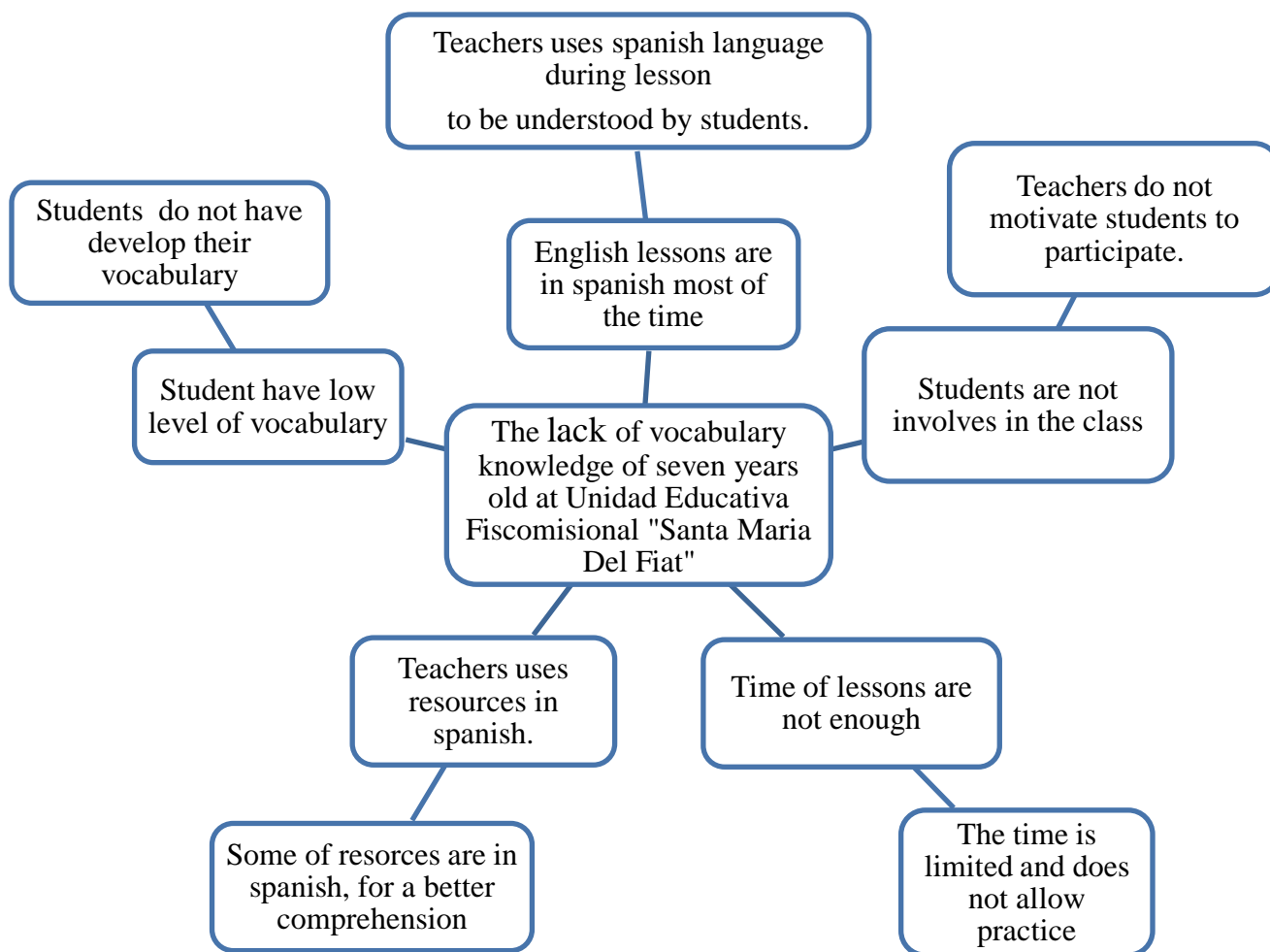
The brain behaves in unusual ways when it is in the process of learning a second language. This process occurs at different times in life. The first language is learned naturally. To learn a second language, it is necessary to know more about grammar, reading, listening, talking, and learning how to use it.



## Problem Tree

**Figure 1.**

*Problem Tree*



**Description:** The core problem is the lack of vocabulary skills at Unidad Educativa Fiscomisional Santa Maria Del Fiat. The sub problems are that the English lessons are in Spanish the mayor time because they need to be understood by their students, another relevant problem is that students have a low level of vocabulary, and it has a negative impact on the teaching and learning process. Also, students are not involved in class, time is limited to English lessons, and the teachers use resources in Spanish.

## **Problem Formulation**

How does Total Physical Response help to enhance English Vocabulary to seven-year-old students, At Unidad Educativa Fiscomisional “Santa Maria Del Fiat”?

## **Specific Research Questions**

1. How Total Physical Response method helps to teach English vocabulary?
2. Which are the most effective activities for teaching English vocabulary??
3. What effect do Total Physical Response activities have on the English vocabulary learning process to seven-year-old students?

## **Objectives**

### *General Objective*

To explain Basic English vocabulary through the Total Physical Response method to seven-year-old students.

### *Specific Objectives*

1. To describe how the Total Physical Response method is suitable for teaching English vocabulary.
2. To specify the Total Physical Response activities for teaching English vocabulary to children
3. To create a guide including suggested Total Physical Response method activities for seven years old students at Unidad Educativa Fiscomisional “Santa Maria Del Fiat.”

## **Justification**

### *Scope*

Education has been in constant flux. The year 2020 dawned with a deadly virus that has threatened our existence and has also disrupted our daily lives. This virus totally changed our way of life and the way to study at home and connected to class through a computer.

Nowadays, some students in virtual classes are in a crucial process of education, even to the learning stage of a new language like English. There are children that are learning their mother tongue as Spanish. If they are in the process of learning a second language, it has advantages because their early age allows them to learn in a natural way.

Many people says that English is a language with more than a million words that change their meaning when modifying a letter EF English Live (2014). Most of the words are unknown

in the first language. This problem is due to an early age, despite having to learn through subjects like social or science studies. In addition to this, it is common to question whether he knows all the words in our mother tongue.

This research project stands out because it serves as a support material to all members of the educational sector in Ecuadorian public schools, it can become a very useful guide to enrich the teaching-learning process for children. The lack of knowledge about English vocabulary learning techniques is often detrimental to the process.

This project provides teachers and educators with an effective alternative that allows students to begin acquiring more English vocabulary in a more interactive and enjoyable way, allowing them to develop their communication skills.

The total physical response method allows students to learn by doing and playing, and it has been shown that learning is acquired much faster in this approach, which is essential for teaching children from an early age. In the context of the Ecuadorian curriculum, there are very traditional methods that are still being applied.

Although the Total Physical Response method is an old method, it is one of the most important methods for teaching English, due to the effective communication between teacher and student. However, there are other modern methods that have not been applied, because some teachers have not been fully introduced, and this would represent a challenge that can change the perception of teaching and learning the English language.

The research will be guided through an exploratory and descriptive study as it allows us to have an approach to the object of study and to superficially understand how the problem influences. Therefore, it is important to determine how Total Physical Response helps to improve the English vocabulary of seven-year-old students (3rd grade).

### ***Delimitation***

This research will be carried out in Santa Elena province in the North Zone, Olon. It is focused on seven-year-old students at Unidad Educativa Fiscomisional “Santa Maria del Fiat”, during the school year 2021-2022. They are in the third Grade, between seven and six years old students.

**Field:** Education

**Area:** English language

**Aspect:** Teaching-Learning process

**Title:** Total Physical Response to enhance English Vocabulary

**Time delimitation:** The school year 2021-2022

**Spatial delimitation:** Unidad Educativa Fiscomisional “Santa María del Fiat”

**Social delimitation:** Third-Grade students / Seven years old

### **Limitations**

Ecuador in 2020 was affected by a global pandemic, due to this the president gave the order to close educational establishments nationwide, for this reason classes began virtually. Currently in 2021, there was again a resurgence of the health emergency, for this reason many establishments that were already face-to-face returned to virtual classes. Since then, the teaching is applied from preschool to university.

Education has been in constant flux. The year 2020 dawned with a deadly virus that has threatened our existence and has also disrupted our daily lives. This virus totally changed our way of life and the way to study since home and connected to class through a computer, and some students on virtual classes are in a crucial process of education.

On the other hand, this study is not currently applicable since virtual education is still a prevailing factor, but online surveys were applied for the respective data collection. However, this study will be of great importance, because the information contained will be a favorable tool for teachers of English and for the improvement of vocabulary learning in students.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### **Background**

#### ***Enhancing students' vocabulary mastery through total physical response (TPR) for elementary school students***

The researcher concluded based on the results of the study that the Total Physical Response method (TPR) can be applied as a technique to improve the vocabulary proficiency of students and the quality of the teaching and learning process. Furthermore, the final test result exposed students submitted a meaningful advance in vocabulary when the study was presented. It also contributes to getting a positive ambient, and students were more active joining to the class, this was proven in the study through their behavior being cheerful, enthusiastic, and laughing a lot in learning activities.

Based on the research findings, the recommendations are 3: The first one to be directed to English teachers. It expresses that is crucial to notice a good strategy to motivate students to learn, because it is important to the success of the teaching learning process. The teacher should get the student's attention making the process more interactive to provide their advances it is the key to success in the teaching-learning process. The English teacher should make the process interesting to obtain progress in English vocabulary using Total Physical Response in each student to get optimal results.

The second one is directed to the students, when they learn English and are motivated, it is not something difficult to learn. Students can learn in another place outside of school, for example, an English course. Furthermore, should be active in their learning process. The last one is for future researchers due to this research can be a door to others that are looking for this and need a starting point of view. Finally, the effectiveness of teaching vocabulary to children can be especially to children (Retnoningsih et al., 2019).

#### ***Using Total Physical Response to Improve Students' Vocabulary Mastery***

Applying TPR application in the classroom to improve students' English vocabulary where there are learning by physically interpreting some actions, according to a vocabulary topic. It could be showing a facial expression and using body language to express something.

Furthermore, role-play modeling can convey the meaning of an English word to increase understanding. In addition to applying TPR in the classroom, it can also make learning English, which is already difficult for students, more interesting so that students can follow their learning process to achieve maximum results (Fahrurrozi, 2017)

### ***The effectiveness of total physical response (TPR) on teaching English to young learners***

The results of the literature review, classroom observations, and interviews show that the benefits of TPR are that it is a particularly effective method for teaching children, that it can help them succeed, and that there are preferences across TPR activities and physical actions. In a room, applying the method, children learn most effectively through seeing, hearing, hands-on experience of the whole body, and working with others. Through observations and interviews, the two teachers developed various tasks related to their communication goals, such as singing songs, playing games, dramatizing, and working in pairs in their classroom. This is with respect to the summary, according to interviews with teachers, parents, and students.

The students actively participated in the TPR activities to developed communication skills. The new school curriculum also clearly reflects TPR-based activities that encourage teaching and learning from listening, speaking, playing, doing, and acting. Students' timidity/reluctance, their English competence, and attitudes about the learning process have a significant influence on their adoption of the TPR. Children who have extremely low English proficiency, as well as varying levels of English, present a major challenge for their teachers in managing the level of the difficulty of the task. In addition, when asked to role-play or work in pairs, some students avoid communication.

### **Pedagogical Basis**

Teachers play a fundamental role in society, they know the nature of students, how they learn and adapt in classrooms. Being a teacher requires constant preparation, for it is necessary to apply certain techniques and methods to convey meaningful learning to students. It is therefore important that the teacher understands the students' needs. "According to Jean Piaget's theory of cognitive development, children progress through four stages of mental growth. His idea is concerned with not only how children gain knowledge, but also with the nature of intelligence" (Cherry, 2020).

## **Theoretical Basis**

### **The importance of the English language**

The English language is one of the most important globally, it allows people of other countries to communicate around the world. English has relevance in many areas such as education, science, technology, medicine, business, tourism, among others. Besides, it is communicative and as language, it is a need to people that is looking for innovation or need to acquire new trends to know and specialized in their areas. In a study Parvathi (2016) mentions that “English is one of the commonly used spoken native languages around the world. It is also the primary language and most spoken official language in international affairs”. (p. 10)

English is one of the most potent languages in the world. Although it is the mother tongue of Great Britain, today it has become the lingua franca. In various aspects of life, such as culture, society, politics and morality, the English language has a far-reaching influence. In addition, English has become the key to education, office, law, business and so on. In most countries of the world, from the beginning, English was not such an important language. But after the 20th century, it has acquired its own prestige value in the world, so it has conquered its position against other languages.

English has become a global language, according to Alfarhan (2017), with over 380 million people using it as their first language and over 200 million people acquiring it as a second. It is currently being taught to another billion individuals. English has historically been associated with western countries like the US, Canada, and the United Kingdom. With the globalization of the world, especially in the economic sector, English has come to be seen as a valuable tool for improving communication among people of varied linguistic backgrounds (p. 1)

At this time, globalization is spreading at an incredible speed, as companies internationally operate English has become the primary mode of communication and interaction. Everyone in the world understands the importance of English in today's economic situation. There are many different languages and dialects; therefore, English has become the basic mode of communication between groups of people speaking different languages. For this reason, is crucial to learn and study, and practice it day by day.

### ***English Four skills***

Language instructors have traditionally employed the concepts of four core language skills: listening, speaking, reading, and writing, according to Aydoan and Akbarov (2014).

These four language competencies are referred to as "macro-skills." In contrast, "micro-skills" like as grammar, vocabulary, pronunciation, and spelling are "micro-skills."

The four basic skills are linked by two parameters: communication mode (oral or written) and communication direction (receiving or providing the message). In the oral modality, listening comprehension is the receptive skill. When we say we're listening, we truly mean we're listening and comprehending what we're hearing. In the oral modality, listening comprehension is the receptive skill. What we truly mean when we say "listen" is just pronouncing words. (p. 673)

In English language is essential to know what communication skills are necessary to learn. These abilities include reading, listening, speaking, and writing. Reading is the ability to understand a written text, focusing on understanding the general idea, searching for specific details, and listening is the ability to comprehend an audio file or a conversation, extracting from the general idea and details. On another side, there is speaking skill of producing meaningful, complex, relevant, and complete oral messages. It includes interactive communication in conversations, and writing is the ability to produce a coherent and meaningful text.

### ***English sub skills***

According to Katawazai et al. (2019), sub-skills serve as the foundation for the core skills of language learning and mastery. It indicates that for a learner to grasp a language, ELT textbook authors must contextualize all their materials for language students for them to be successful. This means that the sub-skills of vocabulary, grammar, and pronunciation assist learners in not just understanding but also communicating in a foreign language. (p.1237)

Sub-skills are the foundation of key skills for learning and mastering a language. For students to become fluent in a language, ELE textbook writers must contextualize the topics so that students are successful in understanding a specific topic. For this reason, skills such as vocabulary, grammar, and pronunciation help students to effectively learn to communicate.

### **Vocabulary**

Vocabulary can refer to a collection of words that a single person or a big group of individuals knows. It can also refer to a collection of specialist terms in a subject of study or practice ("scientific vocabulary"). Merriam-Webster s.f.



### ***Importance of the English vocabulary***

When teaching English as a foreign language, vocabulary is always a key component. To make the learning process easier, everyone who learns a language must first acquire the language's lexicon (Juriah, 2015, p. 141). As a result, it is critical to learn vocabulary effectively.

According to Munir (2016), vocabulary is taught at the basic level, and pupils master simple vocabularies such as animal, clothing, classroom objects, and so on. They have a limited vocabulary because they lack the motivation to acquire new words, and their teachers rarely employ appropriate media to teach vocabulary. It will instill in the students a desire to read the book. After that, students will be able to master English vocabulary. (p. 14)

### ***Importance of vocabulary in children***

When children are in the process of learning English is crucial that can be involved in a lesson that allows them to enjoy and learn each word of vocabulary in an interactive way because they needed it. Ibrohim et al. (2019) express that:” Learning vocabulary is much needed for the students. Some students think it is difficult to memorize English vocabulary because they not interested and rarely to use that vocabulary in their daily life”. (p. 146) Furthermore, Munir (2016) expresses:

Vocabulary is very important in learning English because by having many vocabularies someone can be easier to learn English. It is different when someone has limited vocabulary, they could not learn English better. For example, if they have many vocabularies, they will be easier to look for the information from English magazine or English newspaper and vice versa. It is better for students to use media in learning vocabulary, to make them easier in learning English. (p.15)

The author refers to the importance of the knowledge of vocabulary, because if students know vocabulary word, is that can understand the information of many resources such as magazines, newspaper, internet articles or a web page.

Words serve as starting points for language learning, and it is known that expanding one's vocabulary is essential at all levels. To ensure that young children create a good base in their second language, the early steps of vocabulary acquisition for young learners should be carefully established (L2). Understanding how children learn words can aid educators in implementing effective teaching techniques in classrooms with young students.

Young learners will not be able to grasp what is stated in the classroom or communicate their requirements to their foreign teachers unless they have an adequate vocabulary in English. (Magnussen & Sukying, 2021, p. 71)

### **How do children learn?**

Children enjoy the process of learning because they are young and have enough motivation to learn new topics and vocabulary. They usually are looking for playing games and enjoy the experience process. Referring to that, Octaviana (2017) says “Children learn from hands-on, physical activities. Physical activities are developed as a child learns to walk, play, run, climb, jump, throw, catch” (p.127).

The following is described by McLeod (2020):

Children's cognition evolves with time, according to Jean Piaget's theory of cognitive development. A child's cognitive development requires more than just gathering data; the child must also generate or develop a mental picture of the world. As a result of their intrinsic talents and contextual experiences, children go through a range of phases in their cognitive development. A Sensorimotor stage: from birth to age two 2–7 years, in the pre-operational stage, 7 to 11 years of concrete operating experience, Ages 12 and up are in the formal operational stage.

### ***Stages of Cognitive Development***

According to Jean Piaget's theory of development, development occurs through four stages of intellectual growth that represent the section of their thinking. Each kid progresses through the stages in the same order, and biological maturation and interaction with the environment dictate children's development. The child's thinking is fundamentally different at each stage of development, indicating that each stage requires a special set of intellect (McLeod, 2020).

### **How to teach children**

When teaching English to children, the choice of materials is very important, as well as the teaching methods and strategies, which should be based on the age and stage of development of the children. When they start to learn, they begin with simples and new expressions, Also, is very crucial that teachers not only help them, even to help and encourage them.

The teaching of foreign languages to children should be carried out in an appropriate, friendly, and motivating environment, considering the age and stage of development of the child. This step will give children the opportunity to develop the English language through activities that promote an enjoyable learning experience, encourage oral communication and interaction, and help children use language in meaningful real-life situations.

Octaviana (2017) Describes in her study:

The article discusses what the instructor should do and/or say in this section. From the first day of class, teachers must tell the rules, which should be fair and consistent, obvious. Is necessary to meet the students, remember their names. All pupils should be encouraged to memorize their classmates' names. When teaching is required, interact with them by chatting to them, playing games, and doing TPR activities, among other things, and do not forget to use their names frequently (p. 129)

Demonstrate to the pupils how to complete the task. Don't try to justify yourself. Simply said, do it. They'll obey the teacher's instructions. It is necessary to feel English rather than to be taught it. With each lesson, establish confidence between both the teacher and the pupils. They demonstrate to them that the teacher will never embarrass them for making an English error through their conduct. Make eye contact with the teacher to convey praise and displeasure. Create lessons that are well-planned, consistent, and follow a predictable framework, giving kids a sense of security and balance. When students know what to expect, they feel more at ease. Always be amazed when pupils engage in English with one another.

### **TPR method (Total Physical Response)**

"The abbreviation "TPR" refers to "Total Physical Response," which is a language education technique that emphasizes the coordination of speech and action. James J. Asher has proposed it." (Shi, p. 1088, 2018). "The strategy is designed to mimic children's spontaneous acquisition of a second language" (Xie, 202, p. 295). "The goal of this strategy is to encourage children to study new languages, in the same way, they learned their native tongue" (Mariyam y Musfiroh, 2019, p. 258).

Hounhanou. (2020) asserts that Total Physical Response (TPR) promotes children's cognitive development by stimulating all their senses, imagination, and creativity. TPR allows children to put their physical and mental energy to good use while also assisting in the development of language and social skills such as partnership, competing, and following rules. (p. 23)

### ***Characteristics of TPR***

Students should use their senses to perceive the world rather than depending primarily on the audio-visual modality. From the standpoint of language learning, pupils must first enhance their listening skills, then their speaking and writing skills. (Widodo, 2005, p. 2)

The following are the specific qualities of the TPR teaching method: 1. Make listening to the most important activity in the classroom. 2.-We should allow kids to participate in activities if they have done a lot of preparation work. 3.-Students should use the body's response to language to increase their comprehension abilities. 4.-In order for students to relieve tension, teaching should focus on meaning rather than form. 5.-It aids in the development of students' true communicative abilities. 6.-After employing the TPR teaching approach for a length of time, pupils can preserve long-term clear memory. It has a big impact on primary students' long-term memory. 7. It has a higher rate of recall. The TPR teaching style can help students recall information more frequently once they've learned it.

### ***Teaching Patterns***

The TPR teaching method is a student-centered approach to education. It uses a variety of teaching methods. Its instructional material consists of not just a single word, but also a complete sentence. Most classroom activities in a normal TPR method class employ imperative statements. Other activities in the class include slide presentations and role plays, for example. Some scenarios are created by the teacher, such as in the library or in the classroom, or when a request is made, and the students are then asked to respond. Teachers can use the slide presentation as a visual theme to teach, instruct, and ask questions. "What can you see on the slide?" for example. Writing and reading can also be used to improve the structure and vocabulary of a sentence.

### **Why is important TPR Method?**

#### ***The Goals of TPR***

Many authors contributed to the TPR goals. Teachers who use TPR believe that it is critical for students to enjoy their experience learning to communicate in a foreign language, according to the research (Viviane Hounhanou 2020, p, 25).

### **Legal Basis**

The Ecuadorian constitution states in Art. 26 and 27 that education is a right of people throughout their lives and an undeniable and inexcusable duty of the State, constituting a priority area of public policy, guarantee of equality and social inclusion, and indispensable condition for

good living. The Ministry of Education will support the creation of teaching support materials to develop the curriculum, and it will establish guidelines to guide its work. (Ministerio de Educación, 2019, p. 19).

“Each educational institution may increase or decrease the workload of the instrumental areas (Language and Literature, Mathematics and Foreign Language) according to the needs they present” (Ministerio de Educación, 2019, p. 32).

The General Regulations to the Organic Law on Intercultural Education says in article 275 that to become a public-school teacher, filling a position in the foreign language specialty, applicants must take an international standardized test that certifies that the candidate possesses, as a minimum level, B2 of the Framework according to the European Common Framework of Reference for languages or their equivalent.

### **Variables of the Study**

#### ***Dependent Variable***

To enhance English Vocabulary applying Total Physical Response on seven years old students at Unidad Educativa Fiscomisional “Santa Maria Del Fiat”.

#### ***Independent Variable***

Total Physical Response.

### **CHAPTER III**

#### **METHODOLOGICAL FRAMEWORK**

The methodological framework of the study on the Total Physical Response method for teaching Basic English vocabulary to seven-year-old students, corresponding to 3rd grade at the Unidad Educativa Fiscomisional "Santa Maria Del Fiat", will determine the way to collect, order and analyze the data obtained in the surveys. It is important to choose the correct methodology for the study because it will allow obtaining relevant data about the research and for its later analysis. It will allow us to identify the causes of the problem and how they influence the development of the problem.

Based on a structured methodology, a series of steps are followed to execute the action plan respectively. In addition, the data collection will allow us to create a guide on how to apply the TPR method to teach vocabulary, which will be very useful for teachers.

#### **Methods**

Quantitative methodology allows the identification of the different causes of a problem to be investigated. The present research study is relevant because it allows us to see beyond a single problem. For the respective data collection, the quantitative method will be used, since the English teachers will be surveyed.

Through this method and its technique, it will be possible to recognize the different factors that intervene in the process of teaching English to seven-year-old children, corresponding to the 3rd grade at Unidad Educativa Fiscomisional "Santa Maria Del Fiat".

#### **Quantitative Method**

Within the quantitative methodology, surveys are very important because they allow to statistically measure the percentage of the surveyed teachers, showing their inclination or preference according to what is being asked. Statistics are the main tools of analysis of this method. Therefore, they will provide accurate information about the main factors that the teacher considers important and which ones are not when teaching English.

Through all these resources, the planning of activities based on the method of total physical response will be favorable, for its later application in the teaching and learning of vocabulary, to students of seven years old, of the 3rd grade, in Unidad Educativa Fiscomisional "Santa Maria Del Fiat".

## **Type of Research**

### ***Descriptive***

Descriptive research is a form of study that focuses on describing a population, circumstance, or phenomenon. It's a crucial form of research. When performing research with the goal of identifying traits, frequency, trends, correlations, and categories, it is extremely valuable. It focuses on answering information questions such as how, when, what, and where, not the why. If it's a research problem. Descriptive research seeks to characterize a study problem accurately. This is because it is critical to have a thorough knowledge of a research problem before looking into why it arises in the first place. (Formplus, 2022)

This project will have a descriptive research level: because it allows the researcher to describe the problem, and its causes and effects. In this study, the descriptive level will be applied because it will describe the population sample and the association between the researches proposed variables.

This study is based on experimental design; it will collect data directly from the participants which means that it is field research. When this instrument is applied, the researcher will have a very important source of data to interpret, and to organize always focusing on the benefit of the third -grade students and their English teacher.

## **Instruments**

### ***Questionnaire***

The questionnaire is a kind of survey that gathers data by using random data collection. According to the sample size of the population. What can be carried out, in this case, there are 10 questions elaborated according to the Likert scale, which will allow having questions with several options of answers so that the subject of study can choose the one that best fits his perspective.

For this study, 4 English teachers were surveyed. Based on the questions of the questionnaire, these were closed questions. This respective instrument for data collection was given online, due to the social distance and the confinement caused by the pandemic. In conclusion, it is important to emphasize that the questionnaire is essential for this research since the data collected with this instrument will allow us to analyze the responses obtained, and thus identify whether the proposal could be applicable

## **Technique**

### **Survey**

A very important research tool is the questionnaire, where different types of questions are detailed according to the research topic to be applied. The objective is to collect real information from respondents who provide their opinion or point of view on relevant topics. It consists of a set of questions or other types of values that aim to collect information from several participants to subsequently obtain statistical values on the preferences of the majority.

This is a process closely linked to the social sciences for data collection. The research presents a questionnaire with 10 questions related to English language teaching to children. It will be applied online through the platform google forms; the survey has become an essential tool for research projects.

### **Population and Sample**

#### ***Population***

The population for this study is seven years old students of the 3<sup>rd</sup> grade of elementary school, and the English teachers at Unidad Educativa Ficomisional “Santa Maria Del Fiat”

#### ***Sample Group***

The sample group is compounded by 4 English teachers at elementary school at Unidad Educativa Ficomisional “Santa Maria Del Fiat”.

### **Analysis of Data**

The results of the English teachers' survey must be researched and analyzed to learn what they apply by their teaching process, to develop English vocabulary with their students.

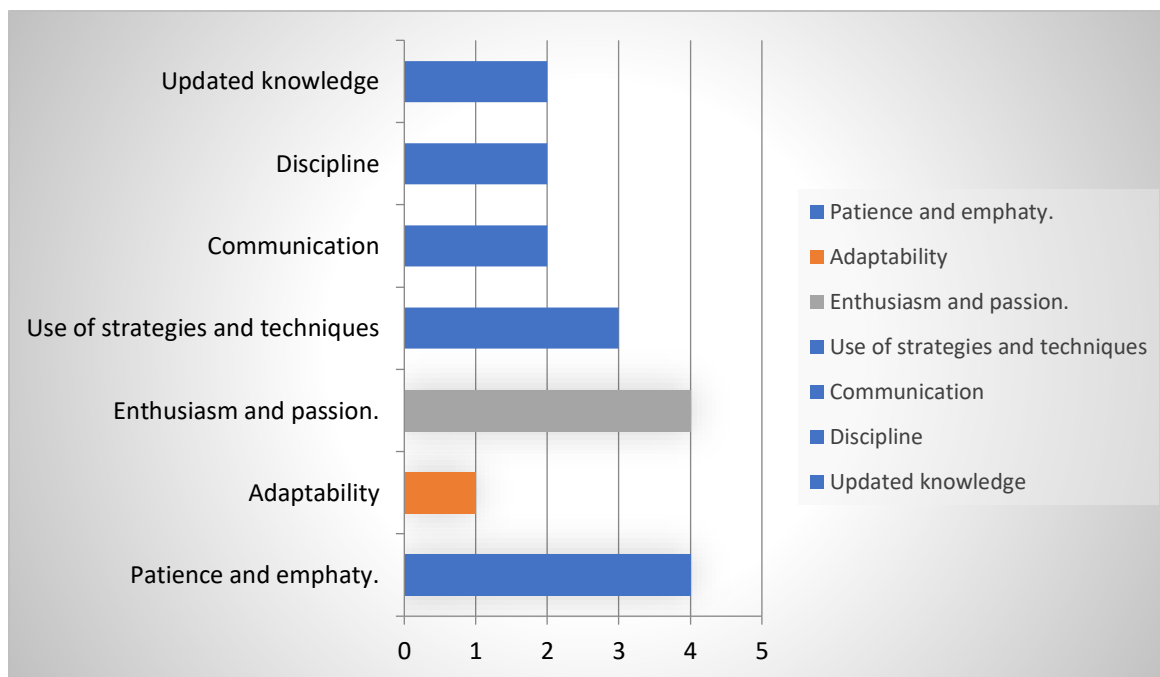


## Teacher Survey Results

### 1. In your opinion what are the most important qualities of an English teacher?

**Figure 2.**

*In your opinion what are the most important qualities of an English teacher?*



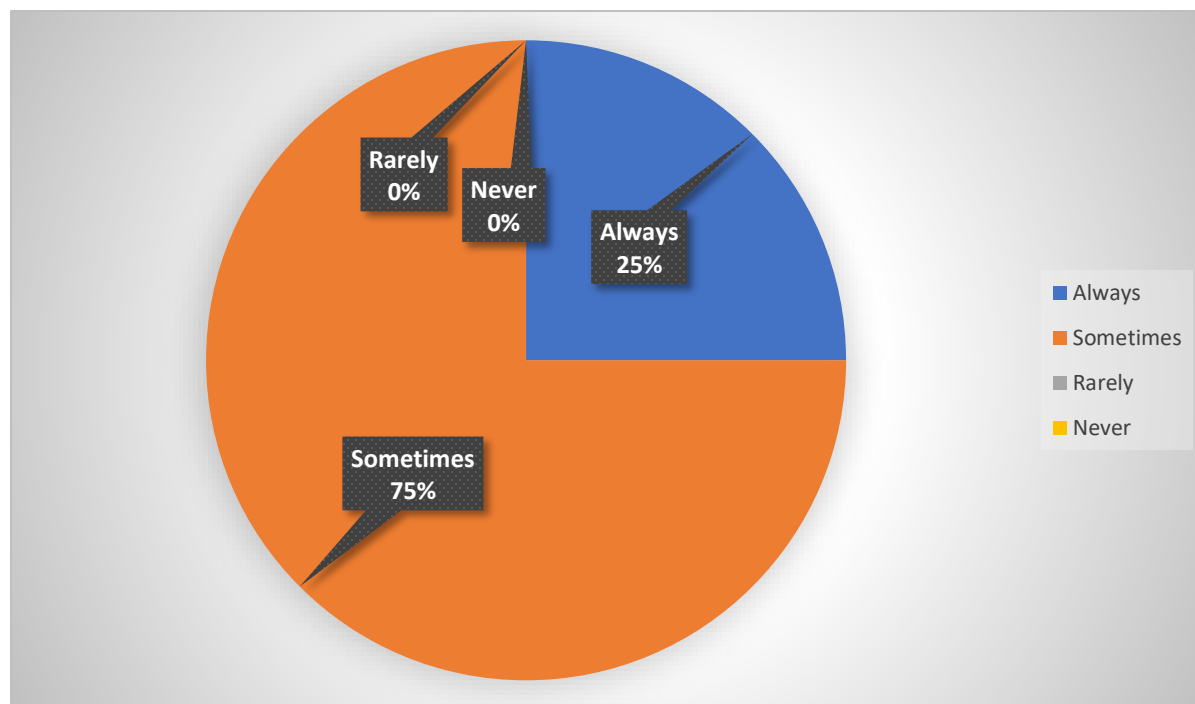
*Note:* This figure reveals that for question 1 a total of four surveyed teachers provided the following: 4 (100%) respond that the most important qualities of an English teacher are patience and empathy, enthusiasm, and passion, 2 of four teachers (50%) respond that is important to have updated knowledge, discipline, communication and the use of didactic strategies and techniques in class, and (1) 25% responds that is important to have adaptability.

The results of this question let us know that most of the teachers support their process of teaching through a good base of values and qualities, which allows them to be a professional in education in an engaging manner.

## 2. How often do you use the English language during the lessons?

**Figure 3.**

*How often do you use the English language during the lessons?*



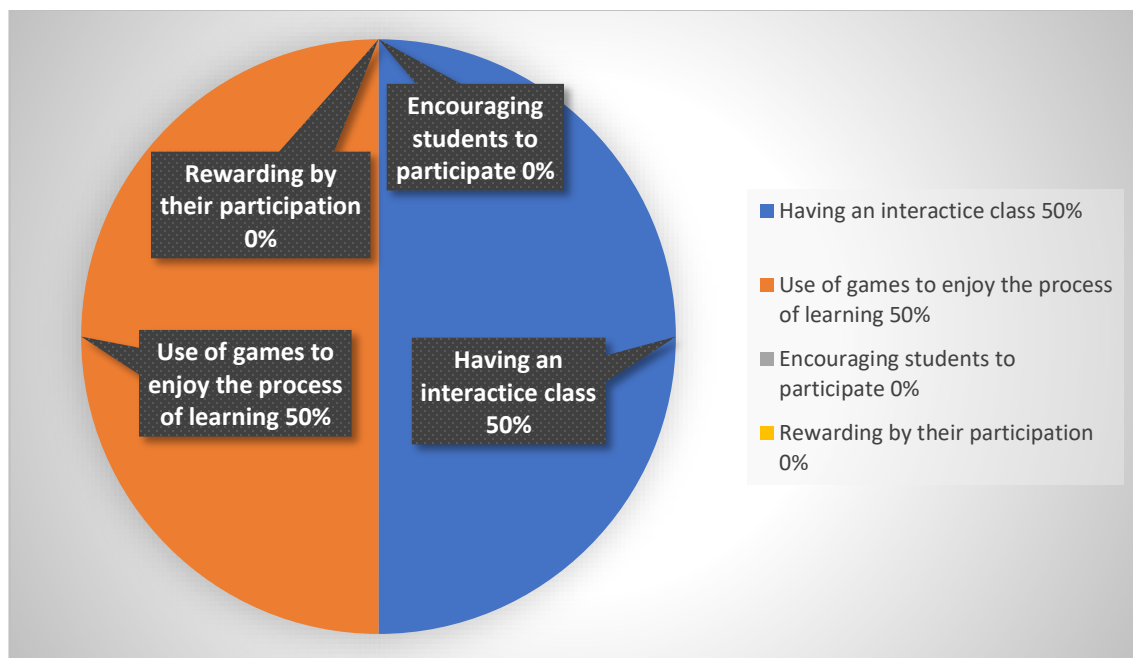
*Note:* This figure reveals that 3 (75%) of the teachers chose that sometimes they use English during a lesson, and 1 (25%) always use the English language.

The results of this question let us know that the use of the English language is an option. This means that teachers promote the use of the language in the classes, but not always. It is an important factor to consider because talking English in class helps them to hear and develop their listening skills. Furthermore, it helps students be immersed in the process of learning that is why it will be an important practice nowadays.

### 3. How do you catch the student's attention during your lessons?

**Figure 4.**

*How do you catch the student's attention during your lessons?*

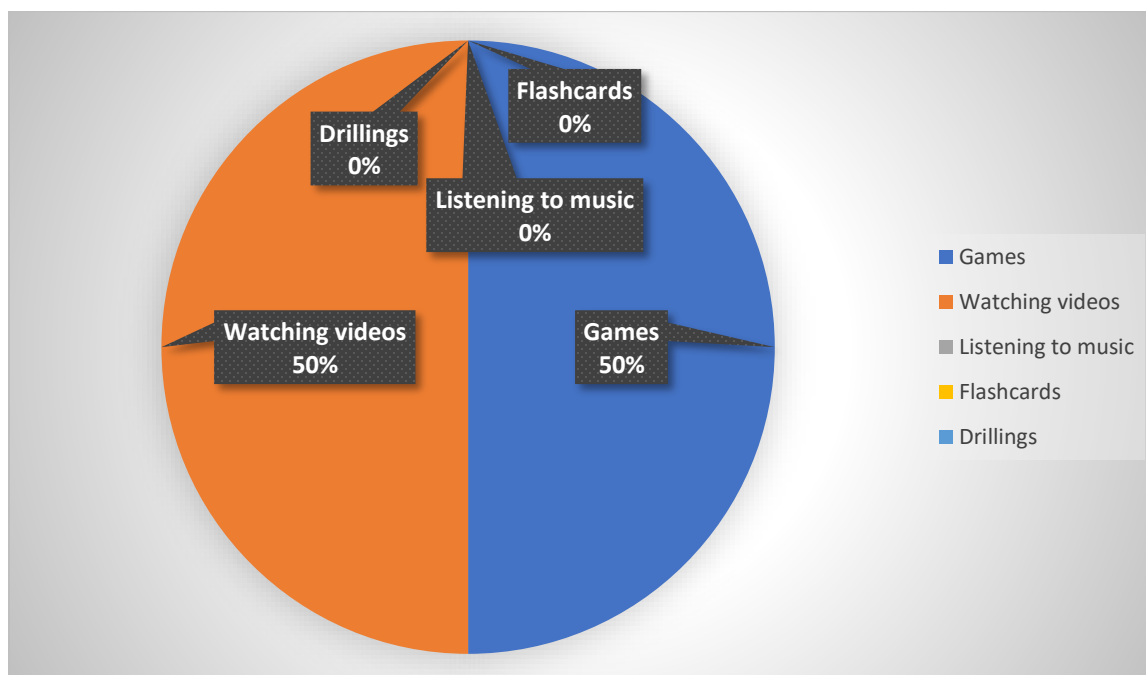


*Note:* This figure reveals that in a total of 4 teachers, 2 (50%) mention that they tend to have an interactive class, and the other 2 (50%) use games to enjoy the learning process. The results of this question let us know that teachers take advantage of ICT's and interactive exercises because it is essential to the learning process. To have an interactive class is the best way to catch the attention, and also, the use of games makes that student be attentive.

#### 4. What activities do you apply during your lessons?

**Figure 5.**

*What activities do you apply during your lessons?*



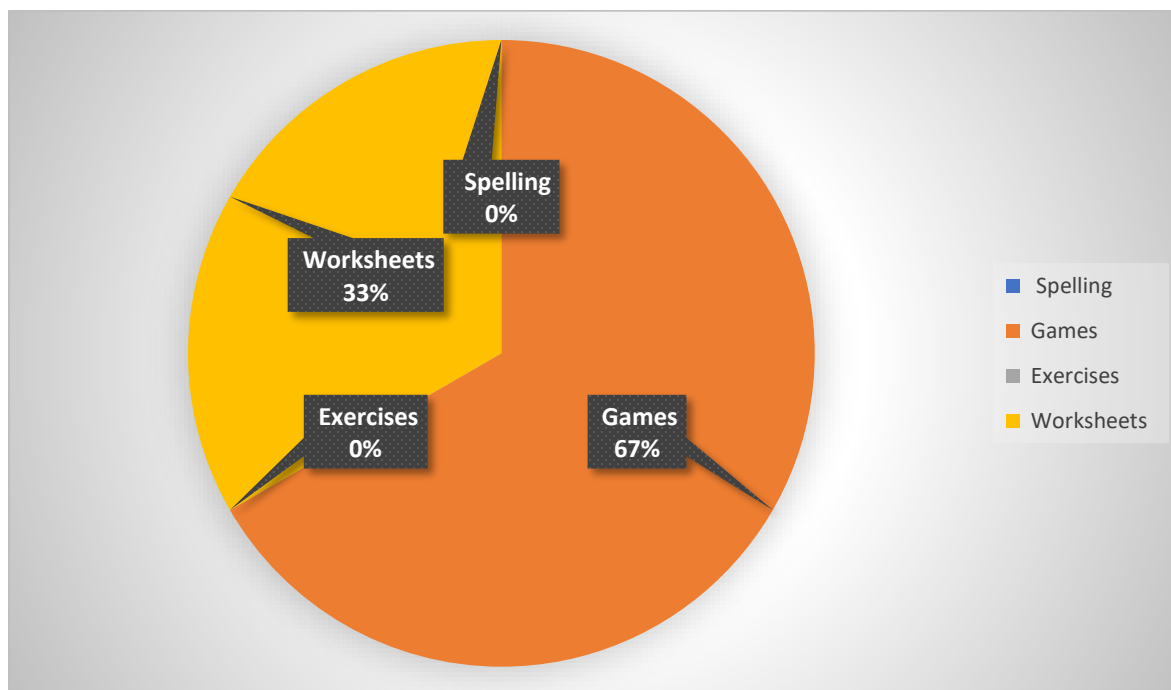
*Note:* This figure reveals that in a total of 4 teachers, 2 (50%) apply games during the lessons, and the other 2 (50%) use videos.

The results of this question let us know that teachers prefer to choose a more participative lesson where students can be part of the class and be involved in the process of teaching and learning process because this maintains the student engaged, focusing on the objectives. For this reason, they use activities such as playing games and watching videos. Other activities like listening to music, using flashcards, or drilling is not common.

5. Which of the following strategies do you use to increase vocabulary to your students?

Figure 6.

*Which of the following strategies do you use to increase vocabulary to your students?*



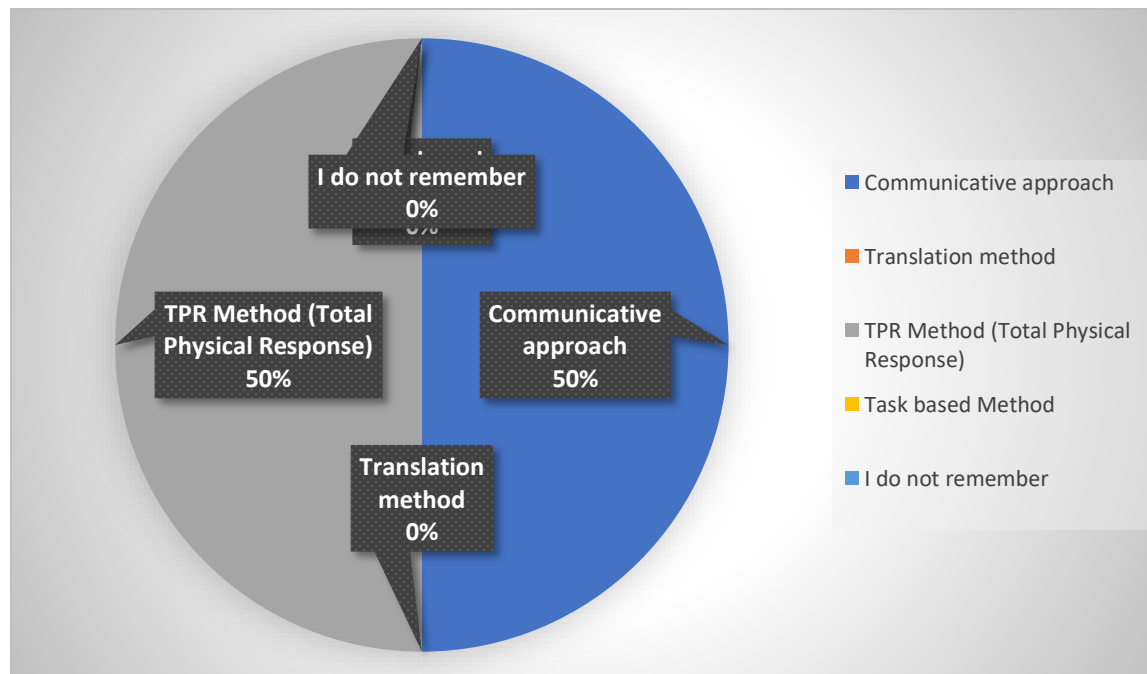
*Note:* This figure reveals that in a total of 4 teachers, 3 (75%) teachers use as a strategy game to increase the vocabulary in the students and 1 (25%) use worksheets.

The results of this question let us know that teachers apply games to teach vocabulary because it is very important that young learners can understand what the vocabulary is about. Also, another practical strategy is to use worksheets because their need to identify what is the topic about and need to write or solve some exercises in a paper activity. This means that teachers use these activities to make the acquisition of vocabulary an active and dynamic process. Other options like spelling and exercises are not relevant.

## 6. Which method do you apply in your classes?

**Figure 7.**

*Which method do you apply in your classes?*



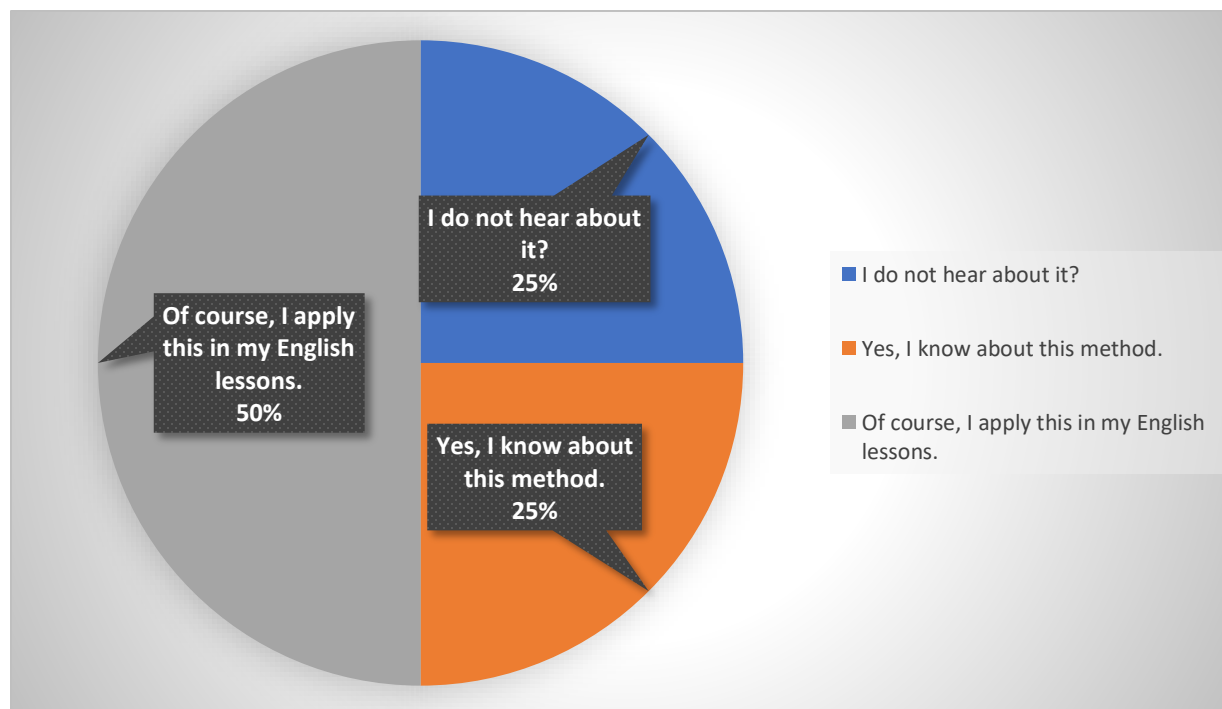
*Note:* This figure reveals that in a total of 4 teachers, 2 (50%) teachers answered that they applied the TPR method in their classes, and the other 2 (50%) applied a communicative approach with the students.

The results of this question let us know that teachers apply The TPR method to teach vocabulary during a lesson because through this method students enjoy the process to learn vocabulary. It is an easy way to be understood, and learners can participate following the instruction of the teacher. On the other hand, the communicative approach allows establishing communication between teacher and student. It means that the majority know that this approach enhances students' language skills. The task-based method and translation method are not applied.

## 7. Do you know what TPR Method is?

**Figure 8.**

*Do you know what TPR Method is?*



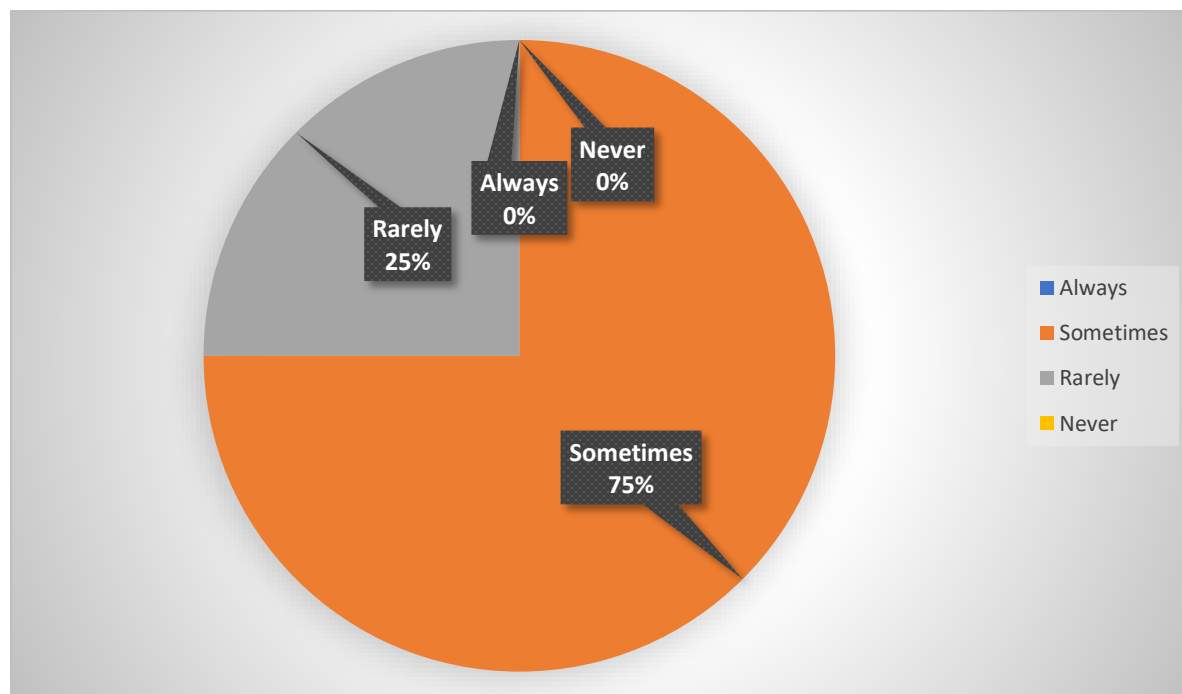
*Note:* This figure reveals that in a total of 4 teachers, 2 (50%) of the surveyed mentioned that they apply the TPR method in their activities, 1 (25%) know about this method, and the other 1 (25%) have not used this method.

The results of this question let us know that teachers apply The TPR method to teach vocabulary because it is a good method to apply with young learners. This method is familiar and commonly used with the students.

**8. During the activities, do you translate the meaning of vocabulary words to your students?**

**Figure 9.**

*During the activities, do you translate the meaning of vocabulary words to your students?*



*Note:* This figure reveals that in a total of 4 teachers, 3 (75%) of the teachers surveyed sometimes translate the vocabulary to the students, and 1 (25%) rarely translate the meaning.

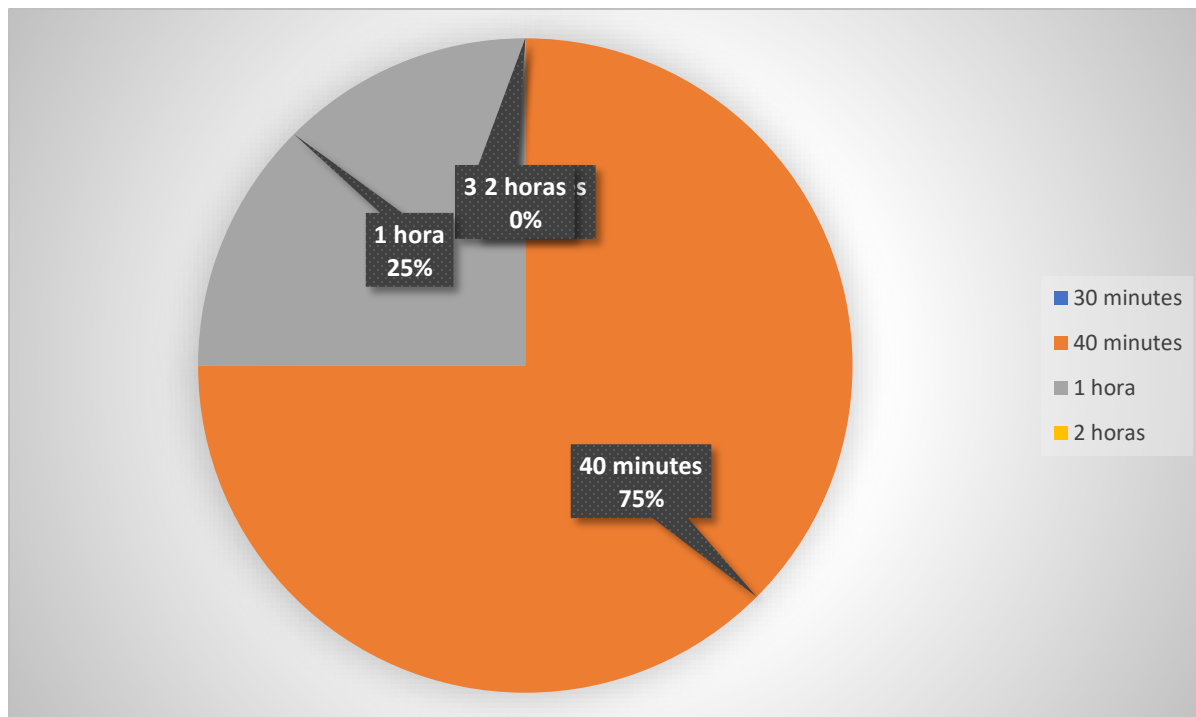
The results of this question let us know that teachers need to translate the vocabulary word to be understood during vocabulary lessons with young learners. It clearly demonstrates that the majority sometimes needs this translation due to the misunderstanding of the instruction in English.



## 9. How many hours of English classes do you teach?

**Figure 10.**

*How many hours of English classes do you teach?*



*Note:* This figure reveals that in a total of 4 teachers, 3 (75%) of the teachers surveyed answered that they spend 40 minutes teaching English classes and 1 (25%) spend 30 minutes giving classes.

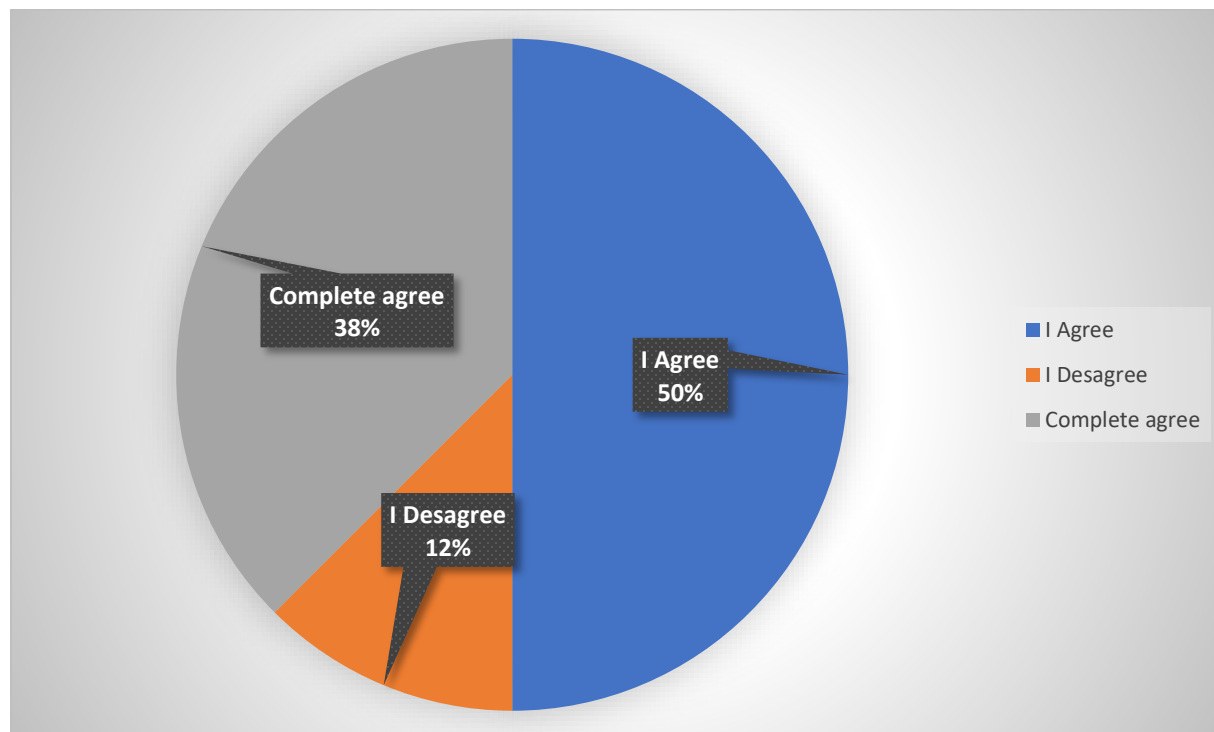
This result lets to know about the time that takes teachers to impart their classes. Time is a crucial factor during teaching a lesson and getting an organization to the activities.

This means that the English class provides a good time to perform all the tasks and to carry out the activities.

**10. Do you agree with the use of technological resources (ICT) to teach English to children?**

**Figure 11.**

*Do you agree with the use of technological resources (ICT) to teach English to children?*



*Note:* This figure reveals that in a total of 4 teachers, 3 (75%) of the teachers completely agree with the use of ICT's to teach English and 1 (25%) agree with these technologies.

This result lets us know that these resources allow having a lesson more interesting. This means that technological resources are used to apply this. It is necessary due to the logical thinking and understanding on the part of the student.

## CHAPTER IV THE PROPOSAL

### **Name of the Proposal**

A Guide Based on Total Physical Response to Enhance English Vocabulary to Seven-Year-Old Students.

### **Information Data**

**Institution:** Unidad Educativa Fiscomisional “Santa María del Fiat”

**Country:** Ecuador Province: Santa Elena

**City:** Santa Elena

**Beneficiaries:** Third - grade students (seven-year-old)

**Author:** Limon Clemente Lourdes Veronica

**Advisor:** MSc. Caamaño Sandra

### **Background**

During the research process, interesting data were obtained regarding the teaching of English to children. These data show that teachers are very involved with the teaching of vocabulary. The results of the survey show that teachers have knowledge about the total physical response method, even applying it in the classroom.

These results show major data in which teachers mostly use interactive games for teaching vocabulary, but also show important data such as the use of word translation. This is a very common practice among teachers, since due to lack of comprehension, students need to have the meaning of some words translated. For this reason, it is important to elaborate a guide for the proper use of the method without having to help to the translation of words, and that this can improve the teaching-learning process.

For the development of the guide, the results of the survey have been considered, such as the fact that teachers use interactive games, videos, and worksheets for teaching vocabulary, considering that children love to learn by playing and doing, including watching interactive videos.

### **Justification**

Most importantly, this guide will be a significant contribution to teachers' application of the TPR method and will help students achieve the vocabulary learning objectives they need. While students learn vocabulary, they will also be able to develop other English skills such as reading, listening, reading and writing, which make the process even more interesting.

Both teachers and students will be able to take advantage of the technological resources as they are a useful tool for the teaching-learning process, however directed by the teacher.

By applying the guide, teachers will notice that students are more involved in the class and want to learn because they are having fun, giving way to the understanding that learning the English language does not have to be boring and stressful.

## **Research Objectives**

### **General Objectives**

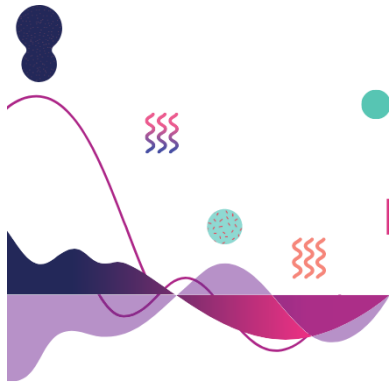
To enhance English vocabulary to seven-year-old students (3rd grade) at Unidad Educativa Fiscomisional “Santa Maria Del Fiat” by using activities through the TPR Method..

### **Specific Objectives**

- To improve the English vocabulary learning process to seven-year-old students (3rd grade).
- To develop English vocabulary through TPR vocabulary activities.
- To create active students that can be involved in the class during an activity.

### **Proposal Description**

This proposal has been elaborated for seven years old students to the 3rd grade Elementary School at Unidad Educativa Fiscomisional “Santa Maria Del Fiat” considering the importance of the English vocabulary learning during their educative period. Teachers can make use of the guide to generate a meaningful learning environment, together with the predisposition of the students, since they will learn and increase their level of English vocabulary through the different activities proposed in the guide.



Let's go to play and learn!

A large circular graphic composed of several concentric rings of teal and white segments, creating a dynamic, fragmented effect.

**ENGLISH  
VOCABULARY  
BASED ON  
TOTAL PHYSICAL  
RESPONSE**  
ACTIVITIES AND GAMES

**AUTHOR**  
**LOURDES V. LIMON CLEMENTE, 2022**



## **DIDACTIC GUIDE**

This teaching guide provides many possibilities for teaching Basic English language vocabulary through the Total Physical Response Method. Each activity has an outline of instructions on how to carry it out. The guide has been developed thinking about third grade students of six to seven years old, of the Unidad Educativa Fiscomisional "Santa Maria Del Fiat", and about how to get them engaged in the vocabulary learning process. All the proposed activities are aimed at getting them interested in learning new words and practicing the skills they have previously learned.

Each activity contains the following:

**Title:** The name of the activity, or even the topic to learn.

**Vocabulary:** Refers to the components of the words that students will learn or practice.

**Objective:** This part presents the purpose of the activity.

**Main skill:** focus on which English skills will be developed during the activity.

**Materials:** Describes the characteristics of the materials or resources

**Activity:** It describes the activity to do.

**Time:** Describes the duration of the vocabulary lesson.

**Procedure:** Indicates the steps to follow to execute the activities



# MY BODY PARTS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO LEARN ABOUT THE BODY PARTS

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. THE BODY BANNER
3. TAPE

### TIME

15 MINUTES

### ACTIVITY 1

#### My body parts

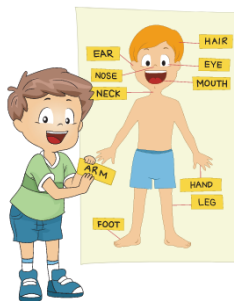
Students the body parts in the correct place.

#### Steps:

1. The teacher places the human body banner on the board.
2. The teacher has the figures of the parts of the human body.
3. The teacher gives the tape to stick the parts of the body.
4. The teacher indicates with commands.

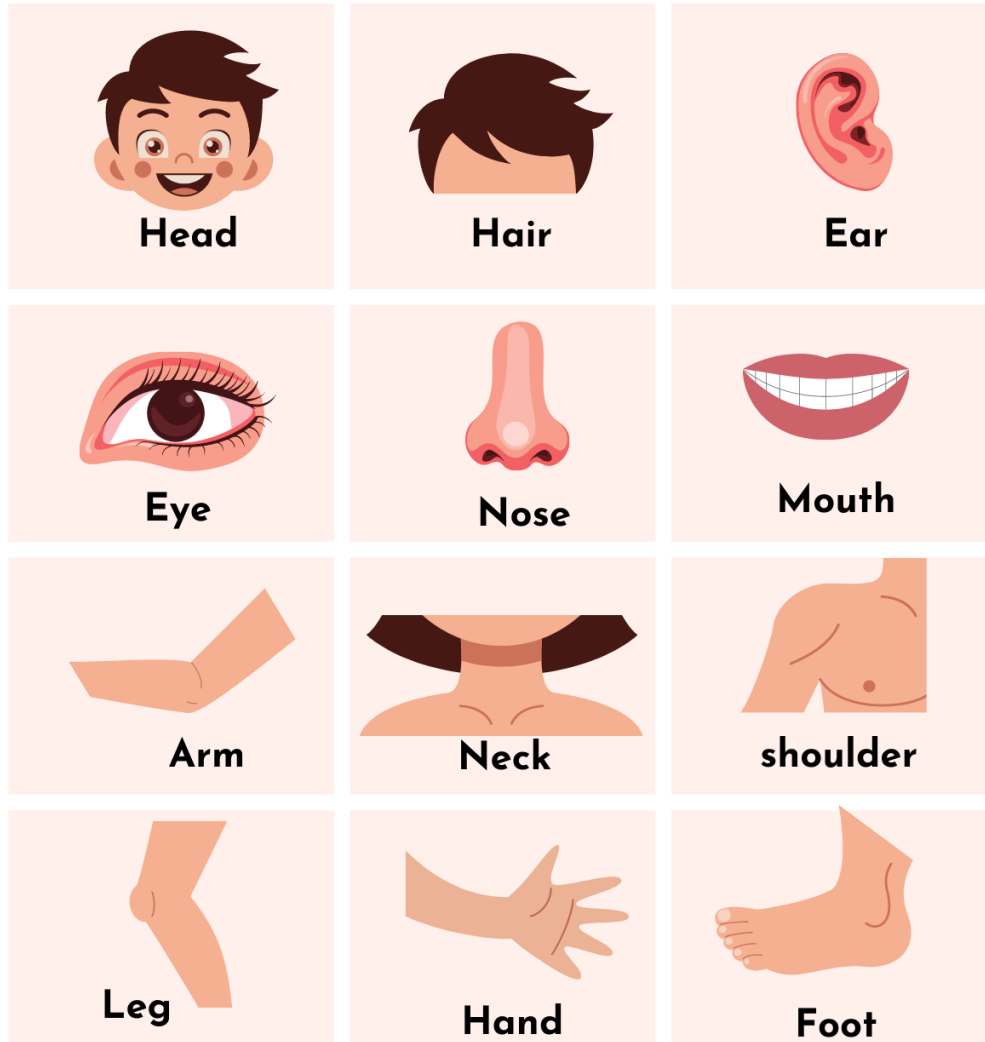
Asking the children:

- Where the nose is? Place the nose in the body banner.
  - Where the mouth is? Place the mouth in the banner.
5. Students should indicate the body parts and stick the figure.
  6. The activity ends when all parts are in the right place.



# MY BODY PARTS

## VOCABULARY CHART

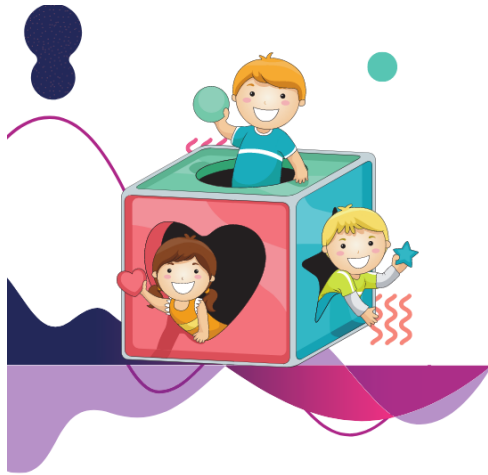




# ACTIVITY 1

## THE BODY BANNER





# ANIMALS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO IDENTIFY THE ANIMALS

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. FLASHCARDS

### TIME

15 MINUTES

### ACTIVITY 2

#### Animals

Students have to identify which animal is the sound.

#### Steps:

1. The teacher prepares the flashcards of the animals
2. The teacher should be prepared to imitate the animals.
3. The teacher produces each animal sounds of the vocabulary.
4. The teacher said to students that now is their turn.
5. The teacher said to them:
  - How make the cow? -How make the cat?
  - How make the snake? -How makes the lion?
6. They have to produce the sound, e.g. roar like a lion.
7. After that, the teacher will choose two participants to perform the activity in front of the class.
8. The teacher selects the animals then classmates will have to guess which are the animals.



# ANIMALS

## VOCABULARY FLASHCARDS



**Lion**



**Snake**



**Monkey**



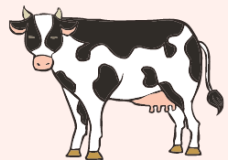
**Dog**



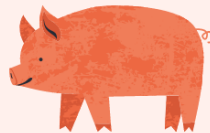
**Duck**



**Cat**



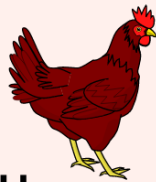
**Cow**



**Pig**



**Sheep**



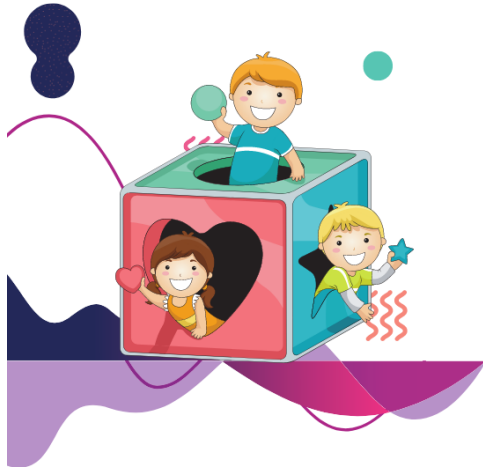
**Hen**



**Chicken**



**Rooster**



# CLOTHES

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO LEARN ABOUT CLOTHES

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. FLASHCARDS

### TIME

15 MINUTES

1. Prepare material to use and say the objective before the activity.
2. Teacher modeling: Say with expressions and movements the vocabulary chart.
3. Student modeling: have to do the activity and follow the instructions.



### ACTIVITY 3

#### Get dressed to children

Children should dress the children in the corresponding clothes.

#### Steps:

1. The teacher places the posters with the children's figures on the board.
2. The teacher will divide the class into 2 groups to do the activity.
3. Each group will make a column. And will start with the first person and then the next one, in that way until each student participates.
4. The teacher prepares the images of the respective clothes for each child.
5. The teacher should give the children the tape to stick the clothes on.
6. The teacher will indicate with the following phrase to place the figures.  
"Put the trousers on the boy", "Put the skirt on the girl".  
"Put the coat to the boy", "Put the sweater to the girl".  
The activity continues to complete the vocabulary.
7. The students must stick the corresponding clothing figure.
8. The activity ends when the children are dressed.

# CLOTHES

## VOCABULARY



**Blouse**



**Skirt**



**Pant**



**T-shirt**



**Shirt**



**Hat**



**Short pants**



**Cap**



**Dress**



**Shoes**

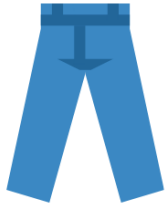


**Socks**



**Sandals**

## Boy Paper doll



## Girl Paper doll





# COLORS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO FIND THE COLORS

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. COLOR CARDS

### TIME

15 MINUTES

### ACTIVITY 4

#### Identifying colors



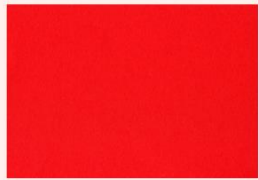
Students should listen to the commands and then find the corresponding colors, any student can participate in this activity.

#### Steps:

1. The teacher places a set of color cards on the students' desks, also in the center of the desk.
2. The teacher will start the activity by showing the cards and saying the color of each card. "This is a green card, this is a yellow card, Red, blue..."
3. After that, the teacher starts asking the class.
  - Who has a green card? Show me the green card,
  - Who has the white card? Show me the white card,
  - Who has the orange card? Show me the orange card.
4. The teacher invites two students to come forward to do the activity.
5. The teacher gives the cards. Students will show the card to their classmates.
  - The teacher says: Jose, "pick up a yellow card and show it to your classmates."
  - Show the blue card to the class, show the yellow card to the class.

# COLORS

## VOCABULARY



**Red**



**Yellow**



**Purple**



**Green**



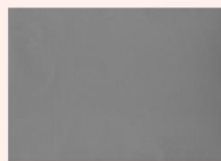
**Orange**



**Blue**



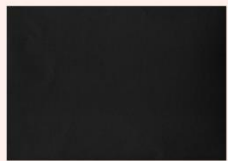
**Fuchsia**



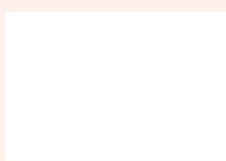
**Grey**



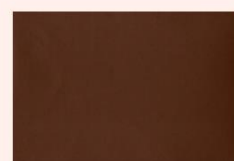
**Light blue**



**Black**

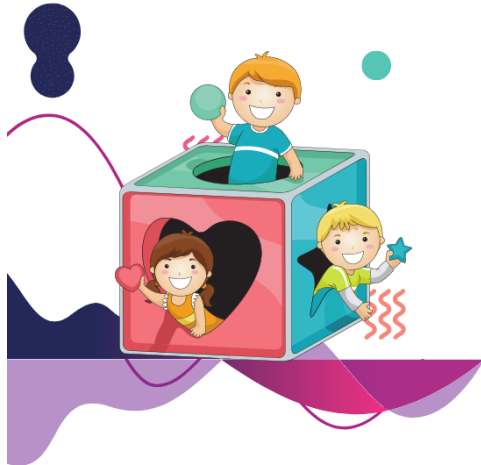


**White**



**Brown**





# THE FRUITS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO IDENTIFY THE FRUITS

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. WORKSHEET TO PINT.

### TIME

15 MINUTES

### ACTIVITY 5

#### Painting the fruits



Students should listen to the commands and then find the corresponding fruits on the picture, and then pint them a specific color.

#### Steps:

1. The teacher gives students a worksheet to pint the fruits.
  2. The teacher needs to use the vocabulary chart during the activity.
  3. The teacher will start the activity by saying the instruction and the color of each fruit.
  4. Then students need to pint the color that the teacher said:
  5. Follow the commands to start:
    - 1.- Find the pineapple in the box and pint yellow.
    - 2 Find the lemons over the table and pint green.
    - 3 Find the pineapple on the computer and pint yellow.
    - 4 Find the watermelons and pint green.
    - 5 Find the apple on board behind the woman and pint red.
    6. Find the grapes under the watermelon and pint purple.
    - 7, Find the banana on the board, and pint yellow
    8. Find the oranges on the board and pint orange.
- The activity continues to complete the vocabulary.

# THE FRUITS

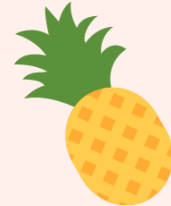
## VOCABULARY



**Watermelon**



**Avocado**



**Pineapple**



**Banana**



**Orange**



**Strawberry**



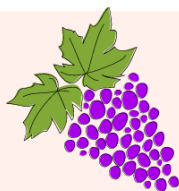
**Pear**



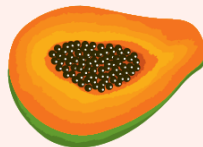
**Lemon**



**Coconut**



**Grapes**



**Papaya**

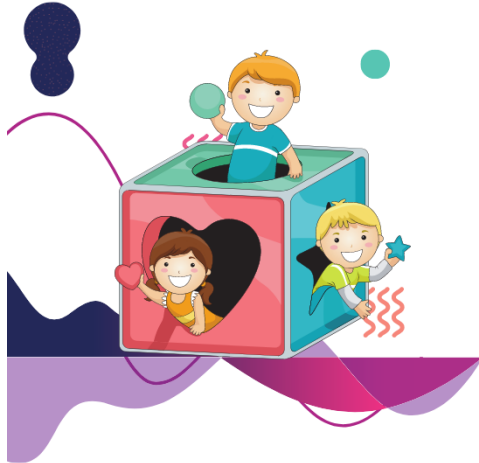


**Peach**

Listen and colour.



Source: Cambridge



# MY SCHOOL SUPPLIES

## VOCABULARY

### PROCEDURE

Practice with  
MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO IDENTIFY THE SCHOOL SUPPLIES AND NAMES

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. SCHOOL SUPPLIES

### TIME

15 MINUTES

### GAME

The teachers says



Students should listen to the commands and then find the corresponding school supplies, any student can participate in this activity from their desks.

#### Steps:

1. The teacher has to prepare their school supplies at the desk before starting.
2. The teacher will start the game by showing their things and saying the names of the supplies. "This is a notebook, this is a book, this is a pencil, this is an eraser, this is a ruler, this is a pen, this is a scissor, these are pencil colors.
3. After that, the teacher asks the class.

Who has scissors? Raise your hand and show me your scissor,  
Who has a ruler? Raise your hand and show me your ruler,  
Who has a pen? Show me your pens.

4. The teacher chooses 3 students to do the activity in class.

Now the teacher will say some commands to students:

5. The teacher says, "give me three notebooks". Students will run to find the three notebooks of their classmates, and give them to the teacher.

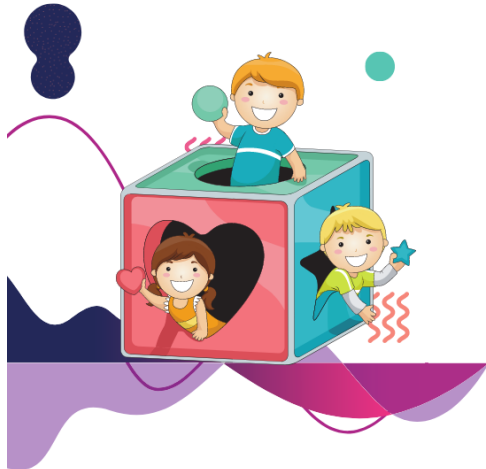
The teacher says, "give me four rulers". Students go to borrow the material. to give them to the teacher.

The activity ends when students accomplish the commands.

# THE SCHOOL SUPPLIES

## VOCABULARY





# ACTION VERBS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO IDENTIFY THE SCHOOL SUPPLIES AND NAMES

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. ACTION VERBS

### TIME

15 MINUTES

1. Prepare material to use and say the objective before the activity.
2. Teacher modeling: Say with expressions and movements to give an example of action verbs of the vocabulary chart.
3. Student modeling: have to do the activity and follow the instructions.

### GAME

#### Charades- action verbs



Students should form groups to game. Any student can participate in this activity from their desks. Students need to do the action verbs or skip a space.

#### Steps:

1. The teacher has to prepare the material to play. The board game and dice.
2. The teacher divides the classroom into 4 groups to play the game.
3. The teacher gives a board game and dice to each group.
4. The teacher will start the game by indicating the instructions of the game. Every student has a turn on the game.
5. The first must roll the dice and advance the spaces indicated.
6. When you are there you must do what it says in the box then do or imitate the action verb in front of the classmates.
7. Each student gets a turn to play.
8. The first to reach the finish line will win a star.
9. Each group will work simultaneously on the game.
10. After that, the teacher gives a rewarding to the winners.

s.

# ACTION VERBS

## VOCABULARY



**To play**



**To sing**



**To eat**



**To drink**



**To count**



**To smile**



**To raise hand**



**To jump**



**To dance**



**To hear**



**To Say Hello**

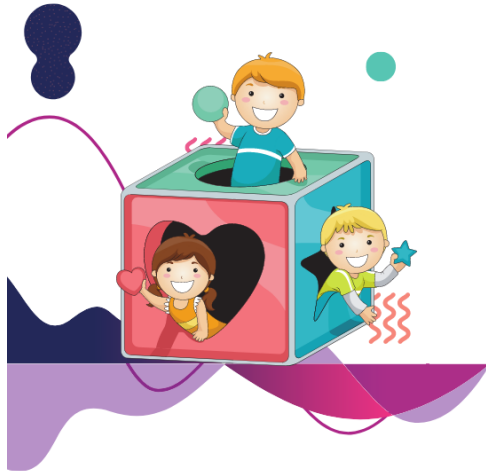


**To see**

# IT'S MY TURN!







# MY HOUSE

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

### OBJECTIVE

TO IDENTIFY THE PARTS OF THE HOUSE

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY CHART
2. PART OF THE HOUSE

### TIME

15 MINUTES

1. Prepare material to use and say the objective before the activity.
2. Teacher modeling: Say with expressions and movements to indicate part of the house.
3. Student modeling: have to do the activity and follow the instructions.

### GAME

#### Charades - In my house



Students need to mimic the actions following the instructions.

#### Steps:

1. The teacher has to prepare the material to play. The vocabulary chart.
2. The teacher indicates to children make a circle in the classroom.
3. The teacher will be in the center
4. The teacher will start the game by indicating the instructions of the game.
5. The teacher starts the game by expressing the following sentences using the vocabulary: Parts of the house.

The house is big.

My sister is eating lunch in the dining room.

My mom is watching television in the living room.

My brother is sleeping in the bedroom.

The small dog is in the garden.

After that, the teacher says the sentences, and students make the actions.

In the last part, the teacher sticks the pictures on the board. and repeat the sentences.

Then the teacher asks to students: What are some of the house parts?

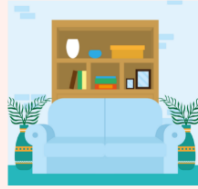
Students need to identify and say the part of the house of the pictures.

# MY HOUSE

## VOCABULARY



**Balcony**



**Living room**



**Bedroom**



**Bathroom**



**Dining room**



**Kitchen**



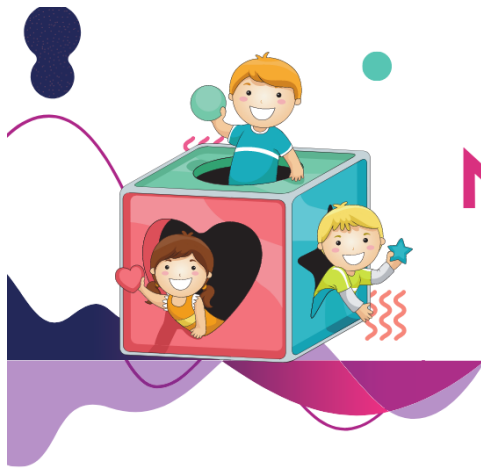
**Laundry**



**Garden**



**Garage**



# MY NEIGHBORHOOD

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

#### OBJECTIVE

TO LEARN ABOUT  
PLACES AND LOCATIONS

#### MAIN SKILL

LISTENING

#### MATERIALS

1. VOCABULARY CHART
2. MY NEIGHBORHOOD  
NAMES OF PLACES

#### TIME

15 MINUTES

1. Prepare material to use and say the objective before the activity.
2. Teacher modeling: Say with expressions and movements to indicate places and locations.
3. Student modeling: have to do the activity and follow the instructions.

#### GAME

Let's go to...



Students need to find the places according to their locations.

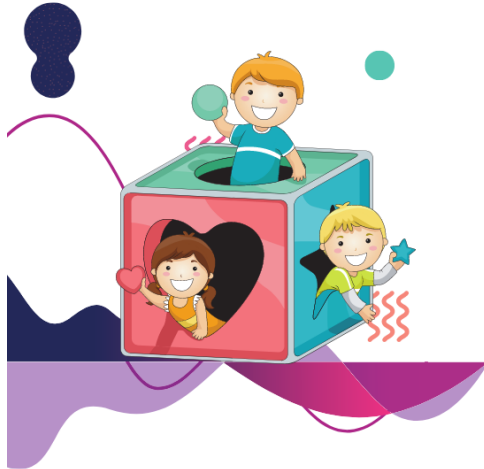
#### Steps:

1. The teacher has to prepare the material to play. (The vocabulary chart)
2. The teacher divides the classroom into 2 groups.
3. The teacher will work with 1 group first. While the other group needs to observe the game.
4. Some students stand in various areas of the classroom with the names of the places. e.g. the pharmacy, the park.
5. Students need to find the places and go there.
6. The teacher indicates the location by sentences.  
Jose goes to the pharmacy that is next to the library.  
Jose goes to the park with their friends.  
Jose goes to the bakery to buy bread.  
Jose goes to the store between the pharmacy and his house.
7. The teacher will be monitoring all the movements.

# MY NEIGHBORHOOD

## VOCABULARY

 <p>Pharmacy</p>	 <p>Store</p>	 <p>My house</p>
 <p>Restaurant</p>	 <p>Park</p>	 <p>School</p>
 <p>Coffe shop</p>	 <p>Bakery</p>	 <p>Police station</p>



# CLASSROOM COMMANDS

## VOCABULARY

### PROCEDURE

#### Practice with MY TPR STEPS

Steps based on TPR Method

1. Prepare material to use and say the objective before the activity.
2. Teacher modeling: Say with expressions and movements to indicate the commands.
3. Student modeling: have to do the activity and follow the instructions.

### OBJECTIVE

TO LEARN ABOUT  
COMMANDS STUDENT WILL  
NEED IN THE CLASROOM

### MAIN SKILL

LISTENING

### MATERIALS

1. VOCABULARY  
COMMANDS

### TIME

15 MINUTES

### GAME

Let's go to move



Students need to do the commands given by the teacher. (TPR Competition)

#### Steps:

1. The teacher has to prepare the material to play. (Vocabulary chart)
2. The teacher will work with all students in the classroom.
3. The teacher says students that the game will be in a stand-up position.
4. Students stand up from their desks.
5. Students need to pay attention to the commands.
6. The teacher indicates the command, students need to make the action.  
Hands out - hands up. - hand down - claps your hands /  
Sit down - touch your feet - stand up - Turn around /  
Listen? - write?- cut? - read? - draw? - look?
7. The teacher will be monitoring all the movements.
8. The last person to do the action is out.
9. After that students continue participating. Form a group, then continues doing the commands. The three last students will be the winners.

# CLASSROOM COMMANDS

## VOCABULARY



**Hands out**



**Hands up**



**Hand down**



**Claps**



**Sit down**



**Stand up**



**Turn around**



**To write**



**To read**



**To listen**



**To draw**



**To look**

## CONCLUSIONS

1. The main conclusion, the Total Physical Response method is highly effective in teaching vocabulary, even helping to improve and increase our levels of knowledge, since the process makes it less stressful for students. For this reason, the method can be applied to the seven-year-old children of the third grade of the Unidad Educativa Fiscomisional "Santa Maria del Fiat".
2. The different activities presented by the Total Physical Response Method involve sensory experiences that make children have fun learning, and it is better if they are learning vocabulary. For this reason, the activities or games through this method fulfill an important function and are linked to the teaching and learning process. It is important to keep in mind what kind of activities the children like because this will allow them to stay interested and involved in the development and realization of these learning techniques.
3. It is essential to develop a guide where you can find those vocabulary topics that you want to teach the students, as well as these must be appropriate, to facilitate the process, since it is intended to use the guide as an alternative to teach vocabulary in classes and that these allow the student to learn by doing. The guide contains several 10 topics with practical exercises for vocabulary development throughout the class, not forgetting that 3 games are included to help keep the student awake and attentive.

## RECOMMENDATIONS

- 1) It is highly recommended that with the help of the activities contained in the Total Physical Response, the students should be more involved in the learning of the language, in that case, they should be participants in the process since being a highly effective method should generate an optimal result in the improvement of vocabulary knowledge.
- 2) It is recommended that students participate in different ways, in the application of practical projects based on previous planning, since being involved in deeper topics it is very likely that the level of vocabulary will increase significantly, and with this, they will be able to execute those skills that require the acquired knowledge, such as the improvement of reading.
- 3) It is recommended to apply this guide, as it is very practical to carry out when you want to give a vocabulary lesson, within the guide are the most appropriate topics for children, who are at an initial level such as pre-A1 level as these topics refer to children needs. The vocabulary guide based on the Total Physical Response method is designed to contribute to the development of their learning.

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**ANNEXES****ENGLISH TEACHERS SURVEY**

1) In your opinion what are the most important qualities of an English teacher?

Choose more than one.

- a) Patience and empathy
  - b) Adaptability
  - c) Enthusiasm and passion
  - d) Communication
  - e) Discipline
  - f) To get deep knowledge
- 2) How often do you use the English Language during your lessons?
- a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
- 3) How do you catch the student's attention during your lessons?
- a. Having an interactive class
  - b. Using games to enjoy the process of learning
  - c. Encouraging student to participate
  - d. To reward by their participation
- 4) What activities do you apply during your lessons?
- a. Games
  - b. Watching videos
  - c. Listening to music
  - d. Flashcard
  - e. Repeat words
- 5) Which of the following strategies do you use to increase vocabulary to your students?
- a. Spelling
  - b. Games
  - c. Exercises

- d. Worksheets
- 6) Which method do you apply in your classes?
- a. Communicative approach
  - b. Translation method
  - c. TPR Method (Total Physical Response)
  - d. Task based Method
  - e. I do not remember
- 7) Do you know what TPR Method is?
- a. I do not hear about it.
  - b. Yes, I know about this method.
  - c. Of course, I apply this in my English lessons.
- 8) During the activities, do you translate the meaning of vocabulary words to your students?
- a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
9. - How many hours of English classes do you teach?
- a. 30 minutes
  - b. 40 minutes
  - c. 1 hour
  - d. 2 hours
10. - Do you agree with the use of technological resources (ICT) to teach English to children?
- a. I agree
  - b. I disagree
  - c. I completely agree

## SURVEY ANSWERED

### Teaching English to children.

Thank you for your participation. It will support the research "Teaching English to children"

1.- In your opinion what are the most important qualities of an English teacher? Choose more than one. \*

- Patience and empathy
- Adaptability
- Enthusiasm and passion
- Communication
- Discipline
- updated knowledge
- To use didactic strategies and techniques

2.- How often do you use the English Language during your lessons?

- Always
- Sometimes
- Rarely
- Never

3.- How do you catch the student's attention during your lessons?

- Having an interactive class
- Using games to enjoy the process of learning
- Encouraging student to participate
- Rewarding by their participation

4.- What activities do you apply during your lessons?

- Games
- Watching videos
- Listening to music
- Flashcards
- Drillings

5.- Which of the following strategies do you use to increase vocabulary to your students?

- Spelling
- Games
- Excercises

6.- Which method do you apply in your classes?

- Communicative approach
- Translation method
- TPR Method (Total Physical Response)
- Task based Method
- I do not remember

7.- Do you know what is TPR Method?

- I haven't used it.
- Yes, I know about this method.
- Of course, I apply this in my English lessons.

8.- During the activities, do you translate the meaning of vocabulary words to your students?

- Always
- Sometimes
- Rarely
- Never

9.- How many hours of English classes do you teach?

- 30 minutes
- 40 minutes
- 1 hour
- 2 hours

10.- Do you agree with the use of technological resources (ICT) to teach English to children?

- I agree
- I disagree
- Completely agree

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**CERTIFICADO SISTEMA ANTI-PLAGIO**

## Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “TOTAL PHYSICAL RESPONSE TO ENHANCE ENGLISH VOCABULARY IN SEVEN YEAR-OLD-STUDENTS AT UNIDAD EDUCATIVA FISCOMISIONAL SANTA MARIA DEL FIAT elaborado por la estudiante LOURDES VERONICA LIMON CLEMENTE 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,



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SANDRA CAAMAÑO MSc.

TUTORA



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## ACRONYMS

**B2:** Upper-Intermediate English level according to Common European Framework of Reference for Languages.

**EFL:** English as a Foreign Language.

**ESL:** English as a Second Language.

**EAL:** English as Additional Language.