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SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF

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“Using the Total Physical Response (TPR) approach to improve speaking skills in first-year elementary school students.”

RESEARCH PROJECT

As a prerequisite to obtain a:

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LANGUAGES

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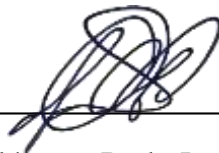
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Advisor's Approval

In my role as advisor for the research project entitled “Using the Total Physical Response (TPR) approach to improve speaking skills in first-year elementary school students,” by BARAHONA VELASQUEZ JOSUE ISRAEL and GAVILANES BORBOR MANUEL ALFONSO, undergraduate students in the National and Foreign Language Education program at the Faculty of Education and Languages at the Santa Elena Peninsula State University, I declare that, after guiding, studying, and reviewing the project, I approve it in its entirety, as it meets the requirements and is sufficient for submission to the academic tribunal for evaluation.

Sincerely,



Párraga Solórzano Rudy Jonathan, MSc.

ADVISOR

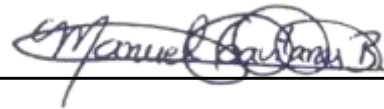
Statement of Authorship

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

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- Josué Israel Barahona Velásquez

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- Manuel Alfonso Gavilanes Borbor

Dedication I

With profound gratitude and a heart full of love, I dedicate this thesis to God, eternal source of wisdom and strength, who has guided and sustained me throughout this journey. I especially dedicate it to my beloved wife, Susana Rivera, and my precious daughter, Emiliana Barahona, whose love, patience, and constant motivation have given purpose to every effort. I am deeply grateful to my parents, Juan Barahona and Johana Velásquez, and to my sister, Jenny Barahona, for their unconditional support, example of hard work, and faith in my dreams. I also thank my mother-in-law, Marlene Gonzabay, and my dear friends, Kevin and Dayana, for their help, encouragement, and companionship in moments of fatigue and doubt. Finally, I lovingly remember my grandmother, Águeda, whose memory and teachings continue to inspire every step I take and give deeper meaning to this achievement.

- With love, Josué Israel Barahona Velásquez.

Dedication II

I want to dedicate this work to all the people who are important in my life: my parents, my friends who are the driving force in my life, my mother Maria Gavilanes, my father Byron Puertas, my aunts Margarita Gavilanes and Daysi Gavilanes who are my family and have supported me at all times. I also want to thank my friend Joel Marquez who has been a very special part of my life, always showing me his unconditional support. All these people have helped me move forward in my life and I will always be grateful to them for being by my side.

- With love, Manuel Alfonso Gavilanes Borbor

Abstract

This research analyzed the use of the Total Physical Response (TPR) approach supported by songs as a strategy to improve speaking skills in first-grade students in a context of large classes and limited resources. The main objective was to interpret first-grade teachers' perceptions and professional judgments about the feasibility, advantages, and challenges of implementing a song-based TPR routine to develop English speaking. Using a qualitative approach, within a phenomenological design, semi-structured interviews were conducted with five teachers to explore their experiences, adaptations, and evaluations of this methodology in their daily practice. The findings indicate that the combination of movement, rhythm, and music increases oral participation, improves pronunciation, and supports vocabulary retention, while reducing anxiety, strengthening students' self-confidence especially in shy learners and creating a more cooperative and motivating classroom environment. Furthermore, the results show that, through creative adjustments in time, space, and materials, the TPR routine with songs is both viable and effective in the Ecuadorian context, offering a low-cost, high-impact pedagogical alternative that contributes to the English curriculum goals in basic education. Finally, the study highlights the need to systematically integrate active methodologies such as TPR with songs into lesson planning and official curricular guidelines to promote a more dynamic, inclusive, and meaningful English language teaching process.

Keywords: speaking skills, Total Physical Response, songs, basic education, English as a foreign language.

Resumen

Esta investigación analizó el uso del enfoque Total Physical Response (TPR) apoyado en canciones como estrategia para mejorar las destrezas orales en estudiantes de primer año de Educación General Básica en un contexto de aulas numerosas y recursos limitados. El objetivo principal fue interpretar las percepciones y juicios profesionales de docentes de primer año sobre la viabilidad, ventajas y desafíos de implementar una rutina de TPR basada en canciones para desarrollar el speaking en inglés. A través de un enfoque cualitativo, bajo el diseño fenomenológico, se realizaron entrevistas semiestructuradas a cinco docentes, con el fin de profundizar en sus experiencias, adaptaciones y valoraciones sobre esta metodología en la práctica diaria. Los resultados muestran que la combinación de movimiento, ritmo y música incrementa la participación oral, mejora la pronunciación y favorece la retención de vocabulario, al mismo tiempo que reduce la ansiedad, fortalece la confianza de los estudiantes especialmente de los más tímidos y genera un clima de aula más cooperativo y motivador. Además, se evidencia que, mediante ajustes creativos en el tiempo, el espacio y los recursos, la rutina de TPR con canciones es viable y efectiva en el contexto ecuatoriano, constituyéndose en una alternativa pedagógica de bajo costo y alto impacto que contribuye a los objetivos curriculares de inglés en la educación básica. Finalmente, el estudio resalta la necesidad de integrar de forma sistemática este tipo de metodologías activas en la planificación docente y en las orientaciones curriculares oficiales para potenciar una enseñanza del inglés más dinámica, inclusiva y significativa.

Palabras clave: destrezas orales, Total Physical Response, canciones, educación básica, inglés como lengua extranjera.

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Introduction

Learning English in the early years of basic education is not just a new subject on the timetable; it is a gateway to a wider world and greater self-confidence that can accompany children throughout their lives. An ideal class for young students should be dynamic, with lots of movement, full of songs and games, and above all, spark their curiosity to the point of wanting to discover something new. However, in Latin America, and particularly in the educational context of the province of Santa Elena, Ecuador, we face a reality that is very different from what should be ideal. Teachers and students face a clear discrepancy between what the curriculum provides and what is actually needed, as there are two major obstacles: a lack of time and a scarcity of the resources necessary to work effectively in the classroom when learning the language.

In many schools, the initial enthusiasm of students often gradually diminishes until it fades into silence and complete disinterest. This doesn't happen by chance; it often occurs because, in an effort to simply cover the material, teachers use traditional and ineffective methods. This creates fear and anxiety among students about mispronouncing words, making mistakes, and not wanting to speak or participate in class activities. It also creates a tense and insecure environment that becomes apparent when students try to apply the knowledge they've acquired over a period of time. Given this situation, a central question arises for this research: how can we break this silence and encourage oral production in large classrooms with limited resources, without increasing the anxiety of the youngest students?

This study's proposal is not based on costly solutions or complex technologies, but rather on recovering and strengthening familiar, human, and accessible teaching tools: movement and music. The Total Physical Response (TPR) methodology, supported by the use of songs, is

presented as a teaching alternative that resembles the natural way in which we learned our mother tongue. By linking gestures with words and rhythm with memory, a safer environment can be created, where making mistakes is no longer a source of embarrassment but becomes part of the game and the learning process.

Although the literature reports positive results from TPR in student performance, there is still a significant gap in the experience of those who are directly in the classroom: teachers. Much research has focused on how much children learn, but less attention has been paid to how teachers experience, adapt, and perceive these strategies in their daily practice. For this reason, this study adopts a qualitative and phenomenological approach that seeks to listen to and value the professional voice of first-year elementary school teachers. Rather than obtaining figures, the objective is to understand the real viability of these routines, the classroom management challenges they entail, and the creative solutions that teachers develop to apply them in contexts with limited resources.

Chapter I

The Problem

Research Topic

Didactic Strategies and Speaking Skills Development

Title of the Project

Using the Total Physical Response (TPR) approach to improve speaking skills in first-year elementary school students.

Problem statement

Learning English in the first year of elementary school should be an exciting adventure, similar to acquiring a new superpower. The main goal is not simply to complete a course, but for students to find their voice in a new language. These early English classes should allow children to play with sounds, rhythms, and short, entertaining phrases. However, in the Latin American context, and specifically in Ecuador, students and educators face an exasperating reality that creates a gap between the goal and the practice. The two main obstacles they face are limited resources and insufficient time. As a result, despite national initiatives, English proficiency in the region has stagnated, a problem that is exacerbated by the fact that public schools often have curriculum designs that reduce the number of hours devoted to English instruction, directly impacting the quality of instruction (Mero et al., 2024).

This dual pressure of time and lack of resources encourages the use of outdated approaches, where the instructor talks at length while students remain silent. This kind of teaching arrangement eliminates the crucial opportunities starting students need: safe, rapid, frequent speaking aloud chances (Inter-American Development Bank, 2024). Most first-year students therefore end up in a "cycle of dependency." Typically, their "oral expression" is

reciting together. While it hides personal issues, this facilitates rhythm. This reliance shows when they have to speak alone. They either freeze or have problems with even simple pronunciation. Factors such as overcrowded classrooms and limited resources exacerbate this problem, pushing teachers to “cover material” rather than implement a communicative curriculum focused on fluency (Alvarez et al., 2025).

Given this situation, there is an urgent need for simple, smart classroom routines that truly inspire and bridge this gap, especially activities adapted to short lessons that provide opportunities to speak with minimal stress (MinEduc, 2020–2021). Here two proven inexpensive and very effective techniques are acknowledged: Total Physical Response (TPR) and songs. Effective TPR teaches naturally via movement, much like babies learn their first tongue. Recent research reveals that participant in TPR experience significantly less anxiety than those in conventional speaking courses (Akdağ-Çimen & Çeşme, 2022). Songs also help you to rehearse rhythm and intonation with others in a lively setting.

Therefore, there is a significant gap in terms of teachers' actual experiences when implementing this combined approach. Although it has been reported in Ecuador that TPR improves vocabulary and fluency (Abata et al., 2021), most of these studies focus on student outcomes rather than the teaching experience. Little is known about the changes teachers observe in the rhythm and clarity of speech, and, above all, how they experience the routine: what they consider simple, what difficulties they face, and how they adapt it in the face of daily shortages of materials and time. Given that it is imperative to accelerate fundamental learning, it is crucial to listen to those on the front lines. Consequently, this qualitative study seeks to investigate and clarify the experiences and perceptions of first-grade teachers regarding the implementation of a song-based TPR routine.

Justification

This study is primarily justified as a response to an urgent pedagogical need, fulfilling our professional obligation to seek practical solutions. This research does not simply seek to analyze yet another method; its objective is to listen to and value the pragmatic knowledge of educators who face the difficult task of teaching English with limited resources and time. In fact, the main challenge in everyday school life is silence, that is, students who are too terrified or anxious to speak. Conventional approaches fail precisely in this regard, frustrating teachers who, due to factors such as overcrowded classrooms and a lack of materials, are often unable to implement the communicative curriculum as they would like (Alvarez et al., 2025). Therefore, this study is crucial because it offers a simple and practical solution to that frustration, presenting a routine that teachers can implement immediately using the resources they already have.

In addition to its practical value, the research is justified by a significant theoretical gap in the literature. While previous academic studies have already quantitatively demonstrated that TPR reduces anxiety (Akdag-Cimen & Cesme, 2022).and that melodies help with pronunciation (Saldıraner & Cinkara, 2021), there is a large gap. Most of this study examines the final results for pupils but infrequently explores teachers' experiences throughout the execution. This research is therefore relevant as it seeks to close that gap by highlighting teacher perspectives rather than simply results. Giving teachers the chance to express their thoughts gives us insightful information from their professional perspectives. This enables us to better and more human grasp of how successful methods are applied in real classrooms by means of pedagogical theory.

At the social level, this research has direct relevance to the pursuit of educational equity. In a world where economic and academic success depends on knowledge of English, the consequences of poor early instruction are obvious. The social importance of this study lies in its

focus on equity, as it promotes a strategy that does not rely on expensive materials, the internet, or technology. In an education system with obvious resource inequalities, we cannot rely solely on solutions that are accessible to private or urban schools. This thesis supports an approach that aligns with the urgent need to accelerate fundamental learning and promote inclusion through solutions with low cost and significant impact (UNESCO, 2024). By doing so, we give every child the opportunity to find their voice, regardless of their school's budget.

Finally, choosing a qualitative approach to this topic is a methodological necessity, not simply a preference. The look of relief on a child's face when they speak honestly for the first time cannot be adequately reflected in a number. To truly understand how this practice works in the real world, we need to listen to teachers' successes, obstacles, and narratives. The phenomenological methodology is precisely appropriate here, as it seeks to “return to the things themselves,” allowing us to capture the essence of the teacher's lived experience in managing these routines in the classroom (Erbaş, 2025). It is through understanding this human experience that this study produces valuable and applicable knowledge.

Problem question

General question

How do first-year elementary school teachers interpret the viability of Total Physical Response (TPR) anchored in songs as a strategy for developing early speaking skills?

Specific questions

-What pedagogical challenges do teachers experience when addressing oral production with traditional methods?

-What practical advantages do teachers observe in the use of songs and movement (TPR) for student confidence and oral production?

-How do teachers describe the specific challenges and successes of managing classroom dynamics (e.g., energy, noise, participation) during the implementation of the TPR routine with songs?

General Objective

To interpret teachers' perceptions and professional judgments about the feasibility, advantages, and challenges of implementing the Total Physical Response (TPR) routine anchored in songs to develop early speaking skills.

Specific Objectives

-To identify the pedagogical challenges teachers, face in developing oral skills using traditional methods.

-To analyze the practical advantages perceived by teachers in students' confidence and oral - progress when using songs and movement (TPR).

-To describe teachers' perceptions of the challenges and successes in managing classroom dynamics when implementing the song-based TPR routine.

Chapter II

Theoretical Framework

Background

Previous studies

Previous studies on helping young students improve their speaking via songs show consistent results indicating that especially when activities are organized and often repeated, routines based on music can aid pronunciation, rhythm, and general oral performance. In an experimental study with primary learners, the group taught with songs did better on pronunciation tests than a control group who learned from a book. This shows that melody, rhythm, and repetition help to foster conditions conducive to prosody (stress & intonation) and articulatory practice (Saldiraner & Cinkara, 2021).

Publications that have just come out in Latin America and Ecuador show the same trends; classroom studies and practical projects show that songs especially boost confidence, vocabulary memory, and early pronunciation stability when classes are big and time spent on tasks is limited. Ecuadorian theses highlight favorable attitudes on English teaching supported by music in rural settings and elementary education, therefore stressing low cost and feasibility. Recent research indicates that adding songs to English lessons can enhance emotional involvement and improve memory retention in the long term (Pincay, 2024; Arrobo and Luna, 2024). This makes the process of learning a language much more enjoyable and significant for young students.

Children often find it easier to say short phrases aloud with a better sense of rhythm and less fear when they have gestures to guide them, as seen in TPR. Studies in cognitive and

developmental psychology highlight a strong link between musical talent and the ability to perceive sounds, which matches what teachers observe: that activities involving songs can really help improve rhythm and clarity in speech. Using music in language teaching does more than just enhance language skills; it also boosts social interaction, fosters creativity, and helps keep young learners motivated over time (Pino et al., 2023).

International Background

Scientists around the world have researched how to combine language learning with physical activity to improve young students' speaking skills. A mixed-methods research synthesis combining quantitative and qualitative studies found that TPR based teaching has an impact on learning outcomes and that its effectiveness is based on principles such as coordinating speech with actions, learning inductive grammar, and delaying speech until comprehension is assured. This technique helps pupils more naturally learn and remember new vocabulary by connecting movement to significance. Students activate several regions of their brains by connecting motions and gestures to words, therefore enhancing their understanding and memory. This instructional approach reduces stress and boosts motivation, so it is rather successful for kids, according to researchers (Celik et al., 2021).

A recent study in Thailand with second grade pupils showed that multisensory instruction significantly enhanced their productive and receptive vocabulary. The students reported feeling more enthusiastic and competitive, and they enjoyed their tasks more than before. Researchers emphasized that vocabulary is a vital foundation for listening, speaking, reading, and writing. Similar efforts in Indonesia and Turkey, which mixed Total Physical Response (TPR) with songs, anthems, or real objects, indicated that students could retain words longer and felt more confident when speaking (Dongsanniwas, 2024).

In addition to these experiments, researchers have examined the use of songs contexts and reported that action songs improve comprehension and vocabulary (Putri & Rustipa, 2023). Other research has linked language teaching that integrates content to improved vocabulary acquisition, but also cautions that success depends on teacher training and resources (Villafuerte et al., 2021). Critics warn that the method has limitations. Therefore, the researchers recommend integrating with other approaches and gradually encouraging students to speak without prompting (Celik et al., 2021). While these experiments indicate positive effects on pronunciation and vocabulary, this qualitative research seeks to understand how and why first grade teachers perceive changes in confidence and fluency when applying TPR routines with songs in large classrooms with limited resources.

TPR in Primary School English Teaching

Teacher surveys in Nigeria report favorable perceptions of TPR in primary English instruction, which is particularly useful for encouraging students to respond physically to the lesson. The results (based on approximately 300 teachers) show that teachers believe this method is very effective in improving students' ability to follow instructions, improve listening skills, increase vocabulary acquisition speed, and increase speaking confidence. While attitudes toward the method are generally positive, the research also uncovers significant practical limitations (class size, materials, time), which demands organization and teacher training (Onu, 2025).

In an experiment in Indonesia with students, the use of the TPR method led to the conclusion that this is a suitable method to develop students' speaking skills. One study using a one group design with a pretest and posttest found this approach to be effective. Researchers note that this is an innovative method that requires teachers to maintain a positive mood during class so that students can focus on the course. The research showed that students were more active and

eager when language instruction involved physical movement. In conclusion, the results imply that this method can significantly enhance oral fluency and engagement in English classes when used consistently and with a touch of creativity (Ramadhani & Sulistyani, 2023).

Furthermore, vocabulary is the basic foundation of learning English, the main and most difficult task of teaching in elementary school. Since traditional vocabulary teaching methods are considered boring and one sided, hindering effective memorization, this study proposed the Total Physical Response (TPR) method developed by James Asher as an alternative method. The purpose of the work is to analyze theory in vocabulary teaching in elementary schools and propose appropriate strategies to improve the quality and effectiveness of teaching as well as increase student initiative and proactiveness (Celik, 2021).

Researchers around the world have studied how teachers structure lessons to improve students' speaking ability. Research related to Rebecca Oxford's work on learning strategies has sought to highlight the value of teaching metacognitive strategies in enhancing children's awareness of their own learning processes. Research indicates that using these strategies improves comprehension, thereby reducing the cognitive load required of students when producing responses. This transition improves their ability to participate effectively in discussions with teachers and peers. Research indicates that successful interaction depends on motivating students to draw knowledge directly from what they learn. Facilitating communication through speech-based exercises effectively improves students' understanding of language patterns. In addition, these methods improve oral skills and increase students' confidence in articulating their thoughts effectively. Therefore, incorporating cognitive and communication techniques into educational settings significantly improves comprehension and supports sustained linguistic growth over time.

Research conducted in Thailand revealed how the Total Physical Response technique improves English learning among younger students who struggle with reading difficulties. Developed by James Asher, this relaxed and fun approach emphasizes the importance of actively involving dyslexic students in their learning process. The fun and simple activities offered by this method not only make language learning more effective, but also boost students' energy and mood. This method is especially beneficial for those who need to stay active during class (Celik et al., 2021). Other studies with TPR report gain in vocabulary and student satisfaction in basic education, reinforcing its effect on retention (Dongsanniwas, 2024).

National background

Ecuador's Ministry of Education has made English a mandatory subject in elementary schools to prepare children for global communication. Despite this policy, many classes still emphasize grammar translation exercises. Surveys and classroom observations indicate that teachers often rely on memorization rather than communicative practice. The discrepancy between instructional goals and classroom realities has led to low motivation and stagnant proficiency levels (Villafuerte et al., 2021).

At Loja National University, researchers surveyed middle school students about their experiences with TPR. Respondents appreciated this method because it makes learning fun, helps you remember vocabulary quickly, and reduces anxiety. The study noted that encouraged collaboration and participation, and that students appreciated the opportunity to follow instructions. Other initiatives in rural schools combine with flashcards, songs, and storytelling. Teachers report improvements in pronunciation and vocabulary as well as greater confidence in shy students. However, widespread implementation is hindered by limited resources and limited

access to professional development (Tituana Calderón, Cango Patiño, & Alvarado Arévalo, 2024).

In a study conducted in Cuenca, a model based on this method was proposed and tested to optimize vocabulary acquisition in English classrooms. Research has shown that this method allows students to acquire vocabulary in a fundamentally different way than traditional methods, showing significant improvements in memory retention over the long term and promoting more natural communication. The researchers emphasize that this combined approach not only makes it easier to remember new words, but also creates a more dynamic learning environment. Furthermore, it was found that implementing TPR enhanced students' language comprehension and response, which is an important step in developing oral fluency. Essentially, this Ecuadorian study supports the idea that incorporating physical activity into the English curriculum is key to overcoming barriers to passive learning (Tituana Calderón, Cango Patiño, & Alvarado Arévalo, 2024).

Pedagogical basis

Constructivism

Constructivist philosophy, several philosophical tenets, CLIL, and multimodal learning are the foundations of interactive language instruction. According to constructivism, students build their knowledge by social contact and active engagement. According to Vygotsky's theory in the field of zone of proximal development research, children advance when they are given clear instructions for their present abilities. Studies show that learning a language depends on employing kids' physical and emotional states.

From a constructivist perspective, children develop understanding by connecting new language to what they already know via social interaction and directed participation.

Songs help to center the group and foster collaboration by means of recognizable beats; when the instructor shows brief call and response lines coupled with motions (TPR), pupils together make associations between significance and movement. This helps phrases gradually become internalized since the teacher supports involvement and a group's rhythm lessens performance pressure.

Cognitivism

Cognitively, dual coding says that songs add rhythmic and melodic cues that help remember phonological forms and that verbal input combined with images/movement makes richer memory traces; this makes encoding and retrieval of these forms better. A reasonable mechanism from the phonological loop is that consistent practice of small song snippets improves prosodic timing and segmental accuracy by means of repeated rehearsal. Empirical evidence linking musical instruction with speech prosody reinforces the notion that rhythm and melody sharpen youngsters' focus on stress and intonation. TPR, gesture helps students coordinate perception and guides attentional focus, hence lowering cognitive load during the beginning output (Pino et al., 2023).

Theoretical basis

English as a Foreign Language

This study focuses on evaluating the oral communication skills of baccalaureate students from public high schools in Milagro for the 2023–2024 academic year. Using an uncontrolled methodology, this study evaluated the effectiveness of secondary school students in achieving

the language proficiency standards described within the Ecuadorian ESL framework. The survey measured comprehension of spoken communication, while an assessment form evaluated verbal expression skills. The two instruments received scores ranging from zero to one hundred points each, which were evaluated on a total of three hundred participants distributed across sixteen educational establishments. Using SPSS, statistical analysis calculated the means and determined the levels of proficiency in the dataset. The findings aim to determine if students achieved a B1 (pre intermediate) level in oral communication and to evaluate the effectiveness of English language learning in relation to national curricular objectives (Peñaranda et al., 2024).

Assessment for Oral Proficiency

A 2021 study analyzes how digital formative assessment tools can improve the evaluation of students' oral skills in English as a Foreign Language (EFL) classes. The analysis emphasizes that technology facilitates ongoing feedback, assisting learners in recognizing deficiencies in pronunciation, fluency, and vocabulary. By utilizing digital resources, educators can assess verbal performance in a more innovative and precise manner. The findings indicate that students experience increased confidence when using familiar tools, consequently enhancing motivation and engagement through digital assessments. Ultimately, the study underscores that incorporating technology in verbal evaluations fosters a learning environment focused on students and communication. This in turn improves results of learning and teaching methods (Çetin Köroğlu, 2021).

Legal basis

The Ecuadorian Constitution calls education both a basic right and a state responsibility, requiring excellence, inclusiveness, and equality (Art. 26–27). These ideas support affordable

techniques with a high impact like TPR based on songs in early grades (Constitución de la República del Ecuador, 2008), which broaden access to meaningful learning opportunities. The LOEI and its 2021 modification provide the foundation for intercultural education that is high quality and professional development by means of communication and techniques appropriate for the age that emphasize (LOEI/RO 2021).

Ecuador is clearly situated as an EFL setting in the national EFL curriculum, which gives early attention to oral communication threads with descriptors coherent. Micro tasks anchored in songs suit A1 interaction goals and classroom management language (MinEduc, 2016; Council of Europe, 2020). Recent curriculum prioritizations also emphasize short, clear oral production in early grades by means of policy space to highlight stress communications skills (MinEduc, 2025). These frameworks support active methodologies that have a low cost (TPR with songs) that multiply opportunities for brief, oral production that causes low anxiety in the first grade of EGB.

Constitución de la República del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución de la República del Ecuador, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará

el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional” (Constitución de la República del Ecuador, 2008).

Art. 28.- Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel” (Constitución de la República del Ecuador, 2008).

Chapter III

Methodological Framework

Methods

This research takes a qualitative approach, as its main objective is to clarify how first-grade teachers experience, rationalize, and evaluate the application of song-based Total Physical Response (TPR) in a context of limited resources. Rather than measuring results or seeking cause-and-effect relationships, qualitative research seeks to understand the depth, context, and meaning that participants attribute to a phenomenon. It is also considered applied research, as the results are intended to directly inform and improve daily teaching practices, including the development of teaching patterns, classroom pacing, and simple assessments. This approach is best suited to recording teachers' opinions about what works and what does not work in the classroom, in line with the idea that methodology should be aligned with the practical objectives of the study (Creswell & Poth, 2025).

Type of Research

The type of research is a phenomenological study, with a descriptive and interpretive approach. This approach is appropriate because it seeks to understand the real experience of teachers when they apply a TPR routine with songs. We are interested in their motivation for using it, the effect they perceive on the classroom climate, their opinion on student anxiety, and how they train prosody, that is, rhythm and accent. Phenomenology is relevant because it focuses on the experience as it is lived and seeks common patterns in different narratives. This is key to understanding a routine that combines body (voice and gesture) and prosody (time and emphasis). According to Erbas (2025), this approach allows us to go beyond superficial

descriptions and arrive at structures of meaning, consistent with our interest in the categories and language used by teachers.

Data Collection Techniques

The main technique used in this phenomenological study is the semi-structured interview. It is suitable for a qualitative approach because it combines a script of predetermined questions aligned with the objectives with the flexibility needed to explore each teacher's responses, experiences, and perceptions in depth. Unlike a closed questionnaire, the semi-structured interview allows for follow-up questions such as Why? or Can you give me an example?, which helps to capture the essence of the lived experience, a central aspect of this study).

Instrument

The main instrument will be an interview script, referred to in this document as a questionnaire. It will serve to guide the semi-structured interviews. It includes an initial section for recording basic data on teachers: years of experience, class size, and frequency of TPR use. Its purpose is not to evaluate teachers, but to unify key topics and ensure that all study objectives are addressed. To verify its validity, the script will be reviewed by experts and pilot tested with a teacher who is not part of the sample, in order to verify clarity, accuracy, and application time.

Type of Questions

The interview script will use only open-ended questions. This format is essential for a phenomenological study, as it seeks narratives and real-life example. For example, Tell me about a time when the routine helped a shy student participate. Open-ended questions allow for rich responses and avoid biasing the participant, as well as facilitating follow-up questions to delve deeper into the mechanisms and limitations they observe. The questions are designed to be clear, unbiased, and focused on indicators of participation, clarity, pace, and teachers' perceptions of

the routine. This practice encourages participants to frame their views in their own terms, which is key to qualitative validity (NICE, 2022; Ruslin, Alhabsyi, & Syam, 2022; Hennink & Kaiser, 2022).

Data Collection Processing and Resources

The data collection process will follow an ethical and orderly sequence. First, institutional access permission will be obtained from school authorities and informed consent from eligible teachers, guaranteeing their right to withdraw at any time. Second, semi-structured interviews will be scheduled and conducted in 15-20 minutes, and these will be audio recorded. Third, the audios will be transcribed verbatim and anonymized by assigning codes (T1...T5) to protect confidentiality. Optionally, member verification will be offered by sending a summary to each teacher to validate the interpretation. Finally, all audio recordings and transcripts will be stored securely in password-protected folders, ensuring analytical traceability and ethical compliance.

Population and sample

The population for this study comprises first-year elementary school teachers in Ecuador who have used the song-based TPR routine. From this population, a purposive (or criterion-based) sample of approximately five teachers will be selected. The inclusion criteria state that the participant: 1) is currently teaching first grade or has done so recently; 2) has used TPR with songs at least twice in the last 12 months; and 3) is willing to be recorded and interviewed. The sample size will consist of five teachers. This amount is enough for phenomenological studies because the goal is to gather detailed information and to stop collecting data when no new ideas appear, instead of seeking results that can be generalized with statistics. Access to the study site

will be coordinated with school authorities in the province of Santa Elena, or another available area, and each participant will sign an informed consent form.

Chapter IV

This chapter offers a thoughtful analysis of qualitative data gathered from interviews with five English teachers who work with first graders at an elementary school in Santa Elena, Ecuador. The primary goal of this study was to explore how the Total Physical Response (TPR) method, enhanced by songs and movements, could boost students' speaking skills during the early stages of learning English. Using a phenomenological approach, the research aimed to delve into the teachers' experiences, observations, and professional insights regarding the effectiveness of this lively and interactive teaching method.

All data was collected through interviews with teachers using eight open-ended questions aligned with the research objectives. The questions cover the different facets of the learning process. The teachers' responses were organized into categories that address the connection between common methods and the use of TPR, songs, confidence, student engagement, and the teacher's experience when using this method.

Interpretation of Data from the Interview

- 1. To begin with, could you tell me what a typical English-speaking class with your first-year students is like, using traditional methods?**

Teachers believe that adding music and rhythm to early English lessons really stimulates linguistic and cognitive development. When children interact with songs, movements, and rhythms, they learn pronunciation and vocabulary in a more natural way. These activities

stimulate multiple senses, making learning much more fun. In addition, rhythm and repetition really help memory and concentration, creating a perfect space for communication and creativity. Ultimately, music-based learning fosters emotional expression and social interaction, making the classroom a more inclusive and engaging environment.

According to Kuntadirga (2023), the integration of Total Physical Response and songs allows children to acquire vocabulary and rhythm naturally through embodied experiences. Music combined with physical activity stimulates both hearing and tactile perceptions, thereby enriching short- and long-term learning outcomes in terms of memory and linguistic comprehension. Research shows that incorporating musical elements into Total Physical Response exercises improves intellectual growth alongside the acquisition of physical skills, all without increasing stress levels among young learners. By integrating auditory elements such as sounds and rhythms alongside linguistic components such as meanings, this multifaceted strategy fosters the child's holistic growth, thereby laying an effective foundation for developing competent English communication skills.

Question 2

2. What are the main challenges you see when trying to get children to speak English using these methods?

From a teaching perspective, it is clear that traditional approaches often limit students' chances to express themselves verbally and can increase their anxiety. Many children hesitate to join in because they fear making mistakes or feel they lack the rhythm and energy to participate. These challenges highlight the need for more engaging and interactive strategies that build confidence and encourage spontaneous communication. When activities do not involve

interaction, students' speaking skills can remain underdeveloped, even if they are progressing in grammar.

As noted by Karim (2022), incorporating musical pieces into English language instruction can greatly facilitate vocabulary development and pronunciation enhancement, owing to the pleasurable and repetitive exposure to linguistic structures they offer. However, the research emphasizes that individuals may continue to encounter difficulties such as timidity, insufficient speaking chances, and an excessive dependence on memorized lyrics. To assist learners in surmounting these obstacles, educators should convert song-oriented activities into engaging communicative tasks that encourage impromptu use of English. Karim points out that incorporating movement, gestures, and peer interaction can enhance participation and lower language anxiety.

Question 3

3. Now, thinking about TPR routines with songs, could you describe, step by step, what one of these activities is like in your class?

Teachers agree and share the opinion that TPR exercises, focused and adapted with songs that have a clear and concise structure, are very effective for pre-learning and acquiring new knowledge. Implementing a sequence of movements and gestures, rhythm, and continuous repetition helps students create a connection between movements and meanings, which improves word comprehension and understanding. This exercise helps create a pleasant and fun learning environment during class. Furthermore, this method helps students feel more confident and

reduces nervousness and anxiety, allowing them to express themselves without hesitation when speaking and gain confidence and fluency, ultimately leading to better retention through consistent and sustained participation.

According to Iswandhary (2023), use actions and body language cues to encourage student participation and understanding of unfamiliar terms. Research indicates that before engaging in vocal activities, students improve their language comprehension and articulate sounds more effectively. As soon as students incorporate movements into their singing patterns, they effortlessly understand the general framework of communication in their native language. The writer asserts that these methods substantially improve sensory engagement, allowing students to grasp the meaning of words before pronouncing them, thereby greatly facilitating the development of effective communication skills.

Question 4

4. When you do this movement and song routine, what changes do you notice in the students' confidence or attitude when trying to speak?

Based on what teachers have observed, it's clear that when kids interpret songs with gestures, their confidence and enthusiasm really grow. These practices assist in alleviating anxiety and redirecting attention from attaining flawlessness to embracing self-expression, which improves their involvement. This transformation in mindset cultivates a more authentic communication atmosphere, as learners perceive support and are more inclined to take linguistic risks while refining their pronunciation and rhythm.

Educators mention that singing together fosters collaboration and empathy among students, improving their personal growth and classroom relationships. According to Pino et al.

(2023), musical learning environments play a crucial role in promoting linguistic and emotional development by creating emotionally favorable circumstances for interaction. They also mention that these methods stimulate neural connections associated with motivation, concentration, and language comprehension. Pino and his team highlight that this emotional involvement is crucial for lifelong language learning, especially in early education.

Question 5

5. What adaptations have you had to make to make this routine work with little time or few resources?

From the teachers' perspective, adapting Total Physical Response (TPR) routines is essential for effectively managing time and resources. Educators can condense melodies, reallocate gestures, and utilize limited resources to sustain rhythm and focus. These changes maintain the improvements in portability and repetition, while simultaneously preserving and enhancing autonomy and innovation. This adaptability demonstrates that even with limited resources in a classroom, a successful learning process is possible, giving teachers the opportunity to adjust their teaching methods. Kuntadirgi (2023) mentions and emphasizes that it is possible to create a suitable environment by blending these methods with musical elements, yielding impressive results even with limited resources, provided the teacher makes creative adaptations and follows a systematic approach.

Question 6

6. In your experience, what are the difficulties or disadvantages of using this routine? Are there times when it is difficult to apply?

While TPR with songs is incredibly effective, I totally get that it takes some careful planning and solid classroom management. You have to think about things like limited space, keeping the noise in check, and the different ways students learn to keep everything balanced and integrated. Establishing effective methods and employing new alternatives can help all students participate in class safely, enjoyably, and appropriately, while maintaining order and efficiency. Furthermore, implementing visual aids significantly improves students' comprehension and self-confidence. The results of this study align with those of Lailiyah et al. (2023).

Question 7

7. Can you recall any specific situations or anecdotes in which this TPR routine with songs has worked particularly well for you, or perhaps not worked as well as you had hoped?

Based on the teachers' experiences, TPR routines with songs tend to improve attention and motivation, even during stressful situations like exam weeks or rainy days. I believe that the effectiveness of these routines depends on context, classroom space, and song selection. When used appropriately, they not only energize students but also enhance vocabulary recall and spontaneous speech in everyday settings. Furthermore, this approach encourages emotional connection and positive attitudes toward language learning, fostering long-term engagement and confidence.

Yang (2024) highlights that TPR routines with songs are especially effective in reinforcing language through meaningful, emotionally positive experiences. When learners physically enact song lyrics, they connect verbal patterns with real-world contexts, strengthening comprehension and recall. The study further shows that even when space or class conditions are

suboptimal, teachers can modify gestures to preserve engagement. Successful implementation leads to spontaneous language use and greater learner autonomy, as students begin to internalize language patterns subconsciously.

Question 8

8. In closing, what is your professional opinion on the value of this TPR routine with songs, compared to traditional teaching methods?

Teachers indicate that TPR exercises have a significant advantage over common, traditional methods. They create a very safe environment that helps students build confidence and feel like they belong in the class. This method contributes to the proper development of fluency, accuracy, and enthusiasm. According this amalgamation bolsters not only language proficiency but also socio-emotional development, teamwork, and unplanned communication. The combination of musical activities with traditional drills culminates in a well-rounded educational experience, where fluency, precision, and motivation coexist. This integration promotes both linguistic competence and socio-emotional development.

As noted by Orellana and Guaman (2022), integrating songs into English learning can really help young students build their confidence in communication and social interactions. Their research shows that music classes can effectively reduce emotional barriers, allowing students to speak more freely and take linguistic risks without worrying about making mistakes. By using melody, rhythm, and repetition, students can boost their vocabulary and pronunciation while also forming an emotional connection to the language.

Report of questions

Tabla 1 *Teacher answers about experiences with traditional and TPR methods*

<i>Question</i>	<i>Answers</i>	<i>Authors</i>
<p>1. To begin with, could you tell me what a typical English-speaking class with your first-year students is like, using traditional methods?</p>	<p>Teachers describe their English-speaking classes as structured and focused on repetition, vocabulary presentation, and reading activities. Lessons commonly begin with the introduction of new words on the board, followed by choral and individual repetition.</p>	<p>In addition, studies such as the one by Caleffi (2023) highlight that traditional pronunciation instruction in primary EFL classrooms often relies on repetition and accuracy-based drills while giving limited attention to rhythm and stress. This restricts students' ability to develop natural pronunciation and communicative fluency in English.</p>
<p>2. What are the main challenges you see when trying to get children to speak English using these methods?</p>	<p>Teachers agree that the use of common and traditional methods creates many problems and challenges when it comes to developing good oral communication skills in the language. They also mention that some students feel nervous and insecure, developing fears and anxieties when speaking, which limits their ability to speak.</p>	<p>In addition, studies such as the one by Yadgarova (2023) highlight that insufficient attention to suprasegmental aspects like rhythm and stress in English lessons can limit students' ability to speak fluently and confidently in real communicative situations.</p>

3. Now, thinking about TPR routines with songs, could you describe, step by step, what one of these activities is like in your class?

Teachers often suggest that TPR routines with songs should begin with simple action verbs. Students begin by imitating gestures and movements so that they can better understand the meaning of new vocabulary. Then, to the rhythm of the songs, students reinforce the knowledge they have already acquired. Finally, to consolidate the vocabulary learned, the same activity can be carried out in small groups or in pairs in the classroom.

According to **Zhang (2023)**, When songs are combined with body movements, students improve their pronunciation patterns and gradually increase their vocabulary, as this stimulates their auditory memory.

4. When you do this movement and song routine, what changes do you notice in the students' confidence or attitude when trying to speak?

Teachers report that students relax and gain confidence when TPR routines are used with songs. This reduces their anxiety and helps shy students participate in a positive and enjoyable way. Singing improves the classroom atmosphere and boosts students' confidence. The classroom environment becomes pleasant, cooperative, and positive, encouraging students to take risks in class and express short sentences with greater freedom and confidence.

Torras (2021), mention that using songs helps improve language learning because it influences and reinforces students' emotional engagement and confidence, creating a pleasant and motivating environment that supports pronunciation development through rhythm and repetition.

5. What adaptations have you had to make to make this routine work with little time or few resources?

Teachers mentioned that when faced with situations where they have limited time or resources, they adapt TPR routines with songs, shortening them into small segments to keep the class moving with clapping and singing, rather than using other resources. They can reuse familiar gestures that students already know to save time, and they can even use pictures or cards to help keep students' attention while performing these routines.

Similarly, **Singh (2024)** it is emphasized that when a teacher faces limited resources, learning depends on the teacher's creativity and adaptability, using the rhythmic repetition method with simple classroom materials that students can use.

6. In your experience, what are the difficulties or disadvantages of using this routine? Are there times when it is difficult to apply?

Teachers mentioned that this method is sometimes difficult to implement due to limited classroom space and, above all, the difficulty of maintaining students' interest and attention. Many songs may not fit the learning objectives set for a class or the linguistic level of the students; therefore, it is important to offer different types of alternatives within this method.

According to **Magnussen & Sukying (2021)**, using TPR combined with songs improves student learning because they acquire new vocabulary more effectively by associating it with the rhythm of the songs and movement. However, they clarify that the proper implementation of this method requires teachers to organize their class time.

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- 7. Can you recall any specific situations or anecdotes in which this TPR routine with songs has worked particularly well for you... or perhaps not worked as well as you had hoped?**
- Teachers report that TPR routines with songs improve the classroom atmosphere and students' concentration, especially when students are bored, tired, or distracted. This helps students continue using the vocabulary they've learned beyond the activity itself. However, when space is limited or when the songs include too many actions, it is necessary to incorporate gestures or reduce the activity's content.
- According to **Yang (2024)**, using this method improves young students' motivation and confidence and fosters spontaneous language learning and vocabulary retention. Flexibility is needed to effectively adapt this method to classroom constraints or to the diverse needs that may arise during a lesson.
-
- 8. In closing, what is your professional opinion on the value of this TPR routine with songs, compared to traditional teaching methods?**
- Teachers agree that TPR routines with songs help students' confidence and fluency compared to common, traditional methods. They mention that combining the two methods improves communication and accuracy and helps create a cooperative classroom environment.
- Neithanantan (2023)**, mention that integrating songs into English lessons fosters motivation, confidence, and vocabulary retention among young learners, demonstrating that music-based TPR activities provide an engaging complement to traditional teaching methods.

Chapter V

Conclusions and Recommendations

Conclusions

This study explored how the use of Total Physical Response (TPR) with songs supports the development of speaking skills in first-grade English learners in Santa Elena, Ecuador. Through a qualitative phenomenological design, five teachers shared their classroom experiences and reflections on this method. The findings revealed that the integration of movement, rhythm, and music creates an engaging learning environment where children feel comfortable, motivated, and confident to speak English.

The results show that TPR with songs increases oral participation, improves pronunciation, and strengthens vocabulary retention. The combination of gesture and melody helps learners connect sounds with meaning, making it easier to remember and use words spontaneously. Teachers observed that even shy students gained confidence and enjoyed expressing themselves in English, proving that songs can reduce anxiety and make learning enjoyable.

Furthermore, this method promotes social and emotional growth. Engaging in singing and movement together encourages collaboration, compassion, and a sense of community. Educators exhibited creativity by modifying materials to cater to their students, utilizing well-known tunes, handcrafted visuals, or rhythmic clapping to maintain student engagement. These experiences illustrate that Total Physical Response (TPR) with music is effective and can be adapted to Ecuadorian classroom environments, even when confronted with limitations such as restricted time and

space. The approach supports active, inclusive, and meaningful language acquisition overall and meets the communication aims of the EFL curriculum (MinEduc, 2020–2025).

Recommendations

Teachers are strongly encouraged to continue implementing TPR with songs as a regular part of their English lessons, since this approach promotes consistency, motivation, and oral fluency among young learners. By carefully selecting short and repetitive songs that emphasize rhythm, pronunciation, and common expressions, teachers can create predictable and engaging routines that make language practice more natural. Combining basic movements with meaning helps pupils connect words with actions. This clarifies knowledge through genuine events. Moreover, starting or finishing classes with these activities helps teachers maintain students' concentration. In a calm environment, it increases self-confidence and fosters a favorable perspective on speaking English.

Schools ought to aggressively promote these new approaches. For instance, administrators could create seminars where educators can exchange helpful resources, classroom management strategies, and their own musical and dance experiences. Within educators, these professional enhancement seminars promote innovation, collaboration, and self-reflection, thus allowing them to adjust the approach for application in multiple classrooms. Educational establishments must also guarantee that learning environments are flexible and secure for children to navigate freely without causing disruptions. When organizations acknowledge and appreciate inventive techniques such as TPR with music, they foster a pleasurable, inclusive, and interactive educational atmosphere that advantages all learners.

At a larger perspective, the Ministry of Education might enhance the national curriculum by including more precise recommendations for incorporating music and movement into early English instruction. This would assist in ensuring teaching methods throughout the nation are more uniform and successful. Giving teachers a national library of culturally appropriate songs would help to ensure fairness by providing rural as well as urban schools with adequate resources. Moreover, official support for this approach would appreciate teachers' creative efforts and inspire them to continue employing dynamic and inclusive teaching techniques consistent with the EFL curriculum (MinEduc, 2020–2025).

At last, future researchers ought to keep studying how songs with Total Physical Response (TPR) influences other aspects of language acquisition including listening comprehension, pronunciation accuracy, and motivation over time. Long-term studies would reveal the ongoing advantages of this approach, especially during early language development. Including student points of view in future studies would also provide insightful knowledge of their emotional involvement and pleasure when learning through music and motion. Future research should therefore prioritize not only linguistic outcomes but also the emotional and social components that make TPR with songs a strong and human-centered teaching technique.

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Annexes

Annexe A: Certified Anti-plagiarism System

La libertad, 18 de noviembre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “USING THE TOTAL PHYSICAL RESPONSE (TPR) APPROACH TO IMPROVE SPEAKING SKILLS IN FIRSTYEAR ELEMENTARY SCHOOL STUDENTS” elaborado por los estudiantes BARAHONA VELÁSQUEZ JOSUE ISRAEL Y GAVILANES BORBOR MANUEL ALFONSO 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 COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



**Rudy Jonathan
Parraga Solorzano**



Lic. Rudy Jonathan Párraga Solórzano, MSc.

TUTOR



TESIS SIN CARATULA

8%
Textos sospechosos



7% Similitudes

2% similitudes entre similitudes
2% entre las fuentes mencionadas

1% Idiomas no reconocidos

4% Textos potencialmente generados por IA (ignorado)

Nombre del documento: TESIS SIN CARATULA.docx
ID del documento: 919e8ca9461be4f15f03603bedaff1af5028bb354
Tamaño del documento original: 1.75 MB

Depositante: RUDY JONATHAN PARRAGA SOLOZANO
Fecha de depósito: 18/11/2025
Tipo de carga: Interfaz
Fecha de fin de análisis: 18/11/2025

Número de palabras: 5703
Número de caracteres: 70.268

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	www.unach.edu.ec https://www.unach.edu.ec/images/reglamento/2019/Reglamento_para_gestionar_la_igualdad... 13 fuentes similares	3%		Palabras idénticas: 3% (267 palabras)
2	CHAMBA JONNYEE - PONCE ROMANA - TESIS.docx CYRILUS JONNYEE... Viene de da mi grupo 13 fuentes similares	2%		Palabras idénticas: 2% (201 palabras)
3	Capítulo I, Capítulo II, Capítulo III, Capítulo IV, Capítulo V, Nella Ocul... Viene de da mi grupo 11 fuentes similares	2%		Palabras idénticas: 2% (188 palabras)
4	Documento de otro usuario Viene de da otro grupo 10 fuentes similares	2%		Palabras idénticas: 2% (188 palabras)
5	Doctor Johannes y la Jerga Wilson y María Rosa Wilson TESIS.docx ... Viene de da mi grupo 5 fuentes similares	1%		Palabras idénticas: 1% (136 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	www.academia.edu (PDF) Music as a tool for foreign language learning in Early ... https://www.academia.edu/16078816/Music_as_a_tool_for_foreign_language_learning_in_Ear...	< 1%		Palabras idénticas: < 1% (35 palabras)
2	Documento de otro usuario Viene de da otro grupo	< 1%		Palabras idénticas: < 1% (26 palabras)
3	scisearch.org https://scisearch.org/index.php?show=journalarticle/view/252206	< 1%		Palabras idénticas: < 1% (35 palabras)
4	Documento de otro usuario Viene de da otro grupo	< 1%		Palabras idénticas: < 1% (30 palabras)
5	Documento de otro usuario Viene de da otro grupo	< 1%		Palabras idénticas: < 1% (32 palabras)

Fuentes mencionadas (sin similitudes detectadas)

Estas fuentes han sido citadas en el documento sin encontrar similitudes.

- <https://doi.org/10.56040/wca1924>
- <https://dialnet.unirioja.es/servlet/articulo/10224506.pdf>
- <https://publications.iadb.org/publications/english/document/The-state-of-education-in-Latin-America-and-the-Caribbean-2024.pdf>
- <https://educacion.gob.ec/wp-content/uploads/downloads/2020/09/Curriculo-Primario-para-la-Emergencia-Lengua-Extranjera-Ingles-2020-2021.pdf>
- <https://doi.org/10.56837/CHULA.PASAA.62.1.5>

Annexe B: Questionnaire

**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN
BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

- 1. To begin with, could you tell me what a typical English-speaking class with your first-year students is like, using traditional methods?**

Question 2

- 2. What are the main challenges you see when trying to get children to speak English using these methods?**

Question 3

- 3. Now, thinking about TPR routines with songs, could you describe, step by step, what one of these activities is like in your class?**

Question 4

- 4. When you do this movement and song routine, what changes do you notice in the students' confidence or attitude when trying to speak?**

Question 5

- 5. What adaptations have you had to make to make this routine work with little time or few resources?**

Question 6

- 6. In your experience, what are the difficulties or disadvantages of using this routine? Are there times when it is difficult to apply?**

Question 7

7. Can you recall any specific situations or anecdotes in which this TPR routine with songs has worked particularly well for you, or perhaps not worked as well as you had hoped?

Question 8

8. In closing, what is your professional opinion on the value of this TPR routine with songs, compared to traditional teaching methods?

Annex C: Transcriptions of interview aimed at teachers

RESULT OF THE ANSWER TO THE QUESTIONNAIRE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
<p>1. To begin with, could you tell me what a typical English-speaking class with your first-year students is like, using traditional methods?</p>	<p>I usually begin by writing a short list of target words on the board and students repeat after me in chorus several times. Then I model the pronunciation slowly and ask a few volunteers to repeat individually.</p>	<p>We read a short dialogue from the textbook and students take turns reading lines. I pause to correct pronunciation and explain unknown words, then they practice the dialogue in pairs.</p>	<p>I present a sentence frame on the board, like ‘This is a...’. Students complete it with vocabulary from the unit in their notebooks. After that, a few students share one sentence aloud.</p>	<p>We normally use a matching or fill-in-the-blank worksheet. I walk around, check answers, and give quick corrective feedback before we review together.</p>	<p>To close, I ask simple questions—mostly yes/no or one-word answers—to check recall. Homework is usually to copy the vocabulary and read the dialogue again at home.</p>
<p>2. What are the main challenges you see when trying to get children to speak</p>	<p>Many students are shy and wait for the ‘perfect’ answer. They fear making mistakes, so their</p>	<p>Oral repetition helps memory, but it can become mechanical. Students rarely transfer those lines to small, real</p>	<p>With large classes, each child gets very little speaking time. By the time it’s their turn, the bell sometimes rings.</p>	<p>Pronunciation improves slowly because rhythm and stress are not very present. Without movement, they</p>	<p>Attention drops after ten minutes of desk-based work. I need frequent changes of activity to keep participation high.</p>

English using these methods? speaking turns are short and hesitant situations like asking for a pencil. struggle to feel the beat of English.

-
- 3. Now, thinking about TPR routines with songs, could you describe, step by step, what one of these activities is like in your class?**
- I teach six to eight action verbs beforehand with clear gestures: clap, jump, turn, point, wave, take a step, so that everyone knows the movements. We practice quickly without music.
- We listen to the song once while I lead the gestures. Students only move; they don't sing yet, so they can focus on comprehension.
- On the second play, students join the chorus or key words while doing the actions. I exaggerate stress and intonation to support pronunciation.
- In pairs, Student A gives a simple command from the song and Student B performs it. Then they switch roles, adding a short phrase like 'Clap three times.'
- We finish with a 30-second group performance of one verse. I give quick feedback and a class 'freeze' pose to regain calm before the next task
-
- 4. When you do this movement and song routine, what changes do you notice in the students' confidence**
- When movement starts, even quiet learners participate because the focus is on action, not on perfect speech. Their anxiety
- Students begin to volunteer to lead the gestures. Taking the leader role increases their confidence and sense of ownership.
- Pronunciation becomes clearer during the song because rhythm guides word stress. They imitate the melody and keep a steady pace.
- The atmosphere turns positive students smile, help each other, and encourage peers. That social support makes them try short phrases more often.
- After the routine, they attempt simple sentences without prompts, not only isolated words. Risk-taking improves and errors are less dramatic.
-

or attitude visibly
when trying decreases.
to speak?

<p>5. What adaptations have you had to make to make this routine work with little time or few resources?</p>	<p>I use a 90–120 second clip instead of the whole track to save time. Short cycles still give strong practice in rhythm and vocabulary.</p>	<p>If speakers fail, I clap a steady beat and speak the lyrics with a chant. The chant keeps the routine going with zero equipment.</p>	<p>I recycle the same basic gestures throughout the units so that students learn faster. New words are associated with familiar movements.</p>	<p>Materials are minimal: hand-drawn cards and the board. Students help create props, which also raises motivation.</p>	<p>To manage noise, I rotate micro-groups: one sings and moves while another whispers the lyrics or practices commands at their desks.</p>
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<p>6. In your experience, what are the difficulties or disadvantages of using this routine? Are there times when it is difficult to apply?</p>	<p>Space is limited, so I set clear movement lanes and a ‘freeze’ signal. Without rules, transitions can become messy.</p>	<p>Some students get over-excited and talk loudly. I plan short bursts of movement with calm resets to balance energy.</p>	<p>Not every song fits the unit objectives or level. I often edit lyrics or focus on just one verse to keep it aligned.</p>	<p>A few learners prefer quiet, paper-based tasks. I offer an optional seated version of the gestures so everyone can join.</p>	<p>Assessment may feel informal if I don’t prepare rubrics. I now use a simple checklist for participation, pronunciation, and short phrases.</p>
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7. Can you recall any specific situations or anecdotes in which this TPR routine with songs has worked particularly well for you, or perhaps not worked as well as you had hoped?

On a rainy day, the ‘weather actions’ song kept the class focused and cheerful; later I heard students using ‘It’s rainy, jump puddles!’ during recess

During exam week, a five-minute TPR break before reading boosted attention. Students returned to the text calmer and more willing to read aloud.

When the room was crowded, the circle dance was unsafe. I adapted to desk-based hand and arm gestures and the routine still worked.

A substitute teacher visited and students led the routine themselves. Their independence showed that they had internalized commands and rhythm.

One song had too many verbs and students mixed them up. I reduced it to four key actions and mastery improved quickly.

8. In closing, what is your professional opinion on the value of this TPR routine with songs, compared to traditional teaching methods?

TPR with songs lowers the affective filter and gives an easy first step into speaking. Students talk more and accept mistakes as part of learning.

Traditional drills are useful for accuracy and form, but TPR increases willingness to speak and overall participation in First grade.

The best results appear when I combine both: songs for fluency and confidence, and short drills for clarity and grammar.

Movement supports memory in young learners; they remember chunks days later and reuse them in simple class interactions.

Overall, the routine builds community and classroom norms for speaking. Students help each other and the class energy becomes productive.