



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

**“TOTAL PHYSICAL RESPONSE METHOD TO
ENHANCE VOCABULARY FOR 4TH GRADERS AT
ESCUELA DE EDUCACIÓN BASICA ING. SIXTO
CHANG CANSING”,
SCHOOL YEAR 2021-2022”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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La Libertad – Ecuador

2022

La Libertad, January 31th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE BASIC VOCABULARY FOR 4TH GRADERS AT ESCUELA DE EDUCACIÓN BASICA ING SIXTO CHANG CANSING, YEAR 2021-2022" prepared by Alex Jonathan Rogel Vega, 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,



Msc. Italo Carabajo Romero

La Libertad, January 31st, 2022

STATEMENT OF AUTHORSHIP

I, Alex Jonathan Rogel Vega with ID number 2450321282, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper title "Total physical response method to improve the basic vocabulary for 4th graders at Escuela de Educación Basica ing Sixto Chang Cansing" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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ACKNOWLEDGMENT

I thank my family for being the greatest motivation in my life, they are the most important people for me and they are the ones who give me strength and encouragement to move forward even in the most difficult moments.

I thank the Universidad Estatal Peninsula de Santa Elena for being the institution that has given me the opportunity to form academically and to be a valuable member of society.

I thank with all my heart the excellent teachers who have shared their knowledge with me over the years and have given me sound advice that has helped me to become a better person.

I thank my esteemed tutor Msc. Italo Carabajo, for being a responsible person who has always looked after the welfare of his students and has supported them in their professional development.

DEDICATION

I dedicate this work to my beloved God who has given me the beautiful gift of life and health until this moment to see one of my biggest dreams come true. To my dear mother and my father who have supported me in everything to be a good person. My sisters who see me as an example to follow and for whom I will continue to move forward. I make part of this dedication to all the people who have believed in me and have supported me.

With love

Alex

ABSTRACT

This research was conducted in the educational context of ing. Sixto Chang Cansing School help to improve the English language teaching and learning process. The fourth graders had a low vocabulary level due to inadequate teaching methods. According to the data obtained through the quantitative research instrument, teachers preferred to use traditional teaching methods such as translation or direct methods, which are not suitable for teaching children.

In order to change this situation from the professional point of view, a didactic guide was elaborated based on a method that considers the age and needs of the students as the most appropriate solution. The method chosen to work on this problem was the total physical response method. It combines physical movements and sounds to facilitate vocabulary memorization in long-term memory. During its application, dynamics and games can be used to learn in a fun and stress-free environment. Furthermore, this approach makes children intrinsically interested, which accelerates the learning process.

KEY WORDS: Total physical response, method, long term memory.

RESUMEN

Esta investigación se realizó en el contexto educativo de la escuela de educación básica ing. Sixto Chang Cansing para ayudar a mejorar el proceso de enseñanza y aprendizaje del idioma inglés. Los alumnos de cuarto grado tenían un bajo nivel de vocabulario debido al uso de métodos de enseñanza inadecuados. Según los datos obtenidos a través del instrumento de investigación cuantitativa, los profesores preferían utilizar métodos de enseñanza tradicionales como el método de traslación o el método directo. Los cuales no son adecuados para enseñar a los niños.

Para cambiar esta situación desde el punto de vista profesional, se elaboró una guía didáctica basada en un método que considera la edad y las necesidades de los alumnos como la solución más adecuada. El método elegido para trabajar este problema fue el de respuesta física total. Éste combina movimientos físicos y sonidos para facilitar la memorización del vocabulario en la memoria a largo plazo. Durante su aplicación, se pueden utilizar dinámicas y juegos para que los alumnos aprendan en un ambiente divertido y sin estrés. Este método hace que los niños tengan un interés intrínseco, lo que acelera el proceso de aprendizaje.

PALABRAS CLAVE: Respuesta física total, método, memoria a largo plazo,

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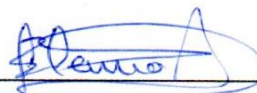
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INTRODUCTION

According to Noam Chomsky (1986), language is the characteristic that differentiates human beings from other forms of life. Beginning with sounds and gestures to send messages, humans improved their communication system until they created what is known today as languages. Languages today are complex communication systems with different elements such as grammar, vocabulary, pronunciation, etc.

Among this vast set of languages, some have been dispersed more than others. According to Nordquist (2019), that is the case of the English language, which today is spoken in more than one hundred countries by approximately 340 million people worldwide. Due to its popularity and relative "ease" of learning, many countries have embraced it as the preferred foreign language to be taught in their educational institutions.

Ecuador is one of the countries that has incorporated the teaching of English as an integral part of its education program; however, students have an inferior command of the language. Different factors are the ones that cause this failure in learning. One of the most serious is the lack of an adequate teaching method. In Ecuador, it is pretty common for teachers to use traditional methods that are ineffective and detrimental to learning. Applying a teaching method helps students assimilate knowledge less quickly and with better results. Among these teaching methods, one stands out for its active application and successful background. This is the total physical response method that facilitates students to obtain knowledge of the foreign language through activities that mimic the learning of the mother tongue through physical response.

This method created by Professor and psychologist James Asher focuses on the combination of speech and movements. During its application, teachers guide their students through voice commands and then perform actions that represent the mentioned command and their students imitate these movements, thus assimilating the words in their physical memory. The TPR method is highly recommended for teaching vocabulary, one of the fundamental pillars of any language and its mastery allows better performance in English.

Because it is a method that allows the active participation of students in class, it creates a friendlier and less stressful learning environment for them, allowing them to be spontaneous and form a close relationship with their classmates and teacher. Furthermore, because learning is done through dynamics and games, students will be immersed in a fun context but will not lose their primary objective of learning English.

Chapter I – The Problem: This chapter describes the problem existing at Escuela de educación básica Sixto Chang Cansing where fourth-grade students have insufficient vocabulary knowledge for their due level. The reasons for this problem are investigated.

Chapter II - Theoretical Framework: This part has considered the literature related to the total physical response method, thesis projects and articles that corroborate its effectiveness as a teaching method of great importance.

Chapter III – Methodological Framework: In this part, the researcher collects and analyzes the data necessary to advance the research through appropriate data collection tools and methods.

Chapter IV - Proposal: This chapter deals with the solution of the problem that has been identified and studied during the research, in this case the problem is a low level of vocabulary by fourth grade students due to the use of inadequate teaching methods, so the solution has been to develop a didactic guide with fun activities to facilitate the acquisition of vocabulary, which teachers will use during their teaching sessions.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Total Physical response method to improve the basic vocabulary of fourth graders at Escuela de Educación Basica ing Sixto Chang Cansing.

1.2 Problem Statement

In the world there are several languages that share the common goal of communicating with individuals from all over the world even if they do not belong to the same nation. Some languages are more popular than others, such as English, which has become widespread because it is "easy" to learn.

Learning a new language such as English involves the acquisition of different elements such as grammar, pronunciation, vocabulary and others. Teaching is a delicate process that requires the use of appropriate methods and techniques otherwise the learning process will be a failure that will cost time and resources.

Due to the characteristics of the English language, many nations have chosen it as their second language of choice. Ecuador is one of those nations which according to Universidad Técnica Particular de Loja [UTPL] (2020) since 1992 made the teaching of English mandatory in public and private institutions. Because of this in recent years the government has created and included new regulations and curricula to improve the teaching of English, in fact in 2016 the Ecuadorian Ministry of Education opted to implement the Common European Framework of Reference for Languages with the goal that high school students graduate with a B1 level.

Government efforts to improve English language learning have been remarkable, however, they are not achieving the desired results, according to a publication made by the newspaper El Comercio (2021), Ecuador obtained a result of 440/1000 according to the EF EPI [English Proficiency Index] report, which places it as one of the two countries with the worst level of English language proficiency.

There are certain problems to teach English correctly in Ecuador, one of the main ones is the lack of teachers specialized in teaching this foreign language. In many institutions the teachers who teach English are not specialized in this subject, therefore they apply erroneous methods, which in the long run will make the students feel frustrated and confused.

In Ecuador, teachers tend to use traditional methods of teaching such as memorization of grammatical structures and oral and written repetition of vocabulary. This type of teaching is usually applied even with the youngest students when this is not advisable, creating boring classes that far from helping demotivate students to learn.

This situation is experienced in the Escuela de Educación Basica ing. Sixto Chang Cansing where 4th grade students lack the vocabulary necessary for their level due to the use of inefficient methods for teaching English. Children need to learn through activities that awaken their interest in the language that help to improve their creativity, confidence and develop their interaction skills. It is detrimental to the students and to the ing. Sixto Chang Cansig institution to continue using these obsolete methods that waste time, resources, energy and only highlight the poor teaching of the English language.

1.3 Problem tree

Figure 1

Problem tree

TOTAL PHYSICAL
RESPONSE METHODS TO
ENHANCE VOCABULARY
FOR 4TH GRADERS AT
ESCUELA DE EDUCACIÓN
BASICA SIXTO CHANG
CANSING

Teachers use traditional English
teaching methods.

English classes are boring and
students do not feel motivated to
learn.

The teachers are not specialized
in English teaching

The teachers apply inefficient
methods to teach English to the
students.

The English level of vocabulary
in the students is low

The students do not reach the
vocabulary level they should have
at their age.

Teachers focus on reading and
writing

Listening and speaking skills are
not improved in the class.

Teachers use repetition and
memorization to teach grammar
and vocabulary

Students just memorize and
repeat words. They do not
develop their real knowledge
about English.

1.4 Problem formulation

How to improve the basic vocabulary of fourth graders at Escuela de Educación Basica ing Sixto Chang Cansing through the total physical response method?

1.5 Specific research questions

How do TPR techniques/ strategies improve the interest in English language?

Does TPR facilitate the acquisition of A1 vocabulary in fourth graders?

What activities applying TPR can help students to improve their vocabulary?

What TPR activities motivate students to participate in class?

1.6 Objectives

General objective

To enhance the basic vocabulary of fourth graders at Escuela de Educación Basica ing. Sixto Chang Cansing through the total physical response method.

Specific objectives

- To design a didactic guide containing activities of the TPR method
- To determine how TPR improves the motivation of fourth graders at Escuela de Educación Basica ing Sixto Chang Cansing.
- To identify the appropriate TPR activities to improve the basic vocabulary of fourth graders at Escuela de Educación Basica ing Sixto Chang Cansing.

Justification

Scope

The present research project will focus on the practical application of the theoretical knowledge of the Total Physical Response method to help fourth grade students at Escuela de Educacion Basica ing Sixto Chang Cansing to improve their vocabulary acquisition which is usually a fundamental pillar for the mastery of a foreign language and the development of fluency.

Students at this institution do not master the basic and necessary vocabulary that they should at their level and this can be counterproductive when they reach higher levels. The authorities do not seem to want to change this situation, so the best thing to do is to find a solution as quickly as possible. The most effective solution from a professional point of view is to employ a teaching method that helps the students to acquire the necessary knowledge for their level.

Nowadays there are effective methods such as TPR that facilitate students to obtain knowledge of the foreign language through activities that mimic the learning of the mother tongue through physical response. However, these are often ignored due to lack of awareness of their effectiveness by teachers and relevant authorities.

This project will allow students to master a greater number of words through interactive, fun activities that motivate the student to learn, totally different from traditional methods in which teachers only limit the student to dictate words and repeat them.

Sometimes students tend to consider English as an unimportant or overly complicated subject due to bad learning experiences in the lower grades. This project aims to change this perception by showing that learning can be fun and that it is not necessary to invest too many resources to achieve it. All this will be consolidated through the implementation of a didactic guide of total physical response activities. This guide will have several vocabulary-related activities that meet the educational needs of the students. The benefit for students will be excellent as they will be able to learn in a fun, less stressful, more practical and effective way.

This guide will benefit not only the students in their learning process but also the teachers in the teaching process who often do not know the different methods that can be used to teach a

language, now they will have a support material that will allow them to be guided and get out of the monotony of traditional classes. This will greatly improve the quality of teaching.

Delimitation

This research will be carried out in the province of Santa Elena, in the city of La Libertad. This research focuses on fourth grade students at Escuela de Educación Básica Ing Sixto Chang Cansing.

Field: Education

Area: English language

Aspect: Teaching – learning process

Title: Total physical response methods to enhance vocabulary

Time delimitation: School year 2021 - 2022

Spatial delimitation: Escuela de Educación Básica Ing Sixto Chang Cansing

Social delimitation: Fourth grade

Limitations

Two years ago, the world was ravaged by a pandemic that is still a matter of concern today, forcing governments to confine their citizens and affecting many areas including education. Due to the present circumstances it is not possible to apply the research in person. However, the research will be conducted virtually by collecting information through websites, books, scientific articles and online meetings with relevant project participants (teachers - students).

CHAPTER II

THEORETICAL FRAMEWORK

Using Total Physical Response (TPR) Method on Young Learners English Language Teaching

The enthusiasm and focus of the students towards the English class increased with the application of the total physical response method. Their comprehension and retention of vocabulary improved dramatically. Students were able to remember the words and movements taught in class verbatim. During the classes the students were participative and lively, the atmosphere of communication between students and teacher was pleasant for them, and the understanding of the material presented by the teacher was easier. The application of this method was undoubtedly a success for two reasons: on the one hand, the teaching and learning environment improved a lot and students now participate actively without feeling pressured; on the other hand, the vocabulary of the students and their comprehension were better than before the application of the method (Nuraeni, C. 2019).

The Application of Total Physical Response Method (TPR) in Preschool Children's English Teaching

According to the study conducted by Yujing Duan, the TPR method allows learners to acquire the vocabulary of a foreign language more quickly than conventional methods and this knowledge is not superficial but remains in long-term memory. Moreover, it allows them to learn in a condition of minimal stress where they will be able to move around happily under the supervision of their teacher. Developing the interest of the students in the language should be a priority when teaching it, however many teachers ignore this and only focus on the content. Having a group of children who are not interested in learning will result in students not gaining any knowledge about the class. For this reason, it is important to choose intelligently the teaching method according to the profile of the students and that helps to awaken their interest (Duan, Y. 2021)

Vocabulary and its importance in the acquisition of a second language

Vocabulary is one of the main components of the English language and of any existing language, its importance is paramount for the development of understanding and mastery of the language and therefore its teaching at the early levels is vital. Despite the fact that knowing vocabulary is indispensable, grammar is still prioritized over vocabulary, a fatal error that sometimes leads to cognitive stagnation of students.

The importance that vocabulary has over grammar can be reflected in the process of language acquisition of children, they do not learn to communicate through grammatical rules but learn independent words to signal what they want. Children begin to learn about grammar when they arrive at school and by that time they already have a broad knowledge of words that will enable them to communicate.

Some authors recognize the relevance of vocabulary over grammar in language learning, such is the case of David A. Wilkins who stated that, “without grammar, very little can be conveyed; without vocabulary nothing can be conveyed” Wilkins (1972). Through this phrase it is understood that vocabulary is what allows to convey a message, even without knowing the grammar of a language. A non-native speaker who knows several words of a foreign language could communicate with someone who masters that language, this does not happen if the non-native speaker knows the grammatical structures and does not have a diverse vocabulary.

Vocabulary is invaluable in language learning and teaching because it enables learners to understand other individuals and express their ideas or opinions. It is clear that grammar allows to communicate properly, but it is vocabulary that will allow to convey and understand all the information and eventually develop the necessary fluency. It is often believed that vocabulary refers explicitly to individual words. This idea is erroneous because vocabulary includes phrases, expressions and lexical combinations of more than two words.

Vocabulary is the foundation of any language and, therefore, the learner should focus on learning it from the beginning of the process. According to Hounhanou (2020), vocabulary is the part of the language that can determine whether non-native speakers will be able to express themselves fluently in the target language. A person who possesses a great knowledge of grammatical rules and pronunciation similar to that of a native speaker, but if he or she does not have the vocabulary necessary to speak about various topics, those skills will be useless.

In the mastery of a language such as English or any other foreign language, the acquisition of vocabulary is crucial; even if a person knows all the grammatical rules and exceptions that the language has, it would be impossible to convey a message without knowing a significant number of words.

A fact that is sometimes ignored is that vocabulary is not limited to word knowledge but also determines the performance of the learners in all language skills. A broad vocabulary facilitates the development of four English competences (Nation, 2015). This statement coincides with that given by Kusmartini, S. E. (2020), who says that all English skills, without exception, depend on vocabulary, both receptive skills, such as listening and reading, and productive skills, such as speaking and writing.

The statements made by both authors about the relationship between vocabulary and foreign language skills are understandable and hardly debatable. An individual without extensive knowledge of words will not be able to express himself adequately either orally or in writing about what he feels or thinks. In addition, this person will not participate in conversations with other individuals due to his or her lack of knowledge. On the other hand, an individual with a poor vocabulary will not be able to understand what he or she hears in the foreign language or reads information that may be relevant for him or her.

Having an underdeveloped vocabulary can have consequences, especially in the field of education. Whoever does not possess a large range of words will not be able to advance in their learning process, this situation is reflected especially in the educational field where students who have not acquired the necessary vocabulary will hardly be able to solve the tasks that their teachers assign because the difficulty of the words will increase (Mariya & Musfiroh, 2019).

The teaching of vocabulary should be a special priority in the educational field, however in many occasions students spend hours studying grammatical rules ignoring the vocabulary and when the time comes to put their skills into practice they cannot express themselves because they do not have what they need to do so. This situation evidently creates frustration and discomfort in the students and for this reason effective methods for teaching vocabulary should be sought.

Total physical response

Teaching a foreign language involves learning different contents such as grammar rules and vocabulary, as well as the proper use of certain skills. Learning all of these is essential to mastering the foreign language. However, this cannot be learned if the right teaching method is not applied. During years of research and studies, different professionals have created various methods for teaching foreign languages.

Some of these methods are: The task-based method, suggestopedia, direct method, grammar translation method, audio lingual method, and total physical response among others, all these methods have their advantages and disadvantages, however among all of them there is one that stands out for its form of application and approach the Total physical response.

This attracts the attention of education professionals for its implementation of movements and dynamics as part of the learning process, in classes that involve TPR it is mainly required orders, movements and the explanation of the teachers to the students about what those movements mean. After that, the teacher can use more elements or resources found in the classroom such as a pen, a pencil, a book (in case he/she wants to apply realia). As the class continues he will use more resources but the basis is the same, the teacher's actions and gestures followed by the imitation of students (Shi, T., 2018).

The origin of this method dates back several decades to 1996, Total Physical Response is a language teaching method developed by Dr. James J. Asher professor of San Jose State University, California. This method proposes that a second language is internalized in an individual through a teaching pattern similar to that of the mother tongue. Evidently this process takes time, during which the language becomes comprehensible even if the child cannot express a verbal response yet. This method is based on theories, research and observations studied and made by James Asher.

This method has been studied for several years and has been based on different theories such as secondary language acquisition and brain side theory. The first theory is proposed by the inventor of the method Asher (1987), the TPR method is based on the theory that the brain is naturally primed to appropriate any existing language through physical interaction with other individuals. Something that supports this theory is the fact that deaf people are able to learn signs language through experience and interaction. This theory is observable in parent-child

interaction, during the process of first language acquisition, parents and child develop their own form of communication, adults use verbal commands and children answer in the only way they can at that age through physical responses and movements (motor system).

Another way to see how physical language develops before the oral is through the communication that young children hold; they do not speak but communicate with each other through body movements, smiling, facial expressions and babbling. In few words they build a communication system based on interaction and play (Hounhanou, A. J. V. 2020).

The second important theory that accompanies this method is the side brain theory. Neurological studies have shown that the brain is divided into the right and left hemispheres. For Asher (1996), action-based learning takes place on the right side of the brain, while the left side is for audiolingual based learning. Most language teaching methods are coupled with left-sided learning (audiolingual) while ignoring the other hemisphere. The total physical response method seeks a balance between both sides using a combination of voice commands and actions to enhance the learning experience.

The way in which this method works is simple. At the beginning of the application of TPR in the learning process, the teacher is the one who expresses himself verbally and bodily, and the students imitate the physical movements. However, students are able to express themselves verbally and respond to the orders of the teacher over time. Example The teachers said jump to the left or jump to the right, the students do the actions and the teachers can make them repeatedly.

According to Ummah (2017), learning through Total physical response method involves three stages: in the first stage, the teacher communicates orally and bodily to the students the actions to be performed; in this stage, students and teachers perform the physical activities together. In the second stage, the students perform the physical activities by themselves; the teacher does not need to do them because they have already memorized the movement patterns and the verbal commands. In the final stage, students can respond verbally to the teacher because, at this point, they have memorized the vocabulary or phrases through constant practice of movements and commands.

This method seeks to teach the language from a fun and healthy approach that combines verbal commands given by an instructor and the actions of the trainees. This type of application facilitates the learning of the contents and reduces stress in the students.

The application of the physical response method is beneficial for teaching because of its focus on movement and word repetition. This method is appropriate for two reasons. First, learners will be immersed in a relaxed and natural learning environment in which they will engage in physical activities that will help them to learn phrases or words of a foreign language. On the other hand, the lively and playful learning style of this method will immediately capture the attention of the students, arousing their interest in learning (Shi, T. 2018).

Having students interested in the subject of the class should be one of the goals of a teacher, as they are willing to learn the process can be carried out more naturally. Fortunately, this can be achieved with the use of the right strategy and method. According to researchers, the use of appropriate strategies can keep the attention of the students in the classroom for a long time. This should be considered especially when teaching very young students (Rokhayati, 2017). A class with disinterested students will not help to meet the objectives so it is important to apply the right topics according to the needs of the students and with fun and dynamic methods such as TPR.

Among the advantages offered by TPR is the fact that it is a method that favors listening. Said by Asher (1996), The application of total physical response helps to improve listening and recognize the sounds of the language thanks to its method of application in which the student observes and listens to the tutor or teacher who loudly gives a command, and the student responds with movements.

Motivation is also affected, but in a positive way during TPR implementation. According to Hounhanou A. J. V. (2020), the research revealed that during the application of the total physical response method, students learned more easily and quickly. This situation was due to the positive reinforcement they received from their teacher and classmates during the lessons. Thanks to the positive interaction between classmates and teachers, students learned faster. In addition, this method is able to create a better atmosphere in which student feel less stressed and more motivated the opposite to the traditional methods.

Total physical response method to teach children

Teaching a language can be a fun and enjoyable process or a complicated one if the right strategies, methods and resources are not applied. Many times, it is assumed that teaching

children is simple and it is enough to just give them orders and make them repeat over and over again what the teacher explains. This idea could not be further from reality, not using an adequate teaching method is detrimental for the learning of the children and makes them lose their motivation to learn. Teaching children can be a challenge to create a successful class with this type of students the teacher must know what activities to employ, how to capture the attention of their students, awaken their interest in the class among others. If he or she is not able to do this, the class will be a failure (Ummah, 2017).

Children are capable of learning with great ease if they are motivated with dynamic activities that stimulate their desire to learn, unfortunately children are often subjected to the routine of adult teaching. Doing this is inappropriate because both groups have unique abilities, strengths, weaknesses and needs that cannot be compared.

Children and adults are completely different as learners and this is something that teachers need to be clear about. Adults tend to express themselves only when necessary in a class because they prefer focus on what their teachers explain, children on the other hand tend to be very talkative and active they prefer express themselves in a kinesthetic way. During infancy, children are curious and should learn through activities that foster their cognitive and physical development (Faqihatuddinitah, 2016). Forcing a child to learn through activities that go against his or her active and playful nature is not correct.

The total physical response method is the most appropriate method for teaching children because of its application of physical activities, which breaks the routine of the typical boring classes in which children spend hours listening to their teachers dictate and repeat words and concepts. Research conducted by Mariyam, S. N., & Musfiroh, T. (2019), determines that children working with this method improved retention of foreign language content, especially vocabulary and verbs. In addition to the fact that their enthusiasm for the subject increased during the application of the subject. This result has been repeated in several investigations and all agree that the method has a positive impact on the cognitive development of children and their attention to the subject.

The application of the method as TPR in teaching children can help to get the attention of the students, which is impossible to do with traditional methods. During the classes, the students will be focused on the activities in three ways: first, audibly by listening to the words that the

teacher says, visually by observing each of the movements that the teacher executes, and bodily by carrying out with their bodies the activities performed by the instructor, Khorasgani (2017) stated that Children could easily become bored and distracted by any situation in ten minutes if the class is not attractive. Teachers sometimes try to force children to pay attention, but unlike adults, they cannot analyze concepts for long periods.

It is determinant that a teacher knows what to apply and what not to apply in his classes that can determine the success of his class, the method of teaching English can be a determining factor in the success of mastering a new language (Uysal & Yavuz, 2018). The method is what will help students to keep the knowledge they gain during their class in their long-term memory. Therefore, teachers must choose correctly what to apply with their students considering their strengths, weaknesses, needs and age.

Disadvantages of total physical response method

TPR is undoubtedly an excellent method for teaching children, but like any other method, it has its disadvantages. Using it for an extended period of time without combining it with other pedagogical techniques or strategies can make it repetitive and ineffective, reducing the students' interest in learning. Another negative point for this method is that it cannot be used to teach everything related to English, e.g. some grammatical structures or more complex vocabulary could not be explained through the physical activities that TPR requires. Therefore, it is necessary to combine it with other methods to achieve maximum effectiveness (Hounhanou, A. J. V. 2020).

Due to their combination of speech and physical responses, their writing ability is not properly enhanced. In fact, in TPR writing is minimal or non-existent. This situation could lead to problems because the students do not know the basics of writing.

Advantages of total physical response method

This method can be easily adapted to teach a wide range of words (vocabulary) One of the main elements to master English. The activities that the teacher can apply with this method

are limited only by his or her creativity or the difficulty of the subject matter. A wide variety of resources can be used, such as songs, boards, images, videos, among others.

The application of this method improves the working environment for the classroom team (teachers and student). The application of the total physical response method makes the teaching and learning process enjoyable for both the teacher and the student. Memorizing the vocabulary taught is easier and students show a predisposition to learn when this method is applied (Bahtiar, Y. 2017).

The physical activities of TPR help not only the cognitive improvement of the students but also the physical improvement. Nowadays, exercise is seen as a healthy habit but not everyone adopts it, especially children. The application of this method is a smart option to apply some exercise and movement in the students' routine. Exercise brings with it several benefits such as stress reduction and mood enhancement. A cheerful person will be willing to work and learn faster than a discouraged and sad person.

The use of this method considerably improves the students' listening compared to other methods. This happens because students are constantly listening the commands given by his instructors. Through this process kids familiarize with different sounds of the English language and after some practice they will be able to imitate them.

The importance of play and interactive activities

In educational institutions, the teaching standard often proposes that teachers are the ones who have the active role in the classroom. They are the ones who explain and talk about the topics of the class while the children are limited to listening, repeating and memorizing what their teachers teach them. At the time of assessment, written tests or quizzes are used. This type of teaching is known as passive teaching and sadly it is the most used around the world. No physical activities, no motivation to learn about the subject matter, only content dictated by the teacher; however, there is a counterpart called active teaching. (Rasulova, Z. K. 2021).

In the active teaching method students have the opportunity to be more active and interact with the teacher and their peers. The traditional paper and pencil activities are replaced by partner work, mini class projects, role plays, presentations and other interactive activities. When introducing a new topic, it is not necessary to explain everything, an example of what to do is

given and the students develop their theories, obviously the teachers supervise the whole process and in case of needing more explicit indications the teachers will give them. (Rasulova, Z. K. 2021).

It is important to teach with methods and techniques that allow students to develop their own knowledge. Most strategies today focus on the teacher providing and explaining all the material without giving students the opportunity to experience what they are learning.

According to The United Nations Children's Fund [UNICEF] (2018), children should learn through play and recreational activities for the following reasons: learning is not a static process and in order to learn children must put knowledge into practice, explore possibilities and discover challenges. Activities with this interactive character allow them to develop their social skills and build strong relationships with their peers. Students who learn through this format broaden their interpretation of their experiences and are able to express themselves with greater confidence

In addition to this information issued by UNICEF, it is understood that children should learn in a fun way; learning does not have to be rigid and severe. Unlike adults who can learn through complex concepts and repetition, children should learn in a simple way in a low-stress environment that allows them to develop their senses and experiences.

TPR method inside the classroom

The total physical response method is based on imitating the natural process of mother tongue acquisition for this reason in the lessons, teachers and students adopt roles similar to those of parent and child. In this process it is the teacher who plays an active role and guides the learning process, he is in charge of selecting the materials and resources needed for the classes. On the other hand, the job of the students during the application of TPR is to listen attentively to the teacher and respond through actions to the indications he gives.

One of the most common ways of working with this method is when the teacher instructs the student on the vocabulary and pronounces the word then proceeds to perform a key gesture that will be imitated by the students.

In practice, the teacher gives a command to his students, and then executes the mentioned activity immediately; his students will do the movement shown by their teacher.

For example

Teacher says: jump to the right! and he does it.

Students: follow the order and jump

For this exercise to be effective, it must be repeated several times with the guidance of the teacher until the students can do it independently, without the teacher doing the movements. At this point, the teacher can give the commands and stand still while the students perform the actions because they have memorized the words (Hounhanou, A. J. V. 2020)

An important characteristic of TPR is that it motivates students to learn and generates trust between the students and the teacher. As it is a method in which the activities consist of moving, imitating and singing among other actions, students are motivated to participate, thanks to this, there comes a time when the student is so immersed in the activity that he/she will forget that it is a class, but will continue learning. When children work on physical activities related to the vocabulary they are learning, they will be able to memorize and unconsciously understand it. (Mariyam, S. & Musfiroh, T 2019).

Unlike traditional classes in which the teacher was the only one who spoke while students just repeated words and grammatical structures, in TPR students have the opportunity to express themselves physically under the supervision of their teacher. During classes, the teacher should look for activities that are entertaining and at the same time meet the class objectives.

Using activities that go on for too long can be counterproductive as they will end up boring the students according to Nuraeni (2019), Teaching children can be a challenge, to create a successful class the teacher must know what activities to use, how to capture the attention of their students, how to awaken their interest in the class among others. If he is not able to do so, the class will be a failure.

Teaching through this method can be a lot of fun thanks to its dynamic approach, however, it should not be believed that it is something easy, it requires work and a well-prepared planning. If only activities are carried out without considering the objective of the class, time and resources will be wasted in the inadequate application of the method.

What is a didactic guide?

In education there are a variety of tools and instruments that facilitate the work of teachers when it comes to instructing their students videos, books, instructional documentaries and didactic guides are some of these tools. Among all these elements, didactic guides are the ones that allow the addition of a large number of playful activities such as games and dynamics.

For Mediano M. (1998), a didactic guide it is an elementary teaching tool that integrates the didactic components necessary for students to master the essential knowledge of the subject. A similar concept expressed by Aretio (2002), a document that contains the necessary material to simplify the study process for students so that they can develop autonomously.

According with the concepts of both authors a didactic guide can be a digital or printed resource that supports the learning process. This material complements the actions of the teachers and its main function is to guide the student and lead him or her through the learning process.

Didactic guides are not limited to words or instructions, but can contain images, puzzles, dynamics, song lyrics, among other elements. This material can even be coupled with certain learning methods, thus facilitating the acquisition of knowledge corresponding to a subject. Due to their characteristics and form of application, didactic guides can be a great support for teachers during the teaching process.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework applied to the project on total physical response methods to enhance vocabulary for 4th graders at Escuela de Educación Básica ing. Sixto Chang Cansing will allow to analyze and study the data and information that will be collected through an appropriate research instrument. The correct selection of the research methodology helps the researcher to know the possible causes and solutions to the problem being studied. An adequate method allows collecting information precisely and orderly, resulting in a study with reliable data and results. The results obtained will be possible to determine how relevant the total physical response method application can be for teaching English at an A1 level.

Methods

The quantitative method has been used to obtain the results with more excellent reliability and speeds up the data collection process. Likewise, the techniques and instruments to be used will be focused on this method, which will allow the researcher to determine the impact that TPR can have on the teaching of A1 vocabulary in English.

Quantitative method

This method is characterized by using statistics and numbers to accurately quantify the data obtained during the collection of information from people immersed in the context to be studied, in this case, the population belonging to the Escuela de Educación ing. Basica Sixto Chang. A technical method that considers statistics in its application allows obtaining results quickly and accurately; according to Disman, D & Barliana, M. S. (2017) the quantitative approach aims to show the information collected clearly and understandably.

Type of research

In the following study, descriptive research was used, which can be applied during the collection of quantifiable data. Moreover, due to its characteristics, which consist of ordering, counting and dividing data, it is appropriate for the type of research that has been carried out.

Instruments

Questionnaire

The questionnaire is an instrument that allows the collection of data in an investigation; it is made up of a determined number of questions that will vary depending on the research. Due to its ease of application, it is one of the most widely used instruments for collecting and analyzing information.

Techniques

Surveys:

The survey is a data collection technique used with teachers to learn about the methodology they apply during their classes. This survey consisted of ten questions, which emphasized aspects such as the resources and activities they used for teaching English vocabulary. The survey allowed quantitative data collection that the researcher would later interpret to determine the possible solution to the problem identified in the research.

Population

The population studied in this research comprises the teachers of the Escuela de educación Basica ing. Sixto Chang Cansing located in the province of Santa Elena, canton of La Libertad in the parish of La Libertad.

Table 1

Population

Description	Quantity	%
Teachers	15	100%
Total	15	100%

Author. Alex Rogel Vega

Variable operationalization

Independent variable: The use of total physical response to improve the vocabulary in English language.

Table 2

Independent variable

Conceptualization	Dimension	Indicators	Items	Techniques and instruments
The use of the total physical response method can improve the vocabulary acquisition of the students of Escuela de educación básica Sixto Chang Cansing	Classroom	Vocabulary	Do teachers use physical activities during your class?	Survey
	Virtual classrooms	Audios	Do students have the opportunity to learn through physical activities?	
		Voice commands	Will the use of the total physical response method help to improve the vocabulary of the students?	

Author. Alex Rogel Vega

Dependent variable: Didactic guide based on total physical response method to improve vocabulary in English language.

Table 3

Dependent variable

Conceptualization	Dimension	Indicators	Items	Techniques and instruments
The implementation of a didactic guide based on total physical response method to improve the vocabulary in fourth graders.	Performance of physical activities	Creation of positive learning environments	Will the implementation of a teaching guide with activities focused on the total physical response method work to improve vocabulary acquisition in the fourth graders at Escuela de educación básica ing. Sicto Chang Cansing?	Survey
	Development of listening skills	Motivation		
	Vocabulary acquisition	Non-traditional approach		

Author. Alex Rogel Vega

Survey directed to the teachers

Question 1: Do you agree that the application of an English teaching method benefits student learning?

Table 4

Benefits of teaching methods

Alternative	Frequency	Percentage
Strongly agree	5	33%
Agree	10	67%
Disagree	0	0%
Strongly disagree	0	0%
Total	15	100%

Note. 67% percent of the teachers responded that they agree that teaching methods can benefit the learning process, while 33% strongly agree that teaching methods can benefit the learning process. Most teachers agree that English language teaching methods can benefit the learning process, none of the teachers disagreed with teaching methods.

Question 2: What method do you consider appropriate for teaching vocabulary? (Choose at least one)

Table 5

Appropriate method

Alternative	Frequency	Percentage
The Direct Method	2	13%
The Grammar Translation Method	4	27%
Total Physical Response	0	0%
The Audio-Lingual Method	9	60%
Total	15	100%

Note. 60% of the teachers chose the audio-lingual method as the most appropriate method for teaching vocabulary, 27% chose the grammar-translation method, and the remaining 13% chose the direct method. Most teachers consider the audio-linguistic method the most suitable for teaching vocabulary.

Question 3: The use of physical activities influences in a better way the learning process

Table 6

Influence of physical activities

Alternative	Frequency	Percentage
Very often	9	60%
Often	4	27%
Sometimes	2	13%
Hardly ever	0	0%
Total	15	100%

Note. 60% of teachers believe that very often physical activities influence the learning process 27% believe that often physical activities influence the learning process while 13% say only sometimes. A large percentage of respondents believe that physical activities influence the improvement of the learning process.

Question 4: How often do you use physical activities and dynamics in your classes?

Table 7

The use of physical activities and dynamics

Alternative	Frequency	Percentage
Very often	7	47%
Often	6	40%
Sometimes	2	13%
Hardly ever	0	0%
Total	15	100%

Note. 47% of teachers use physical activities very often, 40% use them often, and 13% use them only sometimes. Hardly ever was the option that no teacher chose, which suggests that all teachers at some point use physical activities during their teaching day.

Question 5: Which of the following elements do you use in your classes? (Choose at least one)

Table 8

Elements used in class

Alternative	Frequency	Percentage
Videos	11	73%
Songs	0	0%
Flashcards	1	7%
Dynamics	3	20%
Total	15	100%

Note. 73% of the teachers use videos as didactic resources during their classes, followed by 20% who use physical activities, and the remaining 7% use flashcards. Strangely, none of the teachers seem to use songs during their classes despite the fact that they are often an easily applicable resource.

Question 6: How often do you train the listening skills of your students?

Table 9

Listening development

Alternative	Frequency	Percentage
Very often	3	20%
Often	7	47%
Sometimes	5	33%
Hardly ever	0	0%
Total	15	100%

Note. 47% of the teachers interviewed say that they train the listening skills of their students very often, while 33% do it often, and 20% of teachers do it sometimes. A large percentage of teachers claim to work on improving the listening skills of their students quite frequently.

Question 7: Which of the following formats do you use to evaluate your students? (Choose at least one)

Table 10

Format of evaluation

Alternative	Frequency	Percentage
Written tests	5	33%
Projects	4	27%
Games and physical dynamics	4	27%
Expositions	2	13%
Total	15	100%

Note. 33% percent of teachers showed a preference for written tests; projects received a 27% acceptance rate, as did games and physical dynamics. The format with the minor support was the exposition format with 13%.

Question 8: Your students actively participate in your classes

Table 11

Participation

Alternative	Frequency	Percentage
Very often	3	20%
Often	7	47%
Sometimes	5	33%
Hardly ever	0	0%
Total	15	100%

Note. 47% of the teachers interviewed stated that their students participate often, 33% sometimes and 20% very often. Most of the teachers agree that their students have good participation during classes.

Question 9: What do you do when one of your students do not understand something in class?

Table 12

Help students

Alternative	Frequency	Percentage
I repeat the entire class	1	7%
I give more examples	14	94%
I send the student to research	0	0%
I have a student explain to his partner	0	0%
Total	15	100%

Note. 94% of the teachers chose the option of giving more examples when a student does not understand the class; only 7% indicated that they prefer to repeat the entire class. Most teachers believe that the best way to help a student to understand the class is to explain more examples about the topic being discussed.

Question 10: How often do you use English in your classes?

Table 13

English in class

Alternative	Frequency	Percentage
Very often	0	0%
Often	7	47%
Sometimes	7	46%
Hardly ever	1	1%
Total	15	100%

Note. 47% of the teachers sometimes use the English language in their classes, while 46% of the teachers use it often, the remaining 7% claim that they rarely use the English language. Although English should be the priority during their classes, teachers do not use it as often as they should.

ANALYSIS OF DATA

Survey results

The current research project applied a survey to the teachers of the "School of basic education Sixto Chang Cansing" the questions contained multiple answers, which allowed to obtain the necessary information to know the method used by teachers in their classes and determine how appropriate is the applicability of the total physical response method.

Interpretation of Results.

The analysis of the information collected shows that teachers use traditional teaching methods that do not capture the attention of the students; however, teachers show a predisposition to work with physical activities and recognize that their use can have a positive impact on the learning process. These results determine that the application of the total physical response method would be appropriate according to the profiles of the teachers.

CHAPTER IV

THE PROPOSAL

1.1 Name of the Proposal

CREATE A DIDACTIC GUIDE OF ACTIVITIES INVOLVING TPR FOR IMPROVING BASIC VOCABULARY.

1.2 INFORMATIVE DATA

Institution: ESCUELA DE EDUCACIÓN BASICA ING. SIXTO CHANG CANSING.

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Fourth graders

Author: Alex Jonathan Rogel Vega

Advisor: Msc. Italo Crabajo

1.3 BACKGROUND

The data obtained and analyzed in this study showed that teachers at the Sixto Chang Cansing School tend to use traditional methods for teaching English. In some cases, they are unaware that it is a method for teaching English. To change this situation, a teaching tool was designed for teachers, specifically a didactic guide to help them during their classes, which contains activities based on the total physical response method.

To develop this guide, different factors such as age, context and resources available in the institution, among others, were considered. This guide will help students to acquire the vocabulary necessary for their level because it has fun and non-monotonous activities.

The method used in the elaboration of this didactic guide is highly adaptable so that teachers can take advantage of the technological resources that exist today to make their classes

more interactive to awaken an intrinsic interest on the part of the students towards learning. Therefore, during the application of this guide, students will learn in a non-traditional way but entertainingly and interestingly.

This guide will enhance the teaching and learning process and help to create a better classroom environment between teachers and students. A background in which teachers will act as guides and their students will be active participants in their vocabulary learning.

1.4 JUSTIFICATION

In many schools, students do not have an adequate level of English due to several factors. One of them is the lack of didactic resources that help to facilitate the learning process. For example, this problem is experienced by fourth grade students at the Sixto Chang Cansing School, who do not have the appropriate vocabulary for their level. To change this situation, a didactic guide based on the TPR method has been developed, which contains several dynamic activities.

These activities allow learning vocabulary in a playful, fun, and motivating way since working can awaken the interest of students in learning. In addition, these activities are notably different from those of traditional nature in which teachers only limit the student to dictate words and repeat them.

This guide will benefit not only the students in their learning process but also the teachers in the teaching process who often do not know the different methods that can be used to teach a language, now they will have a support material that will allow them to be guided and get out of the monotony of traditional classes. This will greatly improve the quality of teaching. This guide will have clear images and instructions that will allow the teacher to quickly understand and apply the dynamics of the guide, thus achieving better attainment of the class objectives related to the subject of English.

1.5 RESEARCH OBJECTIVES

6.1. General objective

1. To enhance the basic vocabulary of fourth graders at Escuela de educación Basica Sixto Chang Cansing through the total physical response method.

6.2. Specific objectives

1. To facilitate the acquisition of the English vocabulary of the fourth graders from Escuela de educacion basica Sixto Chang Cansing.
2. To create activities that help student in the learning process.
3. To make English vocabulary acquisition a fun process through didactic activities.
4. To provide teachers with creative and useful tool for their teaching process.

1.6 Design and development of the proposal

It is a tool designed to improve the vocabulary acquisition of fourth-grade students of the Escuela de Educacion Basica ing. Sixto Chang Cansing. In this guide, the total physical response method has been considered, which combines movements (motor system) and sounds to facilitate the acquisition of vocabulary.

- Within this didactic tool you will find a total of 10 activities, each of them focused on a topic related to English vocabulary.

- Each activity will contain images about the vocabulary to learn.

- Each activity will have the appropriate instructions to perform the activities step by step in a detailed way.

The proposal was elaborated trough the website Canvas.com

IT IS TIME TO PLAY AND LEARN!!

TOTAL PHYSICAL RESPONSE (TPR) ACTIVITIES



Fun and interactive activities for English language learning

Alex J. Rogel Vega

Activity #1



Soccer



Basketball



Baseball



Swimming



Volleyball



Tennis



Weightlifting



Archery



Karate



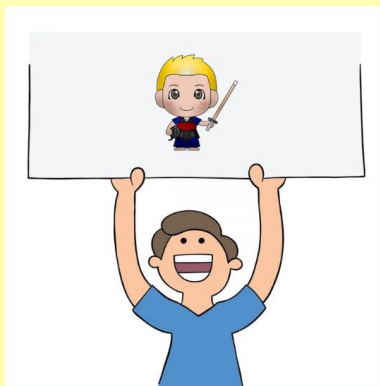
Kendo

Sport rows

Before the activity, the teacher should show the students the movements that represent each sport, e.g. Kicking the ball represents soccer, throwing a ball in the air with both hands represents basketball.

Instructions:

1. **The teacher performs the actions that represent each sport.**
2. **The teacher divides the students in two groups.**
3. **The teacher places the students in two rows facing each other.**
4. **The teacher stands behind one of the rows.**
5. **The teacher shows a poster board with a picture representing a sport to one of the rows.**
6. **Students viewing the image must make the movements related to the sport shown on the card.**
7. **The other row of students must identify the sport their partner is doing and say it out loud.**
8. **The group with the most correct answers wins.**



Step 6: Teacher showing the cardboard



Step 7: Students imitate the movements

Activity #2



To drive



To jump



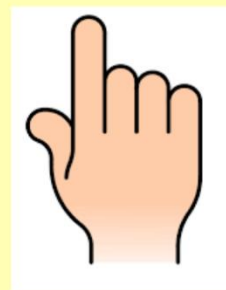
To sing



To drink



To eat



To touch



To pick



To smell



To sleep



To write

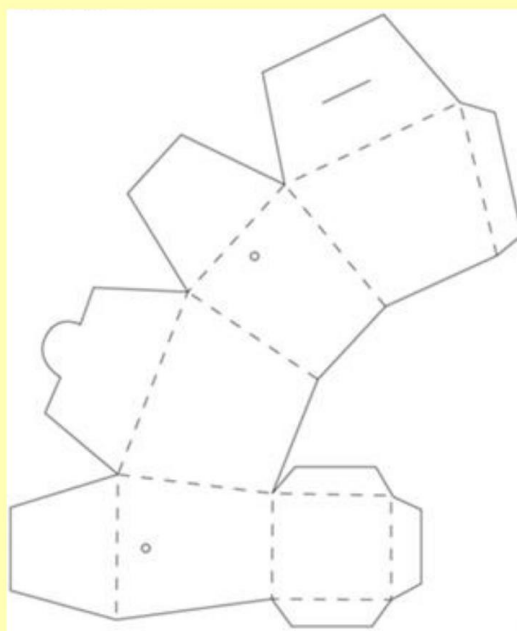
Source. pixabay.com

Source. google images

Verb box

Before the activity, the teacher should show the students the movements that represent each verb, e.g., to sing the teacher grabs an object and acts as if he/she is singing.

1. **The teacher performs the movements related to each verb.**
2. **The teacher chooses ten students**
3. **The teacher puts small cards containing the verbs inside a box.**
4. **One of the ten students chosen by the teacher chooses a card.**
5. **The teacher reads aloud the action on the card.**
6. **Students perform the action written on the card.**



Box pattern



Examples of cards

Activity #3



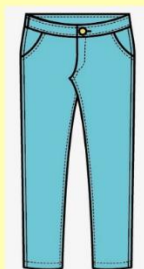
Blouse



T-shirt



Shirt



Pants



Short pants



Skirt



Dress



Suit



Hat



Cap



Shoes



Sandals

Source. pixabay.com

Source. google images

Run and dress it

Before the activity, the teacher will point out and repeat to the students the name of each garment. The teacher can use realia by pointing to his own or his students' clothes to facilitate the understanding of the vocabulary

1. **The teacher divides the class into two groups.**
2. **The teacher places the paper dolls on the board.**
3. **The teacher gives the children tape and the paper dolls' clothes.**
4. **The teacher calls out the name of a garment.**
5. **The children must choose the garment that the teacher names and tape it on the correct doll.**



Boy - paper doll



Girl - paper doll

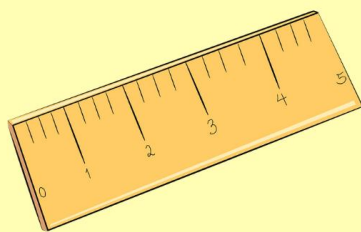
Source. pixabay.com

Source. google images

Activity #4



Pencil



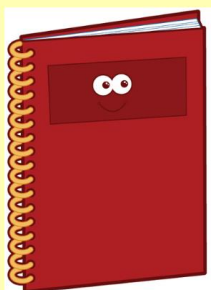
Ruler



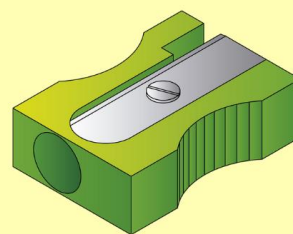
Scissors



Folder



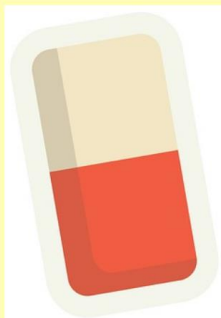
Notebook



Sharpener



Pen



Eraser



Marker



Color pencils



Book



Glue

Source. pixabay.com

Source. google images

Collect the treasure

Before the activity, the teacher will point out and repeat to the students the name of each school supply. The teacher can use realia to point out his students' school materials.

1. ***The teacher will call himself the "School Pirate".***
2. ***The teacher divides the students into four groups (this may vary according to the number of students).***
3. ***The teacher says aloud "My school treasure needs a pen" (the object may change).***
4. ***One student from each group carries the object that the teacher has asked for aloud.***
5. ***The group that carries the most items without making a mistake wins.***

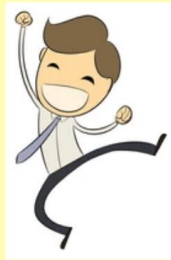
Source. pixabay.com

Source. google images

Activity #5



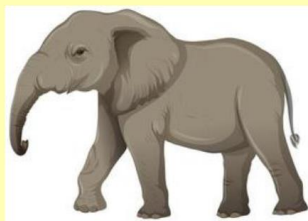
Hot - Cold



Happy - Sad



Strong - Weak



Big - Small



Fast - Slow



Source. pixabay.com

Source. google images

Opposing mirror

Before the activity, the teacher performs the movements of each word and explains the opposite of each one.

1. **The teacher divides the students into two groups.**
2. **The teacher places the students in two rows facing each other.**
3. **Teacher designates a name for each row e.g. Row (A) and row (b).**
4. **The teacher will call out a command to one of the rows e.g. (Row A "COLD" students should make the movement that represents that command).**
5. **The students in row B should do the movement that represents the opposite of that movement.**
6. **Students who do not remember the opposite move lose.**

Source. pixabay.com

Source. google images

Activity #6



Airplane



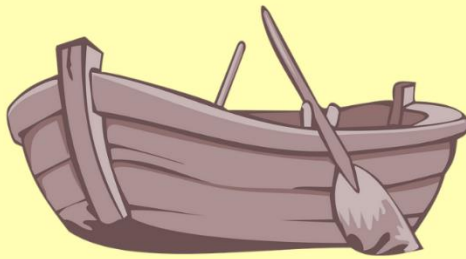
Train



Car



Motorcycle



Boat



Bicycle

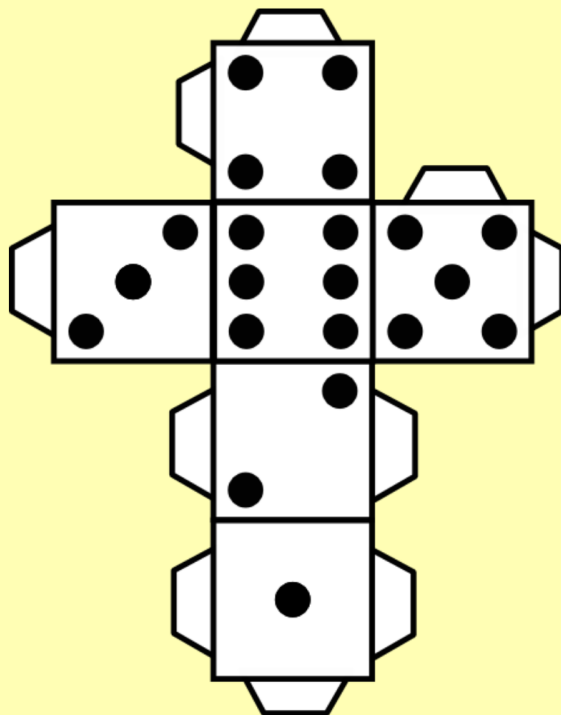
Source. pixabay.com

Source. google images

Roll the dice

Before the activity, the teacher shows movements that he would make when traveling in one of the transports. E.g. when traveling in a boat the teacher would row so he executes that movement.

1. **The teacher creates several groups of six students.**
2. **The teacher gives a paper die to each group**
3. **Each side of the die represents a transport.**
4. **The activity starts when the teacher gives the order of the die.**
5. **The children make the movements they would make when traveling in one of these transports.**
6. **The game ends after two rounds in which all children have participated.**



Activity #7



Soldier



Fireman



Chef



Photographer



Doctor



Mechanic



Soccer player



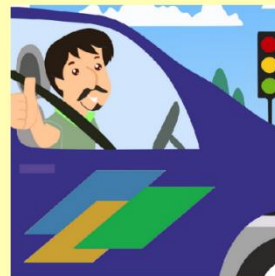
Basketball player



Magician



Singer



Driver

Source. pixabay.com

Source. google images

Kids vs teacher (memory game)

Before the activity, the teacher should explain what profession each character does and what actions the students can take to imitate them.

1. **The teacher places a few pairs of flashcards with pictures of vocabulary about professions on the board.**
2. **The flashcards will be placed with the image facing the board. (face down)**
3. **The teacher will challenge all students to play the game, each student will have three attempts to find a pair of identical flashcards. If the student succeeds, the teacher will give a reward.**
4. **If the student uses all three attempts and fails to find a pair of flashcards, he/she will have to imitate one of the vocabulary characters.**

Source. pixabay.com

Source. google images

Activity #8



Eye



Nose



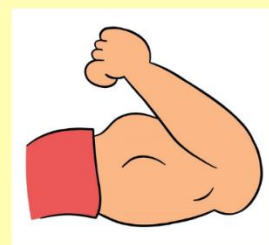
Mouth



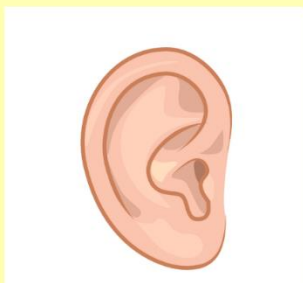
Hand



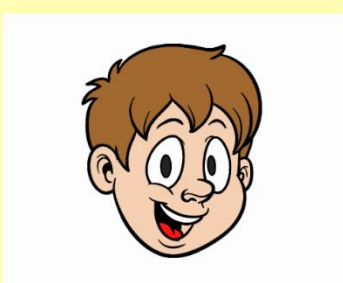
Foot



Arm



Ear



Head



Hair

Source. pixabay.com

Source. google images

Help to Marquitos

Before starting the activity, the teacher should point out the parts of the body that are on the slide carefully and clearly.

1. **The teacher places a character on the board.**
2. **Teacher introduces him as Marquitos and tells the children that he needs help identifying his body parts.**
3. **The teacher begins to ask where a particular body part is, for example, where Marquitos' ear is.**
4. **The students must point to where that body part is.**
5. **The activity ends when all the body parts located on the sheet are pointed out.**



Character we can call Marquitos

Activity #9



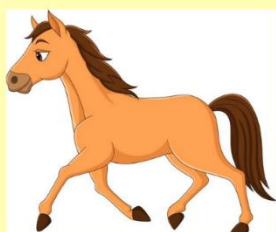
Lion



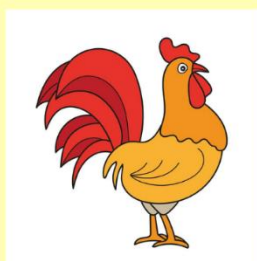
Elephant



Wolf



Horse



Rooster



Dog



Cat



Duck



Sheep



Cow



Monkey

Source. pixabay.com

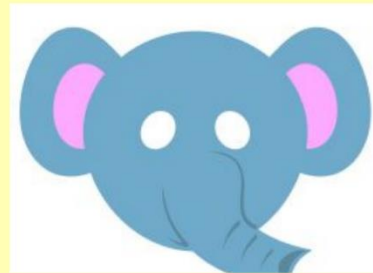
Source. google images

Look at me, I am a..?

The animals in this vocabulary were chosen because they emit characteristic sounds, the teacher should imitate these sounds or can use recorded sounds for each of them. In addition, the teacher will have to explain carefully the name of each one of them.

1. **Before the class, the teacher has cut out animal masks to work on the activity.**
2. **The teacher will have to put on the masks and the children will have to recognize the animal that the mask represents.**
3. **The children will also have to imitate the sound of the animals.**
4. **The teacher should exchange the masks immediately once the students have responded correctly with the name and sound of the animals.**

(You can also switch roles and let the students wear the masks and their classmates indicate which animal the mask corresponds to)



Examples of animal masks

Source. pixabay.com

Source. google images

Activity #10

Ready, let's do it

In the previous classes the students learned various vocabularies, in this activity the teacher will make a combination of these words through simple commands.

The teacher will say aloud certain commands that will combine the verbs of activity 2 and the vocabulary of activities 4 and 8.

Pick up a pencil

Pick up an eraser

Pick up a pen

Pick up a sharpener

Pick up a marker

Touch your ear

Touch your nose

Touch your hand

Touch you hair

Touch your head

This activity can be used to assess students' knowledge.

CONCLUSIONS

The total response method has been widely studied and applied in different researches and its benefits are visible. Its ease of application together with the physical-auditory approach that characterizes it allows students to learn in a relaxed environment that reduces negative emotions such as stress, nerves and anxiety, but increases enthusiasm and attention of children during class.

According to the results obtained in the survey, the conclusions of the present investigation are the following:

- The application of a teaching guide focused on the total physical response method improves the vocabulary of the students learning because they acquire information through listening and physical movement.
- Total physical response activities capture the attention of the children because at their age, play is essential for their cognitive development, unlike traditional activities that are based on static and teacher-centered activities, in TPR activities they will feel motivated to participate because they can express themselves spontaneously.
- TPR-based activities such as sports rows, verb box, run and dress it up among others help to enhance the acquisition and improvement of basic vocabulary in children.

RECOMMENDATIONS

The present research was focused on the field of education, therefore its results and the information gathered can be used in educational projects that focus on the teaching of the English language and especially on the application of English language learning methods.

- Educational institutions and especially their directors should be more concerned about the implementation of resources, strategies and methods that help students to reach the level of English according to their age and grade. Sometimes students do not reach the necessary level because of the little importance given to the subject of English.
- It is highly recommended that teachers implement teaching guides that employ the TPR method to help their students to learn from fun and low-stress activities.
- It is recommended that teachers investigate and apply an interactive and dynamic teaching method such as TPR. This method is appropriate for teaching children, as it not only helps students' cognitive development, but also increases their motivation and interest in language learning due to its fun and dynamic approach.
- It is advisable to use appropriate TPR activities and didactic resources to facilitate learning, especially when teaching a foreign language for children.

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ANNEXES



Escuela de Educación Básica Ing. Sixto Chang Cansing

ALEX ROGEL QUESTIONSgg - Word

Archivo Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer? Compartir

Portapapeles Fuente Párrafo Estilos Edición

Teachers questions

- Do you agree that the application of an English teaching method benefits student learning?

Options
Strongly agree
Agree
Disagree
Strongly disagree
- What method do you consider appropriate for teaching vocabulary? (Choose at least one)

Options
The Direct Method
The Grammar Translation Method
Total Physical Response
The Audio-Lingual Method
- The use of physical activities influences in a better way the learning process

Options
Very often
Often
Sometimes
Hardly ever

Página 1 de 4 500 palabras Inglés (Estados Unidos) 27°C 16:46 28/1/2022

ALEX ROGEL QUESTION5gg - Word

Archivo Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer?

Calibri (Cuerpx) 12 A Aa

Normal Sin espa... Título 1 Título 2 Título Subtítulo Énfasis sutil

4. How often do you use physical activities and dynamics in your classes?

Options
Very often
Often
Sometimes
Hardly ever

5. Which of the following elements do you use in your classes? (Choose at least one)

Options
Videos
Songs
Flashcards
Dynamics

6. How often do you train listening skills with your students?

Options
Very often
Often
Sometimes
Hardly ever

Página 1 de 4 500 palabras Inglés (Estados Unidos) 27°C 16:47 28/11/2022

ALEX ROGEL QUESTION5gg - Word

Archivo Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer?

Calibri (Cuerpx) 12 A Aa

Normal Sin espa... Título 1 Título 2 Título Subtítulo Énfasis sutil

7. Which of the following formats do you use to evaluate your students? (Choose at least one)

Options
Written tests
Projects
Games and physical dynamics
Expositions

8. Your students actively participate in your classes

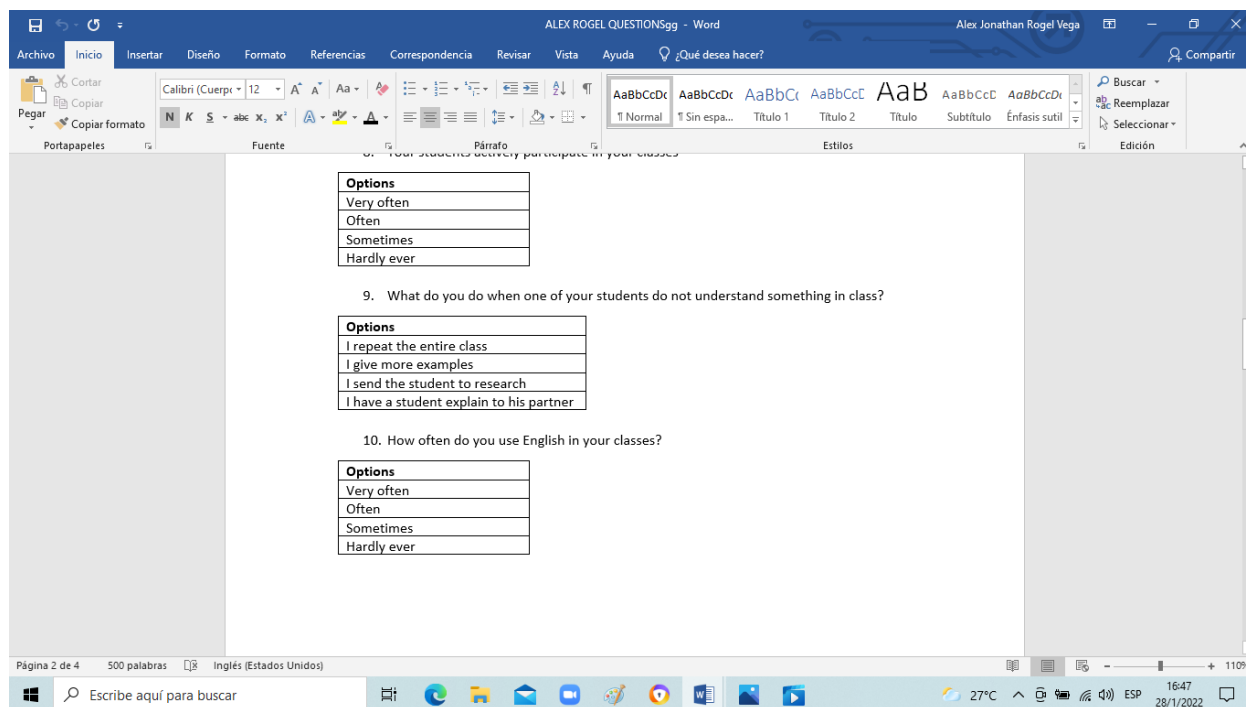
Options
Very often
Often
Sometimes
Hardly ever

9. What do you do when one of your students do not understand something in class?

Options
I repeat the entire class
I give more examples
I send the student to research
I have a student explain to his partner

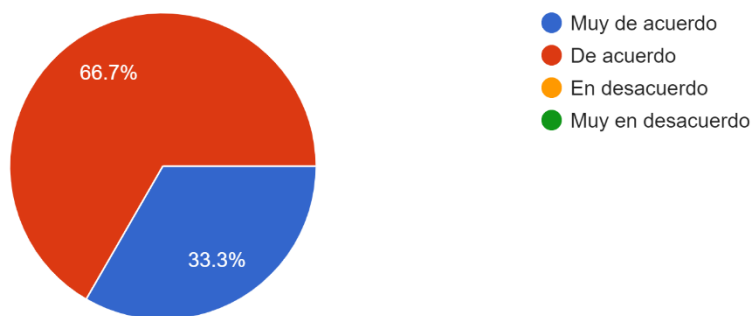
10. How often do you use English in your classes?

Página 2 de 4 500 palabras Inglés (Estados Unidos) 27°C 16:47 28/11/2022



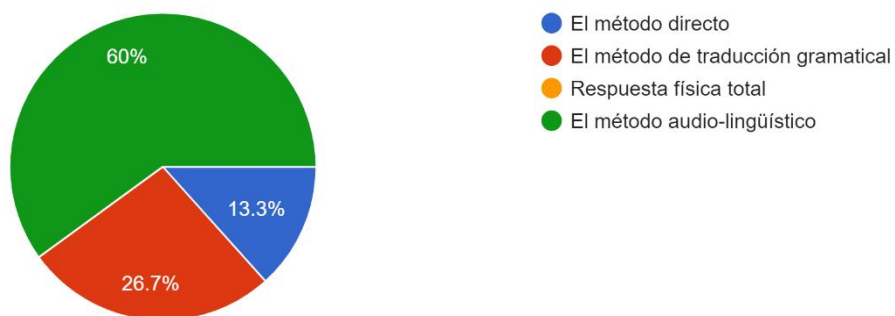
¿Está de acuerdo en que la aplicación de un método de enseñanza del inglés beneficia el aprendizaje de los alumnos? (Un método de enseñanza...grar el aprendizaje deseado por los estudiantes)

15 respuestas



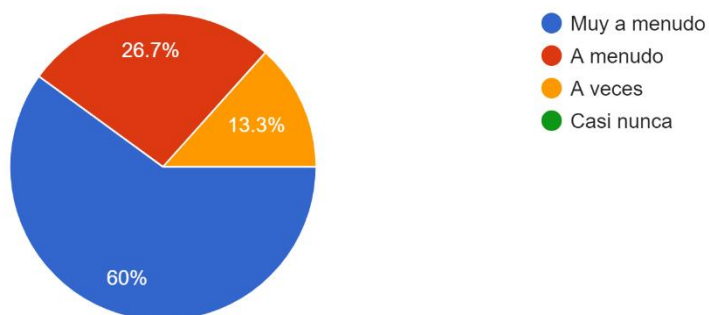
¿Qué método consideras adecuado para la enseñanza del vocabulario?

15 respuestas



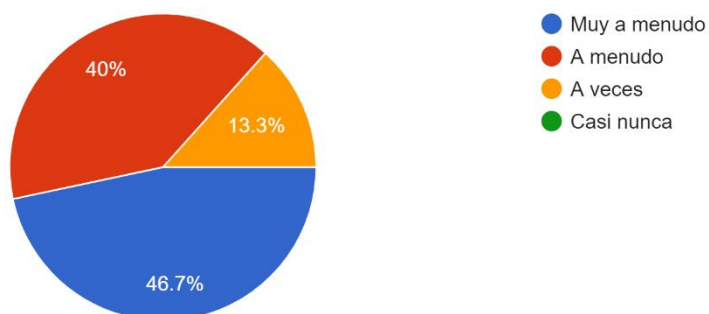
El uso de actividades físicas influye de manera positiva en el proceso de aprendizaje

15 respuestas



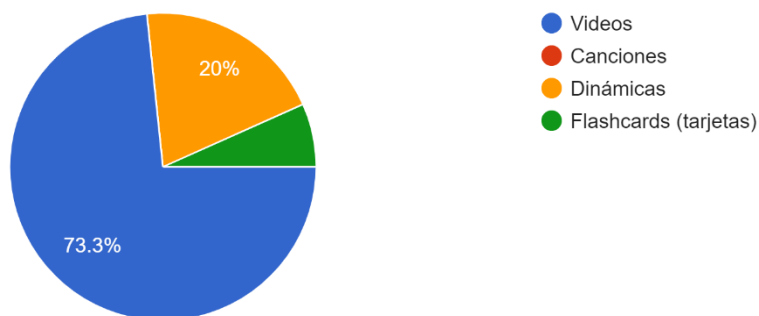
¿Con qué frecuencia utiliza actividades físicas y dinámicas en sus clases?

15 respuestas



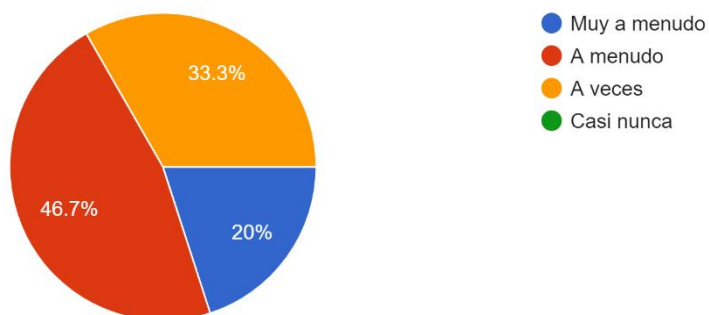
¿Cuál de los siguientes elementos utilizas en tus clases?

15 respuestas



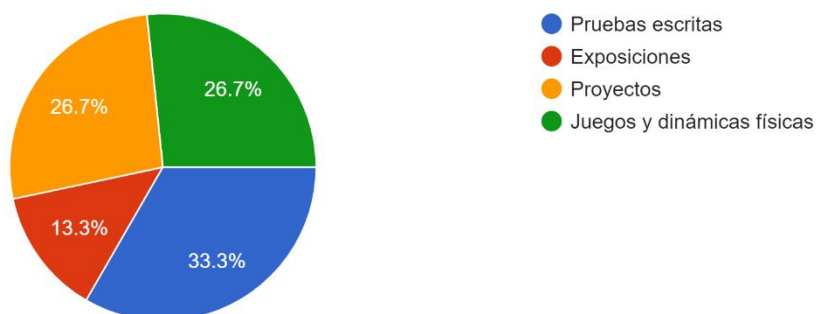
¿Con qué frecuencia entrenas la capacidad de escucha de tus alumnos? (en ingles)

15 respuestas



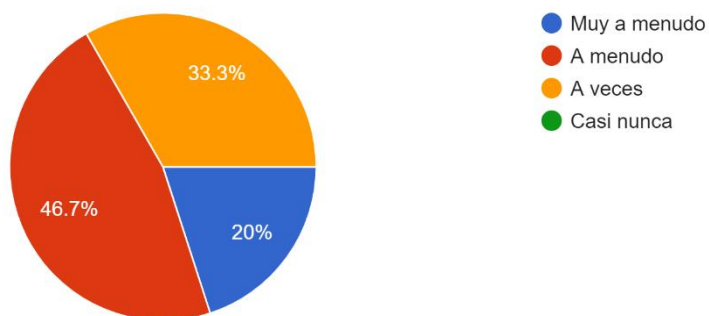
¿Cuál de los siguientes formatos utiliza para evaluar a sus alumnos? (Elija uno)

15 respuestas



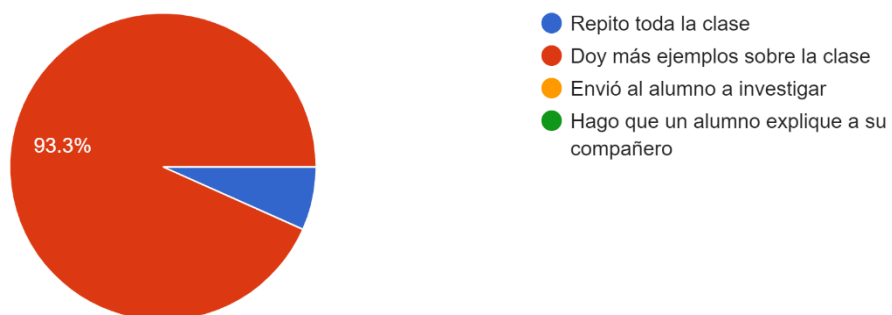
Sus alumnos participan activamente en sus clases (ingles)

15 respuestas



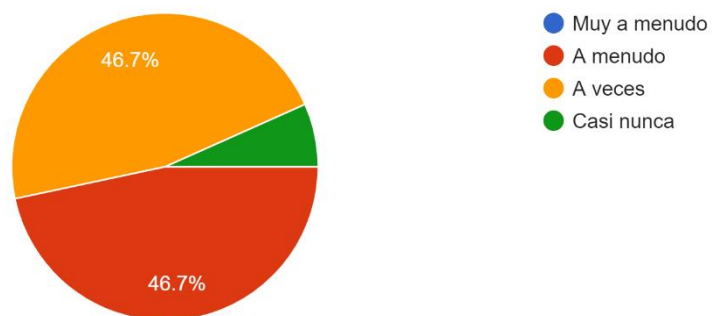
¿Qué haces cuando uno de tus alumnos no entiende algo en clase?

15 respuestas



¿Con qué frecuencia utiliza el inglés en sus clases?

15 respuestas



CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE BASIC VOCABULARY FOR 4TH GRADERS AT ESCUELA DE EDUCACIÓN BASICA ING SIXTO CHANG CANSING, YEAR 2021-2022” elaborado por el estudiante Alex Jonathan Rogel Vega, 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 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Msc. Italo Carabajo Romero

TUTOR



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