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Facultad de la Educación, el Arte y la Comunicación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Total Physical Response (TPR) and English language vocabulary among
middle basic education students at an educative institution in Loja, school
year 2023-2024**

**Respuesta Física Total (TPR) y vocabulario del idioma inglés en estudiantes
de educación básica media de una institución educativa de Loja, año lectivo
2023-2024**

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previo a la obtención del título de
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Dedication

I dedicate this curricular integration work, first of all, to God for blessing me with health and wisdom throughout this journey. To my beloved mother, Gladis Ordoñez, and my grandparents Gladis and Medardo, who have been my pillars, teaching me humility, patience and work.

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1. Title

Total Physical Response (TPR) and English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024

2. Resumen

El vocabulario es un componente esencial en el aprendizaje de un idioma, ya que facilita la comunicación efectiva y el entendimiento entre los hablantes, por lo que es fundamental que se busque estrategias para mejorarlo. En consecuencia, este estudio tiene como objetivo mejorar el vocabulario del idioma inglés entre los estudiantes de una institución pública a través de la implementación del método de Respuesta Física Total (TPR). Para lograr este objetivo, se empleó un enfoque de método mixto, un estudio de investigación acción, involucrando a 27 estudiantes de una institución pública en Loja, Ecuador con un nivel de inglés A1.2 durante un período de intervención de seis semanas. Los métodos de recolección de datos incluyen pruebas previas y posteriores, notas de campo para datos de observación y cuestionarios para recopilar las percepciones de los estudiantes. Los hallazgos indican que la integración de la Respuesta Física Total mejora el aprendizaje de vocabulario. En cuanto a su efecto, la TPR tiene un impacto positivo en la adquisición de vocabulario, ya que aumenta la participación de los estudiantes y hace que el proceso de aprendizaje sea más dinámico. Al explorar las experiencias de los estudiantes, el uso de TPR en el aprendizaje de vocabulario en inglés fue generalmente muy positivo y las actividades que apoyaron este método fueron canciones, juegos de círculo, Simón dice y narración de cuentos, que contribuyeron a una mejora en sub aspectos del vocabulario como la ortografía, las asociaciones, las funciones gramaticales y las colocaciones. Por ende, los estudiantes mostraron mayor motivación, mejor comprensión y retención de nuevas palabras. Se recomienda utilizar la Respuesta Física Total en las clases de inglés para mejorar los resultados educativos de los niños.

Palabras clave: Actividades de TPR, jóvenes estudiantes, efectividad de la TPR, aprendizaje de vocabulario

Abstract

Vocabulary is an essential component in learning a language, as it facilitates effective communication and understanding between speakers, so it is essential to look for strategies to improve it. Consequently, this study aims to improve English language vocabulary among students of a public institution through the implementation of the Total Physical Response (TPR) method. To achieve this goal, a mixed-method approach and an action research study were employed, involving 27 students from a public institution in Loja, Ecuador with an A1.2 level of English over a six-week intervention period. Data collection methods include pre- and post-tests, field notes for observational data, and questionnaires to collect student perceptions. The findings indicate that the integration of Total Physical Response improves vocabulary learning. In terms of its effect, TPR has a positive impact on vocabulary acquisition, since it increases student's engagement and makes the learning process more dynamic. In exploring students' experiences, the use of TPR in English vocabulary learning was generally very positive and the activities that supported this method were songs, circle games, Simon Says, and Storytelling which contributed to an improvement in sub aspects of vocabulary such as spelling, associations, grammatical functions, and collocations. Therefore, the students show greater motivation, better comprehension and retention of new words. It is recommended to use Total Physical Response in English classes to improve children's educational outcomes.

Key Words: TPR activities, young learners, effectiveness of TPR, vocabulary learning

3. Introduction

Language is our main source of communication. It is the mean through which we share our ideas and thoughts with others. Among the various existing languages, English stands out as an international language widely used around the world. Therefore, mastery of English has become crucial in many areas, and a fundamental component to achieve this is the development of a vocabulary. Melinda (2022) mentions the size of a students' vocabulary is almost always used to figure out their level of language proficiency because they are often required to reach a certain level of vocabulary to be able to speak fluently.

Despite its importance, many countries, including Ecuador, struggle with low levels of English proficiency. It means that the students do not have enough vocabulary, either because there is no interest in acquiring it or the strategies implemented do not motivate them. Without the right encouragement, students may show a reduced willingness to improve their vocabulary, further complicating the process of learning English. Vocabulary deficiency in language learners presents a problem. Maulidiah (2021) asserts some students think it is difficult to memorize English vocabulary because they are not interested and rarely use that vocabulary in their daily life. Lack of interest acts as a notable obstacle to academic progress.

Recent studies have highlighted the effectiveness of teaching methods in addressing these challenges. Among these, Total Physical Response (TPR) has shown promise, especially when implemented at an early age. Studies, such as that by Khaled et al. (2023) and Ernst (2021), suggest that this strategy has a positive impact. Being a method that combines speech with physical actions, has been found to contribute positively to vocabulary acquisition while creating an engaging and exciting educational environment.

This research is of great relevance since it seeks to improve the quality of English teaching through new pedagogical strategies. The use of the "Total Physical Response" method can be a very useful tool to develop students' English vocabulary in an innovative and motivating way. The research will provide valuable knowledge on how to integrate this method into the educational curriculum as a positive influence in the learning process.

The research adopts a mixed-method approach, combining quantitative and qualitative data collection techniques. This includes pre-tests and post-tests to measure vocabulary improvement, field notes for observational data, and questionnaires to gather students' perceptions. The study will be conducted over a six-week period, involving fifth-grade students with an A1.2 English proficiency level.

This project is relevant as it aims to enhance the quality of English teaching through innovative pedagogical strategies. The findings of this study are expected to provide valuable

insights for future educators, potentially leading to more effective English language teaching practices in Ecuador and beyond, besides it helps to preservice teacher to gain experience in the use of TPR strategy with the help of some activities such as songs, circle games, storytelling and Simon Says.

The objectives of this research focus on three fundamental aspects of the use of the Total Physical Response method in the teaching of vocabulary in English. First, it seeks to improve students' vocabulary through the implementation of TPR. Second, it is intended to determine the specific effect that this method has on vocabulary acquisition. Finally, the study aims to explore students' perceptions of the implementation of TPR as a tool to improve their English vocabulary. These objectives focus on a specific group: students of middle basic education in an educational institution in Loja, during the 2023-2024 school year, providing a clear and delimited context for the research.

The present research work was carried out in middle basic education, which involved 27 students from fifth-grade over six weeks in the 2023-2024 school year, where the researcher used Total Physical Response method during the teaching learning process. The scope included evaluating the effectiveness of Total Physical Response as a strategy in English language learning, specifically examining the activities to implement them. Although the research was finished, there were some limitations related to the short period of intervention. Consequently, it is suggested that further research apply the intervention in more weeks; the level of students that did not allow to progress as we planned and finally, it would be go convenient to have two groups at the same time, one of control and other experimental one with the purpose to verify the results of application of the different activities with the use of TPR.

4. Theoretical Framework

The following section is essential in all research, it constitutes the conceptual and contextual basis that supports the study. An exploration and analysis of previous theories, concepts and studies is carried out, fundamental to address the research problem. In addition, theoretical perspectives that guide the analysis and interpretation of the collected data are examined, contributing to the construction of new contributions to the study of how total physical response (TPR) improves the learning of English vocabulary in students.

4.1 Total Physical Response

4.1.1 Definition

According to Dewi and Fatmawati (2022) many teaching methods appeared to help the teacher and learner in the teaching-learning process in vocabulary, the learning method is important to master because it is a tool to achieve a goal. Safira et al. (2022) mention, some students feel that English is a language that is difficult to understand. This makes students as learners not interested. For this instance, teaching English should be pleasant, relevant, repetitive, and intelligible. The Total Physical Response method or TPR would encourage students to be ready to acquire English language skills.

Total Physical Response was introduced by Dr. James Asher in the 1960s, a psychology professor at University of San Jose State, California. According to what was published by Hestiana & Anita (2022), Total Physical Response is a method of teaching language that combines speech and gestures to help students learn how to speak and write in English. The Total Physical Response (TPR) Method focuses on the connection between commands, speech and the performance of movements to facilitate learning. This approach is used for students to create a daily environment where English is used.

According to Gayanti and Satriani (2020) The students will be interested with method that can make them happy, like doing a body movement, speak loudly about something while they are move or demonstrate something. It makes students more certain and simpler to keep in mind unused words since they are learning it with movement, talks moreover listened at the same time. TPR is a method which needs a collaboration between speech and action. Using the Total Physical Response method is the best way in the learning process.

4.1.2 Features of TPR

In line with published by Xie (2021) From Asher's point of view, once a solid foundation has been laid in the understanding of spoken language, the development of oral expression would occur naturally and effortlessly. The Total Physical Response (TPR) method describes the following characteristics.

4.1.2.1 Bilateral

Many scientists confirm that language functions are carried out in the left hemisphere of the brain, while the right hemisphere is responsible for coordinating physical actions. The utilization of Total Physical Response (TPR) in language instruction, as suggested by Asher in 1977, proves to be an effective method in engaging both hemispheres of the brain. This approach appears to be a beneficial means of fostering the comprehensive development of both the physical and mental faculties in children.

4.1.2.2 Using interactive activities

Total Physical Response (TPR) activities foster interactive effectiveness in the real classroom setting, promoting engagement between teacher and student as well as student-student interactions. The viewpoints of Vygotsky (1962) and Bruner (1967) align, emphasizing that language and learning development thrive through social interaction with peers or adults, such as group work, role-play, and guessing games.

4.1.2.3 Lowering the affective filter

A notable aspect of Total Physical Response (TPR) is its ability to successfully reduce the affective filter, facilitating an enhanced learning process. This approach can decrease learners' anxiety to create a more natural classroom environment, minimizing the sense of threat in language learning (Asher, 1981; cited by Xie, 2021, p.296).

4.1.2.4 Promoting the motivation

TPR establishes a motivational setting by urging learners to actively participate and engage in physical activities, fostering increased enthusiasm as they enjoy the freedom to move around. In the context of TPR, learners encounter the language in a laid-back and comfortable atmosphere, in words of Larsen-Freeman (2000).

4.1.2.5 Building self-esteem and confidence

Total Physical Response (TPR) enhances learners' self-esteem and confidence. When students respond to commands through physical movements, they experience a sense of security as the actions are easy to follow and understand. This approach provides encouragement and confidence for learners to participate freely, even if they have limited proficiency in English. In summary, TPR appears to create a positive atmosphere where everyone feels optimistic and trusts in their abilities.

4.1.3 *Activities of TPR method*

Anggraini and Thazuid (2022) mention that English language material for children is given in the form of vocabulary. This is based on children's characteristics as good rememberers, plus they are also good imitators. Students can imitate anything modeled by their

teachers. That is why teachers can effectively use and combine teaching methods and media. A very suitable teaching method for this feature is Total Physical Response (TPR), method focuses on giving instructions to students and putting them into practice with movements. Some activities within the development of the method are:

4.1.3.1 Songs and nursery rhymes

Long and Mustafa (2020) state that the child was able to use the words learned through nursery rhymes. Nursery rhymes increased vocabulary and created a fun learning environment. Therefore, nursery rhymes provide a chance to engage with language in various ways, and it is the responsibility of educators to select appropriate rhymes according to the cognitive development of the children. These offer great potential for Total Physical Response (TPR).

4.1.3.2 Simon Says

Based on the results of Humairoh, et al. (2023) research, conclude that vocabulary of students increases after learning using the Simon Says game. This technique not only increases students' vocabulary, but also increases the participation and interest of students in the learning process. The technique consists in that there will be a person called "Simon", who gives instructions saying: "Simon says ..." telling the children to perform a physical action. Simon says is a classic TPR game.

4.1.3.3 Storytelling

Acurio and Rivadeneira (2023) explain how storytelling can play a role in the development of Total Physical Response. They explain: students have the ability to perform predetermined actions in response to specific words being read. They can participate by listening and standing up when a character speaks or displays certain behaviors. In general, in children's stories, movement and actions are usually integrated in a natural way. Actions can be introduced and practiced before, during, and after storytelling.

4.1.3.4 Circle games

As described by Walton (n.d.) on the EF Teacher Zone platform, Circle games offer ample opportunities to practice vocabulary and speaking. Circle games involve movement, so it is linked to the development of the Total Physical Response method. In circle games, the teacher says and performs an action that the students must imitate. The last student to do the action is eliminated. The student who is leaving can act as an assistant of the teacher, helping to verify their classmates and who will be the next eliminated.

4.1.4 Advantages of use TPR

As reported by Shermamatova and Malikova (2023), the Total Physical Response method is effective and beneficial. The main reason is that students usually enjoy an engaging

class with lots of actions and images, related to the topic. This method of teaching also makes it easier for teachers to keep children's attention in the classroom during class. Some advantages of Total Physical Response are:

- a. Encourage active student participation: Students actively participate in class; this will keep them motivated and engaged in learning.
- b. Improves comprehension and retention: Allows students to learn through imitation and repetition.
- c. Helps build confidence: Allows students to have immediate success by following commands, which helps them develop confidence in their ability to learn the language.
- d. It is adaptable to different levels and ages: It can be used with students of all ages and skill levels, making it a flexible teaching option.
- e. It's fun: TPR method involves games and physical activities, which makes the class fun and engaging for students.

4.1.5 TPR in the classroom

In English as a Foreign Language classes, teachers employ a variety of teaching strategies and learning techniques to promote comprehension and understanding of the material being used (Hooli et al., 2023). Besides, The Total Physical Response Method is like a fun game to learn a new language at school. Duan (2021) mentions that the TPR method creates a learning environment closely linked to real-life situations, allowing students to learn a foreign language through various activities and apply what they have learned in a practical way.

4.1.5.1 Role of teacher

Dankova (2023) describes the role of the teacher in the TPR method is active and directive. The role it plays is to create a positive learning environment by being a key provider of the language. The elimination of stress in the classroom depends largely on the personality of the teacher. In addition, it highlights the importance of the teacher as he or she possesses natural authority. The teacher makes decisions about the content of the classes and material to be presented. The researcher advises teachers who use TPR to plan the lessons in detail, writing all the commands beforehand, since the action happens quickly.

4.1.5.2 Role of the student

Astutik et al., (2019) emphasize that students' understanding of the language must be developed before they begin to speak. Students can learn the language by actively moving their bodies. In addition, it highlights that fun plays a crucial role in the language learning process, suggesting that more entertaining and engaging lessons are more effective for the acquisition

of new language skills. Therefore, the development of TPR helps us remember the language more easily because we are doing something while learning. It is like learning by playing and moving around instead of just sitting and listening.

4.2 Vocabulary

4.2.1 Definition of Vocabulary

Vocabulary plays an important role in learning and using language. Fachrozi et al. (2021) define vocabulary as the number of words and meanings that people recognize and use to communicate with others. In addition, it is considered that having knowledge of vocabulary is a previous skill that should be mastered in order to improve other language skills (Dakhi, 2019). Therefore, based on what the authors have said, it is taken into account that vocabulary is an essential part of learning a language. And this in turn helps us in the competent development of language skills, as it provides the necessary basis for effective communication, better comprehension of texts and allows the expression of ideas in a clearer way.

Kuntadirga (2023) summarizes that mastering vocabulary is essential for students to achieve a deep understanding of the language they are learning. A lack of vocabulary comprehension can make spoken language confusing or difficult to understand. That's why learning new words is like a very important part of learning a foreign language. This vocabulary learning not only facilitates clear communication, but also helps students understand what texts are saying, fosters the ability to read, write, and even participate in conversations using the language they are learning.

4.2.2 Importance of Vocabulary

Vocabulary is like a set of tools that allows you to express what each person feels, thinks, and thinks. From a language point of view, vocabulary seems to be more important, valuable, and necessary than grammar rules, as it helps us communicate more effectively. "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." (Sullivan and Alba, 2010, as cited in Dakhi, 2019)

Additionally, as M Alabbad & Saad Bin (2020) mentioned, a student who constantly expands their vocabulary is better equipped to develop stronger language skills. Therefore, vocabulary proficiency is also associated with success in reading, writing, listening and speaking. In the words of Birinci & Saricoban (2021) "Vocabulary provides the basis of a language and it directly influences an individual's life in all facets" (p. 629). The aforementioned quotation underscores the importance of vocabulary in a person's capacity to engage with their surroundings and articulate themselves meaningfully.

4.2.3 Types of Vocabulary

In the English language, you can identify types of vocabularies that play specific roles in communication. Vocabulary that refers to the words that a person can express verbally or in writing. On the other hand, vocabulary that includes words that a person recognizes and understands, but does not necessarily actively use. Therefore, passive vocabulary and active vocabulary are described, as mentioned by Dakhi (2019) in his research.

On the one hand, passive vocabulary refers to words that students recognize when listening, but that require specific skills to be used when speaking or writing. These words are part of a person's receptive capacity, which means they can understand their meaning when used in a particular context. Despite acknowledging these words, students do not necessarily actively integrate them into their own conversations or texts. In short, passive vocabulary indicates a level of familiarity and comprehension, but it does not guarantee the ability to actively use those words in personal expression.

On the other hand, active vocabulary comprises the words and expressions that a person uses regularly and effectively in both oral and written communication. These are the words that are consciously used when speaking or writing to articulate thoughts, ideas, and emotions clearly and accurately. The presence of an active vocabulary in an individual serves as an indicator of their fluency and linguistic proficiency in a specific language, reflecting the ability to communicate effectively in various contexts. In short, the diversity of English vocabularies contributes to the richness and flexibility of the language, allowing speakers to communicate effectively in a variety of situations. In other words, before someone can actively use a set of words in their oral or written expression, they must generally have acquired a level of familiarity and understanding of those words.

4.2.4 Aspects of vocabulary

Vocabulary, a fundamental element of language, plays a crucial role in our communication to make it effective. It goes beyond the simple collection of words, it encompasses the diversity of terms used to express ideas, emotions, and experiences. In this context, we will explore the various aspects of vocabulary such as form, meaning, and usage. Understanding the interplay between form, meaning, and usage helps students gain perspective on how a language works, thus contributing to the refinement of their communication skills. According to the three main aspects, the word form refers to the pronunciation, spelling, and word parts; The meaning of the word refers to the connection between form and meaning, concept & referents and word associations; while word usage is related to grammatical functions, collocations, and constraints on use (Nation, 2013, as cited in Webb,2019).

4.2.4.1 Form

The form of vocabulary encompasses the structural elements of words, their phonetic composition, and the syntactic patterns they adhere to within sentences. It involves the intricate dance of letters, sounds, and grammatical rules that give rise to meaningful expressions. Examining the form of vocabulary involves scrutinizing etymologies, prefixes, suffixes, and the way words morph to convey different tenses, moods, or grammatical functions. Mastery of vocabulary form is a key aspect of language proficiency, allowing individuals to articulate thoughts with precision and clarity.

4.2.4.1.1 Spelling

Spelling plays a fundamental role as it is a primary and essential skill required by students. Accurate spelling allows writers to express their ideas and thoughts within a standard framework, which is easily understandable to their readers. To achieve effective writing, spelling must also be effective. Altamimi & Ab Rashid (2019). In other words, the ability to write correctly not only contributes to clear and understandable communication, but is also a crucial component to effective writing.

Learning another language without reading or writing may be possible, but for those who are learning English, knowing how to read opens the door to many books and graded materials, which goes a long way toward improving language skills. Practicing pronunciation aloud when spelling increases the speed of learning new words. Altamimi & Ab Rashid (2019) suggest that having a good command of spelling allows a person to express themselves more clearly and openly in their writing. Poor spelling not only makes a bad impression, but it also makes communication difficult, as the reader has to struggle to understand the message of the writer. When spelling is inconsistent, it is sometimes due to a transition period in which the learner is in the process of acquiring the correct spelling, but it is not yet fully established. In this phase, variations in writing may occur while the correct form of words is fully assimilated. In conclusion, spelling plays a critical role in effective communication and clear presentation of ideas, and strengthens the writer's confidence. Through conscious practice and attention to spelling details, more accurate written expression can be achieved.

4.2.4.2 Meaning

Vocabulary is the complex weaving of words that shapes language, providing the nuanced shades of meaning necessary for effective communication. It goes beyond mere rote memorization, encapsulating the essence of ideas, emotions, and concepts. Understanding the meaning of words involves delving into their connotations, cultural implications, and

contextual nuances. A rich and varied vocabulary not only enhances linguistic prowess but also serves as a gateway to a deeper comprehension of the world

4.2.4.2.1 Associations.

Word association is an intriguing phenomenon that reveals a lot about how our minds work when processing language. This cognitive process involves the automatic connection of concepts related to a specific word, either by their similarity, contrast, proximity, or relationship. In the realm of cognitive linguistics, word association becomes a window into the complex web of conceptual connections that remain in our mental lexicon. By exploring how our mind links words together, we can unravel meaningful patterns that reflect how we store and retrieve linguistic information. If the connection between the new word and the pre-existing words is close enough, the new word will be stored in long-term memory. In addition, there are associations that are produced by knowledge of the world and common sense. In addition, word association can be beneficial for foreign language teaching as it facilitates the connection between new words in the target language and what is already known or familiar to the learner. By connecting the new and the known, a mental structure is created that aids in the retention and comprehension of the foreign language. This strategy gives students the opportunity to build important partnerships, which could improve and make the learning process more effective, making it easier to remember. Therefore, making connections or networks between words when learning new vocabulary makes it easier for language learners to create or reinforce their network of words that were already in their mental lexicon. This is stated in the words of Pranoto & Afrilita (2019).

4.2.4.3 Use

The use of vocabulary is the dynamic application of words in diverse contexts, whether written or spoken. It involves selecting the most fitting expressions to convey thoughts, emotions, or information effectively. Effective use of vocabulary demands not only a broad lexicon but also an understanding of register, tone, and audience. Whether crafting a compelling narrative, engaging in a scholarly debate, or simply expressing oneself eloquently in everyday conversations, adept use of vocabulary empowers individuals to navigate the intricate tapestry of human communication with finesse and impact.

4.2.4.3.1 Grammatical Functions

The grammatical function of words is defined by their position and usage within a sentence, reflecting their syntactic role in that structure. This function, sometimes simply called a "function," refers to the specific role that a word or phrase plays in the context of a clause or

sentence. In English, unlike some languages that use inflections, the position of a word in a sentence is the main determinant of its grammatical function (Nordquist, 2019).

As Webb (2019) describes that a fundamental part of word knowledge involves being able to use words. This knowledge encompasses both language systems and specific words. Let start by initially exploring systemic knowledge. For many learners of English as a foreign language, learning this kind of systematic knowledge involves deep conceptual development, especially if the particular knowledge is not similar to the use of the first language. Also, it is helpful to pay attention to how we use words and the rules of language, especially when we want to speak or write correctly. But, while we can consciously learn some grammar rules, most of our knowledge about how to speak and write correctly comes from listening and reading a lot, naturally understanding how language works. Learning grammar happens when we immerse ourselves in the meaning of what we hear or read, when we try to communicate, when we specifically study the rules, and when we practice speaking or writing fluently. All these ways help us learn grammar in a balanced way, combining conscious and unconscious learning. Finally, some aspects of grammar are tied specifically to certain words, that is, they relate to the specific use of those words. At this point, there is an intersection between grammatical knowledge and knowledge of how certain words are used together.

4.2.4.3.2 Collocations

In the words of Bui (2021), it is clear that in every language there is a natural way in which words are put together to form sentences. In English, this is called collocations. While it's easy and natural for native speakers, it can be a bit tricky for those learning the language. Collocation as 'the way words combine in a language to produce natural-sounding speech and writing.' (Colinet al., 2019, as cited in Bui,2021). According to Bui, teaching vocabulary without paying attention to collocations means giving learners an incomplete picture.

Based on the definitions of the aforementioned authors, it is said that attention to collocations when teaching vocabulary is essential to provide students with a more complete and effective understanding of the use of words in specific contexts. Collocations, or the usual combinations of words, play a crucial role in accurate and natural expression in a language. Familiarizing students with proper collocations not only improve their ability to construct grammatically correct sentences, but also enriches their ability to communicate authentically and fluently. Collocations are not arbitrary groupings of words, but are usually regular and predictable combinations. Ignoring collocations can lead to limited comprehension and less accurate use of vocabulary, while focusing on them offers students a valuable tool to express

themselves more clearly and naturally. In short, integrating collocations into vocabulary teaching contributes significantly to more effective and authentic language learning.

4.3 Previous Studies

Within the framework of this project, it is essential to address previous studies that have explored the topic and provide valuable insight into the effectiveness of Total Physical Response as a strategy for vocabulary improvement in educational contexts. These previous studies are detailed below.

Risma and Intan (2020) demonstrated in their study "Teaching students' vocabulary through total physical response", the implementation of Total Physical Response can contribute to the improvement of vocabulary. The aim of this study was to evaluate the effectiveness of Total Physical Response (TPR) in improving English language vocabulary. The study population consisted of 8th grade students totaling 35 students in Indonesia. The instruments used were interviews, which are carried out as the main method of data collection. Finally, in the results, students show a positive performance in the final test, indicating a solid understanding of the new vocabularies learned through this applied method (TPR).

Zul Astri, Nurmadina, and Nurul Fachrunnisa (2023) conducted a study titled "Investigating the Influence of the TPR Method on English Vocabulary Development in Small Classrooms" with 19 first-grade beginner-level English proficiency students from Pesantren Darul Istiqamah High School. The research aimed to profile students' preferred learning styles and assess how well the Total Physical Response (TPR) method meets various learning needs. Through a questionnaire, interviews, pre-test and post-test. Average test scores improved significantly, indicating the effectiveness of TPR in improving students' English vocabulary acquisition.

In Ernst Suni Magnussen's study, "The Impact of Songs and TPR on Thai Preschool Children's Vocabulary Acquisition," conducted in 2021, participants aged four to five, attending a preschool in northeastern Thailand. The research aimed to address the paucity of knowledge about vocabulary learning among students in a Thai context of English as a foreign language and the effectiveness of teaching methods in facilitating vocabulary acquisition. The study used pre- and post-test assessments along with video recordings to capture participants' interactions during interventions. The results indicated that both songs and Total Physical Response (TPR) proved to be effective teaching methods, significantly improving vocabulary knowledge.

Dewi & Fatmawati (2022) In their study Titled "The Implementation of The Total Physical Response (Tpr) Method for Teaching Vocabulary In E-Learning", they employed a

qualitative descriptive research method to explore vocabulary teaching to young learners using the total physical response (TPR) method, particularly in the context of e-learning during the Covid-19 pandemic. The research was carried out at English Box Course in Pare, Kampung Inggris, Kediri district, focusing on English class for children. The study aimed to address the challenge of teaching vocabulary to young learners in the digital age, specifically during the Covid-19 pandemic. Data collection methods included observation, interviews, and documentation. The results focused on the implementation of TPR in E-Learning, student responses and tutor assessment methods, which gave favorable results.

In the study titled "Enrichment of Students' Vocabulary through the Application of the Total Physical Response (TPR) Method" conducted by Farisatma in 2023, the research aimed to assess the impact of the Total Physical Response (TPR) method on students' vocabulary mastery. Twenty-one students from SDN 1 Bonebone Baubau participated in the study, indicating a likely level of education in primary school. The research problem focused on investigating the contribution of TPR to students' vocabulary learning. Pre- and post-tests were administered to the experimental and control groups, and statistical analyses were performed, including independent testing. The results revealed a significant contribution of the TPR method to students' vocabulary mastery, with the experimental group outperforming the control group.

In the study titled "The Use of Total Physical Response (TPR) To Improve Vocabulary in Paud It Muhsin Al-Fatah Palembang", conducted by Melli Hariani in 2023, research aimed to evaluate the efficacy of the total physical response (TPR) method in improving the vocabulary of early childhood students in Paud IT Muhsin Al-Fatah Palembang. The study involved 20 children, which included pre-tests, post-tests, and treatment sessions. The research problem focused on investigating whether there would be a significant improvement in the vocabulary of Paud IT Muhsin Al-Fatah students through the TPR application. Data collection instruments were not explicitly mentioned, but the text suggests the use of pretest, posttest, and observations of treatment sessions to assess vocabulary improvement. The study reported positive results, with children showing enthusiasm during TPR-based learning activities, and significant changes in their vocabulary as indicated by the results of the paired-sample t-test and the normality test.

5. Methodology

It deals with the approach and methods used to plan and carried out the project. The methodology included the phases of the project, the techniques and tools used, and the procedures that were followed to ensure that the project was completed efficiently and successfully. Key aspects of the methodology are detailed below.

5.1 Setting and participants

This research was carried out at the Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas" in the city of Loja, specifically in the geographical coordinate's latitude - 3.97549° and longitude -79.22498°. The participants of this research were students of mMiddle Basic Education, specifically fifth grade with a total of twenty-seven students, divided into seventeen girls and ten boys between eight and ten years of age, and according to the Common European Framework of Reference for Languages (CEFR), they must have A1.2 level of English.

Furthermore, the research was carried out by a pre service teacher, who is in the last semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Loja, who was in charge of planning the intervention, giving instructions, gathering data, observing the process and putting the intervention into practice with the sample group of students. First, the researcher had to request the corresponding requests permissions from the educational institution, presenting an official document from the university. Once the authorities authorized and signed that document, the researcher contacted the course teacher to provide her with the information she needed in order to properly prepare her lesson plans. In addition, the researcher gave the students a special document called a "consent form" (See Annex 6). In this form, parents or guardians gave their approval and permission for their represented to be part of the investigation process. In this way, the researcher fulfilled with the necessary ethical and legal requirements before involving minors in the project.

5.2 Procedure

The objective previously set by the researcher was to improve English language vocabulary through the implementation of Total Physical Response among middle basic education students at an educative institution in Loja, school year 2023-2024. It was divided into two sub-objectives respectively which were: To determine the effect of Total Physical Response on English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024, and to explore the students' perceptions about the implementation of Total Physical Response to improve the English language

vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024.

In accordance with the objectives set, the researcher first proceeded to apply a pre-test (See Annex 1) to have a real measure knowledge of the vocabulary that the students had before the intervention. Then, the researcher explained to the students how the Total Physical Response (TPR) method influenced in the vocabulary, for which the researcher took two hours of class once a week. Finally, a post-test (See Annex 2) was applied to the students, which showed the effect that the intervention had on the improvement of the students' vocabulary, and a questionnaire (See Annex 5) was applied to obtain data on the students' perception of the use of the Total Physical Response (TPR) method.

5.2.1 Method

This research had a mixed-method approach, in which quantitative and qualitative data are involved in the same study. The main feature of the project consisted of the application of an intervention proposal and following the action-research model. To better understand, Dawadi et al. (2021) describe that the mixed method involves collecting, analyzing, interpreting, and communicating qualitative and quantitative information.

The mixed method which provides a more complete and robust understanding of the research. Furthermore, " qualitative research is often useful for exploring the experiences of individuals, whereas quantitative research allows the researcher to form generalizable conclusions about a population or the effect of an intervention" (Jackson et al., 2023, p.126). The mix of qualitative and quantitative approaches provides a broad and adaptable perspective to address research challenges.

5.2.2 Research design

This research adopted an action research design where it is done from and for practice, with the objective to improve, understand and adapt actions to get meaningful achievements. (Kemmis y MacTaggart, 1988 as cited in Herreras, 2004).

The researcher was able to diagnose or identified the problem in the classroom, in this case the low level of vocabulary that the students handle. To do this, the researcher began the process by contacting the study participants, a group of middle basic students. First, the researcher explained what the intervention would consist of and applied a pretest to assess their prior knowledge. From there, the intervention plan based on the Total Physical Response methodology was implemented to improve English language vocabulary.

On the other hand, the plan comprised a total of six weeks, with a weekly session of two hours each, adding up to a total of twelve hours of classes taught. During these sessions,

the researcher guided the students through various carefully designed activities, such as games, songs, storytelling and practical exercises, based on ESA teaching model (Engage, Study, Activate), for working different vocabulary topics such as toys, food, leisure activities, among others, were addressed.

Finally, researcher carefully observed the students' progress and took field notes (See Annex 8) about what activities students enjoy more. At the end of the six week, a posttest was applied to measure the results obtained and the impact of the intervention.

5.2.3 Data collection techniques and instruments

To achieve the proposed objectives, various research techniques and instruments were used to collect both quantitative and qualitative data. First, the technique of tests was applied, using a pre-test and a post-test. The pre-test was administered by the researcher before starting the intervention, in order to measure the students' initial knowledge and skills in terms of English vocabulary.

Then, at the end of the six weeks of intervention, the researcher applied the post-test to evaluate the results obtained and the impact of the methodology implemented. In the pre- and post-test instruments, the question was presented through a scoring guide (see Annex 3) with answers and points for each question. The comparison of the data will be carried out using a rubric prepared by the researcher (see Annex 4), based on the principles established by Paul Nation on vocabulary acquisition. According to Nation (2013), a well-designed rubric allows the evaluation of the language skills of the participants, since vocabulary learning is a cumulative process focused on three main aspects such as: meaning, form and use.

On the other hand, he used the observation technique, collecting qualitative data through field notes. The researcher kept a detailed record of student's behaviors, reactions and incidents that students had during each of the six class sessions when they participated in the proposed activities. Moreover, the researcher used the survey technique, applying a questionnaire to the students at the end of the intervention. This instrument consisted of questions with a Likert scale answer option. It allowed data to be collected on students' perceptions regarding the use of the Total Physical Response methodology for vocabulary learning.

5.3 Data Analysis

Fisher and Marshall (2009), Descriptive statistics are the numerical and graphical techniques used to organize, present, and analyze data. The quantitative data that was collected through the pre- and post-tests were presented in an organized way through the use of Microsoft Excel program (tables and graphs). These data were obtained through the use of the national

valuation system established in the LOEI. These quantitative data allowed us to corroborate in detail the effectiveness of the Total Physical Response method used in the intervention. On the other hand, the qualitative data was analyzed, which refer to the observations that were collected in the field notes, together with the results of the questionnaire that was applied to obtain the perception of the students when applying the total physical response method. Therefore, the collection of qualitative and quantitative data allowed a full evaluation of the impact of TPR on English language vocabulary learning.

The quantitative data collected through the pre-test and post-test tests were analyzed using descriptive statistical techniques. The scores obtained by each student were tabulated and measures such as averages, percentages of correct answers, etc, were calculated. These data were presented in tables and graphs to facilitate their visual interpretation. In addition, comparisons were made between the results of the pre-test and post-test to determine if there were significant improvements in the vocabulary level of the students after the pedagogical intervention.

On the other hand, qualitative data were analyzed, which refer to the observations that were collected in the field notes, together with the data obtained from the questionnaire with a Likert scale that was applied to obtain the perception of the students when applying the total physical response method. Therefore, the collection of qualitative and quantitative data allowed to obtain a better comprehensive assessment of the impact of TPR on English language vocabulary learning.

6. Results

This section presents and analyzes the data collected to determine the effectiveness of using the Total Physical Response method in increasing English vocabulary.

6.1 Pretest and Posttest Results

Objective 1. To determine the effect of Total Physical Response on English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024

Subquestion 1. What is the effect of Total physical response (TPR) on English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024?

Table 1. Means of Pretest and Posttest

VOCABULARY						
Aspects	Number of Students	SP (2,5)	ASS (2,5)	GF (2,5)	COL (2,5)	TOTAL (10)
Pretest	27	1,44	1,41	0,87	1,25	4,97
Posttest	27	1,89	2,14	1,75	1,62	7,4
Difference	na	0,45	0,73	0,88	0,37	2,43

Note: SP= Spelling, ASS= Associations, GF= Grammatical Functions, COL= Collocations

Table 1 shows more details on the mean score before and after the intervention, including the mean score in each subsaspect of the vocabulary and the difference between the pre-test and the post-test. Initially, the students scored very low on the pre-test, with an average of 4.97 out of 10. This is because the students achieved a score of 1.44/2.5 in spelling, indicating a lack of knowledge in the written form of words. On the other hand, in the subsaspect of word associations, students scored 1.41/2.5. While in the subsaspect of grammatical function a 0.87/2.5 was obtained, where the lack of knowledge in the correct use of words is evidenced. Finally, in the subsaspect of collocations, the students obtained a score of 1.25/2.5, where the misuse of collocations can be evidenced.

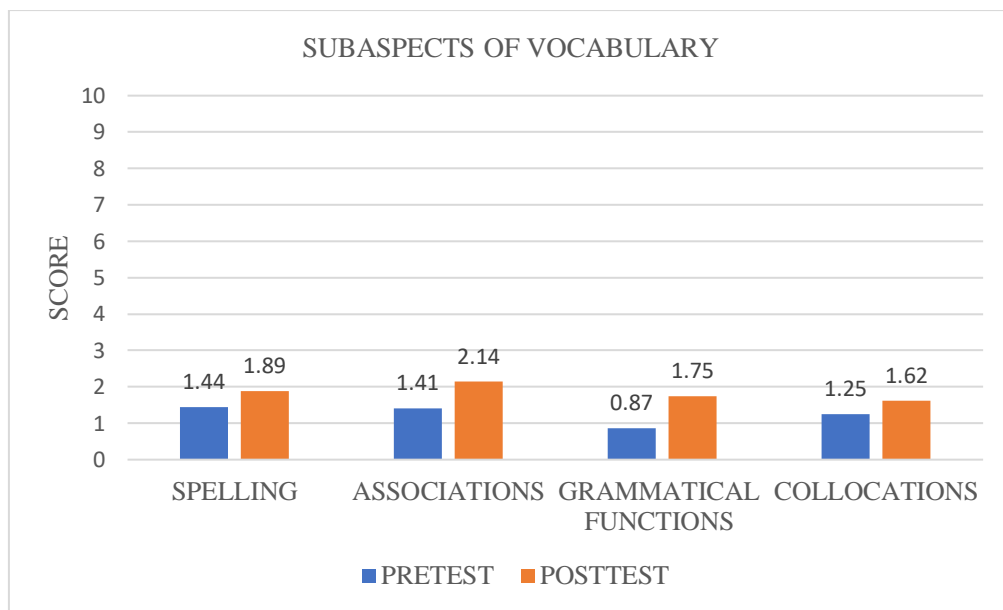
After the interventions, the Total Physical Response method was applied to overcome the vocabulary difficulties, and the post-test got a considerable improvement in the students' vocabulary knowledge. In spelling vocabulary knowledge reached 1.89. In addition, in the sub aspect of associations of the words had 2.14, where there was a significant improvement. In Grammatical function, students went up to 1.75, which implied that they used words better at the moment to build short sentences. And finally, in the subsaspect of collocations, reached 1.62, that is recognized when the words go together.

In other words, students from middle basic education increased their score from pre-test (4.97) to post-test (7.4). Based on the quantitative data, it is possible to see the effectiveness of the Total Physical Response method implemented to improve vocabulary.

Comparison with Vocabulary Rubric

After applying the Total Physical Response strategy for vocabulary learning, an increase in student scores was observed, compared to the Vocabulary Rubric. The results are presented in a bar graph, along with their respective analysis and interpretation.

Figure 1. Means of each subaspect in comparison with the vocabulary Rubric



This section shows a comparison of vocabulary proficiency levels according to different characteristics. The scale ranges from 'Insufficient' (0 – 0.25); 'Regular' (0.26 - 0.75); 'Satisfactory' (0.76 - 1.25); 'Good' (1.26 - 1.75); 'Excellent' (1.76 - 2.5) covering aspects such as spelling, associations, grammatical function and collocations.

After analyzing the data, it is evident that the subaspect of "Spelling" goes from a 'good' level in the pre-test to an 'excellent' level in the post-test. For the second sub-aspect, "Associations" with 1.41 in the pre-test to 2.14 in the post-test, it goes from "good" to "excellent". In the aspect of "Grammatical functions" there is an improvement of the level "satisfactory" to a level "good" with 1.75. Finally, in "collocations" it has a "satisfactory" level in the pre-test while for the post-test it reaches a "good" level with 1.62.

It is important to highlight significant progress in vocabulary mastery, especially in spelling and associations. This suggests that Total Physical Response has had a positive impact on students' vocabulary learning. In addition, it should be noted that these numerical data

support the qualitative information that could be obtained through classroom observations and student questionnaires.

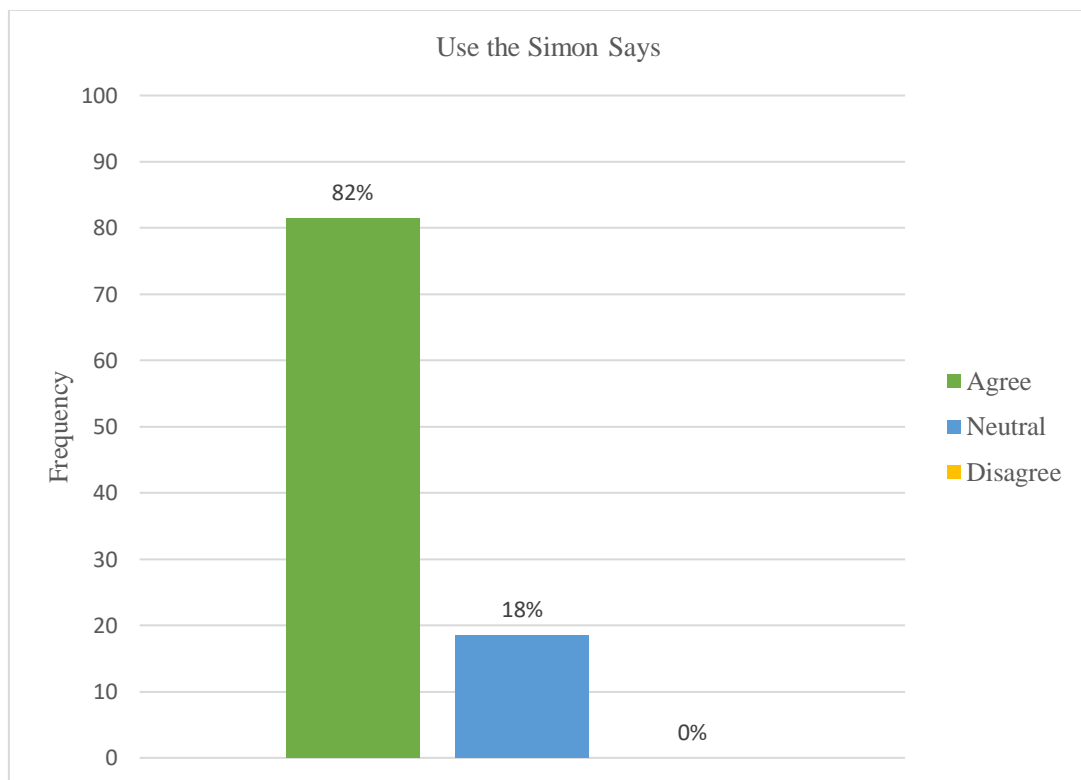
6.2 Questionnaire and Field Notes Findings

Objective 2. To explore the students' perceptions about the implementation of Total Physical Response to improve the English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024

Subquestion 2. What are students' perceptions about the use of Total physical response (TPR) and English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024?

Question 1. I like the activity where you follow verbal and physical instructions, such as "Simon says"

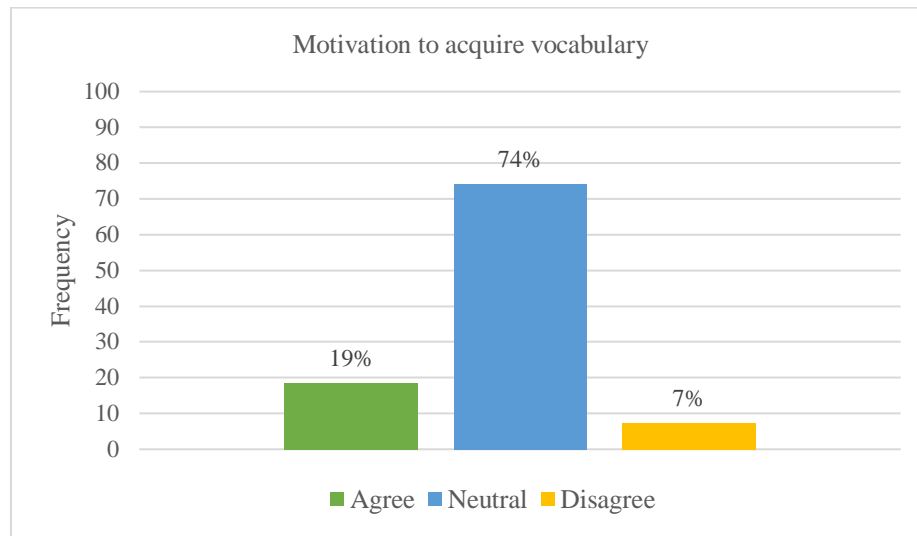
Figure 2. Use of the Simon Says



As it can be seen Figure 2 the "Simon says" activity was clearly popular with students, 82% answered agree and 18% replied neutral. This suggests that students enjoyed and benefited from combined verbal and physical instructions, which likely helped them to reinforce vocabulary learning through physical action. This was evident both in the questionnaire and in the field notes.

Question 2. Storytelling and Songs motivate you to acquire new English vocabulary.

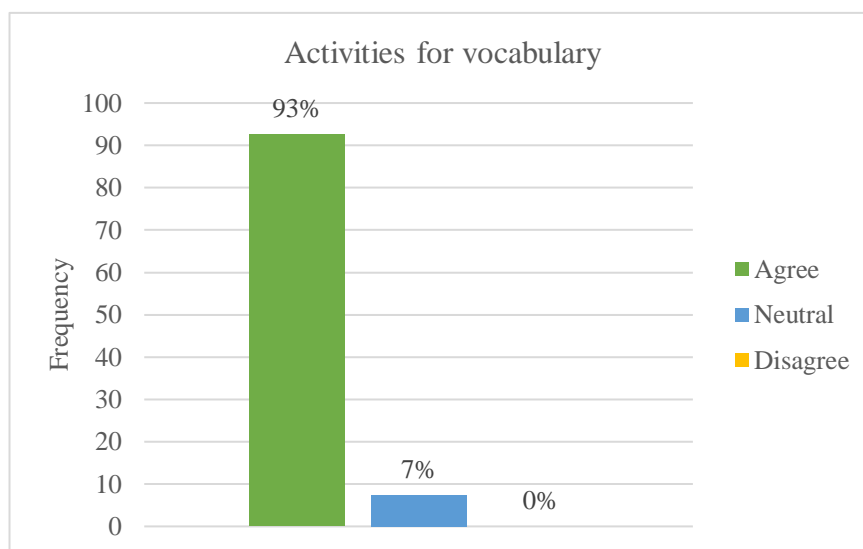
Figure 3. *Motivation to acquire vocabulary.*



Regarding storytelling and songs for vocabulary acquisition, the majority (74 %) remained neutral, with only 19% agree and 7.4% disagree. It maintained a high neutral level, since in the recording of the field notes there were observations that the students were more motivated when the preservice teacher used songs than storytelling. The teacher's field notes corroborate these results. A notable increase in student enthusiasm and participation during the song activities was observed. The students showed a greater willingness to repeat and use the new words learned, suggesting an improvement in the retention and application of vocabulary. The atmosphere in the classroom became livelier and more participatory during these activities.

Question 3. The different activities allow you to interact with your peers.

Figure 4. *Activities for Vocabulary*



In Figure 4 peer-to-peer interaction is highly valued, with 93% of students answered that different activities allow them to interact with their peers while a 7% of them replied

neutral. This means that the activities effectively promoted collaboration and communication among students, which is crucial for language learning vocabulary acquisition. In the teacher's field notes, a significant increase in communication between students during the various activities was described. The shiest students began to participate more actively in the group exercises. The level of productive noise in the classroom increased, indicating greater interaction and language practice among students.

Question 4. The "Simon Says" and "Circle games" activity allowed you to learn vocabulary in easily way.

Figure 5. "Simon Says" and "Circle games"

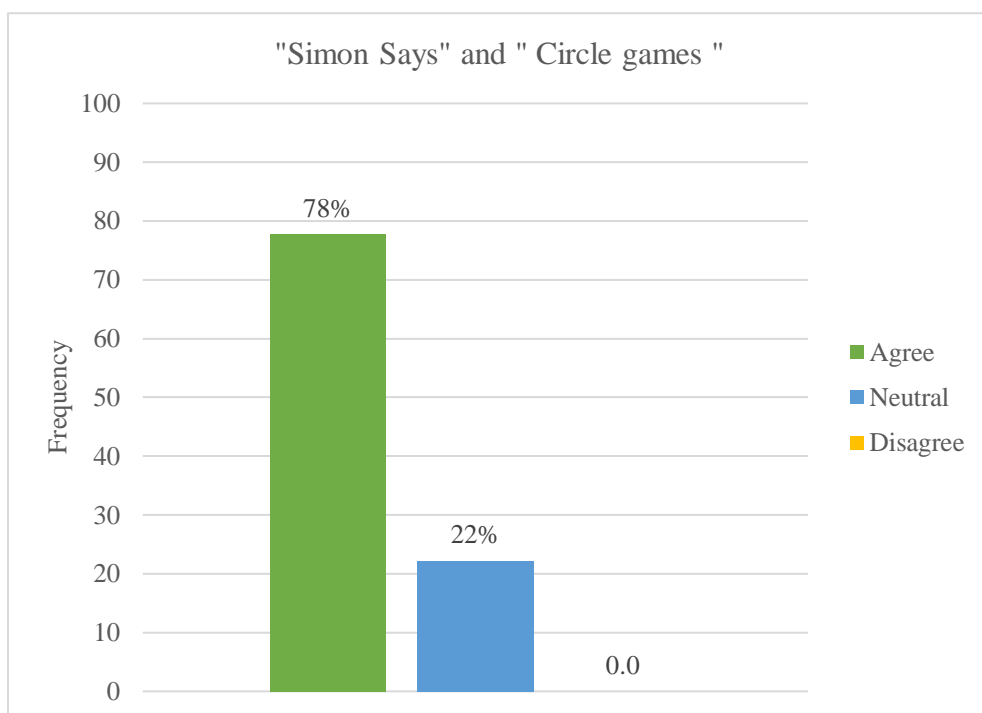
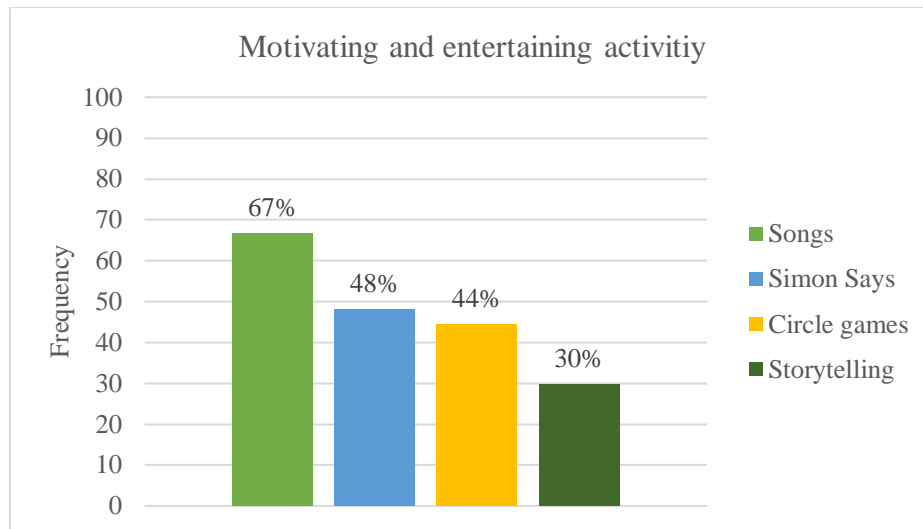


Figure 5 shows that 78% of students answered "Simon Says" activities and "circle games" allowed them to learn vocabulary in an easy way and with a low percentage of 22% neutral. It corroborated the idea that physical and participatory activities are effective for vocabulary learning. Students showed improvement in vocabulary retention after the 'Simon Says' and 'Circle games' activities. It was observed that they could remember and use the words learned. The enthusiasm during these games was evident, with laughter and participation, which seemed to contribute to a better memorization of vocabulary.

Question 5. You find entertaining and motivating to learn vocabulary with the application of:

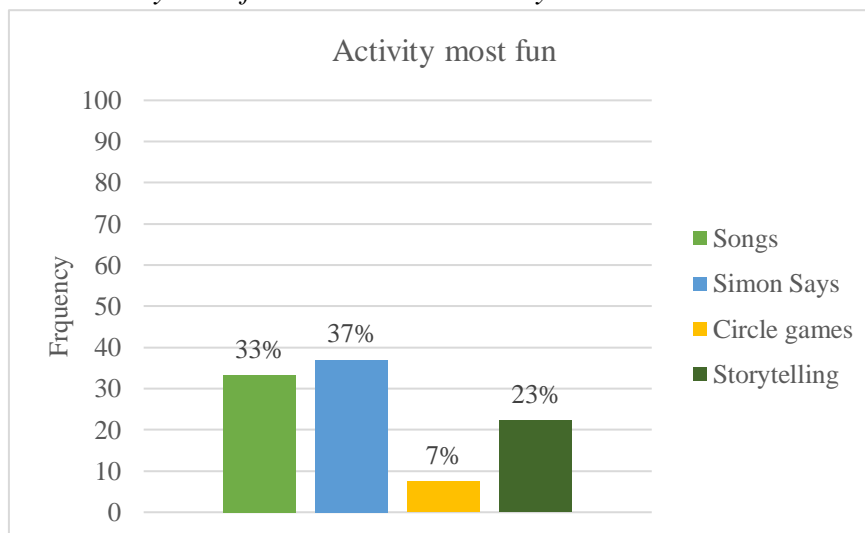
Figure 6. Motivating and Entertaining activity



According to the students answers they found most entertaining and motivating to learn vocabulary, first songs with 67%, followed by "Simon Says" with 48%, circle games with 44% and storytelling with 30%, it means that they enjoyed the vocabulary learning trough few activities. It can show on Figure 6. The teacher's field notes could indicate an increase in students' participation when different types of activities were alternated during the class. The variety seemed to keep a high interest and motivation. The students showed individual preferences, but overall responded positively.

Question 6. What activity was the most fun when you practice vocabulary?

Figure 7. Activity most fun to learn Vocabulary

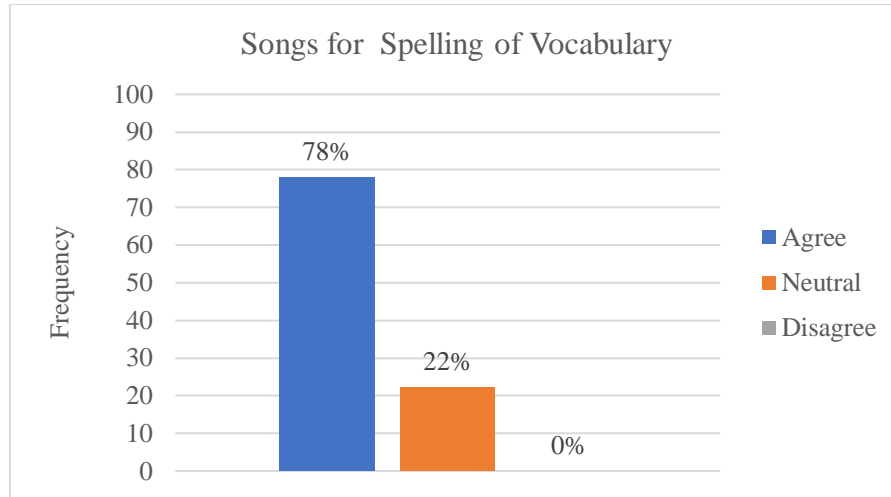


Regarding the most fun activity to practice vocabulary, the students selected "Simon Says" with 37%, followed by songs with 33%, storytelling gets 23%, while circle games only get 7%. This suggested a preference for more dynamic and participatory activities. The students showed a lot of energy and enthusiasm. More active participation and better vocabulary

retention were noted in activities such as songs and Simon Says. Storytelling was also well received, while circle games kept a low level.

Question 7. I learned the correct spelling of vocabulary with the use of songs.

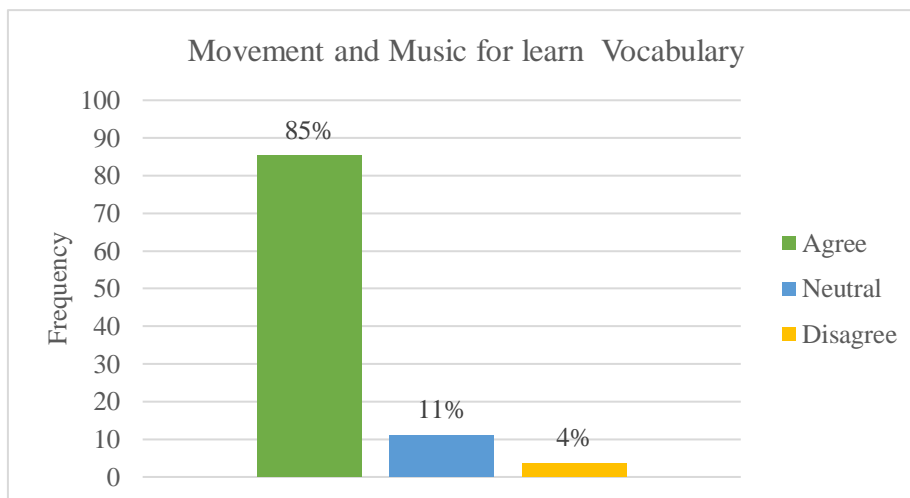
Figure 8. *Songs for Spelling of Vocabulary*



The use of songs to learn the correct spelling of vocabulary got 78% of agree and 22% was neutral. This indicated that the songs are effective not only for pronunciation, but also for reinforcing spelling. The field notes support the information in Figure 8, as a significant improvement in students' spelling which was observed in the written activities after practicing songs. Some students were seen singing parts of the songs as they wrote the words, which allows them to better remember the new words.

Question 8. The combination of music and movement are effective for learning English Vocabulary

Figure 9. *Movement and Music for learn Vocabulary*



The combination of music and movement is seen as very effective for learning English vocabulary, with 85% replied agree, in a neutral way with 11% and disagree with 4%. This supports the idea that activities that involve multiple senses are particularly effective for language learning. In the researcher notes, students showed increased participation and enjoyment of lessons that incorporated music and movement. Even students who were normally more reserved actively participated in these activities.

In summary, the results obtained after the implementation of the Total Physical Response method got a highly percentage in improving English vocabulary among fifth-grade students. The data showed a significant increase in student scores, going from an average of 4.97 in the pre-test to 7.40 in the post-test, which represented an improvement of 2.43 points. This increase was reflected both in the overall score and in each of the subspects of the vocabulary evaluated. In addition, the survey and field notes had the same perceptions about Simon Says and circle games, which combine verbal and physical instructions to reinforce vocabulary learning. These findings supported the conclusion that the implemented method was not only effective, but also accepted positively by students, who found motivation and enjoyment in participatory and multisensory activities to learn English.

7. Discussion

The present research project aimed to improve the learning of English vocabulary of fifth-grade students from an educational institution in Loja during the 2022-2023 academic year through the use of Total Physical Response. This section discusses the findings of the study, comparing them to the previous studies. It also addresses the main research question and sub-questions outlined at the beginning of the project, identifies the limitations, and offers recommendations for future research.

In relation to the main question of the research that sought to answer "How does the use of Total Physical Response improve the learning of English vocabulary among middle school students of a public institution in the city of Loja during the 2022-2023 school year?". This question was answered with the help of the pre-test and post-test instruments, which indicated a meaningful increase from 4.97/10 to 7.4/10 (See Table 1). From the results obtained, it was evident that the use of Total Physical Response had a positive effect on students' vocabulary learning. It is important to mention that the incorporation of physical activities along with the teaching learning vocabulary process contributed to make the class more dynamic and students felt more motivated to learn.

Furthermore, these findings support the ideas of Dewi and Fatmawati (2022), who mentioned that the application of Total Physical Response in the classroom provides students with a wide range of benefits that make the teaching-learning process more meaningful. Another positive aspect of using Total Physical Response is that students use their own words and expressions while participating in physical activities, which helps improve their skills.

The second question of this research focused on answering "What is the effect of total physical response (TPR) on English language vocabulary among middle school students in an educational institution in Loja, school year 2023-2024? As can be seen in Figure 1 the difference between the pre-test and the post-test is described in each subspect of vocabulary where show the effectiveness of the Total Physical Response usage at the moment of connecting the speech and the performance of movements, facilitating the learning of vocabulary. These results are supported by the study by Zul et al. (2023) where it demonstrated a significant improvement in test scores after the implementation of the TPR method. This increase in performance underscores the effectiveness of TPR. The consistency of these findings in different educational contexts reinforces the validity of the TPR as an effective strategy for teaching English vocabulary.

Moreover, the third question: What are the students' perceptions regarding the use of Total Physical Response (TPR) in the learning of English language vocabulary among middle

school students in an educational institution in Loja, during the 2023-2024 school year? students had a positive perception of the use of Total Physical Response to learn vocabulary. In other words, the students stated that they felt motivated and engaged to learn new words, since this strategy with the use of songs and activities such as "Simon says" allowed them to remember words better, associate them with movements, use words correctly, and actively participate in physical activities, allowed them to develop their language skills in a more dynamic and effective way. These results confirmed what Gayanti and Satriani (2020) mention, that students are interested in methods that make them happy, such as making body movements and speaking aloud while moving, which makes it easier to remember new words.

This study obtained positive results, however, there were limitations, such as the lack of time for the intervention plan due to unforeseen institution problem and the different levels of English proficiency among students, which prevented totally uniform learning. The researcher could not generalize the findings since there was a unique pre-posttest design without a control group which helped to contrast the effectiveness of the Total Physical Response method.

8. Conclusions

The use of TPR in the English class helped create a dynamic teaching and learning environment where students practiced vocabulary through physical activities, were motivated, and enthusiastically participated. The study demonstrates that the use of Total Physical Response (TPR) had a positive impact on English vocabulary learning among middle basic education students. The research showed a significant improvement in students' vocabulary scores. This improvement suggests that incorporating physical activities into vocabulary learning made classes more dynamic and increased student motivation, supporting the findings of previous research on the benefits of TPR in language education.

Students' perceptions of TPR were positive. The students showed feeling more motivated and engaged when learning new words through this method. The use of songs and activities like "Simon says" helped students remember words better, associate them with movements, use them correctly, and participate more actively in class. Therefore, this aligns with previous research indicating that students prefer learning methods that incorporate movement and speech, making vocabulary acquisition more enjoyable and effective.

9. Recommendations

It is important that the university establishes formal agreements with schools and educational centers to ensure adequate places to develop practices and interventions. These agreements will not only provide a physical space, but will also facilitate access for pre-professional students, so that they can start internships immediately.

On the other hand, to obtain more generalizable results, it is recommended to include a control group in future studies. This will allow the effectiveness of the method in teaching vocabulary to be compared, offering a clearer vision of the benefits of the method involved.

However, to observe more significant and long-lasting effects, it is recommended to increase the duration of the intervention. A longer period will allow students to become familiar with the Total Physical Response method, consolidate their vocabulary learning.

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11. Annexes

Annex 1. Pretest



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRETEST

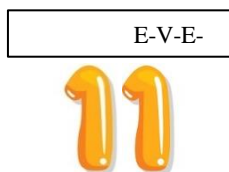
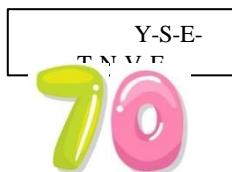
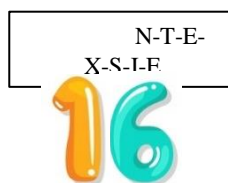
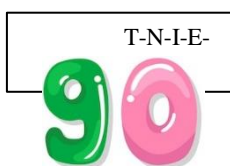
Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code.


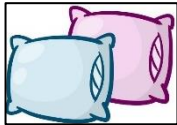

Date:

FORM (spelling) (2,5)

1. Order the letters to find a word. (1,25/0,25)



2. Look at the pictures and write the name of the object. (1,25/ 0,25)

	_____
	_____
	_____








MEANING (associations) (2,5)

3. Circle the word that does NOT belong to each category (1,25 /0,25).

1.	twenty	fourteen	lamp
2.	bed	three	pillow
3.	doll	bookshelf	closet
4.	fifteen	eighty	bed
5.	eleven	teddy	doll

4. Match the name of the objects with their corresponding picture. (1,25 /0,25).

OBJECTS	PICTURE	MATCHING
A. books	1. 	A. ()
B. Clothes	2. 	B. ()
C. Hours	3. 	C. ()
D. Pillow	4. 	D. ()
E. Lamp	5. 	E. ()

USE (grammatical functions) (2,5)


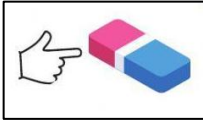

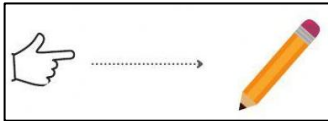
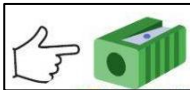
5. Complete the sentences. Use the “Magic Words” (1,25 /0,25).

• **Magic Words**

What How Where How Who


- a. old are you?
- b. are you from?
- c. is your favorite actor?
- d. is your address?
- e. do you spell your name?





6. Look at the pictures and then choose the best option (1,25 /0,25).

A. This/ that is a book.	
B. This/ that is an eraser.	
C. This/ that is a bag.	
D. This/ that is a pencil.	
E. This/ that is a sharpener.	

USE (collocations) (2,5)

7. Look at the picture and select the best option (1,25 /0,25).

A. Get wife B. Get married C. Get husband	
---	---

<p>A. Get a cold B. Get ill C. Get a book</p>	
<p>A. Get home B. Get a cat C. Get sick</p>	
<p>A. Dressed B. Get clothes C. Get dressed</p>	
<p>A. Get home B. Get hungry C. Get sleep</p>	

8. Complete the sentences with DO or MAKE (1,25/0,25).

- a. The students _____ the homework.
- b. My cousins _____ a favor.
- c. The journalist _____ a comment.
- d. They _____ a decision.
- e. I _____ friends.

THANKS FOR YOUR COLLABORATION!

Annex 2. Pos test



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: POSTEST

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code.

Date:

FORM (spelling) (2,5)

1. Order the letters to find a word. (1,25/0,25)

W-L-K-A-I-N-G



E-S-L-E-I-G-N-P



W-S-I-N-I-M-G-



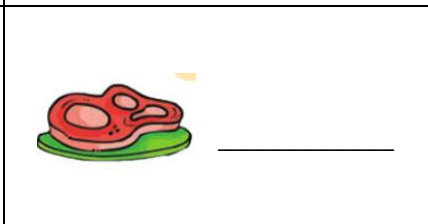
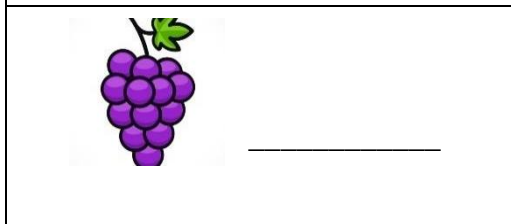
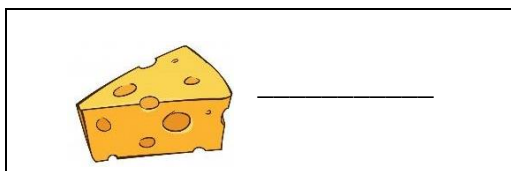
L-P-A-Y-N-G-I

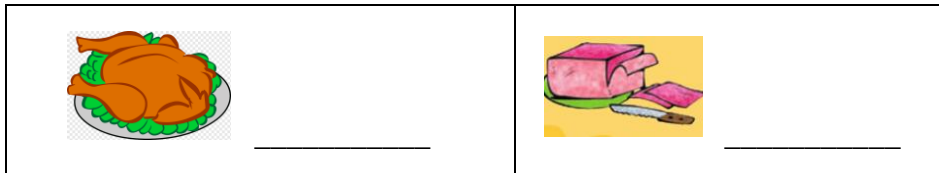


F-H-I-S-G-N-I



2. Look at the pictures and write the name of the object (1,25/ 0,25)










MEANING (associations) (2,5)

3. Circle the word that does NOT belong to each category (1,25 /0,25).

1.	tall	Friday	Monday
2.	dollhouse	father	pinwheel
3	orange	Sunday	Saturday
4	teddy bear	yellow	scooter
5	soup	black	spaghetti

4. Match each word with their corresponding picture (1,25 /0,25).

WORD	PICTURE	MATCHING
A. Dollhouse	1. 	F. ()
B. Rag doll	2. 	G. ()
C. Marbles	3. 	H. ()
D. Spinning top	4. 	I. ()
E. Jump rope	5. 	J. ()

USE (grammatical functions) (2,5)

5. Look at the pictures and complete the sentences. Use the “Magic Words” (1,25 /0,25).

• **Word Bank**

Has (x3)

Have (x2)



- a. They a scooter.
- b. She a bicycle.
- c. Alan and Mario some marbles.
- d. Leonela a rag doll.
- e. The baby a teddy bear




6. Look at the pictures, read and underline the correct option (1,25 /0,25).



- Juan **has a bicycle** / **has a jump rope**.
- Laura **has a hoop** / **have a hoop**.
- Lola and Jhon **have a rag doll** / **have a yo-yo**.
- Alan **has a teddy bear** / **has a pinwheel**.
- Anahi **has some marbles** / **have some marbles**.

USE (collocations) (2,5)

7. Look at the picture and select the best option (1,25 /0,25).

<p>A. Lola wants an ice cream B. Lola want ice cream C. Lola wants cream</p>		
<p>A. David want spaghetti. B. David doesn't want spaghetti. C. David don't spaghetti.</p>		
<p>A. Cristina fruit salad. B. Cristina wants fruit salad. C. Cristina likes rice.</p>		
<p>A. Pablo doesn't want yogurt. B. Pablo want yogurt. C. Pablo don't want.</p>		
<p>A. Tammy don't. B. Tammy want grapes. C. Tammy doesn't want grapes.</p>		

8. Complete the sentences with A, AN or SOME (1,25/0,25).

- a. Liz wants _____ stew for lunch.
- b. Stephan wants _____ sausages for dinner.
- c. David wants _____ orange juice everyday.
- d. Cristina wants _____ omelet for dinner.
- e. Pablo wants _____ cheese in his sandwich.

THANKS FOR YOUR COLLABORATION!

Annex 3. Test Scoring Guide

Pre-Test/Post-Test

N°	Question	Indicator	Score
1	Order the letters to find a word.	Spelling	1.25
2	Match the picture with the correct spelling	Spelling	1.25
3	Circle the word that does NOT belong to each category	Associations	1.25
4	Match each word with their corresponding picture	Association	1.25
5	Look at the pictures and complete the sentences. Use the word bank	Grammatical Functions	1.25
6	Look at the pictures, read and underline the correct option	Grammatical Functions	1.25
7	Look at the picture and select the best option	Collocations	1.25
8	Complete the sentences with A, AN or SOME	Collocations	1.25

Annex 4. Vocabulary Rubric

VOCABULARY				
<i>Characteristics</i>	<i>Spelling</i>	<i>Associations</i>	<i>Grammatical Function</i>	<i>Collocations</i>
Insufficient 0 - 0.25 (0-2 words)	Numerous spelling errors	There are no clear or relevant associations.	Incorrect use of grammar.	No suitable collocations.
Regular 0,26 - 0.75 (2-4 words)	Various spelling errors.	Few clear or relevant associations.	Use of grammar with many errors.	Few suitable collocations
Satisfactory 0.76 - 1.25 (4-6 words)	Some spelling errors.	Somewhat clear and relevant associations.	Use of grammar with some errors.	Some suitable collocations.
Good 1.26 - 1.75 (6-8 words)	Few spelling errors	Clear and mostly relevant associations.	Use of grammar with few errors.	Various suitable collocations.
Excellent 1,76 - 2.5 (8-10 words)	Accurate spelling without errors.	Very clear and relevant associations	Correct use of grammar.	Suitable collocations.

Annex 5. Questionnaire



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Student's code.

Date:

Dear students, answer the questionnaire honestly, your answers are valuable and will help personalize our classroom activities. Your answers will be anonymous and confidential. The answers will be handled with a lot of responsibility. Thank you for your participation!

1. I like the activity where you follow verbal and physical instructions, such as "Simon says"
 - () Agree
 - () Neutral
 - () Disagree
2. Storytelling and Songs motivate you to acquire new English vocabulary.
 - () Strongly agree
 - () Agree
 - () Disagree
3. The different activities allow you to interact with your peers.
 - () Strongly agree
 - () Agree
 - () Disagree
4. The "Simon Says" and "Circle games" activity allowed you to learn vocabulary in easily way.
 - () Strongly agree
 - () Agree
 - () Disagree

5. **You find entertaining and motivating to learn vocabulary with the application of:**
- Songs
 - Simon Says
 - Circle games
 - Storytelling
6. **What activity was the most fun when you practice vocabulary?**
- Songs
 - Simon Says
 - Storytelling
 - Circle games
7. **I learned the correct spelling of vocabulary with the use of songs.**
- Strongly agree
 - Agree
 - Disagree
8. **The combination of music and movement are effective for learning English Vocabulary.**
- Strongly agree
 - Agree
 - Disagree

THANKS FOR YOUR COLLABORATION!

Annex 6. Informed Consent



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Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____

representante legal de el/ la estudiante _____,

autorizo que mi representado sea partícipe del plan de intervención del proyecto de tesis

título: **Total Physical Response (TPR) and English language vocabulary among middle**

basic education students at an educative institution in Loja, school year 2023-2024,

llevado a cabo por Cecilia Elizabeth Jara Ordoñez estudiante de VIII ciclo de la Carrera de

Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja.

Además, la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá

repercusiones en sus actividades escolares, evaluaciones o calificaciones. La identidad de los

niños y niñas no será publicada, y las imágenes registradas durante la propuesta de

intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán

protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi

consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas

las actividades realizadas durante la intervención del proyecto mencionado.

01 de mayo de 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 7. Lesson Plans



unl

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de Loja

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Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

LESSON PLAN #1			
Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	May 1 st	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 8:00 – 8:45 / 27 students		
Time per lesson:	45 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	Pretest		
Contents:	Pretest		
Lesson Objectives:	<ul style="list-style-type: none"> To diagnose the vocabulary level through pretest. 		
Materials	<ul style="list-style-type: none"> Pretest papers 		
ENGAGE			Time
<ul style="list-style-type: none"> The student will sing a song to relax, before taking the test with the purpose that they will not get tense or nervous. 			5 minutes
STUDY			Time
<ul style="list-style-type: none"> The teacher will explain the reason why this test is created and its purpose. The teacher will give general rules before taking the test. The teacher will explain the questions briefly. 			10 Minutes
ACTIVATE			Time
<ul style="list-style-type: none"> The students will develop their tests individually, taking into account the given rules. 			30 minutes



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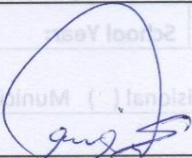
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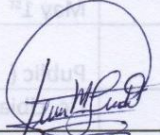
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Observations

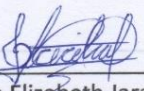
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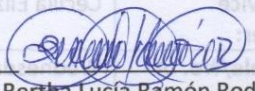
 Mgr. Edgar Mariano Castillo Cuesta
 Academic Tutor



 Lic. Libia María Gallardo Alvarado
 Institutional Tutor



 Cecilia Elizabeth Jara Ordoñez
 Preservice Teacher



 Mgr. Bertha Lucía Ramón Rodríguez
 Thesis Director



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LESSON PLAN #2

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	May 8 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 27 students		
Time per lesson:	90 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	What do you want?		
Contents:	Vocabulary: Food		
Lesson Objectives:	<ul style="list-style-type: none"> • To identify healthy food through the word wall. ○ To improve spelling of food vocabulary through Simon Says. 		
Materials	<ul style="list-style-type: none"> • Word wall • Flashcards • Storytelling 		
ENGAGE			Time
<ul style="list-style-type: none"> ○ Lead in: The teacher will deliver some food flashcards to her students. The students are going to play a circle game, where the teacher says “Change place if you have ...” and the students need to move. (E.g. Teacher says: “Change place if you have some spaghetti”. The students that have the spaghetti flashcard will change place. • Review: Guess the picture: The teacher will show only a part of the picture. Students will try to guess what fruit or vegetable it is by looking at the details, then the full image will be revealed. 			15 minutes
STUDY			Time

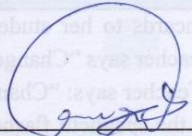

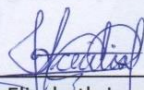
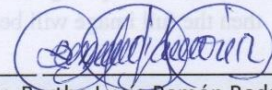


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Nacionales y Extranjeros

<ul style="list-style-type: none"> Students will identify the food on the flashcards and use the words from the "Word wall" to describe them and tell the pronunciation of words. The teacher will make a small game of categories, where students will classify the healthy and unhealthy food. The students will listen to and repeat "Magic Words" that they have on the books. 	25 Minutes
ACTIVATE	Time
<ul style="list-style-type: none"> Teacher will put the flashcards in disorder and students will match the pictures with the correct words. Students will complete a worksheet about the food vocabulary. The teacher will give a Storytelling where the students will read and find some words of food vocabulary. After that, they will make a list of what words they found and draw them. The students will write the word in the correct picture. (page 61). 	35 Minutes
FEEDBACK/ CLOSURE	Time
<ul style="list-style-type: none"> The teacher will correct the pronunciation of words. The teacher and students will give a brief review of the vocabulary covered. The teacher will talk to the students about the importance of having a healthy diet. 	15 Minutes

Observations	
.....	
Signatures:	
 _____ Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 _____ Lic. Libia María Gallardo Alvarado Institutional Tutor
 _____ Cecilia Elizabeth Jara Ordoñez Preservice Teacher	 _____ Mgtr. Bertha Lucía Ramón Rodríguez Thesis Director



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LESSON PLAN #3

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	May 15 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 27 students		
Time per lesson:	90 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	What do you want?		
Contents:	Vocabulary: Food		
Lesson Objectives:	<ul style="list-style-type: none"> • To use what food they want/like using present simple. ○ To improve use of food vocabulary through songs and circle games. 		
Materials	<ul style="list-style-type: none"> • Book • Flashcards • Computer (projector, speakers) 		
ENGAGE			Time
<ul style="list-style-type: none"> • Warm up: Students' stretching some exercises (E.g. stretch your arms, jump, shake your body, etc.) • Review: The teacher will say a letter and any student is going to say a word of food vocabulary (E.g. Teacher says letter "s". Students will say: "spaghetti, soup, stew, steak, etc.) 			15 minutes
STUDY			Time
<ul style="list-style-type: none"> • The teacher will introduce the questions: "What do you want?" o "Does he/she wants (e.g. steak, some soup, etc.) through slides. The teacher will model examples using the food flashcards. The teacher will show a video about what has been explained. Related to Yes/no questions with food vocabulary: https://youtu.be/6dd14j1B56Q ○ The teacher presents a song where the students will practice phrases to express what they want: https://youtu.be/frN3nvhIHUK?si=oZa51-CkyL7YqcOB 			25 Minutes



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1859

Example:

Do You Like (e.g. Broccoli)?

Yes, I do. Yes, I do.

Do You Like (e.g. ice cream)?

Yes, I do. Yes, I do.

Do You Like (e.g. Broccoli ice cream)?

Yes, I don't. No, I don't.

ACTIVATE

Time

- The students are going to sing "Do you like?" song.
- Circle game: The class will form a circle. Then the teacher will give the students cards with a picture of a food. When the teacher asks the question 'Do you like (e.g. pears, pineapple, rice, etc)' the students who have the picture should run to the center of the circle and answer correctly.
- Students will develop the activities on their books, related to the structures that were explained in the class. Students should pay attention to the pictures and then answer. In addition, there will be listening activities, students must pay attention to complete on student's book (page 64, 65 and 66)
- The teacher will send a worksheet to review what has been learned.

35 Minutes

FEEDBACK/ CLOSURE

Time

- Final review of the present simple structures and vocabulary learned in class.
- The teacher will advise the students to eat healthy.

15 Minutes

Observations

Signatures:

Mgtr. Edgar Mariano Castillo Cuesta
Academic Tutor

Lic. Libia María Gallardo Alvarado
Institutional Tutor

Cecilia Elizabeth Jara Ordoñez
Preservice Teacher

Mgtr. Bertha Lucía Ramón Rodríguez
Thesis Director



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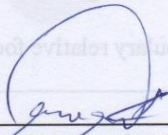
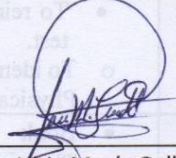
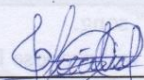

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LESSON PLAN #4

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	May 22 nd	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 27 students		
Time per lesson:	90 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	What do you want?		
Contents:	Vocabulary: Food Present simple		
Lesson Objectives:	<ul style="list-style-type: none"> • To reinforce the contents studied along the unit using the progress test. ○ To identify the meaning of vocabulary relative food through the Total Physical Response method. 		
Materials	<ul style="list-style-type: none"> • Book • Flashcards • Speakers 		
ENGAGE			Time
<ul style="list-style-type: none"> • Warm up: Students will sing the "It's time to start a Day" song. • Review: The teacher will guide the game; the students will propose letters to discover the word before finishing the drawing of the hanged man, with the purpose of remembering the vocabulary related to food. 			15 minutes
STUDY			Time
<ul style="list-style-type: none"> • The teacher will place her food cards on the board and then the teacher will tell her students the pronunciation of the words, so that they remember the words related to food. 			15 Minutes
ACTIVATE			Time
<ul style="list-style-type: none"> • The teacher will give cards to the students. Afterwards, the dynamics of Simon Says will be carried out, where the teacher will tell instructions that the students 			



<p>must carry out.</p> <ul style="list-style-type: none"> • Example: The teacher will say, "Simon says join the grapes", "Simon says jump the french fries". Simon says that the apples sleep", etc. • The teacher together with the students will practice the song "Do you like' (e.g. spaghetti, orange)?" to remember how to answer "Yes, I do" or "No, I don't". • Students will work on their 'Progress Check Test' found in their books. These activities can be found on pages 71 and 72. • The teacher will send a worksheet as a homework about the unit contents. • The teacher will evaluate student's knowledge through the progress test that the students will do in class. 	45 Minutes
FEEDBACK/ CLOSURE	Time
<ul style="list-style-type: none"> • The teacher congratulates and thanks the students for their collaboration. • The teacher advises the students to eat healthy and complement it with some physical activity. 	15 Minutes

Observations	
<p>.....</p> <p>.....</p>	
Signatures:	
 <hr style="width: 100%;"/> <p>Mgr. Edgar Mariano Castillo Cuesta Academic Tutor</p>	 <hr style="width: 100%;"/> <p>Lic. Lbia María Gallardo Alvarado Institutional Tutor</p>
 <hr style="width: 100%;"/> <p>Cecilia Elizabeth Jara Ordoñez Preservice Teacher</p>	 <hr style="width: 100%;"/> <p>Mgr. Bertha Lucía Ramón Rodríguez Thesis Director</p>



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LESSON PLAN #5

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	June 5 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 27 students		
Time per lesson:	90 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	Where are you?		
Contents:	Vocabulary: Hobbies		
Lesson Objectives:	<ul style="list-style-type: none"> • To talk the hobbies that students do using present continuous. ○ To identify the meaning of words related to activities through songs. 		
Materials	<ul style="list-style-type: none"> • Book • Flashcards • Speakers 		
ENGAGE			Time
<ul style="list-style-type: none"> • Warm up: The class start with "It's time to start a Day" song. • Review: • Review: "Tingo- Tango": Before starting the warm up, the teacher will give a one-verb card to the students. The game will help students remember verbs. The student who has the ball will mime the verb on their card, and the other students will guess the verb or action. 			15 minutes
STUDY			Time
<ul style="list-style-type: none"> • The teacher will show a list of the vocabulary that the students have in their books. The teacher shows each word in the vocabulary with a picture, for students to deduce the meaning of each word. • The teacher will explain the structure to write sentences in present continuous using a poster. The teacher will explain what happens with the verbs when we use present continuous. 			15 Minutes



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ACTIVATE	Time
<ul style="list-style-type: none"> The teacher will teach a song, using the vocabulary they have in the book about activities. <i>"The i-n-g song"</i> Playing, Singing, Reading, Drawing, Talking too- me and you. Eating, Drinking, Sleeping, Swimming. One, two, three i-n-g. Cheering, dancing, fishing, walking, driving, too- me and you. Eating, Drinking, Sleeping, Swimming. One, two, three i-n-g. The students together with the teacher will practice the pronunciation of the vocabulary that the students have in their books in the "My Magic Words" part Students will work on listening, unscramble, and matching activities. Students will work individually (Student Book pages 73, 74 and 75). The students will work in the workbook where they must order letters to find the word and match words to the respective picture, they will also have to write sentences in the present continuous. (page 22). 	45 Minutes
FEEDBACK/ CLOSURE	Time
<ul style="list-style-type: none"> The teacher will remind her students to practice the "I-N-G" song. The teacher will congratulate the students for their collaboration. The teacher will advise the students to practice a sport. The teacher and students will say goodbye. 	15 Minutes

Observations	
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Signatures:	
Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	Lic. Libia María Gallardo Alvarado Institutional Tutor
Cecilia Elizabeth Jara Ordoñez Preservice Teacher	Mgtr. Bertha Lucía Ramón Rodríguez Thesis Director



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LESSON PLAN #6

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	June 12 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 27 students		
Time per lesson:	90 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	What do you want?		
Contents:	Vocabulary: Hobbies Present continuous		
Lesson Objectives:	<ul style="list-style-type: none"> • To talk about hobbies that students are doing using present continuous <ul style="list-style-type: none"> ○ To improve the use of vocabulary related to hobbies through Storytelling. 		
Materials	<ul style="list-style-type: none"> • Storytelling sheets • Book • Flashcards • Speakers 		
ENGAGE			Time
<ul style="list-style-type: none"> • Warm up: Students will sing the "Hokey Pokey" song. • Review: Students will stand in a circle. The teacher gives them a bag, inside there are cards of action verbs. The students pass the bag, when the teacher tells them to stop, the student holding the bag takes out a card and the teacher asks that the student do the action and the rest of the students try to guess. (E.g. Sleep, Run, Write, etc.) 			15 minutes
STUDY			Time
<ul style="list-style-type: none"> • The teacher will remind her students of the structure of the present continuous, using the poster. The teacher will remember the change that verbs have in the present continuous. • The teacher will show some examples using present continuous structure. 			15 Minutes



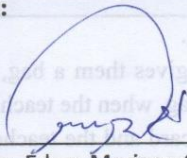
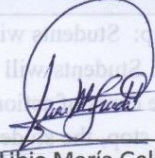
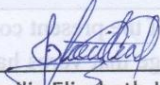

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ACTIVATE		Time
<ul style="list-style-type: none"> Students will work on their books, activities where they will develop sentences in the present continuous according to the images shown in the book (student book page 75) Students will identify some verbs they have in their workbook to make sentences in the present continuous tense (workbook page 22) The teacher will give them a story, where the students will work in pairs, in each story there are two sentences in the present continuous tense with action verbs. Students should underline sentences in the present continuous tense. After identifying and underlining the sentences, the students will pass with their partner in front of the whole class and mimic the sentence in the present continuous tense that each one has. The other students must say about the action it is about. The students practice "The i-n-g song". 		45 Minutes
FEEDBACK/ CLOSURE		Time
<ul style="list-style-type: none"> The teacher and the students quickly review the structure of the present continuous. The teacher congratulates and thanks the students for their collaboration. The students will sing "Goodbye butterflies" song. 		15 Minutes

Observations	
<p>.....</p> <p>.....</p>	
Signatures:	
 <hr/> Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 <hr/> Lic. Libia María Gallardo Alvarado Institutional Tutor
 <hr/> Cecilia Elizabeth Jara Ordoñez Preservice Teacher	 <hr/> Mgtr. Bertha Lucía Ramón Rodríguez Thesis Director



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LESSON PLAN #7

Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	June 14 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Friday 8:45 – 9:30 / 27 students		
Time per lesson:	45 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	Posttest		
Contents:	Posttest		
Lesson Objectives:	<ul style="list-style-type: none"> To verify the effectiveness of implementing Total Physical Response to improve English Learning Vocabulary through a test. 		
Materials	<ul style="list-style-type: none"> Posttest papers 		
ENGAGE			Time
<ul style="list-style-type: none"> The student will sing a song to relax, before taking the test with the purpose that they will not get tense or nervous. 			5 minutes
STUDY			Time
<ul style="list-style-type: none"> The teacher will explain the reason why this test is created and its purpose. The teacher will give general rules before taking the test. The teacher will explain the questions briefly. 			10 Minutes
ACTIVATE			Time
<ul style="list-style-type: none"> The students will develop their tests individually, taking into account the given rules. 			30 minutes

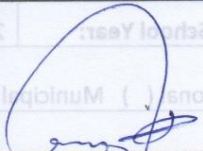

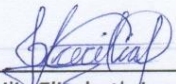
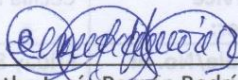


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Observations	
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Signatures:	
	
Mgr. Edgar-Mariano Castillo Cuesta Academic Tutor	Lic. Libia María Gallardo Alvarado Institutional Tutor
	
Cecilia Elizabeth Jara Ordoñez Preservice Teacher	Mgr. Bertha Lucía Ramon Rodríguez Thesis Director

Time	5 minutes	ENGAGE	<ul style="list-style-type: none"> The student will sing a song to relax before taking the test with the purpose that they will not get tense or nervous.
Time	10 Minutes	STUDY	<ul style="list-style-type: none"> The teacher will explain the reason why this test is created and its purpose. The teacher will give general rules before taking the test. The teacher will explain the questions briefly.
Time	30 minutes	ACTIVATE	<ul style="list-style-type: none"> The students will develop their tests individually, taking into account the given rules.



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LESSON PLAN #8			
Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	June 14 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional () Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Bertha Lucía Ramón Rodríguez		
Preservice Teacher:	Cecilia Elizabeth Jara Ordoñez		
Schedule/No. of students	Wednesday 8:45 – 9:30 / 27 students		
Time per lesson:	45 minutes	Language level:	A1
Class / Number of Students:	5 th : 27		
Topic:	Questionnaire		
Contents:	Questionnaire		
Lesson Objectives:	<ul style="list-style-type: none"> To identify the students' perception regarding the use of Total Physical Response to improve English Learning Vocabulary through the survey. 		
Materials	<ul style="list-style-type: none"> Survey papers 		
ENGAGE			Time
<ul style="list-style-type: none"> The student will sing a song to relax, before taking the test with the purpose that they will not get tense or nervous. 			5 minutes
STUDY			Time
<ul style="list-style-type: none"> The teacher will explain the reason why this survey is created and its purpose. The teacher will give general rules before taking the survey. The teacher will explain the questions briefly. 			10 Minutes
ACTIVATE			Time
<ul style="list-style-type: none"> The students will develop their tests individually, taking into account the given rules. 			30 minutes

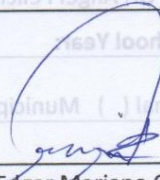

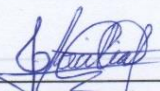
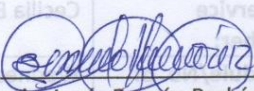


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Observations	
Signatures:	
 <hr/> Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 <hr/> Lic. Libia María Gallardo Alvarado Institutional Tutor
 <hr/> Cecilia Elizabeth Jara Ordoñez Preservice Teacher	 <hr/> Mgtr. Bertha Lucia Ramón Rodríguez Thesis Director

Annex 8. Field Notes



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DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELDNOTES

Observation N° 1	
Researcher: Cecilia Elizabeth Jara Ordóñez	
Date: May 1 st , 2024	
Duration of observation: 45 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas."	
Grade: 5 th Grade	
Topic: Pretest.	
Observation	Reflection
<ul style="list-style-type: none">- The students like to sing a lot. they relax when they sing any song.- When the teacher explain the questions of the pretest a lot of students looked nervous. Some students didn't understand how to solve some questions.- The time was the correct to take this test. All can complete on time.	<p>As a teacher I could explain the questions giving examples. how they can develop each question.</p> <p>I could do any other activity different to sing a song to students won't get tense or nervous.</p>



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Observation N° 2	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: May 8 th	
Duration of observation: 90 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas"	
Grade: 5 th Grade.	
Topic: What do you want?. Food.	
Observation	Reflection
<p>Students like activities where they need to be competitors</p> <p>The Simon Says is perfect for this lesson. because its engage the students and they pay more attention with the teacher is saying. Therefore it helps to students pay attention in the new vocabulary that they are learn.</p> <p>Another is the circle games, when they move around the classroom it help to after they concentrate in the lesson.</p>	<p>It was a good lesson because the students participated in all activities that the teacher purpose. In special with the "Simon Says" because the students are competitiveness. and its good. It is (more) helpful in the lesson.</p>



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Observation N° 3	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: May 15 th , 2024	
Duration of observation: 90 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas".	
Grade: 5 th Grade.	
Topic: What do you want? / Food vocabulary / Present simple.	
Observation	Reflection
<p>In the review the teacher said a letter and the students said a word of the vocabulary of food.</p> <p>- Teacher introduce the topic of the lesson with slides.</p> <p>Teacher models her examples using flashcards and with a video about "What do you want" and "Does he/she want?"</p> <p>Teacher gives cards to students to play circle games, where the students need to run to win and answer in correct way.</p> <p>Finally students work on their books.</p>	<p>From my point of view it was a good class, because the students enjoy the activities and the videos help them to understand better.</p> <p>One thing for the next time I could use flashcards bigger because not all students can look at.</p> <p>In this class all students have their books, all work in a good way.</p>



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Observation N° 4.	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: May 22 nd , 2024	
Duration of observation: 90 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas"	
Grade: 5 th Grade.	
Topic: What do you want? / Present simple.	
Observation	Reflection
<p>For this lesson the students will work in a "Progress test" on their books. But first they have a little review with the Simon Says game.</p> <p>The teacher deliver some cards before start the game. There are some cards repeated. to play when teacher say: "jump the spaghetti". the students who has need to do the activity. Students and teacher practice "Do you like" song to remember the structure of sentences. Finally the students work on their "Progress test".</p>	<p>In this time at the beginning of the class the students didn't want to pay attention so first, we (go) went to around the court of the school and after back to the class. It was a good idea before to start the class.</p> <p>Sometimes, we as a teacher can include another things or warm ups to start a class in a great manner.</p>



DATA COLLECTION INSTRUMENT: FIELDNOTES

Observation N° 5	
Researcher: Cecilia Elizabeth Jara Ordoñez.	
Date: June 5 th , 2024	
Duration of observation: 90 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas"	
Grade: 5 th Grade	
Topic: Where are you? / Hobbies.	
Observation	Reflection
<p>The class started with a song it was great. With tingo-tango in circle the students mime the action verb of the card that they chose.</p> <p>Teacher use picture to students deduce the meaning of new vocabulary. Teacher explains the present continuous tense with the hobbies/activities that students have on their books.</p> <p>The students learn a song of "i-n-g song" to recognize the present continuous.</p> <p>Students like a lot this song because they need to do each word with their gestures.</p>	<p>Students participate more active when the teacher uses activities where they need to move or use their body.</p> <p>The attention with this activities have better results.</p> <p>Students can (retend) catch more words in their minds using songs. they sing until the class finished, because like them.</p>



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Observation N° 6	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: June 12 th , 2024	
Duration of observation: 90 minutes.	
Place: Escuela de Educación Básica Municipal	
Grade: 5 th Grade	
Topic:	
Observation	Reflection
<p>The students mime the action verbs that they have in the bag.</p> <p>Teacher remind their students the present continuous structure.</p> <p>Students work on books.</p> <p>Students identify some present continuous sentences in a story where after the students will present with mime the action of each sentence.</p> <p>The rest of students try to guess what activity/hobbies is that student are miming.</p>	<p>Where some students pass in front the rest of the students talk between them. Was good to implemented a strategy of "sing a song" any song that they learned to they be quiet and pay more attention to their classmates.</p> <p>Students didnt like to read large story, they prefer to sing or play any game or practice any dinamyc.</p>



DATA COLLECTION INSTRUMENT: FIELDNOTES

Observation N° 7	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: June 14 th 2024	
Duration of observation: 45 minutes.	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas"	
Grade: 5 th Grade	
Topic: Post test.	
Observation	Reflection
<p>The students were more relax for this test.</p> <p>First, we practice all songs that we learned during the interventions and it helps to remember about the test is.</p> <p>The students develop their tests in a good and correct way. Obviously there were some students that don't understand some questions and the teacher explains for all students.</p>	<p>The students were a little relax because they have more knowledge due the songs and the dynamics that the teacher implemented in her lessons.</p> <p>The students work better when their have some rules in the test time.</p> <p>The time was good for develop this test.</p>



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Observation N° 8	
Researcher: Cecilia Elizabeth Jara Ordoñez	
Date: June 14 th , 2024	
Duration of observation: 45 minutes	
Place: Escuela de Educación Básica Municipal "Dr. Angel Felicísimo Rojas"	
Grade: 5 th Grade	
Topic: Questionnaire.	
Observation	Reflection
<p>The students develop the questionnaire guided by their teacher, because there are some words that students don't understand.</p> <p>Students follow the teacher instructions in a great way.</p>	<p>The questionnaire need to be develop in the students' language for the develop can be more easy. But with the guide of the teacher it was good.</p>

Annex 9. Research Matrix

Title	Total Physical Response (TPR) and English language vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024			
Problem	Objectives	Theoretical Framework	Methodological Design	Techniques/ Instruments
<p>General Problem</p> <ul style="list-style-type: none"> How does total physical response (TPR) improve English language vocabulary? <p>Subproblems</p> <ul style="list-style-type: none"> What is the effectiveness of Total physical response (TPR) and English language? What are students' perceptions about the use of Total physical response (TPR) and English language vocabulary? 	<p>General Objective</p> <ul style="list-style-type: none"> To improve vocabulary through the implementation of Total Physical Response among middle basic education students at an educative institution in Loja, school year 2023-2024 <p>Specific Objectives</p> <ul style="list-style-type: none"> To assess the effectiveness of Total Physical Response to improve vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024 To explore the students' perceptions about the implementation of Total 	<p>Independent Variable</p> <p>4.1 Total Physical Response</p> <p>4.1.1 Definition</p> <p>4.1.2 Features of TPR</p> <p>4.1.2.1 Bilateral</p> <p>4.1.2.2. Using interactive activities</p> <p>4.1.2.3 Lowering the affective filter</p> <p>4.1.2.4 Promoting the motivation</p> <p>4.1.2.5 Building self-esteem and confidence</p> <p>4.1.3 Activities of TPR method</p> <p>4.1.3.1 <i>Songs and nursery rhymes</i></p> <p>4.1.3.2 <i>Simon Says</i></p> <p>4.1.3.3 <i>Storytelling</i></p> <p>4.1.3.4 <i>Circle games</i></p> <p>4.1.4 Advantages of use TPR</p> <p>4.1.5 TPR in the classroom</p> <p>5.1.5.1 <i>Role of teacher</i></p> <p>5.1.5.2 <i>Role of the student</i></p> <p>Dependent Variable</p> <p>4.2 Vocabulary</p> <p>4.2.1 Definition of Vocabulary</p> <p>4.2.2 Importance of Vocabulary</p>	<p>Research Design</p> <p>Action research</p> <p>Mixed method</p> <p>Intervention proposal</p> <p>Instruments</p> <p>Intervention</p> <ul style="list-style-type: none"> Lesson Plan ESA Model (Engage, Study, Activate) 	<p>Testing Technique</p> <ul style="list-style-type: none"> Pre- Test Post- Test <p>Observation Technique</p> <ul style="list-style-type: none"> Field notes <p>Survey Technique</p> <ul style="list-style-type: none"> Questionnaire

Physical Response to improve vocabulary among middle basic education students at an educative institution in Loja, school year 2023-2024	4.2.3 Types of Vocabulary 4.2.4 Aspects of vocabulary 4.2.3.1 Form 4.2.3.1.1 Spelling 4.2.3.2 Meaning 4.2.3.2.1 Associations 4.2.3.3 Use 4.2.3.3.1 Grammatical Functions 4.2.3.3.2 Collocations
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