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ENGLISH LANGUAGE DEPARTMENT

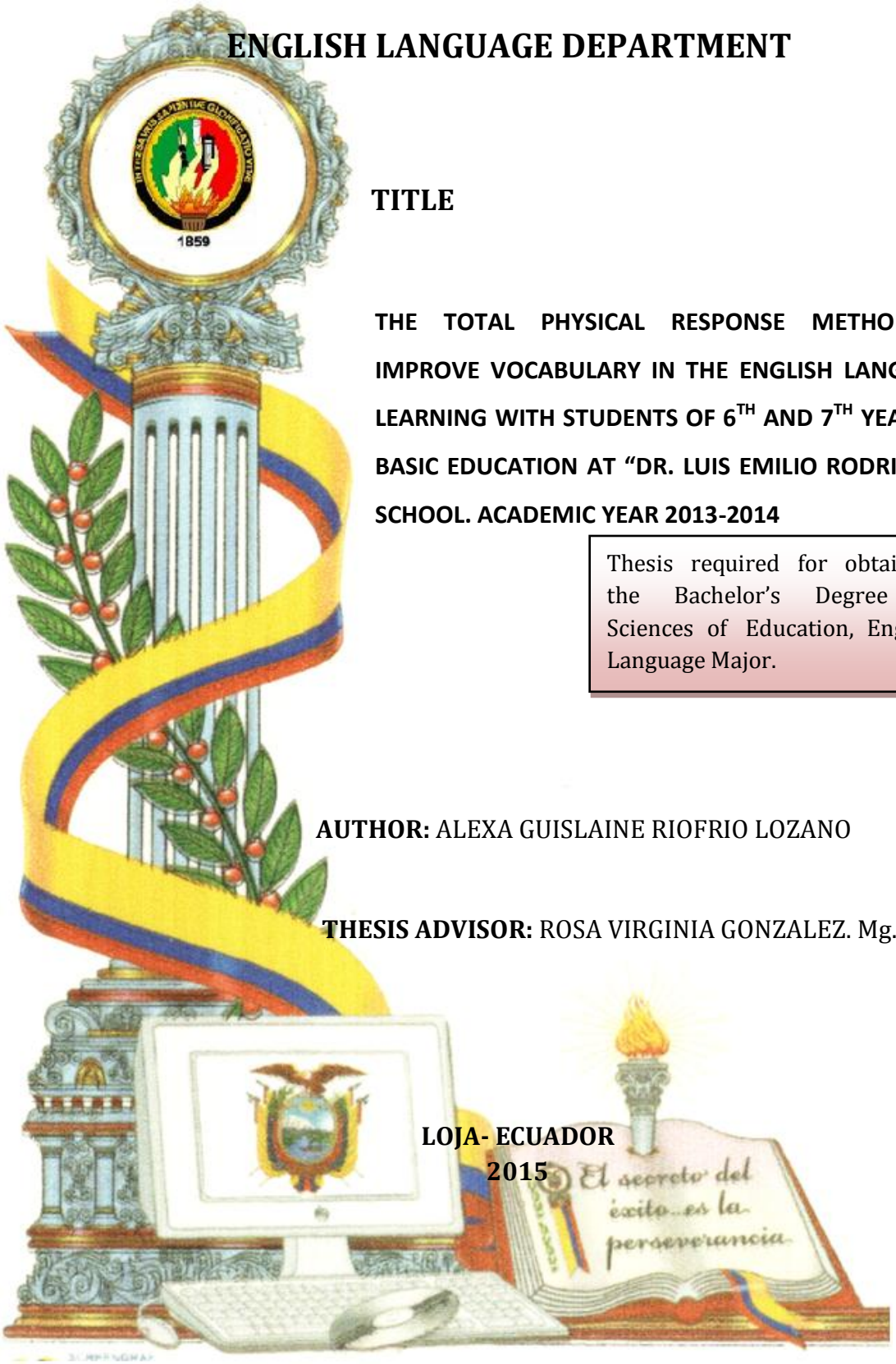
TITLE

THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "DR. LUIS EMILIO RODRIGUEZ" SCHOOL. ACADEMIC YEAR 2013-2014

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major.

AUTHOR: ALEXA GUISLAINE RIOFRIO LOZANO

THESIS ADVISOR: ROSA VIRGINIA GONZALEZ. Mg. Sc.



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That the present research work entitled **THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "DR. LUIS EMILIO RODRIGUEZ" SCHOOL. ACADEMIC YEAR 2013-2014**, is the responsibility of the undergraduate student: Alexa Guislaine Riofrío Lozano.

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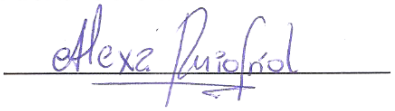
Firma: 

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Firma: _____

Autora: Alexa Guislaine Riofrío Lozano

Cédula: 1104891187

Dirección: Celi Román, calle Benjamín Pereira y Carlos Román, #19-78

Correo electrónico: alexari_2846@hotmail.com

Teléfono: 2583291

DATOS COMPLEMENTARIOS

Director de tesis: Rosa Virginia González, Mg. Sc.

Tribunal de Grado:

Presidenta: Dra. Silvana Isabel Trujillo Ojeda

Vocal 1: Lcda. Matilde Beatriz Moreira Palacios

Vocal 2: Lcda. María Augusta Reyes Vélez

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It is important to express my thankfulness to my family who has supported me every day of my life.

THE AUTHOR

DEDICATION

This thesis is dedicated to my parents Celia and Marco, who taught me that the best heritage they can leave me is my education. It is also dedicated to my brother Marcos who claims that every effort is always rewarded.

Alexa Guislaine

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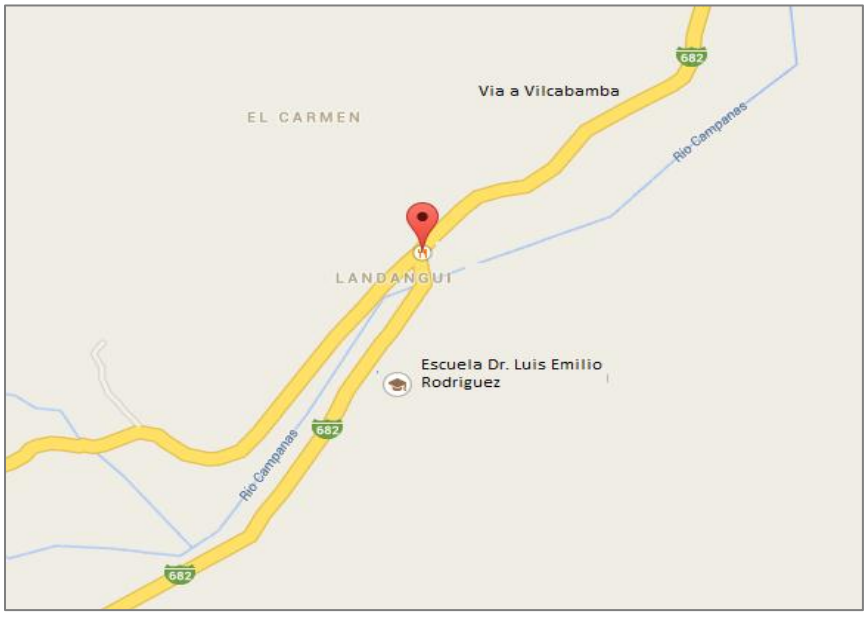
MAPA GEOGRÁFICO Y CROQUIS

CROQUIS



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a. TITTLE

THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6^{TH} AND 7^{TH} YEARS OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC YEAR 2013-2014

b. RESUMEN

Este estudio descriptivo investigó el método de Respuesta Física Total para mejorar el vocabulario en el aprendizaje de idiomas Inglés con alumnos de sexto y séptimo año de educación básica en la escuela "Dr. Luis Emilio Rodríguez", año académico 2013-2014. Un plan de intervención de ocho sesiones se llevó a cabo para mejorar la habilidad de vocabulario. La investigadora diseño y utilizó una prueba para medir el progreso de los siete estudiantes y el avance en el aprendizaje del vocabulario. Instrumentos adicionales, tales como el diario de campo y la guía de observación se utilizaron en cada sesión para verificar el conocimiento de los estudiantes. Los resultados indicaron que la aplicación del método de respuesta física total facilitó de manera significativa el desarrollo del vocabulario el que se vió reflejado en el progreso evidente de los puntajes del post-test y el progreso de los estudiantes durante la intervención. En conclusión, este estudio ayudó a los estudiantes a expandir su nivel de aprendizaje del vocabulario, aplicando movimientos físicos, y como resultado incrementaron su nivel de conocimiento, a través de las acciones corporales.

ABSTRACT

This descriptive study investigated the Total Physical Response method to improve vocabulary in the English language learning with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodríguez” school, academic year 2013-2014. An eight session intervention plan was implemented to improve the vocabulary skill. The researcher’s test was designed and used to measure the seven students’ progress and the advance in vocabulary learning. Additional instruments such as the field diary and the observation guide were used every session to verify the students’ knowledge. The results indicated that the application of Total Physical Response method facilitated meaningfully the improvement of vocabulary which was reflected in the noticeable increase of the posttest scores and students’ progress during the intervention. To conclude, this study helped students to expand their level of vocabulary learning, applying physical movements, and as a result they increased their level knowledge trough body actions.

c. INTRODUCTION

In the present action research work there are two variables which were involved as a fundamental part of this study. The first is vocabulary learning considered as a problem before the intervention plan as Cameron (2001) states that vocabulary deals with learning words at the first, learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. The other variable considered as a solution for this problem is Total Physical Response method the advocator author Richards J. C., (2001) says that it is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. This method was applied in order to address students' difficulties in vocabulary learning. After the application of the pre-test the researcher considered to improve the specific features in this case pronunciation and comprehension parameters, where students need more practice through the application of Total Physical Response as the most suitable method to enrich the vocabulary learning using action flashcards, word cards applying commands and instructions.

After the observation that the researcher applied to the possible students population she realized the area they had more difficulties and needed more support, after that the results were that they required more attention in the vocabulary because it is the key to learn a new foreign language learning and is the central part to English language teaching because without sufficient

vocabulary students cannot understand others or express their own ideas. The second variable is an old method but nowadays is so useful because in that way students can use simple commands to practice English facilitating long term retention, reducing students' anxiety and stress. There were many implications inside "Dr. Luis Emilio Rodríguez" school, first of all students did not have the sufficient access to learn basic and important subjects in this case English, in spite of they live in a suburban area, and as a consequence they did not count with a regular English teacher.

The researcher at the beginning of the intervention had some concerns regarding the research project such as: What kind of theoretical references about total physical response activities are effective to enhance the vocabulary learning? Which are the negative factors that limit the vocabulary learning? Which total physical response activities are effective to enrich the vocabulary? How do total physical response activities help to solve the limitations in the vocabulary learning? How effective was the application of total physical response activities in the English vocabulary learning? All of these questions were answered through the intervention period and the results gotten with the application of the Total Physical Response Method.

The variables that were monitored were the Image Oral Association, Image Word Association, Oral Written Word Association; Pronunciation; Comprehension; Understanding in Context, which are the basic and essential elements of vocabulary learning for the application of the Total Physical Response as strategy to improve vocabulary learning. The researcher used

flashcards, word cards, and songs to teach the new vocabulary, the application of TPR facilitated the teaching and learning of the topics. Moreover the researcher and the students practiced and interacted to each other in order to achieve a better learning. For this, the researcher explained to them the steps to use TPR in front of the class. Finally, the researcher used worksheets to assess the students' knowledge.

The advantages of this research work were that it permitted students to participate in an interactive way increasing their level of vocabulary language level applying physical movements. Through the process allows for a long period of listening and developing comprehension to produce vocabulary. For the researcher it was a great experience, because with this she lived in a real way how act as a future English teacher taking different kind of challenges like this, taking into account different resources in order to teach students new vocabulary according to the necessities that they had at the beginning of the intervention. Furthermore, according to Koshy (2005), Action Research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice, but the most significant and important advantage is that research take actions in a real classroom when students are the participants who interact each other. On the other hand the limitations that were presented in the intervention were that most of the students made bullying among them, so the bad behavior of them made a bit difficult environment to teach and learn, other limitation is that they shared the classroom with other group of students, this situation created some complications because most of the time the classroom was very noisy, and sometimes it was an impossible place to work.

d. LITERATURE REVIEW

VOCABULARY LEARNING

There are many definitions of vocabulary as:

Harnby (1995) states that vocabulary is the total number of words which develop language with rules for combining them. Vocabulary of language consists of lexical forms in this case words that refer to part of our experience. In English, these words consist of consonants and vowels. According to Edge (2000) knowing many words in a foreign language is important as it enables us to have more chance in understanding the language.

Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language Cameron (2001). In short, vocabulary is words that are combined to express idea through sentence or discourse. It is a starting point in learning English. It plays an important role in learning; as a basic knowledge. Without knowing about vocabulary, one will not be able to communicate with others. Also vocabulary means knowing the form and the meaning of words and having ability to use them communicatively either written or spoken. The components of vocabulary include pronunciation, spelling, meaning, and the use of the words.

Therefore, the indicators are:

a. Students know the meaning of words
b. Students are able to pronounce words correctly.
c. Students are able to spell or write words.
d. Students are able to use words in a sentence.

VOCABULARY AS A COMPONENT OF LANGUAGE SKILLS

According to Cameron (2001) vocabulary is one of the language aspects which should be learned. In order to be able to speak, write, and listen, learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it. The objective of the vocabulary is to make the students have a good language proficiency in the language skills.

Chen (2004) acknowledges that vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary is not a spontaneous process which is easy to be acquired. The process of vocabulary mastery begins, when someone is still an infant. Basically, the babies' first language comes from of one's mother tongue. Then, they master vocabulary through the simple words uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

TYPES OF VOCABULARY

- **Perceptive and productive vocabulary**

According to (Nation, 2001) there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than writing vocabulary.

Moreover, vocabulary is in the four language skills. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary.

Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio, television or any auditory media. Speaking vocabulary includes the words people used in their daily life and conversation. The last, writing vocabulary consists of the words people use in writing essays, reports, letter, etc.

Another classification of vocabulary is stated by Nation (2001) who states that there are four kinds of vocabulary in a text:

- High frequency words. These words are almost 80% of the running words in the text;
- Academic words. Typically, these words make up about 9% of the running words in the text;
- Technical words. These words make up about 5% of the running words in the text;
- Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

LEARNING ENGLISH VOCABULARY

According to Thornbury (2002) vocabulary is an important thing in order to master four major skills such as speaking, reading, writing, and listening. Furthermore, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2001), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be

able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words. Hatch (1995) describe five “essential steps” in vocabulary learning process based on research into learner’s strategies:

- Having sources for encountering new words.
- Getting a clear image, whether visual or auditory or both, for the forms of the new words.
- Learning the meaning of the words.
- Making a strong memory connection between the forms and meanings of the words.
- Using the words.

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time. The same words are met again. Looking at the five steps, we can see that each ‘step’ is in fact something that needs to happen over and over again, so that each time something new is learned or remembered.

Cameron (2001) suggests that there are basic techniques by which students can learn the vocabulary and the meanings of new words, all of which can be used in the young learner classroom:

- By demonstration or pictures
- Using an object

- Using a cut-out figure
- Using gesture
- Performing and action
- Photographs
- Drawing or diagrams on the board
- Pictures form books

➢ By verbal explanation

- Analytical definition
- Putting the new word in a defining context
- Translating into another language

Verbal explanation require pre-existing knowledge of the language, definitions and explanations might help students to activate networks to construct a meaning of a particular word. Notice that all except (translating into another language) require the learner to so some mental work in constructing a meaning for the new foreign language word. Sometimes, a new word is explained in the foreign language by using picture, but soon it is translated in the first language. It make the students do not need to concentrate on working out the meaning.

TEACHING ENGLISH VOCABULARY

Some people think that vocabulary teaching only wastes the time because vocabulary number is almost infinite. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar,

speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Teaching vocabulary is really important to know more about English vocabulary, when students do not have enough words in their minds, it will be hard to go forward. They probably feel strange with the pronunciation and spelling at once. Therefore teacher should give them an understanding about the purpose of learning English vocabulary.

It is obvious that the purpose of teaching English vocabulary is introducing students with words that are used in high frequency. It begins from the simple words that students are interested in. Besides to attract their attention and interest it will make the process of learning English vocabulary. The students are willing to memorize words that are often used in language class. That's why the teacher must notice about learning vocabulary in and out of class. (Virginia, 1983)

TEACHING PROCESS OF ENGLISH VOCABULARY

Vocabulary teaching as a "social" process with comprehensible imput is a must when expecting comprehensible output. The most important, teachers must provide students with adequate teaching methodology and time, as well as appropriate vocabulary and learning activities that will develop verbal skills.

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time. The same words are met again. Looking at the five steps, we can see that each “step” is in fact something that needs to happen over and over again, so that each time something new is learnt or remembered.

THE PRINCIPLES OF TEACHING VOCABULARY

Wallace (1995) stated that “learning a foreign language is basically a matter of learning the vocabulary of that language”. Also he said that there are six principles on which teaching vocabulary that should be considered, they are:

- Aim

A teacher has to decide which word should be mastered by his/her students. A teacher should select high frequency words or sentences.

- Quantity

Teacher may have to decide the number of vocabulary items to be learned how many words in the lesson can be achieved by the learners.

Students would be confused, discouraged, and frustrated, it they found many new words.

- Need

In teaching vocabulary, a teacher has to choose highly frequency words. Students should be put in a situation, where they have to communicate and get the words they need.

- Frequent exposure and repetitions

When teaching new words, teachers have to repeat them to make sure the students can remember and understand them completely. There must be a certain amount of repetition until the students know for sure the pronunciation and meaning of the words or sentences they learn.

- Meaningful presentation

The learner must have a clear and accurate idea of what they learn. So, a teacher should know for sure the words or sentences presented, and introduce them in different and meaningful ways

- Situation presentation

The choice of words should match the situation in which we are speaking and according to how well we know the person whom we are talking to (From formal to informal). Therefore, students should learn words in situations that are appropriate to the real life application.

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

Vocabulary has been taught in every level study from elementary to advance. For school, teaching vocabulary in intended to make the students master the vocabularies given which are based on the curriculum. As foreign language, English sometimes make them get upset because of their limited vocabularies. Therefore, teaching vocabulary for school learners is a must in order to give them a basic knowledge.

Teachers of school do simple way in teaching vocabulary, giving the meaning of new words to be memorized, most of the time teachers use a textbook with some new vocabulary and automatically they translate them for the students. Even, they just give students some words and ask them to memorize. In fact, those are nor appropriate way to teach vocabulary. Students will be passive and actually it is hard for them to memorize words without any context.

Teaching vocabulary is really important as it is the foundation for students to know more about English vocabulary, when students do not have enough words in their minds, it will be hard to go forward. They probably feel strange with the pronunciation and spelling at once. Furthermore, teacher should give them an understanding about the purpose of vocabulary learning. The aim to develop vocabulary learning is enhance the students in order to be able to learn English holistically in the next level. They should be enhanced with not only simple words such as pen, table, door, etc. The teacher should provide the context. Of

course, participants will have more chance in understanding the new words and it will stimulate their brain to think over about the new words they have known.

Dealing with that case, it should be taken into account that learners have different need relates to vocabulary because of the context. Learners in Dr. Luis Emilio Rodríguez school use the vocabulary in an appropriate way, because they mix the English with Spanish words, in the same way they do not follow or do actions using body movements and of course they do not use the Total Physical Response method as an important method to increase their vocabulary learning.

TOTAL PHYSICAL RESPONSE METHOD

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language trough physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it is based on several traditions, including developmental psychology, learning theory and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond physically before they begin to produce verbal responses.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. Asher J., (2001)

TOTAL PHYSICAL RESPONSE OBJECTIVES

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. Specific objectives are not elaborated, for these will depend on the particular needs of the learners. Goals are set, however, and must be attainable through the use of action-based drills in the imperative form.

"The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or structural view of the core elements of language, Total Physical Response requires initial attention to meaning rather than to the forms of items. Grammar is thus taught inductively". Richards J. C., (2001)

LEARNER ROLES

Learners, in Total Physical Response, have the primary roles of listener and performer. They listen attentively and respond physically to commands given by

the teacher. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected recognize and respond to novel combinations of previously taught items.

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak- that is, when a sufficient basis in the language has been internalized.

TEACHER ROLES

The teacher plays and active and direct role in Total Physical Response. “The instructor is the director of a stage play in which the students are the actors”. It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for the classroom use. The teacher is encouraged to be well prepared and well organized so that lesson flows smoothly and predictably. Asher recommends detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually no time for you to create spontaneously”

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language.

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the "illusion of simplicity", where the teacher underestimates the difficulties involved in learning a foreign language. This results in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another. The teacher should also avoid having too narrow a tolerance for errors in speaking. (Asher J., 2001)

ADVANTAGES OF TOTAL PHYSICAL RESPONSE METHOD TO CHILDREN

According to Aminudin (2009) firstly, Total Physical Response method creates positive thinking which facilitates the student to involve in learning process, so it can develop not only motivation but also the aim of students in learning. Besides that this method is very easy and the usage of language contains of action games, that's why it can help student to learn fast and effectively.

Secondly, teaching vocabulary to children by using Total Physical Response method is very useful for children because children like to give response by using physical response first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response.

Thirdly, this method can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is

as an imperative to help teacher in explaining the materials for students and in understanding the meaning of vocabulary. Because of this method uses basic command and real context in the process of learning it is very helpful for students to know the meaning. By telling students to stand up, put their hands in the air, and pick up something and give it to another students, etc, are acting which commonly and naturally done by students so it is easy for them to memorize the vocabulary or utterance.

The usage of Total Physical Response method emphasize in action so students are involved in activities in the process of learning. This circumstance is interesting to students. So by using this method students can accept the lesson easier and faster.

Finally using Total Physical Response method is interesting and fun. It is very suitable for the students' characteristics. By giving something interesting and funny makes children attentively focused on the process of learning. Because of that situation children feel free to involve in learning process. Using Total Physical Response activities in the classroom.

IMPORTANCE AND USE OF TPR TECHNIQUES

The TPR (Total Physical Response) teaching style was developed in respond to the observation that adults in first language acquisition manipulate children's physical behavior by a massive number of commands. The infant becomes ready to talk only after many months of moving in response to gentle direction

from adults. At first, probably the infant listens to the instruction without giving any response. After the instruction has been repeated for several times in weeks or months, the child will be able to imitate or respond depending on the stage of producing words.

In other words learning a foreign language seems to be similar with that case. The students who do not know about the language will be given some instructions based on the need. Students need not to utter, just comprehend and do the instruction from the teacher. Later, they will be capable in saying the same utterances when they are ready to speak.

To determine whether students understand about the material, teacher can pay attention to the student's response. There are three types of test TPR such as: action response, evaluation response, and communication response. All are intended to create a response that can be used to evaluate comprehension skill without resorting to the other language skills or with only minimal use of simple utterances that make little or no demand on the speaking skill. In an action response one hears a command and physically carries out the command.

It can be concluded that TPR is a method of teaching foreign language through some commands to give oral experiences to students in acquiring language with kinesthetic movement.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

"Luis Emilio Rodríguez" public school was selected as the place for the present research work since it is the school where the researcher is currently teaching

as part of her teaching practicum, it means community practices; therefore she has an insight of the spectrum of English teaching within the school. “Luis Emilio Rodríguez” is located in Landangui neighborhood and it is not organized according to Ecuadorian School System requirements for a basic education school it means that this school does not have the supplementary subjects like English, Physical Education and computation classes; also this place only had four teachers for the six group of students. Students who attend this rural public school live under the social surroundings and the majority of them are in charge of farming.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. It is the case of “Luis Emilio Rodriguez” school, since English is not considered a compulsory subject within the curriculum, so that is the reason for the limited class periods. Also it does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the students that belong to “Universidad Nacional de Loja” from the English career who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

To develop the present action research it was important to know the participants of the institution; they were seven students of 6^{th} and 7^{th} years of basic education of “Luis Emilio Rodríguez” school. All of them are nine and ten years

old. At the same time the students have regular classes which are given by the "Universidad Nacional de Loja" student, those classes are apply on Tuesday and Thursday of two periods each one**.**

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research**:** The *Scientific method* assisted the study of the Total Physical Response Method applied in the developing of vocabulary in the English Language Learning. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study, the kind of resources used and the current situation of the research

object. It served to explain and analyze the object of the investigation. The *analytic-synthetic method* was applied in order to synthesize the contents of books, magazines, interviews, essays, internet information that was analyzed, also to obtained results through the questionnaires, tests and checklist. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The *statistic method* is the analysis of random data, as a result it made possible the quantitative statistical analysis of data derived from the test and the qualitative text analysis of the data received from the observations, and field diary.

TECHNIQUES

The techniques were adopted according each stage of the present research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. Finally APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

In the present research to collect data were use the following instruments: interviews, students' grades, students' works (documentary evidence) field

diaries & notes, systematic observations, (video recordings) and researcher's-made tests were used to gather the information.

MATERIALS

This research work was accomplished with the help of two main resources. The Human resources that participated during the different stages were: The target population, the sixth and seventh years of basic education of "Luis Emilio Rodríguez" school; another human resource was the school manager who was the person who facilitated and gave the opportunity to apply the present action research in that school. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

Technological resources such as the personal computer, internet, removable memory stick, and multimedia. Furthermore, office supplies like word-cards, flashcards, videos, textbooks and bibliography made it possible.

PROCEDURE

The study started with a pre- test to the students who were part of this research in order to identify the issues the students were facing. The analysis of the data gathered facilitated the problem statement and figured out a possible solution. At the same time, the structure of a theoretical framework based on the two

variables Total Physical Response and vocabulary was done to support the questions raised along the observations.

An intervention plan, organized in eight lessons, about two topics verbs and daily routines lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and displayed into tables. Percentages/Means of each test-section were calculated in order to have an overall view of participants' performance in each one ($x=\sum x/n$).

The Pearson Correlation coefficient $r = \frac{n\sum XY-(\sum X)(\sum Y)}{\sqrt{[n\sum X^2-(\sum X)^2][n\sum y^2-(\sum y)^2]}}$; used to find out the relationship between the application of Total Physical Response Method and the improvement of vocabulary learning. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the posttest results.

The discussion of the outcomes was completed with the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and broadcasted.

INTERVENTION PLAN

General Objective: To apply Total Physical Response Method in order to improve vocabulary learning in the English language class with the students of sixth and seventh years of Basic Education at ¨ Dr. Luis Emilio Rodríguez" school. Academic Year 2013 – 2014.			
Description: The application of the Total Physical Response method to improve vocabulary learning.			
LESSON	**OBJECTIVES**		**RESOURCE**
	Teacher	**Student**	
Workshop 1: Pre-test	To determine the issues that students have in the vocabulary learning.	To demonstrate their basic knowledge about vocabulary of verbs and daily routines.	✓ Worksheet ✓ Pen or pencils
Workshop 2: Verbs	To introduce new vocabulary about verbs.	✓ To recognize the names of verbs. ✓ To associate actions verbs with pictures.	✓ List of new vocabulary ✓ Pen or pencils ✓ Flashcards ✓ Worksheet
Workshop 3: Verbs	To reinforce the topic with the song "Learn actions".	✓ To recognize the vocabulary items in written form listening the song.	✓ Flashcards ✓ Sheet of paper ✓ Pen or pencils ✓ Song ✓ Worksheet
Workshop 4: Verbs	To assess students' understanding of verbs. To reinforce and revise all about verbs using TPR	✓ To identify the action verbs	✓ Flashcards ✓ Video ✓ Worksheet
Workshop 5: Daily Routines	To introduce the new vocabulary about daily routines.	✓ To perform the actions/ commands orally given. ✓ To associate daily routines pictures and words.	✓ List of new vocabulary ✓ Pen or pencils ✓ Flashcards ✓ Worksheet

Workshop 6: Daily Routines	To reinforce the topic with the song "the morning routines song" according with the daily routines that students learned the last class.	To remember the daily routines singing a song.	✓ Flashcards ✓ Worksheet ✓ Pen or pencils
Workshop 7: Daily Routines	To reinforce and make a revision about daily routines using TPR	✓ To demonstrate what they learn during the class. ✓ To identify daily routines.	✓ Flashcards ✓ Worksheet ✓ Video
Workshop 8: Post-test	To verify the effectiveness of the strategy applied. To measure the vocabulary level of students after the intervention	To demonstrate what they learned during the lesson about topics of verbs, and daily routines.	✓ Worksheets ✓ Pen or pencils ✓ Flashcards

f. RESULTS

The quantitative data came from the vocabulary pre-test administered to 7 students from 6th and 7th years of Basic Education at Dr. "Luis Emilio Rodriguez" school at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses associated to the learning of vocabulary in a foreign language teaching/learning situation. The data of this post-test is shown in Table 1:

Table 1
Vocabulary Pre-test Scores

Vocabulary Learning Parameters								
Students code	IOA	IWA	OWA	PR	CP	UDC	TOTAL	%
	1.5/1.5	1.5/1.5	1.5/1.5	1/1	3/3	1.5/1.5	10/10	100%
AR19LER01	0.75	0	0.5	0	0	1.2	2.45	24.5%
AR19LER02	1	0.5	0.25	0	0	0.9	2.65	26.5%
AR19LER03	0.25	0.25	0.5	0	0	0.6	1.60	16%
AR19LER04	0.5	0.5	0.5	0	0	0.3	1.80	18%
AR19LER05	0.75	0.5	0.75	0	0	0.9	2.90	29%
AR19LER06	0.5	0.25	0.5	0	0	0.6	1.85	18.50%
AR19LER07	0.25	0.25	0.5	0	0	0.6	1.60	16%
M	0.57	0.32	0.5	0	0	0.73		
%	38.10	21.43	33.33	0	0	48.57		

Note. IOA: Image Oral Association; IWA: Image Word Association; OWA: Oral Written Word Association; PR: Pronunciation; CP: Comprehension; UDC: Understanding in Context.

The 70% is considered as the passing average in our country English Educational System, even though the researcher has adopted 80% as the minimum score in the present study. Of the 7 participants who were tested none of the testees reached the minimum score (80%) of the test. The highest score (48.57%) which corresponds to the parameter understanding words in context is

still below minimum score (80%). The researcher considers the difference as significant because it represents 31.43 points to achieve the minimal percentage. On the other hand the lowest percentage concerns to pronunciation and comprehension which the researcher considers as the major weaknesses since all students got a 0%.

The facts indicate that all the students have difficulties specially in understanding oral language (comprehension parameter). Since the use of oral language enables students to follow directions, the researcher considers the need of undergo an intervention which would help to increase their performance in this area, and their global English learning, applying the Total Physical Response method to increase and improve the vocabulary learning. The situation may be influenced by the fact that these students never had had a regular English teacher, and this subject is not considered in the school curriculum. Finally, after implementing the intervention the researcher expects that her students achieve the sufficient knowledge of the two topics taken into account in the present research. In consequence all of the participants can improve and have the chance to go to the high school and use this basic vocabulary.

The Post-Test Scores

After conducting 2 weeks of intervention, and the application of 8 workshops; the post- test was administered to the same group of students, in that case to

seven students from 6th and 7th years of Basic Education at “Dr. Luis Emilio Rodríguez” school. The data of this post-test is shown in Table 2:

Table 2

Vocabulary Post-test Scores

	Vocabulary Learning Parameters							
Students code	IOA	IWA	OWA	PR	CP	UDC	TOTAL	%
	1.5/1.5	1.5/1.5	1.5/1.5	1.0/1.0	3.0/3.0	1.5/1.5	10.0/10.0	100%
AR19LER01	1.5	1.5	1.5	0.5	3	1.5	9.5	95%
AR19LER02	1.5	1.5	1.5	0.25	3	1.2	8.95	89.5%
AR19LER03	0.75	1.25	1.25	0.5	3	1.5	8.25	82.5%
AR19LER04	1.5	1.5	1.25	0.25	3	1.5	9	90%
AR19LER05	1.5	1.5	1.5	0.25	3	1.5	9.25	92.5%
AR19LER06	1.5	1.5	1.5	0.5	3	1.5	9.5	95%
AR19LER07	1.5	1.5	1.5	0.25	3	1.5	9.25	92.5%
M	1.39	1.46	1.43	0.36	3	1.46		
%	92.86	97.62	95.24	35.71	100	97.14		

Note. IOA: Image Oral Association; IWA: Image Word Association; OWA: Oral Written Word Association; PR: Pronunciation; CP: Comprehension; UDC: Understanding in Context.

Of the total of 7 students who were tested in the present post-test, two of them achieved the highest score which is 9.5 points, according to this, they are over the limit value adopted for the analysis. And it represents a difference of 1.5, taking into account that the limit is 8 points. On the other hand one student got the lowest score (8.25) but it is within the established limit with that result the researcher concluded that there are not any scores under 8 points, and all the

students have improved considerably. For the analysis of parameters evaluation which are image oral association, image word association, oral written word association, pronunciation; comprehension; understanding in context; the researcher adopted 80% as the limit value for the analysis, so in that case the highest score (100%), corresponds to the parameter “comprehension” and is over that limit. On the other hand the lowest percentage (35.71%) corresponds to “pronunciation” and it is still under, so the researcher considers it as the most serious students’ weakness.

The facts indicate that most of the students achieved good scores and increased their vocabulary. The intervention applied by the researcher increased students’ comprehension which is evident since students followed directions and performanced instructions using the TPR which is the variable being used in the present thesis. Also, through these results the researcher perceived that the topic and workshops that were applied during the intervention helped to increase students’ results.

COMPARING TEST RESULTS

In order to demonstrate the students’ vocabulary learning from 6^{th} and 7^{th} years of Basic Education at Dr. “Luis Emilio Rodríguez” school the researcher compared pre-test and post-test scores, where the pre-test scores were considered as variable X, and post-test scores were used as variable Y. Furthermore it is important to emphasize that the researcher used the Pearson

coefficient in order to quantify the correlation between two variables. This is the formula used to obtain the statistical value.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

N= Number of students

X= Pre-Test Scores

Y= Post-Test Scores

And the coefficient obtained is:

$$r = 0{,}33$$

Table 3

Vocabulary Pre-Test and Post-Test Scores

Student Code	Variable X Pre-test scores	Variable Y Post-test scores	X^2	Y^2	XY
AR19LER01	2.45	9.50	6.00	90.25	23.27
AR19LER02	2.65	8.95	7.02	80.10	23.71
AR19LER03	1.60	8.25	2.56	68.06	13.20
AR19LER04	1.80	9	3.24	81	16.20
AR19LER05	2.90	9.25	8.41	85.56	26.82
AR19LER06	1.85	9.50	3.42	90.25	17.57
AR19LER07	1.60	9.25	2.56	85.56	14.80
N=07	∑X=14.85	∑Y=63.7	$\sum X^2$=33.21	$\sum Y^2$=580.78	∑XY=135.57

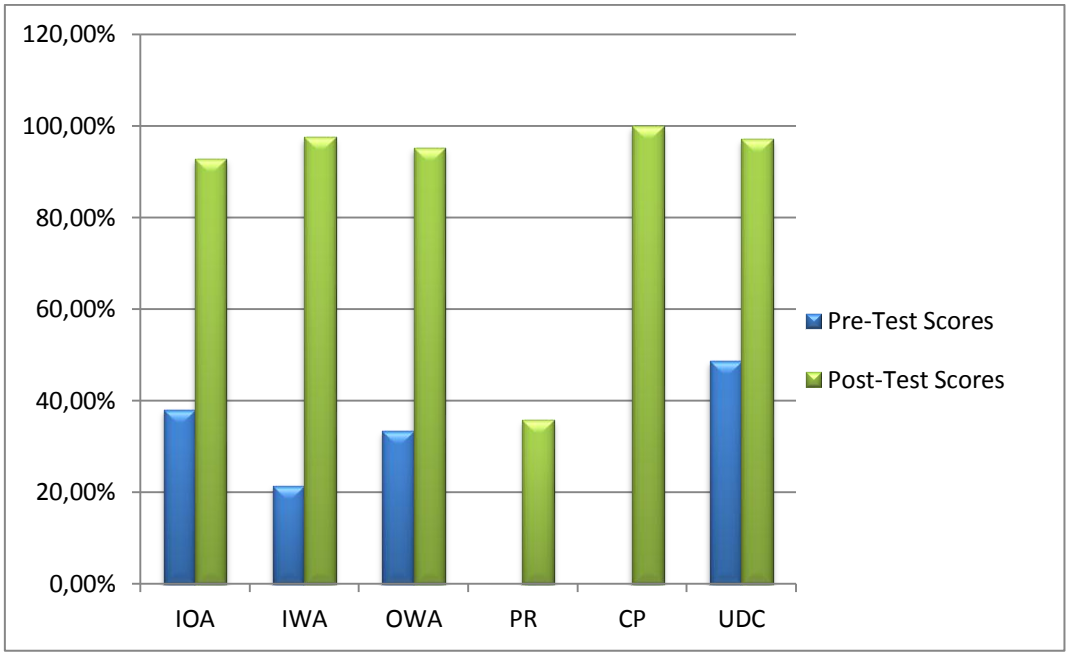

Figure 1. A Bar graph that shows the contrast between pre-test and post-test values.

The coefficient of correlation that was obtained in all this process is 0.33 which is near 0; it means that there is a direct positive relationship between both the pre-test and post-test. The Table 3 shows the results of both, test administered and the lines express a difference in a significant way, so it means that there was a direct influence of Total Physical Response Method and comprehension, also the application of intervention plan through the use of Total Physical Response Method increased in a satisfactory way the vocabulary level of students who never had had exposed to the English language learning in their daily classes.

FIELD DIARY

A field diary was also used in this action research. It consisted of questions the researcher asked herself regarding the students" improvement. The researcher

used forms at the end of each intervention session to help monitoring students' improvement along the process. Her primary purpose in using the Field diary was to record the participants' evolution regarding their reading level.

Table 4

Students' attitude evolution

	Degree of Ss' involvement	Ss' level of understanding
Sessions		
1	30%	10%
2	40%	20%
3	40%	30%
4	50%	40%
5	60%	55%
6	70%	70%
7	85%	80%
8	95%	90%

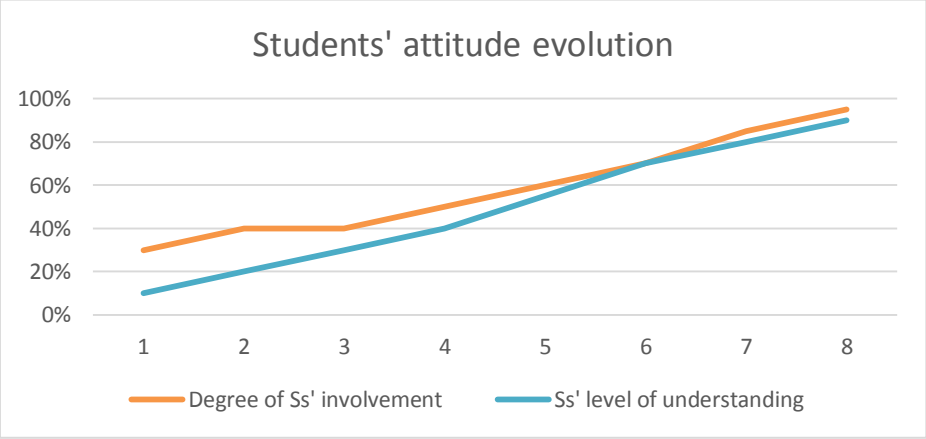

Figure 2. A graph that shows percentages of students evolution along the process of 8 moments during the intervention.

As it can be seen in figure 2 students' evolution was significant because it is evident that students before the intervention showed a low level of involvement during the activities developed in each session and also their level of understanding related to the strategy applied was minimum but with the passing

of time students felt gradually involved during the intervention sessions, understanding and following the strategies that were applied during the intervention.

Table 5:

It Shows percentages of researcher's perception of students reactions, toward qualities of teaching variables along the process of 8 moments during the intervention.

Table 5

Researcher's Perception of Ss' reaction to application of teaching variables

	Appropriate activities	Accomplishment of objectives	Conditions of the application
Sessions			
1	50%	35%	50%
2	55%	40%	55%
3	65%	50%	65%
4	70%	55%	70%
5	70%	60%	70%
6	75%	70%	80%
7	85%	80%	85%
8	90%	90%	90%

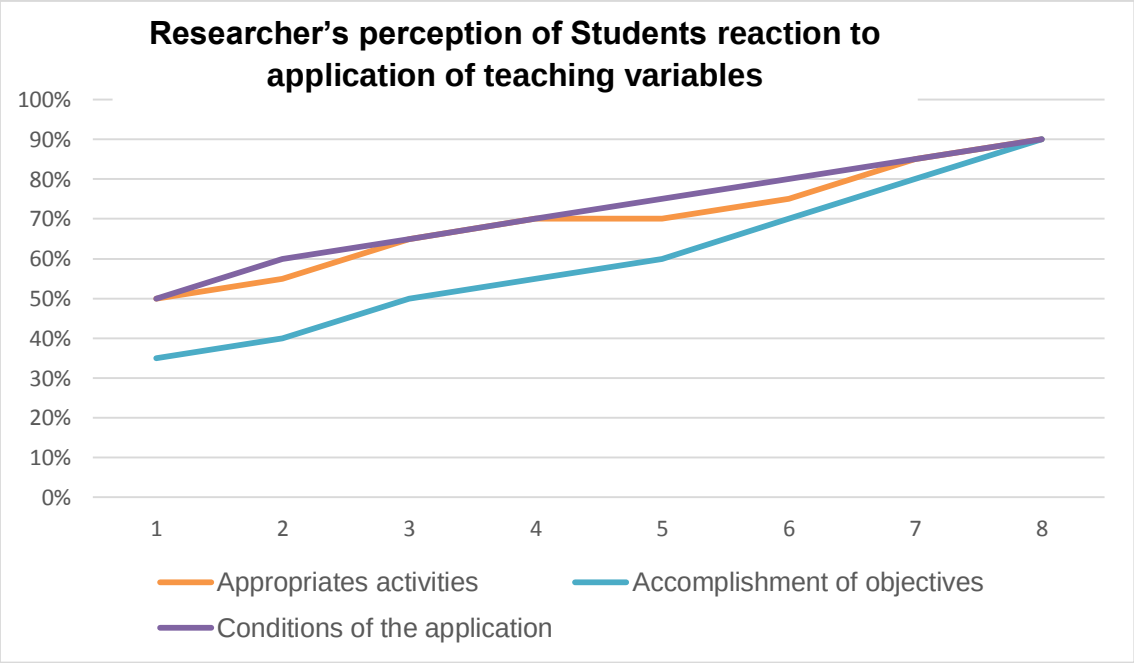

Figure 3. A graph that shows percentages of researcher`s perception of Ss' reactions, toward qualities of teaching variables along the process of 8 moments during the intervention

The researcher observed a positive tendency toward the realization of her teaching goals because and therefore the strategy adopted by the researcher seemed to be the appropriate one for the class; as it is evident in the direction of the percentages analyzed. That students in each session were improved little by little their level of vocabulary skill.

The researcher concludes through the application of the field diary that the intervention was useful because as it can be seen in the chart, it shows how students improved along the teaching sessions in the intervention.

g. DISSCUSSION

This study carried out a pre-test and post-test experimental design to determine the relationship between Total Physical Response and English vocabulary learning in students of 6th and 7th years of Basic Education at “Dr. Luis Emilio Rodríguez”. The expectation was that there would be a significant progress in vocabulary acquisition by implementing the Total Physical Response through the development of vocabulary parameters such as: image-oral association, image-word association; word-oral association; pronunciation; comprehension; and the last one, understanding in context. The findings supported the general research question: what kind of theoretical references about total physical response activities are effective to enhance the vocabulary learning in the English language with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodríguez” school, academic year 2013-2014? Cameron (2001) Vocabulary deals with learning words which is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language, also Richards J. C., (2001) Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

The data measured through the Pearson correlation coefficient (0,33) indicated a slight increase in vocabulary learning after the eight-session intervention, so it means that there was a relationship between both variables, in this case

Vocabulary learning and Total Physical Response method. The pretest showed that students had serious problems in pronunciation and comprehension (0%). In the post test, after the intervention, the results indicated that the students improved pronunciation reflected in the slight increase (35.71%). Furthermore, the most significant subskill in which all participants achieved the highest score was in Comprehension (100%) where students applied their knowledge using Total Physical Response method, and as a result they all improved their English vocabulary level.

At the beginning of the process the students did not have interest to learn a new foreign language because they thought that English was difficult; they also considered that this language was not relevant in their lives. Furthermore students did not participate in classes, the reason was that they felt afraid because they never had had any English regular teacher before. That is why students did not show an acceptable level of proficiency. After that, the intervention plan that was applied to the students' had a positive effect because they increased their vocabulary level in a significant way, participants also showed interest in the subject, participated in class, they were not shy and lost their fears to act in front of all their partners. According to the strengths that the researcher saw when she applied the intervention plan, the students' collaboration was really good because students did all the TPR activities that were established in the plan. Another strength was the school manager's help. It was excellent because he gave the researcher the necessary hours within the schedule, which was flexible and adequate to fulfill all the programmed activities. On the other hand there were some limitations; for instance students

had inappropriate behavior at each other, and in some cases the researcher saw that bullying was present inside the classroom. The researcher applied some classroom enforcing values which will be useful in their future. Moreover, the relationship among the seven students and the researcher was acceptable; the most important one was the respect and the responsibility that they showed in each class.

The Total Physical response method contributed to the improvement of vocabulary learning in a significant way. At the first time, the researcher applied the pre-test, the students achieved low scores in the Comprehension and Pronunciation sub skills they achieved 0% percentage, but after the intervention plan they increased a lot. The participants responded to Total Physical Response method in a correct form so the percentage in comprehension parameter improved (100%) and in pronunciation (35.71%).The researcher used the field diary and checklist to take notes and asses/monitor the rate of how students increased their knowledge. Monitored changes occurred in vocabulary learning. The intervention was carried out in 8 session plan. The materials that the researcher used were word cards, flash cards, and songs; in that case students could follow a sequence in order to achieve the vocabulary learning through body actions.

The present experience was really important. Teaching is more than a noble profession, when students and teacher try to learn from each other. It was not easy as the researcher imagined but there were some difficulties which were solved with the help of students, most of the teachings were more significant

and relevant than the poverty and limitations that students showed inside the classroom and their own lives taught the researcher a lot, their desire to become better people in life increased their participation. In the same way, as a future professional, the researcher gained commitment to learn and learn more in order to give the students the best kind of knowledge related to the English subject. Furthermore, Action Research involves active participation in changing their situation, so this research gave the researcher a really enriching and the best opportunity to interact in a real way with students.

h. CONCLUSIONS

- Results overall showed an important change in the ability to improve vocabulary in the foreign language after the implementation of Total Physical Response Method to develop understanding in the vocabulary learning. The Pearson coefficient was 0,33; which means that there was a positive correlation between the use of Total Physical Response method and vocabulary acquisition.

- Concerning the development of vocabulary the researcher found support in Asher, J. (2001) who is the author of total physical response as an effective method to improve vocabulary in the foreign language learning. The researcher concludes that this method was very useful for students because teaching vocabulary through Total Physical Response can improve the coordination of language, and increase the vocabulary knowledge through physical movements.

- The difficulties that the researcher found in students of 6^{th} and 7^{th} years of Basic Education were their problems in different parameters such as: image oral association (38.10), Image Word Association (21.43%), Oral Written Word Association (33.33), pronunciation (0%), comprehension (0%), understanding in context (48.57%). These issues were found when the researcher administered the pre-test, and this test was taken at the beginning of the intervention plan.

- The Total Physical Response method was selected because it is suitable to develop vocabulary language learning, and effective for resolving oral problems. To achieve it, the researcher used different kinds of materials such as flash cards and word cards, which are resources that motivates students' learning and facilitates the teaching-learning process. It helped them to interact to others and act in front of the class without any kind of fear. Finally, as a result, participants increased their vocabulary by associating movements, commands and instructions through physical motor activities.

- Students significantly improved their vocabulary learning by applying Total Physical Response Method. At the beginning, before the intervention plan, they had some difficulties establishing the relationship between both variables, but after the intervention, they learned the two topics (verbs, daily routines) by applying physical movements. This increased their interest, comprehension, it developed the kinesthetic intelligence and improved their motivation, achievement and confidence.

- The relationship between vocabulary learning and the Total Physical Response method was successful because participants significantly improved in the majority of the parameters that were measured such as: image oral association, image word association, oral written word association, pronunciation, comprehension and understanding in context. In all of them the researcher applied the correct process that

Total Physical Response method demmands. These parameters are vital to master the English language learning.

- Using TPR, students increased their motivation, achievement, and confidence. Furthermore, they were more active and enjoyed the learning activities. Achieving new vocabulary is not only an aspect of meaning, but also pronunciation, and using words usage.

i. RECOMMENDATIONS

- Future teachers should provide the right model and method, in order to improve the students' learning, trying to choose the topics according to their interests.

- The big problem that concern with the school not depends necessarily the lack of material resources, most of the time it depends of teachers' attitudes and how they manage the classes, so an important recommendation is that we as teachers have to be ready and prepare to give our classes with positive and dynamic approaches.

- The authorities of schools that do not count with regular English teachers have to look for a solution; they should make an agreement with Universidad Nacional de Loja in order to ask for career practitioners who could apply their knowledge for free.

- Students who are studying to become English teachers should take into account the different processes or steps to increase the comprehension in an interactive way to catch the attention of students, not only focusing on contents or specific topics of the different subjects.

- Even, TPR is an old method, it may be more efficient to determine if this method provides a basis to include it as an important way to involve and teach students the English vocabulary by listening and carrying out

spoken commands and instructions, and it helps increasing the students' opportunity to learn and improve the development of their vocabulary English Language.

- Finally, it is important to take into account Action Research as a useful technique in the classroom because in that way teachers can identify students' problems and, at the same time adopt this strategy to make them improve.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "DR. LUIS EMILIO RODRIGUEZ" SCHOOL. ACADEMIC YEAR 2013-2014

AUTHOR

ALEXA GUISLAINE RIOFRIO LOZANO

LOJA-ECUADOR

2014

a. THEME

THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6^{TH} AND 7^{TH} YEARS OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC YEAR 2013-2014

b. PROBLEM

1. BACKGROUND

“Luis Emilio Rodriguez” is a public school, which is located in “Landangui” in the south east of Loja City. The school was created in 1958; with the support of the Director of education Dr. Luis Emilio Rodriguez who donated a land for the building of the school with the purpose that the children of this parish have access to the education. This educational establishment started the first academic year with a staff of thirty students, and one teacher. Nowadays, the school has a staff of thirty students of Basic Education from first to seventh year, and five teachers.

“Dr. Luis Emilio Rodriguez” school has the mission of contributing with the general objectives of education for interaction, corporal and mental communication. As a result, the students will be the authors of their learning to achieve solidarity, responsibility and to get a high self-esteem.

The vision is to be an organized institution with the collaboration of parents, who should be participants in the educative decisions. Furthermore, this institution has teachers who believe in pedagogy, sociology and technology goodness; also they should be linked with the community and the needs of Landangui neighborhood.

This project will be developed with the students of sixth and seventh years of basic education, both groups are working in the same classroom, this is because the school infrastructure does not account with enough space to meet to the children in different classrooms.

2. CURRENT SITUATION OF THE RESEARCHED PROJECT

This project has the purpose to improve vocabulary through the use of total physical response methodology with students of “Luis Emilio Rodriguez” school, who belong to the sixth and seventh years of basic education. In these years there are seven students in total, they are nine and ten years old, they also do not use any English book, and do not have a regular English teacher, consequently their level in English is not good enough.

Most of the learners of “Dr. Luis Emilio Rodriguez” school are afraid of acting in class, also they do not follow teacher commands using Total Physical Response method, in order to achieve a better knowledge and increase vocabulary learning.

Furthermore, the students’ total physical response is not accurate to follow in a good way to the commands or instructions given by the teacher during class. Moreover, they do not feel safe enough about themselves to deal commands in small groups, because they do not have any idea about the English vocabulary.
In the same way students do not like act in front of their partners using vocabulary and applying total physical response method, because they do not

feel safe with the few learning that they have about English language so for that reason they prefer do not participate in class.

Based on the before mentioned problems it is convenient to state the following research problem:

3. RESEARCH PROBLEM

How total physical response method is used to improve Vocabulary with students of 6th and 7th years of Basic Education at “Dr. Luis Emilio Rodriguez” school. Academic Period February-April 2014?

4. DELIMITATION OF THE RESEARCH

The present research work will be performed with the students of 6th and 7th years of Basic Education at “Dr. Luis Emilio Rodriguez” school. Period February-April 2014.

a) Temporal

The research project will be carried out during the period February - April 2014.

b) Spatial

It will be carried out at “Dr. Luis Emilio Rodriguez” school of Landangui, which is located in the south east of Loja City.

c) Observation Units

People group to be part of this research are:

- The students of 6th and 7th years of Basic Education at “Dr. Luis Emilio Rodriguez” school
- The researcher student, who is the person that do as the community practices in “Dr. Luis Emilio Rodriguez” school nowadays.

d) Subproblems

- What kind of theoretical references about total physical response activities are effective to enhance the vocabulary learning in the English language with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school? Academic year 2013-2014.

- Which are the negative factors that limit the vocabulary learning in the English language with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school? Academic year 2013-2014.

- Which total physical response activities are effective to enrich the vocabulary in the English language learning with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school? Academic year 2013- 2014.

- How do total physical response activities help to solve the limitations in the vocabulary learning in the English language with students of 6th and 7th years at Dr. Luis Emilio Rodriguez school? Academic year 2013-2014.

- How effective was the application of total physical response activities in the English vocabulary learning with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school? Academic year 2013-2014.

c. JUSTIFICATION

The learning of vocabulary constitutes an effective tool for basic year English language learners, this is because, it allows to develop the cognitive skills and using them in different social context. This project has permitted to the researcher to identify weaknesses that student have about this aspect. This project is justified in different aspects:

It has been important to research about Total Physical Response Method to improve vocabulary, by applying some techniques such as: songs, games, instructions, commands, etc., in order to increase the vocabulary of the learners according to the English language level.

From the social point of view, this project was developed to improve the conditions of a group of students of Landangui who do not have access to the education of quality. In the same way, these students do not count with acceptable economical resources, hence, they cannot afford for an English course at a particular language institute in order to fill their gaps and reinforce their learning.

In addition, from the educational point, this research will help students to improve their English level regarding to vocabulary, because it counts with important theory and themes to help students who have problems and difficulties to participate in English classes. Therefore, through this great

process students will be able to get a successful achievement in their educational life.

Scientifically, this project is useful because the best activities and techniques of Total Physical Response will be searched and will be applied in order to improve vocabulary learning in students, in this way, they will increase their knowledge and will feel more comfortable in English classes.

This research is pertinent because this theme has not been investigated before; also this is the first time that Universidad Nacional de Loja implements this kind of action research. Furthermore, it will be a good support to improve, encourage and get a good English vocabulary learning level.

Finally it is also a requirement, in order to get the Licentiate´s degree in Sciences of Education, English language specialization, and it has been authorized to apply and carry out this action research in the mentioned School during the period set in the chronogram.

d. OBJECTIVES

1. General Objective

- To analyze the benefits of Total Physical Response activities as strategy to improve the vocabulary in the English language learning with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school. Academic year 2013-2014.

2. Specific Objectives

- To investigate the theoretical references about Total Physical Response method as an strategy to enhance the vocabulary learning in the English language with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school. Academic year 2013-2014.

- To diagnose the negative issues that limit the vocabulary learning in the English language with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school. Academic year 2013-2014.

- To select the appropriate Total Physical Response activities to enrich the vocabulary in the English Language learning with students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school. Academic year 2013- 2014.

- To apply the selected Total physical response activities as part of the classroom activities in order to solve the limitations in the English vocabulary learning with students of 6th and 7th years at Dr. Luis Emilio Rodriguez school. Academic year 2013-2014.

- To reflect about the effectiveness that the Total Physical Response activities had on the vocabulary learning in the English language of students of 6th and 7th years of basic education at “Dr. Luis Emilio Rodriguez” school. Academic year 2013-2014.

e. THEORETICAL FRAMEWORK

VOCABULARY LEARNING

Definition

Vocabulary is the word that is used in language. They are elements that are combined to make sentences or discourse. The more vocabulary will be needs in order to intake accurate word choice, so it will be effectively convey thought and ideas. States that vocabulary is total number of words which make up language with rules for combining them. Vocabulary of language consists of lexical forms (words) that refer to part of our experience. In English, these words consist of consonants and vowels.

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary. It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge. (Lotfi, 2007).

In short, vocabulary learning is words that are combined to express idea through sentence or discourse. It is starting point in learning English. It plays an important role in learning English. It plays an important role in learning as a basic knowledge. Without knowing about vocabulary, one will not be able to communicate with others. The aspects in vocabulary include pronunciation, spelling, meaning, and the use of the words.

Therefore the indicators are:

- Students know the meaning of words.
- Students are able to pronounce words correctly.
- Students are able to spell or write words.
- Students are able to use words in a sentence.

Types of vocabulary

Thorndike and Lorke define types of vocabulary as follows:

Table1: Types of Learning, their features, and the Implications for Teacher and Learning.

Types of Vocabulary	Number of words	Frequency	Coverage of Text	Origins	Implications for teaching and learning
High-frequency words	2.000	Occur frequently	About 87% of the running	About half are from	Spend a lot of time on these words.

			words in a text.	Latin, French, or Greek.	Make sure they are learned.
Academic Vocabulary	800	Occur frequently in most kinds of academic texts.	About 8%of the running words in academic text.	About two thirds are from Latin, French, or Greek.	If learners are in upper-secondary school or tertiary education, spend a lot of time on these words. Make sure they are learned.
Technical Vocabulary	About 1.000 to 2.000 for each subject	Occur sometimes frequently in specialized texts.	About 3%of the running words in a specialized text	About two thirds are from Latin, French and Greek.	Learning the subject involves learning the vocabulary. Subject teachers can deal with the vocabulary but the English teacher can help with learning strategies.
Low-frequency words	About 123.000	Do not occur very	About 2% or more of the words	About two thirds	Teaching strategies for dealing with

		frequently .	in any text.	are from Latin, French and Greek.	these words. The words themselves do not deserve teaching time.

Learning and teaching vocabulary

Nation (Cameron, 2001) discovered basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

- **By demonstration or pictures**

  (1) Using an object

  (2) Using a cut-out figure

  (3) Using gesture

  (4) Performing and action

  (5) Photographs

  (6) Drawing or diagrams on the board

  (7) Pictures form books

- **By verbal explanation**

  (8) Analytical definition

  (9) Putting the new word in a defining context

(10) Translating into another language

Verbal explanation (8) and (9) require pre-existing knowledge of the language, definitions and explanations might help students to activate networks to construct a meaning of a particular word. Notice that all except (10) require the learner to so some mental work in constructing a meaning for the new foreign language word. Sometimes, a new word is explained in the foreign language by using picture, but soon it is translated in the first language. It make the students do not need to concentrate on working out the meaning.

Teaching process of English vocabulary

Vocabulary teaching as a “social” process with comprehensible imput is a must when expecting comprehensible output. The most important, teachers must provide students with adequate teaching methodology and time, as well as appropriate vocabulary and learning activities that will develop verbal skills.

(Hatch, 1995) described five “essential steps” in vocabulary learning based on research into learner’s strategies:

a) Having sources for encountering new words.
b) Getting a clear image, whether visual or auditory or both, for the forms of the new words.
c) Learning the meaning of the words.

d) Making a strong memory connection between the forms and meaning of the word.

e) Using the words.

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time. The same words are met again. Looking at the five steps, we can see that each “step” is in fact something that needs to happen over and over again, so that each time something new is learnt or remembered.

Aspects of word knowledge in vocabulary

According to (Cameron, 2001), in different aspects of word knowledge are summarized in the following table, which combines similar lists from (Ellis N.C, 1990) and (Meara, 1997). These in turn draw on work by (Richards J. , 1976).

Type of knowledge	What is involved	Example
Receptive knowledge: aural/decoding	To understand it when it spoken written	
Memory	To recall it when needed	
Conceptual knowledge	To use it with the correct meaning.	Not confusing *protactor* with *compasses*
Knowledge of the	To hear the word and	To hear and produce

spoken form; phonological knowledge	to pronounce it acceptably, on its own and in phrases and sentences.	the endings of verb forms, such as the /n/ sound at the end of *undertaken*
Grammatical knowledge	To use it in a grammatically accurate way, to know grammatical connections with other words.	*She sang very well not** *She sang very good;* to know that is and be are parts of the same verb
Collocational knowledge	To know which other words can be used with it.	*A beautiful view not *a good-looking view.*
Ortographic knowledge	To spell it correctly	*Protactor not* protactor*
Pragmatic knowledge, knowledge of style and register	To use it in the right situation	*Would you like a drink?* Is more appropriate in a formal or semi-formal situation than *what can I get you?*
Connotational knowledge	To know its positive and negative associations, to know its associations with related words.	To know that *slim* has a positive connotations, when used about a person, whereas *skinny* is negative.
Metalinguistic knowledge	To know explicitly about the word, eg. Its grammatical properties.	To know that *protactor* is a noun; to know that *pro* is a *prefix.*

In summary, knowing word involves knowing about its form, (the sound, the spelling, the grammatical change that can be made to it); its meaning (its conceptual content and how it relates to other concepts and words), its used (its pattern of occurrence with other words, and in particular types of language use).

Vocabulary development

For English language learners (ELLs), vocabulary development is especially important. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the gap.

You may be surprised at how quickly a new ELL student can communicate verbally with peers, but remember that there is a big difference between social English and academic English. Reading, writing, speaking, and understanding academic English happen in the classroom. Using a combination of the following strategies will help ELLs to close the gap.

- **Pre-teach vocabulary**

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for ELLs. This will give them the chance to identify words and then be able to place them in context and

remember them. You can pre-teach vocabulary by using English as a second language (ESL) methods such as:

- Role playing or pantomiming
- Using gestures
- Showing real objects
- Pointing to pictures
- Doing quick drawings on the board

Using the Spanish equivalent and then asking students to say the word in English. To ensure mastery of more complex words and concepts, you might want to follow these six ESL steps:

- Pre-select a word from an upcoming text or conversation.
- Explain the meaning with student-friendly definitions.
- Provide examples of how it is used.
- Ask students to repeat the word three times.
- Engage students in activities to develop mastery.
- Ask students to say the word again. (Vocabulary Development, 2007)

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

Difficulties in vocabulary learning

Children with a specific disability may have trouble performing specific types of skills or tasks. What special education attempts to do is to provide support

and interventions needed to help these children succeed in school so they can go on to be successful in their adult life.

Problems to learn English vocabulary in children

- Have very short attentions spans.
- Forget things quickly
- May not be fully confident in their first language
- May not be motivated to learn
- May be fearful
- Develop at very different rates which leads to mixed ability groups
- Can be easily overwhelmed
- Need to be taught with effective language learning techniques and not just with time fillers to keep them busy (Bennett)

TOTAL PHYSICAL RESPONSE METHOD

Definition

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language trough physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. (Richards J. C., 2001)

Total Physical Response Objectives

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to end, and the ultimate aim is to teach basic speaking skills.

Specific objectives are not elaborated, for these will depend on the particular needs of the learners. Goals are set, however, must be attainable through the use of action-based drills in the imperative form.

“The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical n lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or

structural view of the core elements of language, Total Physical Response requires initial attention to meaning rather than to the forms of items. Grammar is thus taught inductively". (Richards J. C., 2001)

Learner Roles

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected recognize and respond to novel combinations of previously taught items.

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak- that is, when a sufficient basis in the language has been internalized.

Teacher Roles

The teacher plays and active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for the classroom use. The teacher is encouraged to be well prepared and well organized so that

lesson flows smoothly and predictably. Asher recommends detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually no time for you to create spontaneously”

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language.

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the “illusion of simplicity”, where the teacher underestimates the difficulties involved in learning a foreign language. This results in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another. The teacher should also avoid having too narrow a tolerance for errors in speaking. (Richards J. C., 2001)

Advantages of Total Physical Response method to children

Firstly, Total Physical Response method creates positive thinking which facilitates the student to involve in learning process, so it can develop not only motivation but also the aim of students in learning. Besides that this method is very easy and the usage of language contains of action games, that’s why it can help student to learn fast and effectively.

Secondly, teaching vocabulary to children by using Total Physical Response method is very useful for children because children like to give response by using physical response first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response.

Thirdly, this method can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is as an imperative to help teacher in explaining the materials for students and in understanding the meaning of vocabulary. Because of this method uses basic command and real context in the process of learning it is very helpful for students to know the meaning. By telling students to stand up, put their hands in the air, and pick up something and give it to another students, etc, are acting which commonly and naturally done by students so it is easy for them to memorize the vocabulary or utterance.

The usage of Total Physical Response method emphasize in action so students are involved in activities in the process of learning. This circumstance is interesting to students. So by using this method students can accept the lesson easier and faster.

Fourthly, using Total Physical Response method is interesting and fun. It is very suitable for the students' characteristics. By giving something interesting and funny makes children attentively focused on the process of learning.

Because of that situation children feel free to involve in learning process. Finally they can get the aim of learning by keeping on learning and giving attention to the lesson. For example: put your left hand in the air - put it down – put your right hand in the air – put it down – put both hands in the air – put them down – put your left foot in the air – put it down – put your right foot in the air – put it down – put both feet in the air ! Students try jumping in the air or attempt a handstand on their desks! Another funny sequence of basic TPR is: – clap your hands – clap your hands three times – clap them five times – clap your hands 800 times! – turn around – turn around twice then clap once – jump once – jump seven times – turn around, jump once and clap twice – turn three times, jump five times and clap twice! Students really struggle hard to remember this last one, but if you do it step by step and repeat often, they can do it eventually. (Aminudin, 2009)

Using Total Physical Response activities in the classroom

TPR SONGS AND GAMES

Definition

TPR songs are always said to be one of the best ways to teach English. Children enjoy singing and act at the same time. There are lots of action songs where the pupils sing and act out the words of the song.

The function of using songs while teaching English classes is to engage students in speaking and understanding the English language, while reinforcing

the fundamentals of language and communication. Songs contain lyrics that are easy for students to follow and memorize and, therefore, easy to learn and understand. Teachers can use any variety of musical styles to encourage vocabulary and language comprehension.

Benefits

The main benefit of using songs in the classroom is the repetitive nature of singing and learning them.. As students repeat lyrics, they begin to understand the meaning of the words until it becomes a natural act. (Holli, 2011)

DIRECTED DRAWING

Directed drawing is an effective comprehension- based activity, because the meaning of step-by-step drawing directions is immediately clear as the teacher proceeds to draw elements of the picture on the chalkboard and is further reinforced as children go about following directions.

FLASH CARDS

Flashcards are an important resource in teaching English vocabulary to young learners. Flashcards are resources that positively influence children´s motivation to learn English and facilitate the teaching-learning process.

Flashcards are very useful material to teach Basic English vocabulary. This means that the words children are learning will be easily understood and in the same way easily used to communicate.

TPR ACTIVITIES TO TEACH VOCABULARY IN THE ENGLISH LANGUAGE LEARNING.

Songs and Games

Some popular songs and games adopted in the second language classroom are common TPR activities. Classical children's actions songs, such as *Head Shoulder Knees and Toes* or *This is the way we wash our hands* or *Hokey Pokey* have been used to teach names of body parts.

With a little imagination you can turn elements of most children's songs into action songs and build up the TPR element. It is important that the children understand the meaning of the songs. It is also useful to choose simple repetitive songs so that they can anticipate the structure and participate more fully.

Memorable song tunes help enormously in creating mental links to word and meaning. Children will remember a song they like for a long time. (Dyson)

Young ESL learners love to sing songs, but if you add movement or miming, they'll enjoy them so much more. It is, in fact, difficult for most children to sing

songs while sitting absolutely still. Singing and moving comes naturally to them. So, why not take advantage of this and incorporate lots of songs with movement? Here are some great songs you can use or adapt to suit your needs:

- ***Here We Go 'Round the Mulberry Bush:*** Use the original song and have your students mime the washing of clothes, ironing, etc., or replace these actions with personal hygiene (brush our teeth, wash our hands, comb our hair, etc…)
- ***Head, Shoulders, Knees and Toes:*** A classic song used to teach kids the parts of the body.
- ***Wheels on the Bus***: The wheels on the bus go round and round and so should your students - go round the classroom! Have them line up and go around the classroom in a single or double file, or arrange their seats so that they resemble a bus.

Classical games such as *Simon says* work for teaching common motion verbs. Some TPR games designed by language classroom are discussed below:

- ***Clap and snap*****:** In this activity which is used for teaching names of body parts, the teacher alternatively claps her hands or snaps her finger and directs students to point at different body parts while reciting the following chant:

Clap! Clap! Clap! Nose!! (Players clap and point at their nose. Snap! Snap! Snap! Ears!! (Players snap their fingers and point at their ears.)

After a few turns, the teacher makes and unexpected “mistake” and tries to confuse students by pointing at the wrong body part; children need to pay attention and keep pointing correctly.

- ***Don’t let It Drop:*** In this activity which focuses on the use of common verbs, the player picked to be “it” follows the teacher’s directions balancing a small object, such as an eraser or an index card. The teacher starts out with simple directions, such as *Sit down*! Or *Stand up*! For instance, the teacher can ask “it” to bend downs or to sit on the floor. In another version of this game, the teacher gives direction to the entire group of students.

- ***Preposition Gymnastics:*** Sometimes when performing a TPR activity, students manipulate a toy or a ball. For instance, when performing *Prepositions Gymnastis* children move a toy, such as teddy bear, following the teacher’s directions. (e.g., *Place the teddy bear on the chair! Place the teddy bear under the chair*)

Directed drawing

Another subset of TPR activities is Directed Drawing. In these activities, children create pictures that follow the teacher’s directions. Given the

instructional benefit of Directed Drawing, it is helpful for language teacher to stock their classroom libraries with quality “how-to” drawing guides for young children (e.g, *Draw Write Now*) In performing Directed Drawing activities, the teacher may guide children in creating picture dictionaries or illustrations to their own stories. Show what to draw while students draw it simultaneously. Circle vocabulary throughout the process. Some Directed Drawing activities that are akin to games are discussed below:

- ***Weather Forecast:*** This Directed Drawing activity is meant to introduce children to target language items that describe weather conditions. The teacher starts by drawing a picture of a big window, and a child picked to be “it” draws pictures of different weather conditions following teacher provided directions. (e.g., *It is sunny. It is raining. It is cloudy.*)

- ***A Chalk Monster*****:** This TPR drawing activity focuses on vocabulary items related to body parts. To draw a chalk monster, the teacher gives the student picked to be “it” step-by step directions to draw a picture of a scary monster. (e.g., *Draw the face! Draw five eyes! Draw a huge nose!)*

- ***Funny Face:*** In another similar activity, the teacher gives directions (e.g., *Draw the face! Draw the right ear! Draw the left ear!*) to a blind-folded student while the student proceeds to draw a face. Drawing blindfolded is not easy. The more hideous the face by the blindfolded artist, the greater is the enjoyment of the onlookers. (Gordon, 2007)

The use of flash cards using Total Physical Response activities

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. Also teacher sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings.

The use in classroom

- Point or race to the flash cards
- Stick flash cards around the class.
- Say one of them and students point or race to it.
- Students can then give the instructions to classmates.
- You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

Charades

Another classic TPR activity this one is the best suited to action verbs and sports. For example, to teach sports you must first introduce each with flashcards, act out each of the sports yourself, and have students say each out

loud with you. Then you divide the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and pantomime the movements involved in playing the sport so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: you are playing basketball.

APPLYING THE TPR ACTIVITES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE

WORKSHOP 1

<table>
<tr><td colspan="2">THEME: PRE-TEST</td></tr>
<tr><td colspan="2">YEAR: 6TH and 7th</td></tr>
<tr><td colspan="2">Number of students: 07
TIME: 60 minutes LEVEL: Beginnig</td></tr>
<tr><td>The researcher objective:
To diagnose the students vocabulary level before to start with the intervention.
Students' objective:
To develop the test and get good results.</td><td>ACTIVITY DESCRIPTION:
WARM-UP
1. Students sing "If you are happy" song.
PRESENTATION
2. Researcher gives students an explanation about what are the reasons, why she is going to take this kind of instrument.
3. Researcher must explain step by step the contents of the test and how it will develop
PRACTICE
4. Researcher will apply the test about vocabulary prepared by her.
5. Students develop the test individually.
ASSESSMENT
6. Perceive emotional state: Teacher will assess the emotional state of the students after taking the test.
7. After that, Ss put a tick in the face according what they feel during the test in order to get a feedback.
 </td></tr>
</table>

WORKSHOP 2

THEME: VERBS

YEAR: 6TH and 7th

Number of students: 07

TIME: 60 minutes

LEVEL: Beginning

The researcher objective:

- To introduce action verbs

Students' objective:

- To perform actions /commands orally given
- To associate action verbs pictures and words.

ACTIVITY DESCRIPTION:

WARM-UP

1. The ostrich game: All the students form a large ring in the classroom. Select 2 students that will play the game. These 2 then face each other in the centre of the ring. Using a clip faster a picture card to the back of each student. The kids must always have their hands behind their back. The kids now have to try and see what card is on their opponents back. When they know the answer they put their hand in the air and you ask them what it is. If he/she is correct they win!

PRESENTATION

2. The researcher shows the flash cards to the students about verbs.
3. The researcher says the name of the action verbs.
4. The researcher asks students to repeat each verb in a correct way

PRACTICE

5. The researcher asks students to point to the flash cards showing the different verbs.
6. The researcher gives students some pieces of paper with the names of the verbs and ask them to put the correct name next to flashcard.
7. The researcher asks students to jump on the written word according to the verb that the researcher says.
8. The researcher asks students to perform the different verbs that they

	learnt before. **ASSESSMENT** **9.** Worksheet - Draw three different verbs. - Draw himself or herself reading a book.

WORKSHOP 3

THEME: VERBS	
YEAR: 6TH and 7th	
TIME: 60 minutes	
LEVEL: Beginning	
The researcher objetive: To reinforce the topic with the song "fun action verbs" according to the verbs that students learn the last class. **Students' objective:** To revise and remember the verbs singing a song.	**ACTIVITY DESCRIPTION:** **WARM-UP** **1.** Musical bodies: The researcher says different verbs and students develop the action, when researcher says stop everybody stop moving and stay in the action they were doing. **2.** Shows the flash cards to reinforce what students learnt the last class. **PRESENTATION** **3.** The researcher plays the song "fun action verbs" **4.** The researcher sings and demonstrates the song **5.** The researcher shows the video about the song "fun action verbs" in order to apply the different movements and commands. **6.** Students sing and move along with video **PRACTICE** **7.** The researcher gives commands to the students according to the song. **8.** Students develop the different movements using in that way the TPR. **9.** Students sing for themselves the song, using movements and the

	verbs that they learnt before. **10.** One student stands in front of the class and make mime and the rest of the class try to guess the verb. **11.** The researcher divides the class in two groups and give to each one an envelope with some letters, the students should form two verbs with those letters, the fastest group will be the winner. **ASSESMENT** **12.** Worksheet

WORKSHOP 4

THEME: VERBS	
YEAR: 6TH and 7th	
TIME: 60 minutes	
The researcher objetive: To reinforce and make a revisión about action verbs using TPR. **Students' objective:** To measure their knowledge about verbs.	**ACTIVITY DESCRIPTION:** **WARM-UP** **1.** Play bingo with verbs **PRESENTATION** **2.** The researcher shows a poster about verbs. **3.** Students listen and pronounce. **4.** The researcher points randomly, and students says the name of the verb. **PRACTICE** **5.** The researcher divides the class and organize it in two lines, then researcher tells the first student a phrase related with verbs. **6.** The researcher makes the movements about verbs and **7.** students have to guess what verb is. **8.** The researcher sticks on the board the word cards with the verbs and students perform the action

	ASSESMENT **9.** The researcher put the flash cards onthe table and student have to choose one and write the name of the verb on the board. **10.** The researcher gives commands to students for instance point out the image with the verb read, and students have to point the correct one. **11.** One student is going to do the movement action verb and other have to guess what is it about.

WORKSHOP 5

THEME: DAILY ROUTINES	
YEAR: 6TH and 7TH	
TIME: 60 minutes	
The researcher objetive: To introduce the topic about ten daily routines **Students' objective:** To recognize and differenciate the different daily routines using flash cards.	**ACTIVITY DESCRIPTION:** **WARM-UP** 1. Matching game: The researcher sticks face down two groups of cards on the board, the first group has the picture of the verb and the second one the verb. Students have to choose pairs to match each picture with its Word. **PRESENTATION** **1.** The researcher asks students what are their daily routines that they do in Spanish. **2.** The researcher gives a visual reinceforment using flash cards. **3.** The researcher shows the flash cards to the students about the daily routines. **4.** The researcher says the

	name of the daily routines to internalize them in the students. **5.** The researcher does the actions about daily routines applying movements. **6.** The researcher asks to the students to repeat each daily routine in a correct way **7.** The researcher asks to the students to point in the flash cards the different daily routines according what the researcher says. **8.** The researcher gives to the students some pieces of paper with the names of the daily routines and ask them to put the correct name in each flashcard **9.** The researcher asks to the students to jump on the flash card according to the daily routine that the researcher says.

WORKSHOP 6

THEME: DAILY ROUTINES	
YEAR: 6TH and 7th	
TIME: 60 minutes	
The researcher objetive: To reinforce the topic with the song "wake up- daily routine song for kinds" according to the daily routines that students learn the last class. **Students' objective:** To revise and remember the daily routines singing a song.	**ACTIVITY DESCRIPTION:** **WARM-UP** **1.** Students sing the song "Here We Go Round The Mulberry Bush" about daily routines**.** **PRESENTATION** **2.** The researcher shows the flash cards to reinforce what students learnt the last class. **3.** The researcher plays the song "wake up- daily" **4.** The researcher sings the song

	alone. **5.** Students sing the song and relate it with the daily routines that they learnt before. **6.** The researcher shows the video about the song "wake up- daily routine" in order to apply the different movements and commands. **7.** The researcher gives commands to the students according the song. **8.** Students develop the different movements using in that way the TPR. **9.** Students sing for themselves the song, using movements and the verbs that they learnt before.

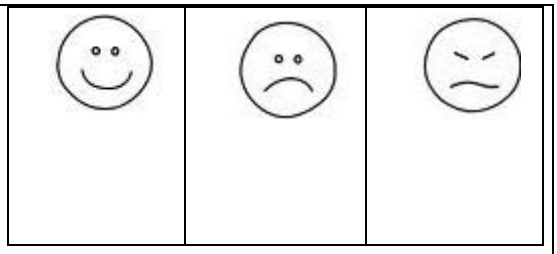
WORKSHOP 7

THEME: DAILY ROUTINES	
YEAR: 6TH and 7th	
TIME:60 minutes	
The researcher objetive: To evaluate about daily routines. **Students' objective:** To increase their knowledge about daily routines.	**ACTIVITY DESCRIPTION:** **WARM-UP** **1.** The researcher shows some things related with the daily routine. Students show this things and says the action for each thing. **PRESENTATION** **2.** The researcher shows some flashcards about daily routines. **3.** Students listen and pronounce. **4.** The researcher points randomly, and students says the name of the daily routine. **PRACTICE** **5.** The researcher divides the class and organize it in two lines, then researcher tells the first student a phrase related with verbs. **6.** The researcher makes the movements about verbs and students have to guess what verb

	is. **7.** The researcher sticks on the board the word cards with the verbs and students perform the action **ASSESMENT** **8.** The researcher put the flash cards on the table and student have to choose one and write the name of the verb on the board. **9.** The researcher gives commands to students for instance point out the image with the wash my face daily routine, and students have to point the correct one. **10.** One student is going to do the movement action verb and other have to guess what is it about.

WORKSHOP 8

THEME: POST – TEST	
OBJECTIVES: **TEACHER :** ✓ To verify the effectiveness of the strategy applied. **STUDENT:** ✓ To demonstrate what they learned during the lessons ,(about topics of fruits, animals and human body parts)	**CLASS DEVELOPMENT**
CONTENTS: Two topics ✓ The verbs ✓ The daily routines	**PRENTATION PRACTICE** **1.** T. does a brief review about the whole contest of the Post – Test. **2.** T. tells Ss the purpose of the Post – Test. **3.** T. explains the unknown vocabulary of the test. **4.** Through examples the teacher demonstrates how to complete each question of the Post – Test. **5.** After that, Ss check the face according to what they feel during the test in order to get a feedback.
MATERIALS: ✓ Worksheets ✓ Pen or pencils	

TIME: 60 minutes.	
NUMBERS OF THE SUDENTS: 7	
LEVEL: Beginners.	

ASSESSMENT OF THE EFFECTIVENESS OF TPR ACTIVITIES ON THE VOCABULARY LEARNING.

To assess the students the researcher will use an observation guide, which will apply to each student, in each session to observe the vocabulary advance; it includes items or indicators of every specific objectives.

f. METHODOLOGY

1. DESIGN OF THE INVESTIGATION

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, Educational interventions using Action Research and Design Research methodologies to make research more accessible to practitioners., 2005) Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (Kemmis, Wilkinson, Atweb, & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

2. METHODS

In the present research work the following methods will be used:

To study the vocabulary in the English language learning the researcher is going to use the comprehensive method which will serve in the following:

- **Comprehensive method**

This will be used as a means to study the English vocabulary in children of nine and ten years old and how it is developed or taught. It will also help to understand the importance that vocabulary as a subskill of the English language learning process.

It is important to know that by analyzing the development of vocabulary learning it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve vocabulary in the English language learning by the application of Total Physical Response method during a period of time that let the researcher get effective results.

To make a theoretical relation between Total Physical Response method with the development of vocabulary in the English language learning the researcher will use the analytic and synthetic methods.

- **Analytic method**

This method will help to know more about the benefits of Total Physical Response method to improve vocabulary in the English language learning of the children who will participate in the project.

- **Synthetic method**

It will help in the right understanding of the core problem in the vocabulary learning in the students of nine and ten years old, which will help the research to synthesize the models of total physical response method that are appropriate and are useful to improve vocabulary in the English language learning in children.

To determine the negative aspects that limit the development of vocabulary in the English language learning in children the researcher will use the participative diagnostic method.

- **Participative diagnostic method**

It will let the real situation of vocabulary of students at “Dr. Luis Emilio Rodriguez” school of 6^{th} and 7^{th} YEARS of basic education in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this learning. It will let the researcher correct this reality by applying new

strategies through Total Physical Response activities as a possible solution that will help the children into the English Language process.

To select the appropriate Total Physical Response activities to improve vocabulary in the English language learning the proactive method will be used:

- **Proactive method**

This is useful to identify the difficulties that students have in the English vocabulary and to determine the improvements that the application of Total Physical Response activities have and which will help to solve the problem found in this learning. It will let select the best models or alternatives that Total Physical Response method has in order to improve the students' limitations in the vocabulary into the English language process.

- **Workshops method**

It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of Total Physical Response activities, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in the English vocabulary and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

- **Comprehensive assessment method**

It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the Total Physical Response strategies, and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of vocabulary in the English language learning.

3. INTERVENTATION PLANNING

3.1 TECHNIQUES AND INSTRUMENTS

- ***Test***

The researcher will apply a test in order to know how much the students know about English vocabulary it will the pre-test, after that she applies the same test as a post-test when all the sessions finished, the test score is over ten.

This test will contain different kind of questions types such as: multiple choice, gap-filling, matching and open questions.

- ***Field Diary and notes***

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the sessions or any particular situations that happen.

4. PROCEDURES

The action research work process will include the following stages:

4.1 Investigate

To start with the development of the problem the researcher is going to apply a pre-test, in order to determine the level of vocabulary, which will be according with the contents that the researcher is going to apply in the action research project.

4.2 Plan

The researcher is going to design and select three important Total Physical Response techniques and activities about commands: TPR songs, games, directed drawing and the use of flash cards, to apply like a solution alternative for the students' limitations, and difficulties in order to enhance and increase the vocabulary learning level.

4.3 Act

During the class process the researcher will apply songs, games, directed drawing and flash cards. The researcher is going to act two months in a total of eight sessions, two sessions per week of sixty minutes each one, in this case the researcher is going to use a camera and video recorder to record all the students activities. The session of the classes will be as follow:

Step 1: Teaching/learning: The researcher needs to act out the action that demonstrates her imperatives clearly and consistently, that is, when the researcher says, “Point to the door” she needs to accompany her words by pointing to the door herself. She needs to point to the same door each time. The correct response from the student or students is the act of immediately pointing to the door.

Step 2: Practice or rehearse. The researcher needs to use the words and the actions of the imperative consistently to establish understanding and student confidence in their mastery of this word-action communication system. As student competence becomes clear, however, the teacher needs to transition to using words without actions. Be ready to put the action back in (thus returning to Stage 1 instruction) if any student shows uncertainty or confusion.

Step 3: Evaluate. Evaluation is the end-stage of the teaching/learning and practice-to-competence sequence. Here, the student functions in English without any support from the teacher’s gestures or the predictability of

repetitive, known sequencing. The teacher will be able to see if the students can unhesitatingly demonstrate what has been taught and practiced. (Muñoz, 2011)

4.4 Observe

The researcher is going to use observation in order to verify if students learn vocabulary giving commands, directions, instructions, and police request, moreover if the different TPR activities such as song, games, directed writing and flash cards increase their English language learning.

4.5 Reflect

To evaluate and analyze the results that the researcher has gotten during the action period, is important to reflect about the student's vocabulary improvement, in the same way this it will be applied a post-test, with the same questionnaire that was applied at the beginning.

4.6 Dissemination

In order to demonstrate the students' progress in vocabulary learning both, researcher and students will work on a demonstrative class, with the presence of their regular teachers, in which students show their knowledge about vocabulary in the English language learning using Total Physical Response activities.

Furthermore the researcher will show the video portfolio sessions in front of all the students and the teachers, in order to know about the activities that students did during the action research.

5. POPULATION

The population that are going to contribute with the present action research are students from sixth and seventh Year of Basic Education who are nine and ten years old, they belong to "Dr. Luis Emilio Rodriguez" school, this research project will apply in period February-April 2014.

AGE	MEN	WOMEN
9	2	2
10	1	2
	3	**4**
TOTAL		**7**

g. TIMELINE

| hases | ACTIVITIES | 2014 | | |

h. BUDGET AND FINANCING

1. RESOURCES

i. Human

The resources that will be part of this project are:

- The researcher authoress Alexa Guislaine Riofrío Lozano.
- The students of sixth and seventh years of “Dr. Luis Emilio Rodriguez” school.

ii. Material

The material resources that we will be used are:

- Paper
- Pen
- Cards
- Copies
- Pictures

iii. Technical

- Computer
- Flash memory
- Scanner
- Printer
- Internet

2. BUDGET

MATERIAL	VALUE
Office Material	100
Class Material	240
Transportation	80
Copies and Impressions	400
TOTAL	**1000**

3. FINANCING

The financing of the expenses derived from the present work will be assumed completely by the research authoress.

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ANNEXES

RESEARCH MATRIX

THEME: "THE TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "DR. LUIS EMILIO RODRIGUEZ" SCHOOL. ACADEMIC YEAR 2013-2014"

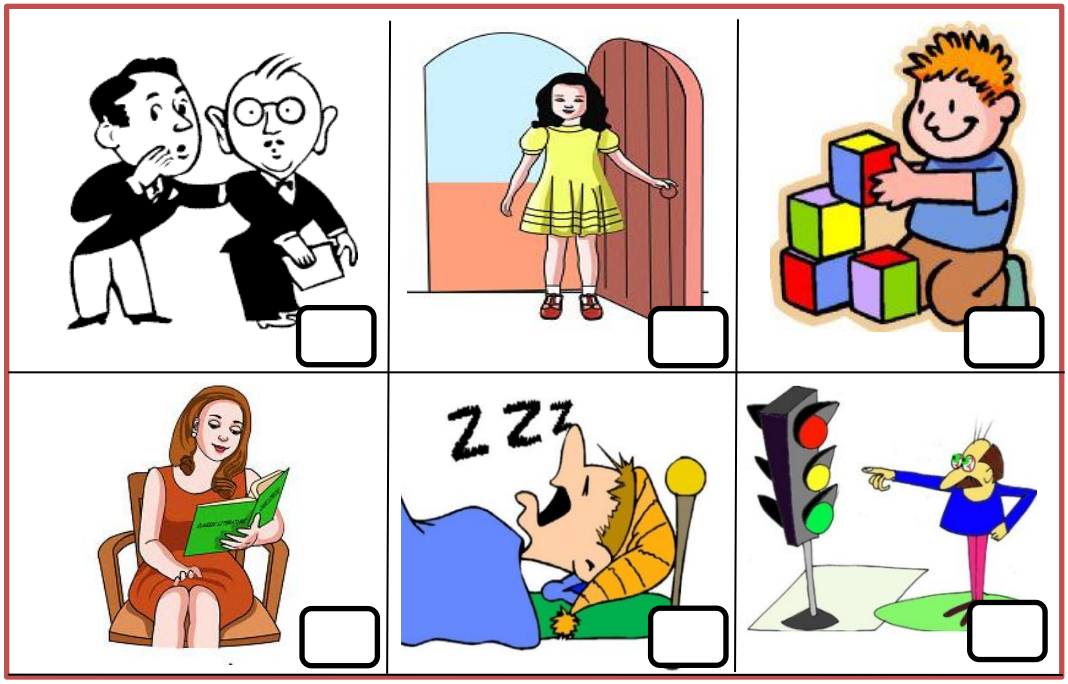
PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEHORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
GENERAL • How total physical response method is used to improve Vocabulary with students of 6th and 7th YEARS of Basic Education at "Dr. Luis Emilio Rodriguez" school. Academic Period February-April 2014?	**GENERAL** • To analyze the benefits of Total Physical Response activities as strategy to improve the vocabulary in the English language learning with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school. Academic year 2013-2014.	**VOCABULARY LEARNING** • Definition • Types of vocabulary • Learning and teaching vocabulary • Teaching process of English vocabulary • Aspects of word knowledge in vocabulary • Vocabulary development **NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING** • Difficulties in vocabulary learning • Problems to learn English vocabulary in children **TOTAL PHYSICAL RESPONSE METHOD** • Definition • TPR Objectives • Learner Roles • Teacher Roles • Advantages of Total Physical Response method to children • Using Total Physical Response activities in the classroom **TPR ACTIVITIES TO TEACH VOCABULARY IN THE ENGLISH LANGUAGE LEARNING.** • Songs and games • Directed drawing • The use of flash cards using Total Physical Response activities **APPLYING THE TPR ACTIVITES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE** • Workshop (1-12) **ASSESSMENT OF THE EFFECTIVENESS OF TPR ACTIVITIES ON THE VOCABULARY LEARNING.** • Observation guide	**INVESTIGATE** Diagnose the Vocabulary learning	PRE TEST
SPECIFICS • What kind of theoretical references about total physical response activities are effective to enhance the vocabulary learning in the English language with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school? Academic year 2013-2014. • Which are the negative factors that limit the vocabulary learning in the English language with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school? Academic year 2013-2014. • Which total physical response activities are effective to enrich the vocabulary in the English language learning with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school? Academic year 2013- 2014. • How do total physical response activities help to solve the limitations in the vocabulary learning in the English language with students of 6th and 7th YEARS at Dr. Luis Emilio Rodriguez school? Academic year 2013-2014. • How effective was the application of total physical response activities in the English vocabulary learning with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school? Academic year 2013-2014.	**SPECIFICS** • To investigate the theoretical references about Total Physical Response method as an strategy to enhance the vocabulary learning in the English language with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school. Academic year 2013-2014. • To diagnose the negative issues that limit the vocabulary learning in the English language with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school. Academic year 2013-2014. • To select the appropriate Total Physical Response activities to enrich the vocabulary in the English Language learning with students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school. Academic year 2013- 2014. • To apply the selected Total physical response activities as part of the classroom activities in order to solve the limitations in the English vocabulary learning with students of 6th and 7th YEARS at Dr. Luis Emilio Rodriguez school. Academic year 2013-2014. • To reflect about the effectiveness that the Total Physical Response activities had on the vocabulary learning in the English language of students of 6th and 7th YEARS of basic education at "Dr. Luis Emilio Rodriguez" school. Academic year 2013-2014.		**PLAN** WORKSHOPS	LESSON PLAN
			ACT TPR activities to improve vocabulary learning	STUDENTS' PORTFOLIO FIELD DIARY GUIDE OBSERVATION
			REFLECT Analyze or value the TPR activities in the improvement of the vocabulary learning.	POST TEST
			DISSEMINATION To demonstrate the students' progress in vocabulary learning.	REAL CLASS VIDEO PORTFOLIO

ENGLISH LANGUAGE TEST

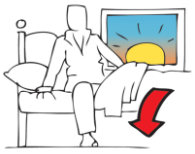
Name: _____

Year: _____ **Score:** _____

1. Listen and write the correct number.



2. Match the pictures with the daily routines



I wake up

I get dressed

I wash my face

I go to school

I eat my lunch

I brush my hair

I brush my teeth

3. Write the word you hear about verbs.

a)	
b)	
c)	
d)	
e)	
f)	

4. Look pictures and say the name of daily routines.

1	2	3	4

5. Listen and perform the actions

	Performs action	Doesn't performs	Performs wrongly
1			
2			
3			
4			
5			
6			

6. Complete the sentence with the correct word.

My mother _____ the door **opens / reads**

Children _____ with the toys **point / play**

Baby _____ at night **closes / sleeps**

Robert _____ a bicycle **wakes / rides**

The teacher _____ a book **reads / flies**

How did you feel during the test?

RESEARCHER FIELD DIARY.

Date:	**Time:**		
Objective:			
Content:			
Activity:			
ASPECTS TO BE OBSERVED	**75-100%**	**50-75%**	**Less tan 50%**
Were Ss involved in the activity?			
Was the activity appropriate for the class?			
Did ss understand and follow the strategy being applied?			
Were the objectives of the activity accomplished?			
Were conditions favorable to the application of strategy?			
Comments:			
…….....			
……			
……			
……			
……			

CHECKLIST FOR MONITORING SKILL DEVELOPMENT (VOCABULARY)

Date:

Content:

Activity:

	Degree of Completion and Development					
	Understanding words			**Producing words**		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						

1. **Unable to achieve yet**
2. **Needs help**
3. **Satisfactory achievement**

Comments:

_____

TEST PLANNING

TEST PLANNING	
Objectives	○ To evaluate the level of students ○ To diagnose what are the knowledge that students know
Operations	○ Recognize and relate the oral word with the written word ○ Recognize and relate image with the written word ○ Recognize and relate image with the oral word ○ Comprehension ○ Understand word in context
Type of text	
Audience	○ Teacher
Addresse	○ Teacher
Topic	○ Verbs ○ Daily routines
Dialect	○ American
Style	○ Standard

PICTURES

Picture 1 : Researcher and students of sixth and seventh years of Basic Education

Picture 2 : Students applying TPR (body movements) verbs and daily routines.

Picture 3 : Material used during the intervention plan (word cards/ flash cards)

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