



UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Use of the Total Physical Response as a teaching strategy in improving the
acquisition of new vocabulary in the English language.

JARRE IBAÑEZ DOMENICA PAULETTE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

TACURI MOYANO JONATHAN ARIEL
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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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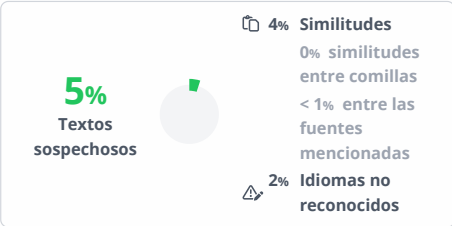
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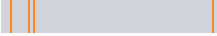


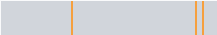


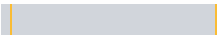


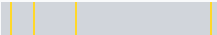


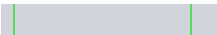

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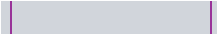


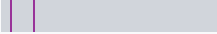





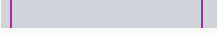


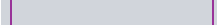

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DEDICATION

First, we dedicate this work to God, the creator of everything that exists, who has helped us develop this thesis with intelligence and wisdom Without Him, we could not have achieved any of our goals.

Additionally, we would like to mention our family, whose motivation and support have allowed us to progress at every step of our teaching formation. Thanks to them, we are committed to pursuing our professional dreams. Their love and assistance have been crucial in achieving our goals as students.

Jonathan Ariel Tacuri Moyano

Doménica Paulette Jarre Ibáñez

RESUMEN

La presente investigación se enfoca en la implementación del Total Physical Response (TPR) como estrategia de enseñanza para mejorar la adquisición de vocabulario en inglés en los estudiantes de básica elemental de la Escuela de Educación Básica “N.A”. Se emplearon métodos teóricos y empíricos para estructurar el estudio y recolectar datos. La investigación se realizó bajo un enfoque metodológico mixto, con un diseño experimental y explicativo, permitiendo comprobar la hipótesis científica sobre la influencia del TPR. Adicionalmente, se utilizó instrumentos tales como pre-test, post-test, guía de observación y entrevistas para medir el desempeño inicial y final de los 36 estudiantes, seguido de la implementación de un sistema de clase basado en la estrategia ya mencionada para tratar las deficiencias en el aprendizaje.

Palabras claves: *Total Physical Response, adquisición de vocabulario, enseñanza de inglés, educación básica.*

ABSTRACT

The present research focuses on the implementation of Total Physical Response (TPR) as a teaching strategy to improve English vocabulary acquisition among elementary students at the “N.A” Basic Education School. The study employed theoretical and empirical methods to structure the research and collect data. A mixed-method approach was applied, with an experimental and explanatory design, allowing for validating the scientific hypothesis regarding the influence of TPR. Additionally, instruments such as pre-test, post-test, observation guides, and interviews were used to measure the initial and final performance of the 36 students, followed by the implementation of a class system based on the strategy mentioned above to address learning deficiencies

Keywords: *Total Physical Response, vocabulary acquisition, English teaching, basic education.*

INDEX

Table of Contents

DEDICATION.....	1
RESUMEN.....	2
ABSTRACT.....	3
CHAPTER I. THEORETICAL BASIS FOR THE USE OF TOTAL PHYSICAL RESPONSE AS A TEACHING STRATEGY WITHIN THE PROCESS OF TEACHING-LEARNING ENGLISH LANGUAGE TO IMPROVE THE ACQUISITION OF NEW VOCABULARY.....	11
1.1 Historical Background of the Total Physical Response as a teaching strategy within the process of teaching-learning English language in elementary level to improve the acquisition of new vocabulary.	11
1.2 Conceptual characterization of the total physical response as a teaching strategy within the process of teaching- learning the English language in elementary level to improve the acquisition of new vocabulary.	14
1.2.1 Teaching-learning English language process within basic education.	14
1.2.2 The Total Physical Response as a teaching strategy.	16
1.2.3 Improving the acquisition of new vocabulary	19
1.3 Contextual characterization of the Total Physical Response within the teaching-learning process of the English language to improve the acquisition of new vocabulary.	20
1.3.1 Contextual characteristics of the teaching-learning process of the English language in basic education.....	20
1.3.2 Diagnosis of the acquisition of new vocabulary among elementary level students at “N.A.” Basic Education School during the academic year 2023-2024.	22
CHAPTER II: RESEARCH METHODOLOGY.	32
2.1. Methodological Paradigm: Mixed Approach.	32
2.2 Type of Research: Experimental and Explanatory Design	32
2.3 Population	32
2.4 Methods and Techniques.....	32
2.4.1. Theoretical Methods	32

2.4.2. Empirical Methods.....	33
2.5 Data Processing	34
2.6 Development of Research Instruments	38
2.7 Data Analysis	38
CHAPTER III: THE USE OF THE CLASSROOM SYSTEM FOR IMPROVING THE ACQUISITION OF NEW VOCABULARY IN ENGLISH.....	41
3.1 Theoretical justification for the classroom system based on the Total Physical Response Teaching Strategy for improving vocabulary acquisition.....	41
3.2 <i>Class system planning for improving Vocabulary Acquisition.</i>	43
3.3 Description of the system class.....	45
CHAPTER VI: RESULTS OF THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE FOR IMPROVING VOCABULARY ACQUISITION.....	49
4.1 Description of the implementation of Total Physical Response for improving vocabulary acquisition.....	49
4.2 <i>Results of the Implementation.....</i>	51
4.3 Hypothesis Evaluation	55
Conclusion	57
CONCLUSIONS	58
BIBLIOGRAPHY	60
APPENDICES.....	68

FIGURE INDEX

Graphic 1 <i>Dimension 1 Vocabulary comprehension.....</i>	23
Graphic 2 <i>Dimension 2 Vocabulary Production</i>	24
Graphic 3 <i>Dimension 3 Lexical Complexity</i>	25
Graphic 4 <i>Dimension 4 Lexical Diversity.....</i>	26
Graphic 5 <i>General Analysis.....</i>	27
Graphic 6 <i>Dimension 1 Vocabulary comprehension (Post-test)</i>	51
Graphic 7 <i>Dimension 2 Vocabulary production (Post- test)</i>	52
Graphic 8 <i>Dimension 3 Lexical complexity (Post-test)</i>	53
Graphic 9 <i>Dimension 4 Lexical Diversity (Post-test).....</i>	54

INTRODUCTION

The use of English has grown constantly over the years, to the point where it is now considered a universal language. This evolution has generated the imperative need for Spanish speakers to master this language, which has prompted educators to develop new teaching strategies. English is currently the most widely spoken language in the world with more than 1,132 million speakers worldwide, surpassing Mandarin which only has 1,117 million people (Mexico, 2020).

In Ecuador, English has been incorporated as a foreign language in the school curriculum since the second year of general basic education (Ministerio de Educación, s.f.). However, due to limitations in the curricular structure, time load, quality of teachers, and teaching methods in public schools, students are guaranteed a quality education. Consequently, many parents opt for private schools for their children from an early age, since a child's brain has plasticity and therefore it is easier for him/her to learn a new language (Roldán, 2018). This phenomenon underlines the importance of teaching English as a foreign language so that incorporating methodologies into practice improves the quality of the teaching-learning process.

In this sense, various teaching methodologies have been proposed, as pointed out by (Campoverde, et al. 2019) among the best known are The grammar-translation method, the direct method, audio-lingual, the silent way of Gattegno, total physical response (TPR) and the communicative approach. Among these, the TPR stands out, a term created by the American producer and psychologist James Asher in 1969, which focuses on the use of bodily expressions in a way that promotes the learning of a second language, taking as a reference the learning of the mother tongue. This method makes it easier to learn a language because it is not necessary

for students to speak much of the time, but rather to listen, understand, and express what is taught (Walton, 2020)

In this regard, Vargas (2020) states that learning new vocabulary in another language generally produces stimuli in the brain that develop creativity; this is confirmed by Gorsky (2021) when he mentions that bilinguals are better at handling distractions, retaining information, and multitasking, which allows them to focus on finding creative solutions. Therefore, insufficient strategies for teaching new vocabulary may play a role in English language obstruction since it is the job of childcare centers to provide many opportunities for oral interaction (Uribe, s.f).

During the pre-professional practices carried out by the authors of this research with the elemental school students of the “N.A” Basic School, the following limitations were identified:

- Some students don't pronounce the words thoroughly.
 - Students had difficulty understanding certain new vocabulary words
 - The teacher did not implement sufficient teaching strategies focused on vocabulary
 - Lack of Contextual comprehension, when students read a text and don't understand the meaning of words by context.
- Students have a limited vocabulary, which is confused when encountering certain words in the textbooks.

These observations raise the following **scientific problem**:

How to improve the acquisition of new vocabulary of the English language among the 36 students of the elementary level at the Basic Education School N.A. during the 2023-2024 school term?

This research problem is delimited in the **object of study** process of teaching-learning of the English language in EGB.

Among the **possible causes** of the problems are the following:

- Insufficient use of didactic resources focused on vocabulary development.
- No attractive methodologies are applied for the students, turning the teaching-learning process into something monotonous.
- The possible lack of adequate evaluation by the teacher of the students 'level, leads the teacher to teach inadequate vocabulary of their level.
- Limited exposure to the English language.

The **objective of the research** is: To implement a class system based on the use of the Total Physical Response as a teaching strategy for the improvement of the acquisition of new vocabulary of the English language.

The **field of study** is English language teaching methods. The **specific objectives** of this research are as follows:

- To theoretically substantiate the use of the Total Physical Response method as a teaching strategy for the acquisition of new vocabulary of the English language among the 36 students of the elementary level at the Basic Education School "N.A" during the 2023-2024 school term.
- To know the status of the acquisition of new vocabulary in the English language among the 36 students of the elementary level at the Basic Education School "N.A" during the 2023-2024 school term.
- To elaborate a class system, the use of the Total Physical Response method as a teaching strategy for the acquisition of new vocabulary of the English language among the 36

students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term.

- To obtain results of the classroom system with the use of the Total Physical Response method as a teaching strategy for the acquisition of new vocabulary of the English language among the 36 students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term.

It is developed based on the following **scientific hypothesis**: The implementation of a classroom system using the Total Physical Response as a teaching strategy will improve the acquisition of new vocabulary of the English language in the students at the general Elementary and middle school level.

Based on the hypothesis, the following variables are studied:

The **independent variable** is characterized by the implementation of the Total Physical Response as a teaching strategy that enriches the teaching-learning process, through the use of the body for the memorization of new words.

The **dependent variable** comprises the acquisition of new vocabulary, which is defined as the set of words of a language, and which is also shared by the people who use it.

The present research work is carried out from a **Combined** paradigm. The population is composed of a total of 36 students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term.

The **population** of the study is the 36 students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term.

Consequently, **theoretical methods** such as: Hypothetical-deductive method; Analytical-synthetic method; Historical-logical method; Systemic method are used. And also, empirical

methods such as: Observation, Diagnostic evaluation, Interview. These will be developed in the methodological framework section.

The **importance** of this research is based on the improvement of vocabulary retention through association with physical movements to facilitate contextual understanding of the language.

The **practical contribution** is the system of classes with the use of the Total Physical Response as a methodological strategy for the acquisition of new English vocabulary.

This study is made up of 4 chapters, which are: **Chapter I**, the theoretical description of the object, and the field of the research based on information obtained from bibliographic sources. **Chapter II** determines the type, methods, and techniques to be used. **Chapter III** presents the intervention proposal. Finally, **Chapter IV**, contains the discussion of results, closing with conclusions, biography, and annexes

CHAPTER I. THEORETICAL BASIS FOR THE USE OF TOTAL PHYSICAL RESPONSE AS A TEACHING STRATEGY WITHIN THE PROCESS OF TEACHING-LEARNING ENGLISH LANGUAGE TO IMPROVE THE ACQUISITION OF NEW VOCABULARY.

This chapter provides theoretical information on the use of Total Physical Response as a methodological strategy on the teaching-learning process to improve the acquisition of new vocabulary, it is divided into three categories: historical background, theoretical characterization of the field and the object of study, and contextual characterizations.

In addition, a retrospective study is carried out where the perspective of different authors is analyzed as a basis for the presentation of certain assertions in this research. Finally, the evaluation of the students' acquisition of new vocabulary in English is shown in order to demonstrate the effectiveness of the method under study.

1.1 Historical Background of the Total Physical Response as a teaching strategy within the process of teaching-learning English language in elementary education to improve the acquisition of new vocabulary.

English has become one of the most influential languages in the contemporary world. This is due to its importance as a global lingua franca, essential for international communication, commerce, science, and technology; for this reason, its learning and teaching are important to facilitate integration and collaboration between people of different cultures and nationalities, as well as to ensure educational and employment opportunities in an increasingly interconnected world.

In order to talk about the teaching-learning process of English, it is important to refer to the different teaching strategies by which this process has traditionally been developed:

First, there is the Grammar Translation Method, which according to Hurea (2023) is a traditional approach that has its roots in the nineteenth century, this type of methodology seeks to develop skills such as Reading and Writing, since the vocabulary is present in a deductive way. In addition, this method can be effective in contexts where vocabulary is introduced through complex grammatical systems.

Subsequently, with the creation of the Direct Method or Natural Approach at the end of the 19th century, an alternative to the Grammar-Translation method became evident. The Direct Method focused on encouraging the learner to think in L2 while learning it, resulting in a rapid and positive impact on pronunciation (Kravchenko, 2023).

Later, an approach that would change the traditional methods, the Communicative Approach, would emerge in the 20th century in Europe thanks to British linguists. Originally conceived for the context of English as a foreign language, CA quickly became popular in English-speaking countries, where English teachers enthusiastically embraced its skills-based, Discovery-oriented, and cooperative educational approach Holliday (1994, cited in Muhammad, 2015). It is worth noting that, although student-student interaction serves in this process, the role of the teacher is crucial even if the teacher is not dominant.

Later in the same century, Total Physical Response emerged, which consists of learning a language the way a child does, not only by listening to words, but by observing what parents do in order to discover what each Word means (Kawasaki, 2020), it is a Dynamic method that motivated students to use physical response, leading to the use of mimicry of the definition of each word.

It is important to highlight that these methodological strategies offer a variety of options that teachers can add in their school planning, improving their pedagogical practice. In this

context, this research focuses on one of them, specifically on the use of Total Physical Response (TPR), whose creation is attributed to psychology professor James Asher in the late 1960s, is characterized as a linguistic tool in learning a new language that is usually developed in the first years of instruction, since both gestures and language turn out to be combinable when it comes to memorizing new words (Vera, 2014).

During that time, Professor James Asher was conducting a study with students who were learning English as a second language. As the pre-production phase was taking place, he noticed that, although the children seemed to have assimilated the topics, their ability to produce results was very low. It was then that he realized the need to establish clear situations that would motivate action, allowing both sides of the communication to be visible and the message to be understood. After that, the professor trained American teachers using a game called “follow the leader”, where students would follow the leader’s directions such as talking, running, laughing, etc. This strategy, encouraged body movement and expanded over time incorporating more complex commands such as lifting the ball or jumping rope (Vargas and Cobos, 2015).

Thanks to the historical review of the strategies used in the teaching-learning process of the English language, it can be said that, although all of them are valid, it is important to point out the learning of foreign language is carried out effectively through the direct connection between comprehension and physical action, a characteristic that is related to the use of the Total Physical Response.

1.2 *Conceptual characterization of the total physical response as a teaching strategy within the process of teaching- learning the English language in elementary education to improve the acquisition of new vocabulary.*

In this section, the main objective is to analyze the theoretical foundations of the use of Total Physical Response as a methodological strategy in the teaching- learning process of the English language for the acquisition of new vocabulary, with the aim of explaining its importance in basic general education in Ecuador. For this reason, this work is based on the opinions of several authors who are familiar with the subject.

1.2.1 Teaching-learning English language process within basic education.

According to Gupta (2022) the teaching-learning process is a comprehensive process, which is evaluated by teachers and also reveals the learning needs of each student, so that specific objectives accompanied by newly developed strategies are established. It is understood, then, that this process is complete and that teaching complement each other, involving aspects such as the transmission of knowledge and the development of skills or attitudes.

In this regard, Ibáñez and Villasana (2022) mention the following regarding the teaching-learning process: ‘What seems possible to convey is the way to build or assemble it, through the conscious observation of those aspects that help to shape it.’ (p.310). Based on this statement, this process focuses on building on the observation of certain characteristics that students demonstrate and that may be key in determining their interest in the subject.

This statement is related to what (Estremera, 2020) states when he says that pedagogical theory is based on behavioral psychology, given that in order to understand the stimulus-response relationship as the basis for learning, the importance of adapting pedagogical strategies to the physical and cognitive development of each student is emphasized. By identifying and

building on the unique qualities of learners, educators not only foster a genuine interest in the subject matter but also guide individualized learning that facilitates the smooth and natural acquisition of skills, such as foreign language proficiency comparable to that of a native speaker.

Building on this idea, Cervantes et al. (2020) states that ‘it is increasingly important to understand, both on the part of the student and the teacher, what learning is, how it occurs, what it depends on, and in what forms it can occur in an individual’ (p.580). This means that there are factors that influence the teaching-learning process either by the level of motivation of the student or by the learning style of the students.

Although in the teaching-learning process both the teacher and the student are protagonists, there is a certain inflection in terms of the functions of each one. For example, Rochina et al. (2020) talks about the role of the teacher, mentioning that the teacher bases their authority on the knowledge of their discipline, teaching methodology, and mastery of a humanistic-dialectical conception of learning, human growth, and of group process. This implies that the teacher is more than just a facilitator, but a guide and motivator with strong pedagogical skills.

Similarly, Rochina et al. (2020) mentions that the student’s role is active, reflective, and evaluative of the learning situation, where they assimilate the culture in a personal and critical manner. This allows the student to be aware of their cognitive development, which gives significance to the student’s acceptance of their own questioning, considering different perspectives, so that they develop their own judgment to discern information from both the academic and personal domains.

El proceso de enseñanza-aprendizaje no difiere de la enseñanza del idioma inglés ya que es el mismo, como Blanco (2005, as cited in Tejada, 2019) “expresa que la competencia

intercultural, como parte de una competencia amplia del hablante de una lengua extranjera, identifica la capacidad de una persona para activarse de manera adecuada y flexible frente a acciones, actitudes y expectativas” (p. 10). Dicha competencia ayuda al aprendiz a mejorar su desempeño de una manera proporcionada por el docente a través de la resolución de problemas, de una forma que sea motivadora para el estudiante.

According to the aforementioned authors, the dynamics of the English language teaching-learning process in primary education involves the participation of the teacher as the transmitter of knowledge, along with the pupil as the central figure in the process, who also plays an active role in their own learning. Like all processes, it is governed by specific standards that create resources to guarantee the adequate performance of the organization of the content, in the case of English language instruction, it follows international guidelines such as those established by the Common European Framework (CEF).

1.2.2 The Total Physical Response as a teaching strategy.

As stated by (Guerrero, 2021) teaching strategies are procedures that are easily adapted to the teaching process of students, which are employed by teachers with the aim of helping students to relate to the study material through physical and mental involvement of certain actions. By using them, educators aim to foster real meaningful learning in students, rather than just memorizing information that is likely to be forgotten over time.

In addition, one of the teaching strategies that incorporates both the physical and mental aspect of the person to learn a new language is Total Physical Response, as it is easier to teach it to people at an early age who can learn it more quickly, and to achieve this, it is important to generate in the students the motivation to learn a language. According to Meliani (2023), the Total Physical Response strategy is based on learning through motor activities such as games,

singing, among others. This type of strategy helps children to see learning English as activities that attract their attention, given that it is a means to express their feelings.

It is based on Piaget's constructivism because it focuses on a stimulus-response model that integrates speech with action. In the same way, physical and motor activity is used to teach the foreign language, since it promotes the use of direct commands to the students, which stimulate immediate physical responses rather than verbal responses. This method includes games and movements that help reduce the stress and anxiety associated with learning English, creating a positive mood that favors the learning process (Estremera, 2020).

In fact, the effectiveness of Total Physical Response as a teaching strategy is supported by Abata et. al (2021), who conducted a study whose analysis of results highlights its effectiveness, noting that in the implementation phase students were interested in learning new vocabulary, and thus they can remember some words through the use of certain exercises. Although the students' pronunciation was not perfect, it improved, because they were becoming more familiar with the teacher's pronunciation. Not to mention that even the fluency in their pronunciation was more noticeable.

If it is considered that the experience of learning contributes to the acquisition of knowledge, then it is then understood that the use of corporal expression can contribute to more meaningful teaching for children in early childhood and primary education (López, 2019). Moreover, when the teacher guides the students through the activities, the children more comfortable since they are not lost from the very beginning and can effectively demonstrate their cognitive abilities.

It is worth noting that teachers who want to apply this method in the classroom can engage in certain activities, such as:

- The teacher first teaches the phrase through a story, and then the children observe. For instance, when the teacher says, “Say Hello to your mom” and the children imitate it by waving their hands as a greeting.
- After the children have repeated the phrase a few times, the teacher teaches the vocabulary they need to learn using drawings on the board. The students then do the gestures according to what the teacher says, but this time on their own.
- At the end of the activity, the children listen to an audio recording and arrange the activities they learned with the teacher in their books.

The steps described are part of a video published by (Cambridge University, 2010, 0m35s). Although this same order is still used to teach English today, it was observed that the teacher repeats the word, sentence, or phrase, and the students define it by creating physical movements that correspond to that word or phrase.

The repetition of the same words will increase the retention of the newly learned vocabulary. Regarding the applications of Total Physical Response (TPR) in classroom, there are certain techniques and steps to follow. According to Lu (2018), it is recommended to arrange the seating in a specific way, with three “Base Chairs” located at the back of the classroom where the TPR instruction begins. The teacher stands in the middle, and the students sit beside them. Additionally, it is suggested to use visual aids, which are useful for providing dynamic instructions, making the input comprehensible, and improving student receptiveness.

On the other hand, Harrasi (2014), argues that Total Physical Response also has its drawbacks. Teachers are often forced to adhere to the curriculum and finish teaching on time, as they face the challenge of covering all the activities within the 40-minute period. Additionally, if

the text book is filled with dense activities, this could make teachers feel rushed and unable to give as much attention to the children's comprehension.

1.2.3 Improving the acquisition of new vocabulary

Vocabulary is one of the most important aspects when students want to learn a second language, especially when it involves learning a large number of words, as it enables the communication of more specific ideas or phrases. For many years, vocabulary was undervalued in the field of language teaching and learning. However, in recent decades, there has been a significant shift in attitude toward the acquisition of new vocabulary (Elyas y Alfaki, 2014). According to Laufer (1997), vocabulary is no longer a victim of discrimination in second language learning research or in its teaching. This means that it has ceased to be a marginalized or underestimated area both for self-directed learning and in the educational context, now being recognized for its crucial importance in acquiring new vocabulary.

In 1995, Naggy pointed out that vocabulary learning is not merely about recognizing a word's definition, as the meaning of a word is strongly influenced by the context in which it is used (as cited in Gomez and Urraco, 2022). It is essential for students to be exposed to various situations where words can be used in different contexts.

As Oster (2009) points out, vocabulary acquisition is defined as a gradual process that requires repetition, adjustment of information, and the integration of various types and domains of learning. In turn, Nation (2001) mentions that learning a word occurs under a series of conditions involving different types of learning. These conditions should include approximately equal proportions of four aspects: language-focused input, meaning-focused input, meaning-focused output, and fluency development.

Learning a foreign language requires various methods and techniques to be effective. One such method is the mnemonic method. This method is based on the use of techniques or devices, whether verbal or visual, that can be employed to enhance memorization and, in turn, facilitate the recall of new information by the individual (Pillai, 2004).

1.3 Contextual characterization of the Total Physical Response within the teaching-learning process of the English language to improve the acquisition of new vocabulary.

This section details the contextual characteristics of the English language teaching-learning process in Basic General Education, based on the implementation of Total Physical Response as a teaching strategy to enhance the acquisition of new vocabulary among basic education students at the “N.A.” school in Ecuador.

1.3.1 Contextual characteristics of the teaching-learning process of the English language in basic education.

Since the 2000 Dakar meeting, Latin American countries have taken actions to address the challenge of providing quality education to all. This decision is based on the fundamental role that English play as a communication tool, which led to the incorporation of English as a foreign language in education (Peña, 2019). Thus, the importance of English is recognized, although there is still certain challenge that members of the educational community need to face.

For example, Peña (2019) also notes that after the meeting the National Government of Ecuador committed to taking action on the initiative proposed by the United Nations, known as “Education for All”. Under this principle, the Decennial Plan was created, with its fourth objective aiming to enhance citizens’ skills through curricular changes. In 2014, under ministerial agreements, English transitioned from being an elective subject to being taught throughout the ten years of basic education and the three years of secondary education.

After that year, in 2016, the new curriculum was implemented, which established that English language instruction became mandatory in both public and private institutions, including universities. Despite these efforts to improve English as a foreign language, recent studies indicate a decline in English proficiency in Ecuador in recent years, with a score of 19 out of 19 compared to other countries (Sevy-Biloon et. al, 2020).

To address this challenge, it is crucial to implement effective educational methods that promote active learning. For this reason, the country has adopted the Common European Framework of Reference as a criterion for evaluating the progress of students and teachers. Thus, the national curriculum sets specific goals for each educational level, from the most basic (Pre A1.1) to the intermediate (B1.2) levels of the Common European Framework, ensuring the achievement of these competencies by the end of the course. However, in the Ecuadorian context, achieving an optimal level remains complex, even for students at the middle basic level, as the national curriculum establishes a range of English proficiency from A1.2 to A2.2 at this intermediate level.

To ensure that students achieve proficiency appropriate for basic English levels, it is crucial to start by teaching them age- and course- appropriate vocabulary. The Common European Framework of Reference (CEFR) provides specific characteristics for these basic levels. For example, at the A1 level, students can interact using simple phrases or questions in the target language, focusing on familiar topics. Similarly, at the A2 level, students should be able to answer questions about their free time or organize meetings (North, 2006). By following the CEFR guidelines, teachers can align their educational goals with international standards.

Because both levels have their own characteristics, the English proficiency levels should serve as a guide for teachers to instruct using teaching strategies that present words in a way that

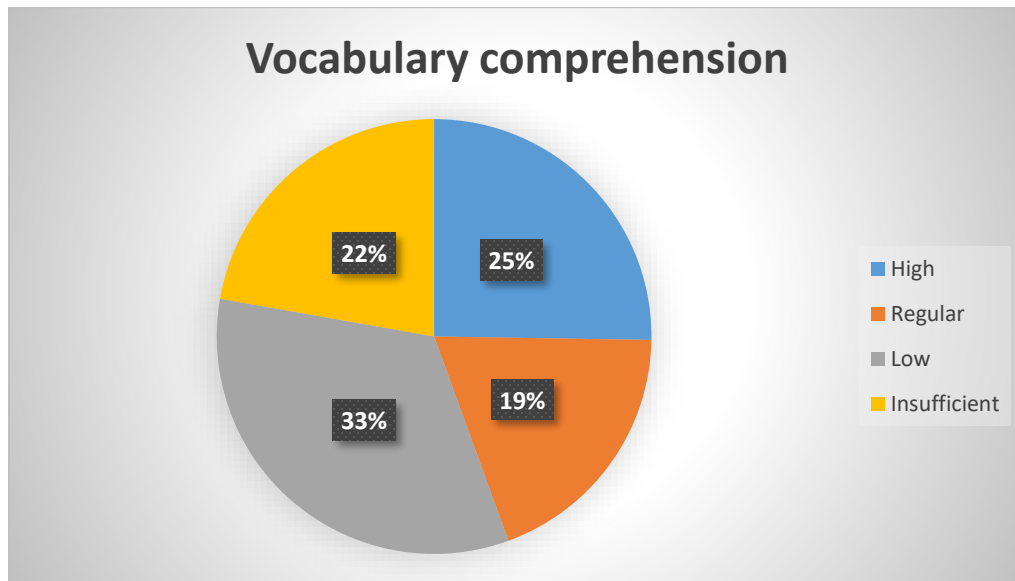
is easy for children to learn. This can benefit both the teacher and the students, providing a solid foundation for effective communication in English from early stages.

Meanwhile, teachers must meet an appropriate level of English proficiency as established by the CEFR, which is an important requirement to ensure an effective teaching and learning process of English as a foreign language. Additionally, as noted by Ortega et al. (2017), teachers need to be independent users of the language, meaning they should have a B2 level. This also means that both teachers and students should, according to their roles, maintain a standard of knowledge in the area of English.

Regarding the application of Total Physical Response (TPR) in English classrooms, this method has the ability to transform the learning environment into a familiar core, where the teacher assumes the role of a parent or tutor and the students take on the role of children of sibling. It is characterized by promoting interaction, trust, and affinity, creating an appropriate space for acquiring a new language (Hounhanou, 2020). Additionally, TPR helps students feel more secure and motivated, actively participating and allowing them to develop fluency, improve their memory, and make their classes more dynamic and effective in the learning process.

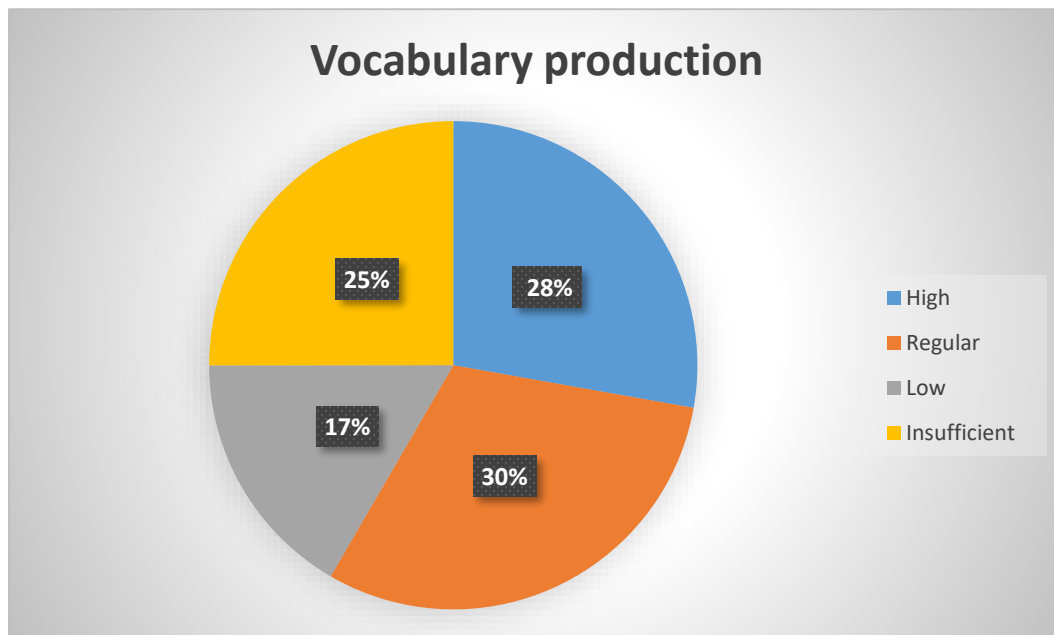
1.3.2 Diagnosis of the acquisition of new vocabulary among elemental school students at “N.A.” Basic Education School during the academic year 2023-2024.

In this section, the results of the diagnostic test on vocabulary acquisition among elementary school students from the “N.A.” Basic Education School are presented. To assess the progress of the study population, a pedagogical test was conducted. The information collected was processed using a rubric that included a total of four dimensions.

Graphic 1***Dimension 1: Vocabulary comprehension***

Source: Own creation

The chart indicates that 28 students, representing 25%, demonstrate a high level of vocabulary comprehension; 7 students, accounting for 19%, show an intermediate level; and 12 students, making up 33%, exhibit a low level. Lastly, 8 students, or 22%, have an insufficient level. In summary, less than 45% of the students are at a considerable level.

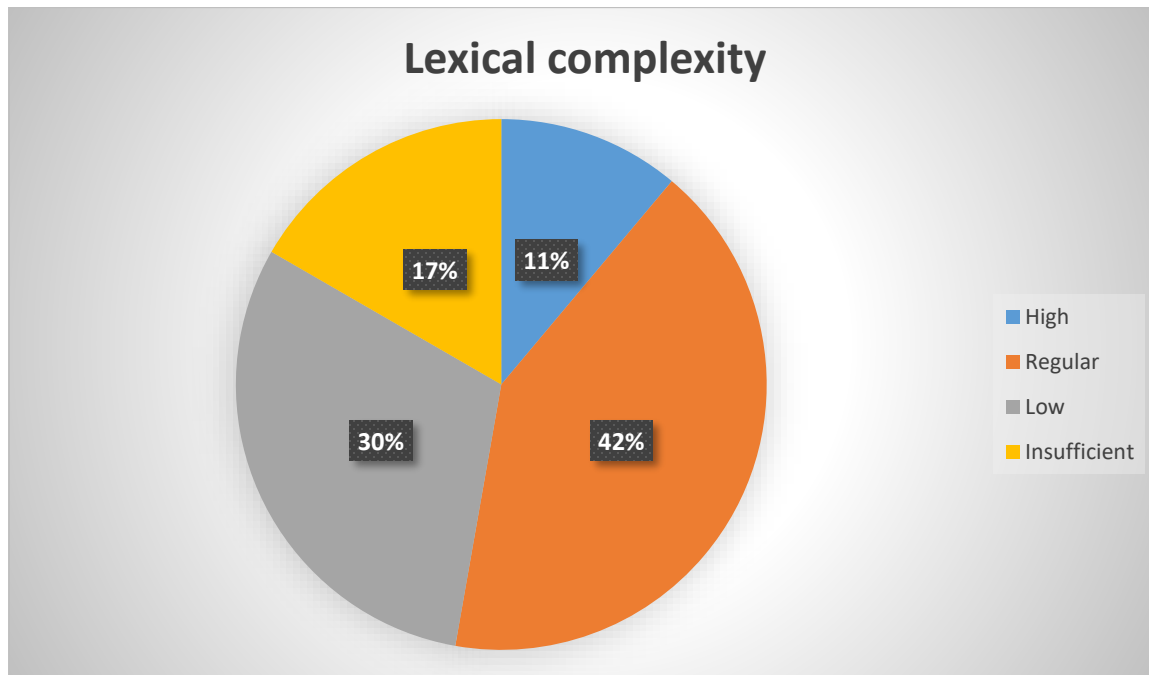
Graphic 2**Dimension 2: Vocabulary Production**

Source: Own creation

The following chart shows that 10 students, representing 30%, achieve an intermediate level in vocabulary production, accounting for the highest percentage in this indicator. However, 11 students, or 28%, are at a high level, while 9 students, making up 25% have an insufficient level. Finally, 6 students, representing 17% show a low level. A total of 42% of the students face difficulties in vocabulary production, highlighting the need to implement new techniques.

Graphic 3

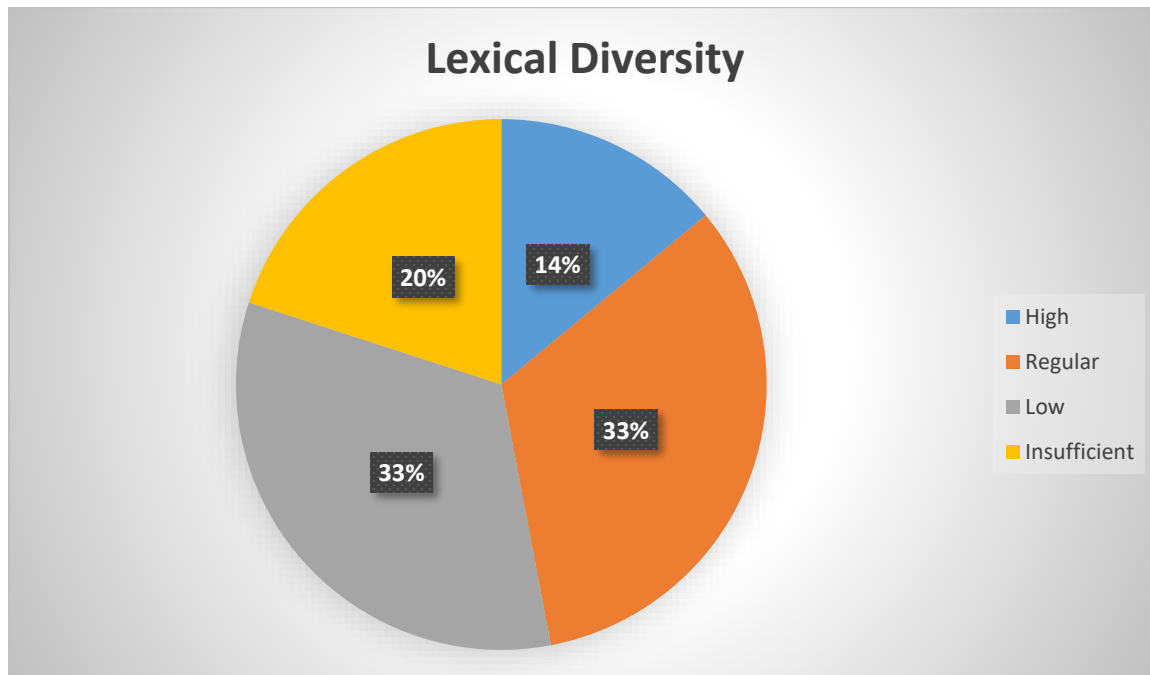
Dimension: Lexical Complexity



Source: Own creation

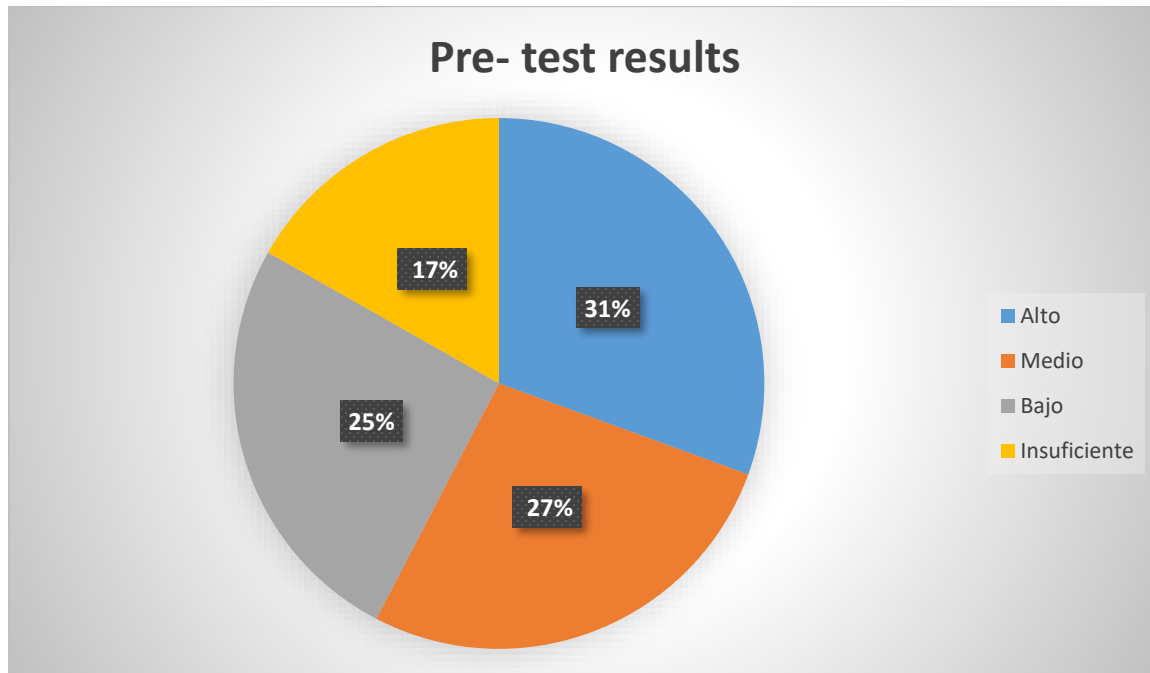
This chart shows that 15 students, equivalent to 42%, are at an intermediate level of lexical complexity. On the other hand, 11 students, representing 30%, are at a low level, while 4 students, or 17%, achieve a high level of performance. Lastly, 6 students, making up the remaining 11%, demonstrate an insufficient level.

These results highlight the difference between the 53% of students who are at a good level and the 47% who struggle with lexical complexity.

Graphic 4***Dimension 4: Lexical Diversity***

Source: Own creation

In the case of lexical diversity, the data reveal that 5 students, representing 14%, achieve a high level, while 12 students, accounting for 33%, demonstrate an intermediate level. However, more than 50% of the students fall into the low (12 students, representing 33%) or insufficient (7 students, accounting for 20%) categories. As a result, more than half of the students face difficulties recognizing the meaning of words within the context of sentences.

Graphic 5*General Analysis*

Source: Own creation

The following chart highlights the general averages of the pre-test results.

It shows that 31% of students achieve a high level, followed by 27% at an intermediate level. Conversely, 25% demonstrate a low level, and 17% fall into the insufficient category. It is estimated that some students still face challenges in three out of the four dimensions of vocabulary production.

Based on the justification of these results, a class system focused on the use of Total Physical Response (TPR) will be implemented to facilitate the acquisition of new vocabulary among elementary students at the “N.A.” Basic Education School.

Below are the results of the teacher interview and the observation guide conducted by the researchers. Although the interview was the first instrument applied alongside the pre-test, it was carried out as follows:

- **Question 1: How would you rate the vocabulary comprehension level of elementary school students?**

Answer 1: Average, as if rated on a scale from 1 to 10, it would be 7.5.

Analysis: This response highlights the students' moderate level of understanding of new words. While they can acquire some words, retaining them remains challenging.

- **Question 2: How many words can students recognize when listening?**

Answer 2: Generally, students can recognize around 10 words on a scale of 10 to 20.

Analysis: The answer is not entirely precise, as it does not specify the context in which students meet the established Word range. However, it is inferred that 10 words represent a minimum number, which could be useful in this educational context.

- **Question 3: Do you think elementary students can understand the meaning of words/phrases once taught?**

Answer: Yes, students can understand the meaning of taught words and phrases.

Analysis: Although the response is affirmative, it is limited as the teacher does not specify the conditions under which comprehension occurs of the factors that facilitate or hinder it.

- **Question 4: What types of teaching strategies do you apply to teach new words/phrases to elementary students?**

Answer: Playful activities and the use of flashcards.

Analysis: The teacher uses visual methodologies, such as flashcards and playful activities, which help develop creativity through entertainment. This suggests a dynamic approach aiming to promote understanding and encourage peer interaction.

- **Question 5: How do you ensure that students identify the use of the phrases or words you teach?**

Answer: Through playful activities, they finish assimilating the content.

Analysis: This response emphasizes the idea that children are attracted to activities related to their environment. Such activities promote cognitive development through interaction with the words they hear or see

- **Question 6: Do you think the acquisition of new vocabulary can be strengthened through the use of body movements?**

Answer: Of course, students reinforce each concept when they are involved or part of the activities.

Analysis: Based on the teacher's experience, it is evident that children can complement what they learn from books with kinesthetic learning. This approach can effectively expand students' vocabulary.

- **Question 7: Do you believe that using kinesthetic learning styles in the classroom could help determine if students understand the use of words or phrases?**

Answer: Yes, I consider it very effective for better comprehension of the topics.

Analysis: This response reflects the effectiveness of kinesthetic learning, as children are more interactive, and actions generally capture their attention.

- **Question 8: Do you think activities involving the body encourage students to understand the context of words or phrases?**

Answer: Indeed, performing body movements encourages students to develop a love for interest in the subject.

Analysis: This statement demonstrates that the teacher considers body movements a good method for helping students understand the material. It makes the teaching-learning process more enjoyable and facilitates the brain's assimilation of classroom content.

- **Question 9: From your perspective, do you think a class system based on body movements, as suggested by Total Physical Response, could enhance vocabulary acquisition?**

Answer: Absolutely, in my opinion, better results are achieved with its implementation.

Analysis: This response strongly supports the central hypothesis of this study. By implementing Total Physical Response, students' vocabulary expands along with their understanding of each word's usage.

The observation guide aimed to collect information about Total Physical Response as a teaching strategy to improve vocabulary acquisition. For its application, an evaluation instrument was designed based on the variables and indicators presented in this study. It is important to note that the observation guide was applied over three academic periods, distributed across three classes held on consecutive Fridays. Each dimension included two indicators evaluated on a scale of high, regular, low and insufficient.

The results obtained in the research dimensions are presented below:

- **Dimension 1: Vocabulary Comprehension**

It was observed that students could regularly recognize English words. However, they did not always understand their meaning and often confused the process of determining a word's meaning through context, especially during Reading activities.

- **Dimension 2: Vocabulary Production.**

In this dimension, it was noted that students regularly used words correctly, either in writing or speaking. This indicates that they used newly learned words with similar frequency. However, some students still need more exposure to the new language to improve their proficiency.

- **Dimension 3: Lexical Complexity**

Given the students' low level of English, this dimension revealed significant difficulties in using advanced vocabulary and idiomatic expressions or collocations. Both aspects were rated as "deficient". This indicates a need to strengthen these skills by gradually introducing advanced vocabulary and idiomatic constructions.

- **Dimension 4: Lexical Diversity.**

In this dimension, results were similar to the previous one. Students struggled to use words in different situations and to construct varied sentences. Both aspects were also rated as "deficient", highlighting the need to practice vocabulary in diverse contexts and to create different types of sentences.

In conclusion, the students' English level is between intermediate and insufficient, considering their age and the exposure they have had to the language. This situation underscores the need to implement new teaching strategies to improve their proficiency.

CHAPTER II: RESEARCH METHODOLOGY.

2.1. Methodological Paradigm: Mixed Approach.

This research adopts a mixed-methods approach, combining quantitative and qualitative methods to provide a comprehensive analysis of the collected data. On one hand, it focuses on gathering numerical data through pedagogical tests, which were tabulated and organized using statistical methods. Additionally, qualitative techniques such as observation and interviews were included to explore the perceptions and behaviors of the participants in greater depth.

2.2 Type of Research: Experimental and Explanatory Design

The research is experimental and explanatory in nature. It is experimental because it aims to understand “why” and “how” of the phenomenon observed during class periods, identifying the cause-and-effect relationship between the independent and dependent variables. Moreover, it is explanatory as it explores and clarifies the dynamics shaping the phenomenon under study, strengthening the validity of the conclusions drawn.

2.3 Population

The population consists of 25 elementary basic education students from grades 5th to 7th at the “N.A.” Basic Education School.

2.4 Methods and Techniques

This section presents the methods and techniques used to design a class system incorporating Total Physical Response (TPR) as a didactic strategy to improve vocabulary acquisition among middle school students at the “N.A.” Basic Education School in Ecuador.

2.4.1. Theoretical Methods

Historical-Logical: This method facilitated the analysis of the evolution of teaching methods for new languages over time, highlighting strategies like TPR, which aims to help

students retain information and use learned words later. Additionally, it enabled a comparison of the phenomenon in its historical context with its current state, providing a detailed description of the historical background of the object and field of study.

Hypothetical-Deductive: This method allowed for the formulation of hypotheses regarding how implementing TPR could improve English vocabulary acquisition. The hypothesis will be evaluated through observation and subsequent result analysis to determine if associating physical movements with specific words facilitates the comprehension and retention of new vocabulary.

Analytical-Synthetic: This method assisted in identifying and selecting physical activities and vocabulary adapted to the students' English level and implementing pedagogical strategies based on TPR. Its integration provided a coherent basic for developing class system that effectively utilizes Total Physical Response.

Systemic Method: This method enabled an analysis of the teaching-learning process of vocabulary, considering key aspects such as students' characteristics and methodologies employed by the teacher. When evaluating the use of TPR and its contribution to vocabulary acquisition, noticeable benefits were observed in learning new words in a foreign language.

2.4.2. Empirical Methods

Observation: Through the observation method, it was possible to identify how students performed in class during the process of teaching new vocabulary. It also provided insights into the impact of teaching methods on how children memorize new words.

Measurement: Measurement was used to gather quantitative data about students' progress in vocabulary acquisition, focusing on aspects such as accuracy and retention. This method also provided a general perspective on the impact of TPR on vocabulary learning.

Diagnostic Evaluation: A diagnostic evaluation was conducted before implementing the class system and repeated afterward to determine the students' initial vocabulary acquisition level. The results guided the design of activities, ensuring the didactic strategy was used effectively according to the students' knowledge.

Interview: Interviews were used to gain the teacher's perspective on the Total Physical Response strategy. The responses provided insights into how the teacher observed students' process in acquiring new vocabulary.

2.5 Data Processing

The objective of this section is to present the analysis and interpretation of the data collected through the study's instruments. A consistency matrix was structured, including the variables and parameters to be evaluated, alongside the implementation of the corresponding tools.

CONSISTENCY MATRIX

General Problem	General Objective	Scientific Hypothesis	Variables	Definition	Dimensions and indicators	Instruments	Items	Measurement Scale
How to improve the acquisition of new vocabulary of the English language among the 36 students of the elementary level at the Basic Education School N.A. during the	To implement a class system based on the use of the Total Physical Response as a teaching strategy for the improvement of the acquisition of new vocabulary of the English language.	The implementation of a class system using Total Physical Response as a teaching strategy will improve the acquisition of new English vocabulary.	Dependent Variable The acquisition of new vocabulary Independent Variable Total Physical Response	Vocabulary acquisition is a branched process rather than a linear one. Words are not learned mechanically but associatively.	Vocabulary Comprehension 1.- Words recognized while listening or reading 2.- Deduction of unknown words through context. Vocabulary Production 1.- Words written or spoken correctly.	Pedagogical Test Observation Guide Interview Guide	Vocabulary Comprehension 1.- What is the classification of students' word recognition when listening or reading? 2.- Can students deduce the meaning of unknown words through context? Vocabulary Production	(9.1-10) High (8.1-9) Regular (7.1-8) Low (7 or less) Insufficient

2023-2024 school term.					<p>2.- Frequency of students' use of learned words</p> <p>Lexical Complexity</p> <p>1.- Use of advanced words.</p> <p>2.- Use of idiomatic expressions and collocations.</p> <p>Lexical Diversity</p> <p>1.- Application of words in different contexts.</p>		<p>1.- How many words can students correctly use when speaking or writing?</p> <p>2.- How often do students spontaneously use learned words?</p> <p>Lexical Complexity</p> <p>1.- Do students use advanced words?</p> <p>2.- Do students employ idiomatic expressions and collocations?</p>	
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					2.- Variety of sentence structures.		Lexical Diversity 1.- Do students apply words in different thematic contexts? 2.- Do students use synonyms and vary words to express ideas?	
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2.6 Development of Research Instruments

This work involves the examination and interpretation of data using collection tools such as the observation guide, pedagogical test, and interview guide.

To collect relevant information on the research topic, an observation guide was designed to guide both the observation process and the development of the study. As stated by Campos and Martinez (2012), this tool allows the observer to systematically focus on the object of study, as it is means to collect data and information on an event. Consequently, it facilitates the analysis and interpretation of the data obtained, while minimizing observer subjectivity and strengthening the validity of the study.

The interview guide was also used. As Sampieri et al. (2018) mention, it sets objectives and gathers the most relevant information, in this case, through a directed interview questionnaire. Additionally, this instrument was applied exclusively to the teacher, who provided insight in other students' progress from their perspective. This instrument allowed for obtaining quantitative data that complemented the quantitative analysis.

To evaluate the data and gather information, a rubric was created that listed indicators related to the comprehension, acquisition, and use of new words. The scoring rubric is defined by Silva (2007) as a quantitative instrument that measures students' actions in relation to the assessed task. It also provides specific criteria and clearly defined performance levels, making objective and consistent evaluation easier.

These instruments were used to provide information consistent with the topic and the current educational context.

2.7 Data Analysis

When discussing the acquisition of new vocabulary, it is important to consider, certain aspects that may influence the learning process, such as vocabulary comprehension,

vocabulary production, lexical complexity, and lexical diversity. Based on these aspects, a scoring rubric was used for data analysis:

Criteria	High (9.1-10 points)	Regular (8.1-9 points)	Low (7.1-8 points)	Insufficient (7-0 points)
Vocabulary Comprehension	Recognizes and understands more than 90% of the presented words, associating them correctly with their meaning image, or context.	Recognizes and understands between 70% and 90% of the presented words, with minor errors.	Recognizes and understands between 50% and 69% of the words, but with frequent errors.	Recognizes and understands less than 50% of the words, showing little connection between vocabulary and meaning.
Vocabulary Production	Uses words appropriately and in context in complex sentences, demonstrating fluency and precision.	Use words in mostly correct simple sentences with some grammatical or usage errors.	Use words in incomplete sentences or with frequent grammar and meaning errors.	Struggles significantly to use vocabulary in coherent sentences.
Lexical Complexity	Use varied and complex words (synonyms, antonyms, etc.).	Uses some complex and varied words, although occasionally	Primarily uses basic words, with few attempts to employ more	Uses only basic and limited vocabulary with no attempt to

	in the appropriate context.	repeating basic vocabulary.	advanced vocabulary.	incorporate more complex terms.
Lexical Diversity	Shows a wide range of vocabulary using different words to express similar ideas.	Shows some lexical diversity but frequently repeats words in different contexts.	Shows Little lexical diversity, often repeating the same vocabulary.	Demonstrates no lexical diversity using a very limited number of words to express ideas.

In conclusion, data analysis is a crucial step in transforming complex information into meaningful knowledge that supports learning. It allows for precise exploration of data to design effective teaching strategies. Moreover, effectively applying data analysis fosters innovation and the development of specific skills such as reading.

This chapter presented the methodological design of the research, highlighting the classification of the population, typology and methods used to create the research problem.

CHAPTER III: THE USE OF THE CLASSROOM SYSTEM FOR IMPROVING THE ACQUISITION OF NEW VOCABULARY IN ENGLISH.

This chapter presents the essential foundations of using Total Physical Response as a teaching strategy to enhance the acquisition of new vocabulary in English. Drawing on pedagogical, psychological, and linguistic principles, it describes the objective, characteristics, and proper implementation of this proposal in the context of vocabulary acquisition for elementary-level students with limited knowledge of the English language.

3.1 Theoretical justification for the classroom system based on the Total Physical Response Teaching Strategy for improving vocabulary acquisition.

Vocabulary acquisition is a fundamental pillar of linguistic competence, as it enables students to develop their receptive skills (listening and reading) and productive skills (speaking and writing). Surmanov and Azimova (2020) explore the importance of word knowledge, emphasizing that vocabulary plays a crucial role in developing fluency in language skills. They also underscore lexical competencies, which are considered central to language learning.

In this context, it has been observed that elementary-level students at the “N.A.” Basic Education School face difficulties acquiring new English words. This issue has been evidenced through the results of the pre-test. To address this problem, a classroom system was implemented using Total Physical Response as a teaching strategy to improve the acquisition of new vocabulary in English.

When developing this classroom system, certain approaches were considered, such as the communicative, comprehensive pedagogical, and audio-lingual approaches, along with a psychological perspective that influences how students perceive the subject. According to Giménez (2020), the connection between comprehension and oral production is equally

important because activities often require accuracy and fluency when learning a language. For this, having vocabulary knowledge is essential, as it enhances both aspects.

On the other hand, from a pedagogical perspective, TPR places significant emphasis on comprehension before production, as it allows students to internalize the language through interactive physical interactions (Larsen-Freeman, 2000). This means that through this approach, TPR is used to help students internalize English by reducing anxiety and increasing vocabulary retention.

Furthermore, although TPR and the audio-lingual approach differ in techniques, they share certain similarities. For instance, both methods use repetition as a key strategy and focus on vocabulary memorization. However, TPR prioritized the repetition of actions or phrases, while the audio-lingual approach emphasizes the verbal repetition of linguistic patterns. As noted by Manda and Hermansyah (2022), the audio-lingual method employs repetitive drills and pattern practices to teach the language, demonstrating that repetition in various contexts enhances vocabulary retention.

From a psychological perspective, Ayana et al. (2024) point out that student's motivation is enhanced by classroom practices and vocabulary teaching strategies, as these foster the development of autonomy. Consequently, if students experience motivation, this can serve as a way to engage them with the language and promote meaningful learning, increasing their interest and commitment to English. Additionally, it is crucial to recognize and address the diverse learning styles that each student may exhibit, while also considering factors such as age and exposure.

On the other hand, the communicative approach lies at the heart of TPR, as students learn to interpret instructions, allowing them to connect linguistic input with meaningful actions in a low-stress environment (Brown, 2014). For Richards and Rodgers (2014), this

approach aligns with TPR through the integration of physical actions that reflect real-life language use.

3.2 Class system planning for improving Vocabulary Acquisition.

This section presents a pedagogical proposal aimed at strengthening the process of acquiring new vocabulary in elementary school students. To achieve this, the Total Physical Response (TPR) method was used as a teaching strategy designed to facilitate language learning by associating verbal commands with physical actions. The proposal developed through activities that connect each topic with the previously covered class content.

In this context, the following general objective was established to be achieved by the end of each class where the Total Physical Response method was applied:

- To improve the acquisition of new vocabulary through the implementation of Total Physical Response as a teaching strategy, utilizing activities that reinforce and differentiate the learning of words by associating physical actions with their meanings.

Specific Objectives:

- To provide students with the necessary feedback to ensure meaningful word retention.
- To implement learning activities focused on vocabulary acquisition through the Total Physical Response teaching strategy, using coordinated physical movements and gestures to help students efficiently internalize the meaning of new words.

The Total Physical Response (TPR) is a teaching strategy designed to help students overcome specific challenges in acquiring a new language. It is primarily characterized by the use of bodily movements but also emphasizes:

- Understanding spoken language.
- The natural acquisition of the language.
- A kinesthetic learning style.

- A low-stress learning environment.
- Being engaging and motivating for students to maintain their interest.

In the case of vocabulary acquisition, TPR can involve the integration of multiple learning modalities, such as auditory and kinesthetic. For instance, once the name of an object or an action verb is selected, it is shown and its name is clearly stated. Following these three steps, the action is demonstrated, and then children are allowed to imitate it. To increase the level of difficulty, previously introduced words can be incorporated into the activity.

A particular feature of Total Physical Response is its flexibility to adapt to the topics being taught, though not all, as it is very challenging to teach grammar using physical movements. This is why it is recommended to apply this method primarily with children rather than adults, as children tend to focus on the definition of words first and later on their structure.

The class system proposed in this research includes organized physical response activities that address common difficulties in learning English vocabulary. Kinesthetic tasks or command-integration activities, such as group instruction execution and movement-following exercises, not only reinforce individual learning but also promote cooperation and knowledge-sharing among students.

In conclusion, through this class system, students will be able to communicate in any context requiring basic knowledge of the language covered during the academic year. This approach ensures that students can effectively communicate with others. The selected topics will allow them to acquire more vocabulary than what is included in the textbook, enhancing their confidence when expressing their thoughts.

3.3 Description of the system class

Below is the activity plan proposed to improve vocabulary acquisition among the 36 students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term. The class system is organized into three sections:

In the first section, the topic Adjectives will be addressed. This aims to help students recognize English adjectives they may encounter in textbooks and daily life, allowing them to expand their descriptive vocabulary.

The second section will focus on the topic Seasons, aiming to provide students with new vocabulary related to weather and associated words. With the help of Total Physical Response, students will retain more information about English vocabulary.

The third section will cover the phrases *Don't like* and *Like*. Although this topic involves grammar, it can be taught using specific vocabulary tailored to children. Due to their cognitive development, children can retain information more effectively. Additionally, thanks to the use of “Like and “Don't like” in the students' common word list, they will be able to talk about what they like or dislike according to what has been taught.

At the end of each section, students are expected to be capable of recognizing and correctly using the words learned in class in different contexts, such as descriptions of objectives, people and situations, both orally and in writing. This will allow the evaluation of their understanding and practical application of the words, promoting functional learning.

CLASS 1

Topic: Adjectives

Class Duration: 45 minutes

Objective: To enhance the process of acquiring new vocabulary using Total Physical Response as a teaching strategy.

Introduction (15 minutes):

Introduce the topic of basic English adjectives by writing each adjective on the board along with a representative drawing below it. The teachers pronounce each word aloud and clearly, emphasizing correct pronunciation. Afterward, the students repeat the words.

Procedure (20 minutes):

After the explanation, the students stand up and begin to mimic the actions the teachers perform with their hands. For example, the teachers create a short story and act it out with gestures while narrating it, and the students imitate them. Once the students are familiar with the words and actions, they follow the teacher's commands without further demonstration. To conclude and assess understanding of the words through context, a group activity is conducted in class.

Conclusion (10 minutes):

To better memorize the words, students should continue practicing and using the learned vocabulary consistently in class. It was observed that students are bale to associate the words with corresponding physical actions.

Materials: Activity sheets, whiteboard, markers.

CLASS 2

Topic: Seasons

Class Duration: 45 minutes

Objective: To enhance the process of acquiring new vocabulary using Total Physical Response as a teaching strategy.

Introduction (15 minutes):

The list of the four seasons was written on the board before starting the class. Once completed, the teachers named each season in English aloud with proper pronunciation, then had the students repeat them.

Procedure (20 minutes):

The teachers began the lesson by introducing the seasons of the year using concrete and everyday examples. They then provided a brief explanation of the main characteristics of each season, emphasizing details that students could easily relate to. To reinforce vocabulary comprehension, students were invited to stand up and actively participate by imitating the gestures and actions performed by the teachers. The class concluded with a worksheet activity, allowing students to consolidate their learning in a dynamic and participatory manner.

Conclusion (10 minutes):

Students received brief feedback on the topic. Additionally, to help them continue recalling the seasons, they were given an optional homework assignment to ask their family members about their favorite season.

Materials: Activity sheets, whiteboard, markers.

CLASS 3

Topic: Don't like and like

Class Duration: 45 minutes

Objective: To enhance the process of acquiring new vocabulary using Total Physical Response as a teaching strategy.

Introduction (15 minutes):

The names of foods that might interest children were written on the board, followed by an explanation of the phrase "like" and "don't like". It was noted that the latter has an additional grammatical rule when applied to third-person singular subjects. Afterward, the teachers clearly and loudly pronounced the names of some foods.

Procedure (20 minutes):

The teachers began the class by introducing the phrases "like" and "don't like" using examples related to common foods for the students. They then explained the meaning and usage of each phrase in a simple manner, incorporating gestures to aid comprehension. To engage the students, they were asked to stand up and replicate the teacher's gestures. Toward the end, the teachers gave commands, and the students performed the actions on their own. The class concluded with an interactive activity where students worked in pairs.

Conclusion (10 minutes):

A brief review of the foods and phrases, accompanied by gestures, was conducted to reinforce learning. However, the learned words should be practiced regularly.

Materials: Activity sheets, whiteboard, markers.

CHAPTER VI: RESULTS OF THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE FOR IMPROVING VOCABULARY ACQUISITION.

This chapter presents the results obtained from applying Total Physical Response (TPR) as a teaching strategy to enhance vocabulary acquisition among the 36 students of the elementary level at the Basic Education School “N.A.” during the 2023-2024 school term.

4.1 Description of the implementation of Total Physical Response for improving vocabulary acquisition.

This section focuses on the procedure followed for implementing the proposed strategy among the 36 students of the elementary level. These activities were distributed over three classes held on December 6, 13, and 20.

The first class began with teachers acting out simple adjectives (e.g., *happy*, *big*, *small*, *cold*) using exaggerated facial and body expressions. Students were tasked with guessing the adjectives in an activity known as *Charades*.

After completing this activity, four new adjectives (*beautiful*, *hot*, *sunny*, *colorful*) were introduced. Teachers demonstrated each adjective using actions or objects and paired them with short sentences such as, “*This is a beautiful rose*”. Students mimicked the teacher’s actions while repeating the adjectives aloud.

To conclude the lesson, students were given group-work worksheets. These activities involved drawing based on given instructions and completing a short text by listening to an audio related to adjectives learned that day.

The second session began with a 5-minute feedback activity to review content from previous class. This was followed by a brainstorming exercise on the board to assess whether students were familiar with vocabulary related to the day’s topic: Seasons.

After introducing the topic, the Total Physical Response method was employed. Teachers asked students to stand and mimic actions associated with the four seasons.

Initially, students followed the teachers' actions; later, they responded to verbal commands. For example, when teachers said, "*It's winter*", they acted as though it was snowing, which the students imitated.

To wrap up, students received an activity sheet where they had to identify images and write a word corresponding to the indicated season. Additionally, an optional homework assignment asked students to discuss their family members' favorite season.

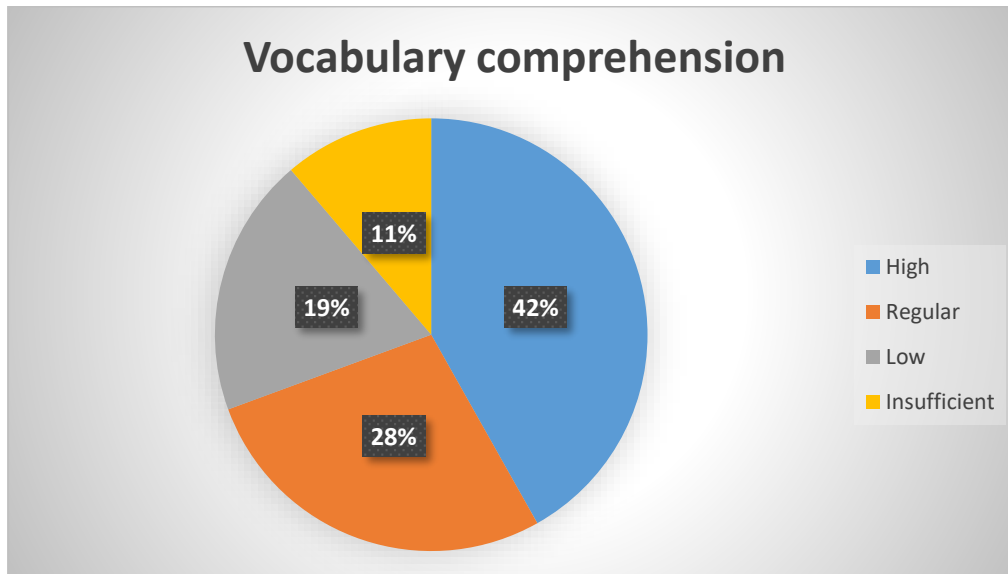
The final session began with a 5-minute feedback activity to reinforce knowledge from the previous class. The new topic, *Like and Don't like*, was introduced through a brainstorming activity using everyday examples, such as food. Teachers displayed images of various foods, and students raised their hands to indicate their preferences.

The teachers then explained the grammatical usage of both expressions and demonstrated sentences such as, "*I like apples*". These sentences were paired with physical actions for the students to replicate. Later, students only responded to verbal commands from teachers. The class concluded with two paired activities, the first was carried out with a listening activity and the second with a writing task.

4.2 Results of the Implementation.

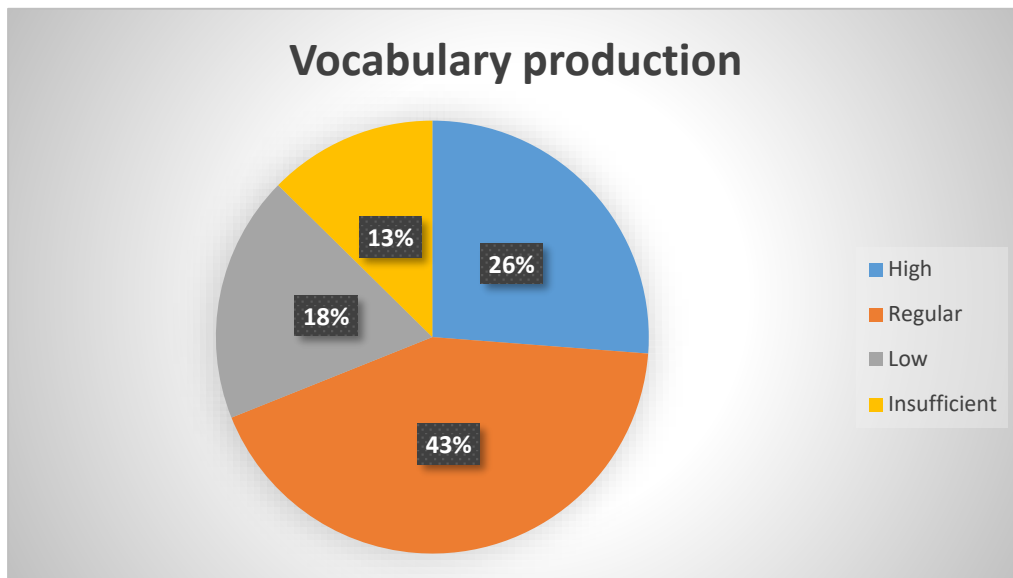
Graphic 6

Dimension 1: Vocabulary comprehension (Post-test)



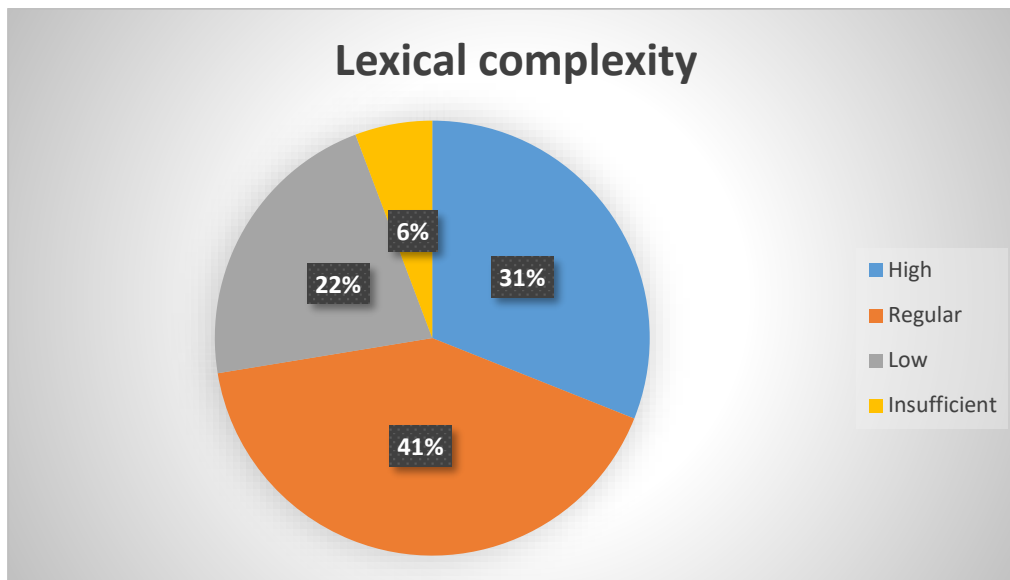
Source: Own creation

The following chart, it is shown that 4 students, equivalent to 11%, have an insufficient level, and 7 students, representing 8%, are at a low level in vocabulary comprehension. On the other hand, we can see that 15 students, representing 42%, have a high level, mastering vocabulary comprehension, while 10 students, representing 28%, reach the medium level. This means that more than 69% of the students managed to exceed this indicator.

Graphic 7***Dimension 2: Vocabulary production (Post-test)***

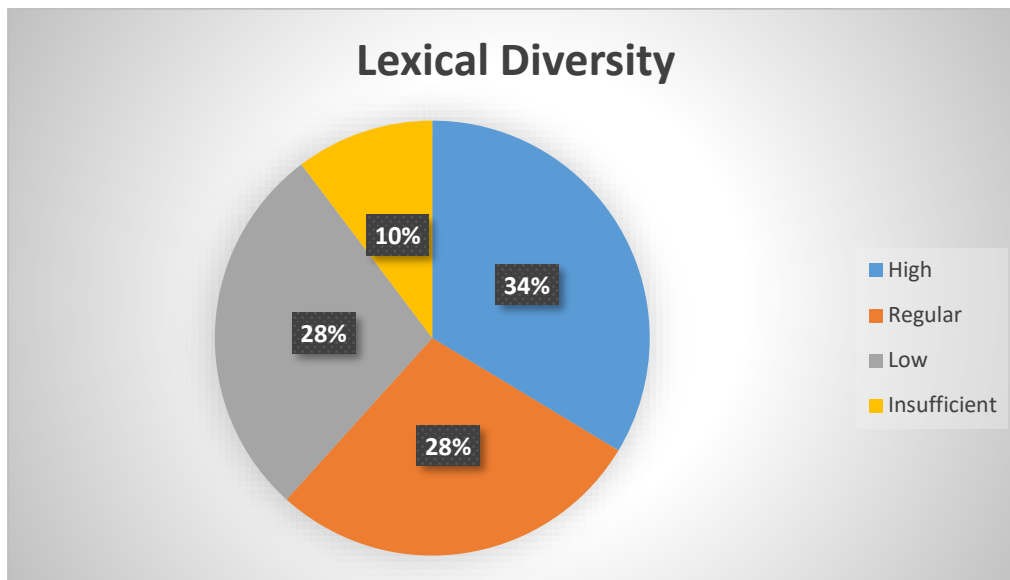
Source: Own creation

Through this chart, it can be observed that 5 students, representing 13%, are at an insufficient level for vocabulary production, and 7 students, symbolizing 18%, are at a low level. However, there are 16 students, accounting for 43%, who are at the medium level. Finally, 10 students, that is, 26%, demonstrate mastery in word production.

Graphic 8**Dimension 3: Lexical complexity (Post-test)**

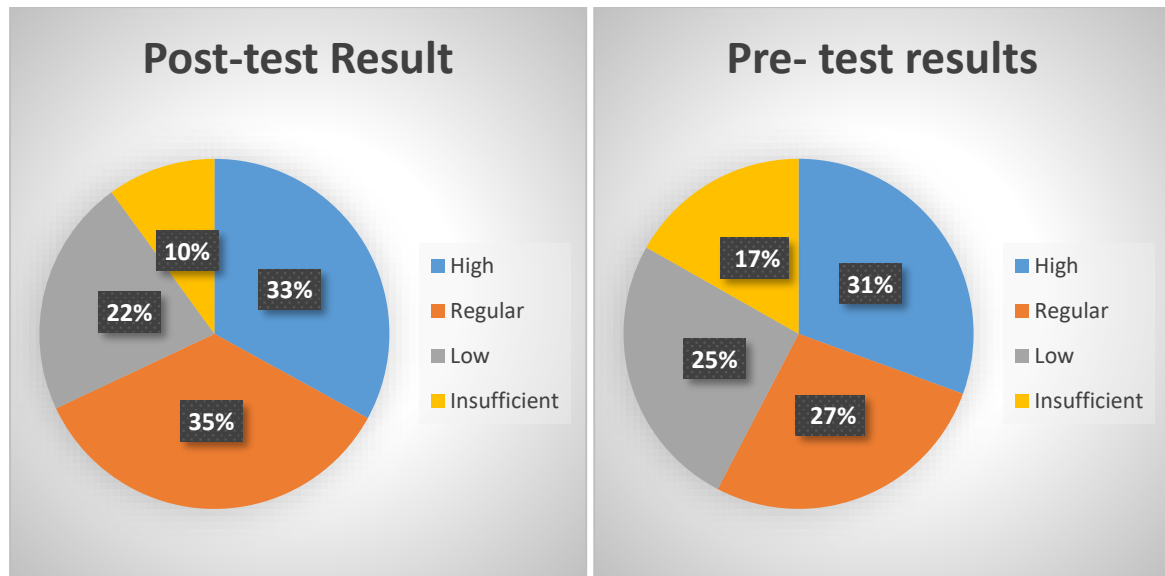
Source: Own creation

In the lexical complexity indicator, it can be observed that 2 students, symbolizing 6%, have an insufficient level, while 11 students, equivalent to 22%, are at a low level, presenting difficulties. However, 13 students, representing 41%, are at a medium level, while 10 students, that is, 31%, managed to master this aspect. Finally, it has been achieved that more than 70% show better results.

Graphic 9**Dimension 4: Lexical Diversity (Post-test)**

Source: Own creation

In the following chart, 4 students, representing 10%, have an insufficient level, while 9 students, accounting for 27.5%, are at a low level. Additionally, 10 students, symbolizing 27.5%, are at a medium level, and 13 students, or 34%, master lexical diversity. As a result, more than 60% pass this indicator.

General Analysis:

Source: Own creation

The overall results of the post-test showed the students' performance, indicating that 10% have an insufficient level and 22% reached a low level. On the other hand, 35% of the students achieved a medium level, demonstrating a competent performance. Finally, 33% reached the highest level, indicating a solid mastery of the evaluated content.

4.3 Hypothesis Evaluation**Scientific Evaluation:**

The implementation of a class system using the Total Physical Response teaching strategy will improve the acquisition of new English vocabulary among the 36 students of the elementary level at the Basic Education School "N.A." during the 2023-2024 school term.

Statistical Hypotheses:

- **H0 (Null Hypothesis):** Implementing a class system using the Total Physical Response teaching strategy will not improve the acquisition of new English vocabulary among the 36 students of the elementary level at the Basic Education School "N.A." during the 2023-2024.

- **H1 (Alternative Hypothesis):** Implementing a class system using the Total Physical Response teaching strategy will improve the acquisition of new English vocabulary among the 36 students of the elementary level at the Basic Education School “N.A” during the 2023-2024 school term.

Step-by-step Solution:

Instrument	High	Regular	Low	Insufficient	Total
Pre-test	7	12	10	7	36
Post-test	13	12	8	3	36

Observed Frequencies:

Observadas	High	Regular	Low	Insufficient	Total
Pre-test	10	12	9	5	36
Post-test	10	12	9	5	36
Total	20	24	18	10	72

Chi-square calculation chart:

Observadas	High	Regular	Low	Insufficient	Total
Pre-test	$20 \times 36 / 72 = 10$	$24 \times 36 / 72 = 12$	$18 \times 36 / 72 = 9$	$10 \times 36 / 72 = 5$	36
Post-test	$20 \times 36 / 72 = 10$	$24 \times 36 / 72 = 12$	$18 \times 36 / 72 = 9$	$10 \times 36 / 72 = 5$	36
Total	20	24	18	10	72

Chi-square (x2)

Observadas	High	Regular	Low	Insufficient	Total
Pre-test	0,9	0,0	0,11	0,8	1,81

Post-test	0,9	0,0	0,11	0,8	1,81
Total					3,62

Hypothesis testing

Chi- square	Critical Value
3.62	7,81

Conclusion

Given that the calculated χ^2 value (3.62) is less than critical value (7.81), the results are not statistically significant.

It is concluded that the 36 students of the elementary level at the Basic Education School “N.A.” showed a positive but statistically insignificant impact on their vocabulary acquisition after implementing the class system using the Total Physical Response strategy. The evidence supports the null hypothesis (H_0), indicating that the participation resulted in minimal significant improvement in the students’ vocabulary acquisition.

CONCLUSIONS

- The theoretical framework of this research analyzes the evolution of different teaching strategies over time, classifying them as tools that promote autonomy while recognizing the critical role of the teacher and the development of student skills such as responsibility for their own learning. Additionally, the importance of implementing strategies in education is highlighted, given their capacity to enhance linguistic skills in a language.

- In line with this perspective, the implementation of collaborative work enables the evaluation of the effectiveness of this teaching strategy in improving vocabulary acquisition. Furthermore, this study provides a solid theoretical foundation for understanding the relationship between collaborative work and the development of new vocabulary acquisition.

- Vocabulary acquisition was assessed through two pedagogical tests (pre-test and post-test), which provided numerical evidence of the development and evaluation of the TPR (Total Physical Response) teaching strategy in improving English vocabulary acquisition.

- This research examined the effectiveness of Total Physical Response by evaluating the hypothesis and analyzing the data using chi-square test. The implemented strategy demonstrated significant improvement in English vocabulary acquisition, as evidenced by the results presented earlier. Likewise, the study underscores the importance of collaborative work (student-teacher) in the teaching-learning process and offers insights into improving vocabulary acquisition among elementary school students.

RECOMMENDATIONS

- Based on the results obtained regarding the use of the TPR (Total Physical Response) strategy in vocabulary acquisition for elementary students with limited English proficiency, it is recommended that TPR be continuously integrated into the vocabulary teaching process. This approach enhances both memorization and comprehension of new English vocabulary.

- Teachers should incorporate TPR into lessons by designing dynamic and participatory activities, such as: role playing games, imitation activities, exercises where students perform specific movements in response to hearing words or phrases.

- Additionally, visual aids such as videos, flashcards, and images depicting specific scenes should be used to help students recall learned words through contextual associations. The implementation of TPR as a teaching strategy creates a comfortable learning environment for students. The physical movements associated with words reduce anxiety, making this method highly effective in positively impacting learners.

- To ensure the continuity of the learning process, it is also recommended that teachers conduct continuous evaluations using tools like checklists or rating scales to monitor progress.

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APPENDICES

Appendix 1:

Aplicación del Pre-test sobre la comprensión de vocabulario

Name:

Date:

Indicaciones:

- Lea detenidamente la pregunta.
- Seleccione la opción correcta o en caso de no tener opciones de respuesta, puede escribir.

Parte 1. Comprensión del vocabulario

Una cada palabra con su imagen correspondiente:

a) Sleep



b) Eat



c) Jump



d) Hop



Escuche la palabra y marque la respuesta correcta:

Car / Bus / Submarine

Apple / Dog / School

Parte 2. Producción del Vocabulario

Completa la palabra con las letras correctas:

- a) _ a l _ (Hint: It's an action).
- b) P e _ c _ l (Hint: You write with it)

Pronuncia el nombre de estos objetos:

a) Pen

- b) Shoes
- c) House

Parte 3. Complejidad léxica

Observa la lista de palabras y subraya las que creas que son avanzadas:

- Car, automobile, vehicle, transportation.
- Big, enormous, gigantic, huge.

Escribe una pequeña descripción de tu lugar favorito usando al menos una de estas palabras:

- Beautiful
- Exciting
- Incredible

Dibuje las acciones de las siguientes palabras:

Stand up

Sit down

Get up

Hurry up

Parte 4. Diversidad léxica

Lee las siguientes oraciones y elige la palabra que mejor se adapte al contexto:

- The is shining in the sky. (sun/ book)
- I need a to write my homework. (pen/apple)
- She likes to stories at bedtime. (read/ play)

Completa las oraciones con las palabras correctas:

- I..... (like/ don't like) swimming in the pool.
- (Do/ Does) You want to go to the park?.
- Please (open/close) the window.

Appendix 2:

Name:

Date:

ADJECTIVES

1.- Draw a picture based on the descriptions below:

Something BIG

Something COLD

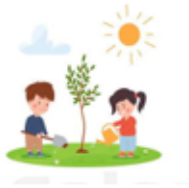
Something BEAUTIFUL

2.- Listen and complete the text.

"Once upon a time, there was a castle. It was very..... Inside,
there was a flower, and the weather outside was very"

Appendix 3:**Name:****Date:****SEASONS****1.- Look at the pictures and write the correct answer**

It's and we can plant a tree



I can see brown leaves falling from the tree, it's

**2.- Recognize the season of this picture and write the correct answer.**

Activar Wind
Ve a Configuració

Appendix 4:

Name:

Date:

LIKE AND DON'T/DOESN'T LIKE

1.- Listen and mark the correct answer. (A tick for what he likes and a cross for what he doesn't like).

CONTEXT: Sam is explaining what he likes and dislikes



2.- Write two sentences with the aforementioned items with the following initial phrase

I like

I don't like