



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**CLASS SYSTEM BASED ON TPR METHODOLOGY TO IMPROVE
FLUENCY IN ORAL ENGLISH EXPRESSION**

**JUNGAL FEIJOO KATHERINE LISBETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**FALLAIN PICO ALEJANDRA PAULETTE
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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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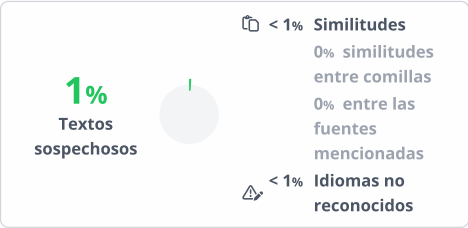
**FALLAIN PICO ALEJANDRA PAULETTE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

PINTO SANCHEZ YAZMIN LISSETH

**MACHALA
2025**



CLASS SYSTEM BASED ON TPR METHODOLOGY TO IMPROVE FLUENCY IN ORAL ENGLISH EXPRESSION _ FALLAIN_JUNGAL



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JUNGAL FEIJOO KATHERINE LISBETH

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FALLAIN PICO ALEJANDRA PAULETTE

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DEDICATION

I would like to begin dedicating this achievement to God, for having been my constant guide throughout this process and for giving me the strength to get this far. I extend this dedication to the two fundamental pillars in my life, my mother Monica Pico and my father Ismael Fallain. My most sincere gratitude for their unconditional company in every dawn of effort and in every sleepless night full of dreams. All the sacrifice they have made for me has been important in the construction of this path. This achievement is not only mine, it also belongs to you.

Alejandra Paulette Fallain Pico

I dedicate this work with deep gratitude to God, for giving me the strength, health and wisdom to get this far. To my parents, Luis and Celia, for their unconditional love, their example of perseverance and their support at every stage of my life. To my siblings, for always being present and encouraging me in this academic journey. To my husband, for his love, patience and for believing in me even when I doubted. To my daughter, my greatest inspiration, because all of this is for you: to show you that dreams are achieved with love, courage and effort. To my family and my husband's family, for your unwavering love, your words of encouragement and for always being there to support me. To my friends, for their love, companionship and energy in difficult moments. And to myself, for not giving up, for every night of effort, for writing from the heart and for keeping going. This achievement belongs to all of you, but it is also mine.

Katherine Lisbeth Jungal Feijoo

RESUMEN

La presente investigación tuvo como objetivo implementar un sistema de clases basado en la metodología Total Physical Response (TPR), para mejorar la fluidez oral en inglés en estudiantes de octavo año de Educación General Básica. La iniciativa surgió como respuesta a las dificultades observadas en el aula para comunicarse con claridad, seguridad y naturalidad en el idioma extranjero, evidenciando la necesidad de aplicar un enfoque didáctico más activo y centrado en el estudiante. El estudio se desarrolló bajo un enfoque cuantitativo, con un diseño preexperimental que incluyó la aplicación de un pretest y un posttest a un solo grupo. La población estuvo conformada por estudiantes del paralelo “B” de una institución pública en la ciudad de Machala, Ecuador. Para valorar el progreso, se utilizó una rúbrica de expresión oral que midió aspectos como la velocidad del habla, la coherencia, la precisión gramatical y la adecuación del lenguaje al contexto. La propuesta consistió en clases dinámicas con actividades propias del TPR, como comandos básicos, dramatizaciones y simulaciones comunicativas, diseñadas para generar un ambiente de aprendizaje activo y relevante. Los resultados mostraron avances importantes en la capacidad de los estudiantes para organizar sus ideas, utilizar estructuras gramaticales con mayor precisión y adaptarse mejor a situaciones reales de comunicación. Aunque la fluidez en la velocidad del habla aún presenta desafíos, se evidenció un aumento en la participación espontaneidad y seguridad al expresarse. En conclusión, el uso del TPR resultó ser una estrategia eficaz y motivadora para potenciar la expresión oral en contextos escolares.

Palabras claves: Respuesta física total, expresión oral, fluidez, enseñanza del inglés, educación básica, metodología activa.

ABSTRACT

The aim of this research was to implement a classroom system based on the Total Physical Response (TPR) methodology to improve oral fluency in English in eighth grade students of General Basic Education. The initiative arose as a response to the difficulties observed in the classroom to communicate clearly, confidently and naturally in the foreign language, evidencing the need to apply a more active and student-centered didactic approach. The study was developed under a quantitative approach, with a pre-experimental design that included the application of a pretest and posttest to a single group. The population consisted of students in parallel 'B' of a public institution in the city of Machala, Ecuador. To assess progress, a speaking rubric was used which measured aspects such as speed speech, coherence, grammatical accuracy and adequacy of language to the context. The proposal consisted of dynamic classes with TPR activities, such as basic commands, role plays and communicative simulations, designed to generate an active and relevant learning environment. The results showed significant progress in the students' ability to organize their ideas, use grammatical structures more accurately and adapt better to real communication situations. Although fluency in speed speech still presents challenges, an increase in participation, spontaneity and confidence in expressing oneself was evident. In conclusion, the use of TPR proved to be an effective and motivating strategy to enhance oral expression in school contexts.

Keywords: Total Physical Response, oral expression, fluency, English teaching, basic education, active methodology.

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INTRODUCTION

Learning a second language, particularly English, is considered essential in an increasingly globalized and connected world. As Crystal (2004) mentions, over time, English has become relevant around the world being one of the three most important. Because in the new area, where communication transcends borders, mastering English is an indispensable tool for effective communication and professional success, offering numerous benefits.

Therefore, it is of utmost importance to enhance the development of linguistic skills that not only involves grammatical and lexical knowledge, but also the ability to express themselves and transmit ideas clearly with fluency and confidence in situations of oral interaction, adapting to different approaches. That is, it allows students to interact easily promoting better cultural and social understanding.

Within the educational context, teaching and learning English is considered a complex task due to significant challenges; like students' lack of motivation or interest. According to Robinson (2020), traditional education systems often prioritize conformity and standardization over creativity, which can hinder the development of students' individual talents, critical thinking and problem-solving skills. Learners must adopt a creative and consistent learning approach, leaving behind classes where the teacher is the main author and the classroom is focused on him.

In 2015, a new version of the study titled "English Level Index" was carried out which indicated that Ecuador was again ranked among the group of countries with a low level of English proficiency worldwide (Education First, 2015, p. 59). Studies show that Ecuadorian students face

difficulties in oral practice because they lack opportunities to actively use the language in the classroom.

During the 2025-2026 school year, in students from eight grade, as part of a pre-professional teaching practice, the authors observed that students face difficulties communicating orally with their teacher in English, difficulties to participate in group activities involving oral expression, poor performance in their grades, and very little interest of developing their speaking skills.

This scenario leads to the formulation of the following **scientific problem**:

How to improve fluency in the oral expression of English in students from eight-year basic general education, during the 2025-2026 school year?

Taking into the **object of study** the teaching-learning process of Basic General Education.

Possible causes of problem are:

- Lack of engaging strategies used by English language teachers.
- Excessive prioritization of the mathematics subject over foreign language subjects.
- Insufficient activities provided by the teacher to practice oral expression.
- Lack of diversity in educational teaching materials.

The **general objective** of the research is: To implement a class system based on the Total Physical Response (TPR) methodology to improve fluency in the oral expression of English in students from eighth year basic general education, during the 2025-2026 school year.

The objective is limited in the **field of research**, TPR teaching-learning methodology.

The following **specific objectives** are:

- To theoretically justify the use of the TPR methodology as a strategy to improve oral fluency in English among the students from eight-year basic general education, during the 2025-2026 school year.
- To determine the level of oral fluency in English among the students from eighth year basic general education, during the 2025-2026 school year.
- To implement a class system using the TPR methodology to improve oral fluency in English among the students from eighth year basic general education, during the 2025-2026 school year.
- To verify the effectiveness of the class system using the TPR methodology in improving oral fluency in English among the students from eighth year basic general education, during the 2025-2026 school year.

In this way, the following scientific hypothesis is generated: implementation of a class system based on the Total Physical Response (TPR) methodology will significantly improve fluency in the oral expression of English in students from eighth year basic general education, during the 2025-2026 school year.

As a result, two variables are stated. The independent variable is the class system using the TPR methodology incorporating physical actions and bodily responses with the aim of measuring students' performance in linguistic skills.

The dependent variable is the oral fluency in English, which involves manipulating or examining the factors that affect participants' speaking fluency including the level of practice and experience.

This scientific research is carried out from a **quantitative positivist methodological paradigm**, an experimental design. The study population consists of 13 students from eighth year basic general education.

The study employs theoretical methods such as historical-logical, analytical-synthetic, and action-participation. Along with empirical methods like observation, experiment, and assessment which will be detailed further in the methodological framework.

The importance of this research lies in the implementation of an innovative class system that has the potential to revolutionize English teaching and learning. This approach not only provides a more effective methodology but also makes the process of improving oral fluency more enjoyable and motivating for students.

The practical contribution of this research is the class system implementing the TPR methodology, aimed at improving oral fluency in English. These activities are designed to ensure the effective integration of the fundamental principles of TPR into the process of learning a new language.

This study is divided into four chapters: **Chapter I**, provides a theoretical description of the research subject and field, supported by bibliographic information, **Chapter II**, establishes the type, methods, and techniques to be employed, **Chapter III**, presents the intervention proposal. Finally, **Chapter IV**, contains the discussion of results, concluding with the conclusions and recommendations, the bibliography, and the annexes.

CHAPTER I: THEORETICAL DESCRIPTION OF THE OBJECT AND SCOPE OF RESEARCH SUPPORTED BY BIBLIOGRAPHIC INFORMATION

1.1 Historical background of the evolution of methodology in the English language teaching-learning process

English language teaching has evolved significantly over the countries, giving rise to various methods, resources, and pedagogical approaches for its implementation in classrooms. Therefore, the different stages through which English teaching methods have progressed will be explained below.

Grammar-Translation Method (19th Century - Early 20th Century)

This was one of the first formal methods for teaching foreign languages, initially used to teach Latin and Greek, and later adapted to English. Its focus was on grammar and the translation of literary texts, as Richards and Rogers (2001) point out, this method concentrated on reading and writing, emphasizing literal translation and rote learning of grammatical rules and vocabulary. By not giving importance to oral communication, the development of communication skills was limited because oral comprehension and production were not a priority.

Direct Method (Late 19th Century - Early 20th Century)

It arose as a reaction against the previous approach, focusing on oral communication and language learning inductively, without resorting to translation. Cahyatul (2022) argues that the direct method follows a basic rule: translations are prohibited, and the meaning must be directly linked to the target language, without referencing the students' native language. It is based on teaching English exclusively avoiding the use of the mother tongue through conversations,

demonstrations, and objects. It emphasizes pronunciation correction and oral practice, while grammar and vocabulary are learned inductively. Communicative development is high, focused on spontaneous oral communication.

Audiolingual Method (1940s-1960s)

It originates from behaviorists view of learning. Its teaching is inductive, so the student learns through the repetition and memorization of linguistic patterns. According to Sayit (2022), ALM is a method of teaching foreign languages that prioritizes speaking and listening skills over reading and writing. This approach is characterized by the use of repetitions, dialogues, and patterns to establish linguistic habits, with an emphasis on pronunciation and grammatical structure. Intensive practice is carried out by repeating model sentences leaving little room for creativity or spontaneous communication. Consequently, communicative development is limited, as it focuses on the structured repetition of phrases, with little opportunity for improvisation.

Situational Approach (1950s-1960s)

This approach focuses on teaching the language within specific contexts using phrases and vocabulary linked to everyday situations. Learning must take place in a meaningful way, as Toro et al. (2019) points out, this approach is developed as a way of understanding and addressing reality. In addition, it introduces vocabulary and grammatical structures in specific contexts, such as shopping or traveling, emphasizing the use of language in real situations. To facilitate learning, visual materials and practical examples are implemented. However, communicative development is moderate, since it focuses on concentration and repetitive situations.

Total Physical Response (1970s)

This method links language with physical actions. Students react to verbal instructions through movements, promoting learning through comprehension and active participation. Asher (2009), highlights that TPR is based on the idea that students acquire a new language more effectively when they respond to instructions with physical movements, which favors comprehension. This methodology associates physical movements with teaching of language, facilitating in a natural way. It prioritizes listening comprehension first and then oral expression, promoting gestures and actions in a relaxed environment. This follows for high listening comprehension and gradual oral production.

Communicative Approach (1970s-1989)

It emerged as a response to the scarcity of real communication in previous methods, its main goal is to develop communicative competence, focusing on the ability to use language effectively in authentic contexts. Richards and Rogers (2001) point out that the communicative approach in language teaching is not limited only to grammar or language structure but also emphasis on using language effectively in real situations. The communicative approach is aimed at developing students' ability to use language effectively in real situations, going beyond grammar and linguistic structure.

Task-Based Approach (1980s-1990s)

Based on the communicative approach, it uses practical and relevant tasks as the central axis of learning, allowing students to participate in workshops that reflect situations of everyday life. According to Skehan (1998), task-based language teaching activates natural acquisition processes, facilitating language learning and development. It is characterized by the use of

authentic tasks that prioritize fluency and meaningful communication over grammatical accuracy. It promotes a high communication development, focusing on problem solving and interaction in real contexts.

Natural Approach (1980s)

Developed by Stephen Krashen and Tracy Terrell, this approach argues that language learning should mimic the process of acquiring a first language, emphasizing the importance of comprehensible input and an anxiety-free classroom environment. According to Krashen and Terrell (1983), the natural approach promotes language learning in a similar way to how children acquire their native language, highlighting listening comprehension and spontaneous oral expression. In this sense, it reduces the emphasis on early oral production, prioritizing the development of receptive skills first. As a result, it achieves strong communication development, especially in listening and reading comprehension, especially with more fluent and natural oral production.

Eclectic Approach and the Use of Digital Technologies (2000 - Present)

Today, various digital approaches and resources are being used to encourage the development of communicative skills, with technology playing a key role in foreign language teaching. According to Smith and Johnson (2022), interacting learning platforms, multimedia resources, and online collaboration tools such as forums and videoconferences significantly boosts student's engagement and language proficiency. The eclectic approach combines methods according to the needs of the group, incorporating digital technologies, learning platforms and online activities such as forums and videoconferences. It encourages autonomy and personalized

learning, promoting high communicative development by allowing practice in virtual environments and with native speakers.

In conclusion, the evolution of English teaching methods has moved from traditional approaches, such as the Grammar-Translation Method, focused on memorization and translation, to modern methodologies that prioritize communication in authentic contexts. Within these methodologies, Total Physical Response (TPR) stands out, an approach that combines language with physical actions, promoting listening comprehension and oral expression in a natural and gradual way.

In addition, the integration of digital technologies enhances the effectiveness of methodologies such as TPR, providing interactive and personalized resources that expand learning opportunities in real and virtual contexts. These advances have transformed the teaching of English into a more dynamic and inclusive process adapted to the needs of today's world.

1.2 Conceptual characterization of the TPR methodology in the English teaching-learning process in relation to fluency development.

In the following sections, the English and learning process in basic education will be discussed focusing on its main features and their principles that facilitate language acquisition. The goal is to provide comprehensive analysis on the TPR methodology and impact on English learning. Throughout this analysis, key aspects which contribute to the development of effective language will be explored, with special attention to promote fluency and continuous practice.

First, the structure and principles that govern the English teaching-learning process will be examined, highlighting the importance of language skills and the interaction between teachers and

students to achieve effective communication. After that, the pedagogical foundations of the TPR methodology will be detailed, along with its impact on foreign language and its connections with kinesthetic memory, comprehension, and language production will be analyzed. Finally, the concept of fluency will be discussed, emphasizing its importance in the development of communicative skills and its link to regular practice and the learning environment.

1.2.1 Characteristic of the English teaching-learning process in basic education

The English teaching-learning process in basic education is an essential educational practice aimed at improving student's language skills in a foreign language promoting their comprehension, speaking, writing, and listening abilities. This process is dynamic and flexible, focusing both the role of the teacher and student in order to achieve effective communication in the foreign language. According to Richards and Rogers (2001), English teaching should be supported by methodological approaches that provide proper instructions, considering the linguistic and cognitive needs of students.

As Richards and Rogers (2001), the main purpose of teaching foreign language goes beyond teaching grammar rules. It also focuses on fostering communication skills that prepare students to interact effectively in different contexts. In this sense, English teaching focuses not only on the acquisition of grammatical and lexical knowledge but also on the development of communication skills, especially oral expression.

The organization of the English teaching and learning process in basic education is based on a comprehensive approach that includes a variety of didactic activities designed to promote continuous integration of students with the language through tasks that encourage the use of English in real life and practical situations. As Nunan (2003) emphasizes, the process of learning

a language must be based on real situations and focused on the practical situation. In this context, the language learning curriculum in basic education is created to develop communicative skills that students are expected to achieve.

In this way, the teacher's role is crucial because they are responsible for designing lessons that involve grammar, vocabulary and also that integrate communicative skills applied to real life situations. This approach is supported by the Common European Framework of Reference for Languages (CEFR), which established the level of language competence students should reach at different stages of their education. (Council of Europe, 2001).

The principles that guide the teaching-learning process mainly focus on interaction, communicative, and active learning:

- **Interaction:** The interaction between students and teachers is essential to create a proper learning environment. This environment allows students to feel comfortable and use the language authentically.
- **Communication:** Highlights the importance of teaching English not only from a grammatical perspective. Instead, learning should be seen as a tool for effective communication in real life situations.
- **Active learning:** According to Richards (2022), these types of communicative activities help learners develop fluency and confidence by using language in realistic and interactive contexts.

These principles promote the development of a deep understanding of the language promoting meaningful learning.

In summary, the English teaching-learning process in basic education is organized in a structured and flexible way, with a focus on the development of student's competencies. The organization of this process should be guided by principles that promote interaction and practical language use, adapting to the particularities of the educational context and the students. To achieve this, the application of appropriate methods is required for the success of this process ensuring that students not only learn the rules, but also gain the spontaneity to express themselves effectively in English.

1.2.2 Pedagogical rationale for the use of the TPR teaching and learning methodology.

The Total Physical Response (TPR) methodology, developed by James Asher in the 1970s, remains one of the most effective strategies for learning foreign languages by linking language with physical movements. This approach activates both verbal and motor memory, facilitating language acquisition. A recent study by Oktaviani et al. (2023) showed that the implementation of a modified TPR model significantly improved students' performance in English oral skills, especially in aspects of pronunciation.

The principle of comprehension before the production is essential in TPR and aligns with Stephen Krashen's comprehensible input theory. According to Krashen (1982), second language acquisition is most effective when learners are exposed to language that is slightly more complex than their current level, but still comprehensible within a meaningful context. This allows learners to internalize the language without the immediate pressure to produce it. A recent study by García (2024) supports this theory, noting that methodologies based on comprehensible input foster longer-lasting language assimilation and are more engaging for learners.

The TPR promotes action-based learning, which activates kinesthetic memory and facilitates retention of vocabulary and grammatical structures. This multisensory approach links the word with physical action, allowing students to understand and retain the meaning of words more effectively. According to Gardner (1983), students with a kinesthetic learning style benefit greatly from the use of action as a means of learning, as it strengthens their connection to language. More recent studies also support the effectiveness of TPR. For example, Inciman et al. (2021) conducted a synthesis of mixed research and found that TPR-based instruction has a significant effect on vocabulary learning, improving students' active engagement and motivation.

The TPR methodology is based on a progressive and structured approach to foreign language teaching. Its theoretical basis holds that learning should start with simple commands and, from these, gradually progress to more complex linguistic structures (Gómez et al., 2020). This sequential approach allows learners to develop communicative competencies intuitively while building a solid linguistic foundation. In addition, TPR aligns with Vygotsky's sociocultural theory, particularly with the concept of the zone of proximal development by offering activities that combine achievable challenges with the support needed to advance learning (Buron Lopez, 2024).

This combination not only fosters continuous and meaningful progress, but also reinforces the relationship between language and the physical context. Furthermore, TPR is particularly effective in early childhood education because it facilitates language acquisition through linguistic input combined with physical actions, creating a motivating and meaningful environment for learning (Canga, 2012).

Finally, the TPR method promotes student's intrinsic motivation by integrating physical action into the effective learning process. The incorporation of physical movements makes learning more dynamic and engaging, maintaining high levels of participation and enjoyment. According to Gómez et al. (2020) the TPR method facilitates students' active participation, strengthens their self-confidence and creates flexible and safe environments for interaction, encouraging the use of the foreign language and reducing the fear of expressing oneself.

1.2.3 Characteristics of fluency in oral expression.

The development of oral fluency is a crucial aspect of this process, as it enables students to communicate effectively and naturally in a variety of situations. As Velásquez-Hoyos (2021) explains, effective oral communication involves not only the correct use of vocabulary and grammar, but also the ability to participate actively in social exchanges, regulate interaction through turn-taking and adapt speech to the context and interlocutor.

Oral fluency refers to the ability to produce spoken discourse continuously and without undue effort. According to Segalowitz (2019), fluency encompasses several elements, including speech rate, coherence, grammatical accuracy, and pragmatic appropriateness. These elements interact to create fluent and comprehensible speech. As Nunan (1991) explains, fluency is the learners' ability to deliver language at an appropriate rate, correct pauses, and without unnecessary hesitation.

A key factor in the development of fluency is regular and sustained speaking practice in communicative contexts. Constant exposure to language and the opportunity to interact in real-life situations contribute significantly to fluency. Repetitive practice and participation in authentic communication activities are essential to consolidate oral fluency.

The TPR methodology is especially effective in developing oral fluency because it combines language with physical actions, facilitating retention and spontaneous speech production. Asher (2009), argues that TPR reduces the anxiety and stress associated with speaking in a new language, creating a relaxed environment where learners can practice without fear of making mistakes. This reduction in anxiety is crucial, as fluency is negatively affected by inhibition and fear of judgment.

In addition, immediate and positive feedback is vital to the development of fluency. Learners need to receive feedback that not only corrects errors, but also reinforces positive aspects of their oral production. Feedback should be constructive and specific, focusing on aspects such as pronunciation, intonation, and grammatical structure. Ur (1996) notes that the most effective speaking activities are characterized by a high level of student participation, adequate use of language, and an appropriate environment, emphasizing the importance of a positive and supportive learning environment.

1.3 Contextual characteristics of the English teaching-learning process of students in basic education

1.3.1 The English teaching-learning process in Ecuador

In an increasingly globalized world, English language teaching has emerged as an essential skill for communication. Due to its utmost importance, it is considered the universal language. Therefore, learning it not only benefits the education field but also in the workplace and culture. In this way, significant changes and implementations have occurred in recent decades.

In Ecuador, English language teaching has traditionally focused on grammar-based approaches and translations, but its globalization has forced research and implementation of methods to make the acquisition of the new language more effective. The introduction of new technologies in the classroom has been another Ministry's approach. Online learning platforms, educational software, and other digital resources have been implemented to facilitate interactive and personalized learning of English. These tools not only help students to improve their language skills but they also provide teachers with additional resources for teaching (Ministerio de Educación de Ecuador, 2020).

- **Recent Educational Reforms:** The 2008 Constitution and the Ten-Year Education Plan (2015-2025) set clear objectives to improve the quality of education in Ecuador, including English teaching. The Ministry of Education launched the National Strengthening Plan, which aims to improve students' language skills through various initiatives
- **Curricular Update:** In 2016, the Ministry of Education reviewed and updated the English curriculum for basic education and high school. This update seeks to align the contents and teaching methodologies with international standards and with the needs of the Ecuadorian context. The new curriculum emphasizes the development of communicative skills and the practical use of the language in everyday and academic situations (Ministerio de Educación de Ecuador, 2016).
- **Teacher Training:** The Ministry has implemented continuous training and professional development programs for English teachers. In collaboration with national and international educational institutions, workshops, courses, and certifications have been carried out, allowing teachers to improve their language and pedagogical skills. These

programs also include training in modern language teaching methodologies (Ministerio de Educación de Ecuador, 2018).

- **Evaluation and Monitoring of Education Quality:** To ensure the effectiveness of the reforms, the Ministry has established systems for evaluating and monitoring educational quality. These periodic evaluations allow for the identification of areas for improvement and the adjustment of teaching strategies as needed. Additionally, standardized tests are conducted to measure students' progress in learning English and to ensure that educational objectives are met (Ministerio de Educación de Ecuador, 2020).

In the city of Machala, in the province of El Oro, educational institutions are constantly striving to offer quality teaching, adapting to the demands of modern education. This has led to the incorporation of new pedagogical methods and recreational activities that promote a more practical and interactive learning environment, where students are the protagonists. Despite the challenges faced along the way, schools are still looking for ways to improve and adapt to changes.

It is important to mention that in the closest educational environment, at the Technical University of Machala, studies have been conducted applying the TPR methodology in different areas, such as Peñaloza and Mosquera (2023), in vocabulary development through Storytelling. Alcocer Cuzco (2023), in TPR methodology for teaching English in oral communication.

Specifically, at school, eighth grade students present significant difficulties in English communication due to the persistence of traditional methods focused on memorization and repetition of grammatical rules and vocabulary. This methodology does not encourage active practice or spontaneous use of the language, and the lack of emphasis on playful activities,

combined with a shortage of adequate didactic and technological resources, further limits the development of these skills.

To address these major challenges, it is essential to integrate communicative methods that emphasize student practice, incorporate educational technology tools, provide ongoing teacher training, and promote extracurricular activities that facilitate the practical use of English, thus creating a more effective and practical learning environment.

However, it has not been possible to identify the full use of the TPR methodology for the improvement of students' fluency. This allows the present work to develop a study that delves into the application of the Total Physical Response Method specifically to enhance oral fluency, thus offering new perspectives and possible improvements in its implementation in the educational environment.

1.3.2 Characterization of the level fluency

This section presents the results obtained from a diagnostic test applied to evaluate the level of vocabulary knowledge in English among eighth-grade students. This diagnostic is based on two main instruments: direct observation of students' oral performance in communicative situations and a pedagogical test designed with personal and everyday questions.

In order to better understand the students' oral performance indirect observation was carried out during communicative activities in the classroom. This strategy allowed us to collect evidence about how they express themselves in English, showing common patterns of difficulty that affect their verbal interaction.

- Limited oral production to memorized phrases or one-word answers.

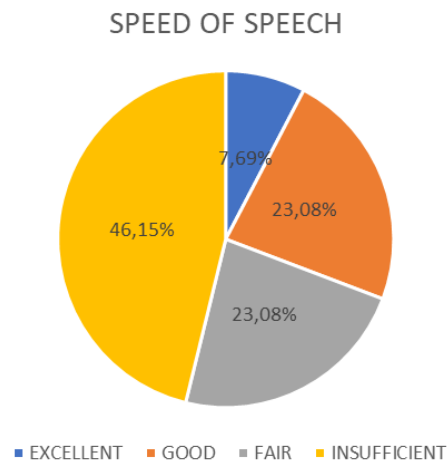
- Frequent use of the mother tongue when trying to communicate.
- Long pauses and hesitations when speaking in English.
- Limited participation in oral activities in pairs or groups.
- Difficulty asking questions or keeping a conversation.
- Limited vocabulary that restricts idea expression.
- Low confidence and anxiety when speaking orally.
- Constant dependence on the teacher to confirm answers.

Analysis of results

Next, the results obtained from the application of a pedagogical test designed specifically to evaluate oral fluency in English are presented. This test was assessed using an analytic rubric that considered four key indicators: speed of speech, coherence, grammatical accuracy, and pragmatic appropriateness. This tool made it possible to evaluate the students' oral performance in an objective and detailed way, providing clear evidence of their level of communicative competence.

Below, the results for each evaluated criterion are explained, along with their corresponding interpretive analysis.

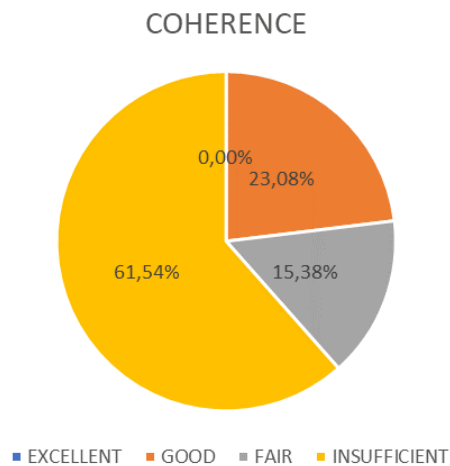
Indicator 1. Speed of speech



This indicator evaluated the fluency with which students express themselves orally, considering the naturalness, rhythm, and continuity of their speech. The results show that only 1 student (7.69%) reached an “Excellent” performance level, while 3 students (23.08%) achieved a “Good” level. Likewise, 3 students (23.08%) obtained a “Fair” level, and the majority, 6 students (46.15%), were rated as “Insufficient”.

These results show that more than 45% of the group has difficulties with verbal fluency which may be related to limited oral practice and factors such as linguistic insecurity or speaking anxiety. Fluency is an elemental skill in communicative development, as it allows for effective message delivery and helps maintain interaction without frequent interruptions.

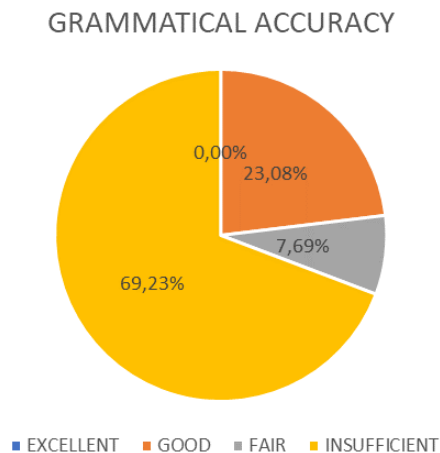
Indicator 2. Coherence



This indicator assessed the students' ability to organize their ideas in a logical and understandable way within oral discourse. The results indicate that no student reached the "Excellent" level; only 3 students (23.08%) achieved a "Good" level, 2 students (15.38%) were rated as "Fair", and the majority, 8 students (61.54%), were placed at the "Insufficient" level.

This trend shows a clear weakness in the organization of spoken content, which may reflect a limited command of the language to create logical connections, as well as the need for further practice in planning speech. Coherence is essential for the listener to understand the message and to keep a clear line of thought in a conversation or presentation.

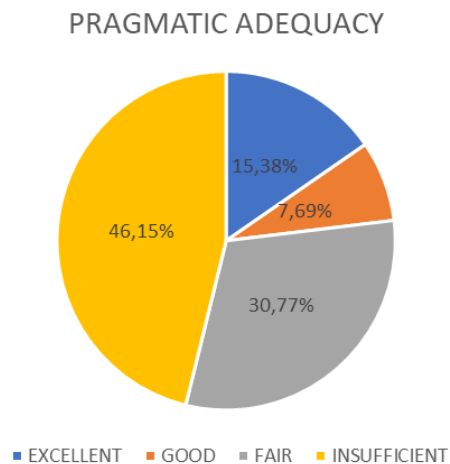
Indicator 3. Grammatical Accuracy



This indicator measures the accuracy in the use of grammatical structures during oral production. No student reached the “Excellent” level, while only 3 students (23.08%) achieved the “Good” level, 1 student (7.69%) was rated as “Fair”, and the majority, 9 students (69.23%), obtained the “Insufficient” level.

These results reflect a clear need to strengthen basic grammatical knowledge, since incorrect grammar use affects message comprehension and may cause ambiguity. Grammar is an essential component of language competence and should be integrated into oral practice through contextualized and meaningful communicative strategies.

Indicator 4. Pragmatic adequacy

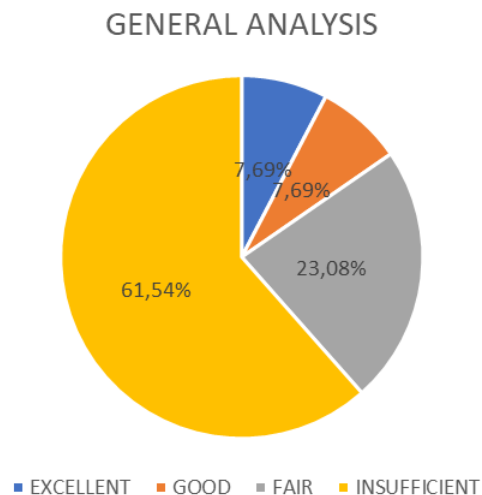


This indicator evaluated the students' ability to use language appropriately according to the communicative context. The results show that 2 students (15.38%) reached the "Excellent" level, 1 student (7.69%) achieved the "Good" level, 4 students (30.77%) were rated as "Fair", and 6 students (46.15%) were placed at the "Insufficient" level.

Although the number of students at the "Insufficient" level remains high, there is a slight improvement compared to the previous indicators. This may suggest that some students have started to develop awareness of contextual aspects of language, such as the use of appropriate expressions, tone, and communicative intent, which are key elements of pragmatic competence.

Finally, the overall analysis made it possible to integrate the findings from the different indicators, providing a global view of the oral fluency level in the evaluated group.

General Analysis



Based on the overall results shown in the pie chart, it can be seen that 8 students (61.54%) are at the “Insufficient” level in terms of oral production in English, while 3 students (23.08%) reached a “Fair” level. Only 1 student (7.69%) achieved a “Good” performance, and just 1 student (7.69%) reached an “Excellent” level. This distribution shows a clear general difficulty in developing oral fluency, with particular weakness in grammar accuracy and coherence in speech.

These results show that there is an urgent need to apply teaching strategies that promote the development of oral skills. A more dynamic and participative approach is required, combining constant language practice, the use of real communication activities, and stronger grammar instruction in real-life contexts. Oral production should not only focus on correctness, but also on building discourse, fluency, and adapting to the communication context, in order to achieve effective communicative competence in English.

CHAPTER II. METHODOLOGICAL FRAMEWORK

In this chapter the methodological aspects of the research are described, including the paradigm that guides the study approach and the type of investigation chosen. The techniques and procedures used for data collection are also detailed from the selection of the population sample to the strategies for ensuring validity and reliability in the development of the work.

2.1. Paradigm and Type of research

This research was developed under the positivist quantitative paradigm using an experimental design of pre-experimental type with a single group through the application of pre and posttest to observe the effects of the intervention. As Germann (2023) explains, the quantitative paradigm is characterized by the empirical–analytical examination of research questions using numeric data, structured instruments (like surveys and tests), statistical analysis, and hypothesis testing. It emphasizes measurement, objectivity, and the identification of patterns and causal relationships through systematic methodology.

The study uses an experimental framework. According to Coleman (2022), experimental studies involve intentionally altering one or more independent variables, randomly assigning subjects to experimental and control groups, and monitoring the impact on dependent variables. This approach-with control groups, random assignment and manipulation of variables-improves internal validity and helps to establish causal relationships. In this line, it is a pre-experimental type with one group, where a pretest and posttest are applied. Cohen et al. (2023), explain that pre-experimental designs are often used in educational settings where full experimental control is not possible. These designs typically involve a single group and lack random assignment, making them

more vulnerable to threats to internal validity, but still useful for exploring potential effects of an intervention in practical contexts.

2.2 Population

The population is made up of 13 students from 8th grade, from the 2025-2026 school year. Their ages range from 12 to 14 years old, with 9 girls and 4 boys. This group was selected due to the difficulties observed in their oral expression during practical activities carried out as part of the pre-professional practice developed during sixth and seventh semester.

2.3 Method of the investigation

Research methods are systematic procedures that researchers use to collect, analyze, and interpret information to generate knowledge and answer research questions. According to Creswell and Creswell (2017), research methods are structured approaches that guide data collection and analysis to produce valid and reliable results. That is, the selection of methods depends on the purpose of the study, the research problem, and the questions posed, highlighting the importance of maintaining methodological consistency throughout the process. Similarly, Flick (2022) defines methods as organized techniques that are applied to understand phenomena studied, but also to ensure that the analysis is sufficiently accurate to be replicated by other researchers under similar conditions

In this research, both theoretical and empirical methods have been employed in a complementary manner. Theoretical methods facilitated the conceptual development, hypothesis formulation, and logical structuring of the study; providing a solid framework for analysis. Empirical methods allowed for the collection, analysis and validation of data in real contexts

ensuring the relevance and reliability of the results. The integration of both approaches strengthened the research, ensuring a thorough understanding and rigorous basis for conclusions.

2.3.1 Theoretical Method

López et al. (2021), mentions that theoretical methods are essential for analyzing and interpreting language learning processes by connecting concept and constructing framework that explain how authentic oral production enhances EFL speaking fluency. In other words, these methods allow the understanding of the case studied to be investigated, as they are not limited to discovering reality, but seek to explain it from a logical and reflective point of view.

The methods used in the research are detailed below:

Historical - Logical

This was used to delimit the historical background of the subject in order to analyze the evolution of the phenomenon under study over time. This procedure made it possible to identify key points, relevant facts and significant trends that influenced the current understanding of the object of study. Consequently, the authors of the research make use of the historical-logical method for the consultation and analysis of theoretical bridges to support the research.

As Rivero, L. (2017) states, the historical-logical method makes it possible to establish turning points, variations and salient features of the object of study, which facilitates the recognition of certain empirical regularities and possible correlations between indicators that reflect these trends. This approach is fundamental, as it not only analyses the evolution of a phenomenon over time, but also helps to understand the logic of its transformations.

Analytical-synthetic

According to Portilla Menacho and Valverde (2022), the analytical-synthetic approach is a technique that consists of dividing a phenomenon into its essential parts to examine it in detail through analysis and, subsequently, to merge these elements to obtain a global vision through synthesis. This fusion facilitates a more complete and deeper understanding of the subject under investigation.

Thus, the present research uses this method to carry out an analysis of the facts and bibliographical information related to the English language teaching- learning process in general basic education. In turn, it facilitates the interpretation and evaluation of data collected, in order to form conclusions that provide an answer to the problem posed.

Hypothetic-Deductive

The hypothetic-deductive method is a scientific approach that begins with the formulation of hypotheses based on theoretical assumptions followed by deductions that are tested through empirical observations. According to González and Santiago (2023), this method favors the development of critical thinking, as it promotes the elaboration of coherent theoretical models that must be verified or refuted through experience. In a way, this approach is not only limited to the construction of theories, but also establishes a direct relationship with empirical reality allowing hypotheses and theories to be adjusted according to the results obtained.

In this research, the hypothetical-deductive method was used to propose theoretical models that served as a basis for deriving logical consequences. These, in turn, were validated through the collection of empirical evidence. This process not only allowed for a deeper understanding of the phenomenon under study, but also ensured the coherence and validity of the conclusions drawn.

Systemic

The systemic method views phenomena as parts of a larger, interrelated whole, focusing on understanding the complexity and dynamics of systems rather than isolating their components. This approach highlights the importance of relationships, organization and patterns within complex systems, providing a holistic perspective of the object of study.

According to Chajín-Flórez (2022), systems thinking is essential for addressing multifaceted problems in contemporary research, as it allows for a holistic understanding that considers all interactions and dependencies within the system. In this way, this approach goes beyond a fragmented analysis promoting a broader and deeper vision that favors more effective and comprehensive solutions.

In this study, the systemic method was applied to analyze the research object as an integrated system recognizing the deep interdependence of the phenomenon in question. It also facilitated a holistic understanding of the problem allowing to identify key connections and patterns that might otherwise have gone unnoticed.

2.3.2 Empirical Method

Empirical methods provide access to accurate and verifiable information about the object of study. This favors both the testing of hypotheses and the elaboration of well-founded conclusions. According to Velásquez -Hoyos, A.P. (2021), empirical methods entail engaging directly with real contexts through observation, logical analysis, and data gathering to interpret and explain various phenomena. This method is commonly utilized in educational research, particularly for examining language performance within genuine learning contexts.

The following empirical methods were used in this research:

Observation

Hernández et al. (2014), explain that scientific observation consists of documenting in an orderly, precise and verifiable manner those behaviors or situations that can be directly perceived. This method is crucial because it allows obtaining verifiable and objective data, in order to guarantee the validity of the results of the study.

In this research, a structured observation (Annex 1), of an indirect type, was carried out in two phases: a previous observation, whose objective was to identify the possible causes of the problem, and a subsequent observation, aimed at verifying the level of development of the students after the implementation of the intervention proposal.

Measurement

This is considered to be the process of assigning numerical or categorical values to the study variables, in an objective and precise manner. As Sabariego Puig, M. (2018) points out, measurement in research serves to convert observable facts into data that can be compared and analyzed, which facilitates the evaluation of hypotheses and evidence-based decision -making. It improves understanding of complex phenomena and guides decision- making.

In the present research work, the pedagogical test was used with the use of an evaluation rubric, which made it possible to assign categorical and numerical values to the students' performance levels according to previously defined criteria.

Pedagogical test

As Torrance (2007) points out pedagogical assessments are tools intended to collect evidence of learning, support teaching decisions, and evaluate the effectiveness of instructional strategies in a systematic and research-based manner. In this research, the authors used a pedagogical test to evaluate the level of prior and subsequent knowledge of the students, by means of a pretest (Annex 2) and posttest (Annex 3), which were evaluated with a rubric based on which their performance could be classified.

Table 1.*Consistency chart. Prepared by the author.*

Scientific problem	Objective	Scientific Hypothesis	Independent variable	Dependent variable	Dimensions	Indicators	Instruments
How to improve fluency in the oral expression of English in students from eighth year basic general education, during the 2025-2026 school year?	To implement a class system based on the Total Physical Response (TPR) methodology to improve fluency in the oral expression of English in students from eighth year basic general education, during the 2025-2026 school year.	Implementation of a class system based on the TPR methodology will significantly improve fluency in the oral expression of English in students from eighth year basic general education, during the 2025-2026 school year.	Classroom system using TPR methodology incorporating physical actions and bodily responses in order to measure student's performance in language skills.	Oral fluency refers to the ability to produce spoken discourse continuously and without undue effort. According to Segalowitz (2019), fluency encompasses several elements: speed of speech, coherence, grammatical accuracy, and pragmatic adequacy. These elements interact to create fluent and comprehensible speech.	<ul style="list-style-type: none"> - Speed of speech - Coherence - Grammatical accuracy - Pragmatic adequacy 	<ul style="list-style-type: none"> - Maintains a constant speed of speech. - Organizes ideas in a logical and sequential manner. - Organizes grammatical structures appropriate to the level. - Uses appropriate language according to the social communicative context. 	<ul style="list-style-type: none"> - Rubric - Observation guide - Measurement

CHAPTER III. CLASSROOM SYSTEM BASED ON THE TPR METHODOLOGY FOR IMPROVING FLUIDITY IN ENGLISH

This chapter presents the theoretical basis of the classroom system based on the TPR methodology in order to improve fluency in the English language, supported by contributions from disciplines such as pedagogy, didactics and psychology. In the same way, the intervention proposal is characterized, detailing its objectives and the development plan aimed at promoting oral production through the physical response to language.

3.1 Theoretical rationale for the TPR-based classroom system for improving fluency in English.

Oral fluency represents an essential component of second language acquisition, as it allows for more spontaneous, coherent and effective communication in a variety of contexts. According to Hanzawa (2021), fluency implies the ability to create discourse continuously and without interruption, which is important for maintaining meaningful interactions. In the educational context, learners who improve their fluency tend to participate more confidently and efficiently in speaking activities that promote their overall language learning.

For these reasons, a classroom system based on the use of TPR methodology is proposed with the aim of improving fluency in the English language and promoting more dynamic learning. This methodology, which focuses on the association between language and physical movement, allows Year 8 students to express themselves with greater confidence and naturalness.

As mentioned by Zabalza (2007), a class system is a structured set of classes that form a coherent, articulated and functional teaching unit. Such a class system is mainly based on the constructivist paradigm which holds that learning is an active process in which students construct their own knowledge based on their previous experiences and interaction with the environment. In this sense, Imbernón (2017) complements this view by emphasizing that organized didactic planning such as that provided by a class system, not only guides the teaching process, but also improves the quality of learning.

The lesson system is based on the TPR methodology, which integrates work with oral skills in English, allowing for an active connection between language and action facilitating language acquisition in a more natural and meaningful way. In addition, the design of the class system considers pedagogical, didactic, and psychological aspects; which will be addressed and explained throughout the development of this section.

The pedagogical, didactic, and psychological foundations of the teaching-learning process were considered during the development of the lesson system in order to ensure a coherent and theoretically supported investigative approach to the teaching-learning process.

Pedagogically, the fluency-oriented lesson system is based on the conception that the principles of teaching form a unified system where each component has specific functions within the educational process. These principles should not be taken for granted, as their articulation improve coherent and effective planning of the teaching process. Within this framework, the class, understood as the principal nucleus of educational action, must be structured in a progressive manner allowing the student to progress gradually in the construction of knowledge and in the development of oral fluency; understood as the ability to express oneself with naturalness and

continuity. This approach requires didactic planning that articulates the methodological, psychological, and pedagogical aspects of the educational process.

In this sense, Thornbury (2005), states that the development of oral fluency does not occur spontaneously, but requires guided, frequent and meaningful practice in structured contexts. Fluency, beyond grammatical accuracy, involves the ability to maintain discourse without constant interruption, which is only possible through instruction that prioritizes authentic verbal interaction and functional language use. In accordance with the above, the class system will be based on the active pedagogy generated from the use of the TPR methodology, which becomes a facilitating entity due to its dynamic way of learning and putting into practice the knowledge learnt.

From the didactic point of view, the system of classes to improve oral fluency considers the integration of the essential components of the teaching-learning process: objectives, contents, methods and evaluation. These are integrated with the participants in the educational process, with the student being the active protagonist of learning and the teacher acting as a guide, facilitating verbal expression through physical and communicative activities.

Likewise, TPR-based methods allow students to relate language to action, which facilitates more natural and lasting learning. In this line, Inciman et al. (2021) highlights the effectiveness of the TPR method in enhancing vocabulary acquisition and oral fluency, supporting the use of active and engaging approaches to promote meaningful and autonomous language learning in authentic contexts. Therefore, activities that stimulate active participation and the use of resources that link language with action will be proposed to enhance fluency.

Finally, the psychological aspect of the classroom system is based on the need to cater for the individual characteristics of students' learning styles. This approach seeks to foster an

emotionally positive environment that stimulates active participation and spontaneous oral expression. As Gardner (2010) mentions, motivation directly influences the success of learning. That is, it is related to the cognitive development of the learner, paying special attention to motivation, concentration, and retention; factors for fluent and confident speaking. It is therefore essential to choose the right activities considering the interests and needs of each learner.

In summary, the proposed class system is based on the pedagogical basis, because it will improve oral fluency through an active and contextualized approach favoring meaningful interaction between teacher and student; on the didactic basis because it will incorporate TPR method strategies that link language with movement, facilitating understanding and the natural use of the language; and on the psychological basis, because it will foster motivation, reduce communication anxiety and strengthen the student's confidence when expressing themselves in English.

3.2 Characteristics of the class system based on TPR methodology for the improvement of English language fluency

The class system based on TPR methodology aims to improve English language fluency in students in the eighth year of general basic education. To this end, interactive and engaging activities that integrate physical movement as a central element are proposed in order to stimulate active participation, reduce communication anxiety and facilitate language retention. In this sense, TPR methodology plays a fundamental role in the teaching-learning process by linking auditory comprehension with bodily responses, which promotes more meaningful and contextualized learning.

The proposed system is based on successful experiences that have demonstrated the effectiveness of play and kinesthetic strategies for the development of oral fluency in English language learning. For example, Ramírez and Pineda (2021), implemented a didactic proposal based on TPR and dynamic games in basic education students, achieving a notable improvement in fluency, pronunciation, and willingness to speak in English. In the activities used, such as verbal teams, physical drama and immediate response to instructions, they created an involved learning environment reducing communicative anxiety and promoting spontaneous oral expression.

Similarly, González Salinas (2022) conducted an intervention that incorporated techniques inspired by the TPR approach and multisensory learning to improve oral fluency in English. Their research, conducted in an urban school setting, revealed that combining body movements with verbal commands facilitates vocabulary memorization and improves students' ability to communicate more confidently and naturally. The results support the effectiveness of including methodological approaches such as TPR within structured instructional planning in order to promote the fluent and effective use of English from early levels.

In accordance with the proposal, the present lesson plan implements activities using TPR methodology involving body movements and responses to commands, which contribute to making the sessions more dynamic, capturing students' attention and building confidence.

Simon says: is a game of instructions that allows students to associate vocabulary with physical movements.

Charades: an activity where objects or actions are presented through gestures for students to guess.

Roleplay: is a dramatization of real situations to practice the use of the language in that context.

For the implementation of a class system using TPR methodology in the classroom, Richards and Rodgers (2001) emphasize that success depends to a large extent on the teacher's knowledge and preparation in terms of the theoretical and practical foundations of the methodology. Therefore, it is essential that the teacher plans the activities and masters the methodology in order to adapt the strategies to the needs of the students and the objectives of the class.

Similarly, it is essential to provide clear and precise instructions for students to perform the correct actions during the activities using the TPR methodology guiding them in the understanding of the content and promoting the development of skills. This is achieved through physical integration and active participation where students meaningfully construct their learning through movement and direct association between language and action.

The use of the TPR methodology for fluency improvement is distinguished by its impact on the teaching-learning process, as it promotes active student participation by linking language with body movement. Its main purpose is to facilitate spontaneous oral expression, allowing students to develop communicative skills in a natural and progressive way. According to Daristin et al. (2024), the Total Physical Response method is a dynamic methodological strategy that integrates language learning with physical movement, enabling meaningful and functional learning experiences in the classroom.

In summary, when a classroom system using the TPR methodology is applied correctly, it becomes an effective pedagogical tool, allowing the teacher to facilitate learning in a dynamic

way, promoting active and natural participation by students in the use of the English language, thus contributing to the achievement of communicative objectives in the classroom.

3.3. Description of the class system based on the TPR methodology for the improvement of English language fluency.

This section describes the classroom system implemented for the improvement of English language fluency. This system consisted of three face-to-face sessions held on 30 May, 3 and 6 June, 2025. The activities focused on the use of the TPR methodology and aimed to motivate students to develop this skill effectively with the support and guidance of teachers.

General objective:

- To improve English language fluency in eighth grade EGB parallel “B” students by implementing a system of lessons based on the TPR methodology.

Specific objectives:

- To identify and select appropriate didactic activities for the improvement of English language fluency.
- To design and implement a classroom system based on the TPR methodology that promotes active participation and continuous oral practice of students to improve their fluency.
- To evaluate the impact of the TPR-based class system on the development of oral fluency.

CLASS 1

Content: Classroom objects in English to engage learners in improving fluency.

Aim: Students will be able to identify and name classroom objects in English using TPR.

Resources:

- Cards illustrating classroom objects (book, pencil, eraser, bag, chair, desk, board, pen).
- Real classroom objects.
- Visual posters with vocabulary.

Activities development:

- Introduction (5 minutes): Brief explanation of the aim of the class. The real objects are presented and each one is named in English with group repetition.
- Class development (20 minutes): Work with TPR. Students practice with real objects and the game 'charades', reinforcing comprehension and quick reaction.
- Final activity (15 minutes): Interactive game 'find and name': objects are scattered around the classroom. The teacher gives oral clues and the student has to find it and say its name out loud.

Assessment: An average of half of students did not know most of the objects in the classroom, but in the end, better understanding and performance was observed.

CLASS 2

Content: Basic English commands to encourage active participation.

Aim: Students will be able to understand and execute everyday commands through gestures, movement and oral production with TPR support.

Resources:

- Posters with basic commands: (Open your book, Close your book, Raise your hand, Point to the board)
- Free space in the classroom to move around.
- Action cards with pictures and text.

Activities developed:

- Introduction (5 minutes): Teacher introduces each command with mime while students repeat the movements. Visual posters are used to reinforce the word-action association.
- Class development (20 minutes): ‘Simon says’ is played with command variations. Then, in small groups, students are given random cards with a command and must act it out in front of the class while their peers guess and repeat it.
- Final activity (15 minutes): In pairs, one student gives an oral command and the other executes it.

Assessment: Students were able to understand and execute everyday commands, where a better and more spontaneous oral production was observed.

CLASS 3

Content: Basic expressions for shopping in English (At the store).

Objective: Students will be able to identify and name classroom objects in English using TPR.

Resources:

- Classroom objects as products (pencil, book, ruler, notebook, eraser).
- Fictitious money: notes and coins.
- Sheets with dialogues.

Activities developed:

- Introduction (5 minutes): The vocabulary of the objects is reviewed and useful phrases for shopping in a shop are presented.
- Class development (20 minutes): Pairs are formed to practice the model dialogue, using real objects and fictitious money
- Final activity (15 minutes): Posttest: A ‘stationery shop’ is organized. Students set up stalls with objects and money. Taking turns, they act as sellers and buyers, using the complete dialogue.

Assessment: Students were able to use basic expressions for shopping and naming classroom objects in English, and the posttest showed an improvement in fluency.

CHAPTER IV. CLASSROOM SYSTEM BASED ON THE TPR METHODOLOGY FOR THE IMPROVEMENT OF FLUENCY IN THE ENGLISH LANGUAGE

The following chapter will present the results obtained from the application of the class system based on the TPR methodology for the improvement of fluency in students from eighth grade basic general education.

4.1 Description of the implementation of the classroom system based on the TPR methodology for the improvement of fluency in the English language.

This section of the study focuses on the implementation process of the didactic proposal with eight grade students. The class system was divided into three sessions planned for May 30, June 3 and 6. An experimental design of pre-experimental reach was used with a single group in which pretest and posttest were applied. The application of the TPR methodology is described below:

Class 1: Application of the pretest and introduction of the classroom objects.

The first class was held on Friday, May 30, 2025 from 9:45 A.M. to 10:30 A.M. To begin, the authors applied an oral pretest composed of five basic questions. The first question consisted of requesting basic personal information related to the student's name, the second question inquired about age, the third focused on place origin, the fourth addressed personal preferences, and the fifth question exported interests and hobbies.

The purpose of the pretest was to assess the students' level of oral fluency in English and to identify ways to motivate them to improve fluency through the TPR methodology. This was followed by the introduction of classroom objects using illustrative cards, posters and real objects.

The class included dynamic activities such as "charades" and a search game, where students actively and participative identified and named objects in English.

Class 2: Understanding and execution of basic commands using TPR.

The second session was held on Tuesday, June 3, 2025 from 7:00 A.M to 7:45 A.M. At the beginning of the class, basic commands in English were introduced using gestures and visual support. Basic commands were introduced, using illustrative posture and mime, which allowed a quick association between action and oral expression. Subsequently, interactive activities were carried out to reinforce the understanding and execution of commands through the TPR methodology.

These included the game "Simon says" and a group dynamic in which students acted out the commands in front of the class, while their classmates guessed and repeated them. Finally, he worked in pairs: where one student gave a command and the other executed. The objective of this session was to develop listening comprehension and promote a more spontaneous oral production through the active use of the body and language.

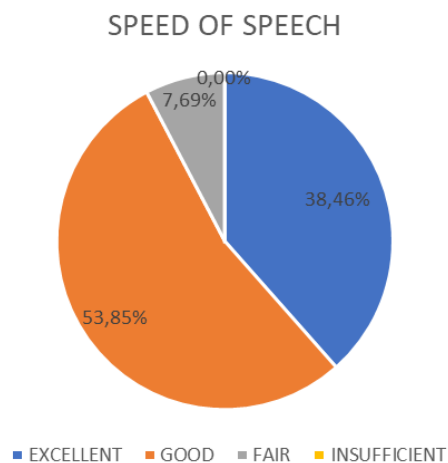
Class 3: Using basic shopping expressions in English.

This class was held on Friday, June 6, 2025, from 9:45 A.M. to 10:30 A.M. The class began with a review of vocabulary of classroom objects and brief presentation of useful phrases to simulate shopping. Then, students worked in pairs practicing a model dialogue supported by real objects and fictitious money. Finally, a "paper shop" was organized in the classroom, where they acted as sellers and buyers. The objective was for students to identify and name classroom objects in English using TPR. Through the posttest, an improvement in their fluency and oral participation was evidenced.

4.2. Application results (posttest)

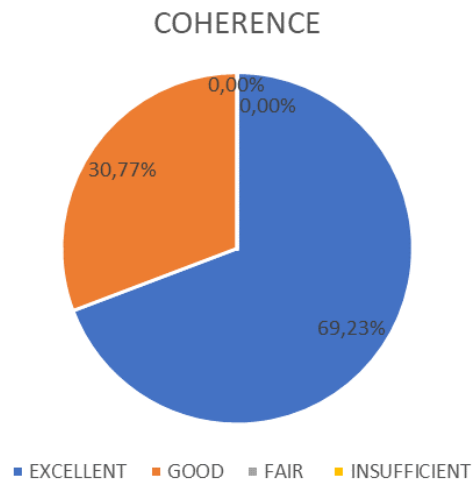
Once the classroom system based on the TPR methodology was implemented, a posttest was applied to the chosen population in order to assess fluency proficiency. For data collection, four indicators and four levels of performance described in the evaluation rubric were considered. A general analysis of the data collected was also carried out.

Indicator 1: Speed of speech



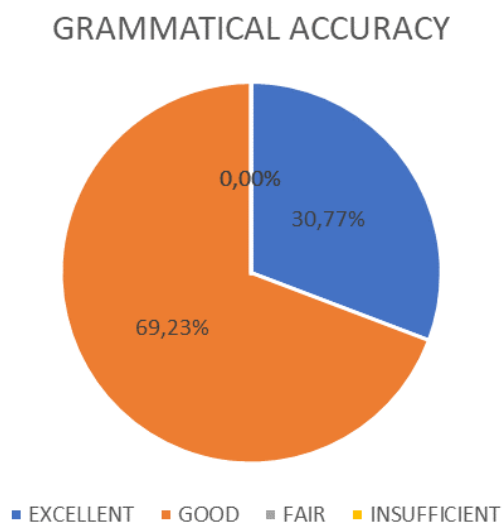
In the indicator ‘speed of speech’, the results of the posttest applied the results of the posttest applied to 13 students reveal that 5 students (38.46%) achieved an “Excellent” level. On the other hand, 7 students (53.85%) obtained a “Good” performance, while 1 student (7.69%) reached a “Fair” level. There were no students with “Insufficient” performance. This indicates that the majority achieved an adequate pace in their oral production, which is key to fluent interaction in English.

Indicator 2: Coherence



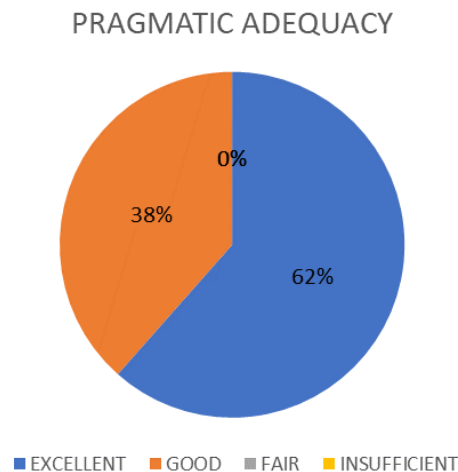
Regarding the indicator ‘coherence’, 9 students (69.23%) achieved an “Excellent” performance by organizing their ideas clearly and logically during oral production. The remaining 4 students (30.77%) were rated “Good”. It is worth noting that no student scored at the “Fair” or “Poor” levels, which is evidence of a significant improvement in the structure of oral discourse compared to previous assessments.

Indicator 3: Grammatical accuracy



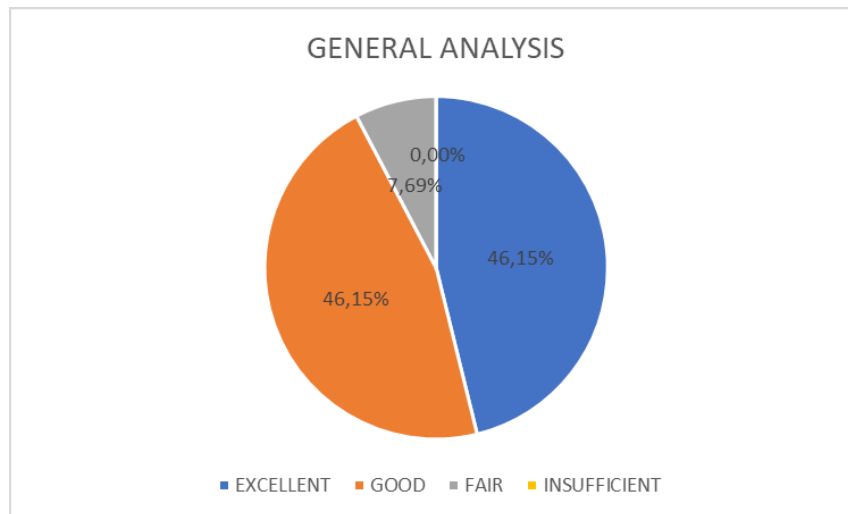
As for the indicator ‘grammatical accuracy’, the results show that 4 students (30.77%) achieved an “Excellent” performance, while 9 students (69.23%) obtained a “Good” level. As in the previous indicator, there were no students with “Insufficient” level, which represents a remarkable progress in the correct use of grammatical structures in English.

Indicator 4: Pragmatic Adequacy



In relation to the indicator ‘pragmatic adequacy’, the posttest data reflect that 8 students (61.54%) obtained an “Excellent” performance, while 5 students (38.46%) achieved a “Good” level. These results indicate that students have significantly improved in the appropriate use of language according to the context, reflecting a greater mastery of communicative competence.

General Analysis



The overall results of the posttest reflect that, of the 13 students tested, 46.15% (6 students) achieved an “Excellent” level in their oral production in English. Similarly, another 46.15% obtained a “Good” level, while only 7.69% (1 student) were at the “Fair” level. It is worth noting that no student was classified at the “Insufficient” level, which represents a significant achievement in the overall performance of the group.

4.3 Hypothesis testing

The purpose of this section is to determine whether the TPR methodology generated an impact on the development of fluency in the oral expression of the English language in eighth grade basic general education. For this purpose, the paired sample t-test was used to compare the result obtained in the pretest and posttest. This test is appropriate to evaluate whether there are differences in the performance of the same group of participants before and after the educational intervention. In this way, it seeks to demonstrate the impact of the pedagogical proposal on the improvement of fluency.

Statistical hypotheses

Null hypothesis (H0): If a class system based on the TPR methodology is implemented, it will NOT significantly improve fluency in English oral expression in students from eighth grade, from the 2025-2026 school year.

Alternative hypothesis (H1): If a class system based on the TPR methodology is implemented, it WILL significantly improve fluency in English oral expression in students from eighth grade, from the 2025-2026 school year.

Paired T-Test Analysis (Overall Results)

Table 2:

Complete Data and Differences (Pretest vs. Posttest)

Nº	Pre-test (X_1)	Post-test (X_2)	Difference ($d_i = X_2 - X_1$)
1	37.5	75	37.5
2	25	81,25	56.25
3	87.5	87.5	0.0
4	75	87.5	12.5
5	31.25	93.75	62.5
6	56.25	93.75	37.5
7	37.5	93.75	56.25
8	25	93.75	68.75
9	75	100	25
10	43.75	87.5	43.75

11	25	75	50
12	31.25	75	43.75
13	25	87.5	62.5

- Show individual scores before and after the intervention.
- The difference ($X_2 - X_1$) is positive in all cases, indicating improvement in every student.
- Differences vary between students, but many individuals exceed 40 points, reflecting an acceptable impact.

Table 3:

Statistical Analysis

Statistical	Value
Average Pre-Test	44.42
Average Post-Test	86.73
Average of differences($\bar{d} - \bar{d}$)	42.31
Standard deviation (SdSd)	21.27
T-value	7.95
Degrees of freedom (df)	12

Critical value ($\alpha=0.05$)	1.78
P-value (dos colas)	± 2.179
Critical t-value (two-tailed, $\alpha=0,05$)	< 0.0001

Analysis by dimension

Table 4:

Speed of Speech Dimension

Performance	PRE-TEST (13 students)	POST-TEST (13 students)	Change
Excellent	1 (7.69%)	5 (38.46%)	+30.77%
Good	3 (23.08%)	7 (53.85%)	+30.77%
Fair	3 (23.08%)	1 (7.69%)	-15.39%
Insufficient	6 (46.15%)	0 (0%)	-46.15%

- Although progress was evident, this dimension continues to show different results.

It could be due to the lack of confidence on the part of the students, together with a low level of English.

Table 5:*Coherence Dimension*

Performance	PRE-TEST (13 students)	POST-TEST (13 students)	Change
Excellent	0 (0%)	9 (69.23%)	+69.23%
Good	3 (23.08%)	4 (30.77%)	+7.69%
Fair	2 (15.38%)	0 (0%)	-15.38%
Insufficient	8 (61.54%)	0 (0%)	-61.54%

- Significant improvement was evidenced. The majority of students speak with coherence when expressing themselves orally.

Table 6:*Grammatical Pressure Dimension*

Performance	PRE-TEST (13 students)	POST-TEST (13 students)	Change
Excellent	0 (0,00)	4 (30.77%)	30.77%
Good	3 (23.08)	9 (69.23%)	+46.15%
Fair	1 (7.69)	0 (0%)	-7.69%

Insufficient	9 (69.23)	0 (0%)	-69.23%
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- Remarkable progress. Students now present a correct use of grammatical structures.

Table 7:

Pragmatic Adequacy Dimension

Performance	PRE-TEST (13 students)	POST-TEST (13 students)	Change
Excellent	2 (15,38%)	8 (61.54%)	+46.16%
Good	1 (7.69%)	5 (38.46%)	+30.77%
Fair	4 (30.77%)	0 (0%)	-30.77%
Insufficient	6 (46.15%)	0 (0%)	-46.15%

- Students demonstrated a more appropriate use of language according to the context.

The results obtained reflect a significant improvement in student's oral fluency after the application of the TPR methodology. In the pretest, scores were considerably lower, with several students placed at fair and insufficient levels. Following the intervention, the post-test evidenced a generalized increase in scores, with notable improvements in each of the dimensions assessed: speed of speech, coherence, grammatical accuracy, and pragmatic adequacy.

This progress is statistically supported by a positive mean difference, a high t-value and a p-value less than 0.05, given that the calculated t-value is much higher than the critical t-value, the null hypothesis is rejected. This confirms that the observed change is statistically notable.

Therefore, it is concluded that the methodological proposal was effective in strengthening oral production in English in eighth grade students.

4.4 Discussion of results

The main purpose of this research was to design and implement a system of classes based on the TPR methodology to enhance oral fluency in English in eighth grade students of General Basic Education, of a Public Education Unit located in Machala, Ecuador, during the academic period 2025-2026. This proposal responded to the need identified in the initial diagnosis, which evidenced a low command in the dimension of speed of speech, coherence, grammatical accuracy and pragmatic adequacy.

After implementation, the posttest results revealed progress in student performance. In the speed of speech dimension, the percentage of students at the excellent level increased from 7.69% to 38.46%, while the insufficient level decreased from 46.15% to 0%. Although considerable progress is observed, this dimension continues to be the one that present the greatest challenges compared to the others, since a considerable portion of the still do not reach a fluent and steady pace. This finding agrees with Segalowitz (2019), who points out that speed of speech is an important part of fluency and that students provide it through constant practices in real communication.

In the coherence dimension, the excellent level went from 0% to 69.23%, and the insufficient level dropped from 61.54% to 0%. This evidence shows great progress in the logical organization of oral discourse. According to Richards and Rogers (2001), language teaching should go beyond isolated vocabulary and grammar and should focus on meaningful commutation.

Through TPR, students practiced using language in meaningful situation, which supported their ability to build coherent discourse progressively.

With respect to the grammatical accuracy, we observe a growth of the excellent level from 0% to 30.77%, with a total elimination of the insufficient level. This result reflects an important strengthening in the correct use of the grammatical structures of the language. According to Ur (1996), grammatical accuracy not only improves the formal correctness of the discourse, but also increases the speaker's effectiveness and credibility.

Finally, in the dimension of pragmatic adequacy, the students showed progress: the excellent level increased from 15.38% to 61.54%, and the insufficient was completely eliminated. This indicates a better adaptation of language to the communicative context. Krashen (1982), affirms that when input is comprehensible and provided in a low-anxiety environment, learners are more likely to acquire and use the language effectively. TPR supports this condition by creating an interactive and relaxed space for students.

From the statistical approach, a student's t-test for a related sample (paired t-test) was applied to compare the scores obtained in the pretest and posttest. The results revealed a statistical difference between both measurements ($t = 10.91$; $p < 0.001$) with 12 degrees of freedom, allowing us to reject the null hypothesis and confirm that the pedagogical intervention had an impactful effect on student performance.

The average of the differences was 43.75 points, with a standard deviation of 14.69. This value far exceeds the t value (± 2.18) established for an important level of $\alpha = 0.05$, which validates the efficacy of the treatment applied. In addition, the analysis evidenced that, on average, students

improved their performance by 174.9% in relation to their initial score, which represents a highly positive pedagogical impact on development of fluency and oral expression in English.

In conclusion, the findings support the efficacy of the use of TPR methodology to improve the linguistic dimension of English speaking in eighth grade students. Clear progress was evidenced in coherence, grammatical accuracy and pragmatic adequacy, with a complete elimination of the insufficient level and a marked increase in the excellent and good performance levels.

However, the speed of speech dimension, although showing progress, continues to represent a relative challenge with a lower percentage of students at the excellent level compared to the other dimensions. This suggests the need to strengthen activities that promote greater verbal fluency, such as constant oral dynamics, communicative repetitions and contextualized practices. In future interventions, it would be pertinent to maintain the communicative approach automatization and reduce the dependence on slow processing.

CONCLUSIONS

The main objective of this study was to implement a class system based on the Total Physical Response (TPR) methodology in order to strengthen oral fluency in English in eighth grade students of General Basic Education. This proposal emerged as a response to the difficulties observed in the initial diagnosis, characterized by a limited command of oral communication skills, especially in aspects related to the rhythm of speech, discursive coherence, appropriate grammatical use and the adaptation of language to the context.

With regard to the specific objective, oriented towards the theoretical foundation of the TPR methodology, it was possible to identify that this didactic approach responds to the principles of natural language learning. Conceptual and practical evidence showed that the use of physical commands in combination with verbal expressions favors language comprehension, facilitates active participation and reduces the emotional barriers that often limit oral expression in foreign languages.

The diagnosis of the level of oral fluency, corresponding to the second objective, revealed relevant deficiencies in aspects such as speed of speech, coherence of discourse, grammatical correctness and the appropriateness of language to the context. These results showed the need to design a pedagogical intervention that prioritizes oral practice in real and meaningful situations, adapted to the characteristics of the group studied.

In fulfilment of the third objective, oriented towards the design and application of the class system, a carefully structured and at the same time flexible didactic sequence was implemented, composed of dynamic and playful activities that facilitated the functional use of the language in simulated contexts. The application of the Total Physical Response methodology was

highly effective in promoting students' active participation, strengthening their listening comprehension and increasing their confidence in communicating in English.

The final evaluation of the intervention showed significant progress in the students' oral production, particularly in the dimensions of coherence, grammatical accuracy and pragmatic appropriateness. This progress reflects an improvement in the organization of ideas, in the handling of linguistic structures and in the students' ability to adjust their speech to different communicative situations. However, speed of speech remained a dimension with persistent challenges, suggesting the need for further reinforcement of activities aimed at language automatization, such as repetition exercises, frequent oral interaction and dynamics that encourage spontaneous speech.

All in all, it can be concluded that the Total Physical Response classroom system represents an effective strategy for strengthening oral fluency in English at the General Basic Education level. By focusing on action, active participation and meaningful learning, this methodology creates a favorable environment for progressive and functional language acquisition. Its implementation in teaching practice can enrich the development of communicative competence, especially when complemented with didactic resources that stimulate more fluent, autonomous and contextualized oral expression.

RECOMMENDATION

To deepen in future research on the speed of speech dimensions, with the purpose of identifying with greater precision the causes that cause difficulties in this skill, covering factor that influence inadequate rhythm, such as lack of speaking practice, lack of knowledge of grammatical structures or even affective factors such as anxiety and lack of confidence, will allow more precise interventions to be designed.

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ANNEXES

Annex 1

Observation Guide

N°	Behavior observed during oral production	Yes	No	Observations
1	The student responds quickly to the teachers' oral commands.		X	Thinking a lot about the answer and repeating the word while thinking about others.
2	Pronounces words clearly and understandably.		X	
3	Maintains an adequate rhythm without long pauses or unnecessary repetitions.		X	Constant and long pauses.
4	Uses complete expressions when responding, not just simple words.		X	
5	Shows confidence when speaking, without constantly stopping.		X	Insecurity is evident, avoids eye contact.
6	Ask for clarification from the teacher when he does not understand.	X		
7	Adds more information without asking.		X	Adds extra information if requested by the teacher.
8	Uses gestures or movements to support his oral expression.	X		

Annex 2

Speaking Pretest

Instructions:

- Students should introduce themselves using only English, speaking as naturally as possible.
- The teacher will listen to how well you speak, how clearly you pronounce words, and if you can explain things in English.
- You can be nervous, but just try to do your best! There are no wrong answers here.

Guiding questions:

1. What is your name?
2. How old are you?
3. Where are you from?
4. What is your favorite color?
5. Do you have any hobbies?

Annex 3

Roleplay Posttest

Buying School Supplies in pairs

Seller: Hello! Welcome! What do you want?

Customer: Hello! I want a pencil, please.

Seller: Here you are. Do you want anything else?

Customer: Yes, I want an eraser, too.

Seller: OK! Here is the eraser.

Customer: Thank you! How much is it?

Seller: It's two dollars.

Customer: Here you are.

Seller: Thank you! Have a nice day!

Customer: Goodbye!

Annex 4

Rubric

Parámetro	Excelente (4)	Bueno (3)	Regular (2)	Insuficiente (1)	Calificación
Velocidad del habla	Habla con ritmo natural, fluido y constante.	Habla con buen ritmo, con pausas ocasionales.	Ritmo irregular con algunas pausas innecesarias.	Habla muy lenta o demasiado rápida; difícil de seguir.	
Coherencia	Ideas bien organizadas y conectadas lógicamente.	Buena organización con algunas desconexiones.	Ideas poco organizadas y algo confusas.	Sin coherencia; discurso desorganizado y difícil de entender.	
Precisión gramatical	Uso correcto y variado de estructuras gramaticales.	Algunos errores leves sin afectar la comprensión.	Errores frecuentes que dificultan la comprensión.	Errores constantes que impiden la comunicación efectiva.	
Adecuación pragmática	Uso del lenguaje adecuado al contexto y propósito.	Uso generalmente adecuado con leves desviaciones.	Uso poco adecuado; dificultades para adaptarse al contexto.	Lenguaje inapropiado y fuera de contexto.	