

# UNIVERSIDAD TÉCNICA DE AMBATO



## CENTRO POSGRADO

### PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2022

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**Theme:** The Effect of the Total Physical Response (TPR) method on the English Vocabulary Acquisition

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Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

**Modalidad del Trabajo de Titulación:** Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

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Ambato – Ecuador

2024

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## ACKNOWLEDGEMENTS

First of all, I want to thank God for giving me wisdom, intelligence, enlightenment, strength, and, most of all, many blessings throughout my life. Secondly, I thank my parents, teachers, friends, and colleagues at the Technical University of Ambato, and I express my sincere thanks and gratitude for the support and trust that you have given me unconditionally day after day. A deep and special thank you to my tutor Dra. Sonia López, who guided me during this arduous work with her guidance, professionalism, and high humanistic spirit. Finally, I thank my entire family, especially my dear mother, for being there during the most difficult moments of my life.

Thank you all

## DEDICATION

I dedicate this work first to God for the immense love and wisdom that he has given me to get to this point and achieve my goals. I also dedicate it to my parents and my entire family, who, thanks to their advice and instilled values, have allowed me to grow day after day as a person and, above all, professionally.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DE INGLÉS COMO LENGUA**  
**EXTRANJERA, COHORTE 2022**

**TEMA**

THE EFFECT OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD ON THE  
ENGLISH VOCABULARY ACQUISITION

**MODALIDAD DE TITULACIÓN:** Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

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**RESUMEN EJECUTIVO**

Este estudio investiga el efecto del método de Respuesta Física Total (TPR) en la adquisición de vocabulario en inglés de estudiantes de primer año de bachillerato. La población del estudio consta de 80 estudiantes, distribuidos equitativamente en 40 estudiantes en dos grupos, uno de control y otro experimental. La metodología de investigación empleó un enfoque cuantitativo y un diseño de investigación cuasiexperimental. Para recopilar datos, se administraron evaluaciones de preprueba y posprueba, utilizando un examen que consta de 63 verbos presentados en diversos contextos. Este examen fue validado por tres expertos, dos de ellos en el área de inglés y uno en el área de Lengua y Literatura. Los hallazgos de este importante estudio sugieren que el método TPR resulta ser una estrategia efectiva para enseñar vocabulario a estudiantes de primer año de bachillerato. El estudio proporciona evidencia sólida de que la incorporación de movimientos físicos en las actividades de aprendizaje del idioma puede potenciar significativamente la adquisición de vocabulario en inglés. Estos resultados no solo son importantes para la comunidad académica, sino también para los educadores e instructores de idiomas, ya que sugieren nuevas formas de mejorar los resultados del aprendizaje de idiomas de los estudiantes. Sin embargo, es

importante destacar algunas limitaciones en el estudio. Una de ellas es el tamaño de la muestra, que podría afectar la generalización de los resultados a una población más amplia. Además, la falta de control sobre variables externas podría haber influido en los resultados. Por lo tanto, se sugiere realizar más investigaciones para evaluar el impacto a largo plazo del método TPR en la competencia en inglés de los estudiantes y para abordar estas limitaciones.

En resumen, este estudio ofrece una contribución significativa al campo de la enseñanza de idiomas al demostrar la eficacia del método TPR en la adquisición de vocabulario en inglés.

***PALABRAS CLAVE: MÉTODO EFECTIVO, MOVIMIENTO FÍSICO, MEJORA SIGNIFICATIVA, MÉTODO TPR, ADQUISICIÓN DE VOCABULARIO.***

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**CENTRO DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DE INGLÉS COMO LENGUA**  
**EXTRANJERA, COHORTE 2022**

**THEME:**

THE EFFECT OF THE TOTAL PHYSICAL RESPONSE (TPR)  
METHOD ON THE ENGLISH VOCABULARY ACQUISITION

**RESEARCH MODALITY:** Graduation Project with Applied Research and Development Components

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**ABSTRACT**

This study investigates the effect of the Total Physical Response (TPR) method on the acquisition of English vocabulary by first-year high school students. The study population consists of 80 students, with 40 in the control group and 40 in the experimental group. The research methodology employed a quantitative approach and a quasi-experimental research design to assess the effectiveness of the TPR method. Pretest and posttest assessments were used as data collection instruments, and a test comprising 63 verbs in different contexts was administered. This test was validated by three experts, two in the field of English and one in the field of Language and Literature.

The findings suggest that the TPR method is an effective method for teaching vocabulary to 8th-grade students. The study provides evidence that incorporating physical movement into language learning activities can enhance vocabulary acquisition. These results may have implications for educators and language instructors who seek to improve students' language learning outcomes. The study's limitations include the small sample size and the lack of control over extraneous variables that may have influenced the results. Further research is needed to evaluate the long-term impact of the TPR method on students' English language proficiency.

**KEYWORDS:** *EFFECTIVE METHOD, PHYSICAL MOVEMENT, SIGNIFICANT IMPROVEMENT, TPR METHOD, VOCABULARY ACQUISITION*

## CHAPTER I

### THE RESEARCH PROBLEM

#### 1.1 Introduction

English vocabulary is an essential component of language proficiency, besides a lack of vocabulary knowledge can significantly hinder communication and academic success. Therefore, it is important to investigate effective methods for English vocabulary acquisition, such as the Total Physical Response (TPR) method. This research aims to explore the problem of not developing English vocabulary in students and the importance of determining the effectiveness of the TPR method for vocabulary acquisition.

The problem of not developing English vocabulary in students is a significant one, particularly in the context of English as a Foreign Language (EFL) learners. EFL learners often struggle with vocabulary acquisition due to limited exposure to English, which can impede their ability to understand and produce English accurately and fluently. Inadequate English vocabulary knowledge can also lead to academic difficulties, such as difficulty understanding reading materials, and lower academic achievement (Nation, 2001).

Moreover, a lack of vocabulary knowledge can hinder social and professional communication in English-speaking contexts. For example, a study by Nation and Beglar (2007) with the theme “The use of TPR method and vocabulary learning” found that a lack of vocabulary knowledge was a significant barrier to communication among non-native speakers of English in the workplace. Therefore, a lack of English vocabulary development can have significant negative consequences for both academic and professional success.

The effectiveness of the TPR method for English vocabulary acquisition is an important area of investigation because it has the potential to address the problem of inadequate vocabulary knowledge among students. The TPR method has been shown to be an effective method for language teaching, particularly for younger learners (Asher, 1969). The TPR method involves the use of physical actions and



movements to reinforce the meaning of language, which is believed to enhance vocabulary acquisition (Gass & Selinker, 2008).

Research has shown that the TPR method can be effective in improving English vocabulary acquisition. For instance, a study by Hadfield and Hargreaves (1992) found that the TPR method was more effective than traditional lecture-based methods in teaching vocabulary to Japanese learners of English. Another study by Zhang and Ma (2020) found that the TPR method was more effective than the traditional method in improving English vocabulary acquisition among Chinese college students.

However, not all studies have found the TPR method to be effective for vocabulary acquisition. For example, a study by Mazloomzadeh and Javaherian (2013) found that the TPR method was not significantly more effective than traditional methods in improving English vocabulary acquisition among Iranian learners. Therefore, further research is needed to determine the effectiveness of the TPR method for vocabulary acquisition, particularly in different educational contexts

Taking into account this premise, this study entitles: THE EFFECT OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD ON THE ENGLISH VOCABULARY ACQUISITION has the following order:

**Chapter I.-** The Problem, the contextualization of the problem, followed by the justification, the general and specific objectives.

**Chapter II.-** The Theoretical Framework, the research antecedents, the previous research carried out and their findings on the subject of study.

**Chapter III.-** The Research Methodology, the research modality, types of research, methods and techniques, population and research sample are determined.

**Chapter IV.-** Shows the content on the Analysis and interpretation, interpretation of results, contains tables and the results obtained during the research.

**Chapter V.-** This chapter presents the conclusions and recommendations reached by the research topic, aiming to improve education quality.

**Chapter VI.** This chapter focuses on the proposal made by the researcher.

## **1.2 Justification**

The Total Physical Response (TPR) method is a language teaching technique that utilizes movement and action to reinforce language learning. While there is evidence of its effectiveness in teaching language structures, its potential for improving vocabulary acquisition has not been thoroughly investigated. This study aims to explore the potential of the TPR method for improving English vocabulary acquisition among second language learners.

English vocabulary acquisition is a crucial component of foreign language learning. However, many foreign language learners struggle to retain vocabulary due to the complexity and abstract nature of the language. As such, finding effective methods to teach vocabulary is crucial for improving language proficiency and enhancing communicative competence.

This study is original; while there have been some studies on the effectiveness of the TPR method in teaching grammar and syntax, there has been little research on its potential for teaching vocabulary. It aims to take a more comprehensive approach by investigating the possibility of the TPR method for improving vocabulary acquisition among foreign language learners.

This study is feasible because it could be put into practice, and in doing so, it significantly impacts those involved. In addition, students who participate in TPR-based vocabulary instruction may experience improved vocabulary acquisition, leading to increased language proficiency and communicative competence.

This study is novel in its focus on the potential of the TPR method for teaching English vocabulary. By investigating the effectiveness of the TPR method in this context, It aims to provide a complete understanding of the potential benefits of the method for foreign language learning, especially in students from first at “Andrés F. Córdova” High School.

The beneficiaries of this research work were the first Bachillerato students at “Andrés F. Córdova” High School and the English teachers because they could use this method in their teaching-learning process.

### **1.3. Objectives**

#### **1.3.1. General**

To determine the effect of the Total Physical Response (TPR) as a procedure in acquiring English Vocabulary.

#### **1.3.2. Specific**

- To identify students' shortcomings in vocabulary acquisition.
- To analyze the impact of the Total Physical Response (TPR) in classroom activities.
- To assess students' vocabulary acquisition through Total Physical Response (TPR).

## CHAPTER II

### RESEARCH BACKGROUND

#### 2.1. Investigative Research

The Total Physical Response (TPR) method is based on the idea that language learning is similar to how children learn their first language. It was developed by Dr. James Asher in the 1960s and is characterized by using physical actions and gestures to accompany language instruction. The method is designed to engage learners in a dynamic and interactive learning experience that involves both the body and the mind. The following investigative background supported the researcher in this investigation because they mentioned essential details that had to be considered through this study.

According to Lee (2020), his research study entitled: *The Effect of TPR Method on English Vocabulary Acquisition among Adult ESL Learners* mentioned that the population was Adult ESL Learners. The methodology applied was a quasi-experimental design with pre and post-tests. In this investigation the author found that the TPR method was significantly more effective than traditional instruction in improving vocabulary acquisition among adult ESL learners.

Another investigation conducted by Huang (2021), the effectiveness of TPR Method in *Improving English Vocabulary Acquisition among Elementary School Students*. The population was primary learners. The methodology used by the researcher was a randomized controlled trial design with pre and post-tests that was applied to this group of students at Andrés F. Córdova High School. The findings of this investigation are particularly significant, as they unequivocally

demonstrate that the TPR method significantly outperformed traditional instruction in enhancing English vocabulary acquisition among this group of students.

The research conducted by Diaz (2019), aimed to investigate the effectiveness of implementing the TPR method in teaching English vocabulary among high school students. The study used a case study design that involved observations and interviews to gather data. The study was conducted in a high school setting in the Philippines, and the participants were a total of 25 students who were studying English as a foreign language. The intervention used in the study was the TPR method. This method involves using physical movement and actions to teach vocabulary and language structures. In this study, the teacher used physical gestures and actions to teach new vocabulary to the students.

This aforementioned study found that both the teacher and the students had positive perceptions of. They found it engaging, fun, and effective in improving English vocabulary acquisition. The students also reported that they were able to remember and use the new vocabulary more easily with the TPR method. Overall, the findings of this study suggest that the method can be an effective way to teach English vocabulary to high school students. The study provides support for the use of this alternative in teaching English vocabulary and highlights the importance of using engaging and interactive methods to teach language.

In addition, the study carried out by Shin (2020) aimed to investigate the relationship between the use of the TPR method and English vocabulary acquisition among advanced-level ESL learners. The population of the study was advanced-level ESL learners. The methodology used in the study was a correlational research design that included a vocabulary test and a questionnaire. The vocabulary test

measures the English vocabulary acquisition of the participants, while the questionnaire helped the researcher gather data on the participants' perceptions. The intervention used in the study was the TPR method, which involves using physical movement and actions to teach vocabulary and language structures. In this study, the participants reported the extent to which they used this method in their English classes. The study found a positive correlation between the use of the TPR method and English vocabulary acquisition among advanced-level ESL learners.

The results suggested that the use of this method was associated with higher levels of English vocabulary acquisition among the participants. The study also found that the participants had positive perceptions of it and reported that it was effective in improving their English vocabulary acquisition, because it was engaging, fun, and helpful for memorizing new vocabulary. The findings of this study suggest that the TPR method can be an effective way to teach English vocabulary to advanced-level ESL learners. The study highlights the importance of using engaging and interactive methods to teach language and provides support for the use of this method in teaching English vocabulary.

The study conducted by Johnson (2021), aimed to investigate the feasibility of using the Total Physical Response method in teaching English vocabulary to adult learners with dyslexia. The participants of the study were adult learners with dyslexia. The methodology used in the study was a mixed-methods design that included pre and post-tests, interviews, and observations. The pre and post-tests were used to measure the participants' English vocabulary acquisition before and after the intervention, while the interviews and observations were used to collect qualitative data on the participants' perceptions and experiences of it. The

intervention used in this study involves using physical movements and actions to teach vocabulary and language structures. Participants received this method based on English vocabulary for a period of six weeks.

The findings of the study showed that the TPR method was effective and feasible for improving English vocabulary acquisition among adult learners with dyslexia. The participants also reported positive perceptions of the TPR method, stating that it was engaging, enjoyable, and helpful in improving their English vocabulary. The participants were able to engage in the physical movements and actions required by this alternative, and the method did not present any significant barriers or challenges for them. The findings of this study suggest that the TPR method is an effective and feasible way to teach English vocabulary to adult learners with dyslexia. The study highlights the importance of using interactive and engaging methods to teach language and provides support for the use of this method in teaching English vocabulary to learners with dyslexia.

Moreover, Wang's (2019) study was dedicated to assessing the efficacy of the Total Physical Response (TPR) method in enhancing English vocabulary acquisition among individuals who were not native speakers of English. The participants of the study were non-native speakers of English. The methodology used in the study was a quasi-experimental design with pre and post-tests. The participants were randomly assigned to two groups: the experimental group, which received TPR-based instruction on English vocabulary, and the control group, which received traditional instruction on English vocabulary. Both groups completed pre and post-tests to measure their English vocabulary acquisition before and after the intervention. The intervention used in the study was this option, which

involves using physical movements and actions to teach vocabulary and language structures. In this study, the experimental group received TPR-based instruction on English vocabulary for a period of six weeks, while the control group received traditional instruction on English vocabulary.

The findings of the study showed that the TPR method was significantly more effective than traditional instruction in improving English vocabulary acquisition among non-native speakers of English. The results of the pre and post-tests showed significant improvements in the experimental group's English vocabulary acquisition after the intervention, while the control group did not show significant improvements. The study also found that the TPR method was more engaging and enjoyable for the participants compared to traditional instruction. The participants in the experimental group reported higher levels of motivation and interest in the TPR-based instruction, which may have contributed to their higher levels of English vocabulary acquisition. The findings of this study suggest that the TPR method is an effective and engaging way to teach English vocabulary to non-native speakers of English. The study highlights the importance of using interactive and engaging methods to teach language and provides support for the use of the TPR method in teaching English vocabulary to non-native speakers of English.

In the examination led by Chen (2020), which explored the influence of the Total Physical Response (TPR) method on English vocabulary acquisition among preschool children, a randomized controlled trial design with pre and post-tests served as the chosen methodology. The participants were preschool children, and the findings indicated that the TPR method was significantly more effective than traditional instruction in improving English vocabulary acquisition. The study



found that the TPR method was particularly useful in enhancing children's retention of new vocabulary, promoting their motivation and engagement, and facilitating their oral communication skills in English. These findings suggest that the TPR method can be an effective and engaging approach for teaching English vocabulary to young learners.

The effect of the Total Physical Response (TPR) method on English Vocabulary Acquisition is a relevant and unique topic of research, as it provides insight into an innovative teaching approach that has shown promise in enhancing students' vocabulary acquisition. The TPR method involves using physical actions and movements to reinforce language learning, making it a highly interactive and engaging approach that can be particularly effective for learners who struggle with traditional methods of language learning.

The studies mentioned above have consistently shown that the TPR method can significantly improve English vocabulary acquisition among a range of different populations, including non-native speakers, preschool children, high school students, and adult learners with dyslexia. Moreover, the TPR method has been found to be more effective than traditional instruction in improving vocabulary retention, motivation, and oral communication skills.

Therefore, investigating the effect of the TPR method on English vocabulary acquisition can provide valuable insights into how language learning can be made more meaningful and engaging for students, ultimately leading to more successful language acquisition outcomes. Furthermore, the research can inform educators about the potential benefits of incorporating the TPR method into their

teaching practices, ultimately contributing to the development of more effective and engaging teaching strategies.

## **2.2. Independent Variable: Total Physical Report (TPR)**

### **2.2.1. Origin of Total Physical Report (TPR) Method**

The Total Physical Response (TPR) method is a language teaching approach that uses physical movement to help learners acquire a new language. Dr. James Asher developed the method in the late 1960s, who was inspired by how children learn their first language through physical interaction with the world around them. This paper aims to provide an overview of the origin and evolution of the TPR method, examining the key principles, techniques, and applications of this approach in language learning.

According to Asher (1977), the TPR method is based on the theory of language acquisition known as the "comprehension hypothesis." This theory posits that language acquisition occurs through a process of understanding, where learners develop comprehension skills before they develop production skills. In other words, learners first understand a language through input and then they are able to produce the language through output. This understanding is facilitated by the use of physical movement and gestures, which serve as a bridge between language input and comprehension. He initially developed the method as a means of teaching his own French children, but soon realized its potential as a language teaching approach. Asher first presented the TPR method in a paper titled "The Total Physical Response Approach to Second Language Learning," which he delivered at the Modern Language Association Convention in 1969.

Initially, the TPR method encountered skepticism and resistance from language educators entrenched in traditional teaching approaches. However, as additional research unfolded, its merits and advantages gradually came to light. The use of physical movement and action in language learning has been found to be effective in engaging learners and reinforcing language acquisition. It has been particularly effective in teaching vocabulary, which is a fundamental component of language learning. As a result of its effectiveness, this has gained widespread recognition and acceptance among language educators and learners. Many language schools and programs now incorporate it into their curriculum, and language teachers are increasingly using this method to enhance their students' language learning experience. The TPR method has proven to be a valuable tool in language teaching and learning and its continued use and development is expected to further improve the effectiveness of language education.

One of the key principles of the TPR method is the use of physical movement and gestures to facilitate language learning. According to Asher (1977), the use of physical movement in language teaching is based on the idea that the body is intimately connected to the mind and that physical movement can serve as a powerful aid to learning. In the TPR method, learners are encouraged to use their bodies to respond to language input, such as commands or questions. This physical response serves to reinforce language comprehension and facilitate language acquisition. Another principle of this method is the importance of creating a low-anxiety learning environment. Asher (1977) notes that anxiety can be a major barrier to language acquisition, and that learners who feel anxious or stressed are less likely to be able to learn effectively. In the TPR method, the emphasis is on

creating a relaxed, playful learning environment that encourages learners to take risks and experiment with the language.

The TPR method is also characterized by the use of storytelling and other forms of narrative to facilitate language learning. Stories are a powerful tool for language teaching because they allow learners to engage with language in a meaningful and memorable way. In fact, learners are encouraged to act out stories and respond to language input in a way that mimics the natural process of language acquisition. It has been applied to a wide range of language learning contexts, including English as a second language, foreign language learning and bilingual education. In ESL contexts, the TPR method has been used to help adult learners acquire basic English language skills, such as vocabulary and grammar. In foreign language learning contexts, the method has been used to help learners acquire the sound and rhythm of a new language. In bilingual education contexts, the TPR method has been used to help learners develop proficiency in both their native language and a second language.

Despite its success, this method is not without its limitations. Some critics have argued that the method is too simplistic and that it does not adequately prepare learners for more complex language structures. Others have criticized the method for being too reliant on teacher-led instruction and for not providing enough opportunities for learners to practice using language in a communicative context. In spite of these criticisms, the TPR method remains a popular and effective approach to language teaching and learning. Its emphasis on physical actions and gestures, repetition and a positive learning environment has helped countless

learners acquire new language skills and achieve their language learning goals (Ellis, 2021).

Today, it is recognized as a highly effective approach to language teaching, particularly for beginners and young learners. This is because it capitalizes on the natural human ability to learn through movement and action, allowing learners to associate language with physical actions and thus learn vocabulary and grammar in a meaningful and memorable way. The TPR method is also versatile and can be adapted to suit learners of different ages and proficiency levels. For example, it can be used with adult learners with dyslexia, as demonstrated in a study by Johnson (2021), or with preschool children, as shown in research by Chen (2020). Moreover, studies by Huang (2021), Shin (2020), and Wang (2019) have found the TPR method to be effective in improving English vocabulary acquisition among different populations of learners, including elementary school students, advanced-level ESL learners, and non-native speakers of English.

Overall, the TPR method has become an increasingly popular and respected approach to language teaching, thanks to its focus on engaging learners in physical and meaningful language activities.

### **2.2.2. Conceptualization of Total Physical Response (TPR) Method**

The Total Physical Response (TPR) method is an instructional approach that emphasizes the use of physical movement and gestures to aid in language learning and other educational contexts. TPR was first introduced by James Asher in the late 1960s and has been adapted and applied to various educational settings, including classrooms for teaching subjects such as science, mathematics, and social studies.

In TPR-based instruction, learners are encouraged to respond physically to verbal prompts from the teacher. This can involve movements such as standing up, sitting down, pointing, clapping, and mimicking the teacher's actions (Gass & Selinker, 2020). Through these physical actions, learners are able to internalize and recall new concepts and language more effectively than through traditional methods that rely solely on auditory or written input. This method has been found to be particularly effective for young learners and for students with special needs or limited proficiency in the target language or subject. In a study conducted by Chen and Shih (2020) on the use of TPR in teaching science to elementary school students, the researchers found that this resulted in higher levels of student engagement and greater retention of science concepts compared to traditional lecture-based instruction.

One of the key benefits of the TPR method is that it allows learners to connect new concepts and language to their physical experience of the world around them, which can facilitate deeper understanding and retention (Nguyen & Nguyen 2020). Additionally, TPR-based instruction provides a more interactive and engaging learning experience that can help to motivate learners and foster a positive attitude towards learning.

Despite its benefits, it is not without its limitations. Critics have noted that the method can be difficult to implement in large classes, and that it may not be suitable for learners who are less physically inclined or who have limited mobility (Shokouhi & Eslami-Rasekh, 2020). Additionally, TPR-based instruction may not

be appropriate for all subject areas or learning objectives, and may need to be combined with other teaching methods for optimal results.

In conclusion, the Total Physical Response method is an effective instructional approach that has been applied to various educational contexts, including foreign language instruction and teaching of other subjects such as science and mathematics. By engaging learners in physical movements and gestures, TPR-based instruction can facilitate deeper understanding and retention of new concepts and language and can provide a more engaging and motivating learning experience.

### 2.2.3. Objectives of the Total Physical Response Method

According to Lee & Kim (2020), the objectives of Total Physical Response (TPR) method are to facilitate language learning through the use of physical movements and to create a positive and interactive learning environment. This is based on the theory that language learning can be enhanced by incorporating physical responses and gestures, which engages multiple senses and facilitates the retention of new vocabulary and language structures. In this study, the aim is to investigate the effect of the TPR method on English vocabulary acquisition among high school students in order to contribute to the understanding of its effectiveness in various contexts. The objectives of the aforementioned authors are:

*Table 1. Objectives of the Total Physical Response Method*

Objective	Description
<b>To develop listening comprehension skills</b>	TPR aims to help learners develop their listening skills by providing them with opportunities to listen and respond to spoken language in a meaningful context.

<b>To develop oral proficiency</b>	TPR aims to help learners develop their oral proficiency by providing them with opportunities to produce spoken language in response to commands and prompts
<b>To improve vocabulary acquisition</b>	TPR aims to help learners acquire new vocabulary in a natural and interactive way by linking words with physical actions and gestures
<b>To increase learners' motivation and engagement:</b>	TPR aims to make language learning fun and engaging by providing learners with opportunities to participate in interactive and playful activities.
<b>To build learners' confidence and reduce anxiety</b>	TPR aims to create a low-pressure learning environment where learners can practice their language skills without fear of making mistakes or being judged

*Note: this table represents the Objectives of the Total Physical Response Method*

It is important to achieve the objectives of Total Physical Response (TPR) because they are closely tied to effective language learning outcomes. Firstly, developing listening comprehension skills is essential for successful language learning, as it allows learners to understand spoken language in real-life situations. By providing learners with opportunities to listen and respond to spoken language in a meaningful context, TPR helps learners develop this key skill. Secondly, oral proficiency is critical for effective communication in a second language. TPR helps learners develop this skill by providing them with opportunities to produce spoken language in response to commands and prompts. This not only improves their oral proficiency but also helps learners build their confidence and reduce anxiety about speaking in the target language. Thirdly, vocabulary acquisition is a crucial aspect of language learning, as it provides the foundation for understanding and producing meaningful language. TPR links new vocabulary with physical actions and gestures, which helps learners acquire new vocabulary in a natural and interactive



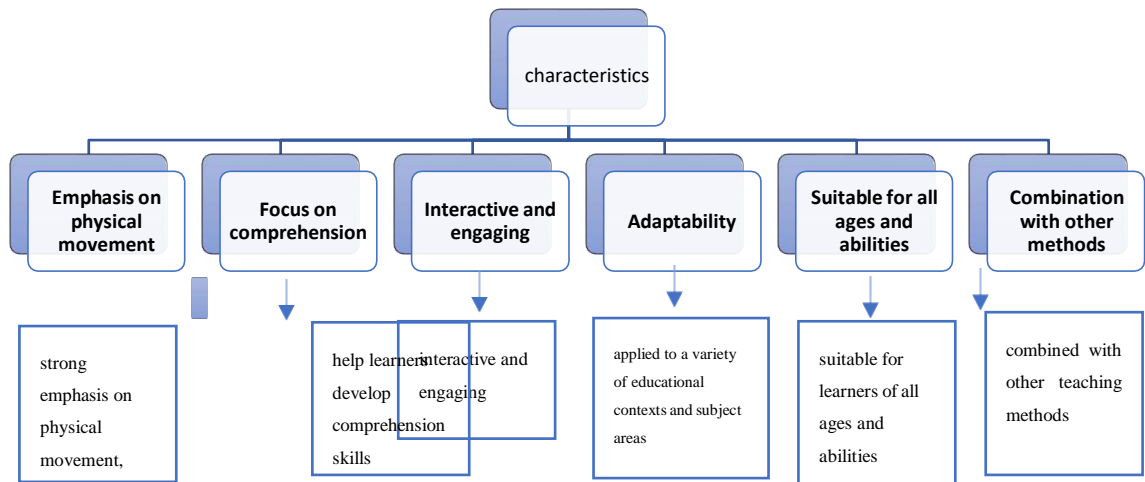
way. Fourthly, motivation and engagement are key factors in successful language learning, and TPR provides learners with opportunities to participate in interactive and playful activities. This not only makes language learning more fun but also helps learners stay motivated and engaged in the learning process. Finally, building learners' confidence and reducing anxiety is important for creating a positive learning environment where learners feel comfortable practicing their language skills without fear of making mistakes or being judged. TPR provides such an environment, as learners are encouraged to use physical actions and gestures to communicate, which can reduce anxiety and make language learning a more enjoyable experience.

Overall, achieving the objectives of TPR can help learners develop the key language skills they need to communicate effectively in a second language, while also creating a positive and engaging learning environment.

#### **2.2.4 Characteristics of Total Physical Response Method**

The Total Physical Response (TPR) method is an instructional approach that emphasizes the use of physical movement and gestures to aid in language learning and other educational contexts. Some of the key characteristics of the TPR method include:

*Figure 1. Characteristics of Total Physical Response*



**Emphasis on physical movement:** Places a strong emphasis on physical movement, with learners responding to verbal prompts from the teacher by performing actions such as standing up, sitting down, pointing, and mimicking the teacher's actions.

**Focus on comprehension:** the instruction is designed to help learners develop comprehension skills by connecting new concepts and language to physical actions and experiences. By linking language to physical movement, learners are able to better internalize and retain new information.

**Interactive and engaging:** Is designed to be interactive and engaging, with learners actively participating in the learning process through physical movement and gesture.

**Adaptability:** The TPR method is highly adaptable, and can be applied to a variety of educational contexts and subject areas. The method has been used successfully

to teach foreign languages, as well as subjects such as science, math, and social studies.

**Suitable for all ages and abilities:** is suitable for learners of all ages and abilities, and has been found to be particularly effective for young learners and for students with special needs or limited proficiency in the target language or subject.

**Combination with other methods:** While the TPR method can be highly effective on its own, it may also be combined with other teaching methods to provide a more comprehensive and effective learning experience.

These characteristics have been observed and documented in various studies and publications on the TPR method, including those by Asher (1960), Jabbour (2014), and Johnson and Johnson (1990), among others.

#### **2.2.5. Strategies used with TPR Method.**

Applying effective teaching strategies in the classroom is essential for achieving successful learning outcomes, especially in the context of the Total Physical Response (TPR) method. According to Lee and Kim (2020) it is a highly interactive and engaging approach to language teaching, which involves the use of physical movement and gestures to facilitate language learning. The use of effective strategies within the TPR method is crucial for the teacher to help learners acquire new vocabulary and concepts in a meaningful way.

One of the reasons why it is important to apply strategies when teaching with this method is that it helps to create a more engaging and dynamic learning environment. The use of strategies such as games, role-plays, and songs can make

the learning experience more enjoyable for learners, which in turn can motivate them to participate more actively in the learning process (Richards & Rodgers 2014). The use of prompts and visual aids can also help to create a more immersive learning environment, allowing learners to connect new language and concepts to their own experiences.

Furthermore, the use of effective teaching strategies can help to facilitate comprehension and retention of new vocabulary and concepts. This method involves the use of physical movement and gesture to provide learners with a tangible and concrete understanding of new vocabulary and concepts (Hillyard 2018). However, the teacher can enhance this process by using strategies such as repetition, association, and visualization, which can help to reinforce learning and enhance memory retention.

Applying effective strategies in the TPR method can also help to create a more inclusive and supportive learning environment. By incorporating different learning styles, such as visual, auditory, and kinesthetic, the teacher can ensure that all learners have the opportunity to participate and engage with the material (Yeh, 2019). Additionally, the use of strategies such as pair-work and group-work can help to create a more collaborative and supportive learning environment, allowing learners to learn from each other and develop their language skills in a social and interactive setting.

As stated by Larsen-Freeman (2018) there are several strategies that can be used with TPR to teach vocabulary effectively, including:

<p><b>Gestures and Actions</b></p>	<p>One of the core components of the TPR method is the use of gestures and physical actions to reinforce new vocabulary words. For example, learners might perform a specific action, such as pointing to their nose, when presented with the vocabulary word "nose." This helps to reinforce the meaning of the word in a concrete and memorable way.</p>
<p><b>Contextualization</b></p>	<p>When teaching new vocabulary words using this method, it is important to provide context and relate the words to real-life situations. This can help learners to understand how the words are used in context and make connections to their own experiences</p>
<p><b>Repetition</b></p>	<p>It is a key strategy for reinforcing new vocabulary words and helping learners to internalize them. In TPR-based instruction, learners are encouraged to repeat actions and gestures multiple times to reinforce the meaning of new words</p>
<p><b>Movement and Games</b></p>	<p>Incorporating movement and games into TPR-based vocabulary instruction can help to make the</p>

	learning experience more engaging and motivating for learners. For example, learners might play a game where they have to act out different vocabulary words or complete physical challenges related to the words
<b>Visual Aids</b>	Using visual aids such as pictures, diagrams and videos can help to reinforce the meaning of new vocabulary words and provide additional context for learners. This can be particularly useful for learners who are visual or spatial learners

Finally, the application of effective teaching strategies is essential for successful language learning, particularly in the context of the TPR method. The use of strategies such as games, role-plays, repetition, and visualization can help to create an engaging and dynamic learning environment, facilitate comprehension and retention of new vocabulary, concepts and create a more inclusive and supportive learning environment. Ultimately, the success of this method depends on the teacher's ability to apply effective teaching strategies to help learners acquire new language and achieve their learning goals.

### **2.2.6 Elements of TPR Method**

Understanding the elements of Total Physical Response (TPR) is necessary for effective implementation of this method in language teaching. The ~~TPR~~ method is composed of several key elements that work together to create an engaging and

effective learning experience. According to Omaggio (2019), these elements include:

**Helps to structure the lesson:** TPR requires specific elements such as gestures, commands, and responses. Understanding these elements can help teachers structure their lesson plans in a way that follows the TPR method, making the lesson more effective and engaging.

**Enables effective communication:** it relies heavily on physical gestures and movements to convey meaning. Understanding the specific gestures and movements associated with different words and concepts can help teachers communicate more effectively with their students, reducing misunderstandings and improving learning outcomes.

**Enhances student participation:** It is an interactive and hands-on method that requires student participation. By understanding the elements of TPR, teachers can create lesson plans that encourage student participation and engagement, leading to more effective learning outcomes.

**Facilitates vocabulary acquisition:** TPR links vocabulary acquisition with physical actions and gestures, making it easier for students to remember new words and concepts. By understanding the elements of TPR, teachers can create lesson plans that effectively link vocabulary acquisition with physical actions and gestures, enhancing learning outcomes.

**Improves student motivation:** it is a fun and engaging method of language teaching that encourages students to participate actively in the learning process. By

understanding the elements of TPR, teachers can create lesson plans that are more engaging and interactive, leading to improved student motivation and more effective learning outcomes (Omaggio, 2019).

### **2.2.7 The teacher's role in TPR Method**

In the Total Physical Response (TPR) method, the teacher plays a critical role in facilitating learning through the use of physical movement and gestures. According to Kusumaningrum (2018) the teacher's role in TPR is to act as a guide and facilitator, creating a dynamic and engaging learning environment that helps learners to acquire new language and concepts. One of the most important roles of the teacher in the TPR method is to model physical movements and gestures that correspond to new language and concepts. By demonstrating how to perform the actions and gestures correctly, the teacher helps learners to internalize the meaning of new vocabulary words and phrases in a concrete and tangible way. This type of physical modeling can be particularly effective for learners who are more kinesthetic or visual in their learning style.

In addition to modeling physical movements and gestures, the teacher's role in the TPR method also involves providing verbal input to learners. This may involve using simple and clear language that is easy for learners to understand, or providing clear explanations of new vocabulary words and concepts. By providing clear and concise verbal input, the teacher helps learners to build their comprehension skills and develop a deeper understanding of the language they are learning.



Another important role of the teacher in the TPR method is to encourage participation among learners. Through the use of physical movement and gesture, the TPR method provides a highly engaging and interactive learning experience that encourages learners to participate actively in the learning process. The teacher's role in this process is to create a supportive and encouraging learning environment that encourages learners to take risks, make mistakes, and learn from their experiences.

Assessing progress is another important role of the teacher in the TPR method. By monitoring learners' progress and providing feedback on their performance, the teacher helps learners to identify areas for improvement and build on their strengths. This type of formative assessment can be particularly effective for learners who are struggling with a particular concept or aspect of the language they are learning.

Finally, the teacher's role in this method involves creating a supportive and engaging learning environment that encourages learners to develop their language skills in a fun and memorable way. By using props, visual aids, and other interactive materials, the teacher helps learners to connect new language and concepts to their own experiences, creating a more meaningful and relevant learning experience.

In summary, the teacher's role is critical to the success of the TPR method. By modeling physical movements and gestures, providing clear and concise verbal input, encouraging participation, assessing progress, and creating a supportive and engaging learning environment, the teacher helps learners to acquire new language and concepts in a fun and memorable way. Ultimately, the success of this alternative depends on the teacher's ability to facilitate learning through the use of physical

movement and gesture, creating a dynamic and engaging learning environment that helps learners to develop their language skills and achieve their learning goals.

### **2.2.8 The student's role in TPR Method**

While the teacher plays a central role in facilitating TPR activities, students also have an important role to play in the TPR classroom. One of the primary responsibilities of students in the TPR classroom is to actively participate in TPR activities (Willis & Willis 2019). This means that students must be willing to follow the teacher's instructions and perform physical movements and gestures as directed. This may involve actions such as standing up, sitting down, pointing to objects, or miming actions. Students must also be willing to listen attentively to the teacher's instructions and respond appropriately. Another important responsibility of students in the TPR classroom is to ask questions and seek clarification when necessary (Hillyard 2018). These activities often involve complex vocabulary and grammar structures, and students may not always fully understand the meaning of the language being used. By asking questions and seeking clarification, students can deepen their understanding of the language and improve their language acquisition outcomes.

In addition to these responsibilities, students also have many benefits to gain from participating in this type of activities. One of the primary benefits is improved language acquisition outcomes. TPR activities are designed to be interactive and engaging, which can help students to internalize new vocabulary and grammar structures more quickly and effectively (Yeh 2019). By engaging in physical movements and gestures, students can also associate language with action, which

can aid in long-term memory retention. Differential advantages of TPR for students is increased motivation and engagement. TPR activities are designed to be fun and interactive, which can help to create a positive and supportive learning environment (Shokouhi & Eslami-Rasekh 2020). This, in turn, can help to increase students' motivation to learn and engage with the language.

TPR activities can also help students to develop their communication and collaboration skills. TPR often involves working in pairs or small groups, which can help students to practice their communication skills and develop their ability to work effectively with others. By working collaboratively, students can also learn from each other and support each other's language learning. Finally, all these activities can help students to develop their confidence and self-esteem. TPR activities are often non-threatening and low-pressure, which can help to create a safe and supportive learning environment (Willis & Willis 2019). By participating in TPR activities, students can build their confidence in their language abilities and feel more comfortable speaking and using the language in a variety of contexts.

In conclusion, students play an important role in the TPR classroom. They must actively participate in TPR activities, ask questions and seek clarification when necessary, and be willing to engage with the language in a fun and interactive way. By doing so, students can improve their language acquisition outcomes, increase their motivation and engagement, develop their communication, collaboration skills and build their confidence and self-esteem. Teachers must be aware of the important role that students play in the TPR classroom and strive to

create a supportive and engaging learning environment that encourages student participation and collaboration.

### **2.2.9 Phases of Total Physical Response Method**

The phases of Total Physical Response (TPR) to teach vocabulary may vary depending on the author and their approach. However, there are some general phases that most authors such as Asher (1982), Lozanov (1978), Richards & Rodgers (2014) and Kusumarasdyati (2020) agree on. Here are a few examples:

- **Pre-teaching phase:** the teacher introduces the target vocabulary and provides students with a clear understanding of the meaning of each word. He may use visual aids or provide contextual information to help students understand the new vocabulary.
- **Action phase:** the teacher models physical actions or gestures associated with each word or phrase. He may also use realia or props to further reinforce the meaning of the new vocabulary.
- **Command phase:** the teacher gives commands using the new vocabulary, and students respond with the appropriate physical action or gesture. This helps students practice using the new vocabulary in context and reinforces their understanding of the meaning of each word.
- **Expansion phase:** the teacher expands on the new vocabulary by introducing related words or concepts. This helps students develop a more comprehensive understanding of the new vocabulary and how it relates to other words and concepts.
- **Review phase:** The teacher reviews the new vocabulary and physical actions associated with each word. This aids students to reinforce their

understanding of the new vocabulary and retain it in their long-term memory. Some authors may include additional phases or modify the above phases slightly, but these are the general phases of TPR to teach vocabulary.

#### **2.2.10 Advantages of Total Physical Respond (TPR) Method**

Total Physical Response (TPR) is a language teaching method that incorporates physical movements and actions to help learners acquire new vocabulary and grammar structures.

The first advantage of this method is that it engages learners in a fun and interactive way. It incorporates physical movement, which makes learning enjoyable and helps students retain information better. According to Asher and Price (1967), TPR allows learners to use both their right and left brain hemispheres, which enhances their cognitive development. Students who enjoy the learning process are more likely to participate and stay motivated, leading to a more successful language learning experience. Second, it can help students learn faster and more efficiently. This method can enhance learning by creating mental associations between language and physical actions. When students associate a physical movement with a word or phrase, it creates a mental image that makes it easier to recall the word later. This can lead to faster and more efficient language acquisition, as the physical movements act as a trigger for students to retrieve the associated vocabulary or grammar structure from their memory.

The third one is that it can be used to teach a wide range of learners. TPR is suitable for learners of all ages and language levels. Based on Lozanov (1978), It is particularly effective for young learners and beginners, as they are more receptive to physical movement and are still developing their language acquisition skills.

However, it can also be used to teach intermediate and advanced learners, as it can be adapted to suit their language level and learning needs. Another advantage of this method is that it can help learners develop their listening and comprehension skills. TPR involves a lot of listening and responding to commands or instructions. This can help learners develop their listening skills by training them to listen for specific words or phrases in context. It helps learners develop their comprehension skills by reinforcing their understanding of the meaning of new vocabulary and grammar structures.

Furthermore, this method influences the development of their speaking skills because it provides a low-pressure environment for learners to practice speaking, as they are not required to produce any language until they feel ready. This can help learners build confidence in their ability to communicate in the target language. TPR also develops their pronunciation skills, as the physical movements associated with each word can help learners produce the correct sounds and intonation patterns.

Lastly, this method can be easily adapted to suit different learning styles and preferences. It can be combined with other teaching methods, such as audio-visual aids or communicative activities, to provide a well-rounded language learning experience. TPR can also be tailored to suit individual learning styles, such as visual, auditory, or kinesthetic. Teachers can ensure that all learners are engaged and motivated to learn.

### **2.2.11 Disadvantages of Total Physical Respond (TPR) Method**

Total Physical Response (TPR) is a language teaching approach that is widely used around the world. It is a student-centered and interactive approach that promotes language acquisition through the use of physical movements and gestures but but it has its strengths and weaknesses, which must be considered during its application.

One of the main disadvantages of TPR is that it may not be suitable for all students. Some students may feel uncomfortable or embarrassed to perform physical movements in front of their classmates. This is particularly true for students who are shy or have low self-esteem. As a result, they may not fully participate in this activities, which could negatively affect their language learning outcomes.

Another disadvantage of it is that it may not be effective for all types of vocabulary. It is particularly effective for teaching concrete and action-based vocabulary, but it may not be as effective for abstract and complex vocabulary. For example, it may be difficult to teach abstract concepts like "democracy" or "freedom" because, as these concepts are not easily represented through physical movements. Furthermore, it may not be suitable for all types of language learners. Some learners may find the approach too simplistic or boring, particularly if they have already mastered basic vocabulary and grammar. In addition, TPR may not be suitable for learners who prefer more structured and formal learning environments.

Additional potential disadvantage of TPR is that it may not be suitable for all teaching contexts. TPR is most effective in classroom settings that allow for student participation and interaction. However, in some contexts, such as large

lecture halls or online classes, it may be difficult to implement TPR effectively. Finally, TPR requires a high level of teacher preparation and creativity. Teachers must be able to develop engaging and meaningful TPR activities that are appropriate for their students' language proficiency levels and learning styles. This may require a significant amount of time and effort on the part of the teacher, which may not always be feasible, particularly in situations where teachers have limited resources or time.

In conclusion, while TPR has advantages, it also has some limitations that need to be considered. Teachers must carefully assess their teaching context and students' needs before deciding whether or not to implement TPR in their classrooms. It is important to note that this method should not be used as a stand-alone teaching approach, but rather as one of many tools in a teacher's toolbox. By carefully considering the advantages and disadvantages of it, teachers can make informed decisions about how best to use this approach to support their students' language learning.

#### **2.2.12 Type of activities using TPR Method**

According to Asher (2000), there are a variety of activities that can be applied using TPR to teach vocabulary. Here are some examples:

**Action commands:** In this activity, teacher gives commands to the students using the target vocabulary. For example, he could say "touch your head" or "jump twice" in the target language, and the students would perform the action. This activity helps students associate the vocabulary with actions, making it more memorable.



**Storytelling:** teacher can tell a story using the target vocabulary, and the students can act out the story as it progresses. This activity allows for context to be provided for the vocabulary, which can aid in retention.

**Simon says:** This classic game can be adapted to use the target vocabulary. teacher could say "Simon says touch your nose" or "Simon says clap your hands twice" in the target language, and the students would perform the action. This activity can be a fun way to review vocabulary.

**Role-playing:** teacher can provide scenarios for the students to act out using the target vocabulary. For example, the teacher could assign roles and have the students act out a restaurant scene, where they would use vocabulary related to ordering food and drink. This activity allows for practical application of the vocabulary in a simulated setting.

**Vocabulary drills:** teacher can lead vocabulary drills using TPR techniques. For example, the teacher could hold up flashcards with the target vocabulary and have the students perform the associated action. This activity helps to reinforce the connection between the vocabulary and the actions.

These activities can be effective in teaching vocabulary using the TPR method. They allow for a variety of approaches that can cater to different learning styles, while also incorporating movement and action to aid in retention.

## **2.3 Variable: Vocabulary acquisition**

### **2.3.1 Language learning theories**

Language learning is an essential aspect of human development and communication and various theories have been proposed to explain how individuals learn languages. These theories have evolved over time, with each proposing a different approach to language learning. This study briefly analyzed and compared the key concepts of four major language learning theories: behaviorism, cognitive theory, social learning theory and constructivism.

#### **Behaviorism**

It is a learning theory that emphasizes the role of the environment in shaping behavior. According to this theory, learning occurs through the reinforcement of desired actions and the punishment of undesired behaviors (Skinner 1957). In the context of language learning, it proposes that individuals learn language through a process of repetition and reinforcement. For example, a student may be rewarded for correctly identifying a vocabulary word or completing a grammar exercise. One of the strengths of behaviorism is its emphasis on practice and repetition. These activities can help students learn and internalize the rules of the language. However, behaviorism is criticized for its limited view of language learning. It does not take into account the importance of cognitive processes such as memory, attention, and problem-solving in language learning.

## **Cognitive Theory**

This theory is a learning theory that emphasizes the role of mental processes in learning, including attention, perception, memory and problem-solving (Chomsky 1959). In the context of language learning, this cognitive theory proposes that individuals learn language by developing mental structures that enable them to organize and make sense of information. One of the notable assets of this theory is its focus on mental processes, which are essential for language learning. Cognitive theory recognizes the importance of memory, attention, and perception in language learning. It also emphasizes the role of problem-solving in language learning, which can help students develop critical thinking skills. However, this theory is debated for its deficiency in addressing social interaction in the context of language acquisition. It does not take into account the importance of social interaction and collaboration in language learning.

## **Social Learning Theory**

The social learning theory is a learning theory that highlights the role of observation and modeling in learning (Piaget 1952). In the context of language learning, this theory proposes that individuals learn language by observing and imitating the behavior of others, as well as by receiving feedback and reinforcement from others. An area where this learning theory shines is its emphasis on social interaction and collaboration. Social learning theory recognizes that language learning is a social activity that involves interaction with others. It also recognizes the importance of feedback and reinforcement in language learning. However, social learning theory is criticized for its limited view of individual agency in

language learning. It does not take into account the importance of individual motivation and self-determination in language learning.

### **Constructivism**

Constructivism, as a learning theory, posits that learning is an active, dynamic process in which individuals construct their own understanding of the world through their personal experiences and interactions with their environment (Vygotsky 1978). In the context of language acquisition, constructivism asserts that individuals learn a language by actively building their comprehension through personal engagement with the language itself. One of the notable strengths of the constructivist approach lies in its emphasis on individual agency and self-determination within the learning process. It acknowledges that language learning is a profoundly personal and unique journey, shaped by individual experiences and interactions with the language. Furthermore, constructivism places significant importance on social interaction and collaboration in the language learning process.

#### **2.3.2 Language Acquisition**

It is a fundamental aspect of human development. The process of language acquisition is complex and multifaceted, involving the development of linguistic, cognitive, and social skills (Gathercole & Baddeley 2019). This study briefly discussed the process of language acquisition, including the stages of language development, the role of nature and nurture in language acquisition and the factors that influence language acquisition.

### 2.3.3 Stages of Language Development

Language development occurs in stages, with each one characterized by specific linguistic and cognitive milestones (Fernald et al., 2018). Next, the most relevant aspects are addressed in each of these phases.

The first stage of language development is the prelinguistic stage, which begins at birth and lasts until the child's first words. During this stage, infants communicate through gestures, facial expressions, and vocalizations, but they do not use words. The second one is the one-word stage, which typically occurs between 10 and 14 months of age. It is characterized due to the ~~children~~ children begin to use one-word utterances to communicate, such as "mama" or "juice." Furthermore, at this stage, they are able to understand more words than they can say and rely on context and nonverbal cues to communicate. The third one is the two-word stage, occurs between 18 and 24 months of age. In this phase, children begin to use two-word phrases to communicate, such as "more milk" or "daddy go." At this stage, they are able to express basic needs and desires and are beginning to understand basic grammatical rules. The fourth one is the telegraphic stage, which typically occurs between 24 and 30 months of age. So, children begin to use short sentences that omit function words and are structured like telegrams, such as "give ball" or "mommy help." Children at this stage are able to understand and produce basic sentences, but their language is not yet fully developed. The fifth and final stage of language development is the fluency stage, which occurs between the ages of 3 and 5 years. During this stage, they are able to use complex sentences, understand and produce grammatical structures, and use language to express a wide range of ideas and concepts (Au & Mason 2021).

### **2.3.4 Nature vs. Nurture in Language Acquisition**

The debate over whether language acquisition is primarily determined by genetics (nature) or environmental factors (nurture) has been ongoing for decades (Burchinal, et al. 2019). Nativists argue that language acquisition is primarily determined by genetics, while environmentalists claim that environmental factors, such as exposure to language and social interaction, play a greater role in language acquisition.

In reality, both nature and nurture play a role in language acquisition. While genetics may provide the basic structure and capacity for language, environmental factors are essential for the development of language skills (Gathercole & Baddeley 2019). Researches have shown that children who are exposed to a rich and varied language environment, including high-quality language input and social interaction, are more likely to acquire language quickly and develop a larger vocabulary than children who are not.

### **2.3.5 Important Factors that Influence Language Acquisition**

#### **Cognitive Factors**

They refer to mental processes that are involved in language acquisition. These include working memory, attention, and processing speed. Research has shown that children with higher cognitive abilities are more likely to acquire language quickly and effectively (Gathercole & Baddeley, 2019). Working memory refers to the ability to hold information in the mind for a short period of time. Children with better working memory are better able to learn and remember new

words and grammatical structures. Attention is also an important cognitive factor in language acquisition. Children who are able to focus their attention on language input are more likely to learn from it. Processing speed is another cognitive factor that can impact language acquisition. Children with this are able to process language input more efficiently, which can aid in their language acquisition (Fernald et al., 2018).

### **Social Factors**

These factors play a crucial role in language acquisition. Emphasizing this factors is the quality and quantity of language input that children receive. Children who are exposed to a rich and varied language environment, including high-quality language input and social interaction, are more likely to acquire language quickly and develop a larger vocabulary than children who are not (Hoff, 2016). In addition to language input, social interaction is also an important factor in language acquisition. Children who have more opportunities to interact with others in language-rich environments are more likely to develop their language skills. For instance, children who attend high-quality preschool programs that provide opportunities for language-rich interactions are more likely to develop stronger language skills than those who do not (Burchinal et al., 2018).

### **Cultural Factors**

Cultural factors can also impact language acquisition. In fact, cultures have different language norms and practices, which can affect a child's language development. For example, some cultures may place a greater emphasis on

storytelling or conversation, while others may place a greater emphasis on academic language. These cultural differences can impact the types of language input that children receive and the types of language skills that are valued and emphasized (Au & Mason, 2021).

In addition to language norms and practices, cultural differences in parenting styles can also impact language acquisition. Such as some cultures may emphasize direct teaching and correction of language errors, while others may use more indirect methods; thus, modeling and exposure to language input (LeVine & LeVine, 2020).

In conclusion, language acquisition is influenced by a complex interplay of cognitive, social, and cultural factors. Children with higher cognitive abilities are better equipped to acquire language quickly and effectively. Social factors, such as the quality and quantity of language input and social interaction, also play a crucial role in the process. Finally, cultural factors, including language norms, practices and parenting styles, can impact the types of language input that children receive and the types of language skills that are valued and emphasized.

### **2.3.6 Receptive and Productive Skills**

Both receptive and productive skills are important for effective communication in a language. In the context of language learning, receptive skills refer to the ability to understand and comprehend language that is being heard or read. This includes skills such as listening comprehension and reading comprehension (Richards & Schmidt, 2020). Productive skills, on the other hand, refer to the ability to produce language oneself, either through speaking or writing.



They allow one to convey their own thoughts and ideas in a clear and effective manner (Scrivener, 2018). In deep, this includes skills such as speaking fluently, writing coherently and accurately, and being able to express oneself clearly in a given language.

### 2.3.7 Productive Skills

These skills refer to the ability to produce language oneself, either through speaking or writing. In language learning, productive skills are essential for effective communication. According to (Nation, 2018), there are two main types of productive skills:

<b>Speaking</b>	<b>Writing</b>
This involves the ability to produce spoken language. Speaking skills can be developed through activities such as conversation practice, role-play and pronunciation exercises.	This focus on the ability to produce written language. Writing skills can be developed through activities such as writing essays, emails or journal entries, and participating in writing workshops

Productive skills are often developed through practice and feedback, which allow the learner to receive guidance on how to improve their language use and proficiency. Also, these skills are also developed through explicit instruction, such as grammar instruction and writing instruction.

## **Receptive Skills**

Receptive skills refer to the ability to understand and comprehend language that is being heard or read. In language learning, receptive skills are essential for effective communication, as they enable the learner to understand and interpret the messages conveyed by others (Celce-Murcia, et al., 2018).

Based on Ellis (2021), there are two main types of receptive skills:

**Listening comprehension:** This involves the ability to understand and interpret spoken language. It can be developed through activities such as authentic recordings, watching videos or movies and participating in listening comprehension exercises.

**Reading comprehension:** This involves the ability to understand and interpret written language. It can be developed through activities such as authentic texts, such as books or articles, and participating in reading comprehension exercises.

Effective communication in a language requires not only the ability to understand and interpret language produced by others, but also the ability to produce language oneself. Therefore, it is important for language learners to develop their productive and receptive skills effectively.

### **2.3.8 Vocabulary Acquisition**

Vocabulary acquisition is a critical aspect of language learning, as it allows learners to communicate effectively and accurately. According to Nation (2021),

"Vocabulary knowledge is a key component of language competence, and is one of the best predictors of second language proficiency (p. 121).

Exposure to a variety of language input is crucial for vocabulary acquisition. Learners should seek out a variety of language input sources, including reading books, newspapers, ~~or~~ online articles, watching movies, TV shows, listening to podcasts, music and engaging in conversation with native speakers or other learners. The more exposure learners have to the language; the more opportunities they have to encounter new vocabulary.

Context is also critical for vocabulary acquisition because it is best learned in context, as it allows learners to understand the meaning and use of new words. Providing context can include visual aids, such as pictures ~~or~~ videos, ~~or~~ examples of the word being used in a sentence or conversation (Laufer & Hulstijn, 2021). For example, a learner may encounter the word *pensive* in a book, but without context, they may not understand its meaning. However, if the learner sees a character described as *pensive* in a story, they can infer its meaning and use it in their own language.

Active practice is essential for vocabulary acquisition. Learners should actively practice vocabulary through activities such as flashcards, quizzes, or games, as well as using new words in conversation or writing. Quizlet is an online platform that offers a range of interactive activities, such as flashcards and quizzes, to help learners practice vocabulary. Engaging in conversation with native speakers or other learners is also an excellent way to practice using new vocabulary in context.

Repetition is key for vocabulary acquisition. Repeated exposure to words and their contexts helps learners retain new vocabulary and incorporate it into their own language use. For example, reading a book or article multiple times can help learners recognize new vocabulary and use it more effectively.

Mnemonic techniques can also help learners remember new vocabulary more effectively. These techniques involve creating associations or memory aids to help learners remember new words (Schmitt, 2018). For example, a learner may associate the word "inimical" with the phrase "enemies make life inimical," which can help them remember its meaning and use.

There are also a range of online tools and resources that can help learners acquire vocabulary. For example, Duolingo is an app that offers language learning courses that incorporate interactive exercises, including vocabulary acquisition activities. Memrise is another online platform that uses mnemonics and other memory techniques to help learners remember new vocabulary.

At last, vocabulary acquisition is a critical component of language learning, there are a range of effective techniques and resources that learners can use to expand their vocabulary. Exposure to a variety of language input, context, active practice, repetition and mnemonic techniques are all key factors in vocabulary acquisition. By engaging in a variety of activities that incorporate these factors, learners can improve their vocabulary acquisition and ultimately their language proficiency.

### 2.3.9 Importance of acquiring English vocabulary

Acquiring a strong vocabulary is essential for effective communication in any language. Here are some key reasons why vocabulary acquisition is important:

- **Communication:** Vocabulary is the building block of language and having a strong vocabulary enables learners to communicate more effectively and accurately (Nagy, et al., 2018). On the other hand, without a good vocabulary, learners may struggle to express themselves clearly, which can lead to misunderstandings and miscommunications.
- **Comprehension:** It is considering that strong vocabulary also enhances learners' ability to understand what they hear or read (Hirsch, 2020). When learners encounter unfamiliar words, their ability to understand the surrounding context can be hindered. With a larger vocabulary, learners can more easily understand and comprehend new material.
- **Academic success:** It is also essential for academic success (Nation, 2021). In subjects such as science, history, and literature, learners are often required to read and comprehend complex texts that include specialized vocabulary. Having a good vocabulary can help learners better understand these texts and perform better on academic tasks.
- **Professional development:** This point is also essential for professional development (Ellis, 2021). In many careers, such as journalism, law and medicine, using precise and accurate language is critical. Having a strong vocabulary can help learners excel in their careers and communicate effectively with colleagues and clients.

- **Cultural understanding:** Vocabulary acquisition also enhances learners' understanding of the culture and society in which the language is spoken (Ellis, 2021). Many words have cultural connotations that are specific to the language and the community that speaks it. By acquiring vocabulary, learners gain insight into the cultural nuances of the language and society.

In conclusion, acquiring a strong vocabulary is essential for effective communication, comprehension, academic success, professional development, and cultural understanding. By focusing on vocabulary acquisition, learners can improve their language skills and achieve their personal and professional goals.

### **2.3.10 Some activities to acquire vocabulary using the TPR method**

According to (Ellis, 2021), there are a few activities that use the TPR method to help students acquire vocabulary:

- **Command games:** Instruct students to perform physical actions in response to commands that include new vocabulary words. For example, you could say "Jump twice" or "Touch your toes," and then use new vocabulary words like "hop," "leap," or "bend."
- **Role-playing:** Assign roles to students and have them act out scenes or situations that involve new vocabulary words. For instance, you could have one student act as a chef and another as a customer, using vocabulary words related to cooking and food.

- **Vocabulary charades:** students act out new vocabulary words using only physical gestures, while their classmates try to guess the word. This activity encourages students to associate new vocabulary with physical movement.
- **Word Wall:** Create a word wall in the classroom with new vocabulary words and ask students to add physical actions or gestures that represent each word. This can help reinforce the meaning of the words and provide a visual reminder of their meanings.
- **Total Response Storytelling:** this helps students to learn new vocabulary in the context of a story. Instruct students to act out different parts of the story as you read it aloud, incorporating new vocabulary words and physical actions.
- **Vocabulary Relay Races:** Divide students into teams and have them race to complete physical tasks that include new vocabulary words. For example, you could have one team race to touch all the objects in the classroom that relate to a particular vocabulary word.

Teaching vocabulary is an essential component of language learning and it is crucial to use effective methods that help students acquire and retain new vocabulary words. One such method is Total Physical Response (Hirsch, 2020). It involves using physical movement and action to help students learn new vocabulary words, and it has been shown to be an effective approach for language acquisition.

One of the primary benefits of using TPR to teach vocabulary is that it increases retention of new words. Research shows that incorporating physical movement into the learning process helps students retain information better (Schmitt, 2018). By acting out or performing new vocabulary words, students are

more likely to remember those words than if they were simply memorizing definitions. Another advantage of using it is that it engages students actively in their learning. These activities require students to be physically and mentally engaged in the learning process, which can help them feel more invested in their learning and may lead to a greater sense of ownership over their own progress. Additionally, TPR can accommodate a variety of learning styles, making it an effective approach for students with different learning preferences.

Certainly, it also provides contextual understanding of new vocabulary words. When students act out or perform new vocabulary words, they are not just memorizing definitions, but also getting a sense of how these words are used in context. This can help students understand the nuances of language and improve their overall language comprehension.

Finally, it enhances language acquisition by allowing students to practice their language skills in a low-stress, engaging environment (Ellis, 2021). By using this method to teach vocabulary, students can practice their language skills in a way that feels fun and engaging, rather than tedious or overwhelming. This can help build confidence and fluency, and may ultimately enhance language acquisition.

Whereas, teaching vocabulary using TPR is an effective way to engage students in the learning process, help them retain new vocabulary words, and enhance their language acquisition. By incorporating physical movement and action into the learning process, it provides a fun and engaging way for students to acquire new vocabulary words and develop their language skills.



## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1 Location

This research was conducted at “Andrés F. Córdova” High School, located in the province of Pichincha, Canton of Quito, in the parish of Santa Anita and it is situated in an urban area. The school offers face-to-face classes in the morning and in the afternoon for High School students.

#### 3.2 Tools and techniques

To conduct this research, a pre-test and post-test assessments were used as data collection tools. These instruments were applied to morning students at the “Andrés F. Córdova” High School and were also evaluated on 63 points. These assessments involved evaluating the students' vocabulary levels before and after implementing the Total Physical Response (TPR) method. The pre-test which gauged the students' vocabulary level prior to the intervention, was administered using a rigorously validated test. It's worth noting that this pre-test underwent a thorough validation process, which included assessment by four experts in the field to ensure its reliability and accuracy.

In addition to these assessments, the investigator leveraged the power of modern technology, utilizing computers and the internet as essential tools in the research process. These digital resources facilitated efficient data collection and analysis, enhancing the overall effectiveness of the study. Furthermore, the statistical analysis was conducted using SPSS version 25, which provided robust tools for data processing and statistical evaluation.

### **3.3 Type of research**

**Quantitative approach:** The quantitative approach, as advocated by prominent authors in the field, such as Rana, et al (2021), aims to systematically assess and portray gathered data in a numerical format, facilitating its subsequent examination through rigorous statistical analysis. This analytical process is undertaken with the overarching objective of either confirming or refuting hypotheses that were initially posited, thus contributing to a deeper understanding of the underlying phenomena.

**Correlational study:** In line with the guidance of esteemed scholars like Taofeek (2019) a correlational study functions as a research methodology geared towards unraveling the interconnections among multiple variables. In the context of this study, a comprehensive correlational analysis was rigorously conducted to establish the presence of a meaningful association between the utilization of the Total Physical Response method and the acquisition of English vocabulary. This inquiry delved deeply into the correlation between pre-test and post-test vocabulary assessments, offering valuable insights into the potential impact of this method on vocabulary acquisition.

**Exploratory level:** In line with the methodologies recommended by Swaraj (2019) the exploratory level of research stands as a preliminary investigation aimed at gaining deeper insights into a specific topic. This study effectively employed an exploratory research approach to explore the effects this method on English vocabulary acquisition. It sought to unearth novel insights and provide a more profound comprehension of the intricate relationship between this and English vocabulary acquisition, with the potential to pave the way for future research in this domain.

**Quasi-experimental design:** Utilizing a research methodology recommended by esteemed researchers such as Thomas (2023) the quasi-experimental design is characterized by its utilization of pre-existing groups for the control and experimental conditions. In this study, a quasi-experimental design was employed, wherein the control group comprised students not exposed to this method, while the experimental group consisted of students who received instruction using this innovative approach. This methodological choice allows for the examination of this impact on English vocabulary acquisition in a controlled yet practical setting.

### **3.4 Hypothesis testing**

The Total Physical Response (TPR) Method contributed to the strengthening of English Vocabulary Acquisition in first-year students at “Andrés F. Córdova” high school.

#### **3.4.1 Statement of the Hypothesis**

**Ho:** The Total Physical Response (TPR) Method does not contribute to the strengthening of English Vocabulary Acquisition in first-year students at “Andrés F. Córdova” high school.

**Hi:** The Total Physical Response (TPR) Method contributes to the strengthening of English Vocabulary Acquisition first-year students at “Andrés F. Córdova” high school.

#### **3.4.2 Selection of the level of significance.**

The level  $\alpha = 0.05$  was used.

### 3.5 Population and Sample

The participants were students from first-year high school who were considered for the completion of this study. The study was conducted with 2 groups of 40 students each (control group and experimental group)

*Table 2. Population*

<b>Group</b>	<b>Population</b>		<b>Total</b>
	A	B	
Control	40		40
Experimental		40	40
<b>Total</b>	<b>40</b>	<b>40</b>	<b>80</b>

### 3.6 Data collection

A validated test was used to assess students' vocabulary level, 63 vocabulary words focused on the use of verbs in different contexts were used in the pre-test to determine the initial vocabulary level of the students. The study used a quasi-experimental design, with the control group consisting of 40 participants who did not receive instruction using the TPR method, while the experimental group consisted of 40 participants who received instruction using the TPR method.

The study lasted for one month, from May 2<sup>nd</sup> to May 31<sup>st</sup>, during this time the experimental group received instruction using the TPR method to improve their English vocabulary. At the end of the month, both the control and experimental groups took the post-test, which consisted of the same 63 vocabulary words as the pre-test. The results of the study showed that the experimental group improved their vocabulary acquisition after one month of instruction using this method.

The experimental group demonstrated a coherence score of 18.77 out of 63, while the control group had an average score of 12.28 out of 63, suggesting similar initial vocabulary levels between both groups. However, after one month of instruction, the experimental group exhibited a significant improvement in their vocabulary acquisition compared to the control group.

The results of the study demonstrate the effectiveness of this method in improving English vocabulary acquisition among students. It is a unique teaching approach that involves physical movement and actions to enhance language learning. It encourages students to participate actively in the learning process, making the learning experience more engaging and memorable.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

This chapter presents the results derived from a pre-test and post-test conducted with both control and experimental groups at “Andrés F. Córdova.” High school. The pre-test findings initially indicated no significant disparity in vocabulary proficiency between these groups. These outcomes strongly suggest the efficacy of the TPR method as an instrumental pedagogical approach for boosting English vocabulary acquisition among students. Furthermore, it is noteworthy that the pre-test and post-test were meticulously designed, validated by three experts, and contained 63 vocabulary verbs. These results emphasize the importance of embracing innovative and engaging teaching methodologies, such as the TPR method, in language education to augment students' language acquisition and retention.

The following tables show the results obtained in the pre-test and post-test in the control and experimental group:

*Table 3. Results of the pre-test in the control group*

<b>Participants</b>	<b>Total /63</b>	<b>Mean</b>
S1	19	29,23
S2	17	26,15
S3	18	27,69
S4	13	20
S5	12	18,46
S6	12	18,46
S7	20	30,77
S8	17	26,15
S9	8	12,31
S10	9	13,85
S11	13	20
S12	21	32,31
S13	16	24,62
S14	9	13,85
S15	16	24,62
S16	14	21,54
S17	11	16,92
S18	13	20
S19	14	21,54
S20	6	9,23
S21	9	13,85
S22	8	12,31
S23	7	10,77
S24	8	12,31
S25	12	18,46
S26	11	16,92
S27	11	16,92
S28	5	7,69
S29	15	23,08
S30	14	21,54
S31	15	23,08
S32	11	16,92
S33	13	20
S34	23	35,38
S35	12	18,46
S36	17	26,15
S37	15	23,08
S38	14	21,54
S39	12	18,46
S40	9	13,85
<b>TOTAL</b>	<b>519</b>	<b>798,46</b>
<b>OVERALL MEAN</b>	<b>798,46</b>	<b>12,28</b>

The pre-test results for the control group offer a detailed view of their vocabulary proficiency across ten different contexts, each containing 63 verbs, and the data is instrumental for evaluating language instruction and its potential for improvement.

First, the "Total/63" column shows the individual performance of each participant within each context, reflecting their ability to correctly identify vocabulary words. The range of scores among participants suggests significant variability in vocabulary comprehension. While some individuals, such as S7 and S34, achieved higher scores, others, like S28 and S20, scored considerably lower. This variance highlights that participants in the control group exhibit different levels of vocabulary proficiency.

The "Overall Mean" of 12.28 represents the average performance across all participants and contexts. On average, each participant correctly recognized approximately 12.28 out of the 63 vocabulary words presented. This mean score serves as a benchmark, indicating the collective performance of the control group. It's crucial for evaluating the effectiveness of the current teaching methods and serves as a baseline to assess the impact of any future instructional interventions.

The cumulative "Total" of 519 correct vocabulary words out of a potential 2,520 (63 words x 40 participants) emphasizes the collective vocabulary proficiency of the control group. This figure illustrates the overall performance of the group in the pre-test and is a vital reference point for assessing the impact of any teaching enhancements in subsequent stages of the study.



*Table 4. Results of the pre-test in the Experimental Group*

<b>Participants</b>	<b>Total/63</b>	<b>Means</b>
S1	16	24,62
S2	23	35,38
S3	23	35,38
S4	17	26,15
S5	15	23,08
S6	21	32,31
S7	26	40
S8	19	29,23
S9	25	38,46
S10	21	32,31
S11	17	26,15
S12	22	33,85
S13	25	38,46
S14	23	35,38
S15	21	32,31
S16	18	27,69
S17	17	26,15
S18	16	24,62
S19	8	12,31
S20	20	30,77
S21	20	30,77
S22	15	23,08
S23	18	27,69
S24	17	26,15
S25	14	21,54
S26	28	43,08
S27	18	27,69
S28	15	23,08
S29	15	23,08
S30	24	36,92
S31	19	29,23
S32	20	30,77
S33	28	43,08
S34	18	27,69
S35	20	30,77
S36	21	32,31
S37	19	29,23
S38	27	41,54
S39	22	33,85
S40	22	33,85
<b>TOTAL</b>	793	1220
<b>MEAN</b>	1220	<b>18,77</b>

The data from the pre-test results in the Experimental Group indicates that there are several important findings to consider. The mean score of 18.77 out of 63 points across all participants shows that, on average, the group performed poorly in understanding verbs in different contexts. This suggests that there is room for improvement in their vocabulary proficiency.

Analyzing the individual participant scores, it is evident that there is a considerable variation in performance. Some participants, such as S7 and S33, scored significantly higher with 26 out of 63 and 28 out of 63 respectively, while others, like S19, scored considerably lower with only 8 out of 63. This variance in performance highlights that there may be significant individual differences in vocabulary comprehension within the Experimental Group.

The fact that contexts 9 and 10 received the lowest grades is also noteworthy, but it's essential to recognize that the poor performance is not limited to these contexts. The low scores in various contexts (ranging from 12.31 to 43.08%) suggest that the students encountered challenges in understanding verbs across the board.

The results showed in this table, indicate a need for targeted interventions to improve vocabulary comprehension. The substantial variance in individual scores highlights that some students may require more support than others. Additionally, the poor performance across various contexts suggests that a comprehensive approach to teaching verbs in different contexts is required. This data serves as a valuable starting point for the researcher to address these issues and improve language instruction for the Experimental Group.

*Table 5. Results of the Post-test in the Control Group*

<b>PARTICIPANTS</b>	<b>TOTAL/63</b>	<b>MEAN</b>
S1	26	40
S2	23	35,38
S3	24	36,92
S4	20	30,77
S5	15	23,08
S6	15	23,08
S7	23	35,38
S8	23	35,38
S9	16	24,62
S10	22	33,85
S11	26	40
S12	30	46,15
S13	22	33,85
S14	11	16,92
S15	19	29,23
S16	17	26,15
S17	18	27,69
S18	16	24,62
S19	25	38,46
S20	21	32,31
S21	21	32,31
S22	21	32,31
S23	21	32,31
S24	24	36,92
S25	20	30,77
S26	21	32,31
S27	25	38,46
S28	22	33,85
S29	28	43,08
S30	22	33,85
S31	26	40
S32	25	38,46
S33	26	40
S34	32	49,23
S35	24	36,92
S36	20	30,77
S37	20	30,77
S38	24	36,92
S39	22	33,85
S40	22	33,85
<b>TOTAL</b>	878	1350,77
<b>MEAN</b>	1350,77	<b>20,78</b>

This table shows the post-test results in the Control Group, where only traditional teaching methods were applied, demonstrate improvements in vocabulary proficiency. However, these improvements may not have been as substantial as they could have been with the incorporation of the Total Physical Response (TPR) approach. The data indicates that most participants in showed increased scores compared to their pre-test results. This suggests that traditional teaching methods did contribute to vocabulary comprehension enhancement. The mean score in the post-test rose to 20.78 out of 63, which is a significant improvement compared to the pre-test mean score of 12.28. While this demonstrates a collective increase in vocabulary proficiency, it is important to note that the mean score is still below the maximum possible. This data illustrates that there is potential for further improvement.

The data further highlights that there is variability in individual progress. Some participants exhibited substantial improvement, while others showed more modest growth. These variations emphasize that traditional teaching methods may have different impacts on individual students. The cumulative total of 878 correct vocabulary words out of a potential 2,520 illustrates the collective progress within the control group. While this represents a significant increase from the pre-test, it also suggests that there is still room for growth.

A comparison of the post-test and pre-test data reveals that improvements have been made. However, it is important to consider that these results were obtained using only traditional teaching methods. This, indeed, signifies an enhancement in vocabulary comprehension. Nevertheless, it also indicates that this improvement may not have reached its maximum potential. The data underscores the need to consider alternative teaching methods, such as TPR, to potentially achieve more substantial and rapid progress in vocabulary proficiency. The data-driven analysis highlights that the post-test results are positive but suggest that there is still potential for further growth in language learning outcomes.

**Table 6.** Results of the Post-test in the Experimental Group

<b>PARTICIPANTS</b>	<b>TOTAL/63</b>	<b>MEAN</b>
S1	44	67,69
S2	44	67,69
S3	50	76,92
S4	48	73,85
S5	47	72,31
S6	44	67,69
S7	43	66,15
S8	42	64,62
S9	50	76,92
S10	41	63,08
S11	45	69,23
S12	47	72,31
S13	41	63,08
S14	41	63,08
S15	42	64,62
S16	41	63,08
S17	45	69,23
S18	49	75,38
S19	43	66,15
S20	39	60
S21	37	56,92
S22	35	53,85
S23	49	75,38
S24	47	72,31
S25	47	72,31
S26	46	70,77
S27	49	75,38
S28	38	58,46
S29	43	66,15
S30	49	75,38
S31	45	69,23
S32	45	69,23
S33	47	72,31
S34	42	64,62
S35	38	58,46
S36	40	61,54
S37	38	58,46
S38	48	73,85
S39	40	61,54
S40	44	67,69
<b>TOTAL</b>	<b>1753</b>	<b>2696,92</b>
<b>MEAN</b>	<b>2696,92</b>	<b>41,49</b>

This table displays the results obtained in the Experimental Group, where the Total Physical Response (TPR) method complemented traditional teaching methods, the post-test results demonstrate a remarkable advancement in vocabulary proficiency. The data-driven analysis reveals several key findings. The individual participants exhibited substantial progress in vocabulary comprehension, evident in their improved post-test scores compared to the pre-test. This underscores the efficacy of the TPR approach in enriching language learning. The high mean score of 41.49 out of 63 in the post-test reflects the overall effectiveness of the methods, with an average participant accurately recognizing approximately 41.49 out of the 63 vocabulary words. It highlights collective progress within the Experimental Group, as the cumulative "Total" of 1,753 correct vocabulary words out of a potential 2,520 underscores the profound impact of the TPR approach on overall vocabulary proficiency.

Additionally, the data reveals a notable consistency in progress across the Experimental Group. Most participants achieved scores near or exceeding 60 out of 63, signifying substantial vocabulary comprehension. This consistency attests to the success of the TPR approach in facilitating language learning across diverse contexts. The comparison between post-test and pre-test data underscores a significant enhancement in vocabulary comprehension, emphasizing the positive impact of the teaching methods. The substantial increase in scores highlights the importance of interactive and experiential learning approaches in language instruction, with the TPR method playing a pivotal role in achieving these exceptional results.

*Table 7. Descriptive Statistics of the pre-test between the control and experimental group*

	Control Group	Experimental Group
Media	12,285	18,775
Typical error	0,652890516	0,663989014
Median	13	20
Mode	12	17
Standard deviation	4,129242185	4,199435249
Sample variance	17,05064103	17,63525641
Kurtosis	-0,134768399	0,481630376
Skewness coefficient	0,299351573	-0,126720972
Range	18	20
Minimum	5	8
Maximum	23	28
Sum	519	793
Count	40	40

*Elaborated by: Yuquilema, D. (2023)*

*Source: Teacher's survey.*

At the start of the intervention, both the experimental and control groups had 40 students each. The type of analysis used was cross-sectional, since the groups were being compared at a single point in time. The t-statistic was calculated using SPSS 25 program, and the percentage of error or alpha level ( $\alpha$ ) was set at 5% (i.e.,  $\alpha = 0.05$ ).

When comparing the groups, the p-value was 0.7, which is greater than the alpha value of 0.05. Therefore, we can conclude that the null hypothesis is supported, indicating that there is no significant difference between the two groups at the beginning of the study. However, it should be noted that the means of the two groups were slightly different: the experimental group had a mean of 18.77, while the control group had a mean of 12.28. This suggests that the control group had a small advantage of 6,49%, but this difference was not statistically significant and could have occurred by chance.

*Table 8. Descriptive statistics of the post-test between control and experimental group*

	Control Group	Experimental Group
Media	20,78	41,495
Typical error	0,656281287	0,621090336
Median	22	44
Mode	22	47
Standard deviation	4,150687308	3,928120187
Sample variance	17,22820513	15,43012821
Kurtosis	0,753185598	-0,749205988
Skewness coefficient	-0,189178363	-0,260438248
Range	21	15
Minimum	11	35
Maximum	32	50
Sum	878	1753
Count	40	40

*Elaborated by: Yuquilema, D. (2023)*

*Source: Teacher's survey.*

The analysis presented is cross-sectional, as the data were compared at a single point in time, and it is for independent data since the data belong to two groups. The t-statistic was calculated using the SPSS version 25, and the alpha level ( $\alpha$ ) was set at 5% (i.e.,  $\alpha = 0.05$ ). When comparing the groups, the p-value was 0.02, which is less than the alpha level of 0.05. Therefore, we can conclude that the hypothesis is supported, indicating that there is a significant difference between the students in the experimental group and those in the control group at the end of the study. Specifically, the means were 41.49 for the experimental group and 20.78 for the control group, indicating that the experimental group had a significant advantage of 20,71%. At the end of the intervention, both the experimental and control groups had 40 students each.



*Table 9. General Results*

	General Results Pre-test	General Results Post-test
Control Group	12.28	20.78
Experimental Group	18.77	47.49

*Elaborated by: Yuquilema, D. (2023)*

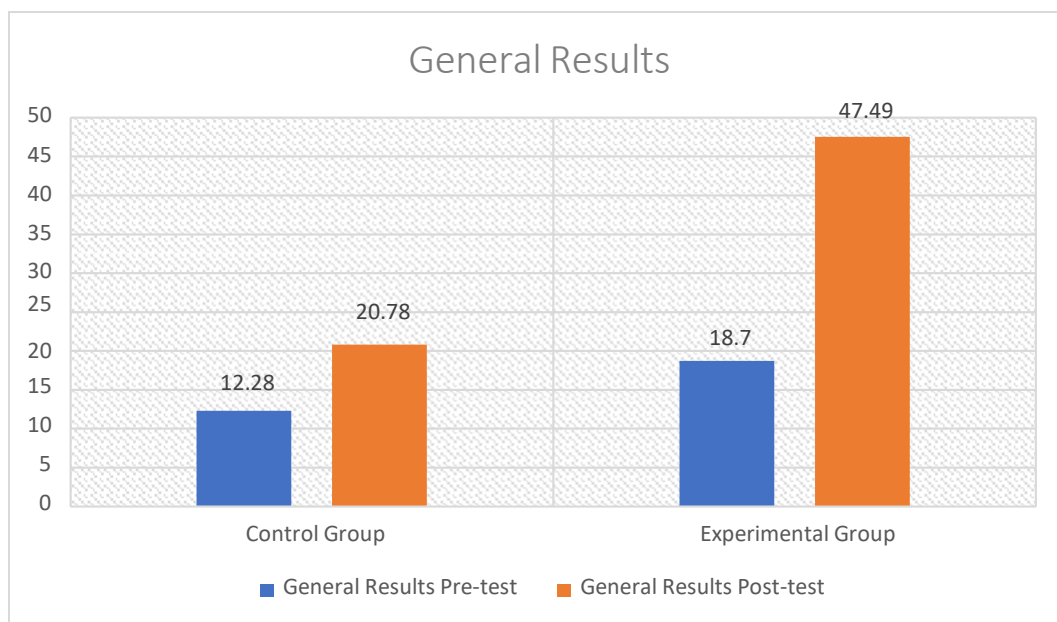
*Source: Teacher's survey*

This table provides a concise overview of the general results in both the pre-test and post-test for the Control Group and Experimental Group. The data reveals significant differences in vocabulary proficiency between the two groups and the substantial progress made from the pre-test to the post-test. In the Control Group, the pre-test mean score is 12.28, indicating a relatively low level of vocabulary comprehension before the application of teaching methods. However, the post-test mean score of 20.78 reflects a notable improvement in vocabulary proficiency. This growth suggests that the traditional teaching methods applied to the Control Group had a positive impact, resulting in an increase of approximately 8.5 points in mean score. While the progress is evident, it's important to note that there is still room for further enhancement.

In contrast, the Experimental Group had a significantly higher pre-test mean score of 18.77 compared to the Control Group. This suggests that, before any teaching methods were applied, the Experimental Group had a more advanced level of vocabulary comprehension. However, the post-test mean score for the Experimental Group substantially increased to 47.49, indicating a remarkable improvement in vocabulary proficiency. The substantial increase of approximately 28.72 points in mean score highlights the profound impact of the Total Physical Response (TPR) method alongside traditional teaching methods on vocabulary learning.

The comparison between the control and experimental groups in the post-test reveals that the experimental group achieved a considerably higher mean score, emphasizing the effectiveness of the TPR approach. These results underscore the potential of interactive and experiential teaching methods, such as TPR, in substantially enhancing vocabulary comprehension in language instruction. Overall, the table provides a clear and quantitative representation of the impact of different teaching methods on vocabulary proficiency, with the Experimental Group exhibiting a significant and notable improvement.

*Figure 2. General Results pre-test and post-test*



*Elaborated by: Yuquilema, D. (2023)*  
*Source: Teacher's survey*

This figure shows the results of a study investigating the effect of the Total Physical Response (TPR) method on English vocabulary acquisition. The study involved two groups: a control group and an experimental group. Before the intervention, the control group had an average score of 12,28 out of 63 on the pre-test, while the experimental group had an average score of 20,78 out of 63. This

suggests that both groups had similar levels of vocabulary knowledge prior to the intervention.

After the intervention, both groups took a post-test, and the experimental group had a significantly higher average score of 47,49 out of 63, compared to the control group's average score of 20,78 out of 63. This indicates that the TPR method was effective in improving vocabulary acquisition in the experimental group. Overall, these findings suggest that the Total Physical Response method may be a useful approach for teaching vocabulary in English language classrooms. However, further research is needed to confirm these results and explore the potential benefits of this method in other contexts.

## **4.2 Discussion**

The Total Physical Response (TPR) method is a language teaching approach that emphasizes the use of physical movement and gestures to reinforce language learning. In this study, the researcher aimed to investigate the effect of the TPR method on English vocabulary acquisition among First of Bachillerato students at "Andrés F. Córdova" high school. The research design was quasi-experimental, with 40 students in the control group and 40 students in the experimental group. Both groups took a pre-test and post-test to measure their vocabulary knowledge.

The results showed that prior to the intervention, both groups did not have similar levels of vocabulary knowledge, with the control group scoring an average of 12.28 out of 63 on the pre-test, and the experimental group scoring an average of 18.77 out of 63. However, after the intervention, the experimental group showed a significant improvement in their vocabulary knowledge, with an average score of

47.49 out of 63 on the post-test, compared to the control group's average score of 20,78 out of 63.

These findings suggest that the TPR method may be an effective approach for teaching vocabulary in English language classrooms. This is consistent with previous research that has shown the TPR method to be effective in teaching vocabulary and grammar in various contexts (Asher, 2000; Lozanov, 1979). The TPR method is based on the idea that language learning is facilitated by linking language with physical actions and movements, which helps learners to better internalize the language and retain it in their long-term memory (Asher, 2000).

This study has limitation of this study is the small sample size, which may limit the generalizability of the researcher's findings. Future research with larger sample sizes is needed to confirm these results and explore the potential benefits of the TPR method in other contexts. Additionally, it would be useful to investigate the long-term effects of the TPR method on vocabulary acquisition and retention. Additionally, another limitation of this study is the relatively short intervention period of one month. While our findings suggest that the TPR method may be effective in the short term, it is unclear whether the benefits of the method would be sustained over a longer period of time. Future research could explore the long-term effects of the TPR method on vocabulary acquisition and retention.

Furthermore, it would be interesting to investigate the effects of the TPR method on other aspects of language learning, such as listening and speaking skills. Some studies have suggested that the TPR method may be particularly effective for

developing listening comprehension skills (Gitsaki, 1999; Thompson & Belcher, 2010), which are often challenging for language learners.

In conclusion, this study provides evidence that the TPR method may be an effective approach for teaching English vocabulary to first Bachillerato students. The findings suggest that incorporating physical movement and gestures into language instruction can help students to better internalize and retain vocabulary, leading to improved vocabulary knowledge. While further research is needed to confirm these findings and explore the potential benefits of it in other contexts, the researcher's study adds to the growing body of research supporting the use of the TPR method in language classrooms.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The conclusion is that the Total Physical Response (TPR) Method, when employed in English language instruction, effectively addresses students' shortcomings in vocabulary acquisition. The pre-test results clearly highlight deficiencies in vocabulary comprehension among both the control and experimental groups, with the experimental group initially exhibiting slightly lower scores. However, following a one-month intervention utilizing the TPR method, the experimental group demonstrated substantial progress in their post-test scores, achieving an impressive mean score of 47.49 out of 63 points. This surpasses the control group's mean score of 20.78 out of 63 points, indicating the TPR method's effectiveness in improving vocabulary acquisition, especially among English language learners. Therefore, the conclusion underscores the TPR method's potential as an impactful approach to enhance vocabulary acquisition in language instruction programs.

The impact of TPR in classroom activities is highly positive, highlighting its effectiveness as an engaging and immersive method for teaching English. The results affirm that TPR fosters a dynamic and participatory learning environment, contributing to more profound student comprehension and retention of language concepts. As such, TPR can be considered a valuable addition to classroom activities, enhancing the overall effectiveness of language instruction.

The assessment of students' vocabulary acquisition through Total Physical Response (TPR) provides compelling evidence of the method's effectiveness in facilitating language learning. The study's findings indicate that this method significantly enhances students' vocabulary acquisition, resulting in a substantial improvement in their understanding and recalling of vocabulary words. The TPR method, which combines physical actions with word learning, fosters a more interactive and experiential learning environment, leading to improved vocabulary proficiency.

## **5.2 Recommendations**

It is recommended to consider incorporating the TPR method into their vocabulary instruction. This may involve providing training or professional development opportunities for instructors to learn about and effectively implement the TPR method in their teaching. Additionally, instructors may want to consider implementing frequent formative assessments to monitor students' progress and adjust instruction as needed. Finally, it may be useful to conduct further research to explore the long-term effectiveness of the TPR method on vocabulary acquisition and to investigate potential modifications or adaptations of the method for different learner populations.

Encourage language teachers to consider incorporating the TPR method into their teaching approach. They could attend professional development sessions or workshops to learn more about the TPR method and how to integrate it into their classroom activities. Also, provide support for language teachers to implement the TPR method. Language departments could provide resources, such as instructional

materials and training, to help teachers effectively use the TPR method in their classes.

It is also recommended to conduct further research to explore the long-term effects of TPR on vocabulary acquisition and its applicability in different language learning contexts. By implementing TPR and continuing to investigate its effectiveness, language instructors can provide a more engaging and effective language learning experience for their students.



## CHAPTER VI

### PROPOSAL

**TOPIC:** Handbook of TPR activities to acquire English Vocabulary

#### **6.1 Informative data**

**Name of the institution:** “Andrés F. Córdova” High School

**Location:** Quito

**Beneficiaries:** First-year students

**Estimated time for the execution:** One month.

**Beginning:** May 2<sup>nd</sup>, 2023

**Ending:** May 31<sup>st</sup>, 2023

**Person in charge:** Researcher

**Cost:** \$100

#### **6.2 Background of the proposal**

Proposing a handbook of Total Physical Response (TPR) activities to acquire English vocabulary is important for several reasons. First, vocabulary acquisition is a crucial component of language learning, as it enables learners to comprehend and communicate more effectively in a target language. Second, TPR has been shown to be an effective method for enhancing vocabulary acquisition, as it engages students through physical movement and gestures, providing a multisensory approach to learning. Third, while TPR is a widely recognized approach, teachers may not always have access to a variety of TPR activities that are specifically designed to target vocabulary acquisition. Therefore, a handbook of TPR activities for vocabulary acquisition could provide language teachers with a valuable resource for enhancing their teaching practice and supporting their students' language learning. Finally, as the field of language teaching continues to evolve, it is important to stay current with effective instructional practices and provide language instructors with the tools they need to succeed.

### **6.3 Justification**

Proposing a handbook of Total Physical Response (TPR) activities to acquire English vocabulary is particularly important for first-year students. At this stage in their language learning journey, students are typically transitioning from basic to intermediate levels of proficiency, and vocabulary acquisition is a critical aspect of language development. The researcher considered some important reasons why a handbook of TPR activities is essential for first-year students, as well as the potential benefits and challenges of using this approach in the classroom.

Firstly, vocabulary acquisition is a crucial component of language learning in the first-year students. By this stage, students are expected to have a foundational understanding of the language and the ability to communicate in simple ways. However, as they progress towards more advanced levels of proficiency, it becomes increasingly important for students to expand their vocabulary in order to communicate more effectively and accurately. Without a broad and varied vocabulary, students may struggle to understand or express complex ideas, limiting their ability to engage with the language and ultimately impacting their overall language learning progress.

Secondly, TPR has been shown to be an effective method for enhancing vocabulary acquisition in first-grade students. TPR emphasizes physical movement and gestures as a means of engaging students and providing a multisensory approach to learning. This can be particularly effective for first-year students, who are often highly active and benefit from a more interactive and dynamic approach to learning. By incorporating TPR into their language instruction, teachers can create a more engaging and enjoyable classroom environment, which can help students stay motivated and interested in learning.

Thirdly, while TPR is a widely recognized approach, teachers may not always have access to a variety of TPR activities that are specifically designed to target vocabulary acquisition. This is where a handbook of TPR activities for vocabulary acquisition can be particularly valuable. The handbook can provide language teachers with a range of TPR activities that are specifically designed to

target vocabulary acquisition, giving them the tools they need to effectively support their students' language learning. This can save instructors time and effort in designing their own activities and ensure that they are using methods that have been shown to be effective in enhancing vocabulary acquisition.

Furthermore, the handbook can also provide a useful resource for teachers who may be new to TPR or who are looking to expand their TPR activity repertoire. It can provide guidance on how to effectively use TPR to support vocabulary acquisition, as well as tips on how to adapt the activities to suit different proficiency levels and learning styles. This can be particularly helpful for teachers who may not have had formal training in TPR or who may be unsure of how to effectively incorporate it into their language instruction.

In addition, a handbook of TPR activities can also help to address some of the challenges associated with using this approach in the classroom. For example, some teachers may be concerned that TPR activities are too childish or not appropriate for older students. However, a well-designed handbook can provide activities that are tailored to the interests and maturity levels of first-year students, making them more engaging and effective. Additionally, the handbook can provide guidance on how to effectively manage classroom behaviour during TPR activities, ensuring that they remain focused and productive.

Overall, proposing a handbook of TPR activities to acquire English vocabulary is important for first-year students because it provides language teachers with a valuable resource for enhancing their teaching practice and supporting their students' language learning. By providing a range of TPR activities that are specifically designed to target vocabulary acquisition, the handbook can help to ensure that students have access to effective instructional practices that can help them expand their vocabulary and improve their overall language proficiency. Additionally, the handbook can provide guidance and support for instructors who may be new to TPR or who may be unsure of how to effectively incorporate it into their language instruction

## **6.4 Objectives**

### **6.4.1 General**

To elaborate a Handbook of TPR activities to acquire English vocabulary.

### **6.4.2 Specific objectives**

- To choose the TPR activities that will be part of the handbook
- To explain how each TPR activity will be used
- To socialize the proposal to the teachers of the English area at Andrés F. Córdova High School

## **6.5 Feasibility analysis**

This proposal is feasible to elaborate because it is realistic and achievable; also it the researcher has the available resources, time frame, budget, and expertise required to complete the proposal successfully. Additionally, it is feasible because the researcher has the support of the authorities, parents and students of the “Andrés F. Córdova” High School.

## **6.6 Theoretical foundation**

### **Total Physical Response Method (TPR)**

Total Physical Response (TPR) is a language teaching method developed by Dr. James Asher in the late 1960s. The method emphasizes the use of physical movement and gestures to facilitate language learning, particularly for beginners and young learners. The TPR method is based on the idea that language learning is most effective when it is connected to physical actions and experiences.

According to Asher (2020), the TPR method involves the teacher giving commands to the students in the target language, which the students respond to with physical actions. For example, the teacher might say "stand up" and the students would respond by standing up. This approach helps to reinforce the meaning of the language through physical experience and helps students to associate language with action. It is particularly useful for teaching vocabulary and grammar to beginners,

as it provides a concrete and interactive way for students to learn new concepts. In addition to vocabulary and grammar, the TPR method can also be used to teach pronunciation and sentence structure. One of the key benefits of the TPR method is its emphasis on multisensory learning. The use of physical movement and gestures engages multiple senses, making language learning more interactive and dynamic. This can help to increase students' motivation and interest in learning and can make language instruction more enjoyable.

Research has shown that the TPR method can be an effective approach for language learning. For example, a study by Choi and Lee (2020) found that the use of TPR in the classroom led to significant improvements in students' vocabulary acquisition and overall language proficiency. The study concluded that the TPR method is a useful tool for language teachers to incorporate into their teaching practice.

Another benefit of this method is its adaptability to different learning styles and proficiency levels. Because the method emphasizes physical action and experience, it can be used with students who have different learning preferences, such as visual, auditory, or kinaesthetic learners. Additionally, it can be adapted to students with different levels of language proficiency, from beginners to advanced learners.

One of the challenges of the TPR method is its potential limitations for more advanced language learners. While the method can be effective for teaching vocabulary and grammar to beginners, it may not be as useful for teaching more complex linguistic concepts. Additionally, some critics of the TPR method argue that it can be overly simplistic and may not adequately prepare students for real-world language use.

Despite these limitations, this method remains a popular and effective approach for language teaching. Its emphasis on multisensory learning and physical experience make it an engaging and interactive way to learn a new language, particularly for beginners and young learners. The method's adaptability to different learning styles and proficiency levels also make it a versatile approach for language instruction.

In conclusion, the Total Physical Response (TPR) method is a language teaching approach that emphasizes the use of physical movement and gestures to facilitate language learning. The method has been shown to be an effective tool for teaching vocabulary and grammar to beginners, and its emphasis on multisensory learning can make language instruction more engaging and dynamic. The TPR method is adaptable to different learning styles and proficiency levels, making it a versatile approach to language instruction. While the method may have limitations for more advanced language learners, it remains a popular and effective tool for language teachers to incorporate into their teaching practice.

### **English vocabulary**

English vocabulary refers to the collection of words used in the English language. Vocabulary is important for communication, both in speaking and writing, and having a diverse vocabulary can help you express yourself more effectively. There are many ways to build vocabulary, including reading and listening. Reading books, articles, and other written materials can expose you to new words and phrases, as can listening to podcasts, lectures, and other spoken content. Students can also study vocabulary lists and use flashcards to memorize new words.

In addition to building students' vocabulary through exposure and study, you can also improve your understanding of English words by learning about their origins and meanings. Many English words come from other languages, including Latin, Greek, French, and German, and understanding their etymology can help students remember their meanings and usage. English vocabulary is constantly evolving, with new words and phrases entering the language all the time. Keeping up with the latest trends and slang can help you communicate more effectively with others, especially in informal settings.

When using English vocabulary in writing, it is important to use proper spelling, grammar, and punctuation. Using the correct words and phrases can also help you convey your message more effectively and avoid confusion or misinterpretation. Additionally, using proper citation and referencing techniques

can help you avoid plagiarism and give credit to the original sources of your ideas and information.

In summary, English vocabulary is a vital component of communication, and building vocabulary through exposure could help students express themselves more effectively in both speaking and writing.

### **Activities using the TPR method to acquire English vocabulary**

The TPR (Total Physical Response) method is a language teaching approach that emphasizes the use of physical movement and action to help learners acquire language skills. Here are some activities that can be used to acquire English vocabulary using the TPR method:

- Action-based vocabulary games: Encourage students to act out the meanings of English words through physical movement. For example, you could have students act out verbs such as "run," "jump," and "clap."
- Vocabulary scavenger hunt: Hide English words around the classroom and have students search for them. Once they find a word, they must act out the meaning of the word using physical movement.
- Vocabulary relay race: Divide students into teams and have them race to pick up English vocabulary cards and act out their meanings. The first team to complete the relay wins.
- Simon says: Play the classic game "Simon says" using English vocabulary words. For example, "Simon says jump," "Simon says touch your nose," etc.
- Role-playing activities: Use English vocabulary words to create role-playing activities where students act out scenarios. For example, students could act out a conversation between a customer and a cashier at a grocery store.
- Vocabulary charades: Similar to the classic game of charades, have students act out the meaning of English vocabulary words without speaking. The other students must guess the word based on the physical movements.
- Vocabulary dance party: Play music and have students dance to the music while acting out the meanings of English vocabulary words. For example,

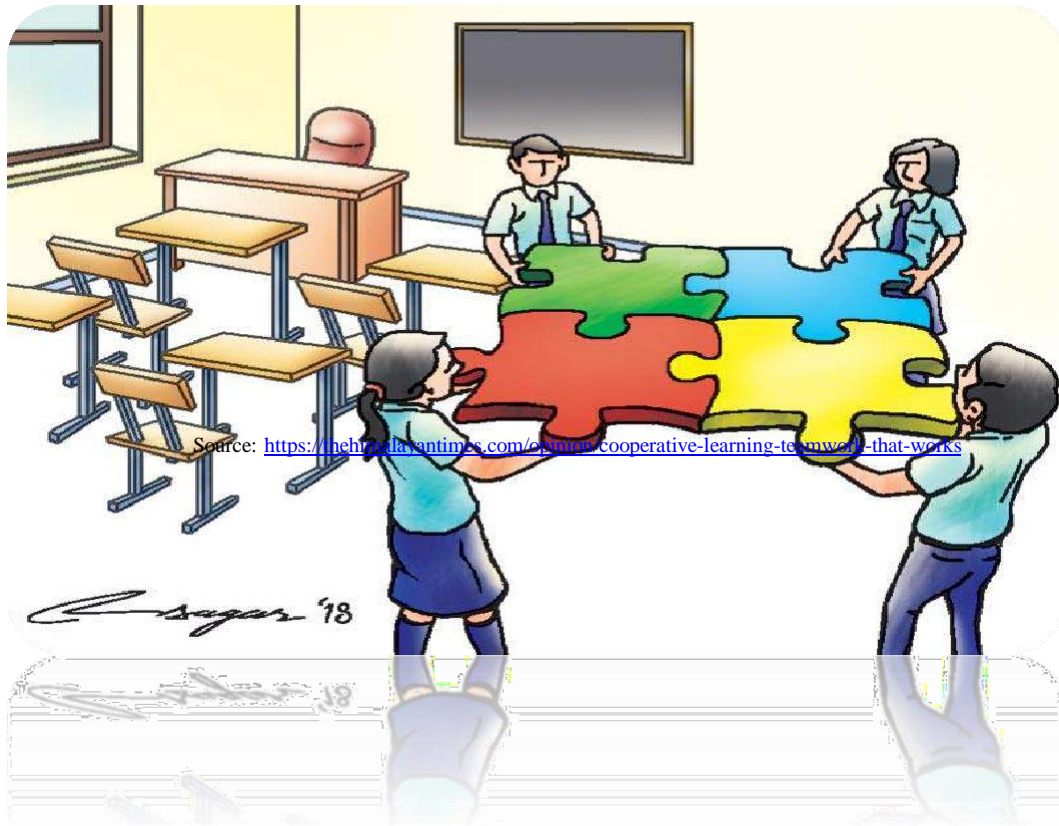
students could dance while acting out verbs such as "dance," "spin," and "shake."

- Pictionary: Players draw a picture of a word or phrase, while others try to guess the word or phrase.
- Word Scavenger Hunt: Players are given a list of words to find, and they must search for the words around their surroundings, indoor or outdoor either.
- Hot Potato: A word is given, and players pass a ball or object while naming words that are associated with the given word, until someone is unable to think of a new word.
- Word Chain: Players take turns saying a word that begins with the last letter of the previous word. This type of game can help players learn new words and practice using them in context.

These activities can be adapted to suit different ages and English proficiency levels and can be used to make learning English vocabulary more fun and engaging for students.



## *Handbook of TPR Activities to acquire English Vocabulary*



***“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”***

***—Malcolm X***

## *Introduction*

*Welcome to the handbook of Total Physical Response (TPR) activities designed to help first year students at "Andrés F. Córdova" High School acquire English vocabulary.*

*Total Physical Response (TPR) is a language teaching approach that emphasizes the use of physical movement and gestures to help students learn new vocabulary and grammar structures. This approach is particularly effective for students who are visual or kinaesthetic learners, as it allows them to engage with the language in a more tangible way.*

*This handbook includes a variety of TPR activities that have been specifically designed to meet the needs of first-year students at Unidad Educativa " Andrés F. Córdova". Each activity is accompanied by detailed instructions and can be easily adapted to fit the specific needs and abilities of your students.*

*By incorporating these TPR activities into your English language teaching practice, you can help your students acquire new vocabulary more quickly and effectively, while also making the learning process more engaging and enjoyable. We hope that you find this handbook to be a valuable resource in your teaching practice, and we wish you and your students all the best in your language learning journey.*

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# Activity # 1: Word



**TOPIC:** Daily routines

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** wake up, brush my teeth, take a shower, get dressed, eat breakfast, go to school, have lunch, do homework, exercise, watch TV, go to bed.

**AIMS** Students will be able to:

- Recognize and produce vocabulary related to daily routines.
- Follow simple instructions using the target language.
- Engage in a communicative activity to practice the target language.

**MATERIALS:** Flashcards with pictures of the target vocabulary. A ball or any other object that can be passed around.

## DEVELOPMENT

### Stage 1: Warm-up (5 minutes)

- Greeting and Warm-up
- Greet the students and ask them how they are feeling today.
- Start a quick warm-up activity, such as Simon Says, to get students moving and energized.

### Stage 2: Presentation (10 minutes)

- Introduce the Vocabulary

- Show the flashcards one by one and say the word aloud while doing the corresponding action.
- Have the students act and pronounce each word.
- Repeat the process for all the words in the vocabulary list.
- Drill the Vocabulary
- Use the flashcards to drill the vocabulary in different ways, such as matching the word to the picture, pointing to the picture when the word is called out, or saying the word when the teacher does the action.
- Encourage the students to participate actively and to correct each other if Needed

**Stage 3: Practice (20 minutes)**

- Word Chain
- Have the students stand in a circle.
- Give the ball to one student and ask them to say one word from the vocabulary list while doing the corresponding action.
- The next student in the circle has to repeat the previous word and action and add a new word and action.
- Continue the game until all the words have been said in order.
- If a student forgets a word or makes a mistake, they have to sit down and the game continues without them.

**Quick review**

- Ask the students to repeat the vocabulary list in order, using flashcards or gestures to help them remember.

**Stage 4: Production (20 minutes)**

- Role Play (15 minutes)
- Divide the students into pairs.
- Assign each pair a different daily routine (e.g. waking up, going to school, doing homework).
- Ask the students to create a short dialogue using the target vocabulary to describe their routine.

- Encourage the students to use complete sentences and to ask and answer questions.
- Monitor the pairs and provide feedback and correction when needed.
- Presentation (10 minutes)
- Ask some pairs to come to the front of the class and present their dialogues.
- Provide positive feedback and correction as needed.
- Closing (5 minutes)
- Recap the target vocabulary and the activities done in class.
- Thank the students for their participation and effort.

**Stage 5: Assessment: (5 minutes)**

- The teacher will assess the students' ability to recognize and produce the target vocabulary during the activities.
- The teacher will also assess the students' ability to follow instructions, engage in a communicative activity, and use the target language to create a short dialogue.

# Activity # 2:

## Vocabulary scavenger



**TOPIC:** My last vacation

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** enjoyed, went sightseeing, took, came, stayed, visited.

**AIM:** By the end of the lesson, students will be able to:

- Understand and use vocabulary related to travel
- Identify past tense verbs and use them in sentences
- Participate in a scavenger hunt to reinforce vocabulary learning

**MATERIALS:** Pictures of vacation destinations, flashcards with target vocabulary, scavenger hunt worksheet, markers, and tape.

### Stage 1: Warm-up (10 minutes)

- Greet the students and introduce yourself.
- Ask students to share their favorite vacation destination and why they like it.
- Show pictures of different vacation destinations and ask students to name them.

### Stage 2: Presentation ( 15 minutes)

- Introduce the target vocabulary words: enjoyed, went sightseeing, took, came, stayed, visited.
- Use Total Physical Response (TPR) methodology to demonstrate the meaning of each word. For example:
- For "enjoyed," smile and say "I enjoyed my vacation!" and have the students mimic your actions and repeat after you.
- For "went sightseeing," point to your eyes and then walk around the room as if looking at different things, saying "I went sightseeing" and having the students repeat after you.
- Review the vocabulary words using flashcards and have students practice saying the words with you.

**Stage 3: Practice (20 minutes)**

- Use the Presentation-Practice-Production strategy to practice using the target vocabulary in context.
- Presentation: Write sentences on the board using the target vocabulary, e.g. "I visited the Eiffel Tower" or "I stayed in a hotel." Have students repeat each sentence and ask if they understand the meaning of each word.
- Practice: Give each student a scavenger hunt worksheet with sentences using the target vocabulary. Students must find a picture of each sentence and write the name of the place on their worksheet. For example, if the sentence is "I visited the Statue of Liberty," the student must find a picture of the Statue of Liberty and write the name on their worksheet.

**Stage 4: Production (10 minutes)**

- Production: Ask students to share their completed scavenger hunt worksheets with the class and read the sentences aloud. Have other students guess which picture the sentence refers to.
- Closing
- Review the target vocabulary words and their meanings, and ask students to use them in a sentence.



- Recap the scavenger hunt activity and ask students to reflect on what they learned.

**Stage 5: Assessment (5 minutes)**

- The teacher will assess the students' ability to recognize and produce the target vocabulary during the activities.
- The teacher will also assess the students' ability to follow instructions, engage in a communicative activity and use the target language to create a short dialogue.
- Thank the students for their participation and encourage them to use the new vocabulary words in their daily life.

# Activity # 3:

## Vocabulary relay race



**TOPIC:** At the airport

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** to check in, to go downstairs for arrivals, to board, to have a carry-on bag, to get on the plane, to have a lot of luggage, to have a one-way ticket.

**AIM:** By the end of the lesson, students will be able to understand and use vocabulary related to air travel, specifically the words "to check in", "to go downstairs for arrivals", "to board", "to have a carry-on bag", "to get on the plane", "to have a lot of luggage", and "to have a one-way ticket"

**MATERIALS:** Flashcards with the vocabulary words, a whiteboard, markers, and a timer

### Stage 1: Warm-up (Total time: 10 minutes)

- Greet the class and ask if anyone has ever traveled by plane.
- Ask the students to share their experiences and what they remember about the process of getting on a plane.
- Elicit any relevant vocabulary and write it on the whiteboard.

- Show the flashcards for each vocabulary word and drill the pronunciation with the class.
- Put the students into pairs and give them 2 minutes to discuss their travel experiences.

**Stage 2: Presentation (10 minutes)**

- Introduce the TPR methodology to the class and explain that it stands for "Total Physical Response".
- Demonstrate the meaning of each vocabulary word by using TPR. For example, for "to check in", pretend to hand over your passport and ticket at a desk; for "to go downstairs for arrivals", point down and move your body as if going down stairs; for "to board", mimic walking up the ramp to the plane; and so on.
- Ask the students to copy your actions and repeat the vocabulary words as they do so.

**Stage 3: Practice ( 15 minutes)**

- Divide the class into two teams.
- Place the flashcards in a pile at one end of the room and have each team line up on the other side.
- Explain the Vocabulary Relay Race: the first student in each line will run to the pile, pick up one card, run back to their team and give the card to the next student in line, who will run and repeat the process.
- The team that finishes first with all the correct vocabulary words wins.
- To make the game more challenging, you can ask students to use each word in a sentence before they can pass the card to their teammate.

**Stage 4: Production (20 minutes)**

- Divide the students into pairs again.
- Give each pair a sheet of paper with the vocabulary words listed and ask them to create a dialog about traveling by plane using as many of the words as they can.
- After 10 minutes, ask some pairs to perform their dialog for the class.

**Stage 5: Assignment ( 5 minutes)**

- Review the new vocabulary words and ask the students to say which ones were the most useful or difficult to remember.
- Ask students to practice the learned words at home
- Congratulate the class on their progress and encourage them to practice their new vocabulary words in real-life situations.

# Activity # 4: Simon Says!



**TOPIC:** At home

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total  
Physical Response (TPR)

**STRATEGY:** Presentation,  
Practice, Production (PPP)

**VOCABULARY WORDS:** wash the dishes, iron the clothes, make the bed, do laundry, water the plants.

**AIM:** By the end of the lesson, students will be able to:

- To introduce vocabulary related to household chores.
- To practice listening and speaking skills.
- To use TPR methodology to aid vocabulary learning.

**MATERIALS:** Flashcards with pictures of household chores (wash the dishes, iron the clothes, make the bed, do laundry, water the plants). Whiteboard and markers. Worksheets for practice. "Simon Says" game cards.

## **Stage 1: Presentation (15 minutes)**

Introduce the topic of household chores and the vocabulary related to it.

Use TPR methodology to present the vocabulary: show the flashcards and have the students repeat the words while performing the corresponding action. For example, show the picture of "wash the dishes" and have the students mimic washing dishes.

Write the words on the whiteboard and go over their meanings and pronunciation.

Drill the words with the students until they are comfortable with their pronunciation.

**Stage 2: Practice (20 minutes)**

Have the students work in pairs to create a dialogue using the vocabulary they just learned. For example:

A: What are you doing?

B: I'm ironing the clothes.

A: Can I help you?

B: Yes, please. Can you water the plants?

Have the students perform the dialogue in front of the class.

**Stage 3: Production (20 minutes)**

Give the students a worksheet with pictures of household chores and a word bank. Have them match the pictures with the correct words.

After they have finished the worksheet, play "Simon Says" using the vocabulary words. For example, "Simon says, water the plants" and have the students mimic watering plants.

Encourage students to use the vocabulary words they learned during the game.

Closing (5 minutes)

Review the vocabulary words and their meanings with the students.

**Stage 4: Assignment (5 minutes)**

Assign the students to make a list of household chores they do at home and write a short paragraph about their daily routine. They should use the vocabulary words they learned in class.

# Activity #5: Role-playing



**TOPIC:** In a restaurant

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR).

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** Book a table, ask for the bill, clear the table, Set the table, leave the restaurant, eat out, bring a dessert, give a tip.

**AIM:** By the end of the lesson, students will be able to:

- Understand and use the vocabulary related to eating out at a restaurant
- Use the vocabulary in a role-play activity to simulate a restaurant situation
- Give and receive instructions related to restaurant tasks
- Develop their communication skills and teamwork abilities

**MATERIALS:** Handouts with the vocabulary and expressions related to eating out at a restaurant. Role-play activity cards with different restaurant situations. Tables and chairs to simulate a restaurant environment.

## **Stage 1: Warm-up (5 minutes)**

- Begin the class by introducing the topic of the lesson: eating out at a restaurant.
- Ask the students if they have ever been to a restaurant and what they usually do when they are there.

- Use TPR (Total Physical Response) to teach the vocabulary related to the restaurant. For example, demonstrate "Book a table" by pretending to write on a notepad and "Ask for the bill" by miming signing a piece of paper.
- Repeat each word and action several times until the students understand them.

### **Stage 2: Presentation (15 minutes)**

- Hand out the vocabulary handouts and explain each word and expression to the students.
- Use PPP (Presentation, Practice, Production) strategy to teach the vocabulary. Present the words and expressions, provide examples, and check for understanding.
- Ask the students to practice the vocabulary by repeating each word and expression several times.

### **Stage 3: Practice (15 minutes)**

- Divide the class into groups of three or four.
- Hand out the role-play activity cards and ask the students to choose a card.
- Instruct the students to use the vocabulary and expressions they have learned to simulate the restaurant situation described on the card.
- Encourage the students to switch roles so that they can practice different tasks related to eating out at a restaurant.
- Monitor the groups and provide feedback on their performance.

### **Stage 4: Production (20 minutes)**

- Ask each group to perform their role-play activity in front of the class.
- After each performance, ask the other students to provide feedback on their peers' performance.
- Provide feedback on the performance of each group.
- Review (10 minutes)
- Review the vocabulary and expressions related to eating out at a restaurant with the students.
- Ask the students to provide examples of how they could use the vocabulary in a real-life situation.



- Wrap up the class by summarizing the key points of the lesson and answering any questions the students may have.

**Stage 5: Assessment (5 minutes)**

Monitor the students' performance during the role-play activity and provide feedback on their communication skills and teamwork abilities.

Assess the students' ability to use the vocabulary and expressions related to eating out at a restaurant during the role-play activity and in their responses during the review section of the lesson.

# Activity # 6: Charades



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**TOPIC:** Let's go shopping

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** Pay for, sell out, shop around, try on, take off

**AIM:** By the end of the lesson, students will be able to learn and practice vocabulary related to shopping using TPR methodology, PPP strategy, and a charades activity.

**MATERIALS:** Whiteboard, markers, flashcards of the target vocabulary, and a list of shopping items.

## Stage 1: Warm-up (5 minutes)

- Begin the lesson by asking students about their shopping habits, such as what they usually buy, where they like to shop, etc.
- Introduce the target vocabulary using flashcards and explain the meaning of each word.
- Practice pronunciation of the words by drilling them with the whole class

## Stage 2: Presentation (15 minutes)

- Introduce the PPP strategy (Presentation, Practice, Production) and explain that you will be presenting the target vocabulary in a more detailed way.

- Write the target vocabulary on the board and ask students to repeat each word after you.
- Explain the meaning of each word in context and give examples of how to use them in a sentence.
- Use TPR methodology to demonstrate each word, such as pretending to pay for something or trying on a piece of clothing.

**Stage 3: Practice (20 minutes)**

- Divide the class into small groups and give each group a list of shopping items.
- Explain that each group will take turns acting out a shopping-related action using charades, and the other groups will have to guess the correct word.
- The group that guesses the correct word gets a point.
- Each group must use all five target vocabulary words at least once during their turn.
- Encourage students to use TPR methodology to act out the words, such as pretending to shop around or take off a hat.

**Stage 4: Production (15 minutes)**

- Wrap up the activity by asking students to use the target vocabulary to describe their last shopping experience.
- Provide feedback and corrections as necessary.

Closure

- Review the target vocabulary and ask students to summarize what they learned in the lesson.
- Encourage students to practice using the new vocabulary in their daily lives.

**Stage 5: Assessment (5 minutes)**

- Observe students during the practice activity and provide feedback on their ability to use the target vocabulary correctly. Use informal assessment techniques such as asking open-ended questions about their shopping habits and experiences.

# Activity # 7: Dance Party



**TOPIC:** At the Party!

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation,

Practice, Production (PPP)

**VOCABULARY WORDS:** blow up, turn up, blow out, pull off, dress up, hang out.

**AIM:** By the end of the lesson, students will be able to learn vocabulary related to party activities through TPR methodology.

**MATERIALS:** Flashcards, music player.

## Stage 1: Warm-up (5 minutes)

- Greet the students and introduce the topic by asking them about their favorite parties and what they usually do at a party.
- Play some music and ask the students to move their bodies according to the beat.

## Stage 2: Presentation (15 minutes)

- Introduce the vocabulary words using flashcards or pictures. Say the word and show the flashcard, then ask the students to repeat the word.

- Explain the meaning of each word using gestures and facial expressions. For example, for "blow up", mime blowing up a balloon, for "dress up", pretend to put on fancy clothes.
- Drill the vocabulary with the students until they feel confident with the pronunciation and meaning of each word.

**Stage 3: Practice (20 minutes)**

- Divide the class into groups of three or four.
- Give each group a set of flashcards with the vocabulary words.
- Play some music and ask the students to act out the words on their flashcards. For example, for "blow out", they can pretend to blow out candles on a cake.
- Circulate around the room, observing the students and offering help where necessary.
- After a few minutes, ask the groups to switch their flashcards with another group and continue the activity.

**Stage 4: Production (15 minutes)**

- Ask the students to stand up and form a circle.
- Play some music and ask the students to dance freely.
- Call out a vocabulary word, and ask the students to perform the action associated with that word. For example, if you say "blow up", the students should mime blowing up a balloon.
- Keep calling out different words until all the students have had a chance to perform.
- Finish the activity with a final dance party where students can use all the vocabulary words they have learned

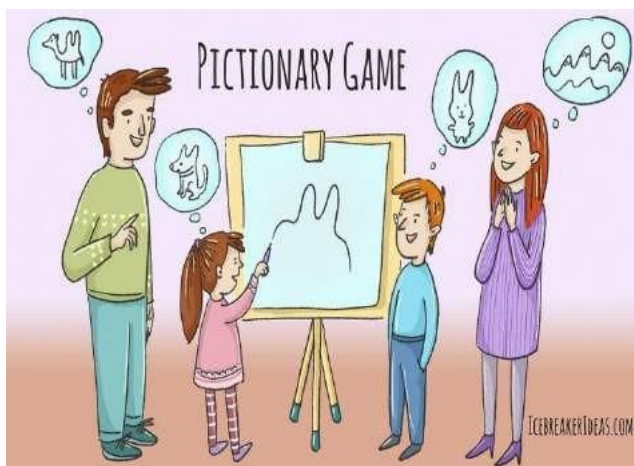
**Stage 5: Wrap-up (5 minutes)**

Ask the students to sit down and review the vocabulary words one last time.

Summarize the lesson and ask the students if they enjoyed the activities.

Thank the students for their participation and wish them a good day.

# Activity # 8: Pictionary



**TOPIC:** Let's go to the zoo!

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** to have a good time, to see the Pandas, to go to the zoo, to take pictures, to buy souvenirs.

**AIM:** By the end of the lesson, students will be able to learn and practice vocabulary related to going to the zoo using TPR methodology, PPP strategy, and a pictionary activity.

**MATERIALS:** Whiteboard, markers, pictures of the zoo and the animals.

## Stage 1: Presentation (10 minutes)

- Greet the students and introduce the topic "Let's go to the zoo!"
- Write the five vocabulary words on the board.
- Use TPR to introduce each vocabulary word:
- To have a good time: gesture happiness and joy, smile and laugh.
- To see the Pandas: gesture binoculars and point at imaginary pandas.
- To go to the zoo: gesture walking and point in the direction of the zoo.
- To take pictures: gesture holding a camera and clicking the shutter.

- To buy souvenirs: gesture holding something in your hand and handing it to someone.
- Elicit the meaning of each word and drill the pronunciation.

**Stage 2: Practice (20 minutes)**

- Use PPP (Presentation, Practice, Production) strategy to introduce the activity: Pictionary.
- Explain the rules of Pictionary.
- Divide the students into two teams.
- Show a picture of a scene at the zoo to the first team.
- Ask the team to choose a member who will draw the scene on the board while the other members guess the vocabulary word.
- The team who guesses the correct vocabulary word scores a point.
- Repeat the process with the second team and a new scene.
- Continue the game until all students have had a chance to draw or guess.

**Stage 3: Production (15 minutes)**

- Ask the students to work in pairs and create a dialogue using the five vocabulary words.
- Monitor and assist the students as they work on their dialogues.
- Ask some pairs to perform their dialogues in front of the class.

**Stage 4: Review (10 minutes)**

- Review the five vocabulary words using TPR.
- Ask some students to come to the front and perform the gestures for the class to guess the word.
- Provide feedback on the students' performance.

**Stage 5: Assessment: (5 minutes)**

- Ask the students to write a short paragraph about their favorite animal at the zoo using the five vocabulary words.
- Collect the paragraphs and provide feedback in the next class.

# Activity # 9: Word Scavenger Hunt



**TOPIC:** Hobbies

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation, Practice, Production (PPP)

**VOCABULARY WORDS:** take up a hobby, to join in, to sign up, to get into something, to turn up

**AIM:** By the end of the lesson, students will be able to:

- To introduce vocabulary related to hobbies through TPR methodology
- To provide opportunities for learners to practice and use the new vocabulary through PPP strategy
- To develop learners' listening, speaking, and reading skills
- To encourage learners to use the new vocabulary in a fun and interactive way through a scavenger hunt activity

**MATERIALS:** Flashcards with pictures and words related to hobbies (take up a hobby, to join in, to sign up, to get into something, to turn up), Handouts with sentences related to hobbies, Whiteboard and markers, Timer, Scavenger hunt checklist.



**Step 1: Warm-up (5 minutes)**

- Greet the learners and ask them about their hobbies. Encourage them to share their interests in a simple and fun way.

**Step 2: Presentation (10 minutes)**

- Show the flashcards one by one and elicit the vocabulary related to hobbies (take up a hobby, to join in, to sign up, to get into something, to turn up).
- Model the pronunciation and drill the vocabulary with the learners using TPR methodology. For example, you can ask the learners to stand up and do the following actions:
  - Take up a hobby: Pretend to pick up a hobby with both hands.
  - Join in: Raise both hands and bring them together.
  - Sign up: Pretend to write your name on a paper.
  - Get into something: Pretend to dive into a pool.
  - Turn up: Pretend to turn a doorknob and open a door.
- Use the whiteboard to write down the vocabulary and their meanings.

**Step 3: Practice (10 minutes)**

- Give out the handouts with sentences related to hobbies.
- Ask the learners to read the sentences and underline the new vocabulary.
- Ask the learners to work in pairs and practice using the new vocabulary in the sentences.
- Monitor and provide feedback on pronunciation and usage.

**Step 4: Production (15 minutes)**

- Ask the learners to come up with a sentence using one of the new vocabulary words.
- Write their sentences on the whiteboard.
- Ask the learners to read out their sentences and correct any errors.

**Step 5: Scavenger Hunt Activity (10 minutes)**

- Explain the rules of the scavenger hunt activity.
- Divide the learners into pairs or small groups.

- Give them the scavenger hunt checklist and a timer.
- Ask them to find objects related to hobbies in the classroom or outside the classroom within the given time.
- The group that finds all the objects first or the most number of objects in the given time wins.

**Step 6: Wrap-up (5 minutes)**

- Recap the new vocabulary learned and ask the learners to say one thing they have learned about hobbies.
- Encourage the learners to continue practicing and using the new vocabulary outside the classroom.

**Stage 7: Assessment:(5 minutes)**

- Observation of learners' participation in the activities
- Correction of errors in pronunciation and usage during the activities
- Feedback from the learners at the end of the lesson

# Activity # 10: Hot Potato



**TOPIC:** Sports

**CLASS:** first Bachillerato students

**TIMING:** 60 minutes

**METHODOLOGY:** Total Physical Response (TPR)

**STRATEGY:** Presentation,

Practice, Production (PPP)

**VOCABULARY WORDS:** to complete, to dribble, to draw, to head, to lose, to jog

**AIM:** By the end of the lesson, students will be able to:

- To introduce and practice vocabulary related to sports using TPR and PPP methodology.
- To practice speaking skills by using the vocabulary in a group activity.

**MATERIALS:** Whiteboard and markers, Flashcards or pictures of sports-related actions. Ball or soft object for Hot Potato activity.

## **Stage 1: Warm-up (5 minutes):**

- Start by eliciting some vocabulary related to sports. Ask the students to name any sports they know and write them on the board. Once you have a list of sports, ask students to brainstorm some verbs related to these sports. For example, basketball - shoot, dribble, pass, etc.

## **Stage 2: Presentation (10 minutes):**

- Show the students the flashcards or pictures of sports-related actions. Pronounce each word and demonstrate the action associated with the word.

Encourage students to repeat after you and copy your actions. Use TPR methodology to help students remember the words better

**Stage 3: Practice (20 minutes):**

- Use PPP methodology to practice the vocabulary. Write the seven target verbs (to complete, to dribble, to draw, to head, to lose, to jog) on the board. Model the PPP sequence by demonstrating with the first word, "to complete":
- Present: Show a picture of a player completing a pass. Say the word and ask the students to repeat it.
- Practice: Elicit a few sentences from the students using the word. For example, "I completed the pass." "She completed the task."
- Produce: Divide the class into pairs or small groups. Give them a prompt, such as "Tell your partner about a time when you completed a difficult task." Monitor and help as needed.
- Repeat this sequence for each of the other target verbs. For "to head," use a ball or soft object to demonstrate heading and encourage students to practice as well.

**Stage 4: Production (15 minutes):**

- End the lesson with a group activity called "Hot Potato." Have the students sit in a circle and pass the ball around while music is playing. When the music stops, the student holding the ball must say a sentence using one of the target verbs correctly. If they do so, they can stay in the game. If not, they are out. The game continues until there is only one student left.

**Stage 5: Wrap-up (5 minutes):**

- Ask students to reflect on the lesson and share what they learned. Review any problem areas and address any questions or concerns.

**Homework (5 minutes):** Assign students to write a paragraph using at least three of the target verbs in context. Provide a prompt, such as "Describe your favorite sport or physical activity and what do you like to do? And when do you play it?."

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## **Annexes**

### **Annex 1: Validated Pre-Test and Post-Test**

#### **PRE-TEST AND POST-TEST**

**Objective:** To evaluate students' current knowledge and vocabulary proficiency before beginning the intervention.

**Note:** The information that will be collected is solely for research purposes and will not be shared or disclosed to any third parties

**Instruction:** Dear students, please fill in the blanks with the correct verb that matches each activity described in the text. Use the words provided in the boxes.

For this pre-test, the following stage will be applied:

#### **Stage 1:**

- Explain to the students that they will be taking a diagnostic test (pre-test) to identify their strengths and weaknesses in vocabulary and guide future instruction.
- Define vocabulary and briefly discuss its importance in language learning and communication skills.
- Provide an example or two of the types of texts that will be included in the test.
- Read aloud the vocabulary words for each text and provide an example sentence for each word to reinforce the meaning.
- Distribute the vocabulary test to the students and explain the instructions on filling in the gaps.
- Set a time limit for the test and remind students to manage their time effectively.
- After the test, provide feedback on areas where the students did well and where they may need improvement.
- Encourage the students to reflect on their performance and think about any strategies they can use to improve their vocabulary skills in the future.

**TEXT ONE: DAILY ROUTINES**

wake up	brush my teeth	take a shower	get dressed	eat breakfast	go to school
have lunch	do homework,	exercise	watch TV	go to bed	

In the morning, I usually (1)\_\_\_\_\_at around 6:30 am, (2) \_\_\_\_\_ and (3)\_\_\_\_\_to start my day feeling refreshed. After that, I (4)\_\_\_\_\_and head to the kitchen to (5)\_\_\_\_\_which is the most important meal of the day. Then, I (6)\_\_\_\_\_where I attend classes until midday when it's time to (7)\_\_\_\_\_with my classmates. Once I get back home, I usually (8)\_\_\_\_\_before I (9) \_\_\_\_\_ to stay fit and healthy. Later, I might (10)\_\_\_\_\_or hang out with friends before (11)\_\_\_\_\_at around 11 pm. This is my daily routine, and I believe it's important to have one to stay organized and productive.

**TEXT TWO: MY LAST VACATION**

enjoyed	went sightseeing	took	Came	stayed	visited
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During my last vacation, I (12)\_\_\_\_\_a trip to Paris with my family. We (13)\_\_\_\_\_in a hotel near the Eiffel Tower, which was amazing to see both during the day and at night. We also (14) \_\_\_\_\_several famous landmarks such as the Louvre Museum, the Notre Dame Cathedral, and the Arc de Triomphe. One of my favorite days was when we (15)\_\_\_\_\_on a hop-on-hop-off bus tour, which allowed us to see many different parts of the city. In the evenings, we (16)\_\_\_\_\_delicious French cuisine and even went to see a ballet at the Paris Opera House. Sadly, all good things must come to an end, and

we eventually (17)\_\_\_\_\_ back home. Overall, it was an unforgettable trip and I can't wait to go back someday.

**TEXT THREE: AT THE AIRPORT**

to check in	to go downstairs for arrivals	to board	to have a carry-on bag	to get on the plane	to have a lot of luggage	to have a one-way ticket
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Last week, I traveled to New York City for a business meeting. When I arrived at the airport, I went to the counter to (18)\_\_\_\_\_ and get my boarding pass. Then, I went through security and headed (19)\_\_\_\_\_ to my gate. I only had (20)\_\_\_\_\_ because I didn't want to worry about (21) \_\_\_\_\_ when I arrived. When it was time (22) \_\_\_\_\_ I got in line and showed my boarding pass and ID to the flight attendant. I then walked down the jet bridge and (23) \_\_\_\_\_ I (24) \_\_\_\_\_ because I was returning home the next day. Overall, it was a smooth trip and I was happy to have my carry-on bag to avoid any luggage mishaps

**TEXT FOUR: AT HOME**

wash dishes	the iron clothes	the make the bed	do laundry	water the plants
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Keeping a tidy home is essential for a healthy and happy life. It is important to establish a routine that includes washing the dishes, ironing the clothes, making the bed, do laundry and watering the plants to ensure that household tasks do not pile up. After each meal, be sure to (25)\_\_\_\_\_ and wipe down the counters. Maintaining a clean wardrobe requires regular (26)\_\_\_\_\_ to remove any wrinkles. Starting each day by (27)\_\_\_\_\_ is a great way to make your bedroom look and feel tidy. Regularly (28)\_\_\_\_\_ ensures that your clothes are always fresh and ready to wear. Finally, don't forget to (29)

\_\_\_\_\_ your plants to keep them thriving. By incorporating these household tasks into your routine, you'll find that maintaining a tidy home is easy and stress-free.

**TEXT FIVE: IN A RESTAURANT**

Book a table	ask for the bill	clear the table	Set the table	leave the restaurant	eat out	bring a dessert	give a tip
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When you go out to a restaurant, there are certain things you should know how to do. First, you'll need to (30) \_\_\_\_\_ if you want to ensure you have a spot to sit. Once you're seated, you'll need to (31) \_\_\_\_\_ if you want to pay and leave when you're finished. Before you can start eating, you'll want to make sure the table is ready. To do that, you'll need to (32) \_\_\_\_\_ by removing any unnecessary items and making sure the utensils and glasses are clean. After you've enjoyed your meal, you may want to consider (33) \_\_\_\_\_ instead of cooking at home. If you're feeling extra adventurous, you could even (34) \_\_\_\_\_ and try a new restaurant. Before you go, don't forget to (35) \_\_\_\_\_ if you're in the mood for something sweet. Finally, it's customary to (36) \_\_\_\_\_ to show your appreciation for good service.

**TEXT SIX: LET'S GO SHOPPING**

Pay for	sell out	shop around	try on	take off
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If you're planning to go shopping, there are a few things to keep in mind. First, you'll need to make sure you have enough money to (37) \_\_\_\_\_ the items you want. Next, it's always a good idea to (38) \_\_\_\_\_ before making a purchase. That way, you can compare prices and find the best deal. Once you've found something you like, you'll want to (39) \_\_\_\_\_ to make sure it fits and looks good on you. If you decide to buy it, be sure to (40) \_\_\_\_\_ any tags or packaging before leaving the store. And if for some reason you change

your mind, you can always (41)\_\_\_\_\_ the item and put it back on the shelf.

**TEXT SEVEN: AT THE PARTY**

blow up	turn up	blow out	pull off	dress up	hang out
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If you're planning a party, you'll need to (42)\_\_\_\_\_ some balloons and decorate the room. You'll also want to make sure your guests know when to (43)\_\_\_\_\_ and where the party is. And of course, you'll need a cake to (44)\_\_\_\_\_ the candles on. If you're planning a night out with friends, you might want to (45)\_\_\_\_\_ and put on your best clothes. Or, if you're just looking to relax, you can (46)\_\_\_\_\_ in your comfy clothes and watch a movie. Whatever you choose to do, make sure you (47) \_\_\_\_\_ the event successfully and have a good time!

**TEXT EIGHT: LET'S GO TO THE ZOO!**

to have a good time	to see Pandas	to visit the zoo	To take pictures	to buy souvenirs
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If you're looking for a fun and educational outing, consider (48) \_\_\_\_\_. You can see a variety of animals from all over the world and learn about their behaviors and habitats. One of the highlights of any zoo visit is getting to (49) \_\_\_\_\_. You won't want to miss the chance to observe these fascinating creatures up close. Make sure to bring your camera so you can (50) \_\_\_\_\_ of all the animals and your group having a blast. And when it's time to head home, be sure to stop by the gift shop to (51) \_\_\_\_\_ to remember your visit. The most important thing is (52) \_\_\_\_\_, so take your time and enjoy all that the zoo has to offer!

### **TEXT NIGHT: HOBBIES**

<i>take up a hobby</i>	<i>to join in</i>	<i>to sing up</i>	<i>to get into something</i>	<i>to turn up</i>
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If you're looking for a way to pass the time and learn new skills, it might be a good idea to (53)\_\_\_\_\_ a hobby. There are plenty of options to choose from, whether you're interested in sports, music, or art. Once you've found something that piques your interest, you can (54) \_\_\_\_\_ a class or a club to (55)\_\_\_\_\_. This is a great way to meet new people who share your interests and to learn from experienced instructors. As you (56) \_\_\_\_\_ your new hobby, you may find that you want to invest in some equipment or supplies. And when you're ready to show off your skills, you can (57) \_\_\_\_\_ to a performance or competition and impress everyone with your newfound talents!

### **TEXT TEN: SPORTS**

<i>to complete</i>	<i>to dribble</i>	<i>to draw</i>	<i>to head</i>	<i>to lose</i>	<i>to jog</i>
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Staying active is important for both physical and mental health. One way to do this is to incorporate regular exercise into your routine. You can start with something simple, like (58)\_\_\_\_\_ around the block or doing some light stretching. As you build up your endurance, you can challenge yourself with more intense workouts, such as running or cycling. If team sports are more your thing, you might want to try playing basketball or soccer. In these games, you'll need to learn how to (59)\_\_\_\_\_ the ball, (60)\_\_\_\_\_ it into the goal, or (61)\_\_\_\_\_ it over the net. Even if you (62)\_\_\_\_\_ the game, you'll still get a great work out and have fun in the process. And if you're feeling artistic, you can always (63)\_\_\_\_\_ or paint after your workout to relax and unwind.

## DOCUMENTO DE EVALUACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADO

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO  
LENGUA EXTRANJERA COHORTE 2022

**TEMA DE INVESTIGACIÓN:** THE EFFECT OF THE TOTAL  
PHYSICAL RESPONSE (TPR) METHOD ON THE ENGLISH  
VOCABULARY ACQUISITION

DOCENTE: LICENCIADO DIEGO YUQUILEMA MULLO

INTRUCCIONES PARA EL/LOS EVALUADOR/ES :

Estimados validadores:

Les agradezco su disposición a ayudarme a mejorar este instrumento de investigación. Su colaboración es esencial para asegurarme de que este cuestionario es confiable y válido.

Por favor, sigan las siguientes instrucciones al validar el instrumento:

- Revisen cuidadosamente cada oración para asegurarse de que el contexto esté claro y sea apropiado para el nivel de los estudiantes.
- Verifiquen que la palabra o término utilizado en la oración sea el adecuado y esté empleado de forma correcta en el contexto.
- Evalúen si la oración es relevante y cubre adecuadamente el tema de la investigación.
- Comprueben si hay oraciones que puedan generar ambigüedad o confusión en los estudiantes.
- Identifiquen posibles errores tipográficos o de formato.
- Proporcionen comentarios constructivos y sugieran mejoras donde sea necesario

PARAMETRO	1 No es importante	2 poco importante	3 Neutral	4 Importante	5 Muy importante
ITEMS					
Las actividades responden a los objetivos					
Las actividades responden a las variables					
Las actividades responden a los indicadores					
Las instrucciones son claras.					
La presentación del documento es amigable para los estudiantes.					



**Annex 2: Photos**



### Annex 3: Institutional approval



Quito, 21 de abril del 2023

MSc. María Zurita

**RECTORA**

Presente.

De mi consideración:

Reciba un cordial saludo. Por medio de la presente, yo Yuquilema Mullo Diego, con C.C. 060367351-8, estudiante de la maestría en Enseñanza de Inglés como Lengua Extranjera, Cohorte 2022 de la Universidad Técnica de Ambato, solicito de la manera más comedida la **AUTORIZACIÓN** respectiva para realizar la investigación sobre The effect of the Total Physical Response (TPR) method on the English Vocabulary Acquisition en los estudiantes de primero de Bachillerato General Unificado en Ciencias paralelo "A" y "B" como parte de trabajo de titulación.

Sin más por el momento, me despido en espera de una pronta respuesta.

Atentamente,

Lic. Diego Yuquilema

C.C. 060367351-8



**Annex 4: Validated tools**

DOCUMENTO DE EVALUACIÓN

<p align="center"><b>UNIVERSIDAD TÉCNICA DE AMBATO</b>  <b>CENTRO DE POSGRADO</b>  <b>PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA</b>  <b>EXTRANJERA COHORTE 2022</b>  <b>TEMA DE INVESTIGACIÓN: THE EFFECT OF THE TOTAL PHYSICAL RESPONSE</b>  <b>(TPR) METHOD ON THE ENGLISH VOCABULARY ACQUISITION</b></p>					
<p><b>DOCENTE: LICENCIADO DIEGO YUQUILEMA MULLO</b>  <b>INTRUCCIONES PARA LOS EVALUADORES:</b></p> <p>Estimados validadores:</p> <p>Por favor, sigan las siguientes instrucciones al validar el instrumento:</p> <ul style="list-style-type: none"> <li>- Revisen cuidadosamente cada oración para asegurarse de que el contexto esté claro y sea apropiado para los estudiantes de primero de Bachillerato General Unificado.</li> <li>- Verifiquen que la palabra o término utilizado en la oración sea el adecuado y esté empleado de forma correcta en el contexto.</li> <li>- Evalúen adecuadamente el instrumento y el tema de la investigación.</li> <li>- Comprueben si hay oraciones que puedan generar ambigüedad o confusión en los estudiantes.</li> <li>- Identifiquen posibles errores tipográficos o de formato.</li> <li>- Proporcionen comentarios constructivos y sugieran mejoras donde sea necesario.</li> <li>- Señale mediante un ✓, según la validación para cada ítem:</li> </ul>					
PARAMETRO	1	2	3	4	5
ITEMS	No es importante	Poco importante	Neutral	Importante	Muy importante
Las actividades responden a los objetivos					✓
Las actividades responden a las variables					✓
Las actividades responden a los indicadores					✓
Las instrucciones son claras.					✓
La presentación del documento es amigable para los estudiantes.					✓

DOCENTE EVALUADOR

Fredy Gerardo Revelo Pantoja

C.I. 1715687685

FIRMA:





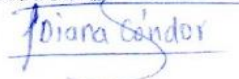
DOCUMENTO DE EVALUACIÓN

<b>UNIVERSIDAD TÉCNICA DE AMBATO</b> <b>CENTRO DE POSGRADO</b> <b>PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA</b> <b>EXTRANJERA COHORTE 2022</b> <b>TEMA DE INVESTIGACIÓN: THE EFFECT OF THE TOTAL PHYSICAL RESPONSE</b> <b>(TPR) METHOD ON THE ENGLISH VOCABULARY ACQUISITION</b>					
<b>DOCENTE: LICENCIADO DIEGO YUQUILEMA MULLO</b> <b>INTRUCCIONES PARA LOS EVALUADORES:</b> Estimados validadores: Por favor, sigan las siguientes instrucciones al validar el instrumento: - Revisen cuidadosamente cada oración para asegurarse de que el contexto esté claro y sea apropiado para los estudiantes de primero de Bachillerato General Unificado. - Verifiquen que la palabra o término utilizado en la oración sea el adecuado y esté empleado de forma correcta en el contexto. - Evalúen adecuadamente el instrumento y el tema de la investigación. - Comprueben si hay oraciones que puedan generar ambigüedad o confusión en los estudiantes. - Identifiquen posibles errores tipográficos o de formato. - Proporcionen comentarios constructivos y sugieran mejoras donde sea necesario. - Señale mediante un ✓, según la validación para cada ítem:					
PARAMETRO	1	2	3	4	5
ITEMS	No es importante	Poco importante	Neutral	Importante	Muy importante
Las actividades responden a los objetivos					✓
Las actividades responden a las variables					✓
Las actividades responden a los indicadores					✓
Las instrucciones son claras.					✓
La presentación del documento es amigable para los estudiantes.					✓

DOCENTE EVALUADORA

MSc. Diana Anabel Córdor Bonilla

C.I. 171963930-2

FIRMA: 

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DOCENTE: LICENCIADO DIEGO YUQUILEMA MULLO  
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- Proporcionen comentarios constructivos y sugieran mejoras donde sea necesario.
- Señale mediante un ✓, según la validación para cada ítem:

PARAMETRO ITEMS	1 No es importante	2 Poco importante	3 Neutral	4 Importante	5 Muy importante
Las actividades responden a los objetivos					✓
Las actividades responden a las variables					✓
Las actividades responden a los indicadores					✓
Las instrucciones son claras.					✓
La presentación del documento es amigable para los estudiantes.					✓

DOCENTE EVALUADOR

MSc. Jeanneth Alexandra Pazmiño Monar

C.I. 1720066743

FIRMA:

