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UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

**TOTAL PHYSICAL RESPONSE METHOD (TPR) TO TEACH VOCABULARY
IN 4TH -GRADE STUDENTS IN TWO RURAL PUBLIC SCHOOLS.**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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FEBRUARY 2023**

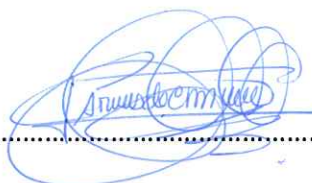
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In my capacity as a supervisor of the research report entitled "Total Physical Response Method (TPR) to teach vocabulary in 4th -grade students in two rural public schools.", and researched by Pallo Ayala Emily Rebeca, 0550069058; Rosero Herrera Nataly Mishelle, 0502950322 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí February, 2023



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COMMITTEE APPROVAL

The research report entitled “Total Physical Response Method (TPR) to teach vocabulary in 4th -grade students in two rural public schools”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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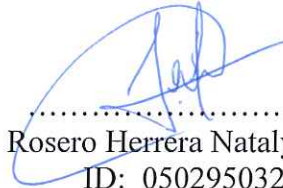
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GRATEFULNESS

In this dissertation we give infinite thanks to God for being the author of our lives and who gives us the strength and wisdom to move forward; he has accompanied and guided us throughout our career, being the strength in moments of weakness and for giving us a life full of learning, experiences and above all happiness. Likewise, we want to thank our teachers of the Technical University of Cotopaxi because they gave us unconditional support and a helping hand in the development and culmination of this new professional achievement. At the same time, we thank our dear tutor, MSc Patricia Mena for her guidance, dedication and patience for this research work.

Finally, we express our gratitude to our family because they have been the fundamental pillar to pursue our dreams.

Nataly & Emily

DEDICATION

I dedicate this research first to God because. He has given me the strength and wisdom to achieve this goal, then I dedicate it to my parents who have been the fundamental pillar in my professional life. Especially to my mother Maria Isolina who has motivated me not to give up, thank you for teaching me to face the difficulties. I also want to dedicate this work to my brother David and my sister Samantha who supported me.

Finally, to my friends especially my best friend Darwin who has always motivated me to follow my goals no matter the difficulties, thank you.

Emily

DEDICATION

I dedicate this research project to my family, especially to my parents and brother for giving me unconditional support and for being examples of perseverance, self-improvement, and humility.

To my father for giving me advice and motivating me to move forward despite any obstacle, to my mother for accompanying me every extended and exhausting night of study. Besides, thanks to my brother for his care and support in this process.

Thanks to all those people who motivated me and believed in me, it was not an easy road, however you contributed to make it easy, without more to say I echo my enormous appreciation to you.

Nataly

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: TOTAL PHYSICAL RESPONSE METHOD (TPR) TO TEACH VOCABULARY IN 4TH -GRADE STUDENTS IN TWO RURAL PUBLIC SCHOOLS.

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ABSTRACT

Vocabulary is an important part of language proficiency, so it should be taught from an early age through physical activities that facilitate learning more quickly and easily. This research aims to determine the usefulness of the Total Physical Response method through vocabulary teaching in 4th-grade students of the Catorce de Julio and Manuelita Sáenz educational institutions. Thus, the approach used was quali-quantitative, and the research design used was descriptive. Moreover, the participants of this study consisted of 44 fourth-grade students. Also, the data collection instruments used in the study were the semi-structured interview guide and the survey sheet designed by the researchers. On the other hand, for the data analysis of the student survey, the information was classified according to each question, and the respective data processing was done through descriptive statistics in order to organize and present the data in bar graphs. It should be mentioned that the researchers selected a purposive sampling approach because they chose the appropriate participants based on the research objective. Furthermore, for the interview data collection, a guide of questions related to applying the TPR method in the four classes taught was elaborated and analyzed through the thematic analysis approach since it allowed the identification and analysis of qualitative data on the experiences and opinions of the participants. Hence, the results show that the total physical response method was useful since the students learned the target vocabulary in the four classes through different resources such as flashcards, songs, mimics, and games, which favored the immersion of knowledge and allowed the reinforcement of it by coordinating speech with action.

Keywords: Total Physical Response (TPR), target vocabulary, teaching and knowledge.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: MÉTODO DE RESPUESTA FÍSICA TOTAL (TPR) PARA LA ENSEÑANZA DE VOCABULARIO EN ESTUDIANTES DE 4TO GRADO EN DOS ESCUELAS PÚBLICAS RURALES.

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RESUMEN

El vocabulario es una parte importante del dominio de un idioma por lo que debe enseñarse desde una edad temprana mediante actividades físicas que faciliten un aprendizaje más rápido y fácilmente. Esta investigación tiene como objetivo determinar la utilidad del método Respuesta Física Total a través de la enseñanza de vocabulario en estudiantes de 4to grado de las instituciones educativas Catorce de Julio y Manuelita Sáenz. Por ello, el enfoque utilizado fue cuali-cuantitativo y el diseño de investigación descriptivo. Además, los participantes en este estudio fueron 44 estudiantes de cuarto grado. Asimismo, los instrumentos de recolección de datos utilizados en el estudio fueron la guía de la entrevista no estructurada y la hoja de encuesta elaborada por los investigadores. Por otro lado, para el análisis de datos de la encuesta a los estudiantes, se clasificó la información de acuerdo a cada pregunta y se realizó el respectivo procesamiento de datos mediante la estadística descriptiva para organizarlos y presentarlos en gráficos de barras. Cabe mencionar que los investigadores seleccionaron un enfoque de muestreo intencional porque eligieron a los participantes adecuados en base al objetivo de la investigación. Además, para la recolección de datos de las entrevistas, se elaboró una guía de preguntas relacionadas con la aplicación del método TPR en las cuatro clases impartidas y se analizó a través del enfoque de análisis temático ya que permitió identificar y analizar datos cualitativos sobre las experiencias y opiniones de los participantes. Así, los resultados muestran que el método de respuesta física total fue de utilidad puesto que los estudiantes aprendieron el vocabulario meta en las cuatro clases a través de diferentes recursos como flashcards, canciones, mímicas y juegos los cuales favorecieron la inmersión del conocimiento y permitieron la afianzación del mismo coordinando el habla con la acción.

Palabras claves: Respuesta física total (TPR), vocabulario, enseñanza y conocimiento.

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1. GENERAL INFORMATION

Theme:

Total Physical Response Method (TPR) to teach vocabulary in 4th -grade students in two rural public schools.

Starting Date: October 2022**Ending Date:** February 2023**Place of Research:** Catorce de Julio -JAE and Manuelita Saenz schools**Sponsoring Faculty:** Extension Pujilí**Sponsoring career:** National and Foreign Language Pedagogy English**Linked Research Project:** Formative research**Macro project of the career:**

Formative processes in the teaching and learning as a foreign language in educational institutions of the province of Cotopaxi

Work Team:

- M.Sc. Nelly Patricia Mena Vargas
- Emily Rebeca Pallo Ayala
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Knowledge area: Education**Research line:**

Education, communication, and design for human and social development.

Research line of the career:

Innovation in the English language teaching and learning as a foreign language.

2. PROBLEM STATEMENT

In today's world, learning the English language has become a necessity for intercultural communication and interaction. As a result, the learning and teaching of this language are an essential part of Ecuadorian education. Concerning this, Macias and Villafuerte (2020) state that “EFL teaching begins in the second grade of basic education of the public education system and continues progressively to the university” (p. 83). Thus, the curriculum proposal includes the instruction for students from the second grade to higher levels, in which students learn from basic to advanced knowledge, consequently in this process it is important that the student is able to develop language skills through integrated interactions in meaningful contexts. In this sense, the English teaching consists of listening, speaking, reading, and writing as set out in the English curriculum, which is supported by linguistic aspects such as vocabulary, pronunciation, grammar, spelling, and structure that contribute to the understanding and production of the language. Therefore, such elements play an important role in the stages of language learning, which involves exposure to the words of the target language and this is of course achieved with vocabulary, as without it, learners cannot develop any linguistic skills and are unable to convey their ideas properly.

On the whole, the main problem is that due to the low vocabulary proficiency, it is necessary to apply a creative method for teaching vocabulary to fourth graders in an EFL classroom. In view of this, it is necessary to mention the causes and effects of the research problem; one of them is that in the classroom teachers apply traditional methods, which bore the students and generate low performance and inactive student participation. In addition, teachers do not use attractive didactic materials, which causes a loss of interest and stress in learning English. On the other hand, the limited vocabulary of the students leads to a lack of language understanding and prevents them from communicating in any situation. Hence, students need to learn English with an enjoyable methodology that generates interesting and dynamic classes and in correspondence with the above considerations, the Total Physical Response (TPR) method is suitable for teaching a second language to children which involves fun with movement and physical participation. Furthermore, this research tries to answer the following research question:

How useful is the Total Physical Response method in teaching vocabulary to 4th-grade students at the Catorce de Julio and Manuelita Sáenz schools?

3. OBJECTIVES

General objective

- To determine the usefulness of the Total Physical Response Method through vocabulary teaching in 4th-grade students at Catorce de Julio and Manuelita Sáenz educational institutions.

Specific objectives

- To explore relevant information about the Total Physical Response Method in teaching vocabulary.
- To analyze the students' perceptions about vocabulary teaching using the Total Physical Response Method.
- To establish conclusions and recommendations about the students' experiences with the Total Physical Response Method.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES

PROPOSED.

Specific objective	Activities	Verification Means
To explore relevant information about the Total Physical response method in teaching vocabulary.	Bibliographic review	Theoretical framework section
To analyze the students' perceptions of vocabulary teaching using the Total Physical Response Method.	Design of instruments for data collection. Apply the interview and survey.	Semi-structured interview guide Survey sheet

To establish conclusions and recommendations about the students' experiences with the Total Physical response method.	Analysis of the data Interpreting the results obtained from the different participants.	Conclusions and recommendations.
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5. JUSTIFICATION

Vocabulary is the fundamental part of communication when pupils are learning the English language because it is a determinant of the achievement of language skills, so the students can express what they want to say in any situation, depending on their level of knowledge. In contrast to this, low vocabulary proficiency limits student participation. It impedes proper academic performance, so it is very convenient to use a method that facilitates the acquisition of new words through repetition activities, body language, and flashcards. In relation to this, the Total Physical Response (TPR) method consists of providing input to activate the student's attention allowing easy comprehension of a second language in such a way this consists of combining physical movement activities with sounds to facilitate long-term memorization of vocabulary first collectively and then individually. Based on the above considerations, this project is important because it contributes to developing a better learning process through the combination of techniques and activities of the TPR method in teaching vocabulary.

Besides, the research focuses on determining the utility of the total physical response method and deepening theoretical knowledge about the research variables through reviewing reliable bibliographic sources. On the other hand, the direct beneficiaries are the students of the two public educational institutions, who will participate in the implementation of the TPR method through different activities to increase interest in learning and improve vocabulary mastery. In addition, the beneficiaries are ESL teachers since the information collected can guide the selection of appropriate vocabulary teaching methods or strategies. In addition, it can be used as one of the references in researching English language teaching, especially in implementing the TPR method. Apart from that, this research project is feasible due to the technological, didactic, and human resources

for its execution, with the availability of time and suitable research studies about the Total Physical Response Method.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Some research studies report the feasibility of applying the Total Physical Response method to teach vocabulary during the second language teaching process, especially in the youngest. This method allows language to be acquired naturally. In this sense, the following studies support this project that focuses on the implementation of Total Physical Response to teach vocabulary to 4th-grade students.

Hounhanou (2020), carried out research about Promoting TPR (Total Physical Response) Method in Teaching Vocabulary for EFL Beginners in Benin Secondary Schools. The main objective was to know the effectiveness of promoting the TPR method to introduce vocabulary to beginner target language students. The mixed method was used to collect and analyze the data to verify the use of this method in Benin. The participants are students and teachers, and the data collection tool is a questionnaire to collect reliable data. Besides, the results obtained in the study answered the research and research questions and confirmed what was found in the literature review. Thus, the following findings emerged from the investigation. First, TPR is successful with beginners as it actively engages them in classroom activities and can effectively introduce English vocabulary. Second, it has significantly benefited students' achievement in learning English vocabulary. Third, it promotes high-speed vocabulary comprehension, long-term retention, and zero stress. However, TPR may cause some students to over-act as they are too excited to engage in the learning activity.

Likewise, Siti and Tadkiroatun (2019), conducted a study called Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. The main objective of this study was to analyze the effectiveness of the TPR method in children aged 5 to 6 years to improve vocabulary achievement in English. There were 15 students between 5 and 6 years old in (Kindergarten An-Nisa, Rokan Hilir, Riau

Province). In addition, the research is qualitative. The data was analyzed by using descriptive statistics, analyzing the scores of English vocabularies. As a result, noun categories had the highest percentage of vocabulary acquisition (97.78%), followed by verbs (86.67%) and adjectives (62.22%). On the other hand, the percentages of vocabulary used by the children were verbs (24.44%), and nouns (11.11%), while the children were not yet able to use adjectives (0%). Based on the research result, all the children have great enthusiasm for following the learning process. For vocabulary achievement in English, children mainly dominate the category of nouns. Then comes the category of verbs and adjectives. Meanwhile, the vocabulary in English that children use the most are verbs and nouns. Students still need to be able to use adjectives in communication.

Moreover, Risma and Satriani (2020) accomplished a study about Teaching Students Vocabulary through Total Physical Response. The population of students were 130 within the eighth grade, but researcher using 1 class, there are 35 students within the class for this study. Thereby, the aims of this research is to find the vocabulary improvement of Total Physical Response (TPR). The researcher used descriptive qualitative as a research method utilize this inquire about method is for displaying understudies enhancement to their vocabulary dominance. Qualitative research has a common setting as the coordinate source of information and the researcher is the key of instrument. Interview and test used as instrument of this research. The result showed that students more understand and truly remember of recent vocabularies when using Total Physical response (TPR) as a way. It can be concluded that students can improved their vocabularies well through TPR.

As well as Nurhalimath (2020), this research aims to describe the improvement of students' vocabulary mastery through the Total Physical Response method in seventh-grade students of MTs Hidayatussalam. The research design used was Classroom Action Research (CAR). The participants of this research were 25 students. In this investigation, the TMs Hidayatussalam English teacher acts as an observer. The research was developed in two cycles, each with two meetings. The investigation was carried out through four steps; plan, act, observe and reflect. There are two types of data, qualitative and quantitative data. Qualitative data was taken from the results of the interview and

observation sheet, diary notes, and documentation. Meanwhile, quantitative data was obtained from students' vocabulary test scores, including the pretest, posttest I, and posttest II. The result of the data analysis indicated an improvement in the mastery of the student's vocabulary through the Total Physical Response method. The students achieved better scores in each cycle. The minimum passing grade (KKM) in this school was 75. Qualitative data analysis showed that students responded positively to this research. Students enjoy and are excited about teaching the learning activity. Implementing the Total Physical Response method can make it easier for students to memorize vocabulary. In other words, the Total Physical Response method effectively improves the student's vocabulary mastery.

Finally, the research thesis held by Fadiana, Bahri, and Inayah (2020) named Teaching Vocabulary by Using Total Physical Response. The main objective was to find out if there is any improvement in students' vocabulary mastery using Total Physical Response (TPR) in SD Swasta Pertiwi Sabang. The research is an experimental approach, regarding the population of this research was 75 students at SD Swasta Pertiwi Sabang. Further, the samples of this study were 23 students from fourth grade, which were chosen by using random sampling. It was carried out through pre-test and post-test because the researcher wanted to examine the hypothesis to set up cause and effect between dependent and independent variables. On the other hand, the result revealed a significant improvement in the student's vocabulary mastery after they were taught using Total Physical Response since with the application of the method, it was possible to evaluate the score of the students before and after applying the collection tool. So, the average score on the pre-test was 53.81 points; on the post-test, it increased to 81.74. So, the total Physical Response method was successful because the research objective was accomplished, and the vocabulary improvement was achieved, which was indicated by the improvement of the mean score from the pre-test to the post-test.

6.2 THEORETICAL FRAMEWORK

Foreign language teaching

Apanasyuk et al. (2020) point out that the academic discipline “Foreign language” being integrative in its intent and interdisciplinary training on substantive content, must play a leading role in expanding the educational horizons of students, preparing them for life in a multi-ethnic and multicultural world” (p. 63). It means that a foreign language is a teaching subject that has in its curriculum different criteria to be developed according to the age of the students. However, above all, it seeks to develop the student’s skills and understanding of the world that surrounds them, both of their own culture and of other cultures.

Namestyuk et al. (2020) comment that “the second feature of a foreign language as an educational subject is that the language is both a means and a goal of learning” (p .62). It is said that language is both a means and an end of learning because, through the foreign language, people can communicate as it is a fundamental tool for the exchange of opinions. Furthermore, education aims to teach a foreign language, such as English, from an early age so that all students have the same opportunity to be involved in the linguistic context of the target language, promoting the motivation of students to continue learning.

As stated by Chanifa et al. (2020), “effective media for teaching foreign languages to children are story books, foreign language songs, television shows, interactive CDs, and various types of games - such as flashcards - as well as through computer” (p.114). These resources make lessons more entertaining, especially in the case of a foreign language, since students learn better when the teacher uses support materials or resources based on their interests. Thus, they quickly acquire knowledge without the hassle of memorizing and analyzing every word’s meaning.

From this, Venzhynovych et al. (2021) say that “the glossary component for a foreign language teacher is an essential tool for acquainting students with new vocabulary, checking the learned vocabulary” (p. 100). Teachers use the glossary when teaching a

foreign language and encourage students to use it because, through it, they can find the meaning of unknown words and identify synonyms and categories of words to approach new terms better. With practice, they store their memories.

English teaching

Borg et al. (2022) declare that "English is widely seen as the language of social mobility, educational opportunity, employability, global business, and dialogue" (p. 8). It means that English is a universal language spoken in most countries as a second language in China, Russia, the Netherlands, and others. Moreover, it is an indispensable means to communicate with other people, which is why governments implement policies in favor of teaching the English language based on the demands of globalization; therefore, it is essential, especially in the business, technological and academic fields.

In addition, Rose et al. (2020) point out that "over the past two decades, there have been a few notable attempts to theorize innovations in English language teaching from various perspectives" (p. 5). According to the author, the advances in the language have led to the creation of some theories on teaching this language from different positions in the domain of English. Further, Barua (2022) remarks that "for English to be used as the language of teaching, in-service teacher training is crucial" (p. 341)

Training the educator in teaching English is essential because he has to have solid foundations to instruct students about the contents since they face day-to-day challenges when training students. From this view, Misirova (2022) explains that "as every person eager wants to learn something in a new way, there is no need to use old methods, approaches, strategies" (p. 141). Thus, it seeks to innovate through different teaching methods that allow inserting students to enrich learning since they avidly desire to learn through stimuli.

Teaching

In the words of Warren (2021), the process of passing information from a teacher to a student is called teaching, educating, training (if it's through practice), or instructing (p. 10). Additionally, Smith's 1963 study (as cited in Rajagopalan, 2019) emphasizes that teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities and more) and those over which he can modify (such as techniques and strategies of teaching). It means that when one person imparts information to another person, it is the action of teaching; likewise, instruction involves that educator can modify the behaviors of individuals through an interactive process that involves classroom conversation with teaching strategies and methods to obtain the best results.

Importance of teaching

According to Wati (2018), "teaching is a profession, and teacher job is a professional job. Every professional job requires to have a certain ability or competence in order that concerned may perform the duties of the professional" (p. 6). It means that both teaching and the teacher are correlated words because both are part of the educational context in which the teacher transmits information to the students through the pedagogical exercise using teaching strategies. Besides, Smith (2020) remarks that "the application of specific teaching strategies can help students to learn to think critically (p. 27).

The importance of teaching lies in the fact that it helps to consolidate the knowledge of people through reflection and critical analysis in which the teacher is part of this process to reach the students with information and help in their progress, congruently students' thinking ability is stimulated through teaching (Rajagopalan, 2019). As stated by Talip et al. (2022), "effective teaching includes providing students with learning support, which can be in the form of guidance and promoting engagement" (p. 9). For the author, in this process of knowledge transmission, the teacher guides the students along the path of

wisdom, supervising, training, and leading them to improve their learning in an optimal environment.

Also, Nzarirwehi and Atuhumuze (2019) mention that “teachers are introduced to new developments and teaching materials to help them in their work, such as new curricular, new methods and innovations, and specific equipment” (p. 22). According to the author, teachers are provided with different technological and didactic resources to help them in their teacher training since they are bearers of knowledge and are in charge of training today’s children.

Teaching method

The teaching method is a set of principles teachers use to organize classes and successfully fulfill the objectives set during the academic period. Quennerstedt et al. (2018) conclude that teaching methods refer to the didactic question ‘how’, that is, how teachers teach and how students learn. Additionally, Jyothish (2021) states, "a method of teaching is primarily a scientific way of transacting curriculum, keeping in mind the psychological and physical requirements of the children. These methods are means to attain predetermined goals” (p. 202). In other words, the teaching method refers to the planning of a class according to the needs of the students and their type of learning, improving the teaching and learning process to achieve the objectives developed in each class.

Likewise, Landoy et al. (2020) note that the teaching method is "the way in which the teacher directs and organizes the training of students" (p. 140). Further, an adequate teaching and learning process refers to effective methods that facilitate the teaching process of students and allow them to assimilate the contents naturally and dynamically in a determined period. For this reason, the teacher plays a fundamental role when it comes to teaching; they must know the appropriate teaching methods to improve the classes, leaving aside the traditional methods that delay the learning process of the students since the use of any ambiguous method does not allow them to develop their language skills fully.

Types of teaching methods

Communicative Language Teaching

Communicative Language Teaching (CLT) focuses on developing communication skills as a basis for instructions. “A communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the center of all communicative exchanges; indeed, it is impossible to communicate without meaning” (Prodyut, 2022, p. 64). In this sense, CLT is a language teaching method that focuses on using communicative activities that inherently allow language acquisition, providing an opportunity for language students to participate in real communication and cooperative work with their peers, allowing them to develop communication skills.

Direct Method

Nurhayati (2018) described that the educator uses the target language (English) in the direct method in the classroom. If some students do not know the meaning of the words pronounced by the educator, they may not translate, but they can use visual aids or demonstrations to illustrate the meaning of the words. So, “the direct method has a very simple rule no translations are allowed, and the meaning must be linked directly to the target language without going through the process of translation into the native language of the students” (Cahyatul, 2022, p. 23). In other words, the Direct method is a methodology for teaching languages that establishes a visual association and body expression (idioms) without relying on the student’s mother tongue. In addition, the educator must use the target language during classes without translating the words. This method is recommended for higher levels and is not suitable for beginners.

Suggestopedia

Bahodirova (2018) mentions that “the suggestopedia method is the one that develops through the acquisition of the target language by relating it to the social environment so that the learners are able to acquire the knowledge” (p. 35). In addition, Nurullah (2022) mentions that “the suggestopedia prioritizes the student's emotions. As is well known, our psychological state affects learning, and adults are afraid of looking foolish when they are learning something new” (p. 68). Suggestopedia is specifically concerned with analyzing how the non-rational influences language learning. It is assumed that there are unconscious mental barriers that hinder learning. Suggestopedia attempts to de-suggest these barriers, which is achieved by creating a pleasant and relaxed environment that stimulates the learner's memory and cognitive capacity. In this sense, care is taken to prevent learners from experiencing negative feelings.

The Audio-lingual Method (ALM)

According to Sayit, (2022) explains that “ALM is a method of teaching a foreign language that prioritizes speaking and listening before reading and writing. Thus, it emphasizes conversation as the primary method of language drills, and it discourages the use of the mother tongue in the classroom” (p. 31). Thananya et al. (2022) also state that:

Audio-Lingual is a teaching method based on linguistic principles and a structured teaching method. It is a teaching based on natural principles, i.e., listening, speaking, reading, and writing, teaching all the elements from easy to hard. Listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing (p. 70).

The audio-lingual method is a foreign language teaching methodology that focuses on auditory comprehension during the teaching-learning process, accelerating the knowledge of the meaning of words. The theories of structuralism and cognitivism contribute scientifically to understanding how the subject grasps specific learning ways based on habits of repetition and linguistic structures, giving primacy to the absorption of

vocabulary that will serve to later apply it in the production and oral comprehension of the language. Thus, the content of the text becomes intelligible.

Total Physical Response Method

According to Khairma and Suryana (2019) “this method was first developed by James J. Asher, who was successful in developing foreign language learning methods in children” (p. 257). It means that Asher was the pioneer in creating the method to aid in the language learning of infants since it has turned out to be effective in achieving academic objectives. Correspondingly, Total Physical Response emphasizes listening and understanding skills in the initial phase (Pahri, 2021, p. 67). So, it focuses primarily on students listening to the language, processing and understanding it to speak the target language later. In addition, Rambe (2019) declares that “to teach meaning, words, and sentences have to be taken into physical actions. Words and sentences are understood through conducting physical activities which convey their meaning” (p. 47). Based on this, it alludes that in teaching words, physical movements should be performed that help to assimilate the words by synchronizing the language with the body.

TPR can easily be used in classroom routines. The teacher asks the student to recognize and respond to the simple instructions and gestures, such as; up your hand, stand up, sit down, etc. and the teacher makes the students understand the word that they can learn and mime, mainly descriptive words. For example, tall, long, happy, and little. It should be kept in mind that they try to mime professions, animals, vehicles, weather conditions, etc. (Lukmanul & Choiril, 2019, p. 508). In other words, the total physical response method was developed for the learning of foreign languages in children through the use of body language that allows describing words through mimics facilitating a better understanding of new vocabulary.

The Use of TPR in the Classroom

This method allows pupils to listen to instructions and respond through mimicry. Also, Nuraeni (2019) mentions that “using the TPR method, teachers can issue a series of commands in the target language (e.g., jump and clap), while students are expected to

respond with whole-body movements (e.g., jump while clapping).” In other words, by applying the Total Physical Response method, teachers can teach words through body language, facilitating the acquisition of new vocabulary.

Cahyawati et al. (2021) states that total physical response (TPR) is easy to attract the attention of children when they start to get bored with monotonous situations in the classroom. Through this method, the child's understanding and memory can be obtained through the student's body movements when responding to or responding to commands (p. 485). Students usually get bored when learning English because the learning methods are boring, so choosing the proper technique and activities focusing on student motivation will create a better learning process. Therefore, it is excellent for teachers to find methodologies, tasks, and activities that make it a fun and interactive classroom.

Characteristics of Total Physical Response Method

According to Paramita (2022) “this method is recognized as a natural method that supports the learners to acquire the second language as how they learn the mother tongue as well” (p. 123). In fact, teachers can use this method to naturally stimulate the acquisition of knowledge through body movements and repetition (Brito, 2022)

The teachers must spend a lot of time preparing for success in the classroom and implementing positive and effective teaching strategies to increase student engagement (Shan and Siyue, 2021). In agreement with Rokhimah (2019) some characteristics of TPR are as follow:

- a) The teacher directs and the students “act” in response;
- b) Understanding of the spoken language must be developed in advance of speaking;
- c) Understanding and retention is best achieved through movement of the students’ bodies in response to commands;
- d) Listening and physical response skills are emphasized over oral production;
- e) Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally;
- f) Grammar and vocabulary are emphasized over other extended areas. Spoken language is emphasized over written language;

- g) Whenever possible, humor is injected into the lessons to make the learners;
- h) more comfortable in learning languages (p. 20)

In TPR the teacher gives the instructions for the students to learn the words, first makes them understand the language, teaches it with body gestures, makes them imitate and then produce on their own, so that in each lesson these phases are carried out and involves a degree of humor in order to generate dynamic classes.

The Goals of the Total Physical Response Method

Rambe (2019) states that "Total Physical Response (TPR) is a method in language teaching which attempts to develop language mastery and communication ability as impact of body movements as response to language cues" (p. 49). Based on the above, the objective of this method is to ensure that the speaker can understand and produce language through visual bodily expressions from the environment. Moreover, Pazmiño (2019) considers that "TPR is used to develop a long quantity of vocabulary, especially in the beginning levels, in which students learn through teacher commands" (p. 9). In this sense, instructions are given to the students to take action, the action clarifies the meaning of the imperatives (Maheya, 2018).

It means that the teacher gives the instructions to teach a new word through action, so by acting the students have a notion of the meaning of that imperative. For example, when the teacher says "Stand up" the students stand up and by doing so they understand that every time the teacher mentions that imperative they must perform the command. In relation to these considerations, Abata, et al. (2021) assume that "children learn to respond and produce speaking with no pressure" (p. 1187). Therefore, Nuraeni (2019) alludes that teachers must be able to make fun and enjoyable classroom (p. 27). That is to say, it is compulsory that teachers carry out interactive activities so that children learn without any difficulty

The Learners Role in Total Physical Response

Bakhodirovna (2022) claims that "learners serve as models and action performers until they feel ready to speak out" (p. 157). It means that in the TPR method students follow the instructions they hear from the teacher and perform each action accordingly. In addition, students follow from easy to difficult instructions in the course of the learning process, which facilitates their understanding of the language (Nigora, 2018). Therefore, in this process, what prevails is that students familiarize with the target language in the classroom, where they interact with the teacher and practice using body language.

Rambe (2019) states that "students are able to acquire knowledge through exposure to the learning process providing real things and real activities" (p. 47). In this sense, the student, who is sufficiently exposed to the language, is expected to construct the language, make sense of it, and use the cognitive processes of the mind actively (Celik, et al., 2021, p. 155). According to the author's reasoning, the learner has to be involved in the target language so that he or she can use it by performing a series of mental operations, so this engages learners actively to keep them attentive.

Thus, one of the best ways to keep students attentive is to incorporate them into the classroom to make learning more fun and exciting because students like to do things that excite and encourage them; they enjoy playing games, singing, working in groups, and more (García, 2020). Therefore, it is easier for them to study the contents through playful activities that increase the level of involvement and concentration. Above all, activities based on Total Physical Response reduce stress levels by focusing on meaning and production. (Brito, 2022). Indeed, these activities constitute a fundamental tool for students to associate and internalize the concepts, equally it fosters a good environment where the student feels comfortable to execute the teacher's instructions. On the other hand, they are applied in different stages in which first the students are introduced to the new vocabulary through songs or flashcards, then they practice and deepen the information through appropriate activities.

Advantages of the Total Physical Response method

Nuraeni (2019) mentions that “total physical response makes it possible to integrate physical movements, games, songs, and mimics naturally to enhance not only linguistic knowledge but also speaking skill in children” (p. 27). This means that the TPR method facilitates foreign language learning not only knowledge about vocabulary but also the ability to speak.

According to (Shearon, 2016 as cited in Nurhalimah, 2020) mentions some advantages of the Total Physical Response Method as follow:

1. The TPR instruction is easy to implement and no translation. It helps both students and teachers make the transition to an English Language Environment.
2. No disadvantage for academically weak students: TPR does not depend on the "left or right-brained", as it gives all students a chance to shine in a new environment.
3. Lowers students' affective filter and stress level: TPR does not require a verbal response from students. Also, if this was carried out effectively, students always understand what is happening during the Total Physical Response method, which results in increasing their confidence level and lowering their affective filter.
4. The repetition acts as a disguise, where there will be more effective input. A skillful use of Total Physical Response allows us to drill language targets repeatedly without losing students interest.

It means that this method facilitates learning because it involves using movements or gestures instead of translating the meaning of words. Moreover, when the teacher follows all the steps correctly to teach with this method, students acquire knowledge inductively and become more engaged, which builds confidence. Also, if the teacher injects a little humor, it provides a class with happy and proactive students. In short, with this method, everyone can learn new words or short sentences without having to talk too much because it builds a memory connection between what is known and what is learned. In that regard, Duan (2021) considered the following:

The TPR method is a rich and interesting teaching form, which can not only attract the attention of children but also can improve their enthusiasm for learning a foreign language. Firstly, this method helped children quickly understand new vocabulary by

speaking and moving. Secondly, children gained long-term memory when their body movements and language were combined. Finally, children learned English under “zero pressure” and stimulated their interest to study (p. 1131). The author argues that the TPR method encompasses positive aspects because it increases students' enthusiasm and interest in learning the vocabulary by saying the information in conjunction with the movements, also with this method students feel free of tension which provides effective language learning.

Disadvantages of Total Physical Response Method

Putri (2016, as cited in Celik et al., 2021) states the disadvantages of the Total Physical Response method as follows: It is not a very creative method. Students are not allowed to express their views and thoughts creatively. It's accessible to overuse TPR. It is limited as everything cannot be explained by this method. It should be combined with other approaches. It's for kids only. Students are often embarrassed because they are not used to this method.

This means that the negative points of this method are that this method does not allow the development of creativity because it is based on giving imperatives to learn vocabulary.

It is also mentioned that it is limited because it cannot be applied to all content and only specific strategies such as listening, imitation and pronunciation are used. The TPR is used more with children than with adults because they are people who like to learn through simple physical movements, in opposition to this there are also students who do not like to perform gestures or mimics when they learn because they feel embarrassed because teachers usually teach them otherwise.

As well Pahri (2021) declares that some disadvantages of the TPR method are:

- 1) The complexity of the language rules makes this method not applicable to all language teaching
- 2) This method requires teachers not only to be proficient in word or sentence structure but also requires teachers who are proficient in communicating
- 3) This method requires teachers who are proficient in various learning variations and are able to design learning well so that all students can participate, including those with disabilities, such as the speech impaired (p. 69)

According to the author, this method cannot be applied to the teaching of other languages because each of them has different linguistic norms and uses. Moreover, TPR is more concerned with the listening and reaction of the students to the teacher's commands. Hence, the teacher has to be able to master the language and integrate all students through diverse activities that strengthen their social skills and enhance their learning.

Teaching Vocabulary

According to Clouston (2021) vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas (p. 2). Based on this, it is necessary to emphasize that the primordial part of the language is vocabulary in order to promote communication. Therefore, it is essential to teach vocabulary when learners are at the beginning stage of the process to increase their lexical knowledge.

Moreover, teaching vocabulary boosts the receptive skills (listening and reading) and the productive skills (speaking and writing) in students. Moreover, Yokubjonova (2020) expresses that the importance of word knowledge can be shown by its influence on the comprehension skills. The more word knowledge increases in students, the more their comprehension skills get better” (p. 68)

Vocabulary is an integral part of teaching because through it people can convey their ideas, and comprehend and remember words. Therefore, the teacher must select the appropriate vocabulary to present to students in a concrete form at the beginning levels or an abstract form at high levels. Furthermore, the teacher should prepare appropriate resources to teach English vocabulary such as techniques, strategies, and material to get the student's attention. In this sense, the purpose of teaching vocabulary is that students understand the word meaning, word use, word formation, and word grammar but within the context.

Principles of Teaching Vocabulary to Beginners

Hounhanou et al. (2020) The principles of vocabulary teaching are based on the needs of the learners. The teacher has to select the right words according to the topic and the needs of the learners. he/she also has to create the right environment in which the learners can be able to communicate and internalize the words they need. In this sense, the teacher must know the student's level and needs to elaborate on a good topic and achieve the proposed objectives, creating a pleasant environment to motivate the students to learn the new words.

Nurhalimah (2020) points out seven principles in teaching and learning vocabulary:

- a. Emphasize direct and indirect teaching.
- b. Teach vocabulary before a new activity.
- c. Teach how to use context clues appropriately.
- d. Present multiple exposures to new vocabulary items.
- e. Working with information at a high cognitive and personal level refers to deep processing.
- f. Teach students to use a dictionary.
- g. Using vocabulary notebooks.

Based on the author, there are seven principles to teaching vocabulary meaningfully to beginning students. The teacher is expected to analyze and evaluate the needs and abilities to improve vocabulary acquisition by following the above mentioned steps.

The Problems of Learning Vocabulary

There are several problems that students face when learning vocabulary in a second language, so Nurhalimah (2020) mentions that:

- The pronunciation words are challenging to pronounce and learn; they usually contain sounds unknown to some students.
- The Length and Complexity of long words are more challenging to learn than short words, and variable pressure from polysyllabic words is also tricky. For example: “necessary, necessity, necessarily”.
- Grammar is one of the problems related to words, especially if this is far different from the equivalent of the mother language.
- When two words overlap in meaning, the student tends to confuse those words, or it is called a word with a lot of meanings, such as ‘since’ and ‘still,’ which also makes students have difficulties.

Based on the author, it is determined that one of the problems students have when learning vocabulary in a second language is pronouncing some words because these words do not sound as they are written. Students are often confused; learning a foreign language is different from learning a mother language with which the pupils are familiar. In addition, memorizing the words is not easy as it is difficult for some learners to know the meaning and pronunciation of the words.

Grammar is one of the difficulties that arise during acquisition. Therefore, the problems mentioned above make learners feel unmotivated to learn vocabulary. Because of this, teachers should find appropriate methods to teach vocabulary, encouraging learners to improve language acquisition and develop their communicative skills.

Vocabulary

According to Rogel (2022), “vocabulary is one of the main components of the English language, and of any existing language, its importance is paramount for the development of understanding and mastery of the language, and therefore teaching at the early levels is vital” (p. 23). In addition, Moreno (2021) states that “vocabulary is essential and its learning is imperative when learning a foreign language. Without enough vocabulary, it is almost impossible to understand a foreign language, which means having good communication is difficult”. (p. 27).

Vocabulary is the most important component of language because it affects the four language skills; listening, speaking, reading, and writing. In this sense, vocabulary is elementary in acquiring a new language. Also, a person without sufficient vocabulary will not be able to have good communication and understanding of the target language; therefore, it is important to teach early. In fact, a lack of vocabulary can make our reading speed become slowly and also limit our comprehension (Nurhalimah, 2020, p. 9).

Vocabulary is essential for learning and teaching the English language since, without sufficient knowledge of vocabulary, people cannot understand others or express their own ideas. For this reason, the vocabulary in English must be taught from an early age so that students do not have difficulties in their process since the English language is one of the

most widely spoken languages in the world. In this sense, it can be said that the English language is present in almost the entire world and is considered the main element of communication between very diverse cultures that share few or no common features.

Types of vocabulary

According to Meara y Miralpeix (2021), there are two types of vocabulary:

- a. Receptive vocabulary involves being able to recognize and understand a word when it is encountered in listening or reading.
- b. Productive vocabulary means being able to use it in speech or writing (p. 178).

It indicates that in receptive vocabulary, people listen and learn, while in productive vocabulary, people speak or write new words. Both are important because they are focused on language skills. Royyana (2020) asserts that “mastering receptive vocabulary is very important since it is so likely and will be difficult for someone to spell the words and use it correctly before they understand the meaning of it” (p. 8). It suggests that it is necessary to develop the ability to receive and interpret messages because this process involves understanding the meaning of words based on external stimuli. Subsequently, suppose someone wants to use the vocabulary. In that case, that person will be able to do so because he/she knows the vocabulary both in writing and meaning, so he/she will have no problem communicating with someone.

On the contrary, Utami (2021) argues that “productive vocabulary can be addressed as an active process because the learners can produce the words to express their thought to others” (p. 73). According to the author, this type of vocabulary is active because people use it effectively when they utter it, so they have this knowledge integrated into their minds and use it in any regular conversation when they speak. In general, Valdehíta and Criado (2021) report that “receptive knowledge implies recognizing the form, meaning and possible contexts of a word; productive knowledge implies using the word with its correct spelling and pronunciation, and its correct lexical, pragmatic and syntactic contexts” (p. 38). In one type of knowledge, people hear words, recognize them, and

associate them with their meaning. In distinction, in productive knowledge, vocabulary is expressed according to the grammatical rules of the language.

7. METHODOLOGY

This study is quali-quantitative research because it allowed to collect and analyze information about the experiences of the research subjects in implementing the TPR method focused on teaching vocabulary through the combination of two research approaches. On the other hand, the method of the project is descriptive research because it allows describing aspects related to the object of study since this involves the collection of detailed information and the systematic presentation of data to obtain a more comprehensive view of the study phenomenon. In Manjunatha's words (2019) “descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied” (p. 863). Additionally, the participants of this research were 44 fourth-grade students between 08 - 10 years old, divided into females and males of the Manuelita Sáenz and Catorce de Julio educational institutions of the rural sector of Latacunga. The sampling approach was purposive sampling because this implies that people are selected at the researcher's choice.

Andrade (2020) remarks that “a purposive sample is one whose characteristics are defined for a purpose that is relevant to the study” (p. 86). Hence, the sample used in this study was fourth-grade students of the two educational institutions. Following the above considerations, a survey composed of four closed questions was applied based on the classroom commands, action verbs, daily routines, and body parts classes, making examining the students' learning experiences possible. The research instruments were applied through the survey and an interview providing truthful and helpful information about the research problem. Moreover, for the data analysis of the student survey, the information was classified according to each question, and the respective data processing was done through descriptive statistics in order to organize and present the data in bar graphs. In this sense, data collection began with applying the semi-structured interview composed of open-ended questions to a focus group of 14 students to know their perspectives on the research topic.

Regarding the interview data collection, a guide of questions related to applying the TPR method in the four classes taught was elaborated and analyzed through the thematic analysis approach since it allowed the identification and analysis of qualitative data on the experiences and opinions of the participants. Dawadi (2020) points out that “thematic analysis is a qualitative research method that researchers use to systematically organize and analyze complex data sets. It is a search for themes that can capture the narratives available in the account of data sets (p. 62)”. In other words, it examines large data sets related to the themes to focus on the organization and description of the information. Therefore, a process of familiarization with the data, generation of data set codes, data expansion through assigning themes or patterns, naming themes, and writing of results were performed. Thus, the data were coded into three categories and subcategories by assigning a code label to each to interpret aspects of the theme.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Survey

The survey was applied to the 44 fourth-grade students of the two public educational institutions to obtain information about the student's perceptions of vocabulary teaching through the use of the TPR method in the class. The researchers took the highest percentages of each class combined and presented them in a table of percentages to subsequently express in bar graphs. Furthermore, the findings found are shown below according to the questions.

Question 1: Did you like the class?

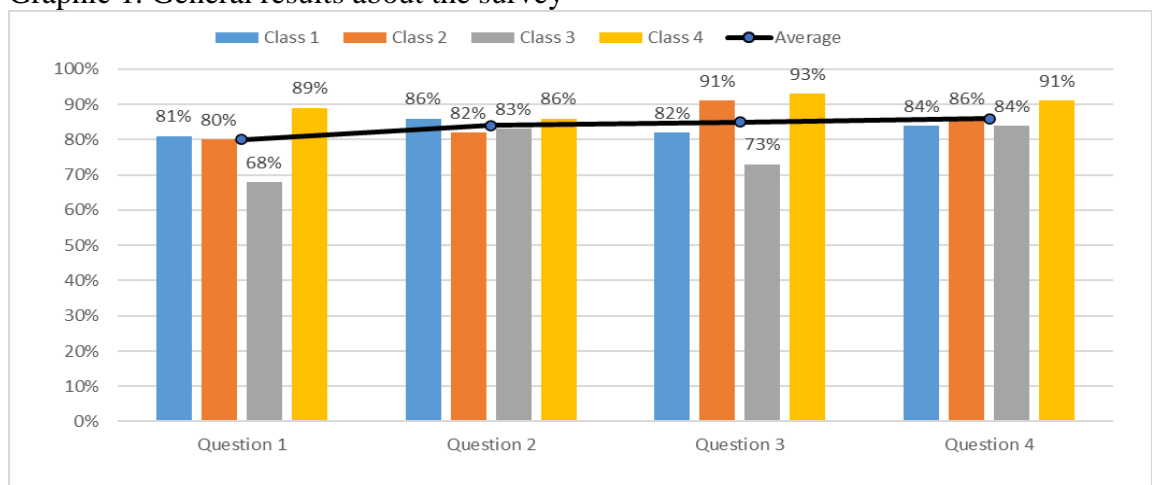
Question 2: How did you feel in class today?

Question 3: How much did you learn in today's class?

Question 4: What did you learn in class today?

Table 1. Percentage table of the four classes

Questions	Class 1	Class 2	Class 3	Class 4	Average
Question 1	81%	80%	68%	89%	80%
Question 2	86%	82%	83%	86%	84%
Question 3	82%	91%	73%	93%	85%
Question 4	84%	86%	84%	91%	86%

Graphic 1. General results about the survey

Source: Survey

Elaborated by: Pallo & Rosero

Based on the results of the graph, it is corroborated that the first question of the four classes reflects percentages of 81%, 80%, 68%, and 89% giving an average of 80%, corresponding to the number of students who liked the English class through the TPR method. In contrast, the second question shows a percentage of 86%, 82%, 83%, and 86% reaching an average of 84%, representing the number of students who felt very positive in the classes. The third question about how much the students learned showed percentages of 82%, 91%, 73%, and 93%, giving a final result of 85%, which shows that the students learned a lot. Finally, the fourth question showed percentages of 84%, 86%, 84%, and 91%, giving an average of 86% of students who learned new vocabulary.

According to the above results, the researchers conclude that the highest percentage was obtained from the question about what they learned in the class, which reached 86%. It suggests that the learners learned new words from different topics since the objective was

that the pupils acquire an increasingly enriching language to express themselves fluently and acquire a better understanding. So, Abata (2021) states that "this method is in charge of developing vocabulary, fluency, accuracy, pronunciation, and understanding. Moreover, this method is used to help students understand language with body language, movements, and mimics" (p.1187).

From the author's consideration, the TPR method consists of teaching the language through a comprehension process, which allows vocabulary development. Students in vocabulary learning also listen, repeat, and produce new words through practice. Then, the following percentage is 85% of the question on how much the students learned, which indicates that the learners learned a lot since the teacher used vocabulary learning techniques to facilitate a better understanding of the meaning of the words. Following the order of ideas, Uhmma (2016) declares that "they can understand the English subject easily by memorizing, imitating, modeling, and demonstrating based on the teacher's instruction".

It describes the teacher's process of teaching vocabulary in which the pupils memorize through continuous practice of the words learned. Students should be involved with activities that allow them to improve memory through association and retention of information. Further, students learned a lot because in the classes, they were encouraged to practice the vocabulary individually and in groups several times with the help of different resources and strategies. In addition, the percentage of 84% referring to the question on how students felt in the classes denotes that students felt very positive because there was more interaction between the teacher and students. Attitude is an essential factor in determining success in the students' learning process.

In this regard, Deni et al. (2022) points out that "the teacher through his intonation, action or gestures, and mimicry, indirectly set an example and became a model for students to stay enthusiastic, energetic, and focused in the learning process" (p. 160). In other words, students' attitudes can be influenced by the teaching and learning strategies applied by the teacher, so it is essential that the educator motivates the students and fosters an appropriate environment that achieves the objectives set. While the 80% percentage

represents the question "did you like the class?" which corroborates that the students liked the English classes very much through the TPR method. Thus, there was greater student satisfaction with the teaching method since several topics, and attractive strategies were applied to increase the children's vocabulary through some activities.

In addition, Brito (2022) supports that "activities centered on movement are encouraged, especially if the activities involve topics that are interesting for the students' ages and involve fun elements (p. 7). According to the author's opinion, activities that involve movements help to stimulate learning by generating positive emotions about the topics to be understood and remembered. In addition, this type of dynamics enhances the motor and cognitive skills of the students.

8.2 Students interview

The researchers conducted an interview concerning the four classes in which the TPR method was applied to eight students of the "Catorce de Julio" and six students of the "Manuelita Saenz" educational institutions. Moreover, the objective was to obtain more data regarding the focus of this study. The information from the interview of the fourth-grade students was analyzed to answer the research question. From this analysis, it was possible to select categories and subcategories, as shown in the following table that describes the different opinions of the pupils about the classes using the TPR method.

Table 1

Categories and Subcategories about the total physical response method to teach vocabulary.

Categories (Themes)	Subcategories
Vocabulary Acquisition	Audio visual Material. Body Language.
Vocabulary Learning	Vocabulary comprehension. Repetition and Memorization.
Emotional component	Students' attitudes.

Source: Semi-structured interview guide. Elaborated by: Pallo, E., & Rosero, N., 2023.

Category A: Vocabulary Acquisition

Vocabulary acquisition is a process in which the speaker learns the language naturally by developing knowledge and discoveries of new words similar to the mother tongue. According to Maulidya (2019) declares that “vocabulary acquisition is learning and understanding new words to such a degree that it can be used accurately in oral and written communication. Vocabulary acquisition is the prominent in Second Language Acquisition (SLA)” (p. 11). Based on the author’s words, vocabulary acquisition is carried out to communicate later, and for this purpose, different methods are used to present and reinforce knowledge. Thus, the total physical response method is ideal for this type of learning because it focuses on movement, imitation, and gestures for teaching vocabulary by connecting actions with words. In addition, various resources are used as tools for stimulation and exposure to the target language. Thus, this method includes multiple activities related to the tastes and interests of the students, which generates significant learning in the learning process. This category involves two subcategories such as audiovisual materials and body language.

Subcategory A.1: Audiovisual materials

This subcategory focuses on describing the use of didactic strategies in vocabulary learning by applying the total physical response method and audiovisual strategies such as flashcards, posters, and songs that help students to facilitate the understanding of the meaning and use of words in an interactive way.

Most students express that they learn new vocabulary through songs:

“It is nice to learn through songs” (D3S6)

“I really liked the head, shoulders, knees, and toes song and miming ...we learned quickly” (M4V8)

“The song that you make us sing Na na na I'm so happy oh so happy sing with me...stayed in my mind” (M2C6)

“We were very happy to sing and dance the song” (D6J6)

“I usually sing the song at home” (M2C6)

Songs are one of the most critical aspects of vocabulary learning because it uses tones, rhythms, and rhymes simultaneously, engaging children and increasing their vocabulary in a playful way. In addition, this resource sticks in the student's memory, allowing them to remember the words learned easily. Similarly, Adnyani et al. (2020) interpret that "the benefit of teaching and learning via songs is it can enrich students' English vocabulary" (p. 92). It means that songs are helpful because they broaden children's vocabulary by being preferred by them and evoke emotions by aiding memorization.

On the other hand, according to the student's opinions about the images used by the teacher for vocabulary learning, it can be seen that the participants are interested in the flashcards or posters when the visual material is presented at the beginning of the class:

"Pictures make it a little easier to learn the words" (S3L8)

"The images are beautiful, colorful, and fun" (A1C6)

"Yes, it helped because we didn't know what you were saying, but when we saw the images, we already knew it was" (F1S8)

"The images are fine because you had us practice with these" (B4C6)

"We can remember the words we learned by looking at the images, and they are sit down, listen to me..." (F1S8)

These data indicate that pictures or flashcards boost vocabulary development and clarify the concept of words in a simple way. Mathura & Zulu (2021) asserts that "by utilizing flashcards as a teaching strategy, he was able to connect with learners and encourage them to actively participate in lessons" (p. 7). It signifies that the flashcards serve as visual references that help generate student interaction with the teacher. In addition, Priskinia (2020) remarks that "Flashcards are the printed or drawn card with the word or picture. They have an ideal size in order to be able to see the whole students in the class and be easy to handle them" (p. 6). In other words, the images used in the classroom should be of adequate size to capture the attention and concentration of the students. Moreover, in the focus group interview, one participant stated that the size of the image shown by the teacher was somewhat small:

“I like that the pictures are a little bit bigger because we couldn't see well” (A1C6)

Therefore, it is effective for the teacher to use large didactic material, leaving space between each of them in order for the students to interpret and memorize the new words. Based on the above considerations, it is evident that the students learned new words with both the audiovisual material and the flashcards, resulting in good vocabulary comprehension. Besides, these strategies motivate them to participate, mainly renewing their attention span for longer. As a result, this helps retain their long-term memory as long as there are the necessary means to awaken their interest and reinforce their knowledge through playful activities.

Alternatively, the flashcards are tailored according to the needs and interests of the learners. At the same time, the songs are selected as a means of motivation and vocabulary immersion, both of which provide context for the words through the images and music.

Subcategory A.2: Body language

Body language encompasses the use of gestures, facial expressions, and physical movements that favor the acquisition of new words, in which the teacher teaches the meaning of the words through mimicry and then expects the students to react and imitate the actions in order to understand and remember the vocabulary.

Thus, some of the interviewees mentioned the following:

“It is easier to memorize the words through mimicry because I learn more...The words stay in our minds” (A1C6)

“Yes, we always do the mimics, I will never forget, it was fun to do the movements” (F1S8)

“The game Simon says is a lot of fun because you were saying Simon says touch the nose, and we were touching the nose” (F1S8)

“We are eager to mimic because we learn” (M2C6)

In this regard, students allude that mimicry makes vocabulary acquisition more effective. Mennat (2021) points out that “utilizing body language is an easy technique and a superpower method to convey thoughts and meanings of new vocabulary (especially the abstract ones) to students” (p.6). It means that body language is a tool in which vocabulary is represented through actions, then using body language when speaking will make the listener understand the concrete word’s meaning. It will also make the listener interested but not feel bored and increase the interest in learning new words.

In contrast, some students noted that they do not like to mime because it bores them, and they prefer to do other things:

“I did not like doing mime because I prefer to do other activities like singing” (A1C6)

“We just got a little bored doing the mimics” (J5C6)

Younger students, compared to older students, particularly those between nine and ten, learn differently because they get bored quickly and lose interest after about ten minutes. Therefore, teachers must be able to create an attractive and enjoyable learning environment (Nuraeni, 2019). For the author, younger students get bored quickly because they are not interested and, in some cases, like to perform other types of dynamics related to their learning styles. So, the teacher has to be the manager who seeks and applies varied activities to encourage students’ collective participation.

As can be seen in the participants’ responses, there are positive results during the application of mimicry to teach vocabulary since the students were able to assimilate, memorize and internalize the words learned. In addition, the classes included different activities, such as games with movements alternating the turns of each participant, which enhanced their receptive skills. A study conducted by Gilakjani (2019) states that “games provide an opportunity for students to collaborate and cooperate, create a fun, interesting, and effective learning environment, and promote an enjoyable learning experience and teach students vocabulary” (p. 1). It means that students have the opportunity to work in teams developing a favorable environment within the classroom. Hence, it is determined that the games produce a significant improvement in social relations among themselves, so in the Simon says game, the students copied the movements, followed the instructions progressively in the class, and interrelated; however, there was a reduced group of

participants who did not like to mime because they learn differently. Given this, it is necessary to encourage them and promote learning situations that correspond to their preferred learning style by using various strategies in a complementary manner.

Category B: Vocabulary Learning

Vocabulary learning engages students in the meaning of words and the use of words in different contexts, especially learned and applied in the classroom through strategies that eventually need to be reinforced to recall the words and elicit the actions. This type of learning influences and deepens the understanding of new words in the face of the difficulties of unfamiliarity with the vocabulary. Therefore, this section contains two subcategories: vocabulary comprehension, repetition, and memorization as part of the total physical response method based on student criteria.

Subcategory B.1: Vocabulary Comprehension

It is the ability to understand the meaning of words. For this purpose, it is necessary to provide a context in which students can connect with the word's meaning through the input received since the student observes, analyzes, understands, and integrates new knowledge on the established one. The more students are exposed to vocabulary, the greater their vocabulary breadth, which will increase their ability to remember words. Many interviewees argue that they understand when the teacher asks them.

“I can do mimics when you explain to me” (D3S6)

“Yes, we understand because you always do the mimics and ask us about what we learned” (M4V8)

“Yes, we understood and liked to participate” (J5C6)

“You asked me showing the image and I understood.” (C6L8)

From these data, it is identified that students understand when the teacher uses didactic material and mimicry. According to Workie (2022) “Teachers need to consider how to teach students when vocabularies are being taught to them. There are a variety of teaching techniques that teachers can use to improve learners' vocabulary learning” (p. 137). The

teachers should prepare a dynamic lesson that captures learners' attention during the vocabulary learning process since there are a variety of techniques and strategies that can improve students' understanding of vocabulary.

Regarding the contrary responses, a few students mentioned that they did not understand the instructions because they did not put into practice the vocabulary they had learned and were not interested, and they also caused distractions in the classroom by interrupting the class.

“I didn't understand before because I didn't like to review much, but now I like it” (A1C6)

“Sometimes when I came back from the restroom, I didn't know what to do” (B4C6)

It can be synthesized that several factors can intervene in vocabulary learning, such as the method used by the teacher or the materials used during the lesson. The results show that there is a good understanding of vocabulary so that they can develop the instructions by themselves. Also, they feel confident in performing the activities requested by the teacher with all their peers. On the contrary, a few students did not like to participate because there were many interruptions, so they did not understand the instructions; whereby at the beginning of the application of the total physical response method; they did not like it, but through the repetition of physical activities they were getting the interest of the class. For this reason, the teacher has to manage the class by first establishing the rules, organizing the students' desks, using appropriate language, and creating a pleasant atmosphere to optimize and motivate vocabulary learning.

Different types of difficulties arise when the speaker learns vocabulary, especially in the target language, which impedes vocabulary learning. It may reflect a shortcoming because students have limited exposure to the second language since children may want to express situations or facts for which they cannot say words due to the lack of words in their speech. Other common problems are pronunciation and confusion about the sounds of words because of lack of practice. About this, it can be corroborated that most of the interviewees presented a few problems learning vocabulary.

“Pronunciation is difficult and we get confused with some words because there are some we know and others we have to learn” (D3S6)

“Some words sound the same, such as wake up and get up” (A1C6)

“I make a mistake when reviewing, and we feel nervous when you say come on to do the mimics” (M2C6)

“Sometimes we do not understand the words because they are in English” D6J6

“It was hard because I am used to speaking Spanish, and saying the words in English is complicated” (A1C6)

“We do not remember words well because we do not review them” (J5C6)

“We had problems with pronunciation; it was difficult to say all the words” (J1M8)

“It was difficult for me to remember how to say the mouth and shoulders” (M4V8)

From the results, it can be deduced that the students had difficulties with pronunciation in some words. Pronunciation is an essential part of mastering any language, including English; with good pronunciation, people can communicate well and understand the message they want to inform Atsina (2020). In other words, good communication must have proper pronunciation so that the message the speaker wants to share is understood. Pronunciation should be taught at the primary level because children are easier to learn and can acquire the language gradually, enriching their knowledge and improving their skills in the target language. For all that, students are confused by the sound because the words are pronounced similarly. Moreover, the interviewees feel nervous because they fear participating in the lessons and find it difficult to remember because they do not practice much.

In this sense, Ahmad (2020) maintains that “the top three causes are being tensed when forced by teachers to answer a question; getting tensed and nervous to speak in front of the whole class, and having faulty pronunciation in English (p. 47). It denotes that the students tense up when they perform the activities the teacher asks them to do, making them nervous and having trouble pronouncing the words they have learned. Indeed, Putri (2020) reports that “feeling nervous, panic, shy, stammer or tension are simple signs of anxiety. The signs of anxiety can be found by body language or by communication” (p.37). Based on that, all these signs of anxiety impact student learning when performing physical movements or exchanging information in a way that produces language barriers

causing students to underperform. Most importantly, this type of difficulty arises principally because learners speak more of their native language and do not use the second language much.

Subcategory B.3: Repetition and Memorization

Repetition and memorization are vocabulary learning techniques because they facilitate the retention of information and strengthen the information consolidated through practice; as more activities are performed using the vocabulary, students will internalize the words in long-term memory. The largest number of interviewees comment on the following:

“We felt confident because by repeating several times we already knew how to say”

(M4V8)

“Yes, that class was nice because we learned about the body and I remember everything” (I5M8)

Following the above statements, it is noted that the students were able to grasp the vocabulary and remember it through repetition and memorization. Attika and Rezki (2018) state that “repetition allows students to encounter and access the same words more than once, remembering their meanings and forms, making it easier to remember them later. In this way, automatically memorizing and accessing words positively contributes to student learning outcomes. For the author, repetition helps to learn the words since by practicing several times, the vocabulary sticks in the mind of the learners, which favors the development of language in a natural and simple way. Also, in repetition, memorization is highlighted because the students follow the explicit instructions of the teacher.

So, Hoque (2018) mentions that “memorization techniques have a double effect on our brain. Firstly, we learn the information at hand, and secondly, we become better at remembering over time. Our brains favor information that is living, active, colorful, vivid, and engaging” (p. 12). Considering the author’s words, memorization is an effective learning technique that allows the student to learn information, understand and store it in mind, which is a powerful organ that receives and processes information by reacting to the stimuli that make up certain experiences. In the classes developed using

the TPR method, the teachers used songs, images, and mimics that served as stimuli to activate the different areas of the brain in the teaching of vocabulary and practiced the new words through techniques such as repetition and memorization for which positive results can be glimpsed, although from another perspective it is examined that there are negative results as follows:

“I didn't like to repeat the mimics because the same thing and the same thing bored me” (A1C6)

“I liked the mimics, but my feet got tired” (D3S6)

“I got a little tired doing mimicry because we moved our arms a lot” (B4C6)

“We remembered how we did the mimics but not the verbs” (D3S6)

These findings suggest that a few students do not like to perform the mimics because it is a monotonous activity for them, they also made too much physical effort which caused them fatigue, and in one case, a student noted that he remembered the mimics but not the vocabulary which suggests that the student concentrated more on performing the physical movements than on the pronunciation of the vocabulary. Following these ideas, it is stated that repetition and memorization are part of vocabulary learning by acting as support strategies to immerse students in a linguistic context. For instance, children learn language from birth because they repeat and memorize the actions performed by their parents, so they incorporate and assimilate the information in their minds. In view of this, it is different to repeat something in the mind than to remember something through action because when there is repeated practice, learning is lasting and effective. In contrast, it can be added that practice is not the same as mechanical memorization because practice focuses on practicing the knowledge learned through different dynamics either by presenting the vocabulary through resources that allow them to associate the words with the use of the senses since in this way the students are more involved and motivated in the learning process, while in mechanical memorization the teacher encourages them to perform over and over again the body movements without giving them a break or without using any other activity, which generates a deficit in the capacity of retention and memory.

In Mejia's view (2020), "the repeated use of the drill exercise leads to negative reactions from students. Among those reactions are (a) lack of motivation due to momentaneous retention of vocabulary and (b) lack of engagement in learning activities (p. 49). Hence, this technique generates negative aspects in students since it consists of the sequencing and determinism of linguistic repetition patterns that undermine the effectiveness of vocabulary acquisition. As corroborated by the opposing points of view of the students, there was boredom when performing the mimics because they repeated them at every moment, which also generated tiredness of doing the same activity, so the teacher should pay more attention to the particularities and needs of each student., teachers must constantly monitor the students and gauge the class's mood and pace to know when to switch the activity (Brito, 2022). Therefore, the teacher must find ways to conduct the class enjoyably and actively in which all students participate and learn without complications.

Category C: Emotional component

The emotional component encompasses the emotions and feelings that language users have when learning the language in a way that influences the reasoning capacity and the attitude to understand since it improves the focus on the study contents and promotes learning in a stimulating way. From this category, a subcategory was broken down: students' attitudes toward vocabulary learning when applying the TPR method.

Subcategory C.1: Students' attitudes

Attitude is one of the factors that influence students' learning since it is the behavior of individuals in certain situations, so students have different types of attitudes in acquiring knowledge. According to the interviewees' opinions on how they felt performing mime to learn vocabulary, several students commented that they felt happy and comfortable learning new words through movements and songs, which makes the classes more interesting:

"We were happy because we were tired of the other classes, and when we had English, we were always singing or playing, and we liked that" (F1S8)

“Very good, it was a lot of fun because we were miming carrying the backpack, eating, brushing the teeth” (M4V8)

“We feel good doing mimics because it is fun and we learn” (B4C6)

“We were delighted to sing and dance” (D6J6)

“We liked moving our arms, touching each other...we really liked to do mimics” (B4C6)

Some students emphasize that classes with dynamic activities favor the school environment by creating positive attitudes that stimulate consolidated learning. "Attitude has been identified as one of the most crucial factors in learning a foreign language. A positive attitude arouses students' interest and motivation to learn a given topic." (Khan, 2020, p. 434). Therefore, a positive attitude generates interest in learning something new more efficiently, while a negative attitude delays the learning process by making it more complicated. Consequently, learning a foreign language is determined by the learner's attitude, so dynamic activities such as mimes, songs, and games generate a positive attitude within the classroom, motivating students to learn new words.

9. RESEARCH IMPACTS

9.1 Educational impact

This research will have an impact on the educational field because it provides relevant information on the application of the total physical response method for the teaching of the target language through the repetition of significant movements similar to how children learn in their mother tongue so that students can recognize and respond physically to the commands addressed in class from an early age in a more natural way. Besides, this method encourages the teacher to change the method of teaching vocabulary, leaving aside the traditional methods by using different strategies that allow a better apprehension and practice of new words. Moreover, this research could serve as a precedent for other researchers or teachers to conduct future research applying the Total Physical Response method to improve English language skills spontaneously with activities that motivate the acquisition of target vocabulary through immersion.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- According to the literature review, the relevant information has been detailed to support the research topic considering general aspects concerning teaching vocabulary to children. Furthermore, through the theoretical description, it is found that the total physical response method involves the creation of psychomotor associations for learning in which the teacher presents the vocabulary, demonstrates it, and then models it so that the students imitate the same actions while saying the vocabulary. Thus, teachers appeal to this interesting and fun way of teaching.
- The survey and the interview were analyzed to interpret the student's perspectives on the teaching of vocabulary to children using the TPR method. The researchers concluded that the students showed that they learned the vocabulary in the four classes through different resources and strategies such as flashcards, songs, mimes, and games, which favored the immersion of knowledge and allowed the reinforcement of knowledge by coordinating speech with action. In addition, the students were motivated to learn because this type of activity was fun for them, and when they did it repeatedly, they internalized the words better.
- The total physical response method was useful in the teaching of vocabulary since the students mastered the vocabulary effectively and increased their level of knowledge through playful activities. In addition, it is an innovative method that provides the tools to develop the classes in an enjoyable and active way because it implies presenting the students with new words through stimuli to later produce the language both physically and verbally, so TPR has significant benefits in the achievement of vocabulary learning.

10.2 Recommendations

- It is recommended to consider the topics addressed in the literature of this research, as well as other topics that contribute to teaching the English language through methods and strategies that motivate the student to learn more. Additionally, it is vital to investigate the usefulness of each teaching method, its implications in learning, and its advantages and disadvantages in order to know which one adapts and provides better results in the teaching-learning process of the English language.
- The total physical response methodology is ideal for teaching vocabulary in which the teacher instructs and the student reacts with body movements through active listening to what he/she learns so that the student understands and produces the language. Although it is an excellent method, it has its limitations; therefore, it is suggested that the TPR method be applied through different approaches that allow the integration of the students' diversities and encourage a greater inclination to learn the target language.
- Once the above foundations have been laid, it is considered that in the teaching of the TPR method, the teacher must manage the classroom by first establishing rules of conduct in order to enforce them, thus improving discipline at the same time, it may result in a good academic performance of the students. In addition, the teacher must plan activities according to the number of students in the class because it is not the same to apply activities, such as Simon says, with a small group of children compared to a large group of students, so the time required for each activity must be managed and the teacher must focus his attention on each student, encouraging participation and creating an optimal classroom environment.

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12. Annexes

Annex 1. SURVEY

TECHNICAL UNIVERSITY OF COTOPAXI
 PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
 Student reflection sheet

1. ¿Te gustó la clase?



No me gusta nada



No me gusta



Me gusta



Me gusta mucho

2. ¿Cómo te sentiste en la clase de hoy?



Negativo



Neutro


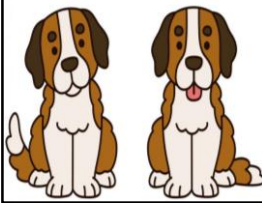




Positivo







Muy positivo

3. ¿Cuánto aprendiste en la clase de hoy?

No aprendí nada	No aprendí casi nada	Aprendí poco	Aprendí mucho
			

4. ¿Qué aprendiste en la clase de hoy?

Vocabulario Nuevo	Mímicas	Escritura	Pronunciación
			

Annex 2. FOCAL INTERVIEW GUIDE

FOCAL INTERVIEW GUIDE

Stages	Teacher activity	Students' activity	Questions
Warm-up			¿Qué actividades les gustó hacer al comienzo de esta clase? ¿Qué les desagradó de esta clase?
Pre-teaching key vocabulary			¿Qué opinan sobre las imágenes que utiliza el profesor para su aprendizaje? ¿Entendiste el vocabulario? ¿Por qué?
Listen, watch, and do			¿Puedes memorizar palabras mediante imágenes y mímicas? Justifica tu respuesta ¿Recuerdan que hicimos mímicas? Les pedí que hagan.... ¿Cómo se sintieron cuando realizaron mímicas para aprender vocabulario? ¿Aprendes el vocabulario con imágenes, mímicas y canciones? ¿Por qué? ¿Qué actividades prefieren hacer para aprender vocabulario?
Listen and do			¿Entiendes cuando el profesor te hace preguntas? ¿Te diviertes aprendiendo las palabras en inglés mediante juegos que requieren movimientos? ¿Por qué?
Listen and do (jumbled order)			¿Cuáles son las palabras que aprendiste mediante mímicas? ¿Realizas las mímicas que tu profesor te menciona?
Check Understanding			¿Pueden identificar y recordar las palabras que aprendieron en esta clase? ¿Qué palabras aprendieron de este tema? ¿Qué problemas tuvieron al aprender vocabulario?