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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

**“STUDENTS’ PERCEPTIONS ON LEARNING VOCABULARY THROUGH
TOTAL PHYSICAL RESPONSE (TPR) IN EFL CLASSROOMS”**

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

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2023

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In my capacity as a supervisor of the research report entitled “Students’ Perceptions on Learning Vocabulary through Total Physical Response (TPR) in EFL Classrooms”, and researched by Acurio Acurio Alexandra Beatriz, ID number 0504301656 and Rivadeneira Cepeda Jorge Israel, ID number 0503609752 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.

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COMMITTEE APPROVAL

The research report entitled “Students’ Perceptions on Learning Vocabulary through Total Physical Response (TPR) in EFL Classrooms”, 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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GRATEFULNESS

First of all, we express our gratitude to our families who have trusted and supported us during our academic establishment. In addition, it is gratifying to recognize the effort of the authorities of our brand new Technical University of Cotopaxi to make us part of unique experiences, so that have led us to understand how we can influence our academic and personal intellectual way, which will help us function in society. A special thanks to our dear tutor MSc. Jorge Luis Rosero for his help, patience, and shared experience in the development of this research paper. Finally, our teachers deserve our respect and admiration due to their knowledge and dedication so that we achieve a collective change based on our profession within the educational environment.

Alexandra & Israel

DEDICATION

I dedicate this work to my mother Beatriz Acurio Rodriguez, who instilled in me since I was a child, the true effort and work to obtain all my achievements. To my daughter Nemesis Valentina Tates Acurio, my husband Edison Omar Tates, and my siblings (3), and to all those who in one way or another encouraged me and helped me to achieve the success of this work.

Alexandra

DEDICATION

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Israel

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: Students' Perceptions on Learning Vocabulary through Total Physical Response (TPR) in EFL Classrooms.

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ABSTRACT

When learning a language other than the mother tongue, it is essential to have a strong vocabulary since the more words learners know, the more they will be able to communicate assertively in both speaking and writing. However, many of them frequently struggle to quickly and easily internalize new vocabulary, especially when it is learned in an EFL setting. This situation prompts teachers to examine the existing teaching methods to select the most effective one to encourage the meaningful learning of vocabulary, which is the basis for second language proficiency. This study aims to identify the students' perceptions of learning vocabulary through Total Physical Response (TPR). The methodology applied was mixed; qualitative and quantitative. The participants were 35 elementary students in seventh grade from classes "A" and "B" at Mariano Negrete Catholic School in the academic period September 2022 - June 2023. The data collection instrument was a survey. The majority of students had favorable opinions of the Total Physical Response method for learning vocabulary, according to the data analysis. It was concluded that the use of movements, dynamics, and other activities of the TPR method significantly benefits vocabulary development in elementary school students since being in a stress-free environment makes them feel more relaxed and confident to practice the target language.

Keywords: Learning Vocabulary, Teaching Methods, Language Proficiency, Total Physical Response (TPR).

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TÍTULO: Percepciones de los alumnos sobre el aprendizaje de vocabulario mediante la Respuesta Física Total (RFT) en las aulas de EFL.

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RESUMEN

Cuando se aprende una lengua distinta a la materna, es primordial adquirir un amplio vocabulario, ya que mientras más palabras conozcan los estudiantes, mejor podrán comprender lo que leen y escuchan, así como expresar sus pensamientos e ideas al hablar o escribir. Sin embargo, muchos de ellos suelen tener dificultades para asimilar rápido y fácilmente el nuevo vocabulario, sobre todo cuando este es aprendido en un contexto de EFL. Esta situación conlleva a los docentes a examinar los métodos de enseñanza existentes con el fin de seleccionar el más eficaz para fomentar el aprendizaje significativo del vocabulario, que es la base del dominio de un segundo idioma. Por lo tanto, este estudio pretende identificar las percepciones de los estudiantes al aprender vocabulario a través del método de Respuesta Física Total. La metodología aplicada fue de carácter mixto, cualitativo y cuantitativo. Los participantes fueron 35 estudiantes de séptimo grado de la clase "A" y "B" de la Escuela Católica Mariano Negrete en el período académico Septiembre 2022-Junio 2023. El instrumento de recolección de datos fue una entrevista. De acuerdo con el análisis de los datos, la mayoría de los alumnos tuvo opiniones favorables sobre el método de Respuesta Física Total para el aprendizaje de vocabulario. Se concluyó que el uso de movimientos, dinámicas y otras actividades propias del método TPR beneficia significativamente el desarrollo del vocabulario en estudiantes de primaria, ya que, al estar en un ambiente libre de estrés se sienten más libres y relajados para practicar el idioma de destino.

Palabras Claves: Aprendizaje de vocabulario, métodos de enseñanza, competencia lingüística, respuesta física total (RFT).

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1. GENERAL INFORMATION

Theme:

Students' Perceptions on Learning Vocabulary through Total Physical Response (TPR) in EFL Classrooms.

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

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Education

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Education and communication for human and social development.

Research line of the career (if applicable):

Innovation in the Teaching and Learning of English as a Foreign Language.

2. PROBLEM STATEMENT

It is widely acknowledged that teaching a second or foreign language is a constant challenge for both teachers and learners, as many variables affect the success of the educational process, one of them being the deficit in vocabulary mastery. Vocabulary is a secondary skill, however it constitutes the initial and fundamental phase of a new language learning. Zahedi and Abdi (2012) state that "the core of learning and communication is vocabulary" (p. 2264). Despite this, its teaching is frequently neglected in EFL courses, having detrimental effects on the development of language skills.

Students at Mariano Negrete Catholic School struggle with this issue because they lack lexical awareness, and are afraid of speaking in the target language. Determining a teaching method that makes vocabulary learning easier for learners is therefore a top priority for the EFL teachers of this educational unit. According to Kumaravadivelu (2006) "methods are central to language teaching because they contribute to strengthening students' knowledge and skills in learning the new language" (p.83). Thus, EFL teachers must select a teaching method in line with the expected learning outcomes and learners' characteristics.

There are several methods widely used in English language teaching, such as Grammar Translation, Suggestopedia, Total Physical Response, etc. However, each of them may reflect different results, as some of them are better suited to the stated learning objectives as well as to a certain group of learners. Since the research problem focuses on the vocabulary learning of elementary students, it is considered that the most feasible method to minimize the problem of lack of vocabulary is the Total Physical Response method. Thus, this project aims to answer the following research question: *What are the perceptions of seventh grade students from Mariano Negrete Catholic School when learning vocabulary through the TPR method?*

3. OBJECTIVES

3.1 General Objectives

To identify the students' perceptions on learning vocabulary through the Total Physical Response (TPR) in EFL students from seventh grade at Mariano Negrete Catholic School.

3.2 Specific Objectives

- To establish the theoretical foundation for addressing the research problem.
- To identify students' perceptions of the Total Physical Response method.
- To describe students' perceptions and benefits gained in learning through the Total Physical Response method.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To establish the theoretical foundation for addressing the research problem.	<ul style="list-style-type: none"> ● Bibliographic research 	<ul style="list-style-type: none"> ● Background ● Theoretical framework
To identify students' perceptions of the Total Physical Response method.	<ul style="list-style-type: none"> ● Define the data collection technique and design the instrument to be used. ● Apply the instrument. ● To tabulate students' answers. ● To analyze the data qualitatively. 	<ul style="list-style-type: none"> ● Technique and Instruments ● Analysis and Discussion of results
To describe students' perceptions and benefits gained in learning through the Total Physical Response method.	<ul style="list-style-type: none"> ● To establish conclusions and recommendations 	<ul style="list-style-type: none"> ● Conclusions and Recommendations ● Annex

5. JUSTIFICATION

In the context of learning English as a foreign language, the first challenge students face is learning certain vocabulary, as they start their primary education with limited vocabulary knowledge compared to their first language (Brooks et al, 2021). This problem is reflected in students' inefficient use of the target language.

Fear of speaking, not enough students' motivation, application of traditional methods, are just some of the factors that negatively influence the mastery of vocabulary, and thus the development of the main English productive and receptive skills such as reading, writing, listening and speaking.

Hence, the concern of the English teachers of the Mariano Negrete Catholic School to find a suitable method for the teaching-learning of vocabulary in the seventh grade students. The analysis of this problem is carried out through the use of a survey that will be useful to determine the students' perceptions of learning vocabulary through the TPR method.

Although the survey is taken from a study focused on vocabulary teaching, it is adapted to the environment and needs of the current research. In addition, the instrument will be validated by experts in the field of teaching and learning English as a foreign language.

Overall, this study seeks to minimize the factors that negatively influence vocabulary learning by using a child-friendly method such as TPR. In this way, students will be more exposed to the target language, helping them to develop their communication skills effectively.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

It is common knowledge that in the context of learning English as a foreign language, vocabulary development is a crucial linguistic component that learners must master before developing their skills in speaking, reading, listening, and writing (Setiawan et al. 2022). However, most students face difficulties when expanding their lexical knowledge. In light of this, several researchers have tried to identify and analyze child-friendly

methods to successfully teach and learn vocabulary, for example Total Physical Response (TPR). The studies below are just a few examples.

Ibrohim et al. (2018) conducted a study to investigate the students' perception on teaching English vocabulary through Total Physical Response (TPR) technique and to identify the benefits that the students obtained from that technique. A qualitative descriptive research methodology was employed for this study. The participants were eighth grade students of SMP Negeri 2 Plered Purwakarta. Data were obtained from questionnaires and interviews. The students' perception regarding the use of TPR was that vocabulary learning was easier and faster. In addition, the data collected showed that the TPR method had other advantages, such as developing learners' speaking skills and increasing vocabulary, increasing learners' participation in class and creating a fun learning environment.

A study by Ilmi & Anwar (2022) aimed to investigate the student's perception of the Total Physical Response (TPR) method as a technique in teaching English vocabulary. The method of the research study was qualitative descriptive. Data was gathered from two sources, an interview and a questionnaire, in order to meet the study's objectives. The participants of this study were 30 eighth grade students from Ban Nonsawan Secondary School in Thailand. According to the findings, using the Total Physical Response method enables pupils to learn English vocabulary more effectively while also working harder. The results also indicated a slight improvement in learning a new vocabulary using this method. Apart from that, the results also showed that this approach had additional advantages, including the improvement of students' speaking skills, vocabulary acquisition, greater class involvement, and the creation of an enjoyable learning environment.

Nguyen's study from 2022 aimed to find out how elementary kids felt about learning and teaching English language through Total Physical Response. It involved a fourth-grade elementary class of 40 kids. They were all students at Bien Hoa City's Nguyen Khuyen Primary School, where the case study was conducted. Two methods were used to collect the qualitative data: semi-structured interviews and classroom observations. Data analysis included the use of content analysis. The findings showed that the elementary students' attitudes toward the use of TPR in vocabulary teaching and learning were favorable.

6.2 Theoretical Framework

Language Teaching and Learning in EFL Classroom

Generally, foreign language teaching and learning “refers to the teaching-learning process of a nonnative language outside of the environment where it is commonly spoken” (Moeller & Catalano, 2015, p. 327). According to Madrid (1995) a language is considered as foreign “when the language is not used as means of communication in the community but learnt just as a school subject” (p. 61).

To sum up, when a language is mainly learned in a classroom and is not used in the culture where the instruction takes place, it is regarded as foreign. One such example is the English language, which is taught and learned in settings where it is not the primary language.

In this regard, Benzerroug (2021) claims that "teaching English as a foreign language demands to create a fostering learning environment that actively involves not only the teacher and learners but also the language skills and components to be developed" (p. 54).

That is why teachers should be aware of the implications of teaching and learning in an EFL classroom in order to successfully meet the different needs of learners. Clearly, this process will only run well if teachers and students have collaborative roles to make it real.

Vocabulary in Language Learning

As was already stated, learning English as foreign language in a non-English speaking nation is only done for academic reasons, so learning it may be much more difficult due to limited opportunities to practice the language and, thus, develop English language skills. Therefore, in order to overcome this problem, it is useful to consider important aspects when starting language teaching, such as vocabulary mastery.

Astuti et al. (2021) assert that "vocabulary is considered as the cornerstone of language learning because it supplies a framework for proficiency of all language skills such as speaking, listening, reading, and writing" (Astuti et al., 2021, p. 31). Likewise, Alqahtani (2015) describes "the relationship between vocabulary knowledge and language use as

complementary since knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge" (p. 22).

Thus, vocabulary development is an integral part of learning a new language because without it, students, regardless of their age, will not be able to reach their full potential and may become discouraged from taking advantage of the many chances for language learning available to them.

Differences in Vocabulary Teaching to Young and Adults Learners

Teaching vocabulary to young students is entirely different than teaching it to adults. Compared to younger groups of students, "adults do not need that much demonstration but ask for more explanation and formulation of concepts" (Bočková, 2007, p. 26). This is because their intelligence has already developed and they dispose of rich personal experience.

Conversely, "young learners need to visualize words from the vocabulary and repeat exercises or movements to understand what certain words mean" (Suryantari, 2018, p. 32). This means that they learn the target language by listening, imitating, watching, and doing things.

In summary, young students should be offered a wide range of activities that relate to the various senses, whereas adult learners eschew experimentation and fun activities since they prefer explicit and direct teaching. Accordingly, it is crucial that English teachers know the age range of their students as this significantly influences the topics that will be covered, how the information is presented, and how to keep the class engaged.

Teaching Methods

Another important factor to consider during language learning is teaching methods. According to Kuamr (2022), "teaching methods are the procedure or manner of teaching, especially according to a definite plan" (p. 503).

Then, teaching methods in the EFL classroom refers to the overall plan a teacher employs to present language material in a coherent way, that is how to teach effectively to support

students' learning. Particularly, in the EFL context, there are different widely known teaching methods. The following are some of the most common:

Grammar Translation Method

Milawati (2019) asserts that this method requires that "the lesson is taught in the mother tongue, with little active use of the target language. It means that the teacher uses the mother tongue to help learners understand the material taught in grammar lessons" (p. 188). Thus, by using the grammatical translation method, the teachers call upon to their first language to explain new linguistic concepts and draw comparisons between the second language and the students' native tongue.

Direct Method

According to Andriyani (2015) Direct Method "refrains from using the learners' native language and uses only the target language. The main purpose of the Direct Method is mastery of foreign language orally so learners are able to communicate in English language" (p. 44).

Additionally, Batool et al. (2017) emphasize that by using this method "the learner should experience the new language in the same way as he experienced his mother tongue" (p. 38). Therefore, it is reasonable to say that conversational exercises play a significant role in this method because they give students a better opportunity to put their language skills into practice in real-life situations by thinking and speaking in the target language.

Suggestopedia Method

In Suyadi's words (2021) "Suggestopedia is a method in which the teacher uses baroque music, comfortable seating, and dramatic activities to present the material in order to totally relax the students, allowing them to open their minds to learning the language" (p. 486).

Hence, a suggestopedia classroom is identified by the use of means that are conducive to an atmosphere of relaxation. In this way, it is hoped that students will not be bored, afraid, or nervous, but eager to learn the target language, which will enable them to assimilate the material easily.

Audiolingual Method

It is a method for teaching foreign languages that emphasizes listening and speaking before reading and writing, with the goal of helping students learn the structures and patterns of normal speech rather than word knowledge. These patterns are elicited, repeated, and tested until the responses given by the student in the foreign language are automatic (Kakunta & Kamanga 2020).

In other words, this method focuses on developing learners' accuracy in grammatical constructions and stress through repetition and memorization, regardless of whether or not they know what they are saying.

On the other hand, Total Physical Response is another excellent substitute method that an English teacher might employ. This method is really good for teaching young learners because they will not feel under pressure but feeling happy to learn new vocabulary that they have never heard before (Riyana, 2016). This is because the newly acquired words are not used to communicate with their family or others around them on a daily basis.

Total Physical Response

Total Physical Response (TPR) is a language teaching method settled down by James Asher, a psychology teacher at San Jose State University who focused on teaching language through the coordination of speech, and body movements at the same time (Suhendan, 2013). Likewise, Puji (2005) argues that “TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (p. 237).

According to Syafril et al. (2014) “Fine motor skill is the ability to control movement through activities of coordination of nervous system, fibril, and muscles such as fingers and hands” (p. 447). From this perspective, motor skill is crucial for young learners to learn vocabulary because it blends words and movements, which makes language acquisition for them more natural and remembered.

All in all, Riyana (2016) claims that the “Total Physical Response (TPR) method is a “natural method” in the sense that a second language learner follows the naturalistic process of first language learning” (p. 16). Based on it, TPR may be considered a teaching

method that helps students to acquire the new language in a stress-free atmosphere through verbal and physical aspects.

Teacher and Student's Role in TPR

Nigora (2018) mentioned that children have an awesome ability to assimilate language through play and other activities they find fun, picking up bits and pieces and phrases that help them communicate. Riyana (2016) claims that in this method, the instructor gives commands in the target language, demonstrates the corresponding action, and directs the learner to perform the same action, responding to the commands through physical movements (p. 2).

Similarly, Cam & Phi (2018) mentioned that “FL instructors give a series of commands in the target language e.g., jump and clap your hands, while learners are expected to respond with whole-body movements e.g., to jump while clapping their hands” (p. 130).

Based on it, the teacher's role in TPR is to give commands such as “stand up” or “raise your hand” to his/her students with some kind of body movements, and the student's role is to respond physically to the command given.

Learning Vocabulary through TPR in EFL classroom

Over time, it has become essential to learn a new language in order to engage and communicate across cultures. Due to this, learning a new language requires developing a sufficient vocabulary in order to comprehend and use it. Regarding Celik, et al. (2021) mentioned that “it is necessary to have enough vocabulary to be able to express a language for vocabulary enables communication” (p. 154).

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Cam & Phi, 2018, p. 132). In this context, TPR is a teaching method that inspires students' excitement and initiative through a variety of body gestures and activities, which will help them to use language more effectively. The TPR method can give new life to words (Liu & Chen, 2021).

The use of TPR in the teaching and learning of English incorporates motions that students can actively perform in the classroom. Teachers can employ songs, stories, or role-plays that contain commands that let students follow directions to carry out an action.

For instance, the teacher might say, "run." The teacher asks students to carry out this action and all students run. Teachers have the option of moving students' seating arrangements into a circle. Students perform the actions and listen to the teacher's commands. It is a language teaching model focusing on physical (motor) activity through body commands and responses (Nuraeni, 2019).

TPR Activities for Young Learners

Total Physical Response can be used in everyday classrooms. The majority of the activities utilized in TPR classes are imperative drills, which are frequently aimed at emphasizing the students' movements and activities. Similarity with Widodo (2005) who mentions that "imperative drills are the prominent classroom activity in TPR, they are typically geared to highlight physical actions and activity on the part of the learners" (p. 238). The most frequent TPR exercises involve giving instructions to the class, to which the pupils physically respond to show their understanding.

The followings are some example TPR activities based on commands: (1) Depending on the theme of the lesson, the teacher could prepare commands that will strengthen vocabularies learning using hand movement to manipulate any set of pictures or flashcards: point to/touch /pick up (your mouth/your cheek/an orange/a strawberry). (2) For lessons outside the classroom, more action can be introduced with commands like: run forward, jump, take three steps to the left then two steps to the right, jump up and down, throw the ball. raise your hands (Nuraeni, 2019, p. 28).

Otherwise, "TPR can be varied in any different activities such as storytelling, games or songs to introduce new vocabulary and new grammatical features at any level" (Iiwana, 2010 as cited in Xuewen, 2012, p. 9). For instance, children can act out pre-planned actions when certain words are read in a TPR storytelling activity since they can listen and stand up when a character speaks or behaves.

On the other hand, games also are an essential component of teaching young learners. They enjoy engaging games like "Simon say," which can be modified to include touchable objects, body words, or even action words.

Finally, songs are invaluable when working with young students since they tend to sing the song by screaming loudly. So, TPR song activities imply the students' repetition through physical movements while singing. They can realize the meaning of the words easily and it is more enjoyable for them (Sühendan, 2013).

It seems logical to say that all of the activities before mentioned help students to make their linguistics input more memorable since the activities are simple and fun.

Advantages and Disadvantages of TPR method.

Among of the advantages of Total Physical Response usage in EFL classrooms are the following (1) is fun , so many children enjoy participating this type of teaching and learning process, (2) can help the students remember English words and expressions, (3) can be applied in large and small class, (4) is not only appropriate for young learners but also adult learners, (5) is suitable for active students in class (Rokhayati, 2017).

Total Physical Response is well known for its advantages, but in order for it to be successfully used in the classroom, it is also important to be aware of its shortcomings. Due to the possibility of the lesson becoming repetitive if the teacher gives too simple instructions that are neither engaging nor enjoyable for the pupils, it is not possible to improvise. In this scenario, students won't be interested.

On the other side, if the instructions are overly complicated, pupils will struggle to understand them, become distracted, and lose interest in the lesson. They might even become frustrated and will not perform any actions that the teacher asks them (Brito, 2022, p.15).

7. METHODOLOGY

7.1 Research Method

This research project has a mixed approach since it allows for an explicit description of the investigated phenomenon supported by quantitative data. Molina et al. (2018) mention that "mixed methods research involves combining qualitative and quantitative data collection and data analysis within a single study or research project" (p. 412).

Likewise, Creswell & Creswell (2018) claim that, at a procedural level, it is a useful method to provide an explanation of quantitative results with a qualitative follow-up of data collection and analysis.

Quali-quantitative analysis is considered the most suitable because the study aims to integrate percentages (quantitative data) with the description of students' perceptions (qualitative data) toward the Total Physical Response method in learning vocabulary in order to gain a better understanding of the research problem.

7.2 Research Participants

For this research, 35 students at Mariano Negrete Catholic School in the academic period September 2022-June 2023 are taken into account. The total population comes from two seventh grade classes, of which 18 are from class "A" and 17 from class "B". The researchers chose this population because the students were at an early stage of learning and their characteristics fit closely with the Method applied in this research, which is Total Physical Response.

7.3 Data Collection Instruments

7.3.1 Survey

The data were collected through a survey, which was taken from Ibrohim's et al. (2018) research entitled "Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method". The items of the survey were edited and adapted according to the needs of this research.

As such, the survey contained 10 items (statements of possible students' perceptions) with 4 suggested responses for each item based on the Likert scale, such as strongly agree,

agree, disagree and strongly disagree. This instrument was carried out in a face-to-face modality on June 19th. The participants were given printed surveys, and asked to choose only one answer for each item according to their experience during the implementation of the TPR method.

In addition, two aspects regarding the implementation of the instrument should be emphasized. The first aspect is that although the survey was designed in English, it was translated into Spanish to ensure optimal understanding among all students and to eliminate any potential language barrier that could prevent them from expressing their full opinions.

The second aspect is that it was not required for personal information since the researchers chose to do this activity under anonymity to allow participants more freedom in their responses, i.e. they can do it without the pressure of being judged on their opinions or having it affect their grades in the subject.

7.4 Instrument Validation Procedure

The survey used in this research underwent the following validation process. Thus, it was analyzed by two experts in the field of Linguistics and teaching English as a foreign language, and an English teacher from Mariano Negrete Catholic School. The researchers provided them with two documents, a rubric with specific criteria for evaluating the instrument and the validation report. After the evaluation, the professional gave their respective responses and all of them were positive, thus favoring the validity of the instrument and its subsequent application.

7.5 Data Analysis Technique

Data analysis was done using descriptive statistics analysis which “is a type of analysis that focuses on organizing, analyzing, and interpreting a set of data in order to give clear conclusions of the information collected during a research” (Manjunatha, 2019, p. 863). Likewise, a qualitative analysis was also carried out to strengthen the numerical results obtained. Qualitative data analysis focuses on seeking some form of explanation, understanding or interpretation of the people and situations being investigated (Dey, 2005).

Thus, by means of these two types of analysis, it was sought to find out why a certain number of students strongly agreed, agreed, disagreed or strongly disagreed with each perception stated in the survey. Descriptive statistical charts were used to organize and graph the research item, frequencies, and percentages of each student's perception section. These were reflected in pie chart templates that allowed researchers to visualize the data obtained.

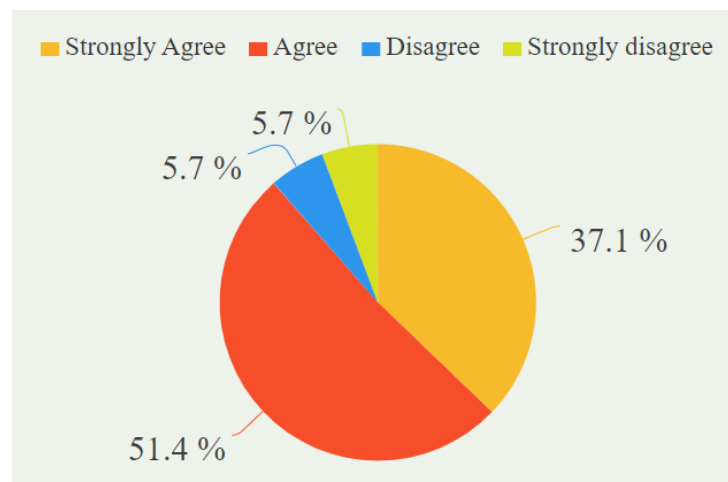
8. ANALYSIS AND DISCUSSION OF RESULTS

Findings from the data analysis are presented with a view to responding to the research objective, which was to identify the students' perceptions of learning vocabulary through the Total Physical Response (TPR) in EFL students from seventh grade at Mariano Negrete Catholic School. The data was analyzed from a Survey. The analysis of the application of the survey on a sample of 35 students showed the following results:

Table 1. Student's perceptions toward TPR 1: I find it easier to learn vocabulary through this method.

Item/s	f	%
Strongly Agree	13	37,14
Agree	18	51,43
Disagree	2	5,71
Strongly disagree	2	5,71
Total	35	100e

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

The first students' perceptions toward TPR method show a total of 37.14% strongly agreeing and 51.43% agreeing, it means students gave positive feedback on their initial impressions of the TPR approach, indicating that they find it easy to learn vocabulary using the TPR method, and a similarity between disagreement and strongly disagreement with 5.71%.

It means that only four students out of thirty-five found it difficult to learn vocabulary through this method. Probably, the majority of the students saw easy-to-learn vocabulary through TPR due to Nuraeni (2019) argues that "the use of TPR involves movements that the students can actively do in the classroom"(p. 68).

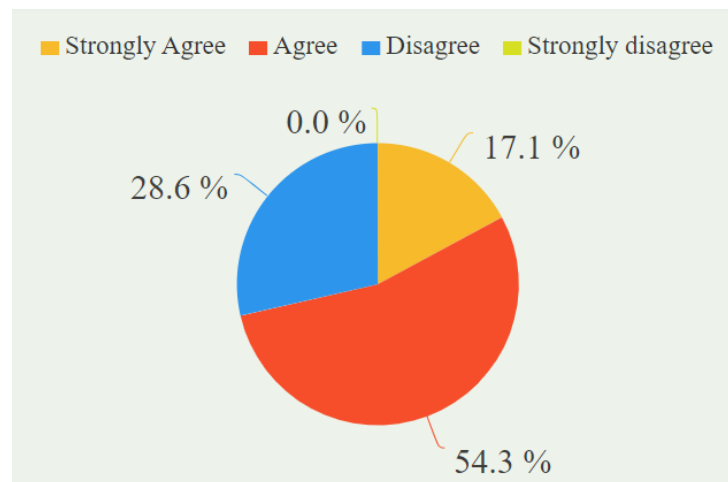
The TPR method also incorporates a variety of teaching activities like role-playing, music, games, storytelling, among others. Children at this age tend to remember words associated with a fun game, an interesting picture, or a song. (Nuraeni, 2019).

Furthermore, TPR method is very easy in terms of language use as well as contains elements of game movement so that it can reduce stress on students because of the problems faced in his lessons especially when studying a foreign language" (Sayd et al., 2018 as cited in Zur et.al 2022, p. 28).

Table 2. Student's perceptions toward TPR 2: I understand lessons more quickly using this method.

Item/s	f	%
Strongly Agree	6	17,14
Agree	19	54,29
Disagree	10	28,57
Strongly disagree	0	0
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

Regarding the students' perceptions number two shows a total of 17,14% strongly agreeing and 54.29% agreeing, it means students got to understand the lessons faster by using this method. They demonstrated that the majority had no struggles while learning, whereas only 28,57% could not understand the lesson by using this method.

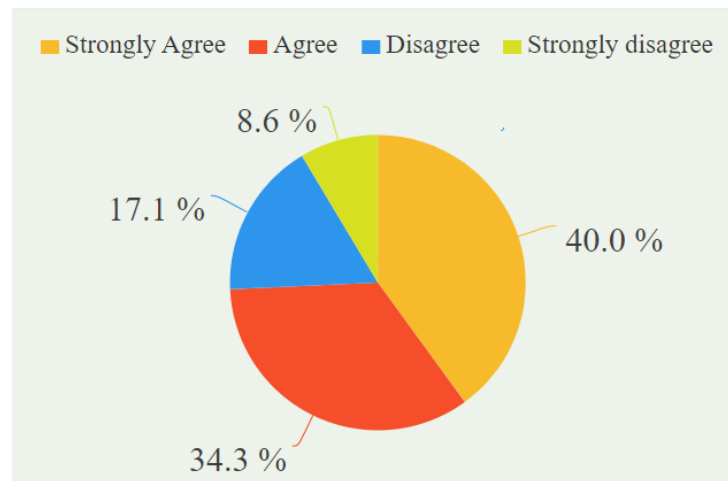
In general, when students are free to express themselves through their physical actions it reduces their sense of anxiety, overcoming their shyness of speaking English, having a good mood, and improving their learning effectiveness (Shi, 2022).

TPR encourages children to engage in fun activities with peers that include laughter, laughs, body language, and facial expressions, as well as to be more physically active, creative, and involved. expressions. This enables them to study, play, and communicate with one another at the same time (Nuraeni, 2019).

Table 3. Student's perceptions toward TPR 3: I enjoy and feel active learning with this method

Item/s	f	%
Strongly Agree	14	40
Agree	12	34,29
Disagree	6	17,14
Strongly disagree	3	8,57
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

Then for students' perceptions number three, students strongly agree 40%, agree 34,29% that most students enjoyed and feel actively participating in learning vocabulary by using the TPR method. On the other hand, 17,14% disagree and 8,57% strongly disagree. It means that there were at least 10 students who feel less enjoy learning with this method.

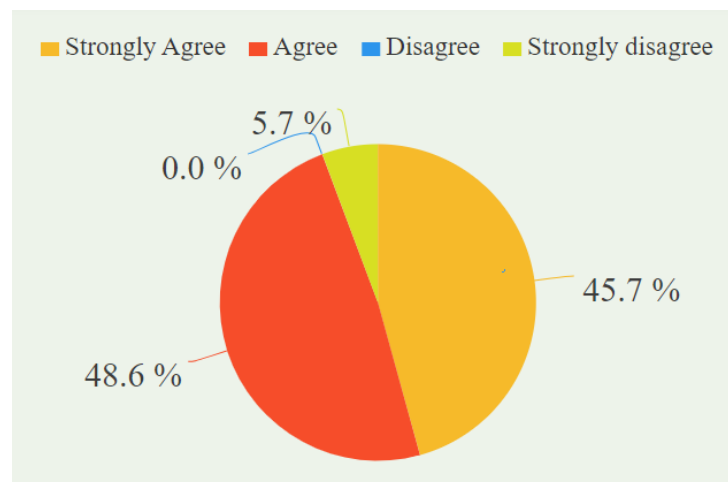
According to the results, Zur, et.al (2022) mentioned that through this method "students and teachers will play actively and relax more and enjoy the lesson" (p. 29). Similarly, Widolo (2005) claimed that "learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood" (p. 239).

Sariyati (2013) highlighted that “Children engage in enjoyable activities with language” (p. 53). On the other hand, some students also tend to be confused and not confident when the teacher asks them about some vocabulary. As a result, they lean toward being quiet and fear mentioning the vocabulary itself (Gayanti & Satriani, 2020).

Table 4. Student’s perceptions toward TPR 4: I learn new words through this method.

Item/s	f	%
Strongly Agree	16	45,71
Agree	17	48,57
Disagree	0	0
Strongly disagree	2	5,71
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

For the students’ perceptions number four, students strongly agree 45,71% and agree 48,57%, which means the majority of the students could master new words through this method. In contrast, only 5,71% strongly disagreed.

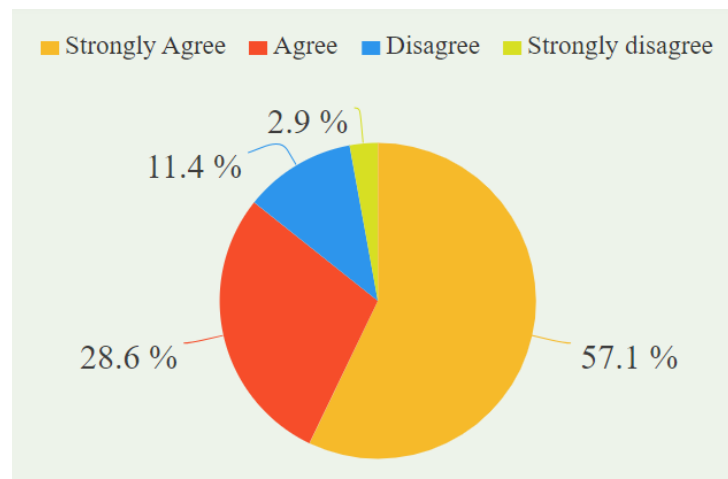
In that sense, only two students couldn’t do it. Based on the data attached Liu & Chen (2021) stated that “TPR is a comprehensive teaching method, which combines language learning with body movements. Learners can use their body movements to help them memorize the target language better” (pp. 1249-1250).

Likewise, Gayanti & Satriani (2020) claimed that “the students more understand the materials by using vocabulary using Total Physical Response (TPR) and this method is effective to improve student vocabulary mastery” (p. 418).

Table 5. Student’s perceptions toward TPR 5: I love learning vocabulary by using this method

Item/s	f	%
Strongly Agree	20	57,14
Agree	10	28,57
Disagree	4	11,43
Strongly disagree	1	2,86
Total	35	100

Rivadeneira & Acurio, 2023



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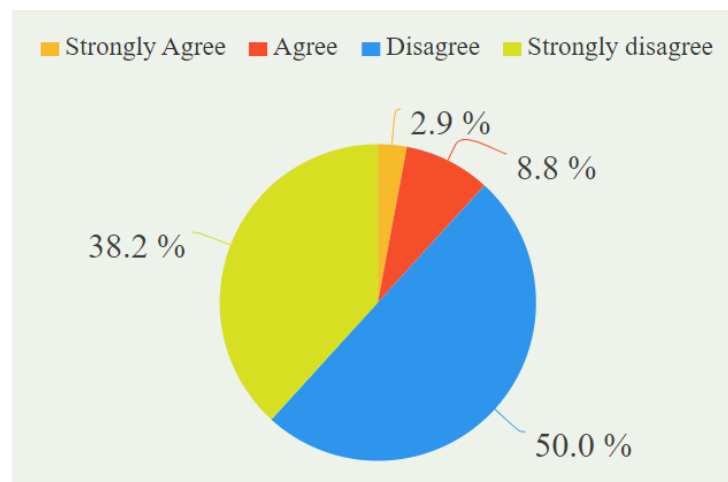
Afterwards for students’ perceptions number five, students show a total of 57,14% strongly agreeing and 28,57% agreeing, indicating that they were delighted with this way of learning vocabulary whereas 11,43% disagree, and 2,86% strongly disagree. Only 5 students didn’t love working through this method.

So, it can be said that the TPR method received a good response from the perspective of students at the Mariano Negrette School. Based on the data attached Sariyati (2013) highlighted that “the TPR method is very suitable for children’s characteristics; as they love moving around and get bored easily if they just sit on the chair. Moreover, it is supported by their good response toward the TPR method” (p. 62). Besides, Ameer (2016) emphasized the fact of “Children love to have fun and play, so teachers should choose suitable teaching methods that cater to children’s nature” (p. 120). The TPR method, which incorporates games where kids can have fun while engaging in physical activity, is one of the methods that meet the expectations of the students.

Table 6. Student’s perceptions toward TPR 6: I cannot improve my learning with this method.

Item/s	f	%
Strongly Agree	1	2,86
Agree	3	8,57
Disagree	17	48,57
Strongly disagree	14	40
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

Regarding students' perceptions, number six got answers of 2,86% strongly agree, and 8,57% agree which means that only four students couldn't enhance their language ability

through the TPR method. However, 48,57% of the population disagree, and 37,14% strongly disagree, which means that a large majority of students could improve their language ability by using it.

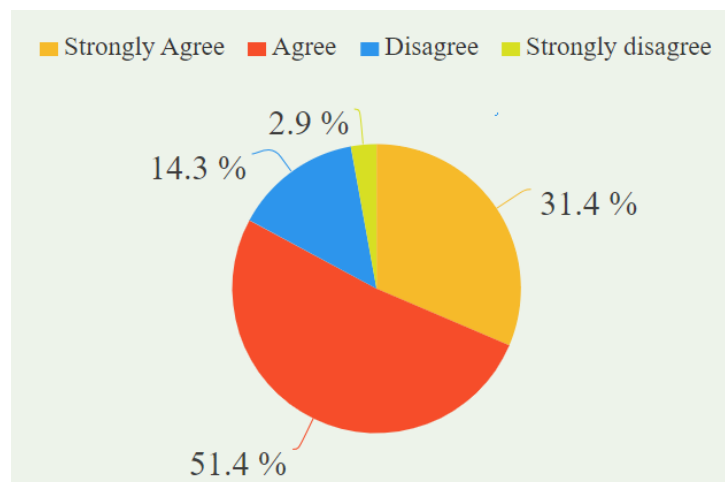
Even though a few students were not able to improve their language ability through TPR, it did not affect the progress of the rest of the students. These results are similar to Dzurotul & Anwar (2022) who claimed that the “TPR method can improve students' critical thinking processes and awaken their motor system to perform instructions on objects and others” (p. 272).

The TPR method can also enhance the students' learning efficiency and make the learning of words more efficient (Liu & Chen, 2021). In this sense, the TPR method has helped students to effectively improve their learning skills through its use.

Table 7. Student's perceptions toward TPR 7: I am able to use the target language through this method.

Item/s	f	%
Strongly Agree	11	31,43
Agree	18	51,43
Disagree	5	14,28
Strongly disagree	1	2,86
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

Furthermore, students' perception number seven, obtained 28,57% strongly agree, 51,43% which means more than half of the students were able to use the target language through this method, whereas 14,29% disagree, and 2,86% strongly disagree were not able to use it.

Despite the fact that students believe it is challenging to learn English as a second language, they could follow the lesson well using this method, and only six students were not able to use it. That is possible since using the TPR involves the coordination of speech and action for language learning.

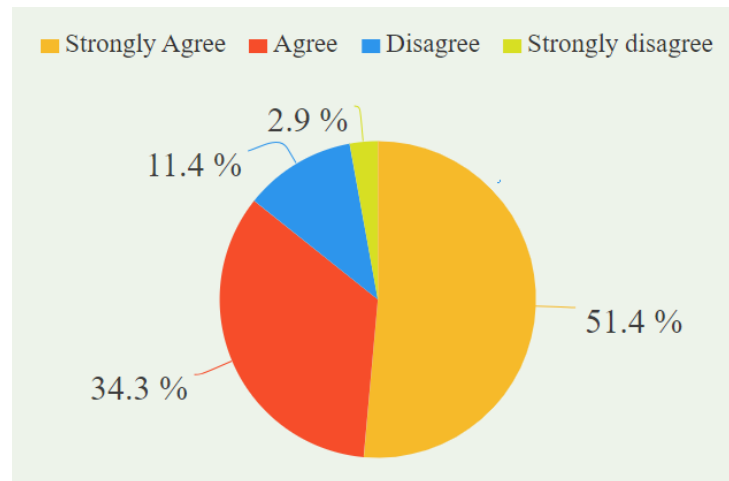
Effective language learning is developed in a setting without stress, and the teacher gives appropriate commands to present vocabulary and the target language structure whereas the students listen and respond to the orders individually or collaboratively in an accessible learning environment (Asher, 1977 as cited in Celik et.al , 2021).

Perhaps, a few students were not able to use it because Celtik et.al (2021) mentioned that "in the process, the meanings of the words are not explained one by one, but are indicated by actions and reactions" (p. 155). Some students may not understand in the same way as others.

Table 8. Student's perceptions toward TPR 8: I feel happy to learn vocabulary through this method

Item/s	f	%
Strongly Agree	18	51,43
Agree	12	34,28
Disagree	4	11,43
Strongly disagree	1	2,86
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

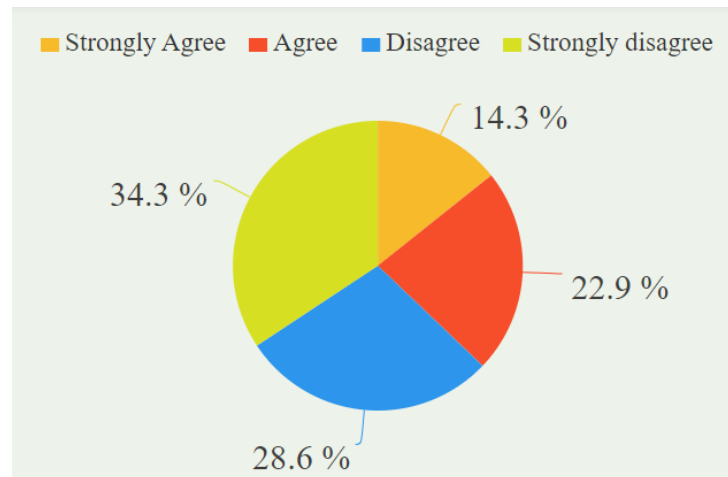
Responses on the eighth student perception showed that, overall, students were happy with this way of learning vocabulary, with 51.43% strongly agreeing and 34.29% agreeing, as opposed to 11.43% disagreeing and 2.86% strongly disagreeing. Clearly, the majority of pupils were pleased with their education using this method.

Based on this data Sariyaty (2013) emphasized that “Total Physical Response method is effective and suitable to be used for elementary school children to learn English, especially English vocabulary as it makes them learn it more easily and happily” (p. 61). Similarity to Ummah 2017 (as cited in Wasyu et.al, 2022) highlighted that “positive results were found where student responses were interested, happy, and enthusiastic during the learning process using the TPR method” (p. 2).

Table 9. Student’s perceptions toward TPR 9: I have difficulties learning vocabulary with this method.

Items	f	%
Strongly Agree	5	14,29
Agree	8	22,85
Disagree	10	28,57
Strongly disagree	12	34,29
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

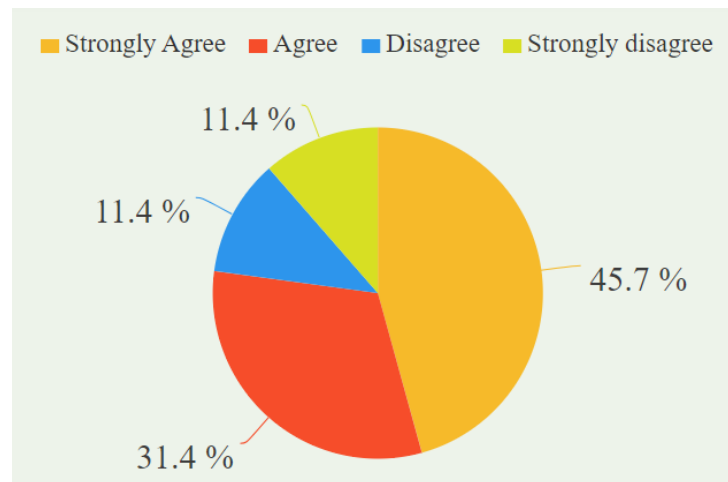
The students' responses to the ninth perception were as follows: 14.29% strongly agreed, 25.71% agreed, 37.14% disagreed, and 22.85% strongly disagreed. The students stated that only 13 of them had difficulties learning vocabulary by using this method, but at least 22 out of 35 students could manage the vocabulary easily. Dzurotul & Anwar (2022) mentioned that “some students find it difficult to memorize English vocabulary because they are not interested and rarely use the vocabulary in their daily life” (p. 267).

On the other hand, some students were able to learn vocabulary without difficulties since Brito (2022) highlighted that “TPR activities such as games are more suitable for kinesthetic learners who learn through action and physical movements” (p. 14). In this way, the TPR method helps students to stimulate their creativity and imagination through the use of body movements, thus supporting their learning process.

Table 10. Student's perceptions toward TPR 10: I am encouraged to learn vocabulary with this method

Item/s	f	%
Strongly Agree	16	45,71
Agree	11	31,43
Disagree	4	11,43
Strongly disagree	4	11,43
Total	35	100

Rivadeneira & Acurio, 2023



Rivadeneira & Acurio, 2023

Finally, students answering question number ten strongly agree 45.71%, agree 31.43%, disagree 11.43% and strongly disagree 11.43%. Claiming that using this method to study vocabulary motivates them, with just 8 out of 35 students not feeling inspired to do so.

Regarding to Zur et.al (2022) stated that “TPR method is very good and can encourage student motivation in increasing student interest in learning” (p. 28). This is because “this method encourages to teach language through physical actions, gestures, and commands” (Shi, 2018, p. 1087). Similarly, Saehu et al. (2018) state that “the TPR method can motivate children to be interested in learning English vocabulary because this method is very entertaining for them” (p. 75).

9. RESEARCH IMPACTS

The investigation of this phenomenon can be valuable in helping learners from Mariano Negrete Catholic School improve in learning vocabulary, as the lack of it should not be allowed to become intrusive in second language production. In that sense, it is logical to highlight the great significance of vocabulary knowledge in language as follows: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, as cited in Okyar & Çakır, 2019, p. 111).

Thus, this research has a socio-pedagogical impact, since its execution in the practical field determined how the use of TPR influences the mastery of English vocabulary, which serves as a support for the development of the main language skills, such as reading,

listening, writing and speaking, essential for social interaction between teachers-students and students-students.

In this sense, implementing an innovative method such as the TPR for easy vocabulary learning in seventh grade students of the Mariano Negrete Catholic School as in this study is highly significant to understand this phenomenon in the Ecuadorian context. Therefore, this study provides relevant information that will contribute to the enrichment of scientific literature and will serve as a basis for future research to improve pedagogical processes.

10. CONCLUSIONS AND RECOMMENDATIONS

10. 1 Conclusions

After analyzing the results, the researchers concluded that:

- Unlike conventional teaching methods, the TPR was a highly effective and useful method for learning vocabulary in elementary students at Mariano Negrete Catholic Unit since it allowed them to enjoy learning vocabulary in an easy, fun and natural way by implementing activities such as storytelling, games and songs.
- The use of the TPR method greatly facilitates the learning of vocabulary in elementary level students, allowing the students at Mariana Negrete Catholic Unit to lose their fear to speak, being more active, creative, independently, and even reaching the teacher-student interaction.
- The implementation of TPR as a teaching method allows the elementary students at Mariana Negrete Catholic Unit to improve their academic performance, participation, and mood.

10. 2 Recommendations

- Based on the first conclusion, the researchers recommend that when teaching vocabulary using TPR, teachers should implement varied activities in the classroom, such as singing, playing, etc., so that students become more interested in learning the material and enjoy the lesson.
- Based on the second conclusion, the researchers recommend that teachers should apply the TPR method so that students can work and develop their skills in the target language. In this way, they can use more time to speak English because when they say more, they can learn more useful words and expressions.
- Based on the third conclusion, the researchers recommend that the teachers at Mariano Negrete Catholic School give an in-depth bibliographical study of the use of TPR method, not only to facilitate the improvement of the student's academic performance but also the state of mind with which they develop.

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12. APPENDICES


Appendix 1. Survey

N°	Student's Perceptions Toward TPR	Strongly agree	Agree	Disagree	Strongly disagree
1	I find it easier to learn vocabulary with this method.				
2	I understand lessons more quickly using this method.				
3	I enjoy and feel active learning with this method.				
4	I learn new words through this method.				
5	I love learning vocabulary by using this method.				
6	I cannot improve my learning with this method.				
7	I am able to use the target language through this method.				
8	I feel happy to learn vocabulary through this method.				
9	I have difficulties learning vocabulary with this method.				
10	I am encouraged to learn vocabulary with this method				

Appendix 2. Experts' validation reports



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**TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES MAJOR
EXPERT VALIDATION FORM**

1. Research instrument data:
Author(s): Jorge Israel Rivadeneira Cepeda & Alexandra Beatriz Acurio Acurio
Instrument: Students Perceptions toward TPR method survey
Objective: To identify the students' perceptions of learning vocabulary through the Total Physical Response (TPR) in EFL students from seventh grade at Mariano Negrete Catholic School.

2. Evaluator Identification
Names and surnames of the evaluator: Jose Ignacio Andrade
ID number or identity: 0503101040
Fourth level or postgraduate degree: Magister en la enseñanza del idioma Inglés como lengua extranjera
Senescyt Registration Number: 1010-2019-2098846
Current institution of the workplace (Position and Institution)
 English teacher at Technical University of Cotopaxi
Phones: 0979035791
email: jose.andradem@utc.edu.ec

3. Evaluation
Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:
 1 = Strongly Disagree 4 = Agree
 2 = Disagree 5 = Strongly Agree
 3 = Neither agree nor disagree

Criteria	1	2	3	4	5
Content					
a) The instrument presents clarity and consistency in its content to respond to the instrument's purpose.					✓
b) The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.					✓

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 Pasaje Carlos Alberto Toro Lema y José Merizalde - Cel: 0992890524 - 0958828997



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c) The originality of the author's content gives added value to the instrument.					✓
d) The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.					✓
Structure					
e) The items and their alternatives are neither too extensive nor limited in their content.					✓
f) The design or format of the instrument is technically and systematically sound.					✓
Organization					
g) The instrument is not too short or long enough that the participants will be able to answer it within a given time.					✓
Feasibility					
h) The instrument constitutes a valid, current and relevant contribution to the area of knowledge in which it is registered.					✓
i) Rate the effectiveness and actuality of the ideas and/or information presented in the instrument.					✓

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4. Comments and recommendations for the author(s)

.....
.....
.....
.....

.....
MSc. Jose Ignacio Andrade

Evaluator Signature
0503101040

Pujilí - Ecuador

Fax: 0958828997
Cel: 0992890524 0958828997



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VALIDATION REPORT

The undersigned, José Ignacio Andrade Morán
with identity card No. 0503101040 whose profession is TEACHER
with a MASTER degree, currently working as EFL INSTRUCTOR
at the TECHNICAL UNIVERSITY OF COTOPAXI institution.

I hereby certify that I have reviewed for validation purposes the Instrument **Students' perceptions toward the TPR method** which will be applied to a population of 35 EFL students at Mariano Negrete Catholic School.

After making the pertinent observations, I can make the following observations.

	DEFICIENT	ACCEPTABLE	GOOD	EXCELLENT
Items congruence				✓
Breadth of content				✓
Items writing				✓
Clarity and precision				✓
Relevance				✓

Date: June 26th, 2023


.....
MSc. José Ignacio Andrade
Evaluador Signature
0503101040

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TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES MAJOR
EXPERT VALIDATION FORM

1. Research instrument data:

Author(s): Jorge Israel Rivadeneira Cepeda & Alexandra Beatriz Acurio Acurio

Instrument: Students Perceptions toward TPR method survey

Objective: To identify the students' perceptions of learning vocabulary through the Total Physical Response (TPR) in EFL students from seventh grade at Mariano Negrete Catholic School.

2. Evaluator Identification

Names and surnames of the evaluator: Gina Silvana Álvarez Venegas

ID number or identity: 0501598643

Fourth level or postgraduate degree: PhD. en lingüística y lenguas

Senescyt Registration Number: 1010-2019-2098846

Current institution of the workplace (Position and Institution)

English teacher at Technical University of Cotopaxi

Phones: 0995323286

email: gina.venegas@utc.edu.ec

3. Evaluation

Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:

1 = Strongly Disagree

4 = Agree

2 = Disagree

5 = Strongly Agree

3 = Neither agree nor disagree

Criteria	1	2	3	4	5
Content					
a) The instrument presents clarity and consistency in its content to respond to the instrument's purpose.					✓
b) The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.					✓

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e) The originality of the author's content gives added value to the instrument.					✓
d) The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.					✓
Structure					
e) The items and their alternatives are neither too extensive nor limited in their content.					✓
f) The design or format of the instrument is technically and systematically sound.					✓
Organization					
g) The instrument is not too short or long enough that the participants will be able to answer it within a given time.					✓
Feasibility					
h) The instrument constitutes a valid, current and relevant contribution to the area of knowledge in which it is registered.					✓
i) Rate the effectiveness and actuality of the ideas and/or information presented in the instrument.					✓

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4. Comments and recommendations for the author(s)

To be applied to the object of
study/research.

Ph.D. Gina Alvarez Venegas

Evaluator Signature
0501598643





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VALIDATION REPORT

The undersigned, *Ph.D. Gina Venegas Álvarez*
with identity card No. *0501598643* whose profession is *English Teacher*
with a *Ph.D.* degree, currently working as *English Teacher*
at the *Universidad Técnica de Cotopaxi* institution.

I hereby certify that I have reviewed for validation purposes the Instrument **Students' perceptions toward the TPR method** which will be applied to a population of 35 EFL students at Mariano Negrete Catholic School.

After making the pertinent observations, I can make the following observations.

	DEFICIENT	ACCEPTABLE	GOOD	EXCELLENT
Items congruence				✓
Breadth of content			✓	
Items writing				✓
Clarity and precision				✓
Relevance				✓

Date: June 26th, 2023

Ph.D. Gina Álvarez Venegas
Evaluador Signature
0501598643

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Pasaje Carlos Alberto Toro Lema y José Mertzalde - Cel: 0992890524 - 0958828997



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TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES MAJOR
EXPERT VALIDATION FORM

1. Research instrument data:

Author(s): Jorge Israel Rivadeneira Cepeda & Alexandra Beatriz Acurio Acurio

Instrument: Students Perceptions toward TPR method survey

Objective: To identify the students' perceptions of learning vocabulary through the Total Physical Response (TPR) in EFL students from seventh grade at Mariano Negrete Catholic School.

2. Evaluator Identification

Names and surnames of the evaluator: Katherine Quiña

ID number or identity: 1726309022

Fourth level or postgraduate degree: Licenciada en Pedagogía del Idioma Inglés

Senescyt Registration Number: 1020-2022-2548141

Current institution of the workplace (Position and Institution)

English teacher at Mariano Negrete Catholic School.

Phones: 0981432924

email: katherinaqc@hotmail.com

3. Evaluation

Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:

1 = Strongly Disagree

4 = Agree

2 = Disagree

5 = Strongly Agree

3 = Neither agree nor disagree

Criteria	1	2	3	4	5
Content					
a) The instrument presents clarity and consistency in its content to respond to the instrument's purpose.					X
b) The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.					X

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c) The originality of the author's content gives added value to the instrument.					X
d) The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.					X
Structure					
e) The items and their alternatives are neither too extensive nor limited in their content.					X
f) The design or format of the instrument is technically and systematically sound.					X
Organization					
g) The instrument is not too short or long enough that the participants will be able to answer it within a given time.					X
Feasibility					
h) The instrument constitutes a valid, current and relevant contribution to the area of knowledge in which it is registered.					X
i) Rate the effectiveness and actuality of the ideas and/or information presented in the instrument.					X



4. Comments and recommendations for the author(s)

.....
.....
.....
.....

.....
Lic. Katherine Quiña
Evaluator Signature
I.D. 1726309022





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Idiomas

VALIDATION REPORT

The undersigned, ..Katherine Quina.....
with identity card No.172630902-2 whose profession is ...teacher.....
with aMaster..... degree, currently working asEnglish teacher.....
at the"Unidad Educativa Mariano Negrete"..... institution.

I hereby certify that I have reviewed for validation purposes the Instrument **Students' perceptions toward the TPR method** which will be applied to a population of 35 EFL students at Mariano Negrete Catholic School.

After making the pertinent observations, I can make the following observations.

	DEFICIENT	ACCEPTABLE	GOOD	EXCELLENT
Items congruence				X
Breadth of content				X
Items writing				X
Clarity and precision				X
Relevance				X

Date: June 26th, 2023

Lic. Katherine Quina
Evaluator Signature
I.D. 1726309022

Pujilí - Ecuador

Pasaje Carlos Alberto Toro Lema y José Merizalde - Cel: 0992890524 - 0958828997

