



Faculty of Education  
School of English Language Teaching

**The effectiveness of using educational games based on Total Physical  
Response method to reinforce student's vocabulary in first grade at  
Guachipelin school, during the I quarter of 2023.**

Thesis submitted to obtain the licentiate degree in English teaching for I and II  
cycle.

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## Table of Contents

Chapter I.....	2
Research Problem.....	2
1.1 Problem Statement.....	2
1.1.1 Background of the problem.....	3
1.1.2 Problematization.....	8
1.1.3 Problem Statement.....	9
1.2 Problem justification.....	9
1.3 Research question.....	10
1.4 Hypothesis.....	10
1.5 Research Objectives.....	10
1.5.1 General Objective.....	10
1.5.2 Specific Objectives.....	11
1.6 Scope and limitations.....	11
1.6.1 Scopes.....	11
1.6.2 Limitations.....	11
Chapter II.....	13
Theoretical Framework.....	13
2.1 Historical Context.....	14

2.1.1 Background of the organization and community .....	14
2.2 Theoretical-Conceptual Context.....	16
2.2.1 Educational games as a tool to enhance vocabulary.....	17
2.2.2 Educational Games.....	17
2.2.3 The use of games in the classroom .....	18
2.2.4 The importance of using games in EFL classrooms.....	20
2.2.5 Teacher’s Role.....	23
2.2.6 Planning the proper games .....	25
2.2.7 Benefits of playing games in the classroom .....	26
2.2.8 Strategies when using games in EFL classrooms.....	29
2.3 Vocabulary Acquisition.....	30
2.3.1 Definition of vocabulary.....	30
2.3.2 Features of Total Physical Response.....	31
2.3.3 Types of vocabulary .....	31
2.3.4 Learning and Teaching Vocabulary .....	33
2.3.5 Strategies to develop vocabulary.....	35
2.3.7 The role of motivation in learning vocabulary .....	37
2.4 Total Physical Response (TPR) as a method.....	38
2.4.3 The philosophies behind TPR.....	41
2.5 TPR in teaching vocabulary .....	44

2.6 Principles of the TPR Method .....	47
2.7 Importance of TPR Method.....	49
2.8 Roles within TPR.....	50
2.9 Usage of TPR in class.....	51
2.10 Why consider TPR?.....	51
2.11 TPR activities .....	52
2.12 Games and its connection with TPR.....	53
2.13 Obstacles to developing vocabulary.....	54
2.14 Factors that make some words more difficult. ....	55
2.15 Difficulties in learning vocabulary.....	56
2.16 Language learning barriers .....	56
Chapter III.....	159
Methodological Framework .....	159
3.1 Type of investigation.....	61
3.1.2 Temporal Dimension (Transversal).....	61
3.1.3 Framework (Micro) .....	62
3.1.4 Nature .....	63
3.1.5 Character.....	64
3.1.6 Subjects.....	65
3.1.7 Sample Selection .....	65

3.2 Sources of information .....	66
3.3 Sampling and Type.....	68
3.4 Operationalization of Variables.....	68
3.5 Techniques and Instruments .....	72
Chapter IV .....	74
Analysis and Interpretation of data.....	74
4.1 Analysis of student's data.....	75
Chapter V.....	91
Conclusions and recommendations .....	91
5.1 Conclusions .....	92
5.2 Recommendations .....	97
Chapter VI .....	99
Proposal .....	99
6.1 Name of the proposal.....	100
6.2 Description.....	100
6.3 Place to be developed. ....	101
6.4 Organization .....	101
6.5 Involved Population.....	101
6.6 General and Specific Objectives.....	101
6.7 Chronogram of Activities .....	102

6.8 Necessary Budget for its implementation.....	104
6.9 Suggested Bibliography.....	105

## Annexes

ANNEX A.....	111
ANNEX B.....	114
ANNEX C.....	115
ANNEX D.....	116
ANNEX E.....	117
ANNEX F.....	118
ANNEX G.....	119

## Index of figures

FIGURE 1. CLASSROOM ACTIONS	76
FIGURE 2. CLASSROOM OBSERVATION CHECKLIST #1	78
FIGURE 3. CLASSROOM OBSERVATION #3	80
FIGURE 4. ACTION STORY	81
FIGURE 5. NUMBER OF STUDENTS WHO PERFORMED CORRECTLY.	83
FIGURE 6. CHECKLIST OBSERVATION #3	84
FIGURE 7. CLASSROOM OBSERVATION CHECKLIST #4	85
FIGURE 8. CLASSROOM OBSERVATION #5	87
FIGURE 9. TEACHER'S QUESTIONNAIRE	88
FIGURE 10. CHRONOGRAM OF THE LESSONS TO BE IMPARTED IN THE PROPOSED PROJECT.	102



## Sworn of declaration

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Yo Yoselyn Salazar Corrales, mayor de edad, portadora de la cédula de identidad número 115570219, egresada de la carrera de Bachillerato en la Enseñanza del inglés para I y II ciclos de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente aperecebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés para I y II ciclos de la Educación General Básica, juro solemnemente que mi trabajo de investigación titulado: The Effectiveness of Using Educational Games Based on Total Physical Response Method to Reinforce Student's Vocabulary in First Grade at Guachipelin school, During the I quarter of 2023, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los doce días del mes de junio del año 2023.

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## Tutor's letter

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San José, 12 de junio de 2023

**Destinatario:** Jessica Ramírez

**Carrera:** LICENCIATURA DEGREE IN ENGLISH LANGUAGE TEACHING

**Universidad Hispanoamericana**

Estimada señora:

La persona estudiante **Yoselyn Salazar Corrales**, cédula de identidad número **115570219**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado "**The effectiveness of using educational games based on Total Physical Response method to reinforce student's vocabulary in first grade at Guachipelin school, during the I quarter of 2023**", el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de persona tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
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## Thesis Reader's Letter

### CARTA DE LECTOR

**San José, 27 de julio de 2023**

**Universidad Hispanoamericana  
Sede Llorente  
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#### **Estimado señor**

La estudiante Yoselyn Salazar Corrales, cédula de identidad 1-1557-0219, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The effectiveness of using educational games based on Total Physical Response method to reinforce student's vocabulary in first grade at Guachipelin school, during the I quarter of 2023.", el cual ha elaborado para obtener su grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



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process would not be the same. Equally important, I thank the cooperation of Guachipelin school, the principal, teachers, staff, parents, and students who represented an important factor in this research.

## Resumen

Este trabajo de investigación analiza una metodología con relación a la enseñanza del lenguaje inglés dentro de una muestra de población educativa de la escuela Guachipelín de Escazú. La metodología estudiada es llamada “Respuesta Física Total” acompañada de juegos educativos para probar la efectividad a la hora de aprender y enseñar vocabulario.

En el primer capítulo se presenta el problema de estudio con su respectiva pregunta de investigación; ambos cumplen con el propósito de lo que se quiere lograr mediante la implementación de una propuesta educativa que incremente la metodología que se quiere aplicar dentro del contexto educativo. También, se presentan los alcances y limitaciones del desarrollo del presente trabajo de investigación.

En el capítulo dos, la investigadora plantea la base teórica necesaria para el conocimiento de la metodología como estrategia educativa. Anterior a esto, se desarrolla el contexto histórico de la institución donde se realizó la investigación. En el proceso de este capítulo, se describen distintos puntos de estudio, como la importancia del uso de los juegos dentro del contexto educativo, las características de la metodología, roles de los profesores, principios de la “Respuesta Física Total” y distintas áreas a investigar que conforman este estudio.

En el capítulo tres, la investigadora muestra la metodología de investigación aplicada al presente estudio. El lector puede determinar a través de este capítulo como la investigación y su propósito son desarrolladas en la población estudiada. En este capítulo se mencionan las características y métodos de recolección de datos para la efectiva aplicación de instrumentos para medir, evaluar y analizar a la población estudiantil investigada.

En el capítulo cinco, el investigador ya ha finalizado la recolección de datos y desarrolla una serie de conclusiones y recomendaciones de acuerdo con lo analizado en el capítulo anterior. Las

conclusiones expresan que a través de la metodología “Respuesta Física Total” hay un incremento en vocabulario, escucha, y habla del inglés dando como resultado una mejora en el rendimiento de aprendizaje de los estudiantes. Asimismo, algunas recomendaciones van dirigidas a la mejora de métodos de enseñanza y futuras investigaciones de estudios semejantes a este.

Finalmente, en el capítulo seis, el investigador desarrolla una propuesta innovativa en base al objetivo planteado, que es demostrar la efectividad de la “Respuesta Física Total” como metodología reforzando el vocabulario de los estudiantes por medio de actividades educativas. Esta propuesta consiste en un mini proyecto con estudiantes de primer grado utilizando diferentes tipos de juegos y actividades educativas basadas en los principios de la metodología investigada. La propuesta pretende proporcionar a los estudiantes un aprendizaje a largo plazo basado en los principios del vinculando palabras, significados y acciones por medio del movimiento físico.



## Abstract

This research work analyzes a methodology in relation to the teaching and learning of the English language among a sample of the educational population of the Guachipelin school located in Escazu. The methodology studied is called “Total Physical Response” accompanied by educational games to test its effectiveness in learning and teaching vocabulary.

The study problem and the corresponding research question are presented in the first chapter; both serve the objectives that re to be attained through the execution of an educational proposal that strengthens the technique to be used in the educational setting. Additionally, scopes and limitations are addressed in the same chapter.

Furthermore, in chapter two, the researcher provides the theoretical basis required for understanding the study subject. Prior to this, a description of the institution’s historical setting for the research is given. In the process of this chapter, different points of study are described, such as the importance of the use of games within the educational context, the characteristics of the methodology, teacher’s roles, principles of the “Total Physical Response” and different areas to be investigated that make up this study.

In chapter three, the researcher demonstrates the research methodology applied to this study. The reader can determine through this chapter how the research and its purpose are developed in the studied population. In addition, the characteristics and methods of data collection are discussed in this chapter enable the efficient use of instruments to measure, evaluate, and analyze the student population under investigation.

After completing the data collection in chapter five, the researcher presents a set of recommendations and conclusions based on the data analyzed in chapter 4. The conclusions express that through the methodology “Total Physical Response” there is an increase in

vocabulary, and other skills such as listening and speaking of English resulting in an improvement in the student's learning performance. Likewise, some recommendations are directed toward improving teaching methods and future research into studies of a similar nature.

Finally, in chapter six, the researcher develops an innovative proposal based on the stated objective which is to demonstrate the effectiveness of "Total Physical Response" as a methodology reinforcing student's vocabulary through educational activities. This proposal consists of a mini project with first grade students by the application of different types of games and educational activities based on the principles of the researched methodology. The proposal aims to provide students with a long-term learning based on the principles of TPR by linking words, understanding meaning behind each word, and actions through physical movement.

# **Chapter I**

## **Research Problem**

## 1.1 Problem Statement

The present investigation has the purpose of explaining how vocabulary is the key to learning every language and its masters. According to Hernández (2014), the command of English language is fundamental to face the challenges of the 21st century in all areas of the society.

Acquiring a second language has always been challenging especially among second-language users. (Rahmat & Mohandas, 2020)

Equally important, teachers have the responsibility to prepare the students as much as possible to be able to speak English in the classroom and outside of it. However, teachers of English as a second language could face some difficulties when trying to provide deep knowledge specifically because learners are often afraid of making mistakes; students' lack of vocabulary does not let them express themselves correctly and being ridiculed in front of their classmates due to the limited vocabulary that affects student process of learning. Also, there are a variety of factors that can cause difficulties when teaching English to students.

According to Sriharto & Aryati, (2017), many problems in teaching speaking must go through, and many factors influence students in accepting a language learning which will be delivered by a teacher of foreign languages. For instance, is a lack of vocabulary and the influence of the native language. Teachers found it hard to teach students that are not familiar with the English language.

Certainly, there are some difficulties in English language learning, such as spelling, language barrier, shame, nervousness, some pupils do not appear interested in English and which can affect their learning, pronunciation difficulties, lack of vocabulary, traditional methodologies, etc.

As Nurfalah & Musfiroh (2019) state, the ability to master a language is related to the ability in getting vocabulary. If the students are not able to acquire the vocabulary of the language, they will have difficulties mastering the idiom.

Vocabulary should be introduced and taught to the students appropriately by using techniques and methods that encourage and motivate students to actively participating in class.

According to Nurfalah & Musfiroh (2019), one of the appropriate language teaching methods is Total Physical Response (TPR). TPR is an approach in language teaching developed by James Asher, an American psychologist when the implementation is based on how the children acquire their mother language.

The learning activities will be more interesting when followed by physical activities. Physical activities can reduce children's anxiety, which reduces the affective filter which facilitates language learning (Nurfalah & Musfiroh, 2019)

The more target language learning is filled with physical activities, the stronger their memories will be. According to Neuroscience News (2021), children who swim or participate in other motor movement-focused exercises were 13% more accurate in vocabulary tests than children who did not engage in exercise.

However, in Costa Rica, the methods which are used to learn vocabulary to children are still traditional (memorizing). Thus, this research aims to prove the effectiveness of how the Total Physical Response (TPR) method improves the vocabulary acquisition of 6-7 years old children.

### **1.1.1 Background of the problem**

The study conducted by Vargas (2017) investigated the vocabulary limitation that students can come to generate different problems which derive into others that are more relevant. The

researcher did a comprehensive study about the reasons why students do not like English language classes and came to the result that the lack of understanding is one of the main triggers.

Thus, the fact that students do not possess such wealth and have a limited vocabulary restricts the individual opportunity to be able to communicate in the language. (Vargas, 2017)

Furthermore, the researcher mentioned about the lack of understanding of the subject makes the class uncomfortable or displeasing to the students. Equally important, many students confessed that the more they understand the subject, the more motivated they are to continue studying and learning.

In various educational contexts in the country, teachers, students, and educational authorities mention that limitations regarding vocabulary represent a current problem in the educational reality of the country in the different provinces of the national territory.

Both students and teachers recognize the need for a broader amount of vocabulary for better language management. (Vargas, 2017)

This study employed a qualitative design in terms of what the methodological approach is concerned. The instrument used by this researcher was a survey. The survey was conducted to take information from students at a personal level and others merely at the academic level. Another survey was done for the teacher and coordinators regarding the group, as an option to collect information in academic terms and group coexistence, both internally and with the other groups in the school.

In conclusion, as Vargas (2017) stated, throughout the investigative process, both students and professors have expressed how the lack of vocabulary can interfere with the student's understanding of the activities and examples developed in class. As recommendations, the researcher mentioned, based on the experience acquired throughout the research project and the

application of the different group techniques in the attempt of increasing English vocabulary in the students.

The investigator recommends their use as a valuable tool when the professor is interested in increasing the English vocabulary of the individuals, he/she oversees. (Vargas, 2017)

In the same way, the study conducted by Carrillo (2017) based the project on solving some current problems students were having in class, specifically the lack of vocabulary.

According to Carrillo (2017), the absence of vocabulary in the English language in children and young people, represents a subject of significant importance; the small number of words they know shows the poor function of the language nowadays exists.

Also, the project aimed to demonstrate how the use of games in the learning process is a functional tool that benefits students and at the same time allows students to increase their vocabulary.

Moreover, it is important to emphasize that this research is intended to help students to communicate positively and improve their oral expression. Furthermore, this research was done with fourth-grade students, who shown little knowledge of vocabulary. Also, this work is precise to assess how the activities influence the teaching process.

The sample of this research was seven students (4 girls and 3 boys) fourth-grade students who were selected according to their age. Also, those students were chosen by a previous study in the group, together with their teacher, to select the proper ones for the aims of the project. It is important to mention that these students presented a lack of vocabulary according to their current level, some of them could not identify some words they were meant to have studied for years prior.

Furthermore, the researcher used 3 different methods; the interview that was applied with teachers, a questionnaire that was applied to the students, and the observation done by the researcher. There were 5 games the researcher applied, in which she obtained different results, such as kids getting engaged with movement games since this project was carried out under the methodology of “Total Physical Response”. Nevertheless, students did not catch the proper vocabulary in some games but after the teacher’s explanations, the flow of the games was continuing.

According to Carrillo (2017), different teachers agreed that a proper idea to teach is by using games. Most of them mention that games are essential in the learning process and engage the students in the progress of their classes.

At the end of the research, many conclusions were relevant to mention. Games are adequate tools to be used with the TPR method and promote a better acquisition of a language when teachers apply it in the classroom. Games used for the educational purpose are effectively useful to work with children to teach them a second language vocabulary. (Carrillo, 2017)

Furthermore, the researcher mentioned that the first recommendation was to the Ministry of Public Education of Costa Rica, MEP, this entity should offer to teachers both new and experienced, some seminaries to encourage them to use games in their lessons to teach vocabulary.

As Carrillo (2017) mentioned, for the teachers it is relevant to give significant valor to the use of games because it has a component that is interesting for the students, facilitators should stop thinking that the ludic activities just are a simple practice with children. Finally, the researcher mentioned that some activities are more proper than



others. In this research, the singular attention is on those that have the principle of the TPR method, about movement and listening skill practice.

Similarly, the study conducted by Duran (2018) was based on the difficulty students in first-grade face with the acquisition of the language. The researcher stated that the command of the English language is fundamental to facing the challenges of the 21<sup>st</sup> century in all areas of society.

This study employed different techniques such as observation and interview. For observation, the most used were observation sheets, checklists, binnacle, cameras, and maps. For the interview, the document used to collect data was the questionnaire.

According to Duran (2018), findings revealed the result obtained about the student's attitude toward Total Physical Response. Of forty-three students, thirty-eight presented an excellent attitude toward this strategy. Concerning role Play strategies of forty-three students, thirty-six students presented an excellent attitude toward this strategy. Finally, another chart showed students' attitudes toward Cooperative Learning Strategy. Of forty-three students, thirty-four present an excellent attitude which indicates that 4 students showed a very good attitude which means 9,3%, 4 students reflected a good attitude which indicates 9,3% and just 1 student needs to improve their attitude, which indicates 2,3%.

According to the researcher, it can be concluded that although the results show a decrease in the level of achievement of the students, these always exceed 50%, which showed that more than half of the students achieved the linguistic objectives evaluated by the teacher.

To summarize, and based on the results, the strategy of role-playing is the most effective teaching strategy, followed by Total Physical Response and finally Cooperative learning.

(Duran, 2018)

As Duran (2018) stated, there is such importance to developing teaching strategies that promote the interaction between students and that at the same time being creative and dynamic. Also, teachers should apply different teaching strategies to determine according to the preferences of the students, the most effective.

Another aspect to take into consideration is to vary activities to avoid monotony and routine in the classroom. In the same way, teachers ought to plan outdoor activities, in which students can feel free and more relaxed than inside the classroom.

Finally, the researcher mentioned that it is important to realize a diagnostic test of the students to determine their strengths and weaknesses and based on the results, look up the best strategies that meet the needs of the students and help to improve the process of teaching and learning of the target language. (Duran, 2018)

### **1.1.2 Problematization**

Nowadays, when it comes to EFL students who belong to public schools in Costa Rica, the lack of vocabulary has been creating a barrier for them to express themselves correctly and understand the meaning behind each word.

This research is focused on one group of first grade students in Guachipelin public school, located in Escazú, 6–7-year-old learners. After talking to the primary English teacher in charge, it was noticed that many first-grade students have been dealing with difficulties when acquiring the language. Students prefer to talk in Spanish because they do not understand the meaning behind each word the teacher taught them, due to the lack of vocabulary they have. The reality is

that most of the students are not engaged with the language, they get bored constantly, the methodologies used are the old ones, and the concentration during class is lost.

The challenge for this research project is to prove the effectiveness of Total Physical Response as a method that comes to help in terms of vocabulary and language acquisition in young learners, hand by hand with educational games to enhance student's vocabulary, participation, and change the atmosphere in which English classes are performed.

### **1.1.3 Problem Statement**

The lack of English vocabulary in first-grade students represents a subject of significant importance, the small number of words students produce shows the existent gap in their learning process.

## **1.2 Problem justification**

This project aims to prove the idea of applying the Total Physical Response (TPR) as a methodology for the English teaching and learning process, specifically in the acquisition of the language at an early age based on the issues students are facing nowadays. Total Physical Response is based on the belief that language can be learned by motoric activities (physical activities) as a result, improving meaningful learning.

According to Fahrurroz (2017), one of the methods that can be applied by teachers to improve the competence of students in learning English, especially in the mastery of vocabulary is by applying the method of Total Physical Response (TPR).

Equally important, this project will be beneficiating English teachers and students due to the implementation of a new methodology to improve language acquisition at an early age (6-7 years old children). Meanwhile, the researcher implements this methodology, so teachers can observe and learn how to apply it.

Also, it will be helping in significant importance to a public school in which we all know that English is not at a higher level, so this project aims to demonstrate that by using TPR and educational physical games vocabulary can improve positively, and that will help them through their school years.

### **1.3 Research question**

The reality of the educational field in our country, specifically in English subject instigate teachers to look for new methods and approaches of teaching that help break those barriers that do not let the language flow. Wondering about Total Physical Response and its connections to language acquisition led this research to the following question:

What will be the effectiveness of using educational games based on the TPR method to reinforce students' vocabulary in the process of learning English, applied to first-grade students of Guachipelin school, in the first quarter of 2023?

### **1.4 Hypothesis**

Through the implementation of using educational games based on the TPR method to 1<sup>st</sup> graders who struggle with vocabulary acquisition, they will improve listening and speaking skills by acquiring vocabulary using motor activities during the English lessons.

### **1.5 Research Objectives**

#### **1.5.1 General Objective**

- a) To determine the effectiveness of using educational games based on the TPR method to reinforce students' vocabulary in the process of learning English, applied to first-grade students of Guachipelin school in Escazú, during the first quarter of 2023.

### **1.5.2 Specific Objectives**

- a) To identify the features TPR must be used as a method to work on the development of vocabulary in first-grade students of Guachipelin school in Escazú.
- b) To measure language acquisition progress in the listening and speaking skills within the TPR approach and the desired results according to MEP syllabus on 1<sup>st</sup>-grade students in Guachipelin school, during the 1<sup>st</sup> quarter, 2023.
- c) To identify the effectiveness of the use of educational games as an innovative strategy to increase English vocabulary and master de target language of 1<sup>st</sup>-grade students in Guachipelin school in the 1<sup>st</sup> quarter of 2023.

## **1.6 Scope and limitations**

### **1.6.1 Scopes**

This investigation covers the public school of Guachipelin school, specifically 1<sup>st</sup> grade students of English classes. The students' range in age from six to seven years old, proving the effectiveness of Total Physical Response and educational games by increasing new vocabulary.

This project focuses on the application of TPR and its implications in an educational environment as well as defining and linking the characteristics of this methodology in the English class. Addressing the use of this methodology as a useful tool for students to reduce shortcomings in the process of learning vocabulary.

### **1.6.2 Limitations**

As the academic period is only as its first semester, it is very possible that the group of students that is being used to conduct this research may change and may be modified.

Research is carried out in a specific grade (1<sup>st</sup> graders), so it is likely that certain techniques or results achieved will not be the same for all the students since they are in a stage of accommodation.

The sample selected for this study was specifically one group of first grade, and as a result, the results obtained in this study may not be applicable to students outside of this selection.

Similarly, this investigation will only consider an English teacher of 1<sup>st</sup> cycle, that is the professor in charge of the sample selected. Consequently, the findings may not be applicable to teachers other than the indicated.

## **Chapter II**

### **Theoretical Framework**

This chapter contains all pertinent data for the particular study, a broad area of thesis, features, characteristics, and background information. First, the researcher divided this section into 4 main topics. Some of the subtopics developed are educational games as an innovative strategy to increase students' vocabulary, the use of the games, their importance for EFL classrooms, the role of the teacher when applying educational games, and finally strategies teachers can use for the implementation of this kind of games.

Moreover, the researcher describes features of vocabulary acquisition, types of vocabulary, strategies to develop vocabulary, and the role of motivation in learning vocabulary. The author is working on how to improve vocabulary, so this subtopic has great importance.

Furthermore, the researcher mentions the approach in which she is working which is Total Physical Response. This section develops background information, importance, usage, roles, and how TPR and educational games are linked to the teaching of vocabulary.

Finally, the investigator ends this chapter by expressing some obstacles students can face when developing vocabulary. Also, some factors that make some words difficult for students are described, and language learning barriers that need to be removed.

## **2.1 Historical Context**

### **2.1.1 Background of the organization and community**

Since its creation in 1965 the Guachipelin school has been in the community of Guachipelin, in San Rafael de Escazú. The name of the institution is due to the tree typical of the region. Its current address is 400 meters south of Construplaza of Escazú on the left-hand side.

Currently, the institution has 554 students distributed into six groups in preschool and sixteen groups in elementary. Also, there are services for learning disabilities, emotional problems,



guidance, itinerant Support Service, librarian, assistant director, and office work. There are also two English teachers, one each in music, religion, physical education, home education, and a computer teacher. There are also two custodians, three janitors, and four cooks, all paid by the State. Also, The Board of Education has hired a maintenance person. (Barboza, 2011).

Throughout the years the infrastructure has been growing and nowadays it has the following facilities: administration and secretary's office, library, school dining room, computer lab, sixteen classrooms for elementary school and three for preschool, a multi-purpose court, plays and gymnasium under repair.

Equally important, changes in the curriculum depend directly on changes and adjustments at the national level and sometimes on regional projects. (Barboza, 2011)

Furthermore, according to Barboza (2011), the institution has extended hours which allows for a better distribution of time and space. In the field of technology, there is a deficient automation project that should be planned and executed from the logistical and structural areas. In the area of environmental protection, there is deficient lighting, which is why work is being done on a project to replace the lighting fixtures.

Besides, with the incorporation of the Blue Flag program, it is expected to make progress in recycling projects, waste separation, reduction of potable water waste, and reactivation of the sewage and wastewater treatment plant. (Barboza, 2011)

For many years the concern of the dear neighbors of Guachipelin was to have a school where the children of their community could study, without having to expose themselves to the danger that meant traveling so far to the Yanuario Quesada school.

The municipality of the period 1962-1966, diligently active and conscious, welcomed the idea of the neighbors to build the school, they donated the land that cost ₡5.000.00, to buy the first

quarter of a block, the other three-quarters of a block was bought from the family of Mr. José Corrales. The neighbors organized themselves with raffles and food sales to contribute ₡3,000.00 to pay for the lot. (Barboza, 2011)

Equally important, the school's hymn was written by Gerardo Montes Hidalgo, a former student of the school, and was premiered in 1985.

According to Barboza (2011), the school's mission and vision is as follows:

- **Mission:** Build a safe, pleasant, supportive school environment that stimulates the desire to know, create and innovate; allowing the child to be a creative, caring, life-loving, and enjoyable person; eager to learn and able to compete.
- **Vision:** The school aims to develop the students' potential by maintaining in them a spirit of self-improvement.

According to Barboza (2011), the school is the #1 public institution in Escazú; providing an excellent education to students, with a 100% professional teaching staff committed to the students, the community, and MEP by giving the best of their management and maintaining their educational level.

## 2.2 Theoretical-Conceptual Context

Over the years, education has gone through significant changes, such as theoretical approaches that have transformed education from traditional to a more active and innovative environment.

Furthermore, teachers can use different methods in their everyday English lessons based on different approaches to accomplish any learning goal.

As Benítez (2020) mentions, there are many ways to learn the English language using techniques and different approaches. So, teachers and learners do not forget that the main

objective of learning English is to be able to communicate effectively with other people by using skills development.

### **2.2.1 Educational games as a tool to enhance vocabulary.**

Research by Saleh & Ahmed (2022) supports that vocabulary is an essential element of English language learning. There are many strategies which teachers can use in teaching vocabulary, especially to young learners. One of these strategies is using educational games to teach vocabulary more effectively.

Teaching vocabulary is essential in second language acquisition. It is fundamental that learners build their knowledge on. (Saleh & Ahmed, 2022, para. 1)

As Saleh & Ahmed (2022) states, teaching vocabulary should be engaging, and teachers should always try to create contexts for their students in which the target words are useful and meaningful.

### **2.2.2 Educational Games**

Educational learning is taking a new dimensional approach by incorporating the concept of games. (Chimpz, 2019, para. 1)

According to Ge & Ifenthaler (2017), educational games are those intentionally designed for the purpose of education, or those entertainment games that have incident or educational values.

Educational games are designed to help people understand concepts, learn domain knowledge, and develop critical thinking skills as they play games.

According to Oxford (2016), as cited in Carrillo (2017), “relating to the provision of education.” Activity that works to transmit relevant knowledge and focus into let that learning happen. (p.28)

The word game is described by Oxford (2016), as cited in Carrillo (2017), as an activity that engages in for amusement or fun. It is a practice that involves fun in their development.

Educational games should have the purpose of involving learning and fun. Games should be focused on achieving learning and objectives within the academic syllabus.

According to Carrillo (2017), in the educational games the child is subjected to an extraordinary increase of stimuli and pressures for the acquisition of information is strengthened regarding practical training, motor, and intellectual development. (p.29)

As Coşkun (2017), as cited in Eroğlu & Yuksel (2020), educational games are assumed to contribute especially to the development of the social aspects of students. It is important for the teacher to make the necessary preparations before the activity and to use the time actively during the activity to reach the objectives of the subject.

Educational games can be implemented in the classroom because they link to important characteristics, such as fun, and enjoyable. Also, allow students to learn through practice which results are relevant for teachers when teaching a concept or a meaning behind an unfamiliar word. (Carrillo, 2017, para. 97)

### **2.2.3 The use of games in the classroom**

Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time. (Gozcu & Kivanc, 2016)

According to Stathakis (2013), game playing as a powerful instructional tool. Some reasons mentioned in the study are the following:

By playing a game, students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables.

Furthermore, it is known that students need a lot of practice to internalize important vocabulary and structures. However, for the practice to be meaningful, students must be engaged (and let's be honest, countless workbook pages or textbook exercises are not always highly engaging!). Through lively games of charades, \$25,000 pyramid, or others, students willingly use the vocabulary and structures, repeatedly gaining much-needed practice. (Stathakis, 2013, para. 6)

Also, Stathakis (2013), believes that through games, students can learn a variety of important skills. There are countless skills that students can develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship.

While playing games, students develop a variety of connections with the content and can form positive memories of learning. The fun, silly or interesting moments tend to stand out in students' memories, and they latch on to the vocabulary/structures are studying. (Stathakis, 2013, para. 9)

Equally important, Stathakis (2013) states that games grab students' attention and actively engaged them. "Students really enjoy playing games, it is a good way to focus their attention and actively immerse them in the language."

Additionally, Bavi (2018), as cited in Benítez (2020), the effects of games in the classroom environment promote the following characteristics:

- The acquisition of vocabulary through fun and interactive activities.
- Students can understand the content through the retention of different words, meanings, sentences, and actions.
- It could allow students to work cooperatively to achieve their learning goals.

#### **2.2.4 The importance of using games in EFL classrooms.**

Language games should be placed at the center of the foreign language teaching program rather than being accepted as a peripheral part of the program, since besides being fun, additionally they include goals and controlled by rules. (Haldfield, 1999 as cited in Gozcu & Kivanc, 2016, para. 2)

The approval for using games in a foreign language classroom can be seen in the fact that learners provide a lot of benefits through games. It was ensured by many experienced writers that games are educationally valuable.

Some reasons are mentioned by Lee (1995), as cited in Gozcu & Kivanc (2016) as the following:

- Games give a chance to escape from unusual routine, but they are very important in terms of motivation and challenges.
- Games provide encouragement to interact and communicate successfully for learners and permanence to continue the effort of learning and create a context to use the language meaningfully.
- Decrease anxiety and allow learners to study in a relaxed and enjoyable atmosphere.

Games have many advantages for both language teachers and its learners. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher to present the language in an enjoyable atmosphere which makes the job powerful. (Gozcu & Kivanc, 2016)

Moreover, foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition.

Constantinescu (2012), as cited in Gozcu & Kivanc (2016), claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling.

In EFL classrooms, games provide many advantages for promoting learning the target language. One of the advantages associated with games is that students' anxiety towards language learning decreases as games are employed.

In language classes learners assume that they must be successful in the target language that they do not know. In addition to these learners feel much anxiety because of being criticized and punished by their teacher when they make a mistake. At this point games come to the stage since they reduce anxiety increase positive feelings and improve self-confidence because there is no fear of punishment and criticism for learners when they are practicing the target language freely. (Crookal, 1990, as cited in Gozcu & Kivanc, 2016)

Kamra (2010) concluded that using games is an efficient way to teach English in the classroom. Following this method, you get the best results in the classroom. It increases students' motivation.

Games prepare young learners for life, and they acquire positive social attitudes. Games teach sharing, helping each other, and working as a team. A child learns by doing, living, trying, and imitating. So, this kind of learning is lasting. During games, some feelings, such as the pleasure of winning and the fear of losing, may arise. This gives the teacher an idea about the student's character. So, games are must-have activities for hardworking teachers. (Kamra, 2010 as cited in Liu et al., 2021)

Through games learners' and teachers' roles are changed and teachers encourage learners to participate actively in their learning. (Gozcu & Kivanc, 2016)

As a result, educational games deliver a chance to learners to require control over their own learning.

Therefore, when their focus is on a game as an activity, learners acquire the target language as they acquire their mother tongue, that is, without being aware of it (Cross, 2000, as cited in Gozcu & Kivanc, 2016)

Constantinescu (2012), as cited in Gozcu & Kivanc (2016) states some advantages of games as in the following:

- “Games build up learners’ English repertoire in a familiar and comfortable environment (even for students who may have special needs), where they feel confident.
- Games increase motivation and desire for self-improvement.
- Challenge and competition are key factors for any game and students pay more attention to completing the task.
- Interdisciplinary approach. Students use knowledge from other classes, too.
- Games develop students’ ability to observe.
- Games have clear rules and objectives.
- Games develop critical thinking, problem solving, and imagination.
- Games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets.
- Games are adaptable for different levels of knowledge.
- Educational games are easy to understand and use.
- Educational games do not take long time to be played in class.



- Immediate feedback both for the students and the teacher.
- The results are more visible (sometimes both visual and acoustic) and have a stronger impact.
- The working time is usually known from the beginning, and it is respected.
- Games facilitate collaborative learning but, at the same time, students may learn at their own speed and cognitive level.
- Games could be used in the classroom as rewards for students.

### **2.2.5 Teacher's Role**

Teachers and trainers should use imaginative approaches that make the learning experience interesting and engaging for the learner, as well as improve learning achievements and match the curricular objectives. (Talamo, et., al, 2016)

Equally important, it is the teacher who makes the difference in the classroom and who is the most influential factor in a student's learning performance and experience. (Hattie, 2003 as cited in Moliin, n.d).

It is suggested that "if the teacher does not take an active role when facilitating the game, and there is no purpose for using the game, then the learning will be ineffective" (Ulicsak & Williamson, 2010, as cited in Moliin, n.d).

According to Hanghøj (2013), there are 4 principal roles teachers need to take into consideration when implementing games in the classroom, such as the following:

#### ***A. Teacher as instructor***

According to Hanghøj (2013), one of the main challenges for the teachers in assuming the role of the instructor was to explain the educational purposes for playing the game and to make clear links to the curriculum.

Based on the findings, identifying a proper way of introducing a game is difficult as doing so depends wholly upon the relationship between the game design, the curricular objectives, and the pedagogical approach chosen by the teacher. (Hanghøj, 2013)

However, no matter how and why the teachers decided to introduce a game scenario, the studies show that it was highly important for the student learning experience that the teachers were able to communicate a clear idea of how the game practices were linked to educational aims to. (Hanghøj, 2013)

### ***B. Teacher as playmaker***

In some cases, the teachers were thoroughly familiar with the game dynamics and provide a strong presence as playmaker by providing detail information that is pertinent to the process of the game. Other teachers deliberately chose not to provide too much information on how to play the game as they believed the students were able to explore the games on their own. (Hanghøj, 2013)

This final pedagogical choice is somewhat problematic as teacher expectations are often too high when it comes to how competent children are at playing games compared to how fast students grasp the key dynamics of a given game (Kirkland & Williamson, 2010 as cited in Hanghøj, 2013).

### ***C. Teacher as a guide***

These teachers would regularly support students that were stuck in the game, promote ongoing reflection concerning the students' game practices or try to influence the game practices of those students that trailed too far off from the learning objectives.

Another group of teachers, in contrast, stand back and observe the students more from a distance, by "looking over their shoulders". This choice may partly be explained by the

teachers' lack of familiarity with the game scenario. It is important how teachers should balance their guidance between assuming an active/interventionist role and a passive/observing role (Dorn, 1989; Belloti et al., 2010, as cited in Hanghøj, 2013)

#### ***D. Teacher as evaluator***

According to Hanghøj (2013), the fourth teacher role concerns the teachers' ability to evaluate the game outcomes and students' learning experiences. Teachers would mainly assess the students' learning outcomes through summative assessment by focusing on the game outcomes and on how well the students had solved a pre-defined task.

Teachers mainly tried to evaluate student learning outcomes by projecting and expanding curricular themes that had emerged during the game scenario.

#### **2.2.6 Planning the proper games**

According to Gozcu & Kivanc (2016), students may have the willingness to play games completely for fun. However, teachers need more reasons for convincing to play games. Teachers must be very careful about which games should be used, when to use them, and how to connect them with the syllabus, textbook, and how, more particularly, beneficial they are.

Whereas choosing and adjusting games within the EFL classrooms, professors should be exceptionally cautious at many points.

According to Carrier (1990) as cited in Moayad (2012), teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young,

serious-minded, or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used.

Constantinescu (2012), as cited in Gozcu & Kivanc, (2016) expressed that when choosing language games, many points are needed to be considered by teachers:

- “Games should have an aim. They are used to motivate students, not only for fun.
- Games should focus on the use of language. By their means students must learn, practice, or refresh language components.
- The content should be appropriate. It should fit the curriculum, be correct from all points of view and not to promote wrong values (e.g., violence).
- Games should be technically easy to use in the classroom.
- Games should be in accordance with students’ age and level of knowledge.
- Games should keep all the students interested.
- It is advisable to use short games; otherwise, students may lose interest.

### **2.2.7 Benefits of playing games in the classroom**

As Schreiner (2020) states, classroom games provide students with the opportunity to learn while engaging in a competition. These games can take a host of forms and can be applied to nearly any subject.

There are definite benefits to implementing games within the classroom. Schreiner (2020) mentions the following:

**Engage students:** While lectures and individual activities have been used heavily in teaching for centuries, these tools are not the most effective tools for engaging students. Games are often significantly more effective in promoting student involvement in the lesson. Participants in games have an intrinsic motivation to win. This drive keeps them tuned in to

the lesson and learning throughout the activity. Games also allow students to interact with the material in a hands-on fashion, instead of simply being presented with the information and asked to retain it.

**Promote teamwork:** While some games are solitary pursuits, many require teamwork. Students will need teamwork once they leave school and enter the real world. Teamwork is helpful in a host of situations. By allowing students to engage in game play, teachers are providing them with the opportunity to practice working cooperatively. To work effectively as a team, students must be respectful of their teammates and work with these individuals to reach a conclusion or solve a problem. In the real world, we often have to work with people we don't like, just like in classroom games, where we are not always teamed up with our best friends.

**Build good sportsmanship:** Sportsmanship is the ability to respond with grace to situations of victory and defeat. Individuals who exhibit good sportsmanship do not pout at a loss or display any outward signs of anger with their defeat. They likely still feel displeasure at their loss, but they manage to channel that emotion into preparing for a future match. Likewise, winners do not become excessively boastful or arrogant. They may celebrate their victory but not at the expense of their opponent. As students engage in game play through their education, they develop the skills necessary to be a good sportsman. Handling victory or defeat in such a refined manner takes practice, and these academic games give the students the practice they require to acquire the ability to respond appropriately to either outcome.

**Practice problem-solving skills:** Success in many classroom games requires problem solving. To win, students must figure out an answer or navigate a puzzle. When teachers have students participate in these games, they are providing them with the opportunity to practice and

hone their problem-solving skills. The more students practice solving these complex problems, the better they will become at critical thinking.

Additionally, as Moayad (2012) states, naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, knowledge and so on.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. (Moayad, 2012)

According to Moayad (2012), there is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more.

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. (Moayad, 2012)

According to Moayad (2012), there are many advantages of using games in the classroom:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.

- c. Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
- d. Games provide language practice in various skills such as speaking, writing, listening, and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

### **2.2.8 Strategies when using games in EFL classrooms.**

Games are often used in the classroom. However, what makes them effective learning activities and not just time-fillers?

According to Ferlazzo (2021), the games teachers should choose should be:

- a) Engaging and motivating. Increase students' skills, whether they be the modalities (reading, writing, speaking, or listening), thinking skills, problem-solving skills, and social skills (e.g., working with a team, taking turns, etc.)
- b) Be inextricably threaded with content. After all, isn't this part of a class? This is a great opportunity to informally assess students' understanding of important ideas. The game can serve as a review of content and an application of key concepts, when possible.
- c) Require the participation of every student in some way. You shouldn't have a situation where only certain students are chosen to represent a group. If the game can't involve all the students, then it shouldn't be played.
- d) Be both educational and FUN so learning is equated with pleasure.

Also, Ferlazzo (2021) considers what game-playing skills to target:

- a) Incorporating strategy so kids play smarter each time they play. This is a skill that remains consistent across games yet varies based on each game depending on the goal.

- b) Working in teams though, doesn't have to happen every time. The social interaction and communication skills involved are so beneficial to English learners.
- c) Utilizing students' creativity by having them design the entire game from scratch (the board, pieces, cards, and even the rules). The bonus is that they and their classmates get to play what they developed.

## **2.3 Vocabulary Acquisition**

Vocabulary is the key to learning a language. According to Nations (2001), as cited in Hanim & Mohandas (2020), to understand a language is to be able to understand its form, meaning, its usage. Language learners need to know the grammatical form of the target language; they need to also understand the meaning of the words; as well as use them in different contexts.

Having good vocabulary helps the learner go a long way. As Moghadam, et., al, (2012), as cited in Hanim & Mohandas (2020), vocabulary knowledge facilitates reading and understanding of the target language.

### **2.3.1 Definition of vocabulary**

According to Kartikasari (2016), in learning English, vocabulary is one of the language components is the most important to be mastered by the students.

There are some important definitions of vocabulary, such as, vocabulary refers to list or ser of words which individual speaker of language might use. Hatch et all, (1995), as cited in Kartikasari (2016), it means that without vocabulary people is unable to use language to communicate.

Vocabulary can be defined generally as knowledge of words meaning. It becomes a basic element in learning language and without vocabulary knowledge people cannot learn any language. (Anderson, 2010 as cited in Kartikasari, 2016)



Also, vocabulary can fundamentally be defined as the words we instruct within the foreign language which the educator should present and clarify to the students.

Furthermore, Min & Hsu (2010), as cited in Kartikasari (2016), state that vocabulary learning is closely related to foreign language. The reader should understand most of vocabulary and the contextual meaning used in the passage.

Based on the definitions previously stated, it can be concluded that vocabulary may be a set or several significant words that are used by people as basic component of learning English.

### **2.3.2 Features of Total Physical Response**

According to Rhalmi (2009), the most salient features of the method are the following:

- a) The coordination of speech and action facilitates language learning.
- b) Grammar is taught inductively.
- c) Meaning is more important than form.
- d) Speaking is delayed until comprehension skills are established.
- e) Effective language learning takes place in a low-stress environment.
- f) The role of the teacher is central. He or she chooses the appropriate commands to introduce vocabulary and structure.
- g) The learner is a listener and a performer responding to commands individually or collectively.
- h) Learning is maximized in a stress-free environment.

### **2.3.3 Types of vocabulary**

Vocabulary is an important part in the learning process. As Kartikasari (2016), it is hard for the students to read, write and speak a foreign language without having enough vocabulary knowledge.

There are two types of vocabulary of words according to Kamil & Hiebert (2005), as cited in Kartikasari (2016), those are oral and print vocabulary. Oral vocabulary is words that are spoken or listening, and print vocabulary is words that people know when they are reading or writing.

Oral vocabulary refers to words that children can understand or use while speaking and listening. Oral vocabulary is closely related to their reading vocabulary, which is the words that children can recognize and use in their reading and writing. (Literacy Teaching Toolkit, 2021, para. 2)

According to Nation (2003), as cited in Kartikasari, (2016), vocabulary is divided based on basic of frequency:

➤ High Frequency Vocabulary

It consists of words that are used very often in normal language, used in all four skills and across the full range of situations of use. High frequency vocabulary consists of 2000-word families which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

➤ Low Frequency Vocabulary

Low frequency vocabulary covers only small proportion of the running words of a continuous text. It means that low frequency vocabulary is rarely used in common English activity. This group includes well over 100.000-word family.

Thornbury (2002), as cited in Kartikasari (2016), states that the number of words every student needs to make themselves understood in 2,000 words, this is called core vocabulary.

Moreover, Aebersold & Field (1997), as cited in Kartikasari, (2016), classify the vocabulary based on the uses of vocabulary in communication into active and passive.

Active vocabulary refers to put linguistic elements that the learner can use appropriately in speaking or writing and it is also called “productive vocabulary”. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and it is also called receptive vocabulary.

From the explanation above, it can be concluded that there are different ways of classifying vocabulary, but at the end; their classification is based on vary aspects and use.

### **2.3.4 Learning and Teaching Vocabulary**

Teaching vocabulary is a vital part of any English language course. Many teachers are concerned about how to teach vocabulary. New words must be introduced in such a way as to capture the students’ attention and place the words in their memories. (My English Language, 2019, para. 1)

Teach English vocabulary can be often seen as a hard task. However, according to My English Language (2019), there are many other effective and interesting ways to learn and teach vocabulary in the EFL classroom.

According to Rhalmi (2009), the most salient features of the method are the following:

- The coordination of speech and action facilitates language learning.
- Grammar is taught inductively.
- Meaning is more important than form.
- Speaking is delayed until comprehension skills are established.
- Effective language learning takes place in a low-stress environment.
- The role of the teacher is central. He or she chooses the appropriate commands to introduce vocabulary and structure.

- The learner is a listener and a performer responding to commands individually or collectively.
- Learning is maximized in a stress-free environment.
- Teaching active and passive vocabulary

Teaching passive vocabulary is important for comprehension. The issue of understanding another speaker needs the listener to have passive vocabulary, that is, enough knowledge of words used by others to comprehend their meaning. This is also called receptive knowledge of English.

Teaching active vocabulary is important for an advanced student in terms of their own creativity. This is because to create their own sentences, students need active vocabulary. Active vocabulary contains the words a student can understand and manipulate in order to use for their own personal expression. This is called productive knowledge of English.

Furthermore, it's hard for students to read and understand a text if they don't know what the words mean. A solid vocabulary boosts reading comprehension for students of all ages. The more words students know, the better they understand the text. That's why effective vocabulary teaching is so important, especially for students who learn and think differently. (Lyon, 2022, para. 1)

Equally important, the acquisition of vocabulary and the importance of vocabulary learning play a more pivotal role in learning a second/foreign language. Learning vocabulary engages the process through which knowledge is built up over a sequence of varied acquaintances with the word. (Hayet & Rahman, 2020, para. 2)

### 2.3.5 Strategies to develop vocabulary.

Reading Horizons (2022) believes that the following strategies will increase student's lexicon:

- Total Physical Response: Pair new words with a physical action and use the two together consistently. For example, teach students that the word “observe” means to look and think. When explaining the word, pretend to hold a set of binoculars to your eyes, and then point to your brain. Whenever the word observe comes up, use the physical response with the word to trigger meaning for students. Students should also use the physical response to move words into their lexicon with more ease.
- Call and response: To keep students engaged, change up your call and response to get their attention with a term and definition. Teach the students that when they hear the teacher shout out the specific word, their job is to reply with the definition in unison.
- Visual support: Having visual cues to remember new terms and their meaning can be crucial to many students. Create a vocabulary word wall for students to refer to. We learn by attaching new learning to background knowledge. A simple way to pick up new words is by creating a graphic organizer that shows the target word's relationship to known synonyms.
- Read aloud interference and discussion: “Read aloud” sessions in which the teacher reads aloud to the class and engages students with questions and conversation—are probably the best-known way to expose students to the meanings of words that are

not part of their current lexicon. To implement this strategy, intentionally select words that you want to teach in connection to class read aloud.

- Teach new words by using them in sentences: Students learn best when they learn the definition, spelling, and pronunciation of a word all together. Teaching words in isolation is ineffective. Help students master new terms by providing context sentences that emphasize word meaning. This strategy enhances a student's understanding of the word and increases future word recognition. When you model new words in this way, students are more likely to use them in their everyday language.
- Encourage students to use new vocabulary words: Students truly own a word when they can effortlessly use it in speaking and writing. Make it compulsory for students to use a new vocabulary word at least five times in their conversations with classmates. Keep track of how many times the new word is used in the classroom. Encourage students to use the word at home with their family members. Reward students when they correctly use the new words in their writing.

### **2.3.6 Teacher's role in teaching vocabulary**

According to Al-Bahbuh (n.d.), the teaching process does not involve only giving instructions. It is how to teach language elements, how to create techniques and activities, and how to make learners do these activities enthusiastically.

Teachers have a significant role when teaching vocabulary since the professors are the ones in charge of transmitting the main elements in the teaching and learning process.

As Al-Bahbuh (n.d) states, the teacher must have considerable knowledge of applied linguistics, psycholinguistics, and professional skills. Linguistic skills

mean that the teacher should understand the nature of the language. Also, the professor should have the ability to use it (i.e., to be able to produce and understand the vocabulary items and the sentences which are appropriate in each context when they occur in the texts to be taught).

The psycholinguistics and professional skills mean that the teacher should have a considerable amount of knowledge about the psychology of learning and theories of teaching and learning languages. Moreover, the teacher must know some methods and techniques of teaching languages. (Al-Bahbuh, n.d., para.8)

Equally important, one of the most important teacher's roles is to consider the learning styles of the students, since each one of them learns different and have different interest even in an academic environment.

As Al-Bahbuh (n.d), teachers must take into consideration the individual differences among the students because learners have different abilities and interests.

Furthermore, according to what has been said above, teachers need to be sure that learners understand how to use and applied new words in any context. Also, professors need to understand vocabulary elements in depth in order to facilitate the teaching-learning process.

### **2.3.7 The role of motivation in learning vocabulary**

Student's motivation is very important in any educational environment. As (Al-Bahbuh, n.d., para.10) states, the influence of motivation upon success in language learning is acknowledged.

Allwright & Bailey (1994), as cited in Al-Bahbuh (n.d) states that the motivated learners are more receptive than those who are not motivated.

According to Al-Bahbuh (n.d), many scholars such as (Tudor, 1996), Arnold and Brown (1999), and Littlewood (1996) have suggested that there are two very

general types of motivation, integrative and instrumental. Integrative motivation refers to a desire to learn a language in order to be a member of the speech community of that language. On the other hand, the instrumental motivation refers to a desire to learn a language in order to get a better education, a better job or a promotion.

It can be concluded that learning vocabulary requires high motivation because to learn it is very difficult sometimes, specifically for EFL learners.

McCarthy (1990), as cited in Al-Bahbuh, (n.d) states that success in the vocabulary lesson crucially depends on the interaction between teacher and learners, and on the work of the learners themselves to put into the assimilation and practicing of new words... motivation seems to be high on the part of the students to fix new word sand their meanings, and acquisition could be enhanced by such interaction.

## **2.4 Total Physical Response (TPR) as a method**

### **2.4.1 Background**

James Asher, a professor of psychology at San Jose State, California, developed a new language teaching method that was based on physical activity (coordination of speech and action).

It is known as Total Physical Response Method to activity of physical involvement in learning. (Sana, 2022, para. 1)

James Asher came up with the idea that children learn first language that consists primarily of commands, and response of the children is in physical form before they begin to response in



verbal form. He compared child learning with adult's learning and practiced in a same way as children learn first language. (Sana, 2022, para. 2)

As FluentU (2021) claims, Asher observed that traditional second language programs had a dropout rate of almost 95%. He thought this could be due to flawed and ineffective methods used in the programs. The professor still had another observation: While adults were dropping like flies in their second language courses, children were easily acquiring first languages like sponges on a wet countertop! So, he decided to create a method of teaching second language that mimics the process children use when picking up their first.

FluentU (2021) states that Asher saw that children's early language repertoire consisted mainly of listening to adults telling them what to do: "Pick up the ball." "Sit down." "Open your mouth." "Look at me."

The child would look to the parents for instructions, and then perform the movements required. The child didn't need to be able to say the words, only to listen and understand. Comprehension was the first step to language acquisition, not word production. (FluentU, 2021, para. 10)

Asher adopted this practice and the simple listen and respond technique now sits at the heart of TPR. It's been proven effective for teaching beginners of foreign languages. For example, you could teach "¡Siéntense!" (Sit down) in a Spanish class by repeatedly sitting down and saying "Siéntense." You can ask the class to join you in sitting down, even making a game out of it, or commenting on the manner that some students sit. (FluentU, 2021, para. 10)

As FluentU (2021) states, the act of moving is memory friendly. By virtue of seeing, you sit down, or experiencing the act themselves, your students will easily associate sitting down with “síentense”.

There’s something about the pairing of movement and language that’s so innate that children without the help of textbooks or memorization easily acquire language.

#### **2.4.2 Theory behind Total Physical Response**

Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor” (James Asher, 1977, p. 4, as cited in Sana, 2022, para. 3).

According to Sana (2022), for Asher, there are some common factors that facilitate or inhibit second language learning. To elaborate his theory, he draws on three learning hypotheses. First one is specific innate bio-program for language learning, second is brain lateralization and third one is stress.

- **The Bio-Program:** According to Asher’s point of view, TPR is a Natural Method, because he sees first and second language acquisition as parallel processes. He observed three processes in a language acquisition as they are central: Firstly, he states that children develop listening competence before they develop speaking competence.

He says that children can understand complex utterances that they cannot spontaneously produce in verbal form. Secondly, he states that listening competence is developed in children because they are required to respond physically. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. Thirdly and lastly, he states that like processes of first language acquisition, the second language learner should first build a listening competence in target language, and it should be accompanied by physical

movement like a child who responds on his parental commands. According to him, for second language learner, speech should come later. (Sana, 2022, para. 4)

- **Brain Lateralization:** Asher observes that Total Physical Response is directed to right- hemisphere, whereas most second language teaching methods are directed to left- brain learning. Asher states Jean Piaget point of view that children acquire language through physical response that is purely a right hemisphere activity.

If a child acts physically on a parental command, it means right- hemisphere activities occur before the left hemisphere can process language for production because at that stage child is unable to produce a language. Similarly, adults should learn language through physical response triggered in right-hemisphere. When right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.

- **Stress:** Stress is one of the important actors in language learning. Asher states that a child acquires mother language without any stress, whereas the adults face huge stress and anxiety while learning a target language.

### **2.4.3 The philosophies behind TPR**

#### **2.4.3.1 Listening comes before production.**

TPR applies the learning processes of first language acquisition into teaching adults a second language. And if you observe very carefully, babies don't start off saying "Ball! Ball!" while pointing to their toy. They started off all silent, their innocent eyes listening and observing when adults say, "Get the ball, Robbie! C'mon, get the ball. Veery good!" (FluentU, 2021, para. 17)

TPR begins with the “silent phase.” Here, the work of the students is to listen (and understand) what the command is and react accordingly. No pressures are placed on properly articulating vocabulary.

As FluentU (2021) states, in the early phase of TPR, the teacher does not lead the class in pronouncing the words loudly and urging the students to repeat after.

Furthermore, TPR considers comprehension as the highway to language acquisition. So, the first goal of TPR is making the students understand what the word, phrase, command, or expression is all about.

There is no push to produce the correct sounds, but there’s an invitation for students to listen and observe. (FluentU, 2021, para. 19)

As FluentU (2021), this is one of the prime benefits of using TPR in the classroom. Listening is given its due. Instead of being seen as a passive activity, TPR rightly identifies listening as a vital first step in any linguistic endeavor.

That means that listening is an important first step to learning any language, whether listening to the teacher, a song, or the audio from a video from any language learning syllabus.

#### **2.4.3.2 Acquisition over Learning**

As FluentU (2021) claims, language learning is often concerned with the form of the correct grammatical structures and correct pronunciation of the target language. A grammar textbook, flashcards and vocabulary lists are examples of learning materials. (Something that babies never had when they were learning their first language.)

Language acquisition is over learning because it is the language, we acquire to use it in any normal situation.

According to FluentU (2021), language acquisition on the other hand is concerned with substance: the immersive experience of using language in one's everyday affairs. If a person moves to Korea and must speak Korean phrases to buy items at a store, the person is not really learning the language. It is acquiring it.

According to what has been said, TPR is an approach that is not based on rules or grammar, but in the use of the language as a natural way of communication.

As FluentU (2021) states, the benefit of TPR is that it provides language acquisition experiences for your students in the classroom setting. TPR concerns itself with meaning, so your students will have communicative use of the language, instead of just knowing rules of grammar.

#### **2.4.3.3 Acquisition Should Be Stress Free**

According to FluentU (2021), when Professor Asher developed TPR, he made sure that the approach to teaching the language was stress-free for both teacher and students. He posited that another reason why students don't learn is that they get emotionally overwhelmed by the language. It can be a frightening experience that lowers self-esteem. Who would learn in that kind of environment?

Moreover, motivation has a great significance for language acquisition, and stress kill motivation. As FluentU (2021) states, many students drop out for the lack of motivation; it makes the target language out of reach.

TPR on the other hand, is judgment-free. It just wants the students to have fun. So that while their mouths are open from laughing, their minds are unconsciously open for acquiring the language. There are no affective filters, and no fear that they'll fail. (FluentU, 2021)

As far as the students are concerned, they're just playing a game, listening for the next instructions—goofing around. But teachers know better than that. Professors know vocabulary words are understood, appreciated, and stored for the long haul. (FluentU, 2021, para. 28)

## **2.5 TPR in teaching vocabulary**

Furthermore, as Gayanti & Satriani (2020) claims, students ought to learn English with fun methodology, since students are effectively to induce bored when they are leaning.

Many students will be interested in method that can make them happy, like doing a body movement, speak loudly about something while they are moving or demonstrating something. It makes students more certain and simpler to keep in mind unused words since they are learning it with movement, talks moreover listened at the same time. (Gayanti & Satriani, 2020)

TPR develops listening and speaking skills at a beginning level. However, listening, and physical response skills are emphasized over oral production. Using comprehension as a means of speaking. (Hounhanou, 2020, para. 9)

Students are not required to speak until they feel naturally ready or confident enough to do so.

Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language. Consequently, the teacher directs and students “act” in response. “The director is the director of a stage play in which the students are the actors” (Asher, 1977, pp.21 as cited in Hounhanou, 2020)

Example: The teacher models some actions in front of the class then the students should perform those commands. The teacher says:

- Stand up (performing the action)
- Then says: Walk around! (Performing the action)

The same situation occurs with other commands such as: “Raise your hand”, “Walk”, “Stop”, and “Turn”.

According to Hounhanou (2020), commands and the performance of the actions should be repeated three or four times until students are ready to try it by themselves. Subsequently, the teacher in imperative form asks students to perform those actions. The students are able to act in response since they have already identified the words, thus the actions can be performed rapidly.

Furthermore, it is difficult for young learners to master the grammatical structure of a language. Teachers should be aware of this and apply TPR theory to students’ vocabulary learning (Zhang Xuan, 2008, as cited in Qiu, 2016).

For instance, if professors are teaching vocabulary: walk, run and stop, they can use physical actions to help students understand the meaning of these vocabulary.

According to Qiu (2016), there are some combinations of TPR that can boost student’s vocabulary, such as:

➤ **Combination of TPR with Games**

Children like playing games. In TPR lessons, teachers design distinct games which can stimulate students’ interest and motivate them to learn effectively (Zhang Qin, 2006, as cited in Qiu, 2016)

➤ **Combination of TPR with Drawing**

Pictures can give students visual impression. Teachers can use drawing activities in class (Wu Fei, 2012, as cited in Qiu, 2016). For example, in review section, teachers require students to draw on the blackboard what the vocabulary stands for.

➤ **Combination of TPR with Music**

Music always generates a kind of relaxing and ease environment for learning. Teachers combine music with teaching content (Wu Fei, 2012, as cited in Qiu, 2016). Students can sing and dance with music. In this case, they can easily apprehend the meaning of teaching material.

➤ **Combination of TPR with Role Play**

Children are good at performing. Teachers plan some scenes based on daily life in which let students play their respective roles. Real situations can enhance students' memory for the new content.

According to Gayanti & Satriani (2020), this is how teachers can teach with Total Physical Response method:

- Doing an introduction about the method. The teacher introduces the method to the understudies, this aiming to make students know and understand about the purpose of the methos and know how to learn some vocabularies using TPR. This is the basic to teach the students about the method, if the educator can deliver the meaning of this methodology clearly, students can easily understand when the materials are taught.
- Make a small discussion about the material. The step is to make sure that students really understand what the 1<sup>st</sup> step is talking about. This step is for students to be able to understand about what (TPR) is, and they make a small discussion to learn new words. Consequently, this will aim for students to practice new vocabulary with the method.
- Students demonstrating their discussion. This is the last step of TPR. In this step students demonstrate or do what the teacher does as a model. By following instructions and performing the actions, students will be able to acquire the language in a fun and easier way.



## 2.6 Principles of the TPR Method

According to Arung (2012), here are the principles of the Total Physical Response that should be put into account when teaching Foreign Language by using this method:

- a) It is essential to prepare a script for what you want to do, as it is extremely important not to change the language halfway through. It is also important to recombine previously learned language in new ways. These factors, combined with the pace necessary for successful TPR instruction, mean that it is extremely difficult to improvise the commands.
- b) TPR instruction should be seen as a progression, with new language being added to and combined with the old every session.
- c) On a similar note, previously learned language should be reviewed and cycled into lessons constantly to reinforce it.
- d) While it can be useful to introduce synonyms, it is extremely important that the language not be changed half-way through a session. This is extremely confusing for students.
- e) In order for students to relax and feel comfortable, during TPR practice the teacher should project a friendly and positive manner.
- f) It is very important to limit the number of new items to avoid student overload and to allow students to process and absorb the language. New and old languages should be manipulated in a variety of ways in order to give students a large amount of practice.
- g) Once students are used to TPR practice, introducing a limited amount of humor into the class can greatly increase students' interest and enjoyment.
- h) Students should not be forced to repeat the commands or otherwise speak until they are ready.

- i) Students should not need help with the TPR commands, as the meaning should be obvious from context/the teachers' explanation/previously learned language. Translating commands into Japanese reverts to left brain input, and the benefits of TPR are lost. Students listening abilities are also not improved.
- j) The goals are to provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.
- k) The teacher gives commands and students follow them. Once students are ready to speak, they take on directing roles.
- l) Lessons begin with commands by the teacher and students demonstrate their understanding by acting these out. Teachers recombine their instructions in novel and often humorous ways, and eventually students follow suit. Activities later include games and skits.
- m) The method was developed principally to reduce the stress associated with language learning. Students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.
- n) Oral modality is primary, and culture is the lifestyle of native speakers of the target language.
- o) Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production. Spoken language precedes written words.
- p) Method is introduced in students' native language, but rarely used later in course. Meaning is made clear through actions.
- q) Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

- r) Students are expected to make errors once they begin speaking. Teachers only correct major errors and do this unobtrusively. Fine tuning occurs later.

## **2.7 Importance of TPR Method**

Teaching English should be enjoyable and interesting, especially for little kids, and professors should look for an innovative method to present the language to students.

As Feruza (2022) states, the English teacher should be creative in the English teaching learning process. The English teacher also should attend to the children development in using English as verbal communication.

Total Physical Method attempts to center attention to encouraging students to listen and respond to the spoken target language commands of their teacher.

In other words, Larsen-Freeman stated that TPR is a language teaching method built around the coordination of speech and action. It also attempts to teach language through physical (motor) activity. It tries to introduce some language skills or components in an action in which a teacher serves three roles. They are an order taker, a model provider, and an action monitor in which learners serve as models and action performers until they feel ready to speak out. (Feruza, 2022)

As Feruza (2022) mention, the Students' Responses TPR (Total Physical Response) method has been appropriate to be implemented in the English teaching learning process, especially for young learners. Because they are early childhood.

Younger learners prefer to learn English by imitating, memorizing, repeating, and demonstrating by using response physical totally.

According to Feruza (2022), singing, imitating, demonstrating, and imperative drilling are the easy strategies to teach foreign language for early childhood.

Furthermore, for the students to learn English happily, great spirit, unfear, unworried, and enjoy, the English teacher can teach English by implementing TPR (Total Physical Response) method because in this method, the teachers are responsible for giving commands and monitoring actions taken by the learners. (Feruza, 2022).

## **2.8 Roles within TPR**

### **2.8.1 Role of learners in TPR**

Learners play an active role of listener and performer in Total physical Response classroom. They listen to instructions and command with full attention and perform physical action accordingly.

In Total Physical Response, adult learners are encouraged to speak like a child when they feel ready to speak. Asher recommends detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously” (Sana, 2022)

As The Gift of Learning to Teach (n.d) states, learners in the TPR method have the primary role of listeners and performers. They listen attentively and respond physically to commands given by the teacher.

Students are also required to produce combinations of their own when a sufficient basis in the language has been internalized.

### **2.8.2 Role of teachers in TPR**

Teacher’s role is interesting in TPR. It is not only a conventional teacher of language, but the professor oversees opportunities for the learners to speak in the class.

The teacher must decide what is to be taught in a lesson. The teacher provides raw material and learners construct cognitive maps from teacher's instruction. Teacher plays a very similar role of a parent of a child who never rebukes on errors but the correct and encourage speaking. At very initial stage, teachers refrain to correct every mistake because it causes stress. (Sana, 2022)

Furthermore, the teacher plays an active and essential role on TPR. It is the teacher who decides what to teach and who models and presents the new materials.

The main role of the teacher is spoken to almost the whole class giving directions that the students then perform. (The Gift of Learning to Teach, n.d, para. 3)

Besides, the teacher must manage the class, so the students perform the directions properly.

## **2.9 Usage of TPR in class**

According to Walton (2020), here is a basic method for using TPR in the classroom:

- The teacher performs an action, both demonstrating and saying it. (e.g., "I'm brushing my teeth"). Be prepared to exaggerate, use gestures, facial expressions, and props if necessary.
- Call on the students to repeat the action.
- Repeat once more.
- Write the verb/phrase on the board.
- Repeat with other verbs and return to them regularly during the semester to check retention.

## **2.10 Why consider TPR?**

Total Physical Response has a lot of benefits, particularly for beginners and young learners.

Walton (2020) mentions some of them:

- The pairing of movement with language is innately associated with effective learning.
- Students actively use both the left and right sides of their brains.
- It works with both small and large groups.
- It sharpens students' listening skills.
- Students are not required to speak until they are ready to, therefore creating a "safe zone" that greatly lowers inhibitions and stress.
- Students will appreciate the change of pace and potential for humor even teenagers will crack a smile!
- Kinesthetic learners (who respond well to physical activities) and visual learners (who learn best with visual cues) will get a lot out of TPR. (This is another reason why it is important to know students' personalities and learning types.)
- As no one is called upon individually, TPR is great for introverted students
- Limited materials and planning mean it is simple for teachers to preparation.

### 2.11 TPR activities

Walton (2020) mentions 4 activities that every language teacher should know when implementing this method, such as:

- **Songs and nursery rhymes:** These provide excellent TPR potential. Plus, once you have prepared memorable, creative actions for the songs you will have growing interest in learning.
- **Simon Says:** The classic TPR game.
- **Circle games:** The teacher says and performs an action which students repeat. The last student to react is out.

- **Scavenger Hunt Challenge:** Divide the class in teams and give instructions one by one, such as: Bring me something orange march like a soldier, shout out your favorite color.

## 2.12 Games and its connection with TPR

According to Acevedo, et, al, (2014), in the TPR method, students have the primary role as listeners and they are the performers in the TPR method, and after listening, they react to language teaching in a collective and individual way.

Asher (1997) argues that TPR encourages children to speak when they have the motivation and the feeling to participate. As their motivation increases at their own pace, they are responsible for assessing their own progress. (Acevedo, et, al, 2014)

According to Sophaktra, (2009), as cited in Acevedo, et, al, (2014), the TPR method is a lot more fun and enjoyable. It does not demand much use of physical material designed, but teacher's spontaneity. For instance, when the participant students used TPR games, they will be engaged with the activity that the TPR proposed. In each case, the material was not necessary at all.

Additionally, the activities planned to improve vocabulary are very engaging. Games show that TPR enhances student's vocabulary in a funny, clever, interesting, and relevant way.

The imitation of actions that children see and reproduce in the eagerness of an action game is very attractive for them to submerge into the language. This principle goes in line with (Wight, et., al, 2006, as cited in Acevedo., et, al, 2014), who claimed, "Games provide one way of helping the learners to experience language rather than merely study it" (p. 2).

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure.

Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, consider alternatives, and think flexibly. (Acevedo, et, al, 2014)

### **2.13 Obstacles to developing vocabulary.**

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. However, learning vocabulary effectively is closely bound up with a teacher's understanding of, and a learner's perception of the difficulties of words. (Abuhabil, et., al, 2021)

As Texas Education Agency (n.d) claims, a strong vocabulary, both written and spoken, requires more than a dictionary. In fact, it requires an educational commitment to overcome obstacles.

To help students develop word knowledge in breadth and depth, teachers need to recognize 4 fundamental obstacles, and then develop teaching practices to address those obstacles. According to Texas Education Agency (n.d), the obstacles to develop vocabulary are the following:

- The size of the task: There is still debate over exactly how many and what words are essential for students to learn, to become skillful readers. Early in children's lives, differences in word knowledge levels begin to appear. This, in part is due to the varying range of words children are exposed to within their homes and communities. Exposure to new words can differ dramatically among the children of families from different socioeconomic classes. (Texas Education Agency, n.d)
- The differences between spoken English and written English: The differences between spoken and written English can pose major problems for students learning English, whose vocabulary difficulties sometimes can be disguised by their conversational fluency.



- Limitations of the source of information about words: Learning on their own or as part of a lesson, students have three main sources of information about words: dictionaries, word parts, and context. To use dictionary definitions, word parts, and context effectively requires awareness of words and flexible thinking-metacognitive and metalinguistic sophistication that many students do not possess.
- The complexity of word knowledge: Knowing a word's definition is not the same thing as being able to use that word in speech and writing or to understand a text in which the word appears. People can use and recognize in print words, but very few can give a formal definition for them. Definitions differ from word meanings.

#### **2.14 Factors that make some words more difficult.**

Kids develop at different rates. This includes the language and reading skills needed to learn new words. Some kids just need more time. Others may have specific challenges related to building vocabulary. (Drinks, 2021)

Four common reasons kids have trouble learning new words according to Drinks (2021), are the following:

- Limited exposure to words: It is important for kids to be surrounded by a variety of words as they develop. The most words kids are exposed to, the stronger their vocabulary skills become. This includes being exposed to spoken and written words.
- Trouble with language in general: Some kids struggle to learn new vocabulary words because they struggle with language in general. They might have trouble expressing their thoughts and ideas using spoken or written words.

- **Trouble with reading:** Trouble with reading can make it hard for kids to learn new words. For example, struggling readers may read so slowly or be so focused on trying to sound each word that it is hard for them to think about what the words mean.
- **Developmental delays:** Developmental delays are more than just being “slower to develop” or “a little behind.” It means a child is continually behind in gaining the skills expected by a certain age. Kids who are behind in multiple areas, like problem-solving and motor skills, may also have trouble learning new words.

### **2.15 Difficulties in learning vocabulary**

There are some factors that make some words more difficult than others: pronunciation, spelling, length, and complexity. (Abuhabil, et.al, 2021)

Also, Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to a learner's native language factor and about patterns. Robert even stated that while dealing with vocabulary one should consider three important aspects of words: their form, their meaning and their distribution. (Abuhabil, et.al, 2021)

As Pavicic (2003), as cited in Abuhabil, et.al, (2021) states, teachers should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.

### **2.16 Language learning barriers**

A language barrier is a figurative phrase used primarily to refer to linguistic barriers to communication i.e., the difficulties in communication expressed by people or groups speaking different languages, or even dialects in some cases” (Srouf, 2022, para. 8)

In line with the above quotation, Smith, (2010), as cited in Srour, (2022) highlights seven types of language barriers to present some solutions to overcome them. The barriers are the following:

- Cultural Barriers: which include ethnic, religious, and social differences, where these can create misunderstanding when individuals try to communicate.
- Emotional Barriers: An example of this includes the trouble of listening. So, trouble of listening to others can occur if students are consumed by negative emotions. Emotions such as anger, hostility, and frustration make it difficult for the students to hear outside themselves. That is, they don't listen to what is said to them.
- Physical Barriers: Such barriers include impediments which separate people from each other and draw territories.
- Gender Barriers: are related to the variation which exists among masculine and feminine styles of communication. For example, while women often emphasize politeness, empathy and rapport building, male communication is often more direct. Thus, choosing these two styles without awareness could become a barrier.
- Interpersonal Barriers: These barriers are created by students in order to distance themselves from others. Such barriers take place through withdrawal, special activities, and meaningless rituals which keep the individual away from having any real contact.
- Perceptual Barriers: Having different views in interlocution can create confusion and misunderstanding. Hence, without giving it any thought, the individual might view a message only from one's own perspective and mindset, rather than look to see it from the other's viewpoint.

- Language Barriers: Word usage is of essence. Accordingly, ending up not using words will certainly prevent one's message from being conveyed. This not only applies to language in general, but it also applies to buzz words, and jargon.

According to Srour (2022), communication among people is essential and miscommunication is unescapable in certain situations. Hence, when the interlocutors find common grounds to their communication, then whatever the barrier type is, it will fall apart.

## **Chapter III**

### **Methodological Framework**

In this chapter, the author develops the research's methodological section. The author focused the study in the preceding chapter on a more theoretical application, allowing the reading to comprehend definitions, characteristics, and various theories regarding the main topic. Also, the reader can see how the research and its purpose are developed in the population under study.

First, the author specifies the type of investigation, which is determined by theoretical or applied. In addition, the author will specify the temporal dimension that determines the time of the study's application. In addition, the framework is mentioned as an explanation of how the research is organized in terms of its scope and size. This refers to the size and scope of the organization, domains, and subject matter that the researcher intends to investigate.

Equally important, is the significance of the research's nature, which is how the author presents the study's data. Lastly, the character type describes the investigation's focus and how everything fits together as a single research project.

In addition, the subjects and information sources, such as first-hand, second-hand, and third-hand sources, will be discussed in this section. The researcher describes the sample selection and the population to inform the reader of the study's size and quality. Last but not least, a description of the data collection tools and methods will be given to show how the tools are made to measure the reality of the population studied.

### **3.1 Type of investigation**

#### **3.1.1 Purpose (applied)**

According to Formplus Blog (2020), applied research is a type of research design that seeks to solve a specific problem or provide innovative solutions to issues affecting an individual, group, or society.

It is often referred to as a scientific method of inquiry or contractual research because it involves the practical application of scientific method to everyday problems.

Applied research is sometimes considered to be a non-systematic inquiry because of its direct approach to seeking a solution to a problem. It is typically a follow-up research design that further investigates the findings of pure or basic research to validate these findings and apply them to create innovative solutions. (Formplus Blog, 2020)

Consequently, this research project used Total Physical Response as a method to reinforce students' vocabulary acquisition, in a specific group of elementary.

Also, it applied educational games to prove the effectiveness in the production of vocabulary and the impact on speaking and listening skills.

#### **3.1.2 Temporal Dimension (Transversal)**

The temporal dimension is classified into two types: transversal and longitudinal. Transversal research is the studies that are developed at a specific time, the factors are analyzed at that specific moment, and that research is not characterized by their time, but by their depth. (Carrillo, 2017)

On the other side, longitudinal studies cover long periods and can provide more information. In addition, even though in longitudinal studies, the period is longer, the subjects can be studied with more patience. (Carrillo, 2017)

This investigation focusses on transversal dimension because it examines particular points in the development of the subjects as a whole; this project focuses on the transversal dimension. As a result, this research is applied at Guachipelin school for a period of 4 months in the academic period of 2023.

### **3.1.3 Framework (Micro)**

The scope and size of the research are inextricably linked in this section. There are three parts to it: mega, macro, and micro framework.

Ariñez (2018), states “this means the magnitude and extension of the organization, areas, subject matter that is meant to be investigated. This refers to how much the research will cover, which depends on the existence of economic resources, time, number of researchers and the amount of knowledge of the subject matter.” (p. 28)

Ariñez (2018) states that “when is intended to study a broad topic, it is said that the research is mega. This means that mega research it is when national research is done, for example about socioeconomic conditions around the country so that a census is done.”

Moreover, macro research means a part of the mega research, for example a marketing study in a providence, an evaluation of the performance in a certain department in a company. (Ariñez, 2018)



Finally, the micro space of the investigation refers to a section or subtopic in which the researcher will conduct the investigation. (Ariñez, 2018). Micro research is a more specific study than macro and mega.

This research project has a micro framework because it studies a specific grade from an entire school. As already mentioned, the sample selection is due to the existence resources by the author to carry out the study.

#### **3.1.4 Nature**

The nature of the research could be broken down into quantitative, qualitative, or mixed methods of data or information collection.

As Cambronero (2021) mentioned, for the quantitative nature, the instruments for data collection will gather “hard data”, which are specific numbers or statistical percentages for the quantitative nature.

As Ariñez (2018) states, the most important aspect for this type of research is to be able to recollect data that allows to measure, calculations, formulas, and every kind of mathematical operations and statistical. (p.30)

Furthermore, as Hernandez (2014), as cited in Ariñez, (2018) claims, quantitative research, relies on the collection of data and statistical analysis to support a numerically based hypothesis and establish behavioral guidelines.

In terms of qualitative research, Ariñez (2018) mentions that opinions, behaviors, points of view, attitudes, assessments, and value judgment, among other aspects of the subject under investigation, are gathered and analyzed in qualitative research.

According to Hernandez (2014), cited by Ariñez (2018), qualitative research says that each individual, group, or social system has its own unique way of seeing the world and comprehend

situations and events, which is developed through experience and research, we must endeavor to comprehend their context.

The qualitative information is gathered through open interviews, group discussions, workshops, analysis of content, book interpretations, interactions with communities in natural environments, life stories, and study of speeches, among others. (Ariñez, 2018)

The mixed model is qualitative and quantitative in equal measure. The use of both approaches can be led with the predominance of one approach and the support of the other and it is classified according to the predominant one. (Ariñez, 2018)

In this case, this research is carried out within the qualitative research because it is the appropriate way to measure students' behavior, attitudes, performance, and experiences through the implementation of TPR through the interaction with the students.

### **3.1.5 Character**

The researcher's approach to finding and conveying information is the character. (Cambroner, 2021).

There are different kinds of characters: exploratory, descriptive, correlational, explanatory, among others. In this study, the researcher used both descriptive and retrospective models to define the study.

According to Ariñez (2018), the goal of the descriptive research is to provide as much detail as possible about a real-world phenomenon so that readers can form their own ideas about what is going on.

The main purpose of the retrospective research according to Ariñez (2018), is to analyze trendy topics by using secondary sources already used. This type of research it is not historical, on the other hand is a study based on information that

already exists, because it is already produced so that the purpose of the research is to recollect, group, categorized, and analyze.

For instance, theories, characteristics, and other material presented in the second chapter of this study assist the researcher in categorizing the data, collecting data, and qualitatively analyzing the results that are supported by the information that has already been presented.

### **3.1.6 Subjects**

In this section, the population that will be studied is specified by the researcher.

According to Ariñez (2018), the universe is described as “research applies both natures, one has predominance over the other, and the other works just as a reinforce. (p. 37)

Also, Ariñez (2018) states, the population surrounding the study is referred to as the universe, however, not all participants in the study are required.

Then, Ariñez (2018) defines the sample according to the total of individuals by which the practical research was made, the ones who were not part of the study are not considered, because they did not want to or would not be able to give the information or the data is not enough; even though when they were filled. (p.37)

### **3.1.7 Sample Selection**

#### **3.1.7.1 The population**

According to Ariñez (2018) the population “constitutes the total universe in which the research is made and can be shaped by communities, groups, people, situations, and organizations.”

In this research, the total number of students is the population of Guachipelin school, even if the study is only based on a specific sample, that is the entire universe.

### 3.1.7.2 Sample

The population that will be studied is only a small part of the sample.

As Ariñez (2018) states, it is a representative subgroup of the population that is identical at both extremes. The size of the group does not mean that the research is better because it is conducted with large groups; rather, the quality of the research is determined by the characteristics of the sample. This is done to ensure that there are no misunderstandings or ambiguities in the data. (p.41)

Because of their willingness to cooperate with the study, the researcher decided to work with first-grade group because of their affinity to participate in the study. As a result of their willingness to participate, both teacher and students were given the opportunity to be participants of a research that will improve vocabulary acquisition. Also, by convenience because the researcher knows well the school, and the educative environment they have.

## 3.2 Sources of information

### 3.2.1 First-hand sources

*Table 1. Firsthand sources used in the research process.*

<b>Author or authors</b>	<b>University or Organization</b>	<b>Country</b>	<b>Year</b>
Carrillo, Carolina.	Universidad Hispanoamericana	Costa Rica	2017
Duran, Grettel	Universidad Hispanoamericana	Costa Rica	2018
Nurfalah, M., & Musfiroh, T.	European Journal of English Language Teaching	Malaysia	2019
Qui, Ying.	Polytechnical University	China	2016
Saleh, A. M., & Ahmed Althaqafi, A. S	Sage Journals	Saudi Arabia	2022

Source: Developed by Yoselyn Salazar Corrales (2022)

### 3.2.2 Secondhand sources

Table 2. *Secondhand sources used in the research process.*

<b>Author</b>	<b>Book title</b>	<b>Year</b>
Arung, F.	The further explanation of Total Physical Response (TPR) method and Direct Method.	2012
Eroğlu, Ö., & Yuksel, S.	The Importance of Educational Game in education.	2020
Hanim, N., & Mohandas, E.	Vocabulary Acquisition Among Learners: A Look at Strategies and Barriers.	2020
Moayad, M.	The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage.	2012
Srour, S.	Language Barriers and Language Learners: A Review.	2022

Source: Developed by Yoselyn Salazar Corrales (2022)

### 3.2.3 Thirdhand sources

Table 3. *Thirdhand sources used in the research process.*

<b>Author</b>	<b>Article</b>	<b>Year</b>
Ariñez, C.	Guide, Final Graduation Works, and Thesis in Social Sciences.	2018
Chimpz, R.	The Importance of Educational Games for Kids.	2021
Ferlazzo, L.	Ways to Use Games Effectively in the Classroom.	2021
Gozcu, E., & Kivanc, C.	The Importance of Using Games in EFL classrooms.	2016
Lyon, C.	Literacy Strategy: How to Teach Vocabulary Words.	2022
Rhalmi, M.	Total Physical Response.	2009

Schreiner, E.	What are the Benefits of Classroom Management?	2020
Stathakis, R.	Five Reasons to Use Games in the Classroom.	2013

Source: Developed by Yoselyn Salazar Corrales (2022)

### 3.3 Sampling and Type

#### 3.3.1 non-probabilistic

This research is under the non-probabilistic sample because in order to apply the instruments in depth, the researcher excludes a significant portion of the population.

According to Ariñez (2018) “this type of sample depends on the research and the decision making of a person or group” (p.43). As the quote previously mentioned, the researcher chose a specific grade instead of the whole population due to the disposition either the students and the researcher, and to be more precise when applying the instruments.

### 3.4 Operationalization of Variables

The process by which the researcher analyzes the type of variables and the instruments used to collect data on the population being studies are demonstrated in the following chart through the operationalization of variables.

#### ***Table 4***

Title: The effectiveness of using educational games based on Total Physical Response method to reinforce student’s vocabulary in first grade at Guachipelin school, during the I quarter of 2023.

## Variables Chart

- ❖ **General Objective:** To determine the effectiveness of using educational games based on the TPR method to reduce students' shortcomings in the process of learning new vocabulary applied to first-grade students of Guachipelin school in Escazú, during the first quarter of 2023.

Specific Objectives	Variable	Conceptual definition	Instrumental Definition	Operational Definition
To identify the features TPR must be used as a method to work on the development of vocabulary in 1 <sup>st</sup> grade students of Guachipelin school in Escazú.	The features TPR has as a method to work on the development of vocabulary.	Total Physical Response method as a reinforcement of vocabulary into the teaching and learning process.	<p><b>Instrument: Checklist I</b> Technique: Observation. The first checklist is aimed to the learners to know if they show understanding of words by physical activities based on TPR.</p> <p>II- The 2<sup>nd</sup> <b>checklist</b> is aimed to the students using a PPT with different classroom commands; this will measure if the students link vocabulary and actions based on TPR's principles.</p>	<p>In checklist I, the variable is valid through the instrument if 15 out of 30 students have the most checks of the checklist list. It means students are moving towards the purpose of TPR.</p> <p>In checklist #2, the variable is valid if most of the students answer correctly in at least 8 out of 10 classroom commands.</p>
To measure language acquisition progress in the listening and speaking skills within the TPR approach and the desired results according to MEP syllabus on 1st grade students in Guachipelin school, during the 1 <sup>st</sup> quarter, 2023.	The progress of listening and speaking skills' acquisition according to the Mep syllabus objectives.	The advancement students present in the speaking and listening skills through TPR method and basing results on MEP syllabus.	<p><b>Instrument: Checklist III</b> Technique: Observation. III- Through this checklist, the researcher intends to measure student's progress specifically in listening and speaking skills through the application of TPR method, and according to the MEP curriculum goals.</p>	In checklist III, the variable is valid if students mark 8 out of 10 in the general items evaluated. It means students are acquiring vocabulary through the use of TPR and showing positive results in oral and listening skills.



<p>To identify the efficacy of the use of educational games as an innovative strategy to increase English vocabulary and master the target language in 1<sup>st</sup> grade students in Guachipelin school, in the 1<sup>st</sup> quarter of 2023.</p>	<p>Educational games as a strategy to increase vocabulary and acquire the language.</p>	<p>The effectiveness of educational games as a strategy to increase target language in 1<sup>st</sup> graders.</p>	<p><b>Instrument: Checklist IV.</b> Technique: Observation. Through the IV checklist, the researcher intends to analyze the effectiveness of the use of games based on TPR approach in the increasement of vocabulary first graders got.</p> <p><b>Checklist V</b> Technique: Observation Through the V checklist, the researcher intends to analyze through a post-test if the methodology was a good method to reinforce student's vocabulary.</p> <p><b>Instrument VI:</b> Teacher's questionnaire Through the teacher's questionnaire the researcher intends to collect information relevant to the use of methodologies, the opinion of TPR, and other important information that will support this study.</p>	<p>In checklist IV, the variable is valid if 15 out of 30 students answered correctly in the items evaluated. It means educational games work as a strategy for language acquisition in first graders.</p> <p>In checklist V, the variable is valid basing on how the students perform in the post test and have at least 8 out of 10 in the boxes of the checklist items evaluated.</p> <p>In checklist VI, the variable is valid basing on how the teacher perceives TPR and how by the implementation students can be beneficiated in the development of vocabulary.</p>
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Source: Developed by Yoselyn Salazar Corrales (2022)

### 3.5 Techniques and Instruments

In order to gather data for the research's conclusions and recommendations, the researcher developed some instruments. Most of the instruments are checklists in which the researcher can express through the technique of observation if the results were favorable, or if things need to be changed.

This observation will be a participant observation of the research, because as QuestionPro (n.d) mentions, in this qualitative observation methodology, the researcher immerses himself in the daily activities of the participants to record the behavior in as many scenarios as possible.

On the other side, checklists are used to encourage or verify that several specific inquiries, steps, or actions are being taken, or have been taken, by a researcher. (Given, 2012). The researcher created IV checklists to verify the process of the implementation of TPR in students' vocabulary acquisition.

To sum up, the first two checklists are related to the first specific objective which is identify the features of TPR as a method to work on the development of vocabulary in first grade students of Guachipelin school. Through the 1<sup>st</sup> checklist the researcher intends to analyze if students show understanding of words through movement activities. In the same way, the 2<sup>nd</sup> checklist aimed to gather important information about the teacher and its way of implementing TPR as an approach to improve vocabulary.

For the II specific objective, which is to measure language acquisition progress in the listening and speaking skills within the TPR approach and the desired results according to MEP curriculum of 1<sup>st</sup> grade students in Guachipelin school. The researcher designed the checklist #3, in which it is aimed to measure student's progress specifically in listening and speaking skills through the application of TPR method, and according to the MEP curriculum goals.

Finally, for the III specific objective, which is to identify the efficacy of the use of educational games as an innovative strategy to increase English vocabulary and master the target language of 1<sup>st</sup> grade students. The researcher intends to analyze the effectiveness of the use of games based on TPR approach in the increasement of vocabulary first graders got.

## **Chapter IV**

### **Analysis and Interpretation of data**

In this chapter, the researcher presents the instruments used to gather relevant information about the study and the population. It is important to mention, that every instrument was made with the intention of fulfill every specific objective.

Therefore, for this research project, 5 observations and 1 teacher's questionnaire were chosen to collect information about the methodology implemented. The first instrument was a diagnostic game to determine learner's strengths and weaknesses in language learning. The second instrument was an observation game that focused on students' performance by the use of listening and speaking skills.

Furthermore, the third instrument was an observation game called "Action Story" that focuses on develop the methodology studied by the researcher. The four instrument was a post-test to measure students' progress in some areas of the methodology chosen by the researcher.

Finally, the last instrument was a teacher's questionnaire that was distributed to the English teacher. The questionnaire focused on the methodology applied during the observation, and a general teacher view according to the results gathered.

#### **4.1 Analysis of student's data**

The observations were conducted in a 1<sup>st</sup> grade level with section 1-1, a group of 34 students from Guachipelin school which is the sample of this investigation. The chosen instruments were made with the purpose of observing vocabulary, motivation, advantages, upsides, behavior, learning achievement, among others.

### 4.1.1 Pre-test observation

This observation was on February 27<sup>th</sup>, 2023, with a total of participation of 34 students.

The researcher prepared a Power Point Presentation that contained classroom actions to measure vocabulary comprehension, weaknesses, and strengths.

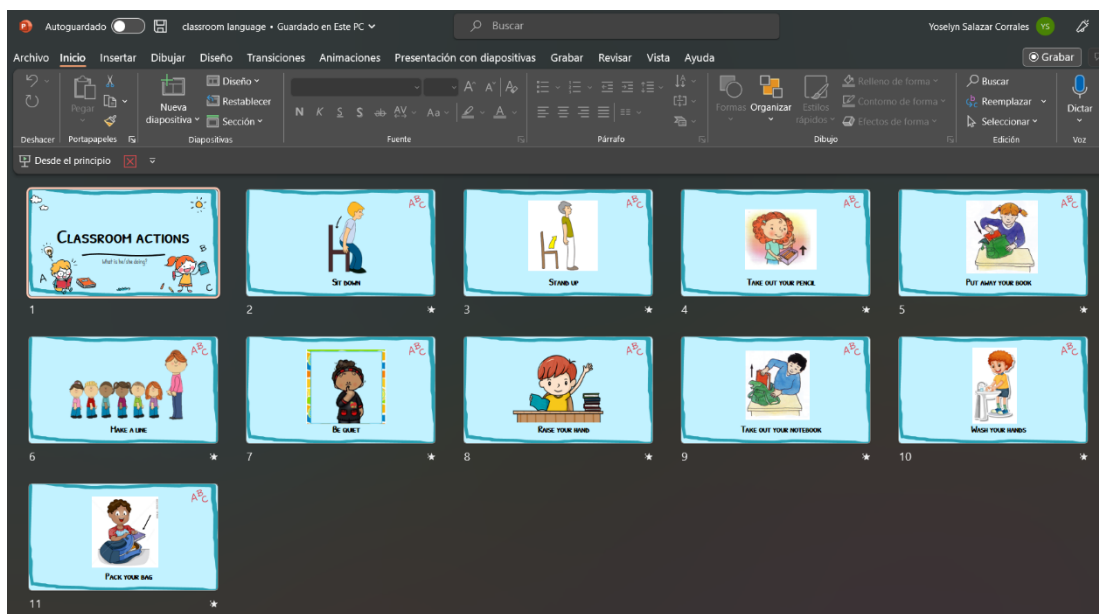


Figure 1. Classroom actions

This observation was conducted in two rounds. On the first round, the researcher showed to the students only images of different classroom actions to notice if any student knew what the action was. In this round, many students were interested due to the use of pictures on the screen. They could link those pictures to actions they already learned. On the second round, the researcher showed image and name of the classroom action. In this round, many of the students repeated out loud the name of the action; they are used to repeating vocabulary all the time. Many of the students showed comprehension and link vocabulary in both languages (Spanish and English).

On the other hand, based on the scenario, the dynamic of the group, and the activity during the class observation, various results were obtained. Students were not forced to speak (this is one of the principals of the TPR method), students talk by themselves and some of them identified the actions easily.

Also, the researcher noticed that the use of pictures helped students to recognize better the classroom actions and make them link the image with the name of the action. Students were interested in the pictures and motivated to learn due to the use of the interactive screen.

Equally important, students were motivated to learn class commands; they were producing the language; and due to the pictures used to illustrate, the engagement was a major characteristic observed.

Furthermore, out of 34 students, 29 were paying attention. Not all the students paid attention at the same time due to the number of learners. It was difficult to the researcher to observe because there were a lot of students with different necessities; for example, there was a kid that cried all the lesson, also there were distracted students in the middle of the observation, so the number of students were a difficulty to teach a new methodology, and to observe carefully. Without mentioning that they were first graders and by nature they talk and are distracted, but the number of students was a major impediment.

**Classroom Observation Checklist #1**  
1<sup>st</sup> grade

Teacher's name: Gabriela Rodríguez Grade: 1-1  
Observer's name: Yoselyn Salazar Date of observation: February 27<sup>th</sup>, 2023

**Indicators:**

- Good production of the language.
- Uses vague, imprecise language and has a limited vocabulary.
- Uses Spanish to speak instead of English.
- Mispronounces words frequently.
- Student demonstrates comprehension.
- Has low interest in the activity.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Has poor retention of new vocabulary.
- Student shows motivation throughout the game.
- There were distracted students.
- The use of technology changes the atmosphere.

Notes: There were many students (34), so it was difficult to get the attention of every one of them. At the same time, it was difficult to observe individually because of the number of learners. Even though, there was the 1<sup>st</sup> observation, at least 29 students were paying attention. Thanks to the pictures and illustrations used in the interactive screen students were motivated and engaged because they could recognize most of the classroom actions, we were teaching them. It is important to mention that students were not forced to talk they do it voluntarily, always respecting the principles of TPR.

*Figure 2. Classroom Observation checklist #1*

*Note:* The previous instrument is also added as Annex B in the respective annexes section.

#### **4.1.2 Observation game #2**

This observation was made on March 1<sup>st</sup>, 2023, with a total of participation of 34 students. By using the same presentation of the last observation, the researcher wanted to provide the same vocabulary to observe if the students remembered classroom actions, specifically in this case; make the students do the actions.

It was clear that some classroom language such as: make a line, sit down, stand up are already known and recognized by the students. So, for the students it was easier to recognize those classroom actions than others.



The researcher noticed that half of the students made the actions correctly and enthusiastically. Some of the students translated classroom actions by saying them out loud in Spanish. Also, students not only do the actions but also repeated the vocabulary.

Furthermore, some of the difficulties in this observation were the following:

- Students were distracted in the middle of the observation because they were many students; so, it was difficult to catch the attention completely.
- As mentioned before, some classroom language was easier to understand for the students but other kind of vocabulary, such as “raise your hand”, “wash your hands”, and “show me your pencil”, took longer to learn.
- It should be mentioned that the students spent 20 minutes in the lunchroom so, the observation was very short.
- According to the class schedule, the English class was after sport class; so, it was difficult for the students to pay attention and be focus because they were tired and wanted to go home.
- Students’ motivation changed in this observation due to the tiredness of sport class and time of the English class (10:30am). Specifically, because after the English class students go home, so many of them were desperate to leave, leading to loss of concentration.

**Classroom Observation Checklist #2**  
1<sup>st</sup> grade

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar

Grade: 1-1  
Date of observation: March 1<sup>st</sup>, 2023

**Indicators:**

- Pays attention in the activity.
- Asks questions to get more information.
- Uses Spanish to speak instead of English.
- Gets discouraged and stops trying.
- Student demonstrates comprehension.
- Use of the target language appropriately.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Has poor retention of new vocabulary.
- Student shows engagement throughout the activity.
- Difficulty to catch the attention of the students.
- Student's motivation is low.

Notes: Half of the students make the actions correctly by themselves. Others, switch between Spanish and English the meaning of some classroom actions to help their classmates understand. Some actions were easily for them to understand, and others were more difficult. Furthermore, it was difficult to catch the attention completely because they were so many students, so some of the students were distracted. It is important to mention that the schedule for today's observation was not the best because students were tired due to the sport class they had before English class, so that was a barrier in the learning process.

*Figure 3. Classroom observation #3*

*Note:* The previous instrument is also added as Annex C in the respective annexes section.

### 4.1.3 Observation #3

This observation was made on March 6<sup>th</sup>, 2023, with a total of participation of 32 students. In this observation the researcher used a different way of using the methodology TPR that is called "Action story", this strategy was developed first by Herbert Puchta.

Action stories are small, contextualized sentences that can be implemented through the TPR method. The aim is to tell a story by teaching new vocabulary using pictures and actions. There were 3 phases in this strategy; the 1<sup>st</sup> one called “Pre-teaching key words, the 2<sup>nd</sup> called “Listen, watch, and do”, and the 3<sup>rd</sup> called “Listen and do jumbled order.”

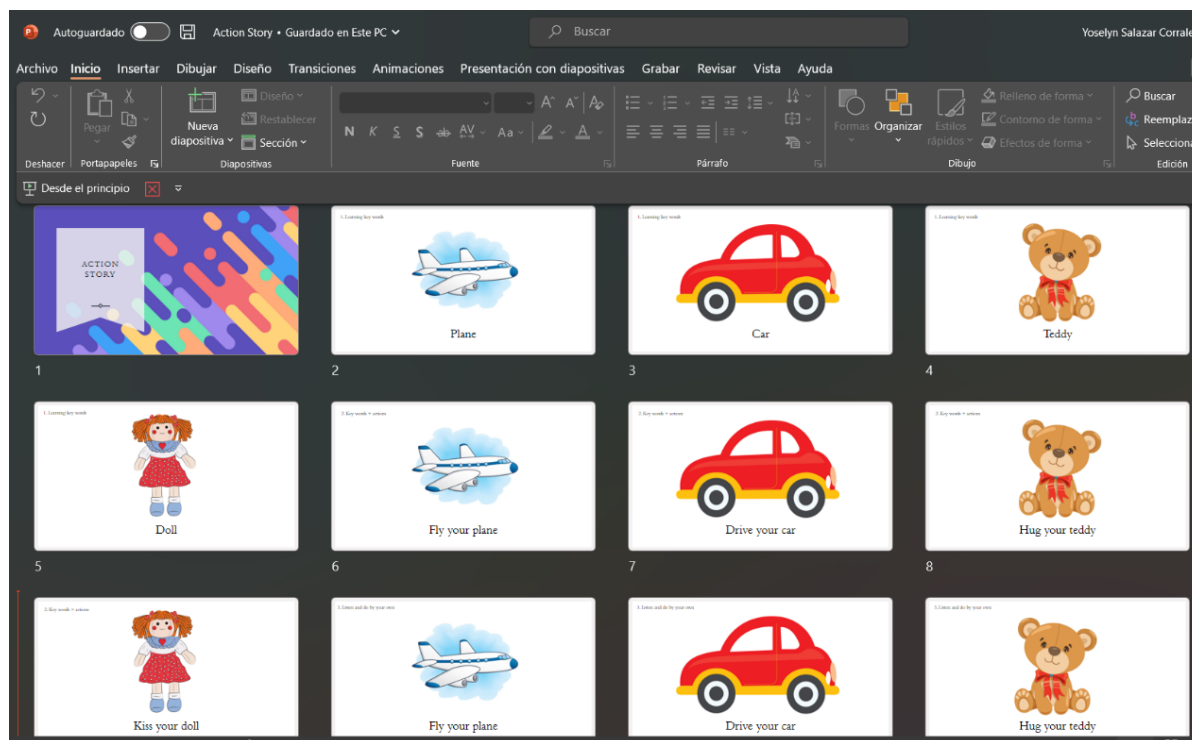


Figure 4. Action Story

In the 1<sup>st</sup> phase, the researcher showed pictures and told the students the name of these 4 words (plane, car, teddy, and doll), students repeated those words, learned those new words, and understand the meaning behind each one of it.

In the 2<sup>nd</sup> phase, the researcher started teaching the “Listen, watch and do” phase, so the researcher telling them sentences, such as “fly your plane”, “drive your car”, “hug my teddy”; along with movements and sounds, and students repeated those movements one by one. The researcher tried to introduce sentences gradually and one after the other, always repeating previous sentence before introducing a new one and carried out the sentences by the same order.

Finally, in the 3<sup>rd</sup> phase, the researcher repeated sentences without making actions and sounds, only to notice if the students could do the actions just by listening to the sentences. At the end, the researcher made another round of saying the sentences but in jumbled order; so, the students had to make the actions by themselves recognizing what they learned before; and linking vocabulary with actions.

Some of the observations made by the researcher are the following:

- Learning by doing actions make the students recognize easily the new vocabulary implemented.
- There were a lot of students (32), so it will be more appropriate to teach this methodology to a smaller population to avoid distractions and catch the attention completely.
- Students who were seated in front of the class paid more attention than those sitting in the back.
- In the middle of the observation students stand up frequently, so the engagement was not for everyone, but for others it was.
- Students performed actions to convey meaning. Many of the students did the actions asked correctly.
- This “Action story” was a different learning experience for the students who are used to following traditional methodologies as the usual repetition of words.

The following chart is made according to the number of students who correctly perform the actions in the last phase of the action story.

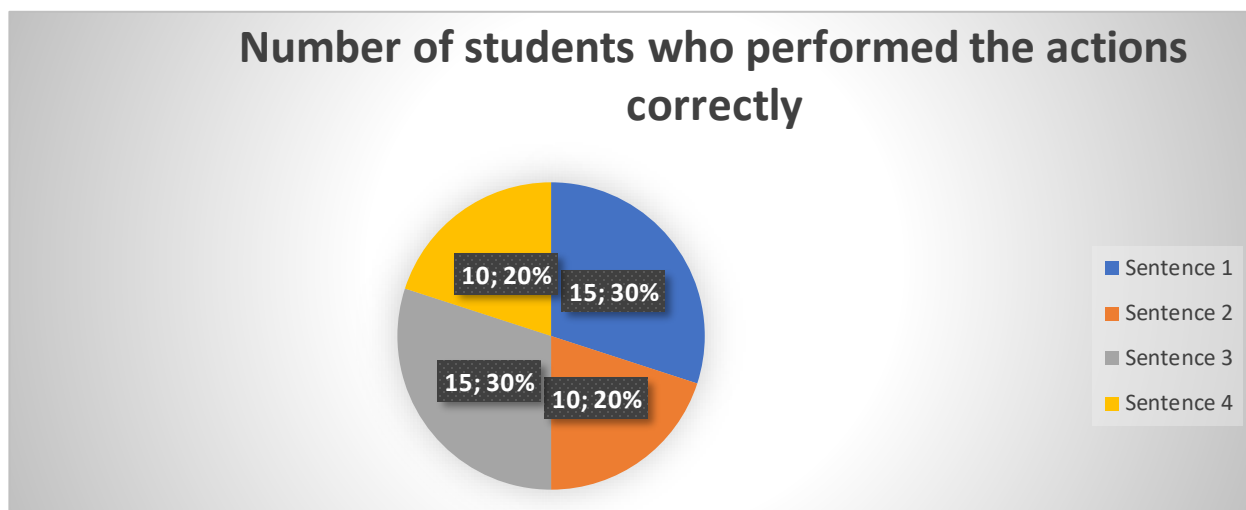


Figure 5. Number of students who performed correctly.

According to the previous graphic, from a total of 32 students, only 15 students performed the 1<sup>st</sup> action mentioned that was “fly your plane”. Then, from a total of 32 students, only 10 students perform the 2<sup>nd</sup> action correctly that was “drive your car”. Furthermore, from 32 students, 15 students correctly perform the action “hug your teddy”, and finally, from 32 students, just 10 correctly perform the action “kiss your doll”.

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**Classroom Observation Checklist #3**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar  
Name of the activity: Action Story

Grade: 1-1  
Date of observation: March 3<sup>rd</sup>, 2023.

**Indicators:**

- Student listens to the new vocabulary attentively.
- Repeats after the teacher physical movements.
- Uses the target language appropriately.
- Understands language from the very beginning.
- Student demonstrates comprehension.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Student shows retention of new vocabulary.
- Student performs by itself the action without teacher's help.
- The activity is a great strategy to apply TPR.

Notes: Students understood and comprehend the 4 words taught due to the pictures shown in the interactive screen. It was a huge engagement because the researcher used different movements and sounds, and that called the attention of the students. In the 3<sup>rd</sup> phase of the activity when the researcher only mentioned sentences to observe if the students remember the actions, half of the class did it correctly, specifically those who was paying close attention. Learn by doing make the students recognize easily new vocabulary. Also, as the previous observations there were a lot of students so that was a barrier to pay close attention to how many students learn by heart or only by repetition.

*Figure 6. Checklist Observation #3*

*Note:* The previous instrument is also added as Annex D in the respective annexes section.

#### **4.1.4 Observation #4**

This observation was made on March 07<sup>th</sup>, 2023, with a total of participation of 31 students. For this observation the researcher used a game called “Simon Says”. Some of the observations made by the researcher are the following:

- Students paid more attention since it is a game students knew very well.
- It was an atmosphere full of energy and motivation to learn and perform actions.
- It was the last lesson students had; but they continue paying attention and recognizing classroom actions through the game of “Simon says”.

- Students need to learn a small amount of classroom language to remember; if the researcher showed them a lot, they got confused.
- It is needed more repetition of vocabulary and actions because some students got confused. They recognize the ones they heard constantly, but others like “take out your notebook” or “pack your back” took more time to learn.

This observation was made in 3 rounds; in the first one the researcher said classroom language previously learned by using the game “Simon says”. Then, in the 2<sup>nd</sup> round most of the students recognize vocabulary + actions. Finally, for 3<sup>rd</sup> round, students needed to perform by themselves the actions the researcher was telling them, and from 31 students, 15 of them do it appropriately.

#### Classroom Observation Checklist #4 1<sup>st</sup> grade

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar  
Name of the activity: Simon Says

Grade: 1-1  
Date of observation: March 7<sup>th</sup>, 2023

##### Indicators:

- Student listens to the new vocabulary attentively.
- Uses the target language appropriately.
- Understands language from the very beginning.
- Student demonstrates comprehension. (Some of them)
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Student shows retention of new vocabulary.
- Student performs by itself the action without teacher's help.

Notes: Simon Says is a game that caught the attention of the students, so since the very beginning they were interested in the activity. The atmosphere was full of energy and motivation to learn and perform actions. On the other hand, students needed more repetition of vocabulary because some of them got confused when they did it without help. Students recognize most of the actions and vocabulary but there were other kind of vocabulary like "take out your pencil" or "pack your back" that took more time to learn for them. As a general view, the game was great not only for the application of the methodology but also to promote engagement and change the usual atmosphere in which the students used to be.

Figure 7. Classroom Observation checklist #4

*Note. The previous instrument is also added as Annex E in the respective annexes section.*

#### 4.1.5 Observation #5

This observation was made on March 8<sup>th</sup>, 2023, with a total of participation of 30 students. For this observation the researcher made a post-test to observe the progress students were having during the process of the implementation of TPR.

By using the presentation of the 1<sup>st</sup> observation, the researcher started to say out loud classroom actions; and the results were the following:

- Students performed actions very well.
- Students recognize new vocabulary just by listening, such as stand up, raise your hand, sit down, make a line, wash your hands, among others.
- It was a great idea for the researcher to use pictures to taught classroom actions because students were more attentive and motivated than just saying out loud.
- It was noticed that TPR provided them a collaborative learning because students worked together to performed actions and speak.
- The speaking skill was developed since students talked by themselves and performed actions without being forced by the teacher or researcher.
- There was a huge progress comparing to day one of the implementation of the methodology.
- Students were more willing to listen, talk, and perform actions by themselves.
- Students understood at least basic and everyday vocabulary according to what they are learning currently.
- Students demonstrated comprehension by answering without asking.
- Students represented language use by using their own physical movements.
- Students produce the target language most of the time.



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**Classroom Observation Checklist #5**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar  
Name of the activity: Post test

Grade: 1-1  
Date of observation:

**Indicators:**

- Students listen to the vocabulary attentively.
- Uses the target language appropriately.
- Understand language from the very beginning.
- Students demonstrate comprehension.
- Students speak actively without teacher's command.
- Students show retention of new vocabulary.
- Students perform by themselves the actions without teacher's help.
- Students recognize vocabulary just by listening.
- The strategies used were useful to the implementation of TPR. (Activities, technology, pictures)
- Progress was noted in the student's learning.
- Student's engagement changed in comparison with previous observations.

Notes: Students performed actions correctly in comparison with the last observation. Also, students recognize vocabulary easily. They looked like they were learning in a peace and no-stress atmosphere. The use of the interactive screen, educational games, and pictures helped them understand and recognize better the new vocabulary taught. Not only listening but also speaking was developed through the observations: students were not forced to talk or do actions they did it naturally. Also, students represented language by using their own physical movements that is one of the principles of TPR. The use of educational games is a great idea as strategy to implement TPR since students are 1<sup>st</sup> graders, and they are interested in learning by doing. Without noticing students were learning new vocabulary they did not know before. Definitely, progress was noted in this observation.

*Figure 8. Classroom Observation #5*

*Note. The previous instrument is also added as Annex F in the respective annexes section.*

### 4.1.6 Teacher's questionnaire

#### Teacher questionnaire

**Institution:** Escuela de Guachipelin

**Teacher's name:** Gabriela Rodríguez

**Grade:** 1-1

**Applied by:** Yoselyn Salazar

Intrument applied for purposes of a thesis project at Universidad Hispanoamericana.

Objective: To describe the role of the methodology studied (Total Physical Response), and to analyze teacher methods used to teach vocabulary in 1<sup>st</sup> grade.

Instructions: Based on your experience as English teacher, answer the following questions.

1. Have you use TPR as a teaching strategy?

2. What kind of strategies do you use to teach vocabulary?

3. Do you think TPR is a methodology that reduce students' shortcomings in the process of learning new vocabulary?

4. Do you think TPR makes the student produce the language?

5. Is this methodology suitable for 1<sup>st</sup> grade? Why?

6. After this process, will you apply TPR in your daily lessons?

Figure 9. Teacher's questionnaire

*Note. The previous instrument is also added as Annex G in the respective annexes section.*

The researcher provides a brief interpretation of the teacher's responses to each question in order to analyze the information retrieved from the questionnaire.

Table 5. Questionnaire - For the teacher

Question	Answer
Have you use TPR as a teaching strategy?	Yes, I have. By playing "Simon says", watching action videos, and go out to play different games.

TPR is already known by the teacher; and she tries to be implementing to whenever the opportunity presents itself. Specifically, when she teaches classroom language and action verbs, she implemented it. Also, the teacher thinks that TPR is a great way to get students involved in the learning process because students are more motivated to learn new things when they feel like they are involved in the teaching-learning process, specifically 1<sup>st</sup> graders.

Table 6. Questionnaire - For the teacher

Question	Answer
What kind of strategies do you use to teach vocabulary?	TPR, watching videos, playing games.

As mentioned before, the English teacher used strategies under the methodology of TPR by playing videos, playing games, and using the principles of the methodology to provoke students not only to learn by repetition but to comprehend meaning by doing actions.

Table 7. Questionnaire - For the teacher

Question	Answer
Do you think TPR is a methodology that reduces student's shortcomings in the process of learning new vocabulary?	Yes, I do. Kids remember and internalize vocabulary easier when they can use their bodies.

The teacher thinks that TPR will help students not only to learn but also to internalize meaning through body movement. Total Physical Response is a method that helps students to learn language through physical activity.

Table 8. Questionnaire - For the teacher

Question	Answer
Do you think TPR makes the student produce the language?	Yes, I do. The way we teach through physical movement; lower stress and that allow to produce the language.

It should be noted that one of the principles of TPR is to reduce stress in the class to create an affective filter in the student that allow them to produce the target language without forcing them. The atmosphere in which teachers teach is important to come out with positive results.

Table 9. Questionnaire - For the teacher

Question	Answer
Is this methodology suitable for 1 <sup>st</sup> graders? Why?	It is perfect. First grade kids usually come to classes without prior knowledge, so this is a fun and easy way to incorporate the language in their lives.

Total physical Response is a method that suits perfectly and with beginners. In this case the students did not have any prior knowledge, so introducing the target language by using gestures, movements, and mimic is an easy and fun way to the students to learn deeply by internalizing basic concepts of the language.

*Table 10. Questionnaire- For the teacher*

Question	Answer
After this process, will you apply TPR in your daily lessons?	Absolutely! It is a great idea to get students engaged about learning English.

TPR is beneficial for students because through physical movement they learn English. Students not only memorize as they used to do in every class, but also, they learn the meaning behind new words by associating with gestures and movements. TPR is a methodology that helps students to learn with little or no stress.

## **Chapter V**

### **Conclusions and recommendations**

## 5.1 Conclusions

A concise conclusion for the overall research is provided in this chapter, based on the analyzed results from the preceding chapter. The purpose of this section is to find out and describe how the implementation of Total Physical Response reinforces student's vocabulary by the effectiveness of educational games.

It is essential to respond to the investigation question in light of these findings to determine whether the overall goal of the study was achieved. The question is: What will be the effectiveness of using educational games based on the TPR method to reduce student's shortcomings in the process of learning new vocabulary, applied to 1<sup>st</sup> grade students of Guachipelin school, in the 1<sup>st</sup> quarter of 2023?

First, based on the theory stated in chapter #2, the Theoretical Framework, in which the author uses a theory to illustrate that teaching vocabulary should be engaging, and teachers should always try to create context for their students in which the target words are useful and meaningful; and that is achieved by the implementation of games and the methodology TPR. Students may, for instance, be able to comprehend a brand-new idea or concept by attempting various options while participating in a game.

Furthermore, according to Asher the creator of TPR, this methodology has been proven effective for teaching beginners of foreign languages just by adopting the practice of simple listen and respond. There is something about pairing movement and language that students can acquire target language without the help of textbooks or thousands of repetitions.

It is sure that this methodology can bring better results in any English class, the interaction can be more positive, students learn in a free stress environment, engagement is developed with the implementation of games, and listening is a fully skill developed. Students are not forced to

learn; they are naturally doing it at their own pace. More importantly, the shortcomings students deal with disappear from they start developing listening and then speaking skills until they feel naturally ready or confident enough.

Second, TPR is not a traditional methodology, the interaction, engagement, motivation, participation, fun, and a free stress environment is not in a common routinary English class. So, the effectiveness can be proved in the way students react to this methodology and how they learned vocabulary easily by physical actions and games than teaching them only by repetition or worksheets that is something English teachers tend to do.

Furthermore, related to the general objective that is “To determine the effectiveness of using educational games based on TPR method to reduce student’s shortcomings in the process of learning new vocabulary.”, TPR is a methodology that opens room for a different way of teaching vocabulary, for example, role play activities, games as Simon Says, go out to the classroom and taught, adaptation of the syllabus, etc. As previously explained, students have a great opportunity to interact with the language just by listening, without forcing them to speak, by creating in them comprehension of the new words, by linking one movement with a new word. That is how TPR is effective because the process of learning new vocabulary is easier for the students through TPR. Students tend to learn thousands of words by repetition or by doing a worksheet, but they are not internalizing the real meaning and in a short term they forget that vocabulary, but with the implementation of TPR and the use of games students will not forget the new vocabulary learned, because they are learning by heart not just by memorizing.

Moreover, in chapter IV, the application and conclusion of the acquired results provide answers to each of the specific objectives.

- a) The first specific objective is “To identify the features TPR must be used as a method to work on the development of vocabulary in 1<sup>st</sup> grade students.”, the results from the 1<sup>st</sup> instrument (pre-test observation) demonstrates that TPR makes the students take their own role into their learning process. Even when students did not know what TPR was, they proved that by doing actions they learn in a more conscious way. For example: by looking at the pictures they answer the action correctly. Also, students linked vocabulary they already learned. So, the teaching process atmosphere was in a relaxed, stress-free environment since students were not forced to talk but to listen and comprehend meaning. Basically, by doing this observation the researcher could identify features that TPR provide to the teaching of vocabulary, such as, engagement, meaning over grammar, stress-free environment, listening skill is enhanced, comprehension over speaking, and many other features that were beneficial to the process of development of vocabulary.
- b) For the second specific objective: “To measure language acquisition progress in the listening and speaking skills within the TPR approach and the desired results according to MEP syllabus on 1<sup>st</sup> grade students.” The results obtained from the 2<sup>nd</sup> and 3<sup>rd</sup> instruments proved that listening is over speaking. Meaning is more important than grammar. So, until students understood the meaning behind each action, they could perform the actions more efficiently. That is how the researcher measure language acquisition but considering TPR’s principles. Some of the results of those observation were:
- Comprehension before grammar.
  - Speaking was not forced.
  - Listening was the 1<sup>st</sup> skill developed.



- Students performed on their own after following TPR's steps.

That is how the researcher measured skills (listening and speaking), and MEP syllabus for 1<sup>st</sup> grade was appropriate to what the goal of the observations were. For example, one of the listening goals of 1<sup>st</sup> grade according to the MEP syllabus is "Recognize often spoken words similar to the languages with which they are familiar.", that goal was accomplished using the implementation of TPR, and both goals (Syllabus and observations) were aligned in the process of the research.

c) For the 3<sup>rd</sup> specific objective that is "To identify the efficacy of the use of educational games as an innovative strategy to increase English vocabulary and master the target language of 1<sup>st</sup> grade students." The results obtained from observation #3 proved that the use of a game such as "Simon Says" is an innovative strategy to promote engagement since students paid more attention because it was a game they knew very well. Also, according to instrument #3, educational games provided a classroom atmosphere full of energy and motivation to learn new vocabulary and perform actions to convey meaning through TPR. Educational games helped to keep the attention since engage the student to keep an eye in what is happening. Students are more aware of the learning process since it is a game that attracts their attention and at the same time, they are learning the target language; not only learning but enjoying the process.

Furthermore, in observation #4 it was a great improvement in the students, they performed actions to convey meaning in an efficient way. Students recognize better vocabulary just by listening in comparison with observation #1. Moreover, it was noticed that Total Physical Response by the use of educational games provided a significant improvement in student's vocabulary, but it goes deeper because students did not only learn vocabulary, but they also

acquire the meaning of each word through physical actions in order to link one action with one word and its meaning.

Finally, in instrument #5 (teacher's questionnaire), it was proved that TPR is a great strategy that teachers can also apply to provide a more significant language lesson. Also, it was proved according to teacher's questionnaire that TPR makes students feel involved in the educational process; they express motivation to learn continually. Equally important, some strategies under the methodology of TPR could be playing videos, playing games, and using the principles of the methodology to provoke students not to learn only by repetition but also to comprehend meaning by doing physical actions.

According to the observations made, TPR makes students internalize meaning through body movement. It is proved when 1<sup>st</sup> grade students linked an image with the meaning and come out with the name of the action shown by the teacher using body movement.

Also, one of the principles of TPR that is to reduce stress was proved when in observation #3 and #4, students feel relaxed and confident to participate and involved in the activities, so they were learning in a free stress environment. The atmosphere in which students are learning should be relaxed without forcing anything to come out with positive results, not only in knowledge but also emotionally.

Finally, it was proved that through TPR students not only memorize as they are asked to do, but also, they learn deep meaning behind new vocabulary, and then, they start to perform it using gestures, and body movement. This is an important principle of TPR which makes students feel involved, engaged, and also make the learners play an active role into their own language learning process.

## 5.2 Recommendations

In this section of the study, the researcher breaks down some specific actions and situations in the results to fix problems and limitations and offer suggestions for similar future research on the subject covered in this document.

- a) It is recommended for future studies to modify the number of students to implement not only TPR methodology but any other method because in this study the researcher could not take note of each student since they were 34, so it was difficult to make an individual of observation of many students. It is recommended to apply this methodology to a small number of students to come up with better results. It would be advisable to work with a smaller number of students to monitor closely student's behavior, learner's needs, skills development, language competency, and successful learning.
- b) It is recommended for future implementation of TPR that professors use this methodology to avoid the same boring kind of teaching that is repetition and memorization of vocabulary, so by applying this method students will learn and link movement with vocabulary without the necessity of the usual repetition.
- c) When it comes to games as an innovative strategy, it is necessary to guarantee that games have an educational purpose, because if it is merely for fun, the game will not be educational, there will be zero significant learning as well as a waste of time. Games should be aligned with learning goals. Also, it is necessary to guarantee that each game is planned to contain a clear objective within the teacher's planning and be implemented to reinforce curriculum content. In this case, the educational games should be aligned with the methodology you are applying, for example, in this investigation activities/games should "Simon Say", and "Action Story" are games that are aligned to fulfill the purpose

of TPR. So, it is important that the games you want to use should follow the principles of the methodology you are implementing.

- d) For future research it is recommended to take into consideration the equipment needed to the implementation of any methodology. For example, in this investigation the researcher used the interactive screen, power point presentations, and the use of a USB to keep the information. So, it is important to consider the equipment needed; TPR can be applied in any environment with the use of technology or without it, but there are institutions that do not have technological equipment, so it is important to evaluate materials and equipment necessary for the implementation of any method.
- e) It is recommended to extend the implementation of the methodology to come up with better results, specifically if the number of students is big, because the researcher will need minimum 2 or more weeks to proof different kind of games or activities appropriate to the methodology.

# **Chapter VI**

## **Proposal**

## 6.1 Name of the proposal

The proposal's title is "Learning through action, an innovative English experience!" and it tries to incorporate the implications of the research into its principles and goals: "The effectiveness of using educational games based on Total Physical Response method to reinforce student's vocabulary in 1<sup>st</sup> grade at Guachipelin school, during the 1<sup>st</sup> quarter of 2023.

## 6.2 Description

This proposal consists of a mini project with 1<sup>st</sup> grade students utilizing different locations of the school for a creative and engaging way to encourage students to learn through actions. The length of this project is about a week of English classes using different types of educational games in accordance with the principles of TPR. This mini project is an extra-curricular activity that does not affect students and teachers' regular schedule of lessons.

Students are divided into 2 groups; for better management of people, to provide them better understanding of the methodology, and to observe closely student's progress. For greater comprehension of the topics to be developed in this project, the researcher presents the following table that includes each topic and ideas for games and activities:

*Table 11. List of topics to be developed in the project.*

Lesson	Topics
1	Action verbs   Game: Simon Says
2	Classroom language   Activity: Storytelling
3	School supplies   Game: Charades
4	Parts of the body   Activity: Action song
5	Places in my school   Game: The amazing race

As the previous table demonstrated, there is a topic per lesson, in which students are going to play activities that build their vocabulary by doing actions and movement. Each topic is integrated with the syllabus for 1<sup>st</sup> grade delivered by MEP.

### **6.3 Place to be developed.**

This proposal is developed in Escazú, specifically at Guachipelin primary school. The researcher considers Guachipelin 1<sup>st</sup> graders as the major beneficial population for this project. As it is mentioned, the school's vision is to develop the potential of their students by maintaining in them a spirit of self-improvement. This mini project takes into consideration to enhance student's vocabulary and provide an enjoyable learning experience.

### **6.4 Organization**

Guachipelin school is one of the public institutions of Escazú. It provides availability to be a help for students in their graduation projects. So, it is possible to do this project with the respective procedure requests that the institution asked.

### **6.5 Involved Population**

The population considered for this project is 1<sup>st</sup> grade. Currently, there are 2 groups of 1<sup>st</sup> grade, but to provide a better individualized methodology; this project will be carried out with only one group of 34 students. This project will begin in the second semester of 2023. By applying this project some content of the project will be fresher for the students, and it will help them to review topics they learn in the first 6 months of this educational course.

### **6.6 General and Specific Objectives**

#### **6.6.1 Proposal General Objective**

- To demonstrate the effectiveness of TPR by reinforcing student's vocabulary with educational activities.

### 6.6.2 Proposal Specific Objectives

- To facilitate a guide to the English in charge of different activities based in TPR method to provide a significant learning process.
- To identify the differences between a traditional English class and the proposed project in terms of motivation, engagement, participation, and comprehension of words.
- To provide the students a long-term learning based on the principles of TPR by linking words, meaning and actions.

### 6.7 Chronogram of Activities

PROPOSAL CHRONOGRAM 2023					
TOPIC	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
#1	Action verbs				
#2		Classroom language			
#3			School supplies		
#4				Parts of the body	
#5					Places in my school

Figure 10. Chronogram of the lessons to be imparted in the proposed project.



Through the previous graph, the researcher presents to the professor in charge of the groups and to the institution the plan for the proposal to develop. It is designed thinking that the researcher can develop each content in a whole week.

### **6.7.1 Description of the activities proposed:**

Action verbs: For this topic, the activity proposed is the game “Simon says”, within this topic can be develop different subtopics, for example:

- a) Actions: jump, hop, turn around, sit down, swim, fly, raise your hand, make a line, dance, etc.
- b) Clothes: touch your t-shirt, touch your socks, shoes, fix your shirt, etc.
- c) Animals: Be a cat, be a dog, make the sound of a lion, make the sound of an elephant, etc.

The teacher calls out an action which students must complete. But students must only do the action if it is preceded by “Simon says”. By doing these actions, students will reinforce vocabulary by physically acting them out. It is important the professor explain the instructions before the game starts and provide different turns for the students to be “Simon”.

Classroom language: For this topic, the activity proposed is “storytelling”.

In this activity the professor can choose a story or create her/his own that involves vocabulary related to classroom language. It is important to add TPR action for each word we want to emphasize. The story can be told by using pictures, and real-life objects to provide a better understanding of the topic. At the end, students can summarize the story according to what they understood.

School Supplies: For this topic, the activity proposed is the game “charades”. The teacher can divide the class into two groups. Then, let the members of each group choose school supplies

words from a paper bag. Then, one student from each group goes to the front and mimic the action until any student say the correct word. First team to finish all the words is the winner.

Parts of the body: The activity proposed for this topic is an action song. Young learners love the rhythm, movements, and repetition of words while singing. Some of the songs the professor can use for this topic is:

-Head, shoulders, knees, and toes by ChuChu TV.

-Shake it out by Learning Station.

-Point and Touch by Teacher Grace.

These 3 songs can be found in Youtube.

Places in my school: The activity proposed for this topic is the game “The Amazing Race”. The idea of this activity is that the teacher must send students to do some tasks or demonstrate comprehension by looking at students’ actions.

The teacher needs to group the students. Each team would be composed of three to four players. The tasks should be given them verbally instead of written.

For example, one task can be “bring me the broom of the lunchroom”, “go to the school playground and bring me a flower”, “go to the library and take 2 books”, etc.

The purpose of this activity is to practice places in the school by completing tasks while doing different actions to provide language acquisition.

### **6.8 Necessary Budget for its implementation**

There is no need to invest money in this project. The only resource necessary is the willingness to apply TPR principles in each of the activities planned, and the use of the resources the school already has.

The amount of time the instructor and students will need to complete the project is another factor to think about. Given that the project is completed after normal lessons, it is necessary to accommodate the schedules of both.

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# **Annexes**

***Annex A***

Title: The effectiveness of using educational games based on Total Physical Response method to reinforce student's vocabulary in first grade at Guachipelin school, during the I quarter of 2023.

**Variables Chart**

- ❖ **General Objective:** To determine the effectiveness of using educational games based on the TPR method to reduce students' shortcomings in the process of learning new vocabulary applied to first-grade students of Guachipelin school in Escazú, during the first quarter of 2023.

Specific Objectives	Variable	Conceptual definition	Instrumental Definition	Operational Definition
To identify the features TPR must be used as a method to work on the development of vocabulary in 1 <sup>st</sup> grade students of Guachipelin school in Escazú.	The features TPR has as a method to work on the development of vocabulary.	Total Physical Response method as a reinforcement of vocabulary into the teaching and learning process.	<p>Instrument: Checklist I Technique: Observation. The first checklist is aimed to the learners to know if they show understanding of words by physical activities based on TPR.</p> <p>II- The 2<sup>nd</sup> checklist is aimed to the students using a PPT with different classroom commands; this will measure if the students link vocabulary and actions based on TPR's principles.</p>	<p>In checklist I, the variable is valid through the instrument if 15 out of 30 students have the most checks of the checklist list. It means students are moving towards the purpose of TPR.</p> <p>In checklist #2, the variable is valid if most of the students answer correctly in at least 8 out of 10 classroom commands.</p>
To measure language acquisition progress in the listening and speaking skills within the TPR approach and the desired results according to MEP syllabus on 1st grade students in Guachipelin school, during the 1 <sup>st</sup> quarter, 2023.	The progress of listening and speaking skills' acquisition according to the Mep syllabus objectives.	The advancement students present in the speaking and listening skills through TPR method and basing results on MEP syllabus.	<p>Instrument: Checklist III Technique: Observation. III- Through this checklist, the researcher intends to measure student's progress specifically in listening and speaking skills through the application of TPR method, and according to the MEP curriculum goals.</p>	In checklist III, the variable is valid if students mark 8 out of 10 in the general items evaluated. It means students are acquiring vocabulary through the use of TPR and showing positive results in oral and listening skills.
To identify the efficacy of the use of educational games as an innovative	Educational games as a	The effectiveness of educational games as a	Instrument: Checklist IV. Technique: Observation.	In checklist IV, the variable is valid if 15

<p>strategy to increase English vocabulary and master the target language in 1<sup>st</sup> grade students in Guachipelin school, in the 1<sup>st</sup> quarter of 2023.</p>	<p>strategy to increase vocabulary and acquire the language.</p>	<p>strategy to increase target language in 1<sup>st</sup> graders.</p>	<p>Through the IV checklist, the researcher intends to analyze the effectiveness of the use of games based on TPR approach in the increasement of vocabulary first graders got.</p> <p>Checklist V Technique: Observation Through the V checklist, the researcher intends to analyze through a post-test if the methodology was a good method to reinforce student's vocabulary.</p> <p>Instrument VI: Teacher's questionnaire Through the teacher's questionnaire the researcher intends to collect information relevant to the use of methodologies, the opinion of TPR, and other important information that will support this study.</p>	<p>out of 30 students answered correctly in the items evaluated. It means educational games work as a strategy for language acquisition in first graders.</p> <p>In checklist V, the variable is valid basing on how the students perform in the post test and have at least 8 out of 10 in the boxes of the checklist items evaluated.</p> <p>In checklist VI, the variable is valid basing on how the teacher perceives TPR and how by the implementation students can be beneficiated in the development of vocabulary.</p>
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Source: Developed by Yoselyn Salazar Corrales (2022)

*Annex B*

**Classroom Observation Checklist #1**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez Grade: 1-1  
 Observer's name: Yoselyn Salazar Date of observation: February 27<sup>th</sup>, 2023

**Indicators:**

- Good production of the language.
- Uses vague, imprecise language and has a limited vocabulary.
- Uses Spanish to speak instead of English.
- Mispronounces words frequently.
- Student demonstrates comprehension.
- Has low interest in the activity.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Has poor retention of new vocabulary.
- Student shows motivation throughout the game.
- There were distracted students.
- The use of technology changes the atmosphere.

Notes: There were many students (34), so it was difficult to get the attention of every one of them. At the same time, it was difficult to observe individually because of the number of learners. Even though, there was the 1<sup>st</sup> observation, at least 29 students were paying attention. Thanks to the pictures and illustrations used in the interactive screen students were motivated and engaged because they could recognize most of the classroom actions, we were teaching them. It is important to mention that students were not forced to talk they do it voluntarily, always respecting the principles of TPR.

*Annex C***Classroom Observation Checklist #2**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar

Grade: 1-1  
Date of observation: March 1<sup>st</sup>, 2023

**Indicators:**

- Pays attention in the activity.
- Asks questions to get more information.
- Uses Spanish to speak instead of English.
- Gets discouraged and stops trying.
- Student demonstrates comprehension.
- Use of the target language appropriately.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Has poor retention of new vocabulary.
- Student shows engagement throughout the activity.
- Difficulty to catch the attention of the students.
- Student's motivation is low.

Notes: Half of the students make the actions correctly by themselves. Others, switch between Spanish and English the meaning of some classroom actions to help their classmates understand. Some actions were easily for them to understand, and others were more difficult. Furthermore, it was difficult to catch the attention completely because they were so many students, so some of the students were distracted. It is important to mention that the schedule for today's observation was not the best because students were tired due to the sport class they had before English class, so that was a barrier in the learning process.



*Annex D*

### Classroom Observation Checklist #3 1<sup>st</sup> grade

Teacher's name: Gabriela Rodríguez

Grade: 1-1

Observer's name: Yoselyn Salazar

Date of observation: March 3<sup>rd</sup>, 2023.

Name of the activity: Action Story

#### Indicators:

- Student listens to the new vocabulary attentively.
- Repeats after the teacher physical movements.
- Uses the target language appropriately.
- Understands language from the very beginning.
- Student demonstrates comprehension.
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Student shows retention of new vocabulary.
- Student performs by itself the action without teacher's help.
- The activity is a great strategy to apply TPR.

Notes: Students understood and comprehend the 4 words taught due to the pictures shown in the interactive screen. It was a huge engagement because the researcher used different movements and sounds, and that called the attention of the students. In the 3<sup>rd</sup> phase of the activity when the researcher only mentioned sentences to observe if the students remember the actions, half of the class did it correctly, specifically those who was paying close attention. Learn by doing make the students recognize easily new vocabulary. Also, as the previous observations there were a lot of students so that was a barrier to pay close attention to how many students learn by heart or only by repetition.

*Annex E***Classroom Observation Checklist #4**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez  
Observer's name: Yoselyn Salazar  
Name of the activity: Simon Says

Grade: 1-1  
Date of observation: March 7<sup>th</sup>, 2023

**Indicators:**

- Student listens to the new vocabulary attentively.
- Uses the target language appropriately.
- Understands language from the very beginning.
- Student demonstrates comprehension. (Some of them)
- Has difficulty understanding instructions or directions.
- Student represents knowledge through physical movements.
- Student shows retention of new vocabulary.
- Student performs by itself the action without teacher's help.

Notes: Simon Says is a game that caught the attention of the students, so since the very beginning they were interested in the activity. The atmosphere was full of energy and motivation to learn and perform actions. On the other hand, students needed more repetition of vocabulary because some of them got confused when they did it without help. Students recognize most of the actions and vocabulary but there were other kind of vocabulary like "take out your pencil" or "pack your back" that took more time to learn for them. As a general view, the game was great not only for the application of the methodology but also to promote engagement and change the usual atmosphere in which the students used to be.

*Annex F*

**Classroom Observation Checklist #5**  
**1<sup>st</sup> grade**

Teacher's name: Gabriela Rodríguez  
 Observer's name: Yoselyn Salazar  
 Name of the activity: Post test

Grade: 1-1  
 Date of observation:

**Indicators:**

- Students listen to the vocabulary attentively.
- Uses the target language appropriately.
- Understand language from the very beginning.
- Students demonstrate comprehension.
- Students speak actively without teacher's command.
- Students show retention of new vocabulary.
- Students perform by themselves the actions without teacher's help.
- Students recognize vocabulary just by listening.
- The strategies used were useful to the implementation of TPR. (Activities, technology, pictures)
- Progress was noted in the student's learning.
- Student's engagement changed in comparison with previous observations.

Notes: Students performed actions correctly in comparison with the last observation. Also, students recognize vocabulary easily. They looked like they were learning in a peace and no-stress atmosphere. The use of the interactive screen, educational games, and pictures helped them understand and recognize better the new vocabulary taught. Not only listening but also speaking was developed through the observations; students were not forced to talk or do actions they did it naturally. Also, students represented language by using their own physical movements that is one of the principles of TPR. The use of educational games is a great idea as strategy to implement TPR since students are 1<sup>st</sup> graders, and they are interested in learning by doing. Without noticing students were learning new vocabulary they did not know before. Progress was noted in this observation.

*Annex G***Teacher questionnaire****Institution:** Escuela de Guachipelin**Teacher's name:** Gabriela Rodriguez**Grade:** 1-1**Applied by:** Yoselyn Salazar

Instrument applied for purposes of a thesis project at Universidad Hispanoamericana.

Objective: To describe the role of the methodology studied (Total Physical Response), and to analyze teacher methods used to teach vocabulary in 1<sup>st</sup> grade.

Instructions: Based on your experience as English teacher, answer the following questions.

1. Have you use TPR as a teaching strategy?

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2. What kind of strategies do you use to teach vocabulary?

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3. Do you think TPR is a methodology that reduce students' shortcomings in the process of learning new vocabulary?

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4. Do you think TPR makes the student produce the language?

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5. Is this methodology suitable for 1<sup>st</sup> grade? Why?

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6. After this process, will you apply TPR in your daily lessons?

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