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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

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ANALYSIS OF TOTAL PHYSICAL RESPONSE METHOD APPLIED IN TEACHING VOCABULARY AT 3RD YEAR OF BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019.

AUTHOR:

MYRIAN BEATRIZ PAZMIÑO MONTACHANA

THESIS' TUTOR

MsC. ADRIANA LARA

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LANGUAGE CAREER

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TITLE OF RESEARCH WORK: ANALYSIS OF TOTAL PHYSICAL RESPONSE METHOD APPLIED IN TEACHING VOCABULARY AT 3RD YEAR OF BASIC EDUCATION "A" AT UNIDAD EDUCATIVA "JOSÉ MARÍA ROMÁN" IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019.

Work presented as requirement for obtaining the degree of "Licenciatura en Ciencias de la Educación, Profesora de Idiomas Inglés". It has been approved by the Committee Members at Universidad Nacional de Chimborazo.

Msc. Monica Cadena
COMMITTEE PRESIDENT

Mgs. Veronica Egas
COMMITTEE MEMBER

Mgs. Miguel Paredes
COMMITTEE MEMBER

Msc. Adriana Lara
TUTOR

CERTIFICATE OF THESIS TUTOR

Msc. Adriana Carolina Lara Velarde, professor of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Myrian Beatriz Pazmiño Montachana, prior to obtain the degree of “Licenciada en Ciencias de la Educación, Profesora de Idiomas; Ingles” whose theme is:

“ANALYSIS OF TOTAL PHYSICAL RESPONSE METHOD APPLIED IN TEACHING VOCABULARY AT 3RD YEAR OF BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 27 de mayo de 2019



Msc. Adriana Lara

C.I. 0603964206



CERTIFICACIÓN

Que, **PAZMIÑO MONTACHANA MYRIAN BEATRIZ** con CC: **1804793725**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF TOTAL PHYSICAL RESPONSE METHOD APPLIED IN TEACHING VOCABULARY AT 3RD YEAR OF BASIC EDUCATION "A" AT UNIDAD EDUCATIVA "JOSÉ MARÍA ROMÁN" IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019"**, que corresponde al dominio científico **EDUCACIÓN SUPERIOR Y EDUCACIÓN PROFESIONAL** y alineado a la línea de investigación **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANÍA**, cumple con el 9%, reportado en el sistema Anti plagio nombre del sistema, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 21 de mayo de 2019


Msc. Adriana Lara
TUTOR

AUTHORSHIP

The content of this research is under the responsibility of the author Myrian Beatriz Pazmiño Montachana, student of the Language Career, with the following theme:

“ANALYSIS OF TOTAL PHYSICAL RESPONSE METHOD APPLIED IN TEACHING VOCABULARY AT 3RD YEAR OF BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”

The contents, thoughts, opinions, analysis and conclusions in this investigation are those of the author.

Riobamba 27 de Mayo, 2019



Myrian Beatriz Pazmiño Montachana

C.L: 1804793725

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I am grateful with God for letting me achieve one more goal in my life, to my teachers who have supported me to become a better professional and human being. With all their advice and experiences that were have shared with me to face the professional life. Thanks to them I learned to love my profession to teach and improve the educational system.

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DEDICATORY

This research project is dedicated to my mom for her support to finish my career. Despite the obstacles and problems in our life. Her support and encouragement never made me give up. My brothers that always helped me to continue studying.

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RESUMEN

La utilización de métodos adecuados facilita el proceso de enseñanza-aprendizaje del Inglés. Además, ayuda a desarrollar las 4 destrezas del idioma y en la adquisición de vocabulario para que los estudiantes puedan comunicarse. Sin embargo, en la actualidad se siguen utilizando métodos y técnicas tradicionales en el aula de clase para la enseñanza de vocabulario. Por consiguiente, los objetivos de aprendizaje no son significativos. Considerando este contexto, el propósito de esta investigación es analizar como el método Respuesta Física Total (TPR) ayuda en el aprendizaje de vocabulario en los estudiantes de 3er año de Educación General Básica “A” en la Unidad Educativa “José María Román”, en la ciudad de Riobamba, en la provincia de Chimborazo durante el año académico 2018 – 2019. El estudio fue propuesto ya que a través de las prácticas de observación, se evidenció dificultades en el aprendizaje de vocabulario y en su internalización. La población de estudio fue de 30 estudiantes. El tipo de estudio fue de carácter cualitativo. El nivel de la investigación fue exploratorio, en la cual el método que se utilizó fue etnográfico. La técnica para esta investigación fue la observación y el instrumento para la recolección de datos se realizó mediante una ficha que fue elaborada teniendo en cuenta las bases teóricas presentadas en el marco teórico. Se realizó el análisis y la interpretación de los resultados de acuerdo a los objetivos específicos planteados. Finalmente, se concluyó que durante la aplicación del método TPR se emitieron algunos pasos, por tal motivo no se logró alcanzar un aprendizaje significativo.

Palabras claves: TPR, método, vocabulario, enseñanza- aprendizaje, análisis, tabla de verificación, destrezas receptivas y productivas.

ABSTRACT

Using suitable methods facilitate the English teaching-learning process. In addition, it helps to develop the four language skills and the acquisition of vocabulary so that students can communicate. However, nowadays traditional methods and techniques are still used in the classroom to teach vocabulary. Therefore, the student' learning objectives may not be meaningful. In this regard, the objective is to analyze how Total Physical Response method helps to learn new vocabulary at 3rd year basic education at Unidad Educativa "José María Román", in the city of Riobamba, Chimborazo province, during the academic year 2018-2019. This study was proposed since along the observation practices, it was evident that there were some difficulties in learning vocabulary and to assimilate language easily. The observed population consisted of 30 students. The study type was qualitative. The research level was exploratory, it was used the ethnographic method. The observation was used as technique and the instrument to collect the data was through a checklist bearing in mind the theoretical basis presented in the theoretical framework. The analysis and interpretation of results was developed according to the specific objectives. Finally, it was concluded that the application of the TPR method was not correct due to some steps are omitted, for this reason it was not possible to achieve a meaningful learning.

Key words: TPR, method, vocabulary, teaching-learning analysis, checklist, receptive and productive skills.

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Mgs. Monica Cadena

DIRECTORA DE LA CARRERA DE IDIOMAS

INTRODUCTION

Nowadays, teaching English in the educational field has become essential to promote children and adults foreign language learning. Consequently, they are required to learn this language with the purpose of being able to interact with others. In this regard, teachers' challenge is to encourage students to learn and develop effectively the language skills and increase their vocabulary knowledge. Therefore, teachers need to apply appropriate methods according to students' levels, needs, and ages. As a result, they will learn the foreign language easily and naturally. Moreover, teachers must be aware that children and adults learn differently. Young learners need to be in constant movement due to the fact they learn by doing (Shin, 2006).

When working with children, it is necessary all the teacher's effort to develop their ability to comprehend English. Gestures, actions and movements help them while learning. Furthermore, methods and techniques to teach vocabulary are required, since it is necessary to facilitate this process. Total Physical Response (TPR) is an appropriate method to teach vocabulary in primary levels to learn in a funny way.

However, nowadays vocabulary is not learned in an adequate way due to the inaccurate application of teaching methods and techniques. This leads to a lack of motivation, frustration and misunderstanding during the classes. As a result, the expected learning goals may not be achieved. For this reason, it is necessary to identify the variety of methods that can be helpful in the teaching process.

The facts previously described were identified at the Unidad Educativa "José María Román" during the researcher's teaching practices in the institution. It was noticed that suitable methods were not used in teaching- learning process. Additionally, in the primary levels an appropriate method and technique to teach vocabulary at the beginning of the lesson was not implemented. Hence, the learning objectives probably were not meaningful and relevant. Thus, this research work attempts to analyze how TPR method (Total Physical Response) helps to learn new vocabulary at 3rd year of basic education at the Unidad Educativa "José María Román".

This research has been organized into three chapters that will be exposed:

- **Chapter I:** This chapter contains the referential framework. The research problem: Low level of vocabulary knowledge in children's learning due to an inappropriate application of teaching methods. Problem statement at macro, meso and micro level is included. Moreover, formulation of the problem is stated in which, three guide questions are established and three objectives are proposed that will be supported in this research.
- **Chapter II:** This chapter includes the theoretical framework. Theoretical background regarding to the problem to be investigated about some scientific investigations related to TPR method. Furthermore, theoretical foundation basis according to each one of the variables such as: Total Physical Response and its procedure, advantages and disadvantages of TPR, teacher's role, Student's role, the importance of vocabulary in Language Learning, techniques for explaining the meaning for new words and principles of teaching vocabulary are explained. Additionally, basic terms definitions that will be seen in the research are included.
- **Chapter III:** This chapter is integrated by the Methodological framework. The study fits to the qualitative approach since it focuses on describing how TPR method is applied. Also, it intends to know the natural behaviors, process and reasons in the subject and the object of the research, with the results is obtained by an internal investigation. Moreover, the methods of research that will be used is Ethnographic. The observation as technique and the instrument is a checklist elaborated by the researcher based on the Theoretical Framework. Furthermore, operationalization of specific objectives, schedule, bibliography and annexes are added.
- **Chapter IV:** It contains the analysis and interpretation of results obtained of the checklist as the instrument to collect the data used in the observation.
- **Chapter V:** This chapter includes the conclusions and recommendations about the research project based on specific objectives.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The low level of vocabulary in children's learning due to an inappropriate application of teaching methods.

1.2. PROBLEM STATEMENT

Teaching vocabulary is fundamental for students to learn English and to communicate. It is necessary to increase their vocabulary, so adequate methods should be applied. In this regard, teachers should bear in mind the students' level, necessities and backgrounds. Teaching vocabulary can be difficult at the beginning levels, since adults and children learn differently, because beginners need different strategies during new vocabulary presentation to internalize the language and the new lexical items that have been taught (Kristenova, 2006).

There are some methods that are useful to adapt at this level in order to teach vocabulary. One of them is Total Physical Response (TPR). It is a great method to teach children a foreign language. Many years ago, English was taught by emphasizing grammar rules, memorization and translating texts word by word (Elley & Mangubhai, 1983).

The implementation of English as a Foreign Language (EFL) in the sub-level EGB Elemental is a great benefit to develop learners' receptive and productive skills and communication proficiency of the language from early age. In this stage, the prior teacher's challenge is to introduce learners to new language, new culture and encourage students to learn it by using funny and engaging methods, techniques and activities where students do not need to memorize a long list of words or grammatical rules compulsorily (Ministerio de Educacion, 2010).

According to the Ministry of Education of Ecuador statistics, there is a low level of English and a lack of motivation to learn it. One of the causes is because of the methods and strategies used in the teaching learning process (Leon, 2013). Teachers should be conscious of education changes and the necessity to improve their methodological strategies. An investigation about "Factors that affect the English language teaching-learning process in Ecuadorian public high schools" by Leon Maria (2013) in Quito and Cumbaya states that most of teachers applied the

Grammar Translation method to teach English and just one teacher used Total Physical Response.

A similar situation was evidenced at Unidad Educativa “José María Román”. TPR method was not applied appropriately in teaching vocabulary to children. This institution is located in Riobamba city, Chimborazo province, between Brasil and Nueva York streets. There are three English teachers in the Basic Education, but one of them teaches in one course, so the other teachers have a large workload. During the researcher’s teaching practices in primary levels, it was evidenced that students were bored, tired and maybe there was no interest in learning English language. Moreover, new vocabulary was not internalized. In some cases, the students did not understand the teacher’s instructions. Consequently, the learning objectives were not meaningful and relevant. The arguments described are based on the observation classes carried out in this Institution.

1.3. FORMULATION OF THE PROBLEM

How is the TPR method applied in the teaching of vocabulary at 3rd year of basic education “A” at Unidad Educativa “José María Román”?

1.4. GUIDE QUESTIONS

- How is the Total Physical Response method applied in the classroom?
- Which techniques are used to teach vocabulary?
- What is the students’ role and performance in Total Physical Response method?

1.5. OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To analyze how TPR method (Total Physical Response) helps to learn new vocabulary at 3rd year basic education at Unidad Educativa “José María Román”, in the city of Riobamba, Chimborazo province, during the academic year 2018-2019.

1.5.2. SPECIFIC OBJECTIVES

- To describe how TPR method is applied in the classroom.
- To recognize the techniques used in teaching vocabulary.
- To determine the students' role and performance when TPR method is applied

1.5.3. QUESTION GUIDELINES OPERATIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How is the TPR method applied in the teaching of vocabulary at 3 rd year of basic education "A" at Unidad Educativa "José María Román"?	-How is the Total Physical Response method applied in the classroom?	To analyze how TPR method (Total Physical Response) helps to learn new vocabulary at 3 rd year basic education at Unidad Educativa "José María Román", in the city of Riobamba, Chimborazo province, during the academic year 2018-2019.	-To describe how TPR method is applied in the classroom.
		-Which techniques are used to teach vocabulary?		-To recognize the techniques used in teaching vocabulary.
		-What is the students' role and performance in Total Physical Response method?		-To determine the students' role and performance when TPR method is applied

Made by: Myrian Pazmiño

1.6. JUSTIFICATION

Vocabulary is essential in the language learning process in order to develop language proficiency and to promote receptive and productive skills in EFL. It is necessary to find out suitable methods to increase the students' vocabulary. Therefore, the research was developed because there were identified some difficulties in teaching and learning of vocabulary and the assimilation of foreign language in low levels to retain and deepen the children's knowledge when they begin to learn a foreign language. Bui (2018) explains that language knowledge is hard to retain for an extended period of time. However, when knowledge is internalized by the right hemisphere through actions and movements, it will help students to learn naturally.

Some investigations explain that teachers are not confident what methods and techniques they should use in the classroom to teach vocabulary and to get a successful result in students. Teachers should prepare and investigate appropriate and updated methods that help them in the teaching-learning process (Alqahtani, 2015). Based on this background, there has been evidence that methods and techniques are not used appropriately according to students' level in order to increase their vocabulary in the foreign language. Further, the resources are being selected in a wrong way to students are able to understand the content, assimilate the new language and make them interested and motivated to learn.

Therefore, this research allows analyzing how the TPR method would help in teaching vocabulary in Unidad Educativa "José María Román". Though analyzing that teaching-learning a foreign language requires a methodological process, it has been noticed that there is a low level of vocabulary knowledge due to unsuitable methods. Hence, it is helpful since teachers could take this work to be in mind and recognize their strengths and weakness in teaching practices. Moreover, this investigation would support to improve the methodological process in the Education system.

In addition, this investigation leads to others, which the information, background, and results that were specified could support another researcher.

The research is feasible due to the authorities, teachers, and students of Unidad Educativa “Maria Jose Roman” collaborated and supported to carry out this project. Furthermore, the studies by some authors and bibliographic resources helped the research development. Also, the instrument to collect the data was applied successfully accomplishing the established objectives.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM INVESTIGATED

After being reviewed the virtual repository of Universidad Nacional de Chimborazo, one research was found about using Total Physical Response in Teaching English Language. In the research: “Exploration of the use of total physical response for developing listening skills in students of Tercer Año de Educación General Básica class “A” at Unidad Educativa “Nuestro Mundo eco-río” of Riobamba city, Chimborazo province, during the academic year 2016-2017” by (Castillo, 2018) in which the researcher concludes that TPR method is meaningful to develop the students’ skills and arouses the interest to learn the foreign language in a pleasant environment. Additionally, they can use physical movements according to what the teacher says, so the students acquire an internalize learning. Therefore, it is appropriate to use it for all ages.

In Indonesia, Makassar city it was developed an investigation related to the application of Total Physical Response method which name is: “The use of total physical response (TPR) method in teaching pronunciation of command words at the second year of MTSN 408 BINAMU” by (Jeneponto, 2017). It was concluded that to use TPR method was productive in the development of the second language. TPR method helps to get better result in students’ pronunciation. Furthermore, to use different methods is important because it enhances receptive and productive skills in students.

These studies will support the theoretical foundation of the investigation.

2.2. THEORETICAL FOUNDATION BASIS

2.2.1. Total Physical Response

Total Physical Response (TPR) is a method for teaching a foreign language, that uses the coordination of speech and the physical movements to make input be useful and memorable. This method was developed by James Asher due to the fact the author considers it is a natural approach for learning a language and acquiring the new knowledge, making it an easy and

enjoyable process. It means students are not forced to produce language until they feel able to do it (Bui, 2018).

TPR method is helpful to teach children, because they need to learn by doing and get an active role in the class. Furthermore, it is used to develop a long quantity of vocabulary, especially in the beginning levels, in which students learn through teacher commands. For instance, teacher introduces the language through commands (imperative sentences) and make learners demonstrate their understanding through action responses (Asher, 1984).

Asher (1966) developed a technique called “The learning strategy of Total Physical Response”. This is about associating the language with the action, so students can retain the knowledge or the input for a long time. According to some researches, students can understand complex utterances when teachers use actions in the classroom.

James Asher developed an investigation in San Jose State College with some groups of students, in one group the instructor taught the language with commands and the students performed the action, in the same way, difficult utterances were taught by acting out. Also, some students showed a significant retention about what they learned, students could develop vocabulary and listening comprehension with the learning strategy of Total Physical Response. The group that did not use the learning strategy of Total Physical Response did not show meaningful results. Then, the learning strategy of TPR requires teacher should use the physical movement and facial expressions to obtain a deep students’ knowledge.

2.2.2. Total Physical Response Procedure

The correct TPR procedure is very important to achieve the learning objective and to internalize the new knowledge in students. Silver, Adelman, & Price (2003) suggest that every T.P.R. lesson needs to include three steps:

Step 1: Teaching/learning

Teacher gives a command and acts out the action according to the word or the command that was given with some volunteers. They perform the action in front of the class, whereas the rest of students just listen carefully and look their performance. Then, teacher adds new commands for instance (Raise your hands, walk to the door, jump, etc.) and both teacher and students (volunteers) must perform the actions.

Silver, Adelman, & Price (2003) claim that teacher needs to accompany the words with actions or movements, to help students respond immediately in order to act the teacher's command. Additionally, the sequence of commands should be changed because students should not memorize the fixed routines (Larsen-Freeman, 2000).

Step 2: Practice or rehearse

Teachers must use the word or the command with the actions constantly to make students understand the new lexical items. It will enhance students' ability to remember what was already taught. Therefore, teacher should reinforce the commands that were taught and practice them. Volunteers perform the actions to show their understanding and comprehension about the language. Then, teacher verifies what volunteers learned, the teacher begins to give the commands that have been practiced all the class, and at the same time, teacher checks students' understanding. It is necessary to change commands and practice them several times. If students are confused, teacher should repeat again. In addition, the teacher should use commands that are connected to real situations to catch students' attention, this allows learning becomes more meaningful.

When students can do all the commands without confusion or doubt, the teacher can present new language using new compound and complex commands that include all parts of speech of the language (nouns, verbs, adjectives, prepositions, adverbs, etc.). Additionally, grammar words can be practiced easily by acting out. It facilitates learners can learn utterances and develop their understanding (Larsen-Freeman, 2000).

During this process, the students are not able to develop the speaking skill, they just look and react nonverbally. While the students get confidence in themselves, the role could change in the class. Then, students give the command and teacher performs the action.

Step 3: Evaluation

This is the last stage of the teaching learning process. In this stage, the students put in practice what they have learned without any support from the teacher. The evaluation can be developed individually or in groups by giving them some commands that were previously practiced. Students will work up in the class in a kind of game.

2.2.3. Advantages and Disadvantages of Total Physical Response

Widodo (2005) raises some advantages and disadvantages about TPR.

Advantages of TPR

- ✓ TPR is easy, fun and memorable.
- ✓ TPR is a good strategy to build new vocabulary.
- ✓ TPR does not require a lot of material and preparation.
- ✓ It helps students understand the foreign language context better.
- ✓ TPR is used to teach students at all levels and all ages.
- ✓ It does not matter the class size.
- ✓ It helps the kinesthetic learners who need to be active in the class.

Disadvantages of TPR

- ✓ Learners do not have the opportunity to express their own thoughts and points of view.
- ✓ TPR is not enough creative method for learners.
- ✓ It is limited because all the topics can not be explained with this method.
- ✓ Sometime learners can feel bored.

2.2.4. Teacher's Role in TPR

According to Nugrahaningsih (2007), teachers have an active and direct role in the classroom, they are the directors who manage, whereas students are the performers in the class. Therefore,

teacher is the one who determines what to teach and select the necessary and appropriate materials to use in the class. Additionally, teacher should create an enjoyable environment to make learning effective learning, so students will have the desire to learn. Furthermore, it helps students understand the meaning of the commands and new vocabulary that is taught. Teacher motivates students to participate in class.

Teacher motivates students to participate in the class, since the teacher engages students in performing actions or interacting with others. Teacher should prepare the specific content or commands to know what to do in the class and not improvise it, so students can act immediately.

2.2.5. Student's Role in TPR

Students maintain an active role of listeners and performers. Learners perform the action physically according to the commands given by the teacher. Furthermore, students respond to actions individually or collectively about the vocabulary that was taught and practiced. Students have little influence over the content learning, since the content is selected by the teacher in the lesson plan. Learners monitor and evaluate their own progress. Therefore, they feel encouraged to speak and participate in class (Nugrahaningsih, 2007).

2.2.6. What is Vocabulary?

Vocabulary is a set of words in a language with their meanings to communicate with others. Some authors define vocabulary as: " Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009). Vocabulary allows to express ideas, opinions and give the opportunity to develop fluency to communicate easily and be able to understand the message.

2.2.7. Teaching Vocabulary

“Teaching vocabulary is an essential element in learning a foreign language. It cannot be taught or learned in complete isolation from the rest of the linguistic components: grammar, phonetics, phonology, notions and functions” (Torres, 2017). It is necessary to emphasize that the primordial part of the language is vocabulary in order to promote communication. Therefore,

it is important to teach vocabulary when learners are at the beginning stage of the process to increase their lexical knowledge.

To present and introduce new vocabulary helps students to know the meaning of the words and understand them within the context. Learners just not learn by memorizing the vocabulary, rather they will use them in different situations. Moreover, teaching vocabulary boosts the receptive skills (listening and reading) and the productive skills (speaking and writing) in students. Harmer (2007) argues that, vocabulary is very important depending on how it is used because it is the organ to form the skeleton of the language. Students need to learn new vocabulary in a different way so that it become meaningful and can be recalled easily. Therefore, teacher must select the appropriate vocabulary to present students in a concrete form at the beginning levels or an abstract form to high levels.

Furthermore, teacher should prepare suitable resources to teach English vocabulary such as: techniques, strategies and material to get the student's attention. The purpose of teaching vocabulary is that students understand about the word meaning, word use, word formation and the word grammar but within the context.

2.2.8. The importance of Vocabulary in Language Learning

Vocabulary plays an important role in English language learning, without enough vocabulary, students cannot understand, interact, communicate, or express their ideas. Wilkins (as quoted from Alqahtani, 2015) thinks that, grammar is useful to give a message, but vocabulary knowledge is essential and meaningful to communicate, express ideas and feelings.

At elementary levels, learning vocabulary is very helpful, children develop the receptive and productive skills. Cameron (2001) argues, "building up a useful vocabulary is central in foreign language learning at primary level. Young learners have to learn vocabulary first before understanding other elements of language such as grammar and writing".

2.2.9. Techniques for explaining the meaning for new words.

Cameron (1990) listed basic techniques for explaining the meaning of the new words.

➤ **By demonstrating picture:**

- **Using an object.** Teacher can use real objects to present new vocabulary. This technique is called “realia”. Teacher can bring objects into the classroom. Learning become more meaningful for students and they can internalize the new input better (Torres, 2017).
- **Using gestures and body language.** Teacher uses facial expression and movements to help students associate the language with the gestures and actions in order to recall the meaning of the words. The student cognitive ability is more effective to visual stimuli than words (Torres, 2017).
- **Using a cut-out image.** This strategy is effective to get students’ attention, even at the beginner levels is more helpful because children love pictures. Images must be chosen carefully to make meaning clear and understandable (Cameron, 1990).
- **Drawing and/or diagram on the board.** Teacher can use it to brainstorm ideas related to the word written in the board so students can associate all of them. Tierney, Readence, & Dishener (1995) argue that probably, students’ learning about new concepts or words is stored in word maps or diagrams in the brain.

➤ **By verbal explanation**

- **Logical Definition.** Teacher provides the concept about any unknown word to make students understand the meaning. This technique is not appropriate for beginners since they do not have enough knowledge of English words, and they do not understand the concepts (Torres, 2017).
- **Putting in a context.** It is necessary to highlight that vocabulary must not be taught in isolation. It allows to connect the unknown words with the context so students can find out the meaning by themselves (Cameron, 1990).
- **Translating.** This is a frequent and easy strategy that teachers use, when teacher translates a word into the mother tongue. Torres (2017) considers that “Translation can be notoriously inaccurate but it is used when another alternative is not possible”.

2.2.10. Principles of teaching vocabulary to children

Michael J. Wallace (as cited in Ratnawati 2006) proposed some principles:

Aims: Teacher must have clear the students' goals in vocabulary teaching-learning process and what they need to achieve. Ratnawati (as cited in Wallace, 2007) emphasizes: "The aims have to be clear for the teacher. How many of the things listed does the teacher expect the learner to be able to learn? What kinds of words?". According to this author, teacher should prepare the content with the relevant words in advance depending on student's objectives at the end of the process.

Quantity: Teacher should select an appropriate quantity of vocabulary to be learned. Wallance (as quoted from Ratnawati, 2006) says: "How many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged." Beginners should learn a limit number of vocabulary to understand better, if teacher accumulates too much vocabulary, students feel bored and tired. Consequently, teaching learning process could be null and students may not recall what has been taught.

Need: The vocabulary should be chosen according to the topic and the students' needs, two things ought to be related in each lesson, so that it will be easier to get the objectives.

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other words, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant. (Ratnawati, 2006)

Students need to develop their language skills to communicate. Hence, teacher selects the appropriate vocabulary according to students' level, situation and the goals that teacher expects to achieve. In this way, students will use a lot of words to communicate in different contexts.

Frequent exposure and repetition: Wallace (as quoted in Ratnawati, 2006) says when teacher teaches vocabulary it is necessary that the words should be taught more than once, so it

helps students internalize the meaning. Practicing the new vocabulary helps students dominate their lexical knowledge in the foreign language, and they have the opportunity to use the language skills.

Meaningful presentation: The students' learning must be significant, where they can distinguish the meaning of the words to use in the foreign language. Students' comprehension must be clear and accurate to understand with what part of the speech the word is related since the meaning of a word can be changed according to the context Wallace (as quoted in Ratnawati, 2006).

2.3 BASIC TERM DEFINITIONS

Throughout this investigation is necessary highlight the definitions of the following terms:

- **Receptive and productive skills:** Receptive skills are the student's abilities to read and listen effectively in the foreign language. Productive skills are the student's capacity to write and speak effectively in the foreign language.
- **Input:** It is the language that learners are exposed to in the environment to understand the message.
- **Learning strategy:** It refers to the process and activities that learners carry out to achieve, to transform and to comprehend the new knowledge.
- **TPR:** Total Physical Response is a method for teaching a foreign language through the coordination of speech and physical movements to get a meaningful learning.
- **Method:** It is a systematic set of teaching practices based on a particular theory of language learning, it was stated to accomplish linguistic objectives.
- **Vocabulary:** It is an important component in the English teaching-learning process. It is a set of words to communicate effectively with others.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The research was qualitative approach because it was focused on describing how TPR method was applied at 3rd year of basic education “A” at Unidad Educativa José María Román and to determine the students’ role and performance in teaching vocabulary by using TPR method.

3.2. TYPE OF RESEARCH

Qualitative. – It was intended to know the natural behaviors, process and reasons in the subject and the object of the research with the results obtained by an internal investigation. The objectives were achieved and the information was gathered through experiences and the observation to understand the problem.

3.3. LEVEL OF RESEARCH

The level of research was **exploratory**. It was based on the observation and analysis about the teacher’s application of Total Physical Response method in teaching vocabulary at 3rd year of basic education “A” at Unidad Educativa José María Román.

3.4 METHODS OF RESEARCH

Ethnographic method. It was focused on developing an understanding the problem. Therefore, it was used to investigate the phenomenon in realia environment through the observation of the object of study.

3.5. POPULATION AND SAMPLE

The research was integrated by 30 students at 3rd year of basic education “A” and a teacher at Unidad Educativa “José María Román”, in the city of Riobamba, Chimborazo province, during the academic year 2018-2019. It was not needed to take a sample since the population was small. Therefore, it was considered the whole population.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collecting, the following technique and instrument were used:

Technique:

The observation was applied as a technique with the purpose of describing how Total Physical Response method (TPR) was applied in the classroom in order to recognize the techniques used in vocabulary teaching and to determine the students' role and performance

Instrument:

A checklist that was elaborated by the researcher based on the Theoretical Framework that was used as a tool to collect data. It contained specific parameters related to the specific objectives.

3.7. PROCEDURE

The research process is divided in the following steps: preliminary, work field, data collection, analytical and informative.

First, it was necessary to highlight the area of this research is Methodology, since it is focused on methods, techniques and strategies to teach vocabulary in teaching process.

Therefore, to achieve the objective of the research, the population was selected to analyze how Total Physical Response (TPR) method helps to learn new vocabulary at 3rd year basic education at Unidad Educativa "José María Román", in the city of Riobamba, Chimborazo province, during the academic year 2018-2019.

The work field and data collection was developed in one month through the observation technique, in which the checklist was applied as an instrument.

Finally, the information gathered was analyzed and the interpretation of results was reported.

3.8. WORK FIELD

The research problem was selected during the teaching practices, and the researcher's interest aroused to carry out this research.

To perform this research the permissions was given by the authorities of Unidad Educativa "Jose Maria Roman". The principals, teachers and students allowed to be part of it

The observation technique was used while the teacher and the students normally performed the activities in classes. The objective of the research was to analyze how TPR method helps to learn new vocabulary at 3rd year basic education at Unidad Educativa “José María Román”.

The data was collected in January 2019 through the checklist instrument with the parameters according to the specific objectives. To report the information, it was necessary to develop a qualitative analysis based on each one of the established objectives at the beginning of this research work.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The checklist was applied at 3rd year of basic education “A” at Unidad Educativa “Jose Maria Roman” in order to collect and analyze how Total Physical Response (TPR) helps in teaching vocabulary. The interpretation of results are presented through an analysis of the information gathered during the observation to contrast with the scientific studies presented in the theoretical framework.

The information is described according to the specific objectives that were proposed in the research.

4.1. ANALYSIS AND DESCRIPTION OF THE CHECKLIST.

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULT	THEORY CONTRAST
To describe how TPR method is applied in the classroom.	Teaching/learning -The teacher coordinates the speech with the physical movements.	It is necessary to use the speech and the body movements when new vocabulary is introduced, since children can assimilate and understand the language easily. In the classroom, it has been observed that it was usually done to introduce new vocabulary. Hence, the students could understand the meaning of some words by means of physical actions.	Total Physical Response (TPR) is a method for teaching a foreign language, that uses the coordination of speech and the physical movements to make input be useful and memorable (Bui, 2018). Silver, Adelman, & Price (2003) claim that teacher needs to accompany the words with action or movements, so it helps students respond immediately in order to act the teacher command.

	<p>-The teacher performs the action together with students.</p> <p>-The sequence of commands are changed to avoid students' memorization.</p> <p>Practice or rehearse</p> <p>-The teacher uses new vocabulary with actions constantly.</p> <p>-The teacher checks the students'</p>	<p>When commands were provided, in some instances, the students often had to perform the actions by themselves. They were shy to act since they had some doubts, Besides, the instructions or commands were not clear and accurate enough.</p> <p>It should be emphasized that, it is appropriate that teacher changes the order of the commands so students do not memorize the imperatives. Instead they need to comprehend and connect the new language. By observing the class, this process was rarely done, since the commands were used in the same order to each group.</p> <p>Based on the gathered information it was observed that the repetition of new vocabulary was not considered as an essential element in the learning process. New words were rarely repeated and they were not constantly used in the class activities. It did not allow to internalize the content. Consequently, learning was transitory.</p> <p>The students' understanding was frequently</p>	<p>Silver, Adelman, & Price (2003) suggest that teacher and volunteers act out the action according to the word or the command in front of the class, whereas the rest of students just listen carefully and look their performance.</p> <p>The sequence of commands should be changed because students should not memorize the fixed routines (Larsen-Freeman, 2000).</p> <p>Teachers must use the word or the command with the actions constantly to make students understand the new lexical items. It will enhance students' ability to remember what was already taught. (Silver, Adelman, & Price, 2003).</p> <p>Teacher should reinforce the commands that were taught and practiced them.</p>
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	<p>understanding about the vocabulary taught.</p> <p>-The teacher clarifies the students' gaps or doubts by repeating commands while acting them.</p> <p>-The new vocabulary is connected with real situations to make students internalize them.</p> <p>-The teacher uses compound commands to</p>	<p>checked during the lesson. However, just some classworks and activities were applied in the class. It avoided students' progress since they did not put in practice the new vocabulary through movements. The students' gaps were sometimes clarified through songs that were performed. It was evident that feedback was not provided appropriately so it was not possible to identify students' mistakes.</p> <p>During the lessons, real situations commands were occasionally used for instance "stand up", "open the book", "raise your hands". Most of the time, the new vocabulary that students practiced was according to the book activities. It did not catch the students' attention.</p> <p>It was affirmed that it is important to focus on all parts of language so students can</p>	<p>Volunteers perform the actions to show their understanding and comprehension about the language. Then, teacher verifies what volunteers have learned, the teacher begins to give the commands that have been practiced all the class, and at the same time, teacher checks the students' understanding. It is necessary to change commands and practice them several times. If students are confused, teacher should repeat again. When students can do all the commands without confusion or doubt, the teacher can present new language using new compound and complex commands that include all parts of speech (Silver, Adelman, & Price, 2003).</p> <p>The teacher should use commands that are connected to the real situations to catch students' attention in order to let them internalize the new content (Silver, Adelman, & Price, 20013).</p> <p>When students can do all the commands without confusion or doubt, the teacher can present new language using new compound and complex commands that</p>
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	<p>include all parts of speech.</p> <p>Evaluation -The teacher uses assessment strategies to know what students have learned</p>	<p>identify and learn all of them. During the observation it was noticed that the students just frequently learned simple words for example: nouns and verbs. Compound commands were sometimes used because students were asked to perform simple actions.</p> <p>The evaluation in the learning process was affected since at the end of the classes, assessment strategies were hardly ever used to know what students have learned.</p>	<p>include all parts of speech of the language (nouns, verbs, adjectives, prepositions, adverbs, etc.). Additionally, grammar words can be practiced easily by acting out. It facilitates that learners learn utterances and develop their understanding (Larsen-Freeman, 2000).</p> <p>According to Silver, Adelman, & Price (2003), In this stage, the students put in practice what they have learned without any support from the teacher. The evaluation can be developed individually or in groups by giving them some commands that were previously practiced.</p>
<p>To recognize the techniques used in teaching vocabulary.</p>	<p>-The teacher uses objects (realia).</p> <p>-The teacher uses the</p>	<p>Teaching techniques are useful in the learning process to achieve the expected objectives. In the observation classes it was possible to obtain the following information:</p> <p>The realia technique was occasionally used to present the new words. It did not help students connect the meaning of the word with the real object.</p>	<p>Teacher can use real objects to present new vocabulary. This technique is called “realia”. Teacher can bring objects into the classroom. Learning is more meaningful for students and they can internalize the new input better (Torres, 2017).</p>

	<p>body language in teaching vocabulary.</p> <p>-The teacher shows cut-out images to make students learn.</p> <p>-The teacher provides a definition of the unknown word.</p> <p>-The teacher translates new vocabulary literally.</p>	<p>It is important to highlight that children learn by doing, so during the classes, gestures and body language are usually used. The teacher's movements allow students comprehend what is being taught. In this regard, the students participated acting out according to the teacher commands.</p> <p>This technique was usually applied in the classroom. Students learned by observing. The classes were interesting because they participated doing activities. Through images the students could learn new vocabulary easily. Furthermore, the images were clear, understandable and according to the students' level. In addition, posters were sometimes used to teach new words.</p> <p>It was noticed that this strategy was rarely used to give concepts about new terms due to the students had a low level. This technique was not appropriated for them.</p>	<p>Teacher uses facial expression and movements to help students associate the language with the gestures and actions in order to recall the meaning of the words. The student cognitive ability is more effective to visual stimuli than words (Torres, 2017).</p> <p>This strategy is effective to get students' attention, even at the beginner levels it is more helpful because children love pictures. Images must be chosen carefully to make meaning clear and understandable (Cameron, 1990).</p> <p>Teacher provides the concept about any unknown word to make students understand the meaning. This technique is not appropriate for beginners since they do not have enough knowledge of English words, and they are not able to understand the concepts (Torres, 2017).</p>
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		<p>It was evident that the translation technique was the common means to introduce the meaning of the new terms. In the classroom it was often applied to translate literally some sentences. In addition, it was used to give some instructions in the class.</p>	<p>This is a frequent and easy strategy that teachers use, when teacher translates a word into the mother tongue. Torres (2017) considers that “Translation can be notoriously inaccurate but it is used when another alternative is not possible”.</p>
<p>To determine the students’ role and performance when the TPR method is applied.</p>	<p>-The students act in the class.</p> <p>-The students are motivated and encouraged to learn.</p>	<p>Children were active in the classroom. Some of them got involved in class even if they were shy and afraid to make mistakes. Moreover, some students raised their hands when they wanted to participate to perform some actions when they listened to commands through music for example: “touch your feet”, “turn around” etc.</p> <p>The first reason why students do not participate in the class and learn is due to the lack of motivation. It was observed that motivation was not relevant enough in the classroom. The lack of encouragement to other students to participate in the class was an obstacle in the learning process. Sometimes students had to perform the action alone. Moreover, the environment</p>	<p>Students maintain an active role of listeners and performers. Learners perform the action physically according to the commands given by the teacher (Nugrahaningdih, 2007).</p> <p>Teacher should create an enjoyable environment to make learning effective, so students will have the desire to learn. Furthermore, it helps students understand the meaning of the commands and new vocabulary that is taught. Teacher motivates students to participate in class (Nugrahaningsih,</p>

	<p>-The students assimilate the language or commands easily</p> <p>-The students work individually or collectively.</p> <p>-The students achieve a meaningful learning.</p>	<p>was not so pleasant.</p> <p>The new language was frequently assimilated through body movements. Gestures and mimics help students internalize the meaning of some words. Nevertheless, some instructions were presented through the verbal method.</p> <p>The students sometimes liked to work or perform the actions individually but they often preferred to work in group because they felt confident and they could support each other.</p> <p>The students' learning was not very satisfactory in the process due to some steps were avoided when internalizing vocabulary. Therefore, the new vocabulary was not retained for a long time</p>	<p>2007).</p> <p>This method was developed by James Asher due to the fact the author considers it is a natural approach for learning a language and acquire the new knowledge making it an easy and enjoyable process. It means students are not forced to produce language until they feel able to do it (Bui, 2018).</p> <p>Students respond to actions individually or collectively about the vocabulary that was taught and practiced. Students have little influence over the content learning, since the content is selected by the teacher in the lesson plan. Learners monitor and evaluate their own progress. (Nugrahaningsih, 2007).</p> <p>Asher (1966) developed a technique called "The learning strategy of Total Physical Response". This is about associating the language with the action, so students can retain the knowledge or the input for a long time. According to some researches, students can</p>
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			understand complex utterances when teachers use actions in the classroom.
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- It was concluded that TPR method was not applied correctly to teach vocabulary, since some important steps were omitted in the teaching- learning, practice and evaluation stages.
- It was determined that the techniques that were applied in the vocabulary teaching-learning process along the lessons helped understand the meaning of the new words. However, it could be evidenced that traditional techniques are still used in the classroom.
- The students' role and performance were affected because of some factors such as lack of motivation and encouragement that prevented the learning of vocabulary during the TPR application. Although, students could assimilate the new language with the movements, the new knowledge was not internalized in a good way.

RECOMMENDATIONS

- It is recommendable to learn and be informed about how to apply correctly TPR method in the classroom to develop the students' skills, and to help them understand the foreign language easily in order to achieve a meaningful learning and a long-term retention.
- It is recommendable to bear in mind using different techniques to teach vocabulary to internalize the learning of new words easily and to avoid techniques that prevent the learning of them.
- Teachers should motivate students in the class, and encourage them to participate in different activities.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE A EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Description: The instrument to collect data is elaborated by the researcher according to Theoretical Framework. The checklist is composed by 24 indicators depending on the specific objectives proposed in the research.

Objective 1: To describe how TPR method is applied in the classroom.				
INDICATOR	Usually	Often	Sometime	Rarely
Teaching/learning				
The teacher coordinates the speech with the physical movements to make the new vocabulary meaningful.				
The teacher performs the action together with students to make them feel confident.				
The instructions are clear and accurate.				
The sequence of commands are changed to avoid students' memorization.				
Practice or rehearse				
The teacher uses new vocabulary with actions constantly.				
The teacher checks the students' understanding about the vocabulary taught.				
The teacher clarifies the students' gaps or doubts by repeating commands while acting them.				

The new vocabulary is connected with real situation to make students internalize them.				
The teacher uses compound commands to include all parts of speech.				
Evaluation				
The teacher uses assessment strategies to know what students have learned (individually or in groups).				
Objective 2: To recognize the techniques used in teaching vocabulary.				
The teacher uses objects (realia) in the classroom to teach vocabulary.				
The teacher uses the body language in teaching vocabulary.				
The teacher shows cut-out images to make students learn.				
The teacher draws the unknown word or makes a diagram on the board.				
The teacher provides a definition of the unknown word.				
The teacher translates new vocabulary literally.				
Objective 3: To determine the students' role and performance when the TPR method is applied.				
The students act in the class.				
The students are motivated and encouraged to learn.				
The students understand the commands (imperative sentences) and act out immediately.				
The students assimilate the new language or commands easily				
The students work individually				

The students work collectively.				
The students achieve a meaningful learning.				

Made by: Myrian Pazmiño

