UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – ESPECIALIDAD INGLÉS

INFORME FINAL DEL TRABAJO DE TITULACIÓN,

EN LA MODALIDAD PROYECTOS DE INVESTIGACIÓN

TEMA:

TOTAL PHYSICAL RESPONSE STRATEGIES TO IMPROVE VOCABULARY WITH 6TH-GRADE STUDENTS AT THE ENMA GRACIELA ROMERO SCHOOL OF TABACUNDO IN THE ACADEMIC YEAR 2022 - 2023

Trabajo de titulación previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

Autora: Nicole Alejandra Freire González

Director: Msc. José Miguel Obando Arroyo

UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1728541978		
APELLIDOS Y NOMBRES:	Freire González Nicole Alejandra		
DIRECCIÓN:	Calle Velasco Ibarra y Vicente Estrella		
EMAIL:	nafreireg@utn.edu.ec		
TELÉFONO FIJO:		**TELF. MOVIL**	0961299842

DATOS DE LA OBRA	
TÍTULO:	Total Physical Response Strategies To improve vocabulary with 6th-grade students at the Enma Graciela Romero School of Tabacundo in the academic year 2022 – 2023
AUTORA:	Freire González Nicole Alejandra
FECHA:	2023/02/16
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Especialización Inglés
ASESOR /DIRECTOR:	MSc. José Miguel Obando Arroyo

CONSTANCIAS

La autora manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es la titular de los derechos patrimoniales, por lo que se asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 27 días, del mes de marzo de 2023

EL AUTOR:

Nicole Alejandra Freire González

C.I.: 172854197-8

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 20 de marzo de 2023

MSc. José Miguel Obando Arroyo

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f): ....

MSc. José Obando

Director

C.C.: 1001512043

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "Total Physical Response Strategies to improve vocabulary with 6th – grade students at the Enma Graciela School of Tabacundo in the academic year 2022 - 2023" elaborado por Freire González Nicole Alejandra, previo a la obtención del título Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

(f): ....

MSc. José Obando

Director

C.C.: COO15/201-5

(f): ....

MSc. Fernando Flores

Asesor

C.C.: 100218847-0

DEDICATION

This degree project is dedicated to God, who gave me health, intelligence, and courage during my professional training, and especially to the people who, with their love, patience, respect, and kindness, knew how to foster in me the desire to excel and, above all, for be an unconditional support.

First of all, to my father for showing me through his example that education is a powerful tool for self-transformation. And to my mother for being a true reflection of the dedication to doing the things one loves. My parents gave me the right tools to start my professional training and they maintained their unwavering support so I wouldn't give up.

Finally, to my younger brother, who taught me perseverance is the key to achieving desired goals, no matter how difficult things can sometimes get. Above all for believing in me, gave me his advice and time and motivating me to be better every day.

Nicole Freire

ACKNOWLEDGMENT

Mainly, my thanks are to the university where I acquired the necessary tools for my professional training and to the people who were present also, who with patience, and love knew how to guide me on the right path to reach my goal as such.

First, I thank Universidad Técnica del Norte for providing me with the opportunity to study in its educational establishment where I acquired transcendental knowledge as well as for my professional life and personal life.

Also, I thank MSc. José Obando, who patiently transmitted his knowledge to me throughout the process and corrected me with wisdom on every step that was wrong, in this way with his support I managed to capture my knowledge in the correct way.

Finally, I thank my parents who supported me unconditionally at every step throughout my life, they taught me not to give up, and to do my best, and above all, they are those who boosted me with love to fulfill my goals. They are the basis of the person I am today and each goal I have achieved.

ABSTRACT

In the modern world, English has become the most important international language for communication between people of different cultures. Therefore, English proficiency has become an essential skill for students. This is especially true for sixth-grade students at the Enma Graciela Romero school in Tabacundo, Ecuador, where English is taught as a compulsory subject. In the present investigation, the objective is the implementation of an educational strategy called Total Physical Response to improve English vocabulary in 6th-grade students of the "Enma Graciela Romero" school located in the city of Tabacundo, province of Pichincha in the academic period 2022-2023. Next, a sequence of theoretical foundations was ruled to support the implementation of the aforementioned strategy with respect to the improvement of vocabulary in English which includes two main skills such as listening and speaking. Subsequently, this study was carried out based on a mixed methodology that used different research methods, such as interviews and surveys to later collect, analyze and interpret the data obtained. Therefore, quantitative, and qualitative methods are involved in this research because they offer a unique and broad perspective on the perspective of both the teacher and the student as main educational actors. The results obtained showed that the use of physical movements and the use of interactive material to improve the English language are frequently present in the English classes of sixth-grade students. Therefore, it is analyzed that incorporating fun and interesting strategies where students worry about performing physical movements helps to improve the vocabulary of the contents in the second language. As a result, a didactic guide is provided where the use of active teaching methods through games is proposed to motivate and improve vocabulary through the association of words with movements to stimulate the retention of information in sixth-grade students.

Keywords: Total Physical Response, improve, vocabulary, physical movements.

RESUMEN

En el mundo moderno, el inglés se ha convertido en el idioma internacional más importante para la comunicación entre personas de diferentes culturas. Por lo tanto, el dominio del inglés se ha convertido en una habilidad esencial para los estudiantes. Esto es especialmente cierto para los estudiantes de sexto grado de la escuela Enma Graciela Romero en Tabacundo, Ecuador, donde se enseña inglés como materia obligatoria. En la presente investigación, se propone como objetivo la implementación de una estrategia educativa denominada Respuesta Física Total para mejorar el vocabulario en inglés en los estudiantes de 6to grado de la escuela "Enma Graciela Romero" ubicada en la ciudad de Tabacundo, provincia de Pichincha en el período académico 2022-2023. Seguidamente, se dictaminó una secuencia de fundamentos teóricos para sustentar la implementación de la mencionada estrategia con respecto a la mejora del vocabulario en inglés que comprende dos principales habilidades como escuchar y hablar. Posteriormente, este estudio se realizó en base a la metodología mixta que utilizó diferentes métodos de investigación, como entrevistas y encuestas para luego recolectar, analizar e interpretar los datos obtenidos. Por tanto, los métodos cuantitativos y cualitativos se involucran en esta investigación porque ofrecen una perspectiva única y amplia sobre la perspectiva tanto del docente como del estudiante como principales actores educativos. Los resultados obtenidos mostraron que el uso de movimientos físicos y el uso de material interactivo para mejorar el idioma inglés están presente con frecuencia en las clases de inglés de los estudiantes de sexto grado. Por lo tanto, se analiza que incorporar estrategias divertidas e interesantes donde los estudiantes se preocupen por realizar movimientos físicos ayuda a mejorar el vocabulario de los contenidos en la segunda lengua. Como consiguiente, se brinda una guía didáctica en donde se propone el uso de métodos activos de enseñanza a través de juegos para motivar y mejorar el vocabulario a través de la asociación de palabras con movimientos para estimular la retención de información en los estudiantes de sexto grado.

Palabras clave: Respuesta Física Total, mejorar, vocabulario, movimientos físicos.

TABLE OF CONTENTS

TABLE INDEX

FIGURE INDEX

Introduction

Motivation for the study

At present, English is one of the most spoken languages worldwide. Recent estimates indicate that around 500 million people speak it as a second language. As such, English is present everywhere, from the technology industry to the world of education. Due to its wide presence, it has become an essential tool for the success of learning and education. First, English is the most used language for international communication. Many of the documents, scientific articles, and educational materials are published in English. This means that students need a good knowledge of the language to understand the information in educational materials. In addition, students need to speak and write English to communicate with people from their environment to other people around the world.

Second, English is an essential tool for learning. Many of the best educational resources are available only in English. This means that students need a good knowledge of the language to understand educational materials and make the most of their resources. In conclusion, English is an essential language for success in learning and education. Therefore, students must devote the right time to improve their English skills to make the most of their educational experiences. Due to the importance and magnitude of English today, this research is centered on implementing an innovative strategy directed at a certain group of students where they can acquire English through actions, games, and narration of stories, among others.

Problem description

In recent years, the English language has acquired great importance in Ecuador. In such a way that the government has implemented English as a compulsory subject within the educational field. Although it is true, teachers teach this subject based on the different levels of education, guided by books that are governed within the curriculum of each institution. However, through the results of the standard tests for Ecuadorian students, it has been shown that there is a low level of knowledge of the English language, for which it is implied that the use of educational materials does not guarantee an effective education in terms of to the English language, above all the problem lies in the bad teaching by the teachers. This refers to the fact that the traditional way of teaching still prevails among Ecuadorian teachers, therefore it is ruled out that new teaching strategies or methods are not applied in classes where the student takes an active role.

In other words, due to the traditional teaching of English, which is based on the approach of learning by repetition, students are not capable of developing a deep understanding of the language. As a result, the problem with Ecuadorian students' English language acquisition is that they focus too much on vocabulary memorization and grammar study. This means that students

do not have the opportunity to practice speaking or writing English. This limits the development of student's communication skills. In addition, traditional teaching does not always adapt to the interests of the student and can be boring for some.

Most of the time the aforementioned teaching does not focus enough on the oral part of the language. This means that students do not have the opportunity to practice speaking English. This can be a big obstacle for students who want to improve their communication skills. Furthermore, traditional teaching often does not address the culture and customs of the country from which the language originates. This means that students do not have the opportunity to learn about how the language is spoken in real life. Well, students do not have the opportunity to understand the context behind the words and phrases.

Therefore, through the instruments applied such as the survey and interview with the sixth-grade students at the Enma Graciela Romero School in the academic period 2022 - 2023, it was identified that the students have difficulty acquiring vocabulary in English since they are not frequently exposed to didactic activities within the subject. The aforementioned educational institution is located in the Tabacundo parish, Pedro Moncayo canton, Pichincha province. For this reason, it is necessary to apply an appropriate strategy that will be revealed during the present work, where when applying it, it is aimed at solving the identified problem since it will help students to improve vocabulary acquisition with their didactic activities based on the contents according to the level that determines them.

Justification

English is one of the most widely spoken languages in the world, being the common language for many people from all cultures. Therefore, learning English is a must for many people who want to succeed in today's world. English is the language of business, science, technology, and education. Many jobs require candidates to be able to speak and write English. Also, knowledge of English is a competitive advantage for those who want to venture out into the world, whether it is to study or work abroad. English is a key skill to speaking with people from different parts of the world and understanding their cultures. Therefore, learning English is a great way to open the way to new opportunities and experiences. As such, in Ecuador, English has become an essential communication tool for development and competitiveness, since learning English allows students to improve their language skills, access employment opportunities, expand their knowledge of global culture, and increase their capacity for innovation. This prepares them to be global leaders and innovators in the fields of economics, education, health, and sustainable development. Therefore, learning English is crucial for the success and progress of Ecuador.

So, the teaching of English as a second language in Ecuadorian schools must be really effective based on methods where students are able to build their own knowledge by carrying out didactic actions within the classroom, in order to translate the results in any context. It should be noted that the acquisition of English vocabulary in Ecuador is essential for the education of its citizens and for the development of its economy. This means that students from Ecuador must have an unlimited comprehension and vocabulary in English to be able to communicate with other countries. For this reason, it is intended that students acquire vocabulary in an active way since this occurs through games or actions since is an effective way to improve knowledge of the language. The games provide a fun environment for students, which motivates them to explore and practice new words. This helps them develop language skills and increase their vocabulary. At the same time, using actions to teach new words helps students visually associate a word with a concept. This makes it easier for them to remember words and helps improve their understanding of language.

As such, the sixth-grade students of the Enma Graciela Romero School are ideal to apply the Total Physical Response strategy, because through this strategy it is possible to develop linguistic skills that can be used in addition to the classroom, also in real life. Well, by carrying out actions guided by teachers, students are acquiring and improving the vocabulary of the second language. That is, Total Physical Response is a strategy associated with the acquisition of vocabulary where students acquire vocabulary through games and actions, thus providing a fun way to learn.

Objectives

General Objective

Implement Total Physical Response strategies to improve English vocabulary in 6th-grade students at "Enma Graciela Romero" school in the 2022-2023 academic period.

Specific Objectives

- Describe the Total Physical Response as a didactic strategy to improve the acquisition of vocabulary in English in students.

- Analyze the benefits of applying the Total Physical Response in the classroom to improve vocabulary in English.

- To create a didactic guide using Total Physical Response strategies for the development of English vocabulary in 6th-grade students at "Enma Graciela Romero" school.

The present research work is outlined in four chapters which contain relevant information that supports the topic raised. The first chapter presents an overview of key concepts such as approaches, teaching strategies and theories of language that are related to each other in such a way that the necessary information is provided. The second chapter provides a description of the type of investigation, the methodology, and the instruments that were used to carry out the investigation. The third chapter contains the analysis of the results obtained so that they are presented in statistical graphs and discusses how these results are related to the concepts and theories seen previously. Chapter four presents the proposal where the creation of a didactic guide designed for the use of the beneficiaries is evidenced. Finally, the conclusions and recommendations are found to evidence the scope of the investigation.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Language learning theories

One of the biggest challenges in language sciences has been to explain the complex processes that allow children, in their first years of life, to master a code as complex as language and to formulate coherent theories that account for the appropriation mechanisms that foreign language students use in their learning (Escobar, 2001).

This section will briefly present the second language acquisition theories that have had the greatest impact on second language learning practice in the last sixty years.

Moreover, language learning allows people to experience new ideas, exercise their minds, benefit from cultural diversity, expand their vocabulary, as well as develop the ability to express themselves to others in an understandable way. This linguistic activity encompasses as its main characteristic the production and social interaction that in turn implies the development in the intellectual domain and physiological aptitudes, therefore this contributes to the restructuring of thought.

1.1.1 Behaviorism

Behaviorism is a theory that focuses on the study of observable behavior in order to control and predict it, as such its objective is to obtain a particular behavior. On the one hand, teachers condition the environment within the classroom and use a system of rewards and punishments to promote desired behaviors in the subject. On the other hand, students are affected by their environment, form associations between stimuli, and change behavior based on those associations (Robinson, 2020).

Besides, behaviorism is an area of psychological study that focuses on observing and analyzing how controlled environmental changes affect behavior. The goal of the behaviorist teaching method is to manipulate a subject's environment, whether human or animal, in an effort to change the subject's observable behavior. From a behaviorist perspective, teaching-learning is represented entirely by being a conditioned reflex, that is, there is a relationship between the response and the stimulus that causes it.

Each educational actor fulfills a role, in particular; the teacher's role is to manipulate the environment to foster desired behavior changes, usually with encouragement directed toward

rewards and negative reinforcement toward punishment. Then, the role of the student is to work based on repetition to memorize and repeat the behavior required by the teacher.

Next, the principles of behaviorism did not form overnight but instead evolved from the work of multiple psychologists and educators. As practitioners' understanding of learning has evolved, some principles of behaviorism have been discarded or replaced, while others continue to be accepted and practiced.

At present, the principles of behaviorism that are still in practice are the use of rewards and punishments to shape students´ behavior. However, behaviorism can oversimplify the complexity of human learning; downplaying the role of the learner in the learning process; ignoring emotions, thoughts, and internal processes; and they see humans as simple as animals.

1.1.2 Constructivism

Constructivism within education provides the necessary tools for students to be able to build their own knowledge, they are also free to learn at their own pace, which often implicitly establishes that the teacher is not involved in the process, that is, it only provides the inputs and then leaves the students to work with the proposed material and in this way they are capable of acquiring significant learning or what some teachers call building optimal knowledge.

In addition, this pedagogical current proposes that there is an interaction between the teacher and the students, that is, a dialectical exchange between the knowledge of the main educational actors, so that a productive synthesis can be reached for both and all.

Consequently, the contents are reviewed to achieve significant learning, which arises previously through the interpretation of the information provided.

A brief review of constructivism has been made considering some of its basic postulates and their implications for pedagogy. It is considered that this theory is oriented towards carrying out activities through which the student can have access to the information that the teacher wishes to share and thus expand their knowledge on a subject, which will favor their adaptation to the environment that surrounds them.

Within the constructivist training process on the part of the teachers, an analytical description of the various aspects that constitute it has been made, such as the objectives, contents,

methodology, techniques, and evaluation, which contribute to a better understanding and active development of learning by the teachers.

Regarding the objectives, it is considered that the main change is focused on the cognitive and affective part, where students can reach satisfactory levels of adaptation to new environments.

Regarding the contents, it is important to maintain a logical, procedural, and attitudinal sequence where students are able to guide themselves with previous instructions where they develop their knowledge by connecting each understanding in a partial structure and which leads the learner to establish rational links with the world.

In the methodology, the question arises that knowledge and its construction have an important component, which must be taken into account, which is learning as the result of an individual and complex construction process.

Finally, the techniques and resources that stand out the most in constructivism are essays, concept maps, interviews or a reflective diary as part of the training process, to conclude with the evaluation, necessary to the extent that it provides valuable information on the development of learning and the achievement of it (Ortiz, 2015).

1.1.3 Universal Grammar

Universal Grammar is a theory proposed by Noam Chomsky, where he explains that the human brain contains an innate mental grammar that helps humans acquire language. Chomsky theorized that the brain contains a mechanism that he referred to as a language acquisition device that is separate from other faculties of cognitive activity. Information is needed, but only to 'activate' the operation of the language acquisition device." Without this LAD, according to Chomsky, children could never learn language from the information they receive (Ellis, 1997).

(NOWAK, 2001) Claims that children acquire their mental grammar spontaneously and without formal training. Children from the same speech community reliably learn the same grammar. Exactly how mental grammar enters a child's mind is a puzzle. Children have to deduce the rules of their mother tongue from sample sentences they receive from their parents and other people. This information is insufficient to uniquely determine the underlying grammatical principles.

Also, this theory provides a system of principles, conditions and rules that are elements or properties of all natural languages. The dualistic nature of the theory introduces a cognitive bias that makes it difficult to isolate grammatical from non-grammatical factors in the experimental design when characterizing children's linguistic knowledge. The validity of the different methodologies used both from linguistic theory and from the psychology of language is discussed. What emerges from this theory is the apparent implication of a strong effect of the linearity principle, pointing to the question of whether linearity relations like precedence are theoretically motivated in Universal Grammar (Diez, 1992).

1.1.4 Krashen's Theory

It is mentioned that the linguist Krashen affirms that a language is acquired in a natural and unconscious way through its use in real communication. Thus, children are not aware that they are acquiring their mother tongue, they only realize that they are communicating with it. In other words, learning grammatical rules and their practice do not guarantee the acquisition of a second language, despite the fact that they have a pre-established natural order.

In the same way, Krashen mentions some concerns that cross his mind in relation to the acquisition of a second language if it can be given through effective teaching in the classroom. And after several studies, she mentions that learning is positive at any age, level and context, in addition to continuing to investigate teaching processes that are effective for students.

In accordance with Krashen's idea of effective teaching, he mentions that it is not necessary to get involved in the teaching and acquisition processes because it is a contradiction with the work that teachers and students do, so the positive aspects of each should be highlighted, one of these processes, focusing the work of teachers on the needs of students.

That is, Krashen refers to effective teaching processes in the classroom in which learning is encouraged and he affirms that even so, acquisition can be developed in the classroom. According to Krashen's ideas, this refers to two important aspects: informal and formal teaching. Informal teaching is focused on developing the acquisition process in which the use of language is used as a tool for the development of tasks and obviously the teacher who was considered the only one who possesses the knowledge, but in this new stage it becomes the organizer, through the comprehension of the input because students do not learn to speak or write a second language directly but through their oral or written comprehension; while formal learning focuses on the teaching of linguistic forms as structures and functions provided by the teacher (Lluguin, 2020).

1.1.5   Input hypothesis

The input hypothesis states that humans only acquire language by understanding messages or receiving understandable information. Thus, they are able to understand language without a theoretical foundation of grammar acquired with the help of context, which includes extralinguistic information, knowledge of the world, and previously acquired competence. Speech, therefore, is a result of acquisition and not a cause; speech cannot be taught directly but arises on its own as a result of competence acquired through comprehensible information. On the other hand, if the input is both understood and sufficient in itself, the necessary grammar is automatically provided.

Comprehensible input is therefore the essential ingredient for second language acquisition. All other factors are believed to stimulate or cause the optimal functioning of second language acquisition only when they contribute to the comprehensible input and/or there is an open affective filter. (Not all input that the receiver receives is processed by the acquisition, but the LAD Language Acquisition Device itself generates possible rules according to an internal process. Likewise, not all the understood input reaches the LAD, depending on whether or not it is facilitated by enough, since the affective filter is like a mental block that facilitates or impedes the acquisition of the received message (Vázquez & Hueso, 1988).

1.1.6   Acquisition learning hypothesis

The acquisition of Krashen is a subconscious process identical to the one used by children to acquire their first language. Learning, on the other hand, is a conscious process that results in knowledge about the language. In addition, Krashen affirms that what has been consciously learned cannot be transformed into acquired or vice versa. According to these ideas, the implicit teaching of a language would be at odds with its acquisition. However, taking into account other authors who question this radical separation. For a more complete view, it is preferred not to distinguish between the terms acquisition and learning (Lebrón, 2009).

In other words, understandable information is perceived in a better way when the learner hears something that he wants or needs to know. Krashen emphasizes that learning is a formalized process, as such it occurs in a classroom, while acquisition occurs informally, that is, when a person is relaxed. Besides, the Acquisition-Learning hypothesis distinguishes that students learn faster as they receive more understandable information.

1.1.7   Monitor hypothesis

This hypothesis argues that while the ability to produce linguistic emissions is part of our acquired competence, conscious learning functions as an editor or monitor, making self-corrections or modifying the output before or after speaking or writing (Lebrón, 2009).

Also, the monitor hypothesis shows the relationship between acquisition and learning. It is highlighted that the acquisition is much more important since it is what allows fluidity. On the other hand, conscious learning is not responsible for fluency, rather it is used to change the emission before speaking or writing. According to several investigations, it has been concluded that it is not easy to use the monitor hypothesis. Well, to use the monitor there are three basic conditions, however, they are not enough. The conditions are:

1. Time: the learner needs enough time to process and use the rules in normal conversation.

2. Focus on the form: the apprentice needs to be focused on the form of his production, which is, expressing himself correctly.

3. Knowing the rules: this condition helps to train the linguist in his expression when using a second language.

1.1.8   Natural order hypothesis

The natural order hypothesis denotes that grammatical structures and rules are acquired in an order that is predictable; that is, there are some grammatical structures that are acquired later. That is, students, acquire grammar rules in a predictable order.

Furthermore, the natural order does not imply that language teaching must follow that order, focusing first on structures that are acquired early and then on those that are learned later. As such, there is evidence that second language learners should not rely on grammatical structures.

1.1.9   Affective filter hypothesis

The affective filter hypothesis is basically about affect in personality and motivation in language learning. Well, there are three factors that are related to success in the acquisition.

1. Anxiety: a low level of anxiety facilitates the acquisition of languages. The less defensive the apprentice feels, the better he will do on the acquisition.

2. Motivation: high motivation is related to greater acquisition. There are several types of motivation, but some are more productive. Two types are: instrumental motivation, which occurs when the language is a practical necessity, and integrative motivation, which occurs when a second language is acquired to feel identified with a group.

3. Self-confidence: the learner with higher self-esteem and confidence tends to acquire more. Research indicates that these psychological factors are most noticeable in subconscious acquisition, that is, in the case of learners who have had the opportunity to learn in a natural context. Conversely, students who have learned in a formal class do not show as much of an effect of these psychological factors (Krashen, 1985).

It acts as a sieve. When it is down, it allows the learner to acquire language without difficulty, as long as he/she receives the appropriate comprehensible input. If, on the other hand, the affective filter is up, the learner will understand what he hears or reads, but will not acquire it. It follows that the motivation and self-confidence of learners are very important and vocabulary lessons will be learned successfully (Lebrón, 2009).

1.1.10 Cognitive theory

Cognitive theory focuses on people's mental processes, and the way they think and process information. Learners use cognitive thinking with external and internal factors; for example, learning becomes a positive advancement when the learner and their cognitive process are actively functioning. However, when the learner's mental process is not actively working, there can be complications in learning (Western Governors University, 2020).

As argued above, this theory directly links with the person's mental processes, i.e., the individual represents his learning through an information process. In addition, students integrate their internal and external factors into their critical thinking. For example, when the students use the positive cognitive function, they learn effectively. Still, when the students don't use the mental process in its totality, they generate a variety of difficulties in learning. (Western Governors University, 2020) States that it divides the cognitive theory into two theories which are social cognitive theory and cognitive-behavioral theory.

1.2 Communicative competence

It is an ability that comprises not only the linguistic, grammatical ability to produce well-constructed sentences and to know how to interpret and make judgments on sentences produced by the speaker-listener or by others, but will necessarily consist, on the one hand of a series of interrelated extralinguistic, social and semiotic abilities, and on the other hand, of a multifaceted and multiform linguistic ability.

Communicative competence comprises the skills and knowledge that an individual must have in order to be able to use the linguistic and cross-linguistic systems at his or her disposal to communicate as a member of a given sociocultural community (Muschietti, 2019).

1.2.1 Listening communicative competence

Listening to a second language implies a complex process that allows understanding and interpreting spoken messages in real time using a variety of sources such as phonetics, phonology, prosodic, lexical, syntactic, semantic, and pragmatic.

Given the complexity in the listening comprehension process, it has been considered the most difficult skill to learn of the four skills (Usó-Juan, 2006).

Table 1

Competences of Listening Communicative

Competences				
Language Skills	**Pedagogical Competences**	**Cultural Competences**	**Continuous training and professional development competence**	**Leadership skills, ethical commitment, and vocation**
Linguistics Sociolinguistics Pragmatics Communicative Competence	Planning Methodology (language strategies language activities) Selection and use of materials and	Cross cultural skills	Research Innovation Professional learning (knowledge, language skills	Leadership-Humanism Ethical commitment Teaching vocation

resources including	and
digital skills	metacognitive
Learning assessment	skills)

Note: **Taken from (Criollo, y otros, 2021)**

1.2.2 Linguistic competence

It is characterized by a speaker's ability to produce and interpret verbal signs. Knowledge and proper use of the linguistic code allow an individual to create, reproduce and interpret an infinite number of sentences. Knowledge and use are linked to two different modalities of language: language as a sign system and language in operation, in use (Muschietti, 2019).

Language as a system of signs corresponds to the semiotic domain, and its essential function is to signify. Language in operation, in use, corresponds to the semantic domain, and its basic function is to communicate.

1.2.3 Strategic competence

The importance of strategic competence in the language learning process based on the action approach and centered on the learner and his process, and its impact on communicative and linguistic competence, is highlighted. The didactic purpose is to propose complementary activities and materials based especially on the formation of learning strategies that can be perfectly integrated into a certain activity or class material, but which, at the same time, have the necessary flexibility to be used as a complement to other materials for the class.

Two central questions underlie this purpose: on the one hand, the recognized importance today of autonomy in learning, reflective learning, and Life Long Learning, and on the other hand, a previous analysis that has allowed us to detect a gap in terms of to the integration of competition strategies both in the curriculum and in the available materials (Muschietti, 2019).

1.2.4 Sociolinguistic competence

Sociolinguistic competence is the ability to behave linguistically in various contexts using different styles, registers or even languages/dialects with the aim of accommodation to the interlocutor, it means, convergence for closer social relationship (Dendane, 2014).

Also, sociolinguistic competence refers to the appropriate use of language according to the context. And pragmatic competence which involves flexibility, turn-taking, thematic development, coherence, propositional precision and fluency of speech (Criollo, y otros, 2021).

1.2.5   Discourse competence

Discourse competence is a multilingual ability that implies knowing how to handle, with efficacy, appropriateness and critical attitude, sociocultural, pragmatic, and textual knowledge when producing and interpreting each particular discourse genre, in relation to the family of genres to which it belongs. A multidimensional skill, which requires taking into account three fundamental dimensions in order to adequately use and analyze discourse genres:

The sociocultural dimension, the most global one, to recognize with a critical attitude the purposes and interests they serve, the social and cultural power they grant, and to be able to react to them; the pragmatic dimension, to relate them to the participants, their intentions, their place and time; the textual dimension, to know how they are structured into parts and how the characteristic linguistic exponents (grammar and vocabulary) are used with a social, cultural and pragmatic function (Criollo, y otros, 2021).

1.3   Language skill

The development of language skills is directly related to the teaching and learning process that is fostered in the classroom in educational institutions, this will also depend on each of the things that the child learns, however the development in the cognitive and linguistic part, this makes your acquisition successful (Salvatierra & Game, 2021).

1.4   Listening skill

Listening is a natural and active activity that involves the ability to receive, understand, interpret, and respond to the interlocutor's messages (verbal and non-verbal).

It is an arduous task and a complex psychological operation, in which concentration can often be lost due to various factors (psychological, pragmatic, social, didactic, among others). That is why it is said that there are many people who do not know how to listen and that a person does not listen to everything he thinks he has heard (Cova, La comprensión de la escucha, 2012).

1.4.1 Components of active listening skill

To develop proper active listening, three essential components must be taken into account.

Comprehension: the listener pays attention to the speaker's verbal and non-verbal language in order to fully understand what she is trying to communicate.

Retention: the listener tries to recall the key points of the speaker's message by using her memory or by taking notes.

Response and feedback: the listener replies to the speaker to confirm that she has understood the speaker's message and to go deeper into the topic. This only happens after analyzing and remembering what they have said (components one and two).

Some authors also add some more components such as:

Show that you are listening: it is not only about active listening, but also about making the interlocutor realize that you are doing it. To do this, appropriate body and facial language must be used.

Assertive communication: this type of communication is of great help to achieve active listening, especially through certain assertive techniques (Serrano, 2022).

1.4.2 Pay attention

Attention is a basic and indispensable psychological process for the processing of information of any modality, based on a complex neural system that is responsible for the control of the mental activity of an organism (Londoño, 2009).

1.4.3 Withhold judgment

Social norms that allow non-judgment can maintain high levels of cooperation. Although in the private reputation scenario, there is a situation where more and more individuals have divarication over time, causing the reputation system to collapse, the social norms that allow judgment retention remain strong, even if there is noise, variation, and incompleteness information. Furthermore, the introduction of punishment can promote cooperation, but in some situations, punishment will have a negative impact on social welfare (Quan, 2020).

1.4.4 Summarize

The abstract is an academic document that logically organizes the most important ideas that come from a base document, be it written, verbal or iconic. In the process of gathering information for a research activity, steps are taken that involve reading, selecting the research activity, organizing the contents, and not just transcribing them literally (Arenas, y otros, 2014).

1.4.5 Share

Active listening is about understanding the other person first, then being understood as the listener. As you gain a clearer understanding of the other person's perspective, you can begin to present your own ideas, feelings, and suggestions (Staff, 2021).

1.5   Stages of the listening process

Listening comprehension is the process of construction of meaning by the listener, receiver or speaker when participating in an oral communication situation. (Cova, 2012) In principle, the following elements interact during this process:

1.5.1 Receiving

Listening is related to the universal and fundamental need for recognition and validation from the earliest stages of lives.

Communication is composed of both expression and listening, however, the former is much more valued (Procesos Grupales: Centro de Facilitación, Formación y Diagnóstico, 2019).

1.5.2 Interpreting

It consists of:

1.5.2.1 Understanding the content of the discourse.

It refers to understanding the intention, the communicative purpose, the general meaning, the main ideas, discriminating the relevant information, understanding important details or secondary ideas and relating them. Also, understand assumptions, misunderstandings, what is not explicitly stated: ambiguities, double meaning, ellipses, among others.

1.5.2.2 Understanding the form of the discourse.

It refers to understanding the structure or organization of the discourse, identifying the words in the text that change the subject, that open a new topic and conclude it; identify the dialectal variant and register the level of formality, degree of specificity or the discursive tone of the discourse such as: aggressiveness, humor, sarcasm, etc. In addition, it refers to noticing the acoustic characteristics of the speech: the voice: vocalization, low/high tone, attitude of the sender and the speech: rhythm, speed, pauses, intonation, *etc.* (Cova, 2012).

1.5.3 *Recalling*

It consists of retaining words, phrases, and ideas for a few seconds to be able to interpret them in this way, retaining in long-term memory the aspects of a speech such as the most relevant information or some special words, to achieve this, different types of memory are used, such as visual, auditory, or olfactory.

1.5.4 *Evaluating*

This stage of the listening process is the one during which the listener evaluates the information received, both qualitatively and quantitatively. Evaluating allows the listener to form an opinion of what she heard and, if necessary, to begin to develop a response. During the evaluation stage, the listener determines if the information she heard and understood from the speaker is well constructed or disorganized (Bennetch, Owen, & Keesey, 2021).

1.5.5 *Responding*

This stage is where the interlocutor shows verbal or non-verbal reactions based on short or long-term memory. On the one hand, non-verbal signals are gestures such as making eye contact, touching an object, moving the head, or demonstrating any gesture through body language. On the other hand, responding verbally means asking a question, requesting information or starting a conversation, that is, any action that involves speaking.

1.6 Teaching listening

One very important idea for teaching listening is that listening courses must make use of student's prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces several concepts from the cognitive view of language learning, including scripts, and top-down/bottom-up processing. This section also looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension (Brown, 2006).

1.6.1 *Make it explicit*

The introduction of some keywords or vocabulary is important as it makes explicit how to understand and manage the conversations. In addition, key terms such as "active listening" and "discourse marker" should be presented and exemplified (Levy, 2021).

1.7 Model

To develop active listening, first, it is needed to focus on a model. As such, you can focus on dialogue in print, movies, or teacher models with student volunteers.

1.8 Practice

Active listening takes practice, but it's well worth it in terms of improving listening skills and relationships. The learner must sit quietly while the speaker finishes his or her speech.

1.9 Listening production

The development of listening production promotes in the student the interaction with aspects of the language that later allow an integrated development of the rest of the linguistic skills. In this sense, there is a group of listening comprehension strategies that facilitate not only comprehension but also motivation toward learning a foreign language at various levels of education (Martínez Molina, 2020).

1.9.1 *Pre-Listening Activities*

Activities prior to listening help learners to have a prior preparation of what they are going to hear, so it is more likely that the teacher's instructions will be carried out successfully.

In addition, these activities have various purposes, including pre-teaching or activating vocabulary, predicting content, generating interest, and checking task comprehension (Teaching English, 2022).

1.9.2 *Post-Listening Activities*

A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing (Teaching English, 2022).

Also, at this stage the students can review the transcription of what they heard, in this way analyze the errors that they may have had on the other hand this helps them to be able to understand words and phrases that they did not understand at first.

1.9.3   Listening Production strategies

It is essential to teach students to listen with understanding and awareness since in this way they acquire valuable information. Well, there are key strategies to teach in the classroom such as acquiring listening comprehension, prediction, visualization, and inference. Although it is true, these strategies should not stray from the main topic, but rather join with the content that the teacher is going to impart. The strategies are:

1. Repeat what the students have said, this way they listen to each word more carefully.

2. Know the students since there is a probability that they feel confident and thus take the time to listen and understand what the teacher says.

3. Make a hand signal so that the attentive students participate, while the one who does not pay attention listens to what their classmates say in such a way that in the end, they will capture the idea or topic discussed in class.

1.10   Vocabulary

The learning of vocabulary is important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered as the central in language teaching and is of paramount importance to a language learner.

Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Siqueira, 2007).

1.10.1 Types of vocabulary

The auditory vocabulary refers to the words that are needed to understand what is heard, it also includes the words that are understandable through hearing. So, there are two types of vocabulary:

1.10.1.1   *Oral vocabulary*

Children's oral vocabulary is related to reading vocabulary, so those words children can recognize and use in their reading. Also, they are the words that children can understand while speaking and listening.

1.10.1.2   *Receptive Vocabulary*

Receptive vocabulary refers to all words that a person can understand, including spoken, written, or hand-signed words. By contrast, expressive vocabulary refers to the words that a person can express or produce, for example, by speaking or writing (Chong, 2011).

1.11   Language Teaching Approaches

Language teaching approaches are related to a theoretical vision of what a language is and how it can be taught-learned. Also, it is a way of seeing teaching as an instruction that leads to learning through the use of specific techniques in the classroom by the teacher. (Rodgers, Jack. and Theodore S., United Kingdom) Describes language teaching approaches in the following table:

Table 2

Comparision approaches and methods

Approaches	Key characteristics	Influence on current language teaching	Teacher role	Learner role	Common activities
Communicative Language Teaching	It focuses on: Meaning Functional aspects of language Is emphasized on: Interaction Authenticity of input	Some characteristics, such as working in pairs or in groups, still influence current teaching practice.	Communication facilitator Encourages fluency	Active communicative participant Collaborator	Activities focusing on communication, e.g., task-completion, information-gathering Activities focusing

					on fluency, with a high degree of tolerance for errors.
Task-based Language Teaching	Use of tasks as core units of planning and instruction Use of real-world outcomes Focus on lexis and speaking, and integration of skills	The use of activities with real-world outcomes A focus on authenticity A focus on form combined with meaning-oriented activities	Creates authentic, meaning-focused tasks Provides interactional support Encourages focus on form	Collaborator Risk-taker Language user	Information gap, jigsaw, problem solving and other collaborative tasks Communication activities
The Audiolingual Method	Language taught through speaking A focus on sentence patterns Repetition and drills lead to habit formation. Linguistic analysis and contrastive analysis inform syllabus content and sequence Little focus on writing	Teach the language, not about the language A language is what its native speakers say, not what they ought to say Importance of practice Use of the target language	Expert Provides error correction Linguist	Developing linguist Imitator	Pronunciation activities Pattern drills Mimicking native speaker speech Repetition-based tasks Acting out dialogues
Total Physical Response	Focus on providing a stress-free	Greater awareness of learner affects	Makes most decisions	Listener Performer or actor	Imperative drills requiring

environment for learning	and more explicit attempts at lowering anxiety	relating to learning	physical responses
Comprehension precedes production		Controls the language used in class	Role plays
Learning is supported through body movement	Awareness of the importance of movement for learning, and in particular for kinesthetic learners	Director of a stage play in which students are the actors	Slide presentations

Note. **(Rodgers, Jack. and Theodore S., United Kingdom)**

1.11.1 Communicative Language Teaching

This approach aims to put students in real life situations, where they can learn to use their language skills to communicate in the real world.

Therefore, educators tend to focus on fluency of communication rather than accuracy and the lessons are more practical than theoretical. Interactive and relevant classroom activities characterize this approach along with the use of authentic source materials. Teachers are encouraged to give students as much opportunity as possible to give and receive meaningful communication (Isola, 2018).

As argued above, the communicative approach aims to achieve useful learning in students to be able to communicate with native-speaking people in real situations that happen at that moment. Therefore, within the classroom, the teacher carries out activities in which various materials are used that bring the students closer to the reality of a language. So as to, situations similar to those of real life are created, as an answer must be given, so the student must investigate, communicate and manage to resolve the said situation.

1.11.2 Task-based Language Teaching

This teaching approach is focused on carrying out a specific task that interests and engages students, so that students develop language or communication skills to meet the goal of completing the task. That is to say, the learners undertake to carry out a task with a subject that is of interest to them, and they carry it out using the language that is intended to be acquired. It should be noted

that this method promotes oral interaction, providing the student with a natural environment for the use of the language. Within the classroom, the tasks provide students with the opportunity to acquire the language since they have a certain structure in order to develop the communicative ability of the students.

1.11.3 The Direct Method

This approach is fully intertwined with the target language, as a result, it encourages the learner to think and speak in the language they wish to acquire. This means that the student does not use her mother tongue at all in the classroom. As a result, students learn to express themselves coherently by practicing the language and increasing their exposure to it. The techniques that predominate within this approach are questions and answers, conversation, reading aloud, writing, and student self-correction.

Well, it should be noted that this method projects that the acquisition process of the second language is similar to that of the learner's mother tongue. In other words, direct contact with the language is essential to establish a visual and immediate connection between the experience and the expression of the words or phrases, without having to use the mother tongue at any time. The application of this method implies that immersion in the language facilitates student learning.

1.11.4 Grammar-Translation

This approach is very traditional since it puts the translation of the mother tongue of the students before the language that is intended to be acquired. As such, to see results, students must memorize a large amount of vocabulary, as well as formats and grammar rules. Although it is true, this approach favors fluency in reading and writing skills, on the other hand, it does not develop spontaneous communication skills in students. As a result, activities within the classroom are based on grammar, vocabulary, or writing tasks.

In addition, this approach consists of having a correct grammatical base to then apply previous knowledge in the translation of sentences or texts. That is to say, first, the grammar is taught, to later put into practice what has been learned in the translation exercises. Therefore, this approach focuses on writing, where the mother tongue predominates over the second language of acquisition. On the one hand, students memorize a large amount of vocabulary, however, it is not used orally, but rather only when translating sentences or phrases.

1.11.5 Audiolingualism

This approach is based on the acquisition of a second language through repetition, oral expression, and pronunciation. As such, classes are usually taught in the target language, for which speaking and listening skills are prioritized. Since, the activities within the classroom imply that the students repeat the words that the teacher says first until they have a correct pronunciation and rhythm. In addition, through repetition, habits are formed in the student where they develop oral expression and comprehension before writing. On the other hand, the mother tongue is not used, since it is always spoken in the language that is intended to be acquired, therefore grammar is taught indirectly. This method is currently used to improve students' pronunciation.

1.11.6 The Natural Approach

This approach is characterized by recognizing and emphasizing the difference between learning and acquiring a language. That is, to learn a language it is necessary to study the structure, read texts, and memorize grammar rules. While acquiring a language means that students must be immersed in an environment where they are immersed in repetition and oral communication of the language to be learned. It is important to note that this approach is practical to use with beginning students because from the beginning the teacher creates a calm environment where interesting and understandable information is imparted.

In addition, this approach lies largely in the role of the teacher since it provides extralinguistic information that facilitates the interpretation by the student, and also creates an interesting and relaxed class environment. It should be emphasized that the practical activities in this method are of relevant importance since they prepare the student to acquire a second language.

1.11.7 Total Physical Response

The Total Physical Response language teaching method was developed in the 1960s by Professor James Asher, this method has the objective of being a tool for learning a second language. As such, TPR consists of students receiving oral, visual, or written input and reacting to it, using a bodily response, which can be a gesture, a grimace, a jump, or even a sound, etc.

(Asher, 1969) Argues that when the mother tongue is learned, it is first heard before speaking or babbling in the case of babies and in this way the language is synchronized with the body. For example, if a mother tells her son to take a banana, the child will stretch out his arm to reach it, that is, the action is performed without having to verbalize a response.

The TPR is based on the fact that the human brain is biologically programmed to learn any natural language, therefore it focuses on how children learn their mother tongue. That is, it observes and studies the communication between parents and children, combining verbal and motor skills where the child physically responds to the verbal communication of the parents.

Based on this approach, the teacher presents the language objects as instructions and the students have to do exactly what the teacher tells them. Therefore, students may be asked to sit, stand, point to the clock, or walk to the front of the class. As students improve, these instructions can become more detailed and include additional elements for language comprehension, such as adverbs (eg, speak fast), adjectives (eg, wear your red sweater), and prepositions (e.g., stand in front of the teacher) (Isola, 2018).

Applying this approach produces that the child gradually acquires the language without the need to speak fully. In this period the internalization and decryption of messages takes place. Once this stage is passed, the child is capable of reproducing language spontaneously. It is important to note that between the initial receptive stage and the final active stage, there is an intermediate moment in which the student can physically respond to show understanding of a message. A natural learning process must be followed at all times, emulating the same one that is followed with the mother tongue.

1.11.7.1.1 Benefits of Total Physical Response

TPR is a really effective method, therefore it has a variety of benefits in the educational field. It helps students understand and retain the language to be acquired in the long term. Vocabulary can be taught through actions, instructions, games like Simon Says or storytelling.

Participation in activities by students is high, that is, they play an active role. Therefore, students learn significantly by using physical movements in the classroom. In addition, the activities are fun, motivating, stress-free and involve active listening skills, which means that the knowledge acquired is promoted to be memorable.

1.11.7.1.2 Roles of Total Physical Response

Total physical response focuses on two educational actors mainly since they are the ones who play a fundamental role within this approach so that communication is observed and studied by combining verbal and motor skills, in addition, certain materials are used to apply this approach inside the classroom.

1.11.7.1.3   Learner's role

The role of the student is mainly active since it consists of listening and acting with respect to the different instructions. That is, they act intently on command and physically respond immediately. In general, the students carry out the actions together, that is, they learn by watching their partner. After learning to respond to a command given orally, students learn to read and write them. When the students are ready to speak, they will be the ones to give the orders. Once the students begin to speak, the activities to be carried out are more diverse, such as games or storytelling.

1.11.7.1.4   Teacher role

Regarding the role of the teacher, he has a totally active role since he is the one who decides what to teach, how to teach, and what materials he wants to use. In addition, he has the responsibility of providing his students with the best stimuli so that exposure to the foreign language is as beneficial as possible.

Well, initially, the teacher is the one who directs all the behavior or actions carried out by the learners. It is he who presents the models, selects the support materials and directs the interactions. In addition, he is responsible for offering adequate exposure to the second language so that learners can assimilate the basic rules and develop oral skills at their own natural pace, correcting little mistakes at first.

1.11.7.1.5   Material role

It should be noted that it is a progressive method, since, in the early stages of learning, the actions, activities, oral expression, and the teacher's gestures are used for the dynamics and development of the class but as it progresses the course, more materials should be implemented to encourage the acquisition of knowledge.

1.11.7.1.6   Total Physical Response Learning Principles

Once the use of the total physical response method has been seen within a class, there are several observations where the principles on which the teacher's behavior is based will be understood.

Table 3

Total Physical Response Learning Principles

Observations	Principles
1 The teacher gives a command in the target language and performs the action with the students.	Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
2 The students say nothing.	The students' understanding of the target language should be developed before speaking.
3 The teacher gives the commands quite quickly.	Students can initially learn one part of the language rapidly by moving their bodies.
4 The teacher sits down and issues commands to the volunteers.	The imperative is a powerful linguistic device through which the teacher can direct student behavior.
5 The teacher directs students other than the volunteers.	Students can learn through observing actions as well as by performing the actions themselves.
6 The teacher introduces new commands after she is satisfied that the first six have been mastered.	It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
7 The teacher changes the order of the commands.	Students should not be made to memorize fixed routines.
8 When the students make an error, the teacher repeats the command while acting it out.	Correction should be carried out in an unobtrusive manner.
9 The teacher gives the students commands they have not heard before.	Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
10 The teacher says, 'Jump to the desk.' Everyone laughs.	Language learning is more effective when it is fun.
11 The teacher writes the new commands on the board.	Spoken language should be emphasized over written language.
12 A few weeks later, a student who has not spoken before gives commands.	Students will begin to speak when they are ready.
13 A student says, 'Shake *hand with your neighbor.'	Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be

	postponed until students have become somewhat proficient.

Note. **(Diane Larsen-Freeman and Marti Anderson, 2011)**

1.11.7.1.7 Prepare

The teacher must select the vocabulary to be taught. Next, she must gather any props or images that she needs to illustrate the meaning of the words.

1.11.7.1.8 Teacher modeling

The teacher should say the new vocabulary word aloud to the students. As her or she does this, she must use gestures, facial expressions, props, or body movements to illustrate the meaning of the word.

1.11.7.1.9 Student modeling

The teacher should instruct student volunteers to imitate the same modeled gestures, facial expressions, use of props, or body movements while saying the word.

1.11.7.1.10 Student Participation

All students must imitate the same gestures, facial expressions, use of props, or body movements modeled by the teacher and student volunteers. They must then say the word while doing the movement.

1.11.7.1.11 Repetition and Practice

The teacher should teach the next word or phrase using the same method. Words should be reviewed and practiced with students multiple times to ensure learning. Words should be used regularly to ensure that students do not forget old words.

1.11.7.1.12 Effectiveness of Total Physical Response

The effectiveness of using the TPR method is high because it develops the ability to speak a second language in beginners. Students can use English to communicate with people around them such as the teacher, their classmates, or even family. In addition, this method proves to be effective as it helps beginners to become familiar with the language and to learn English with the use of movements, mime, and gestures, making students produce English to communicate.

1.11.7.1.13   Vocabulary terms

When teaching vocabulary terms, the body can be used as an excellent tool to associate the new vocabulary term with a movement of the body. For E.g. the 'bird' animal can be represented and shown using the body while making the beak with the hands, making the flight movement, and turning the body from side to side. E.g., sun, tree, snake, elephant, river, mountain (Johnson, 2021).

1.11.7.1.14   Verbs

Using the motions to show the various actions is a great way to teach verbs. Examples might include brushing your hair, taking a shower, eating breakfast, drinking milk, sleeping, getting dressed, putting on socks and shoes, waking up, making your bed, driving, paying, and buying groceries. These are all great ways to teach various verbs. E.g. write, read, draw, and sleep (Johnson, 2021).

CHAPTER II

METHODOLOGY

2.1 Type of research

This study was carried out based on a mixed methodology that used different research methods, such as interviews and surveys to then collect, analyze and interpret the data obtained. Therefore, the quantitative and qualitative methods are involved in this research because they offer a unique and broad perspective on the perspective of both the teacher and the student as the main educational actors.

2.1.1 Quantitative Method

This research is quantitative because it was applied as a standardized method to evaluate the opinion of a certain number of students since said information was collected through surveys and structured interviews. Therefore, this methodology is extremely useful for decision-making, since it provided objective information on the research topic and was based on the use of statistical methods for data collection where the effectiveness of the use of the Total Physical Response was analyzed as a strategy.

2.1.2 Qualitative Method

This research is qualitative because a structured interview was applied to a teacher to explore the real meaning of the teaching experience in terms of teaching strategies, behavior, and perception in such a way that attitudes, opinions, and motivations were examined from the perspective of the participant. (Streefkerk, 2023) Affirms that qualitative research is expressed in words. It is used to understand concepts, thoughts, or experiences. This type of research allows you to gather detailed information on topics that are not well understood. Common qualitative methods include open-ended interviews, observations described in words, and literature reviews that explore concepts and theories.

2.2 Research designs/methods

2.2.1 Deductive Method

The deductive method was used because at the beginning of this investigation, we started from a general principle in order to reach specific conclusions. That is, deductive logic was used to connect with the formulation of a general theory, followed by the formulation of a specific hypothesis. And therefore, the next stage is the collection of relevant information to verify the

proposed hypothesis. Well, this helped to obtain relevant information for the solution of the identified problem and decision-making.

2.2.2 Inductive Method

An inductive method is a form of reasoning that focuses on observation and data collection. Such a method is used to discover patterns and develop principles from the collected data. In this process, the survey and interview data were examined to find patterns and draw general conclusions. When analyzing the results as such, this led to the formulation of a general interpretation that is applied based on the data collected.

2.3 Descriptive Design

The descriptive design is present in this process because it describes the methods, techniques, and procedures used to collect and analyze data. As a consequence, the characteristics of sixth-grade students were defined when using concrete closed questions, in such a way that patterns and features about the use of the Total Physical Response were found. Well, this design helped to collect information to explain; and interpret the data, which can measure how well the implementation of this teaching strategy is in the classroom and helps to understand if the students will have a positive impact.

2.4 Technique / Tools

The techniques and tools that were applied to obtain and interpret data were the following:

2.4.1 Survey

A survey is a useful tool for the collection of accurate information, for the collection of information from a certain number of people, and for the application of standardized questions. For this reason, the survey was applied to sixth-grade students to collect data in a systematic way, where its structure was a sequence of closed questions to show more representative and accurate results. The survey was printed and supplied on sheets of white paper that were within the reach of each student's participation.

2.4.2 Interview

An interview is a vital tool that offers the opportunity to ask deeper and more detailed questions that cannot be obtained through other research methods. As a consequence, the interview

was applied in this research as a technique to obtain precise data or opinions from the teacher of the English area of the sixth-grade students.

2.4.3 Structured Interview

A structured interview provides a list of standardized questions to ask people who are going to be interviewed. This offers the opportunity to know the opinion on a certain topic. So, this technique was applied in order to be used to support, complement, or refute the topic raised. This interview was applied directly with the English teacher since it was carried out in an estimated time of 15 minutes, where her opinion was obtained about the questions asked.

2.5 Research Questions

What benefits does the use of the total physical response present as a teaching strategy to improve English vocabulary in sixth-grade students of the Enma Graciela Romero school in the 2022-2023 academic period?

How can total physical response be implemented in the classroom to improve English vocabulary for sixth-grade students?

In what way can the total physical response contribute to the motivation of sixth-grade students to improve their English vocabulary?

2.6 Participants

The population of the present investigation is two educational actors from the Enma Graciela Romero school. So, the participants were 12 students between men and women in the sixth grade and 1 teacher in the English area who has a degree in English and B2 level.

2.7 Sample

The present investigation does not have a sample because the chosen population is less than one hundred participants since the sixth grade of the Enma Graciela Romero school does not have a large number of students.

2.8   Data analysis plan and procedure

In the first place, for the present investigation, a certain group of students and a teacher were chosen. This population belongs to the Enma Graciela Romero school, since the students are in the sixth grade of basic education, and the teacher who has a bachelor's degree in English is the one who teaches the subject of English at the mentioned grade. Being a mixed methodology, two instruments were created based on qualitative and quantitative research. The procedure to apply both the survey and the interview to the chosen population was, first, to have approval from the authorities of the Enma Graciela Romero school, who then agreed by means of a letter of acceptance. Then, ask the English teacher for permission to conduct an interview with both her and her students for a survey. Finally, the tutor teacher of the research work was the one who reviewed and approved the instruments to apply to the students and the teacher. As a result, the instruments were applied, as such the interview was applied to face to face with the teacher, in her English laboratory, throughout the process the second language was used in communication, and it took approximately 15 minutes. Later, the survey was applied to the students where it was proposed to answer 8 multiple choice questions, in the English hour period, since the instructions were given in the second language, and it took approximately 25 minutes. Afterward, we proceeded to analyze and collect the data obtained. Finally, the information collected was tabulated and the information interpreted. As a consequence, a didactic guide was proposed as a proposal to promote the use of the Total Physical Response, which contains activities related to the contents of the book Guess What 5! From Cambridge, which is the study material for sixth-grade students based on the aforementioned teaching strategy. Later, the proposal was socialized with the teacher of the English area in a face-to-face meeting within the educational establishment, in this way the different impacts that are presented were developed.

CHAPTER III

RESULTS AND DISCUSSION

This section describes the findings, analysis, and interpretation of the data collected at the Emma Graciela Romero School. The data includes the quantitative data resulting from the surveys carried out with the participating students, as well as the transcription of the interview carried out with the participating teacher.

3.1   Analysis of survey results

Figure 1

*Frequency of implementation of activities that promote playing with objects*
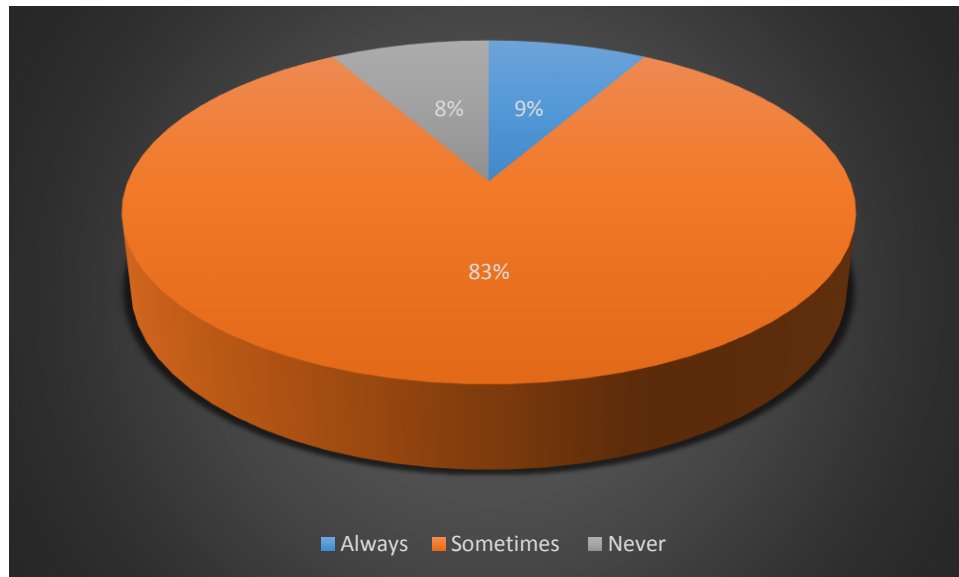
Note. Own elaboration. Source: Survey

Interpretation

The graph above shows the students participant answers to the question about the frequency in which the teacher uses tactile-related activities. According to the results, a minority of the students participant agree on that the teacher never uses such activities, but the majority went for the option ''sometimes ''. It can be interpreted that even though the teacher makes use of activities that involve manipulating objects as a strategy to support students language learning, its use the frequency may be improved so that he takes advantage of this powerful strategy for students of that age.

**Figure 2**

Instruction delivery
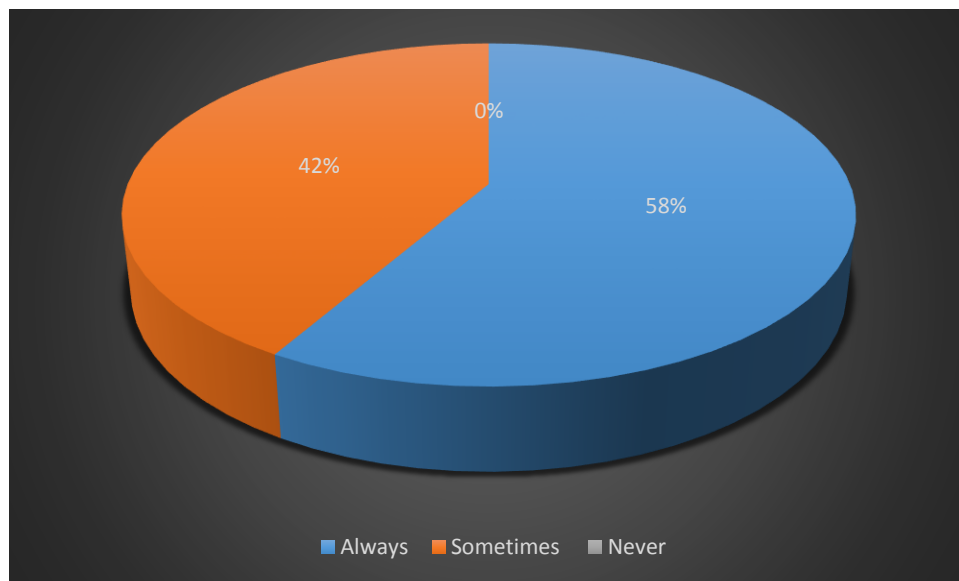
Interpretation

      The graph above shows the responses of the participants to the question about how often the teacher gives clear instructions to attract attention during class. According to the results, a minority of students agree that the teacher only "sometimes" clearly instructs to attract attention, while the majority opt for the "always" option. It can be interpreted that the frequency with which a teacher gives clear instructions to get students' attention seems to be an important indicator of the effectiveness of teaching. The more frequently the teacher provides clear instructions, the more likely students are to pay attention and effectively understand the content being taught. This can help students better absorb the content and thus improve their English vocabulary.

Figure 3

Storytelling
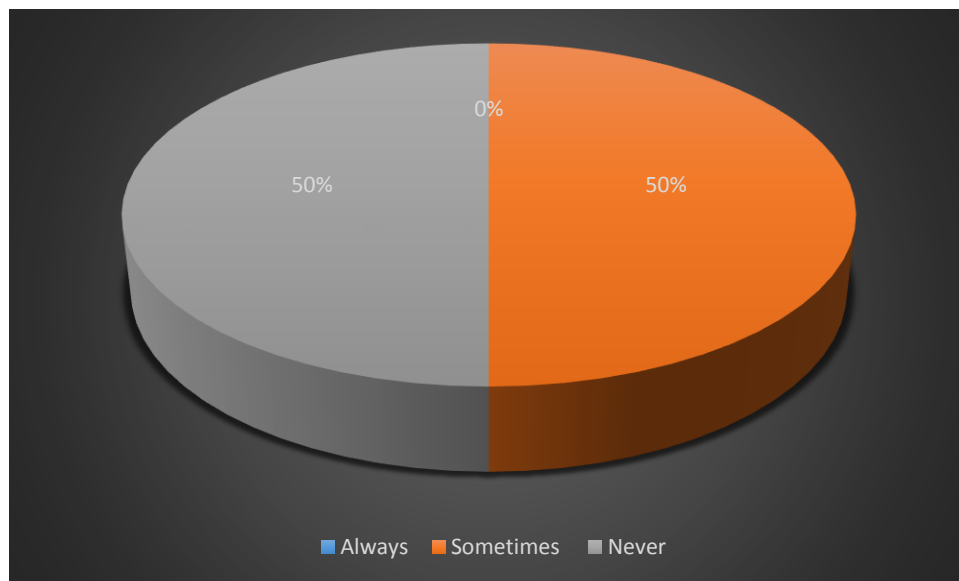
Note. Own elaboration. Source: Survey

Interpretation

The pie chart illustrates students' responses regarding the frequency of storytelling as part of English class. According to the results, it has been shown half of the students opted for the "never" option, therefore the rest of the students opted for the option that "sometimes" storytelling is part of the English class. It can be interpreted that storytelling can be a useful tool to help students improve their English vocabulary. Research suggests that the use of storytelling has positive effects on the development of student's language proficiency. It has been found that when teachers use storytelling frequently in their English classes, students significantly improve their knowledge and use of language compared to those who do not receive storytelling. This is because storytelling provides a fun, high-interest learning experience for students that helps them build and retain vocabulary.

Figure 4

Attractive material
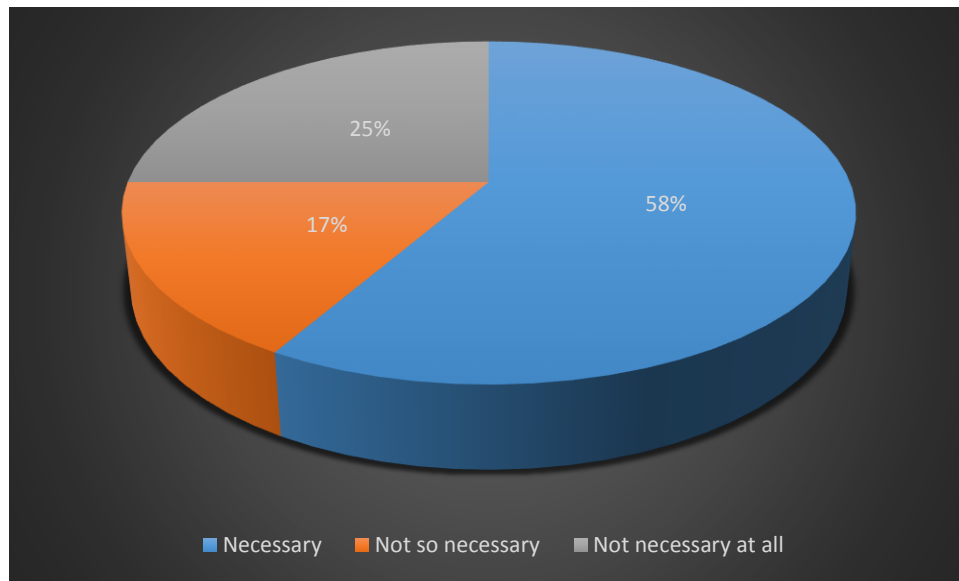
Note. Own elaboration. Source: Survey

Interpretation

The pie chart illustrates student responses regarding the need for teachers to bring fun material into the classroom. According to the results obtained, it has been shown that the majority of students consider the option "necessary", while the following percentage of students opted for the option "not so necessary at all", therefore the minority opted to choose the "not so necessary" option. The data shows that, in general, it is really necessary for teachers to bring fun material into the classroom to keep students interested and help them learn. This suggests that, in order to improve students' English vocabulary, teachers should try to incorporate fun and interesting material into their lessons.

Figure 5

Physical movements
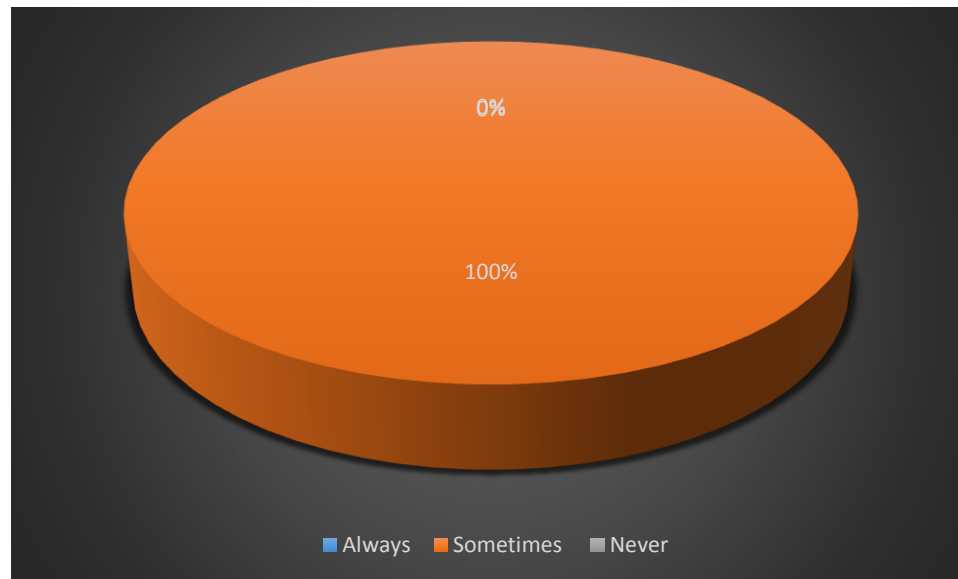
Interpretation

The pie chart illustrates the responses of the students regarding the frequency with which they consider that activities that involve physical movements such as games help to retain and improve the vocabulary learned. According to the results obtained, it has been shown that all students considered that "sometimes" physical movements help to retain and improve vocabulary in English. It is interpreted that there is a strong correlation between physical activities, such as games, and the retention and improvement of learned vocabulary. This suggests that games are an excellent way to complement learning a new language and a great resource for improving long-term memory. It's clear that games are a fun way to stimulate the brain and encourage learning.

Figure 6

Body movements
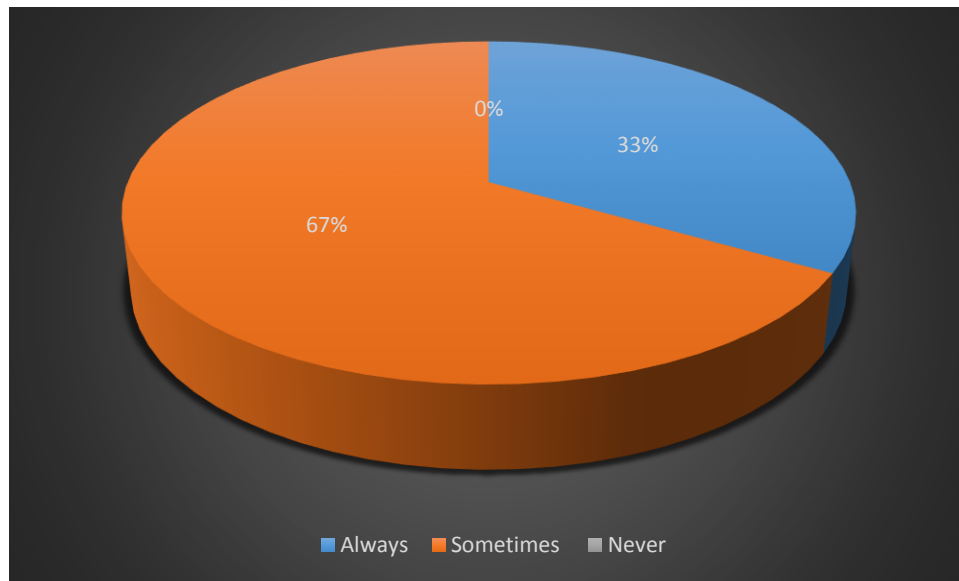
Note. Own elaboration. Source: Survey

Interpretation

The pie chart provides information on the frequency with which the teacher uses body movements to help understand the instructions which she gives. It is clear that the majority considers the option that only sometimes the teacher performs the mentioned action, while the minority opts for the option that the teacher always performs movements to clarify the instructions given. It is interpreted that there should be more frequency of the teacher's body movements since they can help students better understand the instructions given to them. When a teacher performs movements with her arms, hands, or body in a rhythmic manner, students are better able to follow the rhythm of what she is saying. This helps them focus better on the lesson and remember what you are saying. Body movements also help to illustrate abstract concepts, making the material easier to understand. Additionally, body movements can also help students feel motivated and engaged in the lesson.

Figure 7

Interest in playing in an English class
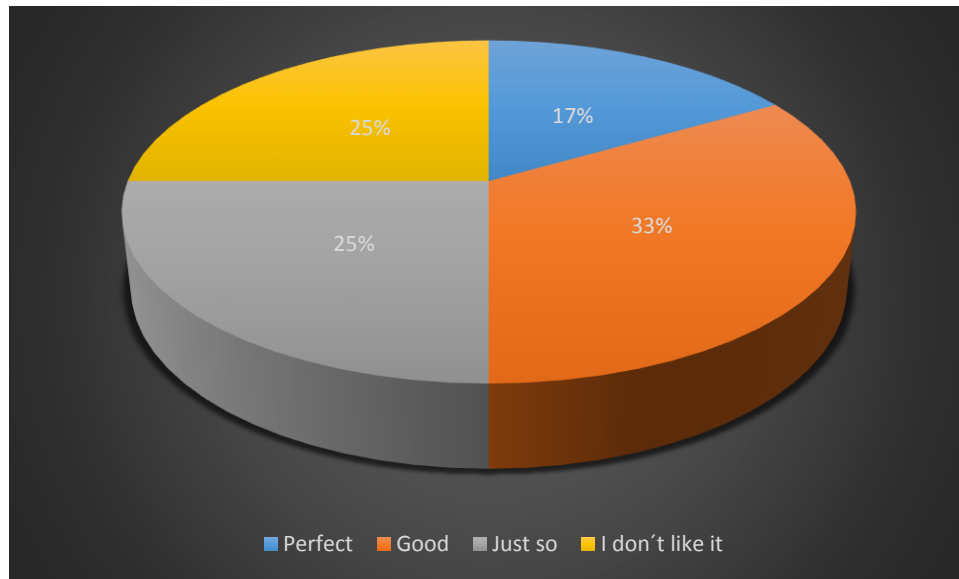
Note. Own elaboration. Source: Survey

Interpretation

   This pie chart shows sixth-grade students' considerations regarding how interesting it is to play during an English class. From the results obtained, it is evident that the majority consider the games during the English course to be perfect. While the following percentage of students choose the option "more or less", as well as the option that "they do not like". And finally, the minority considers that it is "perfect" to play in an English class. Through the data collected, it should be interpreted that the game is an effective tool to improve the motivation and learning of students in an English lesson. Also, it shows that the game is a good way to make the lesson more fun and engaging for the students. In conclusion, the game is a valuable tool that can enhance the learning experience of students and help them improve their knowledge and skills in English.

Figure 8

Attract things
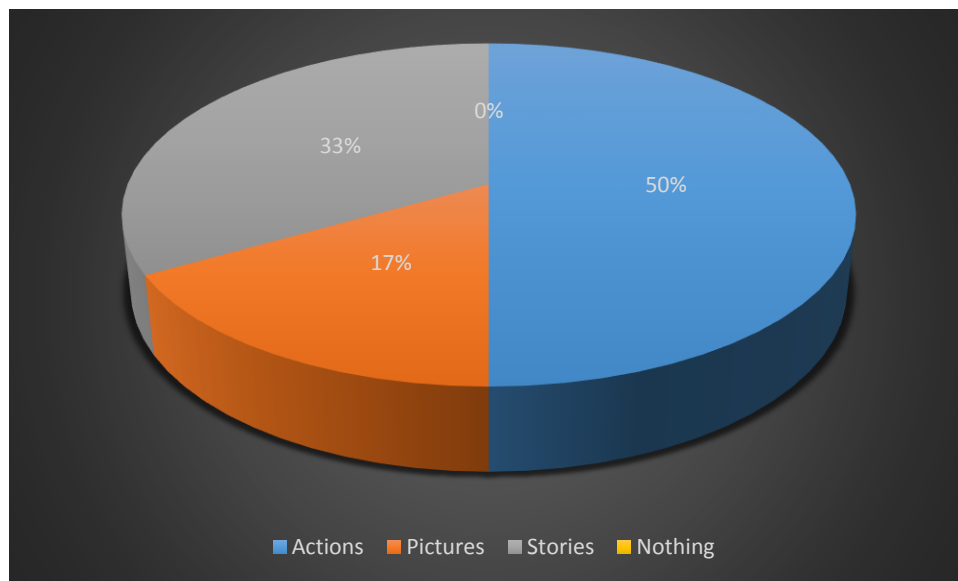
Note. Own elaboration. Source: Survey

Interpretation

The pie chart above shows the results of sixth-grade students about what kind of things they think might attract their attention in an English class. Most of the students consider that the actions are what could attract their attention, while the next percentage opts for the option that the stories can attract their attention. Finally, a minority of students opted for the photo option. It is interpreted that students find a variety of things attractive when it comes to an English class. Actions like singing, dancing, and playing games are popular among students as they can keep their attention and make the class fun. The stories also seem to attract the attention of the students, since they allow them to learn in a playful and entertaining way. Photos are also an effective way to hold students' attention, giving students a visual overview of the topics being discussed, and helping them better understand the material. Overall, the data suggest that students find a variety of things in English class fun and useful.

3.2   Analysis of the interview

From the results collected in the interview applied to the sixth grade English teacher of the Enma Graciela Romero school, a general analysis has been carried out about the questions asked. Where, it was possible to understand the perception of the teacher regarding the teaching method that she uses when teaching English classes, in addition to the opinion of the use of the Total Physical Response to improve the vocabulary in English of the students.

3.3   Teacher

1.   What method or strategy do you use to make the topic of teaching attractive to your

students?

Eh, good morning, eh, for your questions. I believe that it's very necessary the use of methods or strategies to introduce the class, eh, motivate the class, to obtain a better comprehension in my students.

3.3.1.1 Analysis

It is analyzed that the use of appropriate methods or strategies to teach students is a fundamental part of the success of a class. This is because students require motivated learning to gain a deep understanding of the topics. Teachers must be creative to find the best method to make the subject attractive to their students.

One of the most effective strategies would be the Total Physical Response strategy, in which students are given the opportunity to improve vocabulary through directed instructions to perform body movements, games, storytelling, or visual materials. This allows students to develop critical and creative thinking skills that will help them better understand the topics. In addition, it gives them greater autonomy to learn.

In conclusion, it is important that the teacher find the best method or strategy to make the subject of teaching attractive to her students. This will give them a significant advantage in terms of motivation and understanding.

2.   How do you promote the development of vocabulary acquisition in your classes?

To promote de vocabulary acquisition, I use the translators, for example. Yeah. I use the translate of some words. For example, in one activity doesn't translate all phrase they translate any word. And this, this way my students can comprehension a better way the words and learn vocabulary.

3.3.1.2 Analysis

The analysis of this question is that the teacher is promoting the development of vocabulary acquisition in his classes through the use of translators. This allows students to better understand the words and learn new vocabulary. This strategy is a good way to stimulate the learning of new

words and improve students' vocabulary. By using the translation of some words, students have the opportunity to learn new vocabulary without having to translate all the sentences. This allows them to acquire a better knowledge of the language and improve their understanding. In addition, it is analyzed that the teacher is using a variety of strategies to promote the development of vocabulary acquisition in their classes. He is using translators to explain unfamiliar words understandable to his students, providing additional explanations to remember meanings and contextual uses, as well as using fun games and activities to reinforce and practice learned vocabulary. These strategies not only help improve students' knowledge of vocabulary but also provide them with a playful environment to improve their knowledge of foreign languages.

3. ***Why do you consider that the use of the TPR Method is a good tool to acquire***

   vocabulary?

   Eh. The total physical response is the, the method. No, that you learn, that you talk. I believe that method is using order to eh, work with our body, with movement, using things in order to join, join, watch with movement in the body. The use of the method in middle students can, uh, they can remember new words and they join together to acquire new words, acquire new vocabulary, and improve our pronunciation also.

3.3.1.3 Analysis

   It is analyzed that the teacher refers to the fact that there is a connection between language, body movements, and action. This means that learning is achieved through observation and movement. As such students can learn vocabulary and word meanings while doing activities related to the topic. This helps students to remember vocabulary and meanings more efficiently. In conclusion, using the TPR Method is an excellent vocabulary-building tool because it helps students learn in a fun and efficient way while developing the confidence to speak in public.

4. ***How do you think using body language helps students understand instructions or new***

   vocabulary?

   Eh… When students use their body language, they establish a relationship between words and movements, and this create ideas in their brain. For example, eh, new words, for the reasons. I believe that it's very important, this TPR method.

3.3.1.4 Analysis

Based on the response obtained, it is analyzed that the use of body language is an extremely useful tool for students who are learning to understand instructions or new vocabulary. This is because body language creates a connection between words and movements, which helps students associate new words with visual concepts. This association helps students remember new words more easily. In conclusion, the use of body language helps students to better understand instructions and new vocabulary, which allows them to remember information better and obtain better learning results.

5. ***How do you think that applying the TPR Method promotes the correct pronunciation of words or phrases in the English language?***

Okay. Eh. With the use of this method, obviously the improve our pronunciation is, is clearly now, for example, my students can learn the pronunciation of new, new phrase. Eh, because it is, uh, motivate method. In first, in first place. No, it's fun. Students style relation and they, they talk They talk, eh, in a better, in a better way. They can learn. New phrases. Okay.

3.3.1.5 Analysis

It is analyzed that the application of the TPR Method promotes the correct pronunciation of words and phrases in the English language by relating sounds to body movement. This technique uses games, exercises, and physical activities for students to memorize sounds in a fun and effective way. When students associate sounds with movements, such as dancing, jumping, or running, it becomes easier for them to remember the sounds and how to use them to make words and phrases. The TPR Method also helps students build their confidence and improve their speaking fluency. By having a better understanding of the correct pronunciation of words and phrases in the English language, students can communicate more easily and confidently.

6. ***Mention the following resources according to the use you make of them.***

Videos

Slideshow

Role plays

Songs

Books – texts

Hi, eh. For example, videos. I use this method to introduce the topic. To introduce the class, eh slides shows. I like web representations. I use this in order to, in order to join education with technology. Education with technology. I use the songs. I use role plays, eh, like different strategies and eh, finally I use. In order to research, in order to understand in a better way, the topics.

3.3.1.6 Analysis

This response shows that the speaker is aware of the technological resources available to present their classes. Use videos as a way to introduce the topic. Also, he uses slideshows for the class, which allows him to connect education with technology. He also uses songs and role plays as different strategies to introduce the class. This shows that the speaker cares about using innovative technological resources to teach their students, which is a great advantage for education.

3.4   Discussion

The data collected from the surveys applied to the sixth-grade students were analyzed to triangulate with the interview carried out with the English teachers of basic education, and with the theoretical framework that helped to concisely formulate the aforementioned instruments. As a result, the information collected from the details of the surveys that the use of physical movements and the use of interactive material to improve the English language is frequently present in English classes. Regarding the interview, the teacher who participated argued that it is important to incorporate fun and interesting strategies where students are concerned with making physical movements in such a way that they improve the vocabulary of the contents in the second language. As such, applying didactic teaching strategies, helps students acquire English actively, so their vocabulary will improve progressively and they will feel motivated in the classroom. However, in order to make student learning effective, it is necessary to have previous objectives that have been raised with the vision that within the classroom all students are participants in the teaching-learning of the contents.

Due to this, it is considered that the previous investigations of the theoretical framework support the data obtained since to the extent that the instruments were analyzed it was intertwined that the traditional teaching method does not really contribute to the learning of sixth-grade students because it only It is based on the memorization of words, so it is not learned in an active way, so it is considered that the level that students have with respect to English is actually a huge

learning contribution. On the other hand, the contents of the book for sixth-grade students are a great contribution to improving vocabulary because they have several games, images, and storytelling, which helps to develop the different sub-skills that English understands. Although in a certain way, I have seen reflected that these subjects are not carried out in such depth, for which reason it has been proposed to implement a step-by-step didactic guide so that the teacher has a visual guide and applies it within the English class.

CHAPTER IV

THE PROPOSAL

4.1   Proposal Title

Total Physical Response strategies to improve the English vocabulary on sixth grade students

Introduction

This didactic guide focuses on the application of the Total Physical Response strategy where students will be instructed by the teacher based on content that belongs to the units of his book, but in a way focused on improving vocabulary through body movements and instructions that keep the student's attention active throughout the class period. Therefore, when applying the TPR within the subject of English, it is not only intended that the student stay motivated but it is also expected that students improve the vocabulary learned where they retain information actively where they are able to develop the skills that understand the English language both within the educational field and the daily environment that surrounds them. That is to say, this didactic guide is designed for the teacher to intertwine the contents with an attractive teaching strategy, focusing on creating an environment of interaction between the students and the teacher in order to improve vocabulary in English.

Justification

In particular, teaching English to children can be challenging, since language is an abstract concept. Children need to understand concepts like verbs, tenses, and grammar, which can be difficult to grasp. Also, children have a natural curiosity to learn about the world, so they can sometimes get off-topic. For these reasons, teachers need to be creative in explaining the basics of English and using fun exercises to keep children's attention. This requires dedication, patience, and energy from teachers for children to learn English effectively. Therefore, it is necessary to apply attractive and fun learning methods for children such as games, videos, storytelling, and body movements where they feel motivated to learn English in such a way that their vocabulary expands and improves. Due to this, the creation of a didactic guide was developed as an interactive material focused on improving English vocabulary. This material includes lesson plans based on the Total Physical Response strategy, where images, games, and vocabulary to be used depending on the unit are displayed. It should be noted that this material is a support for the teacher when teaching English lessons. A sequenced series of interactive materials was implemented because it greatly attracts the attention of students since they will feel motivated to learn and follow the instructions that the teacher uses.

Theoretical Foundation

4.2   Use of Total Physical Response

The use of the correct approach is essential in the teaching-learning process. Therefore, applying the total physical response method is significant as it stimulates students' abilities in such a way that by giving a response, they are developed, and second language acquisition can take place.

Using this approach mimics the way babies learn their first language and reduces learner inhibitions as well as stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning (Rowland, s.f.).

4.3   Effective vocabulary instruction

Vocabulary is the essential element both in the comprehension of the text, whether written or oral and in its production. Knowing vocabulary means mastering specific words (nouns, adjectives, verbs, expressions, etc.), but it is also often necessary to know the "support" words since they allow you to explain something specific when needed.

The teaching of the lexicon consists of instructing students in the knowledge, learning, and proper use of lexical words. Last, Students learn through a variety of contexts, such as talking, interacting and playing with others; listening to stories; watching television; and attending school (Susanto, 2017).

4.4   Imperatives and instructions

Imperatives are generally used to give orders, instructions, and steps. These also comprise action verbs that can be easily taught using TPR. For E.g. tie your shoelaces (Johnson, 2021).

4.5   TPR Circles

Students should be arranged in a circle around the teacher. The teacher says the word and the last person to do the action is left out. This person then stands behind the teacher and watches the student doing the last action. Eventually, there is only one student, and he or she is the winner.

4.6   TPR Simon Says

In the first stage, the teacher indicates actions in English such as clapping, jumping, singing, and raising hands ... while saying them, he does them along with the students. In the second phase, the teacher indicates the actions but, this time, he does not do them, only the students do them. In the third and final stage, the teacher tests the students and tries to trick them by doing an action other than what he says. In this test, those who make mistakes are eliminated. This activity encourages children and is usually a great success in class.

4.7   TPR Sounds

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

Objectives

4.8   General objective

Improve the vocabulary in English of the sixth-grade students of the Enma Graciela Romero school, through the use of activities through the TPR Method.

4.9   Development

The instructions that guide the student to carry out body movements gradually help to acquire and improve vocabulary in English, in such a way that, in addition to this great benefit, they also develop reading, listening, and speaking skills. In this way, the proposal focuses on the contents as being didactic, and at the same time, vocabulary is improved. Therefore, by putting the didactic guide into practice, active learning is developed in students where the improvement of vocabulary is reflected in the knowledge of each student since the use of the knowledge acquired is promoted both in the classroom and in the environment of each one, since the didactic guide includes a sequence of words that are not far from the reality of each one.

4.10   Proposal Description

This proposal has been prepared for sixth-grade students of the Enma Graciela Romero school considering the importance of learning vocabulary in English during their educational stage. Teachers can make use of the guide to create a meaningful learning environment, together with

the predisposition of the students, since they will learn and increase their level of vocabulary in English through the different activities proposed in the guide.

Didactic guide to improve
English vocabulary
based on
Total Physical Response
Strategies

A1 Level

Contents

Family and pets

Objective

Recognize family members and pets in images through the game Simon Says.

Warm up

Warm up

Present a collage of images where family members and pets are presented and the students will be able to say the name of each one according to their reality.

Warm up collage
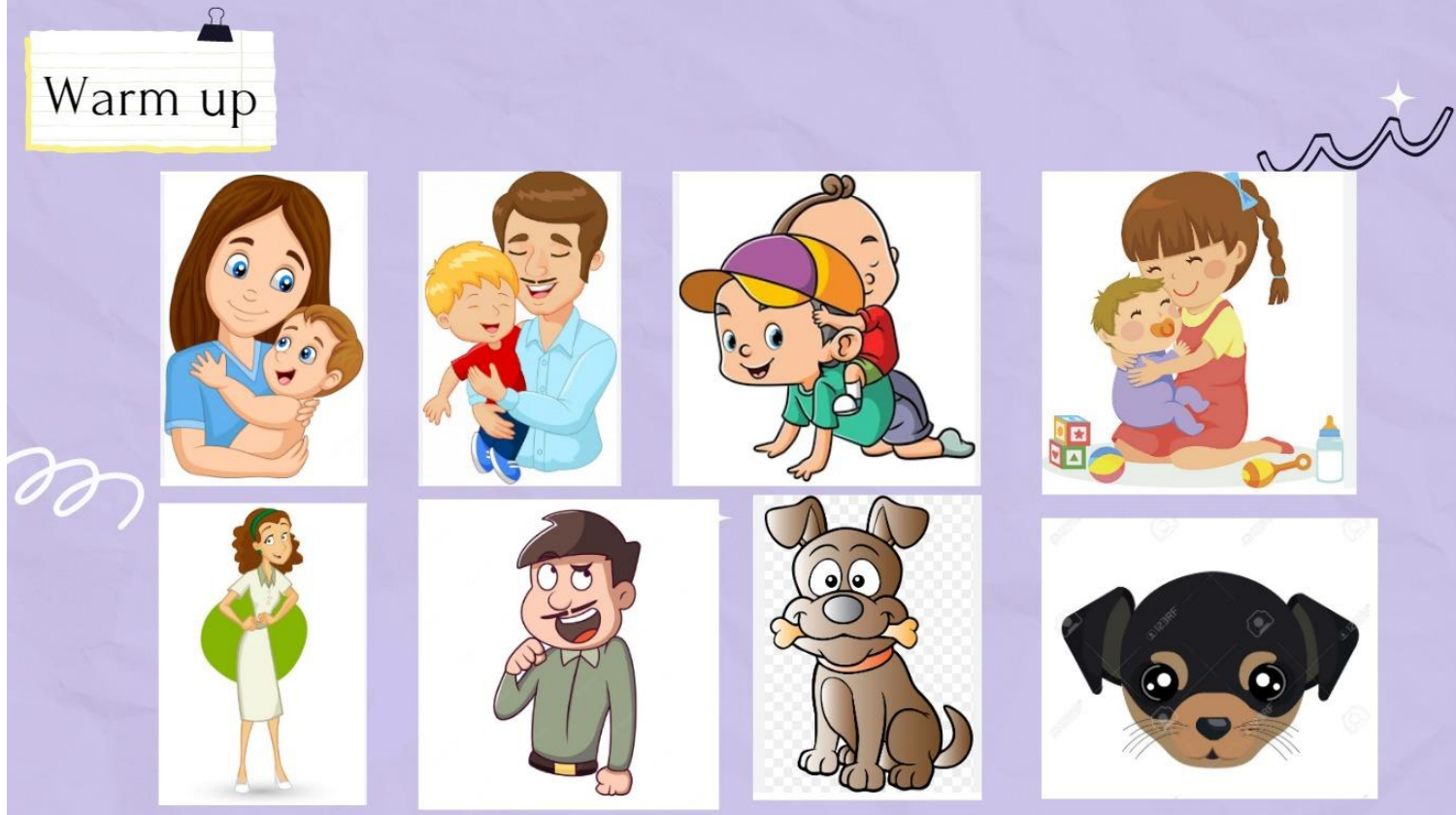
Presentation

The teacher presents the vocabulary of the family members and the pet where the students will feel identified since the vocabulary is within their environment.

The teacher will mention a fun game to the students which is about Simon Says.

Mother

Father

Brother

Sister

Aunt

Uncle

Dog

Puppy

Vocabulary

Practice

Practice
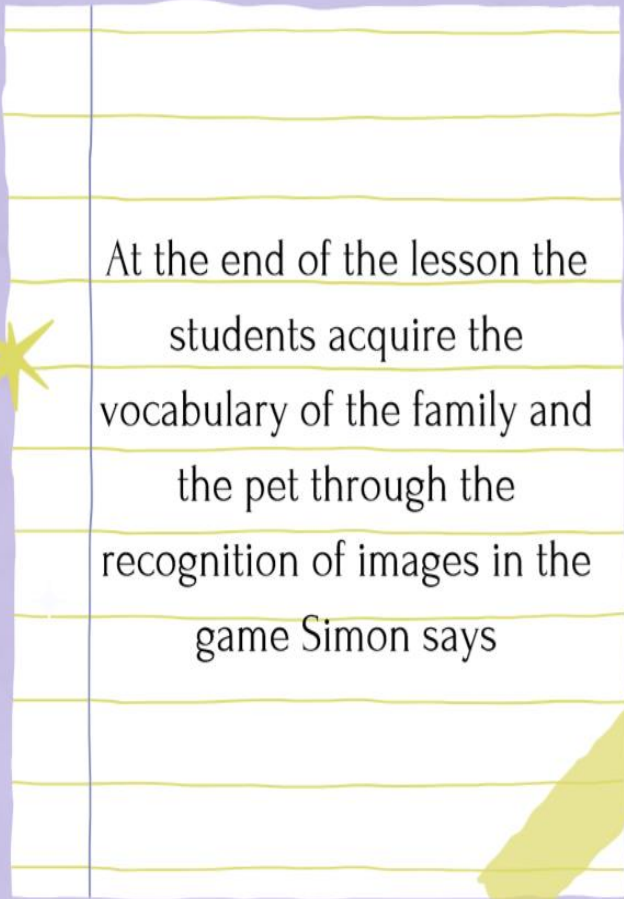
The teacher will put different images around the entire classroom, the images will be of the family members and the pet where the teacher will first say the vocabulary and the students will have to listen carefully.

Then the teacher will give instructions to start the game Simon says! The teacher will say Simon says that the students which have a dog go towards the image where the dog is found, so the very excited students will run to that image so that they already know the meaning of the word. And so the teacher will continue successively with words such as mom, dad, brother, sister, uncle or aunt.

Production

At the end of the lesson the students acquire the vocabulary of the family and the pet through the recognition of images in the game Simon says

Warm up

Warm up

The teacher instructs the students to follow what the teacher will do without saying a single word. Well, the teacher mimics in front of the class, where she asks the students to copy her after she performs each gesture of hers.

For example, if she jumps, the students must then jump. Or if she pretends to comb her hair the students should do the same.

Warm up mimics
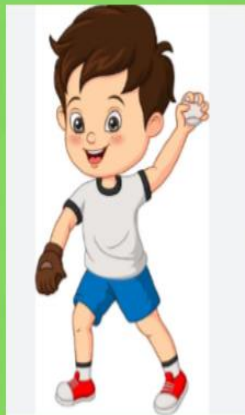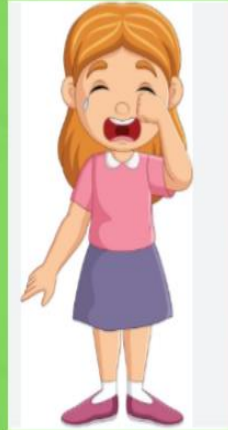
Presentation

First of all, the teacher dictates a series of vocabulary referring to actions that students normally carry out in their environment based on the theme in the ground! The vocabulary is: cry, laugh, jump, text a friend, throw a ball, bring something, use a mobile phone. She introduces and lets the students comment on whether they have ever performed those actions.
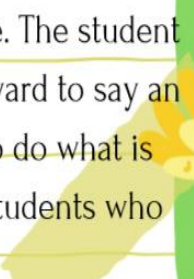
Cry

Laugh

Jump

Text a friend

Throw a ball

Bring something

Use a mobile phone

Vocabulary
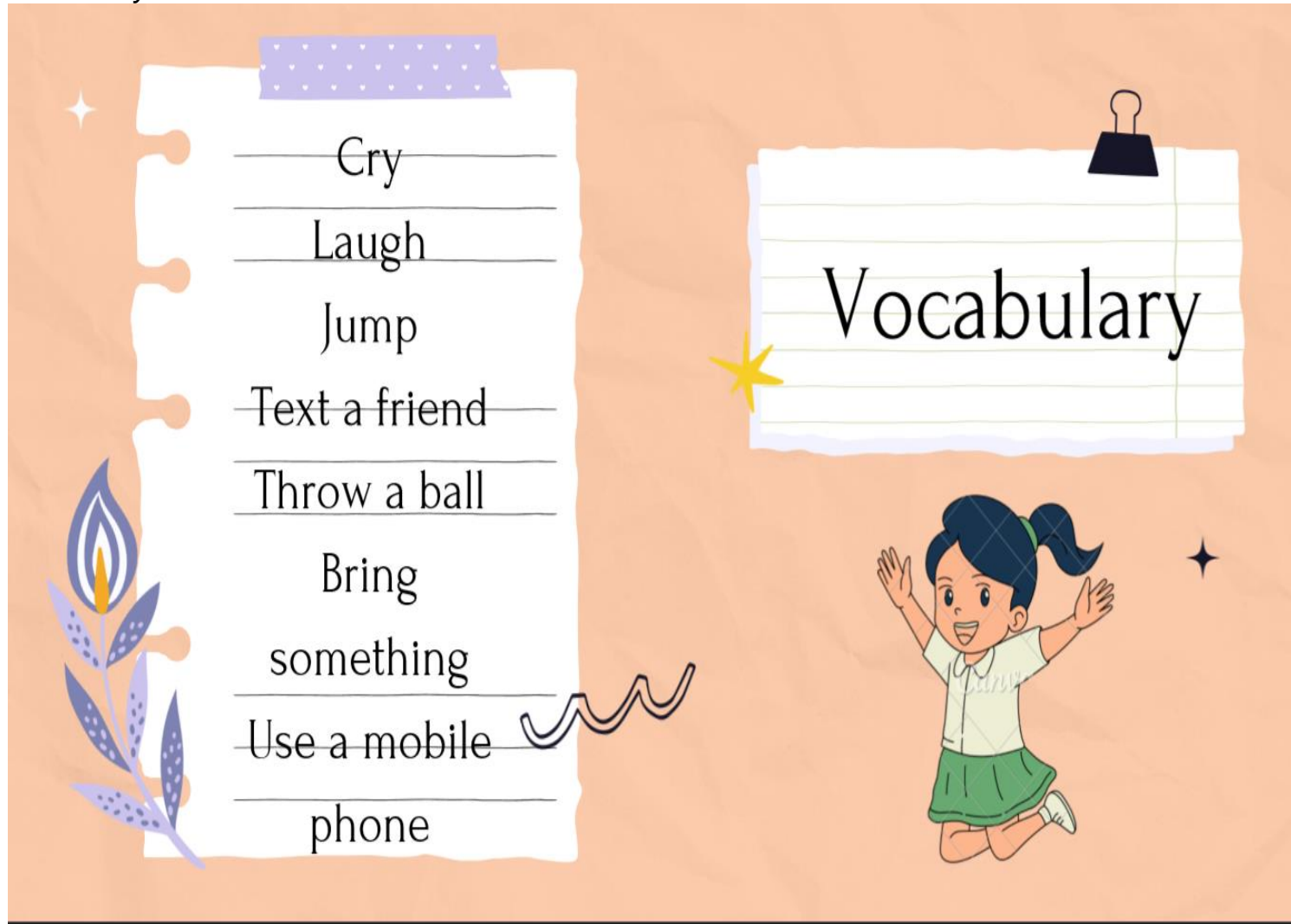
Practice

keep practicing

Next, the instruction is given that all the students put their chairs to one side, and proceed to form a circle where the teacher will be in the middle. Then the teacher is going to ask the students to listen carefully, she is going to say a word and then she is going to mime the action. Once the students understand what they should do, the teacher will say a word from the vocabulary to learn and then the students quickly go to perform that mime. The student who performs the mime last will lose and have to come forward to say an action in which her classmates must mime. The student who loses will have to come forward to say an effort and ask his classmates to do what is requested, and so on with the students who lose.
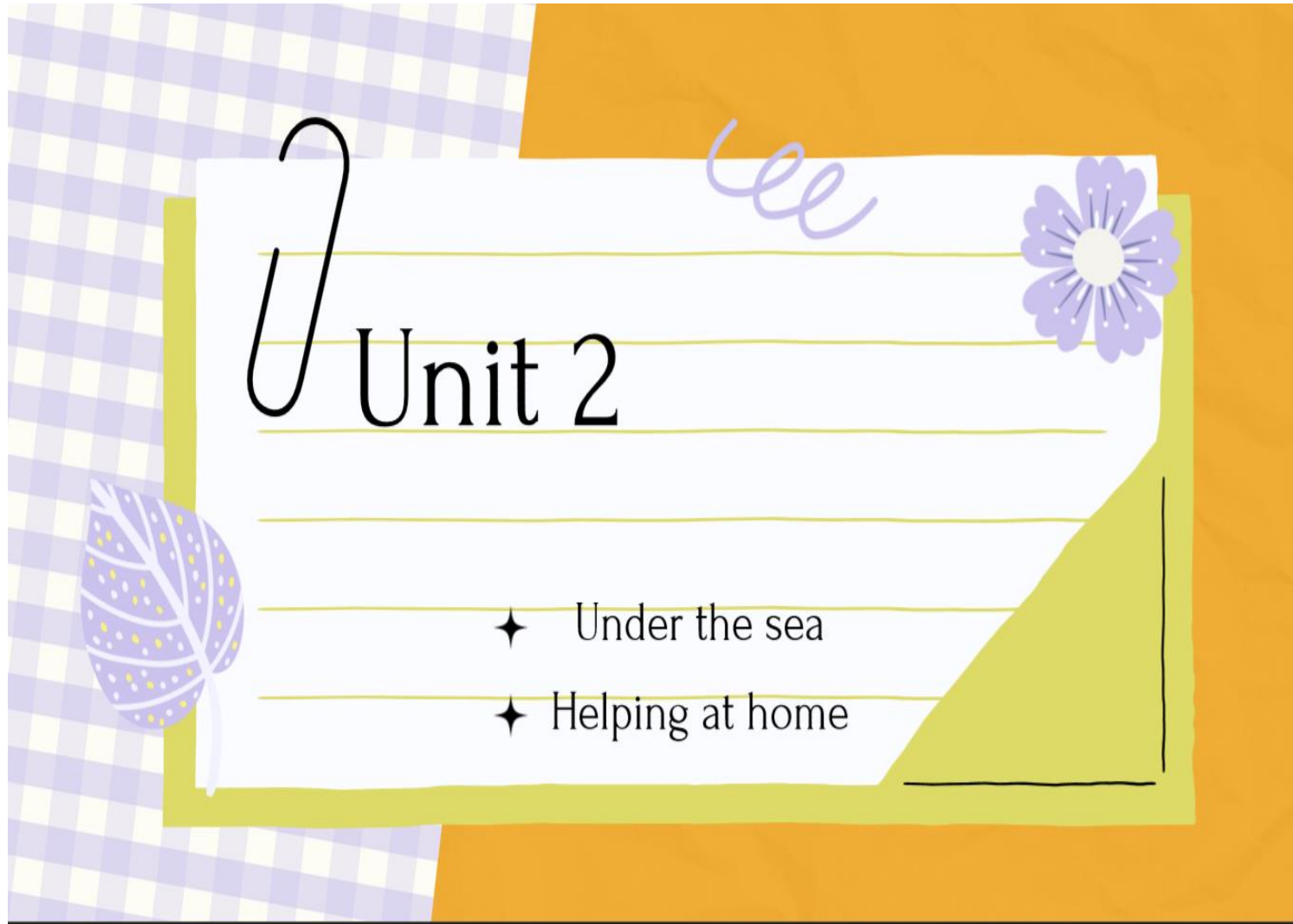
Production

Students learn the vocabulary by performing actions in the form of mimicry where if they take time to respond with a physical movement, they must develop the speaking part in front of their classmates, as such it shows that they learned the vocabulary interactively.

Unit 2

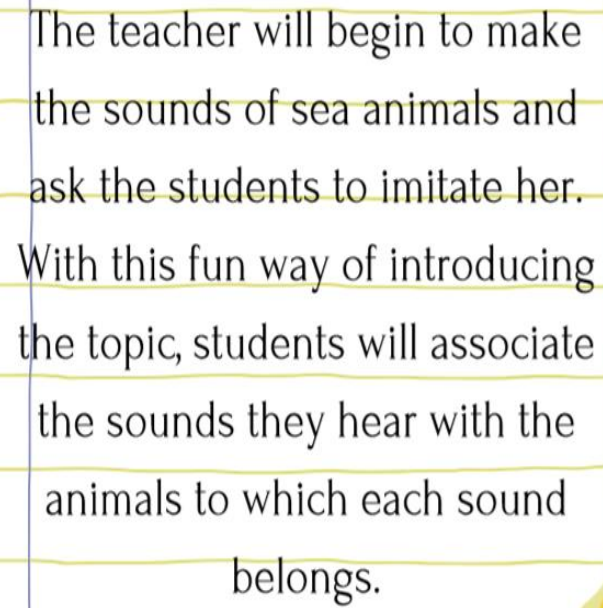✦ Under the sea

✦ Helping at home

Under the sea

Objective

Students will be able to tell the sea animals by listening to the sounds they make using the Total Physical Response Sounds strategy.
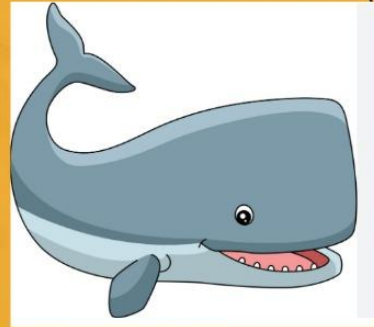
Warm up

The teacher will begin to make the sounds of sea animals and ask the students to imitate her. With this fun way of introducing the topic, students will associate the sounds they hear with the animals to which each sound belongs.

Be CREATI ve

Warm up pictures

Presentation

First, the teacher transmits the sounds of sea animals to the students, followed by asking them if they have ever seen these animals and to make the sounds they heard from sea animals. The vocabulary is a turtle, jellyfish, crab, whale, starfish, and manta ray. The teacher makes the students listen to the sounds so that they understand what animal it is. She first teaches the vocabulary, so that later they can recognize and say the animal on their own.
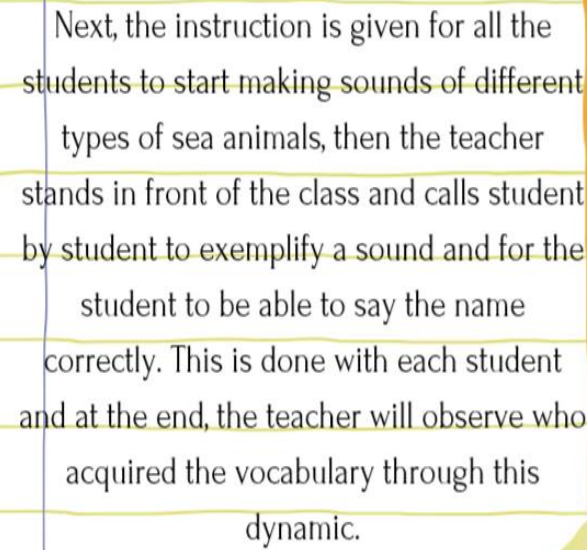
Seal

Whale

Sea Wolf

Sperm whale

Dolphin

Vocabulary

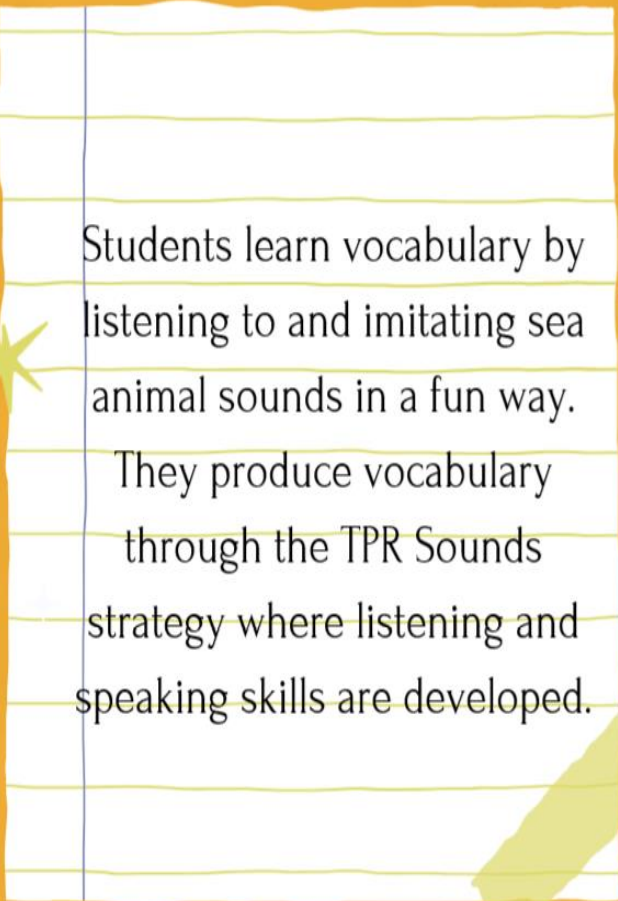# Practice

Next, the instruction is given for all the students to start making sounds of different types of sea animals, then the teacher stands in front of the class and calls student by student to exemplify a sound and for the student to be able to say the name correctly. This is done with each student and at the end, the teacher will observe who acquired the vocabulary through this dynamic.

Production

Students learn vocabulary by listening to and imitating sea animal sounds in a fun way. They produce vocabulary through the TPR Sounds strategy where listening and speaking skills are developed.
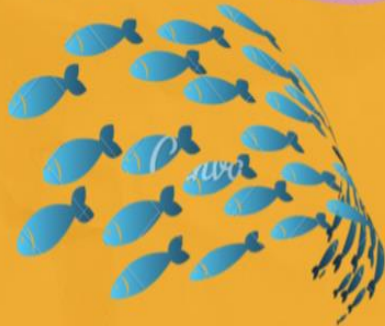
Helping at
home

Objective

Students will be able to act out a scene of the activities they do at home where they will say the name of each one as they do so.

Warm up

Warm up

The teacher presents the vocabulary of the topic Help at home! She mentions that these activities are very important to maintain a good atmosphere in the house. She asks the students if she has ever helped in any of these ways. The students will feel identified since each one has helped at home.

Warm up pictures

Presentation

The teacher instructs each student to choose an activity that she has done at home, then she writes the activity she chose on a piece of paper decorated with colors. Then, she tells the students that they must come forward one by one and act out a short scene where she demonstrates that they have done the activity they chose. In this way, the students will be attentive to the subject. The vocabulary of the activities is: clean the bathroom, cook dinner, dry the dishes, make my bed and water the plants.

Clean the bathroom

Cook dinner,

Dry the dishes

Make my bed

Water the plants.
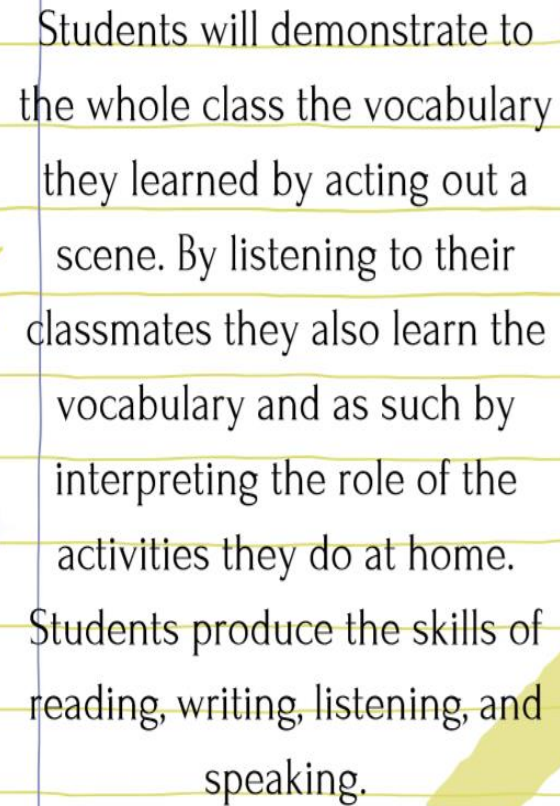
Vocabulary

Practice

Students will have approximately 10 minutes to prepare and practice the acting role they have chosen. As such, by practicing they are engaging in active learning as they mix physical movements with vocabulary.

Once everyone is ready, the order in which the students are going to act out their roles will be raffled, and each one must say at the end what they did.

Production

Students will demonstrate to the whole class the vocabulary they learned by acting out a scene. By listening to their classmates they also learn the vocabulary and as such by interpreting the role of the activities they do at home. Students produce the skills of reading, writing, listening, and speaking.

eyebrow
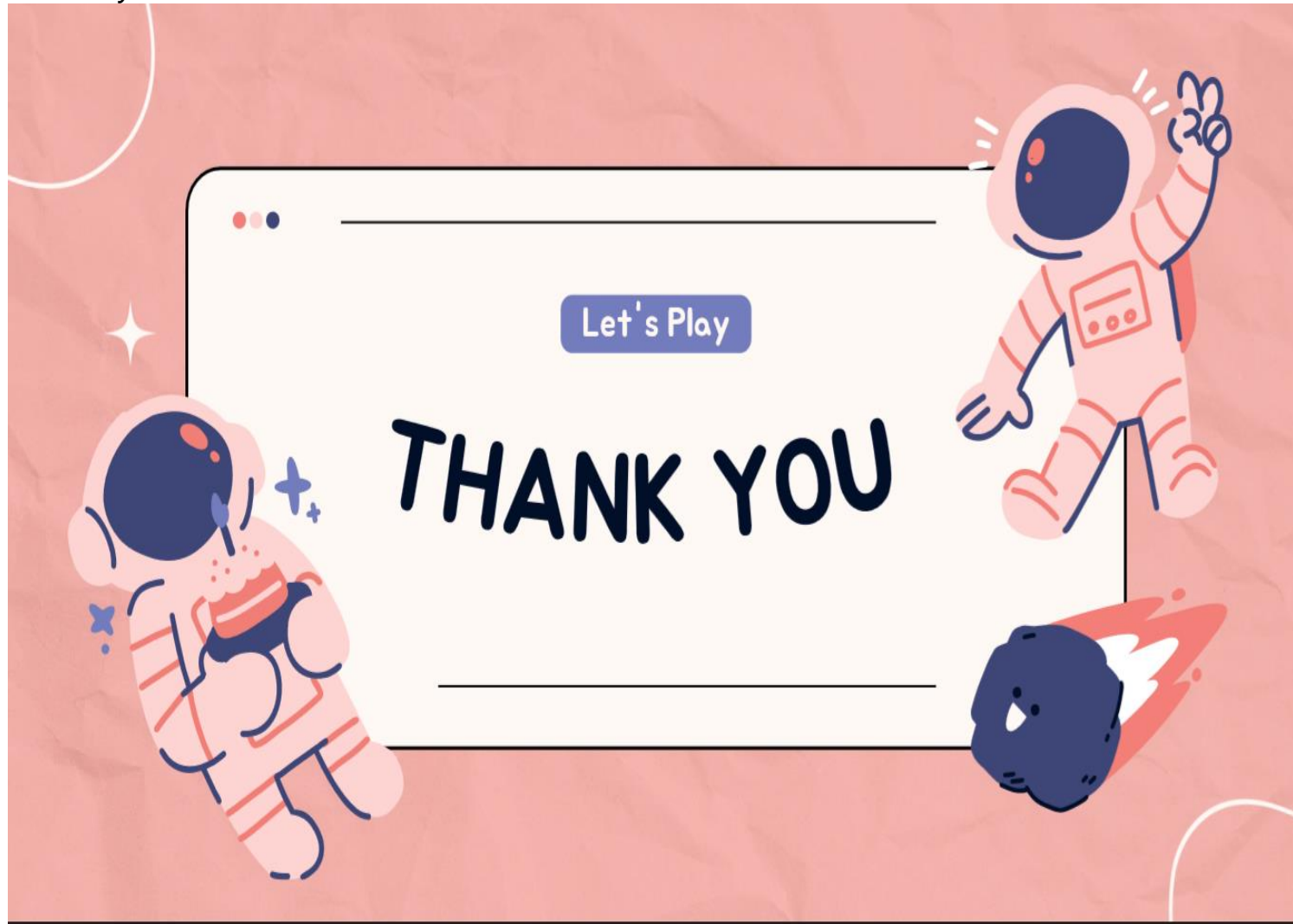
4.11 Impacts

The impacts of this project are prospective, that is, it will benefit in several aspects. The three impacts generated based on the proposal are the following:

Academic Impact

Social Impact

Technological Impact

The impacts are a reflection of the execution of this project. They are considered to be concise and positive. To measure them should be based on the following scale:

Table 4

Measure Level

Qualitative measurement	Quantitative measurement
High positive impact	3
Medium positive impact	2
Low positive impact	2
Low negative impact	-3
Medium negative impact	-2
High negative impact	-1

Source: Elaborated by Posso (2013)

Table 5

Academic Impact

Impact Levels						
Indicators	**-3**	**-2**	**-1**	**1**	**2**	**3**
Improve English Vocabulary through the use of Total Physical Response Strategies						X
Didactic material was used to present the topics according to the level of English of the students						X
The use of games motivates the student to pay more attention to the content of the class						X
Total						∑ 9

∑ / Number indicators

9 / 3

3 High Positive Impact

Analysis

The criteria show that the implementation of the use of the total physical response to improve English vocabulary had a high positive academic impact on students. This technique will help students improve their understanding of the language and increase their vocabulary. By having students act out, move their bodies, and take part in a fun activity, learning becomes more interesting and entertaining. Students will have less time to get bored or get sidetracked from the task at hand.

Table 6

Social Impact

Impact Levels						
Indicators	**-3**	**-2**	**-1**	**1**	**2**	**3**
Create a comfortable environment among educational actors						X
Motivate students' self-confidence to better develop class activities						X
Promote the autonomy of students and respect that of others						X
Total						∑ 9

∑ / Number indicators

9 / 3

3 High Positive Impact

Analysis

The criteria show that the implementation of the use of the total physical response to improve vocabulary in English had a high positive social impact on students. So, creating a comfortable environment among the educational actors and motivating students' self-confidence to better develop class activities contributes to improving the social climate in the classroom, encourages mutual respect between students and teachers, increases the communication skills, reduces stress and anxiety among students and promotes better learning. This will have a positive impact on the social development of students, as well as on the quality of the school environment.

Table 7

Technological Impact

Impact Levels Indicators	-3	-2	-1	1	2	3
Include technological materials to present the didactic material						X
Encourage the use of applications with games to improve vocabulary						X
Apply audios that are references to the content to improve English vocabulary						X
Total						∑ 9

∑ / Number indicators

9 / 3

3 High Positive Impact

Analysis

      The criteria show that the implementation of the use of the total physical response to improve English vocabulary had a high positive technological impact on students. A technological impact was generated by allowing teachers, students to access a wide variety of online tools and resources to improve their understanding of English vocabulary. This improves student understanding, while providing a better education for those who have access to education.

CONCLUSIONS

- In conclusion, the theoretical foundation contributed significantly based on the Total Physical Response teaching strategy to improve the English vocabulary of sixth grade students because it is conceptualized that the implementation of didactic strategies within the children's classroom helps them learn actively by interacting with others, as well as manipulating objects in such a way that they develop motor skills, creativity, the ability to think and solve problems quickly where movements contribute to vocabulary improvement. Therefore, the aforementioned strategy provides a stimulating environment for students where they take an active role that at the same time explore and experiment while the role of the teacher is to be a guide for the student.

- In the research project, the mixed methodology has been used because quantitative and qualitative methods were integrated in the same study as such, relevant data was collected that allowed to know in depth the perception of the teacher and the students, to obtain the data I apply the interview and the survey respectively as research instruments, as such the analysis of the results obtained was interpreted, where the strategies used by the teacher were evidenced in order to improve the vocabulary in English of the students, who perceive that within of their English classes they frequently do recreational activities to improve English vocabulary.

- Based on the data collected and interpreted, the discussion was carried out in cohesion with the theoretical foundation where it is sustained that the application of didactic teaching strategies helps students acquire English actively and the teacher is the one who guides them to carry out activities. Where students are motivated to participate so that they become involved in the learning process and thus improve their vocabulary in English as such develop listening skills.

- Total Physical Response is predominant in the activities to be carried out based on the contents to develop listening skills while improving vocabulary in English in the sixth grade students of the Enma Graciela Romero school, the activities support the aforementioned strategy due to It was proposed that the students follow the instructions that the teacher gives where the physical movements are based on the improvement of vocabulary as such along with motivation.

RECOMMENDATIONS

- This research project emphasizes that within the teaching-learning process it is essential to motivate students during class lessons through different activities that help improve the acquisition of the second language such as English, for which it is recommended that teachers of English of the establishment to apply an adequate methodology for the different levels that there are where they go hand in hand with the contents and the context that the students find, in such a way that it helps to potentiate the vocabulary in English in an active way.

- When developing the theoretical foundations, relevant information is projected to apply the Total Physical Response in students, therefore it is recommended with due support that teachers become familiar with the Total Physical Response technique before starting to use it in class. This will allow them to better understand the concept and use it in the best way for their target audience. This will also help them to know the specific exercises and activities that must be performed for the success of the technique.

- It is considered that when applying didactic activities in English language students, there are better results at the time of vocabulary acquisition, so it is recommended that implementing new strategies focused on modern teaching methods such as TPR help develop extraordinary skills in students how to improve listening skills, pay attention and expand creativity.

- It is suggested that English teachers implement the didactic guide provided in the present investigation, where they adapt their contents with the reality or the appropriate context of the students, because to strengthen listening skills, in addition to acquiring vocabulary in an active and fun.

References

Aguilar, R. (1997). *Metodología de la Investigación Científica.* Loja: UTPL.

APA. (2010). *Manual de Publicaciones de la American Psychological Association. Versión Abreviada.* Chalco: El Manual Moderno S.A. de CV.

APA. (2020). Obtenido de https://normas-apa.org/.

Arenas, S., Burgos, R., Lizcano, C., Rebolledo, H., Barrero, N., Girón, S., . . . Suárez, C. (2014). *El Resumen.* Universidad Sergio Arboleda.

Asher, J. J. (1969). *The Total Physical Response Approach to Second Language Learning. .* The Modern Language Journal.

Bennetch, R., Owen, C., & Keesey, a. Z. (2021). *Effective Professional Communication: A Rhetorical Approach.* Saskatoon, SK, Canadá: University of Saskatchewan.

Brito, S. (2022). *Total Physical Response method to boost English Speaking Acquisition in primary school students.* Pontificia Universidad Católica del Ecuador Sede Ambato.

Brown, S. (2006). *Teaching Listening.* Cambridge University Press.

Chong, A. B. (2011). *Encyclopedia of Child Behavior and Development.* Boston: Springer, Boston, MA.

Cova, Y. (2012). La comprensión de la escucha. *SciELO, 54*(87).

Cova, Y. (2012). La comprensión de la escucha. *UPEL - I.P.M., 54*(87), 125-140.

Criollo, M., Torres, L., Lizaldes, O., Ramírez, A., Sarmiento, M., Cordero, N., . . . Cárdenas, A. (2021). Competencias Lingüísticas de los Docentes de Inglés en relación a los estándares de desempeño profesional en un mundo globalizado. *Zenodo*, 1006. doi:10.5281/zenodo.4545798

Dendane, K. (July de 2014). *Quora*. Obtenido de Quora: https://www.quora.com/What-is-sociolinguistic-competence

Diane Larsen-Freeman and Marti Anderson. (2011). *Techniques & Principles in Language Teaching.* Oxford: Oxford University Press.

Diez, E. (1992). Gramática universal y adquisición del lenguaje: Algunos problemas en torno a la investigación de la referencia anafórica infantil. *Psicothema, 3*(2), 469-477. doi:https://www.psicothema.com/pdf/845.pdf

Ellis, R. (1997). *Second Language Acquisition.* Oxford: Oxford University Press.

Escobar, C. (2001). *Teorías sobre la adquisición y el aprendizaje de segundas lenguas.* Departamento de Didáctica de la lengua y la literatura - Universidad Autónoma de Barcelona.

Estremera, S. (2020). *El uso de la metodología ''Total Physical Response'' (TPR) en un aula de Educación Primaria.* Universidad de Valladolid.

Hayman, J. (1984). *Investigación y educación.* Buenos Aires: Paidos.

Hernández-Sampieri, R., & Mendoza, C. (2018). *Metodología de la investigación, las rutas cuantitativa, cualitativa y mixta.* México: McGraw-Hill Education.

Isola, J. (2018). *Sanako*. Obtenido de Sanako: https://sanako.com/the-10-best-language-teaching-strategies-explained

Johnson, S. (30 de November de 2021). *Study*. Obtenido de Study: https://study.com/learn/lesson/total-physical-response-method-examples.html

Krashen, S. D. (1985). *The input hypothesis Issues and Implications.* Addison-Wesley Longman Ltd.

Lebrón, A. (2009). Teorías Generales sobre el aprendizaje y la adquisición de una lengua extranjera. *Federación de Enseñanza de CC.OO de Andalucía*(3), 1-9. doi:https://www.feandalucia.ccoo.es/docu/p5sd5070.pdf

Levy, S. (2021). *Busy Teacher*. Obtenido de Busy Teacher: https://busyteacher.org/14411-how-to-teach-listening-skills-best-practices.html

Lluguin, M. J. (2020). Teoría de Stephen Krashen en el desarrollo de la producción oral de los estudiantes de la ESPOCH. *Polo de Conocimiento, 5*(03), 814-849. doi:10.23857/pc.v5i3.1385

Londoño, L. (2009). *La atención: un proceso psicológico básico.* Universidad Cooperativa de Colombia.

Martínez Molina, D. A. (11 de Mayo de 2020). *Qualitas*. Obtenido de Qualitas: https://revistas.unibe.edu.ec/index.php/qualitas/article/view/35/179

Mediavilla, A., López, R., Posso, M., Carrascal, R., Ortiz, D., Almeida, C., & Guamán, I. (2017). *Evidencias, Origen y Forma.* Ibarra: UTN.

Muschietti, M. (2019). *La competencia estratégica como factor de influencia en el desarrollo de la competencia comunicativa.* Universidad Católica Argentina.

NOWAK, M. A. (05 de 01 de 2001). *Science*. Obtenido de Science: Evolution of Universal Grammar

Ortiz, D. (2015). *El constructivismo como teoría y método de enseñanza.* Universidad Politécnica Salesiana.

Posso, M. (2011). *Proyectos, tesis y marco lógico.* Quito: Noción.

Procesos Grupales: Centro de Facilitación, Formación y Diagnóstico. (Marzo de 2019). Obtenido de https://www.procesosgrupales.org/wp-content/uploads/2019/03/La-Recepción-Empática-La-Escucha.pdf

Quan, J. (2020). Withhold-judgment and punishment promote cooperation in indirect reciprocity under incomplete information. *Europhysics Letters, 128*(2). doi:10.1209/0295-5075/128/28001

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching.* Cambridge University Press.

Robinson, B. N. (2020). *Behaviorism: The Student's Guide to Learning Design and Research.* EdTech Books. doi:https://edtechbooks.org/studentguide/behaviorism

Rodgers, Jack. and Theodore S. (United Kingdom). *Approaches and Methods in Language Teaching.* University Printing House, Cambridge, United Kingdom: United Kingdom.

Rowland, M. (s.f.). *The teacher tool kit*. Obtenido de The teacher tool kit: https://www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr

Salvatierra, M., & Game, C. (2021). Las habilidades linguísticas para fortalecer las destrezas comunicativas, a través de la educación en línea. *Polo del Conocimiento, 6*(9), 86-98. doi:10.23857/pc.v6i9.2998

Sánchez, V. (2019). *El uso del método de respuesta física total para activar el aprendizaje de enseñanza en ingles del 4º nivel en la Escuela "la Providencia", Esmeraldas 2018.* Pontificia Universidad Católica del Ecuador Sede Esmeraldas.

Serrano, O. (11 de Mayo de 2022). *Agencia Comma*. Obtenido de https://agenciacomma.com/formacion-en-comunicacion/escucha-activa/

Siqueira, V. (2007). *¿Por qué y para qué enseñar vocabulario?* Cervantes.

Staff, L. E. (2 de December de 2021). *Center for creative leadership*. Obtenido de Center for creative leadership: https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/#:~:text=Active%20listening%20requires%20you%20to,actively%20engaged%20in%20the%20conversation.

Streefkerk, R. (03 de January de 2023). *Scribbr*. Obtenido de Scribbr: https://www.scribbr.com/methodology/qualitative-quantitative-research/#:~:text=and%20qualitative%20methods%3F-,Quantitative%20research%20deals%20with%20numbers%20and%20statistics%2C%20while%20qualitative%20research,and%20experiences%20in%20more%20detail.

Susanto, A. (2017). The Teaching of Vocabulary: A Perspective. *Jurnal KATA, 1*(2), 182-189. doi:10.22216/jk.v1i2.2136

Teaching English. (2022). *British Council*. Obtenido de https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/teaching-knowledge-database/pre-listening

Unir. (12 de Mayo de 2020). *Universidad en Internet*. Obtenido de https://www.unir.net/educacion/revista/total-physical-response/

Usó-Juan, A. M.-F. (2006). *Towards acquiring communicative competence through listening*. Obtenido de Towards acquiring communicative competence through listening: https://www.degruyter.com/document/doi/10.1515/9783110197778.2.29/pdf#APA

Vázquez, J., & Hueso, M. (1988). La hipótesis del input en la teoría de la adquisición de la segunda lengua. *Comunicación presentada al VI Congreso de AESLA.* Cantabria: Universidad de Cantabria. Obtenido de file:///C:/Users/María%20Moncayo/Downloads/Dialnet-LaHipotesisDelInputEnLaTeoriaDeLaAdquisicionDeLaSe-1308096.pdf

Vivero, N. (2019). *Total Physical Response como metodología de enseñanza de inglés como segunda lengua en nivel Inicial II, English as a language learner.* Universidad Casa Grande.

Western Governors University. (12 de Marzo de 2020). *WGU*. Obtenido de What is cognitive learning?: https://www.wgu.edu/blog/what-is-cognitive-learning2003.html#close

Yuquilema, D. (2015). *El método de Repuesta Física Total (TPR) en el aprendizaje lexical del idioma inglés en los estudiantes de octavo año de educación general básica de la unidad educativa Dario Guevara Mayorga en el Periódo Académico 2014-2015.* Universidad Central del Ecuador.

4.12   Figure 9

English student survey

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey

Thesis Topic: Total Physical Response strategies to improve vocabulary on 6th grade students at the "Enma Graciela Romero" School of Tabacundo in the academic year 2022 – 2023.

Instructions: The following questions must be filled out according to your own criteria. thank you very students for your participation.

1. Within the English class, does the teacher carry out activities that promote watching videos, listening to songs or playing with objects?

    a. Always
    b. Sometimes
    c. Never

2. Does the teacher give clear instructions that get your attention?

    a. Always
    b. Sometimes
    c. Never

3. Is storytelling part of English classes?

    a. Always
    b. Sometimes
    c. Never

4. Do you think it is necessary for teachers to bring something funny to the classroom?

    a. Necessary
    b. Not so necessary
    c. Not necessary at all

5. Do you consider that doing physical activities such as games help to retain the vocabulary learned?

    a. Always
    b. Sometimes
    c. Never

6. Does the teacher use body movements so that you understand the instructions he or she gives?

a. Always
b. Sometimes
c. Never

7. What do you think about playing games in an English lesson?

a. Perfect
b. Good
c. Just so
d. I don't like it.

8. What kind of things in the below can attract your attention in the English lesson?

a. Actions
b. Pictures
c. Stories
d. Nothing

4.13   Figure 10

English teacher interview

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Teacher´s Interview

1. What method or strategy do you use to make the topic of teaching attractive to your students?

   Describe it

   _____

   _____

2. How do you promote the development of vocabulary acquisition in your classes?
   Example: carry out dialogues, conversations or games.

   _____

   _____

   _____

3. Why do you consider that the use of the TPR Method is a good tool to acquire vocabulary?

   _____
   _____
   _____

4. How do you think using body language helps students understand instructions or new vocabulary?

_____
_____
_____

5. How do you think that applying the TPR Method promotes the correct pronunciation of words or phrases in the English language?

_____
_____
_____

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 10 de Enero del 2023

Licenciada
Estefanía Tulcanaza
RECTORA DE LA UNIDAD EDUCATIVA "ENMA GRACIELA ROMERO"

De mi consideración:

Reciba un cordial saludo, a nombre de la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte y en particular de quienes forman parte de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Freire González Nicole Alejandra, estudiante de octavo nivel de la carrera Pedagogía De Los Idiomas Nacionales Y Extranjeros De La Facultad De Educación Ciencia Y Tecnología, portador de la cedula de ciudadanía 172854197-8, permita la obtención de información, el apoyo de datos institucionales y actividades de recolección de información que sean útiles para la recolección de información y desarrollo del trabajo de grado con tema de tesis "Total Physical Response strategies to improve vocabulary with 6th grade students at the Enma Graciela Romero School of Tabacundo in the academic year 2022 - 2023", que tendrá como objetivo beneficiar a los estudiantes de sexto grado de Educación General Básica en el proceso de adquisición del idioma Inglés así como la mejora y apoyo pedagógico en el proceso de enseñanza aprendizaje en los estudiantes de dicha institución educativa.

Deseando el mayor de los éxitos en sus funciones que viene desempeñando, agradeciendo de antemano su colaboración y atender este pedido, le agradezco inmensamente.

De ser aceptada esta petición, solicito se permita responder al correo nafreireg@utn.edu.ec

Atentamente,

Facultad de Educación Ciencia y Tecnología

Dr. José Revelo
Decano de la FECYT

24-01-2023

Didactic Guide Presentation

https://www.canva.com/design/DAFazb4wUTQ/uGruErzSAWCG7FJSuikMOA/view?utm_content=DAFazb4wUTQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink