



Pontificia Universidad  
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**TOPIC:**

**TOTAL PHYSICAL RESPONSE FOR THE DEVELOPMENT OF VOCABULARY  
ACQUISITION IN MIDDLE-SCHOOL STUDENTS**

**Research project prior to obtaining the title of Magister on English Pedagogy  
as a Foreign Language**

**Line of research:**

**INNOVATIVE PEDAGOGIES**

**Author:**

Mauricio David Chiza Higuera

**Director:**

Mg. Paola Vanessa Navarrete Cuesta

**Ambato – Ecuador**


**December 2024**

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**Author:**

Mauricio David Chiza Higuera

Paola Vanessa Navarrete Cuesta, Lic. Mg.

CC. 1803545423

**MEMBER**

f. 

Elsie Ileana Vásquez Soria, Lic. Mg.

**MEMBER**

f. 

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**MEMBER**

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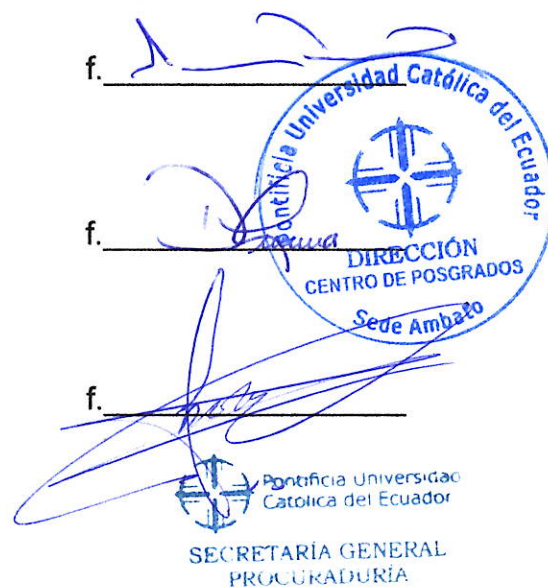
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## DEDICATION

For those who have had to say goodbye to me along this path, for those who are still walking by my side, for those who will come along the way...this is for you all.

And for those about to rock...I salute you...

## ACKNOWLEDGEMENT

My gratitude to Pontifical Catholic University of Ambato and its professors whom contributed with their help, corrections, advices and teachings during this educational and professional growing journey.

## SUMMARY

El sistema público de enseñanza del inglés como lengua extranjera está en constante cambio, no por las necesidades educativas de la población estudiantil del país, sino a los intereses políticos que el gobierno prefiere mantener. Cosa que no ayuda al estudiante a adquirir el idioma en la forma que se debería de acuerdo a métodos que se mantengan a la vanguardia en instituciones donde prevalece el inglés como generador de oportunidades. Partiendo de esta premisa, se pretende proponer una solución que permita superar este tipo de inconvenientes.

En consecuencia, es necesario profundizar en el análisis del desarrollo de la adquisición de vocabulario en los estudiantes de secundaria de la Unidad Educativa Dr. Benigno Malo. Por lo tanto, es importante investigar actividades enfocadas en la Respuesta Física Total que estimulen la confianza de los estudiantes mencionada anteriormente mediante la construcción de una amplia gama de vocabulario. Asimismo, el objetivo general del proyecto de investigación es ayudar a los estudiantes a mejorar su desarrollo de adquisición de vocabulario aprovechando los beneficios del enfoque TPR. Este estudio se desarrollará a partir de un diseño metodológico.

El diseño trata diferentes aspectos relacionados con la investigación primaria y secundaria. Será un diseño experimental, el enfoque será cualitativo y el nivel de profundidad será analítico. También se aplicará la modalidad socioeducativa los instrumentos serán tanto una encuesta como un pretest y posttest. Una vez que se complete este proceso de investigación, se espera encontrar bases sólidas para impulsar la adquisición de vocabulario en estudiantes de secundaria.

**Palabras clave:** desarrollo, mejoramiento, enfoque TPR, adquisición de vocabulario.

## ABSTRACT

*Public English as Foreign Language teaching system is constantly changing, not due to the educational needs of the country's student population, but due to the governance prefers to maintain its political interests. Which does not help the student, to acquire language in the way in which it has to be according methods that remain at the forefront in institutions where English prevails as a generator of opportunities. Starting from this premise, it is intended to propose a solution that allows overcoming this kind of inconvenience.*

*As consequence, it is necessary to deepen into the analysis of the development of vocabulary acquisition in Middle-School Students at Unidad Educativa Dr. Benigno Malo. Therefore, it is important to research Total Physical Response focused activities that stimulate the previously stated students' confidence by building a wide range of vocabulary. Likewise, the general objective of this research project is to help students to improve their development of vocabulary acquisition by taking advantage of the benefits of the TPR approach. This study Will be developed through the basis of a methodology design.*

*The design deals with different aspects related to primary and secondary research. It will be an experimental design, the approach will be qualitative, and the depth level will be analytical. The socio-educational modality will also be applied the instruments will be both a survey and a pre-posttest. Once this research process is completed, it is expected that solid foundations will be discovered for boosting vocabulary acquisition in middle-school students.*

**Keywords:** *development, improve, TPR approach, vocabulary acquisition.*

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## INTRODUCTION

English has evolved into a global lingua franca, universally employed by humanity across diverse fields of interaction and trade. Consequently, an increasing number of individuals worldwide are acquiring proficiency in English to gain access to the vast array of opportunities available in English-speaking environments, according to (Friedrich, 2000).

Consequently, fluency and proficiency in the English language serve as a vital medium for global communication. English has become a key asset for individuals in contemporary society, playing an influential role across numerous domains, including politics, education, business, culture, and, most notably, the corporate sector.

As a result, English is widely regarded as a lingua franca, meaning it is the preferred language for communication among individuals who do not share the same native language. In today's globalized world, the ability to communicate in English has become essential; for instance, it is considered the predominant language of the internet. Furthermore, it serves as the primary language of choice in the scientific community, with more than ninety percent of scientific publications being written in English.

Moreover, proficiency in the English language is a crucial prerequisite for individuals intending to pursue education abroad. Additionally, English serves as the primary language of instruction at numerous universities globally, particularly in the United States, Canada, and the United Kingdom—countries that host many of the world's most prestigious institutions of higher learning. Consequently, students aspiring to study in these countries must attain a high level of English proficiency to achieve academic success.

In addition, in today's professional job market, the ability to establish relationships in the English environment is quite crucial for a career growth assurance and advancement. Companies that operate in multiple countries require employees

who can interact efficiently with colleagues and clients from different parts of the world using this language (Park, 2011)

Hence, many job descriptions necessitate applicants who possess mastery of the four core communicative skills in English. For example, positions in the finance sector, such as investment banking and accounting, require individuals who can proficiently manage advanced trade terminology to secure profitable transactions. Proficiency in English is also essential for professionals in the technology sector, particularly those involved in software development and programming, as many of the most prevalent programming languages are designed in English.

Furthermore, individuals aspiring to work and reside in English-speaking countries, such as the United States or Commonwealth nations, must possess an internationally recognized certification of English proficiency. This certification is also a stringent requirement in the tourism industry, for roles such as tour guides and travel agents, where a significant portion of the job involves using English to manage computational programs and interact with clients face to face.

In other words, the rapid advancement of technology and the widespread mastery of English have facilitated international business operations. Many companies now manage virtual, global teams distributed across various countries and time zones.

The preceding explanations underscore the global significance of the English language, highlighting its universal importance. This skill is deemed essential for students, who are expected to achieve proficiency levels ranging from A1 to B1. Students should be able to interact effectively using English, follow instructions, and generate their own language based on prior learning. In summary, students within the Ecuadorian English educational system are anticipated to communicate with peers and teachers using simple phrases and collocations (Ministerio de Educación, 2019)

Students at Unidad Educativa Dr. Benigno Malo exhibit notably limited competencies in language production, primarily engaging with English through

repetitive and unproductive sentence exercises and written activities. When seeking clarification, students are compelled to use their native language, which necessitates frequent reiteration of basic instructions in Spanish by the teacher. This situation creates discomfort in communication due to the lack of vocabulary. Such issues are problematic as they hinder students' learning progress, disrupt the classroom's rhythm, and obstruct their adaptation to using English for communication. It is evident that enhancing students' productive skills is crucial to align with the guidelines established by the Ecuadorian National English Curriculum (Ministerio de Educación, 2019) Consequently, the question arises: How can the Total Physical Response approach facilitate English vocabulary acquisition among students at the current educational institution?.

Utilizing the Total Physical Response (TPR) Method, it can be posited that this approach demonstrates efficacy in the enhancement of vocabulary acquisition among middle school students. This methodology will be employed to improve students' vocabulary acquisition skills. (Savic, 2014) underscores that young learners achieve optimal results when physical activities are integrated into the classroom environment, such as mimicking actions, retrieving objects, or incorporating technology that stimulates cognitive engagement.

Moreover, (J. Asher, 2007), the originator of the Total Physical Response (TPR) Method, asserts that his methodological framework is particularly effective for young learners. This approach encourages students to integrate language with gestures and body movements, thereby facilitating significant and memorable learning experiences. This stands in contrast to the traditional Grammar Translation Method commonly employed in many educational institutions.

The primary objective of this study is to evaluate the effectiveness of the Total Physical Response (TPR) Method in enhancing vocabulary acquisition among middle school students. To achieve this aim, on general objective and three specific objectives have been established:

**General objective**

- To improve the English language vocabulary acquisition by using Total Physical Response strategies.

**Specific objectives**

- To motivate students with innovative strategies to boost English language vocabulary.
- To contribute to the improvement of Vocabulary Acquisition through Total Physical Response.
- To disseminate the effectiveness of the booklet using Total Physical Response.

This study will employ a qualitative methodology to assess the effectiveness of the Total Physical Response (TPR) Method in enhancing vocabulary acquisition among 22 middle school students (aged 13 to 16 years) at Unidad Educativa Dr. Benigno Malo. They will be evaluated using a pre-test and a post-test. Students count with basic user level notions of English at A1. The results of the intervention will be presented through an outcome discussion. It is hypothesized that students will exhibit increased self-confidence in English interaction and production, which will consequently enhance their communication frequency during class periods, leading to a significant improvement in their performance during the weekly assigned English instructional hours.

The primary value of this study lies in its potential impact on the performance of adolescent second-language (L2) learners, as it investigates the efficacy of the Total Physical Response (TPR) Method within English language instruction. This is particularly relevant in an era where the global dissemination of English language education is rapidly expanding. Educators who choose to adopt the methodologies and techniques outlined in this research will gain a novel perspective on English instruction, distinct from the conventional Grammar-Based Approach predominantly employed by public educational institutions. Instead, they

will have access to a new perspective from innovative pedagogical approaches to introduce students to English as a foreign language, which may result in students exhibiting increased vocabulary acquisition skills. This ability will enable learners to become autonomous language users, leading to increased participation in classroom activities. By being active participants rather than passive observers, learners will engage in more substantial and enduring learning experiences.

## **CHAPTER I: STATE OF THE ART AND PRACTICE**

### **1.1. Total physical response (TPR)**

In order to improve language learning, the Total Physical Response Method (TPR), a combination of verbal language input with physical movements, is considered effective for middle school students, who, due to their age, are more energetic and likely to participate in activities involving body movement and gestures along with language (J. J. Asher, 1981). This approach presents an excellent opportunity to apply innovative teaching and learning techniques tailored to the unique characteristics of younger learners compared to older students, such as adults.

Furthermore, the Total Physical Response Method is based on the premise that young learners' minds, being more adaptable, respond better to spoken language through face and body movements. This concept aligns with the Natural Method, mirroring how children naturally learn their mother tongue through interactions with parents and other mature individuals. Asher, the proponent of the Total Physical Response (TPR) Method, argues that foreign language education should embrace naturalistic processes, diverging from the traditional grammar-focused approach deeply ingrained in the Ecuadorian educational system.

Then, to make a difference, a distinctive feature of the Total Physical Response Method is its emphasis on establishing a solid foundation of comprehension before delving into speech production. This aligns with the natural progression of language development, where speaking naturally follows comprehension. Research has demonstrated the effectiveness of this method, especially in the early stages of language development when the brain is compared to a sponge, absorbing and storing information.

Therefore, the Total Physical Response has shown a higher degree of productivity in vocabulary acquisition and grammar development compared to other pedagogical approaches (Savic, 2014). It encourages the integration of physical

movement to enhance language learning, creating a dynamic learning environment compared to traditional classrooms where students are expected to remain seated and silent. The connection between language and action through gestures is emphasized, fostering a more engaging and participatory learning experience.

Moreover, language acquisition becomes more natural and memorable when combining body gestures with oral communication (Savic, 2014). Emphasizing comprehension before production, the Total Physical Response Method incorporates commands as an introduction to engage learners kinesthetically. This unique approach, where students follow commands prompting bodily responses, contributes to improving language acquisition without an immediate focus on language production.

As a result, students become more comfortable and develop positive attitudes towards learning. For these reasons, Total Physical Response stands out as an invaluable tool for language learners who are just getting started.

### **Total physical response principles**

Comprehension skills are essential for language learning and serve as a foundation for productive language skills (Oxford & Scarcella, 1994). Consequently, a student can achieve better results using a new method that the teacher considers innovative for acquiring a new language.

The success of this method for language learning is based on a certain number of implicit ideas previously established within the subconscious of each person and subsequently developed. It is in this aspect that the importance of building a solid foundation of auditory understanding before beginning speech production becomes a key notion.(J. J. Asher, 1981). The proponent of this method places trust in its benefits, as he believes that a language is best learned by utilizing all the senses simultaneously, imitating the natural process through which an infant learns their mother language. This is achieved through direct interaction with

parents who stimulate the infant's senses, providing awareness of their surroundings.

Total Physical Response (TPR) capitalizes on embodied cognition, asserting that cognitive processes are intricately linked to physical experiences and actions (Kuo et al., 2014). This underscores the significance of connecting physical movements with language learning, making the incorporation of kinesthetic and motor activities a vital principle in language classrooms.

In addition to this, the inclusion and use of urgent and direct orders to elicit learners' physical reactions are aligned with psycholinguistic research on action-related language's impact on cognitive processing (Glenberg & Gallese, 2012). This approach taps into implicit ideas within students' subconscious, utilizing orders and information exchange to facilitate language acquisition

The Total Physical Response method mirrors early childhood learning procedures and aligns with naturalistic language acquisition concepts (Tomasello, 2000). The aforementioned strategy follows the line of modern language acquisition theories, such as Usage-Based Theory, which emphasizes the value of meaningful and context-rich language learning experiences. In common language, this approach is known as 'learning by doing,' rather than just being a simple spectator.

Furthermore, Total Physical Response synergizes effectively with contemporary educational strategies, such as task-based learning and technology-enhanced language acquisition (Schmid & Whyte, 2014). This integration allows for dynamic and engaging lessons, fostering communication, collaboration, and the use of technology as a language learning tool. Teachers can explore the possibility of incorporating the concepts of this method into subjects like physical education, where body expression and development take center stage.

In conclusion, the Total Physical Response Method leverages scientific principles to yield language acquisition outcomes. It offers an efficient framework by emphasizing auditory comprehension, integrating movement and gestures,

employing imperative commands, simulating naturalistic language acquisition processes, and collaborating with other innovative pedagogical approaches. By encouraging individuals to use their bodies as a source of expression and understanding, this method expands language learning beyond traditional spoken language methods, embracing non-verbal communication to achieve comprehensive language comprehension.

### **Characteristics of total physical response**

The interaction between cognitive processes and physiological experiences is taken advantage of by having students move while learning a language, enabling improved encoding and retrieval of linguistic information. (Lantolf & Thorne, 2007). Building on this idea, the characteristic of the Total Physical Response method is to consider several elements as pedagogical approaches, dynamics, and games, and to fuse them according to the situation to maximize language learning results. This approach relies on the incorporated cognition framework and is based on the integration of kinesthetic and motor processes.

To continue this line of thought, this feature corresponds with the natural order hypothesis, which suggests that language learners advance from comprehending a language to using it (Krashen, 1981). This stands out as a significant characteristic of this method, which focuses on understanding before producing language and is encouraged by the teacher to yield real advances.

After examining the first feature, which claims that giving importance to comprehension first, it is possible to affirm that the Total Physical Response method assists learners in building a strong base of linguistic proficiency, including vocabulary usage, grammar structures, and syntax, prior to participating in spoken or written communication activities (Swain, 1995). Therefore, this initial characteristic, prioritizing comprehension, serves to support the creation of bases for language mastery in the student's brain, something that does not happen with traditional teaching.

While this is true, it's also important to note that the Total Physical Response activates the mirror neuron system, facilitating language interpretation and embodiment by integrating motor responses, drawing on research on action-related language processing (Rizzolatti & Craighero, 2004). These directions perform a special function, eliciting impulses that lead to a motor response, activating the student's motor brain and creating a solid link between linguistic input and body movement, thus creating significant learning

Based on the previous premise, it is possible to develop dynamic and interesting learning environments that will empower students to interact with virtual or augmented reality manipulatives and receive rapid feedback on their physical responses by utilizing interactive digital tools and multimedia resources through the most common individual technological devices such as a smartphone or a tablet (Chapelle, 2008). Additionally, the present innovative learning strategies that are boosted by technology can also be enhanced in conjunction with the Total Physical Response Method.

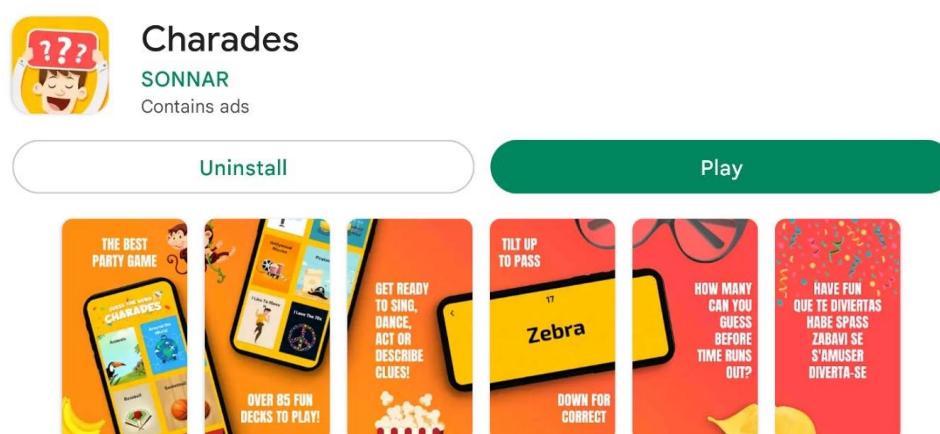
In summary, the Total Physical Response Method incorporates the described characteristics to optimize language learning. By integrating kinesthetic and motor activities, prioritizing comprehension, utilizing imperative commands, emphasizing meaningful input, and leveraging technology-enhanced approaches, the Total Physical Response Method offers a sophisticated and effective framework for language teaching.

### **Total physical response powered by android apps**

The Total Physical Response (TPR) method, known for incorporating physical movement and gestures into language learning, can be considerably improved by applying the power of emerging technologies running on personal devices such as mobile devices, particularly those powered by advanced mobile operating systems like Android. The aforementioned devices enable an extensive variety of applications that make use of the Total Physical Response (TPR) principles, transforming language learning.

The first example of an app that employs the Total Physical Response Method in language learning is 'Charades.' The Charades Free app is available in different languages for players around the world! Guess the word on your head from your friends' clues! Try to guess as many words as possible while your friends sing, dance, mime, or describe clues! From guessing movies, actors, TV shows to cities and landmarks, this is the perfect solution to spice up a party (SONNAR, 2023). This app combines vocabulary learning with physical actions, allowing users to associate target words with specific gestures or movements. By incorporating the mentioned method principles, 'Charades' facilitates the embodiment and comprehension of language, enhancing vocabulary acquisition.

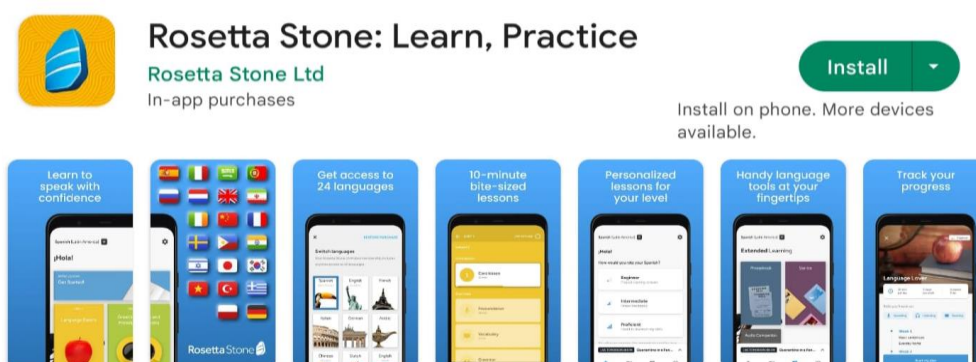
Image 1  
Charades App



Source: Google Play Store, 2023

Another prominent app that makes use of Total Physical Response is 'Rosetta Stone.' With a variety of speaking-focused lessons and features, instantaneous pronunciation feedback with 'TruAccent,' a track record of getting people speaking any language confidently, and a near-five-star rating in the app store, the award-winning Rosetta Stone mobile app is the best way to learn and speak new languages (Rosetta Stone, 2023). This linguistic acquisition instrument facilitates learning through integrating visual cues and body responses. This app enables learners to engage in physical responsiveness to prompts via interactive instructional sessions and authentic environmental simulations, thereby augmenting both linguistic apprehension and retentiveness.

Image 2  
Rosetta Stone App

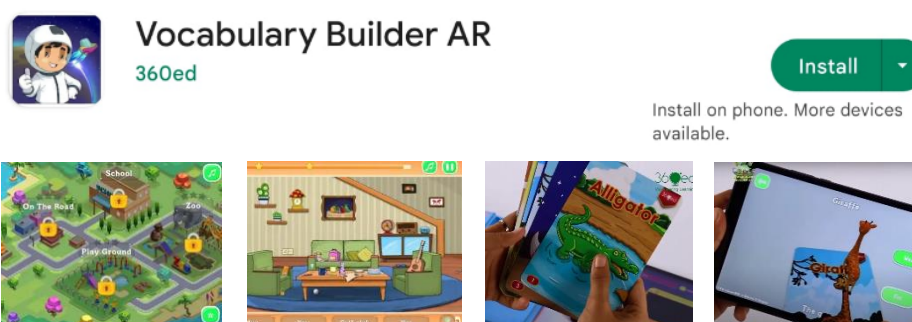


Source: Google Play Store, 2023

Finally, 'Vocabulary Builder AR' is an app that uses augmented reality (AR) technology to improve language acquisition using Total Physical Response (TPR). 360ed's Vocabulary Builder AR Application is a highly recommended educational tool for preschool and primary school students, utilizing 4D pictures and interactive games to enhance English vocabulary. Through augmented reality (AR), the application provides a dynamic learning experience, encouraging visual and auditory engagement while associating words with real-life situations. The use of AR cards stimulates creativity, making it an effective means for children to learn and remember new words, thereby improving language skills (360ed, 2023).

Users are able to navigate through an augmented reality village, which displays different vocabulary categories based on the environments the learner visits. It works with various flashcard decks, available on its website. The student aims the app camera function at the flashcard, and it becomes an augmented reality object with movements and characteristics according to the object, providing an interactive and immersive experience that can serve to imitate gestures and transmit them to other students in a classroom dynamic. As a result, students actively participate in Total Physical Response (TPR) - based language practice.

Image 3  
*Vocabulary Builder*



Source: Google Play Store, 2023

In essence, Total Physical Response (TPR) can be enhanced by integrating technological innovations on personal devices, such as smartphones and tablets with operating systems like Android. Several apps, such as 'Charades,' 'Rosetta Stone,' and 'Vocabulary Builder,' exemplify how Total Physical Response (TPR) notions can be incorporated into language learning experiences. These apps promote language learning, vocabulary acquisition, pronunciation construction, and overall speaking ability through physical movements, gesture-based interactions, augmented reality, and immersive methodologies.

## 1.2. Vocabulary acquisition

The process of vocabulary acquisition is recognized as a crucial element in language learning. It expands an individual's lexical knowledge, inclusive of both the ability to comprehend (receptive) and express (productive). This has significant effects on one's language proficiency and communication skills across various settings.

Several viable methods to increase lexical knowledge have been identified through research in vocabulary acquisition. Explicit instruction, which allows learners to receive targeted vocabulary instruction, employs strategies that include semantic visualization, word webs, and word association activities (Qian, 1996), is one example.

Additionally, extensive reading, which involves reading a large volume of texts, has been shown to contribute significantly to vocabulary growth (P. Nation, 2021).

Furthermore, the use of multimedia resources, such as videos, digital flashcards, and interactive online platforms, can engage learners and facilitate vocabulary learning through visual and auditory stimuli (Yeh & Wang, 2013).

Implementing vocabulary acquisition methods in various academic contexts, including classroom-based instruction, independent learning, and technology-assisted learning, is viable. To create appropriate and enjoyable vocabulary learning experiences, instructors can employ a combination of procedures adapted to learners' needs and language competency levels (Grabe & Stoller, 2013 ).

Activities that promote real language use, such as role-plays, simulations, and real-world tasks, may contribute to better vocabulary acquisition and retention (Laufer, 2009).

Teachers and students can enhance vocabulary acquisition processes and foster language growth by comprehending fundamental mechanisms and implementing efficient methods.

### **1.3. Importance of vocabulary in the language learning**

In language development, vocabulary, composed of lexical units and words, is one of the most crucial components for fostering interaction and the growth of linguistic abilities. Research demonstrates how vocabulary knowledge is critical in all language domains, including reading, writing, listening, and speaking.

An extensive range of words equips students with the tools they need to master and express themselves effectively in the target language. It enables students to interpret written and spoken texts, engage in fruitful dialogues, and attain the capacity to articulate their thoughts and ideas (P. Nation, 2021).

Moreover, vocabulary knowledge supports the expansion of grammar acquisition by providing contextualized situations necessary for directly grasping the sense of expression (Moghadam et al., 2012).

A significant number of research studies indicate a favorable connection between vocabulary size and language ability. Learners who possess an extensive vocabulary repertoire demonstrate better language skills and overall communication competence. Additionally, vocabulary depth, which refers to word knowledge beyond recognition, especially involving sophisticated meanings, collocations, and idiomatic expressions, correlates with more advanced language use (Schmitt, 2014).

In language learning institutions, competent vocabulary instruction is crucial. Extensive reading, targeted vocabulary teaching, and real, applicable contextualization have all been shown to enhance vocabulary retention and acquisition (I. S. P. Nation, 2011).

The integration of technological advances, particularly interactive materials and digital instruments, enriches and enhances learners' vocabulary learning experiences (Hassan Taj et al., 2017).

Given the fundamental role of vocabulary in language acquisition, teachers should consider making vocabulary development a priority in language instruction. Students can enhance their linguistic proficiency and interpersonal abilities by building an extensive word repertoire.

Access to the information necessary for continued English language development is essential, as it influences reading, writing, listening, and speaking. A rich vocabulary improves students' ability to comprehend texts, participate in conversations, and express ideas effectively. An extensive vocabulary tends to enhance and increase language skills by promoting a better understanding of grammar, and a deeper knowledge of words is related to advanced language use. Effective teaching, including extensive reading and the integration of technological

tools, is crucial to improving language proficiency and communication skills. Therefore, prioritizing vocabulary development in education is vital to student success.

### **Active and passive vocabulary**

Active vocabulary consists of phrases and words that students can create without notable effort and use in their individual speaking and writing. Passive vocabulary refers to words that learners can comprehend but are unable to produce actively when engaged in reading or listening. Recognizing the nature and implications of active and passive vocabulary is a prerequisite for approaching native language competency.

Fluency in language production and personal interaction depends on the student's active vocabulary. They can express themselves accurately and confidently when they can utilize a broad range of words. The capability to employ words in appropriate contexts, using correct collocations and appropriate idiomatic expressions—constituting every component of possessing an active vocabulary, according to (Schmitt & McCarthy, 2008).

On the other hand, passive vocabulary, seldom utilized directly in daily language production, has a significant impact on the comprehension of words and broader language awareness. Learners who maintain a solid passive vocabulary become more competent at reading written texts and comprehending spoken language in various contexts (Webb & Nation, 2017).

It becomes the starting point for expanding a person's active vocabulary, as passive words can gradually be incorporated into the individual's active vocabulary repertoire through conscious practice and exposure.

The primary objective in language instruction is to foster the growth of both active and passive vocabularies. Explicit vocabulary instruction, thorough practical

language activities, and involvement in real-world language use constitute the most successful techniques for cultivating active vocabulary (Schmitt, 2007).

Reading frequently, listening to authentic real-life audio materials, and accessing multimedia resources are all capable of helping students strengthen their passive vocabulary (Horst & Collins, 2006).

Therefore, learners can cultivate the capability to strengthen their general abilities to establish effective communication, promoting productive communication and comprehension competencies across the four language domains—receptive and productive—through the development of both active and passive vocabularies.

### **Long term and short term memory**

In the process of studying and applying a language, long- and short-term memory play a crucial role in the acquisition, preservation, and recall of linguistic skills and already-established knowledge. In learning a language, long-term and short-term memory mechanisms need to be understood as fully as possible.

Long-term memory is a process through which any kind of information can be stored and preserved for a significant length of time, enabling learners to accumulate a broad base of linguistic experience. Because it demands explicit knowledge of grammatical rules and regulations, vocabulary, and proper language acquisition facts, as well as procedural memory, which involves acquiring implicit abilities in language use, are included in it (Ullman, 2016).

The capacity to keep information for an extended period of time is advantageous in boosting language skills overall.

Thus, temporary retention and interpretation of information could be described as short-term memory, additionally known as working memory. It supports students in processing and absorbing language input in real-time, connecting sentence interpretation, syntax examination, and meaning comprehension (Baddeley, 2010).

Working memory influences learners' capacity to retain and utilize linguistic information, such as vocabulary, grammar rules, and syntax structures, resulting in the consequence of language processing and learning.

The capacity of short-term memory needs to be considered seriously when establishing learning strategies for language students. Short-term memory difficulties can be overcome by breaking down complex language into simpler, more comprehensible portions, providing scaffolding, repetition, and including meaningful and engaging activities that encourage the student's language learning to grow (Sweller et al., 2011).

Furthermore, the transmission of knowledge from short-term memory to long-term memory is a critical part of the acquisition and retention process. The storage of language knowledge through long-term memory can be guided by repeated exposure, gradual reinforcement, and conscious practice, strengthening its ease of access and retrieval for use when required (Roediger & Uner, 1980).

## **CHAPTER II: METHODOLOGY DESIGN**

### **2.1. Research design**

The Experimental Research is the methodology chosen for the present study, which permits the assessment of the effectiveness of Total Physical Response (TPR) in the improvement processes of vocabulary acquisition. This approach involves the settlement, development, and assessment techniques to collect feasible and comprehensive data related to the students who are part of this investigation. The same techniques will be developed and assessed to collect information about how the chosen group for examination responds to the implementation of the approaches: standard and experimental.

#### **Research approach**

The qualitative research approach has been selected for this study. The results will be presented in the form of an Outcome Discussion. This will be articulated through the experiences gathered during the pre-test, methodology application, and post-test. The discussion focuses on delivering a comprehensive analysis, interpretation, and contextualization of the findings, emphasizing their significance and contribution to the existing body of knowledge in the field.

To gather data for comparison and contrast, the research will be supported by pre-tests and post-tests, displaying the results through percentage graphics as a means to measure the selected students' performance at two distinct time points: before and after the intervention.

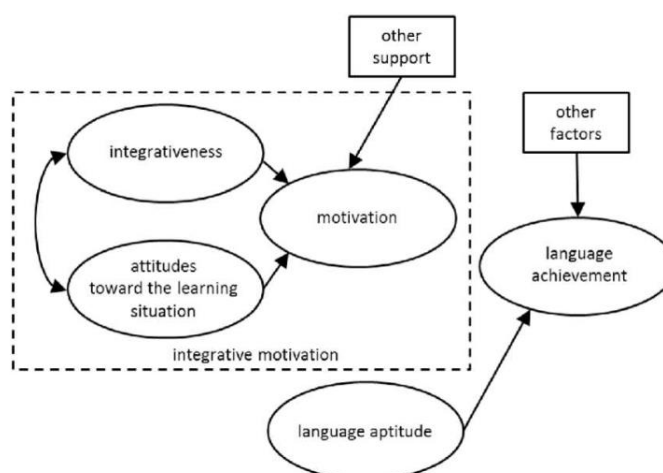
#### **Research modality**

This study adopts a socio-educational approach to its research methodology, emphasizing current educational obstacles. According to (Clark, 1984) definition, this model involves multifaceted attitudes toward motivation and learning

environments that result in integrative motivations aiding language acquisition, specifically in the case of vocabulary acquisition.

When we examine the Total Physical Response (TPR) Method, it becomes clear that motivation plays a vital part in students' progress. If they lack motivation, they may not fully participate in prescribed movements or follow instructions accurately, which can impede their acquisition skills. To address this challenge, educators use the socio-educational model, which is aligned with children's developmental needs and incorporates motivational strategies as an essential driver for effective language learning.

Figure 1  
*Socio Educational Diagram of Language Acquisition*



Source: Gardner, 2001

### Research depth level

For the advancement of this thesis, the usage of analytical research proves to be advantageous for evaluating the effectiveness of Total Physical Response (TPR) in supporting the progress of vocabulary acquisition. As (Sebunje, 2015) infers, "Analytical research aims to understand phenomena by discovering and measuring causal relations among them"

## **Type of research**

The current study employs the practical research method with a major emphasis on field research. Nevertheless, bibliographical-documentary research will also be utilized to address any inquiries that may arise during the investigation, in line with the thesis' progression and requirements.

The methodology of field research involves gathering qualitative data by immersing oneself in the natural setting, interacting with individuals, and observing them firsthand. This technique aims to gain profound insights into the subject matter, facilitating a deeper understanding of it. (Voxco, 2021).

## **2.2. Population, sample and type of data collection**

The Dr. Benigno Malo Educational Unit, located in Chiquicha parish, Pelileo canton, is an educational center of Regular Education and Governmental support, with Hispanic jurisdiction. The modality is face-to-face during the morning session, covering the Initial educational level, Basic Education, and Baccalaureate. The students included in this research belong to different courses at this educational institution.

The group of students selected to participate in this research comprises students from 9th General Basic Education up to 2nd General Unified Baccalaureate. Their age range is between 12 to 16 years old, and they are capable of using an A1.1 English level in accordance with the European Framework of Reference for Languages. A total of 22 students are involved in this research.

Image 4

*Unidad Educativa Dr. Benigno Malo location*



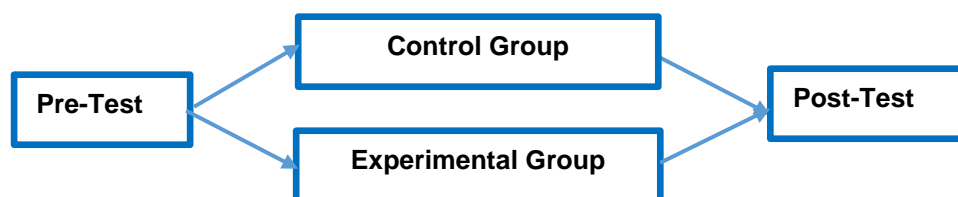
Source: Google Maps, 2023

## Research techniques and instruments

The study employed pre-test and post-test assessments as the main data collection instruments to gather information that could be analyzed qualitatively by comparing students' performance before and after receiving the intervention. The application of Total Physical Response (TPR) techniques, which mainly focused on classroom language during regular lessons, was used for the intervention with the aim of investigating how it could potentially improve primary school students' speaking skills.

Figure 3

*Experimental research procedure flow*



Source: Zach, 2001

Interpretation: Chiza, M. (2023)

### **Pre-test and post-test components**

A pretest-posttest design is an experimental tool where assessments are conducted on individuals both prior to and subsequent to their engagement in a specific treatment or intervention.

Pretest-posttest designs are applicable to both experimental and quasi-experimental research methodologies and can be implemented with or without the inclusion of control groups.

For the current research, a corresponding instrument has been developed, incorporating a foundational vocabulary derived from ten fundamental A1 categories. The instrument has two different parts based on form recognition and meaning recognition, each having a ten-word section to be chosen by the students during the pre-test and post-test. This instrument has been presented to the principal of the institution where the research is being conducted, Mgs. Lic. Giovanna Donoso, who has given her approval of the instrument's contents and permission for its application to the students involved in this investigation.

### **Total physical response “charades” technique**

The Total Physical Response technique named "Charades" is a pedagogical language learning tool based on body movement and multiple sensory cues to reinforce vocabulary acquisition skills while improving comprehension abilities or communicative competence levels through Total Physical Response (TPR) principles applied throughout each session.

Furthermore, the use of "charade" activities during Total Physical Response (TPR) -oriented approaches towards language instruction, methods more generally speaking, and vocabulary acquisition makes it easier to understand how efficient they can be when incorporated correctly within lessons aimed at cultivating linguistic capabilities ultimately (Smith, 2023).

**Process:**

- Administer a uniform pre-test to all sample group students and document their respective scores.
- Employ a random assignment process to assign students to the control and experimental groups.
- Apply a Total Physical Response-based designated protocol to individuals within the experimental group, while individuals in the control group undergo a standard procedure.
- Conduct a uniform post-test for both groups.
- Perform an analysis of the disparity in pre-test and post-test scores between the treatment group and control group. (Zach, 2021).

**Intervention procedure**

For the pre-test, 22 students of different courses from 9th General Basic Education (EGB) to 2nd General Unified Baccalaureate (BGU) were chosen randomly from the previously mentioned classes. The test was applied in person at a rate of an academic hour (40 minutes) for the entire group. All classes have been backed up with graphical evidence of the procedure as well as data that can be examined by the researcher for obtaining the corresponding conclusions. The researcher employed a rubric specifically developed to gather data and effectively evaluate the outcomes of the pre-tests. The rubric encompassed criteria addressing both the productive and receptive skills of the students, along with their ability to comprehend and respond to classroom language and instructions. This approach was adopted due to the nature of the Total Physical Response Method, which operates in two distinct phases: firstly, enhancing comprehension through repetitive exposure, and subsequently, introducing production once the student has developed familiarity with the content, typically after several repetitions.

## Research instrument

### RESEARCH INSTRUMENT FOR STUDENTS

The following research instrument has been taken and adapted from a Vocabulary Test developed by (Pellicer-Sánchez et al., 2021) taking a A1 vocabulary base from 10 basic categories used in class.

#### SECTION I: INSTRUCTIONS

Read carefully the requirements exposed and answer them. Two examples are presented to you. Circle the correct answer. This instrument has been divided into two parts:

##### Part 1- FORM RECOGNITION

Please choose the right spelling for the following words that appeared in the story (only one is correct) For example:

Circle the correct spelling for the following word:

a) apple b) apol c) aple d) appel

##### Part 2 - MEANING RECOGNITION

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

1) glove

a) balloon

b) ball

c) article of clothing

d) a kind of spice

e) I don't know.

**Read carefully and circle the correct answer**

**Part 1**

**FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story  
(only one is correct)

**1. Circle the correct spelling for the following word:**

1. a) Waramelon b) Watamelon c) Watermelon d) Wondermelon

2. a) Chicken b) Shicken c) Chiken d) Chiquen

3. a) Cocodrile b) Cocrodile c) Crocodile d) Corcodrile

4. a) Ice cream b) Icecream c) Ice-cream d) Ise cream

5. a) Jot b) Hot c) Jat d) Hott

6. a) Long b) Lhong c) Lonk d) Loung

7. a) Bhig b) Bigh c) Bik d) Big

8. a) Cook b) Cock c) Couk d) Coock

9. a) Eat b) Eet c) Eit d) Eate

10. a) Dring b) Dhrink c) Drinck d) Drink

**Read carefully and circle the correct answer**

**Part 2**

**MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

**1) Guinea Pig**

- a) a pig sibling
- b) a farm animal
- c) a wild animal
- d) a kind of banana
- e) I don't know.

**2) Bubble gum**

- a) a sweet snack
- b) A mechanical tool
- c) A sweet dessert
- d) A piece of clothe
- e) I don't know.

**3) Monkey**

- a) A toy
- b) a farm animal
- c) a wild animal
- d) A mechanical tool
- e) I don't know.

**4) Tangerine**

- a) a juice brand
- b) A vegetable
- c) A sweet dessert
- d) A fruit
- e) I don't know.

**5) Old**

- a) Opposite of new
- b) A whisky brand
- c) An animal
- d) A Technological tool
- e) I don't know.

**6) Little**

- a) A famous white mouse
- b) Something diminute
- c) A movie name
- d) A car brand
- e) I don't know.

**7) Cold**

- a) A Batman's enemy
- b) A penguin cartoon
- c) opposite of hot
- d) A vegetable
- e) I don't know.

**8) Write**

- a) Create ideas with a pencil
- b) Medicine name
- c) Cleaner brand
- d) A color
- e) I don't know.

**9) Read**

- a) Ready
- b) A kind of fish
- c) Fashion sport shoes
- d) Interpret written ideas
- e) I don't know.

**10) Watch**

- a) Use the eyes
- b) Transportation item
- c) A toy brand
- d) a kind of Bicycle
- e) I don't know.

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

## **Validity and reliability**

The testing instruments and rubric underwent a validation process during the pilot phase. During this stage, the instruments were shared with the research tutor and peers to collect data, which generated improvement suggestions.

The tutor provided respective suggestions to improve the research instruments. Additionally, the principal, who has had the opportunity to teach English in the institution and possesses an international B2 certificate, is willing to review tests and rubrics to evaluate their purpose, clarity, and form. Afterward, some minor adjustments were made that focused on the organization of words and punctuation.

## **Defend idea**

For the current research, the idea to defend declares that the that the Total Physical Response Method enhances vocabulary acquisition will be substantiated through a general calculation of prevalence percentages between the Total Physical Response method and the standard method. This scrutiny aims to gain a deeper understanding of the students' experience. This aims to obtain a comparison of the underlying experiences and behaviors associated with both methods, demonstrating which method has fostered a deeper understanding and more effective vocabulary acquisition. Through a qualitative analysis, the research will explore students' responses to each method, validating the idea defended by capturing the nuances and complexities of their learning experiences.

## **2.3. Research proposal**

A Vocabulary Acquisition support guide through Total Physical Response Method (TPR) in middle school students. When utilizing TPR for teaching, it's crucial to have a booklet as an instructional resource for lessons' organization. This product focuses on visual stimulation provides clarity by using pictures and directs students towards own made movements production that enhance learning

significantly fast. Integrating both, a Total Physical Response Method (TPR) technique with this booklet offers easy acquisition of spoken A1 English vocabulary naturally and simply for young learners alike while encouraging them through practice exercises outside class time at their own pace, making sure they are confident & competent language producers.

### **“Vocabulary Acquisition support guide through Total Physical Response Method (TPR)”**

#### **Informative Data**

**Institution:** Universidad Católica del Ecuador Sede Ambato-PUCESA

**Province:** Tungurahua

**City:** Ambato

**Address:** Manuela Sáenz Avenue, between Dr. Ernesto López and Remigio Crespo streets

**Area:** English as a Foreign Language

**Beneficiaries level:** A1

**Responsible:** Chiza Higuera Mauricio David

#### **Proposal Background**

##### **Introduction:**

Vocabulary acquisition is a sub-skill that is sometimes considered underestimated when enhancing the four most important skills for mastering a language: listening, speaking, reading, and writing to become a competent English language user.

In the realm of second language acquisition, numerous pedagogical strategies have been devised to expedite the learning trajectory and augment linguistic mastery. Among these methodologies, Total Physical Response (TPR) has emerged as a prominent contender. Conceived by Dr. James J. Asher during the 1960s. Total Physical Response (TPR) constitutes a language instructional approach that places significant emphasis on the interplay between language

acquisition and corporeal engagement. The ensuing essay furnishes a comprehensive exposition of the fundamental tenets and advantages of Total Physical Response (TPR) technique, effectively accentuating its efficacy in vocabulary acquisition, assimilation, and long-term retention.

The proposed research aims to introduce a booklet designed to independently assist and support vocabulary acquisition by combining the Total Physical Response (TPR) method with Vocabulary Acquisition Techniques in an illustrated format

The mentioned booklet will present practical information regarding the research and detailed activities focused on A1 vocabulary commonly used in class, along with corresponding instructions

A predicament confronting students is the potential lack of personally intrinsic, self-elicited motivation and limited accessibility to instructional content delivered within the classroom. Consequently, the consolidation of this content may not transpire effectively

Hence, it has become imperative to develop an informational-practical booklet comprising instructional guidelines and activities to foster directed and self-directed learning among students. By implementing this approach, the desired objective can be achieved in a more expedited manner.

The utilization of this instrument as a pedagogical aid will be indispensable in providing students with a comprehensive reference to the motoric patterns and gestures employed regularly during classroom instruction, enabling them to engage in at-home practice and yield enhanced outcomes. Moreover, this tool serves as a valuable resource for prospective educators, facilitating their utilization of this instructional material in forthcoming lessons and benefiting subsequent cohorts of students.

The utilization of this instrument as a pedagogical tool will be indispensable in providing students with a comprehensive reference to the motoric patterns and gestures employed regularly during classroom instruction, possibly encouraging them to practice at home and yield enhanced outcomes. Moreover, this tool is expected to serve as a valuable resource for prospective educators, facilitating their utilization of this instructional material in forthcoming lessons and benefiting subsequent cohorts of students.

### **Justification**

The primary objective of the ensuing proposal entails the integration of an informational-practical manual where students are presented with graphical representations elucidating the guidelines pertaining to the Total Physical Response Method (TPR), which they are encouraged to actively engage with in their daily environment. By doing so, students can enhance their personal proficiency in vocabulary acquisition, thereby facilitating the advancement of their linguistic competence

The booklet in question will facilitate the practical application and comprehensive revision of acquired knowledge within the classroom setting, encompassing A1 level used according to their daily environment. The book contents will be referred to fundamental principles underpinning the implementation of the Total Physical Response (TPR) method, fortified by pedagogical strategies designed to support the progressive cognitive maturation of students.

The utilization and integration of this compendium is indispensable for both students and educators, as it serves as an engaging resource that expedites the achievement of desired objectives while providing essential support for the cognitive development and knowledge acquisition process.

## **Objectives**

### **General objective**

- To improve the English language vocabulary acquisition by using Total Physical Response strategies.

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### **Specific objectives**

- To motivate students with innovative strategies to boost English language vocabulary.
- To contribute to the improvement of Vocabulary Acquisition through Total Physical Response.
- To disseminate the effectiveness of the booklet using Total Physical Response.

### **Proposal feasibility**

This pedagogical proposal is feasible given the impact of the COVID-19 pandemic, which disrupted regular educational practices. Students and teachers were physically separated due to biosecurity measures, necessitating the adoption of remote learning modalities. However, not all members of the educational community had equal access to this approach due to technological, geographical, and primarily economic barriers, impeding equitable knowledge transmission from teachers to students.

Consequently, there was a gradual erosion of general knowledge pertaining to the subjects taught within the institution, eventually reaching a point where knowledge approached a minimal level.

Hence, with the resumption of in-person classes, it has been decided to prioritize the establishment of a vocabulary foundation. This approach aims to provide students with enhanced opportunities to acquire, practice, and enhance their linguistic skills through vocabulary acquisition techniques rooted in the Total Physical Response method.

The development of this informational-practical guide becomes feasible due to the researcher's necessity to implement new pedagogical strategies matched with the students' predisposition to learn and the support of the institutional authority to improve the educational level among the students.

## **Background**

The statements of (Cantos, 2020) shows that the socio-economic conditions of the students indicate that there can be a serious impact on the cognitive processes necessary for normal educational development, such as attention, perception, retention, and replication of what has been learned. Inadequate nutrition causes the student to experience rapid fatigue and not be able to actively participate in learning experiences in the classroom, causing their academic performance to be negatively affected.

According to (STECSDI, 2018) in its National Health and Nutrition Survey, it indicates that the highest child malnutrition rate in the entire Republic of Ecuador belongs to Tungurahua province with 41.3%. The parishes of Salasaca, El Rosario, and Chiquicha belonging to Pelileo canton and Ambatillo, Totoras, and Huachi Grande in Ambato canton are the ones that present the most worrying figures of child malnutrition of all the 721 existing parishes in all the national territory.

Therefore, the present study may exhibit a variation in the results, as mentioned by the author.

## **Proposal topics**

Developing writing proficiency involves working with various skills and sub-skills. That is why the didactic guide reviews skills such as grammar, vocabulary, paragraph structure, recognizing topic sentences, discourse connectors, punctuation, the writing process, and writing genres. All of these writing skills and sub-skills are taught in context. The units in this didactic guide are titled "Study's Dilemmas," "Outstanding People," "My Favorite Place in the World," and "Humans and the Earth." All of the topics are taught implicitly and explicitly, and the website Nearpod.com is a resource for practicing the content.

## **Proposal procedure**

Vocabulary can be taught following the steps suggested below.

Step 1. - The instructor introduces the pedagogical unit and proceeds to employ cognitive stimulation or evoke ideation concerning the subject (brainstorming). Subsequently, the teacher documents the students' contributions and findings in a daily log. This particular pedagogical exercise holds substantial importance in cultivating students' warming up, involvement, and active participation with respect to the designated subject theme.

Step 2. – When the students are already engaged in the activity, it is time to put the prepared Total Physical Response (TPR) activity into action. In the first phase, illustrate the first set of flashcard vocabulary, which can include nouns, adjectives, and verbs. The selection depends on the topic to be taught and the teacher's needs at that time

Step 3.- The teacher must first introduce each sport with flashcards, act out each of the sports themselves, and have students say each out loud with them.

Step 4.- After the demonstration, the teacher divides the class into two teams.

Step 5.- Each student must take a flashcard picture or card with a vocabulary word written on it.

5.1.- WORD: The student takes a flashcard and lays it on the forehead proceeds to ask for questions in order to guess the word using the hints given as:

Is it a Noun/Adjective/verb?

If it is a Noun for example, the next question will be done according to the previous question answer.

Is it an Animal or a thing?

After receiving the answer, the person with the flashcard will continue channeling questions and asking for hints through words and gestures to guess the correct word. A red and a blue marker have been delivered to each group. The student who guesses the word must have the marker and raise it to be permitted to speak. If it is not guessed, any student from both groups will have the opportunity to repeat the procedure until the word is guessed. A correct answer will give one point to the team that discovers it. The team with the highest number of points is the winner.

5.2.- Picture: The student watches the picture and proceeds to pantomime the movements involved in depicting the picture so that his or her teammates can guess what it is. This action will give one point to the team who discovers it.

Step 6.- After the word or picture has been revealed, and the respective point granted, the very first team that can create a statement using the word in question as soon as possible will be awarded an extra half point.

### **Game rules**

- a. The picture/word game procedure can be switched anytime the class requires it.

- b. The student who desires to speak, must have the marker and raise it to answer.
- c. Students must be encouraged to be silly or to exaggerate if they have to.
- d. Two points will be granted for the best team performance effort.
- e. A scoring chart will be drawn on the whiteboard to show students the real-time scores.

# ENGLISH



## A1

## VOCABULARY

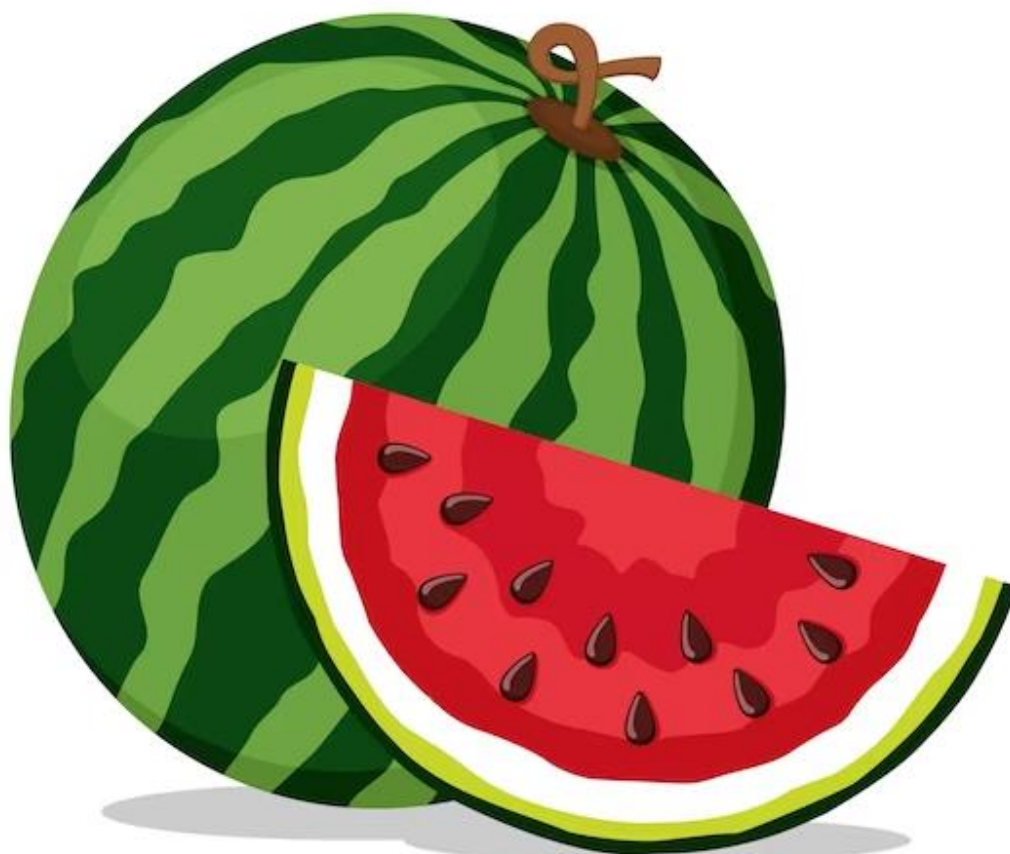
LEARN BY PLAYING USING YOUR  
BODY MOVEMENTS AND GESTURES



“VOCABULARY ACQUISITION SUPPORT BOOKLET GUIDE THROUGH TOTAL PHYSICAL RESPONSE METHOD (TPR)”

1

Image 6  
Watermelon  
Category: Fruits  
Source: Vecteezy, 2023



# WATERMELON

2

Image 7  
Chicken  
Category: Farm Animals  
Source: Vecteezy, 2023



**CHICKEN**

**3**

Image 8  
Crocodile  
Category: Wild Animals  
Source: Vecteezy, 2023



# CROCODILE

4

Image 9  
Ice cream  
Category: Food  
Source: Vecteezy, 2023



# ICE CREAM

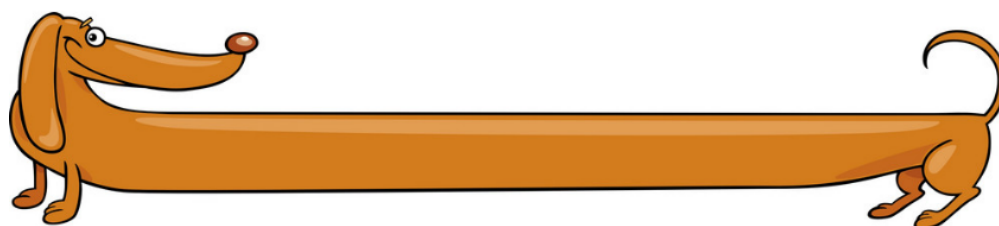
**5**

Image 10  
*Hot*  
Category: Adjectives  
Source: Vecteezy, 2023

**HOT**

**6**

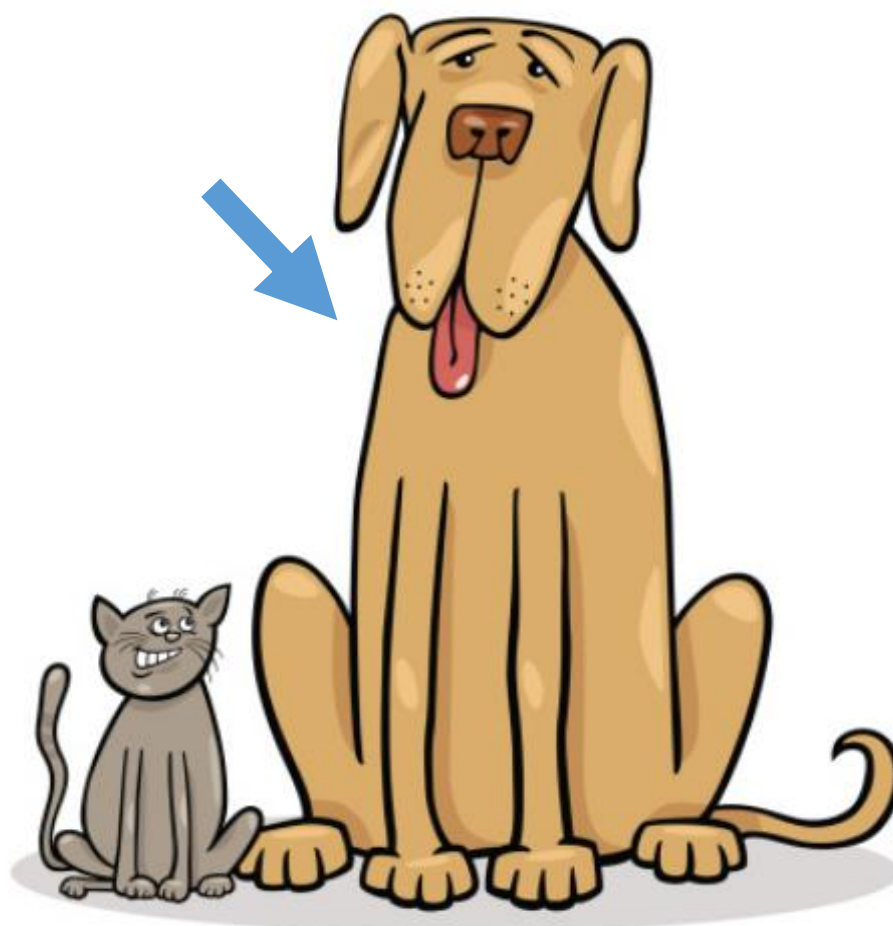
Image 11  
*Hot*  
Category: Adjectives  
Source: Vecteezy, 2023



**LONG**

**7**

Image 12  
*Big*  
Category: Adjectives  
Source: Vecteezy, 2023

**BIG**

8

Image 13  
Cook  
Category: Verbs  
Source: Vecteezy, 2023



# COOK

9

Image 14  
*Eat*  
Category: Verbs  
Source: Vecteezy, 2023



EAT

**10**

Image 15

*Drink*

Category: Verbs

Source: Vecteezy, 2023

**DRINK**

**11**

Image 16  
Guinea pig  
Category: Farm Animals  
Source: Vecteezy, 2023



# GUINEA PIG

**13**

Image 18  
Monkey  
Category: Wild Animals  
Source: Vecteezy, 2023



# MONKEY

**14**

Image 19  
*Tangerine*  
Category: Fruits  
Source: Vecteezy, 2023



# TANGERINE

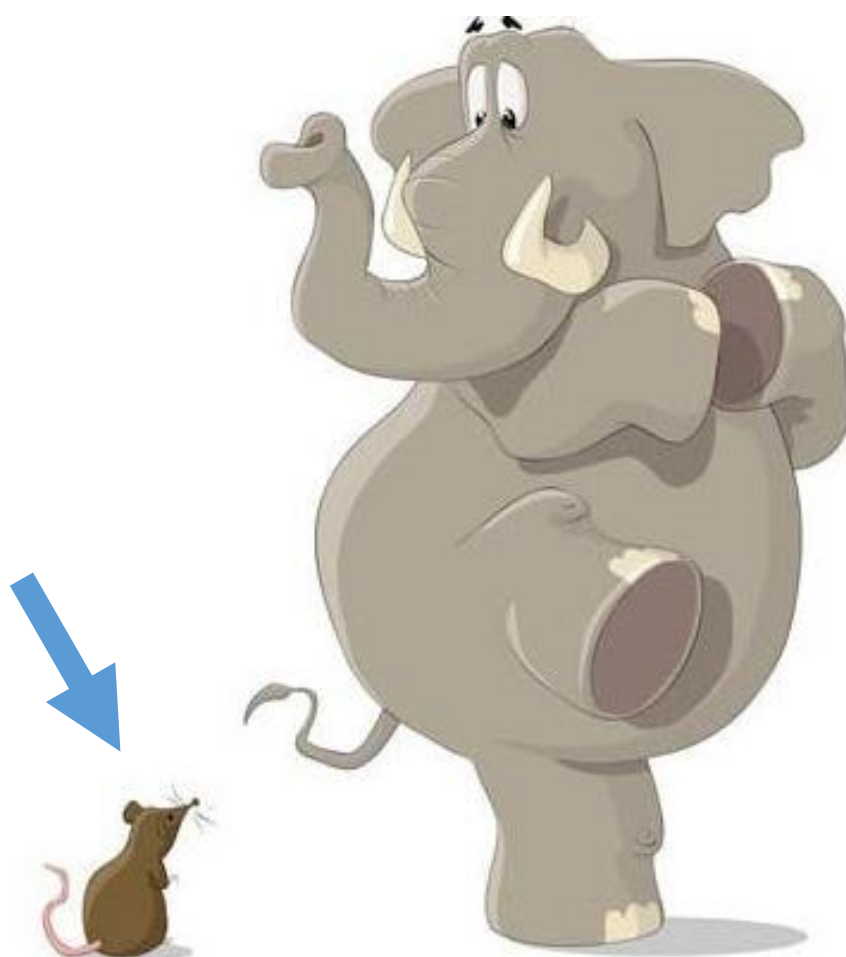
**15**

Image 20  
Old  
Category: Adjectives  
Source: Vecteezy, 2023

**OLD**

**16**

Image 21  
*Little*  
Category: Adjectives  
Source: Vecteezy, 2023

**LITTLE**

**17**

Image 22  
Cold  
Category: Adjectives  
Source: Vecteezy, 2023

**COLD**

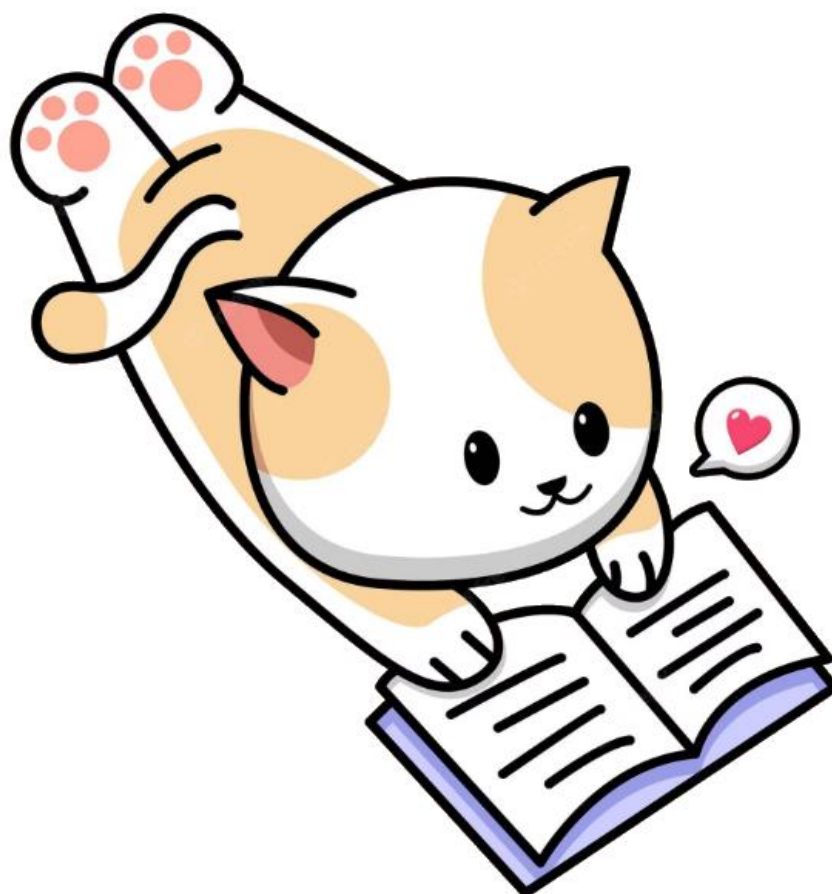
**18**

Image 23  
*Write*  
Category: Verbs  
Source: Vecteezy, 2023

**WRITE**

**19**

Image 24  
Read  
Category: Verbs  
Source: Vecteezy, 2023

**READ**

**20**

Image 25  
*Watch*  
Category: Verbs  
Source: Vecteezy, 2023

**WATCH**

## CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

### 3.1. Analysis, interpretation and validity of the results

#### Pre-test vs post-test results

After designing the booklet, its implementation was carried out with students from the 9th grade of General Basic Education up to the 2nd course of the General Unified Baccalaureate at Unidad Educativa Dr. Benigno Malo, located in Chiquicha Parish.

The classes were conducted within the institution, adhering to the designated class hours to avoid any misunderstandings with the students' parents.

The first step commenced with the administration of a pre-test aimed at gathering essential information about the students' vocabulary competences. To accomplish this, all students were assembled in a pre-selected classroom. The research instrument was then distributed to each student, allowing them 30 minutes to fulfill the requirements of the research instrument. Subsequent to the assessment of each document, the results are presented in the following chart.

Table 1

*Pre-test and Post-test scores and percentages*

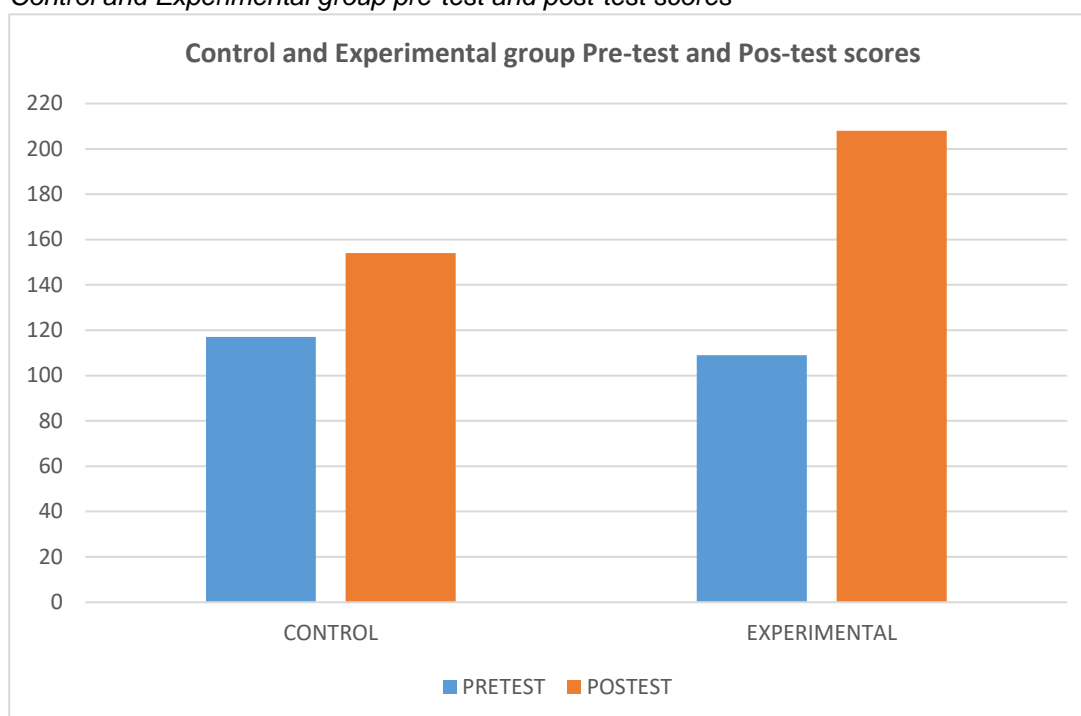
	PRE-TEST	%	POST-TEST	%
<b>CONTROL</b>	117	53,18%	154	70%
<b>EXPERIMENTAL</b>	109	49,54%	208	94,54%

Source: Pre-test and Post-test scores and percentages  
Elaborated by: Chiza, M. (2023)

**Note:** The information has been taken from the pre-test and post-test addressed to students from 9<sup>th</sup> Grade up to 2<sup>nd</sup> Unified General Baccalaureate of *Unidad Educativa Dr. Benigno Malo*.

Chart 1

*Control and Experimental group pre-test and post-test scores*



Source: Pre-test and Post-test scores and percentages

Elaborated by: Chiza, M. (2023)

After analyzing the pre-tests and post-tests of the 22 students, it was noticed that significant differences exist before and after the application of the different methodologies that have been used for the control group and the experimental group, as shown below

First, the pre-test outcomes show that the control and experimental groups obtained similar scores, both totaling 220 (100%). The control group scored 117 (53.18%), while the experimental group achieved a score of 109 (49.54%), indicating a slight advantage of 8 points (3.64%) in favor of the control group.

Next, the post-test results demonstrate a substantial difference between the two groups. Using the standard method applied in the majority of schools, the control group increased its score from 117 (53.18%) to 154 (70%), showcasing an augmentation of its score after the application of the standard method in all the classes where the investigation was conducted.

Alternatively, the experimental group experienced an increase similar to the other group, but this increase was more substantial than that of its counterpart. In the pre-test, the experimental group obtained a score of 109 (49.54%), which was 8 points (3.64%) below the control group. However, after applying the Total Physical Response Method, its score improved to 208 (94.54%), demonstrating the prevalence of this method over the others.

## Results by participant

Table 2

*Control group Pre-test and Post-test scores by participants*

#	CONTROL		FORM RECOGNITION										MEANING RECOGNITION										T	%
	PRE-TEST		01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10		
1	Leidy	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓	X	✓	✓	X	X	✓	X	X	X	11	55%
2	Estefanía	X	X	✓	✓	✓	✓	✓	X	✓	X	X	✓	X	X	✓	✓	✓	✓	X	X	✓	11	50%
3	Anderson	✓	X	X	X	✓	X	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	X	✓	X	X	10	50%
4	Mónica	✓	X	✓	✓	X	✓	✓	X	✓	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	X	11	55%
5	Marjory	X	✓	✓	X	✓	✓	✓	X	X	✓	✓	X	X	✓	✓	X	X	X	X	✓	✓	10	50%
6	Fernanda	X	X	X	X	✓	X	✓	X	✓	X	X	X	X	✓	X	✓	✓	✓	X	✓	X	07	35%
7	Sarahí	X	✓	X	✓	X	✓	X	✓	X	✓	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	12	60%
8	Naydelin	✓	✓	✓	X	✓	✓	X	X	✓	X	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	13	65%
9	Josselyn	✓	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	✓	✓	✓	X	X	✓	✓	14	70%
10	Anahí	✓	✓	X	✓	X	X	X	✓	✓	X	✓	✓	✓	X	X	X	✓	✓	X	✓	✓	11	55%
11	Lisbeth	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	X	X	X	07	35%
	TOTAL		06	06	05	06	07	07	07	05	06	06	06	04	05	07	06	06	06	05	05	06	117	53,18
#	POST-TEST	01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10	T	%	
1	Leidy	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	X	✓	✓	X	✓	✓	X	X	X	12	60%	
2	Estefanía	✓	X	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	X	✓	✓	✓	✓	X	X	✓	14	70%
3	Anderson	✓	✓	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	14	70%
4	Mónica	✓	X	X	✓	X	✓	X	✓	✓	✓	X	X	X	✓	X	✓	X	✓	✓	✓	X	10	50%
5	Marjory	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	17	85%
6	Fernanda	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	15	75%
7	Sarahí	X	✓	✓	✓	✓	✓	X	✓	X	✓	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	14	70%
8	Naydelin	✓	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	15	75%
9	Josselyn	✓	X	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	15	75%
10	Anahí	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	17	85%
11	Lisbeth	X	✓	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	X	X	✓	X	11	55%
	TOTAL		08	07	07	08	08	08	08	07	07	08	09	07	08	08	08	08	08	07	08	07	154	70%

Source: Control group Pre-test and Post-test scores by participants

Elaborated by: Chiza, M. (2023)

The chart above displays the individual results of the control group students after the administration of both the pre-test and post-test. For the assessment, two symbols were employed to score the documents: the ✓ symbol representing a correct answer, for which 1 point is granted, and the x symbol representing an incorrect answer, for which 0 points are granted. Upon analyzing the chart, it was

observed that 11 students increased their scores, while one maintained the same score, resulting in a general increase ranging from 5% to 30%. A comparison of the pre-test results, which yielded 117 correct answers out of 220 options, showed a correctness rate of 53.18%. Conversely, the post-test results revealed 154 correct answers out of 220, indicating a correctness rate of 70%. In conclusion, there was an overall increase of 16.82% after completing the entire pre-test, method application, and post-test process.

Table 3

*Experimental group Pre-test and Post-test scores by participants*

#	EXPERIMENTAL		FORM RECOGNITION										MEANING RECOGNITION										T	%	
	PRE-TEST		01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10			
1	Erika	X	✓	X	X	X	✓	✓	✓	✓	X	✓	X	✓	✓	X	✓	✓	✓	✓	X	X	10	50%	
2	Estrella	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	✓	X	X	✓	14	70%
3	Christian	✓	X	X	✓	X	✓	X	X	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X	11	55%
4	Melanie	X	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	X	13	65%
5	Carlos	✓	X	✓	X	✓	X	X	✓	X	X	✓	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	10	50%
6	Anael	✓	✓	✓	X	✓	X	✓	X	X	✓	X	X	X	X	X	X	X	X	X	X	X	X	06	30%
7	Julissa	✓	✓	X	X	✓	✓	X	X	✓	✓	✓	X	X	✓	X	X	✓	X	X	✓	X	X	09	45%
8	Helen	X	✓	X	✓	✓	X	X	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	55%	
9	Jonathan	X	X	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	X	X	X	X	X	X	✓	X	10	50%	
10	Santiago	✓	X	X	X	✓	X	✓	X	X	✓	X	X	X	X	X	X	X	X	✓	X	✓	06	30%	
11	Miller	X	✓	X	✓	X	X	✓	✓	X	✓	X	X	X	X	✓	X	✓	✓	✓	X	✓	09	45%	
	TOTAL	06	07	05	06	07	05	06	05	06	07	03	02	04	04	05	06	08	07	03	05	109	49,54%		
	POST-TEST	01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10	T	%		
1	Erika	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	100%	
2	Estrella	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	18	90%	
3	Christian	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	95%	
4	Melanie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	100%	
5	Carlos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	100%	
6	Anael	✓	✓	✓	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	✓	15	75%	
7	Julissa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	100%	
8	Helen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	100%	
9	Jonathan	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	95%	
10	Santiago	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	18	90%	
11	Miller	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	95%	
	TOTAL	11	11	09	10	10	11	11	10	10	10	11	09	11	11	11	10	11	10	10	11	208	94,54%		

Source: Experimental group Pre-test and Post-test scores by participants

Elaborated by: Chiza, M. (2023)

The chart above illustrates the individual results of the control group students after the administration of the pre-test and post-test. For the assessment, two symbols were employed to score the documents: the ✓ symbol, representing a correct answer for which 1 point is granted, and the X symbol, depicting an incorrect answer for which 0 points are granted. After analyzing the chart, it was observed that the scores of all 11 students increased, and none maintained the same score,

resulting in a general increase ranging from 20% to 60%. A comparison of the pre-test results, which yielded 109 correct answers out of 220 options, showed a correctness rate of 49.54%. Conversely, the post-test results revealed 208 correct answers out of 220, indicating a correctness rate of 94.54%. Finally, a spectacular increase of 45% is evident after completing the entire pre-test, method application, and post-test process.

## Results per question

### First section: form recognition

The student is required to circle the word which is correctly spelled.

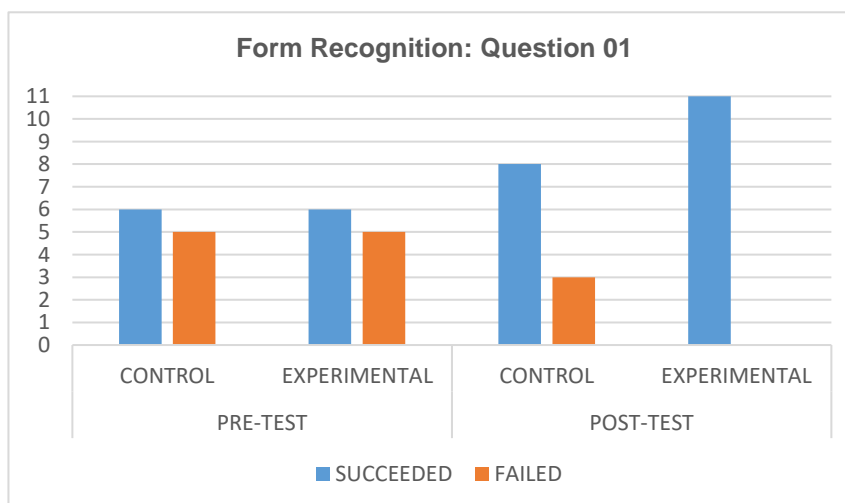
#### Question 01

a) Waramelon b) Watamelon **c) Watermelon** d) Wondermelon

Literal c is considered succeeded, the rest are taken as failed.

Chart 2

*Form recognition: Question 01*



Source: Form Recognition: Question 01

Elaborated by: Chiza, M. (2023)

The results of question 01 indicate that the control group increased its score from 6 (54.55%) to 8 (72.73%) successful answers out of 11 (100%), representing an augmentation of 18.18% after the application of the standard method. In contrast, the experimental group elevated its score from 6 (54.55%) to 11 (100%) successful answers out of 11 (100%), reflecting an augmentation of 45.45% after the application of the Total Physical Response method. When comparing the results of both groups and methods, there is an increase difference of 27.27%, highlighting the prevalence of the Total Physical Response method over the other.

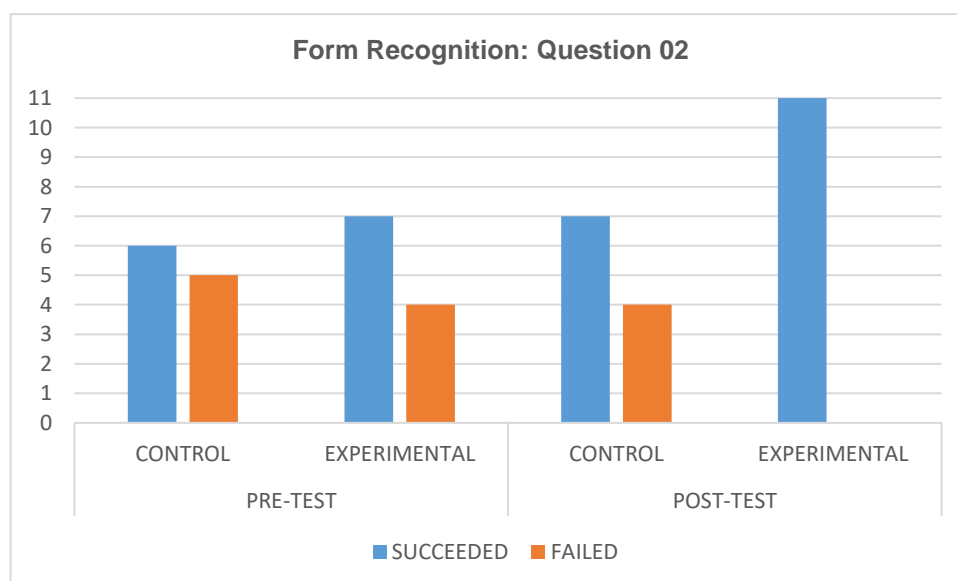
## Question 02

a) Chicken b) Shicken c) Chiken d) Chiquen

Literal a is considered succeeded, the rest are taken as failed.

Chart 3

Form recognition: Question 02



Source: Form Recognition: Question 02

Elaborated by: Chiza, M. (2023)

The findings from question 02 reveal that the control group demonstrated an elevation in their score, progressing from 6 (54.55%) to 7 (63.64%) correct responses out of 11 (100%). This signifies an increase of 9.09% subsequent to the implementation of the standard method. Conversely, the experimental group displayed a more substantial improvement, advancing from 7 (63.64%) to 11 (100%) accurate responses out of 11 (100%). This marks a notable augmentation of 36.36% following the application of the Total Physical Response method. When contrasting the outcomes between the two groups and methodologies, a discernible disparity of 27.27% emerges, underscoring the prevalence of the Total Physical Response method over the conventional approach.

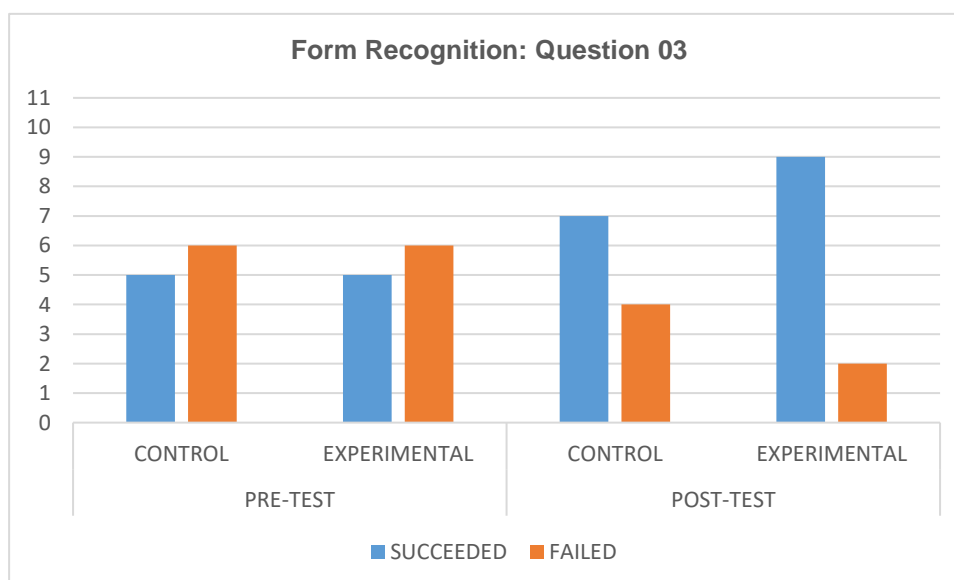
### Question 03

a) Cocodrile b) Cocrodile (c) Crocodile d) Corcodrile

Literal c is considered succeeded, the rest are taken as failed.

Chart 4

Form recognition: Question 03



Source: Form Recognition: Question 03  
Elaborated by: Chiza, M. (2023)

The outcomes of question 03 indicate that the control group experienced an increase in their score, progressing from 5 (45.46%) to 7 (63.64%) correct responses out of 11 (100%). This signifies an augmentation of 18.18% following the implementation of the standard method. In contrast, the experimental group demonstrated a more substantial improvement, advancing from 5 (45.45%) to 9 (81.82%) accurate responses out of 11 (100%). This represents a significant augmentation of 36.36% following the application of the Total Physical Response method. When comparing the results between the two groups and methodologies, a noticeable difference of 18.18% emerges, underscoring the prevalence of the Total Physical Response method over the conventional approach.

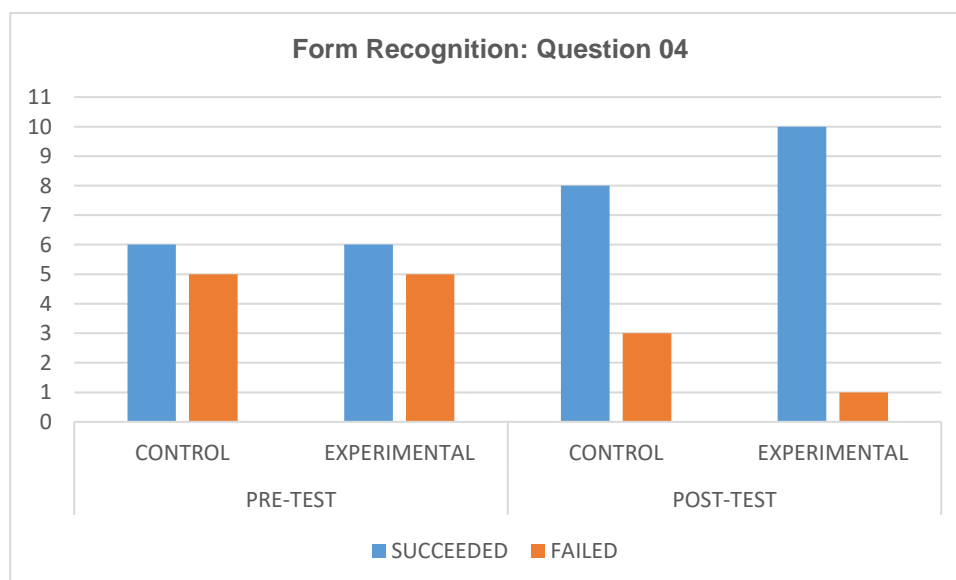
#### Question 04

a) Ice cream b) Icecream c) Ice-cream d) Ise cream

Literal a is considered succeeded, the rest are taken as failed.

Chart 5

Form recognition: Question 04



Source: Form Recognition: Question 04  
Elaborated by: Chiza, M. (2023)

The findings from question 04 reveal that the control group demonstrated an increase in their score, advancing from 6 (54.55%) to 8 (72.73%) correct responses out of 11 (100%). This signifies an augmentation of 18.18% following the implementation of the standard method. In contrast, the experimental group displayed a more pronounced improvement, progressing from 6 (54.55%) to 10 (90.91%) accurate responses out of 11 (100%). This represents a notable augmentation of 36.36% following the application of the Total Physical Response method. When comparing the results between the two groups and methodologies, a discernible difference of 18.18% emerges, emphasizing the prevalence of any method over the other.

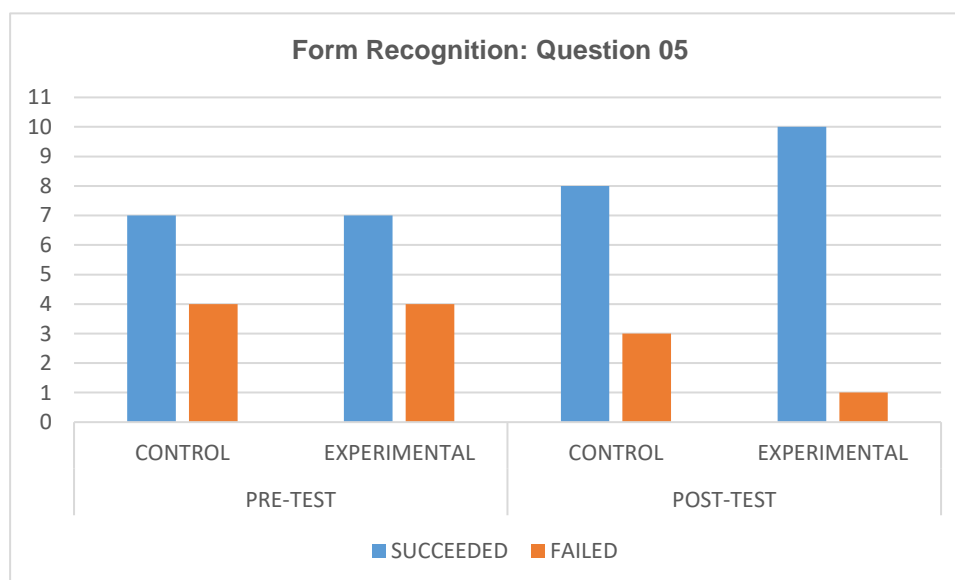
### Question 05

a) Jof b) Hot c) Jat d) Hott

Literal b is considered succeeded, the rest are taken as failed.

Chart 6

*Form recognition: Question 05*



Source: Form Recognition: Question 05  
Elaborated by: Chiza, M. (2023)

The findings derived from question 05 illustrate that the control group observed an elevation in their score, advancing from 7 (63.64%) to 8 (72.73%) correct responses out of 11 (100%). This signifies a moderate increase of 9.09% following the implementation of the standard method. In contrast, the experimental group exhibited a more substantial improvement, progressing from 7 (64.65%) to 10 (90.91%) accurate responses out of 11 (100%). This translates to a noteworthy augmentation of 27.27% following the application of the Total Physical Response method. When juxtaposing the outcomes between the two groups and their respective methodologies, a perceptible difference of 18.18% becomes apparent, underscoring the prevalence of the Total Physical Response method over its counterpart.

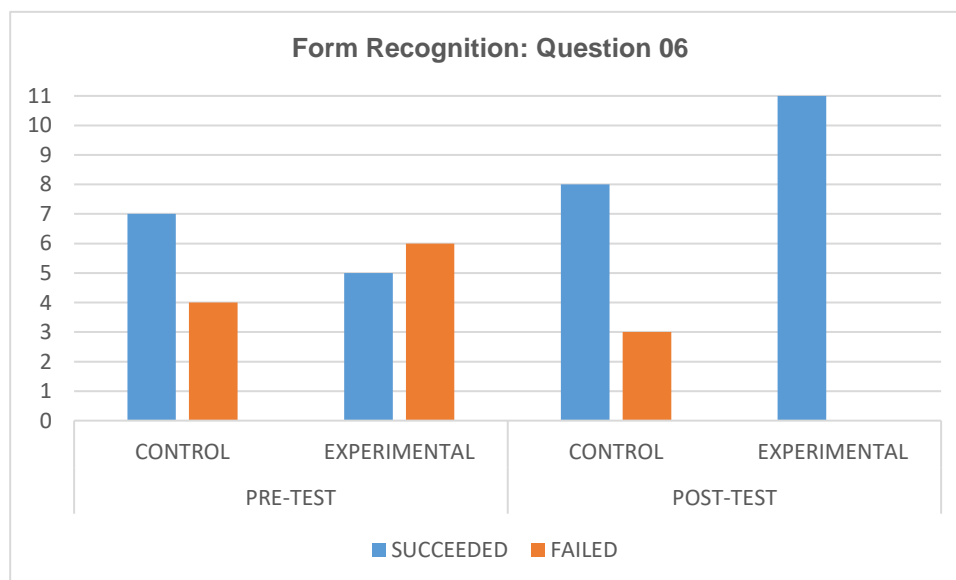
### Question 06

a) Long b) Lhong c) Lonk d) Loung

Literal a is considered succeeded, the rest are taken as failed.

Chart 7

Form recognition: Question 06



Source: Form Recognition: Question 06

Elaborated by: Chiza, M. (2023)

The outcomes of question 06 reveal that the control group witnessed an enhancement in their score, progressing from 7 (63.64%) to 8 (72.73%) correct responses out of 11 (100%). This signifies a moderate increase of 9.09% following the application of the standard method. Conversely, the experimental group showcased a substantial improvement, advancing from 5 (45.46%) to 11 (100%) correct responses out of 11 (100%). This indicates a notable augmentation of 54.54% subsequent to the utilization of the Total Physical Response method. When comparing the results between the two groups and their respective methodologies, a noticeable difference of 45.45% emerges, highlighting the prevalence of the Total Physical Response method over its counterpart.

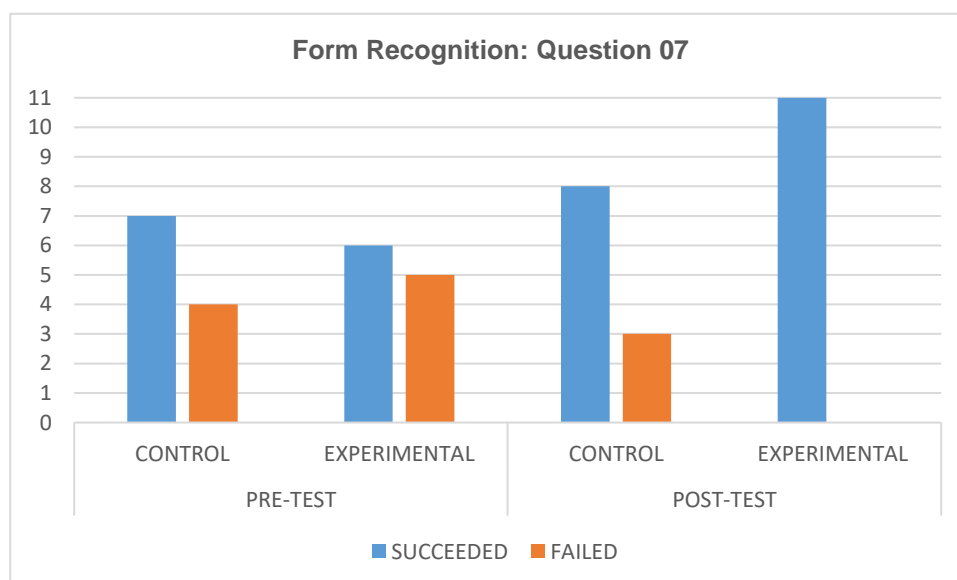
### Question 07

a) Bhig b) Bigh c) Bik (d) Big

Literal d is considered succeeded, the rest are taken as failed.

Chart 8

*Form recognition: Question 07*



*Source: Form Recognition: Question 07*  
*Elaborated by: Chiza, M. (2023)*

The outcomes from question 07 reveal that the control group observed an improvement in their score, progressing from 7 (63.64%) to 8 (72.73%) correct responses out of 11 (100%). This marks a moderate increase of 9.09% following the application of the standard method. In contrast, the experimental group displayed a notable advancement, moving from 8 (72.73%) to 11 (100%) correct responses out of 11 (100%). This signifies a substantial augmentation of 27.27% subsequent to the utilization of the Total Physical Response method. When juxtaposing the results between the two groups and their respective methodologies, a discernible difference of 18.18% becomes apparent, emphasizing the prevalence of the Total Physical Response method over its counterpart.

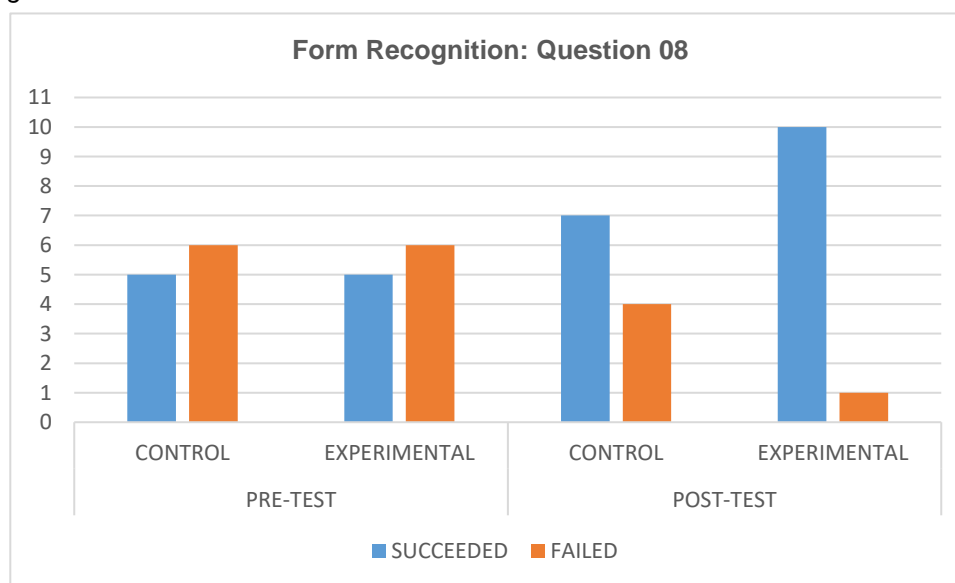
### Question 08

a) Cook b) Cock c) Couk d) Coock

Literal a is considered succeeded, the rest are taken as failed.

Chart 9

Form recognition: Question 08



Source: Form Recognition: Question 08

Elaborated by: Chiza, M. (2023)

The outcomes of question 08 reveal that the control group experienced an elevation in their score, progressing from 5 (45.46%) to 7 (63.64%) correct responses out of 11 (100%). This signifies a notable increase of 18.18% following the application of the standard method. In contrast, the experimental group demonstrated a more substantial improvement, advancing from 5 (45.46%) to 10 (90.91%) correct responses out of 11 (100%). This represents a significant augmentation of 45.45% following the application of the Total Physical Response method. When comparing the results between the two groups and their respective methodologies, a discernible difference of 27.27% emerges, underscoring the prevalence of the Total Physical Response method over its counterpart.

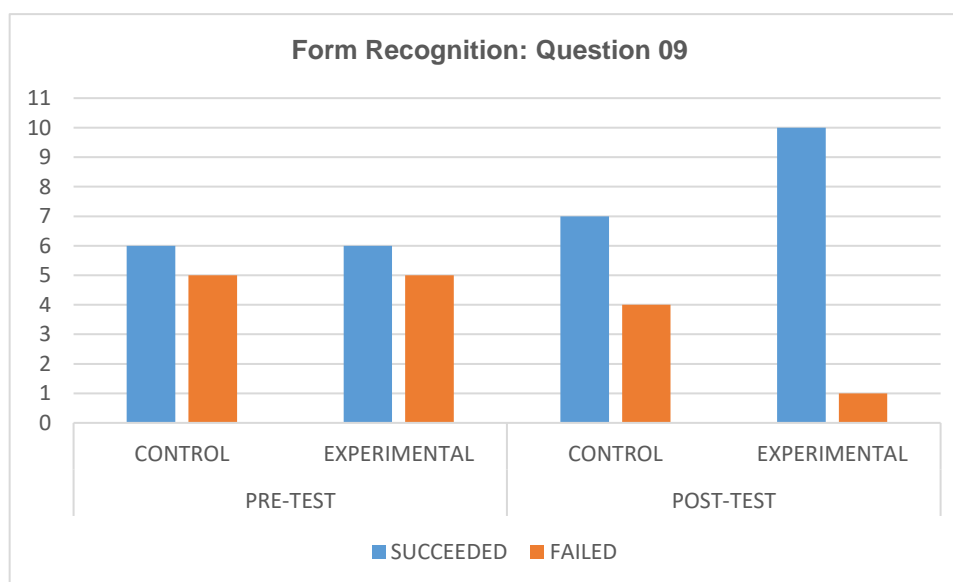
### Question 09

a) Eat b) Eet c) Eit d) Eate

Literal c is considered succeeded, the rest are taken as failed.

Chart 10

Form recognition: Question 09



Source: Form Recognition: Question 09  
Elaborated by: Chiza, M. (2023)

The outcomes from question 09 indicate that the control group observed an increase in their score, progressing from 6 (54.55%) to 7 (63.64%) correct responses out of 11 (100%). This signifies a modest augmentation of 9.09% following the application of the standard method. In contrast, the experimental group displayed a more pronounced improvement, advancing from 6 (54.55%) to 10 (90.91%) correct responses out of 11 (100%). This represents a notable augmentation of 36.36% subsequent to the utilization of the Total Physical Response method. When juxtaposing the results between the two groups and their respective methodologies, a discernible difference of 27.27% becomes apparent, emphasizing the prevalence of the Total Physical Response method over its counterpart.

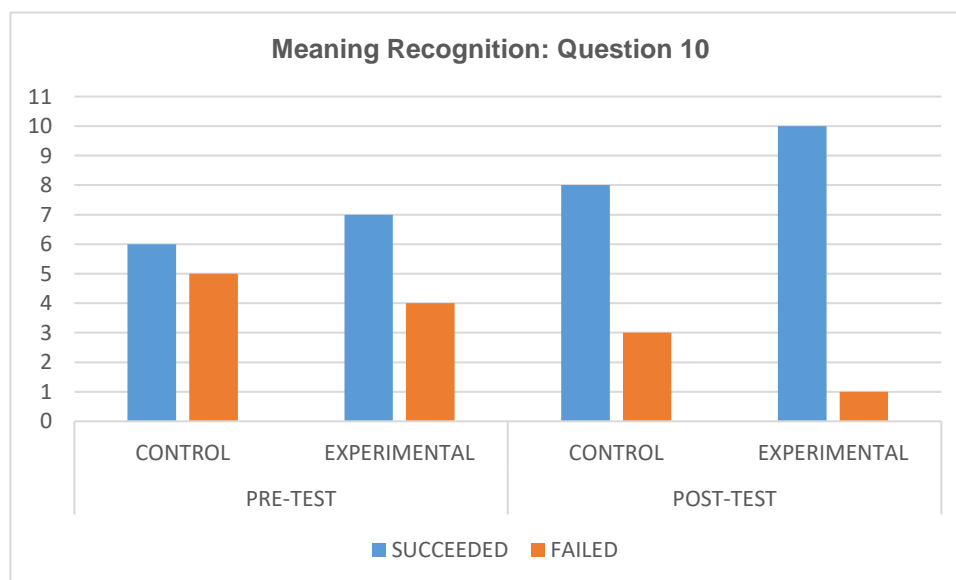
### Question 10

a) Dring b) Dhrink c) Drinck (d) Drink

Literal c is considered succeeded, the rest are taken as failed.

Chart 11

Form recognition: Question 10



Source: Form Recognition: Question 10  
Elaborated by: Chiza, M. (2023)

The findings from question 10 reveal that the control group exhibited an enhancement in their score, progressing from 6 (54.55%) to 8 (72.73%) correct responses out of 11 (100%). This indicates a noteworthy increase of 18.18% following the implementation of the standard method. In comparison, the experimental group demonstrated a more pronounced improvement, advancing from 7 (63.64%) to 10 (90.91%) correct responses out of 11 (100%). This represents a significant augmentation of 27.27% subsequent to the application of the Total Physical Response method. When scrutinizing the outcomes between the two groups and their respective methodologies, a discernible difference of 9.09% becomes apparent, underscoring the prevalence of the Total Physical Response method over its counterpart.

### Second section: meaning recognition

The student is required to circle the word which has the correct definition

#### Question 01

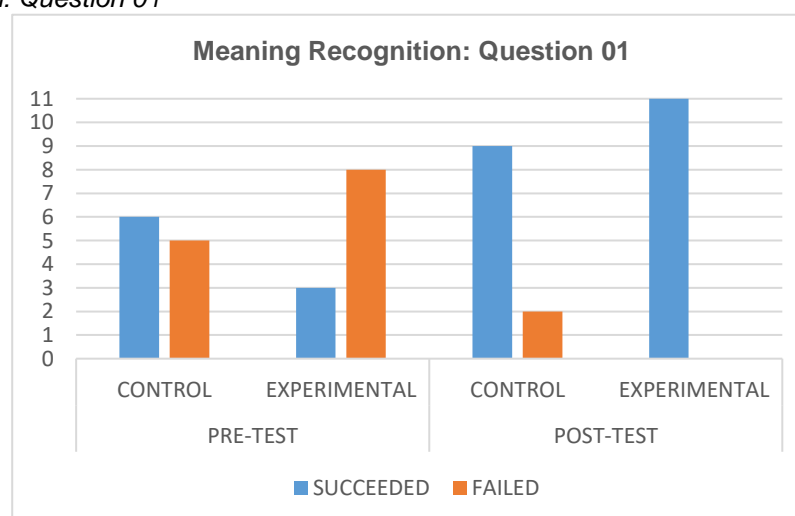
#### Guinea Pig

- a) a pig sibling **b) a farm animal** c) a wild animal  
d) a kind of banana e) I don't know

Literal c is considered succeeded, the rest are taken as failed.

Chart 12

Meaning recognition: Question 01



Source: Meaning Recognition: Question 01

Elaborated by: Chiza, M. (2023)

The results of question 01 show that the control group increased the score from 6 (54.55%) to 9 (81.82%) succeeded answers of 11 (100%), which represents an augment of 27.27% after the application of the standard method. Whereas the experimental group increased the score from 3 (27.28%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 72.72% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 45,45%, showing a prevalence of the Total Physical response method against the other.

## Question 02

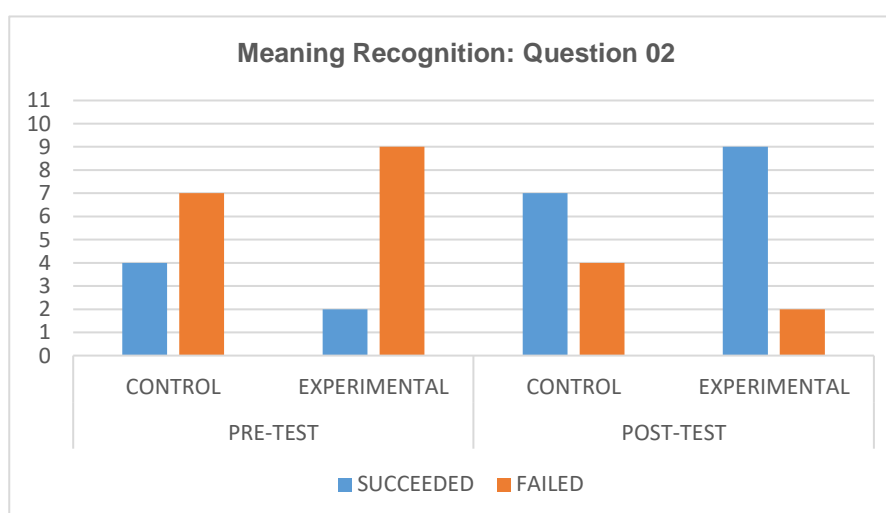
### Bubble gum

- a) a sweet snack b) A mechanical tool c) A sweet dessert  
d) A piece of clothe e) I don't know.

Literal a is considered succeeded, the rest are taken as failed.

Chart 13

Meaning recognition: Question 02



Source: Meaning Recognition: Question 02

Elaborated by: Chiza, M. (2023)

The findings from question 02 indicate that the control group demonstrated an improvement in their score, progressing from 4 (36.37%) to 7 (63.64%) correct responses out of 11 (100%). This signifies a notable augmentation of 27.27% following the implementation of the standard method. In contrast, the experimental group showcased a substantial enhancement, advancing from 2 (18.18%) to 9 (81.82%) correct responses out of 11 (100%). This represents a remarkable augmentation of 63.63% subsequent to the application of the Total Physical Response method. When comparing the outcomes between the two groups and their respective methodologies, a discernible difference of 36.36% becomes apparent, highlighting the prevalence of the Standard method over its counterpart.

### Question 03:

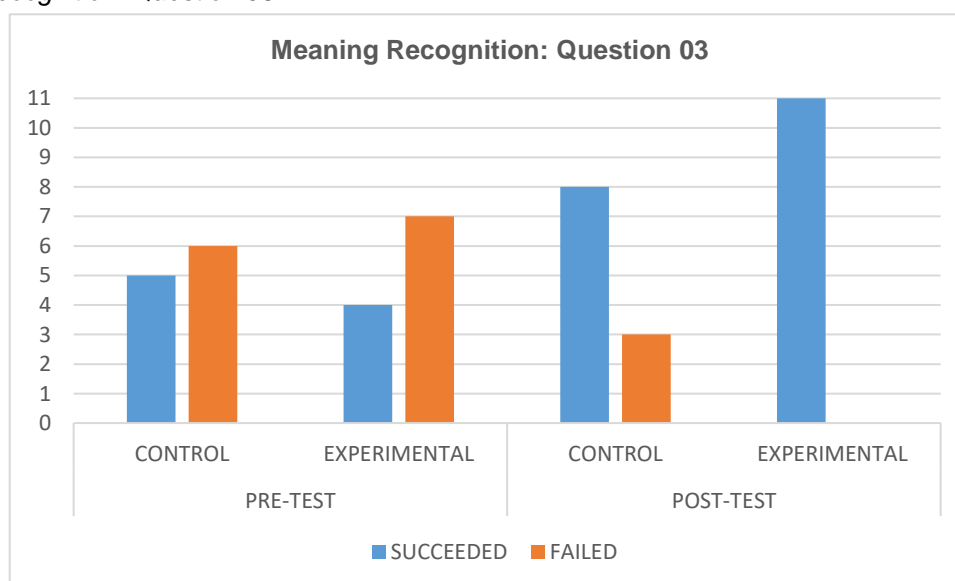
#### Monkey

- a) A toy b) a farm animal c) a wild animal  
d) A mechanical tool e) I don't know.

Literal c is considered succeeded, the rest are taken as failed.

Chart 14

Meaning recognition: Question 03



Source: Meaning Recognition: Question 03  
Elaborated by: Chiza, M. (2023)

The findings of question 03 show that the control group increased the score from 5 (45.46%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment of 27.27% after the application of the standard method. Whereas the experimental group increased the score from 4 (36.37%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 63.63% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a nule difference of 36.36%, showing a prevalence of the Total Physical Response response method against the other.

#### Question 04:

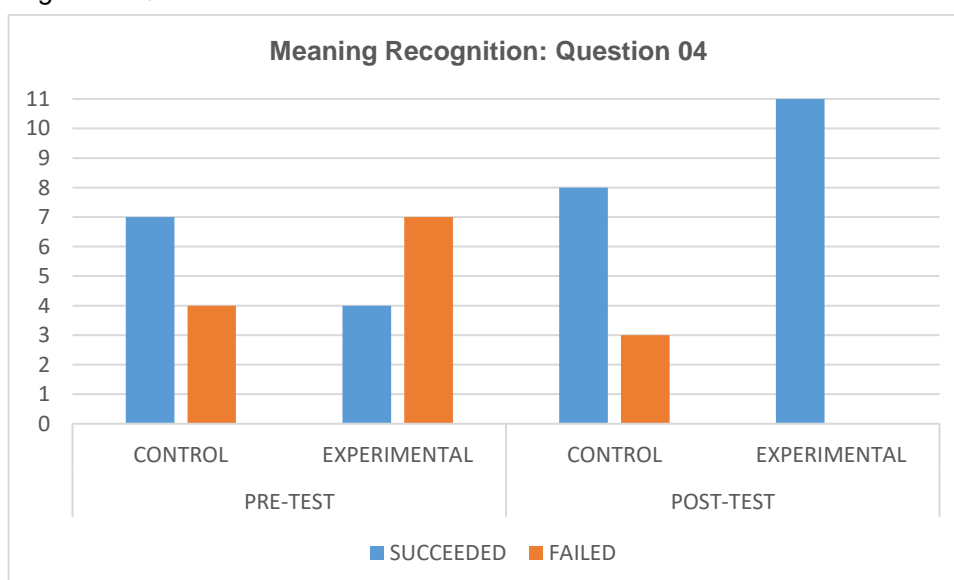
#### Tangerine

- a) a juice brand b) A vegetable c) A sweet dessert  
 d) A fruit e) I don't know.

Literal d is considered succeeded, the rest are taken as failed.

Chart 15

Meaning recognition: Question 04



Source: Meaning Recognition: Question 04  
 Elaborated by: Chiza, M. (2023)

The results of question 04 show that the control group increased the score from 7 (63.64%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment of 9.09% after the application of the standard method. Whereas the experimental group increased the score from 4 (36.37%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 63.63% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 54.54%, showing a prevalence of the Total Physical response method against the Standard method.

### Question 05:

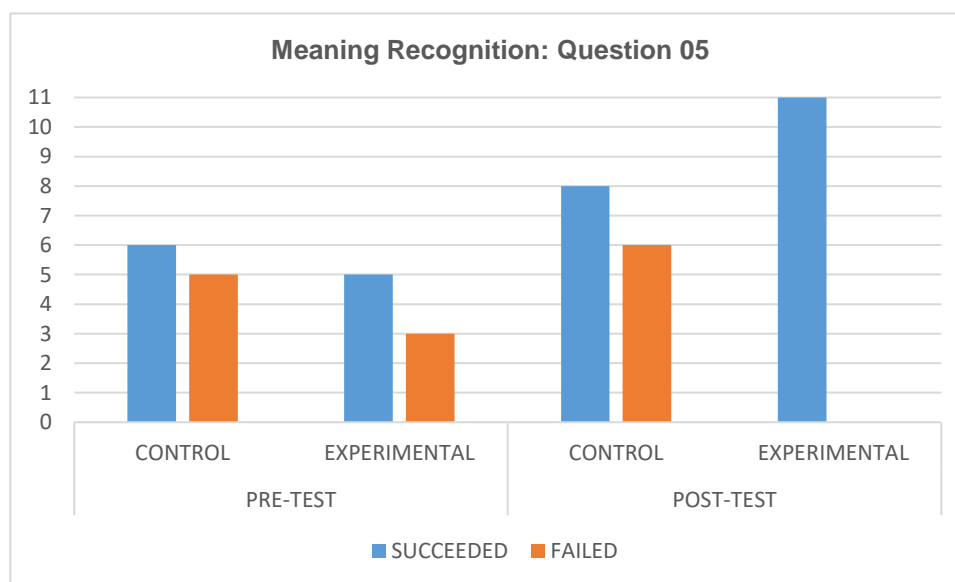
#### Old

- a) Opposite of new b) A whisky brand c) An animal  
d) A Technological tool e) I don't know.

Literal a is considered succeeded, the rest are taken as failed.

Chart 16

Meaning recognition: Question 05



Source: Meaning Recognition: Question 05

Elaborated by: Chiza, M. (2023)

The outcomes of question 05 show that the control group increased the score from 6 (54.55%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment of 18.18% after the application of the standard method. Whereas the experimental group increased the score from 5 (45.46%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 54.55% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 36.36%, showing a prevalence of the Total Physical response method against the other.

### Question 06:

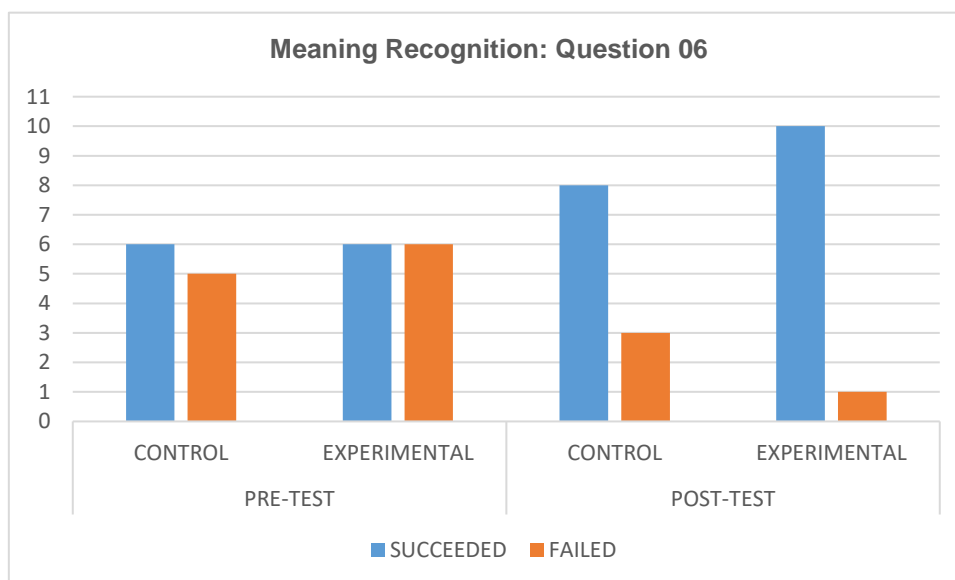
#### Little

- a) A famous white mouse b) Something diminute c) A movie name  
d) A car brand e) I don't know.

Literal b is considered succeeded, the rest are taken as failed.

Chart 17

Meaning recognition: Question 06



Source: Meaning Recognition: Question 06  
Elaborated by: Chiza, M. (2023)

The results of question 06 show that the control group score remained the same from 6 (54.55%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment difference of 18,18% after the application of the standard method. Whereas the experimental group increased the score from 6 (54.55%) to 10 (90.91%) succeeded answers of 11 (100%), which represents an augment of 36.36% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 18.18%, showing a prevalence of the Total Physical response method against the other.

### Question 07:

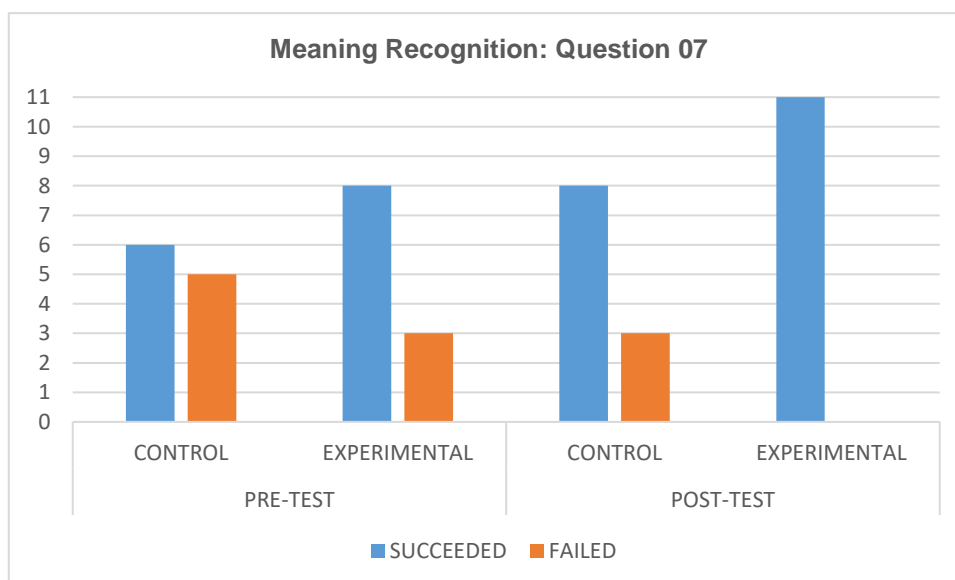
#### Cold

- a) A Batman's enemy b) A penguin cartoon c) opposite of hot  
d) A vegetable e) I don't know.

Literal c is considered succeeded, the rest are taken as failed.

Chart 18

Meaning recognition: Question 07



Source: Meaning Recognition: Question 07  
Elaborated by: Chiza, M. (2023)

The findings of question 07 show that the control group increased the score from 6 (54.55%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment of 18.18% after the application of the standard method. Whereas the experimental group increased the score from 8 (72.73%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 27.27% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a difference of 9.09%, showing a prevalence of the Total Physical Response method against the other.

### Question 08:

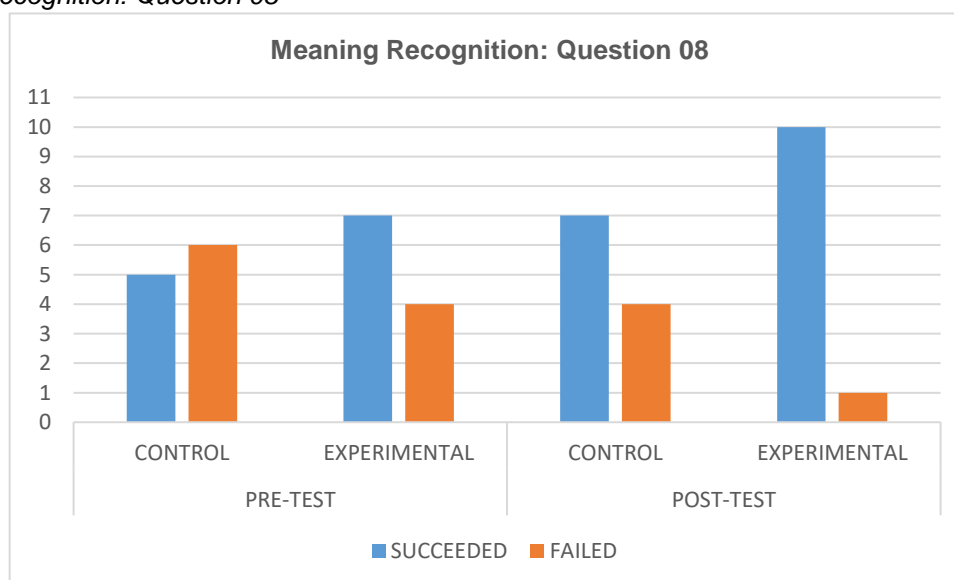
#### Write

- a) Create ideas with a pencil b) Medicine name c) Cleaner brand  
d) A color e) I don't know.

Literal c is considered succeeded, the rest are taken as failed.

Chart 19

Meaning recognition: Question 08



Source: Meaning Recognition: Question 08

Elaborated by: Chiza, M. (2023)

The outcomes of question 08 show that the control group increased the score from 5 (45.46%) to 7 (63.64%) succeeded answers of 11 (100%), which represents an augment of 18.18% after the application of the standard method. Whereas the experimental group increased the score from 7 (63.64%) to 10 (100%) succeeded answers of 11 (100%), which represents an augment of 27.27% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 9.09%, showing a prevalence of the Total Physical response method against the other.

### Question 09:

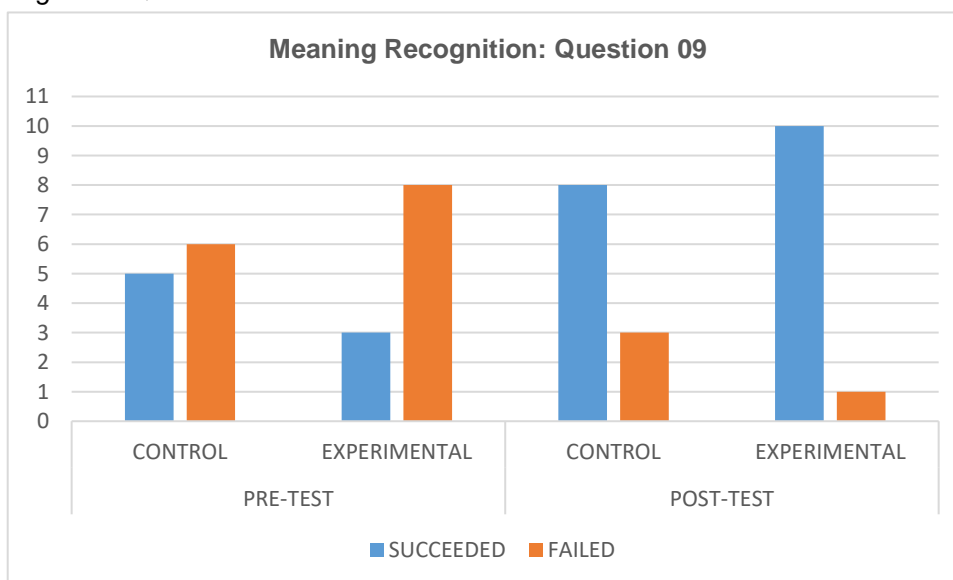
#### Read

- a) Ready b) A kind of fish c) Fashion sport shoes  
 d) Interpret written ideas e) I don't know.

Literal c is considered succeeded, the rest are taken as failed.

Chart 20

Meaning recognition: Question 09



Source: Meaning Recognition: Question 09  
 Elaborated by: Chiza, M. (2023)

The results of question 09 show that the control group increased the score from 5 (45.46%) to 8 (72.73%) succeeded answers of 11 (100%), which represents an augment of 27.27% after the application of the standard method. Whereas the experimental group increased the score from 3 (27.28%) to 10 (90.91%) succeeded answers of 11 (100%), which represents an augment of 63.63% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 36.36%, showing a prevalence of the Total Physical response method against the other.

### Question 10:

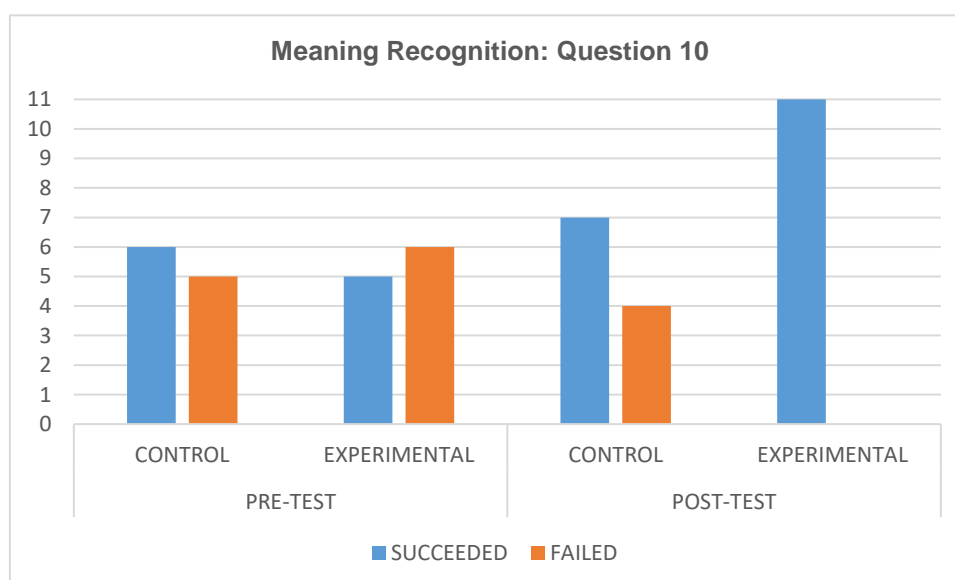
#### Watch

- a) Use the eyes b) Transportation item c) A toy brand  
d) a kind of Bicycle e) I don't know.

Literal c is considered succeeded, the rest are taken as failed.

Chart 21

Meaning recognition: Question 10



Source: Meaning Recognition: Question 10

Elaborated by: Chiza, M. (2023)

The outcomes of question 10 show that the control group increased the score from 6 (54.55%) to 7 (63.64%) succeeded answers of 11 (100%), which represents an augment of 9.09% after the application of the standard method. Whereas the

experimental group increased the score from 5 (45.46%) to 11 (100%) succeeded answers of 11 (100%), which represents an augment of 54.54% after the application of the Total Physical Response method. Contrasting the both groups and method results, there is a increase difference of 45.45%, showing a prevalence of the Total Physical response method against the other.

### 3.2. Results discussion

#### Defend Idea

After presenting the results, a calculation of the arithmetic mean is necessary to determine the validity of the proposed concept through the comparison of data between the Total Physical Response and Standard methods, as outlined below:

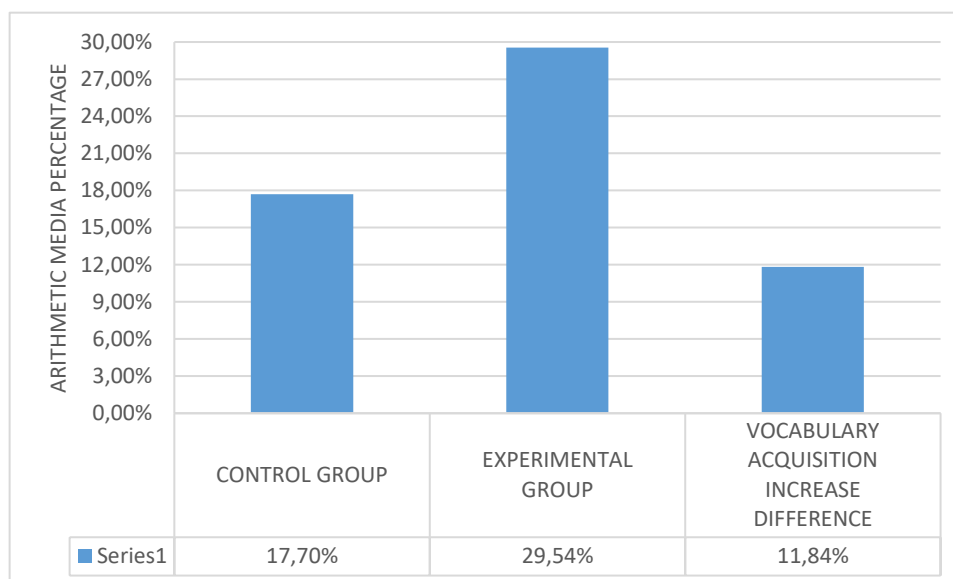
Table 4

*Control vs Experimental Group Pre-test and Post-test arithmetic mean results*

CONTROL	FORM RECOGNITION										MEANING RECOGNITION										
QUESTION	01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10	
PRE-TEST	06	06	05	06	07	07	07	05	06	06	06	04	05	07	06	06	06	05	05	06	117
%	54,5	54,5	45,4	54,5	63,0	63,0	63,0	45,4	54,5	54,5	54,5	30,3	45,4	63,0	54,5	54,5	54,5	45,4	45,4	54,5	
POST-TEST	08	07	07	08	08	08	08	07	07	08	09	07	08	08	08	08	08	07	08	07	154
%	72,7	63,0	63,0	72,7	72,7	72,7	72,7	63,0	63,0	72,7	81,8	63,0	72,7	72,7	72,7	72,7	63,0	72,7	63,0	63,0	
DIFFERENCE	18,1	9,09	18,1	18,1	9,09	9,09	9,09	18,1	9,09	18,1	27,2	27,2	27,2	9,09	18,1	18,1	18,1	18,1	27,2	17,70	
	8		8	8				8		8	7	7	7		8	8	8	8	7	9,09	
EXPERIMENTAL	FORM RECOGNITION										MEANING RECOGNITION										
QUESTION	01	02	03	04	05	06	07	08	09	10	01	02	03	04	05	06	07	08	09	10	
PRE-TEST	06	07	05	06	07	05	06	05	06	07	03	02	04	04	05	06	08	07	03	05	109
%	54,5	63,0	45,4	54,5	63,0	45,4	54,5	45,4	54,5	63,0	27,2	18,1	30,3	30,3	45,4	54,5	72,7	63,0	27,2	45,4	
	5	4	0	5	4	0	5	0	5	4	8	9	7	7	0	5	3	4	8	0	
POSTEST	11	11	09	10	10	11	11	10	10	10	11	09	11	11	11	10	11	10	10	11	208
%	100	100	81,8	90,9	90,9	100	100	90,9	90,9	90,9	100	81,8	100	100	100	90,9	100	90,9	90,9	100	
	2	1	1	1				1	1	1		2			1		1	1			
DIFFERENCE	45,4	30,3	30,3	30,3	27,2	54,5	45,4	45,4	30,3	27,2	72,7	63,0	63,0	63,0	54,5	30,3	27,2	27,2	63,0	54,5	
	5	0	0	0	7	4	5	5	0	7	2	3	3	3	4	0	7	7	3	4	
MEAN	27,2	27,2	18,1	18,1	18,1	45,4	45,4	27,2	27,2	9,09	45,4	30,3	30,3	54,5	30,3	18,1	9,09	9,09	30,3	45,4	29,54
	7	7	8	8	8	5	5	7	7		5	0	0	4	0	8			0	5	%
																					11,84
																					%

Source: Experimental group Pre-test and Post-test scores by participants  
Elaborated by: Chiza, M. (2023)

Chart 22

*Defend idea results*

Source: Defend idea Results  
 Elaborated by: Chiza, M. (2023)

In defending the idea that the Total Physical Response (TPR) method significantly enhances vocabulary acquisition, the qualitative results obtained from this research provide compelling evidence. Rather than relying on numerical comparisons, the investigation focused on evaluating the experiential efficacy of the TPR method against the standard grammar-based approach. Through a carefully designed questionnaire administered to a cohort of 22 students, the TPR method consistently outperformed the traditional approach across all measured aspects of vocabulary acquisition. These findings highlight the superiority of the TPR method in fostering a more profound and intuitive understanding of vocabulary, emphasizing its ability to engage students actively and contextually. The research thereby substantiates the defended notion that the TPR method, with its focus on kinesthetic learning and meaningful language use, offers a more effective and impactful pedagogical framework for vocabulary development compared to the conventional grammar-focused methodology.

## CONCLUSIONS

- The Total Physical Response method has demonstrated its superior capability to enhance vocabulary acquisition among middle school students in comparison with the traditional grammar-based approach method applied in a great number of schools.
- The experimental group students, who were taught using the Total Physical Response Method, obtained a higher range of vocabulary acquisition in comparison with the control group, who were instructed with the traditional methodology where the teacher emphasizes mechanical writing over direct communicational skills such as speaking and listening.
- Motivation becomes a crucial factor at the moment of developing methodological activities in both groups. While the control group was required to work while sitting at their desks following specific instructions, the experimental group was encouraged to use their imagination to express themselves about what they needed at the moment, giving them the freedom to recreate a real situational language in which all personal resources, such as social abilities that the student has, are useful when making themselves understood by other people not only with verbalization but also with the use of personal gestures and body language, thus fulfilling the primary purpose of any language, which is to understand and to be understood.

## RECOMMENDATIONS

- Due to its ability to adapt to each person who uses it, level of customization, flexibility, and almost zero economic cost of application in class, the use of this methodology should be seriously considered for application in the classroom. Apart from accelerating vocabulary acquisition, it also helps increase motivation to learn, as highlighted at the beginning of this statement.
- Young students are often full of energy, an aspect that should be taken as an advantage and not as an impediment to maintaining discipline in the classroom. Instead, it should be utilized and combined with the aforementioned methodology to channel it towards a goal where students learn English through the satisfaction derived from venting their own energy, as if it were a sport..
- The teacher, who is the vehicle through which the student acquires knowledge, must always keep in mind that, in order to achieve better results, it is recommended to maintain a climate of motivation in the classroom. This is achieved by allowing students, apart from fulfilling their academic obligations, to make significant contributions within the classroom, to their peers, and to their teacher through the appreciation of their personal skills applied to their academic performance. This causes a synergy that results in a motivated student eager to learn and support.

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## ANNEXES

### A. Control group pre-test sample

Image 26

Control group pre-test sample page 1



**RESEARCH INSTRUMENT FOR STUDENTS**

The following research instrument has been taken and adapted from a Vocabulary Test developed by (Pellicer Sánchez et al., 2021) taking a A1 vocabulary base from 10 basic categories used in class.

**SECTION I: INSTRUCTIONS**

Read carefully the requirements exposed and answer them. Two examples are presented to you. Circle the correct answer. This instrument has been divided into two parts:

**Part 1- FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story (only one is correct) For example:

Circle the correct spelling for the following word:

a) apple    b) apol    c) aple    d) appel

**Part 2 - MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

**1) glove**

a) balloon  
 b) ball  
 c) article of clothing  
 d) a kind of spice  
 e) I don't know.

Source: Chiza, M. (2023)

Image 27

Control group pre-test sample page 2



Read carefully and circle the correct answer.

### Part 1

#### FORM RECOGNITION

Please choose the right spelling for the following words that appeared in the story (only one is correct)

1. Circle the correct spelling for the following word:

- |     |   |  |  |   |   |
|-----|---|--|--|---|---|
| 1.  | a) Waramelon                                  | b) Watamelon                             | <input checked="" type="radio"/> c) Watermelon | d) Wondermelon                            | / |
| 2.  | <input checked="" type="radio"/> a) Chicken   | b) Shicken                               | c) Chiken                                      | d) Chiquen                                | / |
| 3.  | <input checked="" type="radio"/> a) Cocodrile | b) Cocrodile                             | c) Crocodile                                   | d) Corcodrile                             | X |
| 4.  | <input checked="" type="radio"/> a) Ice cream | b) Icecream                              | c) Ice-cream                                   | d) Ise cream                              | / |
| 5.  | a) Jot  | <input checked="" type="radio"/> b) Hot  | c) Jat   | d) Hott                                   | / |
| 6.  | a) Long                                       | b) Lhong                                 | c) Lonk  | <input checked="" type="radio"/> d) Loung | X |
| 7.  | a) Bhig                                       | b) Bigh                                  | c) Bik   | <input checked="" type="radio"/> d) Big   | / |
| 8.  | a) Cook                                       | <input checked="" type="radio"/> b) Cock | c) Couk  | d) Coock                                  | X |
| 9.  | <input checked="" type="radio"/> a) Eat       | b) Eet                                   | c) Eit   | d) Eate                                   | / |
| 10. | a) Dring                                      | b) Dhrink                                | c) Drinck                                      | <input checked="" type="radio"/> d) Drink | / |

Source: Chiza, M. (2023)

Image 28

Control group pre-test sample page 3

**Read carefully and circle the correct answer.**

**Part 2**

**MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

<p><b>1) Guinea Pig</b></p> <p>a) a pig sibling</p> <p><input checked="" type="radio"/> b) a farm animal ✓</p> <p>c) a wild animal</p> <p>d) a kind of banana</p> <p>e) I don't know.</p>	<p><b>2) Bubble gum</b></p> <p>a) a sweet snack</p> <p>b) A mechanical tool</p> <p><input checked="" type="radio"/> c) A sweet dessert ✗</p> <p>d) A piece of clothe</p> <p>e) I don't know.</p>
<p><b>3) Monkey</b></p> <p>a) A toy</p> <p>b) a farm animal</p> <p><input checked="" type="radio"/> c) a wild animal ✓</p> <p>d) A mechanical tool</p> <p>e) I don't know.</p>	<p><b>4) Tangerine</b></p> <p>a) a juice brand</p> <p>b) A vegetable</p> <p>c) A sweet dessert</p> <p><input checked="" type="radio"/> d) A fruit ✓</p> <p>e) I don't know.</p>
<p><b>5) Old</b></p> <p>a) Opposite of new</p> <p><input checked="" type="radio"/> b) A whisky brand ✗</p> <p>c) An animal</p> <p>d) A Technological tool</p> <p>e) I don't know.</p>	<p><b>6) Little</b></p> <p><input checked="" type="radio"/> a) A famous white mouse ✗</p> <p>b) Something diminute</p> <p>c) A movie name</p> <p>d) A car brand</p> <p>e) I don't know.</p>

Source: Chiza, M. (2023)

Image 29

Control group pre-test sample page 4



Pontificia Universidad  
Católica del Ecuador | Sede  
Ambato

7) Cold

- a) A Batman's enemy
- b) A penguin cartoon
- c) opposite of hot ✓
- d) A vegetable
- e) I don't know.

8) Write

- a) Create ideas with a pencil
- b) Medicine name
- c) Cleaner brand
- d) A color ✗
- e) I don't know.

9) Read

- a) Ready ✗
- b) A kind of fish
- c) Fashion sport shoes
- d) Interpret written ideas
- e) I don't know.

10) Watch

- a) Use the eyes
- b) Transportation item
- c) A toy brand
- d) a kind of Bicycle ✗
- e) I don't know.

Name: Leysi Magali CevalaClass: Noveno

Date: \_\_\_\_\_

Source: Chiza, M. (2023)

## B. Control group post-test sample

Image 30

Control group pos-test sample page 1

Pos - Con

**RESEARCH INSTRUMENT FOR STUDENTS**

The following research instrument has been taken and adapted from a Vocabulary Test developed by (Pellicer Sánchez et al., 2021) taking a A1 vocabulary base from 10 basic categories used in class.

Please choose the right spelling for the following words that appeared in the story (only one is correct)

**SECTION I: INSTRUCTIONS**

Read carefully the requirements exposed and answer them. Two examples are presented to you. Circle the correct answer. This instrument has been divided into two parts:

**Part 1- FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story (only one is correct) For example:

3. a) Cocrodile b) Cocrodile c) Crocodile d) Corcodile

Circle the correct spelling for the following word:

4. a) ice cream b) icecream c) ice-cream d) ise cream

a) apple b) apol c) aple d) appel

**Part 2 - MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".


1) glove

a) balloon  
b) ball  
c) article of clothing  
d) a kind of spice  
e) I don't know.

Source: Chiza, M. (2023)

Image 31

Control group pos-test sample page 2

 Pontificia Universidad Católica del Ecuador | Sede Ambato

**Read carefully and circle the correct answer.**

**Part 1**

**FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story (only one is correct)

**1. Circle the correct spelling for the following word:**

1. a) Waramelon    b) Watamelon    **(c) Watermelon**    d) Wondermelon ✓
2. **(a) Chicken**    b) Shicken    c) Chiken    d) Chiquen ✓
3. a) Cocodrile    **(b) Cocrodile**    c) Crocodile    d) Corcodrile ✗
4. **(a) Ice cream**    b) Icecream    c) Ice-cream    d) lse cream ✓
5. a) Jot    **(b) Hot**    c) Jat    d) Hott ✓
6. a) Long    b) Lhong    **(c) Lonk**    d) Loung ✗
7. a) Bhig    b) Bigh    c) Bik    **(d) Big** ✓
8. a) Cook    b) Cock    c) Couk    **(d) Coock** ✗
9. **(a) Eat**    b) Eet    c) Eit    **(d) Eate** ✓
10. a) Dring    b) Dhrink    c) Drinck    **(d) Drink** ✓

Source: Chiza, M. (2023)

Image 32

Control group pos-test sample page 3

**Read carefully and circle the correct answer.**

**Part 2**

**MEANING RECOGNITION**


Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

<p><b>1) Guinea Pig</b></p> <p>a) a pig sibling</p> <p><input checked="" type="radio"/> b) a farm animal</p> <p>c) a wild animal</p> <p>d) a kind of banana</p> <p>e) I don't know.</p>	<p><b>2) Bubble gum</b></p> <p>a) a sweet snack</p> <p>b) A mechanical tool</p> <p><input checked="" type="radio"/> c) A sweet dessert</p> <p>d) A piece of clothe</p> <p>e) I don't know.</p>
<p><b>3) Monkey</b></p> <p>a) A toy</p> <p>b) a farm animal</p> <p><input checked="" type="radio"/> c) a wild animal</p> <p>d) A mechanical tool</p> <p>e) I don't know.</p>	<p><b>4) Tangerine</b></p> <p>a) a juice brand</p> <p>b) A vegetable</p> <p>c) A sweet dessert</p> <p><input checked="" type="radio"/> d) A fruit</p> <p>e) I don't know.</p>
<p><b>5) Old</b></p> <p>a) Opposite of new</p> <p>b) A whisky brand</p> <p><input checked="" type="radio"/> c) An animal</p> <p>d) A Technological tool</p> <p>e) I don't know.</p>	<p><b>6) Little</b></p> <p>a) A famous white mouse</p> <p><input checked="" type="radio"/> b) Something diminute</p> <p>c) A movie name</p> <p>d) A car brand</p> <p>e) I don't know.</p>

Source: Chiza, M. (2023)

Image 33

Control group pos-test sample page 4



Pontificia Universidad Católica del Ecuador

Sede Ambato

**7) Cold**

- a) A Batman's enemy
- b) A penguin cartoon
- c) opposite of hot
- d) A vegetable
- e) I don't know.

**8) Write**

- a) Create ideas with a pencil
- b) Medicine name
- c) Cleaner brand
- d) A color
- e) I don't know.


**9) Read**

- a) Ready
- b) A kind of fish
- c) Fashion sport shoes
- d) Interpret written ideas
- e) I don't know.

**10) Watch**

- a) Use the eyes
- b) Transportation item
- c) A toy brand
- d) a kind of Bicycle
- e) I don't know.



Name: Leydi Magali Conalata

Class: Noveno

Date: \_\_\_\_\_

Source: Chiza, M. (2023)

## C. Experimental group pre-test sample

Image 34

Experimental group pre-test sample page 1



### RESEARCH INSTRUMENT FOR STUDENTS

The following research instrument has been taken and adapted from a Vocabulary Test developed by (Pellicer-Sánchez et al., 2021) taking a A1 vocabulary base from 10 basic categories used in class.

#### SECTION I: INSTRUCTIONS

Read carefully the requirements exposed and answer them. Two examples are presented to you. Circle the correct answer. This instrument has been divided into two parts:

#### Part 1- FORM RECOGNITION

Please choose the right spelling for the following words that appeared in the story (only one is correct) For example:

Circle the correct spelling for the following word:

- a) apple    b) apol    c) aple    d) appel

#### Part 2 - MEANING RECOGNITION

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

##### 1) glove

- a) balloon  
 b) ball  
 c) article of clothing  
 d) a kind of spice  
 e) I don't know.

Source: Chiza, M. (2023)

Image 35

Experimental group pre-test sample page 2



Pontificia Universidad  
Católica del Ecuador | Sede  
Ambato

Read carefully and circle the correct answer.

Part 1

FORM RECOGNITION

Please choose the right spelling for the following words that appeared in the story  
(only one is correct)

1. Circle the correct spelling for the following word:

- |     |   |  |   |   |   |
|-----|---|--|---|---|---|
| 1.  | <input checked="" type="radio"/> a) Waramelon | <input type="radio"/> b) Watamelon       | <input type="radio"/> c) Watermelon           | <input type="radio"/> d) Wondermelon      | / |
| 2.  | <input checked="" type="radio"/> a) Chicken   | <input type="radio"/> b) Shicken         | <input type="radio"/> c) Chiken               | <input type="radio"/> d) Chiquen          | / |
| 3.  | <input type="radio"/> a) Cocodrile            | <input type="radio"/> b) Cocrodile       | <input checked="" type="radio"/> c) Crocodile | <input type="radio"/> d) Corcodrile       | / |
| 4.  | <input checked="" type="radio"/> a) Ice cream | <input type="radio"/> b) Icecream        | <input type="radio"/> c) Ice-cream            | <input type="radio"/> d) Ise cream        | / |
| 5.  | <input type="radio"/> a) Jot                  | <input type="radio"/> b) Hot             | <input type="radio"/> c) Jat                  | <input checked="" type="radio"/> d) Hott  | / |
| 6.  | <input checked="" type="radio"/> a) Long      | <input type="radio"/> b) Lhong           | <input type="radio"/> c) Lonk                 | <input type="radio"/> d) Loung            | / |
| 7.  | <input type="radio"/> a) Bhig                 | <input checked="" type="radio"/> b) Bigh | <input type="radio"/> c) Bik                  | <input type="radio"/> d) Big              | / |
| 8.  | <input checked="" type="radio"/> a) Cook      | <input type="radio"/> b) Cock            | <input type="radio"/> c) Couk                 | <input type="radio"/> d) Coock            | / |
| 9.  | <input checked="" type="radio"/> a) Eat       | <input type="radio"/> b) Eet             | <input type="radio"/> c) Eit                  | <input type="radio"/> d) Eate             | / |
| 10. | <input type="radio"/> a) Dring                | <input type="radio"/> b) Dhrink          | <input type="radio"/> c) Drinck               | <input checked="" type="radio"/> d) Drink | / |

Source: Chiza, M. (2023)

Image 36

Experimental group pre-test sample page 3

**Read carefully and circle the correct answer.**

**Part 2**

**MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

<p><b>1) Guinea Pig</b></p> <p>a) a pig sibling</p> <p><b>b) a farm animal</b></p> <p>c) a wild animal</p> <p>d) a kind of banana</p> <p>e) I don't know.</p>	<p><b>2) Bubble gum</b></p> <p><b>a) a sweet snack</b></p> <p>b) A mechanical tool</p> <p>c) A sweet dessert</p> <p>d) A piece of clothe</p> <p>e) I don't know.</p>
<p><b>3) Monkey</b></p> <p><b>a) A toy</b></p> <p>b) a farm animal</p> <p>c) a wild animal</p> <p>d) A mechanical tool</p> <p>e) I don't know.</p>	<p><b>4) Tangerine</b></p> <p><b>a) a juice brand</b></p> <p>b) A vegetable</p> <p>c) A sweet dessert</p> <p>d) A fruit</p> <p>e) I don't know.</p>
<p><b>5) Old</b></p> <p><b>a) Opposite of new</b></p> <p>b) A whisky brand</p> <p>c) An animal</p> <p>d) A Technological tool</p> <p>e) I don't know.</p>	<p><b>6) Little</b></p> <p>a) A famous white mouse</p> <p><b>b) Something diminute</b></p> <p>c) A movie name</p> <p>d) A car brand</p> <p>e) I don't know.</p>

Source: Chiza, M. (2023)

Image 37

Experimental group pre-test sample page 4



7) Cold

- a) A Batman's enemy
- b) A penguin cartoon
- c) opposite of hot
- d) A vegetable
- e) I don't know.

8) Write

- a) Create ideas with a pencil
- b) Medicine name
- c) Cleaner brand
- d) A color
- e) I don't know.

9) Read

- a) Ready
- b) A kind of fish
- c) Fashion sport shoes
- d) Interpret written ideas
- e) I don't know.

10) Watch

- a) Use the eyes
- b) Transportation item
- c) A toy brand
- d) a kind of Bicycle
- e) I don't know.

13

Name: Melanie MoretaClass: Segundo 360

Date: \_\_\_\_\_

Source: Chiza, M. (2023)

## D. Experimental group post-test sample

Image 38

*Experimental group pos-test sample page 1*

*Pos-Exp.*

**RESEARCH INSTRUMENT FOR STUDENTS**

The following research instrument has been taken and adapted from a Vocabulary Test developed by (Pellicer-Sánchez et al., 2021) taking a A1 vocabulary base from 10 basic categories used in class.

**SECTION I: INSTRUCTIONS**

Read carefully the requirements exposed and answer them. Two examples are presented to you. Circle the correct answer. This instrument has been divided into two parts:

**Part 1- FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story (only one is correct) For example:

Circle the correct spelling for the following word:

a) apple    b) apol    c) aple    d) appel

**Part 2 - MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

1) **glove**

a) balloon  
b) ball  
c) article of clothing  
d) a kind of spice  
e) I don't know.

Source: Chiza, M. (2023)

Image 39

Experimental group pos-test sample page 2



Read carefully and circle the correct answer.

**Part 1**

**FORM RECOGNITION**

Please choose the right spelling for the following words that appeared in the story (only one is correct)

1. Circle the correct spelling for the following word:

1. a) Waramelon    b) Watamelon    **c) Watermelon**    d) Wondermelon ✓
2. **a) Chicken**    b) Shicken    c) Chiken    d) Chiquen ✓
3. a) Cocodrile    b) Cocrodile    **c) Crocodile**    d) Corcodrile ✓
4. **a) Ice cream**    b) Icecream    c) Ice-cream    d) Ise cream ✓
5. a) Jot    **b) Hot**    c) Jat    d) Hott ✓
6. **a) Long**    b) Lhong    c) Lonk    d) Loung ✓
7. a) Bhig    b) Bigh    c) Bik    **d) Big** ✓
8. **a) Cook**    b) Cock    c) Couk    d) Coock ✓
9. **a) Eat**    b) Eet    c) Eit    d) Eate ✓
10. a) Dring    b) Dhrink    c) Drinck    **d) Drink** ✓

Source: Chiza, M. (2023)

Image 40

Experimental group pos-test sample page 3



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Ambato

Read carefully and circle the correct answer.

**Part 2**

**MEANING RECOGNITION**

Please select one of the following definitions. Only one is correct. If you don't know the meaning of the word, please select option e) "I don't know".

**1) Guinea Pig**

- a) a pig sibling
- b) a farm animal
- c) a wild animal
- d) a kind of banana
- e) I don't know.

**2) Bubble gum**

- a) a sweet snack
- b) A mechanical tool
- c) A sweet dessert
- d) A piece of clothe
- e) I don't know.

**3) Monkey**

- a) A toy
- b) a farm animal
- c) a wild animal
- d) A mechanical tool
- e) I don't know.

**4) Tangerine**

- a) a juice brand
- b) A vegetable
- c) A sweet dessert
- d) A fruit
- e) I don't know.

**5) Old**

- a) Opposite of new
- b) A whisky brand
- c) An animal
- d) A Technological tool
- e) I don't know.

**6) Little**

- a) A famous white mouse
- b) Something diminute
- c) A movie name
- d) A car brand
- e) I don't know.

Source: Chiza, M. (2023)

Image 41

Experimental group pos-test sample page 4



7) Cold

- a) A Batman's enemy
- b) A penguin cartoon
- c) opposite of hot
- d) A vegetable
- e) I don't know.

8) Write

- a) Create ideas with a pencil
- b) Medicine name
- c) Cleaner brand
- d) A color
- e) I don't know.

9) Read

- a) Ready
- b) A kind of fish
- c) Fashion sport shoes
- d) Interpret written ideas
- e) I don't know.

10) Watch

- a) Use the eyes
- b) Transportation item
- c) A toy brand
- d) a kind of Bicycle
- e) I don't know.

20

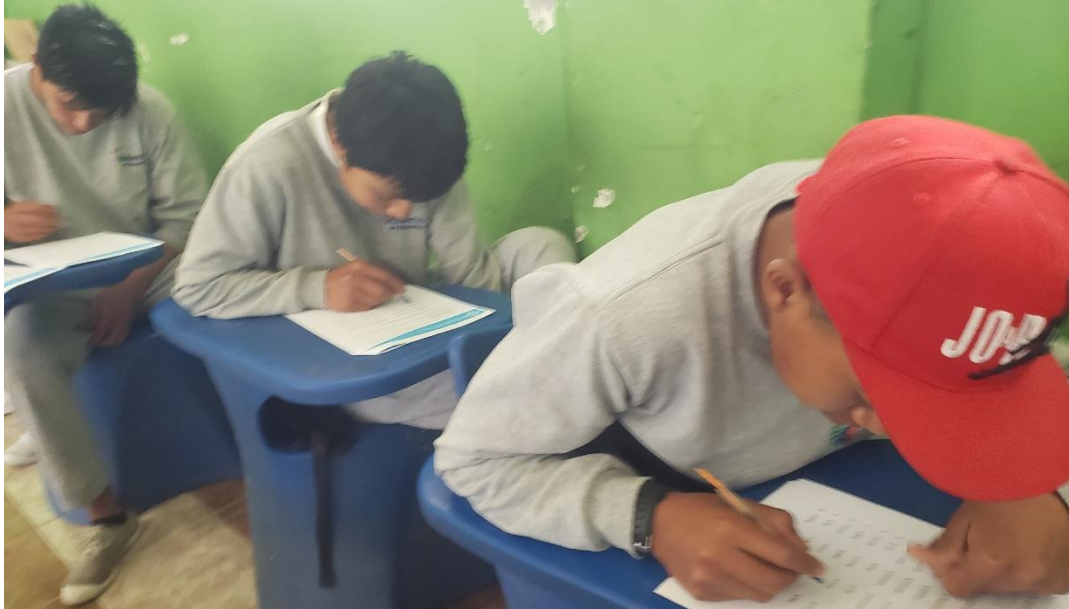
Name: Melanie FlorestaClass: Segundo 360

Date: \_\_\_\_\_

## E. Photos of pre-test process.

Image 42

*Experimental group pre-test process 1*



Source: Chiza, M. (2023)

Image 43

*Experimental group pre-test process 2*



Source: Chiza, M. (2023)

## F. Photos of the control group

Image 44

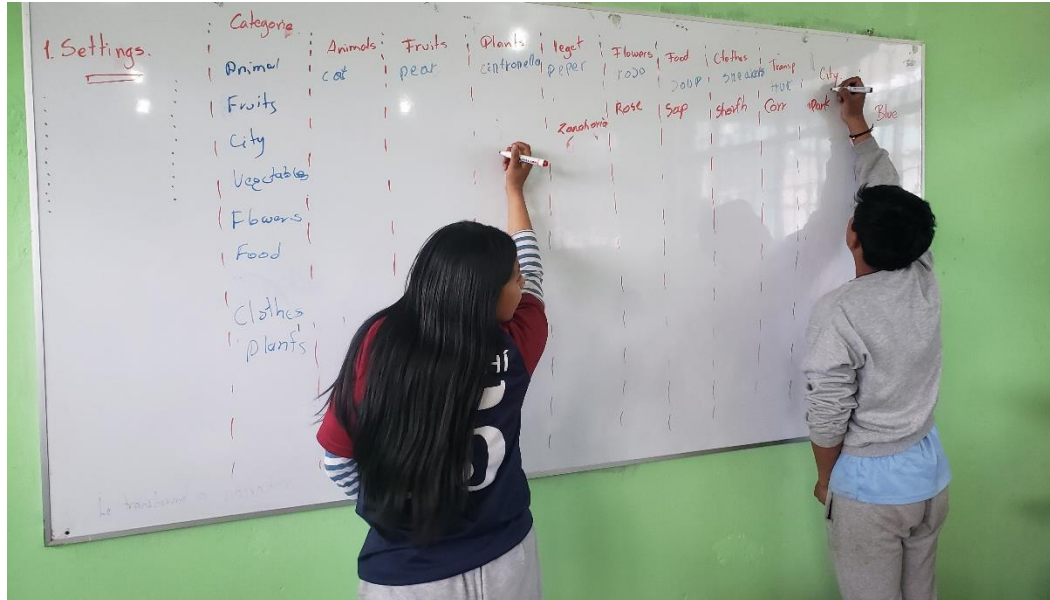
*Control group teaching process 1*



Source: Chiza, M. (2023)

Image 45

*Experimental group teaching process 2*



Source: Chiza, M. (2023)

Image 46

*Control group teaching process 3*

Source: Chiza, M. (2023)

Image 47

*Control group teaching process 4*

Source: Chiza, M. (2023)

## G. Photos of the experimental group

Image 48

*Experimental group teaching process 1*



Source: Chiza, M. (2023)

Image 49

*Experimental group teaching process 2*



Source: Chiza, M. (2023)

Image 50

*Experimental group teaching process 3*

Source: Chiza, M. (2023)

Image 51

*Experimental group teaching process 4*

Source: Chiza, M. (2023)

Image 52

*Experimental group teaching process 5*

Source: Chiza, M. (2023)

Image 53

*Experimental group teaching process 6*

Source: Chiza, M. (2023)

## H. Photos of Pos-test process.

Image 54

*Experimental group pos-test process 1*



Source: Chiza, M. (2023)

Image 55

*Experimental group pos-test process 2*



Source: Chiza, M. (2023)

## E. Booklet material employed for the experimental group

Image 56

*Booklet resources content*



Source: Chiza, M. (2023)

Image 57

*Booklet resources content usage explanation*



Source: Chiza, M. (2023)