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TOPIC:

**TOTAL PHYSICAL RESPONSE METHOD TO BOOST ENGLISH SPEAKING
ACQUISITION IN PRIMARY SCHOOL STUDENTS**

**Research project prior to obtaining the Master's degree on English Pedagogy
as a Foreign Language**

Line of research:

Innovative Pedagogies

Author:

Ing. Silvia Priscila Brito Arichábala

Director:

Lic. María Augusta Villacrés Camino, Mg.

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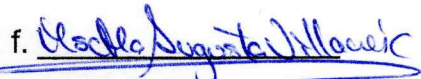
Line of research:

Innovative pedagogies

Author:

Ing. Silvia Priscila Brito Arichábala

María Augusta Villacrés Camino, Mg.

f. 

CALIFICADOR

Juan José Ramos Paredes, Mg.

f. 

CALIFICADOR

Marco Danilo Núñez García, Mg.

f. 

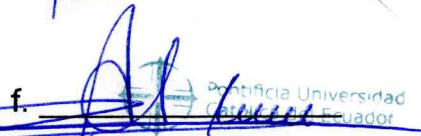
CALIFICADOR

Juan Carlos Acosta Teneda, PhD

f.  Pontificia Universidad Católica del Ecuador
OFICINA DE POSGRADOS

DIRECTOR DE POSGRADOS

Hugo Rogelio Altamirano Villaroel, Dr

f.  Pontificia Universidad Católica del Ecuador

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DEDICATION

This dissertation is dedicated to my parents, Silvia and Hugo, who have always supported and loved me unconditionally and whose good example have motivated me to achieve the goals that I have set for myself. Also to my husband Juan, who has been a constant source of support. For my little children Nicolás and Amelia, they are the reason for all my goals and objectives in life.

RESUMEN

En Ecuador, la adquisición del idioma inglés ha tomado un lugar central en el campo educativo durante la última década. A pesar de las pautas antes mencionadas, los estudiantes de primaria de la Unidad Educativa Luisa de Jesús Cordero tienen dificultades para entender y hablar en inglés. De hecho, según estudios previos, se ha demostrado que los estudiantes que están aprendiendo inglés suelen utilizar su lengua materna para comunicarse. En consecuencia, este trabajo tiene como objetivo impulsar la adquisición del habla de los estudiantes de primaria mediante el uso del método de Respuesta Física Total (TPR). Para lograr este objetivo, es necesario analizar cómo el método de Respuesta Física Total (TPR) podría beneficiar a los estudiantes de primaria en el desarrollo de la habilidad de hablar. Los métodos de investigación utilizados para registrar los hallazgos fueron pruebas previas y posteriores, así como rúbricas que analizaban diferentes aspectos del desempeño de los participantes. Como resultado, los estudiantes a través del uso de el método de Respuesta Física Total (TPR) lograrán el mejoramiento de la destreza de “speaking” para comunicarse en inglés con mayor fluidez.

Palabras clave: TPR, adquisición del habla, método, inglés, estudiantes.

ABSTRACT

In Ecuador, the English language acquisition has taken a central position in the educational field during the last decade. In spite of the aforementioned guidelines, primary students at Luisa de Jesús Cordero High School have faced a difficult situation when understanding and speaking in English. In fact, according to previous studies, it has been shown that students who are learning English often use their mother tongue to communicate. Consequently, this work aims to boost primary school student's speaking acquisition through the use of the Total Physical Response Method (TPR). In order to achieve this goal, it is necessary to analyze how the Total Physical Response Method might benefit primary school students in developing the speaking skill. The research methods used to record the findings were pre and post-tests, as well as rubrics that analyzed different aspects of the participants' performance. The desired outcome of this study is that students, through the use of the Total Physical Response (TPR) Method, will boost their speaking skills by communicating in English more fluently.

Key Words: TPR, speaking acquisition, method, English, students.

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INTRODUCTION

According to Putra (2020) English has positioned itself as a World Language that holds undeniable influence in today's highly-connected and science-oriented society. The reason is that English provides access to all fields of information, from science to technology, education, entertainment, and so forth. International communication as well as intercultural understanding is built upon how people from around the globe are able to share and communicate through this language. This becomes a key factor in motivating individuals to learn English and use it as a tool for traveling, learning, and advancing in their careers.

As for Ecuador, Teaching English as a Foreign Language (TEFL) has taken a central position in the educational field during the last decade. Evidence of it is the National English Curriculum (2016), which highlights the importance of exposing students to spoken English from early ages, due to the importance of this language for studying, traveling and achieving career goals. Additionally, English is also a requirement at university level, and most Master's programs ask for a certain degree of mastery of the English language. Therefore, it becomes evident why the National English Curriculum is concerned with providing students with solid bases.

The curriculum implemented in 2016, emphasizes the spoken production and interaction as part of the Oral Communication Curricular Thread, making it one of the most relevant aspects that students should learn. It also establishes the milestones that students at an elementary level (A1) should achieve and be able to interact with peers, simply understand spoken instructions, and ask the teacher for clarification (Ministerio de Educación, 2016). In other words, primary school students should be able to communicate efficiently with peers and teachers using simple phrases and collocations, such as "good morning," "open your books," "I didn't understand," "Can you repeat, please?," etc.

Unfortunately, students at Luisa de Jesús Cordero High School only produce English as a part of drills and written activities. When students ask for clarification, they shift back to their mother tongue, and in most occasions the teacher will have to repeat basic commands in Spanish due to students do not feel comfortable to

communicate in English. For this reason, they find it hard to understand directions. This is a problematic situation that hampers students' progress, interrupts the flow of the class, and prevents students from familiarizing with spoken English. It becomes evident the need to enhance their speaking skill to be on par with the guidelines that the National English Curriculum has established for their level. This problem leads to the following question: How will the Total Physical Response method boost English speaking acquisition in primary school students?

Given that the Total Physical Response Method (TPR) has proved to work well with primary school students also it will be used as a tool to help them enhance their speaking skills. According to experts in the field such as Savic (2014) and Widodo (2005), younger children learn best when they do physical activity, such as mimic, fetching objects, or realia is involved. In the words of Peck (2001): "children seem to learn language quickly and thoroughly when brain and body work together" (pg. 143); Asher (2007) also mentioned that Total Physical Response is the most appropriate method for young learners, given that it combines language and gesture in a way that makes learning both memorable and meaningful.

The general objective for this research will be to evaluate the effectiveness of the Total Physical Response Method to boost the English speaking acquisition in primary school students. In order to achieve this goal, there are three specific objectives that will aid in its attainment:

1. To analyze how the Total Physical Response Method benefits primary school students when developing the Speaking Skill.
2. To compile different activities and techniques based on the Total Physical Response Method to develop the Speaking Skill.
3. To apply the compiled techniques to primary school students at Luisa de Jesús Cordero High school and assess the results.

Consequently, this research is based on the qualitative approach, where the results were evaluated through the use of pre and post-tests on a group of 30 primary school students enrolled at Luisa de Jesús Cordero High School, who were 7 to 8

years old, and able to use English at A1 level (basic user). The results of the intervention will be showcased as charts so that it is possible to compare the data obtained in a more efficient way. It is expected that students will boost their speaking skill by communicating in English at a higher frequency during class periods.

The importance of this research lies in the impact that applying Total Physical Response techniques during English lessons may have in the performance of young L2 learners in a world where foreign language teaching has become a growing field worldwide. Teachers who decide to apply the methodology and techniques describe in this research will benefit from new approaches to teaching English as a foreign Language that may result in students showcasing enhanced speaking skills, an ability that will allow students to be independent language users as well as participate more often in class. By being active learners rather than passive listeners, students will engage in meaningful learning, less likely to be forgotten over time.

CHAPTER I: STATE OF THE ART AND PRACTICE

1.1. Speaking Skill acquisition in Second Language

According to Clavijo (2016), there are 3 basic reasons why the speaking skill is essential to language learners. First, it enables people from around the world to communicate despite their cultural differences. Second, the fact that a large part of print and digital information is in English, and third, to interact in a globalized world. Therefore, it is not enough to know English theoretically, a person must be competent in the language and capable of using it for real-life purposes. For this reason, acquisition of Spoken English skills has become learners' main target around the globe.

On this matter, Ayse (2015) states that “the mastery of the speaking skill is a priority for the majority of foreign language learners” since their success will be determined by their spoken proficiency. Furthermore, Harvey (2000) mentions that employers and universities see communication skills as the number one quality they seek in candidates for eligibility. Therefore, it is possible to see how speaking is not only a desirable aspect of language learning, but a cornerstone that will allow learners to have a favored position in different situations where communication is key for success.

In spite of the aforementioned data, Bueno, Madrid, and McLaren (2006) have stated that the speaking skill is one of the most difficult aspects of language learning students must acquire. Its difficulty lies in the fact that it is a productive skill that involves more than repeating words or learning grammatical structures. Words need to be strung together to make sentences, and those sentences need to make sense and convey a specific message. This requires the capacity to arrange words and sounds together in a short amount of time, as oral communication is often spontaneous and unplanned.

Additionally, the language produced needs to be understood clearly by a third person, which requires accurate pronunciation in order to attain successful communication. According to Barrionuevo, Vanegas, and Otavalo (2020), “the

speaker has to pronounce the distinctive sounds of a language, stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what they say” (pg. 2).

Taking the above considerations into account, and considering the importance of the speaking skill, the National English Curriculum has made speaking a core part of the educational program in order to promote its acquisition and production from early ages, as that would help them get used to the language and prompt them to develop their speaking skills.

Characteristics of A1 learners

Specific criteria regarding the speaking milestones students should reach by the end of the elementary level have been included in the Ecuadorian National Curriculum. According to the curricular guidelines, students should get the A1 level of language proficiency, according to the Common European Frame of Reference (CEFR), before they start of secondary school. This means that they should be able to use the language at a basic level, use simple phrases and collocations about the use of everyday objects and situations by using simple structures and familiar topics.

The students for A1 level should understand short dialogues and basic instructions such as greetings, answer questions about themselves, recognize vocabulary about familiar topics, describe colors and sizes, know the alphabet and numbers, name objects when visual aid is provided, indicate possession, as questions requesting personal information, interact politely with phrases such as “thank you” and “please”, and be able to follow instructions as part of games and other physical activities such as jumping, singing rhymes, clapping to songs, imitating and repeating commands, etc. (Ministerio de Educación, 2016). Additionally, they should be able to understand and produce a basic range of classroom language.

Common classroom language for the EFL classroom

Students at the elementary level should be familiarized with common phrases and words that will allow them to interact with their teacher and peers in the EFL

classroom. Words and phrases that they can use as greetings or to ask for clarification, as well as to understand teachers' instructions, are some of the basic expressions that students should know in order to make the most of their English class. For this reason, students' ability to communicate in the target language is fundamental to the development of interactive lessons that will promote the acquisition of the speaking skill (Maldonado, P. & Pauta, 2013).

Some of these phrases are teachers' commands such as "take out your books", "go to page x", "write down the homework", "open your notebooks", "put everything away", "please, be quiet", "repeat", "listen", "we're about to start the class", among others. On the other hand, there are phrases that are aimed at the teacher and that allow the student to ask for clarification or for permission. Some of those phrases are: "Can you repeat that, please?", "I didn't understand this topic", "may I go to the bathroom, please?", "What page?", "What do I have to do?", "Can you repeat the task?", etc. Finally, some expressions are necessary to interact among peers, such expressions may be "Can you lend me your notes?", "What did the teacher say?", "Hello", "Goodbye", and so on.

By mastering classroom language such as the listed above, students will start to expand their and go from basic language users to independent language users in the future. Additionally, it enables both teachers and students to rely on the target language for communication instead of their first language. This ensures that speaking production becomes a regular part of the class and a key aspect of the lessons. Furthermore, it increases the time of exposure to the language. More importantly, students who are well-versed in classroom language will boost their speaking skill as they find themselves using their L2 to communicate throughout the duration of the class.

Language learning in early childhood

Teaching a second language during the early years of childhood is extremely beneficial. In this regard, Lightbown and Spada (2019) have stated that children are

naturally prone to acquire and develop language, as it is one of many other biological functions.

The way in which they construct language is through interaction, observation, and repetition. According to Nigora (2018), children have an unparalleled ability to absorb language, even more when they enjoy themselves or find it rewarding.

Using the language to play a game is enjoyable, while being understood and able to express their needs and opinions to others is rewarding. As Savic (2014) points out: “Children are holistic learners and they need to use language for meaningful purposes and real communication. Therefore, the activities in the classroom should cater for their language learning needs” (pg. 4).

Cameron (2008) mentions that children learn to speak a second language by listening to models and then construct meaning from it; they usually learn speak patterns before they understand grammar. However, given that their attention span is short, the teacher must prepare in advance with a variety of activities, as well as being aware of the pace of the lesson.

Recommended activities that are suitable for teaching a second language to children are: songs, rhymes, storytelling, chants, choral revisions, role plays, and any games that focus on moving on command, and that have a rhythmic pattern of repetitive language items (Peck, 2001). According to Nigora (2018) the same language items can be repurposed for different scenarios.

During this stage, activities centered on movement are encouraged, especially if the activities involve topics that are interesting for the students’ ages and involve fun elements. This will prompt students to play with the language and figure out the rules by themselves, which is a common aspect of L1 development. For this reason, teaching should focus on meaning over accuracy, and foster collaboration among peers.

According to Widodo (2005) there are some principal characteristics of children to be able to use the Total Physical Response (TPR) method in the classroom:

- They have a particular point of view.
- They are able to describe the difference between facts and fictions.
- They are curious.
- They believe in what is said and the “real” world to express and comprehend meaning/message.
- They have distinct opinions about what they like and what they dislike
- They are open to what happens in the classroom and begin asking a teacher’s decision.
- They can cooperate with each other and learn from others. (Widodo, 2005).

Teachers should keep in mind that emphasis to oral production should be prioritized during lesson time. A teaching method that encompasses the aforementioned characteristics is Total Physical Response.

1.2. Total Physical Response

Total Physical Response (TPR) is a teaching methodology founded by James Asher in the late 1960’s that combines spoken language with physical movement. The main premise of this method is that young learners comprehend spoken language before they are able to produce it, so they respond with movement and gestures. This methodology derives from the Natural Method, which advocates for teaching and learning a foreign language in the same way children learn their mother tongue.

In this regard, Asher argued that foreign language teaching should parallel and mimic the naturalistic processes of L1 acquisition (Nigora, 2018).

Asher proposed that using Total Physical Response as a tool in the classroom could help boost language acquisition given that students had to carry out a series of commands that cued physical responses from them. In the words of Savic (2014): “It combines language and gesture, thus making language acquisition more natural and memorable” (p. 6). Furthermore, students are not expected to produce language during the initial stages of Total Physical Response, rather they’re supposed to develop listening comprehension.

As a consequence, learners feel more relaxed and show a better disposition for learning. This makes Total Physical Response an excellent tool for beginner and basic language users.

Characteristics of Total Physical Response (TPR)

According to Widodo (2005), imperative drills are the principal classroom activity; they are focused to highlight physical actions as part of the learners, in this way they recreate roles like listener and performer. To achieve the commands is necessary the students listen attentively to the teacher. Another important aspect is that the students need to respond to the commands individually and collectively. In the beginning, learners have to recognize and respond to novel combinations the teacher has used directly in training.

The teacher plays an active role as the director of a stage in which the learners are the actors, the teacher has to be well prepared and organized for the different lessons, and classes flow smoothly and predictably. (Widodo, 2005).

To have success using The Total Physical Response (TPR) method in the class, the teacher has to be responsible for planning and giving the commands, also monitoring the actions taken by the students. On the other side, students are imitators of the teacher's proficiency. (Widodo, 2005).

Steps:

- Modeling. The teacher gives the commands to learners and performs the actions to them.
- Students show that they grasp the commands by performing them alone.
- The teacher monitors the student's actions.
- Finally, students become more verbal. (Widodo, 2005).

Origins of Total Physical Response (TPR)

Asher's methodology is based on the belief that learning a target language is similar to acquiring native language; this means that comprehension must come before production. Hence, this explains why children are able to follow spoken instructions before they start producing speech of their own.

In order to foster comprehension, teacher should focus on creating comfortable learning environments where lessons combine commands and gestures as a way to aid in long-term retention (Asher, 2007). According to Savic (2014): "by silently responding to commands, learners internalize the new language (phonology, vocabulary, grammar and semantics) simultaneously, without any analysis, and speaking, reading and writing should follow later, after a solid foundation has been created by TPR" (pg. 448).

Richards and Rodgers (2006) explain that are three learning hypotheses that are central to Asher's methodology:

1. Children follow a pattern to language learning that starts with listening comprehension, which they develop through physically responding to the commands they hear from adults. Then, they acquire speech naturally.
2. Total Physical Response enables the left brain to process language elements while the right brain engages in active listening and physical responses.
3. The conditions for second language acquisition should mimic those of the first language, which means that the process should not be imposed on the child. Instead, it is recommended to opt for stress-free environments that lower the anxiety levels of learners; and to create lessons that will allow them to understand meaning through physical movement, gestures, and images, rather than on structures and rules. From here, “the material gradually increases in complexity so that each new lesson builds on the ones before” (Lightbown & Spada 2006, pg. 146).

Communicative Language Teaching

The Communicative Language Teaching Approach (CLT) proposed that students learn more efficiently when language is used for communication and centers on meaning instead of form. In the CLT approach, grammatical structures only come after activities that involve communicating with others, such as games and drills that include transacting.

In this way students use the language in situations where the focus is on conveying a message, rather than on repeating words that lack real-life appeal (Cameron, 2008, pg. 107). It is a method that has proved to be especially efficient for teaching beginners and young learners, regardless of their linguistic backgrounds.

CLT fosters not only listening comprehension but the speaking skill as well. According to Savic (2014): “Children are involved in listening, responding to commands, and doing actions with a song or a story, and after some time they take

over from the teacher and give commands themselves” (pg. 448). In this way the students become key to the communicative process, which encourages them to keep learning and producing language.

This is the reason why this approach has remained relevant in teaching spaces since the 1980's. It is important to mention that Total Physical Response is a form of Communicative Language Teaching.

Total Physical Response (TPR) in educational settings

The most fundamental aspect to present Total Physical Response as part of a lesson is repetition. The teacher must introduce new elements to the class and repeat them several times until students internalize them. This can be done in the following manner: The teacher associates a command with an action, an example could be the teacher saying “jump” while he physically jumps for the students to see the action performed. Then, the same motion can be repeated with a couple of volunteers who will jump in response to the oral command “jump”. Both of these instances allow the class to listen and attach meaning to words.

Gradually, new commands are added with the same method, with the teacher modeling the appropriate responses first. Eventually the teacher will increase difficulty by changing the sequence of commands (Larsen-Freeman 2004, pg. 109). It is important to mention that students are not expected to speak during the first sessions after introducing Total Physical Response. Rather, they should observe, comprehend, and respond with gestures.

Over time, learners will incorporate the commands into the class by taking turns. While the students take on the role of leaders, the teacher becomes part of the class and follows the commands given by the students, too. During this stage it is counterproductive to correct students if they make mistakes; instead, participation and speech production should be encouraged over accuracy. In this way, speaking develops at the learners' individual pace (Savic, 2014).

As for evaluating students' progress, one of the most common methods to do it is to have them create skits, dialogues or role-plays, in pairs or larger groups. The focus of the evaluation should be vocabulary and meaning, with grammar being the carrier of the message but not the main element. As Asher (2007) explains: "With TPR, students understand grammar in the right brain but cannot tell you how grammar works" (p. 2). This means that Grammar is learned inductively through communication.

Benefits of the Total Physical Response Method (TPR)

The Total Physical Response methodology has been researched and used in classrooms all around the globe for decades because of its multiple benefits. Some of those benefits, according to Nigora (2018) and Widodo (2005), are:

1. It is enjoyable for students
2. It is a lot of fun, students enjoy it.
3. It is very memorable, assist students to recognize new vocabulary.
4. It is good for kinaesthetic learners who need to be active in class.
5. It makes classes more dynamic
6. Students can recognize phrases and words after the first lesson.
7. It is not necessary to have a lot of materials.
8. It helps students to better concentrate attention issues who require to be active in class
9. It works well with mixed-ability classes.

10. Student error rate decreases as they self-correct by imitating the actions of their peers
11. It is very effective with young learners and teenagers too.
12. It can be used in small and large classes.
13. It appeals to different learning styles
14. It reduces stress and fosters intrinsic motivation
15. It involves both left and right-brained learning.

Total Physical Response activities such as games are more suitable for kinesthetic learners who learn through action and physical movements. However, Total Physical Response also appeals to visual learners who can observe and take cues from their classmates, associating the actions and the language used to their memory.

Many other activities may involve songs, chants, and spoken commands, which benefit auditory learners the most. Additionally, Nigora (2018) remarks that the fun element of these activities boosts student's motivation, which in turn makes language acquisition easier and faster.

According to Rodas (2011), first language acquisition happens in a stress-free environment, where children are not evaluated or pressured to be accurate. The main purpose of learning is communication. On the other hand, foreign language learning is usually focused on precision, grammar rules, structures, vocabulary, and other elements related to the form of the language.

The main purpose of this type of instruction is to assess acquisition and rating it on a scale. Therefore, activities based on Total Physical Response successfully

manage to decrease stress levels as they focus on meaning and production. Consequently, learners feel relaxed and are more perceptive to recognizing and producing language patterns.

Limitations of the Total Physical Response Method (TPR)

While Total Physical Response is well-known for its benefits, it is also necessary to be aware of its weakest points so that its application in class could be successful. As pointed out by Rodas (2011), teachers must be knowledgeable in the Total Physical Response Method and prepare any material and activities in anticipation.

The reason for this is that it is not possible to improvise, given that the class might become monotonous if the commands given by the teacher are too easy and therefore not attractive nor fun for students. If this is the case students will have a lack of interest. On the other hand, if the commands are too difficult, students will have trouble understanding, they will get distracted, and they will not be engaged in the class. They might even become frustrated and will not perform any actions that the teacher asks them.

It is also necessary to remind teachers that the Total Physical Response Method requires their full attention, as they have to monitor students constantly and read the mood and pace of the class to know when it is right to change the activity. Plus, it takes some time to get all students accustomed to this new approach to language learning, especially if they come from an environment that favors traditional learning. Some children might find this new technique embarrassing, especially if they are accustomed to traditional methods. Thus, it might take a little time for students to adjust to the Total Physical Response Method.

To sum up, it is worth noting that Total Physical Response is not effective as a stand-alone method. It is necessary to combine it with other activities and approaches so that it does not become predictable and repetitive. Not to mention that it is not suited for abstract vocabulary and expressions. Thus, to work successfully with this

method teachers must take into account its limitations and plan according to the students' needs.

1.3. The Total Physical Response Method in the classroom

According to Savic (2014), action games are an excellent tool for introducing Total Physical Response activities as part of the learning process. He explained that the teacher should interact with the students in the following sequence: “giving commands, modeling the desired behavior, removing the model after a few repetitions when children respond confidently, combining commands in unexpected and creative ways, or turning them into stories and competitive games” (pg. 449).

The key to having a successful class by using the Total Physical Response Method (TPR) is to increase complexity once the students feel comfortable at their current level, this creates scaffolding, which will allow learners to increase their abilities over time, providing enough exposure to the language.

Similarly, this author claims that useful vocabulary that can be taught using Total Physical Response should focus on action verbs such as a stand-up, run, turn around, jump, sit, lift, raise, point, walk, pick, clap, open, shut, drink, eat, hold, scream, and so on.

Any adjectives taught should also be those that the students can understand and replicate in the real world, like left, right, back, forward, high, low, fast, slow; as well as prepositions of place, take for instance in, on, under, next to, and so on.

Colors and numbers are likewise easy to recreate in the classroom. Any nouns involved in the teaching process should be physical objects, preferably those used in the classroom, such as desk, wall, floor, window, pencils, backpack, or even body parts like head, chest, arm, feet, elbow, hands, fingers, etc. To sum up, the vocabulary must lead students to create visual associations that they can mimic, thus, descriptive words are the best suited for this practice.

Regarding the role of the teacher, it can be said that he plays an active role, guiding the students and modeling language and actions for them. Widodo (2005) states that the teacher is responsible for deciding the content and present it to the class so that the lesson may flow smoothly. For this reason, it is advisable to write down the exact vocabulary that will be used during the class, as there is usually no room for improvisation that may slow down the pace of the class.

Another element that must be taken into account is how Total Physical Response is not limited to commands, although they are a large part of it. Rodas (2011) mentions that the teacher should gradually expand the language input so that it includes visual aids, songs, games, and any other support elements.

Working in this way, children are allowed to use their imagination and their surroundings as a way to participate in class; even their bodies become part of the lesson in games such as Simon says, where the teacher can ask students to identify different parts of their body, or by receiving commands such as “make a letter L with your body”, “make like a cow”, “jump like a frog”, etc.

Furthermore, Savic (2014) states that “children’s understanding of a concept is supported by their understanding of an object’s shape and function, which helps them to associate body movement with the concept.” (pg. 446), which in turn means that learning is more likely to become long-term. To summarize, by learning new concepts through their body, students are allowed independence, meaning that they do not rely entirely on the teacher for explanation nor translation.

For the language input to be comprehensible, Rodas (2011) advises teachers to focus on high-frequency words and cognates, which are words that look and sound similar to their native language counterpart, and that share the same meaning. Furthermore, the teacher should check for comprehension sporadically to make sure the message is being conveyed effectively. In some cases, it might even be necessary to translate for students before they can proceed with the game or activity at hand.

Finally, Savic (2014) states that the way to assess the Total Physical Response Method in the classroom is by giving commands in unpredictable patterns and observing how accurate and swift is the students' response. There are many samples materials that teachers can use, there are some by Widodo (2005):

Sample 1.

Context: Teaching Vocabulary

New words: pink; red, blue, yellow, green, orange, purple, black, white, card, to pick up.

Preparation: several small colored cars, more of them on students' desks.

Procedure:

1. The teacher picks up the different color cards and says what color they are.

A blue card

A red car

A yellow card

A black card

A purple card

2. The teacher gives commands to the class:

Who's got a pink card? Show it to me.

Who's got a blue card? Show it to me.

Who's got a yellow card? Show it to me.

3. The teacher invites students to come out to the central desk.

Luisa, pick up a yellow card and show it to the class.

Show the class different colors.

Sample 2.

Context: Teaching actions

New words: jump, hop, clap, run, stop.

Preparation: Every student holds a colored card; there are five or six different colors.

Procedure:

1. The students stand in a circle.
2. The teacher gives commands and models the movement. After a while, the teacher stops modeling.

Students with blue cards; stand up and sit down.....stop.

Students with red cards; run in the same place.....stop.

Students with yellow cards; clap very fast.....stop.

Sample 3.

Teaching series of vocabulary in movement

Pick up your pen

Stand up

Hurry up! Hurry up!

Sit down

Finish the activity

Look happy

Look sad

Put down your pencil
Close your book
Open your book
Stop writing
Start writing
Write your name
Run to the front of the class, etc.

Sample 4.

Context: Teaching vocabulary

New words: pen, sharpener, ruler, eraser, book, notebook, etc.

Preparations: The teacher has the different items in front of the class.

Procedures:

1. The teacher identifies the different objects by picking them and saying their names.

A sharpener

A notebook

A ruler

A pen

A pencil

An eraser

A book

A board, etc.

2. Students repeat the action, show the teacher the different objects and replay their names.

Techniques to improve the speaking skill

Among many techniques that are used to work with the Total Physical Response Method (TPR), 'Command Chain' is one of the most prominent one. It is an imperative drill geared to prompt physical responses from students. What makes this activity interesting is that learners are encouraged to recognize previously taught words and understand them in new contexts or combined with new elements, as well as to produce novel combinations once they feel confident to produce the language. In this way, the students can monitor their progress (Nigora, 2018).

Another well-known technique that is popular with students because of its fun factor is 'Simon Says'. This popular game is very welcomed among young learners, but it is also extremely helpful in the foreign language class. The main objective of this game is getting students to develop their listening comprehension as they have to perform actions based on the teacher's commands.

Some phrases typically used for this activity revolve around having students interact with their surroundings, such as "touch your toes", "run to the board", "jump 3 times", "stand on your chair", and so on. Once the dynamic of the activity is clear, the teacher may choose to distract students by saying one command but performing a different one. In this case, it is possible to test real comprehension and evaluate whether students can follow the commands when nobody is modeling for them.

Similarly, Total Physical Response Storytelling (TPRS) can also be used in the classroom. This technique is constructed on a combination of strategies that expose students to an abundant amount of language but in short, periods employing moving out the stories.

According to Rodas (2011), "With Total Physical Response Storytelling (TPRS), students understand the story through the action and the repetition of the vocabulary within the story and acquire sentence structure, vocabulary, and grammar through the input provided by the teacher" (p. 31). In this manner, teachers become mentors

who use the language within a context so that it is comprehensible for students as well as interesting.

Total Physical Response (TPR) study cases

The Total Physical Response Method (TPR) has been applied and studied worldwide with positive results. Astri (2018), for example, researched how Total Physical Response boosts the vocabulary of students based on their learning styles. The study was conducted on 30 students, who were tested with a pre and post-test, as well as interviewed about their experience with Total Physical Response.

To collect data the researcher used a questionnaire taken from the Barsch Learning Style Inventory and a classroom observation chart. Before the research, the students were tested to determine their learning styles; it was found out that 40% were visual learners, 40% were auditory learners, and only 10% were kinesthetic learners. The last 10% of students had a combination of learning styles.

The results were positive and showed that 97% of students improved their vocabulary regardless of their learning style after the application. The group that benefitted the most were kinesthetic learners, who had a 100% rate of success using Total Physical Response Method. Visual Learners also benefitted greatly, showing a 75% of improvement in their test results.

Auditory learners also improved their results after the application, showing a 67% improvement. Consequently, Astri (2018) concluded that the Total Physical Response Method is a great tool for teaching students with different learning styles.

Similarly, Nuraeni (2019) researched how the Total Physical Response Method affected students' vocabulary acquisition and understanding. The method used for this study was qualitative, and the participants were a group of 30 young learners, ages 5 to 11 years old.

The instruments used for the research were pre and post-test, as well as observation charts. To analyze the results, the criteria were split into several categories, such as accuracy, understanding of words, word choice, and comprehension. The results obtained after the application was positive. It was shown that the students improved their vocabulary scores by about 28%, and their comprehension scores went up by approximately 29%. These findings helped Nuraeni (2019) to conclude that young learners enjoyed and were very receptive to the Total Physical Response Method.

Finally, Ummah (2017) researched the implementation of the Total Physical Response Method in the English class as a way to make students more interested and actively involved in the subject. To collect data for the research, Ummah (2017) used observation charts, interviews, and bibliographic documentation.

To apply the Total Physical Response Method, three moments were implemented: pre-teaching, whilst-teaching, and post-teaching. Each one of these moments was prepared with specific activities designed to catch students' interest as well as boost their performance.

The results were clear: over half the students became more active during the implementation of Total Physical Response Method (TPR) and after it was introduced. They said that they enjoyed drilling activities that introduces Total Physical Response as well as reacting to commands and modeling in games. Both these activities made English learning memorable and fun for students. Therefore, it's clear how Total Physical Response was able to boost students' overall performance.

The Total Physical Response Method (TPR) in virtual settings

The last two years have been extremely demanding for teachers as most schools have experienced lockdown and have been teaching class online. However, this does not mean that children's education has to experience a setback; conversely, teachers all around the world have looked for strategies that allow students to keep

studying virtually and achieve excellent results in doing so. Hence, it is possible to introduce the Total Physical Response Method as part of the lessons even in virtual settings.

Varano (2021) mentions that some strategies may help teachers present successful Total Physical Response lessons online. According to this author, the Total Physical Response Method is not only desirable but necessary for virtual schooling, as movement and physical activity helps students focus on the task at hand. The reason for this is that younger students find it very difficult to sit for hours in front of a screen with no other source of interaction. Some of them zone out after a while, get distracted, sleepy, or switch to a different activity unrelated to their academic objectives.

Therefore, teachers must include lessons that prompt children to stand up, move, or perform actions, such as acting, dancing, singing, etc.; and through these activities, keep children attentive and interested in the lesson. Varano (2021) explains that teachers should introduce new vocabulary through speech and movement, then, students should practice it multiple times through different activities, such as word puzzles, chants, drills, games, and so on. If it is possible, the teacher should look for a space where he can step away from the camera to show full-body movement, then ask students to replicate the gestures.

The author also emphasizes being consistent with the Total Physical Response Method (TPR) through the lessons so that students can create solid word-gesture associations in their minds. In this regard, Varano (2021) recommends teachers keep track of their gestures to not confuse students. Teachers should always use the same motion with which they presented the vocabulary. This helps students feel confident about what is expected of them during a task.

CHAPTER II: METHODOLOGY

2.1. Research design

The experimental research design was chosen for this research as it aims to evaluate how Total Physical Response Method (TPR) may aid in the acquisition of the speaking skill, for which an intervention is needed. Therefore, it will be examined how the participants respond to this intervention, being the application of Total Physical Response the variable to be examined.

According to Igwenalu (2016), this way of research is because “it requires implanting recommended changes to a process, bearing in mind to solve a problem and to carry out research to determine the effectiveness of identified changes. It aims at solving an identified problem based on recommendations made to a process” (pg. 6).

Research Approach

The research approach selected for this study is qualitative due the results will be shown as numeric data, which is the key element of qualitative research. In the words of Sebunje (2015): “This approach typically concentrates on measuring or counting and involves collection and analyzing numerical data and applying statistical tests” (p. 3). Furthermore, McDonald and Headlam (2009) state that this approach is used when “you need to generate primary data from a large number of sources to answer your research question”, thus, it fits the criteria of this paper.

As for the research at hand, the pre and post-tests will collect data like scores that will later be compared and contrasted using charts to measure the performance of the participants before and after the intervention. The results obtained will be used to answer the research question: How will the Total Physical Response Method boost English speaking acquisition in primary school students?

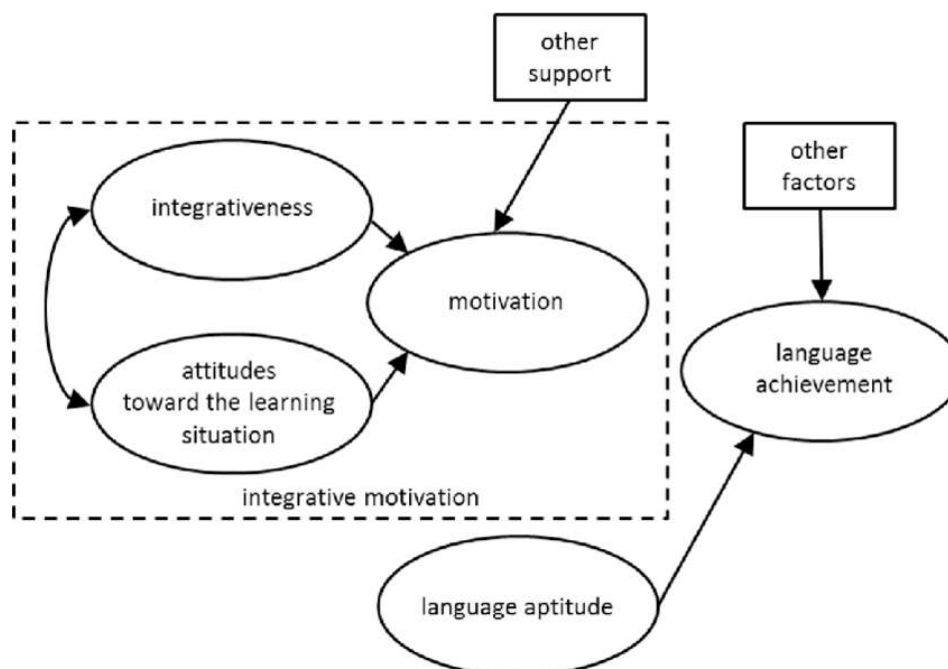
Research modality

The modality for this research will be socio-educational as it deals with the challenges that education faces in modern times. According to Clark (1984) in the socio-educational model the complex of attitudes toward the learning situation and motivation reflects an integrative motive that promotes language learning.

It is necessary to take motivation into account when working on the Total Physical Response Method (TPR) since it is an essential factor to the development of the students because, without adequate motivation, the students will not perform the movements and replicate the instructions to boost in speaking acquisition. This model fits perfectly for the development of children using motivation as the clue of language learning.

Socio-Educational Model of Second Language Acquisition

Figure 1. Socio-Educational Model of Second Language Acquisition



Source: Gardner, (2001)

Research depth level

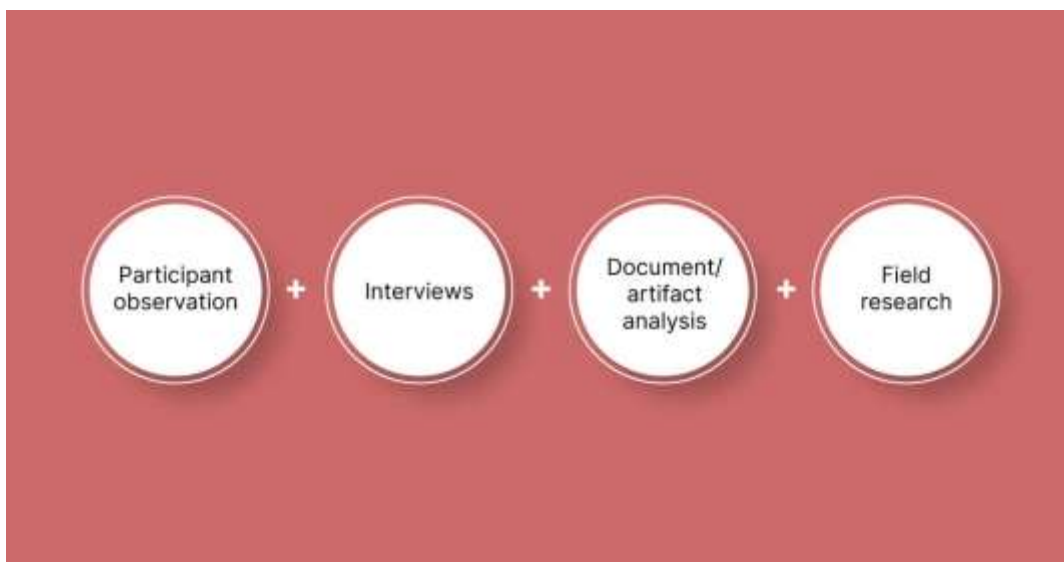
Analytical research will be at the center of this academic paper as the means to evaluate the effectiveness of the Total Physical Response Method to boost the English speaking acquisition in primary school students. According to Sebnje (2015), “analytical research aims to understand phenomena by discovering and measuring casual relations among them” (p. 2).

Type of research

Given the practical nature of the thesis, the type of research favored was field research because it is concerned with the understanding of interactions of groups of people. Field Research is a method of collecting qualitative data with the aim to understand, observe, and interact with people in their natural setting. Voxco (2021).

Its main objective is to identify different variables with direct interaction with the participant. A fundamental part of this methodology is to create the coalition of the theoretical and the practical part.

Figure 2. Methods of Field Research



Source: Voxco (2021).

There are four types of methods to carry out the field research, which are:

- Ethnography
- Qualitative Interviews
- Direct observation
- Participant Observation

In this research, it is necessary to focus on qualitative interviews to use accurate data and carry out pre-test and post-test with which is going to verify the validation of the use of the Total Physical Response (TPR) method to boost language acquisition.

The principal goal of qualitative interviews is to provide a researcher with a breadth of information that they can sift through to make inferences of their sample group. It does so through interviews by directly asking participants questions. There are three types of qualitative interviews; informal, conversational, and open-ended. Voxco (2021)

Another essential part is the use of direct observation because it is necessary to observe the behavior of the students while the Total Physical Response (TPR) method is developed in the classroom.

Field research involves researchers gathering information on their subjects through close visual inspection in their natural settings. The researcher, and in this case the observer, remains unobtrusive and detached to not influence the behavior of their subject. Voxco (2021)

On the other hand, participant observation will also be taken into account because the development of the teacher is fundamental for the development of the Total Physical Response (TPR) method. In Field Research, the researchers join people by participating in certain group activities relating to their study to observe the participants in the context of said activity. Voxco (2021)

2.2. Population

The Luisa de Jesús Cordero High School provides an educative model based on evangelical values and Dominican charism. It is a Catholic institution located in the center of Cuenca city that offers the best standards of education. The students with whom this research belongs to this High School.

Figure 3. Luisa de Jesús Cordero High School location



Source: Google maps (2021).

The group selected for this research were students from the second year of Educación General Básica enrolled at Luisa de Jesús Cordero High School, within an age range of 6 to 7 years old, who are able to use English at an A1.1 to A1.2 level according to the European Framework of Reference for Languages. In total, 30 students were involved in this research.

There are three levels of second grade at Luisa de Jesús Cordero high school, where ten students were randomly taken to carry out the pre-test and post-test. In this way, we partially worked with the three courses to have a wide range and see more real results.

Research techniques and instruments

A pre-test and post-test were used as the main instruments for collecting data. The aim of the tests was to extract quantitative data through the comparison of the outcomes of students before and after the intervention, which consisted of applying Total Physical Response techniques focused on classroom language as part of the regular lessons. The purpose of the intervention is to examine how Total Physical Response Method might boost the speaking skill in primary school students.

Figure 4. Experimental Research



Source: Zach (2021).

Process:

- Randomly assign individuals to a control group.
- Administer the same pre-test to all individuals and record their scores.
- Administer some treatment procedure to individuals in the treatment group and administer some standard procedure to individuals in the control group.
- Administer the same post-test to individuals in both groups.
- Analyze the difference between pre-test and post-test scores between the treatment group and control group. Zach (2021)

Oral test components and assessment

The test consisted of three sections, each one designed to evaluate a different area of the language acquisition. Additionally, each section had four items that had to be answered by the participants. The objective of the first two was to determine the students' proficiency in terms of their receptive skill, grammar accuracy, and pronunciation, for which a detailed rubric was used. Both sections consisted of four questions that had to be answered orally by the students. The language used for

the questions was simple, easy to understand, appropriate for their level and instruction, and in line with the National Curriculum guidelines.

Section one was designed to test one of the basic abilities A1 level students should be able to do, which is to talk about themselves. The questions that students had to answer were direct and to the point, such as asking for their name, their age, their address, and the institution where they study. Section two was aimed towards discussing personal information. In this manner, students were asked to extend the topic of conversation to their family, their friends, their likes and dislikes. The questions presented asked for the following information: number of siblings, best friend at school, favorite food, and favorite movie.

Finally, section three was designed to test how well students responded to classroom instructions. For this section, students were required to carry out commands spoken by the teacher. A different rubric focused only on the performance of the action was used to value students' results. There were four instructions on the test, all of the common phrases that students hear every day during a class. The instructions were: "take out your book", "open your book to page 10", "Write down the sentence on the board", and "close your book and put everything away". Students who performed the command without any help got full marks; on the other hand, students who couldn't perform although of the teacher's help go no marks.

Intervention procedure

For the pre-test, 10 students from each class of second grade were chosen randomly in classes A, B, and C, making a total of 30 students per class. The test was applied orally through the Zoom platform over two weeks, at a rate of 10-12 minutes per student. This means that the pre-test took about 6 hours to apply. All classes were recorded to have evidence of the procedure as well as having a reliable source of data that can be examined by the researcher at any time.

The researcher used a rubric designed to collect data to appropriately assess the results of the pre-tests. The criteria used for the rubric covered the productive and

receptive skills of the student, as well as how well they respond to classroom language and commands. The reason for that is that Total Physical Response Method acts in two phases: first, it improves understanding through repetition; and second, it introduces production once the student is familiar with the content, which usually happens after many repetitions.

Figure 5. Test Tool

A: Test tool

Oral test

Section 1: Talking about oneself

Q1: What is your name?

Q2: How old are you?

Q1: Where do you live?

Q4: Where do you study?

Section 2: Talking about the personal information

Q1: Do you have brothers or sisters?

Q2: Who is your best friend at school?

Q3: What is your favorite food?

Q4: What is your favorite movie?

Section 3: Classroom instructions

For this part of the examination, the teacher gives instructions and that students perform them.

I1: Take out your book

I2: Open your book to page 10.

I3: Write down the sentence on the board, please. (My name is Amelia)

I4: Close your book and put everything away.

Source: Own preparation

Validity and reliability

The instruments used for testing, as well as the rubric, were validated during the piloting stage. For this stage, the instruments were shared with the tutor of the research and peers for insight and revision.

The tutor made some recommendations in the part of structure and content also three teachers who teach the same level as the participants reviewed the tests and rubrics, checking for purpose, clarity, and form. Afterward, some minor revisions were made, especially in terms of punctuation and word order.

Similarly, the tests were applied to two kids with characteristics similar to the participants to evaluate if the structure and difficulty of the questionnaire was suitable for their age and level. In this way it was possible to ensure the reliability of the instruments prior to their implementation.

2.3. Research Proposal

Handbook to implement the Total Physical Response Method (TPR) to boost English speaking acquisition in primary school students. In the part of teaching through the Total Physical Response Method (TPR), it has been necessary to use a handbook as a guide for the main lessons of it, since being a purely visual tool, the students can be guided employing the images to know what movements they must carry out and in this way, learn the English language more practically and simply using the Total Physical Response Method (TPR) concurrently with the handbook. Another important part is that the students will have at hand a reminder of what they are learning and with it they can review and practice what they have seen in class.

Informative Data

Institution: Unidad Educativa Luisa de Jesús Cordero

Province: Azuay

City: Cuenca

Address: Sucre y Hermano Miguel

Area: English as a Foreign Language – Elemental level

Level to which the beneficiaries belong: A1

Responsible: Silvia Brito

Introduction

Total Physical Response is a method in which the teacher models speech and uses physical movements and repetition to help students to acquire the language in a more natural way, similar to how babies learn their first language in their home environment. Part of this methodology revolves around repetition and imitation, in the sense that children will respond to commands with physical movement before they are able to produce spoken answers. Therefore, it makes sense with the literature that

The proposal for this research is to have a physical handbook to help students to understand and replay the movements of the Total Physical Response Method (TPR) in an illustrated way.

This handbook will contain schoolings and activities to practice the most important movements and practical information about daily routine in class and instructions.

An issue for students is that if they do not feel motivated and do not have access to what is seen in class, this content is not reinforced, for that reason it has been

necessary to create a handbook with different instructions and activities to promote autonomous work in the students, in this way the objective will be fulfilled more quickly.

It has been essential to use this tool as a support to students with which they will have a reminder of the movements and signals that we use daily in class and to be able to practice at home and get better results. This tool is also a help for future teachers, they will be able to employ this material for future classes and students.

Justification

The objective of the following proposal is the implementation of a handbook in which students can see graphics about the instructions about the Total Physical Response Method (TPR), which they must practice at home. In this way, students can improve the development of the speaking skill.

The handbook will help students to apply and review what they have learned in class, with simple daily routines, such as getting up to say hello, raising their hands if they want to speak, opening the book, etc. The content of this manual will be related to basic concepts of the use of the Total Physical Response Method (TPR) with teaching strategies that support the intellectual development of students.

The use and implementation of a handbook is necessary for both students and teachers because it will allow students to achieve the desired objectives in less time, being a tool for support learning.

General Objective:

The general objective for this research will be to evaluate the effectiveness of the Total Physical Response Method to boost the English speaking acquisition in primary school students.

Specific Objectives:

- To analyze how the Total Physical Response Method benefits primary school students when developing the Speaking Skill.
- To compile different activities and techniques based on the Total Physical Response Method to develop the Speaking Skill.
- To apply the compiled techniques to primary school students at Luisa de Jesús Cordero High school and assess the results.
- To evaluate the effectiveness of the Total Physical Response Method to boost the English speaking acquisition in primary school students.

Handbook

The handbook will have demonstrative pictures according to the age of elementary-level students to attract their attention so they can imitate the different instructions. In addition, it will have a note with instructions to guide them in the process.

The selected instructions are the ones that are used most frequently in a day-to-day class to reinforce the students' knowledge, which is detailed below.

This is model of the proposed handbook.



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ENGLISH



& KIDS

"learning by playing"



Made by: Silvia Brito, Eng.

Handbook to implement the Total Physical Response Method (TPR) to boost English speaking acquisition in primary school students.

Raise your hand



Source: School Clipart (2020)

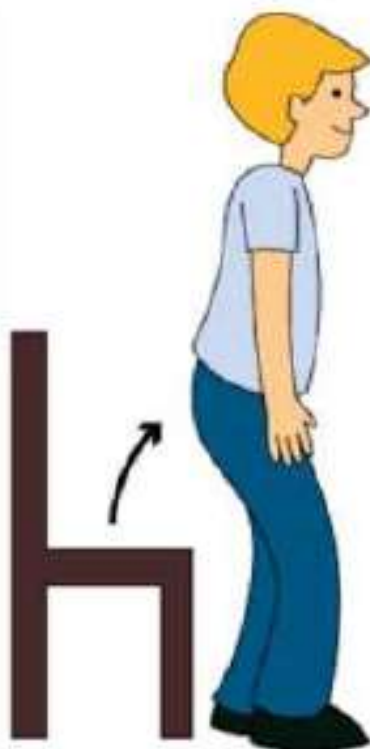
Use:

- To ask for clarification.
- To ask for permission.
- To indicate that you finish your work.
- To speak.



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Stand up



Source: Second Step (2020)

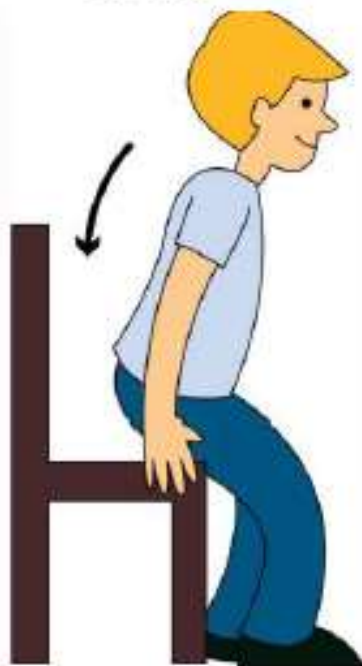
Use:

- To go to the bathroom.
- To sharpen your pencil.
- To drink some water.
- To ask for permission. You can say: "May I go to the bathroom"; "May I sharpen my pencil"; "May I drink some water"; etc.



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Sit down



Source: Lauren Smith (2020)

Use:

- To pay attention.
- To do the activities during class hours.
- To talk in groups.
- To receive the class.



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Take out your book

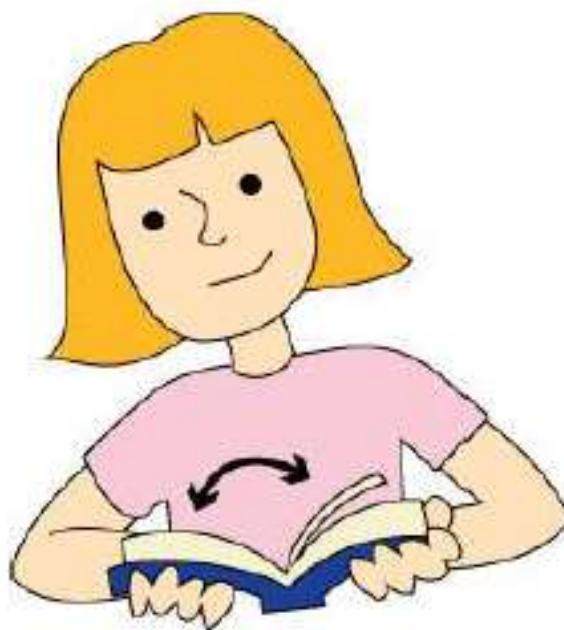


Source: Bamboozle (2021)

Use:

- To carry out the activities proposed in the class.
- To do your homework.
- To read a story.
- To study.

Open your book



Source: Classroom Language Flashcards (2020)

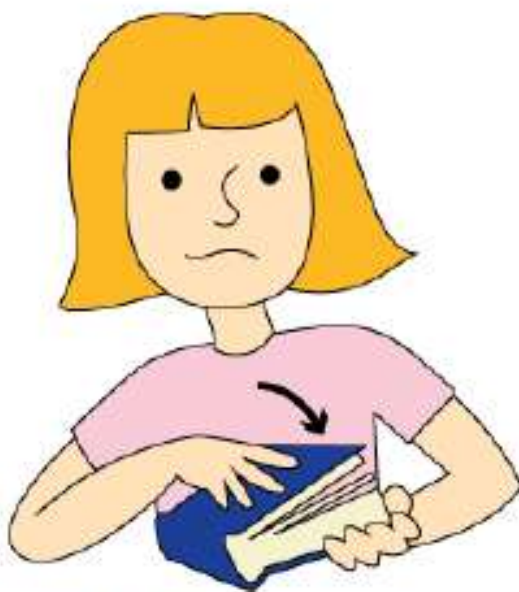
Use:

- To learn something new.
- To the page that your teacher asks.
- To develop your activities.
- To practice reading.



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Close your book



Source: Classroom Language Flashcards (2020)

Use:

- If the class is over.
- To sort your school supplies.
- To keep everything in order.

Write your Name



Source: Writing Scientist (2020)

Use:

- To start practicing writing.
- To identify the letters of your Name.
- To learn how to write it.
- The teacher can recognize your work.



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Read



Source: [pngtree.com](https://www.pngtree.com) (2021)

Use:

- To practice your reading.
- To image good stories.
- To use your free time.
- To study.

Listen

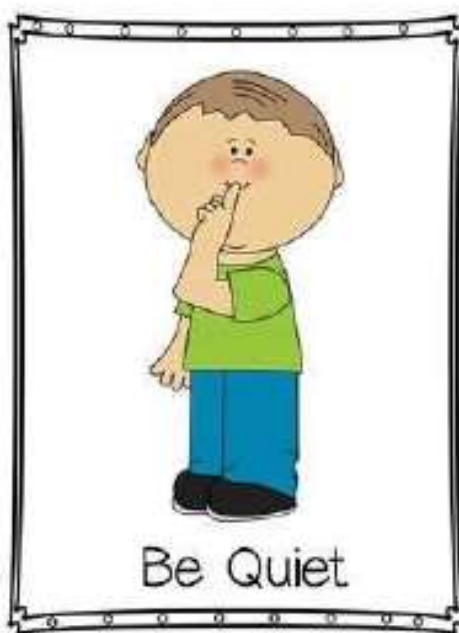


Source: vlyadaistockpngtree.com (2021)

Use:

- To learn.
- To pay attention.
- To identify new vocabulary.
- To your teacher's instructions and recommendations.

Be quiet



Source: [teacherspayteachers.com](https://www.teacherspayteachers.com) (2021)

Use:

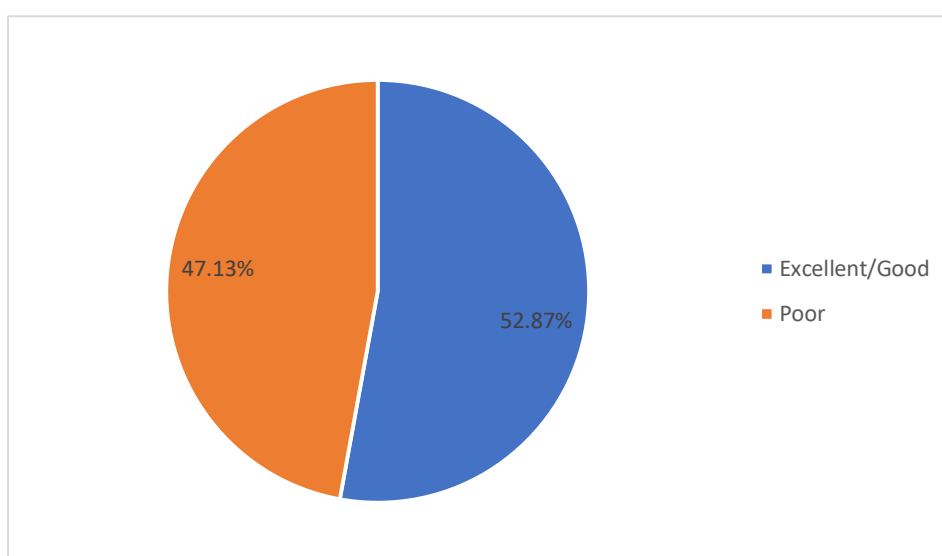
- To maintain the order of the class.
- To listen to the teacher's instructions.
- To show respect for the person in front of the class.
- To understand the teacher's instructions.

CHAPTER III: ANALYSIS OF THE RESULTS

3.1. Pre-test results

The results of the pre-test were sorted by question and category to obtain a detailed overview of the different areas that were considered for the study. It is possible to say that there is an opportunity of improvement through the application of the Total Physical Response Method, as the results were nearly split in half.

Graphic 1: Pre-test results overview



Source: Own preparation

These data will be analyzed in-depth over the following sections of the chapter and later contrasted with the results of the post-test to show comparative information that will allow the researcher to pinpoint the areas where Total Physical Response Method (TPR) benefitted students the most in improving their English-speaking skills. In this regard, the sections that will be analyzed will be: results by the participant, results by section and question, and results by area and skill.

Results by participant

Table 1 *Pre-test results by participant*

Participant	Section 1 /24	Section 2 /24	Section 3 /8	Total /56	Results /100
1	17	9	4	30	53,57%
2	7	13	4	24	42,86%
3	12	11	4	27	48,21%
4	9	14	1	24	42,86%
5	11	13	5	29	51,79%
6	6	2	1	9	16,07%
7	11	9	0	20	35,71%
8	6	14	3	23	41,07%
9	8	10	3	21	37,50%
10	7	9	3	19	33,93%
11	3	6	2	11	19,64%
12	12	13	2	27	48,21%
13	10	11	2	23	41,07%
14	9	7	2	18	32,14%
15	10	6	1	17	30,36%
16	14	8	0	22	39,29%
17	5	6	3	14	25,00%
18	8	10	1	19	33,93%
19	9	7	3	19	33,93%
20	8	7	2	17	30,36%
21	9	7	1	17	30,36%
22	8	8	2	18	32,14%
23	8	5	1	14	25,00%
24	7	7	2	16	28,57%
25	6	7	1	14	25,00%
26	5	5	0	10	17,86%
27	7	4	1	12	21,43%
28	8	3	0	11	19,64%
29	4	6	1	11	19,64%
30	6	3	0	9	16,07%
Pre-test results average					31,42%

Source: Own preparation

The table above shows the individual results of each of the participants involved in the research. All 'excellent' results were given a value of two points, while 'good' results were awarded one point, and 'poor performance' received zero points. Each student got their results by adding the points they got in each section. Finally, all points were summarized into a final score over 56 points that was later transformed into a score percentage over 100. With these results it was possible to calculate the average score of the participants before the intervention. As shown by the chart, the results were low, with only 31.42% rate of success. This means that less than half the participants understand and can answer and follow commands, while the other would benefit from further instruction.

Results by section and question

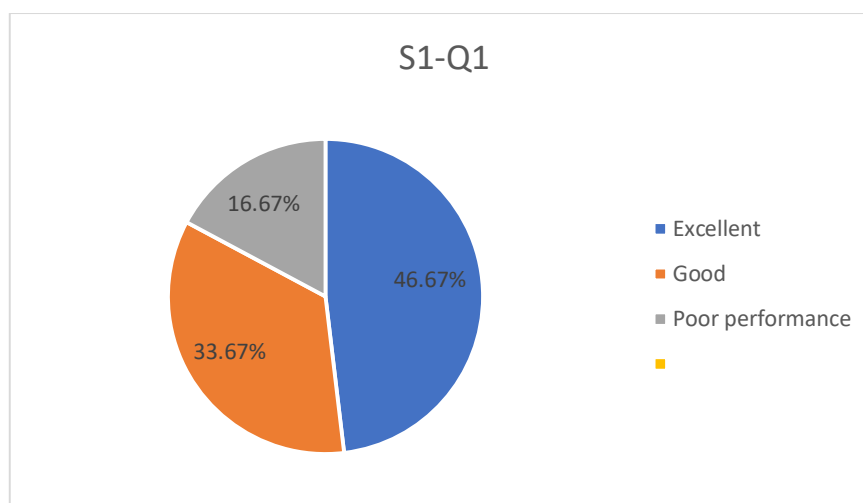
In this section it is possible to analyze the results by question and section, which will give the researcher insight on what areas of production were improved after the intervention. The sections analyzed were based on the skills and knowledge that the National English Curriculum considers mandatory for students who are the age of the participants. As stated in previous chapters, primary school kids should be familiarized with simple classroom language, and be able to speak about day-to-day topics such as saying their name, age, and place where they live. For that reason, the sections considered were: talking about oneself, talking about personal information, and responding to basic classroom instructions.

Section 1: Talking about oneself

Four questions related to ‘talking about oneself’ were presented in section 1 of the pre-test. Each of the following charts will present one of the questions along with the number of participants who scored ‘excellent’, ‘good’, or ‘poor performance’ next to the criteria that was being scored, such as reception skills and productive skills. The second part was divided into grammar and pronunciation to collect more accurate data. Both, ‘excellent’ and ‘good’ responses will be taken into account as ‘successful’ results, as both of them imply that the students were able to understand and answer the question correctly despite the differences in fluency, pronunciation, and accuracy. On the other hand, ‘poor performance’ indicates that the student couldn’t understand the question and/or was unable to produce an answer, thus, it is considered ‘unsuccessful’.

Question 1: “What’s your name?”

Graphic 2: Section 1-Question 1 Results

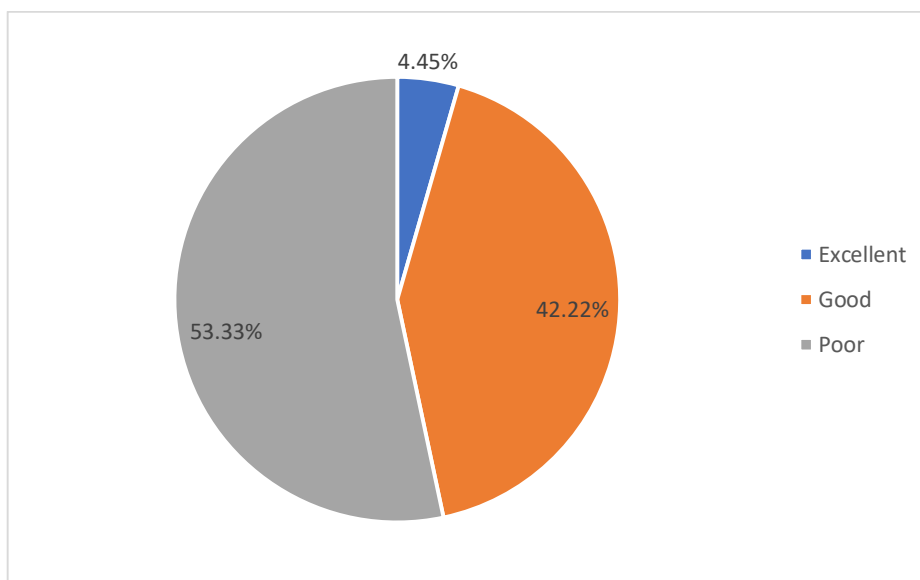


Source: Own preparation

The results for question one show that students have an excellent/good grasp of the question. They understand what it means and are able to produce answers that are grammatically correct although they need to work on their pronunciation a little more. The pie chart shows that 46.67% of students got ‘excellent’ results, 36.66% got ‘good’ results, and 16.67% got ‘poor’ results. Summarizing, over three fourths of the participants (83.33%) were able to reply to question one successfully. Only a small number of the participants (16.67%) had trouble with question one.

Question 2: “How old are you?”

Graphic 3: Section 1 - Question 2 Results

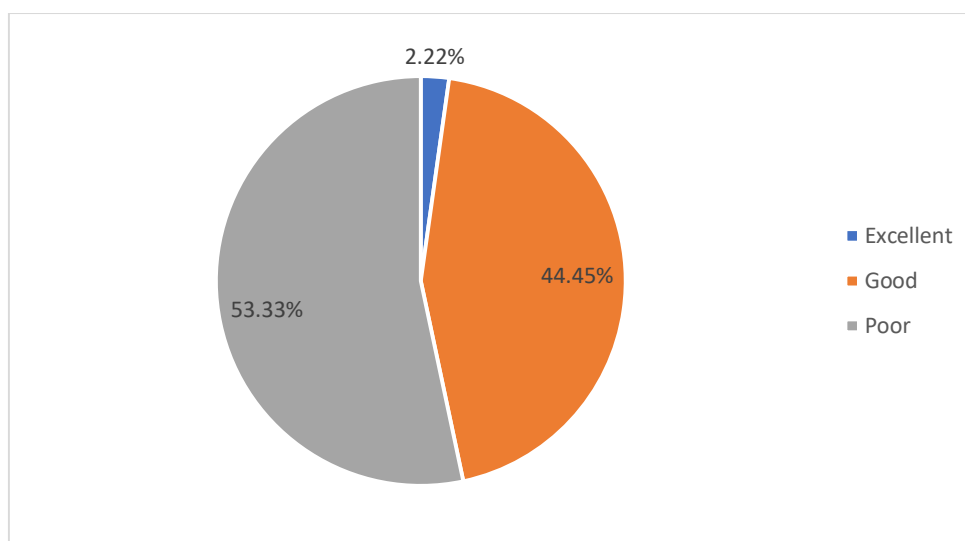


Source: Own preparation

The results for question two show that students have a poor grasp of the question. They do not understand what it means and they are only able to understand the question with help from the instructor. Some of them are able to produce answers that are mostly grammatically correct although they need to work on their pronunciation since most of them showed difficulty in this area. The pie chart shows that 4.45% of participants got 'excellent' results, 42.22% got 'good' results, and 53.33% had 'poor' results. This means that less than half of the participants (46.66%) were able to reply to question two successfully.

Question 3: “Where do you live?”

Graphic 4: Section 1-Question 3 Results

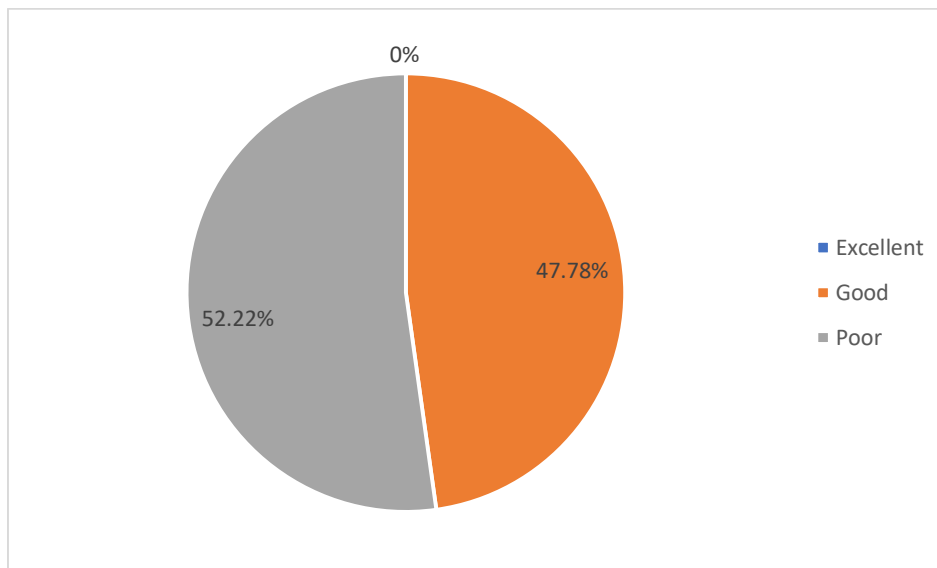


Source: Own preparation

The results for question three show that students have a poor grasp of the question. They do not understand what it means and only few of them are able to understand with help from the instructor. A majority of the participants are able to produce answers that are mostly grammatically correct although there are some mistakes present. The pronunciation skill is very weak as it shows that over half the participants had poor performance regarding its production. The pie chart shows that 2.22% of participants got 'excellent' results, 44.45% got 'good' results, and 53.33% had 'poor' results. This means that less than half of the participants (46.66%) were able to reply to question three successfully.

Question 4: “Where do you study?”

Graphic 5: Section 1-Question 4 Results



Source: Own creation

The results for question four show that students have a poor grasp of the question. They have trouble understanding the question, with only 4 of the 30 participants being able to understand the question after the instructor helped them with clues. Twenty of the participants were able to reply to the question despite of a few grammatical mistakes.

Over half the participants were able to produce clear responses despite some minor pronunciation issues. The pie chart shows that no participants got ‘excellent’ results, while 47.78% got ‘good’ results, and 52.22% obtained ‘poor’ results, which means that less than half of the participants were able to reply to question four successfully.

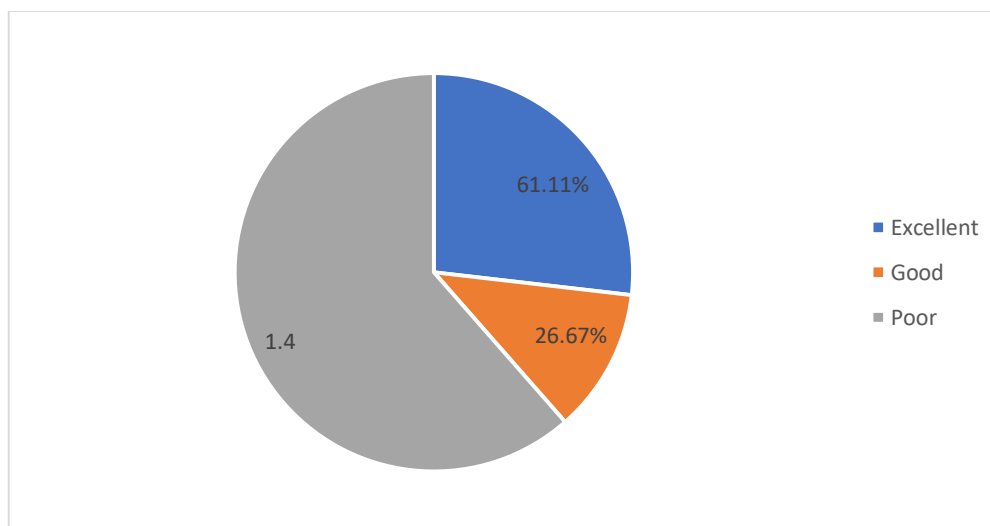
Section 2: Talking about personal information

This section contained four questions related to the skill ‘talking about personal information’. The following charts present each one of the questions, the number of participants who scored ‘excellent’, ‘good’, or ‘poor performance’, and the criteria that was being analyzed. ‘Excellent’ and ‘good’ responses indicate that the students were able to understand and answer the question successfully in spite of minor

mistakes. Conversely, 'poor performance' indicates that the student was unable to produce an answer or understand the question.

Question 1: Do you have brothers or sisters?

Graphic 6: Section 2-Question 1 Results

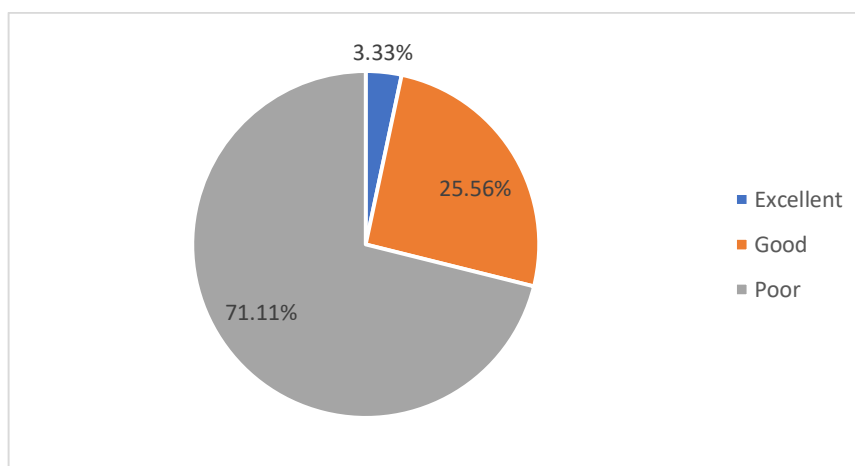


Source: Own preparation

The overall results for question one of section two were 'excellent', as most participants understood the question and produced answers that were grammatically correct and clear to understand, with only a small percentage of students showing poor performance. To summarize, 61.11% of participants scored 'excellent' results, 26.67% got 'good' results, and 12.22% got 'poor' results. The data can be seen on the pie chart, showing that 87.78% of participants obtained successful results.

Question 2: Who is your best friend at school?

Graphic 7: Section 2-Question 2 Results

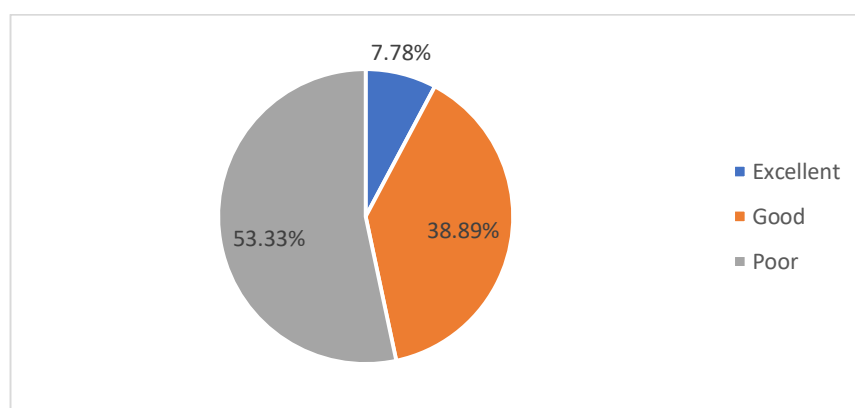


Source: Own preparation

The results for question two of section two were 'poor', as most participants had trouble understanding the question and produced answers that were grammatically incorrect and difficult to understand due to unclear pronunciation. Only a small percentage of students showed 'good' and 'excellent' performances. All of the students scored low on pronunciation. Overall, the pie charts shows that 3.33% of participants scored 'excellent' results, 25.56% got 'good' results, and 71.11% obtained 'poor' results, which shows that over two thirds of participants got unsuccessful results.

Question 3: What is your favorite food?

Graphic 8: Section 2-Question 3 Results



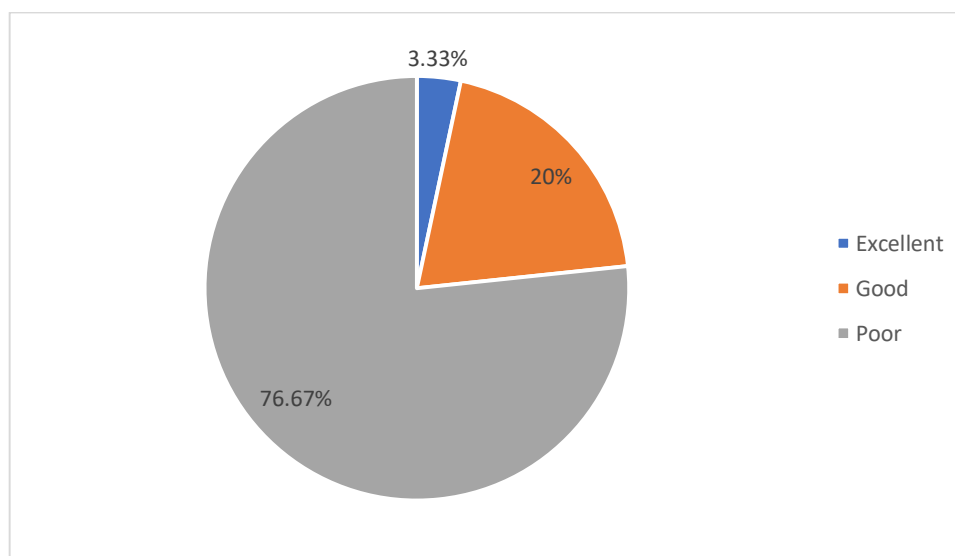
Source: Own preparation

The results for question three show that students have a poor grasp of the question with a large percentage of participants having trouble to understand what the question means, and producing mostly correct answers, but only with help from the instructor. There are some mistakes regarding grammar accuracy and pronunciation by some of the students; however, most of them were unable to produce coherent sentences or comprehensible speech.

The information presented indicates that the participants' weak point is the pronunciation skill. The pie chart shows that 7.78% of participants got 'excellent' results, 38.89% got 'good' results, and 53.33% got 'poor' results. This means that over half of the participants were unable to score successful results.

Question 4: What is your favorite movie?

Graphic 9: Section 2-Question 4 Results



Source: Own preparation

The results for question four show that students have a poor grasp of the question. They have trouble understanding the question, with no participants being able to understand the question without help from the instructor. Only 8 of the participants were able to reply to the question despite of a few grammatical mistakes. Nearly all of the participants were unable to produce clear responses, showing major pronunciation issues. The pie chart shows that 3.33% of participants got 'excellent'

results, while 20% got 'good' results, and 76.67% obtained 'poor' results, which means that over three fourths of the participants scored unsuccessful results.

Section 3: Classroom instructions

Four instructions related to every-day classroom language were presented in section 3 of the pre-test:

Instruction 1: Take out your book

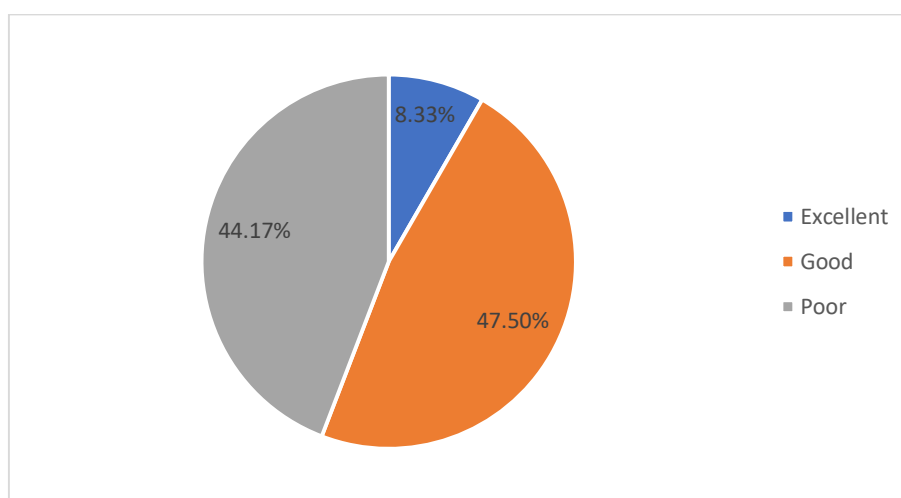
Instruction 2: Open your book to page 10.

Instruction 3: Write down the sentence on the board, please.

Instruction 4: Close your book and put everything away.

The following chart presents the instructions along with the number of participants who scored 'excellent', 'good', or 'poor performance'. The criteria for this section was successful performance, this means, whether the participant was able or unable to follow the instruction. 'Excellent' and 'good' responses were considered 'successful' results, as both of them show that the participants performed the instruction successfully. Contrarily, 'poor performance' indicates that the participant was unable to perform the instruction, therefore, it was considered 'unsuccessful'.

Graphic 10: Section 3 Results



Source: Own preparation

As shown in graphic number 10, the overall results of section 3 were 'good', as a large majority of participants were able to perform the instruction after receiving some help from the instructor. Only 8.33% of the participants scored 'excellent', which indicates that they were able to understand and perform the instruction without any help.

The other 47.50% scored 'good', while 44.17% scored 'poor performance', which means that they did not understand the instruction and thus were unable to perform it at all. Based on the results by question, it is possible to say that the two instructions where students struggle the most were Instruction 1 (Take out your book), and Instruction 3 (Write down the sentence on the board). On the other hand, students had the least trouble performing Instruction 4 (Close your book and put everything away), and to a lesser degree Instruction 2 (Open your book to page 10).

The pie chart below shows that over half the participants (55.83%) got successful results in section 3.

3.1.3 Results by area and skill

This section analyzes the results by the area and skill evaluated in sections 1 and 2, which were the receptive skill and the productive skill. The receptive skill refers to how well the participants were able to understand the question, if they needed help to understand it or if they did not understand the question at all. The productive skills were divided into grammar and pronunciation, as Total Physical Response Method (TPR) has proved to benefit both areas. Comparing these with those of the post-test will provide the opportunity to analyze the effect of Total Physical Response on the speaking skill as a whole.

3.1.3.1 Receptive skill

The receptive skill of section 1 is detailed in Table 2. It is possible to see the number of participants who scored 'excellent', 'good', and 'poor performance' in each one of the questions. Similarly, chart 12 shows the scores of participants for section 2.

Table 4 makes a comparison of both sections in order to have an overview of the general results obtained by the participants.

Table 2. *Section 1-Receptive Skills Results*

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
RECEPTIVE SKILLS	Q1	20	7	3	30
	Q2	0	5	25	30
	Q3	0	7	23	30
	Q4	0	4	26	30
	Total	16,67%	19,17%	64,16%	100,00%

Source: Own preparation

Table 3. *Section 2-Receptive Skills Results*

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
RECEPTIVE SKILLS	Q1	20	6	4	30
	Q2	2	3	25	30
	Q3	3	6	21	30
	Q4	0	4	26	30
	Total	20,83%	15,83%	63,34%	100,00%

Source: Own preparation

The results for section 1 and 2 were consistent with one another. In both sections, participants showed similar outcomes, although they seem to have done better in section 2 but only slightly. However, a large majority had trouble understanding the questions even after the instructor helped them with clues and repetition.

Table 4. *General Receptive Skills Results*

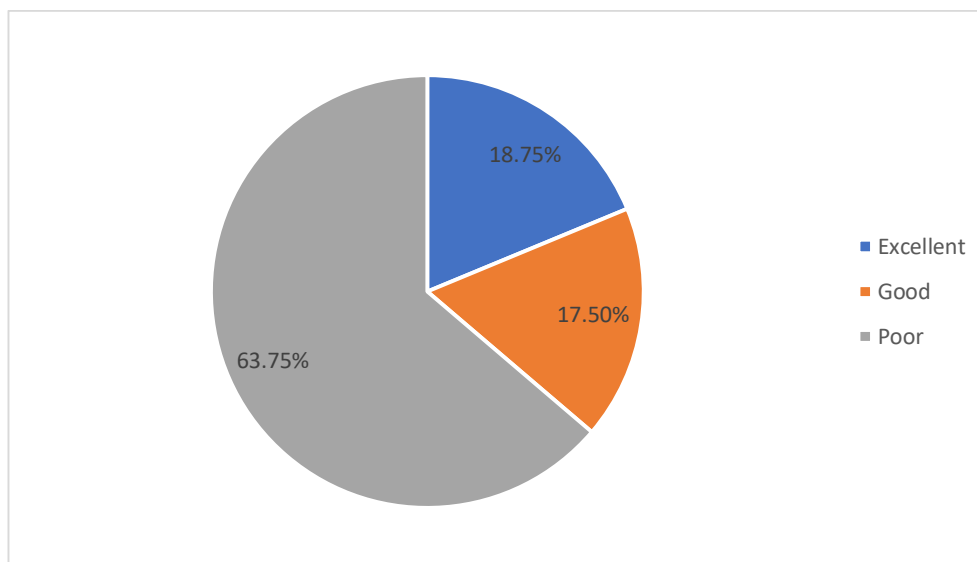
RECEPTIVE SKILLS	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
	S1	16,67%	19,17%	64,16%	100,00%
	S2	20,83%	15,83%	63,34%	100,00%
	Total	18,75%	17,50%	63,75%	100,00%

Source: Own preparation

The general outcome of participants was 'poor performance', with 63.75% of them obtaining this result. On the other hand, 18.75% got 'excellent' results, and 17.50% got 'good' results. This shows that over half of the participants could not successfully

understand the questions asked by the instructor, as portrayed in the pie chart below.

Graphic 11: Receptive skills results



Source: Own preparation

Productive skills

The productive skill was divided into two categories: grammar and pronunciation. First, the grammar skill was evaluated by section and then compared to obtain a final result, as shown in Table 5. All 'excellent' results indicate that the structures were correct, with only few to no grammatical mistakes. 'Good' results show that the students had some grammatical mistakes; while 'poor' results mean that the students made several mistakes, which made their statements difficult to understand.

Table 5. Section 1- Grammar

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	Q1	13	11	6	30
	Q2	4	15	11	30
	Q3	2	19	9	30
	Q4	0	20	10	30
	Total	15,83%	54,17%	30,00%	100,00%

Source: Own creation

Table 6. *Section 2- Grammar*

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	Q1	18	9	3	30
	Q2	0	12	18	30
	Q3	3	15	12	30
	Q4	2	6	22	30
	Total	19,17%	35,00%	45,83%	100,00%

Source: Own creation

The results for sections 1 and 2 regarding grammar show that students have a good grasp of grammatical structures. Participants obtained 'good' and 'excellent' results in section 1 and 2, which means that their message was conveyed clearly despite minor mistakes. It is worth mentioning that participants got better results in Section 1 (Talking about oneself) by approximately 15% compared to Section 2 (Talking about personal information), which shows that it is necessary to work in that area to strengthen students' performance. The following chart portrays the average result of both sections for the Grammar subskill.

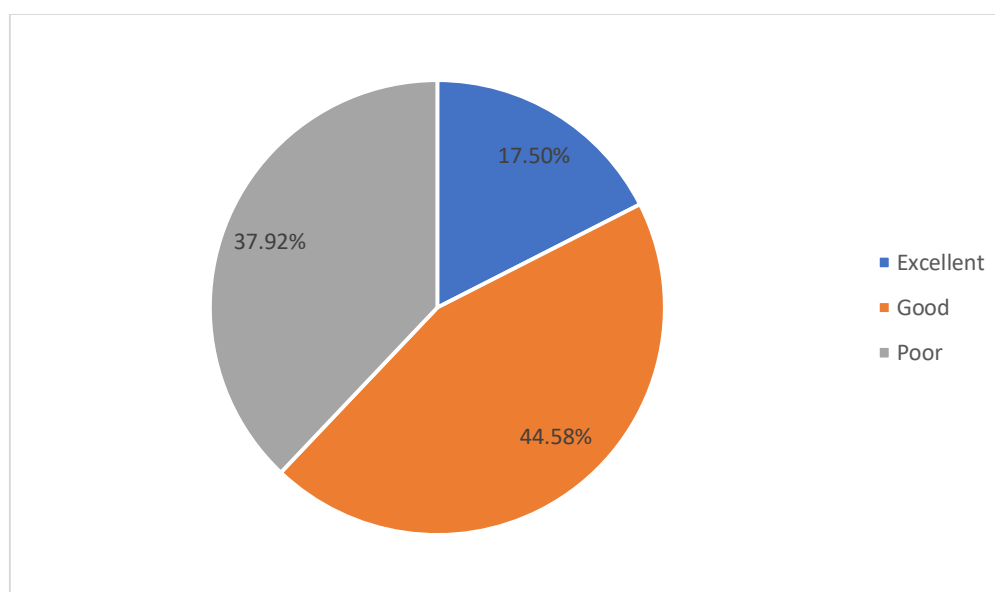
Table 7. *Grammar results*

TOTAL	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	S1	15,83%	54,17%	30,00%	100,00%
	S2	19,17%	35,00%	45,83%	100,00%
	Total	17,50%	44,58%	37,92%	100,00%

Source: Own creation

As it is possible to see, a large majority of the participants got positive results, with 44.59% of them obtaining 'good' results, and 17.50% getting 'excellent' results. It is possible to say that the participants understand grammatical structures and are able to produce them on a satisfactory level. Overall, 62.09% of all students involved in the pre-test achieved successful results, while only 37.92% struggled to create grammatically correct sentences, therefore obtaining 'poor' results. This can be seen in Graphic 12.

Graphic 12: Grammar Sub-skill Results



Source: Own preparation

Similarly, the Pronunciation sub-skill analyzed how clearly and fluent the participants' speech was. 'Excellent' results mean that the pronunciation was clear, easy to understand, and fluent. 'Good' results indicate that although the pronunciation was correct and clear most of the time, however, it was usually paused, slow, and not fluent. On the other hand, students who got 'poor' results spoke in a way that was unclear, difficult to understand, and not fluent.

Table 8. Section 1 - Pronunciation

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	Q1	9	15	6	30
	Q2	0	18	12	30
	Q3	0	14	16	30
	Q4	0	19	11	30
	Total		7,50%	55,00%	37,50%

Source: Own creation

Table 9. *Section 2 - Pronunciation*

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	Q1	17	9	4	30
	Q2	1	8	21	30
	Q3	1	14	15	30
	Q4	1	8	21	30
	Total	16,67%	32,50%	50,83%	100,00%

Source: Own creation

Regarding pronunciation, participants got 'good' results in section 1, but 'poor' results in section 2. Over half of the students who participated in the pre-test got 'good' and 'excellent' results in Section 1, which indicates that their pronunciation was clear and fluent for the most part. Only 37.50% got 'poor' results. On the other hand, a little over half the students scored 'poor' results in Section 2, with 16.67% getting 'excellent' results, and 32.50% getting 'good' results. These results are in line with the ones obtained in the Grammar subskill, where participants got higher results in section 1. Table 10 below shows the average result of both sections for the Pronunciation subskill.

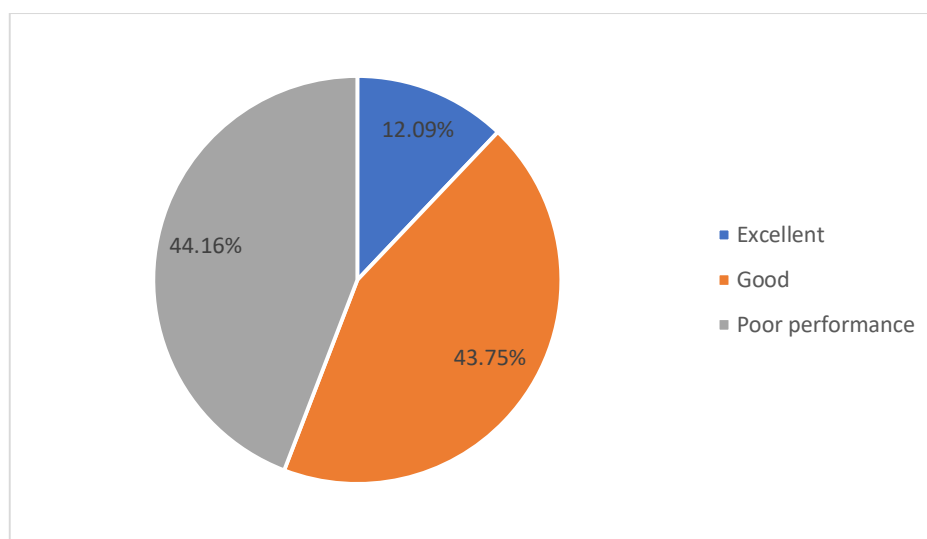
Table 10. *Pronunciation results*

TOTAL	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	S1	7,50%	55%	37,50%	100,00%
	S2	16,67%	32,50%	50,83%	100,00%
	Total	12,09%	43,75%	44,16%	100,00%

Source: Own creation

As for the final results of the Pronunciation sub-skill, over half the participants scored 'good' and 'excellent' results, which is a positive outcome. The table above shows that 12.09% of participants scored 'excellent' results, and 43.75% scored 'good' results; this indicates that the students' pronunciation is clear enough to be easily understood and fluent for their level. The remaining 44.16% of participants obtained 'poor' results, as they struggled with the pronunciation aspect of speech. Graphic 13 shows the final results for the Pronunciation sub-skill.

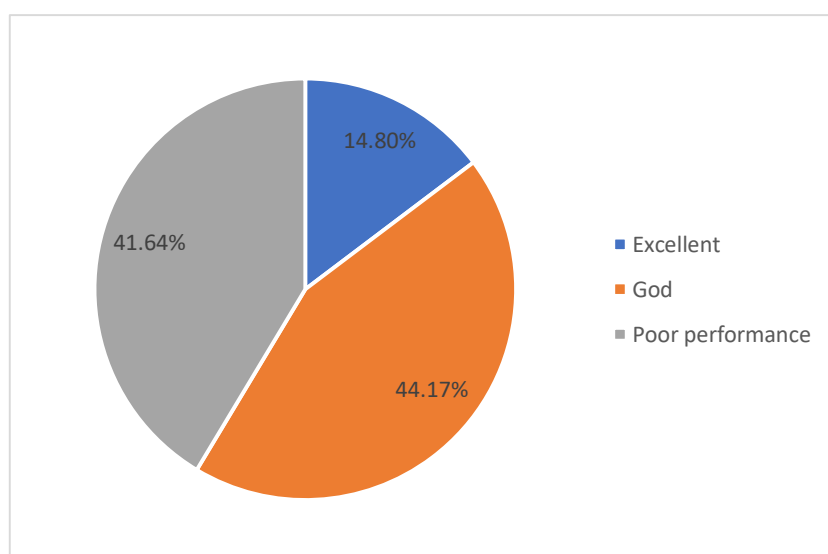
Graphic 13: Pronunciation sub-skill results



Source: Own creation

Finally, the results of both subskills were combined in one graphic in order to provide assessment for the productive skill. Graphic 14 shows that 14.80% of participants got 'excellent' results, and 44.17% got 'good' results. This means that 58.97% of the group were able to produce speech in a way that is clear to understand, fluent, and grammatically correct most of the time. The remaining 41.04% obtained unsuccessful results, given their grammar structures, pronunciation and fluency did not allow for clear speech production.

Graphic 14: Productive skill results



Source: Own creation

3.2 Post-test results

Results by participant

Table 11. *Post-test result by participant*

Participant	Section 1 /24	Section 2 /24	Section 3 /8	Total /56	Results /100
1	22	24	8	54	96,43%
2	20	21	8	49	87,50%
3	24	23	8	55	98,21%
4	19	15	7	41	73,21%
5	19	23	7	49	87,50%
6	17	22	7	46	82,14%
7	21	17	8	46	82,14%
8	21	19	8	48	85,71%
9	18	23	7	48	85,71%
10	20	20	8	48	85,71%
11	21	21	8	50	89,29%
12	20	18	8	40	71,43%
13	23	22	8	43	76,79%
14	18	15	8	41	73,21%
15	19	19	8	46	82,14%
16	23	20	8	51	91,07%
17	18	20	6	44	78,57%
18	20	23	8	51	91,07%
19	19	17	8	44	78,57%
20	22	18	8	48	85,71%
21	17	21	8	46	82,14%
22	23	19	8	50	89,29%
23	18	22	8	48	85,71%
24	16	22	8	46	82,14%
25	11	22	8	41	73,21%
26	13	21	8	42	75,00%
27	11	14	8	33	58,93%
28	12	12	7	31	55,36%
29	15	18	8	41	73,21%
30	12	15	8	35	62,50%
Post-test results average					74,99%

Source: own preparation

The table above shows the individual results for the post-test. The results were scored following the same criteria used in the pre-test. 'Excellent' results were given a value of two points, 'good' results one point, and 'poor performance' zero points. These results were added together for all three sections, and then summarized into a final score over 56 points that was later transformed into a score percentage over 100. These results make it possible to calculate the average score of the participants after the intervention. As shown by the chart, the results were 74,99%.

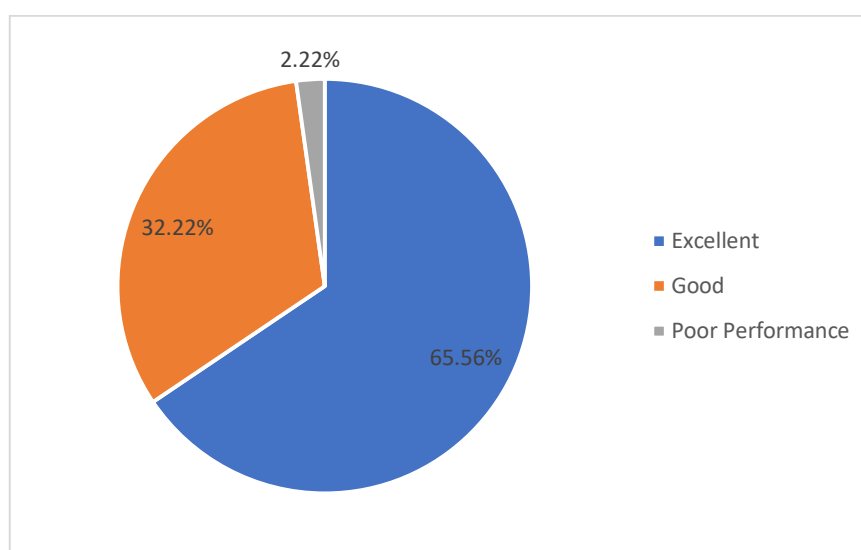
Results by section and question

These results show how the participants scored on each section and question, after intervention. All the scores were analyzed in the same manner as in the pre-test.

Section 1: Talking about oneself

Question 1: “What’s your name?”

Graphic 15: Section 1-Question 1-Post test

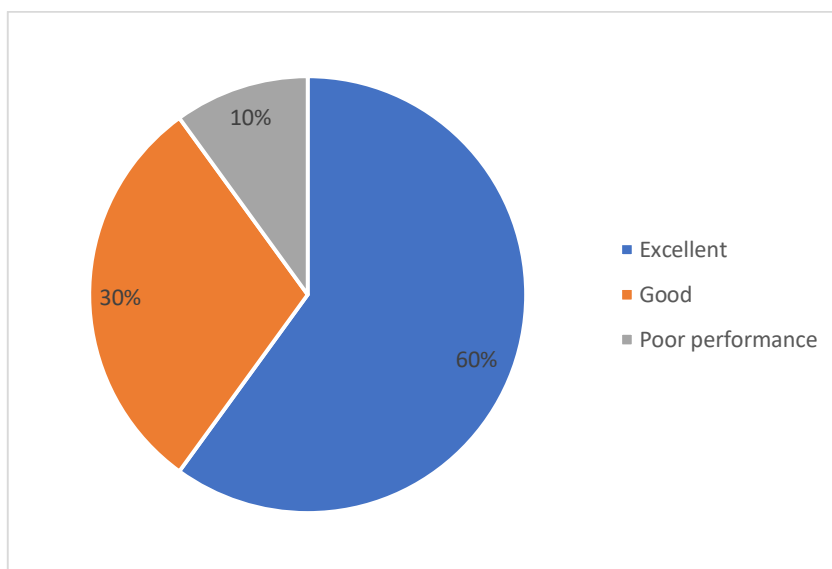


Source: Own preparation

The results for question one show that students have an ‘excellent’ grasp of the question. They understand what it means and are able to produce answers that are grammatically correct and clearly enunciated to be easy to understand. The pie chart shows that 65.56% of students got ‘excellent’ results, 32.22% got ‘good’ results, and only 2.22% got ‘poor’ results. Summarizing, nearly all of the participants (97.78%) were able to reply to question one successfully. Only 2 out of 30 participants had trouble with question one.

Question 2: “How old are you?”

Graphic 16: Section 1 - Question 2-Post test

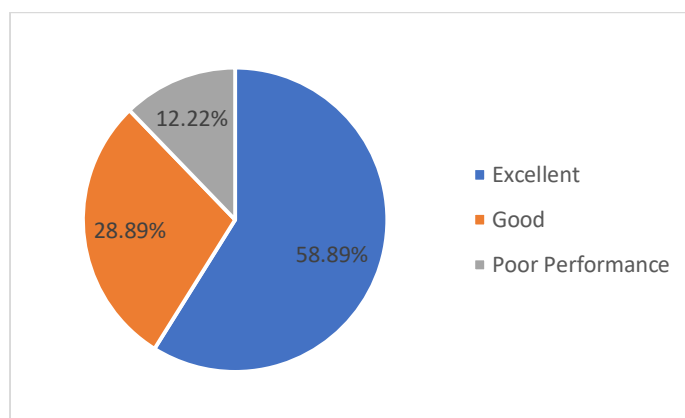


Source: Own preparation

The results for question two show that students have an ‘excellent’ understanding of the question. They are able to produce answers that are grammatically correct most of the time, plus their clear pronunciation and fluency is clear, only showing minor mistakes occasionally. The pie chart shows that 60% of participants got ‘excellent’ results, 30% got ‘good’ results, and 10% had ‘poor’ results. This means that 90% of the participants were able to reply to question two successfully.

Question 3: “Where do you live?”

Graphic 17: Section 1-Question 3-Post test

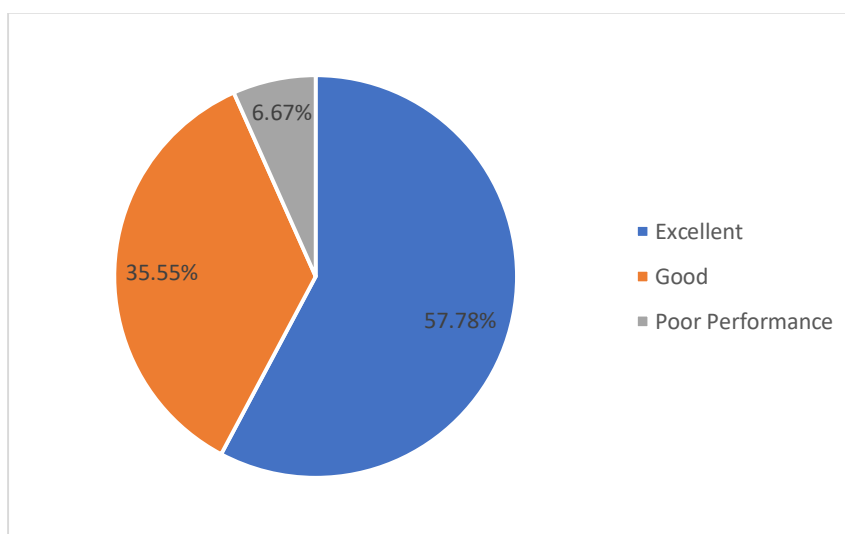


Source: Own preparation

The results for question three show that students have an ‘excellent’ grasp of the question. They have no trouble understanding the question and what is expected of the answer, although some of them still need a bit of help from the instructor. A majority of the participants are able to produce answers that are grammatically correct although there are some mistakes present. The pronunciation skill, although it is shown to be the weakest point, is also clear enough to be understood with ease. The pie chart shows that 58.89% of participants got ‘excellent’ results, 28.89% got ‘good’ results, and 12.22% had ‘poor’ results. This means that 87.78% of the participants were able to reply to question three successfully.

Question 4: “Where do you study?”

Graphic 18: Section 1-Question 4-Post test



Source: Own creation

The results for question four show that students have an ‘excellent’/ ‘good’ grasp of the question. They have little trouble understanding the question, with less than half the participants needing the instructor to help them with clues. Twenty-four of the participants were able to reply to the question despite of a few grammatical mistakes. Over three fourths of the participants were able to produce clear responses despite some minor pronunciation and fluency issues. The pie chart shows that 57.78% of participants got ‘excellent’ results, while 35.55% got ‘good’

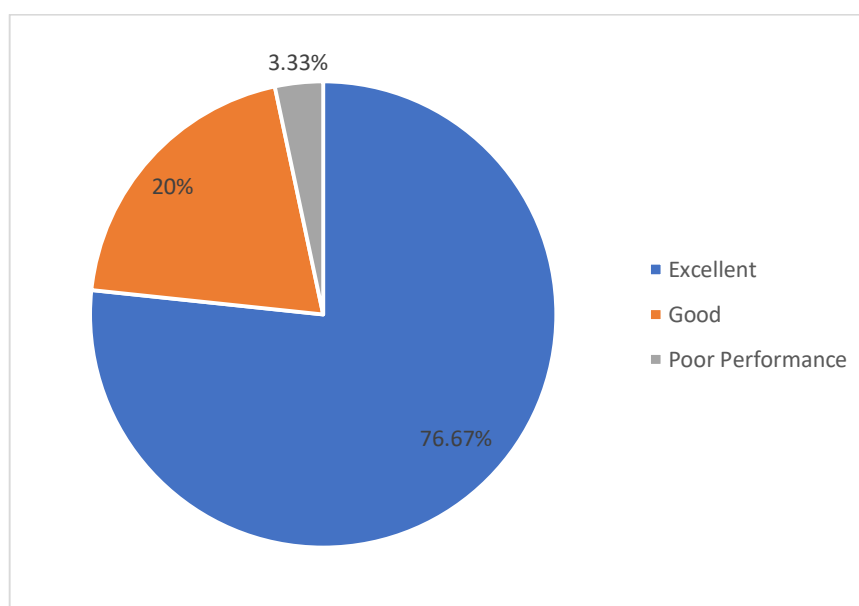
results, and 6. 6% obtained 'poor' results, which means that nearly all of the participants were able to reply to question four successfully.

Section 2: Talking about personal information

This section contained questions related to the skill 'talking about personal information'. The following charts present the results in the same manner that the Pre-test did. 'Excellent' and 'good' responses indicate that the students were able to understand and answer the question successfully, despite varying levels of proficiency.

Question 1: Do you have brothers or sisters?

Graphic 19: Section 2-Question-Post test

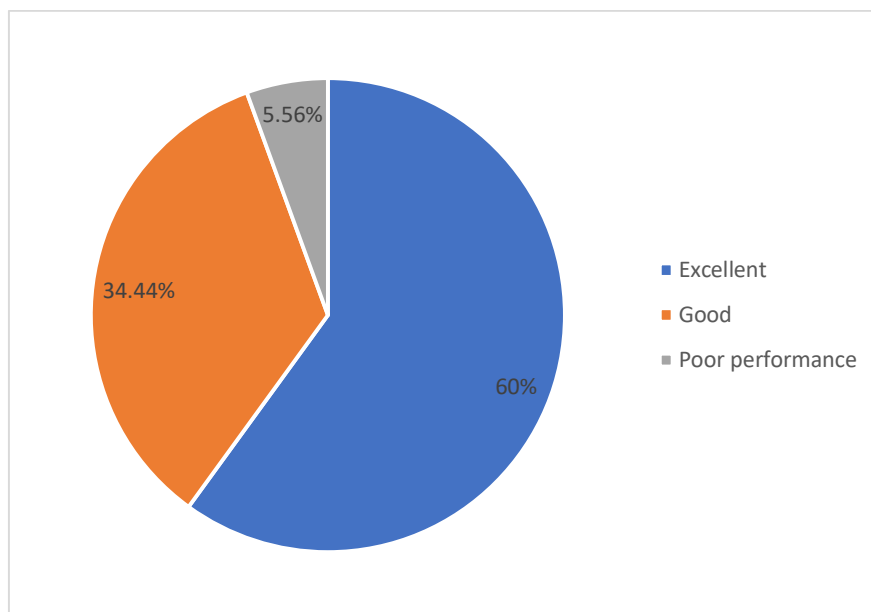


Source: Own preparation

The overall results for question one of section two were 'excellent', as a large majority of participants understood the question with ease and produced answers that were grammatically correct, clear, and fluent. To summarize, 76.67% of participants scored 'excellent' results, 20% got 'good' results, and only 3.33% got 'poor' results. The data can be seen on the pie chart, showing that 96.67% of participants obtained successful results.

Question 2: Who is your best friend at school?

Graphic 20: Section 2-Question 2-Post test

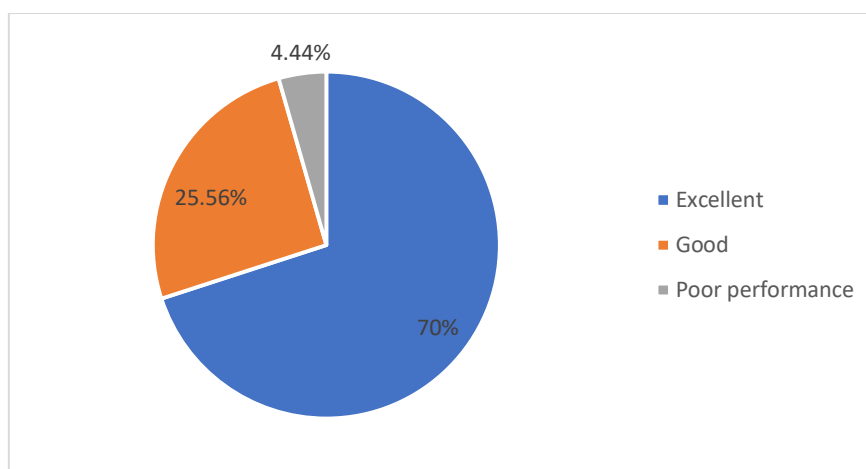


Source: Own preparation

The results for question two of section two were 'excellent' and 'good', as most participants had little to no trouble understanding the question and producing answers that were correct in their grammar, fluency, and pronunciation. Only a small percentage of students showed 'poor' performances. All of the students scored high on grammar a receptive skill. Overall, the pie charts show that 60% of participants scored 'excellent' results, 34.44% got 'good' results, and 5.56% obtained 'poor' results, which shows that most participants got successful results.

Question 3: What is your favorite food?

Graphic 21: Section 2-Question 3-Post test

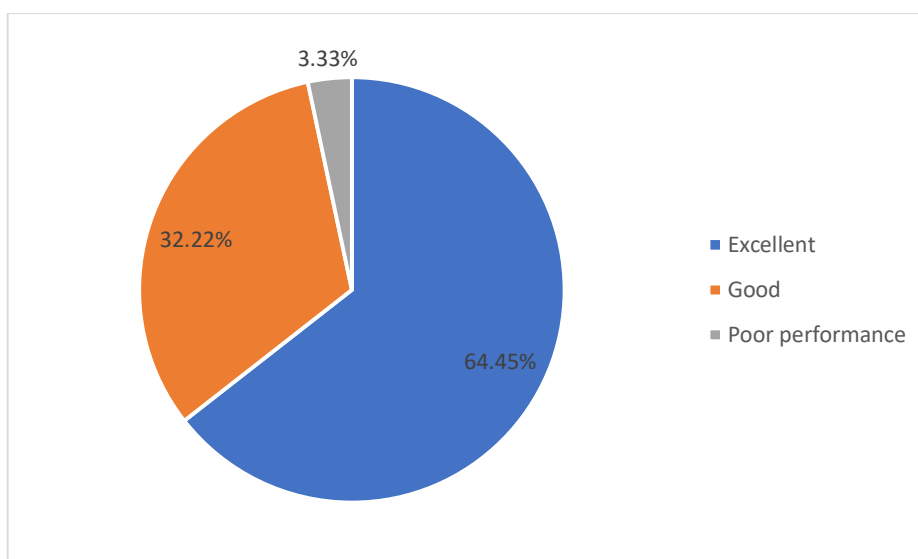


Source: Own preparation

The results for question three show that students have an 'excellent' grasp of the question with a large percentage of participants having no difficulty to understand what the question means, and producing mostly correct answers, with occasional help from the instructor. There are some mistakes regarding grammar accuracy and pronunciation but they are minor. All in all, participants were able to produce coherent sentences and comprehensible speech. The pie chart shows that 70% of participants got 'excellent' results, 25.56% got 'good' results, and 4.44% got 'poor' results. This means that over half of the participants were able to score successful results.

Question 4: What is your favorite movie?

Graphic 22: Section 2-Question 4-Post test



Source: Own preparation

The results for question four show that students have an 'excellent' understanding of the question, with only a few participants needing help from the instructor. Most of the participants were able to reply to the question despite a few grammatical mistakes. Nearly all of the participants produced clear responses with a fluent speech. The pie chart shows that 64.45% of participants got 'excellent' results, while 32.22% got 'good' results, and 3.33% obtained 'poor' results, which means that nearly all of the participants scored successful results.

Section 3: Classroom instructions

Four instructions related to every-day classroom language were presented in section 3 of the post-test. As in the pre-test, the criterium for this section was successful performance, this means, whether the participant was able or unable to follow the instruction.

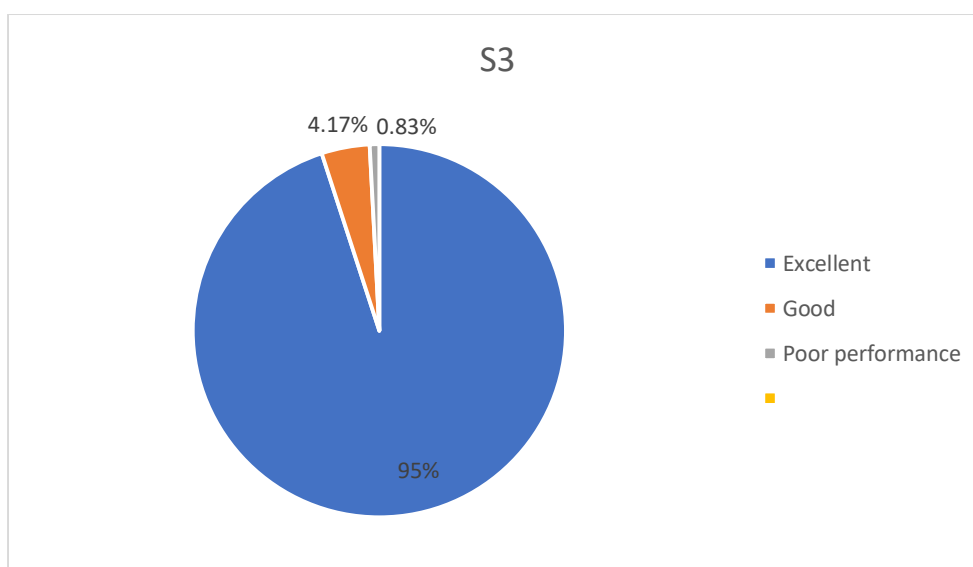
Table 12: Section 3 Results – Post test

SECTION 3	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
INSTRUCTION 1	30	0	0	30
INSTRUCTION 2	30	0	0	30
INSTRUCTION 3	24	5	1	30
INSTRUCTION 4	30	0	0	30

Source: Own preparation

As shown in Table 12, the overall results of section 3 were 'excellent', as a large majority of participants were able to perform the instruction on their own. An outstanding 95% of the participants scored 'excellent', which indicates that they were able to understand and perform the instruction without any help. The other 4.17% scored 'good', while only 0.83% scored 'poor performance', which means that they did not understand the instruction and thus were unable to perform it at all. Based on the results by question, it is possible to say that the instruction where students struggled the most was Instruction 3 (Write down the sentence on the board). The pie chart below shows that 99.17% of participants got successful results in section 3.

Graphic 23: Section 3-Post test



Source: Own preparation

Results by area and skill

This section analyzes the results by the area and skill evaluated in sections 1 and 2, which were the receptive skill and the productive skill, in the same manner that the pre-test results were analyzed. The purpose of this section is to understand how participants are able to understand the questions asked and then producing answers that are grammatically correct and have a correct pronunciation.

Receptive skill

This section centers around participants' abilities to understand the questions asked by the instructor. It has been analyzed with the same criteria as the pre-test.

Table 13. *Section 1-Receptive Skills-Post Test*

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
RECEPTIVE SKILLS	Q1	25	4	1	30
	Q2	18	9	3	30
	Q3	20	6	4	30
	Q4	17	12	1	30
	Total	66,67%	25,83%	7,5%	100,00%

Source: Own preparation

Table 14. *Section 2-Receptive Skills-Post Test*

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
RECEPTIVE SKILLS	Q1	25	3	2	30
	Q2	19	11	0	30
	Q3	18	10	2	30
	Q4	17	12	1	30
	Total	65,83%	30%	4,17%	100%

Source: Own preparation

The results for section 1 and 2 were consistent as both sections showed similar outcomes, with a large majority of participants obtaining 'excellent' and 'good' results. Only 4.17% of participants got 'poor' results, which means that they did not understand the question at all, even after help from the instructor.

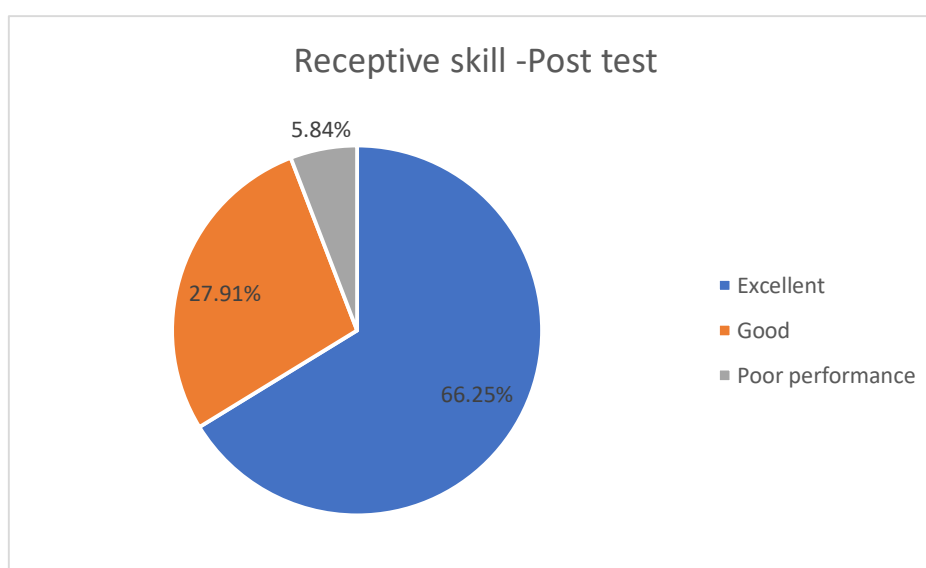
Table 15. *General Receptive Skills-Post Test*

RECEPTIVE SKILLS	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
	S1	66,67%	25,83%	7,5%	100,00%
	S2	65.83%	30%	4,17%	100,00%
	Total	66,25%	27,91%	5,84%	100,00%

Source: Own preparation

The general outcome of participants was 'excellent', with 66.25% of them obtaining this result. On the other hand, 27.91% got 'good' results, and 5.84% got 'poor' results. This shows that nearly all of the participants (94.16%) could successfully understand the questions asked by the instructor, sometimes with help or clues from the instructor, as portrayed in the pie chart below.

Graphic 24: Receptive Skills-Post test



Source: Own preparation

Productive skills

The productive skill took into account the grammar and pronunciation subskills. Regarding the grammar section, 'Excellent' results indicate that the structures were correct, with only few to no grammatical mistakes. 'Good' results show that the students had some grammatical mistakes; while 'poor' results mean that the students made several mistakes.

Table 16. *Section 1- Grammar-Post test*

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	Q1	16	13	1	30
	Q2	16	12	2	30
	Q3	18	10	2	30
	Q4	24	24	2	30
	Total	61,67%	32,5%	5,83%	100,00%

Source: Own creation

Table 17. *Section 2- Grammar-Post test*

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	Q1	23	6	1	30
	Q2	20	6	4	30
	Q3	22	6	2	30
	Q4	19	11	0	30
	Total	70%	24,17%	5,83%	100,00%

Source: Own creation

The results for sections 1 and 2 of the Grammar Subskill show that students have an 'excellent' grasp of grammatical structures. Participants obtained positive results in section 1 and 2, which means that their message was conveyed clearly even though minor mistakes were present. It is worth mentioning that participants got slightly better results in Section 2 (Talking about personal information), compared to Section 1 (Talking about oneself). Table 17 portrays the average result of both sections for the Grammar Subskill.

Table 18: *Grammar Results-Post test*

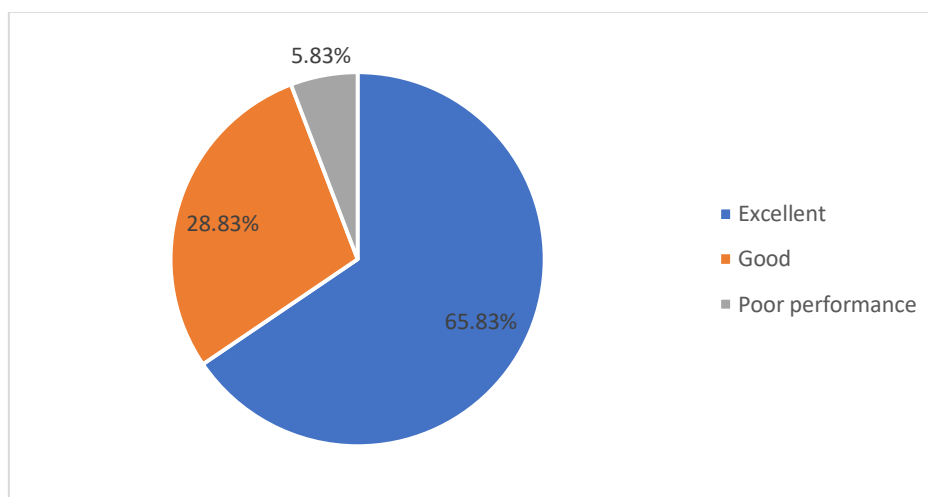
TOTAL	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
GRAMMAR	S1	61,67%	32,5%	5,83%	100,00%
	S2	70%	24,17%	5,83%	100,00%
	Total	65,83%	28,33%	5,83%	100,00%

Source: Own creation

As it is possible to see, a large majority of the participants got positive results, with 65.83% of them obtaining 'excellent' results, and 28.33% getting 'good' results. Therefore, it can be said that the participants understand grammatical structures

and are able to produce them on a satisfactory level. Overall, 94.16% of all students involved in the pre-test achieved successful results, while only 5.83% struggling to create grammatically correct sentences who obtained 'poor' results. This can be seen in the graphic below.

Graphic 25: Grammar Subskill-Post test



Source: Own preparation

Likewise, the Pronunciation subskill analyzed how clear and fluent the participants' speech was. Tables 19 and 20 analyze the results in the same way the pre-test results did.

Table 19. Section 1 – Pronunciation-Post test

SECTION 1	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	Q1	18	12	0	30
	Q2	20	6	4	30
	Q3	15	10	5	30
	Q4	11	16	3	30
	Total	55,33%	36,67%	10%	100,00%

Source: Own creation

Table 20. Section 2 – Pronunciation-Post test

SECTION 2	QUESTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	Q1	21	9	0	30
	Q2	15	14	1	30
	Q3	23	7	0	30
	Q4	22	6	2	30

Total	67,50%	30%	2,50%	100,00%
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Source: Own preparation

Regarding pronunciation, participants got 'excellent' results in both sections. Nearly all of the students who participated in the pre-test got 'good' and 'excellent' results in Sections 1 and 2, which indicates that their pronunciation was clear and fluent. These results are in line with the ones obtained in the Grammar subskill, where participants got higher results in section 2. Chart 21 below shows the average result of both sections for the Pronunciation subskill.

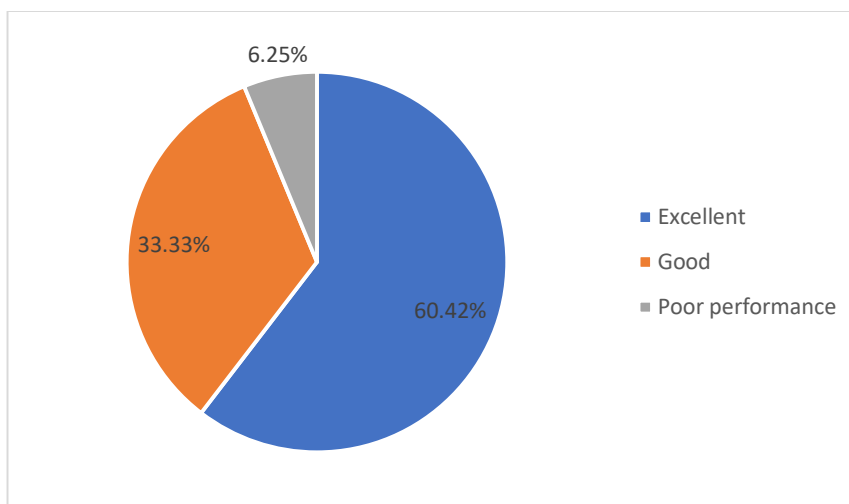
Table 21. *Pronunciation Results-Post test*

TOTAL	SECTION	EXCELLENT	GOOD	POOR PERFORMANCE	TOTAL
PRONUNCIATION	S1	53,33%	36,67%	10%	100,00%
	S2	67,50%	30%	2,50%	100,00%
	Total	60,42%	33,33%	6,25%	100,00%

Source: Own creation

Finally, over half the participants scored 'excellent' results in the Pronunciation Subskill, which is a positive outcome. The table above shows that 60.42% of participants scored 'excellent' results, and 33.33% scored 'good' results; this indicates that the students' pronunciation is clear enough to be easily understood and fluent for their level. The remaining 6.25% of participants obtained 'poor' results. The following graphic shows the final results for the Pronunciation subskill.

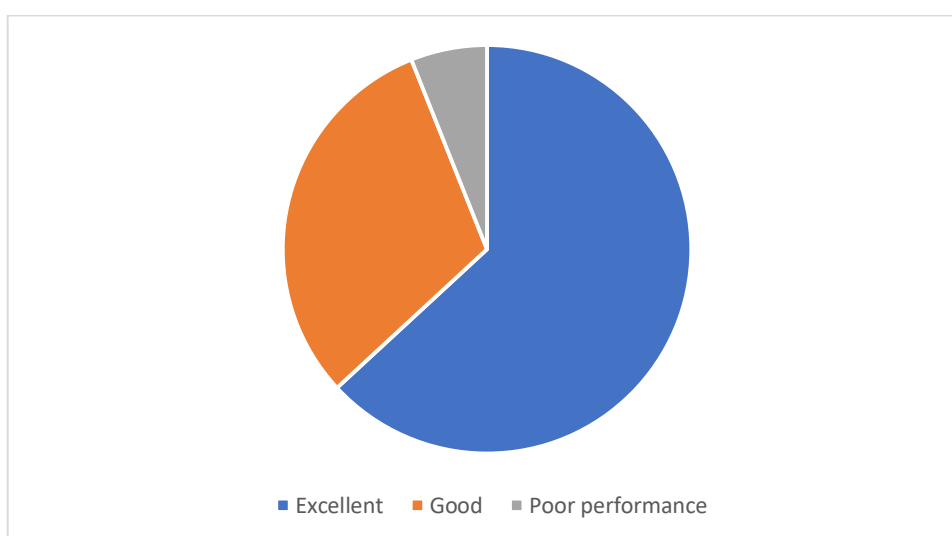
Graphic 26: Pronunciation subskill -Post test



Source: Own creation

The results of both subskills were combined in one graphic in order to provide a general view for the productive skill. Graphic 27 shows that 63.13% of participants got 'excellent' results, and 30.83% got 'good' results. This means that 93.96% of the group were able to produce speech in a way that is clear to understand, fluent, and grammatically correct most of the time. The remaining 6.04% obtained unsuccessful results, given their grammar structures, pronunciation and fluency did not allow for clear speech production.

Graphic 27: Productive skill -Post test



Source: Own creation

3.3. Results of intervention

The intervention took place over a period of five weeks in which participants had four scheduled class hours a week, thus summing up twenty hours of instruction. During this time the participants were exposed to the Total Physical Response Methodology through different techniques, such as mime, games, and visual cues. The teacher made sure to repeat certain gestures with verbs such as 'look', 'open', 'read', so that students could associate those words with movements.

Similarly, students played Simon Says with the teacher, who used this activity to practice new vocabulary words, especially classroom related vocabulary. Once a week the instructor worked on the Total Physical Response Storytelling Strategy to narrate short stories to the participants while enacting some of the verbs described in the stories.

Through these techniques, the instructor could introduce new words and structures to students, as well as put into practice their receptive and productive skills.

It is worth mentioning that the pre-test was administered the week before the intervention took place, whereas the post-test was taken after the five-week period of allotted time for the intervention. The following charts and graphics are a visual representation of the results obtained by students before and after the intervention. In this way it is possible to observe and analyze the students' progress after the intervention.

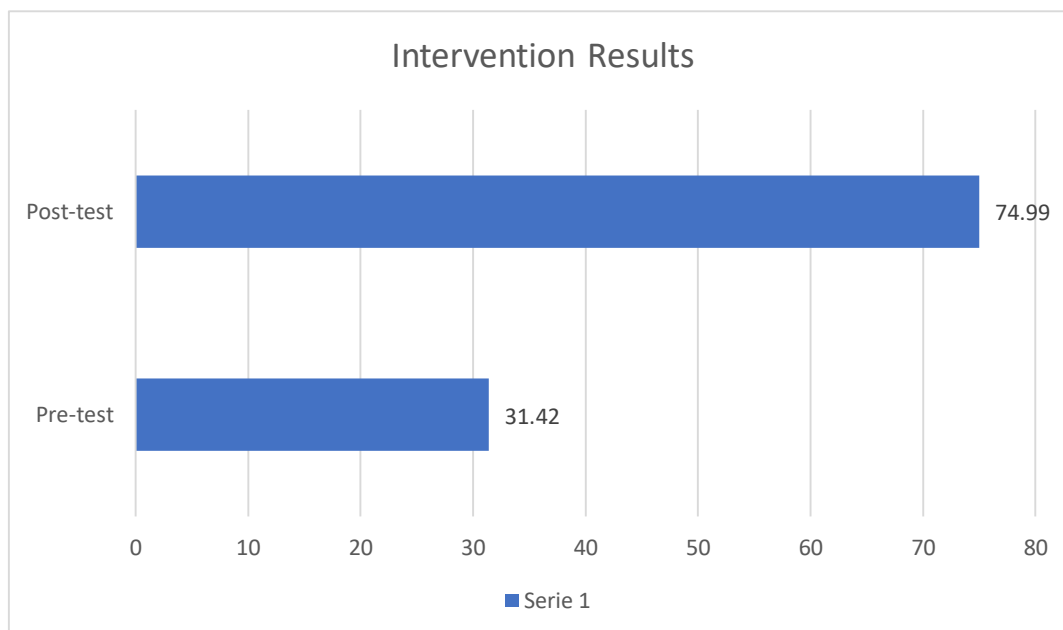
Results by participant

Table 22. *Intervention results*

Participant	Pre-test result	Post-test result	Participant	Pre-test result	Post-test result
1	53,57%	96,43%	16	39,29%	91,07%
2	42,86%	87,50%	17	25,00%	78,57%
3	48,21%	98,21%	18	33,93%	91,07%
4	42,86%	73,21%	19	33,93%	78,57%
5	51,79%	87,50%	20	30,36%	85,71%
6	16,07%	82,14%	21	30,36%	82,14%
7	35,71%	82,14%	22	32,14%	89,29%
8	41,07%	85,71%	23	25,00%	85,71%
9	37,50%	85,71%	24	28,57%	82,14%
10	33,93%	85,71%	25	25,00%	73,21%
11	19,64%	89,29%	26	17,86%	75,00%
12	48,21%	71,43%	27	21,43%	58,93%
13	41,07%	76,79%	28	19,64%	55,36%
14	32,14%	73,21%	29	19,64%	73,21%
15	30,36%	82,14%	30	16,07%	62,50%
				31,42%	74,99%

Source: Own preparation

Graphic 28: Intervention results



Source: Own preparation

Results by section

Section 1

Table 23. *Section 1-Intervention results*

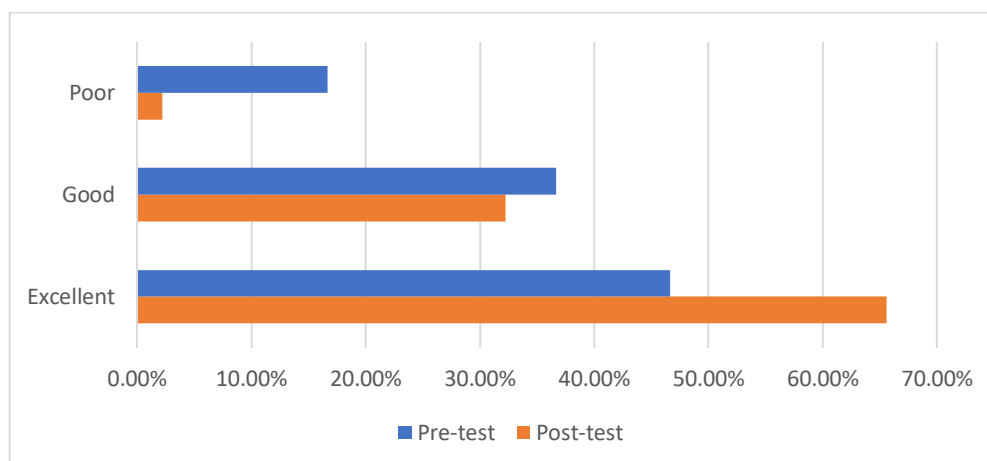
SECTION 1	QUESTION 1			QUESTION 2			QUESTION 3			QUESTION 4		
	Ex.	G.	P.	Ex.	G.	P.	Ex.	G.	P.	Ex.	G.	P.
Pre-test	46%	36%	16%	4%	42%	53%	2%	44%	53%	0%	47%	52%
Post-test	65%	32%	2%	60%	30%	10%	58%	28%	12%	57%	35%	6%

Source: Own preparation

In Table 23 we can see how the participants' outcomes improved significantly. Not only the percentage of 'poor performance' decreased, but the percentage of 'excellent' results improved greatly, especially in questions 2, 3, and 4, where the number of excellent responses went from below 10% to over 50%. This means that the students were able to benefit from Total Physical Response Method (TPR) in a way that allowed them to successfully interpret and answer the questions provided in Section 1. The following graphics are a visual representation of the individual questions in order to better understand how the intervention helped improve the participants' performance.

Question 1.

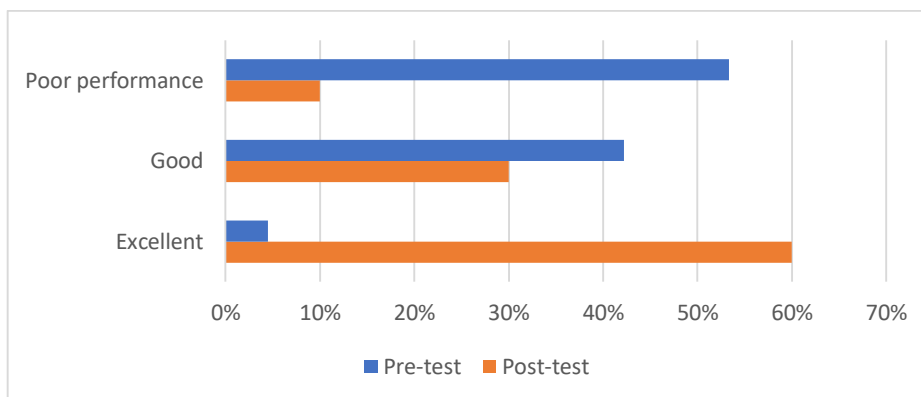
Graphic 29: S1-Q1 Intervention results



Source: Own preparation

Question 2.

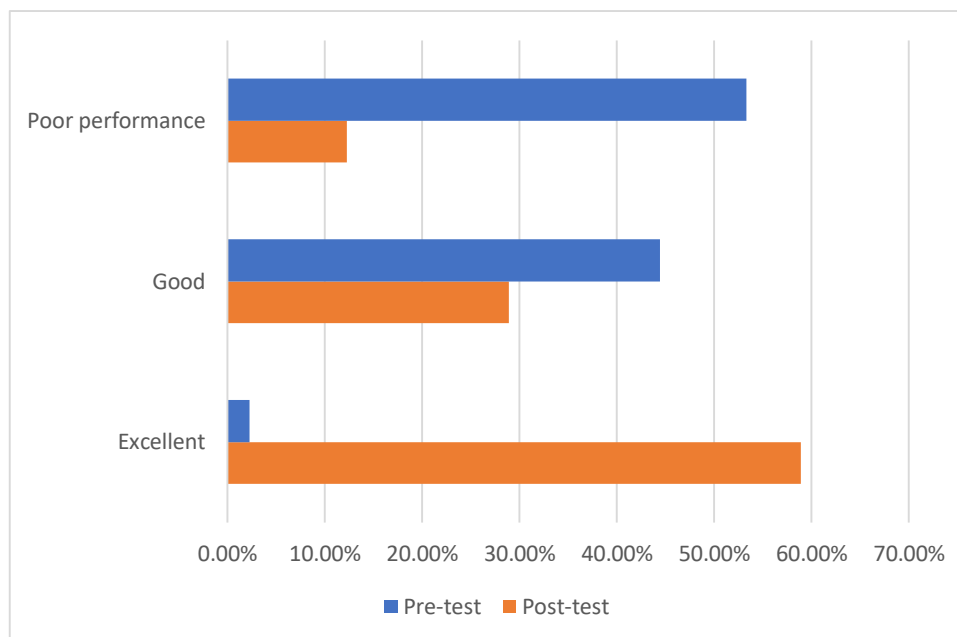
Graphic 30: S1-Q2 Intervention results



Source: Own preparation

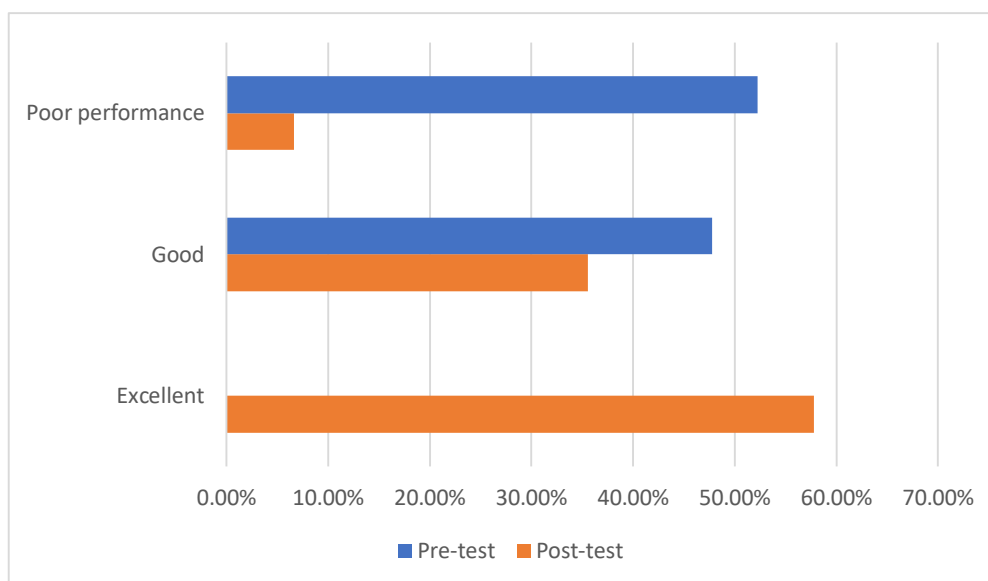
Question 3.

Graphic 31: S1-Q3 Intervention results



Source: Own preparation

Graphic 32: S1-Q4 intervention results



Source: Own preparation

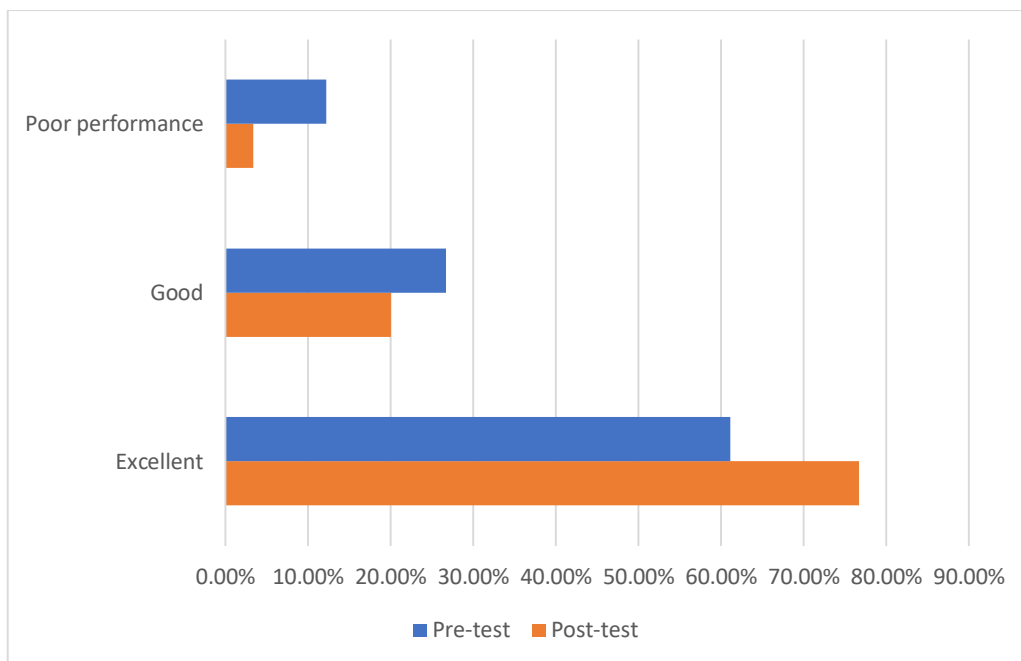
Section 2

Table 24. Section 2 – Intervention results

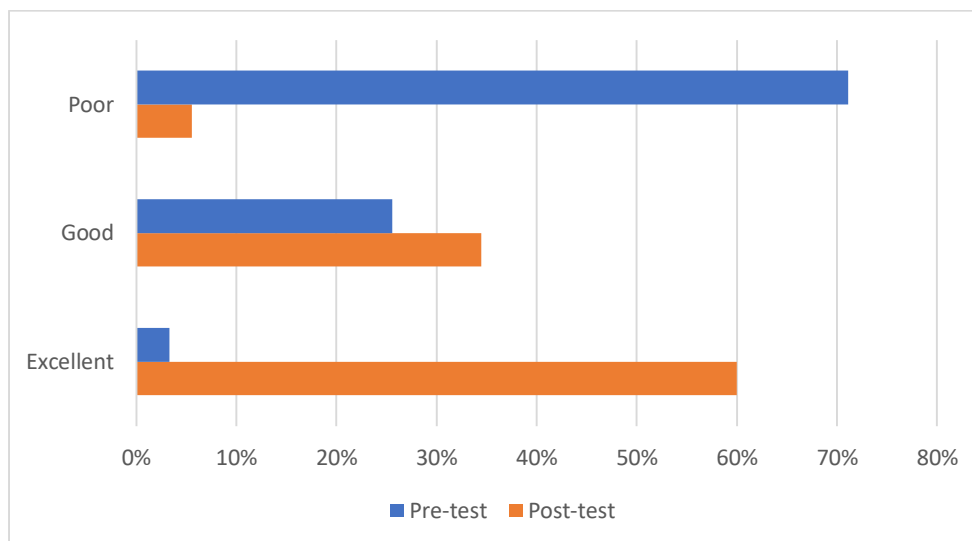
SECTION 2	QUESTION 1			QUESTION 2			QUESTION 3			QUESTION 4		
	Ex.	G.	P.	Ex.	G.	P.	Ex.	G.	P.	Ex.	G.	P.
Pre-test	61.1 1%	26.6 7%	12.2 2%	3.33 %	25.5 6%	71.1 1%	7.78 %	38.8 9%	53.3 3%	3.33 %	20% %	76.6 7%
Post-test	76,6 7%	20% %	3,33 %	60% %	34,4 4%	5,56 %	70% %	25,5 6%	4,44 %	64,4 5%	32,2 2%	3,33 %

Source: Own preparation

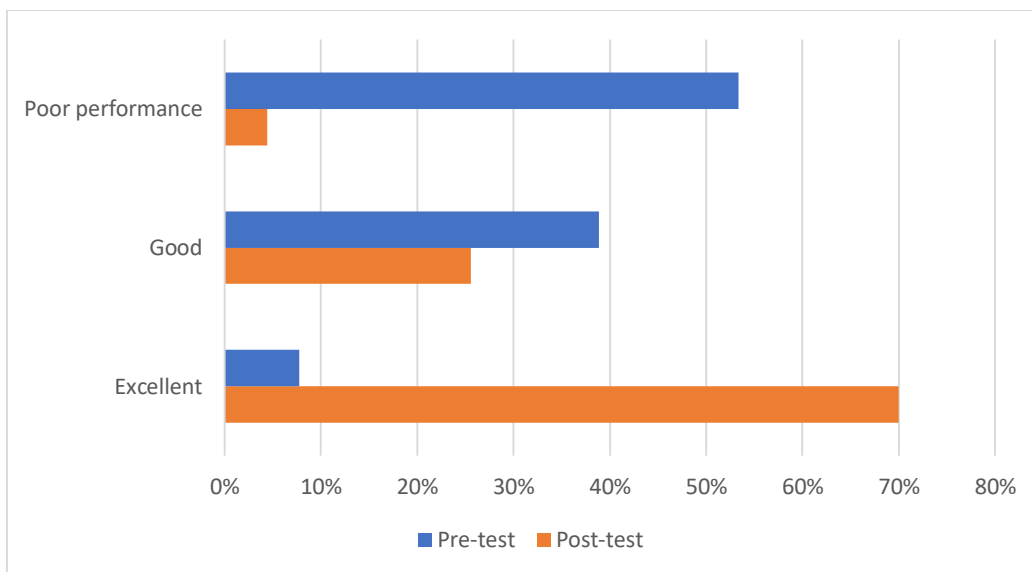
Table 24 shows how the participants' outcomes greatly improved. Overall, the participants went from poor performances to excellent performances. Question 4 was the question that students scored lowest in the pre-test; however, they did outstandingly after the intervention. This means that the students were able to understand and produce correct answers for this section after Total Physical Response methodology was implemented in the classroom. The following graphics are a visual representation of the individual questions so that it is possible to see how participants' performance improved after the intervention.

Question 1.**Graphic 33: S2-Q1 Intervention results**

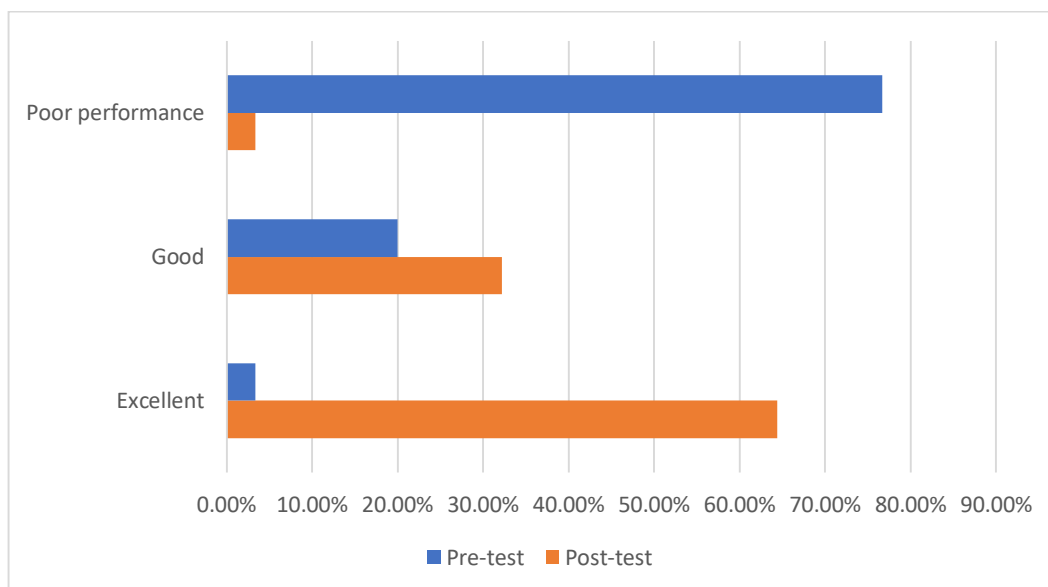
Source: Own preparation

Question 2.**Graphic 34: S2-Q2 Intervention results**

Source: Own preparation

Question 3.**Graphic 35: S2-Q3 Intervention results**

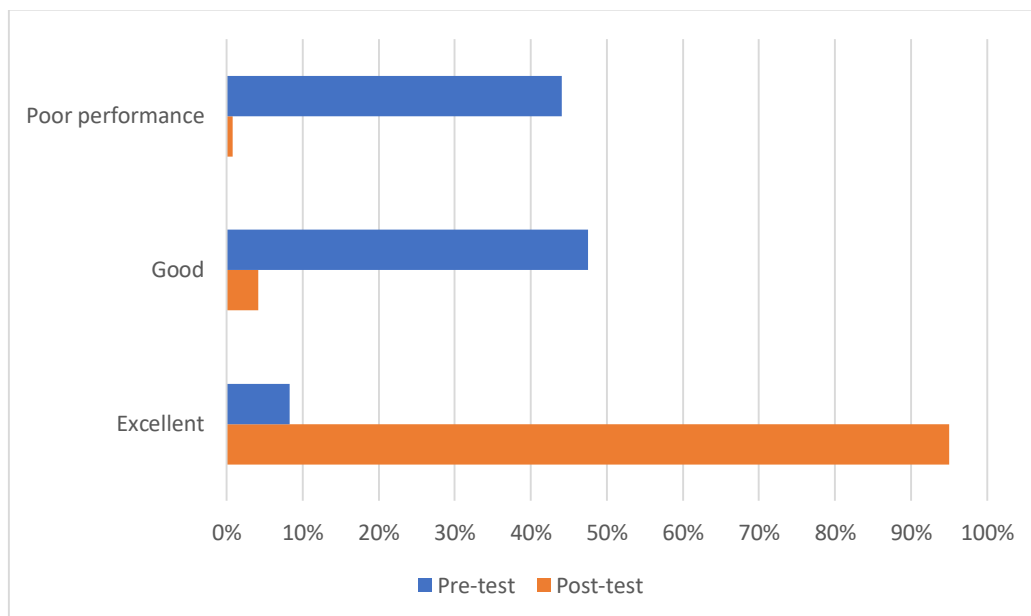
Source: Own preparation

Question 4.**Graphic 36: S2-Q4 Intervention results**

Source: Own preparation

Section 3

Graphic 37: Section 3- intervention results



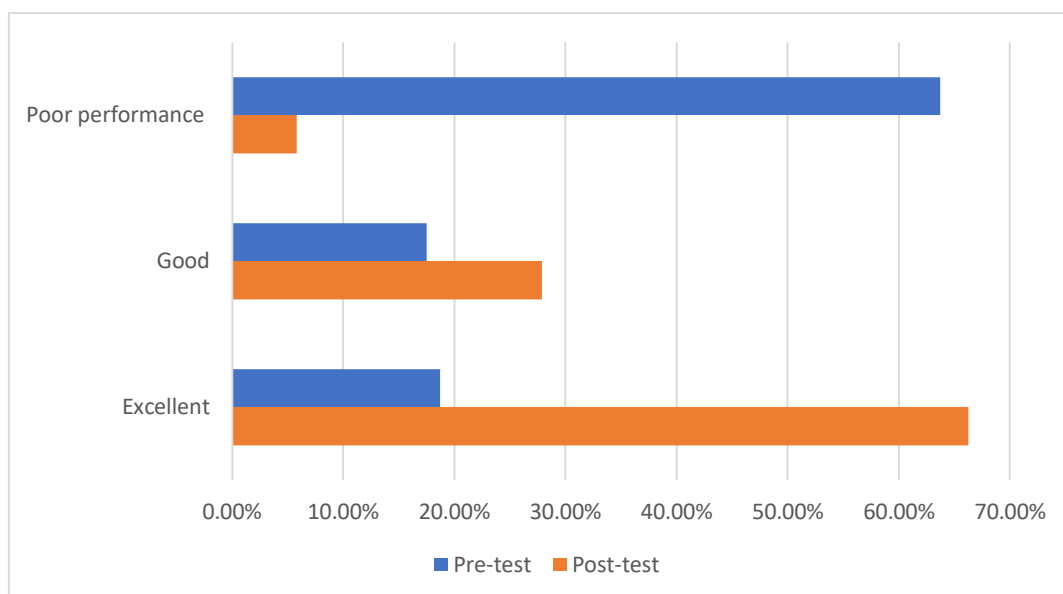
Source: Own preparation

After the intervention, the participants increased the success rate for section 3. In this section participants were tested on how accurately they could perform spoken instructions related to classroom language. This section got the highest scores out of all the three sections, showing that Total Physical Response Method (TPR) had the biggest impact on how students are able to respond with movement to oral commands after intervention including repetitive actions that they associate with spoken instructions. Nearly all the students were able to follow instructions correctly, which is one of the main objectives of Total Physical Response.

Results by area and skill

Receptive skill

Graphic 38: Receptive skills – intervention results

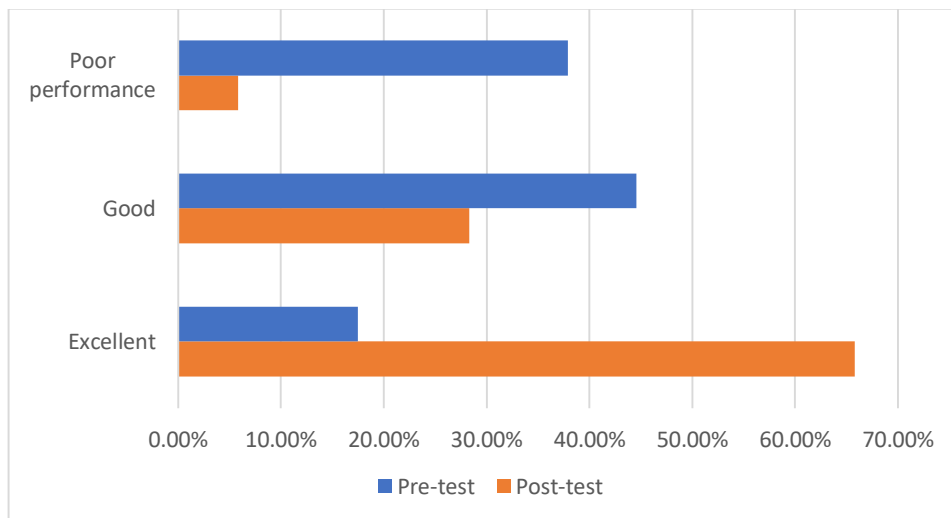


Source: Own preparation

As for the receptive skills, it is possible to see how participants' performance improved after intervention. As a matter of fact, the results for the pretest indicated that a large majority of students (63.75%) could not understand the questions, not even after the instructor offered to help them. However, the post-test shows that only 5.84% of participants were unable to understand the questions after intervention, with nearly 94% of students who could understand either on their own or with help from the instructor.

Productive skill

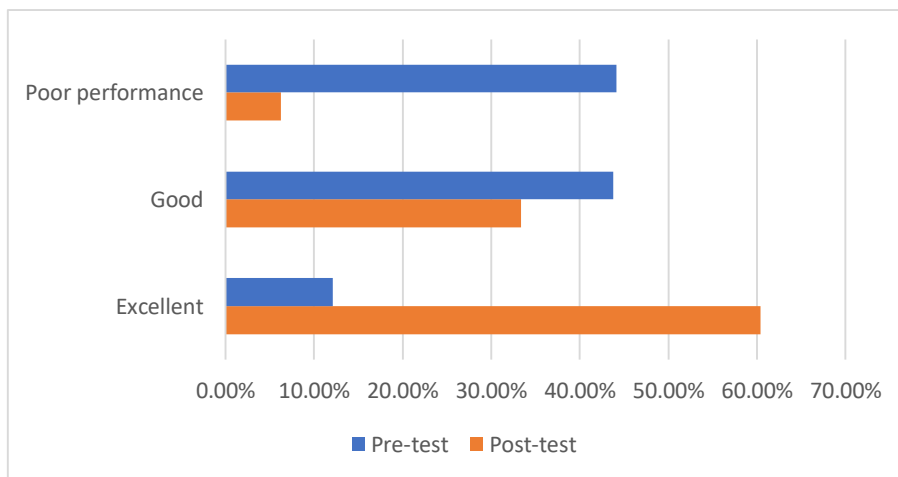
Graphic 39: Grammar- Intervention results



Source: Own preparation

Regarding grammar, the results post intervention shows that there was a noticeable improvement compared to the results of the pre-test. As portrayed, in graphic 39, 37.92% of participants obtained ‘poor’ results in the pre-test, which means that they were not able to produce correct grammatical structures. On the other hand, this number was reduced to 5.83% for the post-test, in which a large majority of participants got ‘excellent’ results instead. This is clear evidence that Total Physical Response Method (TPR) has a positive effect on the students’ ability to produce correct grammatical structures through the use of chains, repetition, and exposure to the target language.

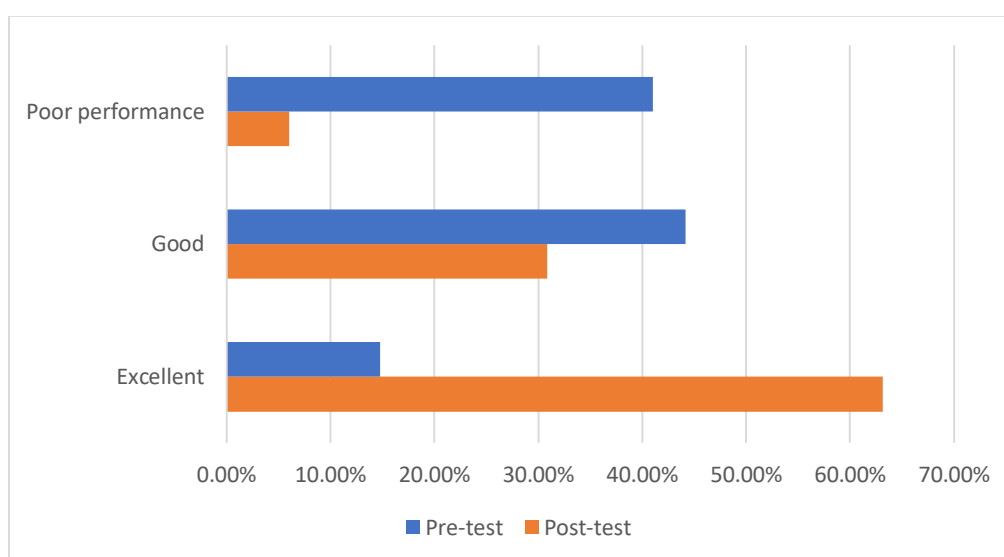
Graphic 40: Pronunciation – Intervention results



Source: Own preparation

In regards to the pronunciation sub-skill, there was enhanced performance shown by participants after the intervention. First, it can be seen that students had an average pronunciation in the pre-test, with most of them scoring 'good' and 'poor' results in an even distribution. On the other hand, the results switch after the post-test. Now the large majority of students scored 'excellent' results while less than 7% struggling to pronounce clear and fluent speech. This was possible thanks to Total Physical Response techniques that modeled speech for learners.

Graphic 41: Productive skills – Intervention results



Source: Own preparation

Finally, the sum of the grammar and pronunciation sub-skills make it possible to analyze the outcomes of the productive skills section. In graphic 41 is possible to appreciate the improvement in performance by participants. While the results for the pre-test were evenly distributed between good and poor results, meaning that nearly half the class had an average pronunciation while the other half had incomprehensible pronunciation, the post-test results show that the intervention was successful in enhancing better speech production. 'Poor performance' scores diminished to 6.04% while 'excellent scores' went up to 63.13%. In this way it can be observed how participants who were not able to produce clear speech enhanced their skills significantly, resulting in clear and fluent speech patterns that were easy to understand.

CONCLUSIONS

This research focused on the speaking skill as the most important competency that students should possess in order to succeed in later stages of foreign language learning. As examined in the first chapter of this work, students often find it difficult to acquire and develop their speaking skills as it requires a solid understanding of grammar structures, as well as receptive and productive abilities. For this reason, the researcher implemented the Total Physical Response Methodology as a way to evaluate its effectiveness to enhance students' speaking acquisition.

This method was chosen based on the perceived benefits that experts attributed to it, as discussed in Chapter 1 of this research. The main objectives were to find what activities were the best suited for primary school students, and later analyze the impact of these activity on the students' speaking performance.

- As for the best activities that can be used in the classroom to enhance the speaking skill through Total Physical Response Method (TPR), the researcher found that Simon Says, command chains, and mimic/gestures were the most effective tools, as participants responded favorably to this type of instruction. They seemed to be very responsive and engaged in game activities such as Simon Says, and using mimic and gesture proved to be effective to create mental links between words and actions. Similarly, command chains were also well received among students because of the fun element that it implies.
- Regarding the impact these techniques had on students' speaking skills, it is possible to say that participants benefitted from them. As shown in the pre-test results sections, students struggled with the speaking skill, they had a vague grasp of grammatical structures but their pronunciation was lacking. Not to mention that nearly half the students also had trouble understanding spoken commands and questions, as well as producing verbal and non-verbal responses on their own.

This was evidenced in Chapter 3 of this research. The intervention process involved the activities mentioned in Chapter 1, to which the students reacted in a positive way. Afterwards, the post-test results showed that students improved in all the areas and sub-skills analyzed in the test.

- The greatest improvement was shown in Section 3 of the test, which is the one that evaluated students' performance in relation to spoken commands used in the classroom. However, the speaking ability of participants increased greatly as well. The Reception and Productive skills areas faced major improvement after intervention. While participants had trouble understanding speech during the pre-test, with 63.75% of 'poor performance' scores, these results improved drastically after intervention, with a 66% of 'excellent' scores. Even more important is the outcome regarding the productive skill, as this is the part where it is possible to observe how Total Physical Response Method (TPR) benefits speak acquisition.

Before the intervention, students struggled to produce speech, with 41.04% of participants obtaining 'poor performance' in the productive skill, which means that they could not produce correct grammatical structures not pronounce in a clear, fluent way. The post-test revealed that this number decreased severely after intervention, going down to 6.04%. On the other hand, the large majority of participants (63.13%) got 'excellent' results, an indicator that their grammatical accuracy and speech patterns were correct and appropriate for their level.

- This information allows the researcher to answer the research question: How will the Total Physical Response method boost English speaking acquisition in primary school students? Thus, it is possible to say that Total Physical Response boosts speaking acquisition in primary school students by modeling speech patterns that students repeat and associate with physical movement. Through techniques such as games and chain drills, students were able to associate commands to physical responses, as well as learn grammatical structures that they were able to produce on their own with clear pronunciation. The outcome presented by the participants exceeded

expectations, showing that it was possible to noticeably improve the speaking skill of students after five weeks of exposure to the Total Physical Response Method.

RECOMMENDATIONS

The research presented in this paper could benefit from further exploration in the future. While this research was able to prove that Total Physical Response Method (TPR) help students boost their speaking skill, it would be useful to determine how students feel about this methodology, as well as what are teachers' perspective regarding its implementation, whether they would use it in class or not, and why.

- Similarly, it would be beneficial to understand why this method has not been implemented in more institutions in our country; it might be due to a lack of information on the part of teachers or to lack of necessary resources and support from the institution.
- More so, it would be relevant to find out to what degree it might benefit students from different socio-economic backgrounds, such as rural institutions, public and private schools, as well as ascertain what grades benefit the most with this methodology, so that teachers may know how to take advantage of it.
- Finally, this research was conducted during a time of virtual schooling, thus, it would be a valuable recommendation for researchers to apply these techniques and methodology in in-person classrooms once the conditions in the country are favorable. In this way, it will be possible to tell the difficulties that would arise from in-person instruction, as well as the possible solutions for those problems. In this scenario, it would be possible to compare those results with the ones obtained through virtual settings and observe if there are any differences in the outcomes of participants based on the environment for the study.

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ANNEXES

A: Test tool

Oral test

Section 1: Talking about oneself

Q1: What is your name?

Q2: How old are you?

Q1: Where do you live?

Q4: Where do you study?

Section 2: Talking about personal information

Q1: Do you have brothers or sisters?

Q2: Who is your best friend at school?

Q3: What is your favorite food?

Q4: What is your favorite movie?

Section 3: Classroom instructions

For this part of the examination, the teacher gives instructions and that students perform them.

I1: Take out your book

I2: Open your book to page 10.

I3: Write down the sentence on the board, please. (My name is Amelia)

I4: Close your book and put everything away.

B: Evaluation tool: Rubric**Section 1.**

Question 1.

Criteria	Excellent 2	Good 1	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 4

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question

Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Section 2.

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Student understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Question 4.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation

Section 3.

Instruction 1.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation

Instruction 2.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation

Instruction 3.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation

Instruction 4.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation

C: Filled out pre-test results (sample)

B: Evaluation tool: Rubric**Section 1.****Question 1.**

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. X
Production skills	Little to no grammatical mistakes	Some grammatical mistakes X	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy X to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question X
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation X easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question X
Production skills	Little to no grammatical mistakes	Some grammatical mistakes X	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation X easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

B: Evaluation tool: Rubric**Section 1.****Question 1.**

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help	Students understand the questions with some help	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Section 2.

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help. X	Students understand the questions with some help.	Students do not understand the question.
Production skills	Little to no grammatical mistakes. X	Some grammatical mistakes.	Many grammatical mistakes.
	Pronunciation is easy to understand and fluent. X	Pronunciation is easy to understand but it is not fluent.	Pronunciation is difficult to understand and not fluent.

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Student understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. X
Production skills	Little to no grammatical mistakes. X	Some grammatical mistakes. X	Many grammatical mistakes.
	Pronunciation is easy to understand and fluent.	Pronunciation is easy to understand but it is not fluent. X	Pronunciation is difficult to understand and not fluent.

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help. X	Students do not understand the question.
Production skills	Little to no grammatical mistakes. X	Some grammatical mistakes.	Many grammatical mistakes.
	Pronunciation is easy to understand and fluent.	Pronunciation easy to understand but it is not fluent. X	Pronunciation is difficult to understand and not fluent.

Source: Own preparation.

Question 4.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. X
Production skills	Little to no grammatical mistakes. X	Some grammatical mistakes.	Many grammatical mistakes.
	Pronunciation is easy to understand and fluent. X	Pronunciation easy to understand but it is not fluent.	Pronunciation is difficult to understand and not fluent.

Source: Own preparation.

Section 2.

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help. ✓	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent. ✓	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Student understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. ✗
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes. ✗
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent. ✗	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. ✗
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes. ✗
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent. ✗

Source: Own preparation.

Question 4.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question. ✗
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes. ✓
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent. ✗

Source: Own preparation.

Section 3.**Instruction 1.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some and is able to perform it.	Students do not understand the instruction. Student does not perform it. X

Source: Own preparation.

Instruction 2.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it. X	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

Instruction 3.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it. X

Source: Own preparation.

Instruction 4.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it. X	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

Section 3.**Instruction 1.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 2.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 3.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 4.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

D: Filled out Post-test results (sample)

B: Evaluation tool: Rubric**Section 1.**

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent X	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes X	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent X	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Section 2.

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help	Students understand the questions with some help	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Student understand the question without any help	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Section 3.**Instruction 1.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

Instruction 2.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

Instruction 3.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

Instruction 4.

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

B: Evaluation tool: Rubric**Section 1.****Question 1.**

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent X	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes X	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes X	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent X	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help X	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes X	Many grammatical mistakes
	Pronunciation is easy to understand and fluent X	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Section 2.

Question 1.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 2.

Criteria	Excellent	Good	Poor performance
Reception skills	Student understand the question without any help	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation is easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 3.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Question 4.

Criteria	Excellent	Good	Poor performance
Reception skills	Students understand the question without any help.	Students understand the questions with some help.	Students do not understand the question
Production skills	Little to no grammatical mistakes	Some grammatical mistakes	Many grammatical mistakes
	Pronunciation is easy to understand and fluent	Pronunciation easy to understand but it is not fluent	Pronunciation is difficult to understand and not fluent

Source: Own preparation.

Section 3.**Instruction 1.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 2.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 3.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.**Instruction 4.**

Criteria	Excellent	Good	Poor performance
Performance	Students understand the instruction and is able to perform it without any help.	Students understand the instruction with some help and is able to perform it.	Students do not understand the instruction. Student does not perform it.

Source: Own preparation.

E: Photos of some instructions of the Total Physical Response Method in the class.



F: Photos of some students in the Pre-test and post-test process.



