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**TPRS METHOD IN THE DEVELOPMENT OF VOCABULARY IN YOUNG-ADULT
LEARNERS**

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Line of research:

Innovative pedagogies in English language teaching methodological strategies

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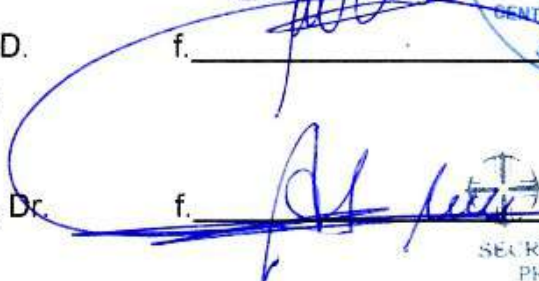
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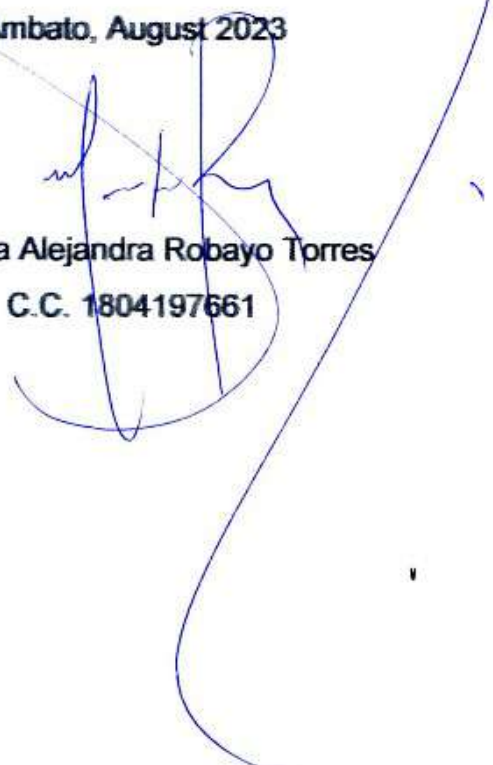
STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **GABRIELA ALJANDRA ROBAYO TORRES** con **CC.180419766-1**, autora del trabajo de graduación intitulado: **"TPRS METHOD IN THE DEVELOPMENT OF VOCABULARY IN YOUNG-ADULT LEARNERS"**, previa a la obtención del título profesional de **MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**, en el programa de **POSGRADO MAESTRÍA EN PEDAGOGÍA EN INGLÉS COMO LENGUA EXTRANJERA**.

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Ambato, August 2023


Gabriela Alejandra Robayo Torres
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DEDICATION

I wholeheartedly thank my beloved parents Martha Torres and Victor Robayo; and my soul mate, Daniel Peñafiel, for all their support and patience.

Resumen

Este trabajo investigativo estuvo enfocado en comprobar el impacto del método Teaching Proficiency through Reading and Storytelling (TPRS), en el desarrollo de vocabulario en los estudiantes del primer nivel del Centro de Transferencia y Desarrollo de Tecnología (CTT) de los Andes, Centro de Idiomas Ambato. Un diseño quasi-experimental fue utilizado en esta investigación. Un pre-test y post test de conocimientos fueron aplicados para conocer como iniciaban y culminaban los estudiantes luego de la aplicación de este método. El instrumento se empleó en una población de 73 participantes del nivel inicial "A y B" siendo considerados los grupos de Control y experimental. En los resultados del pretest se pudo comprobar el bajo nivel de vocabulario que tienen los estudiantes permitiendo a la investigadora empezar con la aplicación del método TPRS al grupo experimental y para el grupo de control se mantuvo el mismo método tradicional. Finalmente, se empleó un post test de conocimientos donde se pudo realizar un análisis comparativo en los dos grupos que fueron parte de esta investigación, demostrando la efectividad del método TPRS en el aprendizaje de vocabulario en el idioma inglés.

Palabras claves: aprendizaje, lectura, Método TPRS, vocabulario.

Abstract

This research work was focused on testing the effect of the Teaching Proficiency through Reading and Storytelling (TPRS) method on vocabulary development in the first-level students of the Center for Technology Transfer and Development (CTT) of the Andes, Ambato Language Center. This research study has a quasi-experimental design. A pretest and post-test of knowledge were employed to know how the students started and finished after applying this method. The instrument was used in a population of 73 participants of the initial level "A and B," being the chosen participants for the Control and experimental groups. The pretest results showed a low vocabulary level in the students, which is why the TPRS method to the experimental group was applied. For the control group, the same traditional method was maintained. Finally, a post-test of knowledge was used to make a comparative analysis of both groups who were part of this investigation, revealing how effective is TPRS method in learning vocabulary.

Keywords: learning, reading, TPRS method, vocabulary

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INTRODUCTION

Nowadays a foreign language proficiency is increasingly necessary for the professional field because having a broad knowledge of this language facilitates international communication and, therefore, growth opportunities; in that sense, many countries in Latin America have shown their interest for learning this target language, making significant efforts to expand the L2 teaching through strategies and plans; however, test results that each year the English Proficiency Index ranked, indicate that the level of the English in language learners is very low because of the weak English curriculum (Hillmann, 2020). Unfortunately, many institutions cannot deliver the required FL classes and often provide minimal methods to teach English, limiting students in learning vocabulary.

Ecuador has become a country with a shallow level in the target language domain. Each year the EF evaluates 112 countries worldwide to determine the level of English, that is why in According to the results obtained in the 2021 evaluation, Ecuador ranks 90th out of 112 countries evaluated worldwide and 17th out of 19 countries in Latin America, which means that Ecuador is a country with many problems at the moment to learn the English language. Even though the Ministry of Education of Ecuador has provided English courses to English teachers, the level of the students continues to be very low. This situation may be due to the lack of new teaching methods that facilitate meaningful learning, especially when teaching vocabulary to students.

The students' limited knowledge of English vocabulary in different communicative scenarios has not allowed them to reach the required level (B1) at the end of high school. The reduced vocabulary level that students from the first level of the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas Ambato does not permit them to communicate accurately. As stated by

Alqahtani (2015), vocabulary plays an important role in the communicative process because it permits learners interact in any context giving their opinions. In other words, vocabulary is the root of a language that has to be reinforced with the application of new teaching methods where students feel proficient to transmit their ideas without many difficulties.

A study made by Quinteros and Rosales (2018), whose topic was "*TPR Storytelling effects and vocabulary learning in Los Clementinos School in San Clemente,*" explain the efficiency of applying TPR Storytelling Method to teach new lexicon words in the English foreign language to children. This examination seeks to determine the effects of TPR Storytelling and vocabulary learning. This study has been developed within the parameters of qualitative and quantitative approaches, and the study design constituted action research. The proposed intervention plan consisted of improving the students' vocabulary through a method based on the TPR Storytelling method instead of Grammar Translation.

The instruments applied to collect data were field notes, diagnostic and achievement tests. Those instruments were very useful the moment to apply this investigation because they give the investigator a clear idea about the importance of TPR Storytelling method in the teaching learning process. Additionally, the main purpose of this investigation was not to evaluate students' performance, the purpose of it was to evaluate the effectiveness of the TPR Storytelling method. The findings show that this method is much more efficient than Grammar Translation when learning more language words in L2 specially for kids.

A research study conducted by Bahtiar (2017) "*T.P.R. Storytelling Method and its influence on the teaching-learning process of vocabulary in the English Language at Oswaldo Villamil Auz School*" This investigation aimed to demonstrate the effectiveness of the T.P.R. Storytelling method in the development of English

vocabulary skills of the seventh year students of Educación Básica "Oswaldo Villamil Auz" it was notorious that the students made a big effort to express their ideas in this foreign language but the limitation of English vocabulary did not allow them to express themselves easily. As a solution to this problem, the researchers proposed elaborating a didactic manual to develop vocabulary in English as a foreign language using the T.P.R. Storytelling method.

Most of researchers consider that The TPR Storytelling method is an effective method to enhance the English learning vocabulary. Many of these investigations clearly show the researcher the positive impact in the application of this interesting method in the teaching-learning process. Consequently, many academics have the same opinion that this method focuses on increasing the vocabulary to decrease the obstacles that apprentices have. Therefore, teachers must benefit from this method to support students in vocabulary learning. In addition, this information supports the researcher to continue with this study.

Investigate problem

What is the efficacy of TPRS method in the development of English vocabulary in students?

Hypothesis

TPRS method impacts vocabulary development in students of the first level of the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas, Ambato.

Research Justification

Ecuadorian education in recent years has been facing difficult situations in the educational system, especially in teaching English as a foreign language. This problem is reflected when students find themselves in a situation where they must demonstrate their communicative ability on a foreign language. Çakmak et al., (2021) state that “vocabulary is regarded as mandatory to acquiring knowledge through receptive skills, reading and listening, and essential to the development of the productive skills of communicating and writing” (p.2). As these authors stated, the lack of vocabulary when learning a language makes communication more difficult which produce that learner feels frustrated and demotivated toward the language.

Taking into consideration this problematic situation, the researcher considered that there was a necessity to investigate new methods to help students expand their vocabulary; that is why the current research work titled "TPRS Method in the Development of Vocabulary in Young-Adult Learners" give learners the opportunity to rise their vocabulary knowledge and, therefore, developed their foreign language skills. Indeed, lexicon is thought as the starting point when learning the L2. To confirm the usefulness of TPR Storytelling method in the development of vocabulary the researcher used quasi-experimental design with a control and experimental group.

The participants were former students of the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas, Ambato. These participants were asked to develop different activities using TPRS method. Beginners' lexicon was evaluated by a pretest. A test to gather data required was utilized as main means. The test, including the pre-test and post-test, was prepared to verify the usefulness of the TPRS method and the English Vocabulary. It was applied in

advance and later on in the treatment. It's necessary to mention that a Cambridge exam's Key English Test (KET) was used to assess students.

General Objective:

To implement TPRS method in the development of vocabulary in A2 level students.

Specific Objectives:

1. To explore the theoretical underpinnings of TPRS method in the development of vocabulary.
2. To examine how important is TPRS method when learning a foreign language.
3. To establish how effective is the application of TPRS method in the development of vocabulary.

CHAPTER I. STATE OF ART AND PRACTICE

Nowadays, communicating in a foreign language is a great advantage in the educational field and the workplace. To communicate effectively is necessary to have a comprehensive knowledge of vocabulary. Therefore, it is essential to seek methods that facilitate vocabulary learning for more effective communication. For this reason, the researcher proposes the Teaching Proficiency Through Reading and Storytelling (TPRS) as a method for teaching vocabulary in the English Language. To support this study many articles were read in order to have a clear idea about this proposed methodology.

1.1. Teaching Proficiency through Reading and Storytelling background

Teaching Proficiency through Reading and Storytelling (TPRS) appeared from 1969 to 1982 with Professor James J. Asher under the Total Physical Response (TPR) method. This method prioritized content rather than grammatical form, where the focus was on verbal instructions; it means that the teacher gave one-word commands and then increased the level of complexity; so that, if students did what the teacher said, the knowledge was understood and learned. Basically, Asher (1999) proposed to use “TPR method based on the theory that human beings naturally acquire a language, whether their mother tongue or other languages” (p.95). Babies learn their first language through conversation with their parents. Parents talk to their children, and babies assimilate what their parents say and physically respond to their instructions.

Later, when the children have received sufficient input and are ready, they can reproduce the language independently and because of that, Asher (1999) proposed the TPR method. This method is a combination of Total Physical Response (TPR) and storytelling. Unlike the original TPR, this method focuses on teaching a language

by telling stories using visual media. The teacher repeats the story several times to learn new vocabulary (Muzammil & Andy, 2017). Therefore, TPR Storytelling is a significant methodology to develop listening, reading, and vocabulary in a foreign language (Prastikawati, 2018). This method is focused on improving pronunciation, increasing vocabulary, and reducing anxiety in the teaching-learning process, as it allows students to learn in a natural, motivating, and dynamic way.

Teaching Proficiency through Reading and Storytelling (TPRS) Method

TPR Storytelling method is focused on the literary genre characterized by telling imaginary or fictitious stories based on the real world, thus creating a relationship between experience and imagination, which brings a unique value to reading in the axiological formation of the person. The storyteller is the person who creates an invented world made up of characters, events, places, and times through language. According to Shi and Ariza (2018) “this method is to relate and briefly represent a fantastic or real fact whose purpose is to convey messages and entertain the reader and the listener within the teaching-learning process” (p. 84). The authors emphasize that these stories are short but can give teachings and messages for the readers.

Seven Keys for the TPRS classroom

The TPR Storytelling method used in English classes offers numerous benefits, serving as a catalyst for imagination and motivation among students. Furthermore, this approach to language learning enhances various linguistic aspects, such as vocabulary and expressions, ultimately expanding their worldview (Shi & Ariza, 2018). According to these authors, there are seven essential keys to effectively implementing this method while teaching English vocabulary. This method not only facilitates language acquisition but also cultivates critical thinking skills and cultural

understanding, empowering students to become effective communicators in the English language.

1. A language class must be understandable: For a class to be successful, it will depend a lot on the communication managed within the classroom because it will fulfill the established objectives.
2. For accurate language learning, students must receive sufficient comprehensible auditory input of basic structures and vocabulary in the target language; this will enable them to use the structures orally to express what they want in the target language.
3. Auditory input must continually hold the learners' interest: The stimuli students get from their teacher make them feel the need to learn the language and of course the new vocabulary.
4. It has to be at least one vehicle for students to develop their ability to express themselves fluently; that is, a way for students to express themselves orally in their own words, not in memorized phrases.
5. The lesson should be conducted almost entirely in the target language: When teaching a language, teachers should consider that students need to be exposed, most of time, to the foreign language in order to let them get familiar with sound, function and content.
6. The development process must be low stress: The use of the method must result easy and fun, or enjoyable to make students feel motivated while learning a language.
7. The teacher's expectations must be high: Incorporating a new methodology into the teaching-learning process will allow educators to feel the need to set high expectations for their students, which will be reflected in their learning outcomes.

Stages for TPRS Process

Learning a language has become the most significant trials that pupils have to confront day by day because of the lack of vocabulary. This situation makes them feel anxiety to express their thoughts in L2. The TPR Storytelling method helps students to increase their vocabulary accurately. That is why the researcher has considered to mention the stages proposed by Dettenrieder (2006); the first stage mentions that the TPRS development begins with the overview of the lexis; the second stage says that after gaining the vocabulary, the educator states the story, inquires questions related to the story, and applies the circle technique; the third stage states that the teacher presents the mini-story lines.

These stages allow the learning of new vocabulary dynamically since it is focused on narrating a story and building new knowledge based on the acquisition of a new vocabulary (Abu et al., 2018). The role of the teacher is essential in this method since he or she is the one who coordinates the activity making the student interact positively to get a meaningful outcome. However, the central part of TPRS is storytelling, and the essential thing in storytelling is to develop the story by making questions about the important characteristics of the same tale; that is why Ray (1990) establishes three basic steps or components of TPRS which are the following; the first component is to introduce all new structures; the second component is to develop the story by asking questions and the third component is reading.

Introduce all new structures: Before starting the story, the structures to be learned by the students should be presented. The constructions announced should be no more than three. More can be presented, but the ones they are expected to learn are two or three. According to Ray (1990) there are two ways to establish new constructions; “introduce them when they appear in the story or make students discover them by themselves” (p.324). However, he says that the first option will be

more effective than the second one for using class time efficiently. In any case, when the formations are launched, all new words and expressions have to be written on the board to make students review them (Anon 2019).

Teachers must indicate their exact meaning, but it should not be a long explanation because their interest is lost (Saehu et al., 2018). Teachers must keep in mind that they do not have to be in the target language when teaching new forms, they can use the students' native language instead to be sure that students understand all the words and expressions.

Developing the story through strategic questioning allows teachers to reinforce the vocabulary introduced prior to the narrative. As students progress, additional vocabulary is seamlessly integrated into the stories, while fundamental words continue to be recurrent in most tales. Teachers should consistently provide opportunities for learners to practice and apply these core words, assessing their comprehension and usage within the context of the story. This approach ensures a comprehensive understanding of vocabulary and promotes the consolidation of language skills. Furthermore, by incorporating regular comprehension checks and interactive activities during the storytelling process, teachers can gauge students' understanding and reinforce their grasp of the new vocabulary.

Reading: It is a fundamental part of the TPRS class, and the goal is not fluency but to spread out vocabulary. The moment scholars do not understand the new information taught, educators have to clarify them as pop-ups but do not expect them to learn. Students will read many books or stories throughout their instruction, and these structures will appear many times. In this way, they expand vocabulary even if teachers do not force them to learn it. Disalva and Vijayakumar (2019) recommend four steps for reading: invite scholars to convert the paragraph into their native

speech, ask about the facts of the story, add details to the story, and have students make a similar story.

In the first step, the teacher must be sure that students have understood the paragraph. Teachers can choose one student to do the translation or ask them to do it together. When there are structures that the students do not know or do not understand, they will write them on the board. In the second step, they were asked about the story's facts that they cannot modify, such as the main character's name. In the third step, teachers can make the reading more fun by asking students to add more details to the story.

Finally, it is also effective to create another similar story with the students as the main characters, so the students feel that the story is theirs, and of course they also repeat the structures they have learned.

The steps mentioned above, were proposed by Disalva and Vijayakumar (2019), those steps focus on how to insert new vocabulary in the students through readings where teachers have to use the TPR Storytelling as the main teaching method. It is essential to clarify that these steps are presented for students that have reached a more advanced level in the foreign language. However, there are other authors that mention only three important steps for learning vocabulary through reading, one of them is Ray (1990), who considers that to learn new vocabulary in a target language, teachers only need to focus on the following steps:

1. Start with new words to understand the use of those words in context by the time the narration begins.
2. Ask students to verify that they are understanding.
3. Reread the story and complete certain activities proposed by the teacher to strengthen the new vocabulary learned.

Based on the three steps proposed by Ray (1990), which include planning, implementing, and evaluating, these steps have been deemed the most suitable for this research study. These sequential steps provide a comprehensive framework that enables the researcher to effectively investigate and implement the TPR Storytelling method in English vocabulary learning. In the planning phase, the researcher carefully designs the instructional materials, lesson plans, and story content that align with the specific vocabulary objectives and the needs of the learners. This step ensures that the storytelling sessions are structured and purposeful, maximizing the learning outcomes.

TPR Storytelling sequence

Once the stages of TPR Storytelling have been described, it is important to consider the sequence of this method to gain a clear idea of how to apply it effectively in the classroom. Bhakti et al. (2018) propose the following sequence for implementing the TPR Storytelling method: introduction, development, and ending. The introduction stage sets the context and engages students' interest by presenting the main characters, the setting, and the initial problem or situation of the story. This stage aims to captivate students' attention and establish a foundation for the narrative. The development stage focuses on the progression of the story, where events unfold, and the plot thickens.

The introduction stage, also known as the presentation stage, takes place at the beginning of the TPR Storytelling method. During this stage, the teacher presents the essential elements that will form the foundation of the story. It involves providing a brief, clear, and simple introduction that establishes the setting and introduces the main characters. By establishing the time, place, and the names of the main characters, the introduction sets the stage for the subsequent development of the

story. It provides students with a basic understanding of the story's context and creates anticipation for what will unfold.

The development stage, also referred to as the conflict or crux stage, is a crucial part of the TPR Storytelling method. In this stage, specific facts and events unfold, specifically involving the main character of the story. It is during this phase that problems are introduced and the main character faces challenges that need to be resolved. The development stage serves as the climax of the narrative, as it encompasses conflicts and significant events that captivate the reader or listener. These conflicts and special events generate intrigue, suspense, and emotional engagement, heightening the interest and investment in the story.

Ending: In this part, the conflicts generated within the development of the story are resolved, the narrative comes to an end, which can be happy or sad. Within the narratives, there are two types of endings; the closed ending, in which the author is specific and finishes it directly and concretely so that the story cannot continue (Coyle et al., 2000). The open ending, in which the author allows the story to continue, but without taking away the meaning of the narrative. Several activities are derived from this closing that can be used within the teaching-learning process since students can be made to use the information obtained from the story to create new stories and new continuations for a story, thus awakening the interest in reading and the creativity and imagination of the students.

1.2. TPR Storytelling Elements

Once the sequence of the TPR Storytelling method has been described, it is important to delve into the essential storytelling elements. These elements are fundamental components that contribute to the structure and coherence of a narrative, as highlighted by Widyalankara et al. (2014). Regardless of whether the

narrative is oral or written, and irrespective of its genre (daily, literary, or journalistic), certain common elements can be identified: the narrator, the main idea, the characters, the action or series of events, the time, and the space. The narrator serves as the storyteller, guiding the audience through the narrative and shaping their perspective. The narrator's role is crucial in conveying the story effectively and establishing a connection with the listeners or readers.

Narrator

The narrator is the one who tells the story, introduces the characters, and places the action or sequence of events in a specific space and time. There are two types of narrators: the omniscient narrator and the protagonist or witness narrator. The omniscient narrator is the one who sees everything and knows everything about the story but does not participate directly in it. This narrator exposes and gets inside the characters and narrates to the reader the most intimate thoughts that cross their minds, and it is very common to use the third person singular. The second narrator is the protagonist or witness narrator; this is the one who can be the main or secondary protagonist of the narrative.

The main idea and secondary idea

In a narrative, the dominant ideas play a crucial role in conveying essential knowledge and shaping the overall understanding of the subject matter. These ideas can be divided into main and secondary ideas, with the main ideas carrying more significance in terms of communicating essential knowledge, while secondary ideas provide additional details or aspects derived from the main topic (Disalva & Vijayakumar, 2019). Main ideas serve as the core concepts or themes that drive the narrative forward and convey the primary message or purpose of the story. They encapsulate the fundamental knowledge or insights that the storyteller intends to

impart to the audience. Main ideas provide the central focus around which the events and characters revolve, ensuring that students grasp the essential aspects of the narrative.

Characters

Characters are all those who participate in the events of the story. They can be people, animals, things, and imaginary beings; and according to Disalva and Vijayakumar (2019), they are classified as follows; main characters that are those with the most significant incidence in the story's development; they appear from the beginning to the denouement or end. Secondary characters that participate in significant moments of the narrative, but their participation throughout the story is much less than the main character, and they usually support them; finally, flat characters; they are those who always embody the same characteristics in most stories, as in the case of princes and fairies in children's stories.

Action

Action is to relate the characters to the environment; through a network of actions, a character is acting throughout the story, additionally, actions can be strong or weak. They can also be chosen or forced actions, meditated or unthought, quick (taken immediately to be done now), or delayed (taken to be done later) (Feng et al., 2020). How the story develops throughout the text will depend on the actions being performed and the intensity of the story. By inserting an action that creates tension, students achieve peaks of excitement, and intensity. Feng et al. (2020) propose the following steps of the action; the first one is the linear order that mentions when the events are told from the beginning to the end, the text follows a chronological order from the first to the last events.

The second one is the middle of the story; it starts at the moment, and from that moment on, what happened before and after it is told. The third element is located at the end of the story. It starts from the conclusion or endpoint and then retraces the steps to recount the events that led to that conclusion. This narrative structure places importance on both the outcome and the beginning of the narration, offering insights into the resolution and providing a retrospective view of the story's progression. Furthermore, storytelling allows for the flexibility to begin the narrative at an intermediate point, rather than starting from the very beginning. This technique engages the audience by creating intrigue and curiosity about the events that transpired before that point and what lies ahead

Time

In the narrative genre, the arrangement of events follows a temporal order, and expressing time accurately is crucial. To convey the timeline of events in a narrative, verb tenses and time indicators are utilized, as highlighted by Feng et al. (2020). The selection of verb tenses in narration is essential for relating actual or fictional events, with past events often being conveyed through the use of simple past tense or past perfect tense. Additionally, the simple present perfect tense can be employed to describe completed actions with a connection to the present. Time indicators, such as adverbs, also play a significant role in establishing the temporal context of the narrative. Adverbs with a solid temporal character help to anchor the events in a specific timeframe, providing clarity and coherence to the storytelling.

Space

Space plays a crucial role in storytelling as it provides the backdrop for events to unfold. The narrator, and occasionally a character, presents different types of spaces that contribute to the overall narrative experience. These spaces include physical

space, psychological space, and social space. Physical space refers to the specific location where the events of the story take place. It can be a geographical setting such as a city, a house, a forest, or any other tangible environment. Descriptions of physical space help situate the audience within the story and create a visual representation of the narrative.

Psychological space pertains to the internal state of a character's mind or emotions. It involves delving into the character's thoughts, feelings, and perspectives. Describing psychological space allows readers or listeners to connect with the character's experiences on a deeper level and gain insight into their motivations and reactions. Social space encompasses the cultural, moral, religious, historical, or economic environment in which the story unfolds. It encompasses the societal context, norms, values, and influences that shape the characters' behavior and interactions. The social space adds depth and complexity to the narrative, reflecting the broader world in which the story is situated.

TPR Storytelling Forms

TPR Storytelling is a flexible approach that empowers students to fully participate in storytelling, eliciting emotions and establishing meaningful connections through their imaginative faculties. To maximize the benefits of this method, it is essential to grasp the various forms through which it can be employed. These forms encompass narrative through images, the skillful use of words, incorporating mimicry to convey actions and events, and engaging in monologue to assume the roles of different characters. By leveraging these diverse forms, educators can create a dynamic and immersive learning experience, nurturing students' language acquisition, creativity, and active engagement with the stories being told.

Narrative through images

The narrative image refers to an event that is told by someone, implicitly or explicitly, and from a certain point of view; the narrative image can tell stories (iconic, sequential, and sequential narratives) and a distinguished faculty of transmitting messages since it has always been considered more apt than words and letters for such exercise. The narrative image contemplates the still image, refers to iconic or visual narratives, but within its limits, it also considers what for more than a century has constituted the sequential and sequentialized image, that which begins with the comic, photography, and cinema, continues with the radio (sound image), continues with television and video, and begins again with the so-called (new) image and communication technologies (Prastikawati, 2018).

Indeed, the concept of the narrative image encompasses both iconic narratives and sound/audiovisual narratives. However, it is crucial to acknowledge that these narrative forms are not mere depictions or representations but are intentionally constructed through a discursive strategy. In other words, the narrative image is not just a static or visual element but is imbued with intention and purpose. Whether it is an iconic representation or an audiovisual presentation, the narrative image should be perceived as a dynamic and intentional storytelling medium, capable of conveying narratives through visual and auditory means. By recognizing the narrative potential of images and audiovisual elements, we can appreciate the multifaceted nature of the narrative image as a powerful tool for communication and storytelling.

Use of words

Narration or narrative discourse can be classified within the broader category of discourse, as it serves the purpose of recounting or relating an event or series of events. Zuhriyah (2017) suggests that the structure of narration consists of a

sequence of episodes organized within a larger framework, which typically includes a framing element, a complication, and a resolution. In everyday communication, individuals possess oral narrative competence, enabling them to share anecdotes, jokes, rumors, and legends. In literature, narration has been a prominent form of discourse since ancient times, beginning with epic narratives, evolving to encompass tales of heroic exploits, and reaching its pinnacle in contemporary forms such as the short story and the novel.

There are two primary forms of narration: factual or fundamental events and fictional or literary narration, where imaginary events are told. Between these two poles are everyday narratives of personal events, jokes, rumors, and anecdotes. An example of fictitious narration is the news. And as an illustration of literary storytelling, the short story. Additionally, storytelling through videos shows images and audio; just as in the world of the paper book, there could be oral narration through memory or texts -illustrated texts or without images-, the digital offers literature the possibilities of videos, interactive stories, audios, animations; they allow group or individual listening. This form opens different options for putting together a sequence of reading activities.

1.3. Vocabulary

Vocabulary is one of the most essential foundations for the study of a second language. When a person's goal is to learn and communicate ideas and thoughts in a new language, he or she must have an extensive lexical repertoire, especially if the purpose is to interact with native speakers of the other language. Thornbury (2007), a leading scholar and professor in English language teaching, expresses the importance of vocabulary and contrasts it primarily with grammar. He explains that a person may have enough knowledge about the grammar of a foreign language, but without vocabulary, nothing can be said.

On the other hand, Scrivener (2005) also highlights the importance of vocabulary since he points out that knowing grammar well is not as relevant and is not a powerful tool compared to words. Considering this, teachers must give importance to the teaching of vocabulary since grammar is not enough, nor does it guarantee the appropriate use of the language. In this sense, other authors also support the relevance of vocabulary. Among them, Schmitt and McCarthy (1997), point out that "vocabulary as part of language teaching and learning is fundamental" (p.17). In fact, increase new vocabulary, facilitates fluency when communicating in the target language.

According to Nation (1993), possessing a rich vocabulary enables learners to effectively utilize the language, and in turn, using the language facilitates the acquisition of new vocabulary. Additionally, Scrivener (2005) emphasizes that a broader vocabulary empowers students to express meanings with greater precision and appropriateness. The significance of vocabulary cannot be overstated, particularly for teachers who play a crucial role in equipping their students with the essential tool of English language proficiency. By prioritizing vocabulary instruction, educators can enhance their students' language skills and equip them with the necessary tools for effective communication.

1.4. Teaching vocabulary

Throughout the history of English teaching, different learning methods have been used to improve the teaching-learning process; one of these is the Communicative Approach; however, through the research that has been carried out in the educational field, especially in the teaching of vocabulary in the English language, a new method has been considered, TPR Storytelling. It is well known that vocabulary teaching has not been mainstreamed, and teachers have not fully recognized the tremendous communicative advantage in developing and teaching vocabulary

(Thornbury, 2007). However, when it comes to learning vocabulary in a second language, it is not only enough to learn a word but also involves knowing the information that comes with it.

Schmitt and McCarthy (1997) mention that a second language learner should know at least the three thousand most frequent words of the language in order to be able to communicate appropriately. Moreover, McCarten (2007) argues that these most frequent words should be given priority in teaching. In addition, for the teaching of so many words, another aspect to consider is the students' autonomy (McCarten, 2007). This characteristic is relevant since teachers cannot teach a large amount of vocabulary in the classroom; it requires time, perseverance, and adequate strategies to understand the vocabulary used. Therefore, it can be understood that when teaching, one must consider how students learn vocabulary and what they learn.

Implications for Vocabulary Teaching

Learning vocabulary in a foreign language is fundamental; several types of research point out that vocabulary is significantly related to the comprehension of texts during reading. That is why it is assumed that all students, while learning to read in another language, must learn to decode by pronouncing the words of the text; they must also have a piece of baggage or repertoire of words so that they can understand what they decipher or decode in a second language. According to the discussion raised in a paper by Moudraia (2001), the lexicon, or commonly known as a vocabulary, is the basis of language.

Additionally, the word serves to express an idea since it is a graphic representation in the mind of any person who is learning a language and is also considered as a set of articulated sounds. Gairns and Redman (2003) stated that vocabulary is defined as "the list of words that speakers of a particular language use" (p.89). This

means that vocabulary plays a predominant role in successful communication no matter what language is being referred to, since through vocabulary, a person can express feelings or emotions. Therefore, Gairns and Redman (2003) mention some language elements such as: Polysemy, Homonymy and Synonymy. These elements are presented below in order to understand how the language organizes and expresses their meaning:

- a. Polysemy: is when a lexical item has more than one meaning, such as head: head of a person, head of a pin, head of a company.
- b. Homonymy: It is a series of words with different meanings, although they may be spelled identically or in a very similar way. Homonyms are pronounced or spelled in the same way but differ in that they have different meanings such as a file, however, there are notable differences in the similarity between their meanings, but, even so, certain levels of misunderstanding may still appear
- c. Synonymy: a group of words share a general concept and may be interchangeable in some contexts, but not in others. For example, extend, increase, and expand. Synonyms aims to develop the ability to find the word that expresses an idea in its precise nuance, avoiding vague approximations or generalities. This skill avoids most oral and written problems and trains in the habit of variation in formulating our thoughts. Synonymy helps in learning vocabulary and contributes to creating what has been called sense of idiomatic property.

Understanding a word involves more than just grasping its denotative or conceptual meaning. It encompasses a range of diverse information that can vary from one speaker to another. When it comes to the vocabulary students use in communication, it can be categorized into two main levels: lexical knowledge and pragmatic knowledge. Lexical knowledge refers to the basic understanding of a word's meaning, including its definitions, synonyms, antonyms, and related words. It involves knowing the word's form, pronunciation, and spelling. This level of

vocabulary knowledge allows students to comprehend and use words accurately in a variety of contexts.

Vocabulary Levels

After having explained the implication of vocabulary in the English language it is necessary to analyze it in two different levels: Receptive and productive vocabulary; this level of vocabulary refers to when a person can easily recognize words when hearing or when they read texts. In contrast, productive vocabulary is about words that students produce without problem, Widyalankara and Lanka (2014). By developing both receptive and productive vocabulary, learners can enhance their overall language proficiency and effectively engage in communication. Educators should focus on cultivating a balance between these two levels, providing opportunities for students to both comprehend and produce words in meaningful contexts.

Vocabulary comprehension varies among words, and not all words can be included in the same level of receptive vocabulary. To assess comprehension levels, criteria are established. Full eloquence with a word indicates the ability to understand and define it while reading or listening. This level of comprehension requires a higher degree of understanding to use the word correctly, although providing an accurate and complete definition may be challenging. On the other hand, contextual or identifying comprehension allows individuals to recognize a word in context without attributing a specific meaning to it. Both levels of comprehension are exceptional as they involve perceiving a word through context or identification, but without fully accrediting a specific meaning to it.

Types of vocabulary

Talking about types of vocabulary is another important part in this research; that is why the researcher considered to discuss about two types of vocabulary. According to Widyalankara and Lanka (2014) passive and active vocabulary have to be considered when teaching a language. The first one, passive vocabulary, is the type of vocabulary that learners understand without any help or with very little support but cannot use autonomously. In other words, Passive or receptive vocabulary is what the subject can understand unaided, on his own, but cannot use to produce a message. For example, he may know that Gestalt therapy is a subject of psychology, but he is not able to explain by himself what this method is all about.

On the other hand, active or productive vocabulary is the one that a person can use effectively because he has fully integrated it into his everyday language and is able to produce messages with it. In other words, it is the type of vocabulary that someone, who is learning a foreign language, understands and uses when required without the need for help. Considering these two types of vocabulary, it is necessary to carry out strategies that work on both so that this lexical baggage does not remain stored but serves as a support in the natural human communicative processes; This is what is intended with the process of vocabulary learning in English, to appropriate words that are part of the students' daily life so that they can be used frequently.

Types of words

Understanding the different types of vocabulary, it is crucial to delve into the various types of words themselves. Tornberg emphasizes that simply knowing a word requires students to apply it in different contexts to truly grasp its meaning (2018). Lundahl further emphasizes that mere translation of new words is insufficient; pronunciation, spelling, understanding grammatical properties, and using the word

in context are equally important (2020). It is evident that focusing solely on individual words does not facilitate effective learning. Instead, words should be taught within meaningful contexts to enhance comprehension and application. By exploring how words function and are used within sentences and discourse, students can develop a deeper understanding of their meanings and usage.

From a didactic perspective, words can be categorized into three types: high-frequency words, low-frequency words, and domain-specific vocabulary. When teaching vocabulary, educators need to carefully consider which group of words their students should primarily focus on. The selection of words, as well as the techniques employed to teach them, is influenced by the objectives set by teachers and learners. In this regard, Finocchiaro (2018) offers a set of guidelines for word selection, providing valuable insights for educators to make informed decisions in their vocabulary instruction. By following these guidelines, teachers can prioritize the most relevant and useful words for their students' language development, ensuring effective and targeted vocabulary learning.

- Content words that are needed to communicate in the closest environment: the classroom.
- For an elementary level, only three to five words should be worked per session; on the other hand, in secondary education it is recommended to work only ten to fifteen words per class.
- Notions should always be introduced through context, which helps the learner to clarify it.
- New vocabulary should be introduced through familiar expressions and structures. Content words should be introduced and practiced along with other words that are usually presented: function words.
- The same notions should be reintroduced as often as possible within a communicative context.

- When the understanding of a word depends on the knowledge of other words, it should be explained.
- The technique of realia, flashcards with pictures, or representative drawings are elements that favor meaning.

The vocabulary selected must focus on the communicative nature: for example, the learner should have access to those words or groups of words necessary to increase their potential for oral and written language use, receptive and productive, closely related to age-appropriate areas of interest. It is necessary to consider that one of the clear criteria in selecting vocabulary is the type of learning that teachers intend to carry out in students. Receptive (passive) learning implies recognizing a phrase and evokes its sense as soon as it is located. Productive (active) knowledge encompasses the same as receptive understanding, as well as the capability to pronounce or compose it correctly at the right moment and in the proper structure. If students are learning English for reading or listening, receptive learning is sufficient.

Essential Aspects of vocabulary

After having a clear idea about the types of vocabulary and words of a language, it is imperative to mention the essential aspects of vocabulary. A challenge for language teachers arises from the situation of how to teach vocabulary in the classroom. Many teachers know the importance of teaching vocabulary when teaching English as L2. Perhaps this is the truly relevant aspect of a foreign language to explain. Wilkins (1972) states that "to understand a text it is necessary to have a good knowledge in vocabulary" (p. 18). It is referring that someone could read a text almost without using grammar, but without vocabulary, learners can get nowhere. On the other hand, Gairms and Redman (2019) distinguish three aspects to take into account in the selection of vocabulary: frequency, cultural factors, linguistic needs and language level.

Frequency: plays a crucial role in vocabulary learning, both in first language acquisition and in second language learning, such as English. The frequency of a word refers to how often a learner is exposed to or encounters a particular word. This exposure significantly impacts vocabulary acquisition. In English, as in any language, the more frequently a word is encountered, the higher the likelihood that students will already be familiar with it or easily learn it. High-frequency words, which are commonly used in everyday communication and texts, are more likely to be known and learned by students due to their frequent exposure. Educators can leverage this knowledge by prioritizing the teaching and reinforcement of high-frequency words to enhance students' vocabulary acquisition and language proficiency.

Cultural factors: play a significant role in vocabulary selection and usage. Preferences in vocabulary and dialectal variations can result in different expressions for certain concepts within a language. When analyzing vocabulary for specific purposes, it becomes crucial to consider these cultural factors. Different communities or regions may have distinct preferences in terms of word choices or may use dialectal varieties that diverge from standard forms of the language. For effective communication and understanding, educators need to be aware of these cultural variations and take them into account when teaching vocabulary. This ensures that students develop a broader understanding of the language and can effectively navigate different cultural contexts where vocabulary choices may vary.

Linguistic needs and language level. Linguistic needs vary from learner to learner. The vocabulary learned by a learner whose objective is to understand written texts specialized in engineering will be very different from that required by a person who travels in an English-speaking country. The problem can arise when the level of vocabulary required is much higher than the learner's overall linguistic level. From the perspective of foreign language learning in a school context, the selected

vocabulary must have an objective of a communicative nature, which means that the learner should have access to those words or groups of words necessary to increase his or her potential for oral, written language use.

Vocabulary Functions

The essential aspects of vocabulary have been described to provide a comprehensive understanding of the importance of learning vocabulary in a foreign language for effective communication. In conclusion, it is essential to discuss the functions of vocabulary. The relationship between words and their meanings is complex and falls within the domain of semantics. It is important to recognize that words do not possess single, simplistic connotations. Traditionally, the meaning of words has been viewed as having two components. The first component is denotation, which is associated with the precise meaning or definition of a word.

The second component of word meaning is connotation, which refers to the additional sense and meaning of a word beyond its denotative definition. Implication and significance are two main functions that help explain the meaning of words. Implication encompasses the wide range of positive and negative connotations that words can evoke. It takes into account the associations and emotional undertones that words carry. On the other hand, significance relates to the precise and specific meaning of a word, which can be readily found in a glossary. It denotes the various contexts associated with a sign, while significance pertains to the specific or referential meaning of a symbol. Understanding both the implications and significance of words is crucial for effective communication and interpretation.

Connotative Function: They are the meanings or senses of a figurative, suggestive, symbolic, or valorative character added to the denotation in which language's expressive or poetic functions appear. Nevertheless, this same word, "dog," when

applied to a person, acquires a negative evocative (connotative) value of "a bad person." In this specific case of the word "dog," the negative value, when applied to people, is so frequent and so fixed in the English language that dictionaries already include a second meaning of the word dog when it is attributed to a person; that is to say, a connotative meaning has been lexicalized to give rise to a word with two denotative values.

Denotative Function: It is the original, objective, or constant meaning of a word, the explicit meaning of words; that is, the one when language is used in a representational function (Monday-first day of the week). The denotation is the symbolic value of a word; thus, for example, the word dog refers to an animal of the canine family; it is the meaning of a word as noted in the dictionary, which is the explicit code of a language.

To conclude with this chapter, it is necessary to emphasize that vocabulary is one of the fundamental points when learning a foreign language, but unfortunately, it continues to be an undervalued point in the process of teaching English in Ecuador.

Indeed, the traditional approach of delivering vocabulary lists and relying solely on memorization is limited in its effectiveness. To foster more meaningful and engaging vocabulary learning, a radical shift in methodologies is necessary. The use of TPR Storytelling method is proposed as an alternative approach to teaching vocabulary in a foreign language. By incorporating storytelling techniques, students can experience vocabulary in a contextualized and interactive manner, moving beyond rote memorization. TPR Storytelling engages students' imagination, stimulates their interest, and allows for a deeper understanding and retention of vocabulary. This method promotes active participation, emotional connection, and practical application of vocabulary, leading to more effective and enjoyable language learning experiences.

CHAPTER II: METHODOLOGY

This chapter provides the justification for employing a mixed research approach to address the research questions and objectives of the study. The decision to combine different research methods was made in order to provide the most comprehensive and informative responses to the research inquiries. By utilizing a mixed research approach, both qualitative and quantitative data can be gathered and analyzed, allowing for a more holistic understanding of the research topic. This approach enables the exploration of the complex relationships, nuances, and multiple perspectives associated with the research questions, leading to a more enriching and robust investigation.

2.1. Research Approach

This exploration has a qualitative and quantitative approach because, according to Johnson and Turner (2017) state that research must consider the most relevant quantitative and qualitative method characteristics to effectively develop this approach. Additionally, the qualitative approach allows the researcher to gather information about the study group. On the other hand, the quantitative approach is utilized to obtain numerical data that can be analyzed statistically. This quantitative data provides measurable evidence of the effectiveness of the TPRS method in enhancing English vocabulary learning.

2.2. Research Design

In this research study, a quasi-experimental design was employed, involving two groups: a control group and an experimental group. The study included a total of 73 beginner students from the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas, Ambato. The participants were assigned

to either the control group or the experimental group. Before the implementation of the TPRS method, all participants were administered a pretest to measure their vocabulary levels. This pretest served as a baseline measurement to assess the initial vocabulary proficiency of the participants.

2.3. Research Instrument

In this study, the researcher employed the Cambridge exams KET as the primary assessment tool to measure the students' vocabulary proficiency. A preliminary test was administered before the implementation of the treatment to assess the participants' existing knowledge in their second language (L2). Subsequently, a post-test was conducted to evaluate the learners' progress after the intervention. The experiment included 100 inquiries that focused on vocabulary, specifically categorized into three classifications: nouns, adjectives, and verbs. These assessments aimed to provide quantitative data on the students' vocabulary levels and determine the impact of the treatment, thus evaluating the effectiveness of the TPRS method in enhancing vocabulary acquisition.

2.4. Research Techniques

The researcher administered the pre-test to both the experimental and control groups. The TPRS method was exclusively implemented with the experimental group to teach new vocabulary to beginner students, while the control group received instruction through conventional methods. Following the implementation of the TPR Storytelling method, the researcher conducted a post-test, which was administered to both groups. The purpose of the post-test was to assess the students' achievement in English vocabulary learning and compare the outcomes between the two groups. By analyzing the results of the post-test, the researcher aimed to

evaluate the effectiveness of the TPRS method in enhancing vocabulary acquisition compared to traditional teaching methods.

Process of Data collection

The initial point the investigator accomplished was to take the preliminary test to the experimental and control group. For the application of this test, a Cambridge standardize test (KET) was used, which contains 100 questions focused on three categories: noun, adjectives, and verbs. Second, the researcher elaborated four lesson plans per week that were applied to the experimental group. The three steps (*Establish Meaning, Ask the story, and Reading*) within this method were included. Traditional methodologies were used to the control group in order to correlate data between both groups. Third, the investigator applied a post-test for both groups in order to gather data and tabulate it. Finally, the analysis and interpretation of the results were analyzed to demonstrate de effectiveness of the method proposed in this study.

Process and Analysis of Information

In this step, it was necessary to use the Microsoft-Excel program to calculate the results. The mechanism used to extract the information was the pre-test and post-test which contains 40 nouns, 20 adjectives and 40 verbs, given a total of 100 points. Afterward, the evaluation of the results was established, which allowed the investigator to know the number of correct answers that students obtained in each category. Once the evaluation of the results from this both tests were developed, the researcher also needed to verify the hypothesis raised in the investigation, using the T-Student statistical method through the application of statistical software (SPSS). In the following tables the researcher shows the results obtained in this tabulation process to give the reader a clear idea about the problem.

Control group pre-test results

Table 1. Students' Scores

Participants	Nouns	Adjectives	Verbs	Pre-test results
				Mean score
Participant 1	12	7	15	34
Participant 2	20	15	5	40
Participant 3	11	13	13	37
Participant 4	15	16	8	39
Participant 5	13	2	13	28
Participant 6	21	15	14	50
Participant 7	12	13	11	36
Participant 8	29	12	19	60
Participant 9	18	8	22	48
Participant 10	26	7	12	45
Participant 11	13	8	8	29
Participant 12	8	12	10	30
Participant 13	15	5	7	27
Participant 14	18	12	26	56
Participant 15	25	15	24	64
Participant 16	33	10	16	58
Participant 17	15	10	15	40
Participant 18	18	2	8	28
Participant 19	16	10	26	52
Participant 20	24	7	25	56
Participant 21	32	15	20	76
Participant 22	11	12	29	52
Participant 23	18	10	4	32
Participant 24	35	17	28	92
Participant 25	27	15	26	88
Participant 26	12	2	14	28
Participant 27	14	10	24	48
Participant 28	31	11	33	75
Participant 29	14	18	20	52
Participant 30	13	5	6	24
Participant 31	37	5	18	60
Participant 32	11	5	12	28
Participant 33	21	18	21	80
Participant 34	20	13	27	80
Participant 35	16	4	20	40
Participant 36	11	2	7	20
Total Score	750	350	605	1705
Mean Score	20.83	9.72	16.81	47.36

Source: Direct research

Based on the above results, the control group media score is 47.36. It's necessary to indicate that the highest grade in noun category was 35 and 8 was the lowest.

This category was evaluated out of 40 points. On the other hand, the adjective category was evaluated out of 20 points being the highest grade 17 and the lowest grade 2. Finally, the verb category was evaluated out of 40 points where 20 was the highest and 5 was the lowest.

Table 2. General Results

Participants	Pre-Test	Post-Test
Participant 1	34	40
Participant 2	41	23
Participant 3	37	39
Participant 4	39	24
Participant 5	28	31
Participant 6	50	60
Participant 7	36	40
Participant 8	60	72
Participant 9	48	55
Participant 10	36	43
Participant 11	24	56
Participant 12	20	34
Participant 13	24	42
Participant 14	56	58
Participant 15	64	66
Participant 16	60	73
Participant 17	40	54
Participant 18	28	43
Participant 19	53	61
Participant 20	56	74
Participant 21	75	80
Participant 22	52	81
Participant 23	42	78
Participant 24	92	95
Participant 25	88	90
Participant 26	28	42
Participant 27	48	72
Participant 28	72	88
Participant 29	52	60
Participant 30	24	60
Participant 31	61	89
Participant 32	24	43
Participant 33	80	80
Participant 34	80	80
Participant 35	40	80
Participant 36	20	52
Total Score	1705	2156
Mean Score	47.36	59.89

Source: Direct research

The tests that were applied to the participant students from the control group determined the apprentices' lexicon. It's essential to mention that with the control group TPRS method was not used, on the contrary, a conventional traditional method was the one that the research used with this class. The results obtained in the pre-test shows that the mean score was 47.36 and 59,89 in the posttest being the lowest score 20 and the highest 95.

Experimental group pre-test score

Table 3. Results

Participants	Nouns	Adjectives	Verbs	Pre-test results
				Mean score
Participant #1	16	13	11	40
Participant #2	30	11	22	63
Participant #3	12	12	25	49
Participant #4	22	15	32	69
Participant #5	40	11	20	71
Participant #6	12	16	22	50
Participant #7	42	12	12	66
Participant #8	31	10	14	55
Participant #9	14	20	21	55
Participant #10	16	16	22	54
Participant #11	6	14	21	41
Participant #12	15	11	16	42
Participant #13	24	14	33	71
Participant #14	11	13	25	49
Participant #15	13	14	14	41
Participant #16	8	15	11	34
Participant #17	17	11	32	60
Participant #18	12	14	15	41
Participant #19	25	18	31	74
Participant #20	21	10	20	51
Participant #21	10	12	11	33
Participant #22	12	15	30	57
Participant #23	22	15	12	49
Participant #24	22	15	16	53
Participant #25	9	17	23	49
Participant #26	11	6	34	51
Participant #27	15	11	23	49
Participant #28	26	16	22	64
Participant #29	12	17	22	51
Participant #30	14	13	15	42
Participant #31	28	19	15	62
Participant #32	12	18	24	54
Participant #33	30	16	13	59
Participant #34	40	16	21	77
Participant #35	36	17	39	92
Participant #36	40	13	39	92
Participant #37	15	12	17	44
Total Score	741	518	795	2054
Mean Score	20,03	14,00	21,49	55,51

Source: Direct research

These results show that the experimental group obtained a media score of 55.51 in the pre-test. The highest grade in noun category was 40 and 6 was the lowest. This category was evaluated out of 40 points. On the other hand, the adjective category was evaluated out of 20 points being the highest grade 20 and the lowest grade 4. Finally, the verb category was evaluated out of 20 points where 39 was the highest and 10 was the lowest.

Experimental group pre-test and post-test

Table 4. Experimental group results

Participants	Pre-Test	Post-Test
Participant 1	40	52
Participant 2	63	71
Participant 3	49	68
Participant 4	69	80
Participant 5	71	83
Participant 6	50	72
Participant 7	66	75
Participant 8	55	77
Participant 9	55	76
Participant 10	54	64
Participant 11	41	50
Participant 12	42	56
Participant 13	71	76
Participant 14	49	51
Participant 15	41	50
Participant 16	34	37
Participant 17	60	60
Participant 18	41	58
Participant 19	74	84
Participant 20	51	64
Participant 21	33	48
Participant 22	57	78
Participant 23	49	76
Participant 24	53	72
Participant 25	49	66
Participant 26	51	71
Participant 27	49	62
Participant 28	64	83
Participant 29	51	72
Participant 30	42	80
Participant 31	62	87
Participant 32	54	64
Participant 33	59	72
Participant 34	77	90
Participant 35	92	96
Participant 36	92	94
Participant 37	44	48
Total Score	2054	2563
Mean Score	55,51	69.27

Source: Direct research

It is valuable to point out that 37 learners were part of the experimental group. These students belong to the first level "A". In the first place, the pre-test was applied in

order to analyze how much vocabulary students know. This pre-test was used before the application of the TPRS method. The media score for the pre-test was 55,51. The lowest score was 28 and the highest was 96. In the second place, TPRS was utilized in order to demonstrate the effectiveness of this method to teach vocabulary. Finally, the post-test was employed. The two tests score help the researcher analyze the results obtained in the beginning and at the end of the intervention. The mean score, that the experimental group obtained was 69.27.

Pre-test and post-test general results

Table 5. General results

GENERAL RESULT	
Pre-test control group	47.36
Pre-test experimental group	59.89
Post-Test control group	55.51
Post-test experimental group	69.27

Source: Direct research

The information presented in this table, clearly shows the overall results that were obtained in the application of both tests to both participant groups. The control group obtained 47.36 as the initial result and 59,89 in the end. On the other hand, the results achieved from the investigational group in the beginning they got 55.51 and 69.27 after the intervention. The results demonstrate that there is a considerable variation among the control and experimental group (9,38) which means that the intervention with the TPRS method has a positive effect when learning vocabulary in the English language.

Research Proposal

Proposal Background

For decades, the English language has been undergoing development as part of the globalization. A lot of people are aware that speaking a language requires a broad knowledge of vocabulary, and the majority of people depend on it to obtain a position or succeed in it. Moreover, some research that were mentioned at the beginning of this investigation, have revealed how important is applying TPRS method to motivate students when learning English vocabulary. It is a novel method which can be considered fantastic to teach the L2 because of that, the results that were obtained in the experiment showed a significant improvement because of students' predisposition to collaborate and participate in the activities, indicating the usefulness of this method in learning the target vocabulary.

The present research study aligns with previous investigations that highlight the positive impact of the TPR Storytelling method on vocabulary learning in a second language. Bahtiar's (2017) study, titled "T.P.R. Storytelling Method and its influence on the teaching-learning process of vocabulary in the English Language at Oswaldo Villamil Auz School," supports this claim by demonstrating the effectiveness of the TPRS method in enhancing students' vocabulary acquisition. The findings of Bahtiar's study further strengthen the rationale behind this current research project, as they provide additional evidence of the benefits of implementing the TPR Storytelling method for vocabulary instruction.

Justification

Teaching vocabulary in the English classroom is vital because it is one of the essential pillars at the moment to transmit ideas in a communicative setting.

Acquiring vocabulary expertise represents overcoming particular words. It implies to utilize them with their exact connotations when required in situational settings. Unfortunately, it is something that does not depend only on the teacher because when the class is over, students return to their normal routine where Spanish is their only source to communicate with each other. This disadvantage makes teachers think about other methods to make students use the language without caring about the place they are.

Therefore, the TPR Storytelling method is feasible to be implemented since it is a novel proposal because it allows teachers to apply some lessons where they will be able to apply a combination to read and tell a story. The proposal focuses in three stages: firstly, the original lexis buildings are taught through a mixture of transformation, signals, and adapted interrogations; in the second one, the new structures that were learned have to be used in a oral classroom story; and lastly, the third one, these structures start being used in a reading class. Finally, through the implementation of this proposal, students have the opportunity to develop their vocabulary in the English Language without feeling frustrated or demotivated in the learning process. With this proposal students will improve their communication expected to the boost of their vocabulary in L2.

Objectives

General Objective

To expand the English learning vocabulary by applying TPR Storytelling in English classes.

Specific Objectives

- To recognize areas to be implemented in the teaching-learning process.
- To elaborate some lesson plans for teaching English vocabulary by applying TPR Storytelling method.
- To evaluate the TPR storytelling method to enhance the students' learning vocabulary in the English Language.

Proposal Feasibility

The successful implementation of the TPR Storytelling method in the institution is feasible due to the collaboration and agreement between the institution's director and the learners. Recognizing the benefits of this method, both parties understand the positive outcomes it can bring to the institution as a whole, particularly in terms of vocabulary expansion in the target language. Their shared understanding and commitment to the use of the TPR Storytelling method create a conducive environment for effective vocabulary learning and contribute to the overall success of the approach. By working together and embracing this method, the director and learners ensure a harmonious and supportive learning environment where students can thrive and enhance their language skills.

Theoretical Basis

This method was developed by psychologist James Asher in 1997; he was a professor at the University of San Diego, California, USA. The translation of the title of the method is Total Physical Response, and as can be deduced from the statement, learning takes place through movement. The author shares the idea of the "active school" with other pedagogues of the past, such as Steiner, Montessori, Pestalozzi, Dewey, Freinet, and others, who separated their idea of teaching outside

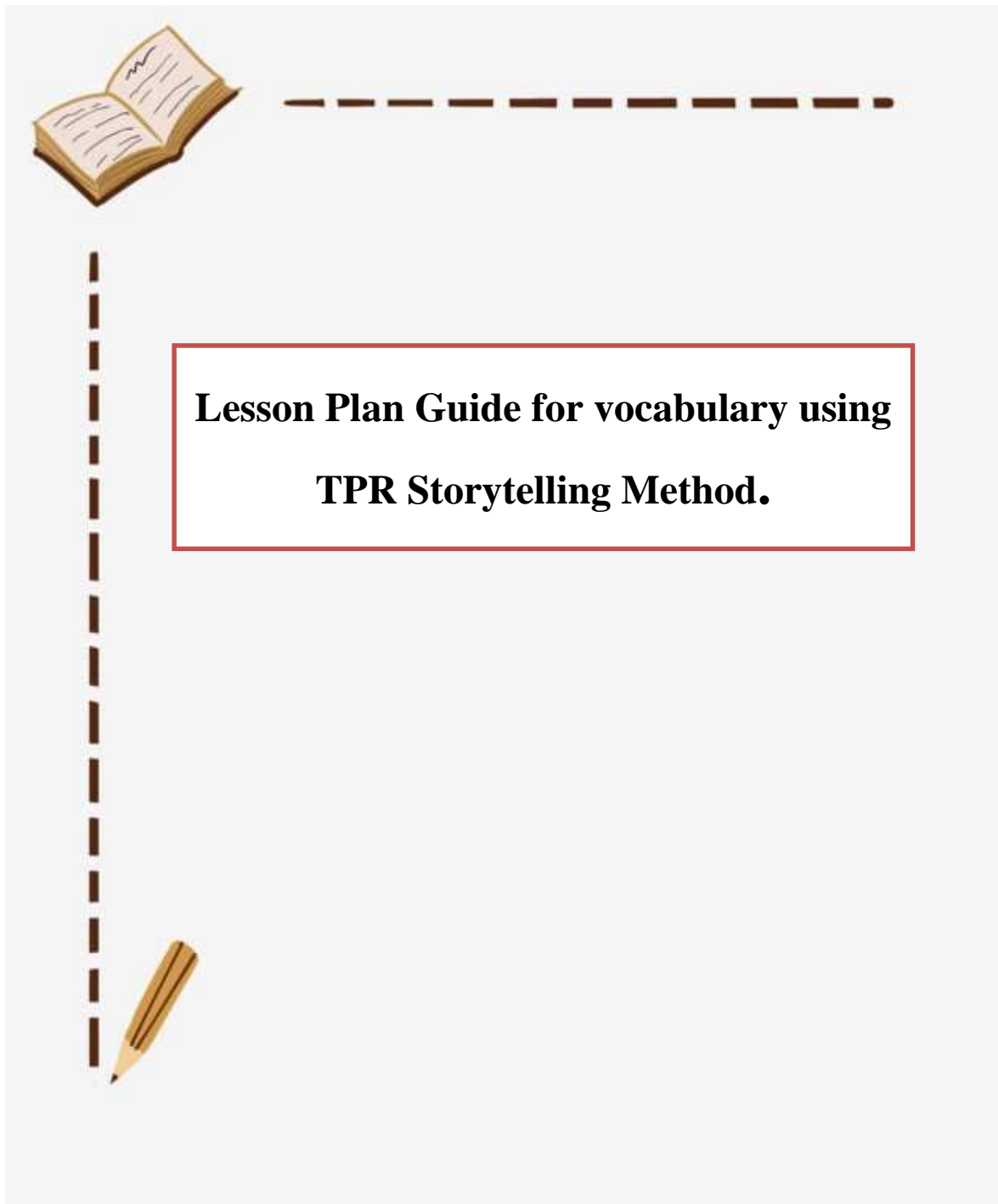
the conventions of the time. The motto of this method is "learning by doing," another idea supported by the authors mentioned above, especially Bruner (1969) and Krashen (1981). The bodily integrity of the human being cannot be separated from the intellect since they are two factors that belong to the same entity.

Proposal Development

Before suggesting the lesson plans of this proposal, the researcher recognized the importance of applying them in the experimental group to verify the effectiveness of the TPR Storytelling method in vocabulary learning in the English language. The activities were implemented four days a week for 90 minutes each day, spanning a total of four weeks. Throughout the implementation, the students actively participated and collaborated in the activities. At the end of the study, the students expressed their satisfaction with the activities as they were able to witness a noticeable increase in their English vocabulary. Their positive feedback further reinforces the potential of the TPR Storytelling method in enhancing vocabulary acquisition.

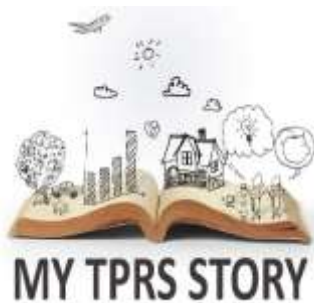
For this reason, the following proposal includes a selection of four lesson plans as examples of the intervention. These lesson plans have been developed to assist teachers in implementing the TPR Storytelling method in their classes. Each lesson plan incorporates the three essential steps: (1) Establish Meaning, (2) Ask the Story, and (3) Reading. These steps are designed to create a comprehensive and engaging learning experience for students, promoting vocabulary acquisition and language proficiency. By providing these sample lesson plans, teachers can gain a better understanding of how to effectively incorporate the TPR Storytelling method into their own classroom settings.

Figure 1. Cover page



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INTRODUCTION



https://i.ytimg.com/vi/_4SKmqZ6uAk/maxresdefault.jpg

“The true lover of learning then must his earliest youth, as far as in him lies, desire all truth.... He whose desires are drawn toward knowledge in every form will be absorbed in the pleasures of the soul, and will hardly feel bodily pleasures I mean, if he be a true philosopher and not a sham one ... Then how can he who has the magnificence of mind and is the spectator of all times and all existence, think much of human life He cannot. Or can such a one account death fearful No indeed.”

Platon

The following proposal will guide the teacher to create different learning activities for their students. It contains 4 Lesson plans which were design with the purpose of helping teachers to implement the TPR Storytelling method in their classes. Each Lesson Plan contains the three important steps: the first one, *Establish Meaning*; the second step, *Ask the story*; and the third step, *Reading*.

I hope you like it. Enjoy this!

Lic. Gabriela Robayo

LESSON PLAN 1	
Lesson	My Family
Student's profile	1 st level students
Student's age	14-16
Student's English level	A2 in CEFR standards
Duration	90 minutes
Language Skill	Speaking, Listening, Reading, Writing
The Name of the Story	The Eternal Bond of Brother and Sister
Target Vocabulary	A family gathering/ reunion /get-together, childhood, birth rate, birth order, relationship Immediate or nuclear/extended family, Twin, a spouse, sibling (rivalry), a parent, in-laws, ex-husband, half-brother, relationship
Learning objectives	To develop comprehension regarding the concept of family, its roles and functions using the vocabulary learnt.
Teaching Method	TPR Storytelling
Teaching techniques	Story asking Demonstration Question & Answer Dramatizing Individual and Pair-Work Chain Drills Circling
Sources and materials	Online sources: - https://moralstories26.com/tag/family-short-moral-stories/ - https://www.moralstories.org/family/ Online Dictionary Zoom platform Textbook Worksheets
Evaluation	Elaborate and present a collage with all the new vocabulary learnt.

STEP 1: ESTABLISH MEANING:

New vocabulary is presented to learners through flashcards. In the story “The Eternal Bond of Brother and Sister” the target vocabulary is as follow: *A family gathering/ reunion /get-together, childhood, birth rate, birth order, relationship Immediate or nuclear/extended family, Twin, a spouse, sibling (rivalry), a parent, in-laws, ex-husband, half-brother, relationship*

- ✓ The new words are presented using virtual flashcards, for additional expressions students will check them in the Cambridge online dictionary (<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>)
- ✓ At this phase of the lesson, the teacher offers the learners several oral recurrences of new words.
- ✓ Then, teacher check the lexical knowledge by means of interrogations in which the target vocabulary is used. (Who are they? Where are they? When do you think this story takes place/, What is happening?...)
- ✓ Subsequently, the educator assures that the learners have internalized the connotations of the new words. To do this it is necessary to apply any strategy to make it more dynamic, for example: Substitution drills or a Frayer Model. In the end, apprentices will have understood the meanings of each word, which means that the professor can move on to next stage.

STEP 2: ASK THE STORY

In this step, the teacher uses the outline script “**The Eternal Bond of Brother and Sister**” in a verbal situation. According to the learners’ preferences, the characters, setting and even the plot of the story can shift making this stage more interactive and easy to understand.

- ✓ In this step, the students will hear the new vocabulary learned many times as the teacher reads the story. Every single new structure has to be replicated several occasions by the teacher in order for the student to feel familiar. At this stage, the teacher applies the cycling technique while repeating the new structures.
- ✓ During the story, the teacher checks that the students follow the story by asking questions, for example: *What was the main character's name again? Which words do you think best describe this character? What do you think of the ending?* At this stage, eye contact is necessary.
- ✓ As the teacher reads complete sentences from the story, students act out what they hear. The teacher should encourage the students to exaggerate a little when acting out the different parts of the story, and in this way, the understanding of the new words will be more meaningful.
- ✓ At the end of the story, the teacher makes a simple summary and asks the students to summarize their own understanding of the story using the vocabulary learned.

STEP 3: READING

- ✓ Hand out a photocopy of the original story **The Eternal Bond of Brother and Sister** with all the structures and vocabulary words learned.
- ✓ Students read the story and in groups, pairs or as a whole class, they discuss about the important details of the passage.
- ✓ In addition to the vocabulary learned, students reinforce it with written and spoken activities for example: Ask students to write about their family's stories using the new words. Additionally, pair work activity can be applied. For this activity, the two students will seat face to face; student A is going to tell his or her family's story; student B must listen carefully every detail in order to ask many questions;

for example: Who are these people? How do they feel about your relatives?
Describe your mother, etc.

- ✓ The teacher concentrates on the smoothness of the language and the precise use of the target expressions.

LESSON PLAN 2	
Lesson	At the airport
Student's profile	1 st level students
Student's age	14-16
Student's English level	A2 in CEFR standards
Duration	90 minutes
Language Skill	Speaking, listening, Reading, Writing
The Name of the Story	Family Tradition – Baking Fish
Target Vocabulary	Shop attendant, a stewardess, a pilot, a waitress, prohibited items, air ticket, a passport, the departure lounge, the immigration control area, the departure hall, the boarding bridge
Learning objectives	To use airport vocabulary accurately
Teaching Method	TPR Storytelling
Teaching techniques	Story asking Demonstration Question & Answer Dramatizing Individual and Pair-Work Chain Drills Circling
Sources and materials	Online sources: https://learnenglishwithafrica.com/short-story-level-a2-b1-b2-beyond-with-airport-vocabulary-video-and-audio/ Online Dictionary Zoom platform Textbook Worksheets
Evaluation	Perform a role play using the vocabulary learnt.

STEP 1: ESTABLISH MEANING:

New vocabulary is presented to learners. In the story “At the airport” the target vocabulary is as follow: Shop attendant, a stewardess, a pilot, a waitress, prohibited items, air ticket, a passport, the departure lounge, the immigration control area, the departure hall, the boarding bridge

- ✓ The new words are presented using genially.com. Additional expressions students will check in the Cambridge online dictionary (<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>)
- ✓ If it is necessary, the educator can explain the words into the mother language.
- ✓ At this phase of the lesson, the professor supports beginners with several spoken repetitions of new phrases related to the topic.
- ✓ Then, the lexical knowledge of learners is checked by using questions in which the target vocabulary is used. (What is the title of the story? How would you describe the main character in the story?, What is the problem that the passengers are facing? ...)
- ✓ Subsequently, the educator assures that the learners have internalized the connotations of the new words by using *learningapps.com*, where students have to play a game using the words that were learned previously.
- ✓ Towards the end, apprentices will have understand the meanings of each word, which means that the professor can move on to next stage.

STEP 2: ASK THE STORY

In this step, the professor employs the outline script “**At the airport**” in a verbal context. According to the learners’ preferences, the characters, setting and even the plot of the story can shift making this stage more interactive and easy to understand.

- ✓ During the story, the teacher checks that the students are following the story by asking questions, for example: Where does the story take place? Who has a problem in the story? Was the problem solved? At this stage, eye contact is necessary.
- ✓ As the teacher reads complete sentences from the story, students act out what they hear. The teacher should encourage the students to exaggerate a little when acting out the different parts of the story, and in this way, the understanding of the new words will be more meaningful.
- ✓ At the end of the story, the teacher makes a simple summary and asks the students to summarize their own understanding of the story using the vocabulary learned.

STEP 3: READING

- ✓ Hand out a photocopy of the original story “**At the airport**” with all the structures and vocabulary words learned.
- ✓ Learners read the story and in groups, pairs or as a whole class, they discuss about the important details of the passage.
- ✓ In addition to the vocabulary learned, students reinforce it with written and spoken activities. For the written activity, students will have to design a boarding pass where they will write some statements in. After that they will perform a role play using that information.
- ✓ The teacher concentrates on the smoothness of the language and the correct use of the target words.

LESSON PLAN 3	
Lesson	Personality and Character
Student's profile	1 st level students
Student's age	14-16
Student's English level	A2 in CEFR standards
Duration	90 minutes
Language Skill	Speaking, listening, Reading, Writing
The Name of the Story	The devil's in the details
Target Vocabulary	Absent-minded, ambitious, angelic, brave, cool-headed, demonic, gentle
Learning objectives	Students will be able to use vocabulary related to personality and Character effectively.
Teaching Method	TPR Storytelling
Teaching techniques	Story asking Demonstration Question & Answer Dramatizing Individual and Pair-Work Chain Drills Circling
Sources and materials	Online sources: https://learnenglish.britishcouncil.org/general-english/story-zone/a2-b1-stories/the-devils-in-the-details-a2b1 Zoom platform Textbook Worksheets
Evaluation	Write a short story using the vocabulary learnt.

STEP 1: ESTABLISH MEANING:

New vocabulary is presented. In the story “The devil’s in the details” the target vocabulary is as follow: absent-minded, ambitious, angelic, brave, cool-headed, demonic, gentle.

- ✓ The new words are presented virtual flashcards, for additional expressions students will check them in the Cambridge online dictionary (<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>)
- ✓ At this phase of the lesson, the teacher delivers the learners many spoken repetitions of new phrases related to the topic.
- ✓ Later, the educator verifies the lexical knowledge of learners by using questions in which the target vocabulary is used. (What is the title of the story?, Where are the main characters? What is the problem? Does anything in this story seem familiar to you?)
- ✓ After these understanding questions, the educator confirms that the learners have understood the meanings of the new words through a crossword puzzle. To do this activity, educaplay.com can be used or any other gamification strategy.
- ✓ At the end of this step, students will have gained new word, which means that the teacher needs to move on next stage.

STEP 2: ASK THE STORY

- ✓ In this step, the teacher uses the outline script “**The devil’s in the details**” in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.
- ✓ In this step, the students will hear the new vocabulary learned many times as the teacher reads the story. Each new structure has to be repeated several times by the teacher in order for the student to feel familiar. At this stage, the teacher applies the cycling technique while repeating the new structures.

- ✓ During the story, the teacher checks that the students understand by asking questions. In other words, the teacher asks many questions to verify understanding by applying the cycling technique. Also, it is important to say that at this stage, eye contact is necessary.
- ✓ As the teacher reads complete sentences from the story, students act out what they hear. The teacher should encourage the students to exaggerate a little when acting out the different parts of the story, and in this way, the understanding of the new words will be more meaningful.
- ✓ At the end of the story, the teacher makes a simple summary and asks the students to summarize their own understanding of the story using the vocabulary learned.

STEP 3: READING

- ✓ Hand out a copy of the original story “**The devil’s in the details**” with all the structures and vocabulary words learned.
- ✓ Students read the story and in groups, pairs or as a whole class, they discuss about the important details of the passage.
- ✓ In addition to the vocabulary learned, students reinforce it with a written activity. Students will have to write some sentences using the new words learned. To do this activity, learners will have to create a blog in **wix.com** and share their blog with their classmates who will check their activity,
- ✓ The teacher and students’ classmates will focus on correct use of the target words.

LESSON PLAN 4	
Lesson	Professions
Student's profile	1 st level students
Student's age	14-16
Student's English level	A2 in CEFR standards
Duration	90 minutes
Language Skill	Speaking, listening, Reading, Writing
The Name of the Story	A job for Joe
Target Vocabulary	Advisor, bookkeeper, babysitter, butcher, caregiver, cashier, detective, ecologist
Learning objectives	Students will be able to use vocabulary related to professions effectively.
Teaching Method	TPR Storytelling
Teaching techniques	Story asking Demonstration Question & Answer Dramatizing Individual and Pair-Work Chain Drills Circling
Sources and materials	Online sources: https://learnenglish.britishcouncil.org/general-english/story-zone/a2-b1-stories/the-devils-in-the-details-a2b1 Zoom platform Textbook Worksheets
Evaluation	Write a short story using the vocabulary learnt.

STEP 1: ESTABLISH MEANING:

New vocabulary is presented for the lesson. In the story “A job for Joe” the target vocabulary is as follow: Advisor, bookkeeper, babysitter, butcher, caregiver, cashier, detective, ecologist.

- ✓ The new words are presented by using quizzlet, for additional expressions students will check them in the Cambridge online dictionary (<https://dictionary.cambridge.org/es/diccionario/ingles-estudiantes/>)
- ✓ If it is necessary, the teacher can interpret the words into the mother language.
- ✓ At this phase of the lesson, the teacher provides the learners with many spoken repetitions of new phrases related to the topic.
- ✓ Then, the educator confirms that the new lexicon was understood by using questions in which the target vocabulary is used. (What are Joe's weaknesses?, What is Joe's biggest strength?, What is the problem that the main characters are having? ...)
- ✓ After these understanding questions, the school teacher must confirm that the learners have learned the meanings of the new words by applying a word map activity.
- ✓ At the end of this stage, students will have learned the meanings of the new word, which means that the professor can continue with the next stage.

STEP 2: ASK THE STORY

In this step, the teacher uses the outline script "**A job for Joe**" in a verbal context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- ✓ In this step, the students will hear the new vocabulary learned many times as the teacher reads the story. Each new structure has to be repeated several times by the teacher in order for the student to feel familiar. At this stage, the teacher applies the cycling technique while repeating the new structures.

- ✓ During the story, the teacher checks that the students are understanding by asking questions. In other words, the teacher asks many questions to verify understanding by applying the cycling technique. At this stage, eye contact is necessary.
- ✓ As the teacher reads complete sentences from the story, students act out what they hear. The teacher should encourage the students to exaggerate a little when acting out the different parts of the story, and in this way, the understanding of the new words will be more meaningful.
- ✓ At the end of the story, the teacher makes a simple summary and asks the students to summarize their own understanding of the story using the vocabulary learned.

STEP 3: READING

- ✓ Hand out a copy of the original story “**A job for Joe**” with all the structures and vocabulary words learned.
- ✓ Students read the story and in groups, pairs or as a whole class, they discuss about the important details of the passage.
- ✓ In addition to the vocabulary learned, students reinforce it with written and spoken activities. For example: the teacher asks many questions to students related to the story and they are required to give answers for each question in a spoken context (Does Joe want to try something new?, Describe the main characters, What do you think will happen at the end of the story?)
- ✓ The teacher focuses on the fluency of the language and the correct use of the target phrases

CHAPTER III. ANALYSIS OF THE RESULTS

In this study, the researcher carried out this experiment in order to recognize the value of employing other instruction methods to teach vocabulary in the English language. The investigator agreed to do her study in this topic where the main objective was to implement TPR Storytelling Method in English language learning vocabulary. It already was mentioned earlier that the research was done with the quasi-experimental design, where a pre-test and post-test were applied in order to obtain the necessary information. All the data point was taken from learners and from TPR Storytelling Method which provided as the foundation to assess the main hypothesis of this research.

3.1. Hypothesis Testing

Alternative Hypothesis H1: TPR Storytelling Method influences in the development of the English Language vocabulary in Students of first level A and B of the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas, Ambato. Once the analysis of the results from the pre-test and post-test were developed, the researcher also needed to verify the hypothesis raised in the investigation, using the T-Student statistical method in order to determine if there were significant differences between two sample variances. Through the use of statistical software (SPSS) the following results were obtained:

Table 9. Paired Sample Test

	Mean	Std. Deviation	t_{count}	95% Confidence Interval of the Difference		T Statical Value	Degrees of freedom	P Value
				Lower	Upper			
Pair 1 Pre-test - Post-test	- 75000	0,44426	0,09934	-5,936	18,593	-7,55	19	0

Elaborated by: Robayo (2021)

The data shown, represents the outcome found from the statistical hypothesis. The value of t_{count} was ,09934. Even though the Degree of Freedom was 19 and the \acute{p} value was ,000. According to this information, the investigator confirms that H_0 was refused, and H_1 was taken. To conclude with this part, the TPR Storytelling Method affects in the progress of the English Language vocabulary in Students of first level A of the Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes, Centro de Idiomas, Ambato.

Additionally, some other studies support this result, such as the one conducted by Bahtiar (2017) with the topic "*T.P.R. Storytelling Method and its influence on the teaching-learning process of vocabulary in the English Language at Oswaldo Villamil Auz School*" or the other led by Quinteros and Rosales (2018), whose topic was "*T.P.R. Storytelling effects and vocabulary learning in Los Clementinos School in San Clemente*," These authors mention that the T.P.R. Storytelling Method is effective in the teaching-learning process of new vocabulary in a foreign language due to the positive results they obtained after the application of this method. In this way, the researcher confirms the effectiveness of this method proposed to improve vocabulary in the English language.

CONCLUSIONS

- The bibliographic review that has been carried out on the TPR Storytelling method and vocabulary learning in the English language, considering the point of view of various researchers on these topics, has been of vital importance to build the corpus of theoretical foundations that have served as a basis to contextualize and design the proposal foreseen in this work. This review allowed the researcher to clarify doubts about the history, evolution, and application of this new teaching method making the investigator explore new ways of teaching a foreign language because it is not only about teaching to memorize words but also to create meaningful and motivating learning in students when learning a new language, leaving aside the fear of communicating due to the lack of vocabulary they have.
- The second objective of this study focuses on highlighting the importance and effectiveness of the TPR Storytelling method in the teaching and learning process. This method offers a valuable approach for teachers to implement interactive and dynamic activities in their classrooms. By incorporating the three essential steps of Establishing Meaning, Asking the Story, and Reading, the TPR Storytelling method creates a stimulating learning environment where students feel motivated and empowered to communicate in the foreign language. This approach encourages active participation, enhances comprehension, and promotes the development of language skills. Overall, the TPR Storytelling method proves to be an important and effective tool for facilitating language learning and fostering student engagement.
- This study provides evidence of the positive impact of the TPR Storytelling method on English language learning, particularly in the acquisition of vocabulary. The dynamic, adaptable, and flexible nature of this method is reflected in the significant improvement observed in the results of the pre-test and post-tests. The TPR Storytelling method offers teachers a wide range of resources and techniques

to engage students through storytelling, catering to their unique characteristics, strengths, and specific needs. By utilizing this method, teachers can create an interactive and student-centered learning environment, fostering a deeper understanding and retention of vocabulary. The versatility of the TPR Storytelling method makes it a valuable tool for language teachers seeking to enhance vocabulary instruction and promote effective language learning outcomes.

RECOMMENDATIONS

- In the context of teaching practice, it is highly recommended to incorporate the TPR Storytelling method as a means to motivate students in vocabulary learning. By implementing this method within the teaching-learning process, teachers have the opportunity to explore and experiment with new techniques that revolve around the principles of TPR Storytelling. This method offers a dynamic and engaging approach that encourages student participation and active involvement in the language learning experience. By integrating TPR Storytelling into their teaching practice, teachers can create a more stimulating and interactive classroom environment that enhances students' motivation, comprehension, and retention of vocabulary.
- It is highly recommended to provide training for teachers in the use and application of the TPR Storytelling method. By equipping teachers with the necessary knowledge and skills, they will be able to effectively implement this method and generate more meaningful learning experiences for their students. Training sessions can focus not only on teaching vocabulary but also on integrating the TPR Storytelling method into the development of the four English language skills: listening, speaking, reading, and writing. This comprehensive approach will enable teachers to create engaging and interactive lessons that foster language acquisition and proficiency across various language domains.
- There is a strong intention to continue conducting research on the effectiveness of the TPR Storytelling Method with students of various age groups in the context of learning a foreign language. This ongoing investigation seeks to expand our understanding of how the method can be applied and its impact on language acquisition across different learner populations. By exploring its effectiveness with diverse age groups, researchers can gain insights into the

adaptability and efficacy of the TPR Storytelling Method in various educational settings. This ongoing research will contribute to the development of evidence-based practices in language teaching and learning and provide valuable guidance for educators seeking to enhance their instructional approaches.

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APPENDIX

Appendix 1: Pre-test and post-test taken from:

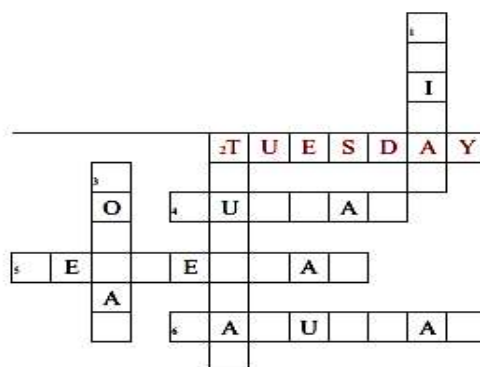
https://www.academia.edu/36086929/Vocabulary_for_KET_Key_English_Test

—

1. Complete the list.

- Monday,Tuesday....., Wednesday,....., Friday
- December,, February,, April
- Winter, spring.....,
- Thursday,, Saturday,
- May,, July,....., September
- Friday,, Monday,

2. Complete the crossword.



Across:

2. The second day of the week
4. The seventh day of the week
5. The third day of the week
6. The sixth day of the week

Down:

1. The fifth day of the week
2. The fourth day of the week
3. The first day of the week

- It's 12.00 p.m.
- It's 12.00 a.m.

B. How's the weather?




1. Complete the sentences.

- When the sun is shining. It is **sunny**.
- 1) When there is a lot of rain. It is-----.
- 2) When there is a lot of snow. It is-----.
- 3) When there is a lot of fog. It is-----.
- 4) When you cannot see anything. It is-----.

2. How's the weather in your country?

- In the spring -----
- In the summer -----
- In the fall -----
- In the winter -----

3. Look at the pictures and match.

a.	b.	c.	d.
			
e.	f.	h.	
			

Appendix 2: treatment

A job for Joe

Today is his lucky day. He finally has a job offer. It is true that when he is given something unexpected happens and your dreams finally come true. "Congratulations my son," his mother told him on the phone. "I know this day would arrive. I am so proud of you." His father did not say anything. He just held his hand for what seemed like ages. It has always been like that between them. Silence is the best expression of their love.

Joe knows that his family has been worried about him for a long time even though they have never told him. They want to the job market is not easy and conventional questions from random people were not helpful to get him out of his predicament. How was the interview? How, Joe, finally there is, job? How did it go? When is he going to start, Joe the new boss? When is his getting married? When, Joe, has a girlfriend? Is he an engineer or a doctor? What you say that, Joe was an architect? Joe is a engineer. Joe? Joe? Joe? Joe? These questions were annoying but he was nervous when he is going to say to those people more. He can not start thinking seriously about his future. Of course, he will be able to find a small house. A bachelor will do in the beginning and he can think of getting something bigger when he has saved enough money. He is not in a hurry to start a family of his own though. He has so many things to learn and also would not be free for his to be right. He needs something to do to get some money.

He checks the email again. It is true. He really has a job! His status has changed from jobless to future employee of Wellington Farming Enterprises. His Public Administration Bachelor's degree will now come in good use. He remembers the interview. The only man in the four months period asked him what his general questions were. He told him that he was responsible, caring, understanding, respectful, open minded and good with animals. He thought that they would ask him many questions about his educational background, the did not study Agriculture at college level so he does not understand why they picked him for the job. Perhaps there is something that they see in him that he is not aware of. His siblings are happy for him. They have already asked him for water guns and markers. "How first salary will be for me?" they said without waiting. He will not tell them.

He laughs. He imagines going to the Human Resource Manager and getting his first pay check. Maybe the money will be already deposited into his account. Maybe he will receive it in cash. The thing for is so easy of to that he will pay a set of spending money for his dear mother. He might also replace his father's broken apartment with an elevator one. He can do whatever with the salary of a Deputy Manager. He is also going to buy himself a new suit. He needs to be smart when he is going to work.

Synonym

Child-care worker

Antonym

nursemaid

Babysitter
(Vocabulary word)

Part of speech

Noun

Other form of the word

Babysitting
Babysitted
Babysit

Sentence from the text

Joe was very responsible taking care children so that he got a job as **babysitter**.

My own sentence

I don't get along with kids, so that it is not possible to get a job as **babysitter**