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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

TOPIC:

**TOTAL PHYSICAL RESPONSE AND ITS IMPACT ON ENGLISH
VOCABULARY LEARNING IN ELEMENTARY EDUCATION**

Thesis prior to obtaining the Master's degree in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

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DEDICATION

I dedicate this work to my parents, for their unconditional love, guidance, and constant support throughout my life; to my siblings, for their encouragement, companionship, and strength during every challenge; and to my coworkers, for their understanding, motivation, and valuable support along this journey.

This achievement is also yours.

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MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

**TEMA: LA RESPUESTA FÍSICA TOTAL Y SU IMPACTO EN EL APRENDIZAJE
DEL VOCABULARIO INGLÉS EN LA EDUCACIÓN PRIMARIA**

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Tutor: MG. Daniela Alejandra Bonilla Yucailla

RESUMEN EJECUTIVO

Este trabajo de investigación aborda la problemática del bajo nivel de adquisición y retención de vocabulario en inglés en estudiantes de educación básica, situación asociada a la escasa exposición al idioma, uso de metodologías tradicionales, limitada motivación en el aula y falta de recursos. En este contexto, el estudio tuvo como objetivo analizar el impacto del método Total Physical Response (TPR) en el aprendizaje de vocabulario en estudiantes de cuarto grado de una institución pública de la región Costa. Se planteó como hipótesis que la aplicación del método TPR incrementa significativamente la adquisición y retención del vocabulario en estudiantes de aproximadamente ocho años. La investigación se desarrolló bajo una metodología cuantitativa, con un diseño de carácter preexperimental, en la que participaron 34 estudiantes con nivel Pre-A1. Se emplearon técnicas como la observación y pruebas diagnósticas (pretest y posttest) para evaluar el progreso antes y después de la intervención, la cual consistió en la implementación de una guía didáctica basada en actividades dinámicas, movimiento corporal y participación activa. Los resultados evidenciaron una mejora significativa en la comprensión, retención y uso del vocabulario, así como un aumento en la motivación y participación de los estudiantes durante las clases. En conclusión, se determinó que el método TPR es una estrategia eficaz para la enseñanza del vocabulario en edades tempranas, ya que favorece un aprendizaje significativo, reduce la ansiedad y promueve un entorno dinámico e interactivo, contribuyendo así al fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés.

Palabras clave: adquisición de vocabulario, aprendizaje significativo, educación primaria, respuesta física total (TPR)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

THEME: TOTAL PHYSICAL RESPONSE AND ITS IMPACT ON ENGLISH
VOCABULARY LEARNING IN ELEMENTARY EDUCATION

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ABSTRACT

This research addresses the issue of low acquisition and retention of English vocabulary among elementary students, a situation linked to limited language exposure, traditional teaching methods, low classroom motivation, and a lack of resources in the public system. In this context, the study aimed to analyze the impact of the Total Physical Response (TPR) method on vocabulary learning in fourth-grade students at a rural public school in the Costa region. It was hypothesized that the application of TPR significantly increases vocabulary acquisition and retention in students around eight-years old students. The research followed a quantitative methodology with a pre-experimental design, involving 34 Pre-A1 level students. In addition, techniques such as pretests and posttests were used to assess progress before and after the intervention, which involved implementing a didactic guide based on dynamic activities, body movement, and active participation. The results showed a significant improvement in vocabulary comprehension, retention, and usage, as well as increased student motivation and participation during classes. In conclusion, it was determined that the TPR method is an effective strategy for teaching vocabulary at early ages, as it fosters meaningful learning, reduces anxiety, and promotes a dynamic and interactive environment, thereby contributing to the enhancement of the English language teaching and learning process.

KEYWORDS: meaningful learning, primary education, Total Physical Response (TPR), vocabulary acquisition.



INTRODUCTION

Importance and relevance

Learning English is extremely important in different areas of human development. Putra (2020) argues that English is an International Common tongue that people use in various fields, including politics, technology, education, and business. This language bridges frontiers because it not only allows people to communicate but also facilitates their adaptation to another country or environment. The significance of English is undoubtedly due to its role as the primary means of communication, enabling people to access a vast amount of information, global resources, and facilitating better job opportunities.

Consequently, learning English has become a necessity rather than an option. Every day, there is an increasing number of people who are interested in learning English, as our globalized world demands it. However, it is important to understand that mastering English involves developing four skills and subskills, and this process can take a lot of time. That is why having a strong foundation since childhood is crucial.

Nowadays, due to this demand for learning, several teaching methods, techniques, and strategies have been developed. One of the most important aspects of learning a language is vocabulary because it is related to the four language skills. In this sense, Wahyu (2022) expresses that people cannot transmit their ideas, feelings, and thoughts without vocabulary knowledge. In addition, Yuquilema (2022) argues that the limited exposure that EFL students have affects vocabulary acquisition in our

context. That is why finding a good method that helps young learners with vocabulary retention and comprehension is essential. Children's brains are more flexible during early ages, and teaching them using active methods contributes to the easy and significant internalization of knowledge. Celik et al. (2021) assert that the Total Physical Response (TPR) method has a positive impact on vocabulary learning because it combines movement, game, and knowledge, contributing to the learning process without causing stress or frustration.

This study is based on the Pedagogical Innovation research line, specifically within the sublines of Foreign Language Didactics, because it aims to contribute to the development of active teaching methodologies for EFL learners. It is known that, over time, the ways of teaching a language have evolved; however, nowadays, it is necessary to continue investigating which ones are more appropriate and viable, especially in contexts where there is a lack of resources. The implementation of the TPR method in vocabulary acquisition offers the opportunity of easy learning because it takes into account the psychomotor, expressive, intellectual, and social development of the students (Pozo, 2021).

In Ecuador, the English language has become an important tool for communication; therefore, the government is always working on creating laws and regulations to support English education. The Ministerio de Educación (2024) proposes a ministerial agreement titled “ACUERDO Nro. MINEDUC-MINEDUC-2024-00089-A,” which states that students have the right “To have flexible, innovative and alternative educational proposals that allow access, permanence, learning, participation, promotion and completion in the Educational System [...] (p.

4).” Consequently, teachers must continuously seek strategies or methods that ensure this right. Total Physical Response is an effective alternative because it allows learners to enjoy the learning process. This is evidenced by the fact that this method is included in the National Ecuadorian Curriculum, specifically in the documentation of certain skills, methodological orientation for evaluation criteria, and indicators for performance criteria.

The TPR method is highly recommended in vocabulary learning at early ages. According to Putri et al. (2025), elementary school students struggle with terminology acquisition because they often do not understand the material used by their teachers. To address this challenge, a method that fosters students' confidence should be proposed. Total Physical Response is a viable alternative because this method is based on how children learn their native language. By becoming familiar with something, in this case a learning method, they will store information more quickly and retain it for a longer period. Moreover, the author describes that gestures and movement during the teaching process increase students' engagement, a key factor for significant learning.

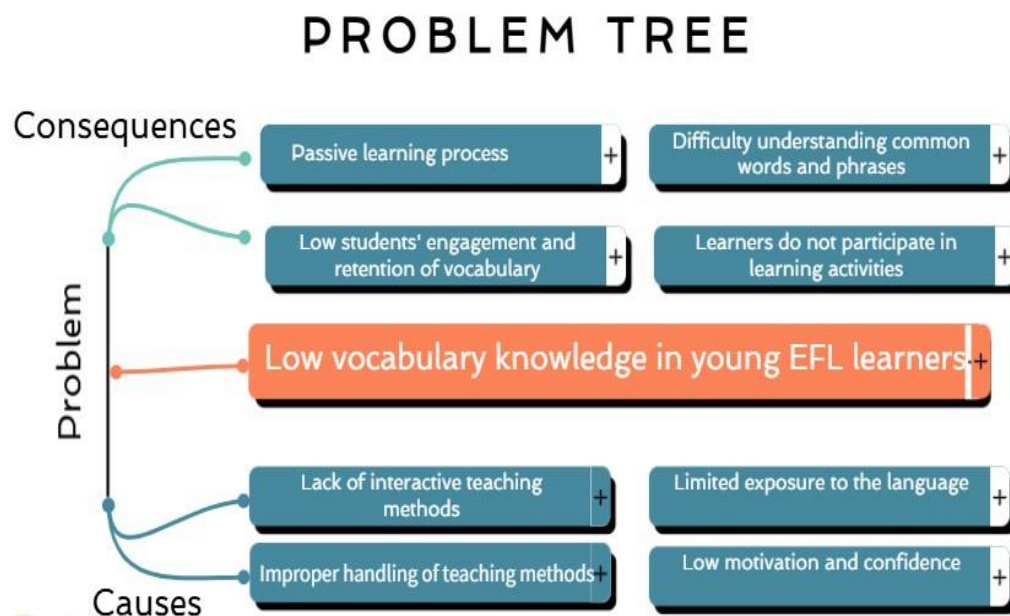
In the Latin American context, Cabrera (2022) conducted a study to understand the impact of using the TPR method to teach children vocabulary, and the results were positive. This is evidenced by the fact that, when he conducted the post-test after a period of using TPR in the classroom, some students received the highest grade, which did not happen when the study began. Moreover, he affirms that this method is friendly to young learners, allowing students to feel comfortable in their English language learning process. In the same regard, Castro et al. (2025) review the

impact of the method on learning English. They mention that learning a new language is exciting, especially for children, and that aspect is closely connected with memory. The Total Physical Response has shown evidence that it is beneficial because it helps us use language spontaneously, in addition to physically responding to it.

In addition, in the Ecuadorian setting, Rogel (2021) noted that the application of this method in the classroom is undoubtedly successful, as students remain actively engaged during class, a phenomenon that does not occur with other methods. Total Physical Response (TPR) stimulates children's interest in learning English, as it enables learners to be immersed in a pleasant and engaging environment. Nevertheless, this method cannot be used to teach all aspects of English, like grammar or complex vocabulary. In these cases, it is necessary to combine it with other methods to get better results. Additionally, if TPR is used for extended periods, it can become repetitive, leading to boredom among learners.

Regarding the limitations of the study, some students show low motivation toward learning English because they consider it an unimportant subject, which directly affects their participation during sessions. In addition, the educational context in which the research will be conducted features limited use of interactive teaching methods. The predominance of traditional English teaching, focused mainly on memorization and translation, posed a challenge for the adaptation and acceptance of the TPR method, which requires a more dynamic, participatory, and flexible learning environment. Therefore, implementing this method aims to increase interest in learning the language among all participants.

Figure 1. Problem tree



Graphic N1: Problem tree

Elaborated by: Eva Cuji

Source: Author's own elaboration

Problem statement

Learning a new language involves mastering a range of aspects, including grammar, pronunciation, writing, vocabulary, and others. In Ecuador, the level of English among students is, unfortunately, very low. Last year, our country ranked 82nd out of 116 states evaluated (EF Ecuador, 2024). This indicates that, despite the efforts of the government, institutions, and teachers, improvements are not being made. For this reason, alternatives should be explored so that the language can be well acquired from an early age, and as time passes, the learning process can be continued. However, for this to happen, the foundations of the language must be solid.

Building vocabulary skills is crucial for becoming proficient in a language; however, in our context, there is low vocabulary knowledge and poor retention starting from an early age. One cause of this issue is that teachers are not using innovative teaching methods. While many teachers today practice current approaches, some still rely on traditional methods like memorizing, repeating, or translating (Sharma et al., 2024). But this is not solely the teachers' fault, as in many cases, institutions lack the resources to create a good learning environment, leaving them no choice but to adapt to available resources and means. Additionally, some teachers fail to effectively manage their teaching methods, resulting in students being passive recipients of information. When this happens, student engagement during classes drops, leading to poor language acquisition.

Another cause of poor vocabulary knowledge is limited exposure to the language. English in Ecuador in elementary sublevel is only taught 3 times a week in periods of 45 minutes each (Ministerio de Educación, 2019). Due to the limited time available for language instruction, students tend to quickly forget what they have learned. The little or much that is studied in the classroom needs to be reinforced at home, but often there is no supervision and help from parents, making language learning slow. That is why, as much as possible, the learning experience in the classroom should be memorable, easy to recall, and applicable to real-life situations. In the same way, according to Purnama et al., (2019), the lack of motivation and confidence influences language acquisition since without it, the learning objectives are not fully met. There are different ways to motivate the student; one of them is to put into practice teaching methods that attract their attention. Moreover, professors

can incorporate interactive and fun activities, something that can be achieved with the application of Total Physical Response in the classroom.

Hypothesis

Applying the Total Physical Response Method to English Language Teaching will significantly increase vocabulary acquisition and retention in eight-year-old learners.

Beneficiaries

This research aims to investigate the effectiveness of the Total Physical Response Method in vocabulary learning in fourth-grade children in a public institution. The study will involve 34 students, aged 7 to 8 years old, enrolled in the fourth grade at a public institution in the Coast Region, located in a rural area. Their English level is Pre-A1, and they will soon start a new period of studies, so they will need to reinforce what they have learned in the previous year. Participants in this study will directly benefit from the implementation of TPR strategies for vocabulary learning. They will be part of some lessons applying the method, which will strengthen their knowledge of words and help them acquire new ones. Additionally, colleagues in teaching English can benefit from the study by having the opportunity to review the results and refine their teaching practices, incorporating their personal touch and considering the needs and interests of their students. Moreover, they will have on their hands a complete guide that includes all sources needed to conduct some classes applying the method, which helps them to save time and teach in a fun way.

Research question

How does the Total Physical Response (TPR) method influence vocabulary learning in fourth-grade children in a Public Institution?

Objectives**General objective**

- To analyze the impact of the Total Physical Response Method in vocabulary learning in fourth-grade children in a public institution of the Coast Region.

Specific objectives

- To describe the initial vocabulary level in fourth-grade students of basic general education.
- To apply the Total Physical Response Method in vocabulary learning activities for fourth-grade children through a didactic guide.
- To evaluate the advances in vocabulary acquisition after applying the Total Physical Response Method and assess its impact on retention and comprehension.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter provides a review of relevant concepts and studies that will help direct, understand, and contextualize the investigation I intend to undertake. Thus, in the first instance, some previous international and national studies related to the topic of Total Physical Response in vocabulary learning will be addressed, and in the second part, key concepts of the topic will be explored.

Previous Studies

Hounhanou (2020) carried out a study in which the purpose was to analyze the TPR method in the teaching of vocabulary and to promote its application to beginners in EFL classes. The research involved two groups: teachers and students from Benin, Africa, a total of twenty-six teachers and one-hundred-fifty students participated. The population was selected according to two important criteria: age and the cognitive development stage of the target group. This study used the mixed process. For teachers, a questionnaire with ten questions was applied. In the case of the students, they were observed in six classes. The observation took into account aspects like attitude, motivation, vocabulary understanding, physical response, communication of ideas, and learners' reactions towards the English Language. The results showed that the TPR method is suitable for teaching vocabulary at early ages because it involves movement, stimulation, and fun, aspects that children enjoy during the learning process. However, the author found issues applying this method; for instance, teachers not well-prepared. It is that they know the terminology but do not know how to use it correctly.

This research supports the present investigation because it argues that the TPR method is proper when learners are beginners in learning a language. Moreover, it states that this method is useful to teach vocabulary to young learners since TPR promotes a class environment with less stress and more participation and engagement.

Another important research was conducted by Dweikat et al., (2023). The objective was to examine the impact of the Total Physical Response (TPR) method on English vocabulary learning. 66 fifth graders from a school in Palestine participated in the study; 33 were part of the control group and 33 part of the experimental group. The results were not entirely positive, but the authors attribute those to some factors like short time spent applying the method, many learning styles present in class, and learners who refuse to participate. In this sense, they suggest that this method must be included in the curriculum in order for students to be familiar with it. Besides, they suggest developing future studies to compare the effectiveness of TPR in public and private institutions or between male and female students.

The results of this research contribute directly to the approach of my hypothesis since it demonstrates that it can be proved or disproved at the end of the study. By obtaining negative results, I can support this with arguments from this study and corroborate which of the characteristics mentioned here contribute to the method not yielding the desired results.

In the Ecuadorian context, some researchers have developed investigations about the Total Physical Response Method. Acuario and Rivadeneira (2023) performed a study in which the goal was to identify the students' perceptions on

learning vocabulary through the Total Physical Response (TPR) in EFL students at a Catholic School. Here, 35 seventh-grade students participated, and the investigators applied a quali-quantitative analysis for data collection. The results showed that the implementation of this method facilitates the acquisition of basic vocabulary in elementary-level students. It also has some advantages, such as improved interaction between students and teachers, interactive classes, increased student participation, and more engagement from students.

This study will guide the instrument validation procedure because it contains parameters that will be taken into account in my investigation. Also, it describes that the TPR method has better results if the teacher includes songs, storytelling activities, and games. Finally, this research establishes an interesting comparison between young learners and adults when learning vocabulary, which extends some of the ideas of the present analysis.

In the same context, Lalaleo (2023) developed a research to know the influence of the Total Physical Response (TPR) method on the listening skills achievement. This study included 23 learners between 7 and 8 years old, 14 boys and 9 girls from a private institution in Ambato. Learners were exposed to a treatment, and a test was applied before and after it, so the author applied a pre-experimental method. The results were positive; students improved their listening performance significantly after using the method since the researcher put in practice different activities like listening and pointing out, touching, writing, drawing, picking, and so on. Also, it is suggested to use real-life objects during the lesson; this is attractive for young learners, making the results much better.

This article contributes to the idea that this method is useful at early ages. It also provides key data for the development of the methodology since the author used the same method that is intended to be used in this study, and the activities proposed for the treatment can serve as support for the construction of those that will be put into practice, obviously contextualizing them to the teaching of vocabulary.

1.1 Total Physical Response (TPR)

1.1.1 Teaching Methods

Teaching methods are the set of planned pedagogical procedures that guide instructional decision-making and determine how input, interaction, and practice are structured in the classroom. In language teaching, methods emerge as coherent systems: they involve views about language, beliefs about how learning occurs, and prescriptions for how teachers should organize tasks, feedback, and sequences of activities. Therefore, a method is not only a technique; it is a framework of pedagogical logic. In EFL at primary level, methods are important because children are still developing cognitive control and therefore rely heavily on experiential input that is highly observable and embodied (Garello et al., 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

Methods also operate as a mediating layer between theory and practice. A method takes theory — for example, behaviorism, cognitivism, constructivism — and turns it into concrete routines that can be implemented with a specific age group. In early EFL, a method must reduce abstraction because children process language better when they can connect form to perceptible action, object manipulation, gesture, and sound patterns (Morocho Morocho, 2024). Thus, selecting an appropriate method

is an issue of cognitive suitability as well as linguistic alignment.

Finally, a method also determines how evaluation can be conceptualized. For example, a grammar–translation method lends itself to written tests, whereas an embodied method lends itself to performance observation. In this way, teaching methods are not neutral instruments; they generate the logic of measurement. Consequently, the decision to use TPR automatically reshapes how vocabulary acquisition can be assessed in terms of visible comprehension, enactment, and recall (Chérrez, 2024; Crandall, 2022).

Beyond their procedural nature, teaching methods operate as epistemological filters that determine what counts as knowledge in the language classroom and how that knowledge becomes learnable for children. In EFL contexts, the method a teacher adopts shapes the rhythm of instruction, the intensity of exposure, and the openness of interaction formats. For instance, methods with a structural orientation privilege accuracy and rule-governed input, whereas experiential methods privilege spontaneity, sensory connection, and situated participation. Because primary-level learners still function within developing attention spans and limited metalinguistic awareness, methods emphasizing clarity, concreteness, and redundancy tend to be more developmentally aligned (Garello et al., 2024).

A method also influences the emotional climate of the classroom. Some pedagogical approaches position error as a natural part of exploration, while others enforce precision. This distinction is critical for young learners, whose affective filters are highly sensitive to judgment, frustration, and perceived difficulty. Methods that provide high support and low anxiety—such as TPR—allow children to process

language in an environment where mistakes do not threaten their sense of competence. This is especially relevant in Ecuadorian public schools, where overcrowded classrooms, limited instructional time, and diverse linguistic readiness levels demand methods adaptable to varied learning rhythms (Chiluisa Chicaiza & Guamán Luna, 2025).

Moreover, teaching methods regulate the sensory channels through which information enters working memory. Some methods rely predominantly on verbal delivery, assuming children will decode language efficiently. Others, such as embodied or multisensory approaches, deliberately expand the perceptual bandwidth by incorporating gesture, physical demonstration, visual modeling, and sound patterns. Research with Ecuadorian children reveals that sensory-enriched input stabilizes attention and supports comprehension, particularly when learners have limited prior exposure to English (Morocho Morocho, 2024). Thus, selecting a method becomes not only a pedagogical choice but also an accessibility decision.

Finally, methods influence pacing and sequencing—two structural components of instruction that profoundly impact vocabulary acquisition. A method that segments learning into short bursts of action tends to align better with children's cognitive stamina than one relying on extended verbal explanations. TPR's cyclic structure of command–execution–verification fits this developmental profile, allowing children to process language in small, manageable units that accumulate into broader internal representations. For this reason, method selection in early EFL must be deeply responsive to learners' neurocognitive constraints and sociocultural contexts, rather than merely following theoretical preference (Chérrez, 2024).

1.1.2 Definitions of TPR (Definition 1 & Definition 2)

First, TPR can be defined as a language teaching method in which learners respond physically to imperatives, commands, and teacher modeling. It assumes that comprehension develops sooner than oral production and therefore physical action functions as a non-verbal output channel. In this sense, TPR positions meaning as embodied action: the learner does not merely hear a word; the learner enacts it. This combination of auditory verbal input with kinesthetic motor execution reduces cognitive processing load because the linguistic form is anchored in a physical representation (Dove, 2022; Chérrez, 2024).

Second, TPR can also be defined as an instructional system based on the direct mapping between language and motor behavior through movement. This definition emphasizes that vocabulary is conceptualized not as an isolated lexical item, but as an action-potential unit that can be experienced. From this perspective, vocabulary for children is not simply “word form + meaning”; it is “word form + sensorial + motor pattern” (Oppici et al., 2023; Crandall, 2022).

Both definitions converge in one central assumption: early-stage vocabulary retention is stronger when language is contextualized through movement rather than through abstract recognition. Therefore, TPR serves not only as an instructional technique but also as a cognitive support mechanism that reduces memory decay and increases retrieval pathways (Yang, 2024; Putri et al., 2025).

Understanding TPR also requires recognizing its dual identity as both a pedagogical method and a cognitive mediation system. At the methodological level, TPR provides teachers with a structured set of procedural routines—commands,

modeling, sequencing, and embodied dramatization—that can be adapted to different thematic units. At the cognitive level, TPR operates by reducing abstraction and distributing linguistic demands across multiple sensory and motor channels. Dove (2022) emphasizes that when vocabulary is mapped onto bodily movement, it becomes encoded in episodic memory rather than solely in semantic memory. For young learners who rely heavily on perceptual cues, this shift makes vocabulary more retrievable.

Another way to define TPR is by situating it within the broader family of enactment-based learning strategies. Enactment refers to the process by which learners “do” the meaning of words through motion. Neuroscientific studies suggest that motor cortex activation during enactment enhances the lexical encoding of verbs and action-related nouns (Oppici et al., 2023). Although TPR predates these neuroscientific findings, its principles align with them: by pairing linguistic labels with motor execution, children develop multimodal traces of meaning that remain accessible during recall tasks.

A further implication of defining TPR in motor-cognitive terms is that it repositions the learner as an active agent in the meaning-making process. Instead of relying solely on auditory decoding, the child constructs meaning through sensorimotor simulation—a process particularly effective for vocabulary items tied to objects, actions, and descriptive categories. In Ecuadorian basic education, where opportunities to practice English outside the classroom are limited, TPR acts as a compensatory mechanism by creating immersive micro-experiences of language (Putri et al., 2025).

Both definitions frame TPR as a tool not only for increasing comprehension but also for strengthening memory durability. Yang (2024) notes that embodied learning reduces interference and accelerates retrieval pathways because physical movement creates additional neural markers associated with each lexical item. Thus, TPR should be conceptualized not merely as an instructional preference but as a strategic cognitive scaffolding system that optimizes vocabulary retention for young children.

1.1.3 Ways, Forms, and Movement Patterns in TPR

Ways, forms, and movement patterns in TPR refer to the structured repertoire of physical responses that learners perform while processing input in English. TPR is not simply “moving” — it is movement encoded as linguistic meaning. The teacher must intentionally select forms of movement that align with the semantics of the vocabulary item or command. For example, lexical items that refer to locomotion (walk, run, jump) require displacement, whereas lexical items that refer to manipulation (open, close, touch) require small-motor articulation with hands. The “form” of the movement communicates the meaning; therefore, the body operates as a semantic medium (Crandall, 2022; Calero Cisneros et al., 2025).

Movement patterns also allow for graded complexity. At early primary levels, patterns begin at single-action-single-command mapping (e.g., stand up), then proceed to chained directives (e.g., stand up → turn around → sit down), and later to selective conditional sequences (e.g., clap only when you hear jump). These levels of patterning can be used intentionally to scaffold cognitive demands: from perceptual processing → to sequencing → to inhibition control. This aligns directly with

children’s developmental cognitive readiness. Thus, movement patterns are a means to gradually increase the challenge without abandoning comprehensibility (Garello et al., 2024; Hounhanou, 2020).

Finally, the systematic variation of movement patterns also supports memory consolidation. Repetition through motor variety allows multiple retrieval cues for the same lexical item. If the same verb is practiced in multiple movement sequences, the lexical representation becomes more robust, because memory traces are strengthened through diverse physical contexts. Therefore, “ways + forms + patterns” are a core internal engine in TPR: they enable the teacher to transform vocabulary into embodied cognitive routines that the learner can store, retrieve, recombine, and transfer (Chiluisa Chicaiza & Guamán Luna, 2025; López-Ozieblo et al., 2024).

Movement patterns in TPR operate through an intentional choreography of linguistic and motor elements. Teachers do not simply ask learners to “move”; they design sequences that mirror the semantic load of the vocabulary. This means that the kinesthetic qualities of the movements—speed, direction, amplitude, and coordination—carry linguistic meaning. For example, the verb *jump* requires vertical displacement, whereas *tiptoe* requires subtle, controlled motion. The alignment between movement quality and lexical content enhances semantic clarity and reduces ambiguity (Calero Cisneros et al., 2025).

These movement patterns follow structured levels of complexity. At the foundational level, learners respond to isolated commands that require minimal cognitive processing: “touch your head,” “stand up,” “turn around.” Once these basic one-to-one mappings are established, teachers can escalate the cognitive demands by

introducing chained sequences. Research indicates that chaining supports the development of executive functions, including working memory and sequencing ability, because children must track multiple linguistic units and reproduce them in order (Garello et al., 2024).

Conditional movement patterns represent the highest level of challenge. For example, tasks such as “*Touch your nose only if you hear the word run*” require learners to analyze input, suppress automatic reactions, and respond selectively. These inhibitory control tasks mirror natural cognitive processes required for real-time language use. Hounhanou (2020) emphasizes that such patterned complexity is crucial for moving children from surface-level action to deeper comprehension.

Movement patterns also serve as memory stabilizers. When vocabulary is rehearsed through varied motor sequences—slow, fast, combined, reversed—each variation becomes an additional retrieval cue. López-Ozieblo et al. (2024) argue that motor variability leads to more robust neural encoding because the learner experiences the vocabulary in multiple contexts. For children with limited exposure to English, this redundancy is not repetitive but reinforcing, allowing their internal lexicon to form stronger semantic anchors.

1.1.4 The Use of Songs in TPR

Songs serve as rhythmic scaffolds that reinforce the mapping between language and coordinated movement. Rhythm provides temporal structure, which reduces cognitive load because children can anticipate the next segment of input. When verbal commands are embedded within songs, learners synchronise their motor output not only to the semantic content of the verb but also to its rhythmic pulse. This

dual anchoring — semantic + rhythmic — increases perceptual salience and facilitates attention retention. In early EFL, songs, therefore, function as “linguistic pacing devices” that pace input and regulate how children distribute processing resources across auditory, phonological, and kinesthetic channels (Dove, 2022; Peng et al., 2025).

Additionally, songs in TPR amplify memory encoding. Musical contours activate auditory melodic pathways that operate semi-independently of verbal decoding. When lexical units are presented in a melodic frame, the learner can later retrieve them through melodic recall even if the lexical form is temporarily inaccessible. This means that a melody can operate as a retrieval cue that triggers semantic memory. The phenomenon is observed particularly strongly with action verbs and classroom routines. Because songs provide patterned predictability, they also facilitate the transition from controlled processing to more automatic retrieval, especially after repeated sessions (Crandall, 2022; Putra, 2020).

Songs in TPR constitute a multimodal pedagogical tool that amplifies linguistic input by embedding it within rhythmic, melodic, and motor structures. Rhythm functions as a temporal organizer, enabling children to anticipate linguistic units and synchronize their actions accordingly. Peng et al. (2025) point out that rhythm enhances auditory discrimination, especially among learners who are still developing phonological processing skills. This is crucial in early EFL settings, where children may struggle to differentiate sounds in an unfamiliar language.

Moreover, songs create predictable linguistic cycles. When commands appear within repetitive musical frames—“*clap your hands,*” “*stomp your feet*”—children

hear the same lexical items across stable melodic contours. This stability allows them to internalize prosodic patterns, which strengthens their receptive abilities. Even children who hesitate to speak benefit from singing or moving along, as melodic repetition reduces anxiety and increases participation.

Songs also facilitate cross-modal integration. The combination of music + movement + language intensifies memory encoding through what Putra (2020) describes as “tri-channel reinforcement.” Children map lexical forms onto melodic timelines while simultaneously attaching motor actions to the same words, producing a triple-layered memory trace. This is why songs remain one of the most effective tools for teaching action-related vocabulary in primary settings.

Additionally, songs support the transition from comprehension to production. Once children have enacted a command repeatedly, the melodic frame provides a scaffold for oral output. Even reluctant speakers often produce isolated words or short phrases when embedded in song because the melody provides structure and reduces linguistic uncertainty. This is particularly useful in Ecuadorian public schools, where opportunities for oral practice are limited and instructional time is short.

1.1.5 Principles of TPR

The principles of Total Physical Response are grounded in the assumption that comprehension precedes production. Learners are not forced to speak before they have constructed stable internal representations of meaning. Instead, they listen, interpret, and physically react. These principles respect naturalistic acquisition patterns observed in early first language development, where children spend extended periods decoding input before producing complex utterances. In TPR, the absence of

pressure to produce speech reduces anxiety and cognitive overload, which is particularly advantageous for young learners in formal educational settings (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

Another principle is that meaning must be concrete, observable, and unambiguous. Because children do not rely on abstract reasoning to the same extent as older learners, the teacher ensures that every lexical item is paired with a motor demonstration. The learner sees what the word “means” through the teacher’s body and then imitates it. This creates a direct, perceptible evidence chain: word → action → body-schema. As a result, the semantic interpretation becomes grounded in sensorimotor experience rather than in verbal definitions. This bypasses the limitations of metalanguage and supports comprehension even in contexts where reading skills are not yet fully developed (Garello et al., 2024; Crandall, 2022).

pond physically rather than verbally, giving them time to construct internal representations before speaking.

Another principle is the reduction of linguistic ambiguity. Young learners rely heavily on environmental cues; therefore, every lexical item must be accompanied by a clear, observable action. Garello et al. (2024) emphasize that when meaning is physically grounded, children can bypass abstract definitions and comprehend new vocabulary through perceptual simulation. This is especially important in multilingual or low-literacy contexts where children may not yet possess the metalanguage needed to articulate definitions.

A further principle relates to emotional safety. TPR reduces performance pressure by replacing verbal output with motor action. Chiluisa Chicaiza and Guamán

Luna (2025) highlight that Ecuadorian children often experience anxiety when required to speak in English, particularly when classroom social dynamics are competitive. TPR lowers these barriers by ensuring that learners can demonstrate understanding without producing speech prematurely.

In addition, TPR emphasizes cumulative learning. Vocabulary is introduced in small, manageable units and then gradually recombined. This principle aligns with cognitive load theory, which states that learning is more effective when working memory is not overloaded with too many novel items simultaneously (Crandall, 2022). By gradually expanding sequences, TPR facilitates progressive mastery without overwhelming learners.

1.1.6 Characteristics of TPR

One hallmark characteristic of TPR is that the teacher functions as the primary input model throughout the early phase of instruction. Children do not guess the meaning of language — they see it. The teacher demonstrates each command physically, thereby transforming the input into an embodied reference. Visual clarity is essential here. In fact, physical modeling is the “anchor” that reduces ambiguity and facilitates fast semantic mapping (Chiluisa Chicaiza & Guamán Luna, 2025; López-Ozieblo et al., 2024).

A second characteristic is the reliance on imperatives as the core syntactic form. Commands such as “stand up,” “touch your head,” or “open your book” operate as functional linguistic units that are readily processable by younger learners. Imperatives provide direct semantic force and avoid unnecessary grammatical complexity. Children do not need to parse subordinate clauses; they simply interpret

an action-oriented chunk and respond with their bodies (Crandall, 2022; Hounhanou, 2020).

A third characteristic is the postponement of oral production. TPR protects the learner from premature speaking demands. Silent comprehension is respected as a legitimate phase — not an absence of learning. This delay is conceptualized as incubation: the learner internalizes semantics through repeated physical execution, and when spontaneous production finally emerges, it tends to be more accurate and less effortful, because it is grounded in prior embodied comprehension (Morocho Morocho, 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

One critical characteristic of TPR is its reliance on teacher modeling as the initial source of intelligible input. Teachers act not only as linguistic informants but also as embodied demonstrators. Young learners depend on the clarity and consistency of these demonstrations to decode meaning accurately (López-Ozieblo et al., 2024).

Another defining feature is the structured use of imperatives. Imperatives are developmentally appropriate because they remove grammatical complexity. Crandall (2022) explains that young learners process imperative constructions more efficiently than descriptive sentences because they do not require syntactic reorganization.

The postponement of production is another hallmark of TPR. This characteristic is rooted in the belief that speaking emerges naturally once comprehension is strong. Morocho Morocho (2024) stresses that premature production often leads to fossilized errors, whereas delayed production results in more accurate and confident speech.

Additionally, TPR emphasizes high levels of teacher–student interaction. This interaction is not verbal but kinesthetic, consisting of call-and-response cycles that mirror natural conversational turn-taking. Hounhanou (2020) argues that this embodied turn-taking enhances engagement and maintains attention even among learners with low linguistic proficiency.

1.1.7 Stages of TPR Implementation

The first stage of TPR implementation is the “modeling and comprehension” phase. Here the teacher issues commands and simultaneously performs them. Children are not expected to act immediately or independently; their job is to observe, track the gesture-meaning connection, and build an internal mapping. This stage can feel deceptively simple, but cognitively it is foundational: learners are constructing the semantic database they will later activate (Chérrez, 2024; Crandall, 2022).

The second stage is guided performance. At this point, the teacher gives commands but no longer models the action. Children now perform based on their own comprehension. This is the moment where the teacher can detect misunderstandings, clarify motions, and gradually increase complexity. Sequencing tasks, chained directives, and conditional commands usually enter here because learners have already formed sufficiently stable meaning representations (Putri et al., 2025; Yang, 2024).

During the modeling and comprehension stage, learners are exposed to commands while observing the teacher’s demonstration. Chérrez (2024) explains that this stage builds the initial semantic mapping by providing clear, consistent referents. Teachers must maintain exaggerated gestures, slow pacing, and repetition to ensure

comprehension.

In the guided performance stage, the teacher gradually withdraws modeling, prompting learners to interpret and react independently. This stage reveals learners' comprehension gaps, allowing targeted clarification. Putri et al. (2025) highlight that this shift from guided to autonomous action represents a critical cognitive transition—from observational processing to active decoding.

A third stage—often implicit—is the expansion stage. Here, commands become more complex, requiring sequencing, conditional responses, and selective inhibition (Yang, 2024). These tasks foster higher-order cognitive skills, including working memory, cognitive flexibility, and attention control.

Finally, many TPR practitioners incorporate a creative production stage. Although not always verbal, this stage involves learners generating their own actions, routines, or dramatizations. By producing their own sequences, learners demonstrate internalization and begin transitioning into spoken output, aligning with the natural progression described in TPR principles.

1.1.8 Evaluation of Learning Through TPR

Assessment in a TPR context must be behavior-based, because meaning is expressed physically before it becomes linguistic output. In this model, comprehension is not inferred from written answers, but from the learner's ability to execute an action that corresponds to the teacher's command. A correct motor response demonstrates semantic access. Therefore, the evaluator is not merely "watching performance"; the evaluator is reading comprehension through action. This shift requires teachers to be highly attentive to detail: hesitation, incomplete gesture,

or inconsistent movement can indicate partial understanding rather than error (Dove, 2022; Chiluisa Chicaiza & Guamán Luna, 2025).

Another important consideration is that TPR evaluation must reflect natural variability in children's motor expression. Young learners may internalize the meaning but execute the movement with slight personalisation — which is not necessarily evidence of incorrect comprehension. Thus, the evaluation model should prioritize semantic equivalence rather than mechanical precision. The core question becomes: “Does the child's action demonstrate they understood the command?” rather than “Is the movement identical to the teacher's version?” Such flexibility protects against penalising individual motor style (Oppici et al., 2023; Calero Cisneros et al., 2025).

Evaluating learning within a Total Physical Response framework requires a reconceptualization of what constitutes evidence of comprehension. In early EFL acquisition, meaning emerges first through embodied action, not through verbal explanation. Thus, the learner's body becomes the primary assessment instrument. Instead of relying on written tasks that may exceed children's literacy levels or impose cognitive barriers, TPR interprets motor performance as the clearest indicator of semantic access. When a child responds promptly and accurately to a command, they demonstrate not merely imitation but internal processing of linguistic input (Dove, 2022).

This embodied assessment paradigm demands sophisticated observational awareness from the teacher. Micro-behaviors, such as hesitation, delayed reaction, or partial gestures, serve as diagnostic cues of incomplete or unstable lexical mapping.

These subtle variations are particularly important in early grades, where children may avoid verbalizing difficulties but reveal them through movement. Chiluisa Chicaiza and Guamán Luna (2025) emphasize that Ecuadorian learners often mask linguistic uncertainty through group mimicry; therefore, individualized observation becomes indispensable.

Additionally, TPR evaluation recognizes that children's motor responses naturally vary. The validity of the assessment does not depend on mechanical accuracy but on semantic equivalence. In other words, an action is considered correct if it expresses the intended meaning, even if the execution differs from the teacher's prototype. Oppici et al. (2023) note that motor expression in children reflects developmental individuality; their coordination, rhythm, and amplitude differ while still conveying the appropriate semantic interpretation. Thus, TPR evaluation must distinguish between motor diversity and comprehension error—a distinction critical to avoid misjudging learners with distinct motor profiles.

Moreover, TPR assessment aligns with developmental principles of early childhood cognition. Young learners encode meaning through perceptual–motor coupling; therefore, assessment through action not only reflects comprehension but also reinforces it. This cyclical relationship—learning through movement and demonstrating learning through movement—creates a self-validating instructional model (Calero Cisneros et al., 2025).

Another key element is that TPR evaluation occurs continuously as part of instruction, not as a separate episode. Unlike traditional assessment, which isolates testing from teaching, TPR treats every command cycle as an opportunity to interpret

learners' understanding. This embedded evaluation prevents test anxiety and generates naturally occurring evidence of learning. Such a model fits especially well in Ecuadorian primary schools, where high-stakes testing often restricts young learners' expressive capacity.

1.1.9 Advantages of TPR

One of the most practical advantages of TPR is its accessibility in low-resource educational contexts. The method does not require specialised equipment — the body is the tool. This makes TPR particularly feasible in public primary schools, where teaching materials may be limited. In such settings, TPR becomes an equalising methodology: it offers high-quality input, vivid representation of meaning, and sustained engagement without depending on technology or expensive visual aids (Putri et al., 2025; Crandall, 2022).

A further advantage is its alignment with children's natural learning tendencies. At primary age, movement is not a distraction; movement is a processing mode. When children move, they focus through their bodies — attention is embodied. TPR leverages this instead of suppressing it. Learners are not forced into static listening; they interact with language through kinetic play. This makes the learning environment more organic and less cognitively artificial, which can result in stronger long-term retention (Putri et al., 2025; Chiluisa Chicaiza & Guamán Luna, 2025).

The advantages of TPR extend beyond linguistic gains; they reshape the foundational conditions of classroom learning. One of the major strengths of TPR is its methodological inclusivity in contexts with limited material resources. Many Ecuadorian public schools face shortages of textbooks, visual materials, and

technological tools. TPR bypasses these limitations by relying on the teacher's body and the learner's movement as the main instructional tools. Because meaning is enacted physically, the absence of external materials does not reduce instructional quality (Putri et al., 2025).

A second advantage is TPR's alignment with the psychomotor profile of young learners. Children in early primary levels learn through movement, exploration, gesture, and sensory engagement. Crandall (2022) highlights that movement is not merely an "activity"—it is a cognitive mediator. When movement is integrated into the learning process, children sustain attention more effectively and activate neural pathways linked to memory consolidation. This is particularly beneficial for vocabulary learning, which depends heavily on the formation of durable semantic associations.

Furthermore, TPR transforms the classroom environment into a space of playful engagement. Unlike methods that prioritize quiet reproduction of forms, TPR encourages dynamic participation, rhythmic repetition, and physical energy. Chiluisa Chicaiza and Guamán Luna (2025) argue that this playful dimension improves learners' willingness to participate, especially among children who experience language-related anxiety or fear of public performance.

Another advantage is that TPR supports differentiated instruction naturally. Children with strong kinesthetic intelligence excel immediately, while children with auditory or visual preferences receive repeated reinforcement through the multimodal nature of TPR. Dove (2022) emphasizes that embodied teaching reduces cognitive load by grounding abstract linguistic forms in perceptible sensory patterns, making

vocabulary more accessible for diverse learners.

TPR also enables immediate feedback. Since comprehension is visible in the learner's movement, the teacher can detect misunderstanding instantaneously and intervene without interrupting the instructional rhythm. This real-time diagnostic capacity is difficult to achieve in traditional methods where comprehension deficits may remain hidden behind superficial repetition.

Finally, TPR fosters long-term retention. Actions create episodic memory traces. When children encode verbal input through episodic experiences—jumping, pointing, turning, touching—they form memory representations that are significantly more durable than those encoded through passive listening (Putri et al., 2025). This embodied trace strengthens retrieval and supports vocabulary consolidation over time.

1.1.10 Procedures to Evaluate Outcomes in TPR Lessons

When teachers measure outcomes within TPR-based instruction, they generally begin with short observation cycles embedded inside the lesson routine. Instead of separating “assessment time” from “learning time,” the evaluation moment is merged into the instructional flow. This implies that the teacher systematically issues commands and monitors the speed, accuracy, and consistency of the learners' responses. In such conditions, data emerges from interaction rather than from artificial testing conditions (Chiluisa Chicaiza & Guamán Luna, 2025; Peng et al., 2025).

Beyond in-class observation, teachers may also integrate small diagnostic sequences that follow controlled variation. For instance, modifying the order,

combining commands in unexpected arrangements, or inserting distractor prompts allows the evaluation to discriminate between automatic response and genuine understanding. These subtle stress tests reveal whether learners truly interpret the linguistic input or merely follow classroom momentum. Consequently, the assessment is richer, because it detects comprehension transfer rather than rote imitation (Putri et al., 2025; Chérrez, 2024).

Evaluating outcomes in TPR necessitates procedures that reflect the method's emphasis on embodied comprehension. Teachers begin with continuous, low-stress observational cycles integrated seamlessly into instruction. This embedded approach merges learning and assessment, so children do not perceive evaluation as a separate or stressful event. The teacher observes responsiveness to commands as learners engage in action sequences, noting patterns of accuracy, hesitation, and speed (Chiluisa Chicaiza & Guamán Luna, 2025).

These micro-assessment cycles generate data organically. A teacher can track learners' progression by observing how consistently they respond to familiar commands and how effectively they generalize understanding to newly introduced sequences. Peng et al. (2025) emphasize that this form of embedded assessment is developmentally appropriate because it aligns with the natural flow of children's cognition and does not require meta-linguistic explanations.

Beyond direct observation, teachers incorporate controlled variations to distinguish between superficial imitation and authentic comprehension. For example, the teacher may modify command order, insert distractor commands, or increase complexity by chaining multiple verbs. These deliberate modifications serve as

cognitive “stress tests” that reveal whether learners are interpreting language meaningfully or simply relying on group dynamics (Putri et al., 2025).

Similarly, selective inhibition tasks—“touch your nose only when you hear jump”—provide valuable diagnostic information. Such tasks test attention, discrimination, and inhibitory control, all of which are essential subcomponents of lexical comprehension (Chérrez, 2024).

Another important procedure involves cumulative sequences. Teachers evaluate whether learners can execute multi-step commands without losing order or skipping actions, which indicates more robust lexical retention and working-memory support. Over time, these sequences reflect learners’ progress from single-word comprehension to broader multi-word processing.

Additionally, TPR-based assessment practices are sensitive to cultural and contextual realities. Ecuadorian primary classrooms often include students with varied levels of exposure to English. TPR outcomes must therefore be interpreted with an understanding that motor accuracy does not always develop uniformly across learners. Teachers must prioritize meaning over precision to avoid misinterpretation of developmental motor variability as linguistic deficiency.

1.1.11 Levels of TPR Application

At the most basic level of application, TPR is used as a simple comprehension aid for vocabulary — the teacher says an action and learners perform it. This “unit-mapping level” focuses strictly on cue-to-body correspondence. It is an entry point, and in many classrooms, it is the only level teachers ever reach. Nevertheless, it still provides meaningful benefits for children who rely heavily on perceptual grounding

(Putra, 2020; Crandall, 2022).

At a more advanced level, TPR becomes a sequencing tool. Here, learners execute chains of commands in which several lexical items are required to be held in working memory simultaneously. Because children must preserve the order and inhibit premature movement, this level begins to strengthen executive functions. In this phase, TPR transcends isolated vocabulary and becomes a cognitive organizer (Garello et al., 2024; Crandall, 2022).

The first and most foundational level of TPR application is what Crandall (2022) describes as the “unit-mapping” stage—where each lexical item corresponds to a specific physical action. This level allows children to establish an initial semantic grounding, functioning as a perceptual foundation for later vocabulary development. Putra (2020) notes that even this basic level can produce significant comprehension gains because it simplifies input and eliminates linguistic ambiguity.

The second level of application involves sequencing. At this stage, learners listen to several commands in a row and must execute them in the correct order. This level strengthens executive functioning, particularly working memory and inhibition control, as learners must hold multiple instructions in mind and resist impulsive reactions. Garello et al. (2024) highlight that sequencing supports cognitive organization, allowing children to perceive vocabulary not as isolated words but as relationally connected units.

A third level—often underutilized by teachers—is conditional response. Here learners must react differently based on linguistic cues (e.g., “Jump if I say run, freeze if I say walk”). These tasks train discrimination and selective processing,

pushing learners to analyze input rather than simply follow routine.

Finally, advanced levels incorporate learner-generated movement. Students devise their own action sequences or dramatizations using previously learned vocabulary. This stage reflects deeper internalization, as learners transition from reproducing teacher input to generating self-constructed output.

1.1.12 The Role of TPR on Engagement and Motivation in Language Learning

One of the primary reasons TPR sustains engagement is that movement provides an immediate tangible purpose for listening. Children understand why they listen: because listening leads to action. This functional link differentiates TPR from purely symbolic instruction where motivation depends heavily on adult-type self-regulation. In contrast, within TPR the body becomes the feedback system — understanding produces action; misunderstanding produces hesitation — and this feedback is inherently meaningful for young learners (Dove, 2022; Peng et al., 2025).

In addition, TPR lowers emotional threat during the early acquisition stage. Instead of being evaluated for pronunciation or fluency, learners participate physically. This protects them from the fear of saying something incorrectly in front of peers, which is one of the most frequent inhibitors in childhood EFL. As a result, participation rates typically rise. In other words, TPR promotes belonging before it asks for oral performance — and that sequence is motivationally coherent for children (Chiluisa Chicaiza & Guamán Luna, 2025; Chérrez, 2024).

TPR sustains engagement because it transforms listening into purposeful action. Instead of perceiving language as abstract symbols, children understand that every word has an immediate motor consequence. This direct functional link

differentiates TPR from methods that require learners to internalize grammatical logic before meaningful action occurs. Movement gives children a reason to listen, converting linguistic input into an engaging challenge (Dove, 2022).

Additionally, TPR protects learners from the vulnerability associated with early oral production. Children in EFL settings often fear mispronouncing words in front of peers. Chiluisa Chicaiza and Guamán Luna (2025) note that this fear significantly reduces participation. TPR bypasses this barrier by shifting the focus to physical participation rather than verbal accuracy, creating inclusive entry points for anxious or low-performing learners.

TPR also reinforces motivation through emotional positivity. Activities resemble games, which increases dopamine-linked attention, promoting memory consolidation. As learners associate English with joy rather than stress, intrinsic motivation develops. Chérrez (2024) emphasizes that in Ecuadorian classrooms, where exposure to English outside school is minimal, creating emotionally positive experiences is key to sustaining long-term engagement.

1.2 Vocabulary in Language Learning

1.2.1 Skills and Subskills related to Vocabulary Development

Vocabulary development is not a single skill; it is a composite of recognitional and interpretive processes. At the broadest level, learners first build receptive vocabulary — words they can recognise and link to meaning when presented in context. Only later do they consolidate active vocabulary — words they can retrieve independently for production. Thus, vocabulary learning grows in layers: familiarity, mapping, recall, and productive access (López-Ozieblo et al., 2024;

Chiluisa Chicaiza & Guamán Luna, 2025).

If one looks deeper, multiple subskills sustain this growth. Students need to discriminate phonological forms, associate them with semantic referents, detect morphological cues, and interpret lexical items within context. Therefore, vocabulary is not only the acquisition of lexical form; it is the coordination of perceptual, semantic, and memory subroutines. Children who can hear a word, identify its referent, and activate it later under time pressure demonstrate that these subskills are co-operating effectively (Garello et al., 2024; Putri et al., 2025).

Moreover, vocabulary competence includes the ability to restructure word knowledge over time. Words begin as isolated items, but gradually they become part of semantic fields — categories of meaning. In that structural relinking, learners gain speed, flexibility, and better retrieval. Consequently, any design for vocabulary teaching must take into account not only the initial mapping of meaning, but the cognitive economy that emerges when lexical items are organised relationally (Putri et al., 2025; Crandall, 2022).

Vocabulary development involves an intricate network of linguistic and cognitive subskills. Receptive vocabulary develops first, as children begin by recognizing the sound pattern of a word and linking it to meaning. Productive vocabulary emerges as learners gain control over recall and articulation (López-Ozieblo et al., 2024).

However, beneath these broad categories lie detailed processes: phonological decoding, semantic mapping, categorical organization, contextual inference, and morphological awareness. Each contributes to vocabulary depth. Garello et al. (2024)

argue that for early learners, lexical knowledge is dynamic—it expands through repeated exposure, contextual reinforcement, and sensory grounding.

Putri et al. (2025) highlight that children must integrate perceptual cues with memory routines. For example, hearing a word, identifying its referent, and retrieving it during a TPR activity indicates coordinated activation of phonological recognition, semantic connection, and motor response.

1.2.2 Classroom Techniques to Teach Vocabulary

One of the most common techniques is explicit modelling with contextualised visuals. Teachers introduce a word while pointing to, holding, or displaying an object or image. This reduces abstraction and accelerates mapping. At early grades, images are not decoration; they are scaffolds that substitute for verbal description which learners still cannot decode (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

A second technique is guided enactment — frequently seen in action-based pedagogies like TPR. Students internalize a word through physical performance rather than through verbal definition. This is particularly effective when the lexical item refers to observable actions, manipulable objects, or spatial relationships in the classroom environment. The body assists the memory trace (Chiluisa Chicaiza & Guamán Luna, 2025; Crandall, 2022).

Explicit modeling through visuals remains central in early EFL because children rely heavily on perceptual anchors. TPR enriches this technique by adding physical enactment, which accelerates lexical mapping (Putra, 2020).

Another powerful technique is multimodal scaffolding—combining gesture, movement, sound patterns, and environmental cues. Chiluisa Chicaiza and Guamán

Luna (2025) explain that multimodality distributes cognitive load, enabling learners to process vocabulary through multiple sensory channels simultaneously.

Teachers also incorporate semantic clustering techniques—grouping words by theme, function, or similarity. Crandall (2022) notes that clustering strengthens lexical associations, allowing learners to store words not in isolation but within broader semantic networks.

1.2.3 Types of Vocabulary (Vocabulary 1 / Vocabulary 2)

Vocabulary in early EFL is often described through two complementary dimensions: receptive versus productive. Receptive vocabulary refers to words learners can recognise and interpret correctly when they hear or read them. At this stage, the learner does not necessarily need to reproduce the item. Productive vocabulary, on the other hand, corresponds to words learners can actively retrieve and use in oral or written communication. These two types are not sequential “levels”; they evolve together, but productive access usually emerges later (Putra, 2020; Calero Cisneros et al., 2025).

A different distinction sometimes used in pedagogical settings categorises vocabulary into high-frequency items and thematic or domain-specific items. High-frequency vocabulary covers common everyday actions and objects — the kind of language children are likely to encounter repeatedly in their environment. Thematic vocabulary expands lexical scope into content-linked areas such as animals, weather, or classroom routines. This thematic expansion is necessary to keep motivation alive because it diversifies communicative potential (Chiluisa Chicaiza & Guamán Luna, 2025; Zhang et al., 2024).

Receptive and productive vocabulary evolve interactively. Putra (2020) notes that learners often understand a much larger set of words than they can actively produce, especially at early ages.

High-frequency vocabulary is essential for classroom functioning, while thematic vocabulary enriches communicative potential (Chiluisa Chicaiza & Guamán Luna, 2025).

Furthermore, vocabulary types reflect developmental priorities. Beginners need action-related vocabulary linked directly to classroom routines. As learners progress, thematic fields—animals, family, weather—support more sophisticated communication (Zhang et al., 2024).

1.2.4 Procedures to Evaluate Vocabulary Knowledge

Vocabulary evaluation requires triangulation because a single format cannot fully capture lexical competence. Teachers typically combine recognition tasks, discrimination items, and controlled recall prompts. Recognition tasks measure whether the learner can connect the word form to meaning in a low cognitive-load format (e.g., matching). However, recognition alone is insufficient; it indicates familiarity, not depth (Morocho Morocho, 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

Controlled retrieval tasks — for example, requiring learners to choose a correct verbal response in a game scenario — add a different layer. They test whether lexical items can be reactivated under time constraints or selective attention demands. This type of task reflects the learner’s ability to mobilise stored representations efficiently, rather than merely recognising them when presented (Putra, 2020;

Crandall, 2022).

In addition, observational assessment embedded inside communicative episodes can provide valuable qualitative evidence. When a child spontaneously uses or reacts accurately to a lexical item without prompting, that signals genuine lexical integration. Consequently, vocabulary evaluation is most accurate when it blends product measurement (responses) with process evidence (behaviour inside interaction) (Oppici et al., 2023; Yang, 2024).

Vocabulary assessment requires multi-method triangulation. Recognition tasks measure familiarity, while retrieval tasks measure depth and stability of lexical knowledge (Morocho Morocho, 2024).

Chiluisa Chicaiza and Guamán Luna (2025) emphasize the value of embedding vocabulary assessment in authentic communicative situations, where spontaneous comprehension or usage provides more reliable evidence.

Oppici et al. (2023) argue that behavioral indicators—such as correct actions in response to instructions—are essential in early vocabulary assessment, where verbal output may be limited.

1.2.5 The Nature and Characteristics of Vocabulary Items

Vocabulary items are not simply arbitrary strings of phonemes — they are meaning carriers encoded in sound sequences that must be mentally indexed and later retrieved efficiently. For children, the perceptual salience of a word matters; shorter, imageable, high-frequency items tend to be learned faster, especially when accompanied by sensory cues. Thus, the “learnability” of a word is not neutral — some lexical forms lend themselves to rapid mapping, while others require

scaffolding (Putri et al., 2025; Chiluisa Chicaiza & Guamán Luna, 2025).

Moreover, vocabulary items live inside semantic networks. Meaning is rarely stored as isolated tokens; words are organised in clusters of related associations.

When a learner hears *jump*, it may connect to *run*, *walk*, or *turn around* because these items share thematic or motor properties. These networks allow learners to expand from one lexical item to another with reduced cognitive cost. Teaching design must exploit this network effect in order to accelerate lexical growth (Putra, 2020; Zhang et al., 2024).

Finally, lexical items vary in their cognitive function. Some words convey action, other's identity, others quantity, other's location. Therefore, the teacher must curate lexical selection deliberately. Vocabulary is not “any list of words”; it is the set of lexical items that will empower the learner to execute meaningful classroom actions, interpret teacher discourse, and participate in simple communicative events appropriate to their developmental stage (Garello et al., 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

Vocabulary items vary in learnability based on frequency, phonological simplicity, semantic transparency, and imageability. Putri et al. (2025) explain that highly imageable words are learned faster because they connect easily to perceptual representations.

Chiluisa Chicaiza and Guamán Luna (2025) highlight that teachers must prioritize words that serve immediate communicative and instructional purposes. Words function as tools, not abstract units.

Zhang et al. (2024) stress that vocabulary resides within semantic networks;

activating one item can prime related items, facilitating expansion.

1.2.6 Movement–Based Vocabulary Tasks according to Age

Movement-based vocabulary tasks must respect developmental constraints. Early primary learners (approximately 7–10 years) require highly concrete action mapping — short commands, visible gestures, and immediate motor enactment. In this phase, the brain benefits from direct sensorimotor coupling because abstraction is still under construction. Therefore, brief, structured, high-frequency movement cycles are ideal; children process quickly and maintain engagement (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

As students mature, movement tasks can be layered with more complex cognitive operations. Older primary learners can handle lexical categorisation, conditional response patterns, and selective inhibition (e.g., reacting only to specific triggers). Movement is still meaningful here — but it becomes a carrier for cognitive challenge, not only semantics. In this sense, movement evolves from pure mapping → to working-memory training (Garello et al., 2024; Crandall, 2022).

By upper primary or early secondary, movement is no longer the “core vehicle” but rather a strategic accelerator to enrich recall or re-activate semantic fields. Movement is still useful, but not as the main methodology, rather as an intermittent retrieval booster. Consequently, age calibrates not whether movement is used — but how much, how often, and with what cognitive load (Chiluisa Chicaiza & Guamán Luna, 2025; Yang, 2024).

Movement-based tasks must match cognitive developmental stages. Younger learners benefit from short, high-frequency movement cycles grounded in clear,

concrete referents (Putra, 2020).

As children mature, movement can be paired with higher-level tasks such as sequencing, categorization, and conditional responses. Garelo et al. (2024) describe movement as a scaffold for working memory development.

By late primary levels, movement becomes a strategic rather than primary learning tool—used for recall boosting rather than initial mapping (Yang, 2024).

1.2.7 Most Commonly Practiced Vocabulary Activities in Early EFL

Flashcard association games are among the most frequently used vocabulary activities in early childhood EFL because they supply concrete imagery with minimal verbal explanation. They also allow rapid pacing and repetition without monotony. Learners anchor meaning visually, and teachers can vary tempo and difficulty easily through selective showing and hiding (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

Another widely used practice is object manipulation — passing objects, placing them in specific positions, sorting them by features. This type of activity transforms vocabulary into tactile experience. Children do not only “see a picture”; they *do something* with the referent. As a result, the lexical representation acquires sensorimotor density, which makes retrieval more efficient later (Garelo et al., 2024; Putri et al., 2025).

Additionally, micro-games that require quick lexical access — such as pointing races, categorisation relays, or call-and-respond challenges — are commonplace. These dynamics introduce productive tension: children know the vocabulary and must mobilise it under mild time pressure. This playful stress is

pedagogically productive because it strengthens retrieval pathways without generating classroom anxiety (Chiluisa Chicaiza & Guamán Luna, 2025; Zhang et al., 2024).

In early EFL classrooms, flashcard association games remain a foundational activity not only because of their simplicity but also because they mirror how children naturally form conceptual categories. When learners repeatedly associate images with lexical forms, they begin constructing visual-semantic maps that strengthen recognition pathways. This visual anchoring is especially valuable in contexts where children have limited exposure to English outside the classroom (Putra, 2020). Because flashcards can be manipulated dynamically—displayed quickly, hidden suddenly, grouped thematically—teachers can create controlled unpredictability that keeps learners cognitively alert. Chiluisa Chicaiza and Guamán Luna (2025) note that Ecuadorian students respond particularly well to rapid-paced identification tasks, as these mirror the attentional rhythms typical of early childhood.

Object manipulation activities expand flashcard work into sensorimotor engagement. The ability to touch, pass, or reposition objects transforms vocabulary learning into embodied experience. When a child physically places a ball *under* a chair or sorts objects by size or color, lexical meaning becomes intertwined with tactile, spatial, and proprioceptive cues. This multimodal encoding deepens memory traces, helping learners build a more durable lexical foundation (Garello et al., 2024). Putri et al. (2025) argue that the physical interaction with objects creates an additional episodic layer to memory, thereby enhancing semantic consolidation.

Micro-games such as pointing races, category relays, or competitive call-and-

response cycles intensify the lexical retrieval process by adding mild time pressure. Unlike formal assessments, these micro-games occur within a play context, which reduces emotional threat while still encouraging rapid lexical activation. Because the stakes are low and the tempo high, learners often access vocabulary more spontaneously and with lower inhibition. These activities also help teachers gauge the “retrieval strength” of vocabulary: words recalled quickly under playful tension tend to be those that have been internalized deeply (Zhang et al., 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

1.2.8 The Role of Vocabulary in Language Learning

Vocabulary supplies the content dimension of communication. Without lexical access, grammatical knowledge lacks utility — syntax cannot produce meaning if the learner has no lexical material to map into it. In that sense, vocabulary is the currency of communicative value; grammar only organizes the coins (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

Furthermore, vocabulary determines perceptual access to input. If a learner recognises lexical items in listening or reading, input becomes comprehensible. If not, input becomes noise. Consequently, vocabulary is not just a building block of production — it is the gatekeeper of comprehension (Morochó Morochó, 2024; Garello et al., 2024).

Finally, vocabulary breadth influences learner autonomy. When a student accumulates lexical range and depth, they can interpret, discover, and negotiate meaning with less reliance on the teacher. Autonomy grows as lexical coverage increases. Therefore, vocabulary development is not merely a curricular requirement

— it is the mechanism through which the learner becomes an independent user of English (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

1.2.9 Active Vocabulary and Receptive Vocabulary

Active vocabulary refers to words that learners can retrieve and use spontaneously in communication. This ability goes beyond recognition; it involves the dynamic process of producing words accurately and fluently when needed. For young learners, developing active vocabulary requires consistent practice in context, because without frequent use, words remain in the passive knowledge domain. Therefore, fostering active vocabulary demands not only exposure but also repeated activation — whether through speech, writing, or interactive tasks (Morocho Morocho, 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

Receptive vocabulary, on the other hand, refers to words learners can understand when encountered in spoken or written input. Unlike active vocabulary, which requires personal retrieval, receptive vocabulary is recognition-based. Learners may recognize a word or its meaning, but they may not yet be able to produce it independently. Receptive vocabulary grows faster than active vocabulary during early stages of language acquisition because comprehension precedes production. This discrepancy is important for educators to note, as it reflects natural language development patterns: learners understand more than they can say (Putra, 2020; Zhang et al., 2024).

1.3 Learning Cycles

1.3.1 Pre–Practice–Production Model

The Pre–Practice–Production model is widely recognised as an effective teaching cycle, particularly for early language learners. It consists of three main phases: pre-practice, practice, and production. During the pre-practice phase, learners are introduced to new vocabulary or structures through comprehensive input. This phase focuses on comprehension, as students are expected to listen, watch, and familiarize themselves with the new material before attempting to use it. Input is key during this stage; the teacher’s role is to provide clear, contextualised examples and allow learners to process the information (Garello et al., 2024; Crandall, 2022).

In the practice phase, learners engage in controlled activities designed to consolidate understanding. These activities provide opportunities for students to rehearse vocabulary, phrases, and structures with guidance from the teacher. Importantly, the practice phase focuses on accuracy, as students are expected to reproduce the language correctly, typically through structured exercises such as drills, matching tasks, or short dialogues. The aim here is to bridge the gap between passive comprehension and active recall, ensuring that learners are equipped to move to production (Putri et al., 2025; Chiluisa Chicaiza & Guamán Luna, 2025).

1.3.2 Action Phase of the Cycle

The action phase of the learning cycle is where language learners move from understanding to applying their knowledge in meaningful ways. In this phase, learners are expected to actively engage with the language by using it in communicative contexts. Unlike the practice phase, where language use is controlled and structured, the action phase requires learners to use their language skills spontaneously in a less predictable environment. This phase fosters autonomy by

encouraging learners to become self-reliant users of language, which is crucial for long-term retention and fluency (Putri et al., 2025; Chiluisa Chicaiza & Guamán Luna, 2025).

In the action phase, the focus shifts from accuracy to fluency. The teacher provides fewer prompts and corrections, allowing learners to express themselves freely within the boundaries of the language they have learned. This encourages learners to experiment with language forms and functions, fostering creativity and flexibility in communication. Activities in this phase may include role-playing, storytelling, debates, or problem-solving tasks that require learners to use the target language in realistic, communicative settings (Morocho Morocho, 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

1.3.3 Accuracy Development in Practice Cycles

Accuracy development in practice cycles revolves around reinforcing learners' ability to produce language correctly in controlled environments. In the practice phase of the learning cycle, the teacher plays a significant role by guiding learners through structured exercises that demand precision. These exercises, such as grammar drills, gap-fill activities, and guided dialogues, are designed to reinforce the correct use of vocabulary, grammar, and sentence structures. The focus here is on minimizing errors during output, ensuring that learners internalize the correct forms before they move to more complex production tasks (Putri et al., 2025; Crandall, 2022).

At this stage, it is essential to provide immediate corrective feedback to help learners identify and correct errors. This feedback should be both timely and

constructive, allowing students to understand the nature of their mistakes and how to avoid them in the future. Teachers may use various strategies, such as recasting, elicitation, or explicit correction, to address errors in real time. However, it is important to strike a balance between correction and encouragement, as excessive focus on mistakes can lead to anxiety and hinder fluency development (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

1.4 Foundations in Learning Theories

1.4.1 Behaviourism

Behaviourism, a foundational theory in language learning, posits that learning is a result of environmental stimuli that lead to observable responses. In this framework, language acquisition is viewed as a process of habit formation, where learners are conditioned to respond to language inputs in specific ways. This process is primarily external and mechanistic, with learners reinforcing desired behaviours through repetition and reinforcement. The theory suggests that through repeated exposure to language and consistent reinforcement, learners will gradually develop the ability to produce correct language forms (Calero Cisneros et al., 2025; Chiluisa Chicaiza & Guamán Luna, 2025).

One of the key principles of behaviourism in language learning is stimulus-response association, where learners react to external cues, such as teacher commands or visual prompts, in a predictable manner. The teacher, in turn, reinforces correct responses through praise, rewards, or positive feedback, thus strengthening the desired behaviour. The repetition of this cycle builds language habits that become automatic over time, enabling learners to access and produce language with minimal

cognitive effort (Dove, 2022; Chiluisa Chicaiza & Guamán Luna, 2025).

Despite its effectiveness in early stages of language learning, behaviourism has been critiqued for its narrow focus on surface-level language use. Critics argue that it neglects the internal cognitive processes that underpin language learning, such as attention, memory, and processing. While behaviourism provides a solid foundation for developing basic language skills, it is now often viewed as insufficient for addressing the complexities of language acquisition in its entirety, particularly in the areas of creativity and language transfer (Garello et al., 2024; Crandall, 2022).

1.4.2 Cognitive Approaches to Language Learning

Cognitive approaches to language learning emphasize the active role of the learner in processing and organising linguistic input. Unlike behaviourism, which views learning as a passive response to external stimuli, cognitive theories posit that learners actively construct their own understanding of language through mental processing. These theories recognise the importance of internal cognitive structures such as memory, attention, and problem-solving in the acquisition of language, highlighting how learners make sense of language input and build complex representations over time (Chiluisa Chicaiza & Guamán Luna, 2025; Crandall, 2022).

One of the key concepts in cognitive approaches is the idea of input processing — the idea that learners actively process and make sense of linguistic input by connecting it to their existing knowledge. Learners are seen as active participants in the learning process, who interpret, categorise, and integrate new linguistic data into their mental schemas. The focus is on the learner's ability to make inferences and draw connections between language forms and meaning, which allows

for greater transferability of knowledge across contexts (Morochó Morochó, 2024; Crandall, 2022).

Furthermore, cognitive theories place a strong emphasis on metacognition, or the ability to monitor one's own learning process. Learners are encouraged to reflect on their learning strategies, recognise their strengths and weaknesses, and make adjustments accordingly. This reflective process fosters self-regulation, which is crucial for independent language learning. Cognitive approaches recognise that learners are not merely responding to external stimuli; they are actively engaged in shaping their own language development through thoughtful analysis and reflection (Putra, 2020; Chiluisa Chicaiza & Guamán Luna, 2025).

1.4.3 Constructivism in Language Learning

Constructivism is a theory that emphasizes the learner's role in actively constructing knowledge through interaction with the environment. In the context of language learning, this means that learners are not passive recipients of linguistic input, but rather, they actively engage with language, make hypotheses, test them, and reorganize their knowledge based on new experiences. According to constructivist theory, language learning occurs most effectively when it is connected to real-world contexts that are meaningful to the learner, allowing them to apply and experiment with language in authentic situations (Morochó Morochó, 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

A fundamental tenet of constructivism is that learners build on their prior knowledge, making connections between what they already know and new information. In the language classroom, this means that learners do not simply

memorize vocabulary or rules, but rather, they integrate new language forms into their existing cognitive frameworks. Teachers in a constructivist classroom act as facilitators, providing opportunities for learners to explore, collaborate, and reflect on language use, rather than simply instructing them on predefined linguistic forms (Putri et al., 2025; Garello et al., 2024).

Moreover, constructivism highlights the importance of collaborative learning. Language acquisition is seen as a social process, where learners co-construct knowledge through shared experiences. Collaborative tasks, discussions, and group activities encourage deeper engagement and support peer-based learning. In this view, language is not merely an individual cognitive task; it is also a tool for social interaction and negotiation, which enhances comprehension and retention (Crandall, 2022; Yang, 2024).

1.4.4 Social Interaction and Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory posits that social interaction is at the heart of cognitive development, particularly in language learning. According to Vygotsky, learners acquire language not in isolation, but through social mediation — the process by which language is learned through interactions with more knowledgeable individuals (e.g., teachers, peers, parents). This theory underscores the importance of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can do independently and what they can achieve with the support of a more knowledgeable person (Garello et al., 2024; Chiluisa Chicaiza & Guamán Luna, 2025).

In Vygotskian theory, language is not only a means of communication, but

also a tool for thinking. Through social interaction, children internalize language, which then becomes a tool for higher-level cognitive processes such as reasoning and problem-solving. In this framework, language learning is inherently social and interactive, and the teacher's role is to scaffold learning by providing appropriate guidance that encourages learners to extend their language use beyond their current capabilities (Dove, 2022; Putra, 2020).

Moreover, Vygotsky emphasizes that learning is most effective when it is embedded in meaningful social contexts. Language is not merely a collection of vocabulary and rules, but a means of participating in the world. By engaging learners in dialogue and collaboration, Vygotsky's theory highlights the importance of peer learning and group activities, which not only develop language skills but also contribute to the broader cognitive and social development of learners. This approach advocates for a dynamic interaction between learners, peers, and teachers, facilitating both language acquisition and cognitive growth (Crandall, 2022; Chiluisa Chicaiza & Guamán Luna, 2025).

CHAPTER 2

METHODOLOGICAL DESIGN

Research approach and design

According to Bhandari (2020), quantitative investigation is “the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations”. For his part, Apuke (2017) describes quantitative research as a method

that seeks to analyze and quantify variables to obtain a specific result, involving numerical analysis through statistical methods. The nature of this study is quantitative due to it being aimed to measure and analyze the effectiveness of using a teaching method, in this case, Total Physical Response (TPR) for vocabulary learning in young students through the application of an activity guide.

In this sense, a pre-experimental design will be used. Lai (2017) defines it as a method that serves to verify the results of an intervention. It involves a single group evaluated with a pre-test and post-test, and there is no control group. In this case, the group will be intervened during 10 sessions. The pre-test will establish a baseline of vocabulary knowledge before applying the TPR method, and the post-test will determine how much vocabulary students know after applying the TPR method. Also, it is going to help to measure students' progress and the effectiveness of the applied method, identify weaknesses that require reinforcement or application of other methods.

Description of the sample and the context of the research

This investigation used a purposeful sample. According to Otzen & Manterola (2017), this kind of sample is applied in cases where the population is highly variable and, therefore, the sample is very small. This study involved 34 students from 8 to 9 years old enrolled in the fourth grade of Miguel Andrade Vicuña High School, an institution located in the rural zone of the Coast Region. There are 19 boys and 15 girls in this class. The sample in this study is significant because all individuals in the population are considered; in this school, there is only one class of that year of basic education.

Data collection process:

a. Techniques and Data Collection Instruments

The technique applied in this research is a questionnaire. Bhandari (2021) defines a questionnaire as “a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions”. The questionnaire in this investigation serves as a data collection technique, so the answers obtained by it will be quantified and analyzed statistically to verify the results of the method.

The instruments are a pre-test and a post-test. According to Berry (2011), “pre-tests are a non-graded assessment tool used to determine pre-existing subject knowledge” (p. 1). This instrument will determine how much vocabulary students know before applying the TPR method. It will consist of 15 closed questions on different topics that will help to set a baseline for progress. For its part, post-testing “involves taking tests after information is studied” or after a treatment (Pan & Sana, 2021, p. 46). It is going to measure students' progress and the effectiveness of the applied method, and identify weaknesses that require reinforcement or application of other methods. In the same way, the instrument will be 10 closed questions that will allow to check students' improvements.

b. Validity /Reliability

To guarantee the validity of the questionnaire, the content validation will be done through expert review. The instrument will be reviewed by two English teachers who has 10 years of experience in the teaching field and one of them is also the area director. She will evaluate the relevance, clarity, and coherence so that each item

helps to achieve the stated objectives. The feedback she provides will be used to make adjustments or changes to the instrument so that the results obtained are real and truthful.

Analysis of the results.

The analysis of results will be quantitative through inferential statistics. The first step is data collection. For this, we will use the pre-test to determine the initial level of vocabulary of the students, then we will proceed with the intervention using the method, and finally, we will apply the post-test to evaluate the changes. After this process, we will proceed to the organization of data to proceed with the comparison of results. For the comparison of results, we will use the T-test, which will allow us to compare the before and after results. Finally, the results will be interpreted to know whether or not there was an improvement after the use of the method.

a. Descriptive Analysis of Pre-Test Results

The pre-test served as the baseline measure of students' vocabulary competence before the application of the TPR intervention. The instrument evaluated three essential dimensions of early EFL vocabulary development: visual–lexical association (Picture Recognition), semantic contrast (Identifying Opposites), and contextual interpretation (Multiple Matching). These domains encompass fundamental receptive vocabulary processes frequently cited in the literature as predictors of later productive lexicon development. The test was scored on a 15-point scale and subsequently transformed to a scale of 10 for interpretative clarity.

The descriptive statistics reveal a group performance characterized by considerable variability. The minimum score obtained was 3.33/10, while the

maximum reached 10/10. The mean score was 6.58/10, with a standard deviation of 1.64, suggesting moderate dispersion among students' initial vocabulary mastery. Such dispersion is consistent with classrooms where exposure to English is limited to a few weekly instructional periods and where pedagogical strategies may vary widely among teachers in earlier grades. Limited home reinforcement, as identified in the problem statement, also contributes to initial heterogeneity.

Table 1: Descriptive Statistics of Pre-Test Scores

Statistic	Value
Number of students	34
Minimum score	3.33
Maximum score	10.00
Mean	6.58
Standard deviation	1.64

A further categorization of scores into performance bands demonstrates that more than two thirds of the students (70.6%) scored below eight points, evidencing insufficient consolidation of vocabulary knowledge. The medium-performance band was the most populated, which is consistent with early EFL developmental expectations; however, the presence of 14.7% of students in the low-performance band indicates that a substantial proportion of the group was at risk of falling behind without intervention. These results confirm the pedagogical need for active, high-engagement methodologies capable of reducing cognitive load and providing

multimodal access to meaning, as advocated by TPR.

Table 2: Pre-Test Performance Categories

Performance Level	Score Range	Students	Percentage
Low	< 5.00	5	14.7%
Medium	5.00–7.99	19	55.9%
High	≥ 8.00	10	29.4%

An analysis by sections reveals distinct patterns in learners' lexical processing. Picture Recognition yielded a moderately high average ($\approx 3.35/5$), reflecting that learners could associate visual referents with lexical items when the input was heavily contextualized. By contrast, the section on Identifying Opposites revealed the lowest performance ($\approx 2.38/5$). This result is pedagogically significant because antonyms require not only recognition but also the ability to establish semantic relationships between lexical items, a process that demands deeper conceptual understanding. The higher performance in Multiple Matching ($\approx 4.15/5$) indicates that when students were offered contextual or associative clues, their comprehension improved considerably. This pattern suggests that the group relied heavily on contextual support to process vocabulary, and that tasks requiring deeper inferential reasoning were particularly challenging. Such findings align with previous studies documenting that Ecuadorian EFL learners at the early primary level often struggle with abstract vocabulary due to limited exposure and predominantly traditional instructional practices.

Overall, the pre-test provides a clear diagnostic picture: learners possessed basic receptive vocabulary but lacked the semantic grounding required for stable recall. This context underscored the necessity of implementing TPR, a method designed precisely to support meaning-making through embodied action, multisensory input, and low-anxiety participation.

b. Descriptive Analysis of Post-Test Results

Following the application of the TPR-based didactic guide across the instructional sessions, the post-test was administered under equivalent conditions to ensure comparability. The results demonstrate a marked improvement in vocabulary acquisition among the participants. The minimum score rose to 5.33/10, effectively eliminating the low-performance category. The maximum score remained at 10/10; however, more students attained this upper bound than in the pre-test. The mean score increased to 8.04/10, with a reduced standard deviation of 1.36, suggesting not only overall improvement but also a narrowing of performance differences within the group. This reduction in variability indicates greater equity in learning outcomes, a central aim in contemporary pedagogical innovation initiatives.

Table 3: Descriptive Statistics of Post-Test Scores

Statistic	Value
Number of students	34

Minimum score	5.33
Maximum score	10.00
Mean	8.04
Standard deviation	1.36

The expansion of the high-performance category is particularly noteworthy. After the intervention, 64.7% of students scored eight points or higher—a substantial increase compared to the pre-test, where only 29.4% achieved this level. This shift suggests that the didactic guide not only improved general vocabulary knowledge but also facilitated deeper retention and comprehension for the majority of the learners.

Table 4: Post-Test Performance Categories

Performance Level	Score Range	Students	Percentage
Low	< 5.00	0	0%
Medium	5.00–7.99	12	35.3%
High	≥ 8.00	22	64.7%

Section-level improvements followed the same trajectory. Picture Recognition increased to approximately 3.91/5, reflecting enhanced lexical retrieval in visual contexts. The section on Identifying Opposites, which was the most problematic area in the pre-test, recorded the most significant gain, rising to roughly 3.62/5. This result suggests that the embodied routines characteristic of TPR—especially sequences involving contrasting actions—enabled learners to internalize semantic relationships

more effectively. Multiple Matching also improved, reaching an average of about 4.53/5, indicating improved ability to integrate contextual cues with lexical knowledge.

Collectively, these post-test results illustrate the effectiveness of TPR in strengthening vocabulary acquisition across multiple dimensions. The gains recorded provide empirical support to theories that position bodily movement, gesture, and sensory association as facilitators of linguistic memory.

c. Comparative Analysis Between Pre-Test and Post-Test

A direct comparison of pre-test and post-test scores reveals a consistent pattern of improvement. Of the 34 students assessed, 29 demonstrated an increase in their overall score, three maintained their previous results, and only two showed a minimal decrease of less than one point. The mean gain of 1.45 points on a 10-point scale reflects a robust improvement across the group. Importantly, the minimum score increased by more than two points, which demonstrates the intervention’s ability to support the learners who initially presented the greatest difficulties.

Table 5: Comparison of Pre-Test and Post-Test Means

Test	Mean Score	Standard Deviation
Pre-test	6.58	1.64
Post-test	8.04	1.36
Mean difference	+1.45	—

This upward trend is consistent with theoretical claims that TPR reduces

cognitive load by anchoring linguistic input in sensorimotor experience. Such embodied grounding facilitates more durable mental representations, which are less dependent on verbal explanation and more readily retrievable under assessment conditions. By transforming abstract vocabulary into physical routines, the TPR method enabled learners to establish multimodal memory traces, which appear to have supported improved performance across all sections of the post-test.

Figure 1: Section 1. Picture recognition

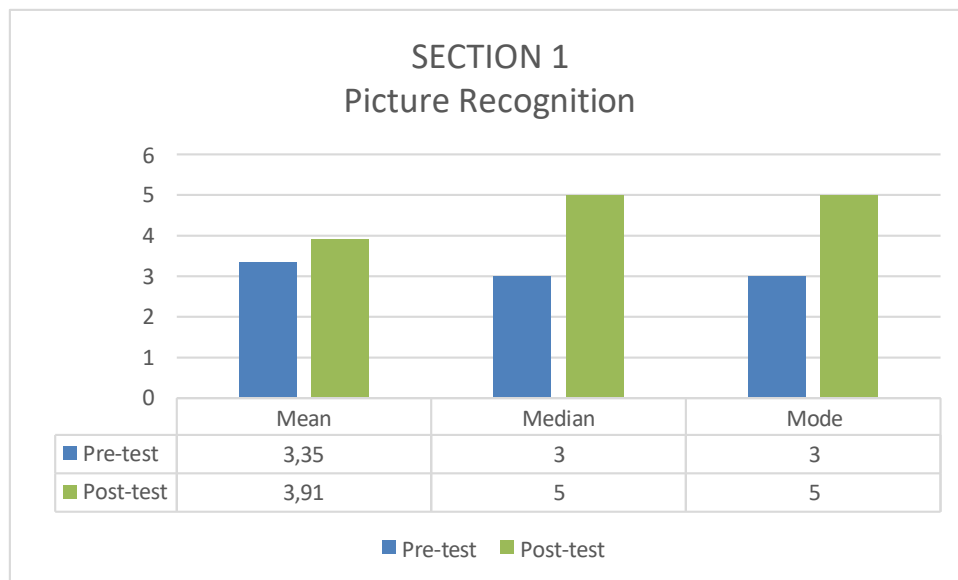


Figure 1: SECTION 1. Picture Recognition

Elaborated by: Eva Cuji

The comparison between the pre-test and post-test results in Section 1, *Picture Recognition*, reveals a clear and consistent improvement in students' ability to identify vocabulary through images. The mean score increases from 3.35 in the pre-test to 3.91 in the post-test, indicating that, on average, students provided a greater number of correct responses after the TPR-based instructional intervention. This rise in the mean reflects not only quantitative progress but also suggests that the

implemented learning strategies enhanced students' capacity to process, recall, and accurately associate visual stimuli with corresponding vocabulary items.

The median also shows a substantial shift, moving from a value of 3 in the pre-test to 5 in the post-test. This upward movement means that the central point of the score distribution advanced notably toward the highest possible value, demonstrating that most students achieved higher performance after the intervention. The fact that the median in the post-test reaches 5 indicates that at least half of the students obtained an almost perfect score in picture recognition, highlighting the strong and generalized effect of the instructional method on the group's overall performance.

The mode follows the same trend, increasing from 3 in the pre-test to 5 in the post-test. This change signifies that the most frequently occurring score after the intervention is the maximum possible value, whereas in the pre-test the most common score represented a more moderate level of achievement. The shift in the mode toward the highest score reveals that not only did individual averages increase, but a significant concentration of students attained top-level performance. This pattern suggests that the improvement was not isolated to a few students but was widespread across the entire group.

Taken together, the three measures of central tendency—mean, median, and mode—present a coherent upward pattern, clearly demonstrating an improvement in picture recognition skills as a direct outcome of the pedagogical intervention. The simultaneous increase across all three indicators shows that progress occurred not only at the average level but also in the overall consistency and uniformity of learning among students. The graphical data therefore supports the conclusion that the TPR-

based instruction significantly strengthened visual association and semantic memory processes, improving the group’s ability to recognize and connect images with the appropriate English vocabulary.

Figure 2: Section 2. Identifying Opposites

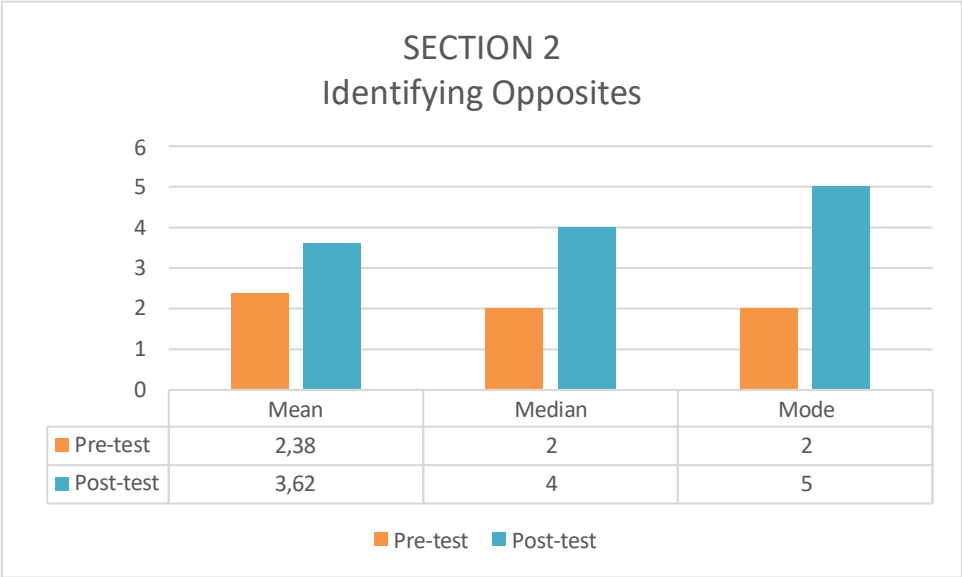


Figure 2: SECTION 2. Identifying Opposites
Elaborated by: Eva Cuji

The results obtained in Section 2, *Identifying Opposites*, show a marked improvement in students’ ability to recognize antonyms in English following the instructional intervention. The mean score increases from 2.38 in the pre-test to 3.62 in the post-test, reflecting a substantial rise in the average number of correct responses. This change indicates that students not only expanded their lexical repertoire but also enhanced their ability to establish semantic relationships between words—an ability that is typically more cognitively demanding than simple picture recognition. The considerable growth in the mean underscores that the Total Physical Response (TPR)

activities effectively supported learners in internalizing contrasting word pairs through embodied, contextualized practice.

The median also displays a significant upward shift, rising from 2 in the pre-test to 4 in the post-test. This movement illustrates that the central tendency of the distribution moved closer to the maximum possible score, meaning that at least half of the students doubled their performance in this section after the intervention. Because identifying opposites relies heavily on semantic differentiation and deeper mental processing, such a dramatic increase in the median demonstrates that the majority of the group not only improved but reached a level of performance that suggests a consolidated understanding of the lexical contrasts taught. This shift highlights the effectiveness of kinesthetic strategies in enhancing comprehension of abstract vocabulary relationships.

The mode reinforces this positive trajectory, increasing from 2 in the pre-test to 5 in the post-test. Before the intervention, the most frequently obtained score represented a low to moderate level of mastery, indicating that many students struggled with antonym recognition. After the TPR-based instruction, the most common score became the maximum possible value, revealing that a large portion of the class achieved perfect or near-perfect performance in this skill. This transformation in the modal score signifies not only improvement among individual learners but also a strong clustering of students at the highest achievement level, suggesting that the learning gains were widespread rather than isolated.

Taken together, the progression of the mean, median, and mode demonstrates a consistent and robust improvement in students' ability to identify opposites in

English after the intervention. The upward trends across all three measures indicate that learning gains occurred at multiple levels: the group improved on average, the typical student improved substantially, and the most common performance shifted toward excellence. These results point to the effectiveness of TPR in strengthening semantic processing and enhancing students’ understanding of lexical contrasts, an area that is often challenging for young learners. The instructional approach therefore appears to have facilitated not only vocabulary acquisition but also deeper cognitive connections between words, leading to measurable and meaningful progress in this section.

Figure 3: Section 3. Multiple Matching

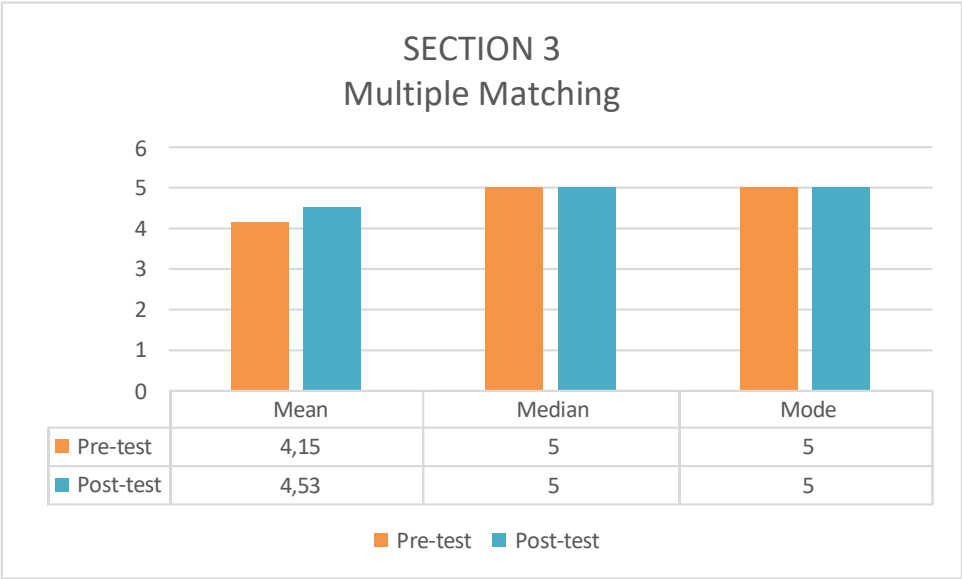


Figure 3: SECTION 3. Multiple Matching
Elaborated by: Eva Cuji

The data presented in Section 3, *Multiple Matching*, shows a performance pattern that differs from the previous sections, as students were already achieving strong results before the intervention. Even so, the post-test scores reveal that the use of TPR

contributed to reinforcing and polishing skills that were already well-developed. The mean score rises from 4.15 to 4.53, a moderate but meaningful gain considering that students were approaching the upper limit of the scoring scale from the beginning. This increase suggests that while most learners were already confident in matching vocabulary items, the intervention helped them reduce minor errors and respond with greater consistency and accuracy.

A notable aspect of this section is the stability of the median, which remains at the maximum score of 5 in both the pre-test and post-test. This indicates that at least half of the group consistently achieved top performance, revealing that matching tasks were among the most accessible activities for these students. Such stability highlights that the class, as a whole, possessed solid recognition skills prior to the intervention, perhaps due to previous exposure to similar tasks or the inherently supportive nature of matching exercises, which rely heavily on visual association.

Similarly, the mode stays fixed at 5 for both evaluations, demonstrating that the most common score across the group was the highest possible one in both instances. This repetition of perfect scores reinforces the idea that this section did not present significant difficulty for learners. However, the improvement observed in the mean—despite the ceiling effect in the median and mode—shows that gains were concentrated among the students who had not initially reached the top score. These learners appear to have benefited the most from the TPR strategies, which likely strengthened their ability to form stable mental connections between words and meanings.

In a broader sense, the results from this section show that the intervention did not

simply elevate low-performing students but also helped refine the performance of those who were already working at a high level. While the group's strong starting point limited how much upward movement could occur in the median and mode, the rise in the mean indicates that the intervention successfully supported students in consolidating previously acquired vocabulary. This suggests that TPR not only facilitates the learning of new words but also enhances the retention and fine-tuning of lexical knowledge when students engage in activities that combine movement, repetition, and meaningful association.

d. Inferential Analysis Using a Paired Samples t-Test

To determine whether the observed improvement was statistically significant rather than attributable to sampling variability, a paired samples t-test was performed. This analysis evaluates whether the mean difference between the pre-test and post-test scores is large enough, relative to the variability observed, to reject the null hypothesis of no change.

The inferential results confirm the statistical robustness of the improvement observed. The mean difference between tests was 1.45 points, with a standard deviation of differences of approximately 1.12. The computed t-value was 7.57 with 33 degrees of freedom, and the associated p-value was < 0.001 . This indicates that the probability that the observed improvement occurred by chance is extremely low. Moreover, the effect size, measured using Cohen's d, was estimated at 1.30, which is considered a **large effect** in educational research. This suggests that the intervention produced not only statistically significant but also educationally meaningful gains.

Table 6: Paired Samples t-Test Results

Statistic	Value
Mean difference	1.45
SD of differences	1.12
t-value (df = 33)	7.57
p-value	< 0.001
Effect size (Cohen's d)	1.30

The magnitude of this effect size situates the intervention among highly effective pedagogical actions, particularly in contexts characterized by limited resources, where instructional time is constrained and where traditional methods often fail to engage learners meaningfully. These results are in line with international empirical studies demonstrating that TPR is particularly beneficial for early EFL learners, due to the method's ability to simultaneously stimulate attentional, affective, and motor systems.

e. Interpretation of Findings in Relation to the Research Hypothesis

The research hypothesis proposed that the application of the Total Physical Response method would significantly increase vocabulary acquisition and retention in eight-year-old learners. The cumulative evidence derived from the descriptive, comparative, and inferential analyses unequivocally supports this proposition.

The descriptive statistics show clear improvements across all test domains, with particularly notable gains in tasks involving deeper semantic processing. The comparative analysis demonstrates consistent growth across almost all participants,

indicating that the intervention benefited a broad spectrum of learners rather than a small subset. The inferential statistical analysis provides compelling evidence that the improvement observed was not random, but directly associated with the intervention. Finally, the large effect size underscores the practical relevance of the gains, confirming that TPR had a strong and positive educational impact.

Taken together, these findings affirm that TPR is a highly effective methodology for vocabulary instruction in early EFL contexts, particularly within Ecuadorian public schools where resources are often limited and learners may struggle to remain engaged in traditional, teacher-centered lessons. The method's emphasis on physical response, repetition with variation, multimodal association, and reduced affective filter appears to have played a crucial role in promoting deeper and more sustained vocabulary learning among the participants.

Accordingly, the hypothesis is accepted, and the results contribute to the growing body of evidence advocating for the integration of active, embodied teaching methodologies in EFL instruction, especially at the elementary level.

CHAPTER 3

PRODUCT

Innovative Proposal to the Problem

The present chapter introduces and develops an innovative pedagogical proposal designed to respond to the main difficulties identified in the diagnostic phase of the research, particularly the limited vocabulary knowledge and reduced retention capacity in fourth-grade EFL learners. The problems observed—low exposure to English, minimal use of active methodologies, and scarce motivational

environments—demonstrated the need for an alternative approach aligned with children’s cognitive, emotional, and psychomotor characteristics.

In this context, the Total Physical Response (TPR) method emerges as a feasible, low-cost, and highly effective strategy to foster vocabulary acquisition in elementary education. Since TPR integrates movement, imagination, and multisensory stimulation, it creates memorable learning experiences and allows children to internalize vocabulary naturally and with low anxiety, which is essential in rural and low-resource contexts such as the one where this study takes place.

The innovative value of this proposal lies in its dual articulation:

- (1) the implementation of pedagogical sessions based on TPR, structured to strengthen receptive and active vocabulary; and
- (2) the construction of a didactic guide hosted in Genially, which provides teachers with ready-to-use, interactive, replicable materials adapted to the Ecuadorian curriculum.

Through this proposal, the aim is not only to improve vocabulary learning but also to promote meaningful engagement, strengthen classroom participation, and provide teachers with sustainable methodological alternatives that can be used beyond the scope of the research. The innovation aligns with curricular guidelines promoting flexible, dynamic, and child-centered approaches.

Proposal Name

“Moving to learn: improving vocabulary knowledge through Total Physical Response in young learners.”

Type of product

The selected product for this research is a didactic guide. A didactic guide is a resource designed to help teachers plan and conduct learning activities. It usually provides step-by-step instructions, objectives, necessary materials, and suggestions for assessment. Its primary purpose is to help educators create engaging, organized, and compelling learning experiences. Buch et al. (2023) define a didactic guide as a tool designed for teachers, which guides their teaching practice in the use of teaching resources. It can also be seen as a manual of guidelines, a professional development text, or a source of reflection and inspiration for educators.

In line with this, Mena (2025) states that this kind of product “*helps teachers plan and conduct lessons effectively by providing them with instructions and resources. Supports teachers in organizing content, selecting teaching methods, and assessing student learning*” (p.4). Therefore, in my context, a didactic guide will turn the TPR method into practical, organized, and replicable activities for the classroom, making it easier to use effectively and ensuring you get the most out of vocabulary learning.

Objective of the proposal

To enhance vocabulary learning and retention through the application of interactive activities based on the Total Physical Response (TPR) method in fourth-grade children.

Structure of the product

The didactic guide is organized systematically to ensure clarity, usability, and methodological coherence. It contains:

1. Cover Page

- Title of the guide
- Author
- Academic year
- Institutional logo

2. Introduction and Aim

- Purpose of the guide
- Target group (age, grade, proficiency level)
- General objective

3. Theoretical Foundation

- Foundations of TPR
- Rationale for selecting TPR for young learners
- Connection between movement and vocabulary retention

4. Sessions Development

- Ten sessions
- Each session includes:

- Title
- Objective
- Time Required
- Methodological Implications
- Evaluation Criteria
- Materials and Sources
- Warm-up, Development, Closure

5. Proposal Development

- Step-by-step explanation of how to implement each activity
- Use of Genially and optional analog alternatives

6. Assessment of the Proposal

- Post-test
- Alignment with research objectives

7. Validation of the Proposal

- Method 3: Practical Application

The design of this proposal is grounded in the theoretical constructs presented in Chapter 1. TPR is selected because it aligns with children's cognitive and psychological development, allowing them to learn through physical engagement. Research indicates that young learners internalize vocabulary more effectively when language is contextualized through motor actions, reducing cognitive load and enhancing long-term retention.

Similarly, vocabulary learning theories highlight the need for multisensory experiences and repeated exposure in meaningful contexts. TPR responds to this by linking auditory input to physical responses, strengthening memory networks. Additionally, Vygotsky's sociocultural theory supports the interactive and social nature of the sessions, emphasizing the importance of teacher modeling and guided participation.

The national curriculum further supports the use of active methodologies, including TPR, in early English education. It emphasizes flexibility, innovation, and inclusive pedagogical approaches that cater to learners' needs. This proposal therefore aligns curricular expectations with evidence-based practice.

The didactic guide titled “**Moving to Learn**” presents a structured sequence of ten TPR-based lessons aimed at promoting vocabulary acquisition and retention. Each session focuses on a specific lexical field relevant to fourth-grade learners and is designed to ensure developmental appropriateness, cognitive engagement, and active participation.

The sessions gradually increase in linguistic and cognitive complexity, moving from highly concrete items (body parts, action verbs) to more abstract concepts (adjectives, antonyms, jobs). This progression aligns with vocabulary acquisition stages and with TPR's emphasis on scaffolding comprehension before production.

Furthermore, the guide incorporates interactive digital resources through Genially, enhancing visualization and engagement. At the same time, all activities are fully implementable without technology, ensuring equity and accessibility.

The proposal is innovative because it operationalizes TPR into a coherent, replicable instructional model that teachers can use autonomously. It supports teachers by providing clear instructions, materials, and evaluation strategies, making it particularly valuable in rural contexts where English instruction is often limited by lack of training and resources.

This didactic guide will detail an ordered series of topics organized in 10 sessions to support teachers in using it effectively. The activities will be developed on a platform called Genially, which is an interactive, easy-to-manage platform offering diverse features such as multimedia integration, animation, and visual effects, among others, to create engaging and accessible content for teachers. Moreover, its use will facilitate content presentation, adapt to individual learning rhythms, and increase motivation by providing engaging, multisensory experiences. By combining the TPR method with technological resources, educators can create more flexible and interactive learning environments that reinforce vocabulary acquisition, comprehension, and retention. The topics for the didactic guide were selected in accordance with the curriculum, and the activities will be established according to students' age and needs. The didactic guide will be structured in the following way:

1. Cover page

- Title of the guide
- Author
- Academic year
- Logo

2. Introduction, aim

- Purpose of the guide
- Target audience (students' age, grade, or level)
- Objective

3. Theoretical foundation

- Brief review of the method
- Explanation of why the method is appropriate for the target learners

4. Session's development

10 sessions, each one will have:

Sessions' Model:

Title/topic:

Objective:

Time required:

Methodological

implications:

Evaluation

Materials/sources

Activity description format

Stages

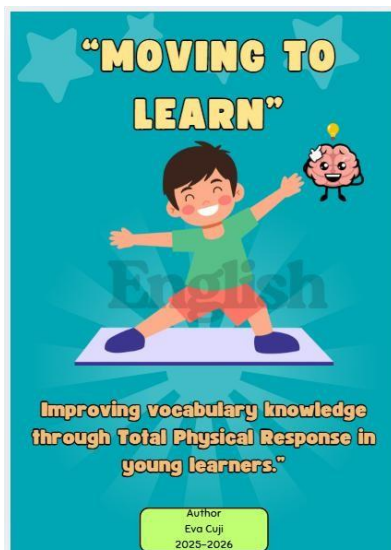
Description

Warm up:

Development:

Closure:

Proposal development



Graphic N2: Didactic Guide cover page

Elaborated by: Eva Cují

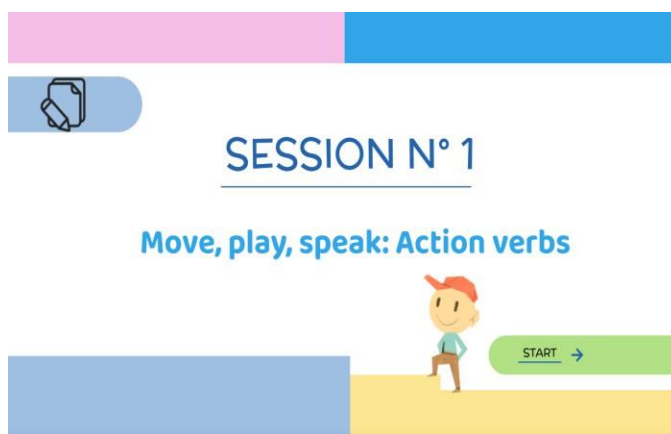
Source: Author's own elaboration

Link access 1:

https://www.canva.com/design/DAGyn_SfqlA/euMvKp4JMc64ZAioAlq5Ww/view?utm_content=DAGyn_SfqlA&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h361255a43b

Link access 2: <https://view.genially.com/68c499a08d26d441c000d36e/learning-experience-didactic-unit-moving-to-learn-sessions>

SESSION 1 – Move, play, speak: Action verbs



Graphic N3: Session 1 cover page

Elaborated by: Eva Cuji

Source: Author's own elaboration

Title: Move, play, speak: Action verbs



✓ **Objective:** ➔ Recognize, understand, and use common action verbs in English by responding both physically and verbally to commands.

✓ **Time required:** ➔ 45 minutes

✓ **Methodological Implications:** ➔ Movement and language integration, active participation, teacher modeling, motivation through games, and feedback.

✓ **Evaluation:** ➔

- Formative: Checklist, rubric
- Summative: Worksheet

✓ **Sources:** ➔

Song Flashcards Worksheet

Checklist Rubric

Graphic N4: Session 1 activities

Elaborated by: Eva Cuji

Source: Author's own elaboration

WARM-UP

The teacher will engage students' attention by developing an activity called "lights, camera, action." He/She has to act, and students have to guess the action.

DEVELOPMENT

1. The teacher will play a song created using action verbs. He/She will accompany the music with movement. Students have to pay careful attention.
2. Students are going to sing the song, imitating the teacher's gestures. The teacher will guide students all the time.
3. The teacher will show flashcards of action verbs, making the movements in each case. Students must repeat the word and the action.
4. Guided practice: The teacher will use the game "Simon says" to review vocabulary. For example, Simon says "jump," and students have to jump.
5. Production: The teacher will model simple sentences using action verbs. Students must create at least 3 sentences. For example, I read a book.

CLOSURE

Students are going to present one sentence in the class, supporting it with gestures. Then, the teacher will provide a worksheet where students have to solve choosing matching and filling gaps exercises. He/She will give positive reinforcement to encourage participation and reduce fear of mistakes.

Activities development

TEACHER TIPS

- Use exaggerated gestures.
- Encourage verbal and physical responses.

Graphic N5: Session 1 activities description

Elaborated by: Eva Cuji

Source: Author's own elaboration

SESSION 2 – My Daily Activities

Objective:

To strengthen the acquisition and comprehension of vocabulary associated with daily

routines through the use of Total Physical Response, enabling students to internalize verbs and actions by physically enacting them and thus reinforcing long-term retention.

Expanded Description:

This session introduces routine-related verbs through embodied modeling, allowing students to form direct associations between linguistic input and motor actions. Given that fourth-grade learners rely heavily on concrete experiences, the session provides multimodal exposure that aligns with cognitive developmental needs.

Warm-up:

The teacher silently performs a sequence of daily actions—stretching, waking up, brushing teeth, combing hair, putting on clothes—without verbal cues. Students observe and imitate each movement. This silent imitation stage activates prior knowledge and prepares students for the transition to verbal commands.

Development:

The teacher introduces verbal commands progressively: *wake up, brush your teeth, wash your face, get dressed, eat breakfast, go to school, study, do homework, go to bed*. Students respond physically each time. Once comprehension is established, commands are combined into sequences:

“Wake up → wash your face → get dressed”

“Eat breakfast → go to school → study → do homework.”

Later, the teacher increases speed and adds variations to challenge processing and encourage automaticity. Students also create their own short routine sequences in pairs and perform them for the class.

Closure:

A “Routine Challenge” is conducted. Students must execute a four- or five-step routine sequence without hesitation. The teacher assesses accuracy and sequential comprehension. This format promotes autonomy and reinforces retention through repetition, sequencing, and peer modeling.

SESSION 3 – Exploring My Body

Objective:

To introduce and consolidate body-part vocabulary through kinesthetic learning, enabling students to associate lexical items with physical gestures that aid memorization.

Expanded Description:

This session builds on children’s natural sensitivity to physical responses. TPR facilitates vocabulary acquisition by linking each lexical item with a gesture or action, strengthening semantic–motor connections.

Warm-up:

A TPR version of “Simon Says” is used. The teacher gives commands such as *touch your head, shake your hands, blink your eyes*. Students only follow instructions when

preceded by “Simon says,” promoting attention, comprehension, and inhibition control.

Development:

The teacher introduces body parts systematically: *head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, legs*. Each word is accompanied by a gesture that students repeat. The teacher then introduces distractor movements—for example, saying “touch your ears” while touching her nose—to encourage careful listening and lexical discrimination. Students engage in partner work where they command each other using the new vocabulary.

Closure:

A “Find the Part!” scavenger activity is conducted. Flashcards representing body parts are placed around the classroom. The teacher gives commands such as “Run to eyes!” or “Point to knees!” Students locate and touch or stand next to the correct image. The activity solidifies recognition through movement and spatial reasoning.

SESSION 4 – How Do You Feel Today?

Objective:

To facilitate comprehension of basic emotion vocabulary through expressive, multimodal actions that enable students to link affective states with language.

Expanded Description:

Young learners benefit from exaggerated gestures, facial expressions, and emotional dramatization. This session supports emotional awareness alongside vocabulary learning.

Warm-up:

The teacher silently expresses emotions—*happy, sad, angry, tired, scared, excited*.

Students guess the emotion in English, promoting inference and prediction.

Development:

The teacher models each emotion with exaggerated gestures. Students repeat individually and in groups. Then, the teacher gives commands like “Show me happy!” or “Be scared!” Students respond nonverbally. Later, pairs perform short improvised skits using two or three emotions, fostering comprehension of quick transitions between lexical items.

Closure:

Using flashcards, the teacher displays an emotion, and volunteers dramatize it. The rest of the class identifies the emotion verbally. This reinforces production while maintaining the TPR foundation

SESSION 5 – What Makes You Unique?

Objective:

To introduce descriptive adjectives through contrasting movement-based

demonstrations that allow learners to develop conceptual understanding through embodied comparisons.

Expanded Description:

Adjectives can be abstract for young learners; TPR grounds them in tangible experiences that clarify meaning. The session incorporates contrasts to promote semantic differentiation.

Warm-up:

The teacher demonstrates *fast* vs. *slow* by moving rapidly and then in exaggerated slow motion. Similar demonstrations are made for *tall* vs. *short*. Students observe and mirror the contrasts.

Development:

The teacher introduces adjectives: *strong*, *weak*, *fast*, *slow*, *funny*, *serious*. Students act out each adjective physically—for example, pretending to lift heavy objects for *strong*, or barely lifting a light object for *weak*. Students then classify actions provided by the teacher into the appropriate adjective categories. Later, small groups create “adjective poses” and classmates guess the describing word, enhancing deductive reasoning.

Closure:

A “Guess Who?” game is played. The teacher describes a volunteer using adjectives,

and students identify the person. This reinforces comprehension and strengthens connections between physical traits, gestures, and vocabulary.

SESSION 6 – Yes, Captain!

Objective:

To reinforce comprehension of classroom commands through authoritative role-play, enabling students to recognize and perform verbal instructions confidently.

Expanded Description:

Commands are essential functional language structures. The session builds students' ability to respond immediately and accurately to instructional cues.

Warm-up:

The teacher assumes the role of a ship captain and gives dramatic commands such as *stand up, sit down, look at me, salute!*. Students play along, creating a playful and immersive context.

Development:

Students follow commands including *stand up, sit down, open your book, close your book, raise your hand, listen, write, stop*. Complexity increases with combined commands:

“Stand up and raise your hand,”

“Open your book and write your name.”

Students then take turns giving commands to peers, reinforcing oral production in a supported environment.

Closure:

Students perform short captain-led routines in small groups. This builds confidence, promotes leadership, and ensures internalization of classroom language structures.

SESSION 7 – Where Is the Teddy?

Objective:

To introduce prepositions of place through object manipulation and spatial reasoning supported by TPR.

Expanded Description:

Spatial concepts can be effectively internalized through hands-on engagement. TPR helps students visualize and enact positional relationships.

Warm-up:

The teacher hides a teddy bear in various classroom locations while students observe. They attempt to guess its location based on prior knowledge.

Development:

The teacher demonstrates prepositions with the teddy: *in, on, under, behind, next to, between*. Students repeat the actions with their own objects. Later, students work in

pairs: Partner A hides an object and Partner B follows the command to locate it. This stage encourages both comprehension and peer collaboration.

Closure:

A fast-paced object-hiding game is conducted. The teacher calls out prepositions, and students quickly position classroom objects accordingly, transforming abstract spatial terms into concrete understanding.

SESSION 8 – My Body Loves Healthy Things!

Objective:

To reinforce vocabulary related to healthy habits using embodied actions that highlight the link between behavior and language.

Expanded Description:

The session connects health education with language learning, promoting meaningful and context-rich vocabulary use.

Warm-up:

Students mime actions connected with healthy habits—drinking water, eating fruit, stretching. The teacher identifies a few actions to activate vocabulary recall.

Development:

The teacher models: *drink water, eat fruit, exercise, wash your hands, brush your teeth*. Students perform each action. The teacher then gives sequences such as “Wash

your hands → eat fruit → exercise.” Students must follow the sequence correctly. In pairs, students create brief “healthy routines” and present them.

Closure:

A relay race is organized. Teams perform assigned healthy actions in order, promoting energy, engagement, and memorization through repeated movement.

SESSION 9 – Mirror Words: Same or Different?

Objective:

To introduce synonyms and antonyms through embodied contrasts that support lexical categorization and semantic understanding.

Expanded Description:

The session pairs movement with conceptual oppositions, enabling students to encode vocabulary through contrastive experiences.

Warm-up:

The teacher introduces opposite pairs visually and physically. Students repeat and classify each one.

Development:

The teacher gives commands such as “Be big!” “Be small!” “Move fast!” “Move slow!” Students respond with exaggerated contrasts. Later, students play “Opposite

Reactions,” responding with the opposite action to what the teacher demonstrates.

This develops higher-level processing and flexibility.

Closure:

In the “Mirror Game,” students face a partner and act out opposite adjectives.

Partners must respond correctly by mirroring the corresponding opposite, reinforcing comprehension through paired interaction.

SESSION 10 – What Do You Want to Be in the Future?

Objective:

To introduce vocabulary related to occupations using miming to reinforce associative learning and stimulate imagination.

Expanded Description:

The session integrates career awareness with TPR by linking occupations to characteristic gestures.

Warm-up:

The teacher mimes jobs—doctor, firefighter, chef, farmer—and students guess the occupation in English.

Development:

Students mime different jobs: *doctor, firefighter, chef, teacher, farmer, singer*. For each job, the teacher links the word to a characteristic action (e.g., “doctor” →

checking heartbeat; “chef” → stirring a pot). Students perform each mime and later create short role-play scenes that incorporate three occupations.

Closure:

A guessing game concludes the session. A student mimes an occupation, and the rest of the class identifies it. This encourages voluntary participation and consolidates vocabulary retention through playful dramatization.

Evaluation of the proposal

The evaluation of the didactic proposal is centered on measuring the degree to which the implementation of the Total Physical Response (TPR) methodology contributed to the development of vocabulary learning in fourth-grade students. To achieve this, a structured post-test was administered following the completion of the ten instructional sessions. The post-test serves as a summative assessment instrument designed not only to quantify students’ final performance but also to compare their results against the baseline obtained through the pre-test. This comparative approach allows for the identification of growth patterns, learning gains, and persistent difficulties.

The use of a post-test is fundamental for determining the effectiveness of the methodological intervention, as it provides concrete evidence regarding comprehension, retention, and the internalization of the vocabulary taught through TPR-based activities. Through statistical analysis—including central tendency

measures, distribution comparisons, and significance testing—the evaluation makes it possible to trace how students responded to kinesthetic, multisensory learning strategies and whether these strategies positively influenced their acquisition of lexical items.

Furthermore, the evaluation stage allows for a reflective analysis of the advantages and limitations inherent in the TPR method. By examining student outcomes, classroom behavior, engagement levels, and the consistency of performance across the three assessed sections, it is possible to infer the strengths of TPR—such as its capacity to sustain attention, reduce affective filters, and enhance memorability of actions paired with words. Similarly, potential disadvantages, such as the method’s dependence on space, movement, and teacher energy, may also become evident. These insights not only contribute to the internal evaluation of the proposal but also offer relevant considerations for future research and potential adaptations of the method in different learning environments or grade levels.

Validation of the proposal

The validation of the didactic guide adheres to the criteria established by the Indoamérica University Thesis Manual (2020), which outlines three methodological pathways for validating educational innovations. This research aligns specifically with Method 3: Validation through the practical application of the proposal, more precisely with Alternative 1: “Verification of results demonstrating a transformation with respect to the initial diagnosis by implementing the proposal in whole or in part to the entire study sample” (p. 31).

Through this validation approach, the proposal is not assessed theoretically or by expert judgment alone; instead, it is evaluated based on its observable impact on the learners' performance. The ten TPR-based instructional sessions were applied in their entirety to the complete study sample, ensuring that all participants were exposed to the same pedagogical intervention under consistent conditions. This uniformity strengthens the reliability of the validation process and allows the study to attribute observed learning gains directly to the implementation of the proposal.

Following the intervention, the pre-test and post-test results were analyzed and contrasted to determine whether meaningful transformations occurred between the initial and final stages of vocabulary acquisition. This comparative analysis makes it possible to identify improvements not only in overall performance but also in specific dimensions of vocabulary learning, such as recognition, semantic association, and understanding of opposites. The changes reflected in the quantitative data constitute the core evidence supporting the validation of the guide.

By demonstrating measurable progress across the study group, the proposal fulfills the institutional requirements for practical validation and confirms that the designed TPR-based guide functions as an effective pedagogical tool. This validation process also provides a foundation for the continued development, refinement, and potential scaling of the guide in similar educational contexts.

Conclusions

The analysis of the impact of the Total Physical Response (TPR) method on vocabulary learning in fourth-grade students demonstrated that the intervention produced a significant and measurable improvement in lexical acquisition, recognition, and retention. The comparison between pre-test and post-test scores, supported by statistical evidence such as the increase in central tendency measures and the high effect size, confirms that TPR had a positive and substantial influence on students' vocabulary development. These results validate TPR as an effective methodological alternative for early EFL instruction in a public institution of the Coast Region.

The initial diagnosis revealed that students began with a low to moderate command of English vocabulary, as reflected in the pre-test mean scores across the three evaluated sections. Difficulties were most evident in identifying opposites, where the lowest averages were recorded, indicating limited semantic processing skills. In contrast, multiple matching showed relatively higher starting performance, although still with room for improvement. These findings confirm that the group displayed heterogeneous and generally limited vocabulary knowledge prior to the intervention.

The implementation of the TPR-based didactic guide effectively engaged students through multisensory, movement-based activities that facilitated meaningful vocabulary exposure. The structured sessions promoted active participation and allowed learners to internalize new lexical items through embodied cognition. The

high levels of engagement observed during the sessions suggest that the guide was developmentally appropriate, accessible in low-resource contexts, and successful in mediating vocabulary learning through dynamic interaction.

Post-test results showed clear improvement in all vocabulary dimensions, with increased mean scores and upward shifts in both median and mode, especially in Picture Recognition and Identifying Opposites. The paired-samples t-test demonstrated statistically significant differences between pre-test and post-test results, and the large effect size confirmed the educational relevance of these gains. These outcomes indicate that TPR not only improved vocabulary acquisition but also strengthened retention and comprehension, as evidenced by the students' ability to recall and apply lexical items after repeated embodied practice.

Recommendations

Given the demonstrated impact of TPR on vocabulary learning, teachers should integrate TPR systematically into early EFL instruction, using movement-based and multisensory strategies to support lexical development in low-resource educational settings.

Teachers are encouraged to conduct periodic diagnostic assessments to identify students' lexical strengths and weaknesses, particularly in areas such as antonym recognition, and to tailor vocabulary instruction accordingly.

Educators and institutions should adopt and adapt TPR-based didactic guides, ensuring that classroom activities incorporate structured movement, gesture-supported instruction, and playful elements that maintain high student engagement.

Future research and pedagogical work should expand TPR-based instruction to additional linguistic areas such as pronunciation, basic sentence construction, and functional language use, as the method has proven effective in reinforcing long-term retention and comprehension.

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ANEXXES:

Vocabulary PRE-TEST
Pre-A1 level
Fourth-grade learners

Name: _____

Instructions:

- Utiliza esfero gráfico para responder las preguntas.
- Al finalizar, revisa que cada pregunta esté contestada.
- Mantén el silencio para que todos puedan concentrarse.
- Tiempo límite: 30 minutos.
- El promedio final se calculará sobre 10pts mediante una regla de 3.

Section 1: *Picture recognition*

Instruction: Look at the picture and circle the correct answer. (Mira las imágenes y encierre la respuesta correcta)



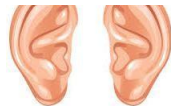
1.

- ☐ Shoulders
- ☐ Eyes
- ☐ Mouth
- ☐ Nose



2.

- ☐ Cook
- ☐ Play
- ☐ Sleep
- ☐ Read



3.

- ☐ Fingers
- ☐ Ears
- ☐ Hand

- Leg



4.

- Eat
- Write
- Dance
- Look



5.

- Paint
- Read
- Play
- Jump

Score: /5

Section 2: *Identifying Opposites*

Instruction: Color the box containing the opposite of the word in bold. (Pinta el recuadro que contenga el opuesto de la palabra en negrita)

- | | | | | |
|----|--------------|--------|--------|------|
| 1. | CLEAN | slow | dirty | tall |
| 2. | FAT | short | angry | thin |
| 3. | HAPPY | cow | sad | duck |
| 4. | FAST | hungry | pencil | slow |
| 5. | BIG | small | long | book |

Score: /5

Section: 3: *Multiple matching*

Instruction: Match as it corresponds. (Una segun corresponda)

1. Stand up



2. Get up



3. Take a shower



4. Open the door



5. Go to school



Score: /5

Elaborated by: *Eva Cuji*

Vocabulary POST-TEST
Pre-A1 level
Fourth-grade learners

Name: _____

Instructions:

- Utiliza esfero gráfico para responder las preguntas.
- Al finalizar, revisa que cada pregunta esté contestada.
- Mantén el silencio para que todos puedan concentrarse.
- Tiempo límite: 30 minutos.
- El promedio final se calculará sobre 10pts mediante una regla de 3.

Section 1: *Picture recognition*

Instruction: Look at the picture and circle the correct answer. (Mira las imágenes y encierre la respuesta correcta)



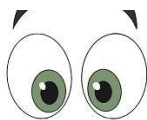
1.

- ☐ Mouth
- ☐ Arm
- ☐ Hand
- ☐ Eyes



2.

- ☐ Write
- ☐ Paint
- ☐ Read
- ☐ Eat



3.

- ☐ Eyes
- ☐ Leg
- ☐ Shoulders
- ☐ Nose



- ☐ Sleep
- ☐ Play
- ☐ Go
- ☐ Cook



- ☐ Nose
- ☐ Hand
- ☐ Shoulders
- ☐ Leg

Score: /5

Section 2: *Identifying Opposites*

Instruction: Color the box containing the opposite of the word in bold. (Pinta el recuadro que contenga el opuesto de la palabra en negrita)

- | | | | | |
|----|--------------|--------|--------|--------|
| 1. | SAD | happy | hungry | slow |
| 2. | TALL | fat | sleepy | short |
| 3. | CLEAN | slow | dirty | tall |
| 4. | SMALL | sheep | big | strong |
| 5. | FAST | hungry | pencil | slow |

Score: /5

Section: 3: *Multiple matching*

Instruction: Match as it corresponds. (Una segun corresponda)

1. Raise your hand



2. Do homework



3. Get up



4. Be quiet



5. Brush teeth



Score: /5

Elaborated by: *Eva Cuji*

PRE-TEST RESULTS						
Nº	PARTICIPANTS	Section 1 Picture Recognition	Section 2 Identifying opposites	Section 3 Multiple matching	Points	Total over 10
1	ARTEAGA PORTILLA DANNA LISSETH	5	4	5	14	9.33
2	AVILA MORA MIA ISABELLA	4	3	5	12	8
3	AVILEZ SHAGÑAY DANNA CAMERUN	2	3	5	10	6.66
4	BARRERA PACHECO KERIM EMILIO	5	3	5	13	8.66
5	BARZOLA YAGUACHI MIA KATALEYA	5	1	5	11	7.33
6	BERMEO TOSCANO IKER ISMAEL	3	2	5	10	6.66
7	CALLE LEMA FABIAN ALEXANDER	5	5	5	15	10
8	CASTRO NIEVES DANIELA ABIGAIL	4	3	5	12	8
9	CEDEÑO ORDOÑEZ CHRISTOPHER ADRIAN	1	2	5	8	5.33
10	CHAW PESANTEZ JEAN ALEJANDRO	3	2	3	8	5.33
11	DELGADO JORDAN YEIKOL SNAIDER	3	3	3	9	6
12	GODOY ANGEL	3	1	5	9	6
13	GOMEZ RIERA ALEXIS ROLANDO	3	2	5	10	6.66
14	JARA JIMENEZ ELVIS JOAN	3	3	3	9	6
15	LEON BUESTAN JUAN SANTIAGO	4	0	5	9	6
16	MAZON BERNITA ALEX ADRIAN	2	1	2	5	3.33
17	MONCAYO REDROVAN YESLY SAMANTHA	2	2	3	7	4.66
18	MORAN MIRANDA EYTHAN GAEL	2	1	5	8	5.33
19	MOREIRA ARBOLEDA ADAN JOSUE	3	0	3	6	4
20	MUÑOZ GONZALEZ JOSELYNE GALILEA	3	2	3	8	5.33
21	NAULA ORTIZ DYLAN NICOLAS	5	4	5	14	9.33
22	PERALTA SIGUENCIA KIMBERLY KENIA	3	1	5	9	6
23	PILALO SALTOS BREYNER ALEJANDRO	3	2	2	7	4.66
24	RIVERA COBO VALENTINA SHARLOTH	3	3	2	8	5.33
25	RIVERA NARANJO DYLAN SANTIAGO	2	2	5	9	6
26	SALDAÑA CARABAJA ERICK SAMUEL	4	4	5	13	8.66
27	SANCHEZ MURILLO KENDRA CHARLOTTE	3	4	3	10	6.66
28	TAPIA SANTANDER DOMINICK MATIAS	3	2	3	8	5.33
29	TIRCIO RUIZ NIKOLAS JACKSON	5	2	5	12	8
30	VÁSQUEZ JAVIER	4	2	5	11	7.33

31	VELIZ CHALARES GEMA LEONELA	5	2	5	12	8
32	VILLAGOMEZ LASSO ALISON ABIGAIL	3	4	3	10	6.66
33	VINTIMILLA SARMIENTO DYLAN ENRIQUE	5	5	3	13	8.66
34	VINUEZA CHUYA SAMANTHA ISABEL	1	1	5	7	4.66

POST-TEST RESULTS						
Nº	PARTICIPANTS	Section 1 Picture Recognition	Section 2 Identifying opposites	Section 3 Multiple matching	Points	Total over 10
1	ARTEAGA PORTILLA DANNA LISSETH	5	5	5	15	10
2	AVILA MORA MIA ISABELLA	5	3	5	13	8.66
3	AVILEZ SHAGÑAY DANNA CAMERUN	2	3	4	9	6
4	BARRERA PACHECO KERIM EMILIO	5	5	5	15	10
5	BARZOLA YAGUACHI MIA KATALEYA	5	4	5	14	9.33
6	BERMEO TOSCANO IKER ISMAEL	5	5	5	15	10
7	CALLE LEMA FABIAN ALEXANDER	5	5	5	15	10
8	CASTRO NIEVES DANIELA ABIGAIL	3	4	5	12	8
9	CEDEÑO ORDOÑEZ CHRISTOPHER ADRIAN	2	2	5	9	6
10	CHAW PESANTEZ JEAN ALEJANDRO	3	3	3	9	6
11	DELGADO JORDAN YEIKOL SNAIDER	2	5	5	12	8
12	GODOY ANGEL	5	2	5	12	8
13	GOMEZ RIERA ALEXIS ROLANDO	5	2	5	12	8
14	JARA JIMENEZ ELVIS JOAN	2	3	5	10	6.66
15	LEON BUESTAN JUAN SANTIAGO	3	4	5	12	8
16	MAZON BERNITA ALEX ADRIAN	2	2	4	8	5.33
17	MONCAYO REDROVAN YESLY SAMANTHA	5	1	5	11	7.33
18	MORAN MIRANDA EYTHAN GAEL	2	4	3	9	6
19	MOREIRA ARBOLEDA ADAN JOSUE	5	3	3	11	7.33
20	MUÑOZ GONZALEZ JOSELYNE GALILEA	3	3	4	10	6.66
21	NAULA ORTIZ DYLAN NICOLAS	5	5	5	10	10
22	PERALTA SIGUENCIA KIMBERLY KENIA	3	5	5	13	8.66
23	PILALO SALTOS BREYNER ALEJANDRO	5	5	2	12	8
24	RIVERA COBO VALENTINA SHARLOTH	4	2	5	11	7.33
25	RIVERA NARANJO DYLAN SANTIAGO	5	2	5	12	8
26	SALDAÑA CARABAJO ERICK SAMUEL	5	5	3	13	8.66
27	SANCHEZ MURILLO KENDRA CHARLOTTE	2	5	5	12	8
28	TAPIA SANTANDER DOMINICK MATIAS	3	5	5	13	8.66
29	TIRCIO RUIZ NIKOLAS JACKSON	5	4	5	14	9.33
30	VÁSQUEZ JAVIER	5	5	5	15	10

31	VELIZ CHALARES GEMA LEONELA	4	2	5	11	7.33
32	VILLAGOMEZ LASSO ALISON ABIGAIL	5	4	3	12	8
33	VINTIMILLA SARMIENTO DYLAN ENRIQUE	5	4	5	14	9.33
34	VINUEZA CHUYA SAMANTHA ISABEL	3	2	5	10	6.66



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VALIDATION RUBRIC

Directions: Please select your degree of agreement or disagreement level with the statements below by choosing the number corresponding to your best consideration.

1 – Completely Disagree 2 – Disagree 3 – Unsure 4 – Agree 5 – Completely Agree

Criteria

The items in the instrument are consistent with reaching the study's objectives.	1	2	3	4	5 X
Directions are clearly stated in the instrument.	1	2	3	4	5 X
The items in the instrument can provide enough information about the English vocabulary knowledge of fourth-grade students.	1	2	2	4	5 X
The instrument has an adequate number of items for the construct being studied.	1	2	3	4	5 X
The items are clear, concise, and easy for students to understand.	1	2	3	4	5 X
The topics included in the instrument are enough to determine the initial vocabulary level of fourth-grade students.	1	2	3	4	5 X
The instrument is manageable in terms of time, length, and format for both the evaluator and those being evaluated.	1	2	3	4	5 X
The instrument is interesting; it captures the attention of participants, encouraging them to complete it in its entirety.	1	2	3	4	5 X



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SECTION OF COMMENTS AND SUGGESTIONS

- Do you consider that the presented items are aligned with the study's categories, units of the analysis, or variables of the study?

YES X

NO

What items would you incorporate?

What items would you erase?

How can I improve this instrument?

Suggestions:

Evaluator's name: Lic. Maritza Villacis, Mg
E-mail: maritzavillacis@uti.edu.ec

SIGNATURE