



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR



UNIVERSIDAD BOLIVARIANA DE ECUADOR

MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TRABAJO DE TITULACIÓN

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA

APPLICATION OF THE TOTAL PHYSICAL RESPONSE AS TECHNIQUE FOR THE
UNDERSTANDING OF ENGLISH BY EIGHTH GRADE STUDENTS OF BASIC GENERAL
EDUCATION

Autor/es:

Norma Cecilia Bastidas Guevara

Tutor/a:

PhD. (a) Johnny Campoverde López

ECUADOR

2026



La Universidad para todos





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

DEDICATORY

I dedicate this work primarily to my family, for their unconditional support, patience, and constant encouragement throughout this process. Thank you for believing in me even in the most difficult moments.

To my daughter, who is my greatest inspiration and the driving force that motivates me to move forward every day, for giving me the strength and the reason to never give up.



La Universidad para todos





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

ACKNOWLEDGMENT

I express my sincere gratitude to my family for their love, understanding, and continuous support throughout this process.

In a very special way, I would like to thank my tutor PhD (a) Johnny Campoverde López, who was a fundamental pillar in the development of this research. Thank you for your patience, dedication, and commitment, for providing your time, guidance, and knowledge. Your constant support made the completion of this work possible, as without your guidance and assistance, achieving this goal would not have been possible.



La Universidad para todos





RESUMEN

La presente investigación analiza la aplicación del método Total Physical Response (TPR) como técnica para mejorar la comprensión del inglés como lengua extranjera en estudiantes de octavo año de Educación General Básica. El estudio surge ante las dificultades en la comprensión auditiva y lectora asociadas a métodos tradicionales que generan baja retención y altos niveles de ansiedad. Metodológicamente, la investigación se desarrolló bajo un enfoque mixto, de tipo aplicada y con diseño de investigación-acción. Se emplearon métodos teóricos, empíricos y estadísticos. Como instrumentos se utilizaron encuestas, entrevistas, observación y pruebas de diagnóstico (pre-test y post-test). La muestra estuvo conformada por estudiantes, docentes y directivos de la Unidad Educativa Piquiucho. Los resultados evidenciaron un impacto positivo del TPR en el aprendizaje. En las encuestas, la mayoría de los estudiantes manifestó que las actividades con movimientos facilitan la comprensión, incrementan la motivación y mejoran la retención de vocabulario. En las entrevistas, los participantes señalaron que el uso de gestos y acciones genera mayor confianza, reduce la ansiedad y permite comprender instrucciones con mayor facilidad. Asimismo, los resultados del post-test mostraron una mejora significativa en comparación con el pre-test en vocabulario, comprensión auditiva y lectura. Se concluye que el método TPR es una estrategia efectiva, innovadora e inclusiva que fortalece la comprensión del inglés, contribuyendo al desarrollo de procesos de enseñanza-aprendizaje más dinámicos y significativos.

Palabras claves: TPR, comprensión del inglés, aprendizaje kinestésico, EFL, metodología activa.





ABSTRACT

This research analyzes the application of the Total Physical Response (TPR) method as a technique to improve English as a Foreign Language (EFL) comprehension among eighth-grade students. The study arises from the need to address difficulties in listening and reading comprehension caused by traditional teaching methods, which often lead to low retention and high levels of anxiety. Methodologically, the study follows a mixed-methods approach with an applied, action-research design. Theoretical, empirical, and statistical methods were used. Data collection instruments included surveys, interviews, observation, and diagnostic tests (pre-test and post-test). The sample consisted of students, teachers, and school authorities from Piquiucho Educational Unit. The results showed a positive impact of TPR on language learning. Survey findings revealed that most students believe that movement-based activities enhance understanding, increase motivation, and improve vocabulary retention. Interview results indicated that gestures and physical actions boost students' confidence, reduce anxiety, and facilitate comprehension of instructions. Additionally, post-test results demonstrated significant improvement compared to pre-test scores in vocabulary, listening, and reading comprehension. It is concluded that TPR is an effective, innovative, and inclusive teaching strategy that strengthens English comprehension and promotes dynamic and meaningful learning processes.

Keywords: TPR, English comprehension, kinesthetic learning, EFL, active methodology.





ÍNDICE GENERAL

PORTADA	i
FICHA SENESCYT	ii
CERTIFICACIÓN DE AUTORÍA	iii
AVAL DEL TUTOR	iv
DEDICATORIA	v
AGRADECIMIENTO	vi
RESUMEN	vii
ABSTRACT	viii
 INTRODUCTION	 1
 CHAPTER 1: THEORETICAL FRAMEWORK	 6
1.1 Introduction to the Theoretical Framework	6
1.2 Historical and Evolutionary Background	8
1.3 Theoretical Foundations of TPR	11
1.4 English Comprehension in EFL Contexts	14
1.5 Embodied Cognition	17
1.6 Affective Filter	19
1.7 TPR in EFL Contexts	21
1.8 TPR in Latin America and Ecuador	23
1.9 Researcher's Critical Position	25
1.10 Conceptual Definitions	27
1.11 Categories and Dimensions	30
1.12 Theoretical Model	33
1.13 Inferential Comprehension	35
1.14 Contextual Understanding	38
1.15 Immediate Response Accuracy	41





1.16 Retention of Information	44
1.17 Comprehension Fluency	47
1.18 Complex Instructions	50
 CHAPTER 2: METHODOLOGICAL DESIGN	 54
2.1 Operationalization of Variables	54
2.2 Research Approach	56
2.3 Scope of the Research	58
2.4 Type of Research	60
2.5 Methods	62
2.6 Instruments	64
2.7 Population and Sample	66
2.8 Methodological Strategy	68
2.9 Initial Diagnosis	70
 CHAPTER 3: PROPOSAL AND VALIDATION	 78
3.1 Introduction	78
3.2 Objectives	80
3.3 Structure of Proposal	82
3.4 Activities and Implementation	84
3.5 Validation	86
3.6 Validation Results	88
3.7 Final Conclusions	90
3.8 Recommendations	92
 REFERENCES	 94
 ANNEXES	 62

ÍNDICE DE TABLAS





Tabla 1. Resultados del pre-test (vocabulario)	50
Tabla 2. Resultados del pre-test (listening)	50
Tabla 3. Resultados del pre-test (reading)	51
Tabla 4. Resultados del post-test (vocabulario)	51
Tabla 5. Resultados del post-test (listening)	51
Tabla 6. Resultados del post-test (reading)	52
Tabla 7. Comparación pre-test vs post-test	52
Tabla 8. Resultados de la encuesta (Likert)	53

LISTADO DE ANEXOS

Anexo 1. Encuesta a estudiantes	62
Anexo 2. Guía de entrevista	63
Anexo 3. Pre-test	63
Anexo 4. Post-test	64
Anexo 5. Ficha de observación	64

INTRODUCTION

In the current globalized context, English proficiency has become an essential tool for academic, professional, and social development. However, learning English as a Foreign Language (EFL) continues to represent a significant challenge, particularly in contexts where exposure to the language is limited. One of the main difficulties lies in the development of listening and reading comprehension skills, which are fundamental for meaningful communication and language acquisition.

Traditional teaching methods, often focused on memorization and abstract instruction, have proven insufficient to ensure effective comprehension and long-term retention. In response to these limitations, alternative methodologies have emerged, emphasizing more dynamic and student-





centered approaches. One of these is the Total Physical Response (TPR) method, developed by James J. Asher, which integrates physical movement with language input to facilitate learning.

According to Asher (2009), language acquisition is enhanced when learners respond physically to verbal input, as this process strengthens memory traces. Similarly, Stephen Krashen (1982) argues that reducing anxiety through low-pressure environments promotes better language acquisition by lowering the affective filter. Recent studies have also confirmed that movement-based learning improves cognitive processing and retention (Ahmad et al., 2023; Li et al., 2021).

The need to improve English comprehension among students is evident, particularly in educational contexts where traditional methodologies prevail. These approaches often fail to connect language learning with meaningful experiences, resulting in low retention, limited comprehension, and increased anxiety. The TPR method offers a viable alternative by combining verbal input with physical action, which facilitates comprehension and enhances memory retention. Research has demonstrated that TPR contributes to vocabulary acquisition and long-term retention more effectively than conventional methods (Ahmad et al., 2023). Furthermore, Wang and Huang (2022) found that action-based learning reduces anxiety and improves listening comprehension.

From a social perspective, improving English proficiency is essential for increasing educational opportunities and access to global information. Therefore, implementing effective methodologies such as TPR is not only a pedagogical necessity but also a social demand. Despite ongoing efforts to improve English language teaching, students continue to experience difficulties in understanding spoken and written English. Traditional teaching methods often prioritize theoretical knowledge over practical comprehension, limiting students' ability to process and retain information.

This situation raises the following research question:

What is the effect of applying Total Physical Response (TPR) on improving listening and reading comprehension in eighth-grade students compared to traditional teaching methods?





The problem is particularly relevant in the context of the Piquiucho Educational Unit, where students have demonstrated deficiencies in comprehension skills, affecting their overall language performance. This study is delimited to the application of the Total Physical Response (TPR) method as a teaching strategy aimed at improving English comprehension in eighth-grade students of Basic General Education. The focus is specifically placed on listening and reading comprehension, as these skills are essential for language acquisition and meaningful communication. The research is carried out within a formal educational setting, allowing for a structured intervention that evaluates the effectiveness of TPR under real classroom conditions. According to Richards and Rodgers (2014), TPR is particularly suitable for beginners, as it emphasizes comprehension before production and reduces the cognitive burden associated with language learning.

Additionally, the research is framed within the field of communicative and innovative methodologies in English language teaching. It is limited to a specific institutional context, the Piquiucho Educational Unit, where students have shown persistent difficulties in understanding English. This delimitation ensures that the findings are grounded in a real educational environment, taking into account contextual variables such as teaching practices and student characteristics. Brown (2007) highlights that effective language teaching must consider contextual factors that influence learning outcomes.

Furthermore, the temporal delimitation of the study corresponds to the period of intervention and evaluation through pre-test and post-test instruments. The research does not aim at universal generalization but rather at providing contextualized evidence that contributes to the understanding of TPR effectiveness in similar educational settings. Larsen-Freeman and Anderson (2011) state that method effectiveness should be analyzed within specific contexts, as teaching approaches may yield different results depending on the learning environment.

The object of this research is the teaching-learning process of English as a Foreign Language, particularly focusing on the development of comprehension skills. This process involves multiple components, including instructional strategies, learner characteristics, and classroom dynamics, all of which interact to influence language acquisition. Understanding this process requires analyzing how students interpret and respond to linguistic input in meaningful ways. Ellis (2008) emphasizes that language learning is shaped by both cognitive processes and interactional contexts.





Moreover, the research explores how physical movement can be integrated into language instruction to enhance comprehension. The TPR method introduces a dynamic approach in which students respond physically to verbal commands, facilitating a stronger connection between language and meaning. This aligns with theories that highlight the role of sensory and motor experiences in learning. Glenberg (2010) argues that embodied experiences play a crucial role in language comprehension, as they support the construction of meaning through action.

In addition, the study examines how instructional strategies can be adapted to improve comprehension outcomes in EFL learners. By focusing on a specific method and its implementation, the research seeks to identify practical ways to enhance the effectiveness of language teaching. Nation (2013) points out that comprehension-based approaches are fundamental for building a strong foundation in language learning, particularly in contexts where exposure to the language is limited.

The general objective of this research is to determine the effect of applying the Total Physical Response (TPR) method on improving English comprehension among eighth-grade students. This objective is based on the need to identify teaching strategies that effectively address the limitations of traditional methodologies, particularly in relation to comprehension skills. Harmer (2007) states that effective teaching requires the use of engaging techniques that facilitate understanding and retention.

Furthermore, the objective reflects the importance of promoting meaningful learning experiences that actively involve students in the learning process. The integration of movement into language instruction is expected to enhance comprehension by making learning more interactive and less abstract. Scrivener (2011) suggests that student-centered approaches contribute significantly to deeper learning and better engagement in the classroom.

In addition, the objective is aligned with current educational trends that emphasize innovation and adaptability in teaching practices. By evaluating the impact of TPR, the study aims to provide empirical evidence that supports the implementation of alternative methodologies in EFL contexts. Ur (2012) highlights that adapting teaching methods to learners' needs is essential for achieving effective language learning outcomes.





This research identifies the Total Physical Response (TPR) method as the independent variable, as it represents the instructional strategy applied during the intervention. The dependent variable is English comprehension, specifically focusing on listening and reading skills. This relationship reflects a cause-and-effect dynamic, where the implementation of TPR is expected to influence students' comprehension abilities. Cohen, Manion, and Morrison (2018) explain that clearly defined variables are essential for establishing valid research relationships.

In addition, the study acknowledges the presence of extraneous variables that may influence the results, such as students' prior knowledge, motivation, and classroom environment. These factors are important to consider, as they can affect learning outcomes independently of the teaching method. Schunk (2012) highlights that learning is influenced by both cognitive and motivational factors, which must be taken into account in educational research.

Furthermore, the variables are analyzed through specific dimensions, including listening comprehension, reading comprehension, vocabulary retention, and student motivation. These dimensions allow for a comprehensive evaluation of the impact of TPR on different aspects of language learning. Hinkel (2011) states that language proficiency involves multiple interconnected skills, and effective assessment should address these components holistically.

The research is supported by a combination of theoretical methods that allow a comprehensive understanding of the phenomenon under study. Among these, analysis and synthesis are used to examine the theoretical foundations of language teaching and the principles of the Total Physical Response method. Additionally, inductive and deductive reasoning enable the interpretation of patterns and relationships derived from existing literature and the formulation of coherent conclusions. According to Mackey and Gass (2015), theoretical methods are essential in second language research to connect conceptual frameworks with empirical findings.

From an empirical perspective, the study employs observation, surveys, interviews, and diagnostic tests (pre-test and post-test) as primary data collection techniques. These instruments make it possible to gather both qualitative and quantitative information about students' comprehension levels and their perceptions of the learning process. The use of multiple instruments ensures data triangulation, increasing the validity and reliability of the results. Denscombe (2017)





highlights that combining different empirical tools strengthens the depth and credibility of educational research.

Regarding statistical methods, descriptive analysis is applied to process and interpret the data obtained from the instruments. The results are organized through frequency distributions and comparative analysis between pre-test and post-test outcomes. This allows for a clear visualization of improvements in comprehension skills after the intervention. Field (2018) emphasizes that statistical analysis is fundamental in educational studies, as it provides objective evidence to support research conclusions.

The population of this study consists of the educational community of the Piquiucho Educational Unit, including school authorities, teachers, and students. This population represents the broader context in which the teaching-learning process of English as a Foreign Language takes place. Focusing on this group allows the research to address real educational challenges and generate relevant findings for similar contexts. Fraenkel, Wallen, and Hyun (2019) state that clearly defining the population is essential for ensuring the relevance and applicability of research results.

The sample is composed of eighth-grade students selected through a non-probabilistic convenience sampling method. This type of sampling is appropriate for educational research where access to participants is determined by practical considerations. The selected group reflects the characteristics of the target population, particularly in terms of age, educational level, and language proficiency. Etikan, Musa, and Alkassim (2016) explain that convenience sampling is widely used in applied research when the objective is to explore specific contexts rather than generalize findings universally.

Furthermore, the inclusion of teachers and school authorities as part of the sample provides a broader perspective on the teaching process and the implementation of the TPR method. Their participation contributes valuable insights into instructional practices and institutional dynamics. This comprehensive approach enhances the depth of the analysis and supports a more holistic understanding of the research problem. Creswell and Creswell (2018) note that involving multiple stakeholders enriches the interpretation of educational data.





This study is classified as applied research, as it seeks to address a specific educational problem and propose a practical solution through the implementation of the TPR method. Applied research focuses on generating knowledge that can be directly used to improve real-world practices, particularly in educational settings. This approach is appropriate for studies that aim to enhance teaching strategies and student outcomes. McMillan (2016) indicates that applied research plays a crucial role in bridging the gap between theory and practice.

In addition, the research follows an action-research design, which involves the active participation of the researcher in the teaching process. This design allows for the implementation, observation, and evaluation of the intervention within the classroom context. Action research is particularly useful for improving educational practices, as it promotes continuous reflection and adaptation. Stringer (2014) explains that action research empowers educators to systematically investigate and improve their own teaching practices.

Moreover, the study adopts a mixed-methods approach, combining qualitative and quantitative techniques to provide a comprehensive analysis of the research problem. This integration allows for a more complete understanding of both measurable outcomes and participants' experiences. Johnson and Onwuegbuzie (2004) argue that mixed-methods research offers a balanced perspective by integrating numerical data with contextual insights, enhancing the overall validity of the study.

One of the main contributions of this research is the development of a structured teaching strategy based on the Total Physical Response method, specifically designed to improve English comprehension in EFL learners. This strategy provides practical guidelines for integrating movement into language instruction, making learning more dynamic and meaningful. Such contributions are valuable for educators seeking alternative approaches to traditional teaching methods. Tomlinson (2011) emphasizes the importance of designing materials and strategies that respond to learners' needs and promote engagement.

Additionally, the study contributes empirical evidence regarding the effectiveness of TPR in improving listening and reading comprehension. The positive results obtained through the application of pre-test and post-test instruments demonstrate that movement-based activities can



significantly enhance students' understanding and retention of language. This evidence supports the inclusion of innovative methodologies in language education. Ellis and Shintani (2014) highlight that empirical validation is essential for supporting methodological innovations in second language acquisition.

Furthermore, the research offers insights into students' perceptions and attitudes toward the use of TPR in the classroom. The findings reveal increased motivation, confidence, and participation, which are key factors for successful learning. These contributions not only enrich the academic field but also provide practical implications for improving teaching practices. Lightbown and Spada (2013) note that understanding learner perspectives is crucial for designing effective instructional approaches.

The importance of this research lies in its contribution to improving English language teaching practices, particularly in contexts where students face difficulties in comprehension. By addressing a common educational challenge, the study provides solutions that can enhance learning outcomes and promote more effective teaching strategies. English proficiency is increasingly necessary for academic and professional success, making this research highly relevant. Graddol (2006) points out that English has become a global language, essential for access to information and opportunities.

From a social perspective, the study responds to the need for more inclusive and effective educational methodologies. Traditional approaches often fail to meet the needs of diverse learners, particularly those who benefit from active and experiential learning. The TPR method offers an alternative that accommodates different learning styles and reduces barriers to comprehension. UNESCO (2015) emphasizes that inclusive education requires innovative strategies that address the diverse needs of learners.

In terms of novelty and scientific relevance, the research contributes to the growing body of knowledge on embodied learning and its application in language education. By integrating physical movement with linguistic input, the study aligns with contemporary theories that highlight the connection between cognition and action. This approach represents a shift from traditional methods toward more holistic learning models. Barsalou (2008) argues that cognition is grounded in sensory





and motor systems, supporting the scientific basis of methods such as TPR.

The thesis is organized into three main chapters, each addressing a specific aspect of the research process. Chapter 1 presents the theoretical framework, including a review of relevant literature and the conceptual foundations of the study. This chapter establishes the academic basis for the research and provides a comprehensive understanding of the topic. Booth, Colomb, and Williams (2016) highlight the importance of a solid theoretical framework in guiding research and supporting arguments.

Chapter 2 focuses on the methodology, detailing the research design, data collection instruments, and procedures used in the study. This section explains how the research was conducted and justifies the chosen methods, ensuring transparency and rigor. It also includes information about the population, sample, and data analysis techniques. Punch (2014) states that a clear methodological description is essential for the credibility and replicability of research.

Finally, Chapter 3 presents the analysis of results, including the interpretation of data obtained from surveys, interviews, and tests. This chapter discusses the findings in relation to the research objectives and provides conclusions and recommendations based on the results. It also highlights the practical implications of the study for educational practice. Cohen, Manion, and Morrison (2011) emphasize that the analysis and discussion of results are key components for demonstrating the value and impact of research.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Introduction to the Theoretical Framework

The theoretical framework constitutes the foundation of this research, as it allows the analysis and interpretation of the main concepts, theories, and previous studies related to the teaching of English as a Foreign Language (EFL) and the development of comprehension skills. This section integrates different perspectives that explain how language learning occurs and how teaching strategies can influence students' performance. A solid theoretical basis is essential to ensure the coherence and scientific validity of the research process. According to David Nunan (2015),





language teaching research must be grounded in well-established theoretical principles that guide both analysis and pedagogical decision-making.

Furthermore, the theoretical framework addresses the evolution of language teaching methodologies, highlighting the transition from traditional approaches to more communicative and interactive models. This evolution reflects the growing recognition of the learner's role as an active participant in the learning process. In this context, methods that incorporate meaningful interaction and student engagement have gained relevance. Jack C. Richards (2017) argues that modern language teaching emphasizes communication, interaction, and learner-centered approaches as key elements for effective instruction.

In addition, this chapter establishes the conceptual basis for understanding the Total Physical Response (TPR) method and its relationship with cognitive and affective factors in language learning. It also examines how comprehension skills are developed and assessed within EFL contexts. By integrating theoretical and empirical perspectives, the framework provides a comprehensive understanding of the research problem and supports the design of the proposed intervention.

1.2 Historical and Evolutionary Background of Language Teaching

The teaching of foreign languages has undergone significant transformations over time, reflecting changes in educational philosophies and linguistic theories. Early approaches, such as the Grammar-Translation Method, focused primarily on the memorization of rules and vocabulary, with little emphasis on communication or comprehension. This method dominated language instruction for many years, particularly in formal educational settings. According to H. Douglas Brown (2007), traditional methods often neglected the practical use of language, limiting students' ability to develop communicative competence.

As a response to these limitations, new methodologies emerged, such as the Direct Method and the Audio-Lingual Method, which introduced oral practice and repetition as central elements of learning. These approaches aimed to improve pronunciation and listening skills; however, they still relied heavily on mechanical drills and lacked meaningful interaction. Leonard Bloomfield (1933)





influenced these methods through behaviorist theories, which viewed language learning as a process of habit formation based on stimulus and response.

Later developments in linguistics and psychology led to the emergence of more communicative approaches, which emphasized the importance of context, interaction, and meaning in language learning. The Communicative Language Teaching (CLT) approach marked a significant shift toward learner-centered instruction. Dell Hymes (1972) introduced the concept of communicative competence, highlighting the need for learners to use language effectively in real-life situations. This evolution laid the groundwork for innovative methods such as TPR, which integrate physical action and comprehension.

1.3 Theoretical Foundations of Total Physical Response (TPR)

The Total Physical Response (TPR) method is grounded in psycholinguistic and cognitive theories that emphasize the relationship between language and physical action. Developed by James J. Asher (2009), this method is based on the premise that language learning is more effective when learners respond physically to verbal input. This process strengthens memory by creating multiple associations between language and action, facilitating long-term retention.

One of the key theoretical foundations of TPR is the concept of the “trace theory of memory,” which suggests that memory is reinforced through repetition and meaningful associations. When students perform actions in response to commands, they create stronger cognitive connections that enhance comprehension. In addition, TPR aligns with natural language acquisition processes observed in children, who typically develop listening comprehension before producing speech. According to Stephen Krashen (1982), comprehension-based input is essential for language acquisition, particularly when learners are not pressured to produce language prematurely.

Moreover, TPR incorporates principles from cognitive psychology, particularly the role of multisensory learning in enhancing understanding. By combining auditory input with physical movement, the method engages different cognitive channels, making learning more effective. Richard Mayer (2009) explains that learning improves when information is processed through multiple sensory modalities, supporting the effectiveness of approaches such as TPR.





1.4 English Comprehension in EFL Contexts

English comprehension, particularly listening and reading, plays a fundamental role in language acquisition, as it allows learners to process and interpret linguistic input. In EFL contexts, comprehension is often one of the most challenging skills to develop due to limited exposure to the language. This difficulty is exacerbated by traditional teaching methods that prioritize grammar and vocabulary over meaningful understanding. According to Paul Nation (2013), comprehension is the foundation upon which productive skills such as speaking and writing are built.

Listening comprehension involves the ability to understand spoken language in real time, requiring learners to process sounds, vocabulary, and grammatical structures simultaneously. This skill is particularly demanding in foreign language contexts, where learners may struggle with unfamiliar accents and speech patterns. Gary Buck (2001) notes that listening is a complex cognitive process that involves both bottom-up and top-down processing strategies.

Reading comprehension, on the other hand, requires learners to interpret written texts and extract meaning from them. This skill involves not only decoding words but also understanding context, making inferences, and connecting ideas. William Grabe (2009) emphasizes that effective reading comprehension depends on the integration of linguistic knowledge and cognitive strategies.

1.5 Embodied Cognition and Language Learning

Embodied cognition has emerged as a significant theoretical perspective that explains how cognitive processes are deeply rooted in the body's interactions with the environment. In the context of language learning, this theory suggests that understanding is not solely a mental process but also involves sensory and motor experiences. This perspective supports the idea that physical actions can enhance linguistic comprehension by linking meaning to bodily movement. According to Lawrence Barsalou (2008), cognition is grounded in perceptual and motor systems, which play a crucial role in how individuals process and store information.

Furthermore, embodied cognition provides a strong theoretical justification for the effectiveness of methods such as Total Physical Response. When learners associate language with





physical actions, they activate multiple areas of the brain, including those related to movement and perception. This multisensory engagement leads to deeper processing and better retention of information. Arthur Glenberg (2010) argues that meaning is constructed through action, and that comprehension improves when learners physically interact with language.

In addition, this approach challenges traditional views of language learning that separate cognition from physical experience. Instead, it promotes a holistic understanding of learning, where the body and mind function as an integrated system. This has important implications for teaching practices, as it encourages the use of dynamic and interactive strategies that engage learners actively. Wilson (2002) highlights that cognition cannot be fully understood without considering the role of the body, reinforcing the relevance of embodied approaches in education.

1.6 The Affective Filter in Language Learning

The affective dimension of language learning plays a crucial role in determining students' success in acquiring a new language. Emotional factors such as anxiety, motivation, and self-confidence can either facilitate or hinder the learning process. The concept of the affective filter explains how these variables influence the extent to which learners are able to process and internalize linguistic input. According to Stephen Krashen (1985), a high affective filter blocks language acquisition, while a low affective filter allows learners to absorb input more effectively.

In many traditional classrooms, students experience anxiety due to fear of making mistakes or being evaluated negatively. This anxiety can significantly reduce participation and limit opportunities for meaningful learning. Therefore, creating a low-stress environment is essential for promoting language acquisition. Zoltán Dörnyei (2001) emphasizes that motivation and emotional engagement are key determinants of success in second language learning.

Moreover, methods such as TPR are particularly effective in reducing the affective filter because they allow students to participate without the immediate pressure of speaking. By focusing on comprehension and physical response, learners can build confidence gradually. This approach creates a supportive learning environment where students feel comfortable experimenting with the language. Arnold (1999) argues that addressing emotional factors in the classroom is fundamental





for achieving effective language learning outcomes.

1.7 Total Physical Response in EFL Contexts

The application of Total Physical Response in EFL contexts has gained increasing attention due to its effectiveness in promoting comprehension and engagement. Unlike traditional methods, TPR emphasizes the use of physical movement to reinforce language learning, making the process more interactive and meaningful. This method is particularly beneficial in environments where students have limited exposure to English outside the classroom. According to Herbert Puchta (2012), incorporating movement into language learning enhances student participation and facilitates understanding.

In addition, TPR has been widely used in diverse educational settings, demonstrating its adaptability and effectiveness across different age groups and proficiency levels. Its focus on listening comprehension before speaking aligns with natural language acquisition processes, allowing learners to develop a solid foundation before producing language. Scott Thornbury (2006) notes that comprehension-based approaches are essential for building confidence and fluency in language learners.

Furthermore, empirical studies have shown that TPR contributes to improved vocabulary retention, better comprehension, and increased motivation among students. The method's emphasis on active participation and meaningful interaction makes it particularly suitable for young learners, who benefit from dynamic and engaging activities. Cameron (2001) highlights that children learn languages more effectively when learning involves movement, play, and interaction, reinforcing the value of TPR in educational contexts.

1.8 Application of TPR in Latin America and Ecuador

The implementation of Total Physical Response in Latin American contexts has shown promising results, particularly in improving students' comprehension and engagement in English language learning. Educational systems in the region often face challenges such as limited resources and traditional teaching practices, which can hinder effective language acquisition. In this context,





TPR offers an alternative approach that is both accessible and adaptable. According to Ana María García (2015), innovative methodologies are essential for overcoming the limitations of conventional teaching in Latin America.

In Ecuador, the teaching of English as a Foreign Language has been a priority in recent educational reforms, aiming to improve students' proficiency and competitiveness. However, many classrooms still rely on traditional methods that do not fully address students' needs. The incorporation of TPR into the curriculum represents an opportunity to introduce more dynamic and effective teaching practices. Ministry of Education of Ecuador (2016) emphasizes the importance of implementing student-centered methodologies to enhance learning outcomes.

Moreover, studies conducted in Ecuadorian contexts have demonstrated that TPR can significantly improve students' motivation and comprehension. By integrating movement and interaction into the learning process, this method creates a more engaging classroom environment. It also supports the development of essential language skills in a way that is accessible to learners with different abilities. Villacís (2018) points out that active methodologies such as TPR contribute to more inclusive and effective language education in Ecuador.

1.9 Critical Position of the Researcher

Based on the analysis of different theoretical perspectives and empirical studies, this research adopts a critical position that recognizes both the strengths and limitations of existing methodologies in language teaching. While traditional approaches have contributed to the development of linguistic knowledge, they often fail to address the need for meaningful comprehension and student engagement. Therefore, it is necessary to explore alternative methods that respond to contemporary educational demands. Kumaravadivelu (2006) argues that language teaching should move beyond fixed methods and adopt flexible, context-sensitive approaches.

From this perspective, the Total Physical Response method is considered a valuable strategy for improving comprehension, particularly in contexts where students experience difficulties with traditional instruction. However, its effectiveness depends on proper implementation and adaptation to specific classroom conditions. It is important to recognize that no single method can address all





learning needs, and teachers must be able to integrate different strategies to achieve optimal results. Bax (2003) suggests that effective teaching requires a context approach that considers local realities and learner characteristics.

Furthermore, this research supports the idea that language learning should be viewed as a dynamic and interactive process that involves cognitive, emotional, and physical dimensions. The integration of these elements can lead to more meaningful and lasting learning experiences. By adopting a critical and reflective stance, this study aims to contribute not only to theoretical knowledge but also to practical improvements in language teaching. Freeman (2016) highlights that reflective practice is essential for the continuous development of effective teaching strategies.

1.10 Conceptual Definitions

Understanding the key concepts that underpin this research is essential for ensuring clarity and coherence throughout the study. One of the central concepts is *English comprehension*, which refers to the ability to interpret and understand spoken and written language. This process involves decoding linguistic input, constructing meaning, and integrating new information with prior knowledge. According to Snow (2002), comprehension is a complex cognitive activity that requires the coordination of multiple processes, including vocabulary knowledge, syntactic awareness, and inferencing skills.

Another fundamental concept is *Total Physical Response (TPR)*, defined as a language teaching method that combines verbal input with physical action to facilitate learning. This method is based on the principle that language acquisition is more effective when learners respond physically to commands, thereby reinforcing memory through action. Asher (2009) explains that TPR replicates the natural process of first language acquisition, where comprehension precedes production and learning occurs in a stress-free environment.

The concept of *kinesthetic learning* is also central to this research, as it emphasizes learning through movement and physical activity. Kinesthetic learners benefit from engaging their bodies in the learning process, which enhances retention and understanding. According to Fleming and Mills (1992), individuals have different learning preferences, and incorporating movement can





significantly improve learning outcomes for those with a kinesthetic style.

In addition, *motivation* is a key factor that influences language learning. It refers to the internal and external forces that drive learners to engage in the learning process. Motivation affects the level of effort, persistence, and enthusiasm that students bring to their studies. Gardner (1985) highlights that motivated learners are more likely to achieve success in language acquisition, as they actively participate and remain engaged in the learning process.

Finally, the concept of *meaningful learning* is essential for understanding the effectiveness of TPR. Meaningful learning occurs when new information is connected to existing knowledge in a way that is relevant and useful for the learner. Ausubel (1968) argues that learning is most effective when it is meaningful rather than rote, as it promotes deeper understanding and long-term retention. These conceptual definitions provide the foundation for analyzing the impact of TPR on English comprehension.

1.11 Research Categories and Analytical Dimensions

The research is structured around specific categories that guide the analysis and interpretation of data. One of the main categories is the *teaching strategy*, which in this study refers to the implementation of the Total Physical Response method. This category focuses on how instructional techniques are applied in the classroom and how they influence the learning process. According to Oxford (1990), teaching strategies play a crucial role in facilitating language learning by providing structured and purposeful activities.

Another important category is *English comprehension*, which is analyzed through its two primary dimensions: listening and reading. Listening comprehension involves the ability to understand spoken language in real time, while reading comprehension refers to the interpretation of written texts. Both dimensions are essential for effective communication and language development. Rost (2011) emphasizes that listening is a foundational skill that supports the development of other language abilities.

A third category is *vocabulary retention*, which refers to the ability of students to remember





and use new words over time. This aspect is particularly relevant in the context of TPR, as the method emphasizes the connection between words and actions. Effective vocabulary retention is a key indicator of successful language learning. Schmitt (2008) notes that repeated exposure and meaningful use of vocabulary are essential for long-term retention.

Additionally, *student motivation* is considered as a category that influences learning outcomes. Motivation affects students' willingness to participate in activities and their overall engagement in the learning process. It is closely related to the use of interactive and dynamic teaching methods such as TPR. Ushioda (2011) argues that motivation is not static but evolves through interaction with the learning environment.

Finally, the category of *classroom interaction* is included, as it reflects the level of participation and communication between students and teachers. Interactive environments promote active learning and provide opportunities for students to practice and reinforce their understanding. Walsh (2011) highlights that effective classroom interaction is essential for creating meaningful learning experiences and improving language outcomes.

1.12 Theoretical Model and Researcher's Proposal

The theoretical model of this research is based on the integration of cognitive, affective, and behavioral dimensions of language learning. This model proposes that effective language acquisition occurs when learners are actively engaged in the learning process, both mentally and physically. The Total Physical Response method serves as the central component of this model, linking verbal input with physical action to enhance comprehension. According to Anderson (2010), learning involves the interaction of cognitive processes and behavioral responses, which together facilitate knowledge acquisition.

The model also incorporates the affective dimension, recognizing the importance of emotional factors such as motivation and anxiety in language learning. By reducing stress and creating a supportive environment, TPR allows students to focus on comprehension without fear of making mistakes. This aligns with the idea that positive emotional conditions are essential for effective learning. Pekrun (2006) explains that emotions significantly influence academic performance and





engagement.

Furthermore, the proposed model emphasizes the role of interaction and participation in the classroom. Students are not passive recipients of information but active participants who construct knowledge through experience. The use of movement-based activities encourages collaboration and communication, which are essential for language development. Long (1996) highlights that interaction plays a key role in facilitating language acquisition by providing opportunities for meaningful communication.

In addition, the model considers the progressive development of comprehension skills, starting with simple commands and gradually increasing complexity. This sequencing allows students to build confidence and develop a solid foundation before advancing to more challenging tasks. Bruner (1966) supports this approach through the concept of scaffolding, where learning is structured in a way that supports gradual development.

Finally, this research proposes a contextualized application of the TPR method that adapts to the specific needs of the educational environment. The model is designed to be flexible and replicable, allowing teachers to implement it in different contexts. By integrating theoretical principles with practical strategies, the study aims to contribute to the improvement of English language teaching and learning.

1.13 Inferential Comprehension

Inferential comprehension refers to the ability of learners to understand meanings that are not explicitly stated in a text or spoken message. This dimension goes beyond literal comprehension, requiring students to interpret implicit information, identify relationships between ideas, and draw logical conclusions. It plays a fundamental role in language learning, as real communication often involves implied meanings rather than direct statements. According to Kintsch (1998), comprehension is an active process in which readers construct meaning by integrating textual information with prior knowledge.

In addition, inferential comprehension requires cognitive engagement and higher-order





thinking skills. Students must be able to connect different pieces of information and make predictions about outcomes or intentions. This process is particularly important in reading comprehension, where learners encounter unfamiliar contexts and must rely on reasoning to understand the message. Graesser, Singer, and Trabasso (1994) emphasize that inference generation is essential for building coherent mental representations of texts.

Furthermore, in the context of English as a Foreign Language, inferential comprehension becomes more challenging due to limited vocabulary and exposure to the language. Learners may struggle to interpret implied meanings if they lack sufficient linguistic knowledge. Therefore, teaching strategies that promote active engagement and contextual understanding are essential. McNamara (2007) suggests that instructional approaches should support students in developing inference-making skills through guided practice and interaction.

Moreover, methods such as Total Physical Response can indirectly support inferential comprehension by reinforcing understanding through action. When students associate language with physical movement, they develop stronger mental connections that facilitate deeper interpretation of meaning. This multisensory approach helps learners move beyond surface-level comprehension toward more complex cognitive processing. Cain and Oakhill (2007) argue that inference skills are a key predictor of overall reading comprehension ability.

Inferential comprehension is essential for achieving communicative competence, as it enables learners to interpret meaning in authentic contexts. It supports critical thinking and allows students to engage more effectively with both spoken and written language. Developing this dimension is crucial for advancing from basic understanding to more sophisticated language use.

1.14 Contextual Understanding

Contextual understanding refers to the ability of learners to interpret meaning based on the context in which language is used. This dimension involves recognizing how words, phrases, and sentences function within a specific situation, allowing students to derive meaning even when they encounter unfamiliar vocabulary. Context plays a crucial role in language comprehension, as meaning is often shaped by surrounding linguistic and situational elements. According to Nation





(2001), context is one of the most important sources of information for understanding new vocabulary.

In addition, contextual understanding requires learners to use clues such as tone, setting, and prior knowledge to interpret meaning. This process is particularly relevant in listening comprehension, where students must rely on auditory input and situational cues to understand spoken language. Field (2008) explains that effective listeners use both bottom-up and top-down processing strategies, combining linguistic knowledge with contextual information to construct meaning.

Furthermore, contextual understanding is essential for reading comprehension, as texts often contain implicit information that must be interpreted through context. Learners must be able to identify relationships between sentences and understand how ideas are connected within a text. Grabe and Stoller (2011) highlight that skilled readers rely heavily on contextual cues to facilitate comprehension and reduce cognitive load.

Moreover, in EFL settings, contextual understanding helps learners overcome limitations in vocabulary knowledge. By using context, students can infer meanings without relying on direct translation, which promotes more natural language acquisition. This ability is particularly important in communicative approaches, where understanding meaning takes precedence over memorizing isolated words. Nation and Webb (2011) emphasize that contextualized learning enhances both comprehension and retention.

The development of contextual understanding contributes to more effective and autonomous learning. Students who can interpret meaning through context become less dependent on external support and more capable of engaging with authentic materials. This dimension is essential for achieving fluency and confidence in language use, as it enables learners to navigate real-life communication situations more effectively.

1.15 Immediate Response Accuracy

Immediate response accuracy refers to the ability of learners to correctly and promptly respond





to linguistic input, whether spoken or written. This dimension is particularly relevant in interactive learning environments, where comprehension is demonstrated through real-time responses. It reflects the degree to which learners have internalized language and can process it efficiently without hesitation. According to Larsen-Freeman and Anderson (2011), accurate responses to input indicate a deeper level of language acquisition.

In addition, this dimension is closely related to listening comprehension, as learners must quickly interpret verbal instructions and act accordingly. In methods such as Total Physical Response, students demonstrate comprehension through physical actions, making response accuracy a key indicator of understanding. This immediate feedback allows teachers to assess comprehension without relying solely on verbal or written responses. Richards (2006) notes that performance-based responses provide valuable insights into learners' comprehension abilities.

Furthermore, immediate response accuracy requires the integration of cognitive processing and attention. Learners must focus on the input, interpret its meaning, and produce an appropriate response within a short time frame. This process enhances automaticity and reduces reliance on translation. Segalowitz (2003) argues that automatic processing is essential for developing fluency and effective communication.

Moreover, the ability to respond accurately in real time contributes to increased confidence and participation in the classroom. When students are able to understand and react quickly, they are more likely to engage actively in learning activities. This dynamic interaction fosters a more communicative and student-centered environment. Ur (1996) highlights that active participation is a key factor in successful language learning.

Immediate response accuracy serves as an important measure of comprehension in both instructional and assessment contexts. It provides evidence of learners' ability to process language efficiently and apply their knowledge in practical situations. This dimension is particularly useful for evaluating the effectiveness of interactive teaching methods such as TPR.

1.16 Retention of Comprehended Information





Retention of comprehended information refers to the ability of learners to store and recall language elements over time after initial exposure. This dimension is crucial for assessing long-term learning, as it indicates whether comprehension leads to lasting knowledge rather than temporary understanding. Memory plays a fundamental role in language acquisition, as learners must retain vocabulary, structures, and meanings for future use. According to Schacter (2001), memory is strengthened when learning is meaningful and connected to prior knowledge.

In addition, retention is influenced by the way information is processed during learning. When learners engage actively with language through multiple sensory channels, they are more likely to retain what they have learned. This is particularly relevant in methods such as TPR, where physical movement reinforces memory. Baddeley (2000) explains that working memory and long-term memory interact to support the retention of new information. Furthermore, repetition and meaningful use of language are key factors in improving retention. Learners need opportunities to revisit and apply what they have learned in different contexts to consolidate their knowledge. Nation (2013) emphasizes that repeated exposure to language items is essential for transferring information from short-term to long-term memory.

Moreover, retention is closely linked to comprehension, as understanding meaning facilitates memory storage. When learners comprehend language in a meaningful way, they are more likely to remember it. This highlights the importance of teaching strategies that promote deep understanding rather than rote memorization. Craik and Lockhart (1972) argue that deeper levels of processing lead to stronger memory retention. The ability to retain comprehended information is a key indicator of effective learning. It reflects not only the success of instructional strategies but also the learners' ability to internalize and apply language over time. This dimension is essential for evaluating the long-term impact of teaching methods such as TPR.

1.17 Comprehension Fluency

Comprehension fluency refers to the speed and ease with which learners understand spoken or written language. This dimension involves the ability to process linguistic input efficiently without excessive cognitive effort, allowing learners to focus on meaning rather than form. Fluency is a





critical component of language proficiency, as it enables learners to engage in real-time communication. According to Segalowitz (2010), fluency reflects the degree of automaticity in language processing.

In addition, comprehension fluency is closely related to familiarity with vocabulary and grammatical structures. As learners become more familiar with the language, they are able to process input more quickly and accurately. This reduces cognitive load and allows for more efficient comprehension. Nation (2007) notes that a strong vocabulary base is essential for developing reading and listening fluency.

Furthermore, fluency develops through practice and exposure to the language. Learners need opportunities to engage with authentic materials and participate in meaningful communication to improve their processing speed. Repeated exposure helps learners recognize patterns and anticipate meaning, which enhances fluency. Grabe (2010) emphasizes that extensive reading and listening are key factors in developing fluent comprehension. Moreover, comprehension fluency contributes to greater confidence and independence in language use. When learners can understand language quickly, they are more likely to participate actively in communication and take risks in using the language. This leads to more effective learning and improved overall proficiency. Hedge (2000) highlights that fluency is essential for successful communication in real-life contexts.

This dimension is important for evaluating the effectiveness of teaching methods, as it reflects the learners' ability to process language naturally and efficiently. Improved fluency indicates that learners have internalized language structures and can apply them in practical situations.

1.18 Ability to Follow Complex Instructions

The ability to follow complex instructions refers to learners' capacity to understand and execute multi-step commands or detailed directions in English. This dimension reflects a higher level of comprehension, as it requires processing multiple elements simultaneously and understanding relationships between actions. It is particularly relevant in instructional contexts where learners must interpret extended discourse. According to Anderson and Lynch (1988), understanding spoken language involves organizing and interpreting information in real time.





In addition, this dimension requires both linguistic and cognitive skills, including attention, memory, and sequencing. Learners must be able to retain information while processing new input, which increases the complexity of the task. This ability is essential for academic success, as students are often required to follow instructions in classroom activities. O'Malley and Chamot (1990) emphasize that effective learning involves the use of cognitive strategies to manage complex information.

Furthermore, the development of this skill is supported by teaching methods that gradually increase the complexity of tasks. In TPR, for example, learners begin with simple commands and progress to more complex sequences, allowing them to build confidence and competence. This scaffolding approach facilitates comprehension and reduces cognitive overload. Vygotsky (1978) highlights the importance of guided learning in developing higher-order skills.

Moreover, the ability to follow complex instructions is closely related to listening comprehension, as it requires accurate interpretation of spoken language. It also involves the integration of contextual and inferential skills, as learners must understand not only what is said but also how different elements are connected. Flowerdew and Miller (2005) note that effective listening involves both linguistic and pragmatic understanding.

CHAPTER 2: METHODOLOGICAL DESIGN

2.1 Conceptualization and Operationalization of Variables

The present research is structured around clearly defined variables that guide the methodological design and the data collection process. The independent variable corresponds to the Total Physical Response (TPR) method, understood as a teaching strategy that integrates verbal input with physical movement to facilitate language comprehension. The dependent variable is English comprehension, specifically focused on listening and reading skills. According to Cohen, Manion, and Morrison (2018), the clear definition of variables is essential to ensure the validity and reliability of research findings.





The conceptualization of the independent variable involves understanding TPR as an interactive and multisensory teaching method that promotes comprehension through action. This approach emphasizes the importance of connecting language with physical experience, allowing learners to internalize meaning more effectively. As stated by Richards and Rodgers (2014), TPR is based on the coordination of speech and movement, which enhances memory and reduces learner anxiety.

The dependent variable, English comprehension, is defined as the ability to interpret and understand spoken and written language. This variable is operationalized through several dimensions, including listening comprehension, reading comprehension, vocabulary retention, inferential comprehension, contextual understanding, and response accuracy. Each of these dimensions reflects a specific aspect of the comprehension process. Nation (2013) highlights that comprehension is a multidimensional construct that requires the integration of linguistic and cognitive skills.

Furthermore, each dimension is associated with specific indicators that allow for its measurement. For example, listening comprehension is evaluated through the correct execution of verbal instructions, while reading comprehension is measured through the ability to identify main ideas and answer questions. Vocabulary retention is assessed through recall tasks, and inferential comprehension through interpretation exercises. These indicators provide measurable evidence of learning outcomes.

The instruments used for data collection include surveys, interviews, observation sheets, and pre-test and post-test assessments. These tools are designed to capture both quantitative and qualitative data, ensuring a comprehensive analysis of the research problem. The use of multiple instruments allows for triangulation, which strengthens the credibility of the results (Denscombe, 2017).

2.2 Research Approach

This study adopts a mixed-methods approach, combining both quantitative and qualitative research techniques to provide a comprehensive understanding of the research problem. The





quantitative component focuses on measuring changes in students' comprehension levels through pre-test and post-test results, while the qualitative component explores participants' perceptions and experiences through interviews and observations. According to Creswell and Plano Clark (2011), mixed-methods research allows for a more complete analysis by integrating numerical data with contextual insights.

The quantitative approach is essential for identifying measurable improvements in English comprehension as a result of the implementation of the TPR method. Statistical analysis of test results provides objective evidence of the effectiveness of the intervention. This approach ensures that the findings are based on empirical data that can be systematically analyzed. Field (2018) states that quantitative methods are fundamental for establishing patterns and relationships in educational research.

On the other hand, the qualitative approach provides a deeper understanding of the learning process by examining students' attitudes, motivation, and perceptions. Through interviews and observations, the study captures the subjective experiences of participants, which cannot be fully explained through numerical data alone. Merriam and Tisdell (2016) emphasize that qualitative research is valuable for exploring complex educational phenomena from the participants' perspective.

The integration of both approaches enhances the validity of the research by allowing for data triangulation. By comparing quantitative results with qualitative findings, the study ensures a more accurate interpretation of the data. This combination provides a balanced perspective that strengthens the conclusions of the research. Johnson and Onwuegbuzie (2004) argue that mixed-methods research offers methodological flexibility and improves the overall quality of the study.

The adoption of a mixed-methods approach reflects the complexity of the research problem, which involves both measurable outcomes and human experiences. This approach is particularly suitable for educational research, where learning processes are influenced by multiple factors.

2.3 Scope of the Research





The scope of this research is primarily explanatory and applied, as it seeks to determine the effect of the Total Physical Response method on English comprehension and propose a practical solution to an identified educational problem. Explanatory research aims to establish cause-and-effect relationships between variables, allowing for a deeper understanding of how and why certain outcomes occur. According to Hernández-Sampieri et al. (2014), explanatory studies go beyond description by identifying the factors that influence a phenomenon.

In addition, the applied nature of the research reflects its focus on solving a real-world problem in an educational context. The study is not limited to theoretical analysis but involves the implementation of a teaching strategy designed to improve students' comprehension skills. This practical orientation ensures that the findings can be directly used to enhance teaching practices. McMillan (2016) states that applied research is essential for improving educational outcomes and addressing specific challenges.

Furthermore, the research includes descriptive elements, as it provides a detailed account of students' initial comprehension levels and their progress after the intervention. This descriptive component allows for a comprehensive understanding of the learning process and the changes that occur over time. Descriptive analysis is particularly useful for identifying patterns and trends in data. Best and Kahn (2006) emphasize that descriptive research provides the foundation for further analysis and interpretation.

The scope also includes a comparative dimension, as it analyzes differences between pre-test and post-test results. This comparison allows for the evaluation of the effectiveness of the TPR method by measuring improvements in students' performance. Comparative analysis is a key element in assessing the impact of educational interventions. Ary et al. (2010) highlight that comparison is essential for determining the effectiveness of different teaching approaches.

2.4 Type of Research

This research is classified as field research, as it is conducted in a real educational setting where data are collected directly from participants. Field research allows for the observation and analysis of phenomena in their natural context, providing more accurate and relevant findings.





According to Babbie (2010), field research is particularly valuable in social sciences because it captures real-life experiences and behaviors.

In addition, the study incorporates elements of documentary and bibliographic research, as it is supported by a review of existing literature related to language teaching methodologies and comprehension processes. This theoretical foundation provides the basis for the design and implementation of the research. Documentary research ensures that the study is grounded in established knowledge and previous findings. Bowen (2009) highlights that document analysis is an important component of qualitative research.

Furthermore, the research can be considered transversal, as data are collected within a specific period of time, focusing on the effects of the intervention during that timeframe. This type of research provides a snapshot of the situation before and after the implementation of the TPR method. Levin (2006) explains that cross-sectional studies are useful for analyzing changes within a defined period. The study also follows an action-research design, as it involves the active participation of the researcher in the teaching process. This design allows for the implementation, observation, and evaluation of the intervention in a continuous cycle of improvement. Stringer (2014) states that action research is particularly effective for improving educational practices through reflection and adaptation.

2.5 Methods Used and Their Purpose in the Research Context

The research employs a combination of theoretical, empirical, and statistical methods to ensure a comprehensive analysis of the problem. Theoretical methods include analysis, synthesis, induction, and deduction, which allow the researcher to examine existing theories and construct a solid conceptual framework. These methods are essential for identifying the relationships between variables and understanding the principles underlying the Total Physical Response method. According to Mackey and Gass (2015), theoretical methods provide the foundation for interpreting data and guiding research design in applied linguistics.

Empirical methods play a central role in the study, as they involve direct interaction with the research context. Observation is used to identify students' behavior and participation during the





implementation of TPR activities, providing insight into classroom dynamics. Surveys are applied to gather quantitative data on students' perceptions, while interviews offer qualitative information about their experiences. Pre-test and post-test assessments are used to measure changes in comprehension levels. Dörnyei (2007) highlights that empirical data collection is essential for understanding language learning processes in real contexts.

In addition, statistical methods are employed to analyze the quantitative data obtained from the instruments. Descriptive statistics, such as frequencies and percentages, are used to summarize the results and identify patterns. Comparative analysis between pre-test and post-test results allows for the evaluation of the effectiveness of the intervention. Field (2013) explains that statistical analysis is crucial for providing objective evidence and supporting research conclusions.

The integration of these methods ensures methodological triangulation, which enhances the reliability and validity of the findings. By combining different approaches, the research captures multiple dimensions of the learning process. Cohen et al. (2018) emphasize that triangulation strengthens the credibility of research by corroborating evidence from different sources.

2.6 Research Instruments

The research instruments are designed to collect both quantitative and qualitative data, ensuring a comprehensive evaluation of the research problem. One of the main instruments is the survey, which consists of structured questions with Likert-scale responses. This instrument is used to assess students' perceptions of the use of movement in learning English, their motivation, and their level of understanding. Surveys are widely used in educational research due to their ability to collect data from a large number of participants efficiently. According to Brown (2001), well-designed questionnaires are essential for obtaining reliable data in language research.

Another key instrument is the interview, which provides qualitative insights into students' experiences and attitudes toward the TPR method. The interview includes open-ended questions that allow participants to express their opinions freely, offering a deeper understanding of the learning process. This instrument is particularly useful for exploring aspects that cannot be captured through quantitative data alone. Kvale (2007) states that interviews are valuable tools for understanding





participants' perspectives and experiences.

The pre-test and post-test are also fundamental instruments in this research, as they measure students' comprehension levels before and after the intervention. These tests include tasks related to vocabulary, listening, and reading comprehension, allowing for a comprehensive assessment of learning outcomes. The comparison of results provides evidence of the effectiveness of the TPR method. Hughes (2003) emphasizes that language tests must be valid and reliable to accurately measure learners' abilities.

Additionally, observation sheets are used to record students' behavior and participation during classroom activities. This instrument allows the researcher to identify patterns of interaction, engagement, and response accuracy. Observation provides real-time data that complements the information obtained from other instruments. Harmer (2007) highlights that classroom observation is essential for understanding how teaching methods are implemented in practice.

2.7 Population and Sample

The population of this research consists of the educational community of the Piquiucho Educational Unit, including school authorities, teachers, and eighth-grade students. This population represents the broader context in which English as a Foreign Language is taught and learned. Defining the population clearly is essential for ensuring that the research findings are relevant and applicable. According to Fraenkel et al. (2012), the population is the entire group of interest to the researcher.

The sample is composed of eighth-grade students selected through a non-probabilistic convenience sampling method. This approach is appropriate for studies conducted in specific educational settings where access to participants is limited. The selected group reflects the characteristics of the population, particularly in terms of age and educational level. Etikan et al. (2016) explain that convenience sampling is commonly used in applied research when the focus is on a particular group.

Table #1





Sample Description

<i>Group</i>	<i>Population (N)</i>	<i>Sample (n)</i>	<i>Selection Criteria</i>	<i>Type of Sampling</i>
<i>Students (8th grade)</i>	<i>18</i>	<i>18</i>	<i>Enrollment in 8th grade at Piquiucho Educational Unit</i>	<i>Convenience sampling</i>
<i>Teachers</i>	<i>2</i>	<i>2</i>	<i>English teachers working with 8th-grade students</i>	<i>Intentional sampling</i>
<i>School Authorities</i>	<i>1</i>	<i>1</i>	<i>School principal involved in academic supervision</i>	<i>Intentional sampling</i>
<i>Total</i>	<i>21</i>	<i>21</i>	<i>—</i>	<i>—</i>

The sample consisted of 21 participants selected from the Piquiucho Educational Unit. It included 18 eighth-grade students, 2 English teachers, and 1 school authority. The sampling method used was non-probabilistic, specifically convenience sampling for students and intentional sampling for teachers and authorities, due to accessibility and relevance to the research objectives. This selection ensured that participants were directly involved in the teaching-learning process under study.

Furthermore, the inclusion of teachers and school authorities as part of the sample provides additional perspectives on the teaching-learning process. Their participation contributes valuable information about instructional practices and institutional factors that influence learning. This multi-level approach enhances the depth of the analysis. Creswell (2014) emphasizes that including different stakeholders enriches the interpretation of data.

The sample size is considered adequate for the purposes of the study, as it allows for meaningful analysis while maintaining feasibility. The selection process ensures that participants are directly involved in the educational context under investigation. This increases the relevance of the findings and supports the validity of the conclusions.





2.8 Methodological Strategy (Research Procedure)

The methodological strategy of this research is organized into several stages that guide the entire investigative process. The first stage corresponds to theoretical study, which involves the review and analysis of relevant literature. This stage provides the conceptual foundation for the research and informs the design of the intervention. According to Booth et al. (2016), a strong theoretical base is essential for guiding research and supporting its arguments.

The second stage is the initial diagnosis, which aims to identify the current level of English comprehension among students. This is achieved through the application of pre-tests, surveys, and observations. The results of this stage provide a baseline for comparison and help identify the main difficulties faced by students. McKay (2006) states that diagnostic assessment is essential for understanding learners' needs and planning effective instruction.

The third stage involves the design and implementation of the proposal, which consists of applying the Total Physical Response method in the classroom. This stage includes the development of activities that integrate movement and language, as well as the adaptation of teaching strategies to the students' needs. The implementation is carried out over a defined period, allowing for systematic observation and evaluation.

The fourth stage is the final diagnosis or validation, which evaluates the impact of the intervention. This is done through the application of post-tests and the analysis of results in comparison with the initial diagnosis. The purpose of this stage is to determine the effectiveness of the TPR method in improving comprehension. According to Black and Wiliam (2009), assessment plays a crucial role in evaluating learning outcomes and informing teaching practices.

Finally, the results obtained from each stage are analyzed and interpreted to draw conclusions and make recommendations. This structured approach ensures that the research process is systematic, coherent, and aligned with the objectives of the study.

2.9 Presentation and Analysis of the Initial Diagnosis

The initial diagnosis reveals important information about students' English comprehension





levels before the implementation of the TPR method. The results of the pre-test indicate that many students experience difficulties in vocabulary recognition, listening comprehension, and reading interpretation. These challenges are reflected in incorrect responses and limited ability to follow instructions. According to Alderson (2000), assessing comprehension skills is essential for identifying learners' strengths and weaknesses.

The survey results show that students have a positive attitude toward learning English but express difficulties in understanding the language through traditional methods. Many students indicate that they benefit from activities that involve movement and interaction. This suggests that alternative teaching strategies may be more effective in addressing their needs. Gardner (2010) highlights that students' attitudes and motivation play a significant role in language learning success.

In addition, the interview results provide qualitative insights into students' experiences. Most participants report feeling more confident and engaged when the teacher uses gestures and physical activities. They also indicate that these methods help them understand instructions more easily. This aligns with the idea that interactive and dynamic teaching approaches enhance learning. Lightbown and Spada (2013) emphasize that meaningful interaction is key to language acquisition.

Observation data further confirm that students are more attentive and participative during activities that involve movement. The use of TPR creates a more dynamic classroom environment, reducing anxiety and increasing engagement. This suggests that traditional methods may not be sufficient to address students' learning needs.

The analysis of the initial diagnosis highlights the need for implementing innovative teaching strategies such as TPR. The identified difficulties provide a clear justification for the intervention and establish a baseline for evaluating its effectiveness. These findings support the development of the proposed methodological strategy.

2.10 Analysis of the Final Diagnosis (Post-test Results)

The final diagnosis was carried out through the application of the post-test after the implementation of the Total Physical Response (TPR) method. The results show a clear





improvement in students' performance across all evaluated components, including vocabulary, listening comprehension, and reading comprehension. Most students were able to correctly identify vocabulary items and respond accurately to instructions, demonstrating a higher level of understanding. According to Hughes (2003), post-testing is essential for evaluating learning outcomes and determining instructional effectiveness.

Table #2

Post-test Results (Vocabulary)

<i>Item</i>	<i>Correct Answers</i>	<i>Incorrect Answers</i>	<i>Total Students</i>
<i>House</i>	<i>17</i>	<i>1</i>	<i>18</i>
<i>Tree</i>	<i>15</i>	<i>3</i>	<i>18</i>
<i>Opposites (hot/cold)</i>	<i>15</i>	<i>3</i>	<i>18</i>

The results indicate that the majority of students achieved correct responses in vocabulary tasks, reflecting significant improvement compared to the pre-test. This suggests that the use of movement-based activities facilitated vocabulary retention. Schmitt (2010) states that meaningful engagement with vocabulary enhances long-term retention.

Table #3

Post-test Results (Listening Comprehension)

<i>Instruction</i>	<i>Correct Performance</i>	<i>Incorrect Performance</i>	<i>Total</i>
<i>Clap hands 3 times</i>	<i>17</i>	<i>1</i>	<i>18</i>
<i>Touch left ear</i>	<i>13</i>	<i>5</i>	<i>18</i>
<i>Jump twice</i>	<i>18</i>	<i>0</i>	<i>18</i>

Students demonstrated a strong ability to follow instructions, indicating improved listening comprehension. The integration of physical response reinforced understanding and





allowed students to process language more effectively. Rost (2011) highlights that comprehension is reflected in appropriate responses to spoken input.

Table #4

Post-test Results (Reading Comprehension)

<i>Question</i>	<i>Correct Answers</i>	<i>Incorrect Answers</i>	<i>Total</i>
<i>Dog playing</i>	15	3	18
<i>Sally reading</i>	14	4	18

The results show improved reading comprehension, as students were able to identify correct answers based on short texts. This demonstrates that TPR indirectly supports reading by strengthening vocabulary and contextual understanding. Grabe (2009) emphasizes the role of lexical knowledge in reading comprehension.

2.11 Comparative Analysis: Pre-test vs Post-test

The comparison between pre-test and post-test results provides clear evidence of the effectiveness of the TPR method. Initially, students showed significant difficulties in comprehension tasks, particularly in listening and vocabulary recognition. However, after the intervention, the number of correct responses increased considerably.

Table #5

Pre-test vs Post-test Comparison (Vocabulary)

<i>Test Type</i>	<i>Correct Answers</i>	<i>Incorrect Answers</i>
<i>Pre-test</i>	15 (approx.)	High error rate





Post-test 47 (total items) Minimal errors

This comparison shows a notable increase in correct answers, indicating improved vocabulary acquisition. Field (2018) explains that comparative analysis allows researchers to identify significant changes in learning outcomes.

Table #6

Pre-test vs Post-test Comparison (Listening)

<i>Test Type</i>	<i>Correct Responses</i>	<i>Improvement</i>
<i>Pre-test</i>	<i>7 – 13 responses</i>	<i>Low</i>
<i>Post-test</i>	<i>13 – 18 responses</i>	<i>High</i>

Students improved their ability to follow instructions, which confirms the effectiveness of TPR in enhancing listening comprehension. This aligns with the idea that active learning promotes better understanding.

Table #7

General Improvement Summary

<i>Skill Area</i>	<i>Pre-test Level</i>	<i>Post-test Level</i>	<i>Improvement</i>
<i>Vocabulary</i>	<i>Low</i>	<i>High</i>	<i>Significant</i>
<i>Listening</i>	<i>Medium</i>	<i>High</i>	<i>Significant</i>
<i>Reading</i>	<i>Low</i>	<i>Medium-High</i>	<i>Moderate</i>

2.12 Conclusions of the Diagnostic Stage





The analysis of the results indicates that students initially faced difficulties in English comprehension, particularly in listening and reading. These challenges were associated with traditional teaching methods that did not fully engage learners. Alderson (2000) states that identifying comprehension difficulties is essential for improving instructional strategies.

After the implementation of TPR, students showed a significant improvement in all evaluated areas. The use of movement and interaction facilitated understanding, increased motivation, and reduced anxiety. Students were able to respond more accurately and confidently, demonstrating better comprehension skills. Lightbown and Spada (2013) emphasize that interactive methods enhance language acquisition.

Furthermore, the results show that students became more engaged in the learning process. The dynamic nature of TPR activities created a more positive learning environment, encouraging participation and collaboration. This finding highlights the importance of using innovative teaching strategies in EFL contexts.

The triangulation of data from tests, surveys, and interviews strengthens the validity of the findings. The consistency between quantitative and qualitative results confirms that the observed improvements are directly related to the intervention., it can be concluded that the Total Physical Response method is an effective strategy for improving English comprehension, particularly in contexts where students struggle with traditional approaches.

CHAPTER 3: PROPOSAL VALIDATION

3.1 Introduction to the Proposal

The present chapter introduces a pedagogical proposal based on the Total Physical Response (TPR) method, designed to improve English comprehension in eighth-grade students. This proposal emerges from the results obtained in the diagnostic stage, where significant difficulties in listening and reading comprehension were identified. These findings highlight the need to implement





innovative and effective teaching strategies that respond to students' learning needs. According to Richards (2013), instructional proposals should be grounded in empirical evidence and adapted to specific educational contexts.

Furthermore, the proposal aims to transform traditional teaching practices by incorporating movement-based activities that actively engage students in the learning process. The integration of physical action into language instruction facilitates comprehension and reduces anxiety, creating a more supportive learning environment. This approach aligns with contemporary educational trends that emphasize student-centered learning and active participation. Harmer (2007) argues that engaging methodologies are essential for promoting meaningful learning experiences.

In addition, the proposal is structured to address the different dimensions of English comprehension identified in the research, including listening, reading, vocabulary retention, and inferential skills. Each component is designed to progressively develop students' abilities, ensuring that learning is both systematic and meaningful. Nation (2001) highlights that structured and repeated exposure to language is essential for developing comprehension skills, this chapter presents the design, implementation, and validation of the proposed strategy, providing a comprehensive framework for improving English comprehension through the use of TPR. The proposal is intended to serve as a practical guide for teachers, offering concrete activities and strategies that can be adapted to different educational contexts.

3.2 Objectives of the Proposal

The general objective of the proposal is to improve English comprehension among eighth-grade students through the implementation of the Total Physical Response method. This objective is aligned with the findings of the diagnostic stage, which revealed significant difficulties in listening and reading comprehension. By addressing these challenges, the proposal seeks to enhance students' ability to understand and use English effectively. According to Brown (2007), clearly defined objectives are essential for guiding instructional design and evaluating learning outcomes.

In addition, the proposal includes several specific objectives that focus on different aspects of language learning. These objectives aim to develop students' listening comprehension through the





use of commands and physical responses, improve reading comprehension through contextualized activities, and enhance vocabulary retention through repetition and meaningful use. These objectives ensure that the proposal addresses the multiple dimensions of comprehension identified in the research. Scrivener (2011) emphasizes that effective teaching requires clear and achievable learning goals.

Furthermore, the proposal seeks to increase students' motivation and participation in the classroom by creating a dynamic and interactive learning environment. The use of movement-based activities encourages active involvement, making learning more engaging and enjoyable. This is particularly important in EFL contexts, where students may lack exposure to the language. Dörnyei (2001) highlights that motivation plays a crucial role in language learning success.

3.3 Structure of the Proposal

The proposal is structured as a sequence of didactic activities based on the principles of the Total Physical Response method. These activities are organized progressively, starting with simple commands and gradually increasing in complexity. This structure allows students to build confidence and develop comprehension skills step by step. According to Bruner (1996), learning should be structured in a way that supports gradual development through scaffolding.

The first phase of the proposal focuses on introducing basic vocabulary and simple commands through physical actions. In this stage, students respond to instructions such as “stand up,” “sit down,” or “touch your nose,” allowing them to associate words with actions. This initial phase is essential for establishing a foundation for comprehension. Asher (2009) explains that early language learning should prioritize comprehension before production.

The second phase involves more complex activities that integrate vocabulary with short sentences and sequences of actions. Students are required to follow multi-step instructions, which enhances their ability to process and retain information. This stage promotes the development of higher-level comprehension skills, including inferential and contextual understanding. Anderson (2010) highlights the importance of structured practice in developing cognitive skills.





The final phase focuses on the integration of reading and listening activities, where students apply their knowledge to interpret short texts and respond to questions. This phase consolidates learning and prepares students for more advanced language use. The structured progression of activities ensures that students develop comprehension skills in a meaningful and effective way.

3.4 Description of Activities and Implementation

The implementation of the proposal involves a series of structured activities designed to promote active learning and engagement. Each activity is based on the principles of Total Physical Response, emphasizing the connection between language and movement. For example, students are asked to perform actions in response to verbal commands, allowing them to demonstrate comprehension without the need for immediate verbal production. According to Larsen-Freeman (2000), TPR activities are effective because they reduce anxiety and facilitate comprehension.

In addition, the activities are designed to be interactive and collaborative, encouraging students to participate actively in the learning process. Group activities and games are incorporated to create a dynamic classroom environment, where students can practice language in a meaningful context. This approach not only improves comprehension but also enhances motivation and engagement. Ur (1996) states that interactive activities are essential for promoting communicative competence.

Furthermore, the implementation process includes continuous observation and feedback, allowing the teacher to monitor students' progress and adjust the activities as needed. This flexible approach ensures that the proposal is responsive to students' needs and learning styles. Feedback plays a crucial role in reinforcing learning and guiding improvement. Hattie (2009) emphasizes that feedback is one of the most powerful factors influencing learning outcomes.

The activities are designed to be adaptable, allowing teachers to modify them according to the specific context and resources available. This flexibility ensures that the proposal can be applied in different educational settings, making it a practical and effective tool for improving English comprehension.





3.5 Validation of the Proposal

The validation of the proposed pedagogical strategy was carried out through expert judgment, a method widely used in educational research to assess the relevance, coherence, and feasibility of instructional designs. This process involved the participation of professionals with experience in English language teaching and pedagogy, who evaluated the proposal based on predefined criteria such as clarity, methodological consistency, and applicability. According to Escobar-Pérez and Cuervo-Martínez (2008), expert validation is a reliable method for ensuring the quality and validity of research instruments and proposals.

The experts analyzed the alignment between the objectives, activities, and expected outcomes of the proposal. They assessed whether the activities were appropriate for the students' level and whether they effectively addressed the identified problem of low English comprehension. The evaluation also considered the integration of theoretical principles, particularly those related to TPR and active learning methodologies. Okoli and Pawlowski (2004) emphasize that expert validation ensures that research proposals meet academic and practical standards.

In addition, the validation process included qualitative feedback from the experts, who provided suggestions for improving the structure and implementation of the proposal. These recommendations focused on enhancing the clarity of instructions, increasing the variety of activities, and ensuring the progressive development of skills. This feedback was incorporated into the final version of the proposal, strengthening its overall quality and effectiveness.

The validation results confirmed that the proposal is coherent, relevant, and feasible for implementation in the educational context. The experts agreed that the use of the Total Physical Response method is appropriate for improving English comprehension and that the proposed activities are suitable for the target population. This validation provides strong support for the implementation of the proposal in real classroom settings.

3.6 Results of the Validation Process

The results of the validation process indicate a high level of acceptance of the proposed





strategy among the participating experts. The evaluation criteria showed that the proposal meets the required standards in terms of clarity, relevance, and methodological coherence. Most experts rated the proposal as highly adequate, highlighting its innovative approach and practical applicability. According to Lawshe (1975), high agreement among experts indicates strong content validity.

In addition, the experts emphasized the effectiveness of the TPR method in promoting comprehension through active participation. They noted that the integration of movement-based activities facilitates learning and reduces students' anxiety, which is consistent with the theoretical foundations presented in the study. The experts also recognized the importance of aligning teaching strategies with students' learning styles. Gilmore (2007) states that authentic and engaging activities enhance language learning outcomes.

The feedback provided by the experts contributed to refining specific aspects of the proposal. For example, they suggested incorporating more varied activities to address different learning preferences and ensuring that instructions are clear and concise. These improvements enhance the usability and effectiveness of the proposal, making it more adaptable to different classroom contexts.

The validation results confirm that the proposal is a viable and effective tool for improving English comprehension. The positive evaluation by experts provides strong evidence of the proposal's quality and supports its implementation in educational settings. This validation reinforces the credibility of the research and its contribution to the field of language teaching.

CONCLUSIONS

The present research demonstrates that the implementation of the Total Physical Response method has a significant positive impact on students' English comprehension. The findings indicate that students improved their ability to understand spoken and written language, as evidenced by the results of the pre-test and post-test. These improvements highlight the effectiveness of TPR as a teaching strategy that promotes meaningful learning. According to Lightbown and Spada (2013), interactive methods facilitate language acquisition by providing comprehensible input and opportunities for practice.





The research shows that the use of movement-based activities increases students' motivation and engagement in the learning process. Students reported feeling more confident and comfortable when participating in activities that involve physical action, which contributed to a more positive learning environment. This finding underscores the importance of addressing both cognitive and affective factors in language teaching. Dörnyei (2001) emphasizes that motivation is a key factor in successful language learning.

The integration of theoretical and empirical approaches allowed for a comprehensive analysis of the research problem. The consistency between quantitative and qualitative data strengthens the validity of the findings and confirms the effectiveness of the proposed strategy. The research also highlights the importance of using innovative methodologies that respond to students' needs and learning styles.

It can be concluded that the Total Physical Response method is an effective, practical, and adaptable strategy for improving English comprehension in EFL contexts. The results of this study contribute to the field of language teaching by providing evidence-based recommendations for improving instructional practices.

RECOMENDATIONS

Based on the findings of this research, it is recommended that teachers incorporate the Total Physical Response method into their instructional practices to enhance students' comprehension skills. The use of movement-based activities can create a more engaging and effective learning environment, particularly for young learners. According to Harmer (2007), teachers should adopt flexible and innovative strategies to meet the diverse needs of students.

It is recommended that educational institutions provide training for teachers on the implementation of TPR and other active methodologies. Professional development programs can help teachers develop the skills and knowledge necessary to apply these methods effectively. This will ensure that the benefits of TPR are fully realized in the classroom. Richards (2017) highlights the importance of teacher training in improving educational outcomes.





Future research should explore the application of TPR in different educational contexts and with different age groups. This will provide a broader understanding of the method's effectiveness and its potential for adaptation. Longitudinal studies could also be conducted to evaluate the long-term impact of TPR on language learning.

It is recommended that researchers continue to investigate innovative teaching strategies that integrate cognitive, emotional, and physical aspects of learning. Such approaches have the potential to transform language education and improve learning outcomes for students. This research contributes to this ongoing effort by demonstrating the effectiveness of TPR as a comprehensive teaching strategy.

REFERENCES

- Alderson, J. C. (2000). *Assessing reading*. Cambridge University Press.
- Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). Worth Publishers.
- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.
- Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge University Press.
- Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. A. (2010). *Introduction to research in education* (8th ed.). Wadsworth.
- Asher, J. J. (2009). *Learning another language through actions* (6th ed.). Sky Oaks Productions.
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart & Winston.
- Babbie, E. (2010). *The practice of social research* (12th ed.). Wadsworth.
- Baddeley, A. (2000). The episodic buffer: A new component of working memory. *Trends in Cognitive Sciences*, 4(11), 417–423.
- Barsalou, L. W. (2008). Grounded cognition. *Annual Review of Psychology*, 59, 617–645.
- Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57(3), 278–287.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.





Bloomfield, L. (1933). *Language*. Henry Holt.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge University Press.

Bruner, J. (1966). *Toward a theory of instruction*. Harvard University Press.

Bruner, J. (1996). *The culture of education*. Harvard University Press.

Buck, G. (2001). *Assessing listening*. Cambridge University Press.

Cain, K., & Oakhill, J. (2007). *Children's comprehension problems in oral and written language*. Guilford Press.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671–684.

Creswell, J. W. (2014). *Research design* (4th ed.). Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.

Denscombe, M. (2017). *The good research guide* (6th ed.). Open University Press.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge.

Escobar-Pérez, J., & Cuervo-Martínez, Á. (2008). Validez de contenido y juicio de expertos. *Avances en Medición*, 6, 27–36.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of sampling methods. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage.

Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.





- Fleming, N. D., & Mills, C. (1992). Not another inventory. *To Improve the Academy*, 11, 137–155.
- Flowerdew, J., & Miller, L. (2005). *Second language listening*. Cambridge University Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Freeman, D. (2016). *Educating second language teachers*. Oxford University Press.
- Gardner, R. C. (1985). *Social psychology and second language learning*. Edward Arnold.
- Gardner, R. C. (2010). *Motivation and second language acquisition*. Peter Lang.
- Gilmore, A. (2007). Authentic materials. *Language Teaching*, 40(2), 97–118.
- Grabe, W. (2009). *Reading in a second language*. Cambridge University Press.
- Grabe, W. (2010). *Fluency in reading*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Routledge.
- Graesser, A. C., Singer, M., & Trabasso, T. (1994). Constructing inferences. *Psychological Review*, 101(3), 371–395.
- Hattie, J. (2009). *Visible learning*. Routledge.
- Harmer, J. (2007). *How to teach English*. Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Hernández-Sampieri, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación* (6th ed.). McGraw-Hill.
- Hinkel, E. (2011). *Handbook of research in second language teaching and learning*. Routledge.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research. *Educational Researcher*, 33(7), 14–26.
- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.
- Kumaravadivelu, B. (2006). *Understanding language teaching*. Lawrence Erlbaum.
- Kvale, S. (2007). *Doing interviews*. Sage.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4),





563–575.

- Levin, K. A. (2006). Study design III. *Evidence-Based Dentistry*, 7(1), 24–25.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Long, M. (1996). The role of interaction. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition*. Academic Press.
- Mackey, A., & Gass, S. (2015). *Second language research* (2nd ed.). Routledge.
- McKay, P. (2006). *Assessing young language learners*. Cambridge University Press.
- McMillan, J. H. (2016). *Fundamentals of educational research*. Pearson.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research* (4th ed.). Jossey-Bass.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning*, 1–12.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nation, I. S. P., & Webb, S. (2011). *Researching and analyzing vocabulary*. Heinle.
- Okoli, C., & Pawlowski, S. (2004). The Delphi method. *Information & Management*, 42(1), 15–29.
- Oxford, R. (1990). *Language learning strategies*. Newbury House.
- Pekrun, R. (2006). The control-value theory. *Educational Psychology Review*, 18(4), 315–341.
- Richards, J. C. (2013). *Curriculum approaches in language teaching*. Cambridge University Press.
- Richards, J. C. (2017). *Teaching English through English*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Routledge.
- Schacter, D. L. (2001). *The seven sins of memory*. Houghton Mifflin.
- Schmitt, N. (2008). Vocabulary learning strategies. *Language Teaching Research*, 12(3), 329–363.
- Schmitt, N. (2010). *Researching vocabulary*. Palgrave Macmillan.
- Scrivener, J. (2011). *Learning teaching* (3rd ed.). Macmillan.
- Segalowitz, N. (2003). Automaticity and second languages. *Applied Psycholinguistics*, 24(3), 385–406.
- Segalowitz, N. (2010). *Cognitive bases of second language fluency*. Routledge.





- Snow, C. (2002). Reading for understanding. RAND Corporation.
- Stringer, E. (2014). Action research (4th ed.). Sage.
- Ur, P. (1996). A course in language teaching. Cambridge University Press.
- Ushioda, E. (2011). Language learning motivation. Language Teaching, 44(2), 199–210.
- Vygotsky, L. S. (1978). Mind in society. Harvard University Press.
- Walsh, S. (2011). Exploring classroom discourse. Routledge.
- Wilson, M. (2002). Six views of embodied cognition. Psychonomic Bulletin & Review, 9(4), 625–636.

ANNEXESS

ANNEX 1: INTERVIEW GUIDE (STUDENTS)

Objective: To explore students' experiences and perceptions about learning English using TPR.

Instructions: Answer the following questions honestly.

1. Do you like learning English? Why or why not?
2. What is your favorite activity in English class?
3. How do you feel when the teacher uses movements or gestures?
4. Do movements help you understand English better? How?
5. Can you remember a word you learned using movements? Which one?
6. Do you feel more confident when learning with movements? Why?
7. Do movements help you understand instructions more easily?
8. Would you like to continue learning English with this method? Why?

ANNEX 2: PRE-TEST (DIAGNOSTIC TEST)

Objective: To evaluate students' initial level of English comprehension.

Section 1: Vocabulary

Choose the correct answer.

1. What is this? (Picture of an apple)
 - a) Orange
 - b) Apple
 - c) Banana
2. What is this? (Picture of a dog)
 - a) Cat
 - b) Dog
 - c) Bird
3. What is the opposite of "big"?
 - a) Small
 - b) Tall
 - c) Short





Section 2: Listening Comprehension

(The teacher gives instructions)

4. Stand up
☐ Yes ☐ No
5. Raise your right hand
☐ Yes ☐ No
6. Touch your nose
☐ Yes ☐ No

Section 3: Reading Comprehension

7. "The cat is on the table."
Where is the cat?
a) Under the table
b) On the table
c) Next to the table
8. "John is running in the park."
What is John doing?
a) Walking
b) Running
c) Sitting

Section 4: Writing

9. Complete:
"I like to eat _____."

ANNEX 3: POST-TEST (FINAL TEST)

Objective: To measure improvement after applying TPR.

Section 1: Vocabulary

1. What is this? (House)
a) House
b) Car
c) Chair
2. What is this? (Tree)
a) Flower
b) Tree
c) Grass
3. Opposite of "hot":
a) Warm
b) Cold
c) Cool

Section 2: Listening

4. Clap your hands three times
☐ Yes ☐ No
5. Touch your left ear with your right hand
☐ Yes ☐ No
6. Jump two times
☐ Yes ☐ No





Section 3: Reading

7. "The dog is playing with a ball."
 - a) Eating
 - b) Sleeping
 - c) Playing
8. "Sally likes to read books."
 - a) Watch TV
 - b) Read books
 - c) Play games

Section 4: Writing

9. Complete:
"My favorite color is _____."

ANNEX 4: OBSERVATION SHEET

Objective: To record students' behavior during TPR activities.

Criteria	Yes	No	Comments
Students follow instructions			
Students participate actively			
Students show motivation			
Students respond correctly			
Students interact with peers			
Students show confidence			

ANNEX 5: STUDENT SURVEY (LIKERT SCALE)

Objective: To collect information about students' perceptions of the use of movement (TPR) in learning English.

Instructions: Read each statement carefully and mark the option that best represents your opinion.

Scale:

1 = Never | 2 = Sometimes | 3 = Often | 4 = Always

No.	Statement	1	2	3	4
1	My teacher uses movements or gestures to teach English.				
2	I like activities where I use movements to learn English.				
3	Movements help me understand new words in English.				
4	Activities with movement are fun.				
5	I understand instructions better when the teacher uses gestures.				





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

No. Statement

1 2 3 4

- 6 I remember vocabulary better when I use movements.
- 7 I feel more confident understanding English with movements.
- 8 Movements help me understand what the teacher says.
- 9 I learn English faster with movement-based activities.
- 10 I think movement activities are useful for learning English.



La Universidad para todos

