



UBE UNIVERSIDAD BOLIVARIANA DEL ECUADOR

TITLE

THE TOTAL PHYSICAL RESPONSE METHOD TO ENHANCE SPEAKING
SKILL ON 4TH GRADE STUDENTS (A1 – LEVEL)

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF
MAGISTER IN PEDAGOGY OF ENGLISH LANGUAGE AS A FOREIGN
LANGUAGE

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DEDICATION

To my beloved Jorge, your solid love, patience, and constant encouragement gave me strength during every step of this journey, and my precious little son, Sam, your smile was my greatest motivation, you are the light that brightens my days and the reason I strive to be better.

To my mother, your unconditional support, sacrifices, and love have shaped the person I am today. Thank you for always believing in me.

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And to my dear friends, thank you for your understanding, support, and enriching spirit during this process.

This achievement is not mine alone; it's shared with each of you, with all my heart.



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DEDICATION

I want to dedicate this work to my parents, who, until today, have not stopped being my support and have helped me achieve my goals; without them, none of this would be possible.

Also, to my husband, who took on my role as a mother all this time and gave me the peace and tranquility of knowing that these days would be very tiring and I would be somewhat away from our children. He has never stopped believing in me and has been understanding and has given me peace of mind to continue fulfilling our dreams.

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Daniela



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Daniela



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RESUMEN

El estudio titulado "El método de Respuesta Física Total para mejorar la habilidad de hablar en estudiantes de cuarto grado (Nivel A1)" se llevó a cabo en la Escuela de Educación Básica Pablo Neruda en Quito, con la participación de diecinueve estudiantes de cuarto grado. Estos alumnos enfrentaban dificultades para hablar en inglés debido a un vocabulario limitado, problemas de pronunciación y falta de confianza. La timidez y la ansiedad les impedían participar activamente en clase, y al no contar con suficientes oportunidades para practicar el idioma de manera oral, su progreso era lento. Esta investigación analiza la efectividad del método de Respuesta Física Total (TPR, por sus siglas en inglés) en el desarrollo de las habilidades orales de los estudiantes. El TPR combina el movimiento con el aprendizaje del idioma, permitiendo que los niños asocien palabras con acciones de manera dinámica e interactiva. Al hacer que el aprendizaje sea más atractivo, este enfoque busca mejorar la retención de vocabulario, perfeccionar la pronunciación y fortalecer la confianza de los estudiantes al hablar en inglés. El estudio empleó un diseño cuasiexperimental, en el que se aplicaron una prueba inicial (pretest), una prueba final (posttest) y una encuesta a los estudiantes. Los resultados mostraron una mejora significativa en las habilidades orales de los niños tras la implementación del TPR. Se observó un mayor entusiasmo por participar, una mejor pronunciación y un dominio más sólido del vocabulario. Además, los estudiantes expresaron sentirse más cómodos y motivados para hablar en inglés. Estos hallazgos subrayan la importancia de incorporar métodos interactivos y basados en el movimiento en la enseñanza de idiomas, especialmente en niveles escolares básicos. Cuando los estudiantes están activamente involucrados en su aprendizaje, desarrollan una actitud más positiva hacia el idioma, lo que facilita su adquisición. Esta investigación sugiere que el TPR puede ser una estrategia efectiva para mejorar la expresión oral en niños de primaria, particularmente en contextos donde los métodos tradicionales no han dado los resultados esperados.

Palabras clave: Total Physical Response, Habilidades de expresión oral, Enseñanza del inglés, Adquisición del lenguaje.

ABSTRACT

The research titled “The Total Physical Response Method to Enhance Speaking Skill on 4th-grade students (A1 Level)”. Nineteen learners from 4th-grade students at Escuela de Educación Básica Pablo Neruda in Quito struggle with speaking English due to limited vocabulary, pronunciation difficulties, and a lack of confidence. Feelings of shyness and anxiety often prevent them from participating in class, and without frequent opportunities for spoken practice, their progress remains slow. This study explores the effectiveness of the method in improving students' speaking skills. TPR combines movement with language learning, allowing students to connect words to actions engagingly and interactively. By making learning more dynamic, this method aims to enhance vocabulary retention, improve pronunciation, and boost students' confidence in speaking English. A quasi-experimental design was used, including a pretest, posttest, and a student survey. The results indicated that after implementing TPR, students showed significant improvement in their speaking abilities. They were more willing to participate, demonstrated better pronunciation, and had a stronger grasp of vocabulary. Additionally, students reported feeling more comfortable and motivated to speak English. These findings highlight the importance of incorporating interactive and movement-based methods into language instruction, particularly for young learners. When students are actively engaged, they develop a more positive attitude toward learning, which leads to better language acquisition. This research suggests that TPR can effectively improve speaking skills in elementary school students, particularly in settings where traditional methods have fallen short.

Keywords: Total Physical Response, Speaking skills, English Teaching, Language Acquisition



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INTRODUCTION

In recent years, the ability to communicate effectively in English has become increasingly essential for students (Aini et al., 2022). However, many young learners faced significant challenges in developing their speaking skills, particularly in contexts where English was taught as a foreign language (Sudrajat, 2022). At Escuela de Educación Básica Pablo Neruda, 4th-grade students have shown difficulties in pronunciation, fluency, vocabulary acquisition, and overall oral expression. These limitations stemmed from factors such as a lack of exposure to English outside the classroom, minimal interaction with native speakers, and traditional teaching methods that emphasized grammar and writing over spoken communication (Aziz and Kashinathan, 2021). Consequently, students often experience anxiety, reluctance, and low motivation when participating in speaking activities (Sinson, 2022).

In response to these challenges, innovative and student-centered teaching approaches must be implemented. One such method was the Total Physical Response Method (TPR), which was based on the coordination of language and physical movement where students responded to verbal commands through actions. This method aligned with the natural way young children acquire their first language, making it highly effective for beginners (Khorasgani and Khanehgir, 2017).

Several studies have shown that TPR not only enhanced language retention but also reduced speaking anxiety, increased engagement, and fostered a positive learning environment. Given these benefits, this research explored the implementation of TPR as a strategy to improve the speaking skills of 4th-grade students at Escuela de Educación Básica Pablo Neruda.

The problem investigated in this study centers on the low speaking proficiency of 4th-grade students, which included difficulties in pronunciation, coherence, fluency, and vocabulary use. Traditional teaching methodologies often failed to actively engage students in spoken communication, leading to a lack of confidence, limited retention, and poor language development. The current curriculum did not

sufficiently integrate movement-based learning techniques, which were essential for young learners who relied on kinesthetic experiences for understanding and memorization (Ministerio de Educación, 2012). Therefore, the lack of effective methodologies for enhancing speaking skills necessitated the implementation of innovative strategies such as TPR.

This study was justified by the urgent need to transform the way English speaking skills were taught in primary education. Yang (2024) affirmed that the integration of TPR offered a dynamic alternative to traditional instruction, aligning with cognitive and developmental principles that support young learners in acquiring language naturally. Research has demonstrated that movement-based learning reinforces memory, increases motivation, and enhances listening comprehension, all of which were crucial for speaking development. Additionally, implementing TPR provided teachers with practical strategies to create an engaging and interactive classroom environment that catered to diverse learning styles, particularly visual, auditory, and kinesthetic learners (Kencana, 2024).

Furthermore, this study contributed to the field of English language teaching (ELT) by providing empirical evidence on the effectiveness of TPR in improving oral communication. It also aligned with institutional research at Universidad Bolivariana del Ecuador, which prioritized innovative pedagogical approaches that enhanced student learning outcomes. By identifying the benefits and challenges of TPR, this research served as a reference for educators and policymakers seeking to improve English language instruction in primary education with the topic ‘The effectiveness of Total Physical Response Method to enhance speaking skill in A1level students.’

The study examined the impact of the Total Physical Response (TPR) method on fourth-grade English-speaking skills at Escuela de Educación Básica Pablo Neruda in Quito. TPR, an instructional approach that combined language acquisition with physical exercise, aimed to create an interactive learning environment that promoted language retention and speaking confidence through action-based

commands. The study aimed to determine if TPR was an efficient and engaging method for English speaking skill development.

The general objective of this research was to assess the effectiveness of the Total Physical Response Method to enhance the speaking skills on 4th grade students at Escuela de Educación Básica Pablo Neruda. Specially, the study aims to:

- Diagnose the speaking proficiency of students through a skill test.
- Determine the impact of TPR on students' speaking abilities by comparing pretest and posttest results.
- Examine how TPR activities improve students' oral language development through a survey.

By achieving these objectives, the study sought to provide valuable insights into the role of movement-based learning in language acquisition and offered practical recommendations for English teachers working with young learners.

Total Physical Response was a teaching method was built around the coordination of speech and action; it attempted to teach language through physical (motor) activity. Jebahi (2022) in his investigation revealed similarities in children's language acquisition through commands, actions, and speech, with understanding being the most fundamental skill before speaking. The study highlighted the significance of learner attitude through game orientations, which reduced stress and created an active environment for children to learn a second language through songs, storytelling, and role-play. Effective emotional communication between teachers and students was believed to alleviate students' psychological stress and foster a positive learning environment. A student should not be forced to speak unless he had made full preparation (Shi, 2018) with this explanation, the learning process for children necessitates time and effective methods to enhance their English language learning and enhance their speaking skills.

Communication is crucial in modern society, not just professionally but also in education, and proficiency in English is essential for real-life interactions and relationship building. Acquiring a language demands more than just memorizing vocabulary and grammar rules; it also requires the learner to become proficient in using those rules when speaking. Thus, it makes sense that educators find it

challenging to deal with pupils' difficulty speaking English (Günes and Sarigöz, 2021). Moreover, Vygotsky's (1978) perspective highlights social interaction and outside support as crucial elements in cognitive development. Also, he mentioned that emotions are essential for growth from the earliest stages of life (Verenikina, 2003), the author emphasized how important communication and social interactions were for language development. Speaking skills could be improved through group discussions, collaborative learning, and interaction with skilled speakers.

This study employed a quantitative research approach to evaluate the effectiveness of the Total Physical Response (TPR) method in enhancing the speaking skills in fourth grade in A1level pupils. By focusing on measurable improvements in vocabulary acquisition, pronunciation, and fluency, this approach enabled an objective assessment of the method's impact on students' speaking abilities.

The methodology used in this research was quasi-experimental, involving a pretest-posttest design. The participants' speaking skills were assessed before and after the TPR intervention to measure improvement. The pretest provided baseline data on students' current speaking proficiency, while the posttest assessed their progress following the intervention. This setup enabled a direct comparison of speaking performance, helping to determine the effectiveness of this approach in this context. Additionally, a survey with quantitative elements, such as Likert scale questions, was administered to gather student feedback on their experiences with TPR. This feedback provided insight into students' perceived confidence, engagement, and satisfaction with the TPR method, complementing the pretest-posttest results with information on the learning process.

The beneficiaries of the proposal were nineteen students who study at Pablo Neruda in the fourth grade of General Basic Education, their English level is A1. They had 45 minutes of English instruction three times in a week during this time the students learnt new topics by applying the TPR Method in a creative and entertaining form in the learning process.

The research project has been carried out in Quito, Ecuador at Escuela de Educación Básica Pablo Neruda where classes begin at 7 a.m. from Monday through Friday until noon. English is mandatory for students from all levels, there are currently two

session times for the classes: morning and afternoon. Ministerio de Educación (2016) stated that this institution requires students to study English as a Foreign Language. Elemental and Medio level of General Basic Education started to learn English from second grade until seventh grade. The course meets for three hours every week for forty-five minutes during the week during the school year.

The proposal intended to improve English-speaking kids' learning process to increase their capacity to communicate in English with their peers, at least during school hours. It did this by addressing personality challenges, knowledge gaps, and social skills that have been brought through the epidemic. The study's findings benefited 4th-grade EGB students by improving their involvement and oral communication skills through better planning and teacher involvement. Engaging learners in entertaining activities reduces their affective filter, motivates them to continue learning English, and provides exercises for improved pronunciation and speaking skills. The social significance lied in the development of future contributing members who could communicate effectively in English, enabling them to find more employment opportunities and achieve academic goals.

This research project was structured into three key chapters to provide a comprehensive analysis of the topic. Chapter 1: Literature Review considers existing theories, studies, and frameworks related to the topic, identifying gaps that this research aims to fill. Chapter 2: Methodology outlines the research design, data collection methods, and analytical techniques employed, ensuring the study's rigor. Chapter 3: Proposal Data Analysis and Findings presents the results of the research, accompanied by detailed data analysis and visual representations. Next this, there are two sections: Conclusion and recommendations, the first one interprets the findings in the context of existing literature, offering insights, comparisons, and implications; the second (recommendations) summarize the study, highlighting its contributions, limitations, and avenues for future research.

CHAPTER I.

1.1 Research Background

The ability to communicate effectively in English is a fundamental skill for students, yet many young learners struggle with speaking due to limited vocabulary, mispronouncing, lack of fluency, and low confidence (Hinkel, 2018). At Escuela de Educación Básica Pablo Neruda, 4th grade students face difficulties in oral communication, often resulting in reluctance to participate in speaking activities. These challenges highlight the need for innovative and engaging teaching methods to improve students' speaking skills.

One of the most effective approaches for teaching English to young learners is the Total Physical Response method, developed by James Asher (1969). TPR is based on the idea that language learning is enhanced when verbal commands are paired with physical movement, mimicking the natural way children acquire their first language. Several studies have demonstrated that TPR reduces anxiety, increases engagement, and improves language retention, making it particularly beneficial for beginners (Archana and Rani, 2017). Research in language pedagogy supports the integration of TPR in English instruction for young learners Rambe (2019). Studies by Richards and Rodgers, (1986) and Latifovna, (2024) highlights the effectiveness of TPR in fostering confidence and participation in speaking activities. These studies conducted in Turkey, Indonesia, and Ecuador related to the independent variable TPR method, which are presented bellows.

1.1.1 Studies related with the independent variable: Total Physical Response

Tugba et al., (2021) analyzed *“The Effect of Total Physical Response Method on Vocabulary Learning/Teaching”* in Turkey. This study observed the effect of the TPR method on students' vocabulary learning and the factors affecting the effectiveness of this method by combining the findings obtained from both qualitative and quantitative studies. This study included two groups. The experimental group consisted of 67 students between 7 and 19 years old, and the

control group was formed by 55 students, aged 8 to 19. A primary study with 13 quantitative and 7 qualitative findings that were synthesized using mixed methods. Data from quantitative studies were combined using the meta-analysis method, while data from qualitative studies were combined separately using the thematic synthesis method. The variation among the studies included in the meta-analysis was then attempted to be explained using the analytical themes derived from the thematic synthesis. Findings revealed that TPR is a teaching style that aids students' vocabulary learning and students do not just get the pronunciation but also the written forms and their learning pace. Qualitative research highlights the difficulty of implementing the TPR method in crowded classrooms. Class size and level were linked to success in both categorical moderator analysis and meta-regression. Additionally, the duration of the experimental process (week) was a strong predictor of the effect size on success.

Noviandari (2023) analyzed *“Implementation of the Total Physical Response Method with the help of flashcards to teach English Vocabulary”* at Kindergarten Muslimat in Indonesia. The researcher described how the TPR method with the help of flashcards can encourage kindergarten students at Muslimat to learn English vocabulary. The study analyzed the participation of 20 students in class 2B at TK Muslimat using descriptive qualitative research. The research focused on natural settings, behavior, perceptions, motivations, and actions. The TPR method with flashcards was used for vocabulary teaching, and the study also interviewed teachers about its effectiveness and potential challenges. The implementation process involved pre-teaching, teaching, and closing activities. In teaching and learning, the teacher acts as a model and gives orders while students respond and imitate them with physical movements. The study revealed that the implementation of TPR with the help of flashcards can encourage students' motivation to learn English vocabulary. This can be seen from the behavior of motivated students during learning, including being active, responsive, interested, enthusiastic, responsible, and diligent.

Brito (2022) analyzed “*Total Physical Response Method to Boost English Speaking Acquisition in Primary School Students*” at Luisa de Jesús Cordero High School in Ambato-Ecuador. This work aimed to boost primary school students’ speaking acquisition through the use of the Total Physical Response Method (TPR). In the current study, research participants involved 30 students aged 6-7 from Luisa de Jesús Cordero High School, enrolled in the second year of the Education General Basic. The students were able to use English at an A1.1 to A1.2 level according to the European Framework of Reference for Languages. Ten students were randomly selected for pre-test and post-test, as well as rubrics that analyzed different aspects of the participant’s performance. The study found that Simon Says, command chains and mimic/gestures are effective tools for enhancing speaking skills through the Total Physical Response Method (TPR) in classrooms.

1.1.2 Studies related to the dependent variable: Speaking Skills

Communication is a multifaceted process, encompassing verbal and nonverbal cues that facilitate the exchange of information and meaning between individuals Smith (2018). Speaking variables in communication studies reveal intricate relationships influencing message creation, understanding, and reception, encompassing linguistic features, paralinguistic cues, and sociocultural influences (Usmiyatun et al, 2023). Language is a dynamic system influenced by contextual and individual factors, utilizing various variables like pronunciation, speech patterns, pitch modulation, and gestures to convey messages and establish rapport with the audience (Sasabone and Yuriatson, 2021). The research aims to enhance communication and promote inclusive discourse in Indonesia and Ecuador by investigating the speaking variables which are:

Alexon et al., (2022) in their study “*Applying the Total Physical Response (TPR) method to Hone EFL Students’ Speaking Skill*” in Indonesia, the investigation was applied in a public school by implementing a mixed method research, also known as quasi-experimental research, is a research strategy that involves classroom action research in three cycles, with teachers and researchers working together to execute

the learning process. Classroom action research is conducted in three cycles, which have some stages in several classes: cycles I, II, and III. The English subject was giving the children some difficulties, but with modeling, repetition, and movement, the students were becoming more involved in the learning process and reducing the affective filter. Twenty-five students from class VII A served as the research subjects for the CAR class in this study. 25 students in class VII B are the experimental class and 25 students in class VIIC are the control class for the quasi-experimental research sample. Student speaking abilities can be greatly enhanced by using the TPR learning steps. The way that students' speaking abilities are improving indicates that they have understood the subject that the teacher has taught them, which is why each cycle's findings from student observations get better.

Moreno (2021) in his study “*Total Physical Response Method to Develop English Speaking Skills in the First Year of Basic General Education Students at Grandes Genios,*” an educative institution in Ecuador. The researcher decided to improve the methods that have been used in the past twenty years and apply the Total Physical Response method through a booklet with some useful topics to improve speaking skills. This research report was done during the pandemic with children from 5 to 6 years old in Cotopaxi Province. The qualitative method was used for this research's methodological procedure, supported the phenomena under study, and attempted to identify the main elements of the problem that was discovered. For the application of the research, a booklet was created and applied to find good results and motivate the students to have concrete material especially when they children it generates in the students the ability to read and recognize the sounds of the words at the same the use of song which is engaging and the students develop their capacity to listen.

Abata et al., (2021) in their study “*Effectiveness of Total Physical Response in English speaking Skill in EFL beginners*” in Ecuador the effective use of Total Physical Response (TPR) in the rural educational environment led to notable improvements in beginning students' vocabulary acquisition. Pupils from "Belisario

Quevedo" Rural School participated in the five-week program. The tools utilized were the teacher's notebook and entailing planning, observation, execution and checklists. The findings demonstrated that TPR improves speaking ability in EFL novices. The multimodal learning environment improves pupils' capacity to absorb and apply fundamental terminology. Students showed that they had developed their communication techniques and interactional competence by being able to communicate with classmates and the teacher effectively. Gaining these communication skills is crucial for effective interpersonal communication because it makes it possible for students to move confidently and competently through a variety of communicative situations. The results of the study show that TPR helped students acquire proper pronunciation. Through the use of kinesthetic learning, which involves putting English words and phrases into physical motions, TPR promotes phonological awareness and pronunciation skills.

1.2 Dimensions and Indicators of the Independent Variable: Total

Physical Response Method

Total Physical Response Method is a language teaching method that involves learners responding physically to L2 commands, creating a connection between spoken language and action, and encouraging right-brain learning and long-term storage (Putri, 2016). For Jazila (2024) it is a language instruction method that focuses on the coordination of speech and action, aiming to simulate spontaneous language acquisition in children. Moreover, Yang (2024) mentions that it is a teaching method for beginner learners, involving commands and physical actions, promoting L1 learning parallels, reducing anxiety, engaging multiple learning styles, enhancing speaking skills, and promoting authentic contexts.

In this sense, Gomathi (2023) focuses on the theory of lateralization of brain functions, an individual has a unique way of interpreting, perceiving, and utilizing the brain, which has given information and it may have an effect on the student's learning style preferences, in this sense, the left hemisphere is responsible for logic,

analysis, and language, and the right hemisphere for emotions and coordination. Asher (1969) believes that teaching language through actions is a left-brain teaching strategy, with the right hemisphere controlling movement and the left hemisphere controlling language learning. This theory serves as the biological foundation of TPR.

1.2.1.1 *Role of Teachers in TPR*

The role of the teacher plays a crucial role; teachers organize activities, actively participate in the classroom, and demonstrate command execution. This approach requires more planning and design than traditional lessons where educators are also more compassionate, creating a positive atmosphere, reducing students' anxiety, and considering their psychological state, therefore, facilitators do not force students to speak, demonstrating more humanistic care and fostering a more engaging learning environment (Chuah et al. 2022). Khusniyati et al., (2020) emphasize on teacher's role in actively participating in the classroom, leading students in executing commands, actions, and imitations demonstrating their understanding, and ensuring a strong interaction between the teacher and students in the teaching-learning process. Richards and Rodgers (2014) mention the teacher is a more compassionate educator, who needs to create a positive classroom atmosphere, reduce students' anxiety, and consider their psychological state, so they do not force learners to speak.

1.2.1.2 *Role of Students in TPR*

First, learners are listeners and performers, monitoring and evaluating their progress, who are encouraged to speak when they feel ready, demonstrating a sufficient language foundation (Richards, 2015). Second, regarding Gulsanam and Farangiz (2021) students are more active practitioners of knowledge by integrating this approach with physical actions, imitations, and mimics to improve their English skills. Third, pupils play a proactive role as observers and imitators, creating a more

democratic and equal teacher-student relationship this process helps them to acquire new vocabulary, pronunciation, and fluency (Riyanti and Rustipa, 2024)

1.3 Teaching Method

Children's teaching methods are organized strategies that teachers employ to support learning and are adapted to the developmental requirements and skills of young students (Gilakjani and Sabouri, 2017). According to, Muhawenimana and Ngabonziza (2024) interactive, play-based, and experiential learning strategies are effective teaching methods for children, promoting participation, creativity, and critical thinking, ranging from lectures to interactive formats. Additionally, Chen (2024) argues that teaching strategies for young learners should incorporate multisensory approaches, including visual, auditory, and kinesthetic elements, to effectively aid learning.

1.3.1 Learning Styles

According to Bandura (1977), learning occurs through observation, imitation, and modeling the new information and developing skills and attitudes through the process. Osman (2021) argues that learning styles refer to the different ways students absorb, process, and retain information through activities that incorporate physical movement, and they are influenced by factors such as attitude, prior experiences, cognitive abilities, and learning styles, which require recognition and consideration. For Widiyarti and Fitriani (2023) it is crucial in the teaching and learning process because it promotes concentration, information reception, process, retention, and skill acquisition and development, making it inclusive and adaptable to diverse learners. In this context, Astri et al., (2023) focus on a suitable learning style as a key to a person's learning success and suggest these three styles: visual, auditory, and kinesthetic. According to Permana (2020) visual learners tend to learn through external visual relations using flashcards, pictures, and videos. Susanto (2017) explains that for auditory learners, it is useful to provide clear verbal instructions, practice pronunciation, and repeat commands. Husanović (2022) focuses on movement, mimics, and imitations, which are particularly effective for

kinesthetic learners who actively engage in physical responses like jumping, pointing, or mimicking actions, which aligns with their need for hands-on learning.

1.3.2 Strategies for applying in TPR

Teaching speaking to younger learners involves creating a fun, safe, and interactive environment where children feel confident to express themselves. At this stage, the focus is on building vocabulary, improving pronunciation, and encouraging communication through engaging activities (Asher, 2019). In this sense, educators can use a variety of approaches or techniques to enhance students' ability to communicate verbally in a target language which could often focus on fluency, pronunciation, vocabulary expansion, and confidence building (Richards and Rodgers, 2014). For Astri and Wahab (2019) it is a multisensory learning method that promotes language comprehension and repetition, requiring high teacher engagement and pre-class preparation that encourages student speaking, improves fluency, and helps professors recognize mistakes

In this sense, Carvalho et al. (2021) focus on these directions, strategic processes, and strategic approaches, which recommend using the following strategies:

- Teachers can use imperative commands in the target language, and students respond with corresponding physical actions, which help internalize language patterns and vocabulary (Duan, 2021).
- Games like Simon Says enhance listening skills and gradually introduce speaking by allowing students to give commands (Mariyam and Musfiroh, 2019).
- Students engage in role reversal, practicing commands by switching roles from teacher to peer, fostering confidence, and enhancing speaking and listening skills in a fun, stress-free environment (Fikroni, 2022).
- Nugraha (2021) suggests the use of storytelling to reinforce language through meaningful repetition, enhance children's linguistic fluency, and teach English vocabulary and pronunciation.

- Meesuk et al. (2020) recommend songs and rhymes, such as Head, Shoulders, Knees, and Toes, to effectively reinforce vocabulary and language structures while keeping students active and focused.
- Incorporation of real objects and visuals, flashcards, and objects of the class help students connect language to real-world objects, making learning tangible and memorable (Ha and Hue, 2020).

To apply these strategies, Asbulah et al. (2019) suggest four stages: teacher's demonstration, student imitation, collaborative practice, and student's independent practice. In the demonstration phase, the teacher gives instructions in the target language while performing actions, ensuring students understand the correspondence between the instructions and actions. In the imitation phase, the teacher gives instructions and performs the actions, while students only perform the actions. In the collaborative practice phase, the teacher gives instructions and performs the actions, while in the independent practice phase, students repeat the instructions.

1.3.3 Authentic materials

Authentic material refers to exposure to real-world texts, audio and visual content that were not created especially for language teaching but are used in the classroom to expose learners to natural language use and they could help students develop communicative competence by interacting with the language as it is used by native speakers (Gusminar, 2020). For Celik et al. (2021) authentic material is language input intended for native speakers in real-life communication, rather than materials designed for language learners. Ju (2022) mentions this exposure allows pupils to enhance the target language in a meaningful and contextualized manner. Nuraeni (2019) emphasizes that authentic materials provide learners with opportunities to develop comprehension skills and cultural awareness by encountering vocabulary, and pronunciation as they appear in everyday communication contexts.

1.4 Physical Movement

Physical movement refers to using bodily actions to facilitate acquiring and retaining new language (Radić-Bojanić, 2020). Astutik et al. (2019) mention teachers often use movement teaching methods to enhance further the impact of the classroom where educators show a clear movement presentation like walking, running, sitting, standing, and the students can pronounce while performing exercises, thereby boosting their enthusiasm for language learning. Additionally, through physical movement, learners engage in multiple cognitive pathways, helping them to internalize language more effectively (Yanti et al. 2024). For young learners, in particular, linking language with movement enhances comprehension and memory by associating abstract words and phrases with concrete, bodily experiences (Rokhayani, 2017).

1.4.1 Actions Corresponding to Vocabulary

Actions corresponding to vocabulary refer to the direct association between language input and physical movement, which helps learners internalize words and phrases by performing actions that match spoken commands, reinforcing understanding and retention (Richards and Rogers, 2015). Hao et. al., (2021) describe this concept as a way to teach vocabulary effectively by combining words with gestures, movements, and imitations, allowing students to process language through sensory and motor experience rather than rote memorization, and recommends teaching verbs where the teacher says jump, and students physically perform; the teacher can also teach nouns like touch your nose, and students touch their noses; it is useful to teach commands like open the door, please and pupils follow the instructions. In this context, Mariyam and Musfiroh (2019) explain that in this method students reply to spoken language through bodily movements, which not only reinforces comprehension but also diminishes the cognitive load typically associated with language learning.

1.4.2 Imitative actions

Imitative actions refer to the process where students mimic the teacher's physical movements or gestures as they associate them with verbal commands or phrases in

the target language (Itmeizeh and Ibnian, 2022). Besides, Alharbi (2019) mentions these actions are designed to reinforce comprehension and facilitate the natural development of speaking skills, and by observing and copying the teacher's actions, students internalize vocabulary, sentence structures, and pronunciation in an engaging, low-pressure environment. Therefore, imitative actions for young learners are particularly effective as they align with their developmental stage, where pupils through play and physical activity enhance retention (Yulia, 2023). For instance, students might imitate actions like jumping, pointing, or opening a book while verbalizing the corresponding phrases. This approach builds confidence, encourages active participation, and helps improve speaking fluency, pronunciation and comprehension in a fun and interactive way (Shan-shan, 2017).

1.4.3 Repeat and practice

Additionally, repetition and practice are crucial in language learning, involving coordinated physical movements to expose learners to verbal commands and corresponding actions, thereby enhancing their internalization of language patterns and vocabulary (Yusuf et al. 2017). Furthermore, Suban (2021) says repeat and practice is a method of reinforcing language acquisition by associating physical actions with spoken words, where students internalize vocabulary, grammatical structures, and pronunciation while practicing allows them to build confidence and fluency in using the language. Xie (2021) on her study used pictures on the blackboard, demonstrating actions and expressions without speaking initially, and later promoting students to speak while performing actions, after that she organized students into groups for drills, followed by role-play and guessing games to increase vocabulary, pronunciation, and develop self-confidence to speak. Moreover, Mohan et al. (2022) emphasize that the continuous cycle of repetition and practice fosters automaticity, improves speaking accuracy, supports language retention in an enjoyable, stress-free environment, and promotes active engagement, making learning more dynamic and memorable.

1.5 Verbal Commands

Verbal commands are spoken instructions given by the teacher that prompt students to perform specific physical actions which serve as a bridge between language comprehension and physical activity, allowing learners to process and internalize the meaning of words and phrases in a natural, and contextual manner (Hardini, 2023). Besides, Diana et al., (2022) emphasize that verbal commands are designed to be clear, concise, and directly tied to observable actions to produce verbal or speech responses which can be commands such as standing up, touching your eyes, or opening the door, engage students in active participation while reinforcing their understanding of the vocabulary and grammar being taught. For Nigora (2018) verbal commands help students develop listening and speaking skills by practicing pronunciation, improving comprehension, and building confidence.

1.5.1 Simple language

Simple language in the classroom, especially for beginners, enhances speaking skills by using clear, easy-to-understand words and phrases, encouraging students to express themselves confidently (Çimen and Çeşme, 2022). Likewise, simple language refers to the use of clear, concise, and easily understandable verbal commands that match the language proficiency level of learners where beginner students can grasp the meaning of words and phrases without confusion (Kara and Eveyik-Aydın, 2018). In this context, similarly, the target language involves short and direct commands like stand up, jump, and touch your head are used to convey instructions clearly and effectively (Dongsanniwas and Sukying, 2024). Anwar and Efransyah (2018) focus on familiar or easy-to-learn words that are prioritized to build a strong foundation lexicon. The author highlights that using a simple language approach facilitates better understanding, listening, and speaking skills by connecting words to actions in a stress-free, interactive environment.

1.5.2 Visual and gestural support

Visual and gestural support are widely recognized as effective strategies for enhancing speaking skills in language learning, particularly for beginners (Bezini, 2019). Students learn by connecting words to objects and using gestures to reinforce

understanding and make language memorable. Vega and Ochoa (2022) highlight that gestures play a key role in reinforcing verbal commands by offering non-verbal cues, and helping students understand instructions without relying solely on language proficiency. Furthermore, Bahri (2024) shows that linking words to physical motions, such as gestures, enhances memory retention and language recall, encouraging active participation in speaking and making language acquisition successful.

1.5.3 Gradual progressions

Gradual progression is an essential teaching strategy for improving the speaking skills of beginner students (Pakula, 2019). For Pilaguisin and Guanoluisa (2024) gradual language learning aid young learners in retaining vocabulary and boosting speaking confidence by increasing task complexity at a pace suitable for their cognitive and language development. Additionally, Oleas (2021) mentions that teachers teach language in manageable steps, starting with basic phrases and gradually advancing to complex structures, building strong vocabulary and sentence structure without overwhelming students. To have gradual progression is useful to introduce step-by-step the language complexity, starting with simple commands and advancing as students gain confidence and comprehension.

1.6 The dependent variable of the study: Speaking skill

This is a skill that is used by a person to express their mind through words to others, both verbally, and with a focus on spoken vocabulary, content organization, and clarity of pronunciation (Ayuningtias et al, 2019). The factors involved in speaking proficiency are the organization of ideas that go through the content of the discourse, according to Brown (1983), which includes both the content organization of ideas within discourse as well as the linguistic richness and appropriateness of the terminology used. Additionally, pronunciation clarity is crucial for effectively delivering messages and guaranteeing intelligibility in oral communication, as suggested (Canale and Swain, 1980). It is an essential component of teaching and learning second languages, needing constant practice, constructive criticism, and

the development of habits to become proficient. As Rao (2019) mentioned, the ability to effectively express concepts, ideas, and information in a range of contexts utilizing both spoken and nonverbal clues is referred to as speaking competency in language learning and communication. Speaking abilities come in several forms, such as extensive, interactive, responsive, intensive, interpersonal, and imitative speaking (Brown, 2014). Several educational strategies, such as pair and group work, can assist students in developing these kinds of speaking abilities since they support the development of oral skills in a range of situations (Rodríguez et al, 2024).

Fluency, coherence, lexical resources, grammatical precision, and pronunciation are all components of speaking skills, which are necessary for meaningful and clear communication (Razi et al, 2023). Oral speaking skills development essentially includes learning comprehension and knowledge, grammar, vocabulary, pronunciation, and fluency, to practice ideas effectively in both forms of communication (Zakirovich, 2023). Speaking skills may be developed by promoting oral fluency in the classroom. Speaking acts, like group work, role-play, etc., can both promote speaking skills as well as support students in developing their communication skills (Brown, 2010).

1.6.1 Pronunciation

Human language processing involves a sophisticated knowledge system that includes pragmatics, sociolinguistics, phonology, morphology, syntax, and vocabulary, the impact of phonology goes beyond how people talk or listen (Brinton, 2000). Pronunciation matters and is linked to every skill area, it should ideally be taught about each of them (Darcy, 2018). In reality, the idea of pronunciation refers to the framework of useful strategies associated with communication ability (Oktaviani et al., 2023).

To help ESL/EFL learners speak and express English without the influence of their mother tongue, teachers should use the segmental and supra-segmental elements of pronunciation in a communicative context when teaching pronunciation reducing

the interlocutors' effort (Afrizal, 2018). Teachers aim to help students produce sounds, syllables, rhythm, and stress patterns without obstructing speech, enabling them to pronounce words clearly for successful conversation (Awadh et al, 2024). It is a difficult skill that needs practice and feedback, and it is frequently disregarded in language training (Tiwari, 2024). As a result, it is critical to give students clear instructions, organized approaches, and relevant resources for pronunciation instruction (Pardede, 2018). Additionally, Ningsih (2024) declares clear articulation is necessary for correct pronunciation. English articulation requires knowing the sounds of vowels and consonants, as well as appropriate intonation and appropriate stress on particular spellings (Kobilova, 2022).

1.6.2 Sound Production

The process of creating sound waves, or vibrations that travel through a medium like water or air and are perceived by the human ear as sound, is called sound production (Titze and Martin, 1998). The articulation of speech sound created by the movement of the articulatory organs, such as the tongue, lips, and vocal cords, is a crucial aspect of language and speech production (Kulsoom and Karim, 2022). The synchronization of breathing, phonation, and articulation is a crucial step in the complicated process of producing speech sounds (Derwing and Munro, 2015). The respiratory system supplies the airflow required for phonation, the vocal cord vibration that produces voice (Baker and Goldstein, 2008). The respiratory system generates the airflow necessary for phonation, which involves the vibration of the vocal cords to produce voice (Leung et al, 2018). Making speech sounds is a basic component of language development and competency and is necessary for efficient communication (Kent and Read, 2018)

1.6.3 Syllable structure

In speech, the arrangement of sounds within a syllable is known as syllable structure, which generally includes a vowel at its core, along with consonants that may appear at the beginning or end (Cardoso, 2017). This structure greatly influences intelligibility, speech rhythm, and pronunciation. Yavas (2020) asserts

that syllable structure has a major impact on how words are formed and understood in speech, affecting both the natural flow of language and the clarity of articulation. An essential component of linguistics is the study of syllable structure, which sheds light on the phonetic and phonological properties of languages as well as the cultural and historical influences that have molded their sound systems (Pulgram, 2019). Furthermore, clarifying that grasping phonological patterns and enhancing pronunciation in a second language requires an understanding of syllable structure.

1.7 Stress, rhythm, intonation

The relative emphasis that can be placed on specific syllables within a word, or on specific words within a phrase or sentence, is known as stress. Stressed syllables in English are louder than unstressed ones. They also have a higher pitch and are longer stress is a feature of the English language (Himadri, 2018). English has a rhythm that is distinct from certain other languages due to its alternation of stressed and unstressed syllables (Lewis and Deterding, 2018). However, many students find this aspect of English challenging. Understanding where to place stress, especially in longer words with more than two syllables, is essential for clear communication (Don, 2023). Nonetheless, a lot of students find this area of English linguistics difficult. Stress in words and syllables is connected; syllables provide us pressure when it is spoken. Speakers of English must be aware of where to apply pressure when speaking when there are several syllables (Syafitri et al, 2018). The alternation of stressed and unstressed syllables in English phrases establishes rhythm, which is essential to the language's natural flow. Recall that because English is a stress-timed language, the quantity of stresses in a sentence matters more than the total number of syllables (Roach, 2009).

Intonation is the fluctuation of the pitch of our voices during speech. It is an additional essential component of English prosody that can convey attitude, and feeling, and distinguish between assertions and inquiries (Ashphy, 2019). Gussenhoven (2004) in his research, is a crucial aspect of speech, influencing sentence stress, rhythm, and vocal pitch changes. It helps distinguish between phrase categories and group sentences based on sense, in addition, it allows

speakers to convey various emotions, the tone, the most noticeable pitch shift at the end of sense groups and sentences, is the most significant part of a statement, as it represents the final tone this helps in conveying a range of emotions effectively (Zulfugarova, 2018)

It is crucial to expose pupils to a variety of dialects since in the real world they will interact and converse with people from a wide range of backgrounds. For pupils to be understood, they must pronounce words clearly (Arvaniti, 2020). In English language tests, examiners listen for fluency indicators such as stress, rhythm, and intonation. Learning rhythm, stress, and intonation can help students pronounce words more accurately. Ultimately, language learning should lead to effective communication (Jenkins, 2000). By replicating the words in a song or their favorite English TV show, learners can get better at pronouncing words correctly. Learners can pinpoint areas for growth and practice until they achieve the proper rhythm, stress, and intonation by recording and playing back recordings of themselves (Kuning, 2019)

1.8 Vocabulary

Wahyu (2018) defines vocabulary as consisting of words that individuals need to know to read, write, speak, and listen effectively. Schmitt and Schmitt(2020) stated that vocabulary encompasses the number of words that learners acquire through various techniques and methods employed by instructors, tailored to the abilities of the students One of the three essential components of language learning is vocabulary; making phrases and expressing ideas is fundamental, and ideas and meanings, and a crucial component of linguistic communication, hence having a large and consistent vocabulary is important and necessary (Bai, 2018). However, the word has a wide range of meanings and aptly captures the complexity and range of colors found in a large portion of the English language. In other words, it is a collection of terms used in a language, work, group, individual, or area of expertise. As stated by Nation (2002), increasing one's vocabulary is such an essential part of learning a language that it should be planned, carefully managed, and tracked; mastery of vocabulary is crucial to language learning. Bulan and Kasapoglu (2021)

demonstrate the effectiveness of the Total Physical Response Method, where students learn new vocabulary by integrating actions, stories, and repetition. This approach provides a fun and dynamic manner for children to understand that seems natural and engaging. Ortiz and Guaraca (2018) this investigation discovered that children taught with TPRS remembered and used more words than those taught using standard approaches. The combination of movement and storytelling helps words stick in their minds and makes the learning process interesting, it demonstrates how effective creative and hands-on teaching approaches can be for developing vocabulary in young learners (Hidayat and Munandar, 2018).

1.8.1 A variety of words use

Speaking abilities refer to the broad and varied vocabulary that a speaker uses to communicate concepts, feelings, and points of contention successfully (Plag, 2018). Communication is improved by using a variety of words since it becomes more precise, expressive, and engaging (Jones, 1966). Putri (2024) highlights that having a wide vocabulary is necessary for effective speaking because it helps people select the words that best express complex ideas and hold the attention of their audience. A diverse vocabulary enables speakers to express their ideas more effectively and to modify their language for a variety of audiences and situations remark (Harmer, 2015). Academic discourses, composed of structured words, play a crucial role in the dissemination of science and technology; this is because words have a significant role in academic discourse and are used to produce research publications (Alharbi, 2019). Linguists believe that the words employed in academic discourses are always academic and specific, thus they are aware of their qualities and categories (Dakhi and Fitria, 2019).

1.8.2 Utterances

A speaker's actual words or phrases are referred to as utterances, which can be broken down into a variety of speech acts (Haye and Larraín, 2011). Since the idea of an utterance includes context, tone, and speaker intent, it is essential to comprehend how language works in everyday communication (Clark, 2021). For

instance, a sentence's meaning might vary based on how it is said and the context in which it is used (Yule, 2010). An utterance is always contextually related and usually tailored to the particular communication situation in question (Shungo and Kormos, 2023). In contrast to sentences, which are conceptual constructs delineated by grammatical rules, utterances are concrete manifestations of language in use (Bach, 2006). They are regularly studied in the field of pragmatics, which investigates how context affects how meaning is understood (Levinson, 1983).

1.8.3 Meaning

The desired interpretation and understanding that is communicated through spoken communication is referred to as meaning in speaking abilities. It takes into account the pragmatic, social, and contextual elements that influence how speech is understood in addition to the definitions of words (Yansen Wang et al, 2019). According to Kreidler (2002) there are several approaches one can take while studying meaning. The goal of linguistic semantics is to explain a language speaker's knowledge in a way that enables them to understand what other speakers are saying to them and to convey sentiments, intentions, and imaginative creations to other speakers (Ulugbek, 2021). A word, phrase, or concept's meaning is its interpretation or significance; it includes the literal meaning as well as any suggested meaning derived from usage and context. As defined by Cruse (2020) understanding is shaped by the intricate interaction of linguistic and environmental elements that determine meaning.

1.9 Content

When discussing speaking skills, meaning refers to the information and ideas expressed vocally (Mandasari and Aminatun, 2020). It comprises the concepts, details, and justification that a speaker makes to a group of listeners. Speaking with effective content requires not just knowing what to say and how to say it, but also being able to connect and engage the audience. The substance of a speech is the cornerstone of persuasive and powerful communication (Duarte, 2020); a speech's content is the cornerstone of its ability to persuade and influence an audience; it

needs to be intelligent, well-organized, and customized to their needs. Additionally, Renandya and Widodo (2016) state that to convey a message, speakers must choose what to say, then use their language skills to put together utterances and encode the information in sounds and patterns that their listeners can recognize and comprehend.

1.9.1 Relevance

Sperber and Wilson's theory (1986) defines pragmatic theory as explaining how a hearer understands a speaker's statement. According to this people evaluate utterances with the greatest amount of importance. This holds for both general human cognition and the understanding of spoken language. With minimal processing effort, interpretation with the highest relevance has a strong cognitive impact (Wilson D. , 2019). In terms of speaking abilities, relevance is the capacity to communicate concepts and facts that are relevant to the discussion's setting, guaranteeing that the audience will understand and find the message meaningful. This entails using suitable language, organizing ideas logically, and taking the listener's viewpoint into account (Wilson and Matsui, 2012). Rhetorical competence comprises the capacity to masterfully deliver pertinent messages to accomplish the goal of speech, whereas sociolinguistic competence necessitates the speakers' recognition of the interpretation of meaning in various language circumstances (Abrar et al., 2018). According to Trilestari, et al., (2024), the study, relevance is crucial when teaching young children a foreign language like English. Teachers can help children make the most of early language learning by designing lessons that are relevant to their age and developmental stage. Learning becomes more effective and engaging when resources and activities that relate to children's daily lives also prepare them to apply it effectively in everyday conversations (Khakim and Anwar, 2020). Hounhanou (2020) in his study shows that having a solid vocabulary base improves speaking fluency and guarantees that learners' phrases are relevant, allowing them to express themselves clearly and meaningfully in various contexts.

1.9.2 Accuracy

The precision and correctness with which a speaker employs language, including syntax, vocabulary, and pronunciation, is referred to as accuracy in speaking skills. It guarantees that the information is received understandably and without ambiguity. Bailey (2005) asserts that speaking accurately is essential to good communication because it enables the speaker to convey their ideas confidently and effectively, ensuring that the listener understands them completely. Moreover, Richards and Rogers (2015) also emphasize the need to pay close attention to linguistic intricacies and consistently hone speaking techniques to achieve correctness and improve clarity. Moreover, accuracy is defined as the ability to build grammatically accurate phrases and utterances, use acceptable words based on the speech or utterances' context, and employ comprehensible pronunciation while speaking smoothly, quickly, and rhythmically (Cendra and Sulindra, 2022). To sum up, accuracy makes impeccable language and has to do with using many facets of language, particularly grammar, vocabulary, and pronunciation. Speakers must be exacting in their use, to conclude accuracy involves using grammar, syntax, phonology, and semantics correctly (Hamidi and Kazemian, 2022). The Total Physical Response (TPR) method improves speaking accuracy in youngsters, particularly when learning a new language. It is an entertaining and natural approach. This method is engaging and enjoyable and also helps children retain what they've learned, making it a terrific approach to boost their fluency and accuracy in a pleasant and supportive setting (Khorasgani and Khaneghir, 2017).

1.9.3 Coherence

The ability of a speaker to articulate the connections and interconnections between various concepts, ensuring that ideas are presented logically and with clarity, is known as coherence. As stated by Thornbury (2005) speaking coherently is accomplished by employing cohesive devices, logical organization, and smooth concept transitions, all of which combine to provide an understandable and captivating speech. Furthermore, Nation and Newton (2009) highlight that effective coherence necessitates understanding the audience's expectations and prior

knowledge in addition to the appropriate organization of content. Coherence is a characteristic that provides direction and coherence to written or spoken material. It is a concise arrangement of paragraphs and sentences, making sense to the recipient or listener, it also involves connecting talks together (Phuong, 2018).

Santika et al. (2020) their study highlights how the Total Physical Response (TPR) method effectively enhances vocabulary learning, which plays a key role in improving speaking coherence. When learners speak, their ideas need to flow naturally and make sense, and having a strong vocabulary helps us express thoughts clearly and smoothly. This method makes learning more engaging by connecting words with physical actions, helping learners understand language in context and remember it more easily (Jazuli et al. 2024). The research shows that students who learned through TPR outperformed those using the Total Physical Response in vocabulary retention, leading to more structured and meaningful conversations (Gumiandari, 2021). By actively involving movement and repetition in the learning process, students become more confident speakers, able to express their ideas clearly, logically, and fluently (Karini, 2018).

CHAPTER II

2.1 Research Methodology and Diagnostic

This chapter provides an overview of the study's methodology, describing the conceptualization and operationalization of significant variables and categories. It outlines the chosen research strategy and scope, ensuring openness and validity. The type of study and methodology are specified, along with a statement and explanation. The chapter then examines the techniques used and evaluates each goal based on the conclusions. This section explains the methods and resources used in collecting and examining empirical data, including population and sample definitions, sampling techniques, statistical methods, and the study strategy, ensuring comprehensive understanding.

2.2 Conceptualization and operationalization of variables and categories

The study aims to improve speaking skills in 4th-grade students using Total Physical Response Method, focusing on activities for 8-9-year-olds. The topic is divided into two variables: TPR method as an independent variable and speaking skills as a dependent, using three dimensions in each one.

2.3 Independent Variable: Total physical response method

Total Physical Response Method is a teaching method that incorporates physical movement or gestures into language learning, where students learn language by responding physically to verbal commands given by the teacher and gradually incorporating language into the actions. The assessment of learning is mainly based on instructional tasks with basic vocabulary repetition and reinforcement through songs, role plays with imperative commands, interaction games like Simon Says, repetition drills, and action sequences where students internalize vocabulary, educate their ears, grammatical structures, and eventually feeling confident enough to produce spoken language (Richards and Rodgers, 2001)

2.3.1 Dependent variable: Speaking Skill

Acquiring prosodic elements and distinguishing between spoken and written language is essential for effective communication. It could be challenging as Masuram and Sripada (2020) mentioned speaking is an essential part of communicating in spoken language, as it demonstrates distinct qualities from written language. Yudar et al., (2020) emphasize their study on pronunciation, speech functions, and interaction management for effective communication, moreover, good speaking skills include knowing what to say, how to say it, and maintaining contact with others. Developing speaking abilities involves working on pronunciation, juncture, emphasis, rhythm, and intonation, as well as recognizing the distinction between spoken and written language (Bahtiar, 2017).

Table 1 Chart of Variables, Dimensions, and Indicators

Independent Variable		Dependent Variable	
Total Physical Response		Speaking Skill	
Dimension 1: Teaching method		Dimension 1: Pronunciation	
1	Learning Styles	1	Utterances
2	Strategies	2	Fluency
3	Authentic Materials	3	Stress, rhythm, intonation
Dimension 2: Physical movements		Dimension 2: Vocabulary	
4	Actions Corresponding to Vocabulary	4	Variety of word use
5	Imitative Actions	5	Utterances
6	Repetition and Practice	6	Meaning
Dimension 3: Verbal commands		Dimension 3: Content	
7	Simple language	7	Relevance
8	Visual and gestural support	8	Accurate
9	Gradual progression	9	Coherence

Elaborated by Enríquez and Romero

2.3.2 Justification of the research approach

The study uses a non-probabilistic and quasi-experimental design to investigate the impact of the Total Physical Response Method on fourth-grade students' speaking skills. Non-probabilistic design is a research methodology where participants are chosen based on convenience, specific characteristics, or researcher judgment, often used in small-scale studies or specific groups (Kim, 2022). A quasi-

experimental design is a research method used to assess the effects of an intervention or treatment in situations where random assignment is not feasible (Lenau, 2021). Therefore, researchers selected fourth-grade students with the lowest speaking skill score in the school for the TPR method intervention. This investigation was also a quantitative method. According to Ghanad (2023), quantitative research is a systematic approach for understanding population patterns, relationships, and trends, using statistical tools to generalize findings and measure students' progress. This study analyzes numerical variables using pretest, survey, and posttest methods for 19 participants. Pre-task activities focus on vocabulary building, task stage on speaking activities, and post-task review on error correction. Learners work through songs, role plays, interaction games, repetition drills, and action sequences.

Quantitative data was collected with a diagnostic test, a pretest, a posttest, and a survey. In September, a diagnostic test assessed English proficiency on 4th-grade students, focusing on listening, speaking, reading, and writing, to identify areas requiring targeted intervention. The research revealed that students struggle with speaking, despite having basic English understanding in listening and reading. The results suggest the need for an intervention focusing on improving speaking skills.

A pretest was conducted on 4th-grade students to assess their speaking skills, focusing on vocabulary, pronunciation, and fluency. The results revealed significant challenges in speaking, such as limited vocabulary, frequent mispronunciations, and difficulty constructing sentences. The study emphasized the need for targeted intervention to improve speaking skills and established a baseline for comparing progress post-implementation of the Total Physical Response method.

At the end of the intervention, a posttest evaluated English speaking skills using the Total Physical Response method, measuring vocabulary, pronunciation, and fluency improvements. The intervention included pronunciation, fluency, and interactive speaking tasks. The main activities were conducted by basic commands, repetition drills, role plays with imitations and physical movements. Results showed increased confidence and longer, more coherent sentences. The TPR method positively

impacted students' speaking skills, addressing initial weaknesses and enhancing vocabulary recall and accuracy.

A survey was conducted to gather quantitative feedback on students' attitudes towards a TPR method. The results showed that most students felt more confident in their speaking abilities and enjoyed the interactive nature of the TPR activities. They also reported that using physical actions helped them remember vocabulary and improve pronunciation, indicating a positive impact on their language learning.

2.4 Description of the research methods and their purposes in the context of the proposal

2.4.1 Scope of the research

The work evaluates the effectiveness of the Total Physical Response method in improving speaking skills. This process was conducted for several weeks, using a pretest, and posttest design before and after intervention focusing on vocabulary acquisition, fluency, and pronunciation. Data was collected through speaking tests and closed questionnaires for quantitative feedback. The training focused on 4th-grade students, offering insights into the applicability of the TPR method for beginner-level language learners. It does not examine reading or writing and is tailored to beginners, not advanced learners, as the methodology is specific to this group.

2.4.2 Research purpose

This research evaluates the Total Physical Response method's effectiveness in improving the speaking skills of 4th grade. It assesses vocabulary, pronunciation, and fluency improvement before and after the intervention. The study aims to provide empirical evidence on TPR's impact in classrooms with limited vocabulary and poor pronunciation, contributing to language education by identifying a practical teaching method for young learners in ELF contexts.

2.4.3 Research question

Focus on the specific objectives, three questions were framed around this research.

- What is the current level of English-speaking proficiency among 4th-grade students at Escuela de Educación Básica Pablo Neruda?
- What differences can be observed in the speaking skills of students before and after implementing the TPR method?
- What are the most significant improvements reported by students after engaging in TPR activities?

2.5 Description of the Instruments Based on the Selected Research

Approach

This section discusses the study's data collection instruments, carefully chosen to support the investigation and provide detailed information on how TPR exercises improved speaking abilities in 4th grade students at Escuela de Educación Básica Pablo Neruda.

The student survey aimed to understand students' perceptions of their speaking abilities and experiences with TPR exercises. It included questions about confidence, challenges, and benefits of TPR exercises, a Likert scale was used for responses.

The diagnostic test was an oral assessment of students' English-speaking skills, using open-ended questions to measure their proficiency before implementing TPR activities, focusing on daily routines, favorite colors, and basic vocabulary. The pre and post-test assessments were performance-based speaking tasks in a TPR setting, focusing on students' TPR activities using basic vocabulary and sentence structures. The pre-test asked students about themselves and their surroundings, while the post-test assessed their progress in speaking skills after TPR activities.

2.5.1 Research proposal justification

The study aims to determine the effectiveness of Total Physical Response in enhancing the speaking skills of 4th-grade students, who are beginners with limited vocabulary and poor pronunciation. The pretest-posttest design allows for a clear assessment of the TPR method's impact, providing measurable data on vocabulary acquisition, fluency, and pronunciation improvement.

The method is ideal for young learners as it combines language with physical actions, aiding in vocabulary internalization and improving speaking skills through interactive and kinesthetic learning. This approach helps overcome shyness and lack of participation issues common in young learners' speaking practice.

The methodology uses explanatory research principles to investigate the causal relationship between the TPR method and speaking skill improvement. It employs a pretest and posttest structure to establish if TPR leads to significant improvement, providing empirical evidence for its effectiveness.

2.5.2 Delimitation of population, sample, and sampling.

There were 435 pupils enrolled at the Escuela de Educación General Básica Pablo Neruda located in the south of Quito, Ecuador. However, 19 pupils made up the sample chosen for this investigation. As Lakens (2022) stated, scientists conduct empirical studies to gather information for this research. The more information gathered, the more insightful the study will be about its inferential objectives. How informative should be considered while justifying the sample size. The following factors or criteria were considered when choosing this non-probabilistic sampling: 1) The English proficiency of this group is pre-A1 in oral production. 2) Every student attends the same institution. 3) The team works according to the same schedule. 4) They are required to study English. 4) These students range in age from eight to nine years old. 6) Students can devote their time to taking part in this research. 7) The parents in this group gave their consent for their kids to take part in the study.

Table 2 Sample population

Participants	Sample Population	Percentage
Boys	4	21.05
Girls	15	78.94
Total	19	100

Elaborated by Enriquez and Romero

2.5.3 Research context

The ongoing study was carried out at Escuela de Educación Básica Pablo Neruda, a public school in the South of Quito, at Angamarca Street and Obdulia Luna Avenue. The school serves students from medium to low social classes, and family structures and some of them are migrants from Colombia and Venezuela. The participants are fourth-grade students from the morning shift, ages ranging from 8 to 9 years old. The teacher was responsible for providing the various means and resources which the institution did not provide. The students interacted with the professor face-to-face because they were enrolled in mandatory classes.

2.5.4 Research Stages

Six phases made up the investigation: problem definition, theoretical revision, instrument elaboration, instrument application, data analysis, and redaction of recommendations and conclusions. To learn more about the issue within the organization, it was necessary to apply a diagnostic test in the first phase. In the subsequent phase, the investigator procured data regarding antecedent investigations and scholars who had examined and formulated many undertakings concerning the subject matter under consideration. The instruments were refined in the third stage and given to the project's participants, the students. A pretest, a posttest, and a survey served as the instruments. Experts evaluated and approved these tools. To gather information for the study's analysis and conclusions, the researchers used a pretest, a posttest, and a survey for the fourth stage. Data was evaluated in the fifth stage to produce findings that made it possible to see the children's progress. The results were given in the sixth and final stage, together with conclusions and suggestions, in a final report of the data gathered during the study.

Table 3 Stages of the research Project

Stage	Description	Activities	Actors
Delimitation of the problem	Describe the study's purpose and methods.	Review of earlier data and investigators.	Researchers Tutor

Literature review	Explain what the The theoretical framework is.	Examine the available literature.	Researchers
Elaboration of Instruments	Determine the necessary standards together with information for the research.	Elaboration of a pretest, a posttest, a survey, and an interview.	Researcher Experts to validate the instruments
Application of Instruments	Apply the instruments to gather information.	Apply for the pretest, posttest, survey, and interview.	Researchers
Data analysis	Create a detailed report based on the findings to understand the students' circumstances.	Applying statistical analysis to the collected data to draw conclusions.	Researchers
Final report on Data and Conclusions	Compile the findings from the study.	Use the data to create final report that includes conclusions and suggestions.	Researchers

Elaborated by Enriquez and Romero

2.6 Instruments derived from the selected methodology

The instruments used to collect the study's data were four instruments chosen for application by the methodology: a diagnostic test, a pretest-posttest, and a student survey. At the beginning of the school year, we applied the diagnostic test to know the level of the learners. The first week of June was used for the diagnostic test, and the second week was used for the pretest. Each test was recorded in a two-hour class period of 90 minutes. The first week of July the posttest was applied in the same amount of time as the first tests. The last day of class was on July 5th and kids had to attend; the student survey was to gather more comprehensive study-related data. Both the independent and the dependent variables were the focus on the two variables.

2.6.1 Pretest and Posttest Assessment

The pretest was administered individually on June 7th, and it was composed of three dimensions, with two questions for content, one question for pronunciation, and two questions for vocabulary. There were 5 items on the form and it was recorded during two periods of forty-five minutes. To determine the pupils' deficiencies and to get a grade, each question was examined and revised through the application of

a rubric for each item that was graded with 2 points for each item. Based on this, the questionnaire received less than ten points.

On July 2nd, the post-test was conducted. The same dimensions and indications used in the pretest were also used to evaluate the students. Three components make up the exam: content, pronunciation, and vocabulary. Since the test had a 10-point scoring system, each dimension was assigned a point value of 2, the records were analyzed and graded based on the rubric during two periods of class which means ninety minutes. The learners have to do some activities like mimicking, play Simon Says, and other activities.

During five weeks, there were three hours of class dedicated to this study. There were nine classes in all. Students' English proficiency was assessed via a pretest during the first week of June. They go through another evaluation in the first week of July, using a posttest to compare their progress and pinpoint areas where their speaking skill had improved. They worked with a lesson plan based on activities every week, lasting 45 minutes for each session, in accordance with the Total Physical Response Method. To complete the intervention in the institution, students had to fill out a survey which they did on their last day of school.

2.6.2 Survey

An organized method for understanding students' opinions, experiences, and attitudes on specific topics, aiding in educational research, determining teaching effectiveness, understanding student needs, and improving learning outcomes Fink (2003). In this context, students worked on an eighteen-question survey designed to assess the independent and dependent variables on July 5th. The survey was designed to find out how the students felt about the research technique and activities that they had worked on. A Likert scale was employed in the poll, with response possibilities spanning from totally disagree to totally agree or from disagree to agree where students responded to nine questions on 'speaking skill' and the other half as the dependent variable and 'Total Physical Response Method' as the independent variable.

2.6.3 Description of the diagnostic stage

Two stages made up the diagnostic phase. The initial step was applied at the beginning of the school year, we designed a test based on obtaining the main skills to obtain the level of their proficiency. The diagnostic test consisted of 10 questions and examined three components: use of English, listening, and speaking, because they were related to this study.

Table 4 Description of the diagnostic stage

Skill	Part	Number of Questions	Points	Task Type
Use of English	Part 1(U)	1	1	Multiple choice
	Part 2 (U)	1	1	Drawing
	Part 3 (W)	1	1	Identify
	Part 4 (W)	1	1	Choosing
	Part 5 (U)	1	1	Choosing
	Part 6 (W)	1	1	Label
	Part 7 (U)	1	1	Match
Listening	Part 1	1	1	Listen and write
Speaking	Part 1	1	1	Answer questions
	Part 2	1	1	Point and talk about the picture

Elaborated by Enriquez and Romero

The second step involved gathering data using the Hutchinson and Waters (1987) learning-centered analysis methodology. The target needs and learning needs were the tools utilized, like questionnaires. The third phase is the application of a diagnostic test containing questions related to pronunciation, vocabulary, and content, this instrument assessed 19 pupils in the chosen group who had already attained Pre-A1 English proficiency. The researcher required three hours of forty-five minutes during two times of the week through recordings of each speech from the students. The researcher asked questions related to personal information, school supplies, fruits and vegetables, animals, and parts of the house during the activities, we analyzed some aspects such as the use of a variety of words, utterances, and

coherence. Consequently, the learners showed in most cases a low score. After completing this process, the findings showed that students needed to work on their speaking abilities

2.6.4 Description of the Diagnostic Test

The diagnostic test consisted of ten questions and examined three components: use of English, listening, and speaking, because they were related to this study. The tasks of this test included: multiple choice, gapped text, matching, competition, answering questions, and pointing out specific information were taken into consideration for this test. The duration of this exam was 60 minutes for the use of English, 20 minutes for listening, 10 minutes, and 30 minutes for speaking. (Table 1). The test was administered on September 4th, 2023, in the classroom of the 4th grade of Escuela de Educación Básica “Pablo Neruda”-

Table 5 Components evaluated

Skill	Items	Points
Use of English	36 items	7 points
Listening	5 items	1 point
Speaking	10 items	2 points

Elaborated by Enriquez and Romero

Table 6 Results of components evaluated

N	Skill	Correct	Incorrect	Level pre-A1	Level A1	Level A2
19	Use of English	17.5%	82.5%	84	16	0%
	Listening	31.6%	68.4%	84	16	0%
	Speaking	26.3%	73.7%	100	0	0%

Elaborated by Enriquez and Romero

The diagnostic test results, based on a population of 19 students, reveal varying levels of performance across the three evaluated sections: use of English, listening, and speaking. In the use of English section, which consisted of seven questions, students achieved a correct response rate of 17.5%, with 82.5% of responses being incorrect. In the listening section, comprising two questions, students performed slightly better, achieving 31.6% correct answers and 68.4% incorrect. Similarly, the

Speaking section, which also consisted of ten questions, recorded a correct response rate of 26.3%, while 73.7% of responses were incorrect. Overall, only 15.8% of the students achieved an A1 level, while the majority, 84.2%, remained at the pre-A1 level. These findings highlight the need for targeted interventions to improve the language skills of this group, particularly in grammar, vocabulary, auditory comprehension, and oral communication

2.6.5 Result of the Diagnostic Stage

A descriptive technique was used for quantitative analysis of the outcomes during the diagnostic stage. The researcher employed a diagnostic test as their methodology to determine the student's potential needs and weaknesses had to be used. The researcher employed two tools for this objective.

2.6.6 Instrument 1: Hutchinson and Waters Analysis

Hutchinson and Waters (1987) needs analysis model emphasizes a learning-centered approach to language instruction, focusing on understanding students' unique needs and objectives in their learning environments. This personalized instruction ensures useful, interesting, and engaging language input. Moreover, it focuses on a learner-centered approach in language education, prioritizing students' needs, objectives, and preferences, it empowers teachers to design and execute effective language learning experiences (Li, 2014)

2.6.7 Target Needs

At Escuela de Educación General Básica Pablo Neruda, fourth-graders are taught English through meaningful activities, using worksheets, flashcards, speakers, and realia. L1 is sometimes used for clarification and understanding students with special needs. This research involves multidisciplinary activities, role plays, oral interactions, worksheets, games, and pair interactions. Data collection tools include pretest-posttest, diagnostic tests, surveys, and lesson plans.

2.6.8 Learning Needs

The participants are low-income individuals who make ends meet with the minimum wage because of their parents' lack of jobs due to the pandemic. Also, this is one other aspect of the learners that had been affecting their social interaction when we were on lockdown. The students did not have access to the internet for the connections, and they did not have the proper English instruction. These pupils, who range in age from eight to nine, learn through role-plays, games, group projects, outdoor activities, physical exercise, dancing, singing, and other activities. The materials and equipment that the researcher gives the kids are the primary sources for this study. Three hours of classes, two periods on Tuesday and one period on Thursday lasting 135 minutes total in a week make up the timetable.

2.6.9 Instrument 2: Skill Diagnostic test and application

The researcher developed a diagnostic test with 10 questions based on the A1 English level, which is the first level of English in the Common European Framework of Reference (Council of Europe, 2020), after receiving the results from the Hutchinson and Waters analysis, there were 10 questions in three sections of this test. The first six statements had to do with content by answering questions about personal data and watching a video about colors; the third through fourth statements had to do with pronunciation by watching pictures of farm animals and classroom items; and the fifth through sixth statements had to do with vocabulary, explaining likes and dislikes food in a basket and house rooms using place-specific prepositions like on, under, and next that help to describe the image of it.

Table 7 Description of the Skill Diagnostic Test

Speaking Skill	Number of questions	Criteria
Dimension to analyze: Pronunciation, Vocabulary, Content	Ten questions were asked based on the Common European Framework of Reference and applied during a week.	The rubric was created with a scale of excellent, good, fair, and poor. Ask questions and record each student's answers.

Elaborated by Enriquez and Romero

Table 8 Activities for the Diagnostic Stage

Skill	Activity	Number of Items	Time Periods	Task - type	Instruments
Speaking	Recording answers	5 questions	2 periods of 45 minutes	Answering questions, describing images	Video, pictures, cellphone

Elaborated by Enriquez and Romero

Table 9 Results of the Diagnostic Test

N	Skill	Distribution	Percentage	Level	N
19	Speaking	3	16%	A1	19

Elaborated by Enriquez and Romero

Out of 19 pupils, 5.26% had attained the A1 level of English proficiency. To identify key information. However, 94.73 % of the group struggled to achieve the A1 English level, meaning that the 19 members of the group mingled Spanish and English when speaking the language.

2.6.10 Selection of the skill to be implemented

According to the Council of Europe (2020), this study focuses on "beginner" English proficiency, focusing on basic interactions like time, weather, food, and directions. Most students can recognize words but struggle with composing simple texts. Out of 19 students, only one reached the A1 level, accurately speaking and writing a short text, while 19 struggled with using their L2 and mixed English with Spanish.

2.6.11 Validation of the research proposal

The operational matrices of the variables and the notion itself were carefully validated through experts' opinions. The proposal's design, technique, and compliance with accepted theories and methods of language learning were invited to be examined and evaluated by the MSc. Rodrigo Guerrero is the tutor of this research, a skilled linguist, language educator, and expert in language acquisition. Also, MSc. Jhonny Campoverde was the second professor who reviewed and approved the instruments; he supplied the expertise necessary to develop the matrix

of variables and the instruments for the project. The instruments, which included a diagnostic test, a pretest/posttest, and a survey, were authorized and guided by both professors.

2.6.12 The intervention plan

The researcher implemented the diagnostic stage during the first two weeks of the treatment stage, which ran from June 17 to June 29. In the beginning of July, students took part in a posttest survey. The proposal was in effect for 5 weeks, starting on June 3 and ending on July 5.

Table 10 Intervention Plan Schedule

Month	Day			
September	At the beginning of the school year 2023- 2024			
June	4 th Diagnostic Test	6 th Pretest	11 th Lesson Plan 1	13 th Lesson plan 2
	18 th Lesson plan 3	20 th Lesson plan 4	25 th Lesson plan 5	27 th Lesson plan 6
July	2 nd Post test		4 th Student Survey	

Elaborated by Enriquez and Romero

2.6.13 Data analysis and ethical consideration

The data analysis process in this study involved a comparative examination of students' performance before and after the intervention using the Total Physical Response method. Pretest and posttest scores were analyzed using descriptive statistics, including mean comparisons, to determine improvement in speaking skills. The survey responses were quantified using a Likert scale, providing insights into students' attitudes toward the method.

Ethical considerations were a priority throughout the study. All participants provided informed consent, and parental permission was obtained for minors. To ensure confidentiality, student names and personal information were anonymized. The study adhered to institutional and legal ethical guidelines, ensuring

transparency and fairness in data interpretation. Bias was minimized by maintaining objectivity in scoring and reporting results. These measures ensured the integrity of the research and the well-being of participants.

CHAPTER III

3.1 Application Of the Proposal and Results

This chapter presents the different characteristics that proposal includes. In this context, it shows the theoretical foundation, objectives, structure and dynamics of its components, and the methodological and technological requirements. Finally, the validation of the proposal is made considering the post-test and survey made to students.

3.1.1 Rationale for the Proposal

The implementation of the Total Physical Response method in the English learning process of 4th-grade students is essential to address the challenges identified in Chapter 1, including low speaking skills, limited vocabulary, frequent mispronunciation, and lack of fluency. These difficulties hinder students' ability to communicate effectively in Second language acquisition. This approach, as proposed by Asher (1969), is a language teaching approach that integrates physical movement with verbal commands, facilitating comprehension and retention of new vocabulary in a stress-free environment. Studies by Liu et al., (2024) and Nair et al., (2017) support TPR's effectiveness in young learners, highlighting its role in enhancing listening and speaking skills through kinesthetic learning. This method aligns with the natural way children acquire language. In this sense, Krashen (1982) emphasizes using comprehensible input, low-anxiety environments, and natural language acquisition where learners first listen, internalize, and then become fluent. Moreover, Richard and Rogers (2014) describe the Natural Approach as a method that focuses on communication rather than grammatical accuracy, allowing learners to develop fluency through exposure. Additionally, by incorporating movement, TPR reduces learning anxiety and increases student engagement, making language learning more interactive and enjoyable. Therefore, implementing this method in the classroom can significantly improve students speaking abilities, fostering confidence and better oral communication skills.

The present proposal is designed for 4th-grade students at Escuela de Educación Básica Pablo Neruda in southern Quito, aiming to enhance their speaking skills by focusing on vocabulary, pronunciation, fluency, and comprehension. The methodology is based on the Total Physical Response (TPR) approach, which incorporates structured activities that utilize verbal commands, physical responses, and interactive exercises to create an engaging and dynamic learning experience. Key features of this approach include the use of verbal commands to encourage active listening and immediate response, fostering a natural and intuitive way of acquiring language. Additionally, physical movement is integrated to reinforce meaning and improve memorization, ensuring that students internalize vocabulary and language structures effectively. The implementation follows a progressive difficulty level, allowing students to gradually build their confidence and speaking abilities. Furthermore, authentic materials such as real objects, images, and videos are incorporated to provide contextualized learning experiences, making language acquisition more meaningful and relevant to the students' daily lives.

3.1.2 Objectives of the proposal

According to the Total Physical Response method, the pedagogical objectives for the research include:

- To improve vocabulary retention by acting out action words while learners say them aloud.
- To reduce their affective filter through moving and engaging activities.
- To say short sentences like I am jumping, or I like bananas while learners do the action.
- To practice listening and speaking through entertaining games like Simons Says or Head, Shoulders, Knees and Toes to practice matching and movement.

3.1.3 Description of the Structure of the Proposal and its Components

This proposal centers around using Total Physical Response (TPR) to help young EFL learners, aged 8 to 9, from a public school build their speaking skills in a

natural and enjoyable way. This approach connects language with movement, allowing children to act out words and phrases before they are expected to speak them. It's like learning through play, hear it, move with it, and then say it. For children, learning English can sometimes feel overwhelming, especially when it comes to speaking. This is the aim why this approach creates an interactive, low-pressure environment where words come to life through fun activities, games, and stories. Instead of sitting still and memorizing vocabulary, students jump, clap, point, and role-play, making each new word memorable and meaningful.

On the other hand, this approach is not about memorizing words; it is about feeling confident to speak. By hearing, doing, and speaking, children gradually build their skills, all while having fun, collaborating with peers, and celebrating progress along the way. In the end, they are not just learning English they are living it.

The proposal includes five fun and engaging activities, all designed to get students moving, listening, and speaking in English. These activities do not just focus on words, they bring language to life through movement-based interactions, helping children build their speaking skills step by step. At first, students respond physically without speaking, simply following along with the teacher's actions. As they become more comfortable, they start repeating words, all while acting them out. Eventually, they move toward using those words in conversations, gaining confidence with each stage, the learning cycle works as the following steps:

First, the teacher introduces new words and actions, making sure students see and understand what they mean through modeling during the class.

Second, the pupils act out the words without any pressure to speak immediately, they imitate the pronunciation, the tone, and the expression.

Third the learners gain confidence when they start saying words and performing movements or actions.

Finally, students use what they have learned in simple conversations, like talking about their daily routines or favorite activities during class, and understand a simple

conversation or command. Taking into account this learning process, the activities developed during the research will be explained in detail:

3.1.3.1 Activity 1: Action Commands

In this playful and movement-filled activity, students learn action verbs like jump, clap, run, sit, and stand, but in a way that feels more like playtime than a lesson. To start, the teacher introduces the action words one at a time, using big, silly movements to act them out. When the teacher says 'jump', they jump up with a big smile; when they say 'clap', they clap their hands excitedly. The kids watch closely and start copying the moves, laughing as they go. There is not pressure to talk yet, just watching, moving, and having fun while getting a feel for what each word means.

Then comes, where students start saying the words out loud while doing the actions. Now, when the teacher calls out 'clap', the room fills with voices and clapping hands. Everyone moves together, saying the words like a small performance. The teacher keeps the energy high speeding up, mixing up the order, maybe even adding music to keep things playful. The repetition helps the words stick, but the fun makes it feel like a game, not a drill.

Finally, the students take charge one by one; they get to be the teacher and lead the class, choosing a verb and calling it out. Their classmates listen and act it out sometimes with a lot of giggles if someone says 'run' and everyone dashes in place. As they grow more confident, the teacher adds a little challenge, a short sequence like 'jump, clap, sit' or even simple phrases like 'I am jumping' or 'She is clapping. The kids often surprise you by picking up the sentence patterns naturally, without being told they are just caught up in the fun of it. And by the end, students aren't just learning verbs they are living them, feeling confident and proud as they move, speak, and grow together.

3.1.3.2 Activity 2: Action-Based Songs and Rhymes – Parts of the Body

In this joyful, music-filled activity, students learn parts of the body, pronunciation, and simple sentence structures through catchy action songs and playful movement.

It is all about turning language learning into something kids feel with singing, dancing, laughter, and lots of energy. The teacher plays a familiar song like 'Head, Shoulders, Knees, and Toes', singing along and showing the movements, touching their head, then shoulders, then bending down to knees and toes. The students follow along, giggling as they try to keep up with the moves. No one needs to speak yet they just listen, watch, and move their bodies. It is light, fun, and everyone is included, even the shy ones.

Next, the song is played again, but this time, students sing along while doing the movements. The teacher changes the pace, starting slow so everyone can keep up, then speeding it up little by little. Soon, the whole class is laughing, racing to keep up with the music and shouting the words in rhythm. To mix things up, the teacher adds a silly twist: the 'freeze' game. In the middle of the song, the teacher suddenly yells 'freeze!', and everyone freezes in place mid-bend, mid-dance, mid-giggle. Finally, the students get to take the lead. With growing confidence, they move on to new action songs like 'If You're Happy and You Know it', which brings in even more body parts and movement verbs: 'Touch your nose!' 'Wiggle your fingers!' 'Shake your legs!' The classroom fills with movement and laughter as students not only follow but also begin to create. The teacher invites them to invent their own verses or even whole songs, using the words they have learned. One student might sing 'Touch your tummy if you are sleepy!', while others join in with silly moves. Suddenly, the classroom becomes a mini concert, with kids clapping for each other and proudly showing off their creations.

3.1.3.3 Activity 3: Role-Playing Fruits and Vegetables

In this imaginative and movement-rich activity, students learn the names of fruits and vegetables through playful role-play, using their bodies and creativity to bring the vocabulary to life. The teacher introduces simple food words like apple, banana, carrot, tomato, and broccoli. But instead of just saying the words, the teacher acts them out and pretends to peel a banana, crunch into an apple, or munch on some spinach like a bunny. The students watch with big smiles, already starting to mimic

the actions, without realizing it, they are learning not just the vocabulary but how to feel the meaning through movement.

Next, the students join in. The teacher models simple, everyday sentences like 'I eat an apple for breakfast, ' or 'She is eating a banana,' pairing each one with fun gestures, pretending to sip juice or chew. The students repeat the sentences out loud, acting along with the teacher. It is not about perfection; it is about enjoying the rhythm, connecting the action to the words, and laughing together when someone makes a dramatic slurping sound. The room comes alive with voices and movement. The teacher might even play a little game: 'If I say carrot, show me how you eat it, ' and suddenly, everyone is pretending to chomp.

Then the students work in pairs they role-play real-life scenes like shopping at a fruit market. One becomes the shopkeeper: 'What can I get you today? ' and the other responds with a confident, 'I would like three bananas and two tomatoes, please! '.

3.1.3.2 Activity 4: Gamification and TPR: I Spy with Colors

In this engaging, movement-based activity combining Total Physical Response (TPR) and gamification, students will actively participate in a fun version of 'I Spy' that helps them learn colors while moving around the classroom. The game taps into the natural way children learn, connecting language with physical movement to make the vocabulary stick. The teacher introduces colors such as red, blue, yellow, and green using brightly colored objects or props. For instance, the teacher might hold up a red ball and say, 'I spy something red' to help students visualize the color before they play.

Once the color vocabulary is introduced, the teacher starts the game by saying: "I spy with my little eye something that is blue. 'Students then move around the room, scanning the area for objects that match the color. Once they spot something, they can point to it, touch it, or raise their hands while saying, 'I spy a blue pencil' or 'I spy a blue book'. This activity integrates the physical response of moving or

pointing with the spoken word, making the learning experience more tangible and memorable.

As the game progresses, students will take turns becoming the 'spy', calling out their own color clues, which encourages active speaking and listening skills. The teacher reinforces positive behavior by praising their efforts. For example: 'Great job, Maria! You found the yellow crayon', Nice effort, Alex! You spotted the green chair!'. This constant encouragement helps build a positive atmosphere where students feel confident to speak and participate, regardless of whether they get the answer right the first time. The teacher can also add small rewards like stickers or points to encourage continued participation and effort, ensuring that every student feels valued and successful.

With TPR guiding the students to physically interact with the language, this activity is not only about learning colors but about creating a joyful, high-energy environment where language learning feels natural and fun. Through movement, praise, and interactive play, students internalize the vocabulary and feel a sense of accomplishment that motivates them to keep speaking, listening, and learning.

3.1.3.3 Activity 5: TPR Storytelling: A Sporting Adventure

In TPR storytelling, the teacher creates an engaging narrative that comes to life through physical movements, allowing students to actively participate in the story. The teacher begins by telling a simple story, with each key moment accompanied by gestures and actions that represent the words being spoken. For example, the teacher might tell a story about a soccer player, and as the teacher says, 'He runs to the field', they demonstrate running in place, encouraging students to follow along with the same action.

The story progresses with each new action being introduced, such as kicking a ball, jumping for a goal, or celebrating a win. As the teacher continues to narrate, students mirror the teacher's actions, acting out the story step-by-step. This way, students physically associate the language with the actions, reinforcing comprehension and retention.

At certain moments, the teacher may pause and ask the students to guess what happens next or prompt them to repeat important phrases. This keeps the students engaged and makes them think actively about the story's direction, all while they continue to act out the actions associated with the vocabulary.

The key to TPR storytelling is that students aren't just listening to the story; they are living it through their bodies. By acting out the events of the story, students internalize vocabulary and sentence structures in a fun, memorable way. The physical movements involved help reinforce the language, making it easier for students to recall and use in future conversations.

3.1.4 Description of the methodological and/or technological requirements

This proposal is built with young learners in mind, focusing on making language learning as engaging and interactive as possible through Total Physical Response (TPR). Since at public schools do not have access to technology or even an English laboratory, teachers use their own cellphones, speakers and their internet as technology tool to show pupils short videos related to the topic. Consequently, the most learning process is based on real-world, physical activities that help students connect with language in a fun and memorable way. The beauty of this approach relies in it is implicit and it is all about moving, acting, and speaking. For example, when students learn words like 'jump', 'sit' or 'run', they do not just hear the words; they get up and physically do them. This creates a deeper connection to the words, turning language learning into something that is not only educational but also active and enjoyable.

The classroom becomes a space full of movement, where each lesson encourages students to get involved and participate. Instead of just sitting and listening, they stand up and move around, practicing what they have learned through games and activities that involve their bodies. They work in pairs or small groups to practice new words with action like running to a specific spot when asked or jumping when they hear a certain word. This makes the learning process dynamic and keeps students excited and engaged.

Teachers use simple, everyday tools like flashcards and markers, which help to reinforce vocabulary visually while also encouraging interaction. Flashcards with pictures will help students connect words with images, and the teacher can guide them by using gestures, showing exactly what the words mean as they act out the actions. The classroom itself becomes a space of activity, where students move around, talk, and play with language together.

This method ensures that students are actively involved in their learning journey. By combining physical movement with language practice, they not only learn vocabulary but also develop confidence in using it. The goal is for students to experience language in a hands-on way, making each lesson not just a class but an adventure. Without the need for screens or tech, the classroom becomes a place where learning is fun, social, and full of energy, making it a perfect way for young learners to master a new language.

3.2 Analysis of the results

3.2.1 Research Question 2

What differences can be observed in the speaking skills of students before and after implementing the TPR method? To answer this question, the researcher took two measurements: At the beginning of the study (pretest), and at the end of the study (posttest).

3.2.1.1 Pretest

Data for the pretest was attained from the evaluation of the first skill test taken in the school by learners. The researcher used a rubric with the following criteria: coherence (2 points); Accuracy and Relevance (1 point); Sound Production and Syllable structure (1 point); Stress, Intonation, and Rhythm (2 points); A variety use of words and meanings (2 points); Utterances (2 points). The final score of these values was 10 points. Initial results are described the following chart.

Table 11 Summary of the pretest results

N	Criteria	Min	Max	Mean	SD
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19	Coherence (2pts)	0,40	2,00	1,14	0,54
	Accuracy and Relevance (1pt.)	0,20	1,00	0,56	0,26
	Sound Production and Syllable Structure (1 pt)	0,20	1,00	0,73	0,24
	Stress, Intonation and Rhythm (2 pts)	0,66	2,00	1,29	0,47
	A variety of words and meaning (1 pt)	0,20	2,00	1,02	0,49
	Utterances (2 pts)	0,20	1,80	0,82	0,43

Elaborated by Enriquez & Romero

Discussion: According to the results obtained and considering the rubrics' criteria, the components that present major difficulties are Accuracy and Relevance since they just received the values of M 0.56; and SD 0.26. These results show that students struggled with precise responses due to limited exposure to English vocabulary, shyness, lack of confidence, and restricted practice opportunities, which heavily depend on interactive methods for effective speaking. The second component that presented difficulties was Sound Production and Syllable with the values of M 0.73. This result proves that students were not able to pronounce and articulate the words well, although this score is slightly higher, it still highlights significant challenges in pronunciation and word articulation. Students at the A1 level often face difficulties with unfamiliar sounds in English, as their phonetic system differs from that of their native language. The low variability (SD 0.24) suggests that most students consistently performed at this lower level, indicating a need for activities focusing on phonetic recognition, syllable stress, and articulation. The highest mean score was observed in Stress, Intonation, and Rhythm (1.29); and SD 0.47, which suggested moderate success in replicating rhythm and tone, though performance varied. However, some students struggled consistently, possibly due to natural imitation of spoken English prosody. Coherence (1.14); and SD 0.54 with a moderate logical organization of spoken ideas but suggests inconsistency among students, possibly due to limited vocabulary, low conversational structures and

confidence issues. Meanwhile, a Variety in Word Use and Meanings (1.02) indicated that students were able to express some ideas, but their responses lacked clarity, structure, and a sufficient range of vocabulary. Finally, Utterances (0.82) and SD 0,43 showed difficulties in pronunciation and fluency, with frequent hesitations and errors. The lowest mean score was in reflecting students' limited ability to produce precise and context-appropriate responses.

3.2.1.2 Posttest

Data for the posttest was obtained from the evaluation of the final test were taken in the school by learners based on basic vocabulary and some strategies based on TPR Method. The researcher used a rubric with the following criteria: coherence (2points); Accuracy and Relevance (1 point); Sound Production and Syllable structure (1 point); Stress, Intonation and Rhythm (2 points); A variety use of words and meanings (2 points); Utterances (2 points). The final score of these values was 10 points. Initial results are described in table 12.

Table 12 Summary of the posttest results

N	Criteria	Min	Max	Mean	SD
19	Coherence (2pts)	1,00	2,00	1,61	0,32
	Accuracy and Relevance (1pt.)	0,60	1,20	0,91	0,16
	Sound Production and Syllable Structure (1 pt)	0,60	1,00	0,91	0,15
	Stress, Intonation and Rhythm (2 pts)	0,66	2,00	1,48	0,46
	A variety of words and meaning (1 pt)	0,80	2,00	1,35	0,35
	Utterances (2 pts)	0,40	2,00	1,21	0,43

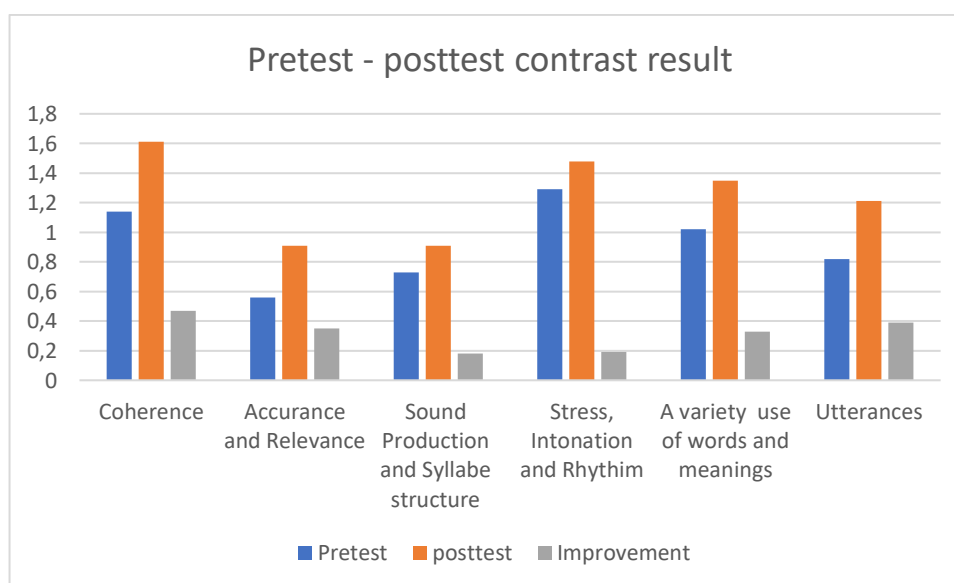
Elaborated by Enriquez and Romero

Discussion: According to the results obtained taking into consideration the rubric's criteria, the components with a better outcome were Stress, Intonation and Rhythm with a value of M 1,48 and SD 0,46. This means that at the end of the intervention, students can replicate natural rhythm and tone in speech, although there was some

variability among students. On the other hand, Accuracy and Relevance showed only a slight improvement, with a mean score of 0.91 and SD On the other hand, **Accuracy and Relevance** showed only a slight improvement, with a mean score of 0.91 and a standard deviation of 0.16, suggesting students made moderate gains in producing accurate and contextually appropriate responses but still faced challenges in achieving precision. The lowest improvement was in **Sound Production and Syllable Structure**, also with a value of M of 0.91 and SD 0.15, reflecting minor advancements in pronunciation and syllable clarity. These results highlight areas of success, such as prosodic features, and identify aspects requiring further emphasis, such as accuracy and pronunciation.

3.2.2 Pretest – Posttest Contrast results

Figure 1 Pretest and Posttest contrast results



Elaborated by Enriquez & Romero

Discussion: The improvement presented in “Coherence” 41,23 % was possible because students were able to structure their ideas logically and clearly when speaking. Accuracy and Relevance followed with an improvement of 62,5%. It shows better precision and appropriateness in their language use. Utterances also

showed significant progress, with an increase of 47.56%, reflecting enhanced ability to produce clear and complete speech. A Variety in the Use of Words and Meanings improved by 32.35%, highlighting better lexical variety and understanding. On the other hand, Stress, Intonation, and Rhythm displayed moderate improvement, with a gain of 14.73%, and Sound Production and Syllable Structure had the lowest improvement, with a minimal gain of 24.66%. These results suggest that while notable progress was made overall, some areas, such as stress, intonation, and syllable production, require additional emphasis to achieve greater gains.

Table 13 Data on the difference between the means

N	Pretest		Posttest		Differences between the means		Final Results	
	M	SD	M	SD	MD	SD	Overall increase	%
19	0,93	0,41	1,25	0,31	0,32	-0,09	34,35%	

Elaborated by Enriquez & Romero

The difference between the pretest-results-average and the posttest-results-average for the 19 data points was MD = 0,32, which was in positive direction. The data distribution improved, with posttest results concentrated closer to the posttest mean value and pretest data dispersed further from the pretest mean, as evidenced by the difference between the pretest and posttest standard deviations of SD = -0.09 in the negative direction. In summary, at the conclusion of the intervention, the overall rise was 34.35% in a favorable direction.

3.2.3 Research question 3

The following information was gathered from the survey. The responses of the 19 students who participated in the research were documented. The numerical codes employed to represent the criteria used to collect the data are as follows: the data were coded to represent the criteria used to collect the data: totally disagree (1), disagree (2), agree (3), and totally agree (4).

Table 14 Student's survey – item 1

Description		N	Percentage
I enjoyed learning English with videos, flashcards, singing songs, playing games and building things.			
1	Totally Disagree	0	0%
2	Disagree	3	16%
3	Agree	4	21%
4	Totally Agree	12	63%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

The next section explores how students perceive learning English through fun and engaging activities. These activities include games, flashcards, songs, and hands-on projects. The study found that most students responded positively, with 63% showing noticeable excitement and appreciation for these learning methods. This overwhelmingly positive reaction suggests that such strategies can greatly enhance students' motivation and participation in learning English.

Table 15 Student's survey – item 2

Description		N	Percentage
During the English classes, I practiced relevant and practical vocabulary, using visual supports and gestures, then, I made some repetitions and mimics.			
1	Totally Disagree	1	5%
2	Disagree	3	16%
3	Agree	5	26%
4	Totally Agree	10	53%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

The findings reveal that 53% of students strongly agreed on the use of visual aids, gestures, repetitions, and mimics in English lessons to practice vocabulary. This shows that many students had a positive view of these strategies for learning new words. The results also highlight that most students value visual and hands-on

learning styles, emphasizing their importance in helping students effectively build their vocabulary.

Table 16 Student's survey – item 3

Description		N	Percentage
In your English classes, you used some videos, songs, podcasts, tongue twisters or role plays to practice the language.			
1	Totally Disagree	0	0%
2	Disagree	2	10%
3	Agree	6	32%
4	Totally Agree	11	58%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

The results of the study indicate that a significant proportion of the student population, specifically 58%, expressed strong agreement with the utilization of multimedia learning materials such as videos, songs, podcasts, tongue twisters, and role plays, to enhance the acquisition of pertinent and practical vocabulary during the learning process. This observation suggests that the majority of students held a favorable opinion of these learning strategies.

Table 17 Student's survey – item 4

Description		N	Percentage
I used physical actions corresponding to vocabulary (such as gestures or movements) in order to understand the new words and phrases in the language.			
1	Totally Disagree	2	11%
2	Disagree	1	5%
3	Agree	7	36%
4	Totally Agree	9	48%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding the use of physical actions such as gestures or movements, to facilitate the comprehension of new terminology. In fact, 48% of the students expressed a definitive agreement with this approach, suggesting that the utilization of movement as a medium for learning new words is a highly effective strategy.

Table 18 Student's survey – item 5

Description		N	Percentage
I practiced the use of imitative actions in order to understand and remember new language concepts.			
1	Totally Disagree	2	10%
2	Disagree	5	27%
3	Agree	3	16%
4	Totally Agree	9	47%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding the use of physical activities, like gestures or movements, to help understand new vocabulary, 47% of students who strongly agreed with this approach confirmed its effectiveness during the learning process.

Table 19 Student's survey – item 6

Description		N	Percentage
I enjoyed doing some repetitions and practices of language concepts in order to learn and retain the language			
1	Totally Disagree	0	0%
2	Disagree	3	16%
3	Agree	4	21%
4	Totally Agree	12	63%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the student's survey results show that 63% of students were satisfied with using rehearsal and repetition to improve learning and retention. This suggests that students have a positive view of this approach, which aligns with the widely recognized idea that practice and repetition are key to effective learning.

Table 20 Student's survey – item 7

Description		N	Percentage
I used simple language in explaining language concepts and instructions easily.			
1	Totally Disagree	1	5%
2	Disagree	4	21%
3	Agree	6	32%
4	Totally Agree	8	42%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the answers provided by students, 42% of students fully agreed that using simple language helps them better understand concepts and instructions. This suggests that many students had positive feedback, indicating that, while some might face challenges, plain language is generally effective in most learning situations.

Table 21 Student's survey – item 8

Description		N	Percentage
I used visual aids (such as images, charts, and diagrams) and gestural support (such as hand gestures and facial expressions) as many times as possible in order to understand and remember new language concepts.			
1	Totally Disagree	2	10%
2	Disagree	3	16%
3	Agree	4	21%
4	Totally Agree	10	53%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding the survey results, 53% of students completely agreed that using this strategy helps to make connections and build new vocabulary to recall during the lessons. This means that the students have a good perception of the component.

Table 22 Student's survey – item 9

Description		N	Percentage
I had a gradual progression of language difficulty in my English lessons.			
1	Totally Disagree	1	5%
2	Disagree	2	10%
3	Agree	3	16%
4	Totally Agree	13	69%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding to the survey results showed that a large number of students were satisfied with how the difficulty of the language increased in their English courses. Specifically, 69% of respondents fully agreed that the language complexity gradually grew over time. Additionally, most students felt that this increase in difficulty was well-paced and supported their learning effectively

Table 23 Student's survey – item 10

Description		N	Percentage
I could make some sounds in order to pronounce correctly simple words like hello, hi, pencil, eraser, and more.			
1	Totally Disagree	2	10%
2	Disagree	2	10%
3	Agree	4	22%
4	Totally Agree	11	58%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the survey results indicated that students who expressed complete confidence in their ability to pronounce basic words with a 58% completely agreed with this improvement. Overall, students responded positively, indicating that most found pronouncing simple words to be a manageable task.

Table 24 Student's survey – item 11

Description		N	Percentage
I could say a word and clap the syllables as teacher says them. Example: banana has three syllables /ba-na-na.			
1	Totally Disagree	2	10%
2	Disagree	3	16%

3	Agree	5	26%
4	Totally Agree	9	48%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding the data obtained, 48% of students who fully agreed with the idea of pronouncing a word and clapping the syllables, as demonstrated by the instructor, achieved the highest scores. This positive response suggests that a significant number of students found this practice helpful for learning syllables. This means that the students have a good perception of this component.

Table 25 Student's survey – item 12

Description		N	Percentage
I produced stress, rhythm, and intonation in words, phrases or basic expressions as language learning experience			
1	Totally Disagree	1	5%
2	Disagree	2	10%
3	Agree	7	36%
4	Totally Agree	9	49%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Based on the survey results, 49% of pupils fully agreed that they could create stress, rhythm, and intonation in words, phrases, or simple expressions, this practice was beneficial in the learning language process. This means that the students had a good perception of this component.

Table 26 Student's survey – item 13

Description		N	Percentage
As learners how beneficial you find the use of a variety of words in aiding your language learning experience.			
1	Totally Disagree	2	10%
2	Disagree	3	16%
3	Agree	6	32%

4	Totally Agree	8	42%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the survey's findings, 42% of students expressed complete agreement with the notion that employing a diversity of terminology had a positive impact on their language learning experience. This suggests that they held a favorable perception of the component.

Table 27 Student's survey – item 14

Description		N	Percentage
Could I use a varied utterances in aiding my language learning experience?			
1	Totally Disagree	0	0%
2	Disagree	2	10%
3	Agree	5	26%
4	Totally Agree	12	64%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the survey's findings indicate that 64% of students expressed complete agreed with the assertion that adopting a variety of utterances enhances the language learning process. On the other side this view is strongly supported by the fact that only 10% of students disagreed, with no one strongly opposing the idea.

Table 28 Student's survey – item 15

Description		N	Percentage
I understood the meaning of words, phrases and basic expressions in supporting my language learning experience.			
1	Totally Disagree	0	0%
2	Disagree	2	10%
3	Agree	7	37%
4	Totally Agree	10	53%
TOTAL		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

Regarding the result 53% of students completely agreed, according to the survey results, that they understood the meaning of words, phrases, and basic expressions, showing that the majority thought this knowledge was very helpful. This means that they had a good perception of this component.

Table 29 Student's survey – item 16

Description		N	Percentage
I used relevant vocabulary and information as a young learner to practice the language			
1	Totally Disagree	1	5%
2	Disagree	3	16%
3	Agree	5	26%
4	Totally Agree	10	53%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the survey data, most young learners gave a positive response to the statement, "As a young learner, I used relevant vocabulary and information to practice the language." In fact, 53% of respondents fully agreed with this statement. The result was proof of a good perception of this component.

Table 30 Student's survey – item 17

Description		N	Percentage
I made as many pronunciation exercises and mimicked native speakers as possible in order to enhance spoken accuracy.			
1	Totally Disagree	0	0%
2	Disagree	1	5%
3	Agree	5	27%
4	Totally Agree	13	68%
Total		19	100%

Elaborated by Enriquez & Romero

Analysis of the results

According to the survey's findings, most participants thought that doing pronunciation drills and imitating native speakers improved their spoken accuracy. In particular 68% completely agreed with the statement. These results suggest that students are highly dedicated to practicing and mimicking native speakers to enhance their spoken correctness. This means that the students had a good perception of this component.

Table 31 Student's survey – item 18

Description		N	Percentage
I could connect and flow ideas to help the listener understands what I am saying in order to use the language			
1	Totally Disagree	2	10%
2	Disagree	3	16%
3	Agree	7	37%
4	Totally Agree	7	37%
Total		19	100%

Elaborated by Enriquez & Romero

According to the survey results, learners generally have positive, though mixed, opinions about their ability to connect and express their ideas clearly in the language. A notable 37% fully agreed with the statement, while another 37% agreed. This indicates that most students feel confident in their communication skills, though a smaller group still finds it challenging to organize and express their thoughts effectively.

Conclusions

Considering that the general objective of this research was to assess the effectiveness of the Total Physical Response Method to enhance the speaking skills on young learners. Each conclusion was described to each of the specific objective and the specific research questions.

Taking in account that, the first objective was to diagnose the proficiency of students. The results of this study align with previous research that supports TPR as a highly effective approach for young language learners. Scholars such as Asher, (1969) and later studies Richards and Rodgers, (2014) emphasize that movement-based learning enhances memory, motivation, and comprehension, which directly contribute to better speaking skills. In this research, the students improved pronunciation, fluency, and vocabulary retention after TPR-based activities reinforce these claims. The study also supports Krashen, (1982) Input Hypothesis, which suggests that language acquisition is more effective when learners receive comprehensible input in a low-anxiety environment, a key characteristic of TPR.

The second objective was to determine the impact of TPR on students' speaking abilities. At this respect, TPR method had a positive impact on students' speaking abilities. Students showed noticeable improvements in their pronunciation, fluency, and comprehension after engaging in TPR-based activities. Moreover, compared to traditional grammar-focused approaches, TPR provides a more interactive and engaging way to develop speaking skills. Conventional methods often emphasize rote memorization and written exercises, leading to low confidence, limited engagement, and poor fluency in spoken English. In contrast, this study shows that TPR's use of verbal commands and physical responses not only accelerates vocabulary acquisition but also reduces speaking anxiety and enhances student participation. These findings align with research by Astri and Wahab, (2019), who argue that teaching strategies that incorporate kinesthetic elements promote active learning and improve long-term retention.

Finally, the third objective was to examine how TPR activities improve students' oral language. The success of TPR in this study suggests important implications for

English language teaching in primary education. Firstly, teachers should incorporate movement-based activities into their lesson plans to create a more dynamic learning experience that caters to diverse learning styles like visual, auditory, and kinesthetic. Secondly, educational institutions should reconsider their reliance on traditional teaching approaches and integrate innovative, student-centered methodologies such as TPR. Lastly, policymakers and curriculum developers should promote training programs that equip teachers with effective strategies for enhancing speaking skills in young learners.

Recommendations

The process of achieving the study's primary objective was accomplished, despite initial challenges, particularly in searching bibliographic sources that were limited for the theoretical framework and literature review. However, as additional resources on the Total Physical Response (TPR) approach became available, the task of locating relevant literature was significantly facilitated. Given enough evidence and support for the efficacy of the Total Physical Response method, it is highly recommended to pursue further research and practical application of it. The findings demonstrate the positive impact on language acquisition, particularly in the development of speaking skills on children during the investigation.

To effectively assess students' initial speaking abilities, the researcher needs to identify the tools, resources, and limitations available during the diagnostic stage. This involves choosing the right tests, deciding on helpful visual and physical aids, ensuring there's enough funding, and being aware of any challenges faced by the school or students. Activities that combine verbal commands with movement can be especially useful for improving understanding and providing hands on practice.

To build on the progress made in other language skills, students should take part in interactive speaking activities that use this method in engaging ways. For example, they could work on group tasks that combine verbal instructions with physical actions or play classroom games where they respond to spoken commands with movements. These kinds of activities not only help boost their confidence and fluency but also strengthen their understanding of the language.

Finally, it's important to consider how students feel about their learning experience. Research shows that students often develop a positive attitude toward this approach because it involves active participation in fun and engaging activities. Teachers should design strategies based on speaking exercises that match their interests and address any challenges they encounter. By personalizing this method and incorporating hands-on learning, students are more likely to make significant progress in their speaking skills.

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Appendix 2 - Investigation planification for the study proposal

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

Plan de Investigación PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISION DE TITULCION DE CADA PROGRAMA AL CONCLUIR EL TALLER I

**TITLE OF THE PROPOSAL: THE TOTAL PHYSICAL RESPONSE
METHOD TO ENHANCE SPEAKING SKILL ON 4TH GRADE STUDENTS
(A1 – LEVEL)”**

AUTHOR 1: Daniela Enríquez Saltos

AUTHOR 2: Rosa Hortencia Romero

RESEARCH CONTEXT: Escuela de Educación Básica Pablo Neruda in
Quito

We work in a public school with students aged 7 to 11, many parents face challenges due to limited time and resources. The teacher plays a vital role in language instruction by equipping students with the tools they need to communicate in a second language. To keep students engaged, teachers must consider their learning styles, interests, and age, while fostering a positive environment and choosing effective teaching strategies.

This study examines the effectiveness of the Total Physical Response Method in improving fourth-grade English-speaking abilities in a small public school in the south of Quito. The school lacks sufficient printed and online resources, including books, digital platforms, and a laboratory, and lacks parental support. This method has shown efficacy in language learning, but its success for this age group in this setting remains unknown. Thus, the purpose of this study is to respond to the following research query: How much does the Total Physical Response Method help fourth-grade pupils in a public school in South of Quito who do not speak English well improve their speaking abilities?

The main objective of this research is to find out how well the Total Physical

Response Method works with fourth-graders who do not speak much English in a government school in Quito. The purpose of the study is to improve vocabulary acquisition, pronunciation and fluency because it will help them in their teaching-learning process.

The proposed research on the effectiveness of Total Physical Response Method in enhancing speaking skills on 4th grade students is justified by the need to improve language education for this age group, who are at a crucial stage of language development and may have limited English proficiency. Unfortunately, students at Pablo Neruda School only produce English as a part of drills and written activities with help of teacher. When students ask for clarification, they shift back to their mother tongue, and in most occasions the teacher will have to repeat basic commands in Spanish due to students do not feel comfortable to communicate in English. For this reason, they find it hard to understand directions. This is a problematic situation that hampers students' progress, interrupts the flow of the class, and prevents students from familiarizing with spoken English. The research aims to fill this gap in the literature and investigate the potential of Total Physical Response Method as a tool for language learning. The findings may inform the development of more effective language teaching methods for this specific age group and benefit language learners. The contextualization of the research will also allow for the investigation of factors that may influence the effectiveness of Total Physical Response Method in this particular context.

The general objective is to assess the effectiveness of Total Physical Response Method to enhance speaking skills on 4th grade students at Escuela de Educación Básica Pablo Neruda.

The specific objectives that we want to accomplish are:

- To diagnose the current situation of the students related to the speaking ability.
- To determine the effectiveness of Total Physical Response Method to enhance the speaking skills of 4th Graders by means of a pre-test and post-test.

- To examine the patterns of how the Total Physical Response Method improves and facilitates Speaking Skill Development in 4th Grade Students by applying the Total Physical Response

Independent Variable: The Total Physical Response Method

Total Physical Response is a teaching method developed by psychologist James Ashers in the 1960s, focusing on coordination of speech and action. It emphasizes understanding as the most basic skill before speaking. The method reduces stress, stimulates memory retention, and promotes concentration and coordination. It emphasizes the importance of preparation and time in improving children's English language learning.

Dependent Variable: Speaking Skill

Communication is crucial for interpersonal interactions and building relationships, and proficiency in English is essential for real-life application. Vygotsky's perspective emphasizes social interaction and outside support for cognitive development. Improving speaking skills through group discussions, collaborative learning, and interaction with skilled speakers is essential.

The research proposal will use a pretest to measure speaking abilities and a posttest to evaluate the effectiveness of interactive activities. Classroom observations will be used to assess students' pronunciation, fluency, and comprehension. A survey will be used to gather student opinions and attitudes.

This proposal's primary beneficiaries will be students from 4th Grade from EGB incorporating the study's findings into their planning, teachers may boost student involvement and enhance their ability to communicate orally. Engaging in interactive activities has several advantages because it will help to reduce the affective filter of the learners and it will motivate to continue learning English.

On the contrary, the social significance is found in the development of future contributing members of society who can communicate in English at a level that is considered appropriate. The learners will be able to find more opportunities in the labor field and can reach goals in their studies. Moreover, the gap caused by the pandemic created many issues in their personality, the lack of knowledge, the loss of social abilities generates this problem in the learning process of the students who

Appendix 4 - Letter to the school principal to request permission

Quito, 20 de mayo del 2024

MSc. Patricia Cabezas

DIRECTORA DE LA ESCUELA DE EDUCACION BASICA "PABLO NERUDA"

De nuestras consideraciones:

La presente tiene por objeto expresarle un cordial saludo a usted, deseándole éxitos en su gestión como directora de esta noble Institución y a su vez, solicitar se extienda la autorización a la Lcda. Rosa Hortencia Romero Arias y Lcda. Daniela Enriquez Saltos, actualmente estudiantes de maestría en pedagogía del idioma inglés en la Universidad Bolivariana del Ecuador, para llevar a cabo la investigación titulada "Total Physical Response Method to enhance the Speaking Skill on 4th Grade Students (A1 Level)" con los niños bajo su dirección.

La investigación tiene como objetivo principal evaluar la eficacia del método Total Physical Response (TPR) para mejorar las habilidades de expresión oral en estudiantes de cuarto grado que se encuentran en el nivel A1 según el Marco Común Europeo de Referencia para las Lenguas (MCER). Este método, desarrollado por James Asher, se basa en la coordinación del lenguaje con el movimiento físico, lo que puede facilitar una mejor retención y uso del idioma en contextos prácticos.

La implementación del estudio se llevará a cabo de acuerdo con los siguientes lineamientos:

Duración: El estudio se realizará durante un periodo de 5 semanas con tres sesiones semanales de 45 minutos cada una.

Actividades: Las actividades incluirán comandos físicos simples que los estudiantes deben seguir, acompañados de vocabulario y frases en inglés. Estas actividades serán diseñadas para ser interactivas y atractivas para los estudiantes.

Evaluación: Se llevarán a cabo evaluaciones periódicas para medir el progreso de los estudiantes en su habilidad para hablar en inglés. Estas evaluaciones serán no intrusivas y se integrarán en las actividades regulares de clase.

When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	It takes place 3 times in a week for 45 minutes.	Observation
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Elaborated by Enriquez & Romero