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The effectiveness of the TPR method to learn ‘Animals in the Farm’ vocabulary in an EFL A1 class for kids

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“The effectiveness of the TPR method to learn ‘Animals in the Farm’ vocabulary in an EFL A1 class for kids”

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DEDICATION

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ABSTRACT

This thesis project was conducted to investigate “*The effectiveness of TPR method to learn ‘Animals in the Farm’ vocabulary in an EFL A1 class for kids*”. The aim of this study was to know these participants’ achievement in learning English vocabulary through the use of Total Physical Response Method in an EFL A1 class for kids. This research was developed through an experimental methodology. Specifically, in this study, there were two groups of participants: The *Group A Learning through TPR*, this was the experimental group, and *Group B -learning without TPR* which was the control group.

The result of Group B showed no significant difference between the pre-test and post-test score. In contrast, Group A showed significant difference between the pretest and posttest score after practicing the vocabulary through TPR. As-a-result, the researcher concludes that TPR is an excellent teaching methodology that helped these first-grade students to increase their amount of vocabulary in English, specifically about ‘Animals in the Farm’. Besides, this researcher can affirm that the results obtained in the behavioral chart demonstrated that the TPR methodology helps students to learn vocabulary in a fun and friendly way.

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CHAPTER I

INTRODUCTION

According to Zuparova, Shegay, and Orazova (2020), English is one language most spoken in the world and this allow to have the opportunity to interact in some social contexts. In fact, globalization and the social changes of this century have applied multilingualism in Europe and have promoted the teaching of English as a Foreign Language (EFL) regardless of social classes in order to let all students have access to learn it (Coyle, Hood and Marsh, 2010). Particularly, Clark (2000) declares that “the child is the active party in the language-learning process and in the process of making sense of language. His experience and interaction with others give him the background to relate language to the sound/meaning relationship and to the purpose it represents” (p.181). This statement shows that the purpose of learning EFL in childhood is very important because pupils can learn their mother tongue and the foreign language simultaneously. In agreement with Ghasemi and Hashemi (2011), speaking a foreign language in the infant gives children a greater ability and fluency to learn a foreign language and at the same time these abilities help them to communicate better and have access to a better job in their future life. For these reasons, nowadays around the world many children are learning a foreign language and, which is why this qualitative study aims to know the importance of learning vocabulary in English as a Foreign Language in childhood through the use of Total Physical Response teaching methodology.

Therefore, this first chapter aims to introduce this study by presenting different sub-sections. The first one is about the Rationale of the topic selection in which there are described previous studies where the Total Physical Response Method was applied in order to improve vocabulary learning in EFL class for kids successfully. Secondly, the significance of the study presents the benefits of this study’s results for EFL students. teachers and EFL private institutions

in Mexico. The third section is the context of the research. It specifies the characteristics of the participants involved in this study and the peculiarities of the school where the present study is carried out. The fourth section is the aim of this study which focuses on measuring the effectiveness of the Total Physical Response Method to learn animals in the farm vocabulary in English as a Foreign Language (EFL) in the first grade of elementary school kids. The fifth section is the objectives of the study and they present how this researcher aims to achieve the goal of this thesis. The sixth section is the research questions which will be answered by the present study. And finally, the last subsection is the conclusion of this chapter.

1.1 Rationale of the topic selection

As stated by Rambe (2019), the TPR methodology was born in 1988 and it was proposed by the professor of psychology James Asher at San Jose State University, California. Rambe (2019) also states that it is a teaching methodology that tries to apply the way in which children learn their mother tongue by listening, understanding and imitating the commands that their parents give them. Furthermore, in recent years, some studies have been carried out in order to demonstrate that the best adaptable method to teach vocabulary to children is Total Physical Response (TPR). For example: Kariuki (2008) examined the effects of applying TPR to students and her results indicated that children who worked with TPR had greater progress in vocabulary recognition than those who worked with other methods. Sinaga, Safitri and Efransyah (2018) state as another the Direct method which “is one method that can help learners to learn vocabulary by themselves” (p.1). However, Ramber (2019), mentions that the Total Physical Response (TPR) method is adapted to the way children learn their first language using their senses and imitating commands from their parents. According to this author, TPR helps children to learn a Foreign Language, such as English, in an easy way. Consequently, the researcher of this study notices that her students in

the first grade of elementary school at ‘the Instituto del Bosque’ are not learning the animals from the farm vocabulary by just writing them in their notebook and using their textbook, moreover they are not interested in the EFLclass. This situation was frustrating for the teacher and for the students too. Consequently, the researcher of this study decided to apply TPR to improve to *Animals in the Farm* vocabulary learning in those students. Supporting this decision, Gulsanam and Farangiz (2021) claim that children who are exposed to the TPR Method are more interested and enjoy the process of learning EFL vocabulary. In other words, this method aims to help children to learn new vocabulary easily because they will be motivated when using it.

1.2 Significance of the study

Vocabulary learning is an important branch in the process of learning a foreign language; without this important tool students would not be able to communicate with other speakers (Hounhanou,2020). For this reason, this study is focused on implementing the use of TPR as a methodology to teach Animals in the farm vocabulary in EFL in first graders at a private elementary school. Therefore, the results of this study will likely help teachers and students in the process of English language learning to benefit from the experiences and the recommendations mentioned in this study. According to Asher (1977), TPR makes the human brain naturally learn a foreign language through interaction or physical movements. Therefore, many people interested in this EFL teaching would be able to see the results of this study in order to consider its appropriateness when using this method to teach or learn vocabulary.

1.3 Context of the research

According to Hakuta, Butler, and Witt (2000), from birth to the age of six, children learn their language and the world around them. This situation helps them to learn a foreign language more

easily. For this reason, the participants of this study are in the first grade of a private primary school of Instituto del Bosque Puebla. The school applies a comprehensive educational program in basic education and provides a daily English class (IBP Instituto del Bosque Puebla, 2021). This daily class lasts two hour and it aims to be practical when teaching communicative skills. According to Richards (2006), communicative competence is the ability to produce sentences in a language with the correct language structure. In other words, students in this institution receive English classes with a communicative perspective; thus, students interact with each other with topics of daily life and taking into account the American and Mexican traditions. The school is secular so students communicate the language through presentations or role-play, in different cultural festivals no matter the religious beliefs.

1.4 Aim of the study

This section of the chapter aims to describe the objective of this inquiry which is:

-To measure the effectiveness of the Total Physical Response (TPR) Methodology to learn animals in the farm vocabulary in an English as a Foreign Language (EFL) class for first grade students in a private elementary school.

1.5 Objectives of the Study

In order to measure the effectiveness of the TPR method when learning *Animals in the Farm* vocabulary in the participants from first grade of a private primary school of Instituto del Bosque Puebla, the researcher of this study aims to test participants. Applying a pre-test and post-test to identify the vocabulary learning through this methodology will be useful. Therefore, the creation of two experimental groups of participants is necessary.

The first group of participants will practice the vocabulary with activities focused on TPR to learn *Animals in the Farm* vocabulary; meanwhile, in the second group they will work with conventional activities like writing and drawing this vocabulary in their notebook. The pre-test will be carried out before applying the activities in the two groups to diagnose how many words participants already know. Later, the post-test to verify how many words are learned in a week will be applied. In the end, results will be presented in this thesis in the results chapter.

1.6 Research Questions

This section aims to present the research questions that are addressed in order to develop this investigation:

1. To what extent can the TPR method ensure the *Animals in the Farm* vocabulary learning?
2. According to the experimental Group A, which gender generated better results when learning the vocabulary in the farm through TPR?

1.7 Conclusion

In this chapter the importance of the TPR to teach *Animals in the Farm* vocabulary to children was described. Furthermore, the peculiarities of the participants were included in this study and the specific characteristics of the context where the present study is developed. Finally, the research questions of this study are stated in order to point out the main characteristics of this inquiry. The following chapter presents the literature review that will support this study development.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical framework. The first main topic of this chapter is Language Teaching Methodologies. Its concept is described and the process of learning English as a Foreign Language (EFL) is stated as well. Within this section the Total Physical Response teaching methodology is established by using a variety of studies that prove its effectiveness in the EFL teaching process for kids. Also, its advantages and disadvantages when teaching through the use of TPR are described when teaching to children. The second main topic is Language Learning. It mentions the importance of knowing another language around the world, especially the importance of teaching FL during childhood. Particularly, this section is deep in EFL Learning where it is reported the essentials to learn EFL in a globalized world and the benefits to learning EFL around the world. Additionally, there is a subsection where EFL is set into the Mexican elementary school context. This section is presented in order to realize educational reforms that have been applied in Mexico from the beginnings to the present day. Moreover, this subsection also talks about the implemented EFL programs and levels that students must reach at the end of their school year within this context. Finally, the third main section about Vocabulary is defined and explained by several experts on the subject. Learning Vocabulary describes the importance of vocabulary learning in a foreign language within schools and the impact that learning vocabulary has when developing the main skills: reading, writing, listening and speaking. Finally, Animals in the Farm vocabulary mentions how essential it is to involve children in nature and the world where they live. Also, this section introduces the main concern of this present study which is focused on teaching farm animals vocabulary by using the TPR methodology with the purpose to let EFL students to identify them in a correct way.

2.1 Language Teaching Methodologies

According to Howatt and Smith (2014), since ancient times, teachers have had a great responsibility to find guidelines, theories, methods and practices to teach EFL. However, in some occasions they limit themselves to using the already established teaching methods in the institutions where they belong. In other words, teachers stop searching for good methodologies to apply when teaching English as a Foreign Language (EFL), so they do not realize that other methods can be helpful in their own contexts or classroom. In accordance with Larsen-Freeman, and Anderson (2013), a teaching methodology contains a series of proven techniques and practices that can be applied in the classroom. In addition, the teacher can choose which of these practices or techniques will be more successful than others with their students and which ones are not of much help in the process of teaching EFL. Vélez and Macías (2016), affirm that a method involves several teaching-learning strategies in order to obtain new knowledge in order to have a guide and achieve a goal in a particular area. Meanwhile, Larsen-Freeman (1990) state that the methods help to make decisions in the teaching process by taking into account the ideas, techniques, and strategies that the method offers.

In fact, there exist different teaching methodologies. Wood and Shears (2018), states that there are a variety of teaching methodologies that have been tested throughout the history of teaching EFL; however, some are better known than others he mentioned: *The Direct Method*, *The Grammar-Translation Method*, *The Audio-Lingual Method*, *Suggestopedia*, *Total Physical Response (TPR)*, *Communicative Language Teaching (CLT)* and *Task Based Language Learning (TBL)*. Comparing, Larsen-Freeman (1990), mentioned that there are some important methods which help in the process of EFL learning and they have been applied over the past few decades; for instance, *The Audio-lingual Method*, *Community Language Learning (CLL)*, *the*

Comprehension Approach (TPR), Suggestopedia, the Silent Way, and the Communicative Approach. Meanwhile, Vega (2006), in recent decades suggested the use of new methods to teach foreign languages such as the *Analytical Method*, which consists in the teaching of a language beginning in the written context and in the analysis to teach vocabulary and grammatical rules; and the *Intuitive Method* established in the perception of objects and images allowing the students to use all their senses to interpret images using visual, acoustic and movement. Particularly, this study focuses on proving if TPR is a teaching method that is ideal for children to learn *animals in the farm vocabulary* since it allows children to use their senses and perform kinesthetic activities with the main purpose to learn while having fun (Hounhanou, 2020). It is defined in the further section.

2.1.1 Total Physical Response

The process of learning a foreign language in children has made teachers search for the best teaching methods to achieve their learning goals; thus, this section, firstly, aims to point out how TPR teaching methodology is described according to experts that established different conceptualizations out of it. Therefore, this section demonstrates how TPR is an ideal method to work with children. Secondly, this section aims to present recent studies that can help to support the development of this study.

As stated by Khusniyati, Masrukhi and Haryadi (2020). the best method that adapts better to the needs of children's learning characteristics is Total Physical Response (TPR). They claim that it was developed only to practice listening skills and physical activities in order to lead children to learn their first language by listening and watching the movements of the speakers. Rambe (2019) mentions that TPR was born in 1988 and it was proposed by the professor of psychology

James Asher at San Jose State University, California. According to Rambe (2019), TPR is a method that tries to apply the way in which children learn their mother tongue by listening, understanding and imitating the commands that their parents give them. In this way the TPR method has the objective that the teacher shows different commands which must be acted out by the student with the purpose to learn EFL naturally, like when they learnt their mother tongue. In other words, this statement describes the TPR as a didactic teaching methodology for an effective guide in the teaching-learning process. Moreover, Richards and Rodgers (1999), state that the TPR method is associated with the “trace theory” of memory in psychology and it declares that if a new knowledge is highlighted with a motor activity, the results will be a new permanent knowledge. Therefore, if the learner is exposed to movements in conjunction with their new learning, this will result in knowledge that is difficult to forget and easy to apply in different contexts outside of the EFL class. Additionally, Sumihatul (2016), defines TPR as a method that motivates students to listen and imitate the spoken target language commands that an EFL teacher gives. That is to say that a teacher and a student/students can develop a communicative relationship achieved through the use of TPR. Moreover, Bahtiar (2017) affirms that “the use of TPR such as the learning process becomes more enjoyable, the students find it easier to memorize the vocabulary taught, all students were active involved in teaching learning process, and both students and teacher enjoy the teaching-learning process” (p.9); therefore, TPR helps to have an excellent and gratifying EFL learning process. Regarding previous studies, different researchers have focused on TPR in order to prove different hypotheses. According to Gulsanam and Farangiz (2021)’s recent studies, it has been shown that the TPR method is an excellent method for teaching English to children and young people. These authors mentioned that it can help young learners to memorize vocabulary and commands easily through physical movement. They claimed that TPR lets students not only learn

but to be interested in the foreign language because they are having fun while learning. Huang, and Wang (2021) demonstrated in their study that there exists a significant learning achievement through body movements due to the use of TPR. Their study was applying movements and the learning of vocabulary in a Second Language to students in a period of 14 days. Their results showed that the students learned the vocabulary in a faster way and remembered it easier than the students who were not exposed to this teaching methodology. Thus, this study shows the effectiveness of TPR when teaching English as a Second Language. Additionally, another previous study was implemented by Govindan Nair, Nachiappan and Teck (2017). Their study implemented the incorporation of EFL with TPR for preschoolers; the study had the objective to apply five lesson plans using TPR. It was specifically created and scrutinized by professionals to obtain the particularities about the cognitive process. Their results showed that the preschoolers had an important interest to learn and interact using their foreign language by using this particular teaching methodology. Therefore, TPR is the teaching method that adapts to this study's children's learning needs and it shows the children interest in learning a foreign language such as English.

To conclude this section, as it is presented in the definitions and the studies done through the TPR method, it is a teaching methodology that is still used and studied in this century. Therefore, it is a fact that TPR still helps EFL teachers and students to learn EFL in an easy way. According to Torres (2021), recent research has taken up the TPR method as a guideline for developing expressions in English within the context of COVID-19 pandemic. Thus, we can assume that it lets adaptation in different situations and teaches modalities such as online or virtual classes. The following section shows mainly the advantages and disadvantages that we can possibly find in the application of the TPR method within EFL classes.

2.1.2 Advantages and disadvantages of using Total Physical Response Method

This section aims to describe the advantages and disadvantages of using TPR methodology when teaching EFL. On the one hand, according to Miskiyah and Zulhi (2017), when students have activities through the use of TPR method, they remember and learn the new vocabulary in an easier and more understandable way due to the verbal and physical practice. Gulsanam and Farangiz (2021), declare that another advantage is that students who receive English classes with a communicative perspective of TPR improve considerably their outcomes in the target language. This is because students interact and practice the language with their teacher and classmates while having a good time. A third advantage of using TPR in class is stated by Er (2013), when claiming that TPR method has the similar characteristics of how children learn their mother tongue; therefore, children feel familiar with the method and they feel confident when producing their target language spontaneously. They seem to have no fear of making mistakes (Er, 2013). Also, the TPR method turns a teacher into a knowledge provider, a counselor and guide in the process of ESL teaching (Sumihatul, 2016). Additionally, Kendra (2012), claims that children can increase their memory by carrying out activities that involve movements since these kinds of activities increase their attention and perception. In addition, Er (2013), mentions that it is more adaptable to kids and young learners rather than adults or elderly people. In other words, this teaching methodology is more effective for the learning capabilities of children and young people due to their ease of mobility. For this reason, institutions that are in charge of working on teaching EFL keep implementing the use of TPR in their lessons.

On the other hand, when talking about the disadvantages of using the TPR Method. Another disadvantage, according to Javed (2021), is that students who are introverted could be embarrassed when learning through the use of TPR because they do not like to imitate, dance and

sing. Also, students can feel it is repetitive and boring. Another disadvantage, Widodo (2005) affirms that the TPR method is not flexible to teach all the language skills that are involved when learning a new language; thus, it tends to focus more on teaching vocabulary.

2.2 Language Learning

Language Learning is useful to communicate to the outside world expressing your thoughts. In fact, this researcher considers it meaningful to point out what language learning is and some of its elements due to the fact that this research aims to develop an experimental methodology to prove TPR effectiveness when learning the animals in the farm vocabulary for kids.

Learning different languages helps to expand knowledge to other people and places everything in the benefit of humanity (Moafian, Khoshshima, Fadardi y Mireille, 2010). Thus, learning vocabulary will promote any language learning in children, teenagers or adults. Besides, in agreement with the author, learning another language gives the opportunity to interact with other people and to have better opportunities to develop in this modernized world. Conversely, in past centuries, language learning focused on the translation of texts in order to literally translate the texts of other languages. However, with globalization, language teaching began to undergo considerable changes: teachers began to teach vocabulary to translate but with a communicative perspective (Howatt and Smith, 2014). For this reason, it was necessary to apply new teaching methods to improve the way to learn a new language. In particular, Coffey (2022) declares that in the learning of a new language, teachers are a very important pillar to be able to develop this complex process, giving them the guidelines and tools so that the significant learning of a new language can be carried out successfully.

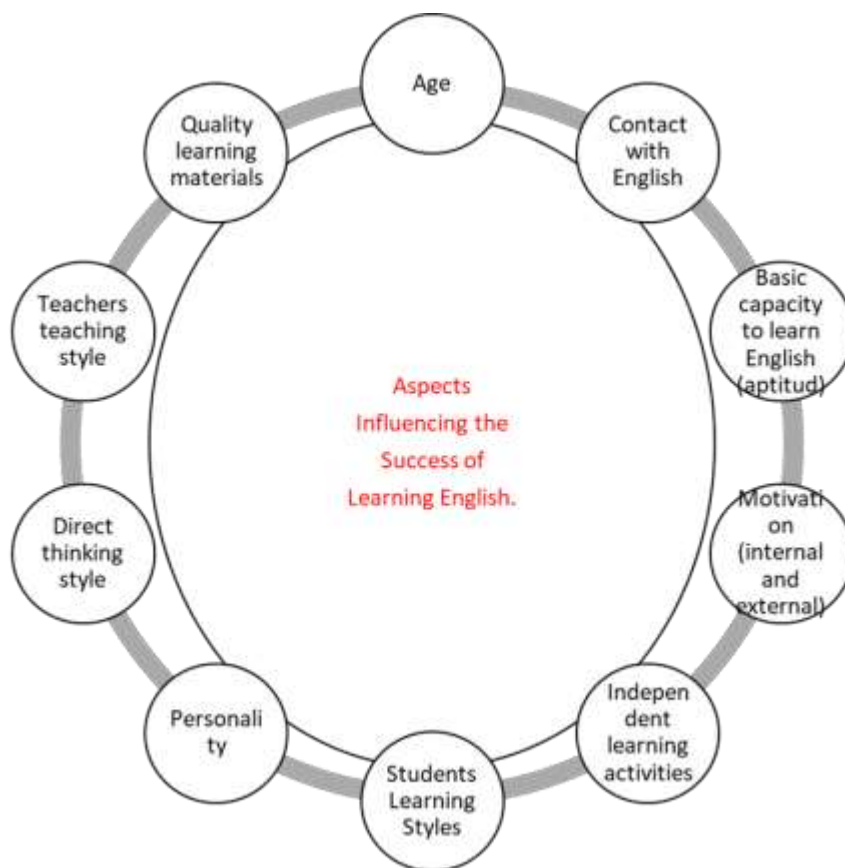


Figure 1: Factors Influencing the Success in Learning a Foreign Language (taken from Arsyad, 2018).

As the readers can see, Figure 1 describes several components that can affect the success or failure in the process of learning English as a Foreign Language (EFL). According to Arsyad and Villia (2022), some of the factors that influence language learning are: Learning and Teaching Styles which are very important to develop a successful English class. The Intrinsic Motivation is shown in students' interest, their goals to achieve a language learning and the personal enthusiasm, meanwhile the Extrinsic Motivation concerns the external influence and stimulation to learn EFL, most of the time applied by the teachers or parents. The Direct Thinking Style, Age and Personality are related to students' background in order to accomplish the main objectives to produce a language successfully. Independent Learning and English exposure through the Contact with English through materials or people are the extra effort to learn the new language outside the

school. Aptitude is necessary to have the ability to learn new knowledge. And, finally Quality Learning Materials are very necessary in an EFL class to catch students' attention.

To conclude, teachers and students must take into account all of these points in order to acquire the necessary skills that learning a foreign language requires; this would help to develop speaking, listening, writing and reading skills and achieve a good EFL proficiency. The further section will explain the importance of learning English as a Foreign Language (EFL).

2.2.1 EFL Learning

Frost (2022), mentions that EFL is the learning of English as an additional language to the native language in a country where English is not spoken. In other words, EFL is the development of a new language after learning the mother language. Terry (2017), affirms that EFL involves many important factors in order to learn a foreign language such as: the teaching methods used, the learning strategies, the regular practice of the language, experience as an English language teacher, the context where it is learnt and the background of the students.

Learning English as a Foreign Language (EFL) is increasing at great speed. In a recent survey on teachers from 55 countries around the world, National Geographic Learning (2021), discovered that more than 50 percent of these countries introduced English as a Foreign Language in courses by third grade of elementary school. Besides, even if parents are given a choice between several languages to learn, most parents choose EFL because parents believe that if their children learn EFL, they will have more success finding a job in the future. Particularly, Robson (2013), declares that “English is spoken at a useful level by some 1.75 billion people worldwide – that’s one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it” (p.2). This statement shows us the spread of English as a Foreign Language in the world and

an estimate of how it can increase over time. Specifically, in this study, the participants are learning EFL in the Mexican context which might be different to the others. The following section aims to describe how learning EFL is in a Mexican elementary school so the readers can have an idea about the situation of this inquiry.

2.2.2 EFL in a Mexican elementary school

During educational Mexican history, the implementation of English as a Foreign Language has affected educational reforms with the purpose to implement a successful model to learn this language in the country (Ramírez Gómez, Pérez Maya and Lara Villanueva, 2017). Specifically, the first implementation of EFL in Mexico was in 1993 in secondary schools; subsequently, in 2009 EFL was implemented at elementary schools throughout the program named PNIEB (National English Program in Basic Education). Mendoza González (2015) mentions that PNIEB was created for several purposes, the first was the regularization and implementation of the new English curriculum at the national level. The second reason was hiring teachers who have the proficiency of the language according to international standards. Third, the creation and evaluation of educational materials that would be applied to the program; and finally, the certification of the English language. Besides, Mendoza González (2015) declares that “SEP through Agreement 592 published on August 19, 2011, determined in the student's graduation profile and also the Ministry of Public Education of the Federal Government agreed on the gradual generalization of the English subject in all basic education schools" (p.126). In other words, this reform announced that the English subject was added to all levels of basic education, starting with preschool and ending with high school, with the aim of letting Mexican students develop linguistic and cultural skills to function in a globalized world. Eventually in 2014, the SEP changed the PNIEB for a scheme that would evaluate the quality of basic education in reading, writing and mathematics, which is called

the Program to Strengthen the Quality of Basic Education (PFCEB), consequently, in 2016 the National English Program (PRONI) was created.

PRONI was created for several purposes, firstly to continue with the regularization and implementation of the new English curriculum in each federal entity. Secondly, for hiring teachers who meet the language level according to international standards according to the (MECR) Framework. Common European Reference for Languages. Thirdly, the creation and evaluation of educational materials that would be applied to the program; and finally, the certification of the English language (Blanco Bosco, Ordonez Balanzario, Peña Reséndiz ,2017). This statement affirms that currently the EFL Scheme continues working on basic education in Mexico. Additionally, as mentioned by Martínez García et al. (2017), the national English strategy implemented in 2017 throughout the country has the purpose to make Mexican society in order to let them participate in the social, political and economic life of Mexico. Supposedly, the main objective of this reform is that students of elementary school would graduate with B1 as a level of proficiency in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, Martínez García et al., 2017). The program of the reform focuses on a communicative approach by using the language in the four language skills; besides, another important point is the division of the program which has five cycles.

Five articulated cycles				
I	II	III	IV	V
3° Kindergarten 1° and 2° Elementary School	3° and 4° Elementary School	5° and 6° Elementary School	1°, 2° and 3° Secondary School	1° to 4° High school general semesters 1° to 5° High school technological semesters

Chart 1. Curricular articulation between basic and upper education (adapted from Martínez García et al., 2017).

As it is shown in Chart 1, the first cycle includes *the third grade of preschool, first and second grade of elementary school* and this cycle is intended for children to introduce themselves through the use of basic knowledge of the language. The second cycle incorporates the third and fourth grades of elementary school and its main objective is oral communication in daily life stages. The third cycle belongs to the fifth and sixth grades of elementary school and the purpose of this cycle is that the students have the ability to communicate in an oral and written way by using basic contexts of daily life. The fourth cycle integrates the three levels of secondary education, and in this cycle, students will achieve oral and written communication skills based on daily life topics. The last one mentions the fifth cycle that applies the fourth semester of the general high school and in the case of the technological high school the cycle includes from the first semester to the fifth semester; its purpose is that students obtain the skills to analyze and interpret advanced text also students must have advance oral skills in complex and varied contexts (Martínez García et al., 2017). Finally, it is important to mention that another crucial point in this reform of the program are the teachers. They must have didactic knowledge in EFL teaching and they must master at least two levels above the level that they are going to teach. For instance, if the teachers are going to teach at the preschool, the EFL teachers must have a level of proficiency of B1. For primary school teachers, the level of proficiency would be B2, for secondary C1 and for high school C2. All of these must be presented in a language certification (Martínez García et al., 2017). Particularly, this study is focused in an elementary school which is incorporated to SEP and applies the five mentioned cycles; however, the specific cycle where this study is developed is in the first one due to the fact that they are participants in first grade of primary school. In other words, this cycle is intended for children to introduce themselves through the use of basic knowledge of the language. In this case, the private school where the research is taking place is added to SEP and it has to

follow the five articulated cycles for this reason the researcher included the five articulated cycles in this section.

2.3 Vocabulary

In the following sections, the concept and importance to learn vocabulary in EFL is presented; specifically, the animals in the farm is the vocabulary. Vocabulary can be defined as a set of words that are part of an established data system and belong to a certain language (Gelbukh and Sidorov, 2005). Furthermore Wardani, Saputro, & Rusli (2020) state that vocabulary is a catalog of words created to represent some particular meaning used in a certain group of people belonging to a social group. In other words, this researcher can assume that vocabulary is a set of words that are part of a language and at the same time are known by the native people in a specific place. Besides, it is an important part of a language and each word represents a special meaning that must be learned by language students in order to communicate accurately.

There are some experts who declare the vocabulary of any language is important. According to Coxhead (2012), the importance of learning a series of words and acquiring them in order to understand a new knowledge is high since it is as a discipline with specialized words. Particularly, Blake (2019), mentions that English has been a language with the capacity to adapt to the contemporary world and it grows with the new terms of new technologies by incorporating new lexicon and formation of new words. Therefore, it can be said that vocabulary is an important element that must be learned in order to learn any language; specifically for this study, English as a Foreign vocabulary must be learned by the participants. Thus, the following section aims to describe what learning vocabulary is.

2.3.1 Learning Vocabulary

As stated by Benjamin and Crow (2010), vocabulary is closely related to intelligence levels in a person; this is due to the fact that if you have a good level of vocabulary, you can have excellent skills development such as reading, writing and speaking. In agreement with the previous author, Clenton and Booth (2021), state that recent studies have shown that language students must know 95-98% of the vocabulary to have a successful reading comprehension, as well as the vocabulary necessary to speak, write and listen successfully. Thus, they claim that all these skills depend on the amount of vocabulary that the learner knows; therefore, learning vocabulary is very important for language learners.

Wuthnow (2003) mentions that students learn concrete vocabulary faster than abstract vocabulary; this is because students can see the symbology and relate it with prior knowledge. In other words, it is physical. For example, in the case of the word *table* the students know what it means because they already have a *physical representation* of the word. However, in the case of abstract vocabulary, it does not have a physical representation, only an inherent meaning without symbology that represents it. As a matter of fact, students cannot link up the word with a special image or picture. Additionally, this abstract word cannot be perceived with any of the five senses, especially sight and touch. Particularly, in this study it is aimed to learn vocabulary by implementing TPR methodology. This would allow participants to learn *animal farm vocabulary* in an interactive and physical way through their body movements using the TPR method.

2.3.2 Animals in the Farm Vocabulary.

Kroeger, Myers and Morgan (2019), states that *nature* is a very important subject to introduce to children. The awareness of the environment, the multi species of animals that exist in our world

and the ecosystems that surround us are part of nature, thus, children need to know about the world around them and the different animals that inhabit it (Kroeger, Myers and Morgan, 2019). In concordance with Meier and Hilton (2013), teachers need to encourage children to think about nature and immerse themselves in a detailed knowledge of certain features of nature such as the most common characteristics of animals, their sounds, footprints and species. That will help them to be conscious about the world where they live. As a consequence, the present study is focused on teaching farm animals vocabulary by using the TPR methodology with the purpose to let EFL students to identify them in a correct way. Consequently, these participants, who are children, will acquire this vocabulary and be more aware about nature than surrounds them.

2.4 Conclusion

In this chapter it was mentioned the importance of the Language Teaching Methodologies in EFL classes around the world. Furthermore, relevant topics in this literature review such as Total Physical Response Method and EFL Learning were defined in order to show their impact in the world. Also, The Mexican elementary school context and the importance of learning Vocabulary were stated as well. In the following Chapter III, the research methodology used in this study is presented.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology of this study. The first topic of this chapter is the research methodology chosen to develop this study; its concept is described. The second main topic is the context of the research; it describes the place where the research project is performed. Also, this chapter deepens in the participants' description where Group A-Learning through TPR, and Group B-Learning without TPR are presented. Additionally, there is a subsection named the Research Instruments that describes the importance of using the correct research instrument, and at the same time, it presents the Pre-Test, Post-Test and the Behavioral Observation designed for this study. They are defined and explained by several experts as well as these sections present an accurate description of this inquiry's designs. Another subsection is the Description of the overall research which aims to describe the application of the research instruments and method. Finally, the Data Analysis section mentions how the data analysis was performed by the researcher.

3.1 Methodology

As stated by Oladipo and Onyemauche (2012), the definition of methodology can be compared as a guide to approach a problem with specific elements, techniques and instruments or like a path to achieve a specific goal or objective using different instruments, guides and models. Besides, they mention that it “refers to the framework that is used to structure, plan, and control the process of developing an information system. A wide variety of such frameworks have evolved over the years, each with its own recognized strengths and weaknesses” (p 36). Therefore, it is stated the importance of the methodology in a specific study and how each method uses its strengths and weaknesses in order to take advantage of each one of them. Similarly, Igwenagu

(2016) defines methodology as an organized and theoretical study of different methods that are put into practice in a certain field of study and at the same time belongs to a structure of methods related to each other to a discipline of knowledge. Therefore, it can be ensured that a researcher must follow a certain methodology in order to achieve reliable and true results that return to their stated objectives, all with the intention of finding information relevant to the subject of study. In agreement with this affirmation, the present study will use a mixed method approach.

Byrne and Humble (2006), state that a mixed method approach involves quantitative and qualitative research and they are mixed in different parts of the development of a study. In other words, the combination of the numerical data is carried on in the quantitative method and the qualitative part of the research is the interpretation and reflection of the no numerical data such as experiences, opinions and behaviors into the research. Particularly, Gaglio, Henton, Barbeau, Evans, Hickam, Newhouse & Zickmund (2020), declare that using “mixed methods can enhance the study design, by using the strengths of both quantitative and qualitative research as investigators are afforded the use of multiple data collection tools rather than being restricted to one approach” (p. 6). It means that the mixed method approach allows researchers to enrich the study by obtaining substantial and precise results. Also, the authors (Ganglio et al., 2020), claim that the mixed methods research models have three important factors which are: data collection, time spent and the union of qualitative and quantitative methods that are integrated and complemented in each component of the research; this gives adequate balance to the data information and application of the tools. According to this statement, in the mixed method the researcher is able to ensure the harmony and relationship in each of the research processes in order to be accurate and fair in the results of the research. Particularly, Vishnevsky and Heather (2004) mention that the qualitative approach focuses on complete analysis regarding perspectives of

experiences and feelings of the participants. On the other hand, Watson (2014) mentions that “quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena by using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured” (p1). In other words, each of these types of approaches form part of the mixed method approach and will be considered during the development of this inquiry. Particularly, the methodology that the researcher of this study applies is the experimental methodology.

According to Geuens and Pelsmaker (2017), the experimental research methodology obtains data through an experiment and the comparison of variables which are subjected to different cause and effect in order to compare the causal results between the experimental groups. Some special characteristics of the experimental methodology are: dependent variables and independent variables in which the dependent variable is to learn ‘the animals in the farm’ vocabulary and the independent variable is the use of TPR teaching methodology to learn. In addition with an experimental methodology, the researcher observes the development and behavior of the experimental groups with the intention of having conclusive data. Specifically, in this study, there are two groups of participants: The *Group A Learning through TPR*. There are ten boys and four girls; specifically, they are between 6 and 8 years old, this is the experimental group and it has the independent variable of using TPR teaching methodology to learn ‘Animals in the Farm’ vocabulary in EFL. The second group is *Group B -learning without TPR*. There are fifteen students, four are boys and eleven are girls. Particularly, these students are between six and eight years old, this is the control group without TPR.

3.2 Context of the Research

Here in Mexico the first implementation of EFL was in 1993 in secondary schools; subsequently, in 2009 EFL was implemented at elementary schools throughout the program named PNIEB (National English Program in Basic Education). However, Mendoza González (2015), declares that “SEP through Agreement 592 published on August 19, 2011, determined in the student's graduation profile and also the Ministry of Public Education of the Federal Government agreed on the gradual generalization of the English subject in all basic education schools" (p.126). Consequently, the elementary school in which the present study is applied has the comprehensive educational program in basic education and provides a daily English as a Foreign Language (EFL) class (IBP Instituto del Bosque Puebla, 2021). Specifically, the school provides two hours of English class with a communicative perspective; thus, students interact with each other with topics of daily life by taking into account the American and Mexican traditions. The school is secular so students communicate the language through presentations or role-plays during different cultural festivals that are developed at school, no matter the religious beliefs.

3.3 Participants

The participants of this study are 29 students from the first grade of a private primary school of Instituto del Bosque Puebla. The average age of the students is from six to eight years old; in total 15 students are girls and the 14 students are boys. A very important point to highlight is that 21 students graduated from Instituto del Bosque kindergarten and just 9 come from other schools. For this experimental study, the 29 students were divided into two groups that will be described in the charts below.

3.3.1 Group A- Learning through TPR

Group A- Learning through TPR						
Students	Boys	Girls	Age Six years	Age Seven years	Age Eight years	Students who had one hour of classes daily from Monday to Friday According with the Instituto del bosque "Kindergarten" syllabus.
14	10	4	4	9	1	9

Chart .2 Group A - Learning through TPR

As it is shown in Chart 2, there are fourteen participants in total from *Group A-Learning through TPR*. Ten are boys and four are girls; specifically, they are between 6 and 8 years old. These participants used to study two and a half hours per day, this is to say thirteen hours of English as a Foreign Language (EFL) class a week. One important point to highlight is that nine children graduated from Instituto del Bosque kindergarten and five came from other schools.

3.3.2 Group B-Learning without TPR

Group B- Learning without TPR						
Students	Boys	Girls	Age Six years	Age Seven years	Age Eight Years	Students who had 45 minutes of classes daily from Monday to Friday According with the Instituto del bosque "Kindergarten" syllabus.
15	4	11	3	11	1	12

Chart 3 Group B -learning without TPR

As the readers can see, Chart 3 describes the participants of *Group B -learning without TPR*. There are fifteen students, four are boys and eleven are girls, particularly students between six and eight

years old. One important point to highlight is that twelve children graduated from Instituto del Bosque kindergarten and three students came from other schools. Similarly, to the previous class, these participants used to study two and a half hours per day, this is to say thirteen hours of English as a Foreign Language (EFL) class a week.

3.4 Research Instruments

Munir, Annum, Reyes and Hassan (2017). affirms that “Research Instruments are the tools for data collection. They include *Questionnaire, Interview, Observation and Reading*. The researcher must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness of the instruments” (p.1). In other words, the author mentions the importance of selecting the correct instruments into the research project with the purpose to have accuracy in the data collection. Besides, Haga (2014) states that a research instrument is a tool to measure the results of the variables in the study and using the correct instrument into the study, it brings successful and reliable results. Particularly, Sapthami and Vanishree (2020), adds that “the goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed.” (p.5). In accordance with testaments to achieve this researcher aims, the instruments must be the right one in order to obtain the assertive results; therefore, the ones used for this study are a *Pre-test*, a *Post-test* and a *Behavioral Observation*.

3.4.1 Pre-Test and Post-Test

Dimitrov and Rumrill (2005), declare that the use of Pre- Test and Post- Test are frequently handled in the comparison of groups. Primarily, these tests are used for the purpose of comparing groups or measuring change resulting from experimental treatments. Besides, the Pretest and Pos-

test help to have measurements from individuals before and after they are involved in some treatment. Specifically, the pre-test shows certain values from the participants before the experiment and the post-test reveals the results with the experiment applied. This lets the researcher obtain different results depending on each group of individuals in which the experiment was applied by the researcher (Dimitrov and Rumrill (2005). In addition, Kim and Willson (2010), affirm that the Pre-test and Post-test designs are widely used by researchers in both experimental and non-experimental studies. In the case of the Pre-test, it is generally used to establish a starting point and the base measurements before the application and execution of the experiment into the research project. On the other hand, the Post-test is responsible for revealing the experiment results and it will provide where the variables will modify the initial results.

The previous statements declare the importance of using the tests into a research project. For this reason, the researcher carefully designed two tests: the first one is a Pre-test designed to evaluate the previous knowledge that the participants of this study had before being subjected to a week of TPR method to learn 'Animals in the Farm' vocabulary (Group A). Also, group B answered the Pre- test despite the fact that this group will not consider the TPR methodology when learning 'Animals in the Farm' vocabulary. The Pre-test has the following characteristics: In the beginning there is a space for the students' name and the date of application; secondly, it has brief and concise instructions. The Pre-test consists of fourteen images of farm animals taken from the book '*Our world 1 student's book Second Edition, unite nine*'; all of this with the intention to let participants from Groups A and B to be exposed to new vocabulary that they had not learned before and to diagnose them. The images that were included are *dog, rabbit, cat, chicken, cow, duck, turtle, frog, donkey, toad, horse, pig, bird* and *sheep* (See Appendix A). All these animals have a letter of the

alphabet that distinguishes them from each other. Participants needed to write their name in the correct line with its letter from A to N.

Regarding the Post-test to evaluate the knowledge that the students had after being subjected to a week of TPR method to learn 'Animals in the Farm' vocabulary applied in Group A. Despite the fact that group B was not learning through the use of TPR method to learn 'Animals in the Farm' vocabulary, they answered the Post-test in order to improve their advance as well. In the Post-test designed by this researcher, at the beginning there is a space for the student's name and the date of application. The Post-test consists of fourteen images of farm animals taken from the same 'book and unit' as the Pre-test (See Appendix B). All of this with the intention to contrast the Pre-test and Post-test 'results. However, in the Post-test, the question '*what is it?*' and the answer 'is' were added since they were taught during this week as well.

3.4.2 Behavioral Observation

Floyd and Palmer (2012), mentioned that “behavioral observation involves the systematic observation of specific domains of behavior such that the resulting descriptions of behavior are replicable” (p.1). In other words, behavioral observations are descriptions of organized records according to the behavioral performances of the participants. Additionally, Hintze (2004) states that behavioral observation is one of the most used assessment tactics in schools due to its ease of usage. Moreover, behavioral observation procedures can be used to gather a variety of data that provides useful information which allows decision making within educational environments. Besides, Bakeman, and Quera (2012), state that “behavioral observation is one of several measurement approaches available to investigators engaged in quantitative behavioral research. It is often the method of choice when nonverbal organisms are studied” (p.20). Therefore, all authors

mention that the behavioral observation is an excellent approach to collecting data and it is ideal for measuring the participants behavior in this study.

Additionally, Berkhout, Hoekman & Brouwer (2012), mentions that the observation instrument has two categories: structure observation and unstructured observation. In structural observation the researcher develops his perception based on categories that are observable, including field studies or rubrics. Conversely, unstructured observation is when the researcher does not have designed or established categories of behavior; in this case, the researcher describes the environment and the frequency of the behavior.

Particularly, the researcher of this research designed two behavioral observation charts, the first one is a Behavioral Observation for *Group A* which is learning EFL through the TPR methodology (See Appendix C) and the second Behavioral Observation is for *Group B* which is learning EFL without the TPR methodology (See Appendix D). The behavioral observation charts designed by this researcher have the following characteristics. At the top of the table, the researcher included some images of the children's behavior represented by emojis that showed different moods such as an *excited face* which represents happiness and excitement to start the activity. *Happy face* which means to be interested in starting the activity. There is a *sad face* which represents no interest in starting the activity. And finally, a *bored face* which means no interest in the activity at all. In the very first column of both behavioral observation charts, the researcher wrote six activities carried out in the week in which the students were exposed to the TPR methodology (*Group A*) or not (*Group B*). Besides, the researcher included four rows to identify the number of students who presented the behavior in each activity; in this way there can be gathered reliable and accurate results of the behavior that each participant had during the experiment.

3.5 Description of the overall research design

During the following paragraphs, the research design is described into three stages that were lived in this experimental study, pre-test, behavioral observation and post-test applications.

3.5.1 Pre-test application

The students in this study answered the Pre-test on June 6th, 2022, starting with *Group A* from eight am to nine am. Even though students had an hour to answer the pre-test, some students finished before. Generally, some students felt confused and frustrated because they did not know most of the animals from the farm and they asked if the test counted for their grade and if their parents were going to sign it. Later, the investigator explained that the pre-test was just a surprise exam to find out how many farm animals they had learned from the preschool. Also, the research stated that students should relax and answer the test calmly by writing about the animals in the farm that they already know. Consequently, participants from *Group A* worked calmly and answered without worries. Additionally, they answered their Pre-test leaving blank spaces on it. On the other hand, *Group B* answered the pre-test on June 6th, 2022, starting from 11:30 am to 12:30 pm. Even though students had an hour to answer the pre-test, some students finished before. As well as *Group A*, some students felt confused and worried about taking a surprise test. In the beginning of the application, the investigator explained that the Pret-test was just a surprise exam to find out how many farm animals they had learned from the preschool. Also, the research stated that students should relax and answer the test calmly by writing about the animals in the farm that they already knew.

3.5.2 Behavioral observation application (while)

This researcher applied the behavioral observation charts in *Group A* and *Group B*. The application started on June 6th, 2022 and ended on June 10, 2022. During this week, the subjects

of *Group A* were exposed to different activities based on the TPR methodology to learn 'Animals in the Farm' vocabulary. Meanwhile, *Group B* worked throughout their text book activities avoiding any type of TPR activity. According to Kumar (2022), the systematic observation allows to give a description of attitudes and behaviors of the participants and at the same time the researcher has to take into account three observation processes: the first is the sensation where the researcher use his senses to be alert in every detail, the second is the attention where the researcher considers a scientific observation focused on participants, and finally the perception that is aimed at interpreting the behavior during the study. These three states were developed in order to fill in the behavioral observation instrument of this study. Specifically, during this week the researcher observed *Group A* from 8 am to 10 am meanwhile *Group B* was observed from 11 am to 1 pm. As a result the researcher had approximately 10 hours of observation from each group.

3.5.3 Post-test application

Participants answered the Post-test on June 10th, 2022. It started with *Group A* from eight am to nine am, which indicates that the students had an hour as the limit of time to answer it. However, some students finished before the end of the hour. Before answering it, the investigator explained that the Post-test was just to know how many farm animals they learned during the week, also she stated that participants should relax and answer calmly in order to write the farm animals that they remembered. Some students seemed to be confident and happy because they knew most of the animals from the farm. Most of the students from *Group A* answered very quickly; generally, they spent 20 minutes to fill in all blanks. On the other hand, participants from *Group B* answered the Post-test on June 10th, 2022 from 11:30 am to 12:30 pm. The students had an hour as the limit of time to answer it. In the case of *Group B*, none of the students finished before the end of the hour. Before answering it, the investigator explained that the Post-test was just to know how many farm

animals they learned during the week, also she stated that participants should relax and answer calmly in order to write the farm animals that they remembered. During the application of the Post-test, some students from *Group B* asked for help to answer their exam arguing that they did not remember the animal farm names.

3.6 Data Analysis

According to previous statements, the researcher of this study analyzes the behavioral observation through a systematic observation that allows the researcher to give a description of attitudes and behaviors from the participants at the time of learning *the animals in the farm* vocabulary thought TRP or not. Also, the researcher of this study will interpret participants' behavior during the development of this experimental study by using the behavioral observation chart where data collection is (See Appendix C).

On the other hand, the researcher will analyze *Pre and Post tests* from *Groups A and B* by comparing the results obtained. Besides, the researcher registers participants' scores according to the independent variable applied in *Group A*.

3.7 Conclusion

In this chapter it was mentioned the importance of the methodology in a research project. Furthermore, relevant topics in this Chapter III such as Research Instruments and Behavioral Observations were defined in order to show their impact to this research development. Also, the Description of the overall research and the importance of Data Analysis were stated as well. In the following Chapter VI, the Results of this study will be presented.

CHAPTER IV

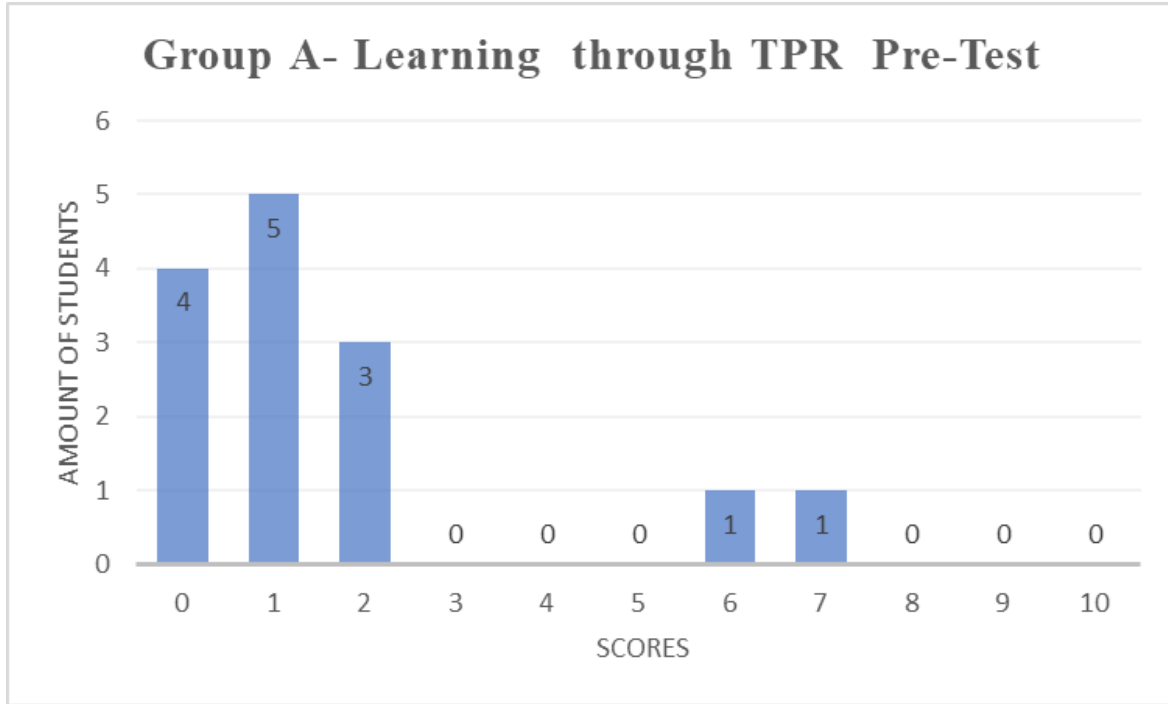
RESULTS

This chapter describes the results of this thesis project. The first main topic of this chapter is regarding the findings. It describes one of the most important parts of this research project where the data collection is proved and already analyzed. Specifically, the findings section provides four main categories: the Pre-Tests' results from Group A and Group B, the Post-Tests' Results from Group A and Group B and the results when Comparing Genders outcomes from Group A and Group B. Finally, the fourth section is the Observations' results where activities used in this experimental study were analyzed regarding the attitudinal outcomes from participants in Group A (with TPR) and the activities in Group B (without TPR) when learning the Animals in the Farm vocabulary. Additionally, the Research Questions are answered referring to the results of teaching farm animals' vocabulary in this experimental study. Finally, the Discussion section explained the two main outcomes that the research instruments helped to point out.

4.1 Findings

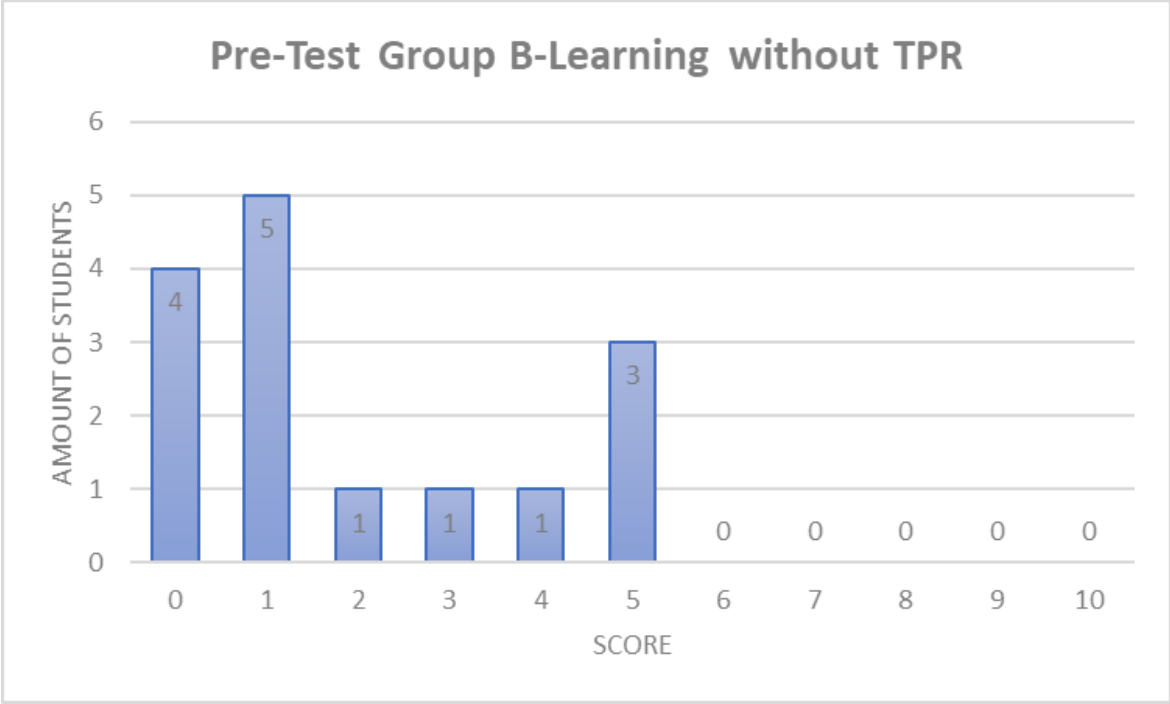
In order to present the findings of this study, they aim to be displayed into four main sections: the Pre-Tests' results, the Post-Tests' results, the Gender comparison and the Behavioral Checklist's results. Additionally, there is the section where the research questions are answered. It describes the results funded in the study. Finally, the discussion in this section mentions the effectiveness of the Total Physical Response (TPR) Methodology to learn animals in the farm vocabulary according to the pretest and posttest results.

4.1.1 Pre Tests' results



Graph 1. Group A- Pre-test results

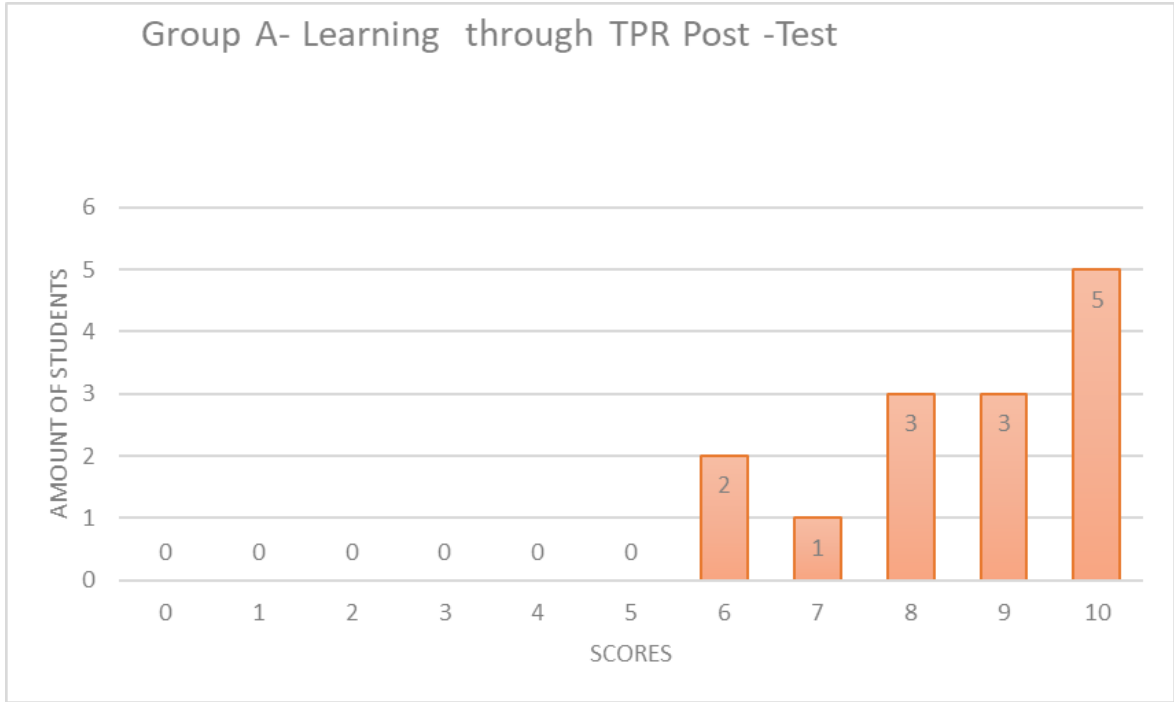
According to *Graph 1*, the results obtained in the Pre-test applied to the participants in *Group A* shows that nobody obtained the highest punctuation in a scale from 1 to 10. The highest score in this diagnostic test is seven and six which were obtained by two students. Also, three students obtained two correct points whereas five students obtained only one. Finally, four students demonstrated zero points before being subjected to a week of TPR method to learn 'Animals in the Farm' vocabulary.



Graph 2. Group B-Pre-test results

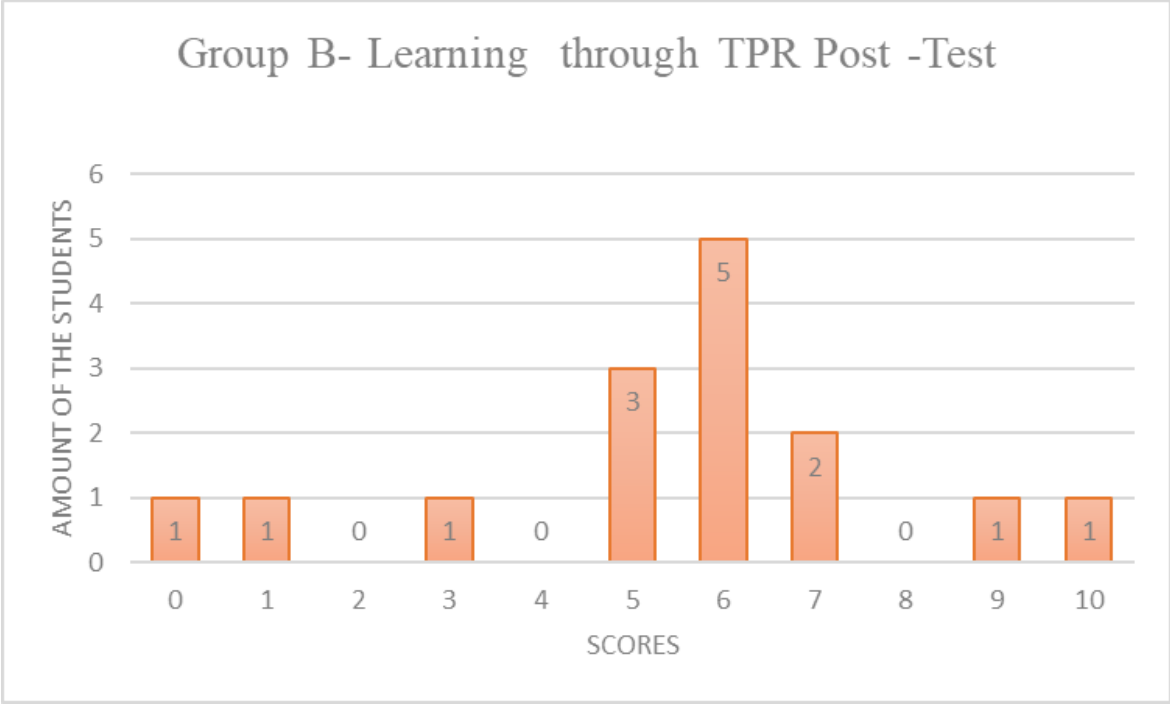
In *Graph 2*, we can visualize the results obtained from the Pre-Test applied in the *Group B*. It shows that three students obtained five correct points; meanwhile one student obtained four points, another three and one student obtained two points. In addition, five students got just one correct answer. The rest of the participants (four students) did not obtain any correct answer. This specific group of participants aimed to learn 'Animals in the Farm' vocabulary without using the TPR teaching methodology.

4.1.2 Post-Tests' Results



Graphic 3. Group A Post-Test results

Graph 3 shows the results of the Post-Test applied by the researcher in Group A. It shows that five students obtained the highest score in the Post-Test with all the correct possible points (ten). Meanwhile, three students obtained nine and another three participants had eight correct points. Finally, one student obtained seven and the last two students obtained six. We can see that in Group A, which was learning the ‘Animals in the Farm’ vocabulary through the TPR methodology, they increased their scores and obtained six points and above in a scale from one to ten. In other words, we can say that none of them failed this test.



Graph 4. Group B Post-Test results

Graph 4 shows the results of the Post-Test applied by the researcher in Group B. It shows that just one student obtained the highest score which is ten correct points, and one student had nine. Two participants obtained seven correct points and five obtained six. Additionally, as it is shown in Graph 4, six students failed this test. Specifically, three of these participants obtained five as a final score. Besides, one participant obtained three correct points, another obtained one point and just one participant had zero correct answers. In conclusion, we can say that 40% percent of these participants failed the Post-test of vocabulary because they did not learn it through the use of the TPR methodology.

4.1.3 Comparing genders

Males

Group A	Pre-test score	Post-test score	Group B	Pre-test score	Post-test score
<i>Male A 1</i>	14.28%	92.85%	<i>Male B 1</i>	21.42%	35.71%
<i>Male A 2</i>	71.42%	100%	<i>Male B 2</i>	21.42%	69.28%
<i>Male A 3</i>	28.57%	100%	<i>Male B 3</i>	57.14%	100.00%
<i>Male A 4</i>	64.28%	100%	<i>Male B 4</i>	42.85%	78.57%
<i>Male A 5</i>	7.14%	92.85%	<i>Male B5</i>	30%	45.71%
<i>Male A 6</i>	28.57%	100%			
<i>Male A 7</i>	7.14%	64.28%			
<i>Male A 8</i>	7.14%	57.14%			
<i>Male A 9</i>	14.28%	100%			
<i>Male A 10</i>	0	78%			
<i>Final average</i>	24.28%	88.55%	<i>Final average</i>	28.56%	56.71%

Chart 4. Comparing genders: Group A vs Group B Males' Pre-test and Post-test's results

Chart 4 shows the correct answers in percentages from both tests, *Group A and Group B*, in male participants only, this is in order to see the impact of TPR in this gender. Consequently, *Chart 4* shows that Male A1 obtained 14.28% in the Pre-test and 92.85% in the Post-test. The Male A2 obtained 71.42% in the Pre-test and 100 % in the Post-test. The Male A3 obtained 28.57% in the

Pre-test and 100% in the Post-test. The Male A4 obtained 64.28% in the Pre-test and 100% in the Post-test. The Male A5 obtained 7.14% in the Pre-test and 92.85% in the Post-test. The Male A6 obtained 28.57% in the Pre-test and 100% in the Post-test. The Male A7 obtained 7.14% in the Pre-test and 64.28% in the Post-test. The Male A8 obtained 7.14% in the Pre-test and 57.14 % in the Post-test, The Male A9 obtained 14.28% in the Pre-test and 100% in the Post-test. The Male A10 obtained 0 % in the Pre-test and 78% in the Post-test. On the other hand, in *Group B*, the Male B1 obtained 21.42% in the Pre-test and 35.71% in the Post-test. The Male B2 obtained 21.42% in the Pre-test and 69.28% in the Post-test. The Male B3 obtained 57.14% in the Pre-test and 100% in the Post-test. The Male B4 obtained 42.85% in the Pre-test and 78.57% in the Post-test. The Male5 obtained 30 % in the Pre-test and 45.71% in the Post-test

In conclusion we can say that male participants in *Group A* obtained 24.28% as proficiency average in the Pre-test and *Group B* obtained a higher percentage 28.56%. Nevertheless, at the time of looking at the results from the Post-test, *Group A* obtained the highest percentage with 88.55%; meanwhile, *Group B* obtained 56.71%. We can conclude that Males from *Group A* obtained 22.66 % more percentage in the Post-test results than *Group B*. This only affirms that the TPR methodology definitely helped these male participants to learn the vocabulary of *Animals in the Farm*.

Females

Group A	Pre-test score	Post-test score	Group B	Pre-test score	Post-test score
<i>Female A 1</i>	14.28%	92.85%	<i>Female B 1</i>	0.00%	69.28%
<i>Female A 2</i>	21.42%	78.57%	<i>Female B 2</i>	0.00%	64.28%

Group A	Pre-test score	Post-test score	Group B	Pre-test score	Post-test score
<i>Female A 3</i>	14.28%	71.42%	<i>Female B 3</i>	50.00%	92.85%
<i>Female A 4</i>	0%	78.57%	<i>Female B 4</i>	21.42%	57.14%
			<i>Female B 5</i>	0.00%	57.14%
			<i>Female B 6</i>	21.42%	57.14%
			<i>Female B 7</i>	7.14%	64.28%
			<i>Female B 8</i>	50.00%	78.57%
			<i>Female B 9</i>	21.42%	71.42%
			<i>Female B 10</i>	50.00%	57.14%
<i>Final average</i>	12.25%	80.35%	<i>Final average</i>	22.14%	66.92%

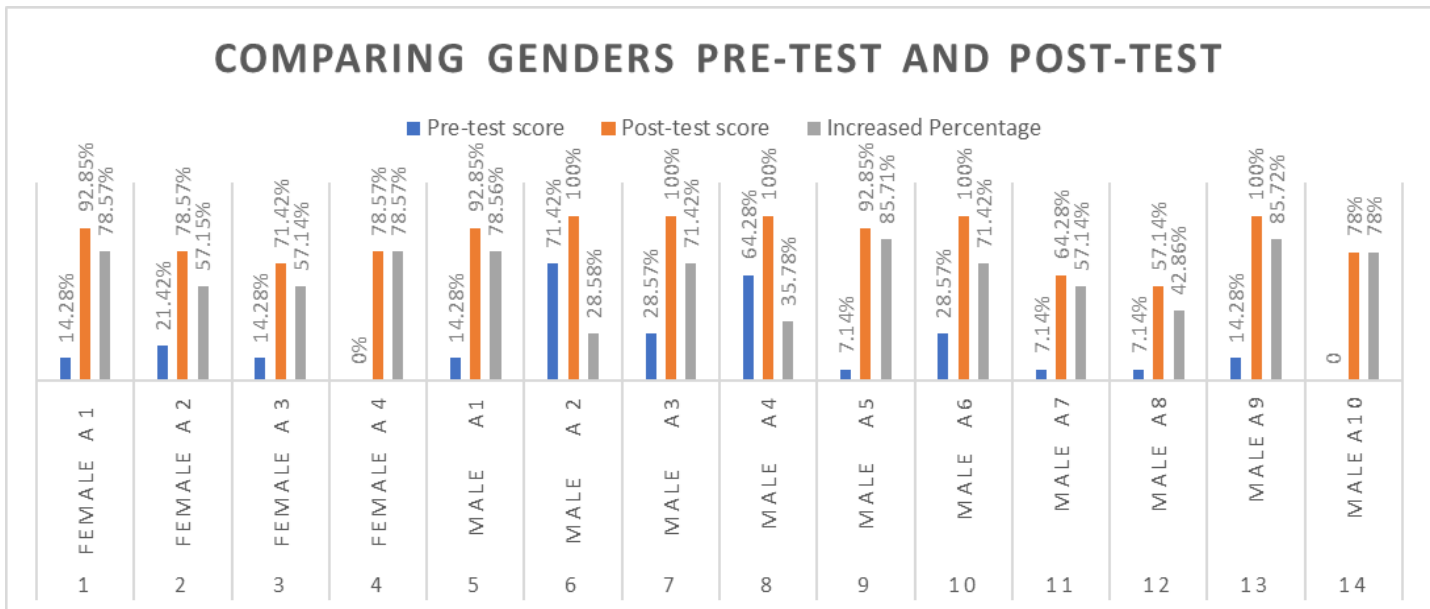
Chart 5. Comparing genders: Group A vs Group B Females' Pre-test and Post-test's results

In *Chart 5*, we can visualize the Pret-test and Post-test results from females in *Group A and Group B*. The Female B1 obtained 14.28% in the Pre-test and 92.85% in the Post-test. The Female A2 obtained 21.42% in the Pre-test and 78.57 % in the Post-test. The Female A3 obtained 14.28% in the Pre-test and 71.42% in the Post-test. The Female A4 obtained 0% in the Pre-test and 78.57% in the Post-test. On the other hand, in *Group B*, the Female B1 obtained 0% in the Pre-test and 69.8% in the Post-test. The Female B2 obtained 0% in the Pre-test and 64.28% in the Post-test. The Female B3 obtained 50 % in the Pre-test and 92.85% in the Post-test. The Female B4 obtained 21.42% in the Pre-test and 57.14% in the Post-test. The Female B5 obtained 0% in the Pre-test and

57.14% in the Post-test. The Female B6 obtained 21.42% in the Pre-test and 57.14 % in the Post-test. The Female B7 obtained 7.14% in the Pre-test and 64.28% in the Post-test. The Female B8 obtained 50% in the Pre-test and 78.57% in the Post-test. The Female B9 obtained 21.42% in the Pre-test and 71.42% in the Post-test. The Female B9 obtained 21.42% in the Pre-test and 71.42% in the Post-test. Finally, the Female B10 obtained 50% in the Pre-test and 57.14% in the Post-test.

In conclusion, the average of results in the Pre-test demonstrates that females from *Group B* (22.14%) obtained higher scores than in *Group A* (12.25%). However, female participants in *Group A* ended up obtaining better results (80.35%) in the Post tests than in *Group B* (66.92%). We can affirm that *Group A* obtained 13.43% more positive results than *Group B* after practicing and learning vocabulary through the TPR methodology.

Increased Percentage per Group

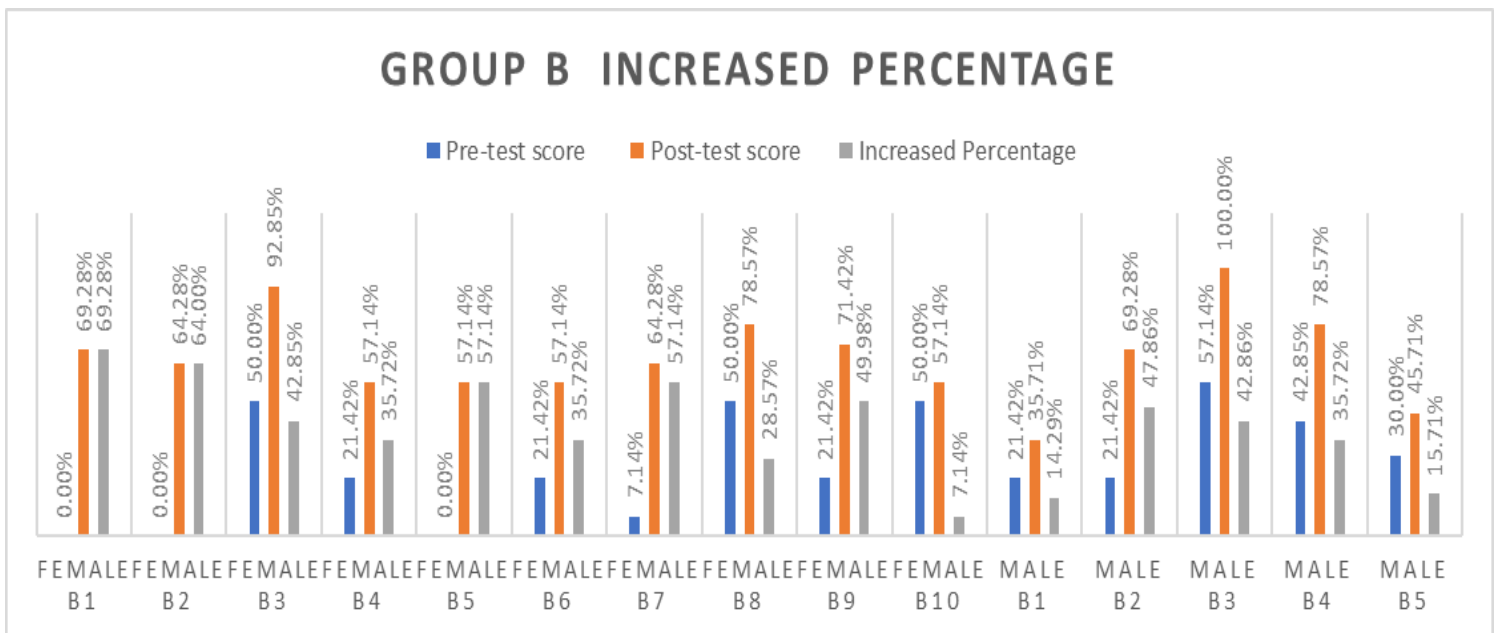


Graph 5. Group A: Increased Percentage

According to Graph 5, both male and female participants increased their percentage significantly. For example, Female A1 obtained 14.28% in the Pre-test, 92.85% in the Post-test; therefore, the

increased percentages between both tests are 78.57%. Female A2 obtained 57.15% as an increased percentage. Female A3 57.14% and Female A4 obtained 78.57%. Meanwhile, Male A1 increased his score 78.56%, Male A2 increased 28.58%. Male A3 increased his final score 71.42%. Male A4 obtained 35.78 % of increasement, Male A5 obtained 85.71%, Male A6 obtained 71.42 %, Male A7 obtained 57.14%, Male A8 increased 42.86%, Male A9 obtained 85.72% of increase and Male A10 increased his proficiency 78%.

Specifically, we can observe that *Female participants* obtained 67.85% of increased points as average and *Males participants* obtained an increase of 63.5% percent. To conclude, the average of increased scores in *Group A* between female and males participants is a difference of 4.35%. Females in *Group A* obtained a higher improvement when learning *Animals in the Farm* vocabulary through the TPR methodology.



Graph 6. Group B: Increased Percentage

According to Graph 6, both, males and females from *Group B*, did not increase their percentage as much as in *Group A*. For example Female B1 obtained 0% in the Pre-test and 69.28% in the

Post-test; therefore, the increased percentages between both tests is 69.28%. Female B2 increased her score 64%, Female B3 increased 42.85%. Female B4 increased his final score 35.72%. Female B5 obtained 57.14 % of increasement, Female B6 obtained 35.72%, Female B7 obtained 57.14 %, Female B8 obtained 28.57%, Female B9 obtained 49.98% of increase and Female B10 increased his proficiency 7.14%. Meanwhile, Male B1 increased his score 14.29 and B2 obtained 47.86% as an increase percentage. Male B3 obtained 42.86% as an increased percentage. Male B4 35.72% and Male B5 obtained 15.71%.

Particularly, we can observe that *Female participants* obtained 44.75% of increased points as average and *Males participants* obtained an increase of 31.28% percent. To conclude, the average of increased scores in *Group B* between female and males participants is a difference of 13.47% of higher improvement from Female participants.

4.1.4 Observations' results





Faces					
Groups	Activities	Behavior of the students			
		Happy and excited to start the activity.	Interested in starting the activity	No interest in starting the activity	Bored without interest in the activity
Activity 1- A	Teacher and Students will sing and dance the Animals on the farm Super Simple Songs.	10	3	1	
Activity 1- B	Students will spell the farm animal vocabulary		5	7	3
Activity 2- A	Teacher and Students will wear a costume of their favorite farm animal and imitate its sounds.	13	1		
Activity 2- B	Students will write and draw the farm animals.		7	5	3
Activity 3- A	Students will draw with chalks the farm animals and the teacher mimes and says the animal farm name.	12	2		
Activity 3- B	Students will write the farm animals vocabulary three times in notebook			3	12
Activity 4- A	Students will work with plasticine and make the animals that the teacher imitates and produces the sound.	13	1		
Activity 4- B	Students will answer P.149 student's book.		6	5	4
Activity 5- A	Students will wear farm animals mask and they will sing and dance old Macdonald had a farm song	13	1		
Activity 5- B	Students will listen audio p 143 and practice their pronunciation		5	8	2
Activity 6- A	Students will play outside the classroom Simons says using farm animals' flashcards	11	2	1	
Activity 6- B	Students will paint some farm animal pictures	3	10	2	

Chart 6 Behavioral Observations' results

Chart 6 shows the behavior that participants were showing when developing the different experimental activities that implied the use of Total Physical Response (TPR) Methodology in *Group A* and the activities in *Group B* which were not considering any movement to learn the *Animals in the Farm* vocabulary through (TPR). Firstly, in the *Activity 1*, participants in *Group A* sang and danced *The Animals on The Farm Super Simple Songs* (Super simple song, 2006), ten out of fourteen participants showed happiness and excitement to start the activity through the TPR method, three showed interest in the activity while one student showed no interest at all. In *Group*

B, participants spelled the farm animal vocabulary, five students showed interest in the activity of spelling; meanwhile seven of them showed no interest, three of them expressed to be bored.

In activity 2 participants in Group A were wearing costumes of their favorite farm animals and producing the animal sounds. Thirteen out of fourteen participants showed happiness and excitement to start the activity through TPR and just one of them showed to be interested. Meanwhile, in Group B participants wrote and drew the farm animals, seven students showed interest in the writing activity; meanwhile five of them showed no interest, three of them expressed to be bored. In activity 3, participants in Group A drew with chalks on the floor the farm animals that the teacher mimicked and described in a spoken way. Twelve participants showed happiness and excitement to start the activity and two of them showed to be interested. On the other hand, in Group B, participants wrote the farm animals' vocabulary three times in a notebook. Three participants showed to be interested in the listening activity; meanwhile, twelve of them expressed to be bored. In activity 4, participants in Group A worked with plasticine and they made the animals that the teacher imitated and produced the sound. Thirteen out of fourteen participants showed happiness and excitement to start the activity through the TPR method and just one showed interest in the activity. Meanwhile, in Group B participants answered p.149 from their student's book. Six participants showed interest in the activity of answering the textbook; meanwhile, five of them showed no interest, four of them expressed to be bored. In activity 5 participants in Group A wore farm animals masks and they sang and danced Old MacDonald had a farm song (Lingokids,2022). Thirteen out of fourteen and just one student showed interest in the activity. Meanwhile, in Group B participants listened to audio p.143 and practiced their pronunciation. Five participants showed to be interested in the activity of listening and writing; at the same time, eight of them showed no interest, two of them expressed to be bored. Finally, in the last activity in Group

A, participants played outside the classroom Simons says using farm animals’ flashcards. Eleven out of fourteen participants showed happiness and excitement to start the activity, two of them showed interest and one showed no interest at all. Oppositely, in Group B participants colored some animal farm pictures, three participants showed interest in the coloring activity; meanwhile, ten of them showed no interest, two of them expressed to be bored.

4.2 Answers to Research Questions

In this section of the thesis, it is aimed to answer the research questions that were set since Chapter I. The first one is:

- To what extent can the TPR teaching methodology ensure the Animals in the Farm vocabulary learning?

	Average of increased knowledge		Average of increased knowledge
Group A- females	68.1%	Group B- females	44.78%
Group A- males	64.27%	Group B – males	28.15%
Average Group A	65.27%	Average Group B	40.28%

Chart 7. Average of increased knowledge Group A and B

As stated in previous chapters, there were two groups in this experimental study. Group A was the experimental one since the TPR methodology was used in order to see if it helped to learn vocabulary in children, particularly, Animals in the Farm vocabulary. Chart 7 shows that, if we compare both groups of participants, Group A has the highest percentage of improvement of results between the pre and post tests in order to evaluate Animals in the Farm vocabulary learning. Also,

using any other teaching methodologies is useful as well, but the TPR methodology demonstrated to be more effective in these participants. In agreement to Miskiyah and Zulhi (2017), when students have activities through the use of TPR method, they remember and learn the new vocabulary in an easier and more understandable way due to the verbal and physical practice. In other words, students are helped by the TPR methodology to learn the vocabulary more efficiently. Specifically, we can observe that *Group A* obtained 65.27% of increased knowledge and *Group B* obtained an increase of 40.28% percent. To conclude, the average of increased knowledge between *Group B* and *Group A* is a difference of 24.99% of higher proficiency from Group A's participants. This is to say that TPR is "an especially effective method to teach young learners who can successfully foster children's interests via TPR activities with the motor actions" (Xie, 2021, p.301). Therefore, it is important to include action activities to teach children so parents and language professors can catch their interest in the activities through TPR.

The second question that aims to be answered in this section is the following:

- According to the experimental Group A, which gender generated better results when learning the vocabulary in the farm through TPR?

In chart 7, it is observed that females from Group A obtained better results than the males. Females obtained a percentage of 68.1 % in their results meanwhile males obtained 64.27%. To conclude, the average of increased scores between females and males in the experimental group participants is a difference of 3.83%. A small difference where females in Group A obtained a higher improvement when learning Animals in the Farm vocabulary through the use of TPR methodology. This outcome is supported by Pahlevanian and Ahmadizadeh (2014) when affirming that, in a study carried out on boys and girls where motor activities were applied, the girls showed better abilities in movement activities. On the other hand, the TPR method focuses on teaching

through activities that involve physical movement. According to the previous statement, in chart 7, the girls in this research had better results in learning animals in the farm vocabulary. According to Swaminathan (2008), girls have a greater ability to learn other languages because they can learn through different teaching methodologies because they decode the language directly in the area of language processing in their brain and boys must be decoded by daring from various senses because they tend to be more auditory and visual.

4.3 Discussion

This section is aimed to discuss two main outcomes that the research instruments helped to point out, outcomes from the pre and post tests and from the behavioral observation. In agreement with Dimitrov and Rumrill (2003), the use of Pre- Test and Post- Test is frequently handled to compare groups results. These Pretest and Post-test helped the researcher to obtain the data collection in this thesis project where the results shown in Chart 7 where Group A, which was the experimental group, obtained 24.99%. It is a more increased percentage than Group B. Thus, we can conclude that TPR helps Mexican elementary school students to improve the process of English learning in this institution. According to Andas (2016), "Total Physical Response method is in charge of developing vocabulary, fluency, accuracy, pronunciation, and understanding. Moreover, this method is used to help students understand language with body language, movements and mimics" (p.1). Therefore, there are many language skills that students enhance through the use of the TPR methodology in the EFL class. To sum up this outcome, despite the fact that Group B was not exposed to a TPR method, we can see in Table 5 and 6 that they also had an increase in knowledge between the Pre-test and the Post-test. Thus, other language methodologies are effective but not as effective with this type of participants.

Secondly, the behavioral observation helped to demonstrate that the use of TPR methodology when learning this study's vocabulary helped to keep EFL students' attention and enjoyment through activities that involve movement. As can be seen in Chart 6, most of the participants who worked with activities through the use of the TPR methodology presented happiness and excitement. This is due to the fact that "the learning process becomes more enjoyable, the students find it easier to memorize the vocabulary taught, all students are actively involved in the teaching-learning process, and both students and teacher enjoy the teaching-learning process" (Bahtiar, 2016, p.9).

4.4 Conclusion

In this chapter, there are four main sections: the Pre-Tests' results, the Post-Tests' results, the Gender comparison and the Behavioral Checklist's results. Those were explained and displayed in order to show the effect of the TPR methodology when learning the vocabulary of Animals in the Farm. Furthermore, the research questions are answered and explained. Additionally, the discussion in this section mentions the effectiveness of the Total Physical Response (TPR) Methodology to learn animals in the farm vocabulary which is supported by some literature reviews. The chapter that follows will present the conclusions of this study.

CHAPTER V

CONCLUSION

This chapter will present the conclusions of this research. The first topic of this chapter is the Research contribution where it describes the impact that the results of this study will have towards the research community, teachers and parents. The second main topic is the Limitations of the Study; it describes some limitations that were located after obtaining the results. Additionally, there is another subsection named Suggestions for further research that describes the discoveries about few research areas of opportunity that can be explored by other researchers. Finally, the Reflection which aims to describe the personal and professional contributions by the researcher in the process of carrying out the research project.

5.1 Research contribution

By considering all this study and the previous chapter, the researcher concludes that TPR is an excellent teaching methodology that helped these first grade students to increase their amount of vocabulary in English, specifically about Animals in the Farm. Besides, this researcher can affirm that the results obtained in the behavioral chart demonstrated that the TPR methodology helps students to learn vocabulary in a fun and friendly way. In fact, Singh (2011) declares that through TPR teachers can carry out several fun and enjoyable activities for students. In other words, students feel comfortable in their English language process. Moreover, after looking at the results obtained from the attitudinal observation, this researcher can affirm that the TPR methodology helps to keep EFL students' attention through activities that involve movement. These results might hopefully help future EFL teachers to use this methodology to enrich their teaching practice. Fahrurrozi (2017), affirm that TPR is "one of the methods that can be applied by teachers in an effort to improve the competence of students in learning English, especially in the mastery of

vocabulary is by applying the method of Total Physical Response" (p1). In other words, TPR helps students and teachers to improve their English language skills. Additionally, this research' results will help future researchers interested in the TPR methodology to scope and enrich their studies related to this matter. Finally, the contributions of this research can help private educational institutions to implement this teaching methodology to their EFL curriculum in order to improve their lessons related to vocabulary learning. Even parents will benefit from the results of this research by helping their children to learn new English vocabulary at home by using TPR. For instance, parents can help EFL students to review their homework through the use of TPR with the intention to remind their children about what they have learnt while having fun (Bahtiar, 2016).

5.2 Limitations of the Study

This section of the thesis is presenting some limitations that were located after obtaining the results. Firstly, this study was carried out only by taking into account two groups of children between six and eight years old as participants. Therefore, this study is limiting the effective outcomes of applying TPR to teach vocabulary to this population and generalizations cannot be done. Also, this study was applied only to children who study in a private school; thus, the effectiveness of using this methodology may vary in public schools or with other age ranges. Secondly, the present study does not ensure that similar results might be obtained from children with any disability. Finally, this study is not considering the learning style or any specific intelligence from each student; thus, this experimental study cannot specify any particular outcome from each of them.

5.3 Suggestions for further research

The present research was developed to determine the effectiveness of the TPR method to learn 'Animals in the Farm' vocabulary in an EFL class for kids and the impact it had on the female and

male genders. However, much remains to be discovered about the research topic and areas of opportunity that can be explored like the impact on older children and in higher grades of primary school. In addition, researchers can extend their research to another type of population such as teenagers or adults with the intention of having other results that can discover better contributions to researchers interested in this subject. On the other hand, it could be suggested to apply TPR to children with some disability such as autism, attention deficit disorder or lack of any sense, this will provide researchers with other results. Finally, this thesis did not identify participants' learning styles before applying the evaluation instruments, thus, future researchers can find a correlation between their results and this variable.

5.4 Reflection

Developing this study has made me recognize personal and professional contributions in myself. Personally, accomplishing this research project allowed me to help my sons with their homework, implement activities that they enjoy such as those proposed in my research with the intention that their teaching does not seem tedious. At the same time, I realized the importance of investigating a topic that can help different people interested in this study's outcomes.

Professionally, doing this research demonstrated that I was able to deeper into the subject of the TPR method applied to children and I realized how beautiful it is to teach children. I realized how being an EFL teacher is a real challenge to find the best strategies and methods that best adapt to each activity that we aim to carry out in the classroom. I know that as a human, I still have a lot to learn because in the limitations of my study I observe that this research still needs to find more answers in other categories within the teaching area. However, I am happy with the answers I found and the results obtained. This thesis project will help teachers to improve their

teaching quality as it helped me. Finally, in my job I will put this methodology into practice as much as possible with the purpose that my students enjoy learning EFL; in this way, they learn in an easy and fun way. Definitely this research work has enriched me so much at a professional level and I feel happy to learn new knowledge and the best thing is to be able to apply it to my students and my own children.

5.5 Conclusion

Once the study has been carried out to verify the TPR methodology effectiveness to learn 'Animals in the Farm' vocabulary in an EFL class for kids, it has been demonstrated that the Group A, exposed to TPR, increased their knowledge considerably; and the Group B, who were not exposed to the methodology, did not increase their knowledge as the same way. It gave the conclusion that the TPR method is an excellent teaching methodology for this researcher when teaching farm animal vocabulary to children from 6 to 8 years of first grade. In addition, the experimental Group A demonstrated more enthusiasm about learning through activities that included movement using the TPR method. Finally, the objectives of this research were achieved by having answers to the research questions; thus, the researcher of this study can claim that this was a successful study to identify specific results and areas of opportunity for future research based on TPR.

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Appendix A

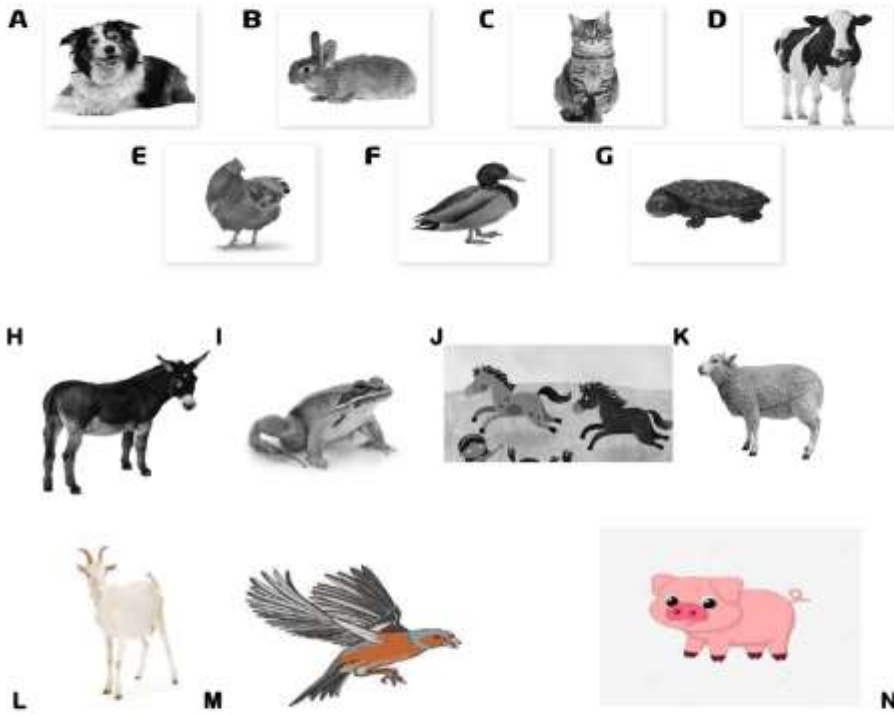
Pre-Test

PRE- TEST

Student's name: _____ Date: _____

Look and write the names.

14 points _____



A) _____

G) _____

M) _____

B) _____

H) _____

N) _____

C) _____

J) _____

D) _____

K) _____

E) _____

L) _____

F) _____

Appendix B

Post-Test

POST-TEST

Student's name: _____ Date: _____

LOOK AND COMPLETE.

_____/ 14 POINTS

1.- What is it?

It's a _____.



8.- What is it?

It's a _____.



2.-What is it?

It's a _____.



9.-What is it?

It's a _____.



3.-What is it?

It's a _____.



10.-What is it?

It's a _____.



4.-What is it?

It's a _____.



11.-What is it?

It's a _____.



5.-What is it?

It's a _____.



12.-What is it?

It's a _____.



6.-What is it?

It's a _____.



13.-What is it?

It's a _____.



7.-What is it?

It's a _____.



14.-What is it?





It's a _____.



Appendix C

Behavioral Observation





Group A- learning through TPR

Faces	 			
Behavior of the students	Happy and excited to start the activity.	Interested in starting the activity	No interest in starting the activity	Bored without interest in the activity
Activities using TPR . Teacher and Students will sing and dance The Animals On The Farm Super Simple Songs .				
Teacher and Students will wear a costume of their favorite farm animal and imitate its sounds.				
Students will draw with chalks on the floor the animal that the teacher mime and produce the sound.				
Students will use son farm animals mask and they will sing and dance farm animal song.				
Teacher and students will play mimic game and Simons says using farm vocabulary.				
Students will work with plasticine and make the animals that the teacher imitates and produces the sound.				

Appendix D

Behavioral Observation

Group B-learning without TPR

FACES				
Behavior of the students	Happy and excited to start the activity.	Interested in starting the activity	No interest in starting the activity	Bored without interest in the activity
Activities without TPR Students will spell the farm animal vocabulary				
Students will write and draw the farm animals.				
Students will answer P. 18-149 student's book .				
Students will paint some animal farm pictures .				
Students will write the farm animals vocabulary three times in notebook				
Students will listen audio p 143 and practice their pronunciation				