

**MAYOR DE SAN ANDRES UNIVERSITY
HUMANITIES AND EDUCATIONAL SCIENCES FACULTY
LINGUISTICS AND LANGUAGES DEPARTMENT**



**PLAN EXCEPCIONAL DE TITULACIÓN PARA ESTUDIANTES NO
GRADUADOS (PETAENG)
EXTRAORDINARY GRADUATION PLAN FOR NON-GRADUATED
STUDENTS (EGPNG)**

**The effectiveness of using total physical response method in teaching vocabulary to
kindergarten students at Fernando Sthal school**

**PROFESSIONAL MEMORY
TO OBTAIN THE BACHELOR'S DEGREE IN LINGUISTICS AND LANGUAGES**

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La Paz – Bolivia

2023

DEDICATION

The present work is dedicated to God, who is the owner of my life and who helps me in every moment. Also, it is dedicated to my beloved parents, who support me in every moment of my life, and my sister, who always encourages me to achieve my goals.

In addition, I dedicate this work to my husband and son, who continuously support me and remind me that there is always time to achieve my dreams.

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincerest gratitude to God, the Lord of my life, for bestowing upon me every reasonable and proper thing.

Additionally, I am deeply grateful to my family for their understanding and unwavering support. My parents, Carmela Sánchez Claros and Fidel Paucara Castillo, and my sister, Katherin, have been my pillars of strength. My husband, Samuel Curazzi, and our son, Samuel Jr., have been extremely patient and loving, and I am blessed to have them in my life. They have been my cheerleaders; they keep motivating me to achieve this goal and supporting me at every step. I could not have achieved my dream without them, and I am fortunate to have such a fantastic family.

I want to express my gratitude to my tutor, M.Sc. Leidy Ibáñez Rodríguez, for her invaluable guidance, suggestions, and information throughout this project. She was an excellent facilitator who always encouraged and motivated me to do my best.

Moreover, I am grateful to the "Fernando Stahl" school for accepting me into this institution as a teacher. I learned and gained a lot of experience working on teaching English to little children inside the institution and with the elaboration and application of some teaching activities or techniques.

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ABSTRACT

The project focuses on teaching English to kindergarten students, applying the Total Physical Response Method. The principal aim was to develop vocabulary and speech through physical responses using didactic and pedagogical activities and corporal actions. Then, the research covers three areas. The first area focuses on the occupation context and the description of work activity. The second area is about identifying the problem, justification, the general and specific objectives, the methodology applied, and the analysis of the investigation results. The proposal section presents the lesson plans to teach vocabulary using the total physical response method. Finally, the third area summarizes the researcher's professional experience, and it summarizes the relevance of the Linguistic and Language Department's curricula, highlighting the characteristics and difficulties teachers may face while teaching. Moreover, it also offers recommendations and suggestions for future linguistics works.

Keywords: Total Physical Response method, teaching, English, vocabulary, lesson plan.

RESUMEN

El proyecto se enfoca en la enseñanza de inglés a estudiantes de nivel inicial, aplicando el Método de Respuesta Física Total. El objetivo principal fue desarrollar el vocabulario y el habla a través de respuestas físicas mediante actividades didácticas y pedagógicas y acciones corporales. Entonces, la investigación cubre tres áreas. La primera área se centra en el contexto ocupacional y la descripción de la actividad laboral. La segunda área trata de la identificación del problema, la justificación, los objetivos generales y específicos, la metodología aplicada y el análisis de los resultados de la investigación. La sección de propuesta presenta los planes de lecciones para enseñar vocabulario utilizando el método de respuesta física total. Finalmente, la tercera área resume la experiencia profesional del investigador y resume la relevancia de los planes de estudio del Departamento de Lingüística y Lengua, destacando las características y dificultades que los profesores pueden enfrentar durante la enseñanza. Además, también ofrece recomendaciones y sugerencias para futuros trabajos de lingüística.

Palabras clave: Método de Respuesta Física Total, enseñanza, inglés, vocabulario, planificación de clase.

I. Area. Work context and description of work activity

1.1 Analysis of work experience

In this part, the analysis of the researcher's personal work experience is described. At that point, in the first part, the institution where the job was developed is portrayed. It mentions the city, place, type of institution, and some general rules that must be followed by the employees who belong to the educational center. The second part focuses on the description of some struggles or problems that, as a teacher, the investigator found in the institution at the moment of teaching English; the last part focuses on the search and application of some methods, strategies, or techniques that the teacher developed to improve the students learning and to make progress at teaching English. Finally, some information about the experience gained, pointing out the period working actively, the mention of the institution, and the position held under the educational center.

The institution where the working experience was developed is Fernando Stahl School in Juliaca, Peru. The Fernando Stahl Educational Center provides schooling to students at three levels: kindergarten, primary, and secondary. Additionally, it is located in the southern area of the city of Juliaca, San Ramon province, Puno region, which belongs to the neighboring country Peru. The building and environment of the institution meet the standards set by Peru's Ministry of Education., which demand specialized workshops that have to be available for subjects such as communication, mathematics, social studies, English, music, computing, physics, chemistry, and biology. In addition, there is a sports area with courts and recreation spaces where students can engage in physical and social activities such as playing sports and sharing with classmates. These requirements guarantee that the educational services the institution provides meet high standards. Students can share their knowledge, use these spaces, and, most importantly, learn the subjects in an appropriate environment where they can develop their skills following the curricula employed by the Peruvian educational system.

Teaching English to young students or children is a very fulfilling and enjoyable experience. However, it is also quite challenging. One of the challenges I faced as a teacher was keeping the

students focused during classes. As was evidenced, children have shorter attention spans. They can easily get distracted, which ends with students not paying attention, getting distracted with everything or anything near them and playing with their classmates, disrupting the learning environment, which becomes a problem since children do not retain all the information that is given and produce a recoil in their learning process. Then, it is crucial to keep the lessons engaging and interactive to maintain their interest; otherwise, sometimes, students may lose interest in the class altogether, making it almost impossible to achieve the learning goals presented in the educational curricula that teachers should fulfill.

In addition, another challenge was managing the period of classes that usually teaching English is not enough. For instance, teaching a lesson in more than one week is needed to cover all the aspects related to the topic that would be taught. It even gets worse if the institutions want the learning to be significant for students; then, more than having classes just for an hour each day a week is required. Adding to this issue, sometimes students need to practice or exercise the news content taught and words learned in class; consequently, most of them need to remember the new vocabulary learned. Another problem that students have and become a teacher challenge is the pronunciation of words in English, as the new vocabulary taught differs in the intonation and articulation to Spanish, which usually makes the accurate learning pronunciation and spelling of some new words, as in English the words are written different from how it sounded or are pronounced; that ends with very confusing students that need to relearn the sound of some letters or vowels in order to speak in English.

Taking into account these issues, it was critical to find an effective way to teach English to young students that would facilitate significant learning. Then, after an exhaustive search of methods, strategies, and techniques, the method that revealed better results was the Total Physical Response (TPR), which benefits children in developing their knowledge and learning of English. Also, the use of this method was a great support to the teaching improvement, making the classes funny and exciting for the children and especially the classes become more didactic and pedagogical because the students had the opportunity to be an active part of the class, where they could listen, repeat and accomplish the activities enjoyably and entertainingly. Applying the TPR method in the class created an interactive and participative class where all

the parts involved are presented and active at the moment of learning. For instance, a routine was generated, and usually, it was followed by the teacher in the preparation of their lesson plans and followed by students' participative response; this routine usually consisted of first, a short history with some particular vocabulary words and commands were presented to the children, after the new vocabulary was emphasized with some images, objects, and actions where students worked actively, and as a final activity, students had to complete an activity using the material provided by the teacher (wordbook, worksheets, etcetera.) or students had to use and to practice the new vocabulary using the material giving or asking by the teacher (speaking and conversational practice). Finally, the teacher provides all these activities to practice and learn the new lesson, leading to a meaningful learning process.

In the previous paragraphs, the work experience presented by the researcher was mentioned. In the next part, the researcher mentions a different job related to education and teaching that developed. The researcher worked as a teacher at the "Instituto de Formación y Capacitación Educativa IFCE" institute. It is located on J.J Perez, in La Paz Bolivia. This institution provides courses such as English for children, rhetoric, theater, chess, painting, office technology, drafting, career guidance workshops, school leveling classes, and more. All of those courses are proposed with the objective that students can learn in their free time; then, usually, every course lasts within a short period of time. Finally, the institute focuses on the necessities students have or are required to fulfill to open a determined course.

The principal problem the teacher faced when working as an English teacher in this institution was students' motivation. Most of them were taking the class because their level of English at school was low or minimal, which generated a negative attitude in the students that, in the end, they considered they could not learn English. To deal with these attitudes, the teacher looks for different methods or strategies, trying to find exciting and motivating activities to teach English, like using some pedagogical and more interactive activities such as playing games, listening activities, and interactive conversation or pair or group work. For instance, the first teacher explains the grammatical rules or the lesson taught, then gives students some activities that fulfill and complement the use of the new grammar rules; these activities usually were: Simon says, hot potato, guess the word, find the pair. These games kept the class interesting, fun, and

attractive to the students who were learning, but within a more interactive and collaborative environment created by the teacher.

Table 1

Work Experience Information

Institution	Position held	Period of activity	Courses held	Number of courses and parallels
Fernando Stahl school	English Teacher	2019 – 2021	Kindergarten students (3 to 5 years old) Primary students (6 to 12 years old)	Kindergarten 3 Courses Three years, four years, and five years. Primary 6 courses 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th primary.
Instituto de Formación y Capacitación Educativa IFCE	English Teacher	2022	English students (6 to 12 years old)	Basic English 1 Basic English 2

Source: Own elaboration

1.2 Period of work activity

The period of work activity as an English teacher was fulfilled over four years consecutively. The years in question were 2019, 2020, and 2021, respectively. In addition, for three years (2019 -2021), I worked as an English teacher at Fernando Stahl School in Juliaca-Puno, Peru.

In addition, the English classes at Fernando Stahl lasted two periods of 45 minutes each in kindergarten, and the classes were once a week. In primary, the students have three periods of

classes of 45 minutes 2 times a week in each level. It means that at Fernando Stahl school, the English classes were taught from Monday to Friday. Then, the working period at school started at 7:30 a.m. and finished at 1:30 p.m. All these hours were divided into teaching English to different levels of primary and kindergarten students. However, the most work experience acquired was with kindergarten students whose ages ranged from 3 to 5 years old, which forced the teacher to look for methods to teach and entertain children while teaching.

At the Instituto de Formación y Capacitación Educativa IFCE, the classes were sometimes in the morning and other times in the afternoon, according to the number of students. The classes were 1 hour 3 times a week depending on each group of students.

1.3 Institutions where the work activity was carried out

The work activity was accomplished in two educational institutions. The first institution was Fernando Sathl School, and the second was “Instituto de Formación y Capacitación Educativa IFCE.”

1.4 Positions held

The position held at Fernando Stahl school was that of an English teacher of kindergarten students (3 to 5 years old) and primary students (6 to 12 years old). As a teacher, the researcher developed the following skills:

- ✓ Patience: It can be a challenge, especially when teaching children.
- ✓ Empathy: It helps teachers understand students' problems from a new perspective, preventing anger and promoting patience to make things easier for the student.
- ✓ Teamwork: Teachers must collaborate with their colleagues to discuss lesson plans, student progress, administrative tasks, and school matters.
- ✓ Time management: It is also essential to maintain a balance between work and personal life; teachers need to develop practical time management skills. These skills can help them prioritize and accomplish tasks efficiently.

- ✓ Technology integration and management means employing online and technological resources in language teaching, which is fundamental for a better education. Then, it is necessary for teachers to be familiar with digital tools, materials and online resources that help in language teaching, such as language learning apps, interactive websites, and multimedia platforms where students can practice and develop their language skills.

Finally, my experience working as a teacher taught me that I must learn more about the students' needs and the difficulties that they face, and the environment and context where the teaching and learning process is happening which influences highly in searching of an appropriate and effective method to teach and in the development of teaching.

In addition, I worked in the “Instituto de Formación y Capacitación Educativa IFCE,” the position held was an English Teacher of Beginners, where students' ages varied from 6 to 12 years where I applied my experience and I applied a suitable method where students could feel comfortable and confident at the moment of learning.

II. Area. Determination and analysis of the problem or description of a case study

The effectiveness of using total physical response method in teaching vocabulary to kindergarten students at Fernando Stahl school

2.1 Introduction

English has become a global language. Thanks to the advancements in technology, science, and globalization, the English language has been spoken in every country worldwide. According to Giddens (1990), language is an essential factor in globalization as it facilitates communication and cultural exchange between different regions and people while also being influenced by global factors. As a result, schools worldwide started teaching English as a foreign language, as seen in schools in every continent. They are considering South America, where many schools and institutes have started offering English as a foreign language course for anyone capable or interested in learning English.

Learning a second language has many benefits that must be addressed. First, it allows students to stay connected with the rest of the world, and English is the most widely spoken language. It provides them with the ability to keep up with modern technological and scientific advancements that are happening around the world. Second, learning a second language, such as English, widely used globally, provides access to international scholarships, jobs, and travel opportunities. That is why there is a higher demand for learning English in many countries. Thus, learning vocabulary is essential for effective communication in English. Therefore, finding an easy and appropriate way to develop and increase students' vocabulary to communicate effectively in English is essential.

Learning vocabulary is crucial in the process of learning a foreign language. As it helps develop communication, students must increase and extend their vocabulary to become proficient in any language. Having a sufficient vocabulary is essential for effective communication, as emphasized by (Mediha & Enisa, 2014)

Additionally, learning a new language at a young age helps develop vocabulary as native speakers, as children have a better capacity to retain new information and vocabulary. “Teaching to children is very rewarding since they are less conscious than older learners” (Phillips, 1993, p. 22). Thus, introducing new vocabulary to children at an early age allows them to develop their understanding and strategies for learning and retaining the new words and structures by connecting their previous knowledge and representations to the new vocabulary. Moreover, children can effectively expand their vocabulary in the language they are learning. Since the principal goal of learning a new language is to communicate, it is essential for students to learn a wide range of vocabulary and to retain this new information in order to accomplish effective communication.

In addition, the present investigation focuses on the vocabulary teaching and learning process and the effectiveness of using the Total Physical Response method (TPR) to learn English as a foreign language effectively in kindergarten students. Also, the principal goal of this paper is to describe the effectiveness of the TPR method in teaching vocabulary. This method includes not only speaking performance as repetition or reiteration, but also physical and body performance to retain this new information or words that need to be learned.

Then, it can be concluded that developing and learning vocabulary and learning strategies or methods that help in the achievement and development of English as a foreign language is crucial to have better communication and use of the language. Moreover, learning vocabulary in a pedagogical and didactic way is valuable and beneficial for students who want to communicate and speak a new language more spontaneously.

2.2 Identification of the Problem

The teaching and learning process is a challenge that should be developed and achieved. In order to achieve that, teachers are always looking for methods, strategies, or techniques that can be applied in teaching, and many of these procedures are focused on students' necessities and capabilities. Moreover, teaching English as a foreign language to children is always a challenge since teachers have to focus not only on what will to be taught, but also on keeping students

motivated and attentive to what they are learning. Then, getting students' motivation and interest in learning new vocabulary in English is a challenge that unfortunately turns into a problem sometimes. At that point, teachers must find methods that have to be didactic and pedagogical and involve using physical responses to keep students interested and develop children's learning process. Finally, teaching is a process that involves methods, strategies, and techniques that teachers search and apply, mainly focusing on students' needs and capabilities in order to achieve a natural learning process. In other words, finding an appropriate method to teach kindergarten students English is vital to achieving a factual learning process.

Additionally, the school where the researcher worked, The Fernando Stahl School, has a unique approach to education based on Personalized Education. In this sense, the institution focuses on the teaching and learning process. Then, the approach they implement recognizes that each child is different and is on their journey of development and self-discovery. Thus, it is essential to understand each child's uniqueness and needs and to focus on their strengths while working on areas that need improvement. Also, the school encourages finding and applying different and "new" methods to teach, where the teachers must design activities appropriate for each child's age, allowing them to learn through experience, play, and movement. That is the main reason to search and find a method that focuses on how to teach English vocabulary to kindergarten students in an appropriate, didactic, and suitable way.

In summary, finding an appropriate and effective method to teach English is a challenge that teachers must accomplish. However, this challenge usually becomes a problem that teachers face every time they have to teach English, since the environment, the situation, the age, and the context of teaching influence the selection of an effective method that covers, develops, and improves the students' learning necessities. Thus, finding a suitable and efficient method of teaching English becomes a challenge that sometimes becomes a problem for teachers who must face this situation every time they have to teach the language.

Therefore, the research focuses on identifying, applying, and describing the use of the total physical response method in teaching English to kindergarten students from 4 to 5 years old at Fernando Stahl School in Juliaca, Peru, from 2019 to 2021.

2.3 Statement of the problem

Nowadays, learning the English language has become a necessity in any country worldwide to communicate with each other. As it was known, South America's official language is Spanish, and people and children have limited exposure to English. However, English is taught in schools and institutions. In Peru, many institutions teach English as a foreign language to children and teenagers, but focus on something other than kindergarten students; moreover, teaching English as a foreign language is separate from the national curriculum for students at the kindergarten level. Implementing teaching English in kindergarten is a challenge and an extremely complicated task, particularly when it comes to elaborate syllabuses and lesson plan programming for young students. Nevertheless, in the view of Fernando Stahl school, teaching the English language from an early age is essential since it helps to overcome any deficit in skills and capacities that students could present. As a result, some curricular adaptations have been made to obtain and elaborate their curricular programming, including teaching English as a foreign language.

As mentioned before, the English language has become an essential part of the educational program for children at Fernando Stahl School. Then, teachers need to focus on three critical aspects: the learning objectives, what content students need to learn, the needs and capabilities of the students, what and why students need to learn those contents and the methods, strategies, and techniques applied, how a teacher should be able to teach that new knowledge to the kindergarten students. In addition, some methods and activities related to the physical response, like drawings, games, role plays, songs, cards, and funny activities, are employed to make English learning more accessible for the students. Finally, it is crucial to improve how English is taught to beginners by incorporating the Total Physical Response method. Hence, the focus is on making English learning enjoyable and productive for the students.

According to some authors, the Total Physical Response method (TPR) is one of the most effective ways to teach English to kindergarten children. Since this method focuses on developing the needed skills, it focuses on listening and speaking skills through physical actions and movements, which makes learning enjoyable, didactic, and dynamic for young children to

learn English. Also, this method reassures confidence and encourages students to participate in various activities, such as card games, competitions, role plays, games, and conversations. These activities motivate children to learn English as a new skill they can develop, which is vital for their future. Finally, teachers should elaborate their lesson plans based on the students' needs, capabilities, and learning objectives, applying an appropriate and accurate method to teach and develop students' English language. Then, the total physical response method is one of the most common and accurate methods to apply to kindergarten students.

In summary, finding an appropriate and effective method to teach English is a challenge that teachers must accomplish. However, this challenge usually becomes a problem that teachers face every time they have to teach English, since the environment, the situation, the age, and the context of teaching influence the selection of an effective method that covers, develops, and improves the students' learning necessities. Thus, finding a suitable and efficient method of teaching English becomes a challenge that sometimes becomes a problem for teachers who must face this situation every time they have to teach the language.

2.4 Justification

Acquiring a rich vocabulary at a young age is crucial from a pedagogical perspective and has a significant impact on the field of Applied Linguistics. Although several studies have been conducted on the use of the Total Physical Response method for teaching English (Nguyen et al., 2020), it is equally important to research methods that specifically promote vocabulary acquisition. Schmitt (2000) argues that vocabulary is fundamental for effective communication in second-language teaching and learning. It helps us understand how young children can quickly learn and retain new words, which they can use to further their language learning. Hence, this study provides insights into how young students can learn new English vocabulary through the proposed methodology, thus contributing to the development of Applied Linguistics.

The current research focuses on vocabulary teaching using the total physical response method, which is highly beneficial for kindergarten students. This method offers ample opportunities for

the children to acquire significant vocabulary. This method is based on learning a first language through physical movement in response to direct commands. It is most effective when used with beginners (Richards & Rodgers, 2014). Moreover, this method facilitates teaching and learning in a didactic way by creating a rich context. This context allows the children to retain the words presented to them through dynamic activities. By using this method, children can get native levels of comprehension and production in the second language, providing them with better learning opportunities in the future.

The research has practical implications, particularly in terms of its future impact. It significantly benefits English teachers in educational contexts by providing a guide on how the total physical response method can be a prosperous and effective way of teaching vocabulary to kindergarten students. Therefore, it supports teachers who aim to implement this method in their classes and helps them enhance their ability to teach vocabulary effectively.

2.5 Objectives

2.5.1 General objective

- ✓ To describe the use of the total physical response (TPR) method in teaching English vocabulary to kindergarten students at Fernando Stahl school in Juliaca, Peru.

2.5.2 Specific objectives

- ✓ To distinguish the advantages and disadvantages of using the total physical response method in teaching English and students' vocabulary learning.
- ✓ To identify the use of the total physical response method in teaching English vocabulary to kindergarten students.
- ✓ To present a proposal applying the total physical response method in teaching English vocabulary to kindergarten students.

2.6 Institutional framework

2.6.1 Background of the institution

The Fernando Stahl school was established in 1992 by teachers Ricardo Ricardi Mamani Flores and Justina Cotrado. It began with 16 enrolled children and provided primary education under Zonal Directorial Resolution No. 0863-DREP. Professor Justina Cotrado was the first principal of the institution, and Norca Apaza was the first professor. They worked with dedication and commitment to teach and started the arduous work.

Initially, the school provided primary-level services in a house suitable to be a school, but new environments for the primary level were constructed in 1996. Under Zonal Directorial Resolution 3837-DREP in 2000, the school obtained permission to attend initial, primary, and secondary levels. In 2013, a new modern pavilion for the secondary level was constructed. Furthermore, in 2018, the school started the “Villa Stahlina” project, which includes a new educational infrastructure and sports fields. The students use this village for sports classes, and the school acquired a bus in 2019 to transport the students.

The school is located in the city of Juliaca in the department of Puno, in Peru, at Jirón Alcides Carrión N° 523-557. Currently, the school has 45 teachers and 1,100 students.

a) Vision

To be a leading and accredited educational institution with quality educational services based on Christian biblical principles.

b) Mission

To train students to develop capacities in an integral and balanced way with innovative teachers and students and the active participation of parents in a pleasant and happy environment to achieve learning that is useful in life.

2.6.2 Characteristics of the institution

The Adventist Educational Institution “Fernando Stahl” is facing the challenges of globalization and education in Peru and worldwide. The institution aims to train students to process, understand, create, innovate, apply, and share knowledge with critical analysis, democratic, intercultural, and solidarity principles. The curricular approach by competencies is the institution’s foundation, which makes education a tool for students to identify and solve problems, develop fundamental and specific competencies, and use their knowledge in a relevant and effective way.

Another characteristic of the institution is its close coordination between educational agents, including directors, teachers, students, parents, and the community, to achieve its vision. Moreover, the institution assumes responsibility for the learning results of all its students, is committed to continuous improvement of educational processes and results, and provides state-of-the-art infrastructure, equipment, and technology. It contributes to the equity of the integral development of its students so that they can develop the skills required to achieve a whole life that allows them democratic coexistence, participation in productive work, and learning throughout their lives.

2.7 Theoretical background

Introduction

This part considers the theoretical background, some terms, concepts, and definitions, and the previous research associated with our investigation. Initially, some concepts and theories about learning a second language and vocabulary acquisition are described. In addition, the Total Physical Response method is introduced, followed by the definitions, concepts, and some theories and characteristics. Finally, the literature review helped us understand and develop the present research.

2.7.1 Second language learning and acquisition

Language acquisition is a multifaceted process that involves the use of symbols, sounds, and rules to create meaningful expressions that can be comprehended and shared with others. The production of these expressions requires generating units of significance that others can interpret in response to natural stimuli. There are two distinct contexts in which language learning can take place. The first one is language acquisition (L1), and according to Krashen (1981), it can be defined as:

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. (p.1)

In other words, language acquisition involves the ability to learn and use one's native language, which is acquired through constant and daily exposure.

In the second case, language learning is conscious language learning (L2), and according to Krashen (1981), "It is thought to be helped a great deal by error correction and the presentation of explicit rules" (p.2). It means that learning a language is a rational process where the person involved knows what he or she wants to learn and actively seeks ways or strategies to learn it.

Then, this project is focused on the second case that involves *learning* English as a second language. Since students are learning English in a foreign country where the official language is Spanish, it should be noted that in this academic work, students are *learning* English as a foreign language as part of their school curriculum. Nevertheless, it is essential to consider that students are learning their native language rules and grammar together with the English language since they adapt to the school learning process. Finally, it can be admitted that the present investigation considers learning English as a new language in a foreign country.

2.7.2 Vocabulary

Vocabulary is a vital part of learning English as a new language. According to Merriam-Webster (2009), vocabulary is “a list or collection of words usually alphabetically arranged and defined or explained.” (p.514). In other words, the set of lexical terms refers to the set of words and phrases that a speaker is familiar with and can use to express their thoughts and ideas. It includes all the specific vocabulary that people use when communicating. A vast vocabulary is crucial for effective communication, impacting the four language skills of speaking, listening, writing, and reading. It encompasses not only individual words, but also multi-word phrases that convey particular meanings.

2.7.3 The importance of vocabulary in language

Learning vocabulary is very important for people who learn English as a foreign and second language. As can be defined by Tozcu and Coady (2004), “Learning vocabulary is an important aspect of a second language, foreign language acquisition, and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked.” (p. 473). Furthermore, to become proficient in vocabulary, one must establish certain habits, such as linking writing symbols to their meanings. Besides, it is crucial to broaden the understanding of a word, not just through frequent repetition. In conclusion, learning vocabulary is one of the most critical aspects of language. Therefore, teaching English vocabulary is crucial in the initial stages of learning a new language.

2.7.3.1 Vocabulary development in young children

As mentioned before, learning vocabulary is essential for students learning a new language. Then, teaching vocabulary to children in the preschool stages is significant for the learning process, and the preschooler’s learning experience plays a significant role in their ability to develop the following skills needed, starting with the capability of reading, followed by listening and writing to be capable to speak in another language finally. As mentioned by Lowry

(2000), Language, particularly vocabulary development, is crucial for early literacy development. That can be defined as:

It is important to encourage children's vocabulary development so that they develop the language and literacy skills necessary to succeed in school. The adults in a child's life play a significant role in helping a child learn new words. Through everyday conversations and interactions, caregivers use unfamiliar words and talk about what words mean, which helps expand a child's vocabulary. In fact, the number of words a child is exposed to by his parents relates directly to the size of the child's vocabulary.

In addition, to effectively teach new words, teachers must provide students with the words needed in a context that clarifies their meanings. Teachers should avoid isolated presentations and carefully select words to teach based on the situation, as it is crucial for students to comprehend which words are suitable to use in formal or informal situations and with various interlocutors. For these reasons, children must develop and learn vocabulary to learn English as a second language.

Based on these definitions and the importance of teaching vocabulary, teachers should be capable of searching and finding some methods that are suitable and appropriate to teach English vocabulary to children who are in the first stage of learning a new language and vocabulary. Then, the method mostly applied in these cases is the total physical response since it involves movements, physical reactions, and activities where students are participative, and it catches their attention. The total physical response method is described and explained in the following subtitles.

2.7.4 Total physical response (TPR) method

Dr. James J. Asher, a psychology professor at San Jose State University in California, developed Total Physical Response (TPR) as a method to address the question of why so many people struggle when learning a second language. The method is based on the assumption that, similar to first language acquisition, we internalize a new language through a process of deciphering a

code. In TPR, students are asked to physically respond to verbal commands, which helps them better learn the Language. In other words, the TPR method is a natural method that combines listening and acting, where students can be more active in class and learn by doing.

According to that definition, other researchers, Richards, and Rodgers (2014), affirm that the Total Physical Response (TPR) theory coordinates speech with physical and motor activity. Its principles dictate that children must respond physically before producing verbal responses, thus reducing stress and creating a positive environment for L2 learning. At the beginner level, TPR teaches oral proficiency to improve students' vocabulary and enable them to initiate their productive skills.

In summary, it can be stated that the TPR method is usually applied in the early stages of teaching a new language. It follows a natural way of learning as it is based on following orders orally, which helps students learn and develop their vocabulary in a significantly helpful way when performing in English. Then, the main objective of the TPR is to teach English in a natural and significant way where students are capable of being active and participating in class in order to develop their English skills.

2.7.4.1 The objectives of TPR

The principal objective of Total Physical Response (TPR) is to teach beginners oral proficiency by developing basic speaking skills through comprehension. (Richard and Rodgers, 2014) therefore, the ultimate goal is to develop students' skills to confidently communicate with native speakers since they can manage a significant amount of vocabulary and some basic grammar rules that involve learning a new language.

Additionally, developing an appropriate method is crucial for students to improve their English skills and capabilities. Then, applying the Total Physical Response method (TPR), which was designed to enhance the teaching and learning process of a second language to be more effective and efficient, is vital to achieve a successful educational process, particularly for children who have to be motivated and interested in what they are learning as well as they have to be active

and participative in the classes and in what students are learning since they feel capable of doing and learning new things and words. In summary, using a method as the total physical response is essential in designing the lesson plans or choosing the activities that will be developed in class.

2.7.4.2 Characteristics of TPR method

According to the TPR teaching method, abstract thinking is based on the ability to visualize. It recognizes that the two hemispheres of the brain, the right and the left, have different functions. Zhu (2000) states, “The right hemisphere is responsible for abstract thinking, whereas the left hemisphere is responsible for image thinking” (p.189). Therefore, the method suggests that the teaching process be kept in a real-life situation or as close to reality as possible. Students should experience the world through their senses rather than relying solely on audio-visual modes. Regarding language learning, it is crucial to improve listening ability first, followed by speaking and writing. According to Tingting (2018), in his article “A Study of the TPR Method in the Teaching of English to Primary School Students,”. The TPR teaching method has specific characteristics that make it effective:

- 1) Listening is the primary activity in the classroom.
- 2) Prepared students should be allowed to participate in activities.
- 3) Students should improve their comprehension ability through their body’s response to language.
- 4) Teaching should focus more on meaning than form to help reduce students’ tension.
- 5) It helps to develop students’ natural communicative competence.
- 6) After using the TPR teaching method, students can maintain a clear long-term memory for a period, which plays a significant role in primary learners’ long-term memory.
- 7) The TPR teaching method has a higher recall rate, which helps learners to remember information more frequently after gaining knowledge.

These are some of the characteristics the TPR method applied in its way of teaching new knowledge that should be covered in order to generate an effective learning process. As can be

observed, it always involved activities related to physical response and participative situations that students should be part of, which guarantees significant learning and also helps in the retention of new words or knowledge learning.

2.7.4.3. TPR – three learning hypotheses

The TPR method has different characteristics and theories depending on its base. However, the principal theory is based on Asher (2012), who has elaborated three main hypotheses about learning a foreign language, which are embodied in the TPR method. These hypotheses as follows:

a) Language is learned primarily by listening

In the first hypothesis, listening skill is the main objective, as Asher speculated that a specific innate bio-program for language learning exists, which defines an optimal path for first and second language development. He asserted that second or foreign language learning is a parallel process to first language learning and should reflect the naturalistic processes of learning a mother tongue. When learning their first language, children first develop listening competencies before they develop the ability to speak. By responding physically to commands, children acquire listening comprehension, which evolves speech (Richards & Rodgers).

b) Effective language learning must engage the right hemisphere of the brain

In the second hypothesis, the study of how the brain works is involved. Then, it has been proposed that the brain is laterally divided into two hemispheres, each with different learning functions. Asher claimed that language activities are centered in the right brain hemisphere, which psychologists consider intuitive and creative. Therefore, TPR is directed to right-brain learning, while other methods are directed to left-brain learning. Left-brain learning emphasizes correctness and does not allow the learner to take risks because the person may make a mistake.

On the other hand, proper brain acquisition encourages learners to play without fear of making mistakes (Asher, 2003). Motor activities performed within TPR are centered in the right hemisphere of the brain. At first, the left hemisphere watches and learns from the right, and when there has been a sufficient amount of learning done, the left hemisphere will be triggered to produce the language and to focus on abstract language processes (Richards & Rodgers, 2014).

In other words, Asher believes that Total Physical Response is geared toward right-brain learning, whereas most second-language teaching methods cater to left-brain learning. Asher (2012) says that “the optimal starting point in acquiring another language is to enter the strange language through the right hemisphere.” (pp.2-25)

c) Language learning should not involve any stress

Finally, the third hypothesis is explained. It is related to the psychological aspects of learning. This hypothesis affirms that learning should be a relaxed process, as excessive stress can impede the learning process and make it difficult to retain information efficiently. Therefore, the lower the stress, the greater the learning. To achieve stress-free learning, children should have a relaxed and pleasurable experience like learning a first language. The focus should be on the meanings interpreted through movements and not on the abstract language forms. In such an environment, learners can devote themselves entirely to stress-free learning (Richards & Rodgers, 2014).

2.7.5 Teacher and students' role in TPR

In this section, the teacher's and students' roles are described and defined. These two roles are vital in the development of the TPR method application in teaching English since the design of the lesson plans must take into account the student's needs and abilities, and the second must focus on the activities and participation within the class. Finally, the teachers' roles are introduced, followed by the students' roles.

a) Teacher's roles in TPR

In the application of the Total Physical Response method, the teacher has a crucial and direct role to play in the design of the class activities. According to Asher (1981), the instructor directs a school play with students as actors. It implies that the teacher is responsible for deciding what to teach, modeling and presenting new materials, and selecting supporting materials for classroom use. It implies that the role of the teacher is vital in the design of the class and the elaboration of the lesson plans and activities that must cover all the essential aspects of teaching, such as the content, the way of teaching, the activities, and most importantly, the student participation.

In addition, Asher (1981) suggests that TPR activities are conducted through storytelling, songs, games, chants, rhymes, and rhythm. It is encouraged that the teacher is well-prepared and organized to ensure that the lesson flows smoothly and predictably. Asher suggests using detailed lesson plans and writing out the exact utterances and commands beforehand, as the action can be fast-paced. When it comes to classroom interaction and turn-taking, the teacher directs the proceedings, even when students interact with each other in the class activities.

b) Student's role in TPR

In Total Physical Response, students take on the roles of listeners and performers. It means that students should carefully listen and physically respond to the teacher's commands, both individually and collectively (Larsen & Freeman, 2000). The learning content is determined by the teacher, using an imperative-based format for lessons. Additionally, students are expected to identify and respond to new combinations of previously taught elements. Finally, it can be stated that students' roles are significant in the application of this method since they are the actors who follow all the steps that the teacher instructs in order to develop and achieve their English language learning.

Finally, students have internalized sufficient knowledge of the language. In that case, they are encouraged to speak when they feel ready and not only under commands as the method

suggested in the beginning. It ends with students showing their capabilities and that the method worked. In other words, the learning process at the beginning is centered on repetition. Following the order, it develops changes and allows students to perform individually and without guidance, showing that they are capable of speaking in English.

Table 2

Teacher and Students Roles

TPR Activities	Teacher Roles	Students Roles
Lesson plan design	Main role search for suitable activities and materials.	Follow instructions Perform the activities and follow the instructions.
Materials	Look for didactic and pedagogical materials	Main role Use the materials given and understand the assignment or the content.
Activities	Look for suitable activities Employ didactic and pedagogic activities focusing on students' needs and capabilities. Describe the objectives of the activities.	Main role Focus on the activity, paying attention to the teacher's indications. Perform and do the activities Achieve the objectives of the lesson.
Evaluation	Observe if the activities achieve the objectives proposed and the student's development in the new language.	Self-evaluation about the new knowledge learning

Source: Based on Asher (1981) and Larsen & Freeman (2000).

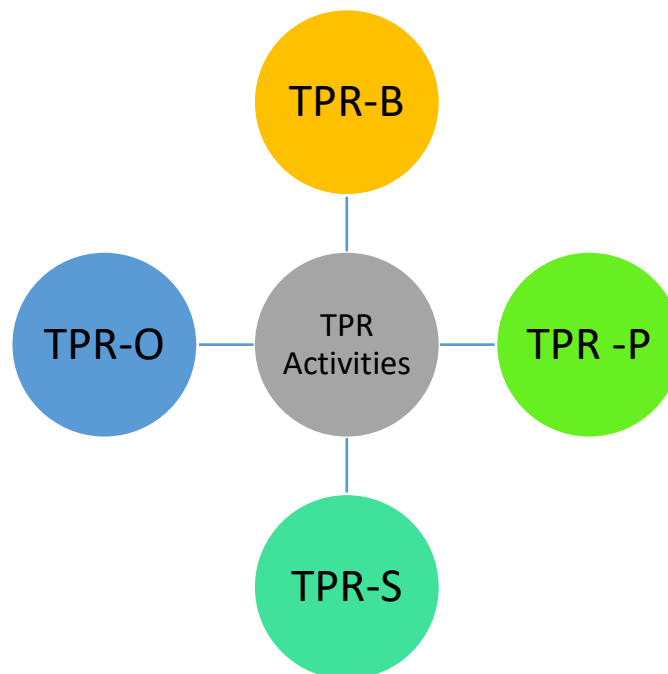
In Table 2, the teacher and students' roles are explained, focusing on the elaboration of the lesson plan, the materials employed, the activities that students should follow and perform to learn the new language, and the evaluation that involves both roles as the teacher should evaluate if those activities are suitable and help in the learning process and students should discover and acknowledge if they feel capable of remembering, to speak and to understand what they are learning. Then, the activities within the TPR method must be focused not only on the content, but also on the student's needs and capabilities. It is essential to know that some of the activities applied to the TPR are introduced in the next section.

2.7.6 Activities of TPR

According to Palacios, Sánchez, and Moreno (2008) they make a description of four types of TPR activities:

Figure 1

TPR Activities



Source: Based on Palacios, Sánchez, and Moreno (2008)

- a) **TPR with body.** Everything that students can do is with body movements under some teacher commands or instructions. It helps with some vocabulary about movements, body parts, and senses.
- b) **TPR with objects.** Everything must involve objects that can be close to or in the classroom. For instance, objects in the class, objects students have, and objects students can see or look for. It helps to teach some vocabulary about objects or materials and the prepositions of place.
- c) **TPR with pictures or flashcards.** Everything must involve things that are far or not in the classroom. It means that things that students cannot see or abstract concepts. It helps to teach some vocabulary related to feelings, emotions, farm or wild animals, and many other words related to objects that are not close to the classroom, but are related to the student's environment.
- d) **TPR short storytelling.** Everything must involve short stories or short tales where some abstract concepts or new words are introduced. It helps to teach different vocabulary and some basic English grammatical structures that students can use to speak in English.

In summary, Teachers plan and perform all of those activities together with students as Asher (1972) claims that TPR activities enhance interactive effectiveness in the authentic classroom between teachers and students, as well as among students themselves. Therefore, the activities must focus on the student's needs, and those activities should be interactive, dynamic, didactic, and pedagogical to make the classroom an amusing environment where students feel they can express themselves and be part of the class actively.

Finally, the use of the TPR method is fundamental in teaching English to children or kindergarten students since they have a light attention span and usually get distracted easily, which implies that the class planning must be entertaining, attractive, and participative where students feel part of the class and understand what they are learning. Then, in the next paragraph, some of the characteristics of using TPR with young students are described.

2.7.7 Total physical response with young EFL learners

Teaching English as a foreign language to young students is a challenge teachers must overcome. These students have unique needs and capabilities that should be developed and explored. It was stated before that little children prefer to be very active and participative in the learning process and class activities; however, if they are not given the opportunity to do so, they tend to get bored quickly and distracted easily. To address this challenge, Total Physical Response (TPR) activities are considered an excellent option for teaching young students.

Additionally, TPR activities provide students with many opportunities to be physically active, be part of the class, and enjoy themselves while learning a new language. As Scott & Ytreberg (1990) describe, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.” (p. 2). Meanwhile, most of the little children are at the beginning stages of learning not only the foreign language, but also the content they must cover in learning new things in school. TPR is an ideal teaching method for their age group. Moreover, it is worth noting that Asher’s initial experiments on the efficiency of TPR involved both children and adults, and the results reveal that the use of TPR in children is more effective than in adults since they are more involved in the class and feel more participative and willing to be part of the class. In summary, applying the total physical response method in teaching English as a foreign language to little children is practical and beneficial for developing the learning process.

Figure 2

Effective Learning Elements



Source: Own elaboration

As can be observed in Figure 2, the elements that are part of effective learning are described. These elements involve the teacher's and student's roles as the main elements, as they are both part of the learning process. However, it is also considered a suitable method that the teacher must find, modify, and apply in the class. This method must focus on the student's needs and capabilities that they have to develop and improve in order to have effective learning, where they can remember and communicate in English. In this case, according to students' needs, the more appropriate method is the total physical response since it is interactive and allows students to be an active part of the class and pay attention to the activities proposed. In other words, to develop effective learning, students' roles in the class and teacher's roles in elaborating lesson plans with the appropriate method are needed.

2.8 Methodology

The present study is under the scientific method, which can be defined as “the approach that science uses to gain knowledge, based on making observations, formulating laws and theories, and testing theories or hypotheses by experimentation” (Oxford Reference, n.d.). It means that the present study follows a logical order to develop the research: first, the researcher uses the observation to identify a problem, then the description of the problem is developed to continue with the analysis and elaboration of the theoretical concepts and definitions which are followed by the acquisition, analysis, and description of the data obtained to end with the development of the conclusions of the research.

In addition, there are two main essential research approaches, qualitative and quantitative research, which focus on the perceptions, opinions, and experiences that people who are part of the population suffer. This type of research is usually used under social and humanistic studies; However, the latter focuses on the measurable and accurate facts that people involved in the investigation could experience. This type of investigation is usually used in natural and scientific studies. Then, the present investigation is under a qualitative approach since its purpose is to describe the use of the total physical response (TPR) method in teaching vocabulary to kindergarten students to contribute to and develop vocabulary acquisition. Also,

the investigation is under qualitative study because it is based on the researcher's observation and the use of the TPR method in the lesson plans and classroom activities.

Finally, the deductive and inductive approaches are taken into account. As it can be understood, the deductive approach goes from the general into specific experiences and the development of some theoretical background into a particular situation; on the other hand, the inductive approach goes from a specific concept or experience into a general point of view or applications. Therefore, the present investigation is based on the inductive approach since this approach is more related to qualitative research. Most importantly, the study wants to present the use of the total physical response method in the development of teaching vocabulary that later could be expanded into other teaching areas. However, this paper just focused on the vocabulary acquisition of the second language in kindergarten students.

2.8.1 Research design

Based on the previous concepts, the present study is under descriptive research, defined as "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon" (McCombes, 2019). In other words, the principal characteristic of descriptive research is that it focuses on the description of what is it happened without being part of the process or phenomenon. Since the main objective of the research is the description of the use of the total physical response method in teaching vocabulary to kindergarten students, the study is under the descriptive method.

Additionally, the study is under the case study approach, which, according to McCombes (2019), can be defined as a "A case study can be used to describe the characteristics of a specific subject (such as a person, group, event or organization). Instead of gathering a large volume of data to identify patterns across time or location, case studies gather detailed data to identify the characteristics of a narrowly defined subject", which leads to an in-depth understanding of a complex situation or phenomenon in its real-life context, particularly in the social sciences.

To summarize, the present study applies a descriptive research based on the case study because first, its primary goal is to describe the use of the Total physical response method in teaching vocabulary, and it used a case study because the principal population and sample studied are a group of kindergarten students of Fernando Stahl School.

2.8.2 Population and sample

Population can be defined as all the members that share similar characteristics within a particular group, and sampling involves a selected group of people that share those characteristics and are part of the population. The difference between population and sample is that the former englobed many study subjects, and the latter are the direct subjects of study, from whom the data and information will be taken. In summary, the data and information to achieve the research are obtained from the sample related to the population.

The population of the present research is all the students of the Fernando Stahl School in the city of Juliaca – Peru. Subsequently, the sample considered is the 45 students of the Fernando Stahl School kindergarten school. These students are usually around four to five years old, and they are the principal participants in using the total physical response method in developing their vocabulary acquisition.

As it is known, there are two main types of samples: probabilistic and non-probabilistic. According to Barragan et al. (2011), in the probabilistic the object of study has equal possibilities to be selected; however, in the non-probabilistic sample, the object of study is delimited by the social, geographical, and specific characteristics needed for the study. In that case, the sample presented is under the non-probabilistic because, according to (Hernandez, 2018), “Here the procedure is not mechanical, nor based on probability formulas, but depends on the decision-making process of a person or group of people, and of course, samples selected by subjective decisions tend to be biased” (p. 263). The sample is a purposive sampling related to qualitative studies and focuses on specific characteristics the participants should follow, such as social background, age, understatement, and capabilities.

2.8.3 Instrument and data analysis

In this part, the instrument used in the research is described. As the paper follows the qualitative research, the instrument used is the observation, which can be identified as a data instrument generally used in scientific research. Also, it directly examines the phenomenon as it happens. According to Hernandez (2019), with observation as an instrument, the researcher is capable of documenting and describing all the situations and circumstances that the phenomenon studied goes through.

Additionally, there are different types of observation, such as participant and non-participant, structured and non-structured observation. The participant means that the researcher is part or participates in the activities involved in the research, and the non-participant, the researcher, is only an observant. In the second case, the structured or controlled is based on the fact that the researcher follows a structured agenda or journal to obtain the data needed. On the contrary, the non-structured does not follow a planned agenda or documents. Therefore, the instrument used in this research is a structured and participant observation. Since the researcher was the teacher who implemented the total physical response method with vocabulary acquisition in kindergarten students, the researcher also followed an agenda in a journal to make their observations.

According to the instrument applied, the data analysis is under the qualitative method; the present research used a mixture of methods in the analysis and development of the data. It means that the content analysis and the thematic analysis are considered. Nevertheless, the thematic analysis is part of the content analysis. However, the difference is that the first one is based on identifying and describing the characteristics of a determinate experience in a general view, and the last one focuses on a specific theme or aspects that affect the experience of phenomena in the study. Then, in summary, the data analysis that this paper applied is the content analysis as the researcher described the use of the total physical response method in teaching and the thematic analysis as it is focused on the acquisition of vocabulary.

2.9 Propositional section

There are several methods, strategies, and techniques to teach English to children, teenagers, and adult students, although teaching English to kindergarten students is still developing. As can be observed, many techniques, strategies, and methods are designed to improve English learning, focusing on students' needs and capabilities, which leads to applying specific methods to different necessities. In other words, it depends on the students' needs and the way English will be taught and learned, so using a specific method that covers the necessities of students is essential in developing students' learning.

In addition, teaching English to kindergarten students is a challenge. Especially in the school in Peru, since the language is taught as a foreign language and students usually need more contact with the language, which interferes with their learning process. Moreover, there needs to be a specific method designed to teach English to kindergarten students, which means that teachers must search for an accurate method to teach English. Then, the method chosen must not only focus on the content that emphasizes vocabulary, basic rules, and phrases used in English, but also keep the motivation and the interest of students about what is going to be taught and what they are going to learn. Therefore, the application of the total physical response method in teaching English to kindergarten students is essential and indispensable since it focuses on teaching English vocabulary through dynamic and didactic activities that take into account the physical movements and actions that students should follow, as playing some games, singing songs and doing some activities developed by the teacher in the design of the lesson plans to achieve the learning objectives and to develop the students learning. Finally, the purpose of the developing this proposal is to teach English to kindergarten students, focusing on the student's capabilities, which means learning vocabulary, listening and speaking skills, and applying the Total Physical Response method.

The researcher believes that the hyper-activeness, dynamism, and energy children present when they are around three to five years old must be used as an ally in the teaching process. It means that these characteristics must help develop their oral communication skills not only in their native Language, but also in the second Language, with the difference that in learning English,

the teacher should focus on teaching vocabulary and developing the listening and speaking skills in children. To achieve a significant English learning process, teachers must use an appropriate method focusing on student's needs. Then, the method chosen is the Total Physical Response (TPR), which involves teaching vocabulary through physical actions carried out by the students. In addition, teachers have to create, elaborate, and adapt some lesson plans and activities that follow the rules and directions established by this method to improve the children's language skills and abilities.

The main objective of this proposal is to apply the total physical response method in teaching English to kindergarten students. It mainly focuses on teaching vocabulary, as the goal is to teach basic vocabulary to students who can communicate in English. For instance, the glossary included in the lesson plans involves greetings, colors, numbers, animals, fruits, vegetables, body parts, occupations, and some phrases or basic vocabulary needed. To achieve this objective, the teacher does the proposal includes a description of a syllabus designed exclusively for the institution where the researcher was teaching and a design of different lesson plans related to the syllabus with a variety of activities that involve the use of games, short videos, flashcards, puzzles, songs, and other vocabulary-focused exercises. These activities, which focus on using the total physical response method, are described and detailed in the next section of the proposal. Also, these activities were already applied by the researcher in their workplace; the fact confirmed that the use of TPR with kindergarten students helps in the development of teaching and learning English.

2.9.1 Skills development

The skills taken into account in the elaboration of the proposal are the listening and speaking skills since the proposal focuses on teaching English to kindergarten students who are still learning some basic skills and cannot write and read yet. Also, the proposal focuses on teaching vocabulary for the same reason that students are still in the development process. In the next part, some of the concepts about listening and speaking skills are detailed.

a) Speaking

Speaking is one of the most essential competencies for kindergarten children to learn and to repeat new vocabulary. It lays the foundation for their continued learning of English. The Total Physical Response method considers speaking the main competency for children to become familiar with new vocabulary words. Additionally, this method enables children to describe objects and things, talk about their body parts, express likes and dislikes, discuss occupations, and apply their vocabulary through actions and facial expressions in front of their peers.

b) Listening

The second skill used to motivate children to learn English was listening. The students were exposed to various conversations, short stories, and songs related to the lessons, taking into account their interests and preferences. For instance, they listened to songs such as "If You Are Happy," "This Is Me," and "Walking in the Forest." In addition, they listened to audio clips from native speakers to learn proper pronunciation.

c) Vocabulary

Vocabulary can be defined as a list of words that are connected to meanings that are assigned in order to communicate our feelings, emotions, and necessities in a different language. Then, the development of this skill is significant since communication is based on recognizing and knowing some of these words. In addition, learning a new language is vital to learn vocabulary. In that case, applying the TPR method helps in learning vocabulary and memorizing some words, phrases, and fundamental questions more accurately and noticeably, which helps in the development of English vocabulary building and the learning process in general.

2.9.2 Syllabus for teaching English to kindergarten students

The syllabus proposal is designed with the students' needs and capabilities in mind, focusing on their needs, objectives, interests, and concerns. The syllabus considers the Total Physical Response method. It incorporates different activities using physical movements, singing songs, finding objects, following orders, and playing some games to motivate children intellectually, emotionally, and physically to acquire the English language. Students are encouraged to participate in active tasks through movements that allow for greater creativity and responsibility. The themes are chosen according to the Total Physical Response method, and the activities are related to speaking skills through physical actions.

Also, the syllabus presented is divided into two groups. The first column focused on students four years old, and the second column focused on students five. The researcher makes this division focusing on the capabilities of students, which means that students who are five years old are more capable of retaining more words than four-year-old students; also, the necessities are taken into account for four years need a basic vocabulary, and sometimes more physical activities and five years old can retain more information and need more didactic and challenging activities. However, in both cases, the TPR method is applied in teaching English.

The syllabus design consists of 9 units and is divided into three periods: one day, two periods of 45 minutes, and the other day, 1 of 45 minutes, as presented in Table 3.

Table 3

English Teaching Syllabus

Four years old		Five years old	
UNIT 1	Greetings <ul style="list-style-type: none"> • Hello and Goodbye • Good morning • Good afternoon Boy and Girl <ul style="list-style-type: none"> • I am a • Girl or boy 	UNIT 1	Greetings <ul style="list-style-type: none"> • Hello and Goodbye • Good morning and good afternoon • Good night and good evening
UNIT 2	Verbs <ul style="list-style-type: none"> • Open, close, clap 	UNIT 2	Verbs <ul style="list-style-type: none"> • Open, close, clap

	<ul style="list-style-type: none"> • walk, jump, skip, run • Listen, eat, sleep School objects <ul style="list-style-type: none"> • Pencil, sharpener, • eraser, ruler • book, scissors Colors <ul style="list-style-type: none"> • Red, yellow, • Green, orange • Purple, blue 		<ul style="list-style-type: none"> • walk, jump, run • listen, eat, sleep School objects <ul style="list-style-type: none"> • Pencil, sharpener, eraser, • Ruler, book, scissors • Chair, desk, pen, bag Primary Colors <ul style="list-style-type: none"> • Red, yellow, blue Secondary colors <ul style="list-style-type: none"> • Green, orange • Purple, brown
UNIT 3	Pets <ul style="list-style-type: none"> • Dog, cat, • Fish, bird 	UNIT 3	Family <ul style="list-style-type: none"> • Father, mother • Sister, brother • Baby
UNIT 4	Family <ul style="list-style-type: none"> • Daddy, Mommy • Sister, brother • baby Feelings <ul style="list-style-type: none"> • Happy, angry • Scared, sleepy 	UNIT 4	Shapes <ul style="list-style-type: none"> • Circle, square • Triangle, rectangle, • Diamond, oval • Start, heart
UNIT 5	Shapes <ul style="list-style-type: none"> • Circle • Square • Triangle • Rectangle The numbers <ul style="list-style-type: none"> • Numbers 1-2 • Numbers 3-4 • Number 5 	UNIT 5	The numbers <ul style="list-style-type: none"> • Numbers 1-2 • Numbers 3-4 • Numbers 5-6 • Numbers 7-8 • Numbers 9-10
UNIT 6	Seasons <ul style="list-style-type: none"> • Winter, spring, • autumn, summer 	UNIT 6	Alphabet <ul style="list-style-type: none"> • a, b, c, d, e, f • g, h, i, j, k, l • m, n, o, p, q • r, s, t, u, v • w, x, y, z
UNIT 7	Community helpers <ul style="list-style-type: none"> • Policeman, fireman • doctor, teacher • 	UNIT 7	Transportation <ul style="list-style-type: none"> • Car, bus, • Airplane, ship • train
UNIT 8	Fruits <ul style="list-style-type: none"> • Apple, banana, • Orange, pineapple • Grapes, pear Vegetables	UNIT 8	Fruits <ul style="list-style-type: none"> • Apple, banana, pineapple • Orange, lemon, • strawberry • grapes, watermelon

	<ul style="list-style-type: none"> • Lettuce, tomato • Carrot, corn • Onion, potato, 		Vegetables <ul style="list-style-type: none"> • Lettuce, tomato • Carrot, corn, cucumber • Onion, potato, broccoli
UNIT 9	Important questions <ul style="list-style-type: none"> • What is your name? • My name is... • How old are you? • May I go to the bathroom? 	UNIT 9	Important questions <ul style="list-style-type: none"> • What is your name? • My name is.... • How old are you? • May I go to the bathroom, please? • What is your favorite fruit? • What is your favorite color?

Source: Own elaboration

Table 4

Scheduling for the units

SCHEDULING				
TRIMESTER	UNITS	START	END	TIME
I	UNIT 1, 2, 3	02-03-2021	28-05-2021	12 Weeks
II	UNIT 4, 5, 6	31-05-2021	10-09-2021	14 Weeks
III	UNIT 7, 8, 9	13-09-2021	20-12-2021	14 Weeks
* Vacation period from July 26 th to August 6 th				02 Weeks

Source: Own elaboration

2.9.2.1 Lesson Plans

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session: 1 “Hello and goodbye”	
Lesson skills emphasized: vocabulary, listening, speaking			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the greetings “Hello and goodbye”				
Materials used: Song “Hello” super simple song, puppets, balloons, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm up:	Setting the scene for the lesson by Sing the song “Good morning”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flash card with the image of hello and goodbye	Visual aids	5	T →Ss
Step 2:	-T. Uses 2 puppets of a boy and a girl to say “HELLO and GOODBYE” with the activity “show me your hand” -Ss shows their hands and practice the movements	2 puppets of a boy and a girl. (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the balloons” -Ss. Start playing the game.	Kinesthetic movements (TPR)	20	T →Ss Ss →T
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session: 2 Review “Hello and good bye”	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the greetings “Hello and good bye”				
Materials used: Song “Hello” super simple song, puppets, balloons, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “Good morning”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flash cards with the image of hello and goodbye to review the greetings	Visual aids	5	T →Ss
Step 2:	-T. sings the song with the Ss. Three times to review the greetings -Ss show their hands and practice the movements	Kinesthetic movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session: 3 “Good morning and Good afternoon”	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the greeting “Good morning good afternoon”				
Materials used: Song “Good morning” super simple song, puppets, puzzles, flashcards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “Good morning”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flash cards with the image of good morning	Visual aids	5	T →Ss
Step 2:	-T. Uses 2 puppets of a boy and a girl to say “Good morning and good afternoon” to the Ss. -T. shows mimics of good morning and good afternoon to the Ss. -Ss. practice the movements	2 puppets of a boy and a girl. (TPR) Kinesthetic movements (TPR)	20	T →Ss T →Ss Ss →T
Step 3:	-T. gives puzzles to the Ss. with image of good morning and good afternoon. -Ss. Start doing the puzzle.	Coordination and manual skills/children in pairs	15	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T T →Ss

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session: 4 Review “Good morning and good afternoon”	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the greeting “Good morning and good afternoon”				
Materials used: Song “Good morning” super simple song, puppets, puzzles, flashcards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “Good morning”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. Uses 2 puppets of a boy and a girl to say “Good morning and good afternoon” to the Ss. one by one and interact with them.	2 puppets of a boy and a girl. (TPR)	10	T →Ss
Step 2:	-T. sing with the Ss. the song and make the movements that learn for the song	Kinesthetic movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	15	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session: 5 “I am a boy; I am a girl”	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the words “Boy or girl”				
Materials used: Song “I am a boy and you are a girl”, puppets, small ball, powerpoint, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “I am a boy and you are a girl”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows a Power point with the image of boys and girls.	Visual aids	5	T →Ss
Step 2:	-T. Uses 2 puppets of a boy and a girl to explain who is the boy and who is the girl to the Ss. -T. asks to the Ss. If they are girls or boys.	2 puppets of a boy and a girl. (TPR) speaking	20	T →Ss T →Ss Ss →T
Step 3:	-T. explains the game “hot potato” -Ss. Start playing the hot potato.	Coordination and manual skills/ all the class	15	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T T →Ss

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 1	Session 6: Review “I am a boy; I am a girl”	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the words “Boy or girl”				
Materials used: Song “I am a boy and you’re a girl”, puppets, small ball, powerpoint, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “I am a boy and you are a girl”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. Uses 2 puppets to show the Ss a boy and a girl. -T. asks to the Ss. If they are girls or boys.	2 puppets of a boy and a girl. (TPR) speaking	10	T →Ss T →Ss Ss →T
Step 2:	-T. and Ss. sing the song they practice if they are girls or boys.	Coordination and manual skills/ all the class	10	T →Ss Ss →Ss
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	15	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 7 Verbs (open, close and clap)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the verbs “Open, close and clap”				
Materials used: Song “Open, close”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “open, close”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flash cards with the images of open close and clap.	Visual aids	5	T →Ss
Step 2:	-T. Uses many objects like a book, a box and the body parts to show the Ss when something is open, close, and clap. -T. ask the Ss. that they can open, close and clap their hands.	Body movements (TPR) Body movements (TPR)	15	T →Ss T →Ss Ss →T
Step 3:	-T. explains the game “find the correct image” (flash cards with the images of open, close and clap) -Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say this...? (T. does the mimics)	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session:8 Review the Verbs (open, close and clap)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the verbs “Open, close and clap”				
Materials used: Song “Open, close”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “open, close”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. and Ss. make a circle and T, sing with the Ss. and do the mimics.	Body movements (TPR)	10	T →Ss
Step 2:	-T. does some actions with the words learned. Ss. have to say what action is...	Body movements (TPR) speaking	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say this...? (T. does the mimics)	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	15	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 9 the Verbs (walk, jump, run, skip listen)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the verbs “walk, jump, run, skip listen”				
Materials used: Song “walking in the forest”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “walking in the forest”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the verbs.	Visual aids	5	T →Ss
Step 2:	-T. teaches the verbs with mimics to the Ss.	Body movements (TPR)	15	T →Ss
	-T. asks the Ss. to do the mimics for the verbs	Body movements (TPR)		Ss →T
Step 3:	-T. explains the game “find the correct image” (flash cards with the images of the verbs) work ingroups Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. does the mimics.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session 10: Review the Verbs (walk, jump, run, skip listen)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the verbs “walk, jump, skip, run, listen”				
Materials used: Song “Open, close”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “open, close”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows the mimics for the song to the Ss.	Body movements (TPR)	5	T →Ss
Step 2:	-Ss. sing and do the mimics for the verbs	Body movements (TPR)	10	Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say this...? T. does the mimics.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 11 school objects (pencil, sharpener)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “pencil and sharpener”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of pencil and sharpener.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words pencil and sharpener with the real objects to the Ss. -T. asks the Ss. to show their pencil and sharpener	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the correct image” (flash cards with the images of the pencil and sharpener) work in groups Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the pencil and sharpener.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 12 Review the school objects (pencil, sharpener)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “pencil and sharpener”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of pencil and sharpener.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words pencil and sharpener with the real objects to the Ss. -T. asks the Ss. to show their pencil and sharpener	Body movements (TPR) Body movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the pencil and sharpener.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 13 school objects (eraser, ruler)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “eraser, ruler”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of eraser and ruler.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words eraser and ruler with the real objects to the Ss. -T. asks the Ss. to show their eraser and ruler	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “puzzle” (puzzle with images of the eraser and ruler) work ingroups Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss What words did we learn today? How do you say ...? T. shows the eraser and ruler.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 14 Review the school objects (eraser, ruler)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “pencil and sharpener”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of eraser and ruler.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words eraser and ruler with the real objects to the Ss. -T. asks the Ss. to show their eraser and ruler.	Body movements (TPR) Body movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss What words did we learn today? How do you say ...? T. shows the eraser and ruler.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 15 school objects (book, scissors)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “book, scissors”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of book and scissors.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words book and scissors with the real objects to the Ss. -T. asks the Ss. to show their book and scissors	Body movements (TPR)	15	T →Ss
		Body movements (TPR)		Ss →T
Step 3:	-T. explains the game “find the words” (Ss. have to find the objects in the class) work in pairs Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the book and scissors.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 4 years old	Unit: 2	Session: 16 Review the school objects (book, scissors)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the school objects “pencil and sharpener”				
Materials used: Song “school supplies”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “school supplies”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards of eraser and ruler.	Visual aids	5	T →Ss
Step 2:	-T. teaches the words eraser and ruler with the real objects to the Ss. -T. asks the Ss. to show their eraser and ruler.	Body movements (TPR) Body movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the eraser and ruler.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 3	Session: 17 the Family (father, mother)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the words “mother and father”				
Materials used: Song “family finger”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “family finger”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the images of a father and a mother.	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “family finger with mimics to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the family members” (flash cards with the images of the father and mother) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a father and mother.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 3	Session: 18 Review the Family (father, mother)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the words “mother and father”				
Materials used: Song “family finger”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “family finger”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the images of a father and a mother.	Visual aids	5	T →Ss
Step 2:	-T. reviews the song “family finger with mimics to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	10	T →Ss Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a father and mother.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 3	Session: 19 the Family (brother, sister, baby)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the words “brother, sister and baby”				
Materials used: Song “family finger”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “family finger”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the images of a brother, a sister and a baby.	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “family finger with mimics to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the family members” (flash cards with the images of the brother, sister and baby) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a brother, sister and baby.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 3	Session: 20 Review the Family (brother, sister, baby)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the words “brother, sister and baby”				
Materials used: Song “family finger”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “family finger”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the images of a brother, a sister and a baby.	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a brother, sister and baby.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 21 The numbers (1-2)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the numbers 1 and 2				
Materials used: Song “the numbers”, flash cards, big numbers 1 and 2, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the images of the numbers.	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “the numbers to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “In the circle” (2 circles with numbers 1 and 2 in the floor) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows big numbers 1 and 2.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 22 Review the numbers (1 and 2)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the numbers 1 and 2				
Materials used: Song “the numbers”, flash cards, big number 1 and 2, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows a big number 1 and 2.	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 23 The numbers (3-4)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the numbers 3 and 4				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the image of the numbers 3 and 4	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “the numbers to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the numbers” (Ss. has to find the numbers in the classroom) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a big number 3 and 4.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 24 Review the numbers (3 and 4)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the numbers 3 and 4				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows big numbers 3 and 4	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the numbers 3 and 4.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 25 The numbers (5-6)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the numbers 5 and 6				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the image of the numbers 5 and 6	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “the numbers to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “jump with the numbers” (Ss. has to jump according to the number that the teacher shows) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss What words did we learn today? How do you say ...? T. shows a big number 5 and 6.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 26 Review the numbers (5 and 6)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
<p>Objectives/standards = To recognize and to pronounce the numbers 5 and 6</p>				
<p>Materials used: Song “the numbers”, flash cards, notebook.</p>				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows big numbers 5 and 6	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the numbers 5 and 6.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 27 The numbers (7-8)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the numbers 7 and 8				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the image of the numbers 7 and 8	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “the numbers to the Ss. -Ss. do the mics and sing the song	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “show me the numbers” (Ss. have to show the number that t. requires) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss What words did we learn today? How do you say ...? T. shows a big number 7 and 8.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 28 Review the numbers (7 and 8)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the numbers 7 and 8				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows big numbers 7 and 8	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the numbers 7 and 8.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 29 The numbers (9-10)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 90 minutes	
Objectives/standards = To recognize and to pronounce the numbers 9 and 10				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows flashcards with the image of the numbers 9 and 10.	Visual aids	5	T →Ss
Step 2:	-T. teaches the song “the numbers to the Ss. -Ss. do the mics and sing the song.	Body movements (TPR) Body movements (TPR)	15	T →Ss Ss →T
Step 3:	-T. explains the game “find the numbers” (Ss. has to find the numbers in the classroom) Ss. Start playing the game.	Coordination and manual skills/ all the class	20	T →Ss Ss →Ss
Step 4:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows a big number 9 and 10.	Information/ all the class	15	T →Ss Ss →T
Step 5:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson -T. sends the song to a WhatsApp group.	Graphomotor skills	30	T →Ss Ss →T

Lesson plan:				
Date:	Level: Basic English 5 years old	Unit: 4	Session: 30 Review the numbers (9 and 10)	
Lesson skills emphasized: vocabulary, listening, speaking.			Overall time: 45 minutes	
Objectives/standards = To recognize and to pronounce the numbers 9 and 10				
Materials used: Song “the numbers”, flash cards, notebook.				
Lesson outline:				
<i>Stages:</i>	<i>Content/procedures:</i>	<i>Techniques/ Method:</i>	<i>Timing:</i>	<i>Interaction</i>
Warm-up:	Setting the scene for the lesson by Sing the song “the numbers”	Listening Total physical response (TPR)	5	T →Ss
Step 1:	-T. shows big numbers 9 and 10	Visual aids	5	T →Ss
Step 2:	-T. and Ss. review the mimics to sing the song.	Body movements (TPR)	10	T →Ss
	-Ss. do the mics and sing the song	Body movements (TPR)		Ss →T
Step 3:	-T. asks to the Ss. What words did we learn today? How do you say ...? T. shows the numbers 9 and 10.	Information/ all the class	5	T →Ss Ss →T
Step 4:	-T. gives the Ss. their notebook to do the activity. -Ss. Do their activity for the lesson	Graphomotor skills	20	T →Ss Ss →T

2.10 Concluding section

In this section, the analysis and description of the conclusion related to the investigation are introduced and explained. The description of the conclusion follows a logical order. First, the conclusions related to the objectives are introduced, followed by a general conclusion about using the method presented as effective in teaching and learning English to kindergarten students.

2.10.1 Conclusions related to the objectives

Conclusions

In this part, the conclusions related to the objectives are described. To achieve the goals proposed in this research, the specific and general objectives are described. Also, this section followed a specific order, starting with the specific objectives and followed by the description of the general objective. These conclusions reveal and help in the achievement of this academic paper.

The first specific objective was *to distinguish the advantages and disadvantages of using the total physical response method in teaching English and students' vocabulary learning*. This objective was achieved as well, especially through the observation that the teacher made while teaching English vocabulary to kindergarten students and the review of some theories and literature related to the research. For instance, Krashen stated that “The use of TPR ensures the active participation of students, helps the teacher know when utterances are understood, and also provides contexts to help students understand the language they hear.” (2009, p.141). This statement is accurate as, according to the researcher's experience, using the TPR method has the following advantages and disadvantages. (Based on Widodo, H.P. 2005, p.239-240)

Advantages

- ✓ It is much fun and can create a lively atmosphere in the class.

- ✓ It helps students remember phrases and words more easily.
- ✓ It benefits kinaesthetic learners who need to be active in class.
- ✓ It can be used in large and small classes, regardless of the number of students.
- ✓ It works well with mixed-ability classes since the physical actions used help convey the meaning of the language.
- ✓ Preparation time is minimal as long as the teacher knows what they want to practice.
- ✓ It is very effective for young learners. It engages both left and right-brained learning.

Disadvantages

- ✓ The TPR teaching method is best suited for beginner levels. Although it can be applied at intermediate and advanced levels, it requires language adaptation.
- ✓ It is a valuable teaching method, but it cannot be flexibly used to teach everything, and if used excessively, it can become repetitive.
- ✓ It is best used with other methods and techniques to change the dynamics and pace of a lesson. Therefore, TPR should be combined with other methods to prevent learners from feeling tired of learning the language.

The TPR has often been effective in teaching English to students starting to learn a new language. Also, it is beneficial to make the class enjoyable and to present activities that involve all the student's attention. However, it has disadvantages as it only works in the early stages of teaching, and teaching vocabulary to teach abstract vocabulary or expressions represents a challenge that should be resolved; for instance, the teacher can write the words on cards and attempt students to relate those concepts with images or pictures or TPR become unproductive if teachers use the method for an extended period without switching it with other activities that help teach the target language. In summary, the identification of the advantages and disadvantages of the use of TPR in teaching was accomplished.

The second specific objective stated *to identify the use of the Total physical response method in teaching English vocabulary to kindergarten students*. This objective was also achieved at the

moment of applying the TPR method in the classroom and the response and results observed by the teacher in the development of students learning that demonstrate that this method is effective in teaching vocabulary to kindergarten students. In addition, after the implementation of the TPR method in teaching, the proposal section is presented. As it can be observed, the design of the lesson plans is based on the teacher's observations, experience and practice of using the TPR method in their classroom activities. For instance, the teacher's aim is to teach vocabulary through the application of total physical response method to kindergarten students, then, the teacher creates and develops many activities based on the knowledge, strategies, techniques of the TPR methods to progress the children learning process. As it can be observed, teachers enjoy using various materials and techniques focused on the TPR method and students also enjoy and learn by practicing and performing the activities planned which helps in their development and learning process. Finally, it can be stated that the use of TPR method in teaching English to kindergarten students is vital and essential the developing of learning of students as this method is dynamic and effective which motivate students to be part active of the class.

The third specific objective stated *to present a proposal applying the total physical response method in teaching English vocabulary to kindergarten students*. This last specific objective was achieved in the part where the proposal using the TPR method is described. Also, this part included a model of lesson plans that could be applied in teaching vocabulary to kindergarten students as these lesson plans were already proved since these were applied with the students of Fernando Stahl school. In addition, the teacher achieved the objective because the teacher presented 20 lesson plans for each course, which means 10 for 4-year-old students and 10 for 5-year-old students to teach vocabulary through the total physical response at Fernando Stahl school.

Finally, the general objective is *to describe using the total physical response (TPR) method in teaching English vocabulary to kindergarten students at Fernando Stahl school in Juliaca, Peru*. Since the specific objectives were already covered, this objective was achieved. In other words, the present paper provides a detailed and comprehensive description of the TPR method related to teaching English vocabulary to little children. First of all, the paper provides a description of the advantages and disadvantages that applying this method can present and some

of the challenges that teachers should face and resolve. Secondly, the use of this method was proved since it details the use of the Total physical response method in teaching English to kindergarten students at a Fernando Stahl school in Peru. Also, the use of this method was identified, and it was proved that the application of TPR is beneficial and suitable at the moment of teaching English. Finally, the paper presents a proposal for a design of lesson plans applying the TPR as a principal method in teaching English vocabulary to students. In summary, the description of the application of the total physical response method in teaching English vocabulary to kindergarten students was covered successfully as the most relevant points were taken into account, for instance, the design of lesson plans, the implementation of TPR activities in class and the description of the benefits and difficulties that teachers should pass in order to teach and to develop the English learning process.

III. Area. Analysis of professional experience

3.1 Relevance of the linguistic and language curricula with the professional experience.

From the applicant's point of view, the curricular framework offered by the Linguistics and Languages Department at Mayor de San Andrés University provides the theoretical bases, the practical implications, and the general fundamentals that students must learn and have in order to perform their knowledge and to face some problems that might appear in their future working life. In other words, all the subjects learned in the academic classes by the applicant were helpful and supportive when working and facing the problems that appeared in professional performance.

In addition, the theory differs from the practice as it was experienced by the applicant when the applicant had to teach and apply all the theory learned. For instance, teaching English to kindergarten was a challenge that was accomplished, but it was a complicated goal to achieve. However, the knowledge of the theory was fundamental in the application of some methods, strategies, and techniques related to Applied linguistics. In other words, the practical implications and adaptation of some classes might be vital; unfortunately for external factors such as the number of students, the time available, the theoretical content, the availability of places where the practice might be performed, and some other factors that prevent the developing of practical performance. Finally, it can be established that professional performance is, a challenge that new teachers should face. In the particular case of the applicant, the applicant has to face the fact that teaching the English language to kindergarten students is different from teaching it to a primary school, a teenager, or an adult student.

3.2 Learning in the process of professional performance

At starting the professional performance, the new professional is always learning. Even more so, if their field is within the educational field. As it can be observed, teachers should adapt their knowledge to focus on the students' needs, requirements, and capabilities. One effective way to

improve English teaching is to look for new methods, strategies, or techniques and adapt some traditional methods to the new generations, making them more authentic and meaningful for the students. For instance, using active learning methods, strategies, and techniques benefits both students and teachers since they encourage students to take an active role in their learning process. Teachers focus on the necessities of the students by applying active learning techniques or strategies that students in countries where English is taught as a foreign language. Applying these methods as the TPR improves the student's English language learning and develops a deep understanding of the language, which increases the student's proficiency in English. Teachers learn to apply and adapt themselves to a different environment. Finally, it can be established that every time at work involves a process of learning.

In addition, the following points describe some of the learning that the teacher gained and experienced during the professional practice.

- ✓ The teacher must adapt their knowledge based on the student's needs and capabilities.
- ✓ The teacher must find the appropriate method, strategy, or technique to employ with the students.
- ✓ The teacher must consider the age and the content related to that age that students must learn and develop.
- ✓ The teacher must consider the social environment where students learn English, including the social implications and the sociocultural context.
- ✓ The teacher must take into account the students' necessities and abilities when designing lesson plans in order to teach a profound and significant English vocabulary.
- ✓ The teacher should design a didactic, pedagogical, and entertaining lesson.
- ✓ The teacher has to create a funny, exciting, and motivating environment or classroom for students.

In summary, this experience helps the applicant recognize that teachers must understand that the teaching and learning process is a constantly changing process that must be efficient and can be achieved by students. Also, the teaching and learning process involves many challenges and dares that have to be accomplished not only by students, but also by a teacher who has to

be in constant learning and searching for methods, strategies, or techniques that provide some answers or resolve some challenges that are teaching present. Finally, the teaching and learning process is a challenge that can be overcome by using appropriate methods focused on students' necessities and capabilities.

3.3 Suggestion to improve professional training in linguistics and languages.

Nowadays, the workplace has become competitive and challenging. Many companies or business offices or centers require professionals who, apart from their specific knowledge about the degree they have studied, can work with the use of new technologies and applications. Moreover, within the educational field, some teaching methods are generally evolving and changing from time to time to improve the student's learning process and benefit the teachers' development. In this sense, the Linguistics and Languages Department at Mayor de San Andrés University can improve and provide different skills, tools, and devices that help future linguistics in their professional performance. Some suggestions are presented below.

- ✓ The implementation of more seminars, workshops, webinars, and conferences considering some new methods or procedures within the development of language teaching training could help teachers and students stay updated with the latest research and teaching-learning practices. Then, putting into practice different seminars and courses about the development and advance of methods and procedures will be supportive for teachers' knowledge and experience.
- ✓ The renovation of new curricula and implementation of new subjects that take into account the new materials and resources provided by the technology and a mixture of these materials with the methods, strategies, and techniques related to educational theory will be helpful for the formation of new linguistic professionals.
- ✓ Developing some workshops that focus on practical procedures or performance of the Applied Linguistics theories and implementing some internship and practice work is essential. Additionally, applying for internships in some educational institutions would

be fantastic and particularly beneficial for students' development and future teachers' experience.

- ✓ Offer training in modern technology and digital language learning and teaching tools, such as online platforms, educational apps, language software, and interactive media. These tools will help teachers and students adapt to modern teaching-learning methodologies. Also, encouraging the use of Artificial Intelligence (AI) in education would benefit teachers and students. They are tools or instruments that can help the development of teaching, and AI can change the learning and teaching process.
- ✓ Finally, the searching and updating of language theories, procedures, and methods must focus on the formation of teachers who must be capable of being independent, observers, and dynamic to do research and follow the scientific procedures to find an answer to a question or problem that is presented in their working life. The linguistic professional must learn and understand the scientific method, procedures, and techniques that must be applied in their work; this could be possible through taking courses, workshops, and practical works to develop a better understanding and application of these procedures.

From the teaching point of view, these examples above are some of the suggestions that can be made for developing and improving the Linguistic and Language Department. As mentioned before, teaching is an evolving process that is constantly changing and adapting to cover the students' necessities and to develop and increase students' abilities. Then, the teacher should constantly update and look for methods, strategies, and techniques to improve their teaching abilities. Finally, it can be established that experience provides extensive learning followed by a searching process that ends with finding new knowledge and development in the professional field.

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