



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
FACULTAD DE LENGUAS

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**“Teaching English Vocabulary to Elementary Language Learners”**

A thesis submitted to the Faculty of Languages

For the degree of:

**Licenciatura en la Enseñanza del Inglés**

Presented by:

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Summer, 2024

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**“Teaching English Vocabulary to Elementary Language Learners”**

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the requirement for the degree of

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

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August 08, 2025

## **Dedication**

Firstly, I want to thank God for guiding me; even when I used to find it challenging, your guidance has taken me this far in culminating this research, and provided me with the motivation, strength, and perseverance to persist through each decision I have made over the past 26 years. Also, I want to give the proudest thanks to each important person in my life, especially my mom, Veronica, who is always with me, giving me all her love, support, advice, patience, and dedication. Thank you, Uncle Jorge, whatever you are. I hope you're happy watching the kind of woman I am becoming. Thank you, Teachers of each school, for your advice. I am doing my best, thanks to those words. Thank you, friends, for being there for me, and lastly, but not least important, for myself. Congratulations to you for not giving up, even in those dark moments; thank you, you did it.

## **Acknowledgment**

To my thesis director, Catalina Juárez Díaz, thank you for convincing me to finish this research. Also, thank you for your time and patience in persuading me to conclude the process to obtain my B.A degree.

## **Abstract**

The research investigated how primary school professors teach English and the students' perspectives on their English classes. Ten participants from the sixth grade of primary school participated in the information collection; they were all in the same grade. Their age range is from 10 to 12 years old. Qualitative research was done, and a face-to-face, non-experimental interview strategy was used to collect data. Their answers were taken as elements for the analysis. The school, identified as Manuel Ávila Castillo with the morning shift, examined participants learn a language. The results showed that students find fun and entertainment in their class and feel happy and well during English class. Children mentioned techniques teachers used, such as games, describing objects, and writing words on whiteboards. The materials the teacher uses are based on the grammar-translation method. The results indicated that the participants enjoyed their English class because of the teacher's explanations, the practice of meaning and pronunciation, and the engaging activities, which were neither boring nor tedious. Therefore, it can be inferred that the teacher's method is comfortable for them. So, they mentioned that it positively affects students' level, pronunciation, and the material that the teacher can use.

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## **CHAPTER I: Introduction**

### **1.1 Introduction**

The specified phase is composed of eight segments. Those sections are focused on background, objective, problem statement, research questions, participants, research context, justification of the study, and finally, the conclusion. They are presented to provide context of the research.

### **1.2 Background**

Teaching English vocabulary to children is not as easy as it seems. Primarily, when we talk about children, because most of them are not related to a foreign language such as English, in some cases, students find it challenging to learn. However, one facility that future teachers have is English teaching methods. As a sample of this, English teachers employ different teaching methods. Nevertheless, some English teachers who have experimented with total physical response (TPR) mention that an effective way to impart English words is through the use of a specific teaching method. TPR is a method that should be developed in a public elementary school; this way, it could be easily implemented for the investigation.

Learning a language is a huge enterprise where vocabulary is a basic element to acquire when a foreign language is being learned. “Vocabulary is the foundation of your ability to think and share your thoughts with others. When you improve your vocabulary, you improve your ability to bring your intelligence to bear on the world around you” (Robinson, 2001, p. 1).

Teaching vocabulary demands considerable skill and meticulous arrangement, starting with the instructor. Vocabulary is a vital element of linguistic content in English

learning, and it is a vital language skill in addition to reading, listening, and speaking. (Schmitt and McCharty, 1997).

In a TPR lesson, students are very enthusiastic about this topic. There is an increase in wordlist learning and an impact difference on comprehension and vocabulary, so we can presume that, in the vocabulary sense, there is an increase in the last-named. It is also an advantage; nevertheless, it is necessary to know the experimented teacher's opinion.

Scott and Ytreberg (1990) expressed that several elements of youngsters are skilled speakers of their native language. They have the capacity to recognize the contrast among truth and untruth, love to have fun, and be taught in an advantageous way when they get pleasure from themselves. However, they also revenue themselves genuinely and adore to assume they are performing valid labor. They are keen and constructive, gaining knowledge of a foreign language, ensuring the verbalized conversation and the corporeal interaction to convey a meaningful sense. They are able to labor with farther and engage in study.

Those opinions are interesting, and it is imperative to develop this research to form an opinion on how teachers teach vocabulary in a public primary school.

### **1.3 Problem Statement**

The inquiry format employed in this qualitative research consists of several steps: organizing an action, carrying it out, observing the action, evaluating the results, and reflecting on the activity. The English teacher and researcher will collaborate to organize an interview with some students. The investigator will analyze the findings and propose a solution that addresses the students' issue of acquiring English words within the context of

teaching and learning progression. To obtain a helpful report, the analyzer utilized two tools: field notes and interview transcription.

Thus, the origin of this research was after I took an observation class in a primary school; I saw children using different methods to learn, which helped their vocabulary increase significantly. However, it was not possible to develop those methods in my social service as I would have liked because of the pandemic situation. Moreover, I would like to investigate whether the teaching methods used by primary school teachers are effective, or to observe how teachers teach children and assess the effectiveness of this approach in vocabulary learning in primary school.

#### **1.4 Objective**

The main objective of the study was:

To identify children's perceptions about learning vocabulary in primary school.

#### **1.5 Research Question**

I was thinking about the research question and its variants. It was challenging, but in line with the previous objective, the research idea was centered on English vocabulary. Those elements led me to decide that the main idea is to teach English vocabulary using strategies to basic language learners. Considering the research question was not difficult at all, but I considered other options according to the topic, I concluded that my research question is the next one:

What opinions do children have about the way they learn vocabulary in primary school?

## **1.6 Participants**

The participants, divided into two school groups, numbered a total of 10 students. Therefore, the investigator attempted to conduct research involving sixth-grade elementary school class participants who had specific ideas about reading and writing in their first language (L1). The investigation was developed in the Manuel Avila Castillo primary school.

## **1.7 Justification of The Study**

Williams C. (2007) says, "According to the method you use, it must be related, so the researcher has the task to examine the difference between the main characteristics based on the of the study group you work". On the other hand, Leedy and Ormrod (2001) think it is vital to make an exhaustive observation in which a researcher discovers a correlation among two traits, which depends by in what way well those mentioned have been implemented. As such, legitimacy and steadfastness are essential workings. According to the beginning, the research aims to see how effective teaching English to children through TPR is; the study is tasked with young learners from public primary schools. However, it is necessary to obtain the director's approval to conduct this type of qualitative research.

According to the authors, as stated in the beginning and the problem statement segment, the research aims to infer how effective teaching English to children is through the teaching methods used by teachers; the study is conducted with young learners from a public primary school.

Additionally, it is useful because it shows children's experiences when they learn English, providing information to help them understand vocabulary in a public-school setting. It is necessary to identify how children practice vocabulary in a qualitative study.

## **CHAPTER II: Literature Review**

### **2.0 Introduction**

This interval tends to be distributed among nine sectors. At the same time, those sections, in brief terms, will focus on language learning, Teaching English to children, Defining Approach and Method, and Teaching Methods. According to the last point, the information collected will focus on two Teaching Methods, which will be developed based on the collected data.

### **2.1 Language learning**

Learning is a process that involves discovery and collaboration. It is facilitated by language and considered complex because it comprises an integrated and rule-governed system of symbols. On the other hand, language is social and uniquely focused on what human means, focusing on representing, exploring, and communicating meaning.

Language is the primary basis of communication and the most primordial element of thought. It is functional for communicating with society. Kramina (2000) defines language learning as a conscious process that involves a proper wisdom condition or even an autodidactic syllabus.

### **2.2 Teaching English to Children**

Some junior institutes have English as a subject in their academic system. Nevertheless, teaching English to young learners, more specifically, involves finding a suitable method by which children can gain a significant understanding of any indigenous tongue. Also, it is believed that some English teachers do not develop a correct method.

Habibi and Sofwan (2015) emphasize the importance of teachers to provide high-quality teaching. Other factors, such as institutions, teachers, teaching processes, and learners, should contribute to a program's success. In addition, Richards (2001) states that among the factors, teachers must acknowledge their key contribution in the sense of teaching. Cahyati & Madya (2019) mention that the goal is to assist students in becoming more proficient communicators, enabling them to speak English fluently and engage with today's global society. In other words, teachers can be considered a crucial agent in determining the success of the learning process.

### **2.2.2 Children Cognitive Development by Piaget**

Piaget (1964) proposed four essential points of mental growth:

The first one, Sensorimotor intellect, is focused on development from birth to approximately two years old. Children can learn prepositive conduct; their thinking focuses on the permanence of objects.

Second point, Preoperational thinking, involving children ages two to seven, Piaget (1964) proposed that at this point, children can use symbolism and some words. In this case, children can think about intuitive solutions. Nevertheless, their thinking is limited by egocentrism and a centralizing perspective.

The third section, Concrete Operational Thinking, will focus on the social demographics of the students. Piaget (1964) believes that children aged seven to eleven can learn logical operations at this point. This thinking is linked to situations or objects related to the real world.

The last stage of thinking, which Piaget (1964) referred to as formational operations, typically occurs in children between eleven and twelve years old. It is characterized by three

elements: logical propositions, scientific resignation, and propositional reasoning. As shown, each stage is focused on a specific age group, depending to the situation. Focusing on the concrete operational thinking stage, which spans from seven to eleven years old, Piaget's (1964) perspective on this stage states that children of this age are capable of corresponding to thoughts and measures further reasonably. Their philosophy seems elementary from a grown person perspective, but it allows the teacher to solve problems in a systematic way.

### **2.2.3 Children's Cognitive Development by Erickson**

In Erickson's (1982) classification, there are eight cognitive stages in our lives. The names of those stages are well known:

The first one is trust vs. mistrust stage, Erickson (1982) declared that the age range involves children from twelve to eighteen months since birth; in this stage, children depend on other people. By covering some basic needs, parents instill psychological trust in their children. Children can feel secure, and as a result, they can explore the world. The second is named autonomy vs. shame and doubt, the age range is about eighteen months to three years. In Erickson's (1982) opinion, children can learn to be independent and acquire control over some bodily functions, which helps them in the moment to achieve independence or autonomy. The third, initiative vs. guilt, Erickson (1982) affirmed that children aged three to five tend to learn what they can control through their initiative. Children ask endless questions.

The fourth is industry vs. inferiority, in Erickson's (1982) opinion, children's ages range from five to twelve, and they tend to compare themselves to their families. Nevertheless, in the context of school, they can achieve new skills; Nuraeni (2019) opines that this risk may diminish with age. It is noticeable, especially in younger learners who are

not familiar with their surroundings, that they are more inquisitive about physical exercises. For children under seven who are unsure about what to study and type, it is critical to get them ready using exercises connected to the class and to try to avoid using a pencil or paper.

The fifth identity vs. role confusion, Erickson (1982) recognizes that this stage occurs between the ages of twelve to eighteen. In adolescence, people grapple with the meaning of the self in terms of their identity, goals, objectives, and values.

Sixth is intimacy vs. isolation: Erickson (1982) involves individuals from eighteen to forty years old, who are recognized as adults who can recognize themselves. At this point, a sense of identity is strong, and their relationship with the world feels safe. Seventh generativity vs. stagnation, Erickson (1982) assumes that people from the age of forty to sixty-five are characterized by a need to give to others, which involves contributing to the community. Last stage, ego integrity vs. despair; in this case, Erickson (1982) adopts the idea that the age is sixty-five. This focuses on reflecting on what they have done in their life.

Erickson (1982) attributed each stage to a kind of crisis divided into syntonic and dystonic segments. Erickson (1982) pointed out that human existence depends on three segments: biological, physique, and ethical and social processes. The biological process is focused on the organization of the system's biological, organic, and physiological development. The physique process involves individual experiences and physique process and personal experiences. The last one, the ethical social process, focuses on the cultural organization of the people and the society. According to the information provided by Erickson (1982) and the social demographic of the school where the research will be developed, industry vs. inferiority will be developed. This will be because students have developed their language skills.

Linking age to language learning, Ghasemi and Hashemi (2011) suggest that the best time to acquire a language is during early childhood. This last point highlights the ease of learning a foreign language, specifically in a second idiom acquisition.

### **2.3 Approaches and Methods to Teach**

Arvind and Kusum (2016) provide a defined approach, with a non-scientific logic perspective, as a view on ideas to address problems. Additionally, they outlined six approaches used in the teaching process, which are listed below.

First, teacher-centered education is traditionally focused. From the perspective of Arvind and Kusum (2016), this means that the teacher teaches directly. This is because the teacher controls what is taught.

Second, child-centered learning is often referred to as discovery learning in certain situations. Arvind and Kusum (2016) begin to develop the idea that this point involves inductive, or inquiry-based learning. It strongly focuses on students' role processes, resulting in less teacher control over students' learning.

Third, inductive and deductive. Inductive, Arvind and Kusum (2016), specify that students' activities are developed with a specific perception of general things. Deductive, on the other hand, is the opposite, as a specific rule can be presented to students and then clarified with additional examples.

Fourth, Herbartian, John Fredric Herbart (1982) proposed that teaching should be actively planned. The theory of appreciative mass is the basis of his theory of learning. It focuses on teacher presentation; a central element of the theory is the learner, who is viewed as a clean slate, acquiring learning outside. He concludes that when new knowledge is integrated with old learning, the result is a probability that can be easily acquired and retained

for a long time. Another important element is the content; it must be developed in sections, or in other words, in units. It is also necessary to present this logically; for example, Herbert outlined a sequence of steps to develop this approach: preparation, presentation, comparison and abstraction, generalization, and finally, application.

Fifth, Evaluation or Bloom's approach (1956), created by Bloom, states that knowledge gain needs to be evaluated centered on the objectives. It includes elements such as preparing for learning purposes, developing wisdom skills, and valuing performance in change. The process includes three phases: formulation of educational goals, development of educational experiences, and assessment of behavioral changes.

The sixth element was established at the Regional College of Education in Mysore (RCEM). This model teaches learning situations, strategies, and materials in three distinct phases: input, process, and output (Arvind & Kusum, 2016).

Regarding teaching methods, they are the ways of teaching something. The method provided by Arvind and Kusum (2016) is focused on effectively presenting any subject. It is a stepwise scientific approach to explore a topic. It can also be based on a selected approach. It may be considered a type of activity used with the objective of teaching. It is used depending on how to solve a problem. The process tends to have effective results. The term involves strategies and teaching techniques. In other cases, the technique is combined with the approach used to teach the theme; it also employs two teaching methods, referred to as non-involved and involved.

First, non-involved teachers tend to use themselves as the main subject, basically, the authority, in the case of learners who acquire knowledge based on what teachers present (Arvind & Kusum, 2016).

Second, participatory teaching, as assumed by Arvind and Kusum (2016), focuses on the constant interaction between teacher and student. A sample of this approach can be an exchange of views or ideas, which, in some cases, is referred to as shared learning or a student-driven method. It is believed that learners can make their learning. It is also designed for small groups.

In conclusion, we can observe the difference between methods and approaches; it is necessary to note that, according to Arvind and Kusum (2016), a method is the specific style or realization of an approach based on a system. It tends to employ scientific logic to present the classroom content effectively. Ultimately, the objective is to acquire knowledge. The approach is considered a view of searching for something; it has the name 'approach' because of how it is taught. The approach aims to achieve the objectives of the learning process and contribute to the development of educational and national goals. Therefore, we can say that Approaches are methods applied to the theories of language and learning. On the other hand, Methods are actions. They could affect procedures. They are step-by-step events with predetermined objectives.

### **2.3.1 Teaching Methods**

According to Herbert (2020), there are six different teaching methods. The first list is the direct method, which is focused on the language being learned. Students should avoid anything related to their original language, and most importantly, focus on good pronunciation.

As the name suggests, Grammar is based on translating words, vocabulary, and other elements from one language to another; it is typically used at the secondary

level. Remembering grammar rules is necessary, so vocabulary tends to be acquired by memorization; an advantage is that less focus is placed on spoken skills.

In the third method, known as audiolingual, Herbert (2020) affirms that the teacher tends to focus on practicing conversations in various contexts; words are constantly heard in small phrases, and then those words are seen in a written form.

The fourth method, the structural approach, is well-developed using sources such as applications. According to Herbert (2020), perception tends to be complex in terms of language and grammar, as it is acquired one by one.

In communicative language teaching (CLT), a well-known method, Herbert (2020) proposed that the objective is for learners to be able to communicate effectively in any situation. A sample of CLT is asking and giving directions.

In task-based language learning, according to Herbert (2020), the purpose is to learn a language by reinforcing what has already been learned within performing important tasks using language that the learner already knows. The last method this study's research will focus on is the TPR method. In other words, it helps learners follow the instructions. It is also focused on the importance of comprehension in an aural sense and provides a good place for students kinesthetic learning style.

### **2.3.2 TPR Method**

The difference between method and approach was discussed above. Here, the important components of the Total Physical Response (TPR) method will be discussed. In 1960, James Asher made this interesting proposal about the elements of TPR. He believed that "most of the syntax of the non-mother language and centennial of vocabulary pieces can

be taught and learnt from the competent application of commands" (1977, p. 4 as cited in Richards & Rodgers, 2002, p.73).

One can find a great variety in material, for example, facial gestures, body language, and physical movements, which are valuable in each mode. However, this has only one intention: according to those words, define the material that TPR tends to use. Having this clear would help us avoid mistakes when using the TPR Method.

In the perception of Rokhayati (2017), the aim of beginning students is that educators should facilitate and also generate enjoyable methods of providing some resources to youths. Moreover, for educators, it is essential to create a memorable learning environment in addition to effective teaching for schoolchildren.

According to Sophaktra (2009), imparting English to juvenile apprentices using the TPR approach is both entertaining and pleasurable, requires minimal preparation and supplies, is ideal for active participation in the classroom, helps pupils recall words and phrases, and functions well in mixed-ability classrooms.

Richards and Rodgers (1986) state that the primary objective of Total Physical Response is to foster voice expertise at the beginner degree. Grasp is the key focus, aiming to cultivate basic speaking skills. Essentially, TPR motivates advanced learners to communicate in a manner understandable to native speakers.

Total Physical Response (TPR) is beneficial in the moment when a teacher wants their students to learn vocabulary; this technique is designed for imparting vocabulary, although it is functional when the vocabulary is related to the action. This, with the use of an effective strategy implemented with English Language Learners, such is the case with native speakers at the moment of learning new words and also their variations, some samples of

activities, according to elements that Rowland (2018) mentions, which could be functional, and also will be mentioned in the following three paragraphs.

TPR Circles: Assemble the pupils to form a circle around the instructor. When the professor gives a command, the last one to act is eliminated. That person must then stand behind the teacher.

A common strategy used in the TPR lessons is Simon Says. It is an easy game. The tutor orders the learners, and students must obey; before this, the teacher uses the phrase "Simon says..." at the beginning. As a sample, the teacher could say, "Simon says, 'jump'," or "Simon says, 'Show me your left arm'". As a result, students should take the action previously mentioned. On the other hand, in case the teacher, at some point, says, "cook a soup", learners must not do it. In case anyone issues any command that Simon did not mention, students are dismissed. As a result, they will expect errors from other students.

In a TPR lesson based on sounds, the teacher typically gives a command to students with the objective that they perform the action corresponding to a word based on the vocabulary being taught. Next, the teacher complements the activity by playing a sound corresponding to the word. Then, students improve their learning by listening to a keyword and acting out the activity in conjunction with a specific sound. As a result, they are ready to give orders to other partners.

According to the previous point, this could be considered as material, and it is necessary to consider something. It may be easy for some experienced teachers. However, it can be somewhat challenging for novices.

This topic taught us to be conscious of the encounters in teaching English using TPR; as seen, the main challenges are focused on the material, and teachers should focus on using a single material. Furthermore, it is essential to be knowledgeable about the improvements

and drawbacks of using TPR; developing skills is the main challenge of using TPR. However, it is necessary to consult the opinions of experienced teachers on using TPR with children. They, learners and teachers, have special roles. In accordance with Rokhayati (2017), teachers, as well as students, have the objective of being a primary component of the learning. Also, educators should have the ability to facilitate effective learning. According to experts who exposed the use of practical techniques, teachers tend to capture children's attention in class, particularly in English. It is also functional at the young learners' level; in this case, teachers should relax and create fun tactics for engaging the youth. Finally, teachers must create an adequate atmosphere and provide an environment primarily suitable for student guidance.

Most TPR activities are given vocally, and images are utilized. "The student can sign an illustration, especially if it is related to a specific word that the teacher wants to learn. In other cases, the teacher reads a story, and the child can mime the actions" (Er, 2013).

As seen before, teaching English has its challenges. There are opinions about teaching English to children using TPR. For example, Nuraeni (2019) believes that a mentally helpful and valuable tactic for learning a second language, focusing on terms, is Total Physical Response (TPR). According to Asher's (1964) perspective in previous definitions, TPR encompasses students listening to commands in the foreign language being learned, resulting in the learner responding appropriately in a bodily act immediately.

In Halliwell's (1992) opinion, children can interpret meaning without necessarily understanding the words separately. They are also capable of learning a language creatively. It is essential to make an investigation and create a pleasant, positive environment; it is well-known, and they are keen on interaction.

Mc. Laughlin (1978) suggests that children are as adept at learning an indigenous language as they are at understanding it, and they can understand a language even more easily than learners who acquire a foreign language after a certain age, such as puberty.

Before moving to the next topic, it is necessary to conclude that, in the words of some teachers, the TPR method corresponds to the healthier method intended for coaching young learners with a kinesthetic learning style. This could impact vocabulary acquisition.

## **Conclusion**

This chapter focused on research points that, gradually, received answers from various authors and perspectives, as mentioned earlier; the purpose was to develop the meaning of the TPR method fully possible. Finally, this chapter focused on definitions and perspectives about TPR.

In the following chapters, we will be focused on developing those elements and researching for a specific answer to the main research question; we can say that the answer that we gives is the increase of vocabulary in children and significant learning in vocabulary acquisition, which is essential to know on the next chapter, which I consider will be interesting.

## **Chapter III: Methodology**

### **3.0 Introduction**

This subdivision plan focuses on vocabulary, specifically examining the impact that the methodologies have on vocabulary acquisition in children. Besides, the first points of the nine sections of the chapter will discuss the research method approach, location of the research, and the sampling process, providing more context about the workplace and determining the essential method to employ.

### **3.1 Method/ Research Approach**

In this section, we will develop the use of Qualitative Research Methods. First, we will use this method because, in the words of Abusabha et al. (2003), it describes an event in its natural setting.

According to Zikmund (2001):

Instead of considering it as a condition that is able to be used in the direction of generalize certain groups, qualitative research explains a circumstance that describes it in a specific social group. When you observe a situation, this means that any qualitative research must be constructed. This excludes the factor of the social group, which in this case is based between three to ten persons, and also, a questionnaire to make the interview.

There are two types of research method: Qualitative and Quantitative. I used the qualitative method.

According to the previous information, the qualitative method can help address the research objective to identify children's perceptions about the way they are learning vocabulary in primary school.

It was possible to conclude that the method approach used to develop the study was Qualitative Research, with the objective of proof that the suggested approach is functional for this Research.

### **3.2 Location of Research**

It is necessary to know the location, which ought to permit us to understand more about the background of the primary school; it is functional, and it is really important because for the material, returning to the point, the school where the method was developed was Esc. Prim. Manuel Avila Camacho School level is primary; the education is public, which is understandable material limitation; and is part of the municipality of Tepeaca, Puebla, and it counts with the key 21EPR0537R, with a school zone 015, sector 09, in Tepeaca educational model is presential, students' number is near 670, this is the reason school grade is divided in 4 group. Teamwork is composed of 25 elements: 18 group teachers, two physics education teachers, 2 English teachers, one computation teacher, one major, one administrative assistant, and finallytwo service assistants, who have the work maintenance of the school, with this information, we can deduce that educational paradigm is humanistic.

### **3.3 Sampling Process**

In other words, the sampling process is the process of selecting participants. Qualitative research aims to use methods to understand individuals' naturalistic perceptions of self, society, and the environment.

Identify the naturalistic traits of an individual, including their nature, social status, and surroundings.

Some meanings refer to participants' symbols, values, and ideas, which coherently shape and inform any experience. The sample size cannot be determined without prior knowledge of effect sizes, the number of variables, or the number of analyses. Determined sample sizes in qualitative studies are solely contingent upon the specific objectives and methodologies employed in the study. In practice, between 12 and 26 people are employed.

As we know, each topic has its subtopic; in the case of sampling, note that, according to Luborski & Rubinstein, (2011), the Types of qualitative sampling are:

Temporary or beneficial: An open call period persists until a predetermined percentage of areas, outcomes, or institutes are identified.

Some individuals who are considered as samples are calculatedly elected to exemplify an explicit requested qualities or settings. Ballooning or word-of-mouth members suggest others they know who may be suitable.

A quota selects several subjects that represent several individuals representing a specific space.

According to those definitions, the material in mind must justify the use of quotation marks. In this case, some participants will represent a certain percentage of the students according to the objective of the material.

In other words, the sampling process involves selecting participants. Qualitative research aims to employ methods that enable an understanding of individuals' naturalistic perceptions of themselves, society, and the environment.

Identify the naturalistic traits of an individual, including their nature, social status, and surroundings.

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knowledge of effect sizes, the number of variables, or the number of analyses. Determined sample sizes in qualitative studies are solely contingent upon the specific objectives and methodologies employed in the study. In practice, between 12 and 26 people are employed.

As we know, each topic has its subtopic; in the case of sampling, note that, according to Luborski & Rubinstein (2011), the Types of qualitative sampling are:

Temporary or beneficial: An open call period persists until a predetermined percentage of areas, outcomes, or institutes are identified.

Some individuals who are considered samples are deliberately selected to exemplify specific qualities or characteristics. Ballooning or word-of-mouth members suggest others they know who may be suitable.

A quota selects several subjects that represent several individuals representing a specific space.

According to those definitions, the material in mind must justify the use of quotation marks. In this case, some participants will represent a certain percentage of the students, as per the material's objective.

### **3.4 Participants**

In this study, the participants I considered necessary to work with were 10 sixth-grade children of Manuel Avila Castillo primary school matutine turn. There are more males (n=8) than females (n=2); however, their age range is between 10 (n=2), 11 (n=8) and 12 (n=1). The students take English classes each day a week for one hour per day at school. However, a student (n=1) is taking an English class on Saturdays for one hour per day. All of them are interested in learning English.

The participants I worked with were 10, which I consider perfect to represent at least a certain percentage of the student population.

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The participants I worked with were 10, which I consider perfect to represent at least a certain percentage of the student population.

### **3.5 Statistics Assemble Procedures, Tools, or Resources**

Rubin and Rubin (2012) are convinced that through interviews, researchers can gather comprehensive qualitative data, providing insights linked to contributors' understandings, their narratives of these practices, and the significance they attribute to them.

"Existing resources often concentrate on the prerequisites that foster successful question and answer sessions, including obtaining the right of entry and picking applicants" (Rubin & Rubin, 2012; Seidman, 2013; Weiss, 1994).

As cited in (Castillo Montoya), there are some essential elements according to (Weiss, 1994): locale and extent of time of the interview (Patton, 2015; Rubin & Rubin, 2012). Ordering, grade, and clearness of inquiries (Brinkmann & Kvale, 2015; Patton, 2015) and the overall interview process.

The interview process (Brinkmann & Kvale, 2015; Patton, 2015), the order, content, and precision of questions (Weiss, 1994), as well as the overall format of an interview, are crucial aspects to consider.

Using the TPR framework outlined in this research, qualitative researchers understand how to enhance the dependability of their questionnaires as tools. Designing an interview based on the process can enhance the caliber of facts collected through seek interviews.

Moreover, the TPR arrangement offers qualitative examiners a common way to show the thorough process of creating dialogue proprieties and confirming their alignment with the search:

Qualitative researchers frequently increase the trustworthiness of their interrogate proprieties by adjusting them with the TPR constitute discussed. Perfecting the fidelity of exchange proprieties allows investigators to collect higher-worth statistics from their surveys.

Additionally, the use of TPR formation would provide the investigator who employs qualitative research questions with a source of shared language to demonstrate that the laborious shifts required to elaborate an interview ensure that the practices they manipulate exhibit a specific consistency in the context of the analysis (Jones et al., 2014).

This agenda may also provide for the evolution of an unstructured question-and-answer session, which can culminate in areas for consideration or small questions that can set in motion a dialogue. For illustration, from a wrecked supposition standpoint, guiding

interview standards are redundant because the subsequent interview is fabricated to gather additional information from preceding conversations (Corbin & Strauss, 2015).

To simplify that process, create specific interview manuals that include topics or a selection of general questions. For instance, within the grounded theory approach, pilot interview protocols or guides are not required since each interview is informed by the data gathered in the preceding ones.

According to the mentioned definition, and also considering the research approach, we will necessarily interview to reinforce the research project; in the words of George (2022), we have some categories of consultations, which are:

Control of a discussion includes prearranged questions, which are followed in a specific order, while unstructured interviews allow for a more free-flowing conversation. Semi-structured interviews are a hybrid of the two. Interviews are frequently utilized in market research, social sciences, and ethnographic studies. Understanding the differences is essential, as it enables researchers to focus on semi-structured interviews, thereby facilitating a more effective investigation.

Making an interview will require a protocol which each researcher must follow:

Stage 1: Making sure that interview questions are in line with the research questions:

In words of Castillo Montoya (2016, p.812). "This phase focuses on the researcher's creating an interaction agreement consistent in conjunction with the experiment testimony's objectives".

In this situation, it was a challenge to think of questions that aligned with my study purpose and to recall as much as possible about the TPR Method. It was necessary to review

the method and, in this way, make the questions according to the objective and what the TPR Method is, using elements (F.I. learner role, teacher role, material, etc.).

Step 2: Structuring an exploration-centered dialog in the second subdivision

During the following stage, the researcher ensures that the interview protocol facilitates a conversation based on the investigation; in my case, my perception was somewhat confusing. However, according to Castillo Montoya (2016), my table of questions was organized in this way.

**Table 1**

Table 1: *first draft*

---

<b>Research Questions</b>	<b>Interview questions</b>
	Introductory questions
	What's your name?
	How old are you?
	What is your grade?
	Transitory Questions
	During these years, have you ever learned English?

---

---

<b>Research question</b>	Key Questions
<b>RQ1 Which teaching method does teachers use?</b>	How does your teacher teach you English?
<b>RQ2 What is the student perception to their English class?</b>	Do you like how your teacher teaches you? Why?
<b>Research question</b>	Ending questions
<b>RQ3 How comfortable do they feel?</b>	How do you feel in your English class?
<b>RQ4 Which opinion does they have?</b>	What else can you tell me about your English class?

---

Source own elaboration.

Phase 3: Receiving recommendations on interview procedures

From the perspective of (Castillo Montoya), fetching feedback on the interrogation protocol concocted. Gaining commendation, besides the consultation protocol, aims to enhance its consistency in the function of a research gadget. Feedback provides insight into applicants 'comprehension of roundtable interrogations, as well as alignment with the researcher's intentions (Patton, 2015).

In my case, before receiving feedback, I posed my questions were in this manner.

## **Table 2**

Table 2: *final questionnaire*

<b>Previous questions</b>	<b>Corrected version</b>
¿Cómo te llamas?	¿Cómo te llamas?
¿Cuántos años tienes?	¿Cuántos años tienes?
¿En qué grado vas?	¿En qué grado vas?
¿Cómo aprendes inglés en tu clase? ¿Por qué?	¿Estás aprendiendo inglés en este curso?
¿Qué actividades hacen con tu profesor? ¿Por qué?	¿Cómo aprendes inglés en tu clase?
¿Qué actividades encuentras interesantes hacer?	¿Cómo te enseña inglés tu maestro?
¿Has tenido algún problema con alguna actividad?	¿Te gusta cómo te enseña? ¿Por qué?
¿Encuentras divertido seguir esas indicaciones? ¿Por qué?	¿Cómo te sientes en tu clase?
¿Qué material usa tu maestro para enseñarles inglés? lo anterior mencionado, ¿cuál te desestresa? ¿Por qué?	¿Qué más me puedes decir de tu clase de inglés?

---

**¿Te ha ayudado en aprender vocabulario  
inglés?**

**¿Qué habilidad crees que te ayudo?**

**¿Sientes que podrías mejorar tu aprendizaje?**

---

Source own elaboration.

As we can see, it has many corrections. Some factors I considered were that they are children, and they couldn't answer well at some point. Another factor was that I followed the recommendation of creating questions with short answers to maintain an easy dynamic. Also, I received some feedback from my partners in the classroom. Some of the feedback was about the point of my previous questions because they sounded, from their perspective, like a group of mature participants.

Stage 4: Testing out the interview protocol. Following the completion of three earlier stages, the inquisitor has created a discussion script that aligns with the analysis's objectives; the cross-questioning process is garrulous and driven by inquiry. The researcher has reviewed every question to ensure clarity, simplicity, and answerability. Thus, by closely cramming the formula and engaging in brainstorming rehearsals to receive feedback. “The inspector is now prepared to evaluate the improved interview method in the company of individuals who have similar traits as those in the sample for the study (Maxwell, 2013).

Every stage helps the researcher move closer to creating a research tool suitable for their participants and aligned with research goals (Jones et al., 2014). Consistency refers to the alignment of the experimenters' interrogations with the study's objectives and research inquiries. Together, these four stages provide a structured approach for creating a thoroughly

reviewed interview protocol that enables researchers to collect comprehensive interview data essential for answering research questions.

### **3.6 Ethical Consideration**

Certain aspects had to be considered to do this research. One of the key requirements for collecting data was to avoid plagiarism in any form. This is why information can be found on the reference page. Moreover, in case of citing an author, give credit according to the phrase and the book. Information was added to books and websites; thus, it was possible to look for trustworthy information, so it is possible to say that there is no class of plagiarism.

The second thing to consider is the consent letter. In my case, I wrote two consent letters, one to parents and the other to the teachers. This letter will specify the reason for participation and safeguard the true identities of the involvers, which is an important factor in obtaining a positive response. For more information about the appendix, see the end of the reference.

The third point to consider is the interview questionnaire, which focuses on what they do in their English class, what their teachers teach them, and so on. A factor about the consent letters and questions is the language. It was adapted to the Spanish language to avoid misunderstandings, and this method tends to be comfortable for children because they may not be familiar enough with questions or words they have probably not heard before.

### **3.7 Data Analysis**

There are some steps to follow in the data analysis:

Step 1: Arranging the Information

“Proper research is especially assisted by data exhibits that are immersed adequately to allow viewing of complete data arranged in one site and are systematically organized to respond to the investigation inquiry.” (Huberman and Miles, 1994, p. 432)

In the words of (Gibson, 2003)

To arrange your data effectively, refer to the reverse just before the interrogation manual. Recognize and distinguish between the content you aim to address and that added to the interview guide as significant but not crucial.

Step 2: Locating and arranging thoughts and principles.

“Identifying salient topics, using ideas, language, and patterns of belief that relate persons and arrangement concurrently is considered a challenging step in the sense of intellect from an examination, especially the ones that integrate fundamental labor.” (Marshall and Ross, 1995, p. 114)

Step 3: Develop overarching themes within the data.

According to Gibson (2003), every response category is linked to at least one theme, which adds depth to the data. Various categories can be consolidated into a single overarching theme. One of the patterns observed during data collection is that the participant tended to be associated with sentiments of happiness. The previous declaration is presented in their own words, in addition to the groupings derived from various debriefings.

Step 4: Confirming Accuracy and Validity of Statistics Examination and Discoveries: The precision of a method in measuring its intended target (Schopper et al., 1993), along with producing measurements that accurately reflect genuineness (Goodwin et al., 1987)

Step 5: involves identifying potential and reasonable reasons for the results.

According to Gibson (2003), it is important to link the findings with the cultural context of each community. This is significant for uncovering the reasons behind the results

and understanding the impact on that community. The significance of the results is a crucial aspect of the document. In conclusion to these steps, I created a table based on the answers, which presents the results.

### **3.8 Procedure**

The first thing I did was contact the school principal on 8th September 2022. I conducted it face-to-face, and I elaborated on the study's objective. I also considered pursuing it in at that school and process by contacting the English professor and the teachers of the groups. I showed them the consent letters to avoid any misunderstanding. That day, I received permission from the director to work in the institution.

On the same day, the director talked to the English professor and explained the situation. At the same time, we requested permission from the sixth-grade professors in charge to work. I did it face-to-face, and the response was immediate. Both said that they allowed me to work with the ten students; they would choose.

The interview was held on 10th September 2022. When I arrived in the classroom, I explained to the students what the questions were about, who I am, and what I'm studying. The entire time, the students were actively participating in all the interviews, which is why I consider it a good option to conduct my research. I asked the teacher to record the interview so I could analyze the answers.

The interview started at 10:00 a.m. Each student answered the questions individually, so each one took 4 to 5 minutes to answer all the questions. At 11:00 a.m., the second group of students had rested and had some lunch, so I had to wait until the teacher arrived in the classroom. So, the interview finished at noon.

## Chapter IV: Findings and Discussions

### 4.0 Overview

This section is divided into three parts: sociodemographic description, how the teacher teaches, and suggestions for addressing the problem. Each section will focus on the results of the students' interviews, analyzing possible problems, and providing a solution.

### 4.1 Sociodemographic Description

The students who participated were two girls and eight boys, all of them are between ten and twelve years old, most of them (10) have taken English through the years, and just one of them is taking an English particular class most of the participants (10) are studying the sixth grade of primary school see, table 3

**Table 3**

Table 3: *sociodemographic information of participants*

<b>Sex</b>	<b>Age</b>	<b>Feel</b>	<b>Like</b>
<b>Boy</b>	11	Happy	<b>Yes</b>
<b>Boy</b>	11	Happy	<b>Yes</b>
<b>Boy</b>	11	Happy	<b>Yes</b>
<b>Boy</b>	10	Good	<b>Yes</b>
<b>Boy</b>	11	Good	<b>Yes</b>
<b>Boy</b>	11	Happy	<b>Yes</b>
<b>Girl</b>	11	Good	<b>Yes</b>
<b>Boy</b>	12	Entertainment	<b>Yes</b>
<b>Girl</b>	11	Good	<b>Yes</b>

<b>Boy</b>	10	Comfortable	<b>Yes</b>
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Source own elaboration.

#### **4.2. The way Teacher Primary School Professor Teaches English**

The teacher tends to teach their students to translate words; the participants mentioned

"We learn playing, writing names in English and Spanish."

(P6)

"The teacher teaches us some things on the whiteboard, teaches us some things in Spanish, and we translate in English; the teacher explains the names of the things in English."

(P1)

"The teacher teaches us the names of the objects in English."

(P8)

"Teacher teaches us to play. The teacher makes us do exercises."

(P4)

Given the keywords provided by the students, it is necessary to mention that the teaching techniques employed by the teacher involve translation. This leads me to believe that the teacher utilizes the Grammar Translation Method. According to Freeman (2000), this language-teaching approach enables learners to comprehend textbooks based on any target language. Mastery of this target language is achieved through understanding its grammar rules and vocabulary. It is also thought that studying a foreign language provides good mental exercise, which aids in developing the students' minds—a sentiment echoed by SAH and Eisa (2010). The prior use of this method is to improve comprehension of phraseology, such as conceptual expressions, idioms, phrases, metaphors, and similes, by translate and understand

them. Therefore, students can understand complex concepts more effectively. Nevertheless, there are possible drawbacks, which include the following points:

1. There is an absence of oral activities in the classroom; only the teacher speaks.
2. A focus solely on the mother tongue, while the target language is neglected.
3. The inability to speak the target language, with an exclusive emphasis on reading.
4. lack of develop the competence to evoke words in the target language, leading to mental laziness.
5. The method does not aid in learning the correct pronunciation of the target language.
6. A significant focus on grammar rules.
7. Students tend to rely on translation for all tasks.
8. The method does not mentally engage students and resembles a storytelling approach (Vishal, 2018).

#### **4.2.1 Teacher Material**

Participants made some points about some material the teacher used to teach them English. Some points mentioned were:

“Teacher teaches us English with games and videos.”

(P3)

“Teacher teaches us through games”

(P7)

“Teacher teaches us playing”

(P10)

Those examples are essential because they are samples of elements from the Grammar Translation Method.

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(P3)

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(P7)

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(P10)

Those examples are essential because they are samples of elements from the Grammar Translation method.

#### **4.2.2 Students’ Opinion of Their Class**

As we saw in the table, results show that participants like the way the teacher teach them English, in their own words, they mention:

“Teacher teaches well”

(P2)

“I have much fun with activities”

(P5)

“Teacher tells us how to pronounce the words.”

(P9)

The answers proportioned by the participants made me think that the teacher's objective is to achieve a good result and that students are comfortable with how the teacher

teaches the English subject. However, it might be possible to use the same monodic method for other students who are not well-versed in English subjects, more specifically, the way the students have each one. However, it is possible to use other teaching methods in this way to avoid monotony, and students may become bored with the professor's teaching method.

### **4.3 Suggestion of Teaching Techniques**

The results are good, but it is necessary to remember the research's objective, which is the TPR Method. Nevertheless, this wouldn't impede the suggestion. As I mentioned earlier, a suggestion to the professor could help avoid dullness for students who are not comfortable with the same teaching method. A possible solution is to have an introduction class operate with the Total Physical Response Method at least once to see some result.

## **Chapter V: Conclusions**

### **5.0 Introduction**

This branch is focused on facets that affect the elaboration of the analysis. It is divided into four divisions, starting with a closing that contains elements studied during the research. The second unit is concentrated on the importance, as tracked by the study's limitations, and finally, provides some suggestions for the upcoming analysis.

### **5.1. Conclusions**

Those results were obtained in the process that answered the research questions this study aimed to answer. The questions in this study were: How do English primary school professors teach? How do the students feel about their English class? And, what is the student's opinion about their English class? Such answers to these questions were analyzed as part of the problem situation; all of these findings are presented in the following paragraphs.

Method factors. The results showed that students reported that the teacher taught them elements of the translation method, such as writing words in English on the whiteboard, using games, incorporating audiovisual materials, and providing examples of activities, including a cat game and one about fruits. Many factors benefit their learning; participants mentioned feeling happy, comfortable, and entertained and that the teacher explains things well.

Disadvantages of the method. Some participants mentioned factors that have negatively affected their English learning; for instance, one participant noted that at some partners don't collaborate on activities, which affect their behavior. Other student mentioned that not all their partners seem interested in learning English.

In summary, the participants answers share a common aspect in the elements that the teacher uses, with a focus on word translation, which is important. This may indicate that the teacher employs Grammar Translation Method.

The students level is determined according to the teacher method. Nevertheless, using the same method might be boring.

## **5.2 Inferences Based on This Research**

It was found that the use of strategies helps with vocabulary acquisition. Students showed a positive attitude toward the class and the professor. Hence, in this part, the teacher is implementing a good strategy that motivates students to develop their vocabulary.

Moreover, the teacher could create a strategy that follows another method, not only because the level could be A1 but also because it is necessary to explore other methods, such as the TPR Method, which is well-advised as a kind of exemplary framework for lexicon when using qualitative method, it is well-known that it is being talked about people's experiences, emotions and the like. While conducting this research, several limitations were encountered in using the qualitative method; for instance, it is impossible to generalize a specific phenomenon due to the small group of participants, which differs from other types of methods. Additionally, it can be challenging to interpret and analyze the data, and this process is time-consuming.

## **5.3 Limitations**

Some limitations were identified during the research, which will be developed in the next subtopics. The next sections will focus on the limitations of the Qualitative method, Interview Limitations, and Proposals for additional research. It is necessary to discuss them

to have a perspective on the challenges I faced in achieving positive results from the questionnaire.

Results may not significantly impact the main focus, which was the use of the TPR method as a secure way to implement it in a classroom.

### **5.3.1 Qualitative Method Limitations**

Certain restrictions are apparent. Firstly, Silverman (2010) disputes that qualitative methodologies may overlook circumstantial nuances to emphasize meanings and experiences. On the other hand, Cumming (2001) emphasized the participants' experience over other vital matters in the situation.

Sallee and Flood (2012) discovered that contestants often rely on quantitative resources as soon as they are needed. Furthermore, pure qualitative research might overlook aspects as societal as ethnic in the sense of conditions examined (Richards & Richards, 1994).

Darlington and Scott (2003) later stated that transforming an unexplored question into a form suitable for research is challenging, and refining questions in qualitative research may be an ongoing process throughout the entire study. Interpreting and analyzing data could be more challenging/complicated (Richards & Richards, 1994). Ultimately, examining the cases requires a significant time investment, and the findings can only be broadly applied to a small extent to the overall population (Flick, 2011).

When using the qualitative method, it is assumed that talking about our own experiences is necessary. Doing this research using the Qualitative method, it was possible to notice that the generalization of a specific answer due to the small group of participants was the main limitation; also, some questions were not clear to them. Also, it may be

challenging to interpret the data as you analyze it. More specifically, a detailed description of the answers provided by the students.

### **5.3.2 Interviews limitations**

However, such as in everything, there are limitations; in this case, it was impossible to avoid those limitations. To understand the limitations, it is necessary to know that:

1. Interview studies can be both very costly and long-lasting.
2. Talks might introduce preconceptions; for instance, a suspect's statements may be influenced by their impression of the questioner's ethnicity, gathering, oldness, or corporal charisma.
3. Conversational analysis offers a reduced amount of confidentiality, a factor that concerns many respondents.
4. Accessibility to respondents is limited compared to mailed questionnaires, as respondents may be located anywhere in the world or country.
5. Deliberate lying may occur because respondents do not wish to provide socially undesirable answers.
6. Unconscious mistakes often happen when respondents possess socially undesirable traits they refuse to acknowledge.
7. Misunderstandings can lead to incorrect responses if the respondent misinterprets the question.
8. Respondents may struggle to recall specific details.
9. Errors can result from modifications to the questionnaire, such as changing words or skipping questions.
10. Probing that is biased, irrelevant, inadequate, or unnecessary can skew results.

11. Recording errors, whether accidental or intentional, can compromise data integrity. (Sociology Group, 2019).

Based in this information, the first limitation was the area where the students were located, and there was some noise during the interviews. It was limited; the researcher may not work in a correctly because participants tend to misunderstand. The questions provide incorrect answers, or at the time of transcription, the answer is not understood.

Other limitations included the time-consuming nature of the task of some students, who had classes, and lunch breaks, which made it difficult to organize the interview in a timely manner. Anonymity was necessary to stablish trust with the parents of the participants, which was somewhat complicated, more specifically, when the students were considered as the only option. The use of the method was useful, and the information was appropriate for the study.

#### **5.4 Proposals for Extra Research**

According to the analysis, the focus stood on English teaching methods and the effect of their development of vocabulary acquisition, which was revealed and showed during the process of this study it was encountered that participants agreed that they felt good with the material and the way that the teacher teaches, which might be Grammar Translation Method, therefore it can be investigated the specific method that teacher uses, and then make a recommendation of use TPR Method, so, the result might have a good change. Additionally, exploring the effect of using the TPR Method in primary school-level language learning a seems necessary, all of which need to be noted.

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### **5.5 Suggestions for Further Research**

Some suggestions for further research that are necessary to consider are: Remake the study with different methods, more specifically focusing on the TPR Method. And also, the method used in that primary school is effective in teaching vocabulary.

It is necessary to focus on the previous method to see students practice it in the real world.

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## **Appendix**

In this section, you will see proof of the appendix I used to conduct my research, consisting of three points. Appendix A) will be the questionnaire of the interview that will be applied to the students, Appendix B) will be the consent letter that will be handed to the primary school director, and finally, appendix C) will be the consent letter to the participants parents, teachers' group in charge will show it to the family parents, and then they will sign it, and finally, appendix d) a transcription of the interview answers of the ten participants.

### **Appendix A) Interview Questionary**

1. ¿Cuál es tu nombre?
2. ¿Qué edad tienes?
3. ¿Qué grado de estudios tienes?
4. ¿Estas aprendiendo inglés en este curso?
5. ¿Como aprendes inglés en tu clase?
6. ¿Cómo te enseña tu maestro?
7. ¿Te gusta cómo te enseña? ¿Por qué?
8. ¿Cómo te sientes en tu clase?
9. ¿Qué más me puedes de tu clase de inglés?

### **Appendix B) Director Consent Letter**

Sr. director

Arnoldo Othoniel Olmedo Castro

PRESENTE

Por medio del presente documento autorizo a la investigadora Luigi Fernanda Castillo Rendón responsable del proyecto titulado TPR y el impacto que tiene en los alumnos, correspondiente a un estudio de tipo tesis entiendo que el propósito vital de esta exploración es averiguar cómo su profesor de inglés enseña su clase. Además, comprendo que las personas invitadas, lo hacen de manera voluntaria previo consentimiento informado, independiente de mi autorización. También comprendo que implica un manejo confidencial, por lo que los participantes no serán identificados, tampoco las organizaciones en los

documentos o publicaciones derivadas del estudio. La información obtenida será utilizada sólo con fines de esta investigación. Permito la recopilación de información a través de una entrevista.

La presente Carta de Autorización se firma en dos ejemplares. Uno de los documentos queda en poder del investigador y el otro en poder del director(a). Para formalizar el permiso en este estudio, firmo a continuación.

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NOMBRE DEL DIRECTOR(A)

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FIRMA

Ciudad Tepeaca, Puebla Día 20 del mes de septiembre el año 2022

### **Appendix C) Family Parents' Consent Letter**

Sr. Sra. padre de familia o tutor

PRESENTE

Por medio del presente documento autorizo a la investigadora Luigi Fernanda Castillo Rendón responsable del proyecto titulado TPR y el impacto que tiene en los alumnos, correspondiente a un estudio de tipo tesis entiendo que el objetivo principal de la investigación es averiguar cómo su profesor de inglés enseña su clase. Además, comprendo

que las personas invitadas, lo hacen de manera voluntaria previo consentimiento informado, independiente de mi autorización. También comprendo que implica un manejo confidencial, por lo que los participantes no serán identificados, tampoco las organizaciones en los documentos o publicaciones derivadas del estudio. La información obtenida será utilizada sólo con fines de esta investigación. Permito la recopilación de información a través de una entrevista.

La presente Carta de Autorización se firma en dos ejemplares. Uno de los documentos queda en poder del investigador y el otro en poder del director(a). Para formalizar el permiso en este estudio, firmo a continuación.

Nombre del padre de familia o tutor

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Firma.

Tepeaca, Puebla Día 20 del mes de septiembre el año 2022.

#### **Appendix d) interview questions and answers**

Interview 1:

Good morning, First of all, let me introduce myself. My name is Luigi Fernanda Castillo Rendon; I'm a student of Facultad de Lenguas today I'm here to make a short interview. This is for an investigation that I'm realizing, it covers an English topic, thank you for your cooperation. Let's start with the basic. First question:

1. What's your name?

A= Hi, I'm participant 1.

Ok participant 1, is a beautiful name, now question number two:

2. How old are you?

A= I'm 11 years old.

Ok, 11 years, right? you are almost a teenager, another question, tell me:

3. What grade are you studying?

A= I'm studying 6<sup>th</sup> grade.

Now, next question:

4. Are you studying English in this course?

A= Yes, I am studying English at the school, actually, since 5<sup>th</sup> grade.

Interesting answer, now tell me.

5. How do you learn English?

A= I learn English at school, a teacher comes to the classroom and for one hour teach us a topic.

That's fashionable! Tell me.

6. How do your teachers teach you English?

A= The teacher teaches us things basing on the topics. He explains in Spanish what he means in English, He gives us activities and we have to solve them.

It's ok, now, next question.

7. Do you like how he teaches? Why?

A= Yes, he explains the indications good.

8. How do you feel in your English classes?

A= I feel happy and comfortable, I like.

Now, last question:

9. What else can you tell me about your teachers?

A= The teacher gives us the possibility of participate in the activities, just if we want.

Ok, we finish with the interview, have a beautiful day, and thank you for your time, and continue studying.

Interview 2:

Right, good day, before we begin with the interview, I'll introduce myself. My name is Luigi Fernanda Castillo Rendon; I'm a student of Facultad de Lenguas. I will explain, I will make you a few questions, don't worry, it's just for an investigation, the questions are:

10. What's your name?

A= I'm participant 2.

Ok participant 2, let me tell you, your name is cute. Now, question number two:

11. How old are you?

A= I'm 11 years old.

Ok, 11 years, almost in secondary school, could you tell me:

12. What grade are you studying?

A= I'm studying 6<sup>th</sup> grade.

Fine! Now:

13. Are you studying English in this course?

A= Yes, I am studying English at the school.

Ok, it's interesting, question 4.

14. How do you learn English?

A= on weekdays at a specific hour, it could be before or after lunch time, a teacher comes to our classroom to teach us any topic.

Right, Now, question 5.

15. How does your teacher teach you English?

A= he writes words on the board in Spanish and translate them in English, and also. He explains us step by step what we are going to do. For example, last day, we played with toy fruits, and we learned their names in English. And most important, he talks to us in English.

Ok, now.

16. Do you like how he teaches? Why?

A= Yes, I like. In my point of view, it's ok, and it's interesting

Ok, and with the next question will finish.

17. How do you feel in your English classes?

A= Happy, I feel happy.

Ok, last question:

18. What else can you tell me about your teachers?

A= The teacher develops the topic well. Ilike it.

Right, this is it, have a nice day, thank you so much for participate and your time and the interview.

Interview 3:

Good morning, my name is Luigi Fernanda Castillo Rendon, I'm a student of Facultad de Lenguas; and today I will make you a little interview. Be honest with your answers. The first question is:

19. What's your name?

A= ok, my name is participant 3.

Fine participant 3, question number two:

20. How old are you?

A= I'm 11 years old.

Ok, 11 years, you are almost a teenager, question number 3:

21. What grade are you studying?

A= I'm studying 6<sup>th</sup> grade group A.

Good, so, next question:

22. Are you studying English in this course?

Can you repeat the question?

23. Are you studying English in this course?

A= Yes, I am studying English at the school.

Now tell me.

24. How do you learn English? but, try to speak louder, please.

A= I learn English at school, my teacher uses to come to the classroom and for one hour and talk about a theme; at this hour I pay attention to the class, review the words and their meaning

Fine! Now, point 4.

25. How do your teachers teach you English?

A= The teacher teaches us words with games, a sample: he teaches us words and how we have to pronounce them correctly, and also, teaches us with videos and games.

Well, now tell me:

26. Do you like how he teaches? Why?

A= Yes, because of the activities. They're cool.

27. How do you feel in your English classes?

A= I feel happy.

Finally, the last question:

28. What else can you tell me about your teachers?

A= Oh, yes, the teacher is patient to us.

Ok, thank you for the time of this interview, by my side, I finish. Have a nice day.

Interview 4:

Hi! Let me begin with a little introduction of myself. My name is Luigi Fernanda Castillo Rendon, I study at Facultad de Lenguas. Today I came to have a short interview with you. Before we begin, I'd like to say thank you for your time now, first question:

29. What's your name?

A= I'm participant 4.

Participant 4, answer question number two:

30. How old are you?

A= I'm 10.

Ok, 10, you are the younger one, tell me the third question:

31. What grade are you studying?

A= In 6<sup>th</sup> grade group A.

Now, next question:

32. Are you studying English in this course?

A= Yes, from Monday to Friday I learn English at the school, and also, I go to an English school at the mornings.

Ok, it's interesting, let's move to the next question.

33. How do you learn English?

A= A teacher comes to the classroom for one hour to teach a topic.

That's great! Now, question 5.

34. How do your teachers teach you English?

A= They teach me by playing. Sometimes, we make exercises of pronunciation, and also, they make us solve exercises and those kinds of things. They teach well.

Ok, now, tell me.

35. Do you like how they teach? Why?

A= Yes, I like how they explain the activities, the topics, vocabulary. Etc.

36. How do you feel in your English classes?

A= I feel good.

Ok, last question:

37. What else can you tell me about your teachers?

A= They're good teachers, and that's all.

And with this question the interview has end, have a nice day, participant 4.

Interview 5:

Hi! Good morning, my name is Luigi Fernanda Castillo Rendon, I'm studying at Facultad de Lenguas. and, I will make a few questions, and you will answer; relax, ok? Good, let's start, the first question is:

38. What's your name?

A= Participant 5.

Well, tell me:

39. How old are you?

A= I'm 11 years old.

Ok, 11 years old, almost in secondary School. Question number 3:

40. What grade are you studying?

A= 6<sup>th</sup> grade.

6<sup>th</sup> grade, ok.

41. Are you studying English in this course?

A= Yes.

Tell me:

42. How do you learn English?

A= Well, teacher comes to the classroom and for a certain time to teach us a topic.

That's cool!

43. How do your teachers teach you English?

A= The professor imparts the topic referring to activities, he teaches us in a funny way. A sample: the colors, he makes fun activities basing to the colors. Thus, with the objectives to have fun and we want to learn more. Other sample a cat game with colors, red color we must to answer and if we had a good answer we win.

It's ok, now, next question.

44. Do you like how he teaches? Why?

A= Yes, the activities are fun.

45. How do you feel in your English classes?

A= I feel good. I have so much fun with the activities.

Now, last question:

46. What else can you tell me about your teachers?

A= for some people might be not interesting, but for me, is good, because one of my dreams in the future is to travel to USA and maybe, study the university of this country.

Ok, with this question we finish, have a beautiful day, and thank you for your time.

- You're welcome.

Interview 6:

Good morning, I'm Luigi Fernanda Castillo Rendon, I'm a student of Facultad de Lenguas, before we begin, thank you for the participation. I will make some questions; it won't take long. Let's start:

47. What's your name?

A= I'm participant 6.

Ok participant 6, second interrogator:

48. How old are you?

A= 11.

Ok, 11 years, you are almost a teenager, number 3:

49. What grade are you studying?

A= 6<sup>th</sup>.

Fine, next one:

50. Are you studying English in this course?

A= Yes, a bit, but I learn English.

now tell me.

51. How do you learn English?

A= I learn English at school, for an hour, with my teacher three days a week.

52. How does your teacher teach you English?

A= Playing and learning the names of the object in English, teacher gives us a number and show us the figures and we play each other. And also, we learn with words written in English and Spanish language.

Ok.

53. Do you like how he teaches? Why?

A= Yes, I think teaches in an interesting way.

54. How do you feel in your English classes?

A= happy, very happy

Now, last question:

55. What else can you tell me about your teachers?

A= I like my English classes because I think is fun and is according to the level we are learning.

Ok, we`ve just finish with the questionnaire, have a nice day.

Interview 7:

Good morning, my name is Luigi Fernanda Castillo Rendon, I`m a student of BUAP, and I will make some short questions. I`ll start the question number one is:

56. What`s your name?

A= Participant 7.

Your, name, participant 7, right.

57. How old are you?

A= 11.

11, right next interrogate.

58. What grade are you studying?

A= I`m studying 6<sup>th</sup> grade group B.

Now, next question:

59. Are you studying English in this course?

A= Yes.

60. How do you learn English?

A= My English professor comes to the classroom and explain things, but is just for a short time.

61. How do your teachers teach you English?

A= The teacher teaches us through games; he applies certain techniques to learn English.

It's ok, now.

62. Do you like how he teaches? Why?

A= Yes, is easy to learn what he says.

63. How do you feel in your English classes?

A= I feel entertained.

Now, last question:

64. What else can you tell me about your teachers?

A= The class is entertained and is easy to understand. The teacher teaches us well.

Ok, we finish. Thank you for your time.

Interview 8:

Good morning, my name is Luigi Fernanda Castillo Rendon, I study in Facultad de Lenguas you are here to respond some questions of your English classes. First of all, thank you for collaborate. Question 1:

65. What's your name?

A= Participant 8.

66. How old are you?

A= 12

Ok, 12 years now:

67. What grade are you studying?

A= I study in 6<sup>th</sup> grade.

Now, next question:

68. Are you studying English in this course?

A= Yes, I am.

Interesting answer, now tell me.

69. How do you learn English?

A= I learn English at school, with my teacher.

70. How do your teachers teach you English?

A= he teaches me the name of some fruits; he teaches many things. we also play games and we do funny activities,

It's ok, now, next question.

71. Do you like how he teaches? Why?

- Can you repeat the question?

72. Do you like how he teaches? Why?

A= Yes, I like because he tells us the instructions of the activities well.

73. How do you feel in your English classes?

A= Good.

Last question:

74. What else can you tell me about your teachers?

A= we learn the words, for example we play in English, we play the cat game, and that's it.

Ok, we finish with the interview, I wish you a nice day, and thank you for your time and the collaboration.

Interview 9:

Good morning, my name is Luigi Fernanda Castillo Rendon, I'm a student of Facultad de Lenguas thank you for attend this interview, I'll do some questions about your English teacher, First question:

75. What's your name?

A= Hi, I'm participant 9.

Ok participant 9, is a beautiful name, now second question:

76. How old are you?

A= I'm 11 years old.

Ok, 11 years, you are almost a teenager, question number 3:

77. What grade are you studying?

A= I'm studying 6<sup>th</sup> year.

Now, next question:

78. Are you studying English in this course?

A= Yes.

Next point.

79. How do you learn English?

A= well, for an hour my teacher comes to the classroom and I pay attention to the class, I take notes and study what I learned.

That's ok, next one.

80. How do your teachers teach you English?

A= The teacher writes word on the board and tells us the meaning, and makes us collaborate with the activities we do in the class.

It's ok, now, next question.

81. Do you like how he teaches? Why?

A= Yes, he tells us how we must to pronounce words.

82. How do you feel in your English classes?

A= I feel fine.

Now, last question:

83. What else can you tell me about your teachers?

A= Yes, I also feel interesting in the class.

Ok, we finish with the interview, have a beautiful day, and thank you for your time, and continue studying.

Interview 10:

Good day, I'm Luigi Fernanda Castillo Rendon, a student of Facultad de Lenguas today you will respond to some questions. But, before I start, thank you for your cooperation.

Let's begin:

84. What's your name?

A= good morning, my name is participant 10.

Let me tell you that this is a beautiful name, ok, tell me:

85. How old are you?

A= I'm 10 years old on February 13<sup>th</sup> I will have 11.

Ok, 10 years, you are the second with this age let me continue:

86. What grade are you studying?

A= I'm in the 6<sup>th</sup> grade group B.

Now, next question:

87. Are you studying English in this course?

A= Yes.

Good, now tell me.

88. How do you learn English?

A= I learn English at school; a teacher comes to the classroom.

Fine.

89. How do your teachers teach you English?

A= The teacher teaches us new words, and the name of the objects we see. He explains us how to do the things basing on the topics.

It's ok.

90. Do you like how he teaches? Why?

A= yes, because teaches by playing.

91. How do you feel in your English classes?

A= Good.

Now, last question:

92. What else can you tell me about your teachers?

A= I feel comfortable with the way he teaches us. And also, in class I feel happy.

That's all the questions, thank you for answer the questions.

For one moment I confused the questions, I thought you were referring to general class, not English.