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| Journal Name: | [**Asian Journal of Education and Social Studies**](https://journalajess.com/index.php/AJESS) |
| Manuscript Number: | **Ms\_AJESS\_140678** |
| Title of the Manuscript: | **Effectiveness Of Total Physical Response (TPR) Method in Enhancing Vocabulary Among Grade 1 Learners** |
| Type of the Article |  |

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| PART 1: Comments | | |
|  | Reviewer’s comment **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | **Author’s Feedback** (It is mandatory that authors should write his/her feedback here) |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | This manuscript contributes significantly to the growing body of research on effective vocabulary instruction for early-grade learners by providing empirical evidence on the impact of the Total Physical Response (TPR) method. It addresses a critical gap in early literacy development by demonstrating that kinesthetic and interactive strategies like TPR can substantially enhance vocabulary acquisition in young learners. By aligning instructional strategies with developmental needs, this research advances the understanding of evidence-based pedagogies in early childhood education and offers practical implications for improving foundational literacy in resource-constrained settings. | This manuscript is essential for it shows how young children can learn vocabulary better through fun and active methods like Total Physical Response (TPR). Instead of just memorizing words, learners were able to understand and remember them by acting them out, which made learning more enjoyable and effective. The results can help teachers use more interactive and child-friendly ways to teach language, especially in early grades. This can make a big difference in classrooms where students struggle with basic vocabulary skills. |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | The title is generally **clear, informative, and relevant**.  **An Experimental Study on the Effectiveness of TPR in Vocabulary Development Among Grade 1 Students** | COMPLIED |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | **The abstract in is generally comprehensive, but there are a few areas where clarity, structure, and focus could be improved to better align with academic journal standards. And can be revised:**  This study investigated the effectiveness of the Total Physical Response (TPR) method in enhancing English vocabulary acquisition among Grade 1 learners at Judge Ernesto Nombrado Memorial School in the Philippines. Using a one-group pre-test–post-test experimental design, fifteen learners participated in five TPR-based instructional sessions. A researcher-made vocabulary test, validated (Aiken’s V = 0.91) and found reliable (Cronbach’s α = 0.776), measured learning gains. Pre-test scores had a mean of 6.87 (Did Not Meet Expectations), while post-test scores rose to 12.53 (Very Satisfactory), indicating substantial improvement. A t-value of 9.338 and a Cohen’s d of 2.411 confirmed a statistically significant and large effect. These findings support the integration of kinesthetic strategies like TPR into early-grade vocabulary instruction to promote meaningful and engaging learning experiences. | COMPLIED |
| Is the manuscript scientifically, correct? Please write here. | the manuscript is **scientifically sound overall**, but there are a few areas where **clarifications, improvements, and minor corrections**. Areas Needing Attention:  1. A key limitation is the absence of a control group. This limits causal claims.  2. Sample Size  3. While the manuscript includes rich statistical data, some of it may benefit from simplification or standard formatting (e.g., include confidence intervals if possible).  4. Use consistent terms for learners (e.g., "Grade 1 learners", "students", "pupils")—pick one and stick with it.  5. Avoid redundancy, such as repeating “vocabulary enhancement” multiple times unnecessarily. | One of the limitations of this study is the absence of thee control group, which limits the ability to establish a clear causal relationship between the intervention and the outcomes. However, the research was conducted through tutorial sessions, where all participants were provided the same learning opportunity. Implementing a control group in this context was not feasible but the small group setting allowed the researchers to focus on improving vocabulary through a more intensive and supportive approach.  1. The small sample size is acknowledged as a limitation that may affect the generalizability of the results. The participants were selected from a tutorial group that was formed based on availability and parental consent. Despite the limited number, the results demonstrated with a statistically significant improvement with a large effect size indicating a meaningful learning gain.   COMPLIED |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.** | The references are generally sufficient and recent, with many published between 2018 and 2024. They include relevant studies on TPR, vocabulary acquisition, and early childhood education. And rewrite the reference with indentation in five lines as example below.  However, to strengthen the theoretical foundation, you might consider adding:  Nation, I.S.P. (2013). Learning Vocabulary in Another Language (Cambridge University Press) – foundational  work on vocabulary instruction.  Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement – useful for linking  vocabulary and academic performance. | COMPLIED |
| Is the language/English quality of the article suitable for scholarly communications? | The language of the article is generally clear and understandable, and it effectively communicates the research. However, for scholarly communication, the manuscript would benefit from the following refinements:  1. Grammar and Sentence Structure:  Some sentences are wordy or contain minor grammatical errors (e.g., "The the primary research instrument..." should be corrected).  Use of passive voice could be reduced for clarity and engagement.  2. Academic Tone and Precision:  Replace casual or vague expressions (e.g., “smoothly” or “very satisfactory”) with more formal and specific academic language.  Maintain consistency in terminology (e.g., always use "learners" or "students" consistently). | COMPLIED |
| Optional/General comments | The manuscript presents a well-structured and relevant study on the effectiveness of the Total Physical Response (TPR) method in enhancing vocabulary among Grade 1 learners. The research design, statistical analysis, and findings are clear and meaningful. Minor revisions are needed in language, formatting, and acknowledgment of limitations to enhance scholarly quality. Overall, it is a valuable contribution to early childhood language education research. |  |

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| **PART 2:** | | |
|  | **Reviewer’s comment** | **Author’s comment** *(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in details)* | No. |